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AGENDA

Committee CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

Date and Time of Meeting TUESDAY, 13 JANUARY 2015, **2.30 PM**

Venue COMMITTEE ROOM 4 - COUNTY HALL

Membership Councillor Richard Cook (Chairperson)
Councillors Boyle, Chaundy, Gordon, Govier, Murphy, Rees and Lynda Thorne and one vacancy.

Mrs P Arlotte (Roman Catholic representative), Vacant (Church in Wales representative), Vacant (Parent Governor Representative) and Vacant (Parent Governor Representative)

1 Apologies for Absence 2.35 pm

To receive apologies for absence.

2 Declarations of Interest

To be made at the start of the agenda item in question, in accordance with the Members' Code of Conduct.

3 Cardiff's Schools Annual - Draft Cabinet Report (*Pages 1 - 112*) 2.40 pm

(a) Councillor Julia Magill (Cabinet Member for Education and Skills) will be in attendance and may wish to make a statement.

(b) Nick Batchelar (Director of Education and Lifelong Learning) and Angela Kent (Head of Achievement and Inclusion) will present the report and be available to answer any questions Members may have;

Also in attendance, Hannah Woodhouse, Managing Director of the Central South Consortium Joint Education Service, Marc Beli (Head Teacher Bishop of Llandaff High School), Joanne Colsey (Head Teacher, Stacey Primary School) and Kevin Tansley (Head Teacher Ty Gwyn Special School);

(c) Questions from Committee Members.

- 4 The Impact of Poverty on Educational Attainment in Cardiff - Cabinet Response** *(Pages 113 - 128)* 4.00 pm
- (a) Councillor Julia Magill (Cabinet Member for Education and Skills) will present the Cabinet response to Committee;
 - (b) Questions from Committee Members.
- 5 Social Services and Well Being Act (Wales) 2014 - Briefing Paper** *(Pages 129 - 132)* 4.10 pm
- (a) Councillor Sue Lent (Cabinet Member, Early Years, Children and Families) will be in attendance and may wish to make a statement;
 - (b) Tony Young, Director for Children Services will present the briefing papers and be available to answer any Members questions;
 - (c) Questions from Committee Members.
- 6 Child Health and Disability - Cabinet Response** *(Pages 133 - 148)* 4.30 pm
- (a) Councillor Sue Lent (Cabinet Member, Early Years, Children and Families) will present the Cabinet response to Committee;
 - (b) Questions from Committee Members.
- 7 Looked After Children Listening Event - Cabinet Response.** *(Pages 149 - 156)* 4.40 pm
- (a) Councillor Sue Lent (Cabinet Member, Early Years, Children and Families) will present the Cabinet response to Committee;
 - (b) Questions from Committee Members.
- 8 Budget Proposals for Consultation** *(Pages 157 - 172)* 5.00 pm
- (a) Scrutiny Officer to introduce the report;
 - (b) Stakeholders may be invited to address the Committee with their views on the consultation proposals.
- 9 Way Forward** 6.00 pm

10 Date of Next Meeting

Budget Meeting 3 February at 10.00am (tentative)

**Marie Rosenthal
County Clerk & Monitoring Officer**

Date: Monday, 5 January 2015

Contact: Paul Burke, 029 2087 2412, PaBurke@cardiff.gov.uk

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THE CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

Agenda Item 3

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

13 January 2015

THE PERFORMANCE OF CARDIFF SCHOOLS AND THE YOUTH SERVICE IN 2013 / 14 – Draft Cabinet Report

Background

1. When considering its work programme for the year, the Committee agreed to receive a series of performance reports which would focus on the impact of actions to address the recommendations made by Estyn in a monitoring visit in February 2014 and which would also include the Annual Performance of Schools report for 2013 / 14.
2. This report provides the Committee with the opportunity to consider a draft copy of the Cabinet report “The Performance of Cardiff Schools and the Youth Service in 2013 / 14” due to be considered by Cabinet on 22 January 2015, copy attached as **Appendix A**.
3. The publication of the Schools Annual Report is considered best practice and is produced to help inform elected Members, schools and school governors on the progress being made to improve performance across all schools in Cardiff.
4. The Committee agreed at its September meeting that in future certain sections of the Annual Report would be considered separately by Members. This will enable the Committee to consider the information in a more detailed and timely manner. To this end the Committee has already received reports on:
 - Performance in Literacy and Numeracy
 - The outcomes of School Inspections

Issues

5. The Director of Education and Lifelong Learning has included, at the beginning of the Cabinet report, an Executive Summary on the performance of Cardiff's Schools. The summary includes an overview of the performance data, identified areas of positive improvement, as well as aspects of continuing concern. The summary also identifies key areas of focus for the future.

Scope of Scrutiny

6. This report will provide the Committee with an opportunity to review the Draft Cabinet report "Performance of Cardiff Schools and the Youth Service in 2013/14" to enable the Education Service and partners to achieve their principal responsibility to raise education standards and improve outcomes for all learners. It will also enable Members to enquire as to:
 - i. How have Cardiff schools performed in achieving their responsibilities to all learners?
 - ii. What can be learnt from the analysis of the results and what actions have been taken to address any issues?
 - iii. What actions have been implemented to ensure improvements in provision in areas achieving below target?
 - iv. What actions are being implemented to ensure that Cardiff's Schools have high quality leadership and teaching?

Way Forward

7. The purpose of this report is to provide Members with a copy of *The Performance of Cardiff Schools in 2013/14* (copy attached at **Appendix A**). Councillor Julia Magill (Cabinet Member for Education and Lifelong Learning) may wish to make a statement. Nick Batchelar, Director of Education and Lifelong Learning and Angela Kent, Head of Achievement and Inclusion will

make a presentation, and both are available to answer any questions Members may have.

8. The following people have also been invited to contribute to the Committee's consideration of the report; namely:
 - Hannah Woodhouse (Managing Director) and Debbie Lewis (Senior Challenge Adviser) of the Central South Consortium Joint Education Service – to present an account of the role of the Consortium in raising standards and the Consortium's plans to further strengthen the impact of its work.
 - Marc Beli (Head Teacher, Bishop of Llandaff High School), Joanne Colsey - (Head Teacher, Stacey Primary School) and Kevin Tansley – (Head Teacher, Ty Gwyn Special School) have also been invited, and will be available to provide a sector perspective on the performance report.
9. Members may wish to review the information contained in the Draft Cabinet report *The Performance of Cardiff Schools and the Youth Service in 2013/14* report (**Appendix A**) and in the officers' presentations and answers to Members' questions, and to consider highlighting any issues for further investigation or more detailed monitoring over the next year.

Legal Implications

10. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out

any legal implications arising from those recommendations. All decisions taken by or on behalf of 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 on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (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

11. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

RECOMMENDATIONS

Members are recommended to:

- ❖ Consider the information contained in this report and *The Performance of Cardiff Schools in 2013/14* report and provide and comments, concerns or recommendations to the Cabinet Member or Director of Education and Lifelong Learning, prior to its consideration at Cabinet on 22 January; and
- ❖ Identify any issues for further consideration or investigation.

Marie Rosenthal
County Clerk
and Monitoring Officer

Nick Batchelar
Director of Education and
Lifelong Learning

5 January 2015

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**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 22 January 2014

**The Performance of Cardiff's Schools and the Youth Service in
2013/14**

REPORT OF Director of Education & LLL AGENDA ITEM:

PORTFOLIO: Education and Lifelong Learning

Reason for this Report

1. To update Cabinet on the performance of schools and the youth service in 2013/14.

Background

2. The 2014 results need to be viewed in the context of a previous pattern of unacceptably low standards in too many Cardiff schools, and an overall picture of attainment in the city which has not improved at a sufficient rate over a number of years. Estyn inspected Cardiff Local Authority in 2011 and whilst judging provision to be 'adequate' placed the authority in Estyn monitoring. Two monitoring visits have since been carried out, in June 2012 and Feb 2014, the latter judging 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.
3. 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. In 2013-14 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.
4. The local authority has set out in the Education Development Plan, and the 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.

Overview

5. The results for the 2013-14 school year in Cardiff indicate that the priority actions in these plans, taken together with the refocusing of the work of the Consortium and the development of school to school improvement practices, are beginning to have positive impact, but that there remains a great deal more to be done to bring attainment for all Cardiff learners to an acceptable standard.
6. There has been positive improvement in a number of areas:
 - After five or more years of very modest improvement in attainment at age 16, with an average 1% improvement on the Level 2+ measure per year, the rise of 3.9% in 2014 was a significant step up;
 - There has been improvement in the percentage of pupils making two levels of progress in the first three years of secondary school, and a reduction of the number of secondary schools where less than 40% at age 16 achieve Level 2+ from 11 in 2013 to 6 in 2014;
 - Attendance at both primary and secondary school has continued to improve from a very low base of 5 years ago, so that Cardiff is now ranked 7 and 10 respectively out of the 22 Wales local authorities, compared to 17 and 18 three years ago;
 - In view of the previously stark difference in outcomes between schools in similar contexts it is encouraging to note the reduction in the attainment gap between pupils eligible for free schools meals and those not eligible;
 - In view of the population of Cardiff schools being increasingly ethnically diverse, with 40% of minority ethnic pupils in Wales being in Cardiff schools, it is encouraging to note the improvement in attainment for all minority ethnic learners at Key Stage 2, and at Level 2 age 16, narrowing the gap with White UK pupils although this is not the case for Level 2+ at this age; and
 - On many, though not all indicators, the gap between Cardiff and all Wales has closed, with more accelerated improvement in 2013-14 in Cardiff, but on most such measures the gap remains, and there is clearly a need to consolidate and further accelerate that improvement.
7. Aspects of continuing concern:
 - The extent of the variation in outcomes between schools with similar contextual factors, as exemplified in the graphs in Appendix 2, suggesting that the good practice in some schools is not being extended to all;
 - In contrast to the welcome improvement in Level 2+ at age 16, the wider attainment measures of Level 2 threshold and the Core Subject Indicator are not improving at a similar rate, suggesting that curriculum provision is not well planned in all secondary schools and that tracking of pupil progress and intervention for those who are underachieving needs to be strengthened in a number of schools;

- Despite the welcome improvement in mathematics results at age16 this year, teaching and learning in this subject remains the weakest of the core subjects in secondary schools. The numeracy test results place Cardiff 14 out of 22 local authorities in Wales for all years 2-9, with Year 6 and Year 9 results being above the consortium average, and just below the national average for standardised score of 85 or above, and above national average for standardised score of 115 and above on the numeracy procedural test.
- The number of individual schools which have been judged in monitoring visits or inspection by Estyn to be making insufficient improvement. While the overall percentage of school inspection judgements in Cardiff since the introduction of the current framework on 2010 is not dissimilar to the national picture, it is evident that where the leadership of improvement at the school, by headteachers and governing bodies, is not adequate, action must be taken earlier to address decline.

Priorities for improvement

8. Priorities for improvement in view of these results are set out in the Local Authority Education Development Plan and in the specific actions to address the six recommendations from Estyn in the Estyn Action Plan.
9. Key areas of focus are:
 - Further strengthening of the tracking of pupil progress and targeted follow up for those who are underachieving;
 - Supporting improvement in the teaching of literacy and numeracy, and especially in mathematics in secondary schools;
 - Sharpening the focus and improving consistency of challenge and support to schools, through the work of consortium challenge advisers and through the use of local authority powers where this is warranted;
 - Increasing steps to improve governance in schools;
 - Building on the peer to peer improvement strategies to extend and disseminate the most effective practice in schools in the Central South region so that it becomes the standard for all schools; and
 - Identifying, supporting and developing school leaders at all levels in schools.

“It is clear that one of the key factors in any journey of improvement is strong and visionary leadership....Excellent leaders understand that improving teaching and learning should be the main focus of school improvement.”

HMCI Wales 2012-13 Annual Report p.13

Executive Summary of Appendices

The Performance of Cardiff Schools (Appendix 2)

10. Overall there has been an improvement in the proportion of pupils reaching the expected outcome/ level in the Foundation Phase, Key Stage 2 and Key Stage 3. In 2014 the extent of the improvement is greatest at Key Stage 3, followed by the Foundation Phase, then Key

Stage 2. Improvements were also achieved in most indicators at Key Stage 4 and Key Stage 5. The improvements seen in Key Stage 3 over the last few years are beginning to be translated into noticeable improvements at Key Stage 4.

11. The increases have generally led to an improvement in the difference between Cardiff's performance and the Welsh average. However, in many performance indicators Cardiff's performance is still below that of the national average and of the consortium as a whole.

Primary Schools

Foundation Phase

12. Schools are seeing a significant growth in the pupil population in Foundation Phase, with high pupil mobility and in some areas a very high number of in year admissions, often of pupils with little or no spoken English. It is encouraging to note that 2014 saw an increase in all outcomes in all Foundation Phase areas for the third year in a row and performance was at least in line with targets. However although the difference is decreasing, Cardiff remains below the Welsh average for all indicators except LCW at outcome 5+ on these teacher assessed measures.
13. The proportion of pupils achieving the FPI was 83.7% compared to an all Wales figure of 85.2%. The improvement in the FPI is 2.9 percentage points which is greater than the national improvement of 2.2 percentage points.
14. Nearly two thirds of primary schools maintained or improved the FPI in 2014 compared to 2013. In the remaining third the proportion of pupils achieving the FPI fell by an average of 3.5 percentage points. When Cardiff schools are compared to similar schools nationally, there was a welcome increase in the number of schools in the upper benchmark quarter, and a reduction in the number in the lower quarter.
15. In schools where the Foundation Phase performance is strong there is a clearly structured approach to the learning of pupils, with focused teaching of literacy and numeracy embedded within practice which is founded on the Foundation Phase philosophy: experiential learning, an active and engaging curriculum, with continuous and enhanced provision seamlessly interwoven.

Key Stage 2

16. This year, in the core subject indicator, Cardiff attained 85.1% compared with 86.1% across Wales and exceeded the target set of 84.5%. The increases were greater than that for Wales as a whole in mathematics and the CSI, in line with national increases in English and the gap with the Wales averages widened in science.
17. In English, Cardiff remains 1.1% below the Welsh average, in mathematics, 1.2% below the Welsh average and in science 1.3% less

than the Welsh average. However, in Welsh as a first language performance was greater than the Welsh average by 2 percentage points. There was a positive improvement in the performance of Cardiff schools at this key stage when compared to similar schools nationally, with an increase in the number in the highest benchmark quarter and a decrease in the number in the lower quarter (Appendix 3 section 3).

18. There are significant variations in outcomes between schools with similar proportions of pupils eligible for free school meals (FSM). Nearly three quarters of primary schools maintained or improved their Key Stage 2 CSI in 2014 compared to the previous year. In the remaining quarter the proportion of pupils achieving the CSI fell an average of 4.1 percentage points.
19. Where historically low performing schools have made progress they are characterised by:
 - An expectation that there is consistently high quality teaching in all lessons and that all pupils make at least expected levels of progress
 - An increased focus on pupil progress in each and every year group
 - Focused intervention which is effectively used when pupils are falling behind
 - In some cases new leadership which raises expectations, confidence and accountability, and in others professional development for existing leaders through constructive peer challenge, links with other schools, and coaching and mentoring from lead practitioners

Secondary Schools

Key Stage 3

20. Improvement has continued at Key Stage 3 and the targets for the core subjects were exceeded. Outcomes in Cardiff remain above the Welsh averages for 2014 in all three core subjects at level 5+ by between 0.2 and 3.9 percentage points. However, the rate of improvement in 2014 and over the last three years is less than for Wales as a whole and so the gap has narrowed in most indicators.
21. Two thirds of secondary schools maintained or improved their CSI in 2014 compared to the previous year. In the remaining third the proportion of pupils achieving the CSI fell by up to 7 percentage points. No school has two consecutive years of decreasing performance at this key stage.
22. Performance in all of the non-core subjects was better than in 2013; however outcomes were above the Welsh averages in only three subjects in 2014 compared to five subjects in 2013.

23. There are also variations in performance between the core and non-core subjects in too many schools. Although increasing in number, too few pupils are making progress of at least two National Curriculum levels across Key Stage 3. A key feature of effective practice at this key stage is often a whole school approach to the teaching and development of literacy and numeracy skills, to ensure that these are embedded throughout the curriculum and promoted by all staff.

Key Stage 4

24. While there has been an improvement in headline performance measures, Cardiff continues to perform below the Welsh average for all the main indicators and outcomes were below the targets set. 12 out of 19 secondary schools improved their performance at the level 2+ threshold in 2014. In the seven schools where performance declined, the average decrease was 3 percentage points.
25. At level 2+, there has been an improvement of 3.9 percentage points to 53.8%, which compares favourably with a national improvement of 2.4 percentage points to 55.1%. Prior to 2014 the level of improvement in Cardiff has been much smaller, at around 1 percentage point each year. However, there was marked variability between schools with similar contextual factors.
26. There are still three schools where fewer than 30% of pupils achieve the level 2 threshold including English/Welsh and mathematics. However, the number of secondary schools with fewer than 40% of pupils achieving this threshold has reduced from eleven to six.
27. In contrast to the improvement at level 2+ threshold, only small improvements have been made at the level 2 and level 1 thresholds. In the level 2 threshold the improvement in Cardiff was only 2.4 percentage points against an improvement across Wales of 4.2 percentage points. The rate of improvement in 2014 is greater than for Wales in the level 2+ threshold and level 1 threshold indicators but the gap in performance between Cardiff and Wales has widened in the other indicators.
28. There is limited correlation between school outcomes in the level 2 and level 1 thresholds and the proportion of FSM pupils. Overall, there are too many schools whose performance is still in the third and fourth quartiles suggesting that outcomes have more to do with the quality of provision than the pupil intake.
29. Outcomes in mathematics, English and science at level 2 have also improved by a greater percentage than across Wales as a whole. Outcomes in Welsh have decreased by one percentage point in contrast to Wales where there was a small increase.
30. Improved tracking of pupils and well targeted follow up have undoubtedly led to raised standards in a number of schools. Such practice is based on a tailored approach to intervention, based on accurate diagnosis of learner needs, and appropriate and well targeted use of resources and teacher time to accelerate the progress of pupils at risk of underachieving. The most successful schools have a relentless focus on

high quality teaching, especially in the core subjects, led by strong subject leaders who place the learning and progress of pupils at the heart of individual staff and team development and accountability.

31. Whilst it is encouraging to see the reduction in the number of schools where less than 40 % of pupils achieve the Level 2+ threshold, there continues to be evidence that in some schools factors holding back further progress are:
- Senior leaders not holding middle leaders to account effectively, and as a consequence individual staff not being adequately supported or held to account for pupil progress
 - A reliance on 'fire-fighting' at the end of year 11, and insufficient focus on pupil progress throughout the school in all years
 - Not enough high quality teaching which develop 'deep' understanding, rather than a focus on remediating deficits in learning through 'teaching to the test'.

Post 16

32. The percentage of pupils entering a volume equivalent to 2 A Levels who achieved the level 3 threshold was 96.8%, a similar figure to that achieved in 2013. This figure was just below the Wales average 97.1%. A few more boys than girls achieved this threshold, the difference being 0.3%.
33. The average wider points score for pupils aged 17 for Cardiff in 2014 was 885, above the all Wales average of 804. This represents a further increase on the 2013 figure of 865.5.

Entry to education, employment, training

34. At the time of writing this report official data for 2014 has not been published. With regard to school leavers there has been a renewed focus on schools working in a consistent way to identify pupils who are at risk of not progressing successfully into employment, education or training through the use of the vulnerability assessment profile, coupled with an integrated partnership approach to follow up with those identified. Internal data suggests a continuing improvement in this important measure.

Comparative Performance (Appendix 3)

Performance Relative to Other Authorities - Comparison with Welsh Authorities

Standards

35. Relative performance has been maintained or improved in most indicators in the primary sector. The exceptions are Welsh First

Language in the Foundation Phase and science at Key Stage 2 where relative performance has weakened.

36. In secondary schools, at Key Stage 3, relative performance in mathematics and Welsh First Language has improved. In English and science, although performance in Cardiff is ahead of Wales the difference has decreased.
37. At Key Stage 4, in the level 2+ threshold, Cardiff's ranking position has improved from 17th. to 13th. Ranking positions have also improved in the CSI and level 1 threshold, but deteriorated by one place in the level 2 threshold and the average wider points score.
38. At Key Stage 5, Cardiff ranks 13th for the national published indicator of the percentage of pupils entering a volume equivalent to two A levels who achieved the level 3 threshold (96.8%). For the average wider points score Cardiff ranks 3rd (885pts).

Attendance

39. In 2013/14, in the secondary sector, Cardiff's position relative to the 21 other local authorities in Wales remains at 10th which was the same position as in 2012/2013, compared with 18th in 2011/2012. Cardiff's performance is ahead of similar Welsh authorities e.g. Newport (92.9%) and Swansea (93.3%).
40. In the primary sector, Cardiff is now ranked in 7th. place. In 2011/12 Cardiff was ranked 15th in Wales and 11th in 2012/13.

Behaviour

41. Comparative figures for 2013-2014 are not published by the Welsh Government until March 2015.

Performance Relative to Other Authorities - Comparison with the Core Cities

Standards

42. Comparisons between school results in England and Wales need to be treated with some caution because of the growing differences in curriculum and assessment, particularly at Key Stage 4. 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. At Key Stage 4 performance is near the top when compared with the English authorities for the level 2 inclusive measure. Comparisons with other Key Stage 4 performance indicators are no longer possible because the qualifications that contribute to the wider level 2 measure are now different in Wales and England.

	English Level 4+	Mathematics Level 4+	Science Level 4+
	2014	2014	2014
Key Stage 2	1 st	1 st	1 st

	Level 2 inclusive 5 A*-C including E/W/M
	2014
Key Stage 4	4 th

Attendance and Behaviour

43. Data for comparator authorities in England is not available until March 2015.

The Performance of Specific Groups (Appendix 4)

Pupils Achieving Above Expected Levels

44. In 2014 there was a further increase in the proportion of pupils who achieved above the expected levels. However, the figures were generally below the Wales averages in the Foundation Phase and Key Stage 2 but above the Wales averages at Key Stage 3.

SEN Pupils

45. Overall there has been an increase in 2014 in the performance of SEN pupils in all key stages at School Action, School Action Plus and those with Statements. The exceptions are pupils with statements in the CSI at Key Stage 2 and Key Stage 3 and in the level 1 and level 2+ thresholds at Key Stage 4.

Performance of Boys and Girls

46. The performance of girls is better than boys in all the main indicators and in all key stages as it is across Wales as a whole. The greatest difference is in English at Key Stage 3 (10.7 percentage points) and the smallest difference is in the level 1 threshold at Key Stage 4 (1.5 percentage points).

Performance of Pupils Eligible for Free School Meals

47. Pupils eligible for FSM are outperformed by those not eligible at each key stage. The gap in performance between boys eligible for FSM and boys who are not is wider than the gap for girls at all key stages.
48. The difference in performance of pupils eligible for FSM and those not, is wider at Key Stage 2 compared with the Foundation Phase and widens further at Key Stage 3 and Key Stage 4. At all key stages the differences

are smaller than the differences in performance across the consortium as a whole.

49. The gap has reduced in 2014 compared to 2013 in the Foundation Phase in all areas of learning. At Key Stage 2 the difference has decreased in mathematics, science and the CSI, but increased in English and Welsh.
50. At Key Stage 3 the gaps have reduced significantly when compare to 2013 but are still more than 10 percentage points. At Key Stage 4, in the level 2+ threshold, the gap has reduced from 36.2 percentage points in 2013 to 33.1 percentage points in 2014.
51. Features of practice in schools which have been successful in closing 'FSM gaps' include:
 - An identified professional lead role acting as 'champion' to ensure that there is a persistent focus by all staff on supporting the progress of identified learners
 - Enhanced provision to build confidence, ensure access to learning opportunities, and well matched mentoring for those learners
 - Effective use of the Pupil Deprivation Grant, characterised by a clear plan, understood and owned by all staff and signed off by governors who hold leaders to account for delivering the plan and ensuring that it has impact.

Performance of Minority Ethnic Pupils

52. Overall, the trend of recent years that has seen sustained improvement in the outcomes achieved overall by minority ethnic pupils has continued in all key stages. However, within this overall improvement, the performance of some groups such as Black Caribbean and Chinese pupils showed some decreases.
53. The performance of minority ethnic pupils generally remains below White UK pupils although the difference in performance has narrowed in the primary phase. In both Key Stages 3 and 4 the gap has widened, except at Level 2 age 16.

The Performance of Looked After Children (LAC)

54. As is the case nationally the performance of LAC pupils is lower than their peers at each key stage. The difference is smallest in the Foundation Phase and widest at Key Stage 4. Only 3 LAC pupils (10.3%) achieved the level 2+ threshold at the end of Key Stage 4. Closer integration of support for these learners from Childrens' Services, central education services and schools is being developed, alongside renewed corporate parenting arrangements in the Council.

Performance in Literacy and Numeracy (Appendix 5)

Literacy

55. Cardiff is ranked 13th in Wales with 83.2% of all pupils (years 2-9) reaching the average band i.e. a standardised score (SS) of 85 or above in the English reading test. This is identical to the Wales average of 83.2%. Cardiff is above the Wales average for pupils with SS above 115 (above average band), 18.4% compared with Wales average of 16.5% and ranked 6th. In the Welsh reading test Cardiff is ranked 3rd for SS 85+ and 2nd for above 115.

Numeracy

56. Cardiff is ranked 14th in Wales with 82.0% of all pupils (years 2-9) reaching the average band i.e. a standardised score (SS) of 85 or above in the Numeracy Procedural test. This is just below the Wales average of 82.8%. Cardiff is above the Wales average for pupils with SS above 115 (above average band), 16.6% compared with Wales average of 15.5% and ranked 10th. In the Numeracy Reasoning test Cardiff is ranked 15th. for SS 85+ and 10th. for above 115.

Attendance, Behaviour and Exclusion from School (Appendix 6)

57. The vast majority of schools made further improvements in attendance in 2013/14, although there were variations in the rate of improvement between schools. The target is 95% attendance for both primary and secondary schools by 2015. The further improvements recorded in 2013/14 are a good step towards achieving this.
58. The improvements recorded in 2013/14, bring the overall figures for primary and secondary schools to 94.9% and 93.8% (Wales 94.8% and 93.6%) respectively. Cardiff now ranks 7th. for primary attendance and 10th for secondary attendance out of the 22 local authorities in Wales.
59. Three pupils were permanently excluded from secondary schools this year. There were no permanent exclusions in primary or special schools.
60. The overall number of fixed-term exclusions (FEX) has continued to reduce on a year-by-year basis to 1939 in 2014. Within this total figure the number of secondary FEX decreased from 1964 to 1645, however, primary fixed term exclusions increased from 256 to 294.
61. Even though the number of fixed-term exclusions in secondary schools is falling, the number of fixed term exclusions of 5 days or fewer per 1000 pupils is too high and above the local authority's target for this indicator. Exclusion rates do not strongly correlate with size of school or eligibility for free school meals suggesting that the quality of step 3 and 4 provision varies across the city.

The Outcomes of School Inspections (Appendix 7)

62. At the time of writing this report, 74 primary schools, six special schools (including the PRU) and 15 secondary schools have been inspected under the new framework. It was anticipated by ESTYN in 2010, prior to the introduction of the new framework, that around 30% of schools would require some form of follow-up monitoring. Across Wales the figures have been closer to 50% of primary schools and 70% of secondary schools.
63. Of the 68 primary schools inspected in Cardiff, whose reports have been published, thirty one (46%) have required a follow-up activity; fourteen (21%) have required ESTYN follow-up monitoring. One of these schools required special measures and three significant improvements. Eight schools have received a judgment of excellent on one or both of the overall indicators, ten schools required local authority monitoring. Six reports are awaited.
64. Of the six special schools inspected one received a judgement of excellent on both overall indicators, three received judgements of good and two others required Estyn monitoring.
65. Of the 15 secondary schools inspected nine (64%) have required follow-up monitoring. Two of these required special measures (Cardiff proposed that one of these two schools should close) and two significant improvements. Three schools required ESTYN monitoring and two schools required local authority monitoring. One report has not yet been published.

The Performance of the Youth Service (Appendix 8)

66. The Youth Service increasingly provides successful targeted intervention programmes for young people at risk of disengagement. The targeted provision is tailored to meet the expressed needs of young people both pre and post 16 including those from marginalised communities. The majority of young people participating in these programmes achieve positive progression into education, employment or training.
67. Whilst there has been an overall decrease in the numbers of accreditations gained by young people through the Youth Service, however the value of the accreditations has improved. The service has focused on those accreditations and qualifications which can lead to sound progression routes. The Duke of Edinburgh's Award Scheme is well supported but completion rates have reduced in comparison to last year. The programme has been reviewed and steps are being taken to ensure ongoing improvements.
68. Street-based youth workers have continued to provide advice and support to young people who do not traditionally engage with centre based work. Mental health issues are high on the agenda of presenting

issues for both street based provision and targeted support work. The development of cross agency working to address this is a challenge and priority to take forward.

Reasons for Recommendations

69. 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

70. 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

71. There are no financial implications arising directly from this report. Schools achieve these results from within the resources that are allocated to them on an annual basis and through the services provided to schools from centrally retained budgets.

RECOMMENDATIONS

72. Cabinet is recommended to note the performance of Cardiff schools and the Youth service in the academic year 2013/2014.

Nick Batchelar
Director of Education and Lifelong Learning
14th December 2014

The following Appendices are attached:

Appendix 1	Explanation of Frequently Used Terms	Page 15
Appendix 2	The Performance of Cardiff's Schools	Page 17
Appendix 3	Comparative Performance	Page 41
Appendix 4	The Performance of Specific Groups	Page 47
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Appendix 8	Performance of the Youth Service	Page 98

Appendix 1

Explanation of Frequently Used Terms

Foundation Phase (FP)	This replaces Key Stage 1(KS1) and 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

1. Pupils are assessed through the Foundation Phases outcomes at the end of year 2, the National Curriculum assessments (teachers' assessments) at the end of KS2 and KS3, GCSE, vocational qualifications and the Welsh Baccalaureate at KS4, A/S and A level and the Welsh Baccalaureate post 16.

Core Subjects

2. 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).

Expected Levels of Attainment

3. There are expected levels of attainment that the majority of children will reach at the end of key stages 1, 2 and 3. They are:

Foundation Phase: outcome 5 or better

Key Stage 2: level 4 or better

Key Stage 3: level 5 or better

Core Subject Indicator

4. 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). In the Foundation Phase the Foundation Phase Indicator (FPI) is 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).

Threshold Indicators

5. The level 2 threshold indicator including English or Welsh and mathematics replaced 5 grades A*-C including these subjects, the level 2 threshold replaces 5 grades A*-C and the level 1 threshold indicator 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.

Average Capped Wider Points Score

6. The calculation is based on the eight best GCSE grade/ approved vocational courses per pupil.

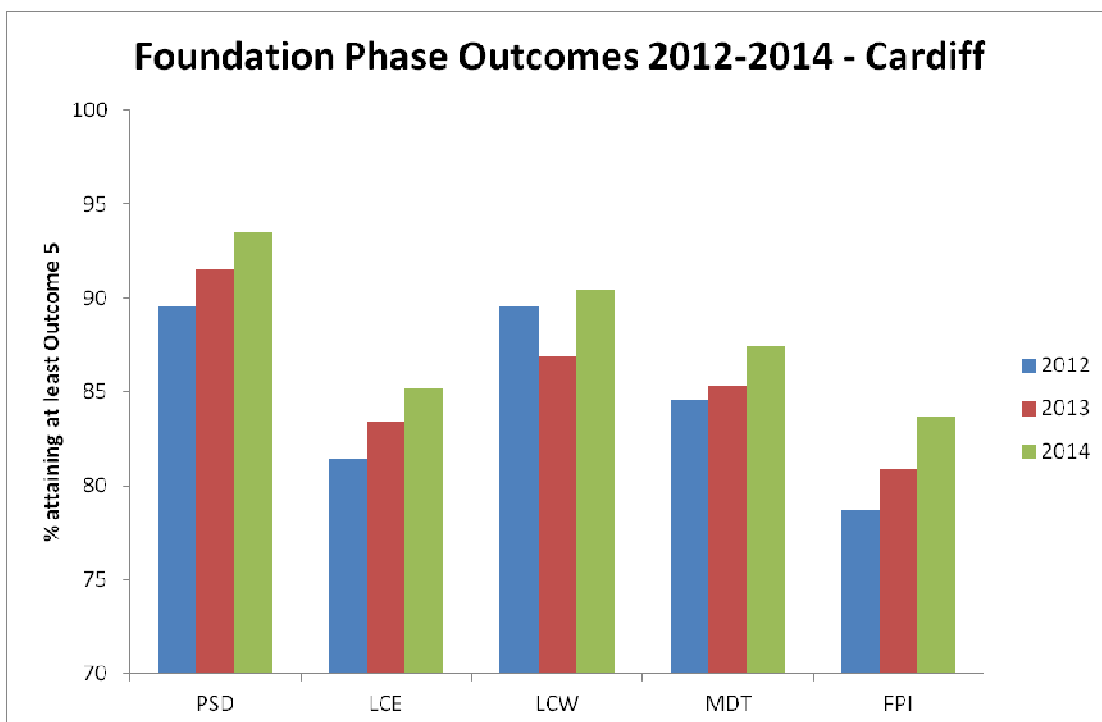
Appendix 2

The Performance of Cardiff's Schools

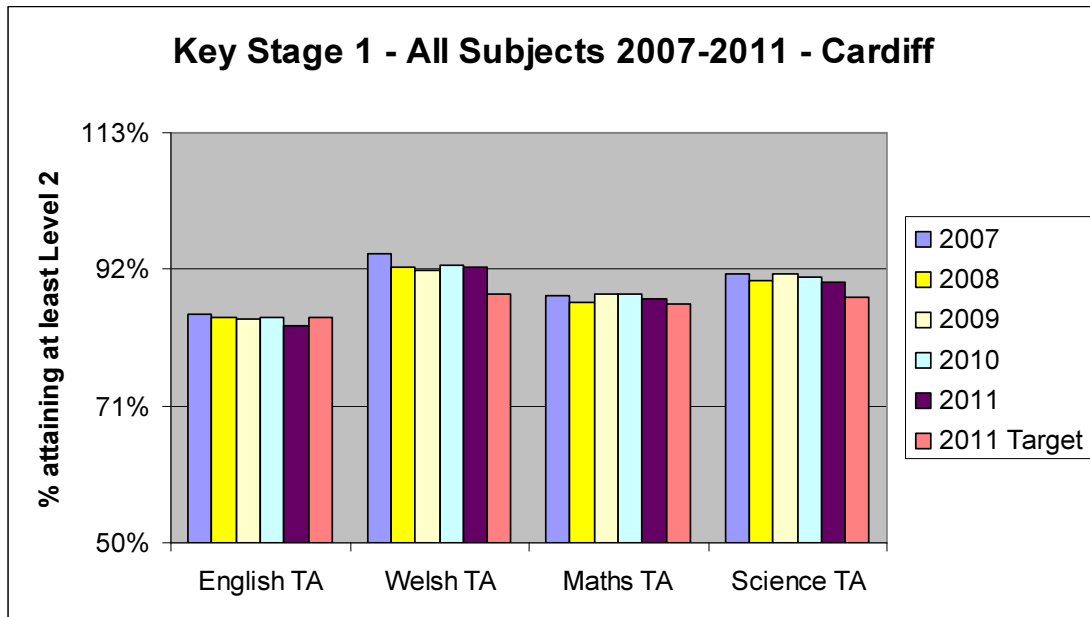
Section 1: Primary Schools

Foundation Phase (FP) / Key Stage 1 (KS1)

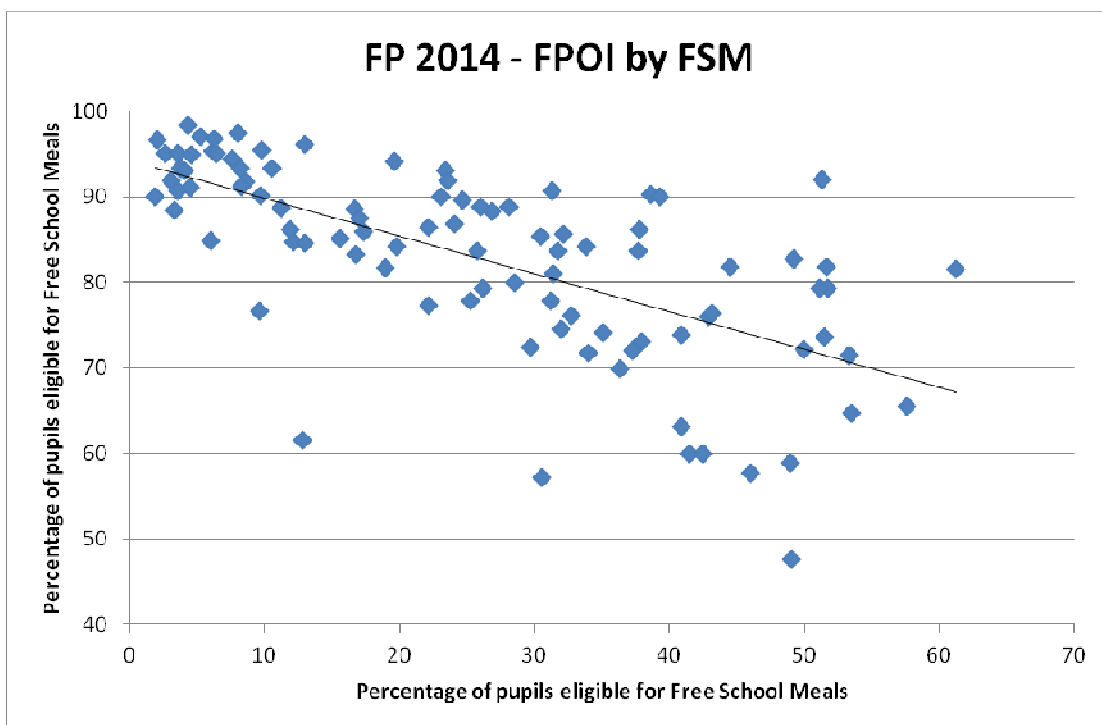
1. 2014 saw an increase on all outcomes in all areas and results are now ahead of the 2011 Key Stage 1 figures in language, literacy and communication skills - English (LCE), 85.2% and mathematical development (MDT), 87.4%. Although the difference is decreasing, Cardiff remains below the Welsh average for all indicators except language, literacy and communication skills - Welsh (LCW) at outcome 5+.
2. Performance in LCW reached 90.5%. This was marginally above the Welsh average by 0.7 percentage points but remained lower than the 2011 KS1 Welsh result by around 1 percentage point.
3. Achievement against the personal and social development, well-being and cultural diversity (PSD) outcome was 93.5% (0.7 percentage points below the Welsh average).
4. The Foundation Phase Indicator (FPI) stands at 83.7%, 1.5 percentage points below the Welsh average. The gap between boys' and girls' outcomes (8.1 percentage points) was similar to the gap at a national level (8.5 percentage points).
5. The graph below shows the percentage of pupils attaining at least outcome 5 (the expected outcome) in teachers' assessments in the five Foundation Phase outcome measures for 2014 – as this is only the third year since full introduction of the Foundation Phase limited trend information is available.



