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AGENDA

Pwyllgor PWYLLGOR CRAFFU PLANT A PHOBL IFANC

Dyddiad ac amser y cyfarfod DYDD MAWRTH, 10 IONAWR 2017, 2.30 PM

Lleoliad YSTAFELL BWYLLGORA 4 - NEUADD Y SIR

Aelodaeth Cynghorydd Richard Cook (Cadeirydd)
Cynghorywr Boyle, Chaundy, Gordon, Joyce, Murphy, Dianne Rees a/ac
Lynda Thorne

Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig), Carol Cobert
(Cynrychiolydd yr Eglwys yng Nghymru), Karen Dell'Armi (Cynrychiolydd
Rhiant-Lywodraethwr) a/ac Hayley Smith (Cynrychiolydd Rhiant-
Lywodraethwr)

*Tua
Amser.*

1 Ymddiheuriadau am Absenoldeb

2.30 pm

Derbyn ymddiheuriadau am absenoldeb.

2 Datgan Buddiannau

2.30 pm

I'w gwneud ar ddechrau'r eitem agenda dan sylw, yn unol â Chod
Ymddygiad yr Aelodau.

3 Cofnodion (Tudalennau 1 - 8)

2.30 pm

Cymeradwyo cofnodion y cyfarfod blaenorol fel rhai cywir.

4 Adroddiad Blynyddol Ysgolion Caerdydd (Tudalennau 9 - 84)

2.35 pm

Mae'r adroddiad hwn yn rhoi manylion perfformiad yr ysgolion i'r
Pwyllgor, yn ogystal â dadansoddiad o'r canlyniadau ar draws grwpiau
ethnig a rhyw.

- a) Bydd y Cynghorydd Sarah Merry (Aelod Cabinet dros Addysg)
yn bresennol ac mae'n bosibl y bydd hi am wneud datganiad;
- b) Bydd Nick Batchelar (Cyfarwyddwr Addysg a Dysgu Gydol Oes)
ac Angela Kent (Pennaeth Cyrhaeddiad a Chynhwysiant) yn
cyflwyno'r adroddiad a byddant ar gael i ateb cwestiynau'r

Aelodau;

- c) Bydd penaethiaid yn bresennol yn cynrychioli ysgolion cynradd, uwchradd ac ysgolion arbennig; a
- d) Cwestiynau gan Aelodau'r Pwyllgor.

Ystyrir camau i'w cymryd yn berthnasol i'r eitem hon ar ddiwedd y cyfarfod.

5 Taliadau Uniongyrchol – Adroddiad Drafft y Cabinet (Tudalennau 85 - 148) 4.00 pm

Mae'r adroddiad hwn (i ddilyn) yn rhoi cyfle i'r Pwyllgor adolygu ac asesu'r cynigion am ailgomisiynu gwasanaethau cymorth â Thaliadau Uniongyrchol ynghyd â dirprwyo awdurdod i Swyddogion i bennu pob agwedd ar y broses gaffael hyd at ac yn cynnwys rhoi contractau a phob mater ategol sy'n ymwneud â chaffael.

- a) Gwahoddwyd y Cynghorydd Sue Lent (Aelod Cabinet dros y Blynyddoedd Cynnar, Plant a Theuluoedd a'r Dirprwy Arweinydd) a'r Cynghorydd Susan Elsmore (Aelod Cabinet dros lechyd, Tai a Lles) i'r cyfarfod ac efallai yr hoffent wneud datganiad;
- b) Bydd Tony Young (Cyfarwyddwr Gwasanaethau Cymdeithasol) yn cyflwyno'r adroddiad ac ar gael i ateb cwestiynau;

Cwestiynau gan Aelodau'r Pwyllgor.

6 Y Ffordd Ymlaen 4.45 pm

7 Dyddiad y cyfarfod nesaf

Bydd cyfarfod nesaf Pwyllgor Craffu Plant a Phobl Ifanc ar ddydd Mawrth 14 Chwefror am 9.30 am.

Davina Fiore

Cyfarwyddwr Llywodraethu a Gwasanaethau Cyfreithiol

Dyddiad: Dydd Mercher, 4 Ionawr 2017

Cyswllt: Mandy Farnham,

029 2087 2618, Mandy.Farnham@caerdydd.gov.uk

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

6 DECEMBER 2016

Present: Councillor Richard Cook (Chairperson), Councillors Boyle, Chaundy, Joyce, Murphy, Dianne Rees and Lynda Thorne

Co-opted Members: Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales representative) and Karen Dell'Armi (Parent Governor Representative)

39 : APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillor Gordon.

40 : DECLARATIONS OF INTEREST

No declarations of interest were received.

41 : MINUTES

The minutes of the meeting held on 8 November 2016 were agreed as a correct record and signed by the Chairperson.

42 : CENTRAL SOUTH EDUCATION CONSORTIUM

The Chairperson welcomed Councillor Sarah Merry (Cabinet Member, Education), Nick Batchelar (Director of Education and Lifelong Learning) and Jackie Turner (Assistant Director of Education and Lifelong learning) and Hannah Woodhouse, Managing Director Central South Education Consortium to the meeting.

Members were advised that this report enabled the Committee to receive a briefing on the Central South Education Consortium's Estyn Inspection report, published in May 2016, together with the progress being made in responding the inspection's recommendations and a briefing on the Consortium's plans for the future and to further develop a self-improving system for schools across the Consortium's area.

Members were advised that an Annual Performance report would be brought to Committee in February.

A survey of Head Teachers and Governors had been undertaken; the response rates were 50% for Head Teachers and 30% for Governors.

Members were advised that there were some very positive areas in the strategy and vision and that very positive feedback had been received in relation to the Challenge Advisors and consistency of improvements as well as positive comments regarding the scope and scale of school support; there were 4 recommendations for further work which were outlined in the report.

The Chairperson invited questions and comments from Members:

- Members were concerned that the Challenge Advisors expectations of knowledge and training of Governors was higher than the reality; Members were advised that there is a broad training programme across Wales, and some training across the region, it may be that this is not meeting the needs and that bespoke training may be required, the Challenge Advisors should be identifying this need. Members further added that the electronic/online training was of poor quality and not a feasible option and were advised that this would be looked at.
- Members discussed the dilemma of having to identify failing schools, and whether too many identified would reflect on the work of challenge advisors. Members were reassured that it was not a performance measure to reduce the number of red/amber schools; schools can themselves identify additional needs/change of need, which in turn changes the category. The measure was in fact Free School Meal Children's performance in challenge advisors' schools.
- Members noted the comments from Professor Reynolds that had been released and asked if the consortia agreed with them. Members were advised that Professor Reynolds held strong views on quality, especially in relation to initial teacher training. It was noted that work with universities was important with an improved schools based element as there did need to be a strong focus on high quality teaching in schools.
- Members asked whether the 4 consortia share success/problems and if so how it is tracked and measured. Members were advised that they do and that they meet monthly and each consortia leads on an element of joint work such as challenge advisor training, post 16 performance and Welsh BAC. It was added that the 4 consortia are very different in their governance and arrangements as each local authority have different requirements. It was added that best practice is shared as there was a commitment to delivering a self-improving system which was a key approach in the region.
- Members noted the importance of having strong links with HR to keep up with the pace of change and identifying reducing performance. Officers stated that Head Teachers have the right tools at their disposal and are empowered to use them; it was also important that consistent and robust advice is given.
- Members asked whether a worse report was expected after the next inspection as this report shows improvement yet the PISA report did not. Members were advised that the PISA report was based on all Wales data and regional information cannot be extracted from it; all schools would have had their results. In the region Cardiff had the fastest improvement, there was more to do on performance but processes needed to be embed; a major change in strategy now would not help. Members added that there had been no improvement since 2006 and that the report is not time reflective.

AGREED – That the Chairperson on behalf of the Committee writes to the Cabinet Member conveying the observations of the Committee when discussing the way forward.

43 : QUARTER 2 PERFORMANCE - EDUCATION AND CARDIFF 2020. A
REVISED VISION FOR EDUCATION AND LEARNING IN CARDIFF -
PERFORMANCE BASELINE SEPTEMBER 2016

The Chairperson welcomed Councillor Sarah Merry (Cabinet Member, Education) and Nick Batchelar (Director of Education and Lifelong Learning) to the meeting.

Members were advised that the first part of this report provided the Committee with the Education and Lifelong Directorate's Corporate Performance report for Quarter 2 2016/17, following its consideration by the Cabinet on 21 November 2016.

The report provided the Children and Young People Scrutiny Committee with a baseline performance position against the desired outcomes and key goals of the recently published Cardiff 2020 strategy, as at the beginning of the academic year 2016/17. This baseline was provided to support Members in their role in scrutinising the performance of Education services and outcomes for children and young people. The report also outlined how performance against the strategy will be governed and monitored.

The Chairperson invited Councillor Merry to make a statement in which she said that many indicators had improved to above the Wales average, improvement was at a faster rate than the rest of Wales, both of which were very positive. She also added that measuring emotional wellbeing was an interesting topic and it would be difficult to measure outcomes on this.

The Director stated that the PISA report had some caveats including caution in taking wide ranging comments as it was a snap shot in time. He added that the results for Wales would lead to real concern, and there would need to be a focus on training/leadership/governance; it was important to do really well on these rather than react to the report results.

It was noted that the Cardiff 2020 strategy was a high level strategy with various operational plans sitting below it.

The Chairperson invited questions and comments from Members on Corporate Performance:

- With reference to reshaping, Members asked if there had been any difficulties or examples of improvements. Members were advised that there had been lots of change and progress, one key area was the admissions service, there had been a consultation on coordinated admissions; change in admissions information and parents having rights to exercise preferences.
- Members referred to Inspire to Work funding and asked for clarification on this. Officers advised that if this funding was taking then they would be unable to draw down other elements of funding, so a decision was taken to not go ahead with the Inspire to work funding.
- Members sought clarification on why Free School Meals pupils was 50%, and why it wasn't the same as all other pupils. Officers explained that the position wanted was no gap but targets needed to be set that were aspirational yet achievable; in some schools the gap is very narrow. There was a lot of work

being done with pupils in financial hardship including interventions, support, tracking, providing experiences outside of school that they wouldn't have access to otherwise; all these help narrow the gap and increase aspirations.

- Members noted that SEN pupil data would fall within the Free School Meal pupil data and that this should be disseminated from the data for those in financial hardship; officers advised that they work with the Vale on SEN provision, they were not making the savings they wanted to make and saving had been downscaled; one key factor in the medium term is the remodelling provision in Cardiff to use resources better to meet the need.
- Members asked for more information on the top quartile to see what we are aspiring to; officers advised that this would be provided through the scrutiny officer.
- Members asked if the improvements are sustainable and sought assurances that changes are happening. Officers advised that the Annual Performance Report would be brought in January, this would look at schools in different categories and provide more information; it was noted that the improvements are better in Primary currently.
- Members asked how the sickness absence levels are affecting the running of the department; officers agreed it was an important measure but the information was not to hand it would however be provided to Members; officers were looking at how absences are managed and the return to work process as well as the wellbeing of staff. Members were grateful for the information to follow especially in relation to spikes in particular teams. It was noted that wellbeing was not easily measured and that the aspirations need to be right for wellbeing to improve.

The Chairperson invited questions on the Cardiff 2020 Strategy:

- Members asked how the Council would manage the deliverability of the 2020 vision. Officers stated this would be through the Educational Development Board which was a longstanding remit; there was no single management board for this strategy; the operational element sits in various areas such as the consortium/education/economic development; SEN provision in the Vale and with Health etc. the Directors direct responsibility was to ensure that the directorate delivers then also how to influence others through higher education/Cardiff and Vale College; therefore it was a considered approach.
- Members asked if there were any improvements in the Free School Meals/LAC/NEET groups; officers advised that NEET would be lower than last year, there were improvements needed in LAC and work was being done with Children's Services on this; the work on Free School Meals had been discussed.
- Members asked for more information on Improving the Learning Environment and whether in reality this support could be delivered. Officers stated that they were coming to the end of Band A in the school building improvement programme; there was informal discussion around a funding model for Band B; officers had conducted a refresh survey on schools estates and a schools

stakeholders group would be established in January for the analysis to be done.

- Members asked for clarification on the baseline information and were advised that some of this data is from 2014/15 as the Welsh Government do not publish some information until 18 months later.
- Members discussed the removal of school places, it was noted that when parents remove pupils from schools for long periods of time, the issue of places being kept/removed needs to be looked at.

AGREED – That the Chairperson on behalf of the Committee writes to the Cabinet Member conveying the observations of the Committee when discussing the way forward.

44 : EFFECTIVENESS OF SCHOOL GOVERNORS

The Chairperson welcomed Councillor Sarah Merry (Cabinet Member, Education), Nick Batchelar (Director of Education and Lifelong Learning) and Jackie Turner (Assistant Director of Education and Lifelong learning) to the meeting.

The report provided the Committee with an updated progress report on the implementation of the Committee's recommendations following the Cabinet Members positive response to the Inquiry report.

The Chairperson invited Councillor Merry to make a statement in which she said that there had been a big change since the introduction of the appointments panel, the calibre of applications coming in had shown it to be a success. Governors were now also asked to identify a skill set on the application form and this could be matched to schools that needed these skills. It was added that Governor Services was doing a good job at this.

The Assistant Director acknowledged the support she had received from Governor Services in preparing the report. Members were provided with an outline of each of the recommendations from the report and the next steps.

The Chairperson invited questions and comments on the report from Members:

- Members asked if this was being facilitated in conjunction with the LGA and were advised that officers had met with the LGA and had had a good discussion, the LGA will write to the Welsh Government next and it was hoped that the Local Authority would respond fully to the recommendations.
- Members asked what the outcome would be in reality, whether people were being asked to do more even though not being paid, would there be more governors etc. officers advised that the pressures on Governors is immense therefore there would be improved and increased support for new governors as the role can be intimidating; it was added that scrutiny could respond independently to the report and reflect on such pressures.
- Members asked if Governing Bodies are assessed on performance and if not how are they measured for effectiveness. Members were advised that they

rely on challenge advisors quite a bit; there was concern over the model of governance that the WG were consulting on and the position it leaves the LA in of enacted and things go wrong.

- It was noted that parent governors should receive in house training before starting their roles. It was also noted that some training does not match the expectations of some challenge advisors especially in relation to understanding data and especially for parent governors.
- Members asked whether there had been many vacancies filled since the panel had been established; the Cabinet Member stated that the number had reduced but not by a huge amount.

AGREED – That the Chairperson on behalf of the Committee writes to the Cabinet Member conveying the observations of the Committee when discussing the way forward.

45 : DRAFT CABINET REPORT - FAMILIES FIRST TRANSITION ARRANGEMENT AND PROGRAMME UPDATE

The Chairperson welcomed Councillor Sue Lent (Cabinet Member, Early Years, Children & Families and Deputy Leader), Tony Young (Director, Social Services), Angela Bourge (Operational Manager Strategy, Performance and Resources), and Ceri George (Improvement Project Manager – Prevention and Partnerships) to the meeting.

The report provided the Committee with an opportunity to review and comment on the draft Cabinet papers on the proposed interim arrangements for the transition period, which included varying some existing contracts in order to extend their initial contract terms, decommissioning some of the services and potentially commissioning pilot/alternative arrangements during the transition period.

Members were provided with a copy of a letter received from SOVA in relation to funding being ceased and service being de-commissioned.

The Chairperson invited the Cabinet Member to make a statement in which she said that there is a report due to Cabinet in the next week; they are trying to protect transition arrangements therefore the letter from SOVA was regrettable; this had been grant funded but administered by the Council.

The Director stated that this technical report sets out the 1 year transition arrangements, they were welcome changes focussing on what can be done regarding prevention, however this would impact on other providers which was unfortunate.

Members were provided with a presentation which included information on current position, new directions, proposals, services to be extended, preparing for new commissioning and a draft timetable.

The Chairperson invited questions and comments from Members;

- Members noted that the letter suggested withdrawal of funding could increase the work picked up by the team around the family and sought clarification on this. Officers advised that work was being done to identify families that need help, referring them to the right services and also working with schools. A free phone service had also been delivered which was hoped to be extended, it was noted however that improvements were needed in Step Up/Down services.
- Members noted that it was a sound report with reasons for removing elements of funding being sound but stressed that when recommissioning it was important to explore relationships with new providers rather than fall back into relationships with previous organisations. Officers agreed and explained that the new tendering process would make it clear that it was open to all, including possible in house elements; officers were looking at standing orders currently.
- Members asked if 5% was enough and were advised that it was the Welsh Government direction; they would be looking at joint commissioning for effective use of resources.

AGREED – That the Chairperson on behalf of the Committee writes to the Cabinet Member conveying the observations of the Committee when discussing the way forward.

46 : QUARTER 2 PERFORMANCE MANAGEMENT INFORMATION - CHILDREN'S SERVICES

The Chairperson welcomed Councillor Sue Lent (Cabinet Member, Early Years, Children & Families and Deputy Leader) and Tony Young (Director, Social Services) to the meeting.

Members were advised that the report enabled the Committee to monitor the performance of the service and question the service area's progress in meeting its agreed targets.

The Chairperson invited questions and comments from Members;

- Members asked if the Quality Assurance Framework would be made permanent and were advised that it would be.
- With reference to the Social Worker vacancies, Members asked how much better the service would be if they were filled. Officers advised that agency staff are more expensive so if all vacancies were filled the service would be cheaper to run, in addition it would allow for more training and development, succession planning etc. Members were advised that there had been a very successful recruitment drive recently.
- Members asked for an update on a pool of social workers; Officers advised that they had got the agreement but that there was no pint in progressing it until the permanent vacancies had been filled. The Cabinet Member added that they were looking at extending the notice period required to help fill vacancies as they arise.

AGREED – That the Chairperson on behalf of the Committee writes to the Cabinet Member conveying the observations of the Committee when discussing the way forward.

47 : CORRESPONDENCE REPORT

Members were advised that this report provided the Committee with a summary report of letters sent to Cabinet Members and the responses received.

AGREED: To note the content of the report.

48 : DATE OF NEXT MEETING

The date of the next meeting of the Children and Young People Scrutiny Committee is 10 January 2017 at 2.30pm in Committee Room 4, County Hall, Cardiff.

This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg.

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

10 January 2017

**THE PERFORMANCE OF CARDIFF SCHOOLS 2015 / 16 –
Draft Cabinet Report**

Background.

1. 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 2015 / 16” due to be considered by Cabinet on 19 January 2017 (copy attached as **Appendix A**).
2. 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.
3. The Committee agreed at its September 2016 meeting that during the next academic year the Committee would monitor and review the progress of the Council and its partners in achieving the five key goals and desired outcomes identified in the Cardiff 2020 Schools Strategy. To this end the Committee agreed to receive termly monitoring and progress reports on all aspects of the Strategy.

Issues

4. The Director of Education and Lifelong Learning has provided a commentary at the beginning of the Cabinet report on the performance of Cardiff’s

Schools. This includes an overview of the performance data, identified areas of positive improvement, as well as aspects of continuing concern.

5. The report provides an initial analysis of educational outcomes for the academic year 2015-16 across all areas together with an analysis of progress made in the Education Service's 2015/16 priority areas for improvement.
6. The report also includes a number of appendices which provide a more detailed analysis, including:
 - Pupils' results in all phases
 - Attendance at school
 - Exclusions
 - Young people not in employment, education or training (NEET)
 - Estyn Inspections.
7. The performance at each Key Stage provides further details of the gap in achievement by gender and by ethnicity, performance of Looked After Children, pupils eligible for free school meals, pupils with Special Educational Needs, and comparative data with other local authorities and cities.

Scope of Scrutiny

8. This report will provide the Committee with an opportunity to review the Draft Cabinet report "Performance of Cardiff Schools in 2015/16" 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

9. The purpose of this report is to provide Members with a copy of The Performance of Cardiff Schools in 2015/16 (copy attached at **Appendix A**). Councillor Sarah Merry (Cabinet Member for Education) 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.
10. Members may wish to review the information contained in the Draft Cabinet report *The Performance of Cardiff Schools in 2015/16* 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.
11. Representatives of Secondary, Primary and Special Schools have been also been invited, and will be available to provide a sector perspective on the performance report.

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 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

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/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 2015/16* report and provide any comments, concerns or recommendations to the Cabinet Member or Director of Education and Lifelong Learning, prior to its consideration at Cabinet on 19 January; and
- Identify any issues for further consideration or investigation.

Davina Fiore

Nick Batchelar

**Director of Governance
and Legal Services**

**Director of Education and
Lifelong Learning**

3 January 2017

Mae'r dudalen hon yn wag yn fwriadol

**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 19 January 2017

The Performance of Cardiff's Schools in 2015/16

REPORT OF Director of Education & LLL AGENDA ITEM:

PORTFOLIO: Education and Lifelong Learning

Purpose of the Report

1. To update Cabinet on the performance of Cardiff schools in 2015/16.
2. To identify the main strengths and areas for improvement.

Background

3. Since 2013 there has been an acceleration in the performance of Cardiff schools across all phases of education. In 2016, the city performed above the national averages in a wide range of performance indicators. However, against this overall improving picture, there remain key groups of learners with lower outcomes who do not make sufficient progress and do not develop the necessary skills to successfully move into education, employment or training after leaving statutory schooling.
4. Following the Estyn monitoring visit in February 2014, the authority was judged to be in need of significant improvement. In January 2016, Estyn judged that Cardiff Local Authority had made sufficient progress in relation to the key recommendations and removed it from follow-up activity. Their letter to the Authority also highlighted areas requiring ongoing attention. The report to Cabinet in January 2016 on the Performance of Cardiff Schools in 2014/15 also highlighted a number of priority areas for further improvement.
5. In the summer term 2016, the Council set out a renewed vision for education in Cardiff, 'Cardiff 2020- Aiming for Excellence', which outlined five goals:
 - Excellent outcomes for all learners
 - A high quality workforce
 - 21st Century learning environments
 - A self-improving school system
 - Schools and Cardiff in Partnership

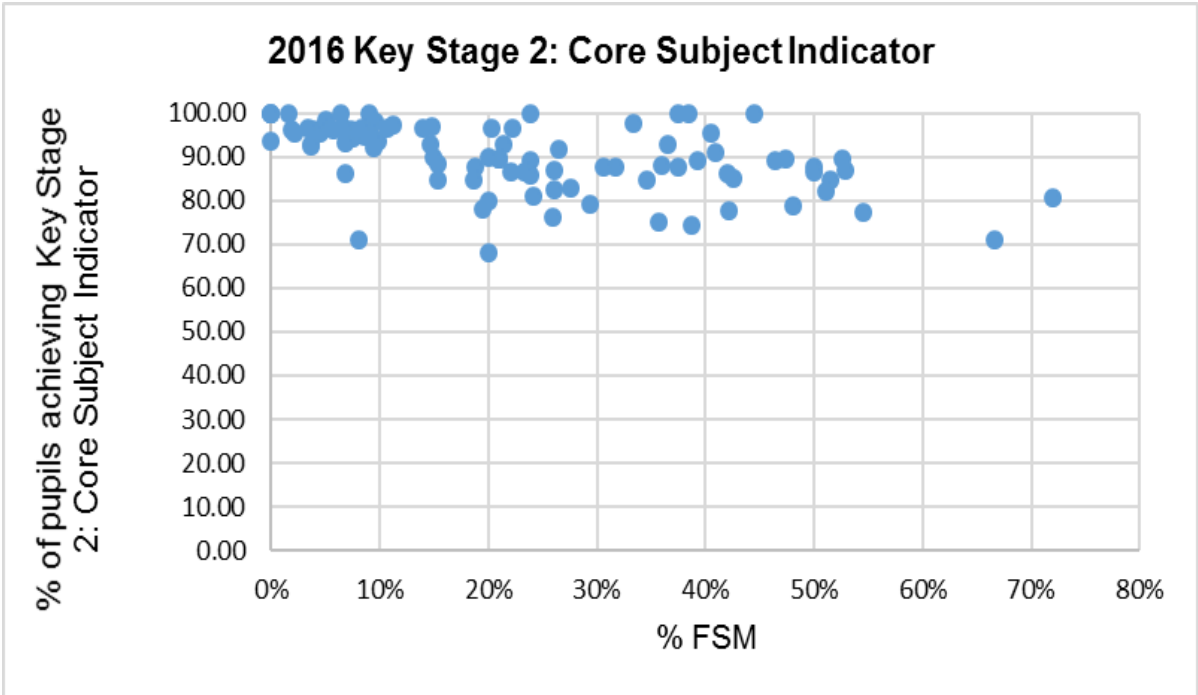
6. This report provides an analysis of educational outcomes for the academic year 2015-2016 and identifies the main strengths and shortcomings in performance, including in relation to the areas of priority highlighted by Estyn, and the previous year's performance report.

Overview of Performance

7. In 2016, there have been further improvements in all the main indicators at the end of each Key Stage. However, there remains too much variation between schools, particularly in the secondary sector.
8. There has been improvement in 2016 in a number of areas:
 - Overall pupil outcomes in the main performance indicators at the expected and higher levels and at every Key Stage are above the national averages;
 - Across the primary phase, there has been an increase in the number of schools in the highest benchmarking quarter and a corresponding decrease in the number of schools in the lowest benchmarking quarter;
 - The performance of girls has increased at the end of each key stage and now compares favourably with the Welsh averages;
 - Outcomes for vulnerable learners, such as eFSM pupils and the overall performance of minority ethnic pupils, have improved;
 - Outcomes at Key Stage 4 in the Level 1, Level 2, and Level 2 inclusive threshold indicators have improved;
 - The number of secondary schools where less than 50% of pupils achieve five GCSEs grades A*-C including English or Welsh and mathematics has decreased from eight in 2015 to four this year; and
 - The proportion of SEN pupils at School Action and School Action Plus, achieving headline measures improved in every key stage.
9. There remain a number of areas where further improvement is required, including:
 - The reduced, but still noticeable, variation in standards achieved by schools with comparable pupil populations in both the primary and secondary sectors;
 - The ongoing relatively low performance across a range of indicators in three secondary schools;
 - The gap in the performance of pupils eligible for free school meals and their peers;
 - The underachievement of some groups of learners, in particular a few Minority Ethnic groups, White UK pupils in schools in deprived areas of the city and children who are looked after;
 - The proportion of statemented pupils achieving the CSI at Key Stages 2 and 3 which fell by 5ppt and 3ppt respectively this year; and
 - The number of pupils who leave school aged 16 who do not have the necessary qualifications and skills to make a successful progression into education, employment or training.

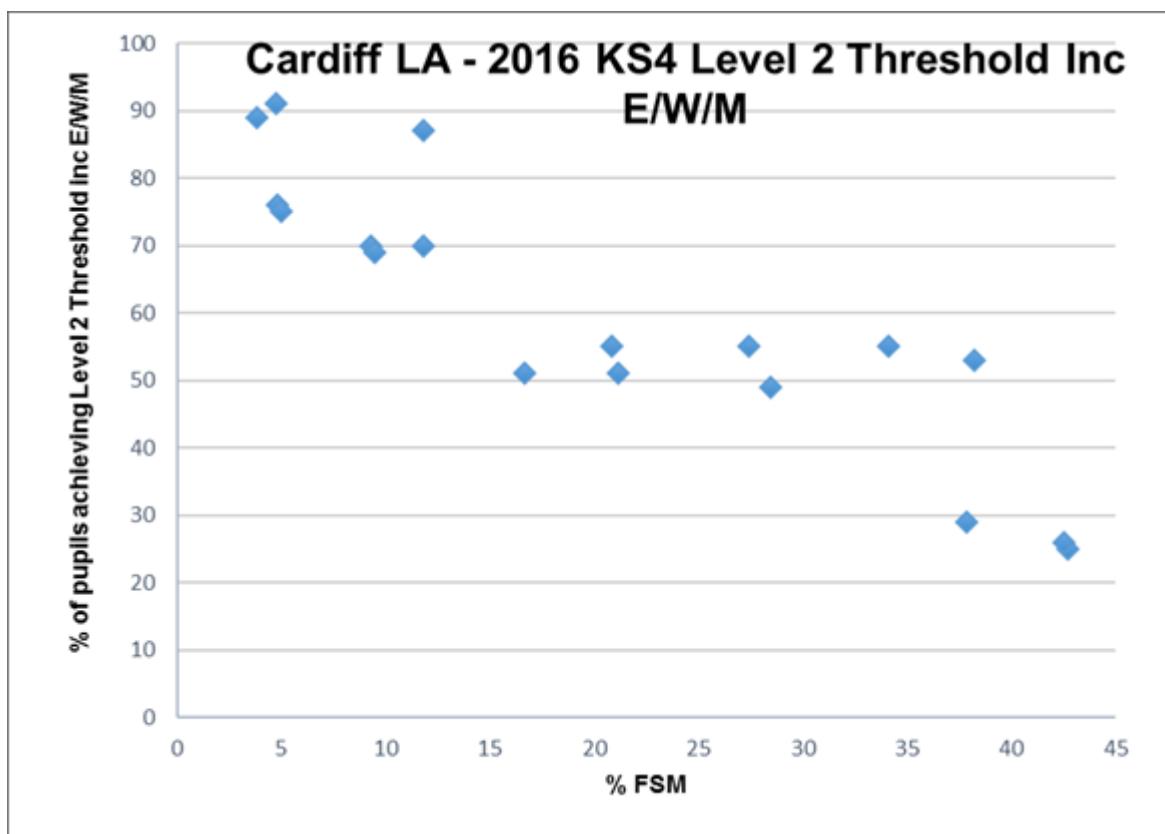
Against a picture of overall improvement the variation in performance between schools has reduced, but still remains too wide

10. In the primary phase, Cardiff is now at least in line with the national averages in all the main indicators. The number of high performing schools is increasing and variation between schools reducing. The lowest performing primary schools at Key Stage 2 in 2015 all improved their performance in 2016. Only one primary school now has below 70% of its pupils attaining the CSI at the end of Key Stage 2.