6. For comparison purposes, the graph below shows the Key Stage 1 results for the five-year period 2007-2011.



7. There are variations between the performances of schools in different parts of the city and between schools with similar proportions of pupils entitled to free school meals. In the FP, the FPI results are in the range 47.6% to 100% compared with 42.9% to 100% in 2013. Most schools have results that lie within the range 70% to 100%.



Foundation Phase Results

	2012	2013	2014	Cardiff Target* 2014	Wales 2014 Actual
Language, literacy and communication skills - English (LCE)	81.40	83.39	85.20	85.66	86.62
Language, literacy and communication skills - Welsh (LCW)	89.57	86.86	90.45	85.87	89.82
Mathematical Development (MDT)	84.59	85.32	87.44	86.95	88.70
Personal and social development, wellbeing and cultural diversity (PSD)	89.55	91.50	93.52	91.52	94.17
FPI Boys	73.57	77.95	79.72	79.02	81.01
FPI Girls	83.83	83.93	87.79	87.36	89.49
FPI Total	78.66	80.85	83.70	83.14	85.15
Boys Vs Girls	-10.26	-5.98	-8.07	-8.34	-8.48

*Targets aggregated from schools.

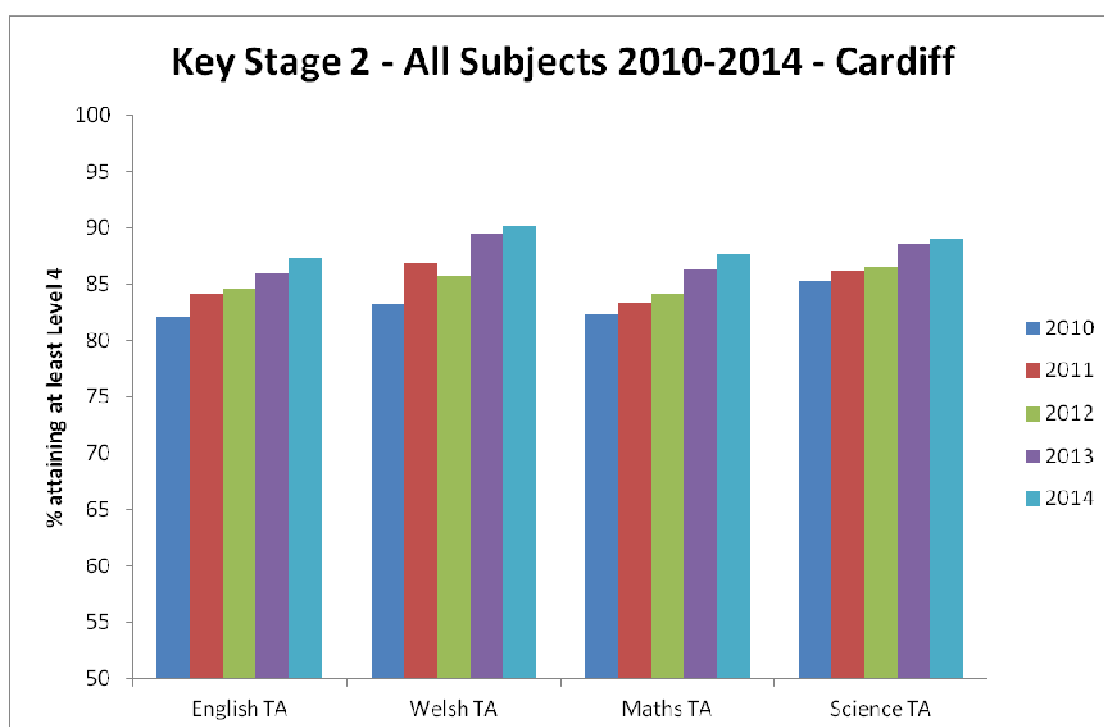
8. Nearly all targets were exceeded. The target for LCE was narrowly missed.

Key Stage 2 (KS2)

9. The graph below and the table over the page illustrate the Key Stage 2 results of pupils achieving level 4 or above in the core subjects in the last five years.

10. The graph and table show that:

- Outcomes were higher this year in the CSI (by 2.5 percentage points), mathematics (by 1.5 percentage points), English (by 1.3 percentage points), Welsh (by 0.6 percentage points) and science (by 0.4 percentage points) compared to 2013;
- Targets were not met in mathematics and science and the difference in performance of boys and girls;

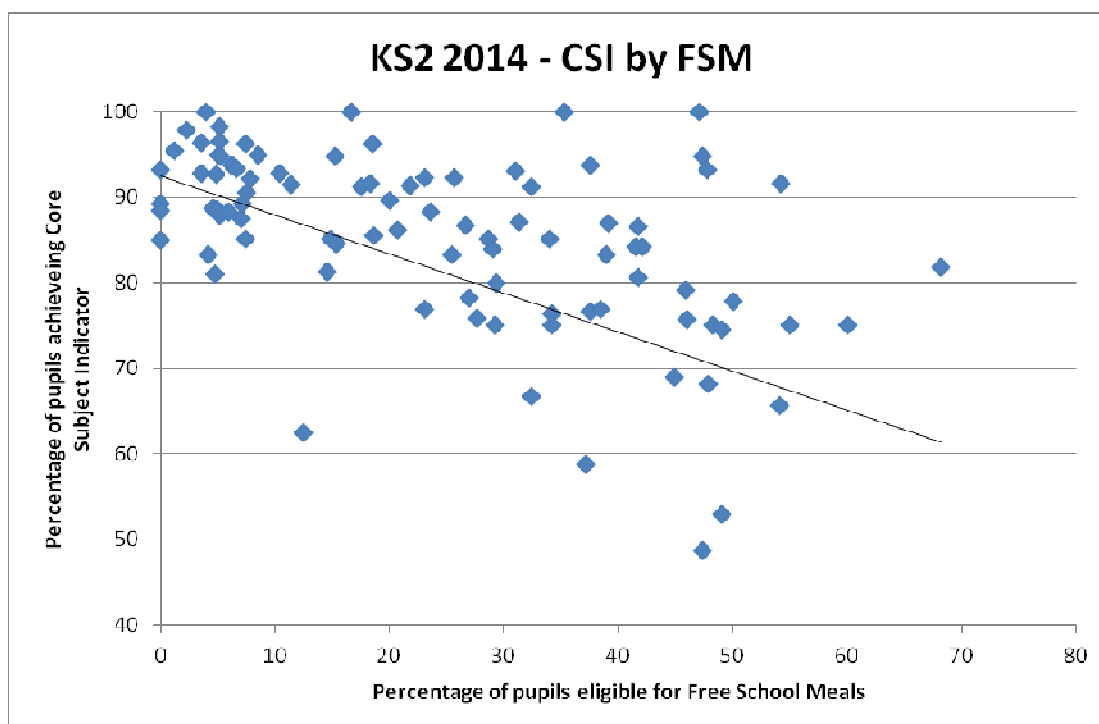


- Results in English have improved by 5.2 percentage points compared with 2010: performance was below the Wales average by 1.1 percentage points, the same as the gap with the Wales average in 2013;
- Results in Welsh increased by 6.9 percentage points compared with 2010, remaining above the all-Wales average of 88.1%;
- Mathematics and science results improved by 5.3 and 3.7 percentage points respectively compared with 2010 but continue to be below the Welsh average for the fifth year running; and
- In the CSI, performance has improved by 7.2 percentage points compared to 2010, but also remains below the all-Wales average.

Key Stage 2 Results

	2010	2011	2012	2013	2014	Cardiff 2014 Targets*	Wales 2014 Actual
English TA	82.04	84.12	84.61	86.00	87.27	86.67	88.42
Welsh TA	83.21	86.90	85.68	89.55	90.11	88.39	88.10
Maths TA	82.38	83.38	84.12	86.24	87.67	87.92	88.93
Science TA	85.32	86.20	86.45	88.59	89.02	89.70	90.34
CSI Boys	74.00	75.73	78.27	80.99	82.01	81.67	83.06
CSI Girls	81.71	82.68	83.36	84.43	88.34	87.38	89.37
CSI Total	77.88	79.13	80.71	82.61	85.11	84.48	86.13
Boys vs. Girls	-7.71	-6.95	-5.10	-3.44	-6.33	-5.71	-6.31

11. The graph below shows the correlation between the performance of individual schools in the CSI at KS2 and the percentage of pupils entitled to free school meals (FSM). There are variations between the performance of different schools with similar proportions of pupils entitled to FSM: the variations are significant in some schools. The CSI results are in the range 48.7% to 100% compared with 42.9% to 100% in 2013.



12. The variations between schools with similar proportions of FSM described in paragraphs 7 and 11 above are confirmed by the tables in Annex 2.1. However, the group where 32% or more of pupils are eligible for FSM contains a wider range that the other groups from 32.1% of pupils eligible for FSM to 61.2%. The actual FSM figure for the current year is included to facilitate analysis of a school's position on the scatter graphs. Schools denoted by an asterisk house a local authority specialist resource base for pupils with special educational needs. This is included in the figures in Annex 2.1.

13. Across Wales as a whole, half of all schools are in Quarters 1 and 2 and the remaining half in Quarters 3 and 4. In Cardiff, at both FP and KS2, just under half of the schools are in the top two quarters. The exact number of schools in each quarter can be seen in the tables below.

Number and percentage of schools in each benchmarking quarter for the FPI 2013/14:

Quarter 1	14	14.74
Quarter 2	32	33.68
Quarter 3	32	33.68
Quarter 4	17	17.89

Number and percentage of schools in each benchmarking quarter for the KS2 CSI 2013/14:

Quarter 1	15	16.13
Quarter 2	28	30.11
Quarter 3	35	37.63
Quarter 4	15	16.13

Trends over time

14. As indicated in the table below, performance in Cardiff over the last three years at the FP has improved by between 0.9 percentage points (LCW) and 4 percentage points (PSD). These improvements, with the exception of LCW, are greater than the improvements an all-Wales level.

15. At KS2, there has been an improvement in all measures since 2012. The rate of improvement is greater than that for Wales with the exception of LCW in the FP and English at KS2.

	FP				KS2				
	LCE	LCW	MDT	PSD	Eng	Wel	Ma	Sc	CSI
Cardiff % improvement 2012-2014	3.8%	0.9%	2.9%	4.0%	2.7%	4.4%	3.6%	2.6%	4.4%
Wales % improvement 2012-2014	3.2%	3.9%	2.1%	3.4%	3.2%	4.1%	2.1%	1.8%	3.5%

Annex 2.1: Primary Schools by FSM Group including Benchmark Quartiles 2013/14

FSM Range - up to 8%					
School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving FPI	Quarter	% Pupils Achieving KS2 CSI	Quarter
Rhydypenau Primary School	2.59	95.08	2	93.22	3
Ton-Yr-Ywen Primary School	6.20	95.35	2	87.50	4
Lakeside Primary School	6.43	95.00	2	96.55	2
Llanishen Fach Primary School*	6.24	96.77	2	87.93	4
Rhiwbeina Primary School	2.05	96.67	2	95.45	2
Ysgol Gynradd Gwaelod-Y-Garth Primary School	5.19	97.06	2	96.43	2
Radyr Primary School	3.72	93.33	2	92.68	3
Llysfaen Primary School	4.27	98.31	2	100.00	1
Bryn Deri Primary School	4.04	93.10	2	92.86	3
Ysgol Gymraeg Melin Gruffydd	3.56	95.00	2	90.57	3
Ysgol Y Wern	4.49	91.07	3	98.28	2
Ysgol Gymraeg Treganna	3.33	88.46	3	89.19	3
Pentyrch Primary School	7.59	94.44	2	88.24	3
Ysgol Pencae	1.89	90.00	3	88.46	3
Creigiau Primary School	3.04	91.84	3	97.78	2
Ysgol Gymraeg Pwll Coch	6.01	84.81	4	92.16	3
Llandaff City C.I.W. Primary School	4.53	94.92	2	94.92	2
Christ The King R.C. Primary School	3.53	90.63	3	93.75	2

FSM Range - 8% to 16%					
School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving FPI	Quarter	% Pupils Achieving KS2 CSI	Quarter
Birchgrove Primary School	10.56	93.33	2	91.23	3
Roath Park Primary School	12.13	84.75	3	94.92	2
Tongwynlais Primary School	15.53	85.19	3	93.75	2
Thornhill Primary School	8.63	91.80	2	94.74	2
Ysgol Mynydd Bychan	11.91	86.21	3	89.29	3
Ysgol y Berllen Deg	8.23	91.23	2	85.19	4
Danescourt Primary School	8.01	97.50	1	88.64	3
Ysgol Gynradd Gymraeg Pen-y-Groes	12.82	61.54	4	-	-
Marlborough Primary School*	9.71	90.16	2	88.52	3
Whitchurch Primary School	9.78	95.40	1	96.30	2
St Joseph's R.C. Primary School	11.17	88.68	3	92.86	2
St Mary's R.C. Primary School	13.01	84.62	3	91.43	3
St Fagans C.I.W. Primary School	9.61	76.67	4	80.95	4
St Bernadette's R.C. Primary School	8.18	93.33	2	93.33	2
Bishop Childs C.I.W. Primary School	12.96	96.15	1	96.30	2

FSM Range - 16% to 24%					
School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving FPI	Quarter	% Pupils Achieving KS2 CSI	Quarter
Radnor Primary School	22.14	77.27	4	86.21	3
Coryton Primary School	16.78	83.33	3	85.00	3
Ysgol Bro Eirwg	18.97	81.67	3	84.62	3
Rumney Primary School	16.67	88.52	2	83.33	3
Glyncoed Primary School	22.10	86.44	3	91.30	2
St Mellons C.I.W. Primary School	17.02	87.50	2	88.24	3
St Peter's R.C. Primary School	17.37	85.94	3	94.83	1
St Monica's C.I.W. Primary School	19.79	84.21	3	92.31	2
Holy Family R.C. Primary School	19.59	94.12	1	84.62	3
All Saints C.I.W. Primary School	23.37	93.10	1	100.00	1
St David's C.I.W. Primary School	23.09	90.00	2	85.19	3
St Phillip Evans R.C. Primary School	23.58	91.84	2	92.31	2

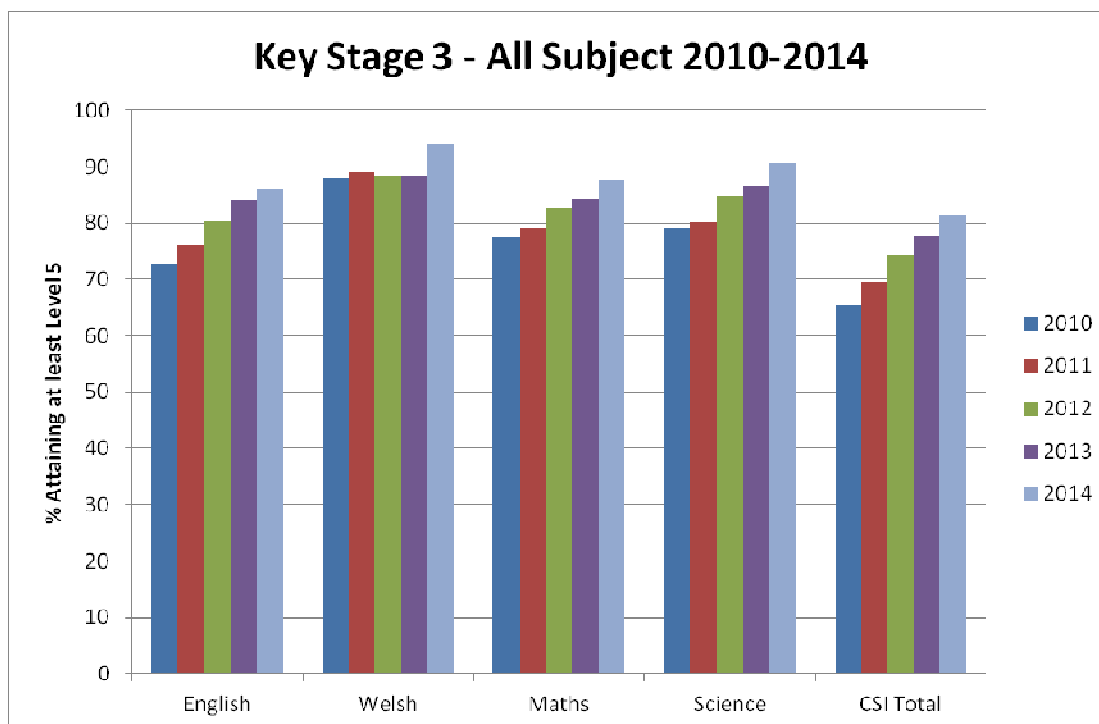
FSM Range - 24% to 32%					
School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving FPI	Quarter	% Pupils Achieving KS2 CSI	Quarter
Albany Primary School	31.26	90.74	1	86.54	2
Allensbank Primary School*	30.47	85.37	2	66.67	4
Fairwater Primary School*	29.66	72.41	4	83.33	3
Kitchener Primary School	31.95	74.55	4	85.45	2
Peter Lea Primary School	31.70	83.72	3	76.32	4
Coed Glas Primary School*	24.04	86.90	2	91.67	1
Ninian Park Primary School	25.75	83.64	3	85.11	2
Ysgol Gymraeg Coed-Y-Gof*	24.65	89.58	1	81.25	3
Gladstone Primary	25.98	88.89	1	89.66	1
Ysgol Glan Morfa	28.09	88.89	1	76.92	4
Ysgol Gymraeg Nant Caerau	31.20	77.78	3	62.50	4
Severn Primary School	25.28	77.78	3	83.33	3
Hawthorn Primary School	26.14	79.31	3	86.67	2
Ysgol Glan Ceubal	30.51	57.14	4	-	-
St Patrick's R.C. Primary School	26.85	88.24	2	76.92	4
St Paul's C.I.W. Primary School	28.49	80.00	3	93.10	1

FSM Range - more than 32%					
School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving FPI	Quarter	% Pupils Achieving KS2 CSI	Quarter
Millbank Primary School	32.13	85.71	1	77.78	3
Adamsdown Primary School	45.97	57.69	4	75.00	3
Baden Powell Primary School	41.48	60.00	4	75.00	3
Trelai Primary School*	48.96	58.93	4	52.94	4
Gabalfa Primary School	37.68	83.72	2	87.10	1
Lansdowne Primary School	36.35	69.84	4	85.11	2
Moorland Primary School	51.62	81.82	2	65.71	4
Greenway Primary School	61.22	81.48	2	81.82	2
Stacey Primary School	37.74	86.21	1	78.26	3
Bryn Hafod Primary School*	34.01	71.74	3	75.68	3
Pen-Y-Bryn Primary School	40.85	63.16	4	75.00	3
Pentrebane Primary School*	42.46	60.00	4	86.96	1
Mount Stuart Primary	32.73	76.09	3	84.21	2
Llanedeyrn Primary School*	42.88	75.93	3	58.82	4
Springwood Primary School*	40.86	73.91	3	94.74	1
Bryn Celyn Primary School	53.45	64.71	4	100.00	1
Oakfield Primary School	43.13	76.36	3	48.65	4
Willowbrook Primary School	33.82	84.21	2	83.87	2
Meadowlane Primary School	49.91	72.09	3	68.97	4
Glan-Yr-Afon Primary*	57.59	65.52	4	75.00	3
Grangetown Primary	35.09	74.07	3	80.00	2
Herbert Thompson Primary	51.44	73.58	3	76.60	3
Windsor Clive Primary School*	51.72	79.31	2	74.51	3
Hywel Dda Primary School	53.33	71.43	4	80.56	2
Trowbridge Primary School	51.15	79.31	2	79.17	3
Pencaerau Primary School	49.17	82.76	2	93.18	1
St Alban's R.C. Primary School	51.32	92.00	1	91.67	1
St Cuthbert's R.C. Primary School	37.26	72.00	3	93.75	1
St Cadoc's Catholic Primary School	38.57	90.24	1	91.18	1
Tredegaville C.I.W. Primary School	39.31	90.00	1	75.00	3
St John Lloyd R.C. Primary School	37.97	73.08	3	75.86	3
St Mary The Virgin C.I.W. Primary School	49.05	47.62	4	68.18	4
St Francis R.C. Primary School	44.46	81.82	2	84.21	2

Section 2: Secondary Schools

Key Stage 3 (KS3)

1. The graph below illustrates the results of pupils achieving at least level 5 in the core subjects over five years. The graph shows that there has been a continuing steady improvement in English, mathematics and science. Outcomes in Welsh have fluctuated but performance was highest in 2014.



2. Results for each of the subjects show that in 2014:

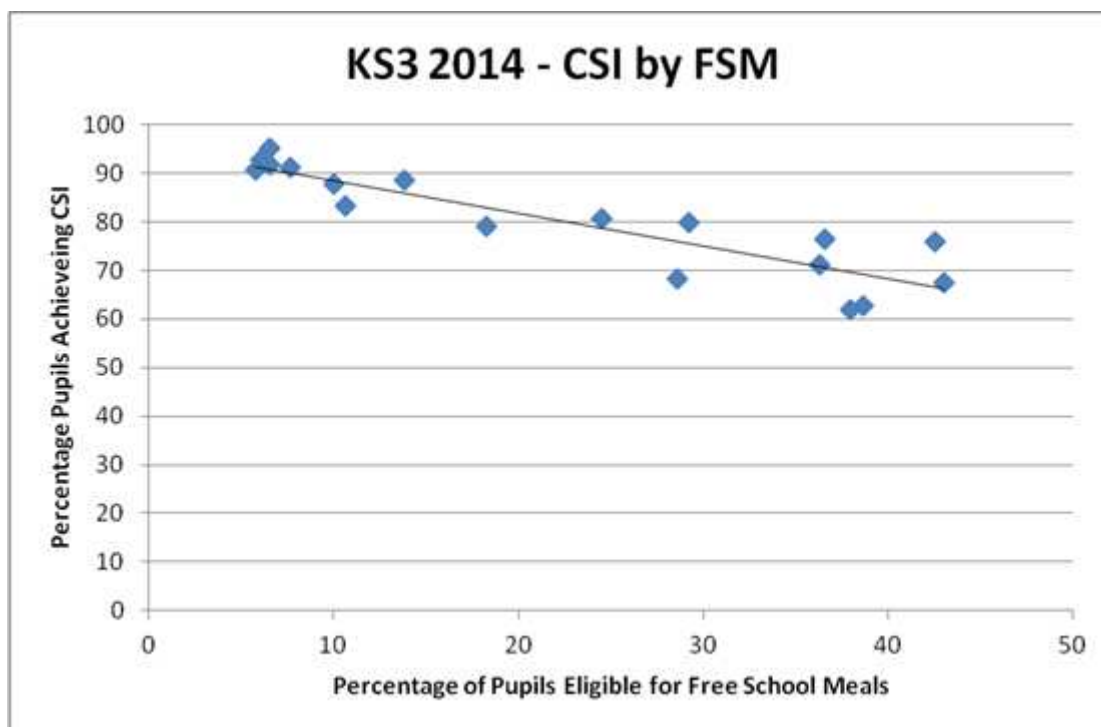
- Achievement in English rose by 2 percentage points and were 0.1 percentage points above the all-Wales figure of 85.9%;
- Results in mathematics increased by 3.3 percentage points and were 1.1 percentage points above the all-Wales average;
- Results in Welsh increased by 5.5 percentage points and were 3.9 percentage points above the all-Wales average;
- Results in science increased by 3.9 percentage points and is this year above the all-Wales average by 0.2 percentage points;
- The CSI improved by 3.7 percentage points, exceeding the all-Wales average of 81% by 0.5 percentage points; and
- Targets were exceeded.

Key Stage 3 TA Results

	2010	2011	2012	2013	2014	Cardiff 2014 Targets	Wales 2014 Actual
English	73%	76%	81%	84%	86.0%	84.6%	85.9%
Welsh	88%	89%	88%	88%	94.0%	90.5%	90.1%
Maths	78%	79%	83%	84%	86.6%	85.6%	86.5%
Science	79%	80%	85%	87%	90.6%	88.0%	90.4%
CSI Boys	62%	65%	70%	74%	77.5%	75.6%	76.8%
CSI Girls	69%	75%	78%	81%	85.7%	81.3%	85.5%
CSI Total	65%	70%	74%	78%	81.5%	78.4%	81.0%
Boys vs. Girls	-7%	-11%	-8%	-7.1%	-8.2%	-5.7%	-8.66%

Source: WG Statistical Release – SDR 128/2014 & All Wales Core Data Sets

- Results in the CSI display variations between the performance of schools with similar proportions of pupils entitled to FSM, although these are less prominent than in the primary sector. The results are in the range 61.97% to 95.21% compared with 60.2% to 95.1% in the previous year. The graph below shows the relationship between the percentage of pupils in individual schools achieving the expected level in the CSI at KS3 and the percentage of pupils entitled to FSM.



4. The tables below illustrate the following points:

- Schools with an asterisk house a local authority's specialist resource base for pupils with special educational needs who are included in the figures; and
- There are variations between schools with similar proportions of pupils eligible for FSM on either or both of the key indicators highlighted in the table.

Number/percentage of schools in each benchmarking quarter for the Key Stage 3 CSI 2013/14:

Quartile 1	5 (28%)
Quartile 2	5 (28%)
Quartile 3	2 (11%)
Quartile 4	6 (33%)

2014

FSM Range - up to 8%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving KS3 CSI	Quarter
Cardiff High School*	6.03	92.86	1
Radyr Comprehensive School	6.53	91.71	2
Ysgol Gyfun Gymraeg Glantaf*	7.68	91.26	2
Ysgol Gyfun Gymraeg Plasmawr	5.75	90.80	3
The Bishop Of Llandaff C.I.W. High School*	6.57	95.21	1

FSM Range - 8% to 16%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving KS3 CSI	Quarter
Llanishen High School*	13.84	88.67	2
Corpus Christi Catholic High School	10.04	87.68	2
Whitchurch High School*	10.61	83.33	4

FSM Range - 16% to 24%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving KS3 CSI	Quarter
St Teilo's C.I.W. High School	18.26	79.10	4

FSM Range - 24% to 32%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving KS3 CSI	Quarter
Cantonian High School*	28.62	68.18	4
St Illtyd's Catholic High School	24.52	80.61	1
Mary Immaculate High School	29.24	79.82	1

FSM Range - more than 32%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving KS3 CSI	Quarter
Eastern High School	38.66	62.78	4
Glyn Derw High School	37.97	61.97	4
Willows High School	42.56	75.83	2
Fitzalan High School	36.33	71.26	3
Llanedeyrn High School	39.27	-	-
Cathays High School*	36.60	76.56	1
Michaelston Community College	43.02	67.42	4

Trends over time at Key Stage 3

- As indicated in the table below, performance over the last three years has risen steadily in Cardiff by between 5.3 percentage points and 8.2 percentage points, with the exception of Welsh, which has dropped slightly.
- The rate of improvement over the last three years is nearly 1% higher in Cardiff in English than is the case for Wales. The rate of improvement is less than 1% lower in Cardiff in mathematics and the CSI, nearly 7% lower in Welsh and 0.2% lower in science.

	Eng	We	Ma	SC	CSI
Cardiff % improvement 2012 - 2014	7.9%	-0.5%	5.3%	6.5%	8.2%
Wales % improvement 2012 - 2014	6.9%	6.2%	6.0%	6.7%	9.0%

7. Performance in end of KS3 teacher assessment in the non-core subjects was as below and illustrates the percentage assessed at level 5 or above:

	Cardiff				Wales
	2011	2012	2013	2014	2014
Art and Design	80.4	85.6	88.6	92.2	91.0
Design and Technology	78.3	84.4	87.7	90.1	91.0
Geography	75.5	79.6	85.9	86.7	87.7
History	77.1	80.1	84.9	87.1	87.5
ICT	81.3	84.3	89.3	91.3	91.2
Modern Foreign Languages	66.0	70.7	80.0	81.6	82.2
Music	76.2	83.8	85.4	90.9	90.4
Physical Education	75.0	78.9	84.1	88.5	89.4
Welsh Second Language	62.6	66.0	73.0	76.7	77.8

Source : WG Statistical Release – SDR 129/2014

Progress made by pupils from Key Stage 2 to the end of Key Stage 3

8. The analysis below indicates that progress is being made in reducing the number of pupils not making sufficient progress across Key Stage 3. However, to further improve results at Key Stage 4 more pupils need to make two levels of progress across Key Stage 3.

The proportion of pupils making 0, 1, 2 and 3+ levels of progress from KS2 to KS3 in each of the core subjects

Cardiff

Subject	0 levels	1 level	2 levels	3+ levels
English	6.37%	45.43%	43.13%	3.53%
Welsh	3.53%	48.64%	44.02%	3.53%
Mathematics	4.87%	37.33%	47.16%	9.37%
Science	4.81%	40.23%	47.11%	6.71%

Central South Consortium

Subject	0 levels	1 level	2 levels	3+ levels
English	6.99%	49.03%	39.11%	3.60%
Welsh	4.48%	48.72%	44.15%	2.56%
Mathematics	6.22%	40.22%	43.83%	8.47%
Science	4.91%	41.20%	45.64%	7.22%

No. of schools where more than 20% of pupils made progress of less than one level

	2011	2012	2013	2014
English	9	3	1	3
Welsh	0	0	0	0
Mathematics	3	0	0	3
Science	7	2	3	3

Source: WG All Wales Core Data Sets

No. of schools where more than 10% of pupils made progress of less than one level

	2011	2012	2013	2014
English	16	11	8	7
Welsh	0	0	0	0
Mathematics	12	8	6	5
Science	16	11	7	6

Source: WG All Wales Core Data Sets

No. of schools where less than half of pupils made progress of two levels or more

	2011	2012	2013	2014
English	19	16	14	7
Welsh	2	2	2	1
Mathematics	14	12	7	11
Science	18	15	13	11

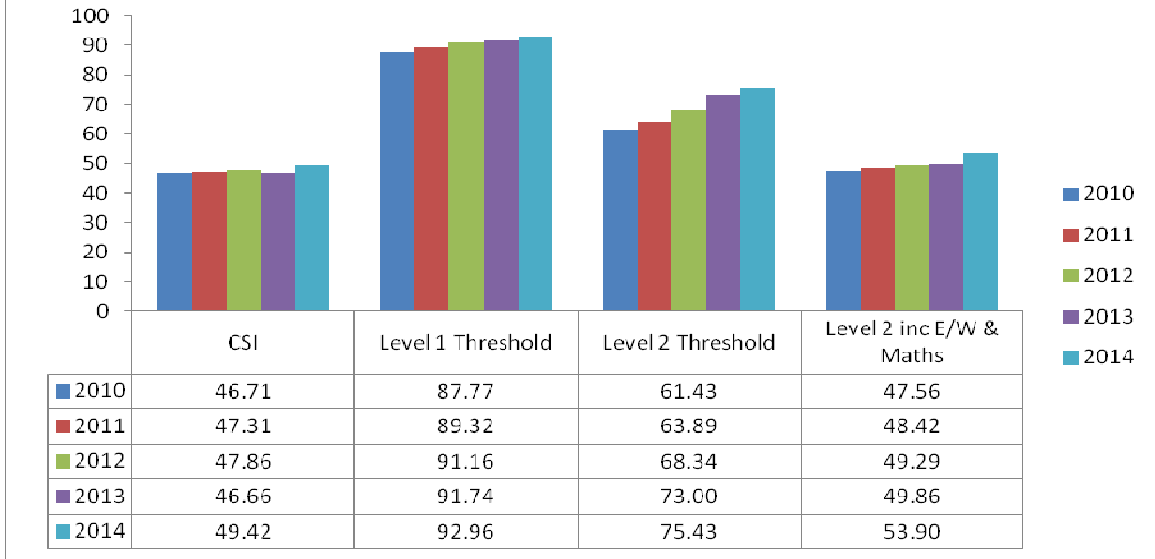
Source: WG All Wales Core Data Sets

Key Stage 4

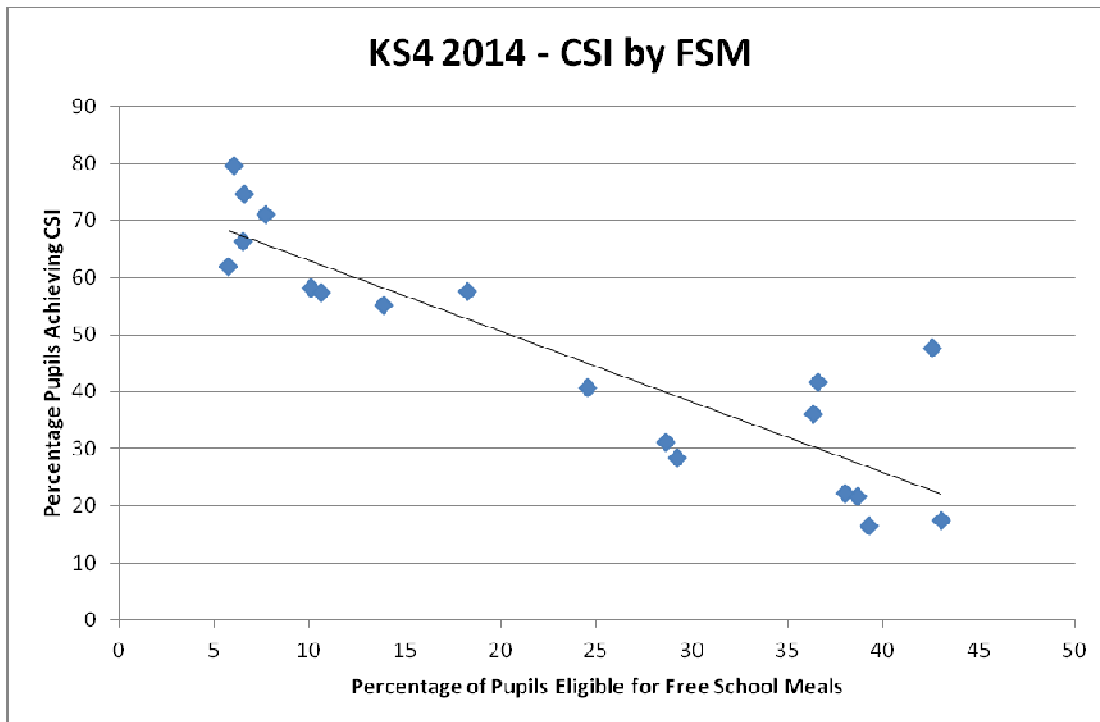
9. Results at Key Stage 4 in 2014 show that:

- The percentage of pupils achieving the level 2 threshold including English/ Welsh and mathematics improved by 3.9 percentage points (Wales 2.3 percentage points);
- The percentage achieving the level 2 threshold improved by 2.4 percentage points (Wales 4.2 percentage points);
- The percentage achieving the level 1 threshold improved by 1.3 percentage points (Wales 0.6 percentage points);
- The percentage gaining the CSI was 49.4% - a rise of 2.7 percentage points which was identical to the rise across Wales, taking the national figure to 51.9%;
- Performance was below the Welsh averages against the four key measures by 0.8 percentage points for the level 1 threshold, 1.2 percentage points for the level 2 threshold including English or Welsh and mathematics, 2.5 percentage points for the CSI and 5.8 percentage points for the level 2 threshold; and
- Outcomes were below targets for all measures.

Key Stage 4 - GCSE or equivalent exams 2010-2014



10. The graph below shows the relationship between the percentage of pupils in individual schools achieving the expected level in the CSI at KS4 and the percentage of pupils entitled to free school meals (FSM). The variation in performance between schools is wider than at Key Stage 3.



Relative performance in key indicators at Key Stage 3 and Key Stage 4

11. The tables below illustrate the following points:

- Schools with an asterisk have a specialist resource base for pupils with special educational needs who are included in the figures.
- There are variations between schools with similar proportions of pupils eligible for FSM against the key indicators highlighted in the table.
- Performance is in all four of the benchmarking quarters in three out of the five benchmarking groups.

2013/14

FSM Range – up to 8%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving Level 2 inc E/W & M	Level 2 inc E/W& M Quarter	% Pupils Achieving Level 2	Level 2 Quarter	% Pupils Achieving Level 1	Level 1 Quarter	% Pupils Achieving CSI	CSI Quarter	Capped Points	Capped Points Quarter
Cardiff High School*	6.03	86.73	1	94.31	2	100.00	1	79.62	1	393.55	1
Radyr Comprehensive School	6.53	67.29	3	78.97	4	96.73	4	66.36	3	348.85	4
Ysgol Gyfun Gymraeg Glantaf*	7.68	72.77	2	84.82	4	98.66	3	70.98	1	364.69	3
Ysgol Gyfun Gymraeg Plasmawr	5.75	67.48	3	82.82	4	98.16	3	61.96	4	361.70	3
Bishop Of Llandaff Church In Wales High School*	6.57	78.24	1	93.78	2	96.89	4	74.61	1	360.34	4

FSM - 8% to 16%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving Level 2 inc E/W & M	Level 2 inc E/W& M Quarter	% Pupils Achieving Level 2	Level 2 Quarter	% Pupils Achieving Level 1	Level 1 Quarter	% Pupils Achieving CSI	CSI Quarter	Capped Points	Capped Points Quarter
Llanishen High School*	13.84	59.25	3	80.75	4	96.60	3	55.09	3	336.87	4
Corpus Christi Catholic High School	10.04	76.77	1	88.38	3	98.99	2	58.08	3	362.46	2
Whitchurch High School*	10.61	59.65	3	67.25	4	94.74	4	57.31	3	337.48	4

FSM - 16% to 24%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving Level 2 inc E/W & M	Level 2 inc E/W& M Quarter	% Pupils Achieving Level 2	Level 2 Quarter	% Pupils Achieving Level 1	Level 1 Quarter	% Pupils Achieving CSI	CSI Quarter	Capped Points	Capped Points Quarter
St Teilo's C.I.W. High School	18.26	58.15	2	75.00	4	95.11	4	57.61	2	335.42	4

FSM - 24% to 32%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving Level 2 inc E/W & M	Level 2 inc E/W& M Quarter	% Pupils Achieving Level 2	Level 2 Quarter	% Pupils Achieving Level 1	Level 1 Quarter	% Pupils Achieving CSI	CSI Quarter	Capped Points	Capped Points Quarter
Cantonian High School*	28.62	35.85	4	93.40	1	95.28	3	31.13	4	363.40	1
St Illtyd's Catholic High School	24.52	45.71	3	66.29	4	96.00	3	40.57	3	302.00	4
Mary Immaculate	29.24	59.80	1	99.02	1	100.00	1	28.43	4	368.47	1

High School											
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FSM – more than 32%

School Name	% of pupils of statutory school age eligible for free school meals	% Pupils Achieving Level 2 inc E/W & M	Level 2 inc E/W& M Quarter	% Pupils Achieving Level 2	Level 2 Quarter	% Pupils Achieving Level 1	Level 1 Quarter	% Pupils Achieving CSI	CSI Quarter	Capped Points	Capped Points Quarter
Eastern High	38.66	22.42	4	43.95	4	79.82	4	21.52	4	242.07	4
Glyn Derw High School	37.97	24.79	4	67.52	3	85.47	4	22.22	4	287.43	4
Willows High School	42.56	49.66	1	74.83	3	82.31	4	47.62	1	318.82	3
Fitzalan High School	36.33	37.02	2	82.98	2	97.02	1	36.17	3	330.19	2
Llanedeyrn High School	39.27	17.48	4	54.37	4	93.20	2	16.50	4	297.01	4
Cathays High School*	36.60	42.95	2	69.87	3	92.31	3	41.67	2	319.68	2
Michaelston Community College	43.02	21.49	4	53.72	4	82.64	4	17.36	4	271.09	4

Number of schools in each benchmarking quartile at Key Stage 4 2013/14

12. There are more schools in the lowest two quarters than in the highest two quarters against each of the four indicators.

	L2+	L2	L1	CSI
Quartile 1	5 (26%)	2 (11%)	3 (16%)	3 (16%)
Quartile 2	4 (21%)	3 (16%)	2 (11%)	3 (16%)
Quartile 3	5 (26%)	4 (21%)	6 (32%)	3 (16%)
Quartile 4	5 (26%)	10 (53%)	8 (42%)	10 (53%)

Key Stage 4 Results

	2010	2011	2012	2013	2014	Cardiff 2014 Target*	Wales 2014 Actual
Achieved the Level 2 threshold including E/W/M	47.6%	48.4%	49.3%	49.9%	53.9%	55.7%	55.1%
Achieved the Level 2 threshold	61.4%	63.9%	68.3%	73.0%	74.4%	76.2%	82.0%
Achieved the Level 1 threshold	87.8%	89.3%	91.2%	91.7%	93.0%	95.3%	93.8%
Percentage achieving the Core Subject Indicator	46.7%	47.3%	47.9%	46.7%	49.4%	55.7%	55.1%
Average capped wider points score	n/a	306	317	322	330	n/a	340
Pupils entered for at least one exam	99%	99%	n/a	100%	99%	100%	99%

Source: WG Statistical Release – SDR 205/2014 & provisional 2014 SSSPs

13. At Key Stage 4, performance has improved by the greatest margin since 2010 against the level 2+ threshold followed by the CSI, level 2, and the level 1 threshold. In the separate subjects the percentage improvement has been greatest in mathematics, with equivalent rises in science and English and a drop in performance in Welsh. The percentage improvement in mathematics has to be set in a context where it was starting from the lowest baseline and still remains the weakest of the four core subjects. Outcomes in Welsh first language were lower in 2014 compared with 2010 but there is an improvement on 2013.

	2010	2014	Percentage Point Improvement
Level 2+	47.6%	53.9%	6.3
Level 2	61.4%	74.4%	13.0
Level 1	87.8%	93.0%	5.2
CSI	46.7%	49.4%	2.7
English	62.0%	65.8%	3.8
Welsh	85.0%	83.0%	-2.0
Mathematics	52.0%	59.0%	7.0
Science	62.0%	65.8%	3.8

Source: WG Statistical Release – SDR 205/2014 & AWCDs

The number of schools where fewer than 30% of pupils achieved the level 2 threshold including E/W/M:

14. There is no change in the proportion of schools where fewer than 30% of pupils achieve the level 2 threshold including English/Welsh or mathematics, but a significant improvement in the proportion where fewer than 40% achieved this indicator.

The number of schools where fewer than 30% of pupils achieved the level 2 threshold including E/W/M:

2010	2011	2012	2013	2014
8 (45%)	6 (30%)	5 (25%)	4 (20%)	4 (21%)

Source: AWCDS

The number of schools where fewer than 40% of pupils achieved the level 2 threshold including E/W/M:

2010	2011	2012	2013	2014
11 (55%)	10 (50%)	9 (45%)	11 (55%)	6 (32%)

Source: AWCDS

The percentage of pupils achieving the level 2 threshold in each of the core subjects

	2010	2011	2012	2013	2014
English	62%	63%	63%	62%	66%
Welsh	85%	82%	75%	82%	83%
Mathematics	52%	53%	55%	57%	59%
Science	62%	62%	66%	66%	66%

Source: AWCDS

15. Outcomes in the core subjects show that:

- The percentage of pupils achieving a grade C or above rose in Welsh. English and mathematics. Performance in science did not change.
- Mathematics remains the weakest subject at this key stage. Mathematics results are lower than those in English in all but two schools.
- There is a more than a 10% gap between these two subjects in the following schools: Cantonian; Cathays; Michaelston Community College and St Teilo's. This is a smaller number of schools than in 2013 (8 schools).

Gap with the Wales average

16. The rate of improvement from the previous year was more than that for Wales in the level 2+ threshold, the level 1 threshold and the average capped wider points score, resulting in a closing of the gap against these measures. The gap remained the same in the CSI and widened in the level 2 threshold.

	2010	2011	2012	2013	2014
Level 2 threshold including English and mathematics	-1.8%	-1.5%	-1.8%	-2.8%	-1.2%
Level 2 threshold	-2.3%	-3.0%	-4.3%	-4.8%	-6.5%
Level 1 threshold	-1.9%	-1.0%	-0.6%	-1.5%	-0.9%
CSI	-1.3%	-2.0%	-1.0%	-2.5%	-2.5%
Average capped wider points score	-7	-6	-7	-11	-10
% leaving full-time education with no recognised qualification	0.4%	0.3%	0.5%	0.4%	Not published as yet

17. The percentage of pupils achieving the level 2 threshold including English/Welsh and mathematics compared with the percentage of achieving the level 2 threshold and the percentage achieving the level 1 threshold are shown in the table below

	Level 2 threshold/ 5 A*-C with E/W/M	Level 2 threshold/ 5 A*-C	Gap	Level 1 threshold/ 5 A*-G
Cardiff	53.9%	75.4%	21.5%	93.0%
Wales	55.1%	82.0%	26.9%	93.8%
England	56.0%	75.2%	19.2%	92.4%

18. The gap between the percentage achieving the level 2 threshold including English/Welsh and mathematics and the level 2 threshold in Cardiff is narrower than that for Wales but wider than that for England. However, the percentage achieving the equivalent of these two thresholds is higher at an all-Wales level. The figures in England are lower than they have been in previous years due to the implementation of two major reforms which restrict the qualifications counted.

Trends over time at Key Stage 4

19. As indicated in the table below, performance over the last three years has risen in Cardiff and across Wales as a whole.

20. The rate of improvement over the last three years is higher in Cardiff for the three level threshold indicators, but lower in the CSI, than is the case for Wales four main indicators.

	L2+	L2	L1	CSI
Cardiff % improvement 2012 - 2014	4.6%	7.1%	1.8%	1.6%
Wales % improvement 2012 - 2014	2.3%	4.2%	0.7%	2.7%

Gap between level 2+ and level 2 thresholds:

21. In ten schools there is between a 6% and 20% gap in outcomes between these two indicators, between a 20% and 40% gap in six schools and more than 40% in three schools.

Post 16 - A Level

22. Outcomes at A level show that in 2014:

- The percentage of pupils entering a volume equivalent to 2 A Levels who achieved the level 3 threshold was 97.0%, an increase of 1 percentage point on that achieved in 2013. This was in line with the all-Wales average.
- The average wider points score for pupils aged 17 for Cardiff in 2014 was 833, above the all Wales average of 803. However this represents a decrease on the 2013 figure.

A Level Results

YEAR 13	RESULTS					Wales
	2010	2011	2012	2013	2014	2014
Entering a volume equivalent to 2 A level who achieved the Level 3 threshold	95%	96%	97%	96.0%	97.0%	97.0%
Average wider points score for pupils aged 17	755	808	845	865.5	833	803

Source: WG Statistical Release – SDR 205/2014

Appendix 3

Comparative Performance

Section 1 - Comparative performance relative to that of the other 21 Welsh authorities

1. Cardiff's performance relative to that of the other Welsh authorities is generally not as good as in 2010. However, at Key Stages 1, 2 and 3, in 2010 national tests were used to assess performance. In 2014, teacher assessments were used at the end of the Foundation Phase and Key Stages 2 and 3. At present there is no national moderation of teacher assessments and therefore a degree of caution is required when making direct comparisons.
2. This is the third year of results using the new Foundation Phase outcomes. In each area results in 2014 were consistently higher than in 2010 (Key Stage 1 results) and the gap with the Welsh averages has narrowed. Despite this consistent improvement, when comparing 2014 and 2010 Foundation Phase and Key Stage 1 data respectively, there is a marked drop in the rank for all indicators; Welsh (from 7th to 17th), English (from 6th to 18th), mathematics (from 10th to 18th) and the FPI (from 8th to 18th).
3. Results were higher at Key Stage 2 (between 2.8 and 4.3 percentage points) in 2014 compared to 2010 and this improvement was sufficient to close the gap with, or exceed, the Welsh averages. When comparing 2014 and 2010 Key Stage 2 data there is also a drop in the rank for English (from 12th to 16th), science (from 16th to 18th) and the CSI (from 14th to 16th). The ranking position of Mathematics remained the same. In contrast the relative ranking position of Welsh improved from 12th to 8th.
4. Improvement has continued at Key Stage 3 by between 11.9 percentage points (CSI) and 5 percentage points (Welsh) over the same period. The extent of improvement was higher than that at an all-Wales level in English and science but not in other subjects and so the extent to which performance is above the Welsh averages has widened in some indicators and narrowed in others, but all indicators are above the Welsh average in 2014. These results led to an improvement in the rank position for English.
5. At Key Stage 4 between 2010 and 2014, there were improvements of between 2.1 percentage points (CSI) and 11.5 percentage points (level 2 threshold). The improvement was slightly higher than that for Wales in level 1 and level 2+ thresholds but lower in the others.
6. Cardiff's position relative to that of other Welsh authorities was as follows:

Foundation Phase / Key Stage 1 to Key Stage 3

	English		Welsh		Maths		Science		CSI/FPOI	
	2010	2014	2010	2014	2010	2014	2010	2014	2010	2014
FP/KS1	6	18	7	17	10	18	N/A	N/A	8	18
KS2	12	16	12	8	17	17	16	18	14	16
KS3	13	12	1	3	9	11	9	13	10	12

Key Stage 4

Level 2 Threshold including English/ Welsh and maths		Level 2 Threshold		Core Subject Indicator	
2010	2014	2010	2014	2010	2014
15 th	13 th	16 th	19 th	14 th	16 th

Level 1 Threshold		Average wider points score		Leaving full time education without a recognised qualification	
2010	2014	2010	2014	2010	2014
19 th	19 th	17 th	20 th	20 th	Not published as yet

7. Comparing ranking positions, relative to that of the other 21 Welsh authorities, in 2014 with 2010 Cardiff's position has improved in the level 2+ threshold and remained the same in the level 1 threshold. Cardiff's position has deteriorated in the other main indicators.

Section 2 - The performance of Cardiff's schools relative to that of its statistical neighbours in England and Wales.

8. At key stages 2 and 4 data is also available which allow comparisons between the performance of Cardiff and those Councils that are its nearest statistical neighbours. Historically, Cardiff has compared itself with eleven Councils in England that are in this group: Bristol, Coventry, Derby, Kirklees, Leicester, Newcastle upon Tyne, Portsmouth, Plymouth, Southampton, Wakefield and Wigan. Comparisons were also made with performance in Swansea and Newport. This gave a total group size of 14 Councils including Cardiff. The analysis compares relative positions in 2010 and 2014.

	English		Mathematics		Science	
	2010	2014	2010	2014	2010	2014
Key Stage 2	3 rd	5 th	5 th	5 th	3 rd	5 th

9. Cardiff's performance is in the top half when compared with these statistical neighbours at KS2 and KS3.
N.B. Key Stage 2 for English authorities is provisional.

	Level 2 inclusive 5 A*-C including E/W/M	
	2010	2014
Key Stage 4	14 th	8 th

10. At Key Stage 4, Cardiff's performance is 8th out of the 14 authorities for the comparable indicators. Direct comparisons for the level 2 threshold are no longer possible as the qualifications that contribute to the level 2 measure are different in Wales and England as a result of the implementation of the recommendations in the Wolf report which significantly reduced the number of available qualifications.

Section 3 - The performance of Cardiff's schools relative to that of the core cities.

11. 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. The 10 core cities deliver 28% of the English, Welsh and Scottish economies combined. Membership will help the council to better benchmark its performance against other major UK cities.

	English	Mathematics	Science
	2014	2014	2014
Key Stage 2	1 st	1 st	1 st

	Level 2 inclusive 5 A*-C including E/W/M
	2014
Key Stage 4	4 th

12. Performance is at the top of the rankings at Key Stage 2 compared with the English authorities but lower against the Welsh authorities. At Key Stage 4 performance is near the top when compared with the English authorities for the level 2 inclusive measure. Compared with the other Welsh authorities, performance remains in the lower half. Comparisons with other Key Stage 4 performance indicators are no longer possible because the qualifications that contribute to the measures are now different in Wales and England.

Section 4 - Performance of Cardiff's Schools against the National Benchmark Quarters

13. 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).

2010 Key Stages 1, 2, 3 – Percentage of Cardiff schools in upper and lower quarters

	Key Stage 1		Key Stage 2		Key Stage 3	
	Lower Q	Upper Q	Lower Q	Upper Q	Lower Q	Upper Q
English	6%	30%	15%	22%	15%	25%
Welsh*	20%	27%	0%	9%	0%	100%
Maths	12%	22%	16%	22%	5%	45%
Science	15%	28%	20%	20%	15%	40%
CSI	7%	25%	15%	21%	10%	30%

Source: Estyn Data Sheet – Benchmark Data

* Welsh refers to Welsh first language

2010 Key Stage 4 – Percentage of Cardiff schools in upper and lower quarters

	Key Stage 4	
	Lower Q	Upper Q
KS4 CSI	20%	30%
Level 1	15%	15%
Level 2	15%	25%
Level 2 inc Eng/Wel & Maths	20%	20%
Wider Points Score	20%	15%

2011 Key Stages 1, 2, 3 - Percentage of Cardiff schools in upper and lower quarters

	Key Stage 1		Key Stage 2		Key Stage 3	
	Lower Q	Upper Q	Lower Q	Upper Q	Lower Q	Upper Q
English	17%	30%	14%	25%	20%	20%
Welsh*	13%	7%	0%	0%	0%	50%
Maths	18%	14%	22%	12%	15%	30%
Science	19%	19%	21%	15%	15%	30%
CSI	17%	15%	25%	17%	5%	20%

Source: Estyn Data Sheet – Benchmark Data. Welsh refers to Welsh first language

2011 Key Stage 4 - Percentage of Cardiff schools in upper and lower quarters

	Key Stage 4	
	Lower Q	Upper Q
KS4 CSI	30%	25%
Level 1 threshold	30%	20%
Level 2 threshold	25%	15%
Level 2 inc Eng/Wel & Maths	25%	10%
Wider Points Score	45%	15%

Source: Estyn Data Sheet – Benchmark Data

2012 Foundation Phase and Key Stages 2 and 3 - Percentage of Cardiff schools in upper and lower quarters

	Foundation Phase	
	Lower Q	Upper Q
LCE	21%	17%
LCW	12%	12%
MDT	24%	13%
PSD	25%	18%
FPI	20%	15%

	Key Stage 2		Key Stage 3	
	Lower Q	Upper Q	Lower Q	Upper Q
English	22%	14%	20%	45%
Welsh*	17%	17%	0%	50%
Maths	34%	16%	25%	45%
Science	29%	20%	10%	40%
CSI	27%	13%	20%	40%

Source: Welsh Government * Welsh refers to Welsh first language

2012 Key Stage 4 - Percentage of Cardiff schools in upper and lower quarters

	Key Stage 4	
	Lower Q	Upper Q
KS4 CSI	25%	20%
Level 1 threshold	30%	15%
Level 2 threshold	40%	15%
Level 2 inc Eng/Wel & Maths	20%	15%
Capped Points Score	35%	20%

2013 Foundation Phase and Key Stages 2 and 3 - Percentage of Cardiff schools in upper and lower quarters

	Foundation Phase	
	Lower Q	Upper Q
LCE	21.0%	12.3%
LCW	11.8%	11.8%
MDT	25.0%	10.4%
PSD	25.0%	20.8%
FPI	21.9%	12.5%

	Key Stage 2		Key Stage 3	
	Lower Q	Upper Q	Lower Q	Upper Q
English	28.6%	17.6%	5.0%	35.0%
Welsh*	8.3%	25.0%	0.0%	0.0%
Maths	28.6%	14.3%	10.0%	35.0%
Science	27.5%	20.9%	25.0%	25.0%
CSI	25.3%	13.2%	15.0%	35.0%

Source: Welsh Government All Wales Core Data Sets. * Welsh refers to Welsh first language

2013 Key Stage 4 - Percentage of Cardiff schools in upper and lower quarters

	Key Stage 4	
	Lower Q	Upper Q
KS4		
CSI	40%	10%
Level 1 threshold	45%	5%
Level 2 threshold	55%	20%
Level 2 inc Eng/Wel & Maths	30%	10%
Capped Points Score	50%	15%

Source: Welsh Government All Wales Core Data Sets

2014 Foundation Phase and Key Stages 2 and 3 – Percentage of Cardiff schools in upper and lower quarters

	Foundation Phase	
	Lower Q	Upper Q
LCE	25.93%	11.11%
LCW	18.75%	6.25%
MDT	16.84%	13.68%
PSD	23.16%	18.95%
FPI	17.89%	14.74%

	Key Stage 2		Key Stage 3	
	Lower Q	Upper Q	Lower Q	Upper Q
English	18.3%	16.1%	33.3%	27.8%
Welsh*	14.3%	14.3%	0.0%	50.0%
Maths	20.4%	16.1%	33.3%	38.9%
Science	20.4%	18.3%	22.2%	27.8%
CSI	16.1%	16.1%	33.3%	27.8%

Source: Welsh Government All Wales Core Data Sets

* Welsh refers to Welsh first language

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

	Key Stage 4	
	Lower Q	Upper Q
CSI	36.8%	21.1%
Level 1 threshold	42.1%	15.8%
Level 2 threshold	52.6%	10.5%
Level 2 inc Eng/Wel & Maths	26.3%	26.3%
Capped Points Score	52.6%	15.8%

Source: Welsh Government All Wales Core Data Sets * Welsh refers to Welsh first language

14. Nationally there are 25% of schools in each quarter. In the Foundation Phase, in Cardiff, there were generally fewer than 25% of schools in the lowest quarter, but also fewer than 25% of schools in the highest quarter. At Key Stage 2, other than in Welsh, there are a greater proportion of schools in the lowest quarter than the highest quarter.
15. At Key Stage 3, the distribution of Cardiff schools is more favourable with a greater proportion of schools in the highest quarter. At Key Stage 4, there were more schools in the lowest quarter than in the highest quarter similar to the position in the previous two years.

Appendix 4

The Performance of Specific Groups

Section 1

Pupils not achieving expected levels at Foundation Phase and Key Stages 2, 3 and 4 in 2014

1. In the FP, the percentage not achieving the expected level ranges between one in fifteen (PSD) to about one in six pupils (LCE).

Foundation Phase		Below Outcome 3	Outcome 3	Outcome 4	Outcome 5	Below Outcome 5	Outcome 5+
PSD	Cardiff	1.4%	0.9%	4.2%	44.7%	6.5%	93.5%
	Wales	1.0%	0.9%	3.8%	42.7%	5.8%	94.2%
LCE	Cardiff	1.6%	1.6%	11.6%	56.0%	14.8%	85.2%
	Wales	1.4%	1.7%	10.3%	54.5%	13.4%	86.6%
LCW	Cardiff	0.2%	0.5%	8.9%	62.8%	9.5%	90.5%
	Wales	0.3%	1.1%	8.7%	57.3%	10.2%	89.8%
MDT	Cardiff	1.2%	1.3%	10.0%	58.7%	12.6%	87.4%
	Wales	1.0%	1.2%	9.0%	58.4%	11.3%	88.7%

2. At KS2, around one in eight pupils were assessed at level 3 or below (English) – a continuing improvement on recent years – with one in ten at level 3 or below for Welsh.

Key Stage 2		Below Level 2	Level 2	Level 3	Below Level 4	Level 4+
English TA	Cardiff	1.3%	1.8%	9.6%	12.7%	87.3%
	Wales	1.3%	1.9%	8.3%	11.6%	88.4%
Welsh TA	Cardiff	0.0%	1.3%	8.6%	9.9%	90.1%
	Wales	1.8%	1.7%	9.2%	11.9%	88.1%
Maths TA	Cardiff	1.2%	2.0%	9.1%	12.3%	87.7%
	Wales	1.3%	1.8%	8.0%	11.1%	88.9%
Science TA	Cardiff	1.3%	1.4%	8.3%	11.0%	89.0%
	Wales	1.2%	1.5%	6.9%	9.7%	90.3%

3. At KS3, there was a further reduction in the percentage not achieving level 5 or better in English, Welsh, mathematics and science. Overall, the percentage not achieving level 5 or better is around one in six pupils in English, one on eight in mathematics, about one in fifteen pupils in Welsh, and roughly one in ten pupils in science. Up to 2008 this figure was one-third across the board.

Key Stage 3		Below Level 3	Level 3	Level 4	Below Level 5	Level 5+
English TA	Cardiff	2.0%	2.1%	9.9%	14.0%	86.0%
	Wales	1.8%	2.4%	9.8%	14.1%	85.9%
Welsh TA	Cardiff	0.8%	0.8%	4.3%	6.0%	94.0%
	Wales	0.4%	1.5%	8.1%	9.9%	90.1%
Maths TA	Cardiff	1.5%	2.6%	8.3%	12.4%	87.6%
	Wales	1.8%	2.5%	9.3%	13.5%	86.5%
Science TA	Cardiff	1.6%	0.9%	6.9%	9.4%	90.6%
	Wales	1.7%	1.2%	6.9%	9.6%	90.4%

4. At KS4, the reduction in the percentage of pupils not achieving the level 2 threshold including English/ Welsh and mathematics, level 2 and the level 1 thresholds varied between the different indicators. Just under half of pupils currently do not achieve the equivalent of a C or above in five subjects including English/ Welsh or mathematics. The percentage of pupils leaving school with no qualifications has reduced for the last five years.

Key Stage 4	Not achieving Level 2 threshold including E/W/M	Not achieving Level 2 threshold	Not achieving Level 1 threshold	Pupils leaving full-time education without a recognised qualification
Cardiff	46.10%	24.6%	7.0%	Data not yet available
Wales	44.90%	18.0%	6.2%	Data not yet available

Section 2

Pupils achieving above expected levels at Foundation Phase and Key Stages 2 and 3 and a grade A*/A at GCSE and A level

5. That were below the Wales averages in the Foundation Phase and Key Stage 2 but above the Wales averages at Key Stage 3.

Percentage achieving outcome 6 or above in the Foundation Phase

6. The proportion of pupils reaching outcome 6 or above continue to improve each year in each area of learning but remain below the Welsh averages.

	2011 - level 3	Wales 2011	2012	Wales 2012	2013	Wales 2013	2014	Wales 2014
LCE	23.6%	22.9%	24.8%	25.6%	27.7%	29.5%	29.2%	32.2%
LCW	30.8%	30.8%	23.2%	24.8%	25.9%	29.3%	27.7%	32.5%
MDT	23.7%	23.7%	24.5%	24.2%	27.8%	28.2%	28.7%	30.3%
PSD	N/A	N/A	37.5%	38.6%	42.8%	45.9%	48.8%	51.5%

Percentage achieving level 5 or above at Key Stage 2

7. The proportion of pupils reaching level 5 or above continue to improve in English, mathematics and science but outcomes are below the Welsh averages in these subjects. In Welsh there was a decrease in the proportion of pupils achieving the higher level but the proportion is greater than the Welsh average.

	2011	Wales 2011	2012	Wales 2012	2013	Wales 2013	2014	Wales 2014
English	29.9%	30.5%	30.7%	32.3%	34.0%	35.7%	36.8%	38.0%
Welsh	29.5%	25.9%	30.1%	26.6%	30.9%	30.4%	37.1%	33.9%
Mathematics	29.3%	31.1%	31.8%	32.9%	35.9%	35.7%	37.8%	38.0%
Science	29.0%	31.0%	31.9%	33.1%	35.1%	36.1%	37.6%	38.4%

Percentage achieving level 6 or above at Key Stage 3

8. Performance at level 6 or above was above the Wales averages in English (by 3.9 percentage points), Welsh (by 5.4 percentage points), mathematics (by 1.7 percentage points) and science (by 3.9 percentage points).

	2011	Wales 2011	2012	Wales 2012	2013	Wales 2013	2014	Wales 2014
English	38.3%	34.6%	42.8%	38.0%	49.1%	42.7%	52.4%	48.5%
Welsh	47.1%	38.2%	49.1%	41.2%	47.4%	45.7%	58.3%	52.9%
Mathematics	46.8%	46.8%	51.0%	49.6%	55.2%	53.1%	57.9%	56.2%
Science	43.0%	38.9%	48.6%	43.8%	52.8%	48.6%	58.5%	54.6%

9. The proportion of pupils reaching level 7 is also above the Welsh averages, however, the proportion of pupils assessed at level 8+ is lower than the Welsh averages in each of the core subjects.

Key Stage 3		Level 6	Level 7	Level 8+	Level 6+
English TA	Cardiff	36.8%	15.1%	0.5%	52.4%
	Wales	33.9%	13.7%	0.9%	48.5%
Welsh TA	Cardiff	43.4%	14.9%	0.0%	58.3%
	Wales	38.0%	14.1%	0.9%	52.9%
Maths TA	Cardiff	34.0%	21.4%	2.4%	57.9%
	Wales	32.2%	21.2%	2.8%	56.2%
Science TA	Cardiff	40.7%	17.3%	0.6%	58.5%
	Wales	36.5%	16.9%	1.2%	54.6%

Percentage achieving A*/A at Key Stage 4

10. In 2014, 24.0% of WJEC GCSEs sat by Cardiff pupils achieved grades A* / A, the highest proportion in the last five years. This outcome was 4.6 percentage points higher than for Wales as a whole. Similarly, the percentage of entries at grade A* - 8.9% was also the highest to date and 2.7 percentage points above the Welsh average.

KS4

	2010		2011		2012		2013		2014	
	A*	A*/A	A*	A*/A	A*	A*/A	A*	A*/A	A*	A*/A
Cardiff	7.4%	21.9%	8.3%	22.5%	8.6%	23.1%	8.1%	22.6%	8.9%	24.0%
Wales	6.1%	19.2%	7.4%	19.5%	6.5%	19.2%	6.1%	19.2%	6.2%	19.4%

Percentage achieving A*/A at A Level

11. The proportion of entries achieving a grade A*/A has been just under 30% for the last four years. This outcome was considerably above the Welsh average, the same as in previous years.

A level

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

Section 3

Performance of boys and girls

Foundation Phase

12. In the FP, the gaps between boys' and girls' performance were narrower in Cardiff compared with Wales in PSD, LCE and in the FPI. The gaps in LCW, and MDT were wider in Cardiff than for Wales.

Cardiff 2014

Foundation Phase	PSD	LCE	LCW	MDT	FPI
Boys	91.2%	81.3%	86.2%	84.9%	79.7%
Girls	95.9%	89.3%	94.4%	90.1%	87.8%
Difference	-4.7%	-7.9%	-8.1%	-5.2%	-8.1%

Source: All Wales Core Data Sets (Cardiff breakdown)

Wales 2014

Foundation Phase	PSD	LCE	LCW	MDT	FPI
Boys	91.6%	82.6%	85.9%	86.3%	81.0%
Girls	96.9%	90.9%	93.8%	91.2%	89.5%
Difference	-5.2%	-8.3%	-7.9%	-5.0%	-8.5%

Source: WG Statistical Bulletin SDR 128/2013

Key Stage 2

13. The performance of girls was better than boys in all the core subjects. With the exception of Welsh, the gaps have widened compared to the previous year as they generally have across Wales. The gap continues to be much wider in English and Welsh than in mathematics and science, as is the case for Wales as a whole.

Cardiff 2014

	English TA	Welsh TA	Maths TA	Science TA	Core Subject Indicator
Key Stage 2					
Boys	84.2%	86.6%	85.6%	86.9%	82.0%
Girls	90.5%	93.3%	89.9%	91.3%	88.3%
Difference	-6.4%	-6.7%	-4.3%	-4.4%	-6.3%

Source: All Wales Core Data Sets (Cardiff breakdown)

Wales 2014

	English TA	Welsh TA	Maths TA	Science TA	Core Subject Indicator
Key Stage 2					
Boys	85.0%	83.8%	87.1%	88.3%	83.1%
Girls	92.0%	92.3%	90.9%	92.5%	89.4%
Difference	-6.9%	-8.6%	-3.8%	-4.2%	-6.3%

Key Stage 3

14. The gap between boys' and girls' performance against the CSI is 8.21 percentage points, narrower than at an all-Wales level. The gap between boys and girls in the CSI was wider in 2013/14 than in the previous year.

Cardiff 2014

	English TA	Welsh TA	Maths TA	Science TA	Core Subject Indicator
Key Stage 3					
Boys	80.77%	93.14%	86.13%	88.21%	77.50%
Girls	91.49%	94.85%	89.06%	93.10%	85.71%
Difference	-10.72%	-1.71%	-2.93%	-4.89%	-8.21%

Wales 2014

	English TA	Welsh TA	Maths TA	Science TA	Core Subject Indicator
Key Stage 3					
Boys	80.94%	85.70%	84.48%	87.80%	76.81%
Girls	91.15%	94.38%	88.63%	93.10%	85.47%
Difference	-10.21%	-8.68%	-4.15%	-5.30%	-8.66%

15. Girls' raw scores are ahead of those of boys in the core subjects and core subject indicator both in Cardiff and across Wales as a whole.

Key Stage 4

16. At KS4, the gap is widest against the level 2 threshold and narrowest against the level 1 threshold. Girls' performance is ahead of that of boys as it is at an all Wales level. The gaps between boys' and girls' performance in Cardiff are narrower compared with the national figures.