11. Just over three quarters of primary schools inspected by Estyn in the 2015-2016 academic year were judged to be good or excellent overall. This compares with only one third in the previous academic year. However, it can be seen from the graph above for 2016 that there remains a noticeable difference in outcomes between the highest performing schools and the lowest. This gap, although closing, is still too wide. This variability is not solely due to socioeconomic factors, as some of the highest performing schools serve relatively deprived communities.

12. In the secondary sector, the difference between the highest and lowest performing secondary schools in the level 2 inclusive threshold has also reduced, but still remains too wide. In 2016, four schools had fewer than half of their pupils achieving the level 2 inclusive threshold, compared to eight schools in 2016.



13. In the schools that improved, senior leaders have appropriately high expectations of both teachers and pupils. They rigorously monitor how well lessons are being taught and plan appropriately focused professional development for teachers. The progress of pupils and their attainment is closely tracked, with teachers being held to account for ensuring that pupils make at least good progress. Regular reports are provided for governors, who ensure well-informed support and challenge.

14. In schools where further improvement is needed, teachers' expectations of what pupils can achieve remain too low. Often a considerable amount of information about pupils' progress and attainment is collected, but is not used effectively to inform the teaching or to plan for the next steps in pupils' learning. Assessment data entered into tracking systems is sometimes not based on sound judgements of pupils' current performance.

Overall performance in the primary phase remains relatively stronger than in the secondary phase

15. Over the last two years there has been a significant increase in the number of both primary and secondary schools in the top two standards groups. There continues to be a greater proportion of the city's primary schools in standards groups 1 and 2, than is the case in Cardiff secondary schools.

	2014/15	2015/16	2016/17
Primary Sector	48.4%	70.5%	92.6%
Secondary Sector	44.4%	61.1%	72.2%

16. Linked to the standards groups, and incorporating the judgements on the schools' capacity to improve, are the support categories. It can be seen from the table below that the city's secondary schools still require more support to improve than the primary schools.
17. In the primary sector, the proportion of schools in the category requiring least support (green), is greater than in both the Consortium and across Wales with one third of schools in the lightest support category. Cardiff has nearly four out of every ten schools in the green category, which implies that the capacity within the city to support other schools is increasing.
18. In the secondary sector, there has been an overall increase in the proportion of schools in the green and yellow categories. However the proportion remains below both the Consortium and Wales figures with just under one half of Cardiff schools in these two support categories.

Support Category	Primary 2015-16	Secondary 2015-16
Green	34% 33 out of 97 schools	26.3% 5 out of 19 schools
Yellow	43.2% 42 out of 97 schools	21.1% 4 out of 19 schools
Amber	17.5% 17 out of 97 schools	31.6% 6 out of 19 schools
Red	5.2% 5 out of 97 schools	21.1% 4 out of 19 schools

Estyn Inspection Outcomes

19. The Estyn inspection outcomes of Cardiff's primary schools are stronger than across the secondary sector. The table below shows the comparative outcomes of school inspections requiring follow up activity over the last six years in Cardiff, compared with outcomes for Wales 2015-2016.

	Primary	Secondary
Cardiff 2015-16	47%	83%
Wales 2015-16	51%	66%
Cardiff 2014-15	50%	72%
Wales 2014-15	65%	69%

20. Of the eighty three primary schools inspected in Cardiff under the current inspection framework introduced in 2010, whose reports have been published, forty one (49.4%) have required a follow-up activity; fourteen (16.9%) have required Estyn follow-up monitoring, nineteen (22.9%) schools required local authority monitoring, two schools required special measures and six significant improvements. Twelve schools received a judgment of excellent in one or both of the overall indicators.

21. Of the 18 secondary schools inspected in this period, fifteen (83.3%) have required follow-up monitoring. Three schools required special measures and three significant improvement. Seven schools required Estyn monitoring and two schools required local authority monitoring. Two schools received a judgement of excellent on one or both of the overall indicators.
22. The quality of leadership, including governance, as judged in Estyn inspections, is stronger overall in primary schools than in secondary schools. The updated figures for 2016, measured cumulatively since September 2010, show that Estyn inspections continue to judge that 75% of leadership and management in primary schools as good or excellent. The equivalent figure for secondary schools fell from 55% in 2015, to around 38% in 2016.

Schools are demonstrating a greater capacity for improvement, but there remains a minority of schools causing concern

23. In 2014-2015, there were ten primary schools and six secondary schools categorised as requiring the most intensive (red) level of support. There have been changes to leadership in five of these schools. The number of schools requiring red level of support in 2015-2016 reduced to five primary schools, one special school and four secondary schools.
24. Estyn reported in their final monitoring visit in January 2016 that:
“Overall, schools in Cardiff are becoming more resilient and are demonstrating a greater capacity for improvement. Since the monitoring visit in 2014, there has been an increase in the number of higher performing schools and a decrease in the number in need of significant improvement.....However, schools’ performance at key stage 4 at level 1 and level 2, and the capped points score, has not improved sufficiently.”
25. A number of Cardiff schools with the greatest capacity for improvement have been commissioned to operate as ‘hubs’ by the Central South Consortium, to deliver training and professional development for teachers and leaders across the region. Such schools have also played a role in delivering bespoke support to schools causing concern as part of improvement plans, including as commissioned partners in the Schools Challenge Cymru programme. An external evaluation of the impact of such support has been commissioned by the Consortium and will report in 2017. In addition, an increasing number of the headteachers are taking responsibility for more than one school. In 2015-2016, six headteachers were in such a position.
26. In the secondary sector performance at the level 2 threshold is in line with the Welsh average for the first time this year, but further improvement is still needed in the level 1 threshold indicator. Cardiff has six secondary schools which are part of the Welsh Government’s “Schools Challenge Cymru” programme. The performance of these schools at Key Stage 4 was stronger than in previous years. Five out of the six schools improved their performance in the level 2 inclusive threshold and one school maintained the increases in performance achieved in 2014. However, in three of these schools, where there are a high proportion of White UK and eFSM pupils, standards remain unacceptably low.

Whilst there has been an improvement in the outcomes for lower achieving pupils groups, standards attainment by such groups by the end of key stage 4 remain too low

Minority Ethnic Pupils

27. There has been improvement over a three-year period in the performance of Minority Ethnic groups as a whole in all phases. Between 2013 and 2016, minority ethnic pupils show greater progress across the primary phase than White UK pupils although the gap has slightly narrowed over this period. Overall, the attainment gap between Minority Ethnic pupils and White UK pupils has reduced between Foundation Phase and Key Stage 2 in 2016, increased slightly at Key Stage 3 and reduced again at Key Stage 4.
28. For the second year the performance of all Minority Ethnic groups in the Key Stage 4 Level 2+ indicator is in line with White UK pupils. The pupils most at risk of underachievement continue to be White UK pupils living in the more deprived areas of the city and Gypsy Roma Traveller young people.
29. At Key Stage 2, the difference in performance of Minority Ethnic pupils and White UK pupils reduced by 1.5 ppt. This is partly due to the rise in outcomes of Black Caribbean pupils.
30. In the Foundation Phase, Key Stage 2 and Key Stage 3 pupils with English as an additional Language (EAL) do less well than Minority Ethnic pupils with English as their first language and White UK pupils. At Key Stage 4, this trend is reversed, with EAL pupils outperforming the two groups of English speakers at all threshold measures. In schools which are successfully closing the gap, EAL pupils are tracked as a discrete group, in order to inform teaching and learning strategies.
31. The lowest performing Minority Ethnic groups are Traveller/Romany and White European. In response, the LA Ethnic Minority and Traveller Achievement Service (EMTAS) has created a pupil tracker to ensure there is more robust monitoring centrally of these vulnerable groups. This includes attendance and exclusions data for these pupils as poor engagement with education often impedes the attainment of these groups.
32. Schools are using their own data to track and address any underperformance of Minority Ethnic and English as an Additional Language pupils. All schools have audited their provision in this area and are clear about their own areas for development. To further support the progress of EU Roma pupils, EMTAS has seconded a member of staff to Families First to focus on engagement of Roma families in education. The focus of their work is to increase the value and importance that the families give to the education of their children. There is also a designated Educational Welfare Officer who focusses on supporting this group. Both roles are having a positive impact.

Pupils with Special Educational Needs

33. In 2015 the proportion of School Action plus and School Action pupils achieving the level 1 threshold at Key Stage 4 fell, by 7 ppts and 1.7 ppts respectively, which contributed to an overall fall in the level 1 threshold of 1.1 ppt. Through successful targeting of support, and improving the range of courses available to pupils with SEN, this trend has been successfully reversed.
34. In 2016 the proportion of School Action pupils achieving the level 1 threshold increased by 3ppt. For School Action Plus pupils the increase was 15 ppt. The proportion of pupils at School Action and School Action Plus achieving the level 2 threshold also increased by 3 ppt and 9 ppt respectively.

Pupils Eligible for Free School Meals

35. There has been a greater reduction in the gap in performance between eFSM pupils and their peers in primary than in secondary schools. Between 2007 and 2016, the gap at age 11 narrowed by around 10 ppt whilst the gap at age 16 has only narrowed by 4 ppt.
36. The performance of eFSM pupils in the main indicators at each key stage are shown in the table below. Despite further improvements in the performance of eFSM pupils at each key stage, the gap between the performance of eFSM pupils and their peers remains too wide.

	Cardiff eFSM 2016	Cardiff nFSM 2016	Wales eFSM 2015	Cardiff All Pupils 2016
FPI	80.3%	92%	75.10%	88.90%
KS2 CSI	78.8%	91.9%	75.1%	89.5%
KS3 CSI	70.68%	90.80%	61.28%	86.6%
KS4 L2+	39.3%	69.0%	35.5%*	62.5%

*provisional 2016 figure

37. The schools that have been most successful in narrowing this gap focus on developing competency in literacy and numeracy and offer support, where necessary, to improve pupils' attendance and behaviour as well as their confidence and resilience. This is linked to effective use of the pupil deprivation grant to improve the skills and well-being of pupils through a variety of academic and extra-curricular activities.

Children Who are Looked After

38. The performance of Children Who are Looked After and educated in a Cardiff school, improved in the main indicators at the end of each Key Stage in 2016. Despite this upward trend, outcomes are still far too low and lower than their peers at each key stage.

	Cardiff LAC 2015	Wales Children in need census 2015	Cardiff LAC 2016	Cardiff All Pupils 2016
Foundation Phase Outcome Indicator	75%	64%	89%	88.9%
Key Stage 2 Core Subject Indicator	56%	64%	68%	89.5%
Key Stage 3 Core Subject Indicator	38%	48%	47%	87%
Key Stage 4 Level 2+ Threshold	17.1%	18%	21%	62%

EOTAS and NEETs

39. Outcomes for pupils who are educated other than at school (EOTAS) are generally poor. Many pupils supported by the range of EOTAS provisions leave with very few, or no recognised qualifications, and are more at risk of not making a successful progression into education employment or training. Action is being taken following a review of EOTAS provision carried out in summer 2016 which made a number of recommendations to improve the quality of provision for young people who are educated out of mainstream provision.
40. There has been a downward trend in the numbers of Year 11 leavers who are not engaged in education, employment or training (NEET) in Cardiff at the October count, date falling from 8.8% to 4.26% in 2014, with a slight rise in 2015 to 4.5%. This percentage represents 152 pupils out of a cohort of 3333 pupils. Of these 152 pupils, 34 young people (1.02%) could not or were unable to enter education, employment or training due to reasons including pregnancy, health related issues or custodial sentences. The provisional data for 2016 is showing a further reduction on previous figures.
41. Work is being taken forward to deliver the objectives of the 'Cardiff Commitment' to youth engagement and progression, including an increase in the number and range of traineeships and apprenticeships that the Council offers as a large employer, and increased partnership working to improve opportunities for young people to enter work with employers across Cardiff in the private, public and third sector.

Performance of Boys and Girls

42. In last year's report attention was drawn to the fact that:
- "In Cardiff, girls continue to outperform boys at all key stages and in nearly all indicators. The lower performance of boys relative to girls in the Foundation Phase and at Key Stage 2 is most noticeable in English. That said, from Key Stage 2, the performance of girls across Cardiff is lower than the performance of girls nationally in most areas."*

43. For several years the attainment of boys has been a priority for many schools, as in most cohorts the attainment of girls has exceeded that of boys. Raised awareness of the relative underperformance of girls appears to have contributed to a distinct improvement this year in the performance of girls and a stronger comparable performance with girls across Wales as a whole.
44. The comparative performance of the city's boys with boys across Wales is positive in nearly all indicators, but the overall attainment of boys remains lower than the attainment of girls. The higher incidence of SEN among boys, which is a national phenomenon, is likely to have had some impact on this. 73% of statemented pupils in Cardiff are boys.