Cardiff 2014

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	Average wider points score
Boys	92.2%	72.6%	51.1%	46.9%	319.4
Girls	93.7%	78.4%	56.9%	52.1%	340.8
Difference	-1.5%	-5.9%	-5.8%	-5.2%	-21.4

Wales 2014

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	Average wider points score
Boys	92.3%	78.2%	51.0%	48.0%	326.9
Girls	95.4%	86.0%	59.4%	56.0%	353.7
Difference	-3.1%	-7.8%	-8.4%	-8.0%	-26.8

Section 4

Performance of pupils eligible for Free School Meals compared with those not eligible

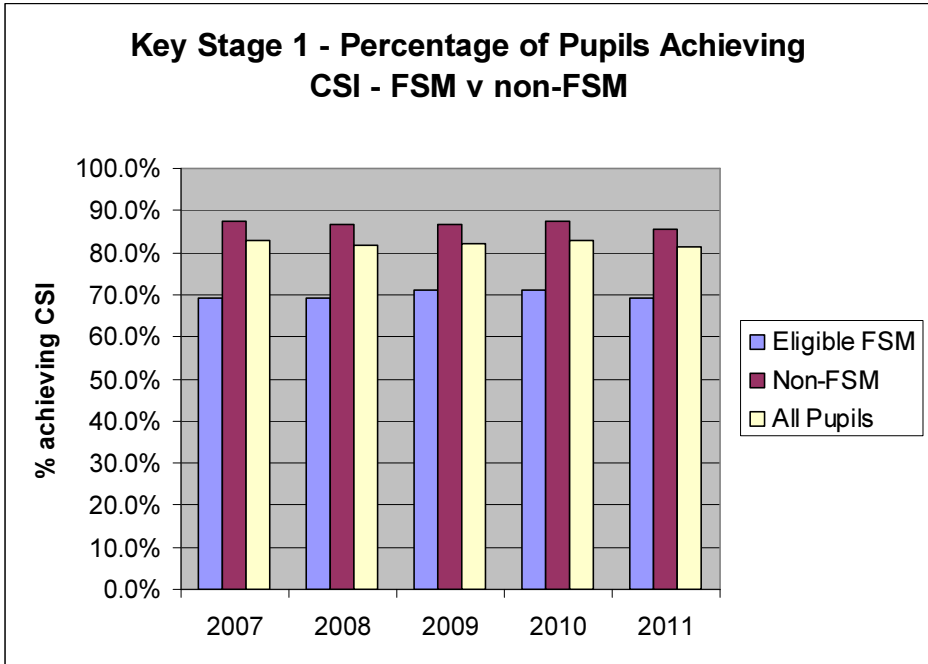
17. The key features of the data concerning FSM are:

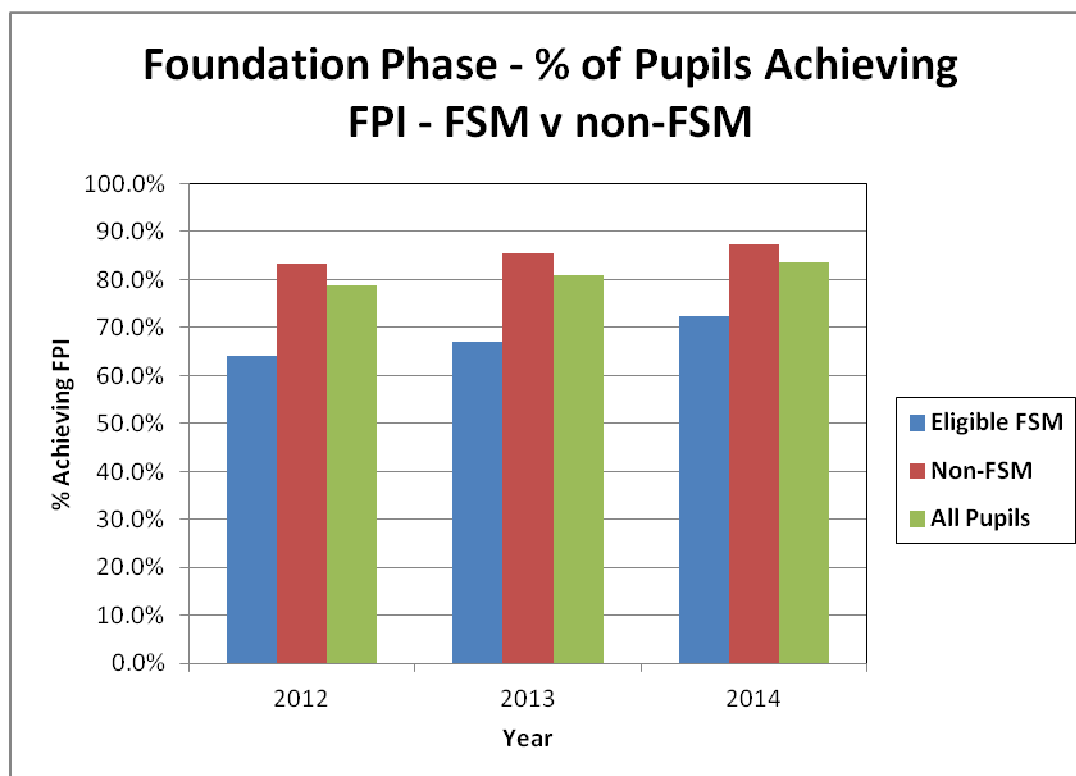
- Pupils eligible for FSM are outperformed by those not eligible at each key stage;
- The gap is generally wider at KS2 compared with the FP and widens further at KS3 and KS4;
- The gap has reduced in 2014 compared to 2013 in the FP in all areas of learning. At KS2 the difference has decreased in mathematics, science and the CSI, but increased in English and Welsh;
- At KS3 the gaps have reduced significantly when compare to 2013 but are still more than 10 percentage points; and
- The gap in performance between boys eligible for FSM and boys who are not is wider than the gap for girls at all key stages.

Foundation Phase 2014 – FSM vs NFSM pupil performance

	% Achieving outcome 5+				% Achieving FPI	
	PSD	LCE	LCW	MDT	Cardiff	Wales
Eligible FSM	88.1%	74.9%	81.3%	77.6%	72.3%	N/A
Non-FSM	95.2%	88.8%	91.8%	90.5%	87.2%	N/A
All pupils	93.5%	85.2%	90.5%	87.4%	83.7%	N/A
Difference FSM v non-FSM	-7.1%	-13.9%	-10.6%	-12.9%	-14.9%	N/A

Graph





Foundation Phase 2014

	% achieving FPOI		
	Boys	Girls	All Pupils
Eligible FSM	65.2%	79.6%	72.3%
Non-FSM	84.2%	90.3%	87.2%
All pupils	79.7%	87.8%	83.7%
Difference FSM v non-FSM	-19.1%	-10.7%	-14.9%

Source: DEWi

FSM Data taken from PLASC – Pupils not included in PLASC are shown as Non-FSM

Wales Data Not Available until early 2015.

Key Stage 2 – FSM v non-FSM pupil performance

	% achieving level 4+				% achieving CSI	
	English	Welsh	Maths	Science	Cardiff	Wales
Eligible FSM	74.0%	72.5%	77.2%	78.1%	71.5%	N/A
Non-FSM	91.0%	91.7%	90.6%	92.1%	88.9%	N/A
All pupils	87.3%	90.1%	87.7%	89.0%	85.1%	N/A
Difference FSM v non-FSM	-17.0%	-19.2%	-13.5%	-14.0%	-17.4%	N/A

Source: DEWi & All Wales Core Data Sets

FSM Data taken from PLASC – Pupils not included in PLASC are shown as Non-FSM

Wales Data Not Available until early 2015.

Key Stage 2- % of Pupils Achieving CSI - FSM v non-FSM



Key Stage 2 2014

	% Achieving CSI		
	Boys	Girls	All Pupils
Eligible FSM	63.6%	79.5%	71.5%
Non-FSM	87.1%	90.9%	88.9%
All pupils	82.0%	88.3%	85.1%
Difference FSM v non-FSM	-23.5%	-11.4%	-17.4%

Source: DEWi

FSM Data taken from PLASC – Pupils not included in PLASC are shown as Non-FSM

Wales Data Not Available until early 2015.

Key Stage 3 – FSM v non-FSM pupil performance

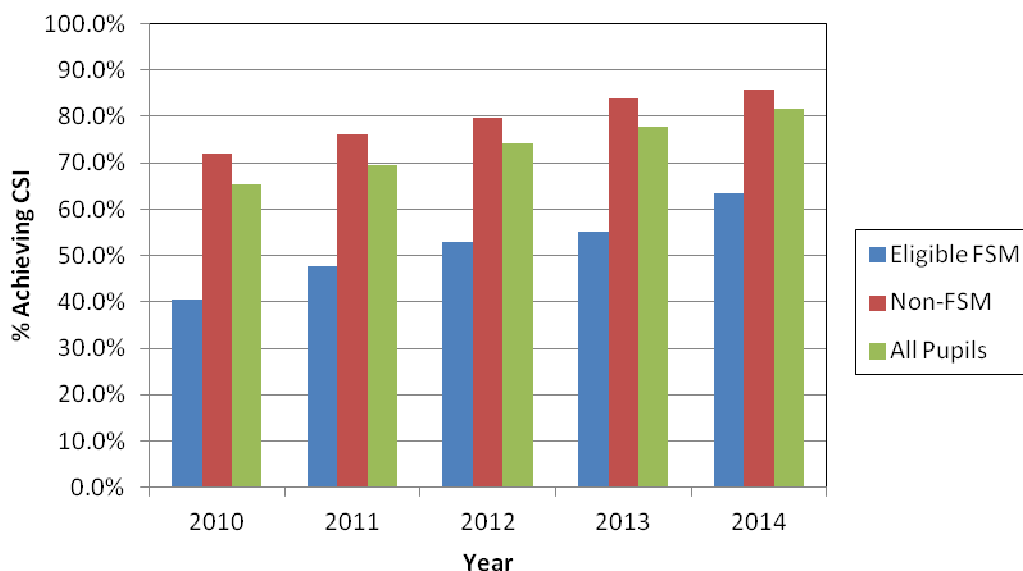
	% Achieving Level 5+				% Achieving CSI	
	English	Welsh	Maths	Science	Cardiff	Wales
Eligible FSM	72.1%	84.0%	74.2%	78.7%	63.5%	N/A
Non-FSM	89.3%	94.8%	90.8%	93.4%	85.8%	N/A
All pupils	86.0%	94.0%	87.6%	90.6%	81.5%	N/A
Difference FSM v non-FSM	-17.2%	-10.8%	-16.6%	-14.7%	-22.4%	N/A

Source: DEWi & All Wales Core Data Sets

Cardiff FSM Data taken from PLASC – Pupils not included in PLASC are shown as Non-FSM

Wales Data Not Available until early 2015.

Key Stage 3 - % of Pupils Achieving CSI - FSM v non-FSM



Key Stage 3 2014

	% Achieving CSI		
	Boys	Girls	All Pupils
Eligible FSM	58.5%	68.2%	63.5%
Non-FSM	81.8%	90.1%	85.8%
All pupils	77.5%	85.7%	81.5%
Difference			
FSM v non-FSM	-23.3%	-21.9%	-22.4%

Source: DEWi

FSM Data taken from PLASC – Pupils not included in PLASC are shown as Non-FSM
Wales Data Not Available until early 2015.

Key Stage 4 – FSM v non-FSM pupil performance 2014 – Cardiff

	% ach. Level 1 threshold	% ach. Level 2 threshold	% ach. Level 2 threshold incl. Eng/Wel & Maths	% ach CSI
Eligible FSM	82.3%	58.2%	26.8%	24.1%
Non-FSM	95.3%	79.2%	59.9%	55.0%
All pupils	93.0%	75.4%	53.9%	49.4%
Difference	-13.0%	-21.0%	-33.1%	-30.9%
FSM v non-FSM				

FSM Data taken from PLASC – Pupils not included in PLASC are shown as Non-FSM
Wales Data Not Available until early 2015.

Key Stage 4 2014 – Wales

	% ach. Level 1 threshold	% ach. Level 2 threshold	% ach. Level 2 threshold incl. Eng/Wel & Maths	% ach CSI
Eligible FSM	N/A	N/A	N/A	N/A
Non-FSM	N/A	N/A	N/A	N/A
All pupils	93.8%	82.0%	55.1%	51.9%
Difference				
FSM v non-FSM	N/A	N/A	N/A	N/A

Source: All Wales Core Data Sets

FSM Data taken from PLASC – Pupils not included in PLASC are shown as Non-FSM

Wales Data Not Available until early 2015.

Section 5

Performance of Minority Ethnic pupils

18. Overall, the trend of recent years that has seen sustained improvement in the outcomes achieved overall by minority ethnic pupils has continued in the Foundation Phase.

Minority Ethnic pupils in the Foundation Phase

19. Results for minority ethnic pupils as a whole improved in 2014 in the Foundation Phase in all areas of learning except LCW. However, within this overall improvement, the performance of some groups such as Black Caribbean and Chinese pupils decreased.
20. Overall performance remains below White UK pupils although the difference has decreased in the FPI from 6.70 to 3.35 percentage points.

Foundation Phase Results for Minority Ethnic Pupils 2014: Percentage achieving outcome 5 or above

	FPI	LCE	LCW	MDT	PSD
Any other ethnic background	81.08	81.08		86.49	94.59
Arab	79.20	80.65	100.00	83.20	88.80
Bangladeshi	78.52	82.09	0.00	80.00	91.85
Black Caribbean	70.00	77.78	0.00	90.00	90.00
Chinese or Chinese British	70.00	70.00		90.00	100.00
Mixed	83.84	89.06	82.93	88.55	92.93
Not known	63.04	58.33	90.00	71.74	82.61
Other Asian	92.86	92.73	100.00	93.75	97.32
Other Black	87.18	88.79	100.00	88.03	94.02
Pakistani	80.99	83.33	100.00	82.64	93.39
Somali	78.82	81.18		82.35	91.76
Traveller/Romany	68.97	68.97		72.41	75.86
White European	76.54	75.30	92.31	79.89	90.50
All EM	81.62	83.70	83.61	84.88	92.20
White UK	84.97	86.43	91.22	88.85	94.30
All Cardiff pupils	83.70	85.20	90.45	87.44	93.52

Foundation Phase Results for Minority Ethnic Pupils 2013: Percentage achieving outcome 5 or above

	FPI	LCE	LCW	MDT	PSD
Any other ethnic background	100.0%	100.0%	100.0%	100.0%	100.0%
Arab	70.7%	72.2%	100.0%	75.9%	90.5%
Bangladeshi	79.8%	81.5%		83.1%	87.1%
Black Caribbean	88.9%	88.9%		88.9%	100.0%
Chinese or Chinese British	86.7%	85.7%	100.0%	100.0%	93.3%
Mixed	80.7%	84.5%	80.0%	83.9%	90.1%
Not known	68.9%	69.0%	100.0%	71.1%	77.8%
Other Asian	88.2%	89.1%	100.0%	91.2%	93.1%
Other Black	73.5%	79.4%	*	80.6%	86.7%
Pakistani	74.5%	77.6%	*	81.2%	89.3%
Somali	70.7%	79.3%		76.8%	84.1%
Traveller/Romany	56.0%	56.0%		68.0%	84.0%
White European	66.7%	67.7%	88.2%	72.8%	85.7%
ALL EM	76.3%	79.0%	83.9%	81.1%	88.6%
White UK	83.0%	85.8%	87.2%	87.3%	92.2%
All Pupils	80.9%	83.4%	86.9%	85.3%	91.5%

Source: Education Service, Research & Information Unit
 N.B. Analysis includes special schools but excludes NEWBES
 * Disclosure marker – group contains <5 pupils

Minority Ethnic Pupils at Key Stage 2

21. Results at key stage 2 continue to improve as a whole across all indicators, narrowing the gap with White UK pupils, although performance remains below that of White UK pupils except in Welsh.

22. However, within this overall improvement, the performance of some groups such as Black Caribbean and Chinese pupils decreased and performance remains below White UK pupils although the difference has decreased in the CSI from 3.90 to 3.03 percentage points.

Key Stage 2 Results for Minority Ethnic Pupils 2014: Percentage at level 4 or above

Minority Ethnic Pupils - KS2					
	English TA	Welsh TA	Maths TA	Science TA	CSI
Any other ethnic background	87.10		90.32	90.32	87.10
Arab	84.47	100.00	86.41	85.44	84.47
Bangladeshi	95.08		90.98	95.08	90.98
Black Caribbean	75.00		87.50	87.50	75.00
Chinese or Chinese British	80.00		100.00	100.00	80.00
Mixed	87.44	92.31	87.92	87.92	85.99
Not known	79.31	100.00	82.76	79.31	79.31
Other Asian	93.94	100.00	92.42	96.97	92.42
Other Black	88.46	100.00	82.05	82.05	78.21
Pakistani	82.35		82.35	84.56	81.62
Somali	84.34		84.34	85.54	81.93
Traveller/Romany	52.17		60.87	56.52	52.17
White European	75.59	88.89	81.89	80.31	74.80
All EM	85.11	92.50	85.71	86.52	83.00
White UK	88.24	89.81	88.52	90.16	86.03
All Cardiff pupils	87.27	90.11	87.67	89.02	85.11

Source: Education Service, Research & Information Unit
N.B. Analysis includes special schools but excludes NEWBES

Key Stage 2 Results for Minority Ethnic Pupils 2013: Percentage at level 4 or above

	English TA	Maths TA	Science TA	CSI
Any other ethnic background	94.4%	94.4%	94.4%	94.4%
Arab	83.3%	86.7%	84.4%	82.2%
Bangladeshi	89.0%	87.2%	90.8%	86.2%
Black Caribbean	100.0%	100.0%	100.0%	100.0%
Chinese or Chinese British	91.7%	100.0%	100.0%	91.7%
Mixed	86.1%	82.1%	88.6%	80.6%
Not Known	80.0%	85.0%	85.0%	80.0%
Other Asian	86.8%	88.7%	90.6%	84.9%
Other Black	83.3%	84.5%	85.7%	82.1%
Pakistani	86.1%	87.0%	88.7%	85.2%
Somali	87.9%	87.9%	86.8%	81.3%
Traveller/Romany	58.3%	58.3%	62.5%	54.2%
White European	61.7%	65.8%	63.3%	59.2%
All EM Groups	82.5%	82.8%	84.7%	79.8%
White UK Pupils	87.3%	87.5%	90.2%	83.7%
All Cardiff Pupils	86.0%	86.2%	88.6%	82.6%

Source: Education Service, Research & Information Unit
 N.B. Analysis includes special schools but excludes NEWBES

Minority Ethnic Pupils at Key Stage 3

23. Minority ethnic pupils' results at Key Stage 3 showed another increase in 2014 across all indicators. With the exception of mathematics, the increase was smaller than the increase in performance of White UK pupils. Consequently, in most indicators, the difference in performance between the two groups has increased.

Key Stage 3 Results for Minority Ethnic Pupils 2014: Percentage at level 5 or above

%	English TA	Cymraeg TA	Maths TA	Science TA	CSI
Any other ethnic background	92.86		92.86	96.43	92.86
Arab	82.89		92.11	90.79	81.58
Bangladeshi	89.66		87.93	93.97	81.90
Black Caribbean	100.00		100.00	100.00	100.00
Chinese or Chinese British	93.33		100.00	93.33	93.33
Mixed	82.63	80.00	84.74	86.84	74.74
Not known	83.33	100.00	83.33	87.50	83.33
Other Asian	88.89	100.00	93.65	90.48	88.89
Other Black	73.21		80.36	82.14	71.43
Pakistani	89.13	100.00	93.48	91.30	84.78
Somali	93.83		93.83	93.83	87.65
Traveller/Romany	50.00		50.00	50.00	40.00
White European	66.92	85.71	72.31	75.38	62.31
All EM	83.00	82.76	86.26	87.54	78.11
White UK	87.12	94.94	88.07	91.73	82.71
All Cardiff pupils	86.01	94.04	87.56	90.61	81.51

Source: Education Service, Research & Information Unit
N.B. Analysis includes special schools but excludes NEWBES

Key Stage 3 Results for Minority Ethnic Pupils 2013: Percentage at level 5 or above

	English TA	Maths TA	Science TA	CSI
Any other ethnic background	92.9%	89.3%	92.9%	85.7%
Arab	76.4%	80.6%	83.3%	70.8%
Bangladeshi	91.1%	87.3%	94.9%	83.5%
Black Caribbean	100.0%	62.5%	87.5%	50.0%
Chinese or Chinese British	100.0%	100.0%	100.0%	100.0%
Mixed	87.5%	86.5%	89.1%	81.3%
Not Known	90.5%	90.5%	83.3%	78.6%
Other Asian	94.9%	89.7%	94.9%	84.6%
Other Black	81.0%	81.0%	82.8%	72.4%
Pakistani	87.4%	92.0%	89.7%	82.8%
Somali	82.1%	83.6%	85.1%	77.6%
Traveller/Romany	33.3%	26.7%	20.0%	20.0%
White European	63.2%	66.7%	72.8%	56.1%
All EM Groups	82.3%	82.5%	85.1%	75.2%
White UK Pupils	84.5%	84.9%	87.2%	78.6%
All Cardiff Pupils	84.0%	84.3%	86.7%	77.8%

Source: Education Service, Research & Information Unit
N.B. Analysis includes special schools but excludes NEWBES

Minority Ethnic Pupils at Key Stage 4

24. At key stage 4 the increase in the level 2 inclusive threshold for minority ethnic pupils was slightly smaller than for Cardiff as a whole and the gap in performance between the two groups increased. At the level 2 threshold, the increase was slightly larger than for Cardiff as a whole.

LEVEL 2 INCLUSIVE	Number on roll 2014	% attaining Level 2 EM threshold 2014	% attaining Level 2 EM threshold 2013	% change 2013-14
Any other ethnic background	27	77.78	76.90	0.88
Arab	75	48.00	38.50	9.50
Bangladeshi	74	56.76	48.40	8.36
Black Caribbean	12	33.33	14.30	19.03
Chinese or Chinese British	17	94.12	68.40	25.72
Mixed	183	50.82	46.00	4.82
Other Asian	54	64.81	66.70	-1.89
Other Black	53	41.51	54.30	-12.79
Pakistani	104	50.96	47.70	3.26
Somali	62	38.71	36.70	2.01
Traveller/Romany	7	14.29	0.00	14.29
White European	124	37.10	41.30	-4.20
All EM	792	49.62	46.40	3.22
White UK	2686	55.25	50.80	4.45
Not known	47	48.94	55.20	-6.26
All Cardiff pupils	3525	53.90	49.90	4.00

Source: Education Service, Research & Information Unit

N.B. 8 pupils in PRU and recorded in EOTAS return manually added to overall totals (not included in pupil breakdown)

LEVEL 2	Number on roll 2014	% attaining Level 2 threshold 2014	% attaining Level 2 threshold 2013	% change 2013-14
Any other ethnic background	27	88.89	84.60	4.29
Arab	75	85.33	62.50	22.83
Bangladeshi	74	90.54	65.10	25.44
Black Caribbean	12	83.33	66.70	16.63
Chinese or Chinese British	17	100.00	90.90	9.10
Mixed	183	78.14	60.40	17.74
Other Asian	54	85.19	65.00	20.19
Other Black	53	81.13	68.30	12.83
Pakistani	104	76.92	80.90	-3.98
Somali	62	85.48	63.90	21.58
Traveller/Romany	7	28.57	16.70	11.87
White European	124	56.45	65.30	-8.85
All EM	792	78.16	66.30	11.86
White UK	2686	74.76	63.30	11.46
Not known	47	68.09	66.70	1.39
All Cardiff pupils	3525	75.43	64.00	11.43

Source: Education Service, Research & Information Unit

Section 6

Performance of Looked After Children LAC

25. The number of LAC changes frequently across the year and these figures are based on the performance of LAC pupils identified on the Pupil Level Annual School Census (PLASC) data. The Foundation Phase, Key Stage 2, 3 and 4 analyses include pupils who had looked after status on the National Data Collection specified date in May 2014 as recorded on Capita One system.

26. In 2014 a lower proportion of looked after children reached the expected outcome 5 in the FP for all areas of learning than was the case in the previous year.

Foundation Phase - 2014 – Teacher Assessment

	No of Looked After Children in Cardiff	No result	Disapplied or working towards	Outcome					
				1	2	3	4	5+	5+ %
PSD	20	0	0	0	0	2	2	16	80.0%
LCE	20	0	0	0	0	1	2	17	85.0%
MDT	20	0	0	0	0	1	2	17	85.0%

Source: Results Education & Lifelong Learning Service, Research & Information Unit (ONE)
LAC Children Detail: Schools LAC Liaison Team

Foundation Phase - 2013 – Teacher Assessment

	Number of Looked After Childr in Cardiff	No result	Disapplied or Working Towards	Outcome					
				1	2	3	4	5+	5+ %
PSD	8	0	0	0	0	0	1	7	87.5%
LCE	8	0	0	0	0	0	1	7	87.5%
MDT	8	0	0	0	0	1	0	7	87.5%

27. At KS2, the achievement of looked after children was lower in 2014 than in 2013, but higher than in 2012. In 2014 just under one half of children reached level 4+ in English and mathematics and just over one half in science. Almost three quarters of looked after children reached level 4+ in the three core subjects in 2013.

Key Stage 2 - 2014 – Teacher Assessment

	No of Looked After Children in Cardiff	No result	Disapplied or working towards	Level								
				A	1	2	3	4	5	6	4+	4+ %
English	21	0	1	0	1	3	7	8	1	0	9	42.86
Maths	21	0	1	0	0	4	6	9	1	0	10	47.62
Science	21	0	1	1	0	3	5	9	2	0	11	52.38

Source: Results Education & Lifelong Learning Service, Research & Information Unit (ONE)
LAC Children Detail: Schools LAC Liaison Team

Key Stage 2 - 2013 – Teacher Assessment

	Number of KS2 Looked After Children educated in Cardiff	No result	Disapplied Or Working Towards	Level								
				A	1	2	3	4	5	6	4+	4+ %
English	11	0	0	0	1	1	1	6	2	0	8	72.7%
Maths	11	0	0	0	1	2	0	6	2	0	8	72.7%
Science	11	0	0	0	1	1	1	6	2	0	8	72.7%

28. In 2014, looked after children's achievement at key stage 3 remains well below that of other pupils. Results in 2014 were lower than in 2013, especially in mathematics.

Key Stage 3 – 2014 - Teacher Assessment

2014	No of Looked After Children in Cardiff	No result	Disapplied	Below Level 3	Level 3	Level 4	Level 5	Level 6	Level 7	Level 5+	Level 5+ %
English	19	0	1	1	0	5	6	6	0	12	63.16
Maths	19	0	1	1	1	7	7	1	1	9	47.37
Science	19	0	1	1	1	5	6	5	0	11	57.89

Source: Results Education & Lifelong Learning Service, Research & Information Unit (ONE)
LAC Children Detail: Schools LAC Liaison Team

Key Stage 3 - 2013 – Teacher Assessment

	Number of Looked After Children in Cardiff	No result	Below Level 3	Level 3	Level 4	Level 5	Level 6	Level 7	Level 5+	Level 5+ %
English	25	1	4	3	3	12	5	0	17	68.0%
Maths	25	1	3	3	3	14	3	1	18	72.0%
Science	25	1	3	5	5	10	6	0	16	64.0%

Key Stage 4

29. The difference in the proportions of looked after children who achieve each performance indicator is significantly lower at this key stage than the proportions of pupils across Cardiff as a whole.

Year	Number of KS4 Looked After Children educated in Cardiff	Number of Looked After Children who entered at least 1 qualification	Number (%) achieving Level 1 threshold	Number (%) achieving Level 2 threshold	Number (%) achieving Level 2 threshold inc Eng/Wel & Maths
2014	29	29	17 (58.6%)	8 (27.6%)	3 (10.3%)
2013	33	33	21 (63.6%)	12 (36.4%)	2 (6.0%)

Source: Results Education & Lifelong Learning Service, Research & Information Unit (ONE)
LAC Children Detail: Schools LAC Liaison Team
LAC Pupils @ time of NDC enumeration date

Section 7 - Pupils finishing statutory age education with no recognised qualification

30. This measure reflects the percentage of pupils not achieving a recognised qualification, and not entering work-based learning or continuing in full-time education. In 2013, the figure for Cardiff was 0.7%, an improvement on the previous

year of 0.2% but missing the target of 0.6%. There was a further reduction of 0.1% across Wales and so the gap with the Welsh average narrowed from 0.5% to 0.4%.

	2005	2006	2007	2008	2009	2010	2011	2012	2013
Cardiff	3.4%	3.1%	1.4%	2.4%	1.4%	1.2%	0.9%	0.9%	0.7%
Wales	2.2%	2.1%	1.7%	1.5%	0.9%	0.8%	0.6%	0.4%	0.3%
Difference	-1.2%	-1.0%	-0.3%	-0.9%	-0.5%	-0.4%	-0.3%	-0.5%	-0.4%

Source: WG Statistical Release – SDR 209/2013

2014 data is not yet available.

Section 8 - Analysis by SEN stage

Foundation Phase – Percentage achieving outcome 5 or above

2013	FPI	LCE	LCW	MDT	PSD
Statement	10.8%	18.7%	*	16.2%	16.2%
School Action Plus	25.5%	35.1%	25.0%	39.1%	61.4%
School Action	56.6%	64.3%	50.7%	68.9%	86.0%
None	92.7%	94.4%	94.7%	94.7%	97.0%
Total	80.9%	83.4%	86.9%	85.3%	91.5%

1. disclosure marker - <5 pupils in group

2014	FPI	LCE	LCW	MDT	PSD
Statement	11.1%	19.4%	33.3%	19.2%	20.2%
School Action Plus	29.1%	33.3%	43.8%	41.2%	62.3%
School Action	63.5%	68.8%	66.3%	73.3%	90.4%
None	94.5%	95.5%	97.2%	96.1%	98.8%
Not matched	54.8%	57.1%	66.7%	64.5%	77.4%
Total	83.7%	85.2%	90.5%	87.4%	93.5%

Key Stage 2 – Percentage achieving level 4 or above

2013	English	Welsh	Maths	Science	CSI
Statement	18.2%	25.0%	21.8%	23.6%	18.2%
School Action Plus	38.6%	20.0%	46.5%	51.0%	31.5%
School Action	70.7%	71.4%	71.1%	77.5%	62.1%
None	97.6%	99.1%	96.9%	98.0%	95.7%
Total	86.0%	89.5%	86.2%	88.6%	82.6%

2014	English	Welsh	Maths	Science	CSI
Statement	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%
Not matched	64.3%		71.4%	64.3%	64.3%
None	97.87%	98.65%	97.79%	98.32%	96.83%
Total	87.27%	90.11%	87.67%	89.02%	85.11%

Key Stage 3 – Percentage achieving level 5 or above

2013	English	Welsh	Maths	Science	CSI
Statement	21.5%	15.3%	27.2%	33.5%	16.5%
School Action Plus	39.1%	26.9%	47.7%	47.2%	27.7%
School Action	65.7%	48.2%	63.7%	73.3%	48.4%
None	94.8%	85.2%	94.4%	95.7%	90.9%
Total	84.0%	88.5%	84.3%	86.7%	77.8%

2014	English	Welsh	Maths	Science	CSI
Statement	19.8%	0.0%	32.2%	33.1%	15.7%
School Action Plus	45.6%	44.4%	49.4%	60.3%	33.8%
School Action	71.8%	79.3%	73.2%	82.8%	58.3%
Not matched	70.0%		70.0%	70.0%	70.0%
None	96.1%	99.0%	96.9%	98.0%	94.1%
Total	86.0%	94.0%	87.6%	90.6%	81.5%

Key Stage 4 – Percentage achieving threshold measures

2013	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statement	52.0%	23.3%	7.3%
School Action Plus	61.2%	30.0%	7.3%
School Action	89.1%	50.3%	13.6%
None	97.5%	83.3%	61.6%
Total	91.7%	73.0%	49.9%

2014	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Stated	51.4%	24.8%	6.7%
School Action Plus	74.5%	35.0%	9.9%
School Action	90.9%	59.0%	20.4%
None	96.8%	84.4%	66.2%
Total	93.0%	75.4%	53.9%

Appendix 5

Performance in Literacy and Numeracy

Section 1: Literacy

1. The national literacy programme 2012 stated that by embedding literacy skills in every aspect of education and by providing quality support, the Welsh government's ambition is to achieve the following:
 - learners of every age will become confident in their oracy skills and will become proficient readers and writers;
 - learners will focus on the development of first language literacy in either English or Welsh with the expectation that learners attending Welsh-medium schools are equally literate in both languages by the end of Key Stage 2;
 - learners who are currently falling behind their peers will achieve their potential;
 - more able and talented learners will be appropriately challenged;
 - learners will leave primary schools with improved literacy skills so that they benefit fully from their learning in secondary school; and,
 - learners leaving compulsory education will have the oracy, reading and writing skills necessary for further education or employment.

2. The Central South Consortium, on behalf of the five local authorities including Cardiff, has produced a literacy strategy in April 2013. The CSC strategy identifies 7 priority actions to achieve the national ambitions:
 - a) Provide effective challenge, monitoring and support for literacy and numeracy to all schools and settings within the consortium through:
 - early identification of well developed and underdeveloped practice and provision;
 - delivering effective support; and
 - facilitating and encouraging the effective sharing of best practice within and between schools.
 - b) Ensure effective leadership of literacy and numeracy in all schools and settings within the consortium. This is to include governors, head teachers, senior leadership teams, assessment managers, English / Welsh, mathematics heads of department / subject leaders and literacy and numeracy coordinators.
 - c) Ensure effective use of data to inform provision and practice across all key stages.
 - d) Ensure effective and engaging whole class teaching and learning of literacy and numeracy in all classes, at all key stages, in all schools and settings. This will include a comprehensive CPD package of support for all staff
 - e) Ensure that effective targeted support and interventions for those pupils at risk of falling behind or not achieving their potential are in place in all schools and settings. There will be a particular on pupils in vulnerable categories such as SEN, MAT, EAL and LAC and those pupils living in areas of significant unemployment or at a material disadvantage
 - f) Maximise opportunities for partnership working, professional development and the sharing of best practice across the consortium to reduce the variation both within and between schools and settings

- g) Ensuring engagement of all partners in prioritising and supporting the development of literacy and numeracy across the consortium
3. The CSC literacy strategy recognises the legacy of individual local authority strategies and builds on the good practice identified whilst ensuring full engagement in the national agenda. The Cardiff language, literacy and communication strategy action plan 2012-15 is in line with the national and regional plans. 2013/14 has been a transition year as the region moves to a more unified approach.
 4. The CSC outstanding teacher of literacy system is being developed and is showing impact in Cardiff schools. There remains a significant focus on building capacity in schools that will be sustainable and that will identify outstanding teachers of literacy who will provide training and support to colleagues in their own school and beyond.
 5. The national reading and numeracy tests were introduced in 2013 and this is the first year that it is possible to report year on year progress. A new base line was set last year and progress will be measured in relation to standardised scores, reading ages are no longer published.

National Test Data Analysis

6. In the analyses below there are some small discrepancies in the data for Cardiff, the consortium and Wales. This results from some of the data being produced at a national level, whilst some is produced locally by the consortium.

All Pupils 2014 (Years 2 – 9)

7. Cardiff is ranked 13th in Wales with 83.2% of all pupils (years 2-9) reaching the average band i.e. a standardised score (SS) of 85 or above in the English reading test. This is identical to the Wales average of 83.2%. Cardiff is above the Welsh average for pupils with SS above 115 (above average band), 18.4% compared with Welsh average of 16.5% and ranked 6th. In the Welsh reading test Cardiff is ranked 3rd for SS 85+ and 2nd for above 115.

Year 2 pupils 2014

8. An analysis of year 2 data showed that Cardiff did not perform well in the English reading test compared with neighbouring local authorities within the region. 81.6% achieved a SS 85+ which was below the consortium average (83.4%) and below the Welsh average (83.2%). Girls' performance (85.2%) was well above boys' (78.2%) which reflects the difference in the performance of girls (87.0%) and boys (79.7%) nationally.
9. 15.5% of Cardiff pupils achieved above SS 115 in the year 2 English reading test. This was also below the average for the CSC region (16.3%), and Wales (16.4%) for year 2 pupils. Girls also outperform boys at above average scores with scores of 18.7% and 12.5% respectively. The equivalent national figures are girls (19.0%) and boys (14.0%).

10. In the Welsh reading test 85.3% of pupils achieved a SS 85+ which was above the consortium average (83.7%) and above the Welsh average (84.9%). Girls' performance (86.6%) was above boys (84.0%) the difference was smaller than the difference nationally; girls (88.2%) and boys (81.6%). Cardiff pupils achieved 21.8% above SS 115 in the year 2 Welsh reading test. This was also above the average for the CSC region (15.6%), and was significantly above the all Wales average (16.8%) for year 2 pupils. At above average scores, girls also outperform boys with scores of 27.5% and 15.7% respectively. The equivalent national figures are girls (20.6%) and boys (13.0%).

Year 6 pupils 2014

11. An analysis of year 6 data showed that Cardiff performed similarly in the English reading test compared with neighbouring local authorities within the region. 83.8% achieved a SS 85+ which was slightly above the consortium average (83.4%). However it was below the Welsh average (84.0%). Girls' performance (87.1%) was well above boys' (81.8%) which reflects the difference in the performance of girls (86.5%) and boys (81.6%) nationally.

12. Cardiff pupils achieved 18.8% above SS 115 in the year 6 English reading test. This was also above the average for the CSC region (16.4%), and was significantly above the all Wales average (16.1%) for year 6 pupils. At above average scores, girls also outperform boys with scores of 21.1% and 16.6% respectively. The equivalent national figures are girls (17.4%) and boys (14.9%).

13. In the Welsh reading test 88.8% of pupils achieved a SS 85+ which was above the consortium average (84.3%) and above the Welsh average (84.7%). Girls' performance (90.9%) was significantly above boys (86.5%) which reflects the difference in the performance of girls (87.8%) and boys (81.5%) nationally. Cardiff pupils achieved 26.4% above SS 115 in the year 6 Welsh reading test. This was also above the average for the CSC region (18.4%), and was significantly above the all Wales average (17.1%) for year 6 pupils. At above average scores, girls also outperform boys with scores of 29.4% and 23.0% respectively. The equivalent national figures are girls (19.1%) and boys (15.0%).

Year 9 pupils 2014

14. An analysis of year 9 data showed that Cardiff performed relatively well in the English reading test compared with neighbouring local authorities within the region. 83.4% achieved a SS 85+ which was slightly above the consortium average (83.1%) and above the Welsh average (82.2%). Girls' performance (84.8%) was significantly above boys' (82.2%) which reflects the difference in the performance of girls (85.7%) and boys (79.0%) nationally.

15. Cardiff pupils achieved 19.3% above SS 115 in the year 9 English reading test. This was well above the average for the CSC region (16.8%), and was above the all Wales average (15.7%) for year 9 pupils. At above average scores, boys outperform girls with scores of 19.4% and 19.2% respectively. The equivalent national figures are girls (18.5%) and boys (13.1%).

16. In the Welsh reading test 91.3% of pupils achieved a SS 85+ which was above the consortium average (87.6%) and above the Welsh average (88.3%). Girls' performance (94.3%) was significantly above boys (88.0%) which reflects the difference in the performance of girls (90.7%) and boys (85.8%) nationally. Cardiff pupils achieved 22.8% above SS 115 in the year 9 Welsh reading test. This was also above the average for the CSC region (17.2%), and was significantly above the all Wales average (16.0%) for year 6 pupils. At above average scores, girls also outperform boys with scores of 24.7% and 20.6% respectively. The equivalent national figures are girls (19.2%) and boys (12.6%).

Performance measures	Outcomes 2012	Outcomes 2013	Outcomes 2014
The percentage of pupils achieving outcome 5 or better at the end of Foundation Phase in LCE. (Teacher Assessment)	81.4%	83.4%	85.2%
The percentage achieving average level at the end of Foundation Phase (standardised score (SS) 85+) in the National Reading Test - English.	n/a	87.7%	81.6%
The percentage of pupils achieving level 4 or better at KS2 in English.	84.6%	86.0%	87.3%
The percentage achieving average level at the end of KS2 (standardised score (SS) 85+) in the National Reading Test - English.	n/a	88.1%	83.8%
The percentage of pupils achieving level 5 or better at KS3 in English.	80.5%	84.0%	86.0%
The percentage achieving average level at the end of KS3 (standardised score (SS) 85+) in the National Reading Test.	n/a	80.6%	83.4%

Performance measures	Outcomes 2012	Outcomes 2013	Outcomes 2014
The percentage of pupils achieving outcome 5 or better at the end of Foundation Phase in LCW. (Teacher Assessment)	89.6%	86.9%	90.5%
The percentage achieving average level at the end of Foundation Phase (standardised score (SS) 85+) in the National Reading Test - Welsh.	n/a	98.1%	85.3%
The percentage of pupils achieving level 4 or better at KS2 in Welsh.	85.7%	89.5%	90.1%
The percentage achieving average level at the end of KS2 (standardised score (SS) 85+) in the National Reading Test - Welsh.	n/a	92.3%	88.8%
The percentage of pupils achieving level 5 or better at KS3 in Welsh.	88.2%	88.5%	94.0%
The percentage achieving average level at the end of KS3 (standardised score (SS) 85+) in the National Reading Test - Welsh.	n/a	89.8%	91.3%

Section 2: Numeracy

17. The Welsh Government's National Numeracy Programme 2012 states that 'by embedding numeracy skills in every aspect of education, and by providing quality support, our aim is to achieve the following:

- learners of all ages will become more confident in their numeracy skills and will be able to apply these within different subjects and contexts;
- teachers are more confident in teaching and using numeracy, and are better equipped in terms of subject content and its approaches and delivery methods;
- learners who are falling behind their peers are identified early and supported to achieve their potential;
- more able and talented learners are appropriately challenged and developed;
- learners leaving compulsory education will have the numeracy skills that are vital for successful employment or further education experience; and,
- teachers, parents/carers and learners are fully aware of the need to improve numeracy levels, and of the benefits of doing so.

18. The Central South Consortium on behalf of the five local authorities including Cardiff produced a numeracy strategy in April 2013. The CSC strategy identifies 7 priority actions to achieve the national ambition.

- a) Provide effective challenge, monitoring and support for numeracy to all schools and settings within the consortium through:
 - early identification of well developed and underdeveloped practice and provision;
 - delivering effective support; and
 - facilitating and encouraging the effective sharing of best practice within and between schools.
- b) Ensure effective leadership of numeracy in all schools and settings within the consortium. This is to include governors, head teachers, senior leadership teams, assessment managers, mathematics heads of department / subject leaders and numeracy coordinators.
- c) Ensure effective use of data to inform provision and practice across all key stages.
- d) Ensure effective and engaging whole class teaching and learning of numeracy in all classes, at all key stages, in all schools and settings. This will include a comprehensive CPD package of support for all staff.
- e) Ensure that effective targeted support and interventions for those pupils at risk of falling behind or not achieving their potential are in place in all schools and settings. There will be a particular on pupils in vulnerable categories such as SEN, MAT, EAL and LAC and those pupils living in areas of significant unemployment or at a material disadvantage.
- f) Maximise opportunities for partnership working, professional development and the sharing of best practice across the consortium to reduce the variation both within and between schools and settings.
- g) Ensuring engagement of all partners in prioritising and supporting the development of numeracy across the consortium.

19. The CSC numeracy strategy recognises the legacy of individual LA strategies and builds on the good practice identified whilst ensuring full engagement in the national agenda. The Cardiff mathematics and numeracy strategy action plan 2012-15 is in line with the national and regional plans. 2013/14 has been a transition year as the region moves to a more unified approach.
20. The CSC outstanding teacher of numeracy system is being developed and is showing impact in Cardiff schools. There remains a significant focus on building capacity in schools that will be sustainable and that will identify outstanding teachers of numeracy who will provide training and support to colleagues in their own school and beyond.
21. However due to the introduction of the national numeracy tests in 2013 it is not possible to report year on year progress in numeracy. New base lines were set last year for the procedural tests and progress in future will be measured in relation to standardised score. The numeracy reasoning test has been introduced for the first time this year.

2014 National Test Data Analysis

All pupils 2014 (Years 2-9)

22. Cardiff is ranked 14th in Wales with 82.0% of all pupils (years 2-9) reaching the average band i.e. a standardised score (SS) of 85 or above in the Numeracy Procedural test. This is just below the Wales average of 82.8%. Cardiff is above the Welsh average for pupils with SS above 115 (above average band), 16.6% compared with Welsh average of 15.5% and ranked 10th. In the Numeracy Reasoning test Cardiff is ranked 15th. for SS 85+ and 10th. for above 115.

Year 2 pupils 2014

23. An analysis of year 2 data shows that Cardiff's performance in the Numeracy Procedural test needs to improve when compared with neighbouring local authorities within the region. 80.3% achieved a SS 85+ which was below the consortium average (82.3%) and below the Welsh average (83.1%). Girls' performance (82.1%) was significantly above boys' (78.4%) but both groups' performances were below the performance of girls (84.7%) and boys (81.7%) nationally.
24. Cardiff pupils achieved 13.4% above SS 115 in the year 2 Numeracy Procedural test. This was also below the average for the CSC region (14.8%), and Wales (15.6%) for year 2 pupils. At above average scores, boys outperform girls with scores of 15.4% and 11.5% respectively. The equivalent national figures are boys (17.3%) and girls (13.9%).
25. In the Numeracy Reasoning test 78.1% of pupils achieved a SS 85+ which was below both the consortium average (79.8%) and the Welsh average (81.9%). Girls' performance (80.2%) was above boys (76.0%) which reflect the difference in the performance of girls (83.7%) and boys (77.2%) nationally. Cardiff pupils achieved 13.1% above SS 115 in the year 2 Numeracy Reasoning test. This was similar to the average for the CSC region (13.3%), but well below the all Wales average (15.0%) for year 2 pupils. At above average scores, boys also outperform girls with scores of

14.0% and 12.3% respectively. The equivalent national figures are boys (15.3%) and girls (14.7%).

Year 6 pupils 2014

26. An analysis of year 6 data showed that Cardiff performed relatively well in the Numeracy Procedural test compared with neighbouring local authorities within the region. 82.1% achieved a SS 85+ which was above the consortium average (82.0%). However the outcome was below the Welsh average (83.3%). Girls' performance (84.0%) was above boys' (83.4%) which reflects the difference in the performance of girls (84.4%) and boys (82.2%) nationally.
27. Cardiff pupils achieved 17.9% above SS115 in the year 6 Numeracy Procedural test. This was also above the average for the CSC region (15.7%), and was significantly above the all Wales average (16.4%) for year 6 pupils. At above average scores, boys outperform girls with scores of 20.1% and 15.7% respectively. The equivalent national figures are boys (18.3%) and girls (14.5%).
28. In the Numeracy Reasoning test 82.1% of pupils achieved a SS 85+ which was slightly above the consortium average (82.0%) but below the Welsh average (82.8%). Girls' performance (81.3%) was below boys (82.8%). Boys' performance is slightly above the national performance of boys (82.2%) but the performance of girls is slightly below the national performance of girls (83.5%). Cardiff pupils achieved 16.4% above SS115 in the year 6 Numeracy Reasoning test. This was also above the average for the CSC region (14.7%), and was significantly above the all Wales average (15.7%) for year 6 pupils. At above average scores, boys also outperform girls with scores of 16.9% and 15.9% respectively. The equivalent national figures are boys (16.4%) and girls (14.9%).

Year 9 pupils 2014

29. An analysis of year 9 data showed that Cardiff performed relatively well in the Numeracy Procedural test compared with neighbouring local authorities within the region. 81.6% achieved a SS 85+ which was above the consortium average (80.5%) but slightly below the Welsh average (81.9%). Girls' performance (81.4%) was slightly below the national figure for girls (82.1%), but the performance of boys' (81.8%) was slightly above boys (81.5%) nationally.
30. Cardiff pupils achieved 16.4% above the SS 115 in the year 9 Numeracy Procedural test. This was well above the average for the CSC region (14.4%), and was also above the all Wales average (14.9%) for year 9 pupils. At above average scores, boys outperform girls with scores of 20.1% and 12.6% respectively. The equivalent national figures are boys (17.3%) and girls (12.3%).
31. In the Numeracy Reasoning test 93.1% of pupils achieved a SS 85+ which was above the consortium average (92.7%) and well above the Welsh average (81.6%). Girls' performance (93.8%) was above boys (92.4%), which reflects the difference in the performance of girls (82.4%) and boys (80.9%) nationally, 18.5% of Cardiff pupils achieved above SS 115 in the year 9 Numeracy Reasoning test. This was also above the average for the CSC region (16.7%), and was significantly above the all Wales average (14.6%) for year 9 pupils. At above average scores, boys outperform

girls with scores of 21.6% and 15.2% respectively. The equivalent national figures are boys (16.2%) and girls (12.9%).

Performance measures	Outcomes 2012	Outcomes 2013	Outcomes 2014
The percentage of pupils achieving outcome 5 or better at the end of Foundation Phase in Mathematical Development.	84.6%	85.3%	87.4%
The percentage achieving average numeracy level at the end of Foundation Phase (standardised score (SS) 85+) in the National Numeracy Procedural Test.	n/a	81.8%	80.3%
The percentage of pupils achieving level 4 or better at KS2 in mathematics.	84.1%	86.2%	87.7%
The percentage achieving average numeracy level at the end of key stage 2 (standardised score (SS) 85+) in the National Numeracy Procedural Test.	n/a	83.6%	83.7%
The percentage of pupils achieving level 5 or better at KS3 in mathematics.	82.7%	84.3%	87.6%
The percentage achieving average numeracy level at the end of key stage 3 (standardised score (SS) 85+ in the National Numeracy Procedural Test.	n/a	83.1%	81.6%

Appendix 6

Attendance, Behaviour and Exclusion from School

Section 1 - Attendance

1. Attendance remains a high priority in the authority's Education Development Plan and the five-step approach to improving attendance is continuing to develop to ensure that the annual improvements recorded since the implementation of the 5 Step Framework for Managing Attendance in 2011 are maintained and built upon.
2. Particular actions taken include:
 - the implementation of a Consortium wide media campaign to build on the previous year's campaign in the LA to raise the profile of the importance of attendance and its link with achievement;
 - the delegation of further financial resources to schools to increase the number of school attendance officers in post;
 - the continuing development of in-year data to provide a more immediate view of the position by individual school and to contribute to challenge and support; and
 - the targeting of specific initiatives and intensive action in schools where the challenge remains significant.

Secondary Schools

3. In 2013/14, secondary attendance improved to 93.8%, an increase of 0.9% on 2012/13 secondary attendance (92.9%). This exceeded the target of 93.6% and was above the Wales average of 93.6%. Cardiff's position relative to the 21 other local authorities in Wales remains at 10th which was the same position as in 2012/2013, compared with 18th in 2011/2012. Cardiff's performance is ahead of similar Welsh authorities e.g. Newport (92.9%) and Swansea (93.3%).
4. Overall attendance improved in 19 of the 20 **secondary schools**. Attendance was above 90% in 19 of the 20 schools, above 93% in 14 schools (twelve in 12/13, eight in 2011/12, five in 2010/11) and 5 schools exceeded an attendance rate of 95%. It is below 90% in 1 school (five schools in 2011/12). Although reduced, unauthorised absence is the second highest in Wales.
 - Below 89.9%: 1 schools (5 in 2012/13)
 - Between 90.0% and 92.9%: 5 schools (4 in 2012/13)
 - Between 93.0% and 94.9%: 9 schools (10 in 2012/13)
 - 95.0% and over: 5 schools (2 in 2012/13)
5. The average attendance rate by year groups (Y7-Y11) is now over 90% in each case. Fourteen schools reached the national target for secondary schools compared with twelve in the previous year and five schools have reached a rate of 95% or above.
6. The improvements in overall attendance are beginning to have a positive impact on schools' comparative performance. In secondary schools, only one school remains in the 4th. quarter and another four schools are in the 3rd. quarter when

compared to similar schools nationally. The remaining schools are all above the median. 9 schools, almost 50%, are in the top quarter and another six are in the second quarter.

Attendance by Secondary School

School	2010-11	2011-12	variance 11-12 on 10-11	2012-13	variance 12-13 on 11-12	2013-14	variance 13-14 on 12-13
Bishop of Llandaff	94.30%	93.10%	-1.20%	94.98%	1.88%	95.65%	0.67%
Cantonian	89.00%	90%	1.00%	91.06%	1.06%	92.98%	1.92%
Cardiff High	93.20%	95.30%	2.10%	95.28%	-0.02%	96.10%	0.82%
Cathays	88%	90.50%	2.50%	91.84%	1.34%	93.27%	1.43%
Corpus Christi	92.60%	93.50%	0.90%	94.18%	0.68%	95.82%	1.64%
Fitzalan	90.90%	91.60%	0.70%	93.32%	1.72%	93.67%	0.35%
Glyn Derw	87.10%	88.30%	1.20%	91.83%	3.53%	92.39%	0.56%
Llanedeyrn	90.30%	90.10%	-0.20%	88.48%	-1.62%	91.37%	2.89%
Llanishen	93%	93.60%	0.60%	93.87%	0.27%	94.06%	0.19%
MIHS	89.90%	92.00%	2.10%	93.46%	1.46%	93.54%	0.08%
MCC	86.50%	87.70%	1.20%	88.53%	0.83%	91.48%	2.95%
Radyr	91%	94.00%	3.00%	94.24%	0.24%	94.89%	0.65%
Llanrumney	87.40%	86.50%	-0.90%	88.26%	1.76%		
Rumney	83.20%	86.90%	3.70%	86.91%	0.01%		
Eastern High						87.20%	
St Illtyd's	90%	90.20%	0.20%	91.95%	1.75%	93.87%	1.92%
St Teilo's	91.60%	94.50%	2.90%	94.36%	-0.14%	93.93%	-0.43%
Whitchurch	91.40%	92.20%	0.80%	93.28%	1.08%	94.60%	1.32%
Willows	83.00%	86.80%	3.80%	89.55%	2.75%	90.64%	1.09%
YG Bro Edern				95.35%		95.68%	0.33%
YG Glantaf	93.30%	93.60%	0.30%	94.58%	0.98%	95.15%	0.57%
YG Plasmawr	94.0%	94.10%	0.10%	94.75%	0.65%	94.82%	0.07%
Cardiff Total	90.50%	91.90%	1.40%	92.90%	1.00%	93.8%	0.90%
Wales	91.40%	92.20%	0.80%	92.60%	0.40%	93.6%	1.00%

Primary Schools

- The provisional figure submitted to WG in 2013/14 was 94.9% which was a 0.9% improvement on the previous year (94%). This was above the target of 94.4%. In 2011/12 Cardiff was ranked 17th in Wales, 15th in 2012/13 and in 2013/14 ranked 7th. Cardiff's primary attendance of 94.9% in 2013/2014 remains above the Wales average of 94.8%. Performance is better than similar authorities e.g. Swansea and Newport.

8. Attendance improved in 89 of 96 schools (92%) (81 in 12/13), fell in 5 schools (5%) (14 in 12/13) and remained the same in 2 schools. 46 schools (48%) met the national target and the Cardiff Ambition of 95% compared with 30 in 2012/13 schools and 25 in 2011/12. 23 schools had attendance above 96% and of those 5 schools had attendance of 97% and above.

- Below 89.9%: 0 schools (2 in 2012/13)
- Between 90.0% and 92.9%: 10 schools (25 in 2012/13)
- Between 93.0% and 94.9%: 40 schools (43 in 2012/13)
- 95.0% and over: 46 schools (25 in 2012/13)

Attendance by Primary School

School	2010-11	2011-12	% change 11-12 on 10-11	2012- 13	% change 12-13 on 11-12	2013-14	% change 13-14 on 12-13
Adamsdown	90.9%	91.40%	0.50%	91.50%	0.10%	93.20%	1.70%
Albany Primary	91.50%	92.40%	0.90%	92.90%	0.50%	93.80%	0.90%
All Saints C.W Primary School	93.70%	94%	0.30%	94.50%	0.50%	95.30%	0.80%
Allensbank Primary	93.00%	92.40%	-0.60%	91.30%	-1.10%	93.20%	1.90%
Baden Powell Primary	89.60%	92%	2.40%	92.60%	0.60%	92.90%	0.30%
Birchgrove Primary	93.90%	93.60%	-0.30%	95.30%	1.70%	96.30%	1.00%
Bishop Childs C.W Primary School	94.00%	96.10%	2.10%	94.40%	-1.70%	95.40%	1.00%
Bryn Celyn	91.80%	92.10%	0.30%	91.60%	-0.50%	92.40%	0.80%
Bryn Deri Primary	94.90%	95.30%	0.40%	95.30%	0.00%	96.80%	1.50%
Bryn Hafod Primary	91.30%	90.80%	-0.50%	92.00%	1.20%	92.30%	0.30%
Christ The King R.C Primary School	95.70%	96.40%	0.70%	95.80%	-0.60%	96.70%	0.90%
Coed Glas Primary	93.40%	93%	-0.40%	92.60%	-0.40%	94.70%	2.10%
Coryton Primary	96.10%	94.40%	-1.70%	95.20%	0.80%	95.80%	0.60%
Creigiau Primary	95.40%	96.20%	0.80%	95.70%	-0.50%	96.60%	0.90%
Danescourt Primary	94.80%	94.70%	-0.10%	95.00%	0.30%	95.10%	0.10%
Fairwater Primary	92.70%	93%	0.30%	92.40%	-0.60%	94.20%	1.80%
Gabalfa Primary	90.50%	91.90%	1.40%	93.00%	1.10%	93.30%	0.30%
Gladstone Primary	91.20%	91.50%	0.30%	93.60%	2.10%	95.20%	1.60%
Glan Yr Afon Primary	87.20%	89.30%	2.10%	91.50%	2.20%	91.20%	-0.30%

Glyncoed primary	92.10%	93.60%	1.50%	93.10%	-0.50%	95%	1.90%
Grangetown Primary	91.60%	91.60%	0.00%	94.80%	3.20%	95%	0.20%
Greenway Primary	87.00%	91.10%	4.10%	91.80%	0.70%	93.10%	1.30%
Hawthorn Primary	92.30%	93.20%	0.90%	93.30%	0.10%	94.60%	1.30%
Herbert Thompson Primary	91.40%	91.80%	0.40%	93.40%	1.60%	93.60%	0.20%
Holy Family R.C Primary School	93.30%	95.10%	1.80%	94.90%	-0.20%	95.30%	0.40%
Hywel Dda Primary	91.00%	92%	1.00%	92.70%	0.70%	94%	1.30%
Kitchener Primary	91.40%	92.60%	1.20%	94.10%	1.50%	94.90%	0.80%
Lakeside Primary	92.40%	94.50%	2.10%	94.20%	-0.30%	95.90%	1.70%
Lansdowne Primary	91.00%	91.50%	0.50%	92.20%	0.70%	92.90%	0.70%
Llandaff C.W. PS	95.30%	95.60%	0.30%	95.30%	-0.30%	96.80%	1.50%
Llanedeyrn Primary	89.00%	91.60%	2.60%	91.80%	0.20%	93.70%	1.90%
Llanishen Fach Primary	95.00%	95.40%	0.40%	96.00%	0.60%	96.10%	0.10%
Llysfan Primary	95.70%	96%	0.30%	95.30%	-0.70%	96.70%	1.40%
Marlborough primary	93.70%	95.00%	1.30%	95.30%	0.30%	96.00%	0.70%
Meadowlane Primary	90.70%	91.70%	1.00%	93.20%	1.50%	94.10%	0.90%
Millbank Primary	92.30%	93.70%	1.40%	94.30%	0.60%	92.90%	-1.40%
Moorland Primary	90.70%	93.20%	2.50%	93.80%	0.60%	93.80%	0.00%
Mount Stuart Primary	91.60%	92.90%	1.30%	94.10%	1.20%	94.60%	0.50%
Ninian Park Primary	90.60%	91.30%	0.70%	93.60%	2.30%	94.60%	1.00%
Oakfield Primary	90.00%	90.50%	0.50%	91.40%	0.90%	93.50%	2.10%
Pencaerau Primary	92.50%	93.40%	0.90%	93.30%	-0.10%	94.40%	1.10%
Pentrebane Primary	91.30%	93.40%	2.10%	93.40%	0.00%	94.10%	0.70%
Pentyrch Primary	94.10%	94.90%	0.80%	95.90%	1.00%	96.10%	0.20%
Pen-y-Bryn Primary	90.10%	91.20%	1.10%	92.50%	1.30%	93.70%	1.20%
Peter Lea Primary	92.60%	93.20%	0.60%	93.40%	0.20%	94%	0.60%
Radnor Primary	93.50%	94%	0.50%	94.10%	0.10%	95.90%	1.80%
Radyr Primary	94.40%	95.50%	1.10%	95.60%	0.10%	96.10%	0.50%

Rhiwbeina Primary	94.80%	95.30%	0.50%	95.80%	0.50%	96.10%	0.30%
Rhydypenau Primary	96.60%	96.80%	0.20%	96.50%	-0.30%	97%	0.50%
Roath Park Primary	94.20%	95.60%	1.40%	94.90%	-0.70%	95.30%	0.40%
Rumney Primary	92.30%	93.60%	1.30%	93.30%	-0.60%	94%	0.70%
Severn Primary	90.70%	92.20%	1.50%	93.20%	1.00%	94.10%	0.90%
Springwood Primary	91.00%	92.50%	1.50%	91.10%	-1.40%	93.70%	2.60%
St Alban's R.C Primary	89.50%	91.10%	1.60%	91.60%	0.50%	93.50%	1.90%
St Bernadette's R.C Primary School	94.60%	94.90%	0.30%	94.20%	-0.70%	95.40%	1.20%
St Cadoc's Catholic Primary	93.30%	94.40%	1.10%	93.20%	-1.20%	94.20%	1.00%
St Cuthbert's R.C Primary School	92.40%	91.10%	-1.30%	93.30%	2.20%	93%	-0.30%
St David's C.W Primary School	92.40%	94.10%	1.70%	93.00%	-1.10%	94.60%	1.60%
St Fagan's C.W PS	95.80%	95%	-0.80%	94.90%	-0.10%	96.20%	1.30%
St Francis RC Primary School	91.30%	91.20%	-0.10%	92.00%	0.80%	93.50%	1.50%
St John Lloyd R.C Primary	90.60%	92.80%	2.20%	92.50%	-0.30%	93.60%	1.10%
St Joseph's R.C Primary School	93.50%	93.80%	0.30%	94.20%	0.40%	95.50%	1.30%
St Mary The Virgin C.W Primary School	92.80%	93.50%	0.70%	92.50%	-1.00%	94.50%	2.00%
St Mary's Catholic Primary School	94.10%	93.90%	-0.20%	94.10%	0.20%	95%	0.90%
St Mellons C.W Primary School	93.60%	93.60%	0.00%	95.30%	1.70%	95.50%	0.20%
St Monica's C.W PS	91.20%	92.90%	1.70%	94.40%	1.50%	95.30%	0.90%
St Patrick's R.C Primary School	92.20%	91.50%	-0.70%	92.70%	1.20%	92.70%	0.00%
St Paul's C.W Primary School	93.10%	94.10%	1.00%	94.40%	0.30%	95.70%	1.30%
St Peter's R.C Primary School	93.10%	93.70%	0.60%	94.40%	0.70%	95.20%	0.80%
St Philip Evans R.C Primary School	93.30%	94.50%	1.20%	94.10%	-0.40%	95.80%	1.70%
Stacey Primary	88.90%	91.20%	2.30%	93.00%	1.80%	93.40%	0.40%
Thornhill Primary	95.00%	94.80%	-0.20%	94.90%	0.10%	95.80%	0.90%
Tongwynlais Primary	94.50%	94.60%	0.10%	93.80%	-0.80%	95.30%	1.50%
Ton-yr-Ywen Primary	95.20%	95.30%	0.10%	95.10%	-0.20%	95.90%	0.80%

Tredegaville C.W PS	91.40%	92.40%	1.00%	94.00%	1.60%	95.20%	1.20%
Trelai Primary	89.50%	90.10%	0.60%	90.20%	0.10%	91.30%	1.10%
Trowbridge Primary	87.30%	90.10%	2.80%	89.40%	-0.70%	91.50%	2.10%
Whitchurch PS	94.70%	95.10%	0.40%	95.50%	0.40%	96.50%	1.00%
Willowbrook Primary	91.00%	92.20%	1.20%	92.20%	0.00%	93.40%	1.20%
Windsor Clive Primary	89.50%	90.70%	1.20%	91.60%	0.90%	92.90%	1.30%
Ysgol Bro Eirwg	93.50%	94%	0.50%	93.50%	-0.50%	94.10%	0.60%
Ysgol Glan Ceubal	85%	93%	8.00%	93.20%	0.20%	96.10%	2.90%
Ysgol Glan Morfa	94.50%	95.40%	0.90%	94.00%	-1.40%	93.90%	-0.10%
Ysgol Gymraeg Coed-Y-Gof	92.00%	92.20%	0.20%	91.50%	-0.70%	93.20%	1.70%
Ysgol Gymraeg Melin Gruffydd	95.90%	96.40%	0.50%	96.50%	0.10%	97.30%	0.80%
Ysgol Gymraeg Nant Caerau	94.80%	94.20%	-0.60%	95.20%	1.00%	94.80%	-0.40%
Ysgol Gymraeg Pwll Coch	95.00%	95.30%	0.30%	95.20%	-0.10%	96.10%	0.90%
Ysgol Gymraeg Treganna	95.90%	96.50%	0.60%	96.80%	0.30%	97.20%	0.40%
Ysgol Gynradd Gwaelod Y Garth	94.90%	95.70%	0.80%	95.00%	-0.70%	96.90%	1.90%
Ysgol Mynydd Bychan	95.30%	95.80%	0.50%	95.60%	-0.20%	96.80%	1.20%
Ysgol Pen y Groes	93.90%	94.30%	0.40%	94.30%	0.00%	94.50%	0.20%
Ysgol Pen Y Pîl	91.80%	91.60%	-0.20%	89.80%	-1.80%	93.20%	3.40%
Ysgol Pencae	95.90%	96.30%	0.40%	96.70%	0.40%	97.80%	1.10%
Ysgol Y Berllan Deg	94.80%	95.70%	0.90%	94.90%	-0.80%	96.30%	1.40%
Ysgol y Wern	95.90%	96.20%	0.30%	96.70%	0.50%	97.20%	0.50%
Cardiff	92.90%	93.60%	0.70%	94.00%	1.40%	94.90%	0.90%
Wales	93.30%	93.80%		93.70%		94.80%	

The performance of Cardiff's schools relative to that of the other 21 Local Authorities in Wales.

Attendance by Local Authority – Secondary

Attendance Rank Welsh 2010-14	2010/11		2011/12		2012/13		2013/14	
	Att	Rank	Att	Rank	Att	Rank	Att	Rank
Blaenau Gwent	89.40%	22	90.40%	22	91.00%	22	92.20%	22
Bridgend	91.20%	15	91.90%	17	92.30%	15	93.80%	9
Caerphilly	90.70%	19	91.70%	19	92.00%	19	92.90%	20
Cardiff	90.40%	21	91.70%	18	92.90%	10	93.80%	10
Carmarthenshire	91.00%	16	91.40%	20	92.00%	19	93.80%	7
Ceredigion	92.50%	2	93.70%	1	93.60%	1	94.50%	1
Conwy	92.40%	3	92.70%	8	92.90%	9	93.90%	6
Denbighshire	93.70%	1	92.90%	5	92.40%	14	93%	18
Flintshire	92.40%	3	93%	3	93.30%	4	93.80%	8
Gwynedd	91.90%	7	92.10%	14	93.40%	2	94.20%	4
Isle of Anglesey	90.90%	18	92.20%	13	93.20%	7	93.40%	14
Merthyr Tydfil	91.40%	12	92.40%	10	93.30%	4	92.90%	19
Monmouthshire	92.20%	6	93%	2	93.40%	2	94.50%	2
Neath Port Talbot	91.90%	7	92.30%	12	92.60%	12	93.50%	13
Newport	91.80%	9	91.90%	16	92.10%	18	92.90%	21
Pembrokeshire	91.30%	13	92.60%	9	92.20%	17	93.40%	15
Powys	91.50%	11	92.90%	4	93.20%	7	94.30%	3
Rhondda Cynon Taf	90.60%	20	90.60%	21	91.90%	21	93.10%	17
Swansea	91.00%	16	92%	15	92.30%	15	93.30%	16
The Vale of Glamorgan	91.30%	13	92.70%	7	93.30%	4	94.20%	5
Torfaen	91.70%	10	92.30%	11	92.50%	13	93.50%	12
Wrexham	92.40%	3	92.80%	6	92.70%	11	93.60%	11
Wales Average	91%		92.20%		92.60%		93.60%	

Attendance by Local Authority – Primary Schools

	2010/11		2011/2012		2012/2013		2013/2014	
Local Authority	Att	Rank	Att	Rank	Att	Rank	Att	Rank
Blaenau Gwent	92.5	19	93.1	20	93.1	19	94.4	18
Bridgend	93.2	13	93.7	13	93.5	13	94.8	8
Caerphilly	92.8	18	93.1	19	93.2	18	94.4	18
Cardiff	92.9	17	93.6	15	94.0	11	94.9	7
Carmarthenshire	93.1	14	93.7	14	93.5	14	95.0	6
Ceredigion	94.3	3	94.9	1	94.3	5	95.6	2
Conwy	94.2	5	94.5	6	94.1	9	94.7	13
Denbighshire	94.3	4	94.5	7	94.3	4	94.8	8
Flintshire	93.9	7	94.5	8	94.1	8	94.8	8
Gwynedd	94.1	6	94.6	5	94.3	3	95.1	5
Isle of Anglesey	93.5	10	94.3	10	94.4	2	94.6	15
Merthyr Tydfil	92.4	21	92.9	22	93.3	17	93.9	22
Monmouthshire	94.4	1	94.7	2	94.4	1	95.8	1
Neath Port Talbot	92.5	20	93.0	21	93.0	22	94.6	15
Newport	93.0	15	93.4	16	93.0	21	94.2	21
Pembrokeshire	93.2	12	93.9	12	93.5	15	94.8	8
Powys	93.6	9	94.6	3	94.2	6	95.6	2
Rhondda, Cynon, Taf	92.3	22	93.1	18	93.4	16	94.5	17
Swansea	92.9	16	93.3	17	93.0	20	94.4	18
The Vale of Glamorgan	93.7	8	94.5	9	94.2	7	95.3	4
Torfaen	93.2	11	94.0	11	93.6	12	94.7	13
Wrexham	94.3	2	94.6	4	94.1	10	94.8	8
Wales Average	93.3		93.8		93.7		94.8	

The performance of Cardiff's schools in 2014 relative to that of the Core Cities in England and its statistical neighbours in Wales.

2014	Primary		Secondary	
	Att	Rank	Att	Rank
Wales Average	94.8%		93.6%	
Cardiff	94.9%	2	93.8%	1
Swansea	94.4%	8	93.3%	7
Rhondda Cynon Taf	94.5%	7	93.1%	8
Caerphilly	94.4%	8	92.9%	9
Newport	94.2%	10	92.9%	9
Carmarthenshire	95.0%	1	93.8%	1
Neath Port Talbot	94.6%	6	93.5%	6
Bridgend	94.8%	3	93.8%	1
Flintshire	94.8%	3	93.8%	1
Wrexham	94.8%	3	93.6%	5

Primary and Secondary Attendance 2013
Comparison of Cardiff to its Statistical Neighbours – Core Cities

2013	Primary		Secondary	
	Att	Rank	Att	Rank
Wales Average	93.7%		92.6%	
Cardiff	94.0%	3	92.9%	2
Swansea	93.0%	8	92.3%	5
Rhondda Cynon Taf	93.4%	6	91.9%	10
Caerphilly	93.2%	7	92.0%	8
Newport	93.0%	9	92.1%	7
Carmarthenshire	93.5%	5	92.0%	8
Neath Port Talbot	93.0%	10	92.6%	4
Bridgend	93.5%	4	92.3%	5
Flintshire	94.1%	1	93.3%	1
Wrexham	94.1%	2	92.7%	3
England Average	95.3%		94.2%	
Cardiff	94.0%	9	92.9%	9
Birmingham	94.9%	3	94.5%	1
Bristol, City of	94.8%	4	93.4%	5
Leeds	95.4%	2	93.7%	3
Liverpool	94.6%	8	93.2%	6
Manchester	95.5%	1	93.9%	2
Newcastle Upon Tyne	94.8%	4	93.2%	6
Nottingham	94.7%	6	93.2%	6
Sheffield	94.7%	6	93.5%	4
Glasgow	93.7%	10	91.1%	10

Attendance Vs 21 other Welsh LAs 2013

2013	Primary		Secondary	
	Att	Rank	Att	Rank
Wales Average	93.7%		92.6%	
Cardiff	94.0%	11	92.9%	9
Isle of Anglesey	94.4%	2	93.2%	7
Gwynedd	94.3%	3	93.4%	2
Conwy	94.1%	9	92.9%	9
Denbighshire	94.3%	4	92.4%	14
Flintshire	94.1%	8	93.3%	4
Wrexham	94.1%	10	92.7%	11
Powys	94.2%	6	93.2%	7
Ceredigion	94.3%	5	93.6%	1
Pembrokeshire	93.5%	15	92.2%	17
Carmarthenshire	93.5%	14	92.0%	19
Swansea	93.0%	20	92.3%	15
Neath Port Talbot	93.0%	22	92.6%	12
Bridgend	93.5%	13	92.3%	15
The Vale of Glamorgan	94.2%	7	93.3%	4
Rhondda, Cynon, Taf	93.4%	16	91.9%	21
Merthyr Tydfil	93.3%	17	93.3%	4
Caerphilly	93.2%	18	92.0%	19
Blaenau Gwent	93.1%	19	91.0%	22
Torfaen	93.6%	12	92.5%	13
Monmouthshire	94.4%	1	93.4%	2
Newport	93.0%	21	92.1%	18

<http://www.education.gov.uk/rsgateway/DB/SFR/s000918/index.shtml>

Primary & Secondary Attendance 2012
Comparison of Cardiff to its Statistical Neighbours (New)

2012	Primary		Secondary	
	Att	Rank	Att	Rank
Wales Average	93.8%		92.2%	
Cardiff	93.6%	6	91.7%	7
Swansea	93.3%	8	92.0%	4
Rhondda Cynon Taf	93.1%	9	90.6%	10
Caerphilly	93.7%	3	91.7%	7
Newport	93.4%	7	91.9%	5
Carmarthenshire	93.7%	3	91.4%	9
Neath Port Talbot	93.0%	10	92.3%	3
Bridgend	93.7%	3	91.9%	5
Flintshire	94.5%	2	93.0%	1
Wrexham	94.6%	1	92.8%	2
Cardiff	93.6%	11	91.7%	11
Derby	95.5%	5	93.9%	4
Coventry	95.6%	3	93.9%	4
Bristol, City of	95.0%	10	93.4%	9
Wirral	95.5%	5	94.3%	3
Plymouth	95.2%	7	93.9%	4
Doncaster	95.2%	7	93.5%	7
Bolton	95.8%	2	94.4%	1
Brighton and Hove	95.6%	3	93.5%	7
Wigan	95.9%	1	94.4%	1
Newcastle upon Tyne	95.2%	7	93.3%	10
England Average	95.6%		94.1%	

<https://www.gov.uk/government/publications/pupil-absence-in-schools-in-england-including-pupil-characteristics>

Primary & Secondary Attendance 2011
Comparison of Cardiff to its Statistical Neighbour

2011	Primary		Secondary	
	Att	Rank	Att	Rank
Wales Average	93%		91%	
Cardiff	92.9%	6	90.4%	10
Swansea	92.9%	6	91.0%	6
Rhondda Cynon Taf	92.3%	10	90.6%	9
Caerphilly	92.8%	8	90.7%	8
Newport	93.0%	5	91.8%	4
Carmarthenshire	93.1%	4	91.0%	6
Neath Port Talbot	92.5%	9	91.9%	3
Bridgend	93.2%	3	91.2%	5
Flintshire	93.9%	2	92.4%	1
Wrexham	94.3%	1	92.4%	1
Cardiff	93%	11	90%	11
Derby	95%	7	93%	4
Coventry	97%	1	93%	6
Bristol, City of	94%	10	92%	9
Wirral	95%	5	94%	1
Plymouth	95%	6	93%	5
Doncaster	94%	8	93%	8
Bolton	95%	2	94%	3
Brighton and Hove	95%	4	93%	7
Wigan	95%	2	94%	1
Newcastle upon Tyne	94%	9	92%	10
England Average	95%		94%	

<http://www.education.gov.uk/rsgateway/DB/SFR/s001060/index.shtml>

Attendance Vs 21 Welsh LAs 2011

2011	Primary		Secondary	
	Att	Rank	Att	Rank
Wales Average	93%		91%	
Cardiff	92.9%	16	90.4%	21
Isle of Anglesey	93.5%	10	90.9%	18
Gwynedd	94.1%	6	91.9%	7
Conwy	94.2%	5	92.4%	3
Denbighshire	94.3%	2	93.7%	1
Flintshire	93.9%	7	92.4%	3
Wrexham	94.3%	2	92.4%	3
Powys	93.6%	9	91.5%	11
Ceredigion	94.3%	2	92.5%	2
Pembrokeshire	93.2%	11	91.3%	13
Carmarthenshire	93.1%	14	91.0%	16
Swansea	92.9%	16	91.0%	16
Neath Port Talbot	92.5%	19	91.9%	7
Bridgend	93.2%	11	91.2%	15
The Vale of Glamorgan	93.7%	8	91.3%	13
Rhondda, Cynon, Taf	92.3%	22	90.6%	20
Merthyr Tydfil	92.4%	21	91.4%	12
Caerphilly	92.8%	18	90.7%	19
Blaenau Gwent	92.5%	19	89.4%	22
Torfaen	93.2%	11	91.7%	10
Monmouthshire	94.4%	1	92.2%	6
Newport	93.0%	15	91.8%	9

Section 2

Behaviour and Exclusion

Cardiff Local Authority - Pupil Exclusions Review 2013/14

9. The review of pupil exclusions is based on data provided by the Cardiff Exclusion Report Pack dated 24.7.14.extracted from the Capita One database.
10. The total number of **permanent exclusions (PEX)** upheld across all key stages in Cardiff for 2013/14 is 3. These took place in secondary mainstream provision. There were no permanent exclusions from the primary phase or specialist provision.
11. The total number of **fixed term exclusions (FEX)** across all key stages in Cardiff 2013/14 is 2118 which is a reduction from 2360 in 12/13. There was a rise in fixed term exclusions in the primary phase which was offset by a fall in the secondary phase. There was also a rise in fixed term exclusions from specialist provision.