Priority Areas for Further Improvement

45. This report highlights the continuing importance of focused action in relation to:
- The minority of schools causing concern and the key importance of effective challenge and support;
 - The continuing need to improve outcomes for a minority of learners at Key Stage 4 as measured by Level 2 and level 1 outcomes;
 - The development of improved provision for young people who are educated other than at school (EOTAS); and
 - The review and development of provision and practice in relation to special educational needs across Cardiff.
46. Looking forward to 2017, there will be a change in the qualifications that count towards the literacy and numeracy elements of the key measures. There are also changes to assessment in the core subjects in GCSE. These factors will undoubtedly impact on outcomes in 2017.
47. In addition to these changes, the development of the new curriculum currently underway in line with Successful Futures will present significant opportunities and challenges to all schools.
48. Action to address these priorities and challenges are set out in the improvements plans of individual schools, in the Corporate Plan and the Education Directorate business plan of Cardiff Council, in the Central South Consortium Business Plan, and in the plans of action in relation to each of the five goals of Cardiff 2020.

Summary Headline Results Across All Key Stages

Indicator	Cardiff			Wales			Cardiff Ranking		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Foundation Phase Indicator % achieving FPI	83.70%	86.73%	88.90%	85.15%	86.80%	87%	18	12	7
Foundation Phase LLC in English % achieving FPO5+	85.20%	87.94%	89.6%	86.62%	88.00%	88%	17	11	9
Foundation Phase LLC in Welsh % achieving FPO5+	90.45%	92.76%	93.1%	89.82%	91.30%	90.7%	11	8	8
Foundation Phase Maths % achieving FPO5+	87.44%	89.44%	91.3%	88.70%	89.70%	89.9%	18	13	8
Foundation Phase PSD % achieving FPO5+	93.52%	94.04%	94.8%	94.17%	94.80%	94.5%	18	20	11
Foundation Phase LLC in English % achieving FPO6+	29.23%	32.07%	36.5%	32.16%	34.20%	36.2%			
Foundation Phase LLC in Welsh % achieving FPO6+	27.67%	38.16%	36.6%	32.50%	36.90%	36.2%			

Indicator	Cardiff			Wales			Cardiff Ranking		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Key Stage 2 CSI	85.11%	87.76%	89.5%	86.13%	87.70%	88.6%	17	13	8
Key Stage 2 English L4+	87.27%	89.87%	91%	88.42%	89.60%	90.3%	18	12	10
Key Stage 2 Welsh L4+	90.11%	93.74%	96.1%	88.10%	90.50%	90.8%	10	6	2
Key Stage 2 Maths L4+	87.67%	89.87%	91.4%	88.93%	90.20%	91%	18	16	9
Key Stage 2 Science L4+	89.02%	90.83%	91.6%	90.34%	91.40%	91.7%	17	17	14
Key Stage 2 English L5+	36.85%	40.89%	44.7%	38.02%	40.80%	42%			
Key Stage 2 Welsh L5+	37.05%	45.66%	47.6%	33.89%	38.00%	38%			
Key Stage 2 Maths L5+	37.80%	42.39%	45.3%	37.97%	41.20%	43.2%			
Key Stage 2 Science L5+	37.60%	41.15%	45.3%	38.43%	41.10%	42.5%			
Key Stage 3 CSI	81.51%	83.40%	86.6%	81.02%	83.90%	85.9%	12	13	11
Key Stage 4 L2 +	54.04%	59.30%	63%	55.44%	57.90%	60%	17	10	NYA
Key Stage 4 L2	76.03%	81.60%	84%	82.34%	84.10%	84%	18	19	NYA
Key Stage 4 L1	93.19%	92.10%	94%	93.99	94.40%	95%	20	21	NYA
% 17 year olds entering volume equivalent to 2 A levels who achieved L3 threshold	96.77%	96.90%	98%	97.08%	97.00%	98%	14	12	NYA
Average wider points score 17 year olds	884.96	866	870	804.08	799.7	825	6	5	NYA

Indicator	Cardiff			Wales			Cardiff Ranking		
	2013/14	2014/15	2015/16	2012/13	2013/14	2015/16	2012/13	2014/15	2015/16
Foundation Phase % achieving FPOI5+ - FSM eligible	72.24%	76.59%	80.29%	72.36%	75.10%	NYA			
Foundation Phase % achieving FPOI5+ - FSM non eligible	87.52%	89.98%	91.99%	88.61%	89.98%	NYA			
Foundation Phase FSM/Non FSM gap % achieving FPOI5+	-15.28%	-13.38%	-11.60%	-16.25%	-14.87%	NYA			
Key Stage 2 % achieving CSI - FSM eligible	71.56%	76.74%	78.83%	71.91%	75.10%	NYA			
Key Stage 2 % achieving CSI - FSM non eligible	89.06%	91.02%	92.45%	89.65%	90.76%	NYA			
Key Stage 2 % achieving CSI - FSM/nonFSM gap	-17.50%	-14.28%	-13.61%	-17.44%	15.66%	NYA			
Key Stage 3 % achieving CSI - FSM eligible	63.52%	66.43%	70.68%	61.28%	65.92%	NYA			
Key Stage 3 % achieving CSI - FSM non eligible	85.90%	88.13%	90.80%	85.57%	88.12%	NYA			
Key Stage 3 % achieving CSI FSM/Non FSM gap	-22.38%	-21.70%	-20.12%	-24.30%	-22.20%	NYA			
Key Stage 4 % achieving L2+ - FSM eligible	27.36%	32.23%*	39.3%	27.76%	31.63%	35.5%			

	Cardiff			Wales			Cardiff Ranking		
Indicator	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2012/13	2014/15	2015/16
Key Stage 4 % achieving L2+ - FSM non eligible	60.65%	66.52%	69.0%	60.65%	66.52%	66.7%			
Key Stage 4 % achieving L2+ FSM/non FSM gap	-33.29	-34.28	- 29.7	-33.79	-32.43	-31.3			
% Attendance Secondary Schools	93.68%	93.86%	94.50%	92.63%	93.61%	94.20%	10	11	NYA
% Attendance Primary Schools	94.90%	95.20%	95%	93.68%	94.78%	95.14%	11	6	NYA
% year 11 leavers NEET	4.26%	4.5%	NYA	3.70%	3.10%	NYA	22	23	NYA
% year 13/14 leavers NEET	4.4%	2.95%	NYA	4.70%	4.90%	NYA	3	7	NYA

Reasons for Recommendations

1. 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

2. The Council has a legal obligation under section 13A of the Education Act 1996 to promote high standards and to promote the fulfilment of learning potential for all pupils in the area.

The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

Protected characteristics are:

- Age
- Gender reassignment
- Sex
- Race – including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and maternity
- Marriage and civil partnership
- Sexual orientation
- Religion or belief – including lack of belief

The report reflects the progress the Council has achieved in meeting its legal obligations and how it has sought to satisfy its public sector equality duties

Financial Implications

3. 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

4. Cabinet is recommended to note the performance of Cardiff schools in the academic year 2015/2016.

Nick Batchelar
Director of Education and Lifelong Learning
4th January, 2017

The following Appendices are attached:

Appendix 1	Explanation of Frequently Used Terms	17
Appendix 2	Summary Overview – Primary	20
Appendix 3	Performance in the Foundation Phase	22
Appendix 4	Performance at Key Stage 2	29
Appendix 5	Summary Overview – Secondary	36
Appendix 6	Performance at Key Stage 3	38
Appendix 7	Performance at Key Stage 4	45
Appendix 8	Performance at Key Stage 5	57
Appendix 9	Attendance at school	59
Appendix 10	Exclusions	62
Appendix 11	Not in Education, Employment or Training (NEET)	64
Appendix 12	Outcomes of Inspections	66

Appendix 1 Explanation of Frequently Used Terms

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

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

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

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

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

Threshold Indicators - The level 2 threshold indicator including English or Welsh and mathematics is 5 grades A*-C including these subjects, the level 2 threshold is 5 grades A*-C and the level 1 threshold indicator is 5 grades A*-G. The threshold indicators include all approved qualifications not just GCSE that are the equivalent of: level 1: grades D-G; level 2: grades A*-C.

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

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

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

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

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

EAL Categories

A = New to English

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

B = Early Acquisition

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

C = Developing competence

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

D = Competent

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

E = Fluent

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

Appendix 2 Summary Overview of Primary Achievement

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

Table 1: Increase in Primary Performance since 2013

Increase since 2013	Cardiff	Wales
FPI	8ppt	4ppt
CSI	6.9ppt	4.3ppt

2.2 Outcomes continue to improve in all areas of learning in the Foundation Phase, in spite of the fact that many young children starting primary school with English as an additional language.

2.3 Outcomes at the end of Key Stage 2 build on the outcomes for the corresponding cohort at the end of the Foundation Phase in 2012. 78.7% of pupils achieved the FPI in 2012. 89.5% of this cohort of pupils achieved the CSI in 2016. This increase reflects the significant number of pupils who made greater than expected progress across Key Stage 2.

2.4 The proportions of pupils attaining the higher levels, (outcome 6 in the Foundation Phase and level 5 at Key Stage 2) compare favourably with the national averages. At the end of the Foundation Phase, at least one third of pupils attain the higher level in all areas of learning. At Key Stage 2, in the four core subjects, it is at least four out of every ten pupils.

2.5 There has been a further reduction in the number of primary schools performing below the median when compared to similar schools. Partnerships and external support, from a variety of sources, has contributed to the success of the schools that improved. However, noticeable variation in the performance of schools still exists. The range in outcomes in the Foundation Phase is between 52.4% and 100% in the FPI, whilst in the CSI at Key Stage 2 it is from 68.0% to 100%.

2.6 The performance of eFSM pupils continues to increase by a faster rate than the performance of non-FSM pupils, reducing the difference in performance between the two groups. The performance of eFSM pupils remains below that of nFSM pupils. An increased focus on the basics in primary schools has benefited all pupils, but the most disadvantaged in particular.

Table 2: Percentage Point Gap for eFSM and nFSM since 2013

Increase since 2013	eFSM	nFSM
FPI	13.37ppt	6.53ppt
CSI	11.17ppt	5.33ppt

2.7 Girls’ performance exceeds that of boys across the primary phase. In contrast, to 2015, both boys’ and girls’ performance in Cardiff is higher than the national average at the end of Foundation Phase and at the end of Key Stage 2.

Table 3: Performance of Girls and Boys

	Cardiff Girls	Wales Girls	Cardiff Boys	Wales Boys
FPI	93.1%	91.2%	84.9%	83.0%
CSI	92.5%	91.3%	86.6%	86.1%

2.8 Overall, schools in the city are adapting well to the changing communities they serve. Mobility in some schools is however a significant challenge.

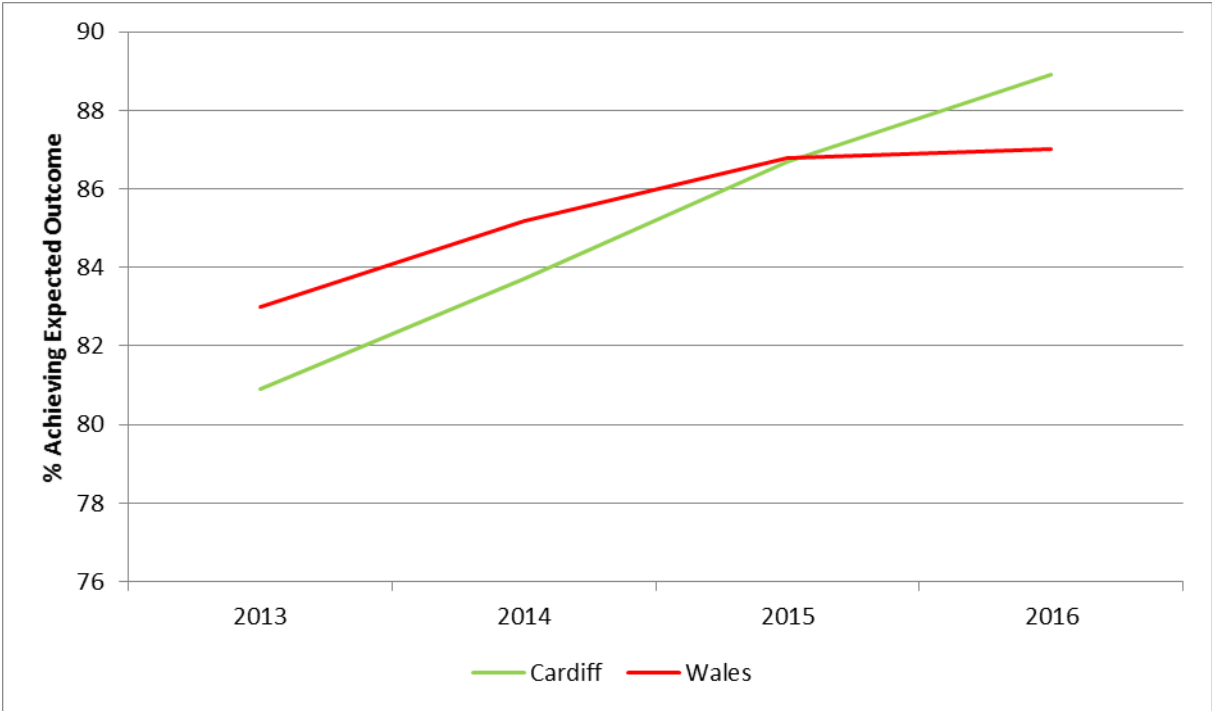
2.9 Some Minority Ethnic groups, such as Chinese in the Foundation Phase and Arab at Key Stage 2, are outperforming the White UK pupil group. In contrast, the White European and Traveller/Romany groups continue to perform below the White UK pupil group and the performance of minority ethnic pupils as a whole is below the Cardiff average in the primary phase.

2.10 In 2015-2016 attendance in primary schools fell very slightly to 95% which was a 0.1 ppt decrease on the previous year.

Appendix 3 Performance in the Foundation Phase

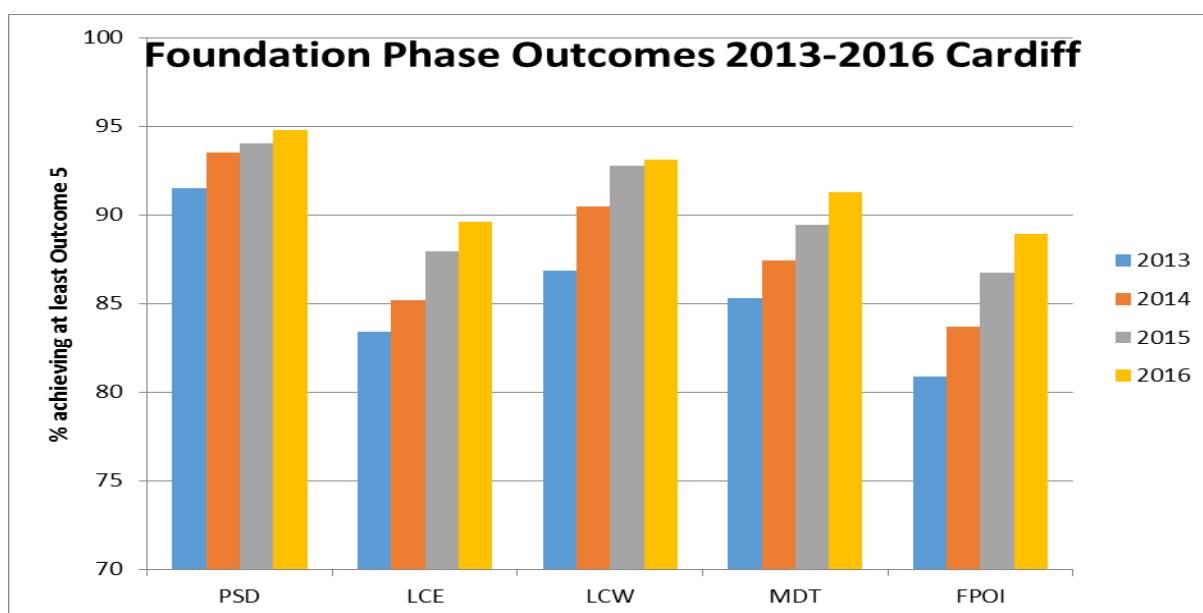
Trend in Outcomes

3.1 The proportion of pupils achieving the Foundation Phase Indicator (FPI) is 88.9% (2016 target 86.0%). The improvement in the FPI is 2.2 ppt, which is greater than the national improvement (0.2 ppt). Cardiff now exceeds the Wales average (87.0%) for this indicator. This degree of improvement has been achieved within the context of increasing numbers of English as an additional language (EAL) learners.



3.2 More than seventy percent of primary schools (68 out of 95) maintained, or improved, the FPI in 2016 compared to 2015.

3.3 In the remaining schools (27 out of 95), the proportion of pupils achieving the FPI fell by an average of 4.8 ppt. In nine schools, the decrease is less than 3 ppt. Five of the schools which reported decreases in outcomes are categorised as red or amber and action is already being taken to raise standards. In the remaining schools, including three which reported decreases for the second consecutive year, the challenge adviser has visited early in the autumn term to scrutinise each school’s analysis of outcomes and the actions that are planned in response.



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

Foundation Phase (O5+)					
	PSD	LCE	LCW	MDT	FPOI
2013	91.50%	83.39%	86.86%	85.32%	80.85%
2014	93.52%	85.20%	90.45%	87.44%	83.70%
2015	94.04%	87.94%	92.76%	89.44%	86.73%
2016	94.80%	89.60%	93.10%	91.30%	88.90%

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

3.5 The proportion of pupils reaching outcome 6 (O6+) or above continues to improve each year in each area of learning and for the first time in 2016 all outcomes are ahead of the national averages.

	2012	Wales 2012	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015	2016	Wales 2016
LCE	24.80%	25.60%	27.70%	29.50%	29.20%	32.20%	32.07%	34.24%	36.50%	36.20%
LCW	23.20%	24.80%	25.90%	29.30%	27.70%	32.50%	38.16%	36.88%	38.60%	36.20%
MDT	24.50%	24.20%	27.80%	28.20%	28.70%	30.30%	32.50%	34.30%	37.00%	36.40%
PSD	37.50%	38.60%	42.80%	45.90%	48.80%	51.50%	53.03%	56.03%	59.10%	58.90%

Performance of Key Groups - Gender

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

	2013	2014	2015	2016	Wales 2016 Actual
FPI Boys	77.95%	79.72%	82.73%	84.9%	83%
FPI Girls	83.93%	87.79%	90.85%	93.1%	91.2%
FPI Total	80.85%	83.7%	86.73%	88.9%	87%
Boys Vs Girls	-5.98	-8.07	-8.12	-8.2	-8.2

- 3.7 At the higher outcome 6+ the girls' outcomes exceed the outcomes for boys by more than 10 ppt in nearly all the areas of learning. The exception is in mathematical development. Boys' performance exceeds that of girls by 1 ppt. The performances of both boys and girls are at least in line with the national averages, with the exception of girls in PSDWBCD which are 1.3 ppt below the national figure.

Performance of Key Groups – Minority Ethnic Pupils

- 3.8 Overall, performance for Minority Ethnic pupils' attainment in the FPI in 2016 (86.5%) remains below White UK (90.4%) by 3.9 ppt. The achievement gap reduced for Minority Ethnic pupils by 3.3 ppts from 2013 to 2014. In 2015, the gap widened again to 6.6 ppt, but the difference has reduced again this year.
- 3.9 The proportion of Minority Ethnic pupils achieving the FPI as a whole has improved by slightly more than 10 ppt in the years between 2013 and 2016. Within this overall improvement, some groups of pupils are attaining above the Welsh average of 87% and the average of all Cardiff pupils of 88.9%. The lowest performing group continues to be Traveller/Romany, but the performance of this group improved significantly this year.
- 3.10 There has been a focus in several primary schools this year on this least attaining group. The engagement of their parents in education has been a key element in improving the outcomes at this phase of education.
- 3.11 Virtually all the different minority ethnic groups improved their performance in 2016. The exceptions were Somali and Chinese/Chinese British. The size of the cohort in each group will sometimes have an effect on the size of the percentage changes in attainment.

Foundation Phase	FPI 2013	FPI 2014	FPI 2015	FPI 2016	Wales aggregated 2013- 2015
Any other ethnic background	100.00%	81.08%	73.53%	90.63%	78.5%
Arab	70.69%	79.20%	79.09%	83.58%	NYA
Bangladeshi	79.84%	78.52%	82.86%	89.83%	83.1%
Black Caribbean	88.89%	70.00%	75.00%	90.91%	NYA
Chinese or Chinese British	86.67%	70.00%	92.31%	90.63%	89.4%
Mixed	80.73%	83.84%	88.58%	89.66%	86.1%
Not known	73.81%	63.04%	66.67%	92.59%	80.1%
Other Asian	88.24%	92.86%	88.98%	97.12%	86.8%
Other Black	73.47%	87.18%	81.90%	85.22%	81.3%
Pakistani	74.50%	80.99%	88.28%	90.15%	83.4%
Somali	70.73%	78.82%	85.71%	79.22%	NYA
Traveller/Romany	56.00%	68.97%	59.26%	74.07%	52.9%
White European	66.22%	76.54%	71.10%	75.93%	NYA
All EM Groups	76.40%	81.62%	82.26%	86.49%	NYA
White UK	82.91%	84.97%	88.93%	90.35%	85.7%
All Pupils	80.85%	83.70%	86.73%	88.93%	85.2%

Performance of Key Groups – EAL Pupils

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

	2013	2014	2015	2016
EAL (Code A-E)	77.72%	81.93%	82.79%	86.6%
No EAL	84.15%	84.54%	88.11%	91.1%
All Pupils	80.85%	83.70%	86.73%	88.90%

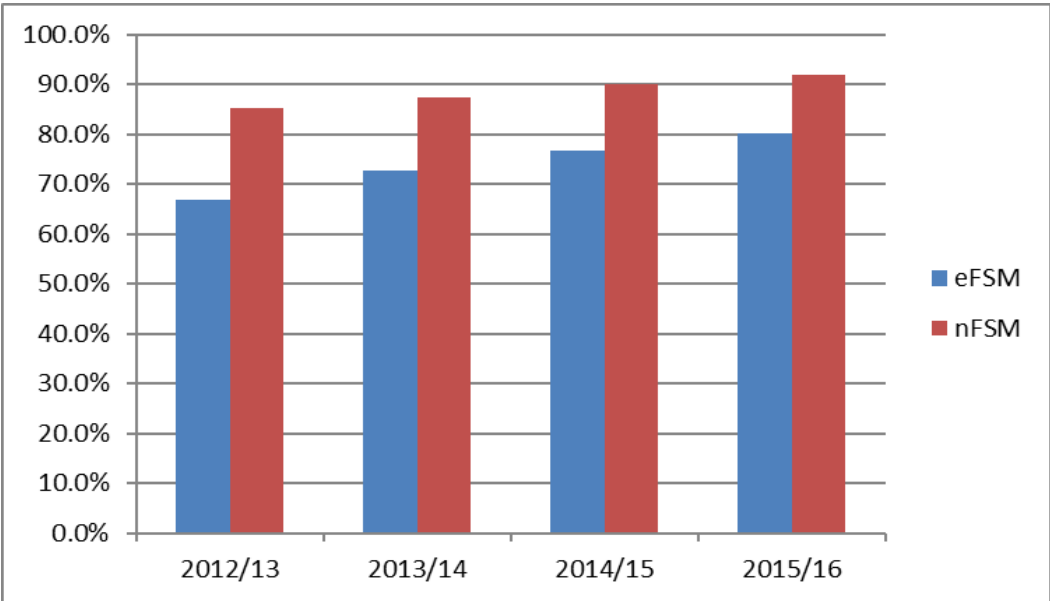
	2013	2014	2015	2016
New to English (A)	41.97%	50.23%	48.06%	57.20%
Early Acquisition (B)	77.05%	85.98%	93.75%	90.3%
Developing competence (C)	95.09%	96.98%	97.36%	100%
Competent (D)	96.49%	100.00%	100.00%	100%
Fluent (E)	82.33%	87.86%	89.13%	93.90%

Performance of Key Groups – Looked After Children

- 3.13 The proportion of pupils achieving the Foundation Phase Indicator (FPI) is 89% (16 out of the 18 LAC in Year 2). This is an increase in that achieved in 2015 (75%) for this group of pupils. This performance is also in line with the figure of 88.9% for all pupils in Cardiff.
- 3.14 The Cardiff Looked After Children’s attainment 2016 figure is substantially above the latest published Wales Looked After Child figure for 2015 of 64%. The Looked After Education Team are becoming more effective in working with all partners including the specialist teacher teams to promote the early identification of, and support for, children in care who are at risk of underachievement. The introduction of the central tracker means that more informative data is available and is being used effectively to identify underachievement at an early stage.

Performance of Key Groups – Pupils Eligible for Free School Meals

- 3.15 The attainment gap between those pupils in the Foundation Phase who are eligible for free school meals and those not eligible has narrowed again in 2016.



- 3.16 The difference in performance between eFSM pupils and nFSM pupils has been reduced from 13.3 ppt to 11.7 ppt.
- 3.17 The performance of eFSM pupils has improved by 3.6 ppt, compared to an improvement for nFSM pupils of 2.0 ppt.
- 3.18 These outcomes suggest that overall schools are using their pupil deprivation grant as intended to improve outcomes for the most disadvantaged pupils.

	Cardiff eFSM 2016	Cardiff nFSM 2016	Wales eFSM 2015	Cardiff All Pupils 2016
Foundation Phase Indicator	80.3%	92%	75.10%	88.90%

Performance of Key Groups – SEN Pupils

- 3.19 There continues to be a wide gap between the attainment of pupils with special educational needs (SEN) and non-SEN pupils in mainstream settings in the Foundation Phase. The gap is widest for statemented pupils, and the gap narrows for those at School Action Plus and School Action.

Foundation Phase - Percentage achieving outcome 5 or above

2016	FPI	LCE	LCW	MDT	PSD
Statemented	16.7%	20.2%	33.3%	25.5%	25.5%
School Action Plus	45.3%	52.4%	43.5%	55.1%	70.6%
School Action	73.0%	76.8%	76.1%	79.9%	92.5%
No SEN	97.0%	97.1%	98.5%	97.9%	99.0%
Not matched	66.7%	64.7%	100%	66.7%	66.7%
Total	88.9%	89.6%	93.1%	91.3%	94.8%

2015	FPI	LCE	LCW	MDT	PSD
Statemented	16.0%	19.4%	0.0%	19.8%	21.7%
School Action Plus	41.8%	50.5%	36.4%	49.5%	66.5%
School Action	69.8%	73.7%	82.1%	79.0%	90.8%
No SEN	95.6%	96.4%	97.3%	96.6%	98.9%
Not matched	50.0%	63.6%	0.0%	50.0%	75.0%
Total	86.7%	87.9%	92.8%	89.4%	94.0%

- 3.20 In 2016, the proportion of School Action and of School Action Plus pupils who achieved the FPI increased by 3 ppt while the proportion of non-SEN pupils achieving the FPI increased by 2 ppt, suggesting the gap continues to narrow.
- 3.21 The proportion of statemented pupils achieving FPI increased by less than 1ppt, which may reflect the increasing level of complex needs among the younger cohorts.
- 3.22 In all SEN groups, the performance gap is significantly narrower in Personal and Social Development, than in other areas of learning.

Comparative performance with other Local Authorities and Cities

3.23 Schools are grouped into FSM bands and ordered nationally to give four quarters – the top performing 25% of schools fall in Quarter 1 (upper quarter) and the bottom performing 25% of schools fall in Quarter 4 (lower quarter). The improvements in performance in the majority of schools have led to an increase in the number of schools in the top benchmarking quarter from 21 in 2015 to 31 in 2016 and a further reduction in the number of schools in the lowest quarter from 9 to 7.