Primary Exclusions: PEX/FEX

12. There were no permanent exclusions from the primary phase in 2013/14.
13. 34 primary schools excluded pupils during 2013/14. Of these schools 17 accounted for over 84% of the total exclusions. The majority of schools did not issue any exclusion.
14. Whilst there has been an increase in the number of primary FEX other important indicators (days lost, average days lost and average days lost per 1000 pupils) have improved.

	12/13	13/14
FEX	256	294
Days Lost	595	509
ADL	2.32	1.73
FEX (per 1000)	11.62	12.8
ADL (per 1000)	27.02	22.15

Secondary Exclusions: PEX/FEX

15. Permanent exclusions in secondary education have consistently decreased, over the past 5 years and although increased by 1 this year, remain low.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
PEX	47	38	22	6	2	3

16. Fixed term exclusions also show a clear decrease in all indicators.

	12/13	13/14
FEX	1964	1645
Days Lost	4803	3420.5
ADL	2.45	2.08
FEX (per 1000)	115.58	98.01
ADL (per 1000)	282.66	203.8

17. There is a mixed picture across Cardiff secondary schools. Exclusion rates do not strongly correlate with size of school or eligibility for free school meals.

18. Low excluders are: Bishop of Llandaff, Glantaf, Plasmawr, Mary Immaculate High, St. Teilos, Cardiff High and Whitchurch.

19. Schools with improved exclusion rates are: Cathays, Corpus Christi, Fitzalan, Glyn Derw*, Michaelston* and St Illtyds*. (* Overall exclusions are high but have shown a significant decrease.)

20. High and/or deteriorating excluders are: Cantonian, Eastern High, Willows, Llanishen and Radyr.

Specialist provision

21. Data indicates an overall increase in rates of exclusion except in average days lost:

	12/13	13/14
FEX	119	154
Days Lost	225	240
ADL	1.89	1.56
FEX (per 1000)	296	370.2
ADL (per 1000)	559.7	576.9

22. Greenhill School had a reduction in exclusions whilst the Court and Woodlands had increases. Riverbank and Bryn Y Deryn had negligible increases and Meadowbank had zero exclusions.

Categories of Exclusion

23. From 2012/13 to 13/14 the data provided indicates that there has been a reduction in some categories and a significant increase in others. Exclusion data has a category of 'other' to which a large number of exclusions are attributed which could mask figures in other categories, therefore bringing reliability into question.

24. Reductions in FEX are indicated for the following categories of exclusion: Defiance of rules/policy, threatening or dangerous behaviour and verbal abuse

25. Increases were recorded in the following categories: Damage to property, disruptive behaviour and theft.

Special Educational Needs (SEN) /Alternative Learning Needs (ALN)

Primary

26. Exclusions for pupils at the School Action (SA) level were static whilst exclusions for pupils at School Action + (SA+) increased (110 to 156). Exclusions of pupils with statements of SEN increased by 1.

PRU

27. An overall decrease in FEX has been noted (13 to 8) whilst pupils with statements had a slight rise (8 to 14). However, over this period the proportion of pupils with statements of SEN also rose.

Secondary

28. A small increase in FEX has been recorded at SA (388 to 408) and a significant decrease of pupils at SA+ (713 to 615) and pupils with statements of SEN (145 to 107). 3 permanent exclusions (PEX) were upheld at SA+.

Special

29. In 2013/14 an overall increase in fixed term exclusions (FEX) has been noted (119 to 154) – these are almost entirely pupils with statements of SEN by the nature of the provision.

Looked After Children

30. In 2013/14 there was an overall improvement in fixed term exclusions of LAC.

Primary	: Increase (0 to 10)
PRU	: Decrease (5 to 3)
Secondary	: Decrease (73 to 42)
Special	: Static (12)

Minority Ethnic Pupils

Primary

31. Increases in the number of fixed term exclusions (FEX) have been noted in relation to the following ethnic groups at primary level:

Mixed	: 16 to 43
White UK	: 202 to 229

32. Decreases in the number of fixed term exclusions have been noted in relation to the following ethnic groups at primary level:

Traveller/Romany 19 to 7

Other groups remained had negligible fluctuations or remained static.

Secondary

33. During the same period decreases in FEX were noted in relation to fixed term exclusions regarding the following ethnic groups:

Black Caribbean (20 to 8)
Mixed (156 to 138)
Somali (28 to 16)
White UK (1553 to 1270)
Exclusion of Traveller/Romany pupils increased (23 to 34).

Other groups remained had negligible fluctuations or remained static.

Specialist provision

34. During this period there has been a general increase in FEX which is almost wholly accountable to the following ethnic group:

White UK: 107 to 140

National Curriculum Year Groups

35. In the primary phase the general picture is an increase in exclusions in all year groups except year 3. Conversely, in the secondary phase, all year groups except year 10 showed a decrease. Exclusions peak in Year 9 and 10 but the biggest reductions are also in the secondary phase.

NCY	Exclusion change between 12/13 and 13/14
1	20 to 30
2	24 to 30
3	47 to 33
4	55 to 58
5	74 to 100
6	75 to 148
7	327 to 199
8	400 to 372
9	528 to 432
10	438 to 454
11	372 to 262

36. Where exclusions are reducing,

- Enhanced and developed working relationship/partnership/co-operation between schools and LA with particular regard to WG Exclusions Guidance (081/2012);
- Clarification, explanation and greater understanding of updated WG Guidance via various levels of discussion with schools/SMT/Governors;
- Development of early intervention protocol and strategies as alternatives to exclusion by BSS (e.g. alternative provision option/managed moves/step 3 and 4 development/PACC/ BYD:PRU/FAP etc.);
- Development of school based step 3 and 4 interventions;
- The development of school awareness of ‘smart/smarter’ exclusion strategies in line with updated WG guidance impacting upon exclusion totals;
- Development and improvement of information sharing especially between different elements of the Education Service; and
- Clarification regarding the off rolling of pupils experiencing difficulties in school via FAP.

Statistical comparison (Wales) data ratified in February 2014 for 2012/13

Secondary Permanent exclusions (per 1000 pupils)

37. Cardiff (0.3) is better than the Welsh average (0.5). Cardiff’s PEX rates are better than the consortium and the majority of other authorities.

Secondary Fixed Term Exclusions (per 1000 pupils)

38. Cardiff’s fixed term exclusions (average days lost) compares well with all Wales figures.

	Average Days Lost to Exclusion		
	5 days or fewer	6 days or more	Total
Cardiff	1.9	9.5	2.4
Consortium	1.92	9.4	2.46
Wales	2.0	9.7	2.5

39. Cardiff’s averages are favourable when compared to authorities across Wales and generally matches the consortium. However, improvements in the Welsh average for this measure means the difference has been reduced.

The rate of fixed term exclusion (per 1000 pupils) in secondary schools

40. The rate of exclusion (five days or fewer) is decreasing but is still above the Wales and consortium average. The rate for longer exclusions (6 days or more) is also decreasing and whilst this also remains above the Welsh and consortium level, it is approaching these figures.

41. In the primary phase the general picture is an increase in exclusions in all year groups except year 3. Conversely, in the secondary phase, all year groups except year 10 showed a decrease. Exclusions peak in Year 9 and 10 but the biggest reductions are also in the secondary phase.

Comparison with Core Cities 2012/13 - FEX

City	Primary per 1000	Secondary per 1000
Birmingham	13.4	73.8
Bristol	23.1	77.2
Leeds	5.3	78.6
Liverpool	6.5	51.3
Manchester	8.3	96.5
Newcastle Upon Tyne	6.3	68.5
Nottingham	11.0	111.7
Sheffield	11.2	99.4
England	8.8	67.5

Appendix 7

The Outcomes of Schools' Inspections

1. At the time of writing this report, 74 primary schools, six special schools and 15 secondary schools have been inspected. It was anticipated by ESTYN in 2010, prior to the introduction of the new framework, that around 30% of schools would require some form of follow-up monitoring. Across Wales the figures have been closer to 50% of primary schools and 70% of secondary schools.
2. Of the 68 primary schools inspected in Cardiff, whose reports have been published, thirty one (46%) have required a follow-up activity; fourteen (21%) have required ESTYN follow-up monitoring. One of these schools required special measures and three significant improvements. Eight schools have received a judgment of excellent on one or both of the overall indicators, ten schools required local authority monitoring. Six reports are awaited.
3. Of the six special schools inspected one received a judgement of excellent on both overall indicators, three received judgements of good and two others required Estyn monitoring.
4. Of the 14 secondary schools inspected nine (64%) have required follow-up monitoring. Two of these required special measures (Cardiff proposed that one of these two schools should close) and two significant improvements. Three schools required ESTYN monitoring and two schools required local authority monitoring.

Primary Schools

School	Date	Current Performance	Prospects for Improvement	Inspection follow-up	Outcome
Pentyrch Primary	Sep-10	Adequate	Adequate	Estyn monitoring	Removed
Baden Powell Primary	Oct-10	Good	Good	LA monitoring	Removed
St Cadoc's RC Primary	Nov-10	Good	Good	None	
Ysgol Bro Eirwg	Nov-10	Good	Good	None	
Ysgol Coed-y-Gof	Nov-10	Good	Good	None	
Trelai Primary	Dec-10	Adequate	Adequate	Estyn monitoring	Removed
Roath Park Primary	Feb-11	Good	Good	None	
Lansdowne Primary	Feb-11	Good	Good	LA monitoring	Removed
Pen y Bryn Primary	Feb-11	Adequate	Adequate	Estyn monitoring	Removed
Pentrebane					

Primary	Mar-11	Good	Good	None	
Peter Lea Primary	Mar-11	Good	Adequate	Estyn monitoring	Removed
Ysgol Y Berllan Deg	Jul11	Good	Good	None	
Radyr Primary	Jun-11	Good	Adequate	Estyn monitoring	Removed
Meadowlane Primary	Jun-11	Good	Good	LA monitoring	Removed
Ysgol Pwll Coch	May-11	Good	Good	None	
All Saints CW Primary	May-11	Good	Excellent	Excellent Practice Case Study	
Ysgol Gymraeg Pwll Coch	May-11	Good	Good		
Meadow Lane Primary School	Jun-11	Good	Good	LA Monitoring	Removed
Radyr Primary School	Jun -11	Good	Adequate	ESTYN Monitoring	Removed
Ysgol y Berllen Deg	Jul -11	Good	Good		
Rhydypenau Primary	Oct-11	Good	Good	Excellent Practice Case Study	
Bryn Celyn Primary	Nov-11	Adequate	Adequate	Significant Improvement	Removed
St Alban's RC Primary	Nov-11	Unsatisfactory	Unsatisfactory	Special Measures	Removed
St John Lloyd RC Primary	Nov-11	Good	Good	None	
Ysgol Treganna	Jan-12	Good	Good	Excellent Practice Case Study	
Stacey Primary	Jan-12	Adequate	Adequate	Estyn Monitoring	Removed
Trowbridge Primary	Feb-12	Adequate	Adequate	Estyn monitoring	Removed
Pencaerau Primary	Feb-12	Good	Good	None	
St Monica's CW Primary	Mar-12	Good	Good	LA monitoring	Removed
Tongwynlais Primary	Mar-12	Excellent	Excellent	Excellent Practice Case Study	
St Paul's CW Primary	Mar-12	Good	Good	None	
Ysgol Tan yr Eos	May-12	Good	Good	Excellent Practice Case Study	
Ysgol Nant Caerau	May-12	Good	Good	LA monitoring	Removed

Oakfield Primary	May-12	Adequate	Adequate	Estyn monitoring	Removed
Ysgol Pen Y Pil	May-12	Good	Good	None	
Grangetown Primary	Jun-12	Good	Good	None	
Bishop Childs CW Primary	Jul-12	Good	Good	None	
Springwood Primary	Sep-12	Good	Adequate	Estyn monitoring	Removed
Moorland	Sep-12	Good	Good	None	
St Francis RC	Nov-12	Good	Good	LA monitoring	Removed
St Mary the Virgin CIW	Nov-12	Excellent	Excellent	Excellent Practice Case Study	
Albany	Nov-12	Good	Good	LA monitoring	Removed
Ysgol Pen y Groes	Nov-12	Adequate	Adequate	Estyn monitoring	Removed
Millbank	Dec-12	Good	Good	None	
Ysgol Gwaelod y Garth	Jan-13	Good	Good	None	
St Philip Evans RC	Jan-13	Excellent	Excellent	Excellent Practice Case Study	
Marlborough	Jan-13	Good	Good	LA monitoring	Removed
St Patrick's RC	Mar-13	Good	Good	None	
Glyn Coed	May-13	Good	Good	None	
St Peter's RC	Jun-13	Good	Adequate	Estyn monitoring	Removed
Llanedeyrn	Jun-13	Good	Good	LA monitoring	Removed
Mount Stuart	Jun-13	Excellent	Excellent	None	
Bryn Deri	Jun-13	Good	Good	None	
Fairwater	July-13	Adequate	Adequate	Estyn monitoring	Now in significant improvement
Holy Family	Oct -13	Adequate	Adequate	Significant improvement	
Willowbrook	Nov-13	Good	Good	LA monitoring (attendance)	
St Bernadette's	Nov-13	Good	Good	None	
Allensbank	Dec-13	Adequate	Adequate	Significant improvement	
St David's	Dec-13	Good	Good	Excellent Practice Case Study	
Ysgol Glan Ceubal	Dec-13	Good	Good	None	
Tremorfa Nursery	Dec-13	Good	Good	Excellent Practice	

				Case Study	
Ysgol Glan Ceubal	Dec-13	Good	Good		
Thornhill Primary School	Jan-14	Good	Adequate	ESTYN Monitoring	
Coryton Primary School	Feb-14	Good	Good	LA Monitoring	
Gladstone Primary	Feb-14	Adequate	Good	ESTYN Monitoring	
Llandaff City C.I.W. Primary School	Mar-14	Excellent	Excellent	Excellent practice case study	
Herbert Thompson	Mar-14	Excellent	Excellent	Excellent practice case study	
Llanishen Fach Primary School	Mar-14	Good	Excellent	Excellent practice case study	
Grangetown Nursery School	Oct-14	Good	Good		
Coed Glas Primary School	Oct-14	Adequate	Good	LA Monitoring	
Christ the King RC Primary School	Nov-14				Report not yet published
Lakeside Primary School	Nov-14				Report not yet published
Radnor Primary School	Dec-14				Report not yet published
Ely Caerau Children's Centre	Dec-14				Report not yet published

Special schools

School	Date	Current Performance	Prospects for Improvement	Inspection follow-up	Outcome
Bryn Y Deryn PRU	Mar-11	Adequate	Adequate	Estyn monitoring	Removed
Ty Gwyn Special	May-12	Excellent	Excellent	None	
Greenhill	Mar-13	Good	Good	None	
The Hollies	May-13	Good	Good	None	
Meadowbank	Nov-13	Good	Adequate	Estyn monitoring	Removed
The Court	Jun-14	Good	Good	None	

Secondary schools

School	Date	Current Performance	Prospects for Improvement	Inspection follow-up	Outcome
Fitzalan High	Sep-10	Good	Good	None	
Cantonian High	Feb-11	Good	Good	LA monitoring	Removed
Ysgol Glantaf	May-11	Good	Good	None	
Bishop of Llandaff	Oct-11	Good	Adequate	Estyn monitoring	Removed
Glyn Derw	Nov -11	Unsatisfactory	Adequate	Significant improvement	Removed
Michaelston Community College	Nov-11	Adequate	Adequate	Estyn monitoring	Removed
Llanedeyrn High	May-12	Adequate	Good	Estyn monitoring	Removed
Llanrumney High	Oct-12	Unsatisfactory	Unsatisfactory	Special Measures	Closed
St Illtyd's RC	Nov-12	Unsatisfactory	Unsatisfactory	Special measures	Termly monitoring
Willows High	Dec-12	Unsatisfactory	Adequate	Significant improvement	Removed
Cathays High	Feb-13	Good	Good	Excellent practice case study	
Cardiff High	Mar-13	Excellent	Excellent	Excellent practice case study	
St Teilo's C.I.W. High School	Feb-14	Good	Good	LA monitoring	
Ysgol Gyfun Gymraeg Plasmawr	Sep-14	Adequate	Adequate	Estyn monitoring	
Eastern High School	Dec-14				Report not yet published

Appendix 8

The Performance of Cardiff Council's Youth Service 2013/14

1. Cardiff's Youth Service undertakes an analysis of the service's outputs and outcomes, as required for the Welsh Government annual data return. Additionally performance data is provided against targeted programmes.

Attendance

Members

2. Youth Service members are those members who are known to the service by name and regularly attend the service's provision. Their attendance is within age-specific provision across the city.
 - There was a decrease in Youth Service membership in 2013/14 of 946 compared with the membership figures for 2012/13.
 - The decrease in membership was due to a number of issues that have impacted negatively on membership numbers, including a decrease in full-time officers within the service area as well as a lack of new staff filling vacant positions.
 - This has been compounded by a number of school based lunch clubs having to stop operating on a five day a week basis with an associated fall off in numbers.
 - There is a need to revisit a marketing campaign and fully utilise mechanisms including social media to keep in touch with young people.
 - An investment in a management information system at a service level will help to improve the recording of data undertaken currently at a neighbourhood level. This will allow approved data collection and appropriate data analysis of performance on a consistent basis.
 - Provision is made to meet the needs of particular groups such as young people with additional learning needs and those wishing to access provision through the medium of Welsh. As the service reviews provision in the period ahead due attention will need to be given to meeting the needs of these groups.

Members	2010/11	2011/12	2012/13	2013/14
Total number of Male members	4908	4644	4731	4236
Total number of Female members	4114	3495	3611	3160
Total number 11-12 years	2402	2047	2086	1936
Total number 13-18 years	5553	4820	5320	4575
Total number 19-25 years	1067	1272	936	885
Total number of members	9022	8139	8342	7396

Contacts

3. Youth Service “contacts” are those individuals that have come into contact with youth workers and youth support workers. These individuals would not necessarily be known to the service and might not regularly attend.
 - There was a decrease of 36,940 contacts in 2013/14 in comparison to the year 2012/13 a reflection of the issues identified above.

Contacts	2010/11	2011/12	2012/13	2013/14
Total number of Male contacts	205,133	177,175	226,472	203,508
Total number of Female contacts	127,454	121,618	168,978	155,002
Total number 11-12 years	77,705	66,185	143,909	129,080
Total number 13-18 years (13-19 12/3)	230,988	205,449	239,577	218,053
Total number 19-25 years (20-25 12/13)	23,894	27,159	11,964	11,377
Total Number of contacts	332,587	298,793	395,450	358,510

Street Based Youth Work

4. In the case of certain provision, particularly Street Based Provision (also termed detached provision) the majority of young people engaged and worked with will remain anonymous. This would create them as contacts rather than as members; this is even when their names are known to Street Based youth workers.

Street Based Youth Work contact figures:

	2010/11	2011/12	2012/13	2013/14
Male	19369	17726	20507	10,313
Female	10272	9445	11928	5,914
Total	29641	27171	32,436	16,363

5. Contacts with young people in 2013/14 fell by 16,073 on those in the previous year; this is primarily reflective of an increase in staffing vacancies unable to be filled.
6. Youth workers use up to 75 different ‘issue’ category headings to record interventions with young people. A large amount of evidence is recorded and evaluated on each issue. There has been an increasing identification of issues

relating to young people's mental health needs across both Street Based provision and aligned targeted programmes.

7. The significant repeating issues identified by youth workers engaging on the streets with young people are during 2013/14 (consistent with those issues identified in the previous reporting year) were:
 - Sexual Health Advice:
 - Substance misuse:
 - Self Harm:
 - Housing:
8. Cardiff Youth Service's street-based team in conjunction with centre based provision was heavily involved with diversionary activities and intervention across the city around the Halloween and Bonfire Night time of year, in partnership with South Wales Police. The team also support other Projects including the Stay Safe Project (Youth Offending Service, Anti Social Behaviour Team Police & Council, Accident & Emergency Dept UHW & South Wales Police) at local and city wide events and activities throughout the year.

Youth Bus

9. The summer transition programme was heavily supported by the Youth Bus. This 11.3m long vehicle fully equipped with music decks, iMac's, and chill out zone with X box is a busy resource across the City. It was used during the summer transition, to engage young people, particularly those leaving yr11 without a destination as an 'Info Zone' to enable appropriate information, support and guidance. It was a huge asset as a variety of community events, fetes and festivals including the Mardi Gras in the City Centre. It was a huge success as part of diversionary activities for young people as part of Operation Bang; a multi agency approach to reduction of anti social behaviour. The bus is currently supporting areas during the evenings, where our core business is limited.

Accreditation

10. Youth Service accreditations will be those awards that are nationally or locally recognised awards. These include the following award schemes:
The Lord Mayor's Young Achievers Award (local), The Duke of Edinburgh's Award, the National Open College Network, The Youth Achievement Awards, Youth Challenges and Assessment and Qualifications Alliance (AQA), ASDAN, BTEC (all national) and Trinity College London, Arts Award.
11. The Service has added to the range of national qualifications and levels of qualifications it provides for young people.
12. The service has a strong track record of working with the Duke of Edinburgh's Award Scheme accreditation. The Service is developing a wider range of other accreditation formats to frame youth work activities.

Accreditations	2010/11	2011/12	2012/13	2013/14
Total number of Male accreditations	1122	1264	1978	1,855
Total number of Female accreditations	1785	2151	1282	1,156
Total number 11-12 years	682	567	2185	1,997
Total number 13-18 years	2152	2724	1009	950
Total number 19-25 years	73	124	66	64
Total number of accreditations	2907	3415	3260	3,011

Duke of Edinburgh's Award Scheme

13. In the reporting year 2013/14, Cardiff Operating Authority had a high number of new starters engaging in the Award at all 3 levels (**1,198**) our second highest enrolments to date and the completion rate (**465**) across the levels. Cardiff achieved another satisfactory completion rate as an operating authority (44.3% **achieved**) against new starters (55% national benchmark target).
14. The story behind the completion rate in the same period this year is again varied and includes young people taking longer to complete sections/awards (i.e. crossing reporting periods) and is relative to the size of Operating Authority and the infrastructure to deliver the Award.
15. This reporting year, Cardiff has celebrated the achievements of young people with additional needs and those young people whom are traditionally socially excluded from gaining the Award.
16. Young people have benefitted from a range of expedition opportunities from the North Wales to canoe expeditions in the Brecon Beacons to challenge their learning and expedition skills and broaden their horizons. Young Leader Programmes have offered participants the opportunity to gain the skills and confidence to volunteer and support DofE groups across Cardiff.
17. Cardiff continues to strive towards robust quality measures and, in this reporting period, delivered 2 Basic Expedition Leaders courses, 2 Introduction to Duke of Edinburgh course and an Assessor course to maintain and improve the standards of delivery.

18. Following a continual process of internal review and restructure, and the embedding of eDofE as the only monitoring mechanism, we anticipate a significant improvement in the number of completions in the reporting year 2014/2015.

DOE Accreditation	2010/11	2011/12	2012/13	2013/14
Total number of starters	979	1203	1115	1198
Total number of awards achieved	447	712	617	465
% Completion**	38%	59.2%	55.3%	44.3%

** Awards gained as a percentage of the number of new starts in the previous year

The Lord Mayor's Young Achievers Award Scheme

19. The Lord Mayor's Young Achievers Award Scheme is a locally credited award scheme available to junior youth club members. It is a voluntary, non-competitive programme of leisure time activities for young people aged between 10 – 13yrs offered at Neighbourhood Youth Centres. The Award encourages the development of individual skills and new friendships.
20. There are three progressive awards, bronze, silver and gold. The award has four sections and encourages each individual to participate with projects within the community, youth club or further afield.
21. This award counts towards the individual's record of achievement and places them in a unique position to progress on to the Duke of Edinburgh's Award at the age of 14 years old.
22. Overall there is a slight increase year on year in the numbers of young people undertaking the award, particularly in the southern arc of the City.

Lord Mayor's YAA	2010/11	2011/12	2012/13	2013/14
Initial Award	269	294	288	274
Advanced Award	171	201	193	201
Premier	52	73	68	79

Targeted Support

23. Cardiff Youth Service provides a number of targeted youth work intervention projects for young people at risk of disengagement.

Cardiff's Learning Coach Programme.

24. The programme seeks to re-engage young people not in education, employment or training (NEET) aged 16 - 18 into positive pathways by providing intensive personal support and co-ordinating individually funded flexible provision for each young person to help address a wide range of issues which might be barriers to moving forward. The Youth Service programme is delivered in partnership with Careers Wales.
25. In 2013/14 241 young people defined as "hardest to help" accessed the programme with 190 entrants completing the programme. This compares with 394 NEET and 377 entrants completing the programme in 2011/12.
26. The outcomes achieved for young people remain positive with many accessing mainstream education, employment or training.
27. 104 (43%) achieved a positive progression into education, employment and training (including further education, training or employment, Youth Gateway, JCP programmes, A20, Vacancy Matching, Volunteering).
28. Following intervention 27% (83) registered with Careers Wales as actively seeking education, training or employment remained registered or with a specialist agency such as YG, A20, JCP

Summer Transition Programme

29. A summer transition programme 2014, a partnership approach led by Cardiff's Youth Service, aimed to engage with young people aged 16 (year 11) who had been identified as having no planned destination for or beyond September 2014 and/or require support to sustain a destination. The programme was delivered during July to September providing a mix of positive activities, visits to colleges and training providers and motivational sessions together with careers advice and consistent, intensive support.
30. 171 young people were identified as not having a clear destination for September 2014 and referred into the programme over the summer period. 63% of those young people identified progressed were exited into a positive destination.

Youth Mentoring Programme

31. The Youth Mentoring Programme (YMP) works with young people 10 -17 years old, who are some of the most vulnerable young people in Cardiff. Many of the young people referred into the programme are Looked After or are held with Children Services as a child in need. The YMP works closely with Cardiff's Fair

Access Panel (FAP) from where an increasing number of young people are being referred. The youth mentors support young people and aim to increase their attendance in school leading to improved educational achievement and attainment. The programme works intensively with referred young people on a one to one basis to identify and address any barriers to learning.

	2009/10	2010/11	2012/13	2013/14
Male	58	53	100	98
Female	64	81	71	77
Total Contacted	122	134	171	175
Reintegrated into education/training	85%	87%	89%	88%

32. Of those young people engaged with the Youth Mentoring Programme, attendance has increased by 37% on the previous year.
33. In addition, a new improved ASDAN Award in Personal and Social Development entry level 2 has been developed. To date 3 young people have attained this qualification, as it is still in the development stage, and is delivered at a pace appropriate for individual young people's learning needs.

Howardian Youth Inclusion Project

34. Howardian Youth Inclusion project works with schools to support targeted young people at Stage 4 behaviour tier, in KS 4, to develop skills through the delivery of a range of focused activities. The curriculum is tailored to meet the needs of those young people engaged addressing key issues around health and wellbeing. During 2013/14, key outcomes were:
 - 53 young people accessed Howardian during the academic year 2013-2014
 - Average attendance achieved by pupils of 84% up 4% from the previous year.
 - The average pupil behaviour score of 96% an increase of 1%
 - The introduction of formal qualifications BTEC Vocational Studies and AQA PSE
 - 4 young people completed their bronze Duke of Edinburgh's Award
 - 100% of pupils who attended the provision, achieved some form of Accreditation – an increase of 2% on previous year
 - Achieved additional funding of £13425.00, an increase of 59% on previous year
 - Completed a week's residential activities in West Wales
 - Completed our first European exchange visit to Spain taking 6 young people
- Pupils received 2 awards for their film making talents from Into Film and

the filter / Ash Wales , the project featured on HTV Wales and BBC Radio 4.

Pre16 Targeted Provision:

35. Cardiff Youth Service, in collaboration with 14-19 Learning Pathways, have created range of new 'appropriate provisions' for learners within Cardiff. The programme presents a range of arts based opportunities for young people as part of the extended opportunities programme in Cardiff. The programmes on offer seek to engage marginalised young people in activities and opportunities that have 'currency' with schools and young people. The programmes have been extremely popular with young people as they have sought to deliver skills that they can use within their own communities, these include; make up, nail art, sewing as well as hair dressing skills. The challenge for this provision is to continue to be innovative and creative in matching the interests of young people with skills that are transferable to the work place as well as the progression routes that allow young people who choose to continue with the educational journey.
- BTEC Level 1 Award in Vocational Studies: 8 young people: 100% on track to complete Award in 2014
 - BTEC Level 1 Certificate in Vocational Studies: 14 young people: 80% on track to complete Certificate in 2015
 - BTEC Level 1 Vocational Studies completion of individual units: 4 young people: 100% completion of 1 unit.
 - SEN pottery: 8 young people: 100% successful completion of course contributing to school qualifications.

Participation and Active Involvement

36. The Youth Service's Active Involvement Team (AIT) has during 2013/14 supported further positive developments in the role of Cardiff Youth Council, a peer-led youth organisation that aims to be a "*representative council for 11-25 year olds that advocate for positive change.*"
37. Cardiff Youth Council has worked in all areas of the city and encourages young people to get involved and help Cardiff be a better place to live, work and play. Membership to CYC is supported through the partnerships and representation from a range of youth organisations including school councils, community forums, student unions, FE college learner voice groups and of course individuals.

Wales and National

38. Young people from Cardiff have been elected on to the Youth Assembly For Wales - Funky Dragon representing the young residents of Cardiff on a range of working groups feeding in to ministerial policy development.
39. Cardiff has two representatives that sit on British Youth Council and have voting rights to shape national youth policy. Over 2,400 young people from Cardiff have

completed a ballot paper to contribute to the Make Your Mark initiative which enables young people to take over the House of Commons and debate the top five issues identified by young people.

Political and Social Education

40. Young people from Cardiff have taken the opportunity to view practice both across the UK and internationally, developing a range of skills to bring back to Cardiff to enhance their level of meaningful participation. A cohort travelled to Vienna to take part in an eDemocracy and participation programme funded by the European Union.
41. In addition to this a team of young people from Cardiff Youth Service join other young leaders from across the UK in Belfast for a youth conference on the theme of the European Union.
42. In September 2014 30 young people formed into 6 'national teams' and took part in a NATO modelling event that ran alongside the main summit. Participants followed the same protocols as the main summit learning diplomacy and leadership skills as they developed a final communiqué.
43. Young people have led on a range of initiatives to raise awareness and embed children's rights across the city.
44. CYC members trained elected members on the history the UNCRC as a part of the Universal Children's Day, hosting a large scale event with over 30 VIP's and 30 young people to celebrate UN Humans Rights Day 10th December 2013.
45. Cardiff Youth Council has led on the first phase of development for a Young Persons Pledge for the city with focus groups being run with over 120 young people. This will now inform specification of the youth service specification in phase 1.
46. 12 Young People have been trained up by the youth service to be Young Interviewers as part of their participation programme. The training was co delivered by youth workers and young people and the participants have already carried out over 40 interviews to date including the National Youth Engagement Officer for Welsh Government.
47. Young people have had the opportunity to sit on the strategic project group looking at the commissioning of Cardiff Youth Service. The group has been working together with members from the third sector, National Youth Agency and police.
48. 10 Young Ambassadors have been trained up in a range of skills working with Family First packages across the city. The Cadarn package which supports young people with emotional, health and wellbeing issues through 14 services have been inspected by the Young Ambassadors during the Autumn Term.

THE CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

AGENDA ITEM:4

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

13th January 2015

CABINET RESPONSE TO REPORT OF COMMITTEE TITLED:

‘THE IMPACT OF POVERTY ON EDUCATIONAL ATTAINMENT IN CARDIFF’

Purpose of Report

1. The purpose of this report is to provide Members with an overview of the December 2014 Cabinet response to this Committee’s scrutiny task and finish report on the impact of poverty on educational attainment in Cardiff, which was published in May 2013.

Background

2. Members of the Children and Young People Scrutiny Committee agreed as part of their work programme to undertake an inquiry into the Impact of Poverty on Educational Attainment in Cardiff. As a result the Committee agreed to set up Task and Finish Group Inquiry. The terms of reference were agreed as follows:

To explore how to close the attainment gap in Cardiff created by deprivation and poverty (where the attainment gap refers to the difference in educational attainment achieved by pupils eligible for free school meals (FSM), compared with those who are not). The Task and Finish group will:

- i. Gain an understanding of:
 - How poverty can be defined and how many young people in Cardiff are affected;
 - Why poverty has an effect on the educational attainment of young people;
 - The scale of the educational attainment gap in Cardiff and how it is linked to poverty and deprivation.