2015 Benchmark quarters for FPI

	No of schools	% of schools
Quarter 1	21	22%
Quarter 2	32	34%
Quarter 3	33	35%
Quarter 4	9	9%
Total	95	100%

2016 Benchmark quarters for FPI

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

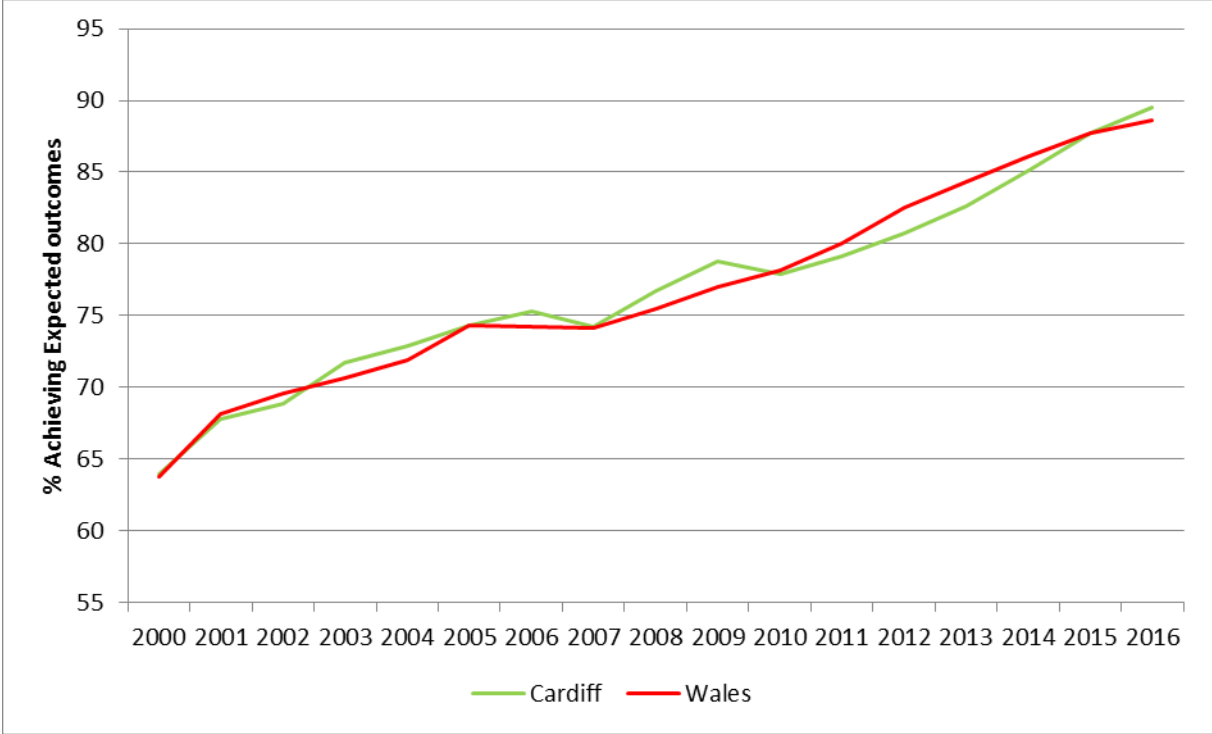
3.24 Cardiff has improved its ranking once again in 2016, with performance now in the top ten local authorities across Wales.

Foundation Phase - FPI	2015/16		2014/15		2013/14	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	88.90%	7	86.70%	12	83.70%	18

Appendix 4 Performance at Key Stage 2

Trend in Outcomes

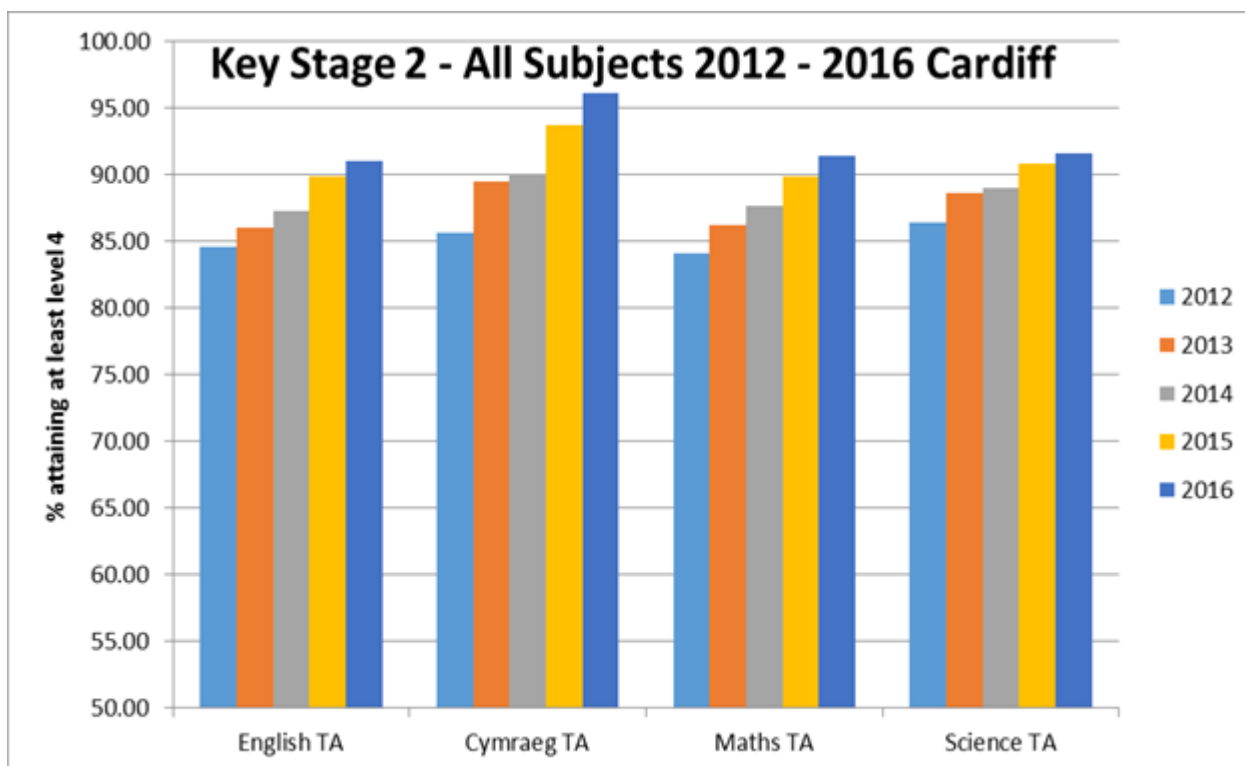
4.1 There has been an improvement of 1.7ppt in the percentage of pupils reaching the expected level at Key Stage 2. The improvement is greater than the national improvement (0.9ppt). The proportion of pupils achieving the CSI is now 89.5%, the corresponding national figure is 88.6%.



4.2 Two thirds of primary schools (62 out of 93) maintained, or improved, their Key Stage 2 CSI in 2015 compared to the previous year. In the remaining third (31 out of 93) the proportion of pupils achieving the CSI fell by an average of 6.5 ppt. In nine schools, the decrease is less than 3ppt. Eight schools are categorised as red or amber and action is already being taken to raise standards.

4.3 Just over two thirds of primary schools (65 out of 95) maintained or improved their Key Stage 2 CSI in 2016, compared to the previous year. In the remaining third (30 out of 95) the proportion of pupils achieving the CSI fell by an average of 4.6 ppt. In nine of the schools, the decrease is less than 3 ppt. Seven of the schools are categorised as red or amber and action is already being taken to raise standards. In the remaining schools, including five which reported decreases for the second consecutive year, actions have been planned in response.

4.4 At the expected level and the higher level, the strongest performance is in Welsh first language. English has the lowest performance at this Key Stage. Around 45% of pupils attain the higher level in all subjects which is slightly higher than the proportion of pupils across Wales as a whole.



Key Stage 2 – Expected Level (4+)				
	English TA	Cymraeg TA	Maths TA	Science TA
2012	84.61%	85.68%	84.12%	86.45%
2013	86.00%	89.55%	86.24%	88.59%
2014	87.27%	90.11%	87.67%	89.02%
2015	89.87%	93.74%	89.87%	90.83%
2016	91.00%	96.10%	91.40%	91.60%

Performance of Key Groups - More Able and Talented Pupils

4.5 Cardiff is at least 2ppt higher than the national averages at level 5+ in all core subjects. Performance at this level in Welsh first language is particularly strong being 9.6ppt above the national average.

	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015	2016	Wales 2016
English	34.00%	35.70%	36.80%	38.00%	40.89%	40.76%	44.70%	42.00%
Welsh	30.90%	30.40%	37.10%	33.90%	45.66%	37.97%	47.60%	38.00%
Mathematics	35.90%	35.70%	37.80%	38.00%	42.39%	41.24%	45.30%	43.20%
Science	35.10%	36.10%	37.60%	38.40%	41.15%	41.14%	45.30%	42.50%

Performance of Key Groups - Gender

4.6 At Key Stage 2 in the CSI, the performance of boys is 6 ppt lower than the performance of girls. In contrast to 2015, the performance of both girls and boys compares favourably to the national outcomes.

	2013	2014	2015	2016	Wales 2016
CSI Boys	80.99%	82.01%	86.03%	86.60%	86.1%
CSI Girls	84.43%	88.34%	89.53%	92.50%	91.3%
CSI Total	82.61%	85.11%	87.76%	89.50%	88.6%
Boys vs Girls	-3.44	-6.33	-3.49	-6.00	-5.20

4.7 At the expected level, girls' performance is stronger than boys in all of the core subjects, but the greatest difference of more than 6 ppt is in English. The gender gap is smaller than the national gender gap in Welsh first language but wider in the other core subjects.

4.8 Girls' performance compares well to the national averages in all the core subjects at the expected level, but the performance of boys is slightly lower than the national averages in mathematics (0.3 ppt) and science (1 ppt).

4.9 At the higher levels, the outcomes for both boys and girls exceed the national averages, significantly so in Welsh. The outcomes for girls are higher than the outcomes for boys in English, Welsh and science, but lower in mathematics. This pattern is similar to the pattern seen nationally.

Performance of Key Groups – Minority Ethnic Pupils

4.10 As a whole, the proportion of minority ethnic pupils achieving the CSI at Key Stage 2 has improved by 7.3 ppt in the years between 2013 and 2016. This is slightly more than the increase for White UK pupils (7.0 ppt) and so the gap in performance between the two groups has closed slightly.

4.11 The performance of minority ethnic pupils in 2016 (87.1%) remains below White UK (90.7%) by 3.6 ppt and all Cardiff pupils (89.5%) by 2.4 ppt.

Key Stage 2	CSI 2013	CSI 2014	CSI 2015	CSI 2016	Wales aggregated 2013- 2015
Any other ethnic background	94.44%	87.10%	85.71%	91.43%	81.4%
Arab	82.22%	84.47%	87.61%	91.91%	NYA
Bangladeshi	86.24%	90.98%	93.64%	87.14%	88.7%
Black Caribbean	100.00%	75.00%	33.33%	100.00%	NYA
Chinese or Chinese British	92.31%	80.00%	69.23%	100.00%	89.5%

Mixed	80.60%	85.99%	87.95%	90.19%	88.1%
Not known	78.95%	79.31%	76.19%	100.00%	85.3%
Other Asian	84.91%	92.42%	89.47%	89.23%	91.7%
Other Black	82.14%	78.21%	84.62%	79.46%	91.7%
Pakistani	85.22%	81.62%	86.23%	90.71%	84.7%
Somali	81.32%	81.93%	87.32%	90.36%	NYA
Traveller/Romany	54.17%	52.17%	72.22%	50.00%	56.1%
White European	59.17%	74.80%	71.35%	81.32%	NYA
All EM Groups	79.83%	83.00%	84.25%	87.13%	NYA
White UK	83.72%	86.03%	89.30%	90.72%	86.6%
All pupils	82.61%	85.11%	87.76%	89.54%	86.2%

4.12 Some minority ethnic groups, such as Pakistani, have a higher than average proportion of pupils achieving the core subject indicator. By far the lowest performing group at this Key Stage in 2016 is Traveller/Romany pupils. The lowest performing group in 2015 was Black Caribbean, but all pupils in this group achieved the core subject indicator in 2016. The project that was established last year to look at the achievement of Black Caribbean pupils and improve attainment has had a positive impact.

Key Groups - English as an Additional Language

4.13 The proportion of pupils with English as an Additional Language (EAL Categories A – E) achieving the Key Stage 2 Core Subject Indicator (CSI) is 88.4%. This compares with 89.5% of all pupils in Cardiff. Overall EAL attainment has improved by almost 7 ppt since 2013.

	2013	2014	2015	2016
EAL (Code A-E)	81.25%	83.70%	83.59%	88.40%
No EAL	83.26%	85.65%	89.03%	91.20%
All Pupils	82.61%	85.11%	87.76%	89.50%

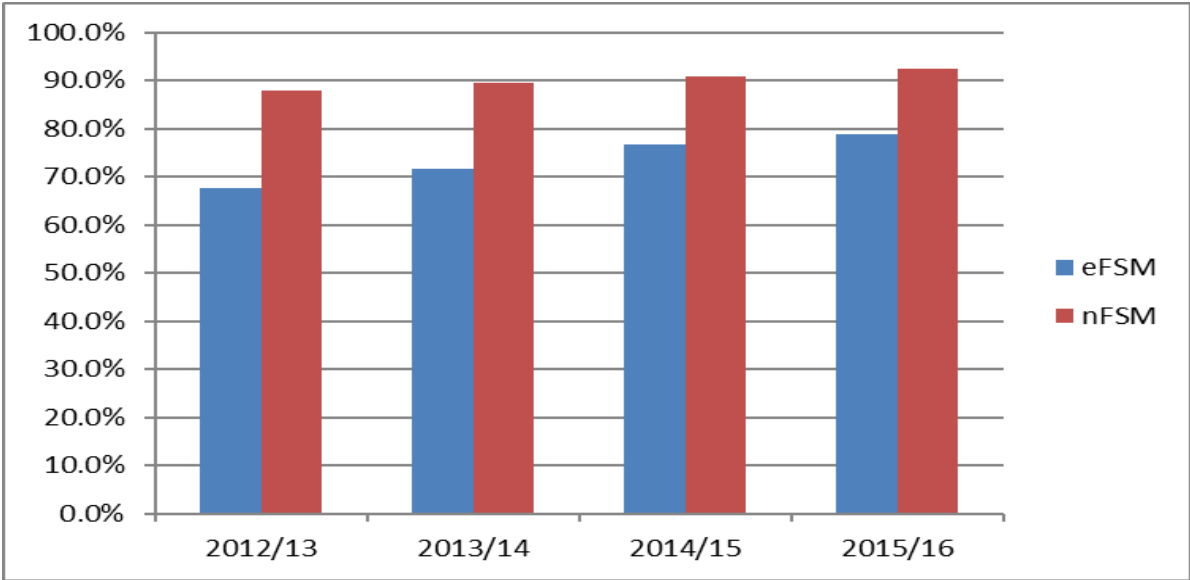
	2013	2014	2015	2016
New to English (A)	16.67%	16.67%	36.36%	23.80%
Early Acquisition (B)	54.40%	59.69%	67.43%	68.83%
Developing competence (C)	94.21%	95.16%	95.93%	94.63%
Competent (D)	97.56%	95.83%	98.29%	100%
Fluent (E)	83.43%	89.80%	91.40%	98.11%

Key Groups - Performance of Looked After Children

- 4.14 There has been another improvement (12 ppt) in the percentage of pupils reaching the expected level at Key Stage 2 compared to the percentage in 2015. The proportion of pupils achieving the CSI is 68%, (15 out of 22 LAC in the cohort). This remains well below the Cardiff figure for all pupils, which is 89.5% but well above the Wales figure 2015 for LAC of 64%.
- 4.15 12 out of 22 (55%) of this cohort were on the Special Educational Needs (SEN) register (Statemented, School Action Plus and School Action).