- Initiatives the Council has in place to address the barriers to attainment created by poverty.
 - ii. Consider evidence from teachers, schools management, governors, student representatives and other key stakeholders.
 - iii. Examine good practice and successful initiatives in Cardiff and across comparable Local Authorities in the UK.
 - iv. Use the evidence collected above to make informed recommendations to the Cabinet and other relevant stakeholders aimed at closing the attainment gap created by poverty in Cardiff.
 - v. Report the findings of the Committee to the Cabinet and stakeholders.
3. The task group Inquiry was informed by evidence from Councillor Julia Magill, Cabinet Member, (Education & Lifelong Learning [inc Libraries]), Jon House (Chief Executive) and various relevant officers, including officers from Education, Libraries and Partnerships & Citizen Focus. The Inquiry was also informed by evidence from a number of Head Teachers from schools in Cardiff.
 4. The task group Inquiry heard from representatives of the following external organisations; Save the Children; People and Work Unit; Cardiff University School of Social Sciences; Welsh Government; Student Volunteers Cardiff; ISOS Partnership; and Swansea Council.
 5. The resultant report which captured the main comments and views from the evidence received (attached at **Appendix A**), was endorsed by Committee on 7 May 2013, and contained 42 key findings and identified 18 recommendations.
 6. The Cabinet considered the report at its meeting on 11 July 2013 and agreed its formal response at its business meeting on 15 December 2014. A full copy of the Cabinet Response is attached at **Appendix B**.

Cabinet Response to Recommendations

7. The Cabinet response shows that all of the report's recommendations have been accepted.

Way Forward

8. Councillor Julia Magill (Cabinet Member, Education and Skills) and Nick Batchelar (Director of Education and Lifelong Learning) have been invited to present the Cabinet Response and answer Members' questions.
9. Members are requested to consider the responses received from the Cabinet.

Legal Implications

10. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to the Cabinet or Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of 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 on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (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

11. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet or Council will set out any financial implications arising from those recommendations.

RECOMMENDATION

That Members consider the information contained in **Appendix A and B**, and submit any comments or recommendations to the Cabinet Member and Director of Education and Lifelong Learning.

Marie Rosenthal
County Clerk and Monitoring Officer

28 December 2014

CABINET MEETING: 15 DECEMBER 2014

CABINET RESPONSE TO THE REPORT BY THE CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE ENTITLED "THE IMPACT OF POVERTY ON EDUCATIONAL ATTAINMENT IN CARDIFF"

REPORT OF DIRECTOR OF EDUCATION & LIFELONG LEARNING

AGENDA ITEM: 6

PORTFOLIO: EDUCATION & SKILLS (COUNCILLOR JULIA MAGILL)

Reason for this Report

1. To respond to a report published by the Children & Young People Scrutiny Committee in May 2013

Background

2. The Children and Young People Scrutiny Committee agreed to undertake a Task and Finish Inquiry into educational attainment and poverty as part of its 2012-2013 work plan
3. The Committee agreed the following Terms of Reference for the Task and Finish Group:-

To explore how to close the attainment gap in Cardiff created by deprivation and poverty (where the attainment gap refers to the difference in educational attainment achieved by pupils eligible for free school meals (FSM), compared with those who are not). The Task and Finish group would:

Gain an understanding of:

- How poverty can be defined and how many young people in Cardiff are affected
- Why poverty has an effect on the educational attainment of young people
- The scale of the educational attainment gap in Cardiff and how it is linked to poverty and deprivation
- Initiatives the Council has in place to address the barriers to attainment created by poverty.

- Consider evidence from teachers, school management, governors, student representatives and other key stakeholders.
- Examine good practice and successful initiatives in Cardiff and across comparable local authorities in the UK
- Use the evidence collected above to make informed recommendations to the Cabinet and other relevant stakeholders aimed at closing the attainment gap created by poverty in Cardiff.
- Report the findings of the Committee to the Cabinet and stakeholders

Issues

4. Data presented to the members of the Inquiry by a representative of Save the Children estimate that 18,289 young people in Cardiff live in relative income poverty; this is 26% of the 0-19 year old population of Cardiff.
5. The report recognises that the Authority, as a whole, acknowledges that there does not need to be a link between living in a deprived area and poor educational attainment, and that this link can be broken. It states that the Cabinet need to ensure that this mind-set is embedded in the culture of all schools, and in all Council services that engage with young people and families
6. The report states that pupils eligible for free school meals are outperformed by those not eligible at every key stage with the gap widening between Foundation Phase and KS4.
7. The report makes 18 recommendations and all have been accepted or partially accepted. Full details of the recommendations and response are in appendix A.

Reasons for Recommendations

8. To enable the Cabinet to respond to the report published by the Children & Young People Scrutiny Committee

Legal Implications

9. Any relevant legal implications will be identified and considered as part of the work to progress the responses to the recommendations that are accepted.

Financial Implications

10. Any relevant financial implications will be identified and considered as part of the work to progress the responses to the recommendations that are accepted.

RECOMMENDATION

Cabinet is recommended to agree to the response to the recommendations as set out in Appendix A.

NICK BATCHELAR

Director

9 December 2014

The following appendix is attached:

Appendix A: Cabinet Response to the report of the Children and Young People Scrutiny Committee entitled: "The Impact of Poverty on educational attainment in Cardiff" – Report of the Director of Education

Cabinet Response to the Report by Children & Young People Scrutiny Committee 'The Impact of Poverty on Educational Attainment in Cardiff' May 2013

Cabinet welcomes the findings of the Children & Young People Scrutiny Committee. A response to each of the recommendations is set out below:

- R1. The Authority, as a whole, acknowledges that there doesn't need to be a link between living in a deprived area and poor educational attainment, and that this link can be broken. The Cabinet must ensure that this mind-set is embedded in the culture of all schools, and in all Council services that engage with young people and their families. Supported by Key Findings 4 and 42**

Response: This recommendation is accepted

The Council has reaffirmed its commitment to raising educational attainment in Cardiff in the Corporate Plan, and is challenging the historic and unacceptable link between living in a deprived area and poor educational attainment through targeted improvement in individual schools and through the 21st Century schools plan. In 2014 there has been strong improvement in some schools serving areas of significant deprivation, such as Willows High School and Herbert Thompson Primary School.

The provisional data for 2014, published in October, shows that in Cardiff the FSM, non FSM gap closed between 2013 and 2014 at Key Stage 2 (Core Subject Indicator) from 19.4 to 17.6 percentage points and at Key Stage 4 (Level 2 inclusive) from 36.2 to 33.1. Comparative figures for Wales in 2014 are not yet published but both these 2014 measures for Cardiff were lower than the Wales 2013 figures.

- R2. The Cabinet must ensure that all schools, working closely with the Council and partner organisations, develop a holistic Family Engagement Strategy. This strategy should enable all parents to be fully engaged and involved in their child's education, break down any barriers that exist between home**

and school, and ensure that both parents and young people are getting the support they require. Supported by Key Findings 8 and 10

Response: This recommendation is accepted

Families First is the key programme for designing better integrated support for families living in poverty in Cardiff. The Families First programme aims to be family focused taking a whole family approach to improving outcomes and is bespoke in terms of tailoring support to individual family circumstances. It is an integrated strategy with effective co-ordination of planning and service provision across organisations, ensuring that needs assessment and delivery are jointly managed. The programme is pro-active seeking early identification and appropriate intervention for families. The programme identifies needs of communities and develops appropriate service delivery to fit those needs with particular regard for the opportunities to link with the Flying Start, Integrated Family Support Services (IFSS) and Communities First programmes.

R3. The Cabinet must ensure that, in spending their Pupil Deprivation Grant allocation, schools use guidance materials, such as the Sutton Trust Toolkit, to make informed decisions on the most effective use of the money they have available. Schools are accountable for the use of this money, and must be required to demonstrate the impact the spending has had, and clearly identify the future long term impact it will have for pupils who live in deprivation. Supported by Key Findings 18, 19 and 20

Response: This recommendation is accepted

Schools have been provided with a range of guidance materials such as that provided by the Welsh Government and the Estyn self-evaluation tool. They have also been given electronic links to material such as the Sutton Trust materials. The Consortium have provided schools in the early summer term with a revised format for their PDG spending plan that they could use as their improvement plan. The Consortium has reminded schools about the requirement to publish their spending plans on line and are continuing to do that. Challenge advisers have discussed each school's improvement priorities. PDG will have featured within that discussion and challenge advisers approve and/or give a professional view in discussion with schools of the appropriateness of their plans. Good practice in the effective use of this grant in

Cardiff schools has been cited in the Estyn thematic survey (Pupil Deprivation May 2014).

**R4. The Cabinet identify and share examples of good practice for transition of pupils from primary to secondary school across all schools in Cardiff.
*Supported by Key Finding 23***

Response: This recommendation is accepted

The LA and the Consortium identify examples of good practice in transition planning and are working towards sharing examples of best practice. For example, the Fitzalan cluster have well developed transition planning for all pupils with a particular emphasis on those pupils who will be particularly vulnerable in the secondary context. Transition planning for some of our most vulnerable pupils with Special Educational Needs is well developed with Secondary Special Educational Needs Co-ordinators (SENCOs) being involved in primary school pupil reviews.

**R5. The Cabinet ensure that the quality of teaching in Cardiff schools is of the highest standard so that all children are supported to achieve educationally by: a. putting in place the necessary support mechanisms to enable head teachers to challenge their staff to improve, and b. supporting the expansion of Teach First into South Wales.
*Supported by Key Findings 28, 29 and 24***

Response: This recommendation is accepted

There is an established performance management system established for teaching staff in all schools. The focus is on standards and in particular on the outcomes achieved by pupils and the quality of teaching in classrooms.

There are 19 Teach First graduates placed in 5 Cardiff high schools, Fitzalan, Cathays, Michaelston, Willows and Cantonian.

R6. The Cabinet establish a process for sharing good practice across all schools to facilitate a culture of sharing teaching practices and initiatives that have successfully impacted upon educational attainment, and

create a peer support network for teachers, support staff and governors in Cardiff.
Supported by Key Finding 25

Response: This recommendation is accepted

There have been significant steps taken throughout the past academic year to develop a Central South Wales Challenge improvement strategy in the region, building on the practice from the Challenge areas in England. This strategy is designed to build effective practice in schools and to ensure that this good practice 'travels' around the system. School Improvement Groups (SIGs) are established across the consortium. They are facilitating school to school improvement and each SIG has an action plan clearly focussed on improving standards. There have been high levels of engagement recorded so far.

R7. The Cabinet continue to explore the concept of Federated Schools, which are seen to facilitate the sharing of expertise, resources and practices.
Supported by Key Finding 26

Response: This recommendation is accepted

The Federation of Maintained Schools (Wales) Regulations 2014 which came into force on 22 May 2014 continue to allow governing bodies to be able to federate their schools if they wish. In addition the regulations provide LAs with the power to federate schools. These new regulations also contain a process for LAs to federate small schools, which have been defined in an Order made by the Welsh Ministers as a school which has fewer than 91 pupils. The concept of Federated schools continues to be explored as part of the ongoing 21st Century Schools refresh.

R8. The Cabinet support the Welsh Government drive for effective school governors, and put in place appropriate training and support to equip governors in Cardiff with the necessary skills and confidence to drive improvements and hold school leadership to account.
Supported by Key Finding 27

Response: This recommendation is accepted

The importance of good governance of schools is noted and is a priority in the Council's Estyn Action Plan. The process for appointing governors to LA vacancies is currently under review to strengthen the range of individuals who take up these roles.

R9. The Cabinet develop a city-wide campaign to ensure that all families who are eligible to receive free school meals are made aware of this entitlement and are supported to complete the necessary forms.

Supported by Key Finding 13, 14 and 30

Response: This recommendation is accepted

The uptake of Free School Meals has significantly improved following a City Wide take up campaign and a change to the administration. Customers can now apply for Free School Meals at the same time as claiming Housing Benefit and Council Tax Reduction, using the same application form. The service has been extended to the Hubs and Area Offices throughout the City so claims and enquiries can be dealt with in the locality. Data matching also enables officers to contact customers who are entitled to, but not in receipt of Free School Meals to ensure that there is proactive contact with those in greatest need.

R10. The Cabinet take every measure to remove the stigma or negativity attached to claiming free school meals, and continue to give full support and commitment to the introduction of biometric cashless catering in Cardiff secondary schools.

Supported by Key Findings 33 and 14

Response: This recommendation is accepted

The Education Department working with the Corporate ICT and Procurement have commissioned a project which should see a biometric cashless payment system installed in every Cardiff Secondary School by the end of the 2015 calendar year. The first system was installed in Willows High School early in the autumn term of 2014 and the next batch of schools to benefit from installation will be Fitzalan, Cathays and Plasmawr. This removes the 'visibility' of those on free school meals.

R11. The Cabinet explore strategies to raise awareness and promotion of the Free Breakfast Initiative, with a view to increase the uptake across the city and support families in most need. *Supported by Key Finding 32*

Response: This recommendation is accepted

Raising awareness and the promotion of the Free Breakfast Initiative remains a clear focus. There are currently 86 Primary and Special Schools operating the Free Breakfast Initiative, with a further school due to start later this term. This equates to 86% take up. The average take up within schools operating the Free Breakfast Initiative is 25%. Of the 15 remaining schools, 7 operate a paid breakfast club.

R12. The Cabinet support a clear Council-wide commitment to the principles of Restorative Approaches within schools and other partner organisations across the city. This will include a clear vision, strategy for implementation and commitment to provide appropriate support resources. Supported by Key Finding 33 and 34

Response: This recommendation is accepted

Since May 2013 there has been a focus on embedding restorative approaches in the new Cardiff Families First programme from the outset. Training is ongoing and projects such as Restorative Approaches Family Group Meetings and Team Around the Family are examples of good practice in embedding restorative approaches in their work with children, young people and families. Training has also taken place to support the creation of Neighbourhood Resolution Panels. 119 people have been trained on 3 to 5 day Restorative Approaches courses since April 2013. 68 were from Families First and 46 from Neighbourhood Resolution Panels as well as 1 from the Youth Offending Service and 4 PCSO's to support that initiative. Over a hundred further staff from schools and Social Services have received inset and awareness input on restorative approaches during this period.

Schools such as Herbert Thompson Primary School and Fitzalan High School continue to utilise restorative approaches and report improved behaviour, relationships, attendance and exclusion data that they link to restorative work with pupils and their families. Both schools presented at the recent Restorative Approaches in South Wales Conference as models of good practice in earliest intervention and prevention in education.

Depth has been added to the Restorative Approaches offer through Family Learning Signature, a family engagement, assessment and distance travelled tool that is restorative and empowering in that it engages families to identify their own needs and contribute solutions. 71 Agents have been trained who are able to facilitate a Family Learning Signature. 44 are from schools, 16 from Families First and 11 from Communities First. Good practice is emerging at Fitzalan School and Baden Powell School in the use of Family Learning Signature to identify family needs and create and identify interventions to address them.

**R13. The Cabinet support Library Services to undertake promotion and outreach to schools so that young people have access to literature from a young age, with particular focus on deprived parts of the city.
Supported by Key Finding 35**

Response: This recommendation is accepted

A financial bid is currently being considered by CyMAL to support the purchase of a suitable vehicle to undertake a pilot scheme with primary schools in the East of the City. Outcomes and measures of success will focus on new users/book issues and relevant demographics supported by the Summer Reading Challenge. Work will be undertaken to ascertain whether the schools' library service could be supported by the deprivation grant.

**R14. The Cabinet ensure that the expansion of Flying Start into communities most in need is not held back by inadequate facilities, and that the programme is delivered in the highest quality environments, recognising the importance of early intervention for young people living in poverty.
*Supported by Key Findings 36 and 37***

Response: This recommendation is accepted

22 schemes are in progress or have been completed from 2012 until the present time. All schemes have been designed with a view to developing high quality environments and to comply with Care and Social Services Inspectorate Wales standards and building regulations.

**R15. The Cabinet support the work of volunteer organisations, such as Student Volunteers Cardiff, and raise awareness across all schools in Cardiff of the additional support they can offer.
*Supported by Key Finding 39 and 40***

Response: This recommendation is accepted

The work of volunteers is co-ordinated centrally and at the present time there are 202 business volunteers and 90 third sector volunteers supporting pupils vulnerable to underachievement in Cardiff schools. Central staff link volunteers with schools, train them and provide on-going support.

R16. The Cabinet explore the possibility of co-locating health services and social services within a school setting, enabling a holistic approach to helping families in deprived communities, and raising the profile of these services.

Supported by Key Finding 41

Response: This recommendation is accepted

One of the key aims of the forthcoming refresh of the local authority's "21st. Century Schools Programme" is to ensure that in the future "Community Focused Schools" are developed. It is commonly acknowledged that our schools are best placed within the community to deliver a broad range of wider community benefits. As part of this it would be possible in the future to consider the co-locating of health and social services within a school setting.

R17. The Cabinet, through its responsibilities of monitoring and challenge, support school leaders to develop appropriate management and financial expertise to adapt to the increasing demands placed on schools.

Supported by Key Finding 26

Response: This recommendation is accepted

Individual Schools buy into an SLA with Finance who provide support in building up a budget as well as monitoring and providing advice on the financial impact of any potential decision a school may have. For 2013/14 and 2014/15 there has increasingly been a prescriptive nature to the grants provided for by Welsh government not least in the case of Pupil Deprivation Grant. Schools have received advice from finance in respect to eligibility of expenditure and in compiling the returns for the annual audit of that Grant. In addition, this Grant has significantly increased from 2013/14 to 2015/16 from £450 per pupil to £1050 per pupil. Whilst, this has been positive it should be noted that the increase in 2014/15 where it more than doubled was heralded as a one off increase with a return in 2015/16 to 2013/14 levels. Therefore, schools were unable to use the funding in a planned and sustainable way with the 2015/16 increase only being confirmed in October 2014.

R18. The cabinet accepts these recommendations and its response, identifies an action plan, including timescales, for the implementation of the accepted recommendations.

Response: This recommendation is accepted

All recommendations are at least partially accepted and are contained within the Education Business Plan which documents the actions to be taken, including timescales, along with quantitative targets for the performance of pupils eligible for free school meals. All Estyn improvement actions are included within the Education Business Plan.

THE CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

AGENDA ITEM:5

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

13th January 2015

SOCIAL SERVICES AND WELL BEING ACT (WALES) 2014

Purpose of Report

1. As part of the Children & Young People Scrutiny Committee 2014-15 Work Programme, which was agreed at Committee in September 2014, the Committee requested a briefing paper on the Social Services and Well Being Act (Wales) 2014.
2. The Briefing Report, which has been prepared by the Director of Children's Services, is attached at **Appendix A** and provides an overview of the Act, the implementation timeline, the implications of the Act for Social Services and the wider Council and details of the advice and support that is available to assist Councils in implementing the Act.

Way Forward

3. The Director of Social Services, Tony Young, has asked to attend Committee for this item and to give a presentation that takes Members through the briefing.
4. Members will have the opportunity to ask questions on the Act and the implications for Cardiff.

Financial Implications

5. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications.

Legal Implications

6. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of 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 on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (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.

RECOMMENDATION

The Committee is recommended to consider the information provided by the Director in the briefing report and presentation at Committee, and consider the future scrutiny of this item.

MARIE ROSENTHAL

County Clerk and Monitoring Officer

28th December 2014

Briefing Note on the Social Services and Well-being (Wales) Act 2014

Purpose of this briefing note

To provide Elected Members in the City of Cardiff and the Vale of Glamorgan Councils with an update on the Social Services and Well-being (Wales) Act 2014 and the steps being taken to prepare for implementation of this Act.

Background

In February 2011, the Deputy Minister for Social Services announced a new strategic plan for putting social services on a sound footing, "Sustainable Social Services for Wales – A Framework for Action".

The Social Services and Well-being (Wales) Act received Royal Assent and became law on 1st May, 2014. Its purpose is to repeal or consolidate existing legislation and to specify the core legislative framework for social services and social care in Wales, giving effect to the policy stated in the White Paper "Sustainable Social Services for Wales: A Framework for Action". The Act is intended to transform the way social services are delivered through an approach that is focused on achieving the outcomes necessary to promote a person's well-being - as an individual, as part of a family and as part of their community.

Ministers have agreed that the Act should come into force from April 2016.

Content of the Act

The Act in its entirety can be found by following this link:

http://www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf

The Act locates social care and social services within a wider framework of 'wellbeing', placing a new duty on local government to provide care and support for 'people in need' and emphasising the important role of prevention. This carries significant implications not just for Social Services but also for other local government services and the wider public sector.

While the broad aims of the Act have attracted considerable support, there is still discussion about how such a comprehensive programme of change can be managed and delivered in the current economic climate. Welsh Government maintains that, in the longer-term, implementing the Act will be cost neutral. This is predicated on the principle that a focus on well-being, prevention and the provision of information and advice will divert and reduce demand for current and more expensive forms of care and support.

Relevant Issues and Options

The Welsh Government timetable for implementation is set out in figure 1.

The first tranche of guidance and regulations under the Act have been published and consultation on this closes on 2nd February 2015.

The Act is intended to promote considerable integration between the health and social care sectors and Welsh Government has emphasised the need to secure implementation on a regional (i.e. LHB) basis. Some funding has been provided to local government and partners (including Local Health Boards and the Welsh NHS Confederation) to support

regional implementation activity. A further grant of £1.5 million is available this year across Wales. There are a number of key tasks required to reinforce collaboration between local government and the NHS. These include:

- The requirement to develop regional governance which reflect the national steering and engagement structure of Partnership Forum and Leadership Group. - This has been achieved through the Integrated Health and Social Care Governance Board, Strategic Leadership Team and Implementation Group. Membership of these Groups include the Leaders and Cabinet Members of the Local Authorities, the Chair and Vice Chair of the University Health Board (UHB), Chief Executives/Managing Director of Cardiff and the Vale Councils and the UHB, , Director of Strategy and Planning for the UHB, Directors of Social Services, Director of Public Health and the Chief Executives of the Voluntary Sector umbrella organisations in Cardiff and the Vale.
- Undertake a rigorous self assessment of the readiness of partners to implement the Act. The deadline for this has recently been extended to 31st January 2015. - This work has commenced. A self-assessment tool has been developed and a first draft will be completed by 31st January 2015
- Undertake a local cost-benefit analysis of their development plans and review budgets accordingly. - Welsh Government are currently reviewing the timing of this requirement
- Development of a comprehensive regional implementation plan by the end of the financial year. - Once the Self-assessment is completed the implementation plan will be prepared.



Figure 1

Joint working across health and social care is a dominant theme within the Act and the recent joint tendering exercise between the City of Cardiff Council, the Vale of Glamorgan Council and the University Health Board, will assist with accelerating the pace of integration between health and social services for Adult Community Health and Social Care and take this Region closer to fully implementing the requirements of the Act.

The Scrutiny Committees in Cardiff and the Vale of Glamorgan have already received reports on the new Act. Once the regional implementation plan has been completed a further report will be prepared which sets out steps that need to be taken so that we are fully prepared to implement the requirements of the Act.

Staff awareness raising sessions have already commenced and once the guidance is finalised, a more detailed training plan targeted at specific needs will be established.

THE CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD

AGENDA ITEM: 6

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

13th January 2015

CABINET RESPONSE TO REPORT OF COMMITTEE TITLED:

‘CHILD HEALTH AND DISABILITY TEAM (CHAD)’

Purpose of Report

1. The purpose of this report is to provide Members with an overview of the December 2014 Cabinet response to this Committee’s scrutiny task and finish report on the Child Health and Disability Team, which was published in September 2013.

Background

2. In March 2013, the Members of the Children and Young People Scrutiny Committee agreed as part of their work programme to undertake an inquiry into the Council’s Child Health and Disability Team (CHAD). As a result the Committee agreed to set up Task and Finish Group Inquiry. The terms of reference were agreed as follows:
 - To establish the level of services and support provided by the CHAD team to meet the needs of disabled children in Cardiff.
 - To identify best practice that can be utilised in Cardiff for the identification of need, assessment criteria and provision of service.
 - To identify how best the CHAD service should be operated for the children and young people who wish to access services and support.
 - To report the findings of the Committee to the Cabinet.
3. The task group Inquiry was informed by evidence from Senior Management of Children Services, Interim Service Lead Manager, Staff from the Children’s Health and Disability team, the previous Cabinet Member Councillor Richard Cook, the GMB Union as well as voluntary sector organisations and partners.

4. The task group Inquiry heard from representatives of the following external voluntary organisations; ABCD Cymru, Touch Trust, Ty Gwyn School, Bobath Children's Therapy Centre, Action for Children, Ty Storrie, Ty Hafan. It visited other local authorities which included Newport Council and Luton Borough Council. The task group also heard from parents, carers and a grandparent of disabled children.
5. The resultant report which captured the main comments and views from the evidence received, was endorsed by Committee on 10 September 2013, and contained 28 key findings and identified 18 recommendations.
6. The Cabinet considered the report at its meeting on 9 December 2013 and agreed its formal response at its business meeting on 15 December 2014. A full copy of the Cabinet Response is attached at **Appendix A**.
7. The Director of Children's Services had already begun to draft a CHAD Development Plan set out that the Service vision will be to ensure that:
 - Disabled children are supported to live safely within their families, realise their aspirations and achieve their full potential;
 - Where they cannot live at home disabled children will experience best care available within resources;
 - Support disabled young people towards achieving smooth and safe transition to enabled adulthood.
8. The plan was considered by this Committee at its meeting in May 2014 and members were pleased to see that it included details of the actions, timescales, progress to date and the responsible officer, to ensure that each of the areas of activity (Strategy and Commissioning, Eligibility and Access, Service Standards and Quality, and Workforce) are undertaken.

Cabinet Response to Recommendations

9. The Cabinet response shows that all of the report's recommendations have been accepted, In addition of particular significance were recommendations 1 and 9, which have been commented on in paragraphs 5 and 6 of the Cabinet report.

Way Forward

10. Councillor Sue Lent (Cabinet Member, Early Years, Children and Families) and Tony Young (Director of Children's Services) have been invited to present the Cabinet Response and answer Members' questions.
11. Members are requested to consider the responses received from the Cabinet.

Legal Implications

12. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to the Cabinet or Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of 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 on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (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

13. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet or Council will set out any financial implications arising from those recommendations.

RECOMMENDATION

That Members consider the information contained in **Appendix A**, and submit any comments or recommendations to the Cabinet Member and Director of Children's Services.

Marie Rosenthal
County Clerk and Monitoring Officer

28 December 2014

Background Report: Child Health and Disability September 2013
Report of the Child and Young People's Scrutiny Committee

CABINET MEETING: 15 DECEMBER 2014

**CABINET RESPONSE TO A REPORT OF THE CHILDREN AND
YOUNG PEOPLE SCRUTINY COMMITTEE ENTITLED CHILD
HEALTH AND DISABILITY TEAM (CHAD)**

**REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES
AGENDA ITEM: 4**

**PORTFOLIO: EARLY YEARS CHILDREN AND FAMILIES (COUNCILLOR
SUE LENT)**

Reason for this Report

1. The purpose of this report is to enable Cabinet to respond to the report of the Children and Young People Scrutiny Committee at the conclusion of its enquiry into the Council's Child Health and Disability Team (CHAD).

Background

2. The terms of reference of the enquiry were to
 - o Establish the level of services and support provided by the CHAD team to meet the needs of disabled children in Cardiff
 - o Identify best practice that can be utilised in Cardiff
 - o Identify how best CHAD services should operate

Issues

3. The report sets out 28 key findings and 18 recommendations that resulted from the inquiry
4. It is noted that the findings and recommendations are comprehensive and relate to a very wide range of complex strategic, policy and practice issues in relation to services for disabled children and their families. Several of the key findings and recommendations can only be realised over a sustained period and programme of improvement.
5. Of particular significance were recommendations 1 and 9. Recommendation 1 was concerned with undertaking an exercise to ascertain the staffing complement necessary to meet need. Given the likely strategic direction in favour of integration with partners (see paragraph 8 below), staffing resources will be a critical consideration in the development of the new model of delivery.

6. Recommendation 9 was concerned with reviewing eligibility criteria. Although there has been a review of eligibility criteria to support improvements to the operational effectiveness of the CHAD Team, it is clear that these will need to be revisited in any remodeling of services.
7. It is noted that on 13 May 2014, the Director of Children's Services reported to the Children and Young People Scrutiny Committee on a CHAD Development Plan. This plan was designed to respond to each of the recommendations in the report of the Scrutiny Inquiry.
8. It is noted that whilst the Development Plan has enabled the Children's Services Directorate to address significant deficits in the operation of CHAD it has also initiated key strategic work streams to enable the implementation of a new strategic approach and model of service in partnership with the Vale of Glamorgan Council, the Education Directorate and the University Health Board (UHB). This includes the preparation of detailed proposals to introduce a model of services base on a 0-25 age range (instead of as now 0-18); improve transitions; secure cost reductions in education, childrens and health and social care directorates; improve outcomes and service quality.
9. It is noted that agreement has recently been reached with the Vale of Glamorgan Council and the UHB to joint fund a 'Change Manager' post to prepare the detailed proposals and an accelerated implementation programme to enable delivery of these improvements. There is clear partner confidence in the prospects for achieving this strategic change.

Reasons for Recommendations

10. To enable Cabinet to respond to the report of the Children and Young People Scrutiny Committee following an Inquiry into CHAD.

Legal Implications

11. There are no direct legal implications arising from this report but the key changes proposed in terms of the model of service, transitions and cost effectiveness will need to be reviewed in legal terms once known.

Financial Implications

12. There are no direct financial implications arising from this report at the present time but the key changes proposed in terms of the model of service, transitions and cost effectiveness will need to be reviewed and quantified in financial terms once known.

RECOMMENDATIONS

The Cabinet is recommended to:

- 1) note the findings and recommendations of the report of the Children and Young People Scrutiny Committee following its inquiry into CHAD and

the agree the development plan at Appendix 1 as the Cabinet response.

- 2) Note that the Director of Children's Services will bring forward a report to enable Cabinet to further consider detailed proposals for the remodelling of services to disabled children prior to finalising agreement between joint funders as to next steps.

TONY YOUNG

Director

9 December 2014

The following appendix is attached:-

Appendix 1 Child Health & Disability Team Development Plan

**CARDIFF COUNCIL
CHILD HEALTH AND DISABILITY TEAM
DEVELOPMENT PLAN**

APPENDIX 1

Date: April 2014

Vision Statement	<p>Cardiff Child Health and Disability Services will ensure that:</p> <ul style="list-style-type: none"> • Disabled Children are supported to live safely within their families, realise their aspirations and achieve their full potential • Where they cannot live at home disabled children will experience best care available within resources • Support disabled young persons towards achieving a smooth and safe transition to enabled adulthood
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1. Area of Activity: Strategy and Commissioning

Outcomes	<ul style="list-style-type: none"> • People are be able to access services which are carefully planned in the short and medium term, and which are available at the right time, in the right place and at the right price. In all our planning, we <ul style="list-style-type: none"> ○ Listen carefully to service users and carers ○ Work collaboratively across all partners and providers ○ Rely on sound evidence about needs and about effectiveness • The range of resources available meets the needs of children and young people. • Strategic Plans due account of the needs of carers • Children and young people are supported to live with their families rather than becoming looked after where it is in their best interest to do so. • Children and young people are supported to be as independent as possible, and to develop life skills, including access to universal and community based services, training and employment opportunities. • Children and young people who are looked after are supported in their preparation for independent living. • Young people leaving care are supported to live independently with access to appropriate Health and Social Care Services where eligible. • Sustainable financial plans deliver strategic objectives and best possible value for money.
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	Action	Timescale	Progress	Responsibility	RAG Status
Strategy					
1.1	Finalise and agree an integrated multi-agency strategy for disabled children and their families.	July 2014	A multi-agency group is well established. Partners in Cardiff and Vale University Health Board, Education Services and stakeholders represented on the Disability Work-stream	Cardiff Council led by Health	Amber

**CARDIFF COUNCIL
CHILD HEALTH AND DISABILITY TEAM
DEVELOPMENT PLAN**

	Action	Timescale	Progress	Responsibility	RAG Status
			Group have been engaged.		
1.2	Establish inclusive processes for engaging stakeholders more effectively in planning and commissioning. (Links to Scrutiny recommendations R13)	July 2014	<ul style="list-style-type: none"> • The Lead Manager has established effective communications with individual services providing organisations. • Improved communication arrangements between social workers and managers are reported against action 4.5. • The Lead Manager has met with the parent groups and organisations to discuss how communications can be best managed in the longer term and is planning developments with Cardiff and Vale University Health • New arrangements are being established to engage with parents, to improve on the previous arrangements. • Series of meetings held with a number of groups. • Agreed will build on existing Parents Federation arrangements to support engagement in ongoing development of strategies. • Board and other partners. 	LM; Commissioning	Amber
1.3	Explore opportunities to develop regional partnerships	Report due April 2014	<ul style="list-style-type: none"> • Opportunities are being explored to work more closely with the Vale of Glamorgan Council and Cardiff and Vale University Health Board in delivering Child Health and Disability services, including broadening the Cardiff Strategy for Disabled Children to become a Cardiff, Vale of Glamorgan and Cardiff and Vale University Health Board regional strategy. • Regional Collaborative Report Fund has commissioned external report to consider feasibility of an inter authority strategy for commissioning services. This will consider existing commissioning arrangements. 	Director (D)	Amber
Commissioning					
1.4	Review services, identify commissioning priorities and re-commission where appropriate.	Review by June 2014. Identify	<ul style="list-style-type: none"> • Commissioning priorities will be determined a multi-agency group to review and update the Strategy for Disabled Children and young People. 	LM/ Commissioning & Procurement	Amber

**CARDIFF COUNCIL
CHILD HEALTH AND DISABILITY TEAM
DEVELOPMENT PLAN**

	Action	Timescale	Progress	Responsibility	RAG Status
	(Links to Scrutiny recommendations R12)	priorities by June 2014. October 2014	<ul style="list-style-type: none"> • Direct Payments will be included in any review. The Lead Manager has initiated links with Health and Social Care Services to develop use of direct payments in Children's Services. • The Breakthrough service is being reviewed and re-specified by Children's Services, Cardiff and Vale University Health Board and Education Services. • The planning and implementation of the integrated Health and Social Care overnight short stay service model at Ty Storrie continues to progress. • A retendering process is being initiated for framework providers whose contracts have or are due to expire. 		
1.5	Engage partners through the Children and Young People's Programme Board in developing and extending special needs play schemes on a sustainable basis in order to meet the needs of children and young people during school holidays, with effect from summer 2014.	June 2014	<ul style="list-style-type: none"> • Development to be initiated through the Children and Young People's Programme Board in consultation with colleagues in Culture Leisure and Parks. • Commission review of play services for disabled children. 	LM	Red
1.6	Establish strengthened arrangements for monitoring to ensure the quality of services is effective and use of resources is appropriate.	Completed	<p>Significant progress has been made to strengthen service effectiveness. For example:</p> <ul style="list-style-type: none"> • Negotiations initiated with sessional support providers to strengthen cost-effectiveness. • Lead Manager has met with service providers and is involved in monitoring meetings convened by Operational Manager (OM) resources to ensure that all contracted services are operating according to the expectations of the contract specifications. • Monthly budget monitoring meetings are now established between Operational Manager (OM), Team Managers and Business Support staff to ensure that need, spend 	LM	Amber

**CARDIFF COUNCIL
CHILD HEALTH AND DISABILITY TEAM
DEVELOPMENT PLAN**

Action	Timescale	Progress	Responsibility	RAG Status
		<p>and budget are more effectively aligned to maximise value.</p> <ul style="list-style-type: none"> • A process of OM approval has been established to authorise any increase in service provision or new care package. • Letters have been issued to service providers to ensure practice is compliant with financial procedures. For example: mileage, parking expenses, invoicing process. • The scope of the funding provided by LATCH for the Hospital Team is being clarified. • Business Support now use signed CP12 to verify invoice in line with the child in need review process before paying bills. • All CP12's currently have duration 'until 31st March'. At the point of each review, the durations will be amended to reflect the each child's individual plan. 		