Key Groups - Pupils Eligible for Free School Meals

- 4.16 The difference in performance between eFSM pupils and nFSM pupils has been reduced again this year from 14.3 ppt to 13.6 ppt as the performance of eFSM pupils has improved by approximately 2 ppt.



- 4.17 The gap has continued to reduce over the last five years as eFSM pupils' performance is improving at a faster rate than the performance of nFSM pupils.
- 4.18 The performance of eFSM pupils has improved by just over 2 ppt, compared to nFSM pupils which have improved by 1 ppt. The national figures for 2016 are not yet available. The performance of the city's eFSM pupils is nearly 4 ppt ahead of the national figures for 2015.

	Cardiff eFSM 2016	Cardiff nFSM 2016	Wales eFSM 2015	Cardiff All Pupils 2016
Key Stage 2 Core Subject Indicator	78.8%	91.9%	75.1%	89.5%

Performance of Key Groups - SEN pupils

4.19 There continues to be a wide gap between the attainment of pupils with special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 2. As in the Foundation Phase, the gap is widest for statemented pupils, and the gap narrows for those at school action plus and school action.

Key Stage 2 - Percentage achieving Level 4 or above

2016	English	Welsh	Maths	Science	CSI
Statemented	18.3%	20.0%	24.6%	19.0%	16.7%
School Action Plus	54.7%	58.3%	58.6%	60.5%	50.0%
School Action	84.2%	92.2%	83.8%	85.3%	79.2%
No SEN	99.0%	100.0%	98.9%	99.0%	98.5%
Not matched	85.7%	100.0%	85.7%	85.7%	85.7%
Total	91.0%	96.1%	91.4%	91.6%	89.5%

2015	English	Welsh	Maths	Science	CSI
Statemented	26.6%	0.0%	24.2%	25.8%	21.8%
School Action Plus	53.7%	55.6%	56.0%	60.1%	47.4%
School Action	82.6%	86.9%	83.5%	85.1%	76.9%
No SEN	98.7%	99.7%	98.4%	98.8%	98.0%
Not matched	70.0%	-	70.0%	70.0%	70.0%
Total	89.9%	93.7%	89.9%	90.8%	87.8%

4.20 The proportion of School Action and of School Action Plus pupils who achieved the CSI increased by 3 ppt, while the proportion of non-SEN pupils rose by less than 0.5 ppt, suggesting the gap continues to narrow for these groups.

4.21 The proportion of statemented pupils achieving CSI fell by 5ppt, reflecting the increasing needs of this cohort of pupils. The number of children and young people with complex learning difficulties and disabilities is known to be increasing (nationally).

4.22 The capacity of Cardiff schools to meet less complex needs without a statement is also improving. As a consequence, the proportion of pupils with statements is not increasing, but each cohort of pupils tends to have more complex needs than the previous cohort. The widening attainment gap needs to be seen in this context.

Comparative Performance with Other Local Authorities and Cities

4.23 The improvements in performance in the majority of schools have led to an increase in the number of schools in the top benchmarking group from 21 in 2015 to 30 in 2016 and a reduction in the number of schools in the lowest group from 14 to 12. In 3 of these schools there has been persistent low achievement and focused action is being taken.

	No of schools	% of schools
Quarter 1	21	22.58%
Quarter 2	28	30.11%
Quarter 3	30	32.26%
Quarter 4	14	15.05%
Total	93	100.00%

	No of schools	% of schools
Quarter 1	23	24.46%
Quarter 2	30	31.91%
Quarter 3	29	30.85%
Quarter 4	12	13.33%
Total	94	100.00%

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

4.25 Performance is at the top of the rankings at Key Stage 2 for the third consecutive year, compared with the English authorities. It is lower when compared with the Welsh authorities.

	English Level 4+	Mathematics Level 4+	Science Level 4+
	2016	2016	2016
Key Stage 2	1 st	1 st	1 st

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

4.27 The positive relative improvement in the core subject indicator in 2016 is reflected in Cardiff's rank position, compared to the other Welsh local authorities.

4.28 As in the Foundation Phase, the rate of improvement at the end of this Key Stage is faster than the rate of improvement across Wales as a whole and this has led to further improvements in the overall ranking position for Cardiff.

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

Appendix 5 Summary Overview - Secondary

- 5.1 The positive trend of improvement in all the main performance measures continues in the secondary phase. The rate of improvement is greater in Cardiff than across Wales at both Key Stages in 2016.
- 5.2 Performance at the level 2 inclusive threshold compares favourably with performance nationally. Performance at the level 2 threshold is in line with the Welsh average for the first time this year, but further improvement is still needed in the level 1 threshold indicator.

Increase since 2013	Cardiff	Wales
KS3 CSI	8.8ppt	8.9ppt
KS4 Level 2+	12.1ppt	7.3ppt

- 5.3 More than half the cohort of pupils achieved the higher levels (level 6+) in the core subjects at Key Stage 3 which, in nearly all subjects, is a greater than the equivalent figures nationally. These outcomes provide a firm foundation from which pupils can begin their GCSE courses at Key Stage 4.
- 5.4 Outcomes for both boys and girls improved across the secondary phase, with the performance of girls remaining stronger than boys in all the main indicators.
- 5.5 The performance of eFSM pupils has improved at a faster rate over the last three years than the performance of nFSM pupils. As the gap widens when pupils are in the secondary phase, early intervention is key and this needs to be implemented across Key Stage 3 not left until Key Stage 4 which is the case in some schools.

Increase since 2013	eFSM	nFSM
KS3 CSI	15.5ppt	6.86ppt
KS4 Level 2+	14.53ppt	11.85ppt

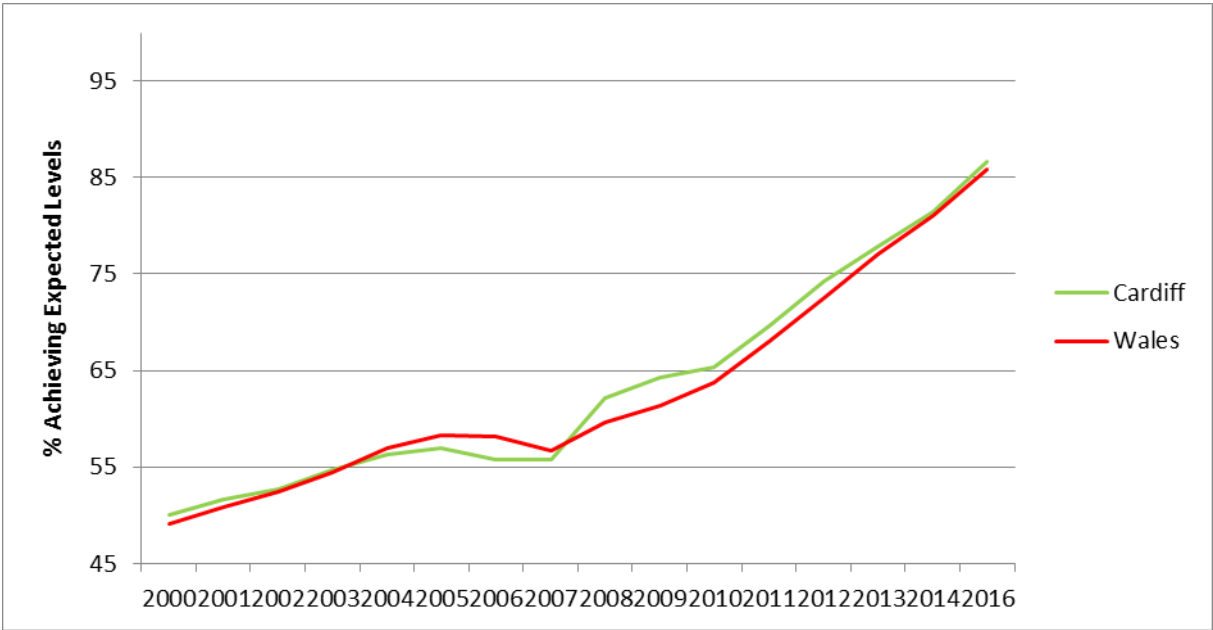
- 5.6 The greater emphasis on the attainment of eFSM pupils at Key Stage 4 by the Welsh Government by factoring their performance into the national categorisation system has further focused secondary schools on the performance of these learners. The performance of six schools in Cardiff falls below this target and has a negative impact on the schools' categorisation outcome.
- 5.7 Six schools have more than 50% of eFSM learners achieving the level 2+ threshold. In these schools, where the outcomes of eFSM pupils are relatively high, their performance is a school priority, driven by leaders. The impact of the PDG spending is monitored and challenged by governors. Progress for the most disadvantaged pupils requires schools to focus on this key group as a priority.

- 5.8 The performance of other vulnerable learners, such as looked after children and some minority ethnic groups have also improved, but are still significantly below their peers.
- 5.9 The slowly improving trend in the proportion of looked after children achieving the level 2+ threshold continued in 2016, but there was a slight decrease in the other key stage 4 measures. The central team closely monitor the progress of looked after children and provide support and challenge to schools in order to improve the educational provision for these learners.
- 5.10 Cardiff has six secondary schools which are part of the Welsh Government's "Schools Challenge Cymru" programme. The performance of these schools at Key Stage 4 was stronger than in previous years. Five out of the six schools improved their performance in the level 2 inclusive threshold and one school maintained the increases in performance achieved in 2015. In three of these schools, where there are a high proportion of White UK and eFSM pupils, standards remain unacceptably low.
- 5.11 The overall attendance figure for secondary schools improved by 0.6 ppt to 94.4% in 2015-2016, which is once again above the Welsh average. The attendance figures in three secondary schools, although improving, are still having a negative effect on the city's overall figures.
- 5.12 At Key Stage 5, an increasing number of pupils achieved the level 3 threshold (98%). This results in a large proportion of year 13 pupils continuing into further education at college or university. Across Cardiff as a whole, there has been a reduction in the proportion of A level teaching in Cardiff judged by the ALPs value added tool to be excellent or outstanding from just over one third in 2015 to just over a quarter in 2016.
- 5.13 The figures for 2016 indicate that an increasing number of pupils in year 11 and year 13 are making a successful transition into education, employment or training. There is still a concerning number of young people who, for a variety of reasons, are not productively engaged post 16.

Appendix 6 Performance at Key Stage 3

Trend in Outcomes

6.1 The proportion of pupils reaching the expected level at this Key Stage 3 also continues to increase and the rate of improvement has increased again this year. The proportion of pupils achieving the CSI was 86.6%, an improvement of 3.2 ppt on the 2015 figure. The improvement was smaller than the national improvement (2.0 ppt).



6.2 Two thirds of secondary schools (14 out of 19) maintained, or improved, their Key Stage 3 CSI, compared to the previous year. In the remaining third the proportion of pupils achieving the CSI fell by up to 5 ppt (with the exception of one secondary school which fell by nearly 19ppt).

6.3 The highest performance is in Welsh first language and the weakest performance is in English. At the higher levels (level 6+ and level 7+), there have been significant improvements in each of the core subjects.

Core Subjects	Cardiff					Wales
	2012	2013	2014	2015	2016	2016
Level 5+						
English	80.5%	84%	86%	86.7%	90.5%	89.2%
Welsh First Language	88.2%	88.5%	94%	92.8%	93.1%	92%
Mathematics	82.7%	84.3%	87.6%	89.3%	90.8%	90.1%
Science	84.6%	86.7%	90.6%	91.5%	93.7%	92.8%

6.4 There were improvements in the proportion of pupils reaching the expected level in nearly all subjects. There is a wide variation in the performance, compared to national averages in the non-core subjects. The outcomes in some subjects are above the equivalent national figures, but some are below.

Non-Core Subjects	Cardiff					Wales
	2012	2013	2014	2015	2016	2016
Level 5+						
Art	85.6%	88.6%	92.2%	90.1%	93.9%	93.3%
Design & Technology	84.4%	87.7%	90.1%	90.7%	92.8%	93.2%
Geography	79.6%	85.9%	86.7%	87.3%	90.2%	91.1%
History	80.1%	84.9%	87.1%	86.8%	91.2%	91.1%
Information Technology	84.3%	89.3%	91.3%	90.1%	91.6%	93.3%
MFL	70.7%	80%	81.6%	80.9%	85.5%	85.6%
Music	83.8%	85.4%	90.9%	88.7%	93%	92.9%
Physical Education	78.9%	84.1%	88.5%	90.8%	92.2%	92.6%
Welsh 2nd Language	66%	73%	76.7%	80%	80%	81.9%

Levels of Progress between Key Stage 2 and Key Stage 3

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

Cardiff

Subject	0 levels	1 level	2 levels	3+ levels
English	3.7	38.9	50.7	6.3
Welsh	2.4	42.2	51.1	4.3
Mathematics	3.3	30.3	55.6	10.5
Science	3.2	31.2	56.8	8.3

Central South Consortium

Subject	0 levels	1 level	2 levels	3+ levels
English	5.2	44.9	44.6	4.4
Welsh	2.1	45.2	49.7	2.9
Mathematics	4.1	33.9	51.5	9.8
Science	3.4	34.8	53.6	7.5

*excluding pupils with no values/previous information

6.6 It is expected that all pupils will make between one and two levels of progress across Key Stage 3. More pupils in Cardiff make at least two levels of progress in all core subjects across Key Stage 3 than they do across the consortium as a whole.

6.7 In all subject areas, there are a significant minority of pupils who are not making expected progress and consequently falling below age related expectations and/or underachieving. The proportions of these pupils are slightly below the figures for the consortium. Equivalent data is not collected nationally.

6.8 Where insufficient progress is being made, too often, teaching fails to challenge and engage pupils. The weaknesses in teaching and pupil progress identified at this Key Stage often reflect the priority given to provision at Key Stage 4. As a result, some Key Stage 3 classes are split between more than one teacher or taught by non-specialists.

Performance of Key Groups - More Able and Talented Pupils

6.9 There continues to be a strong upward trend in performance at the higher levels. Cardiff is above the national averages at level 6+ and level 7+ for all the main indicators.