2. Area of Activity: Eligibility and Access

Outcomes	Timescale	Progress	Responsibility	RAG Status
<ul style="list-style-type: none"> • Disabled children, young people and their families will be able to find out where and how to get the help they need when someone may be at risk. • Disabled children, young people and their families are able to find information about available services. • Disabled children, young people and their families will receive an appropriate and timely response when they contact Children's Services. • Equality and diversity issues are effectively included in planning and implementation of services in order to most appropriately meet the needs of all children and young people. • Children and young people are supported by staff from the most appropriate statutory agency or service provider, who understand and carry out their safeguarding responsibilities effectively. 				
Action	Timescale	Progress	Responsibility	RAG Status
2.1 Develop information resources in conjunction with stakeholders.	August 2014	<ul style="list-style-type: none"> • Information published on the Council's website is currently being reviewed as part of the Council's web- 	LM	Amber

**CARDIFF COUNCIL
CHILD HEALTH AND DISABILITY TEAM
DEVELOPMENT PLAN**

	Action	Timescale	Progress	Responsibility	RAG Status
2.2	<p>(Links to Scrutiny recommendation R12)</p> <p>Review, in association with stakeholders, the referral process and eligibility criteria for services to be delivered by the Child Health and Disability Team. (Links to Scrutiny recommendation R9, R11, R14)</p>	July 2014	<p>refresh project.</p> <ul style="list-style-type: none"> • Improved access to information will be a priority for consideration in development of the new Disabled Children's Strategy. • The creation of 'Awareness Days' at schools and clinics is being discussed with partner agencies. • Examples of good practice have been examined in preparation for creating a Disability Register and associated awareness raising media. Vale of Glamorgan have well established disability Index. Negotiations have been initiated with a view to developing a Cardiff and Vale Index. <p>This will be determined as part of planned multi-agency work to review the Strategy for Disabled Children.</p>	LM	Amber
2.3	<p>Establish processes to ensure that parents of disabled children are fully informed of any changes in services that affect them or their children. (Links to Scrutiny recommendation R10)</p>	Completed and ongoing	<ul style="list-style-type: none"> • Operational arrangements in place. 	LM	Green
2.4	<p>Ensure effective alignment of eligibility so that children are appropriately stepped up or down between Children's Services and Families First on a timely basis. (Links to Scrutiny recommendation R11)</p>	Completed and ongoing	<ul style="list-style-type: none"> • There are active and ongoing discussion between Child Health and Disability Team managers and Families First managers. • This will be further taken forward as part of the work to review the Disability Strategy. 	LM	Amber

**CARDIFF COUNCIL
CHILD HEALTH AND DISABILITY TEAM
DEVELOPMENT PLAN**

3. Area of Activity: Service Standards and Quality

Outcomes				RAG Status
Action	Timescale	Progress	Responsibility	RAG Status
3.1 Investigate examples of best practice. (Links to Scrutiny recommendation R14, R15)	July 2014	<ul style="list-style-type: none"> Visit to best practice sites are being undertaken. 	LM	Amber
3.2 Build relationships and integrated working where appropriate to ensure the best possible use of resources, opportunities and skills (Links to Scrutiny recommendation R3, R16, R17)	Ongoing	<p>Significant progress is being made in this action:</p> <ul style="list-style-type: none"> Initial referral, intake, assessment and risk management screening has been enhanced by integrating a child health and disability social worker within the Children's Access Point (CAP) team. Multi-agency planning sub-group being established as part of the work to review the Strategy for Disabled Children and Young People, including representatives from Education Services and the Health Board. Meetings with Head Teachers of the Special Schools planned. Named social workers will be identified as Child Health and Disability leads for liaison with each school. Need to identify pathways and process for liaison with voluntary organisations not represented in existing groups. Loss of funding for the Parents Network coordinator is a potential issue. Suggestion to mitigate the issue is that 	LM	Green

**CARDIFF COUNCIL
CHILD HEALTH AND DISABILITY TEAM
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Action	Timescale	Progress	Responsibility	RAG Status
		<p>parent groups work together to create links between their groups and nominate a representative to feed back to the collective.</p> <ul style="list-style-type: none"> Lead Manager has met with all Head Teachers of special schools in Cardiff with a view to developing closer working relationships. 		
<p>3.3 Adapt CareFirst so that it is fit for the purpose of recording and case managing child health and disability services (Links to Scrutiny recommendation R2, R15)</p>	<p>October 2014</p>	<p>Measurable progress has been made as follows:</p> <ul style="list-style-type: none"> Plans in progress to established a Register of Disabled Children, using the CareFirst application, in accordance with the statutory guidance of the Children Act 1989. Analysis of requirements underway to inform technical specification. Development work completed to use the 'Service Agreement Package' facility on CareFirst to initially record all section 17 short breaks and then to record all services provided. Pilot planned as first stage of implementation. Transition Report created on CareFirst. Is live and pending implementation. Plan to Implement Occupational Therapy (OT) report on CareFirst. Pending new OT appointment. A review desktop has been created in CareFirst. CareFirst development officer has initiated review of correct CareFirst functionality. 	<p>LM</p>	<p>Amber</p>
<p>3.4 Ensure that CareFirst is being used for case recording, recording service provision and to manage performance.</p>	<p>Completed and ongoing</p>	<ul style="list-style-type: none"> Weekly performance information is shared and concerns are noted and addressed. Managers are making sure that all staff in the Child Health and Disability team are aware of the Key Performance Indicators on a weekly basis. 	<p>LM</p>	<p>Green</p>
<p>3.5 Make sure that all children have an appropriate care plan and are reviewed within the required</p>	<p>Ongoing</p>	<p>Significant work is ongoing in this area:</p> <ul style="list-style-type: none"> The team is focusing on reviewing all historical cases 	<p>LM</p>	<p>Amber</p>

**CARDIFF COUNCIL
CHILD HEALTH AND DISABILITY TEAM
DEVELOPMENT PLAN**

Action	Timescale	Progress	Responsibility	RAG Status
timescales.		that are without a care plan and case where the care plan is no longer appropriate. Also reviewing those cases that might have been closed inappropriately. <ul style="list-style-type: none"> There are dedicated review social workers, however initially all of the team's social workers will be responsible for clearing some of the backlog of reviews. The appropriateness of cases where children are deceased but remaining open and worked by the Hospital Team is being considered. 		
3.6 Make sure Team Managers are conducting regular audits.	Achieved	The progress on this is being reported through Children's Services performance information.	NJ	
3.7 Develop effective Transition processes.	Ongoing	Working with colleagues in Health and Social Care. Discussions initiated. This also links with the work being commissioned under the Regional Collaborative Fund.	LM	Amber

4. Area of Activity: Workforce

Action	Timescale	Progress	Responsibility	RAG Status
4.1 Agree and implement a structure where roles are clearly defined. (Links to Scrutiny recommendations R1, R3, R5, R6, R14)	Completed	Significant progress has been made: <ul style="list-style-type: none"> Staffing complement proposed as part of Children's Services realignment. This is not a final structure since work is ongoing to consider the capacity needed to address direct payment and transition priorities. There are no Social Work Assistants currently working within the team. Plans for realignment include two Social Work Assistant posts. Will have clearly defined roles and responsibilities. 	LM	Amber

**CARDIFF COUNCIL
CHILD HEALTH AND DISABILITY TEAM
DEVELOPMENT PLAN**

	Action	Timescale	Progress	Responsibility	RAG Status
			<ul style="list-style-type: none"> Child Health and Disability Team social workers have now been established as part of the Child Access Point. Hospital Team posts confirmed as remaining until 31.03.15. Posts currently being advertised. The practice of Special Needs Health Visitors undertaking “social work” or work with children over the age of five has been discontinued. 		
4.2	Recruit and select sufficient social workers, in accordance with the Council’s Recruitment and Selection policy. (Links to Scrutiny recommendations R1, R6, R8).	Completed and ongoing	<ul style="list-style-type: none"> Two permanent team managers have been appointed which will alleviate the dependency on agency managers Several permanent social work posts have been appointed to. Ongoing recruitment to vacant posts 	LM	Green
4.3	Advertise for Occupational Therapist (22.5 hours post) and recruit.		Post has not yet become vacant. Health and Social Care have agreed that funding for Occupational Therapists will be transferred to Children’s Services. Considering revising duties to include additional line management responsibilities.	LM	Amber
4.4	Agree and undertake training programmes (Links to Scrutiny recommendations R7)	June 2014	All current managers have appropriate child care and managerial experience and training. New appointees will be supported by individual and appropriate training programmes as prioritised through Personal Performance and Development Reviews (PPDRs).	LM	Amber
4.5	Create a working environment that is attractive, appealing and has clear channels of communication. (Link to Scrutiny recommendations R4, R8)	Appoint by May 2014 & ongoing.	<ul style="list-style-type: none"> The Lead Manager (a post previously filled by a consultant) has been replaced by an experienced Cardiff Children’s Services manager. Appointment of permanent team managers A clear vision for the service is being developed. Formal fortnightly team meetings now take place. Informal weekly catch up meetings are convened by Team Managers. Information is conveyed to staff in the periods between meetings. A team-building programme is being planned. 	LM	Amber

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

13th January 2015

EXECUTIVE RESPONSE TO REPORT OF COMMITTEE TITLED:

'LISTENING EVENT FOR LOOKED AFTER CHILDREN MARCH 2014'

Purpose of Report

1. The purpose of this report is to provide Members with an overview of the December 2014 Cabinet response to this Committee's scrutiny task and finish report on the Listening Event with Looked After Children, which was published in March 2014.

Background

2. On 26th February 2014 this Committee convened a listening event with Looked After Children under the age of 11 to ensure the views of younger looked after children could be taken in to account:
 - School and Healthy Living.
 - Visiting Families and where you live.
 - Social Services.
3. The Event, which was held in a Committee Room of County Hall, was facilitated by Tros Gynal Plant and supported by a number of Committee members. The evidence gathering with the Children was based around a number of games and exercises.
4. The resultant report which captured the main comments and views of the children, was endorsed by Committee on 8 April 2014, and contained 5 key findings and identified 4 recommendations.

5. The Cabinet considered the report at its meeting on 17 July 2014, and agreed its formal response at its business meeting on 15 December 2014. A full copy of the Cabinet Response is attached at **Appendix A**.

Cabinet Response to Recommendations

6. The Cabinet response shows that the report's single recommendation has been accepted, as well as detailing the Cabinet's response to the recommendation.

Way Forward

7. Councillor Sue Lent (Cabinet Member, Early Years, Children and Families) and Tony Young (Director of Children's Services) have been invited to present the Cabinet Response and answer Members' questions.
8. Members are requested to consider the responses received from the Cabinet.

Legal Implications

9. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to the Cabinet or Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of 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 on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (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

10. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet or Council will set out any financial implications arising from those recommendations.

RECOMMENDATION

That Members consider the information contained in **Appendix A**, and submit any comments or recommendations to the Cabinet Member and Director of Children's Services.

Marie Rosenthal
County Clerk and Monitoring Officer

28 December 2014

Background Report: Listening Event – Looked After Children – March 2014
Report of the Children and Young People Scrutiny
Committee

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**CABINET RESPONSE TO A REPORT OF THE CHILDREN AND
YOUNG PEOPLE SCRUTINY COMMITTEE ENTITLED
LISTENING EVENT - LOOKED AFTER CHILDREN MARCH 2014**

**REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES
AGENDA ITEM: 3**

**PORTFOLIO: EARLY YEARS CHILDREN AND FAMILIES (COUNCILLOR
LENT)**

Reason for this Report

1. The purpose of this report is to enable Cabinet to respond to the report of the Children and Young People Scrutiny Committee following a 'Listening Event with Looked After Children' convened by the scrutiny committee in March of 2014.

Background

2. The Children and Young People Scrutiny Committee agreed to hold this event to ensure that the views of looked after children are heard by decision-makers in the Council.
3. It was the first such event held for children under 11 years of age and it was facilitated by Tros Gynal Plant
4. The event was based around three key themes:
School and healthy living
Visiting family and where you live
Social Services

Issues

5. The report sets out five key findings that resulted from the event.
6. The findings provide the Cabinet with an opportunity to reinforce a Commitment of the Council to the United Nations Convention on the Rights of the Child (UNCRC) and to the principle of participation by children and young people in general.
7. The report also recognises the vital role that listening to Looked After Children in particular, plays in upholding this commitment

8. The report provides a further opportunity to Cabinet to welcome the four recommendations made in the report.
9. It should also be noted that following dialogue between the Cabinet Member and the Director of Children's Services, the Directorate is actively considering effective ways to embed recommendations 2 and 4 as part of its ongoing approach to participation.
10. This is timely in light of the recommendations of the Care and Social Services Inspectorate's recent Report on its findings following an inspection in May of the Council's arrangements to support and safeguard Looked After Children. In that report it was recommended that the Council further strengthen its approach to the participation Looked After Children and this report.

Reasons for Recommendations

11. To enable Cabinet to respond to the report of the Children and Young People Scrutiny Committee following a 'Listening Event with Looked After Children convened by the scrutiny committee in March of 2014.'

Legal Implications

12. There are no direct legal implications arising from this report although it is noted that the recommendation supports the Council in discharging its general responsibilities in respect of consultation and the implementation of the UNCRC

Financial Implications

13. There are no direct financial implications arising from this report.

RECOMMENDATION

The Cabinet is recommended to agree the response to the report of the Children and Young People Scrutiny Committee following a 'Listening Event with Looked After Children' convened by the scrutiny committee in March of 2014', as set out in Appendix A

TONY YOUNG

Director

9 December 2014

The following appendix is attached:

Appendix A – Cabinet Response to Recommendations

APPENDIX A

R1. The Cabinet must ensure that decision makers regularly engage with Looked After Children (including those aged 11 and under) wherever possible to ensure that their views are heard during the development and implementation of all social care strategies, policies and plans and individual care plans.

Response – This recommendation is accepted

The recently refreshed Looked After Children Committee will integrate regular engagement within its annual programme of work and will provide conduit for their voice in policy and strategy.

R2. Children's Services should consider this format of listening event as an effective forum for Looked After Children aged 11 and under, to express their views.

Response – This recommendation is accepted

Children's Services will utilise this approach for the future at regular intervals

R3. The Children & Young People Scrutiny Committee and / or Corporate Parenting Panel should continue to hold regular listening events with different groups of Looked After Children to help understand their perspective on areas for improvement in social care.

Response – This recommendation is accepted.

As indicated in relation to recommendation 1, this will be integrated into the work programme of the Corporate Parenting Committee.

R4. Children's Services should develop additional methods of engagement with younger Looked After Children, to enable them to be made aware of, and actively involved

in, LAC reviews, meetings and decisions that affect them.

Response – This recommendation is agreed and this will be a priority for the newly established Looked After Children Service.

2015-16 BUDGET PROPOSALS – FOR CONSULTATION

Purpose of report

1. To provide Members with an overview of those sections of the Cabinet's '2015/16 Budget Proposals – for Consultation', that relate to the portfolios and service areas that fall within the remit of this Committee.

2. The scope of the scrutiny is as follows:
 - To clarify which of the '2015-16 Budget Proposals- for Consultation' fall within the remit of this Committee;
 - Receive evidence from relevant stakeholders that have asked to address Committee regarding these proposals;
 - Pass observations, comments and recommendations to Cabinet as part of the Budget Consultation process.

Structure of Papers

3. Attached to this report, Members will find a copy of the relevant sections of the '2015/16 Budget Proposals – for Consultation', divided by Directorate, as follows:
 - Children's Services (**Appendix 1**)
 - Sport, Leisure and Culture (Children's Play) (**Appendix 2**)
 - Education and Lifelong Learning (**Appendix 3**)
 - Other Savings Proposals that fall within the terms of reference of this Committee (**Appendices 4 and 4a**).

Background

4. The Council's Constitution allows for Scrutiny Committees to consider the draft Cabinet budget proposals prior to their consideration by the Cabinet and Full Council. At Cabinet on 20th November 2014, Cabinet agreed to a series of 2015/16 budget proposals being issued for consultation. Cabinet also agreed to a series of consultation and engagement processes, as set out below.

5. A number of mechanisms are being used to consult and engage with citizens and stakeholders to gather their views regarding the budget proposals. These include:
 - Cardiff Debate – launched in June 2014 and including:
 - 37 events undertaken June- September 2014 including on-street engagement, drop-in workshops, on line consultation, drop boxes and postcards.
 - *Changes for Cardiff*, consisting of on line and hard copies of consultation survey re budget proposals, launched 21st November 2014 and running till 12th January 2015
 - A series of drop in events in the city centre and each neighbourhood partnership area and with representative forum for young people, 50+ fora and Access forum

 - Links on the Cardiff Council website to the Council Budget, featuring links to the Cardiff Debate, a video explaining the budget position, links to the proposals, background papers, Equality Impact Assessments, details of how to have a say and the on-line survey and the timeline for the budget process.

 - Engagement with Trade Unions

 - Engagement with Cardiff Partnership

- Audit Committee
 - Cardiff Third Sector Council
 - Schools' Budget Forum
 - Employee Consultation.
6. In addition, a “Stepping Up” toolkit has been written for people and community organisations at a neighbourhood or community level, which sets out how to approach taking over the management of services and assets.
7. The results of the Consultation and Engagement events will be considered by Cabinet and the draft Cabinet budget proposals will be taken to scrutiny committees in early February for consideration and to the Cabinet Business Meeting on 19 February 2015 for agreement. At this meeting a formal decision will also be taken determining the Cabinet’s budget recommendations for consideration by Council, at its meeting on 26 February 2015. Therefore, please note that the budget information provided for consideration alongside this report is for the purpose of consultation only.
8. This Committee’s scrutiny of the draft Corporate Plan and draft budgetary proposals is provisionally scheduled for 3rd February 2015, at 10.00am in Committee Room 4, County Hall.

2015/16 Budget Proposals – for consultation

9. The Cabinet Budget Proposals for Consultation in respect of Children’s Services total £2,695,000, as detailed in **Appendix 1**.

10. The Cabinet Budget Proposals for Consultation in respect of Children's Play within the Sport, Leisure and Culture Directorate total £750,000, as detailed in **Appendix 2**.
11. The Cabinet Budget Proposals for Consultation in respect of Education and Lifelong Learning total £3,320,000, as detailed in **Appendix 3**.
12. The Cabinet Budget Proposals for Consultation in respect of School Crossing Patrols and School Transport total £380,000, as detailed in **Appendices 4a and 4b**.

Way Forward

13. Members have the opportunity to reflect on the '2015-16 Budget Proposals – for Consultation' that fall within this Committee's terms of reference and to hear from relevant stakeholders who have asked to address Committee on these.
14. Following consideration of these, the Committee may wish to provide its comments, observations and recommendations to the Cabinet for consideration.

Legal Implications

15. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of 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 on behalf of the Council; (d) be

undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (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

16. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

RECOMMENDATION

The Committee is recommended to give consideration to the information attached to this report and received at this meeting and to submit any recommendations, observations or comments to the Cabinet.

Marie Rosenthal

County Clerk and Monitoring Officer

28th December 2014

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Cabinet Budget Proposals for Consultation 2015/16

No	Directorate	Directorate Ref	Cabinet Budget Proposals for Consultation 2015/16	X Ref	2014/15	Saving				Initial Risk Analysis			Cabinet Portfolio	Consultation Category
					Budget	Employee	Other	Income	2015/16	Residual	Achievability	EIA		
					£000	£000	£000	£000	£000					
1	Children's Services	CHD1	Breakthrough Commissioned Services - this service is provided by Action for Children and offers breaks either inside or outside of the family home. The breaks offer children and young people time away from their families and provides respite for parents/carers. Families are increasingly choosing to use Direct Payments to meet their needs in this area and so this provision can be removed.	A	2,780	0	42	0	42		Amber-Green	Red-Amber	Early Years, Children & Families	Service Specific
2	Children's Services	CHD2	Home Sessional Support posts x 0.86 - one vacant 5 hour and one vacant 27 hour Home Sessional support post to be deleted.	A	3,193	23	0	0	23				Early Years, Children & Families	General
3	Children's Services	CHD3	Maintenance Officer x 1 and Residential Child Care Officer x 1 - there is no longer a need for a full-time maintenance officer for Residential Services although it will be important to retain some dedicated capacity for routine maintenance, painting and decorating to be undertaken at the Crosslands home in a timely way, in order for the home to maintain an appropriate standard of decoration. The proposal would seek to delete the current full-time grade 5 post and create a part-time grade 6 post releasing a vacant grade 5 Residential Child Care Officer post which is no longer required because current staffing levels are viewed as being at the optimum level.	F	818	39	0	0	39		Amber-Green		Early Years, Children & Families	General
4	Children's Services	CHD4	Supervised Contact Service - the service provides supervised contact for Looked After Children who meet their parents in supervised conditions because other types of contact have been deemed unsafe. Currently half the service is provided in-house and half is provided by Barnardos under a contract that ends in June 2015. Efficiencies will be achieved by externally commissioning the whole service given its size and the desirability of the contract; we would not expect to reduce the level of service. Externally commissioning the service would also address the challenges we experience in identifying internal accommodation that is fit for purpose to meet demand.	G	674	0	40	0	40	Red-Amber	Red-Amber	Amber-Green	Early Years, Children & Families	Service Specific
5	Children's Services	CHD5	Family Support & Intervention Driver Post x 1 - the driver was previously used to transport children to and from Children in Need nurseries. More recently, the post holder transports parents and children to and from centres when parents are required to undertake group parenting programmes as part of a statutory intervention (e.g. a child protection plan). Recently, the number of group programmes delivered by Children's Services has reduced as parents have been encouraged to attend programmes delivered in their local communities. Often, parents are encouraged to make their own way to the centres and therefore the driver is not currently utilised to full capacity. In the future, parents who cannot make their own way to the centre will be supported by staff in order that they feel more confident to use public transport. It is felt that this saving will not have a significant impact on a parent's ability to attend group parenting programmes when they are required to do so.	G	1,849	18	4	0	22			Amber-Green	Early Years, Children & Families	Service Specific
6	Children's Services	CHD6	Withdrawal of Taith Funding - Taith is a service for young people who display sexually harmful behaviour. The service provides assessment and treatment. The Taith Partnership is a jointly funded arrangement made up of five Local Authorities. The service is delivered by Barnardos. These young people will continue to receive a service to meet their needs but this will be delivered by the National Society for the Prevention of Cruelty to Children (NSPCC) and is free of charge.	G	694	0	59	0	59	Amber-Green	Amber-Green	Red-Amber	Early Years, Children & Families	Service Specific
7	Children's Services	CHD7	Deletion of Fostering Support Officers x 2 - the service has not found it effective to have unqualified Fostering Support Officer posts (which had been created some years ago utilising Social Worker posts). Recently, vacant posts have been deleted to expand social work capacity. These remaining two posts provide support to the placement finding process within the in-house fostering service and if this proposal is agreed, alternative arrangements would need to be made to do the initial matching of placement requests with available carers.	J	661	46	0	0	46	Amber-Green	Red-Amber	Amber-Green	Early Years, Children & Families	General
8	Children's Services	CHD8	Payment by Results - Looked After Children & Rehabilitation Project Year 1 - a Social Impact Bond (SIB) Feasibility study provided a robust business case for significant savings to be achieved by developing a local enhanced fostering scheme that provides wrap around support to enable children placed in residential care to step down into a family placement. Potential providers and investors have been identified and have indicated that they have finance to take this forward. The service will therefore tender for a payment by results contract rather than a SIB arrangement that would seek to secure external funding as well as identify an appropriate provider of the service. The approach identified by the winning provider will have an evidence base that has robustly demonstrated success. The saving could be achieved alongside improving outcomes for this cohort of looked after children. This proposal is supported by the on-going care planning to return young people from placements outside of Cardiff to home or local placements.	K	17,763	0	674	0	674	Red-Amber	Amber-Green	Red-Amber	Early Years, Children & Families	Service Specific

No	Directorate	Directorate Ref	Cabinet Budget Proposals for Consultation 2015/16	X Ref	2014/15 Budget	Saving			2015/16	Initial Risk Analysis			Cabinet Portfolio	Consultation Category
					£000	Employee	Other	Income		£000	£000	£000		
9	Children's Services	CHD9	Placement Support Officer x 1 - there are two Placement Support Officer posts that undertake the tendering process for finding placements for looked after children. One of the posts has been held vacant for a period during which time an analysis was undertaken which found the change to be effective. Capacity in the team has meant the continued provision of the service and confirmed the second post is no longer required.	K	48	27	0	0	27			Amber-Green	Early Years, Children & Families	General
10	Children's Services	CHD10	Business Support Review - the review will identify savings in business support across Children's Services. Every effort will be made to minimise the impact on staff in achieving this saving. Alternative ways of delivering business support will seek to mitigate the impact in relation to social workers' workload.	L	1,987	276	0	0	276	Red-Amber	Red-Amber	Red-Amber	Early Years, Children & Families	General
11	Children's Services	CHD11	CareFirst Trainer x 2 - there are currently four CareFirst Trainer posts responsible for the development and delivery of CareFirst training, across Children's Services and Health & Social Care. CareFirst is the client record system for Children's Services and Health & Social Care. Two posts are currently vacant and experience has demonstrated that the service can be provided by the remaining two posts.	M	1,124	58	0	0	58				Early Years, Children & Families	General
12	Children's Services	CHD12	Training & Development Officer x 1 - the role of the Training & Development Officer (Race Equality) has now been integrated into all training that is provided and commissioned by the centre therefore this specialist role is no longer required and the post holder has been working more generically over recent years. There is adequate capacity for the generic training role to be covered by the training & development posts working within Health and Social Care and Children's Services enabling this post to be deleted.	P	1,573	42	0	0	42			Amber-Green	Early Years, Children & Families	General
13	Children's Services	CHD13	Qualification Quality Assurance Co-ordinator x 1 - the role of the co-ordinator of the qualification centre has changed drastically over the last several years but more so recently with the centre no longer using outside assessors as a matter of course. The workload of in-house assessors has been re-assessed and has reduced the need for external assessors. We have also reviewed and expanded our partnership working with external qualification providers who offer a more cost effective service because of their ability to access Government funding. As the majority of our qualifications are offered to our commissioned providers the role of co-ordinating this process can fall within the responsibilities of the Social Care Workforce Development Officer.	P	1,573	42	0	0	42			Amber-Green	Early Years, Children & Families	General
14	Children's Services	CHD14	Referral Order Case Manager - Referral Order Case Managers historically carried workloads of between 25 - 30 cases, involving brief interventions with young people who enter the criminal justice system for a first offence. As a result of the implementation of the Youth Offending Service prevention programmes such as Triage and our Anti Social Behaviour project a significant number of young people are now diverted from the criminal justice system and this has reduced the average workload to between 15-20 children on referral orders at any one time.	R	1,700	27	0	0	27			Amber-Green	Early Years, Children & Families	General
15	Children's Services	CHD15	Youth Offending Services (YOS) Social Worker x 1 - this role supervises children and young people who are subject to Youth Rehabilitation Orders, serving a custodial sentence (Detention and Training Order) and those released from custody on licence. In recent years the impact of the Youth Offending Service prevention programmes have gradually reduced the overall YOS workloads as a significant number of young people are diverted from the criminal justice system following interventions from projects such as Triage and our Anti Social Behaviour programme. This has reduced average caseloads from 25-30 young people on supervision at any time to an average of 15 young people. This significant reduction in workload will enable us to state with confidence that this proposal will not affect children and young people in the criminal justice system as we are able to absorb the workload without placing undue pressure on the remaining case managers.	R	1,700	37	0	0	37	Amber-Green	Amber-Green		Early Years, Children & Families	General
16	Children's Services	CHD16	Transfer 65% of Operational Manager Salary to Grant Funding - the proposal is to transfer 65% of the Youth Offending Service (YOS) OM2 salary from base to grant funding. The YOS receives grants from the Youth Justice Board, Welsh Government and the Police Crime Commissioner for South Wales. It is customary to charge a proportion of the management costs against each grant. Each funding stream is utilised to fund a range of projects and services that enhance the work of the YOS.	R	1,700	41	0	0	41				Early Years, Children & Families	General
17	Children's Services	CHD17	Review of Business Processes - Undertake a LEAN service review in Intake, Assessment, Child Protection, Looked After Services and associated functions, with a view to securing process efficiencies. An outline timetable to undertake a lean review has been agreed.	All	18,726	984	0	0	984	Red-Amber	Red	Red-Amber	Early Years, Children & Families	General
18	Children's Services	CHD18	Training provision across Health & Social Care and Children's Services - realign provision to continue to maximise the availability of grant funding in these areas.	P	1,573	216	0	0	216	Amber-Green	Green	Green	Early Years, Children & Families	General
CHILDREN'S SERVICES TOTAL						1,876	819	0	2,695					

Cabinet Budget Proposals for Consultation 2015/16

No	Directorate	Directorate Ref	Cabinet Budget Proposals for Consultation 2015/16	X Ref	2014/15 Budget	Saving			2015/16	Initial Risk Analysis			Cabinet Portfolio	Consultation Category
					£000	Employee £000	Other £000	Income £000		Residual	Achievability	EIA		
158	Sport, Leisure & Culture	SLC20	New Model for Children's Play - a new model for children's play is envisaged which would entail more targeted provision with play being provided by other organisations on various sites. Communities would be able to operate play centres should they wish. Disability, Welsh medium and holiday play schemes would be protected. The Council would neither operate nor manage play centres.	W	1,074	636	114	0	750	Red	Red-Amber	Red	Early Years, Children & Families	City Wide

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Cabinet Budget Proposals for Consultation 2015/16

No	Directorate	Directorate Ref	Cabinet Budget Proposals for Consultation 2015/16	X Ref	2014/15 Budget	Saving			2015/16	Initial Risk Analysis			Cabinet Portfolio	Consultation Category
					£000	Employee £000	Other £000	Income £000		£000	Residual	Achievability		
60	Education	EDU1	Inter Authority Recoupment - there is a Local Authority responsibility for ensuring that children have access to appropriate educational learning. The rationale for the placement of children is often led by Children's Services or the Health Authority. Further savings opportunities should also be explored through better collaborative working / commissioning with other Local Authorities. The steps to be taken to achieve this level of saving in the 2015/2016 financial year will be to: 1) Modify the Special Educational Needs (SEN) provision strategy so that investments we make in Cardiff schools allow us to cater for as many pupils with statements of SEN as possible 2) Commissioning a joint project with the Vale of Glamorgan Authority, the Health Authority and Children's Services to examine the commissioning of placements. 3) To work with Children's Services in their work exploring the use of Payment by Results funding mechanisms.	J	5,270	0	500	0	500	Red	Red	Red	Education & Skills	Service Specific
61	Education	EDU2	Education Other Than at School (EOTAS) - the Local Authority has the statutory responsibility to provide full time educational opportunity for all pupils of statutory school age. There are occasions when individual tutors have to be engaged to provide ongoing educational support. Historically this has been achieved through the direct employment of tutors. With effect from 1 February 2014 the All Wales Framework Agreement for Educational temporary staff was introduced which included a single provider for the provision of all educational temporary staff and a maximum charge rate. By implementing the framework agreement the service area will make savings on the cost of providing temporary staff, current rates paid to tutors range from £27.00 to £45.00 per hour.	L	839	150	0	0	150	Red-Amber	Red-Amber		Education & Skills	General
62	Education	EDU3	Pupil Referral Unit - an important part of the Council's provision for pupils with behavioural challenges is the Pupil Referral Unit based at Mynachdy. The unit provides educational provision for pupils at Key Stage 3 and Key Stage 4. Although managed through a management board its budget is not part of the schools delegated budget. Savings could be achieved through a rationalisation of provision and further exploration of the sharing of certain costs with schools.	M	650	25	25	50	100	Red-Amber	Red-Amber	Red-Amber	Education & Skills	Service Specific
63	Education	EDU4	Childcare Strategy - the recent restructure of the directorate's management arrangements included the transfer of the management of this team to the Flying Start and Childcare Manager which should provide further opportunities for joint working on certain aspects of provision and more efficient support functions.	O	600	150	0	0	150		Amber-Green	Amber-Green	Education & Skills	General
64	Education	EDU5	Management and Support - the 2014/15 budget savings for the Education directorate included £450k to be achieved through a rationalisation of management arrangements. These further savings will be achieved through making further cuts to management capacity and exploring further opportunities for collaborative working with other directorates and possibly other Local Authorities.	Q	713	390	0	0	390	Red	Red	Red-Amber	Education & Skills	General
65	Education	EDU6	Admissions and Education Welfare - increasing demands on school places has led to pressures on the admissions function with a significant increase in the number of appeals having to be administered. The current process, whilst meeting statutory requirements is particularly paper intensive. An online system has been in place now for two years and many more applications are received through this process, however this has not led to any efficiencies. Savings could be achieved through exploring business process efficiencies from the on line application process and potential greater use of the Council Hubs. Additionally the changes made to the Attendance Policy and greater delegation of funds and responsibilities to schools may provide further opportunity to reduce the size of the centrally held Education Welfare Team.	S	830	50	0	0	50	Red	Red-Amber	Red-Amber	Education & Skills	General
66	Education	EDU7	Youth Service - the model seeks to maintain a high level of open access provision across the city through achieving input from voluntary, community and third sector groups whilst maintaining a re-shaped pattern of specialist provision which better meets the needs of priority groups. The model:- 1) Builds on current strong community based provision. 2) Develops a participatory budget for funding open access youth work 3) Includes mobile outreach services through the Youth Bus 4) Maintains Duke of Edinburgh Activity via charging participants 5) Council provision from six retained premises. This would achieve a saving of £1.25m in 2015/16 with a further £0.5m over 2016/17 and 2017/18.	W	2,421	1,250	0	0	1,250	Red-Amber	Red-Amber	Red-Amber	Education & Skills	City Wide
67	Education	EDU8	Catering - the Local Authority currently provides the school meals function in all but one Cardiff school. Savings would be achieved through incremental increases in the price of a meal to pupils by 20p in April 2015 and a further 10p in April 2017 together with the examination of alternative models of delivery with schools.	AA	704	0	0	300	300	Red-Amber	Red-Amber	Amber-Green	Education & Skills	Service Specific

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					£000	Employee	Other	Income		£000	Residual	Achievability		
68	Education	EDU9	Cleaning - the Local Authority provides the school cleaning function to 83 (66%) of the 125 available school cleaning contracts. Savings could be achieved through the exploration of alternative models of delivery, combining the Direct Service Unit (DSU) with the Corporate Cleaning DSU and reducing any level of subsidy to schools.	AB	3,912	100	0	0	100		Amber-Green		Education & Skills	General
69	Education	EDU10	School Effectiveness Grant - following a reduction in Welsh Government grant funding, there will be a cut in the match funding element of the School Effectiveness Grant.	AC	11,971	0	230	0	230	Red	Red		Education & Skills	General
70	Education	EDU11	Travellers Education - following a reduction in Welsh Government grant funding, there will be a cut in the match funding element of the Travellers Education Grant.	AE	226	50	0	0	50	Red	Red	Red	Education & Skills	Service Specific
71	Education	EDU12	Wellbeing and Compliance -Efficiencies within the delivery of Health and Safety (H&S) and compliance issues.	AJ	411	0	50	0	50	Red-Amber	Red-Amber	Amber-Green	Education & Skills	General
EDUCATION TOTAL							2,165	805	350	3,320				

Cabinet Budget Proposals for Consultation 2015/16

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					£000	Employee £000	Other £000	Income £000		Residual	Achievability	EIA		
173	Strategic Planning, Highways, Traffic & Transport	SPH11	School Crossing Patrols – Realign budget - all high risk sites to be supported by a school crossing patrol officer. The saving relates to non-essential posts which have become vacant over recent years. Five posts will be recruited to allow the release of mobile officers that are currently operating at specified crossing sites. These mobile officers cover sickness, annual leave and provide training to the officers. There will be no job losses associated with this saving.	G	381	45	0	0	45	Amber-Green	Red-Amber	Amber-Green	Transport, Planning & Sustainability	City Wide

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Cabinet Budget Proposals for Consultation 2015/16

No	Directorate	Cabinet Budget Proposals for Consultation 2015/16	2014/15	Saving			2015/16	Residual	Achievability	EIA	Cabinet Portfolio	Consultation Category
			Budget	Employee	Other	Income						
			£000	£000	£000	£000	£000					
197	Strategic Planning, Highways, Traffic & Transport	Full Year Effect of 2014/15 withdrawal of non statutory secondary school transport - as a result of decisions taken as part of the 2014/15 budget.	6,375	0	183	0	183				Education & Skills	General
198	Strategic Planning, Highways, Traffic & Transport	Taxis for Pupils with Special Educational Needs (SEN)- optimise provision of transport for pupils with SEN by merging taxi services and providing additional training and support strategies to staff.	6,375	0	50	0	50		Amber-Green	Amber-Green	Education & Skills	Service Specific
199	Strategic Planning, Highways, Traffic & Transport	Replacement of non statutory primary school transport with Commercial operator led services - remove subsidised funding from September 2015. The Council is working to facilitate service provision of six routes. 1) 614 - Ysgol Y Berllan Deg (Penylan/ Roath/ Cyncoed) 2) 621 - Ysgol Y Berllan Deg (Pontprennau/Pentwyn) 3) 624 - Ysgol Y Wern (Heath/Rhiwbina) 4) 626 - Ysgol Y Wern (Llanishen/Lisvane/Thornhill) 5) 633 - Ysgol Bro Eirwg (Rumney/Trowbridge/Llanrumney) 6) 638 - Ysgol Pencae (Canton/Fairwater/Danescourt) 7) 627- Ysgol Pwll Coch (Grangetown) 8) Ysgol Pwll Coch (Canton)	6,375	0	102	0	102	Amber-Green	Red-Amber	Red-Amber	Education & Skills	Service Specific
CORPORATE EFFICIENCIES TOTAL				650	1,745	100	2,495					
GRAND TOTAL SAVINGS				16,578	17,768	886	35,232					

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