2016 Key Stage 3		Level 6+	Level 7+
English TA	Cardiff	63.1%	21.2%
	Wales	56.2%	18.5%
Cymraeg TA	Cardiff	63.4%	20.7%
	Wales	57.2%	18.3%
Maths TA	Cardiff	65.6%	32.6%
	Wales	62.7%	28.6%
Science TA	Cardiff	67.5%	27.1%
	Wales	62.9%	23.5%

Performance of Key Groups – Gender

6.10 At the expected level, the performance of boys is approximately 6 ppt lower than the performance of girls. Girls' performance is stronger than boys in all of the core subjects. The subject with the biggest gender gap is English and Welsh (around 6 ppt).

	2013	2014	2015	2016	Wales 2016 Actual
CSI Boys	74.2%	77.5%	80.5%	83.7%	82.3%
CSI Girls	81.4%	85.7%	86.7%	89.8%	89.7%
CSI Total	77.8%	81.5%	83.4%	86.6%	85.9%
Boys vs. Girls	-7.14	-8.21	-6.25	-6.1	-7.4

- 6.11 At the higher levels the gender gap is larger than it is at the expected level, significantly so in both languages at level 6+ where it is 14.1 ppt in English and 10.5 ppt in Welsh.
- 6.12 The outcomes of girls and boys are higher than the national figures. The greatest difference is for boys in Welsh first language at level 6+ where the performance is more than 10 ppt ahead of the national average.

Performance of Key Groups – Minority Ethnic Pupils

- 6.13 There was a further, but smaller, increase in the proportion of minority ethnic pupils achieving the Key Stage 3 Core Subject Indicator as a whole in 2016. (83.08%). This remains 4.93 ppt below White UK pupils, a bigger difference than in 2015.
- 6.14 There was a further, but smaller, increase in the proportion of minority ethnic pupils achieving the Key Stage 3 Core Subject Indicator as a whole. (83.08%). This remains 4.93 ppt below White UK pupils, a greater gap than in 2015.
- 6.15 The overall improvement of minority ethnic pupils masks the declining performance of some groups, particularly Traveller/Romany pupils and White European pupils.

Key Stage 3	CSI 2013	CSI 2014	CSI 2015	CSI 2016	Wales aggregated 2013- 2015
Any other ethnic background	85.71%	92.86%	88.89%	91.89%	76.9%
Arab	70.83%	81.58%	73.49%	91.40%	NYA
Bangladeshi	83.54%	81.90%	89.62%	86.41%	84.3%
Black Caribbean	50.00%	100.00%	83.33%	100.00%	NYA
Chinese or Chinese British	100.00%	93.33%	100.00%	100.00%	91.4%
Mixed	81.25%	74.74%	83.89%	84.58%	81.8%
Not Known	78.05%	83.33%	86.11%	92.31%	83.6%
Other Asian	84.62%	88.89%	97.37%	94.12%	84.3%
Other Black	72.41%	71.43%	71.67%	85.53%	77.1%
Pakistani	82.76%	84.78%	91.00%	88.51%	81%
Somali	77.94%	87.65%	85.37%	89.61%	NYA
Traveller/Romany	20.00%	40.00%	38.46%	30.00%	30
White European	56.14%	62.31%	62.81%	60.67%	NYA
All EM Groups	75.19%	78.11%	81.25%	83.08%	NYA
White UK Pupils	78.64%	82.71%	84.20%	88.01%	81
All Pupils	77.80%	81.51%	83.40%	86.59%	80.8%

Performance of Key Groups - English as an Additional Language

	2013	2014	2015	2016
EAL (Code A-E)	75.49%	77.91%	83.82%	82.85%
No EAL	78.60%	82.38%	83.39%	88.70%
All Pupils	77.80%	81.50%	83.40%	86.60%

	2013	2014	2015	2016
New to English (A)	8.33%	0.00%	0.00%	28.57%
Early Acquisition (B)	11.36%	14.29%	14.75%	36.78%
Developing Competence (C)	69.75%	71.50%	77.27%	83.54%
Competent (D)	91.54%	91.78%	95.29%	97.37%
Fluent (E)	83.97%	93.28%	94.60%	97.94%

6.16 The proportion of Key Stage 3 pupils with English as an Additional Language (EAL Categories A – E) achieving the Core Subject Indicator (CSI) was very close to the 2015 figure at 83.81%. This compares with 86.6% of all pupils in Cardiff.

Performance of Key Groups – Looked After Children

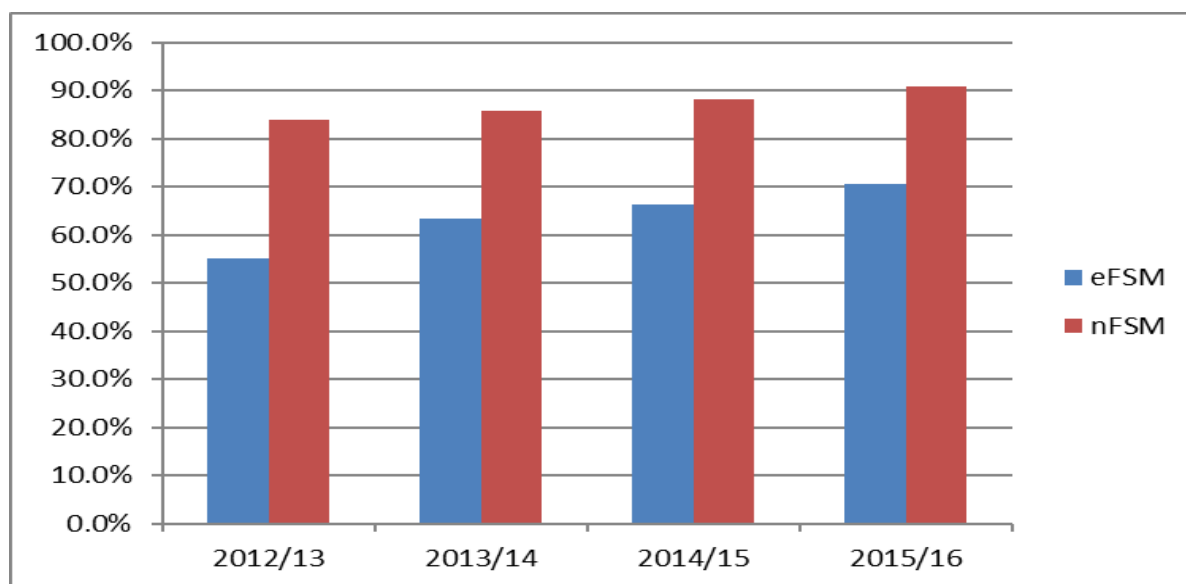
6.17 The proportion of Looked After Children reaching the expected level at Key Stage 3 (KS3) also continues to improve, although it remains below that of all pupils at this Key Stage.

6.18 The proportion of pupils achieving the CSI was 47% (8 out of 17 LAC in the cohort). This is well below the 86.6% of all pupils achieving the CSI in Cardiff, but in line with the Wales Looked After Children figure for 2015 of 48%.

Key Groups - Performance of Pupils Eligible for Free School Meals

6.19 The difference in performance, at this Key Stage, between eFSM pupils and nFSM pupils has been reduced again this year from 21.6 ppt to 20.1 ppt. The greater focus on achievement at Key Stage 4 can mean a lower level of additional resources at Key Stage 3. Although this is not evident in the overall standards at Key Stage 3, the difference in performance between eFSM and nFSM pupils is greater than in the primary phase.

6.20 The performance of eFSM pupils has improved by 4.2 ppt, compared to nFSM pupils which have improved by 2.7 ppt.



	Cardiff eFSM 2016	Cardiff nFSM 2016	Wales FSM 2015	Cardiff All Pupils 2016
Key Stage 3 Core Subject Indicator	70.68%	90.80%	61.28%	86.6%

Performance of Key Groups - Performance of SEN pupils

6.21 There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 3. The gap is widest for statemented pupils, and the gap narrows for those at School Action Plus and School Action.

6.22 The proportion of School Action and of School Action Plus pupils who achieved the CSI increased by 3ppt, while the proportion of non-SEN pupils rose by 2ppt, suggesting the gap continues to narrow for these groups.

Key Stage 3 - Percentage achieving level 5 or above

2016	English	Welsh	Maths	Science	CSI
Statemented	34.6%	16.7%	35.3%	45.9%	25.6%
School Action Plus	80.7%	75.0%	82.9%	89.0%	50.9%
School Action	63.1%	56.0%	63.5%	78.8%	70.3%
No SEN	98.0%	99.4%	97.9%	98.5%	96.4%
Not matched	77.8%	-	88.9%	100.0%	77.8%
Total	90.5%	93.1%	90.8%	93.7%	86.6%

2015	English	Welsh	Maths	Science	CSI
Stated	34.1%	0.0%	38.0%	42.6%	28.7%
School Action Plus	53.9%	64.0%	63.7%	68.0%	46.5%
School Action	74.6%	77.2%	79.9%	88.0%	66.7%
No SEN	96.4%	98.4%	97.4%	97.9%	94.7%
Not matched	63.6%	-	72.7%	81.8%	54.6%
Total	86.7%	92.8%	86.7%	91.5%	83.4%

Comparative performance with other Local authorities and cities

6.23 The increase in the proportion of pupils attaining the CSI at this key stage has improved Cardiff's rank position, compared to the other local authorities across Wales.

Key Stage 3 CSI Authority	2015/16		2014/15		2013/14	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	86.6%	11	83.4%	13	81.5%	12

6.24 Despite the overall improved performance at Key Stage 3, there has been a decrease in the number of schools in the top benchmarking group, from 8 to 6 in 2016. As in 2015, there are 3 schools in the lowest group.

Benchmark quarters for KS3 CSI 2015

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

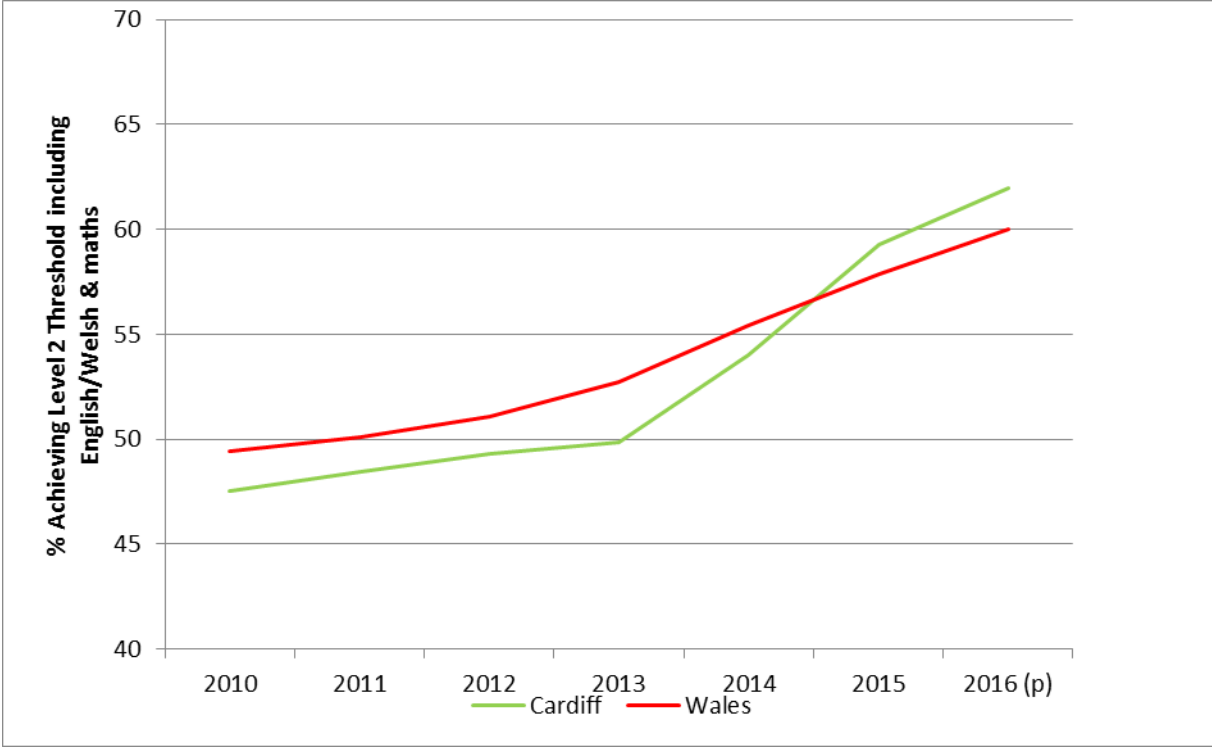
Benchmark quarters for KS3 CSI 2016

	No of schools	% of schools
Quarter 1	6	31.58%
Quarter 2	5	26.32%
Quarter 3	5	26.32%
Quarter 4	3	15.79%
Total	19	100.00%

Appendix 7 Performance at Key Stage 4

Trend in Outcomes

- 7.1 The improvements seen at Key Stage 4 over the last few years are continuing. At the level 2+ threshold, performance remains above modelled expectations with a further improvement of 3.23 ppt to 62.53%.
- 7.2 For the first time in this indicator, Cardiff is in line with the top 25% performing authorities based on FFT estimates (62.78%).



- 7.3 9 out of 18 secondary schools met or exceeded their expected performance for the level 2+ threshold. In the 9 schools where performance was below expectation, only 2 schools, a lower number than in 2015, had outcomes below expectation by more than 5 percentage points.
- 7.4 Approximately, four out of every ten pupils still end their compulsory education without having achieved five good GCSEs including English/Welsh and mathematics. Only four schools now have less than half their pupils achieving the level 2+ threshold. In three of these schools it is less than one third of pupils.
- 7.5 Similar improvements were made in the level 2 threshold and capped points score. Performance at level 2 is in line with the Welsh average (84%) for the first time and the capped point score has improved from 336.9 to 344, and is close to the Welsh average of 345. Schools are improving the range of qualifications offered and this is having a positive impact on outcomes for pupils in these measures.

- 7.6 The decrease in performance that occurred at the level 1 threshold in 2015 has been reversed with a 2.8 ppt improvement in 2016. However, Cardiff's performance remains 1ppt below the average for Wales.
- 7.7 Fifteen of the eighteen secondary schools improved their outcomes at the level 1 threshold this year. The same number of schools have more than 90% of their pupils achieving this indicator.

Key Stage 4 Results

	2012	2013	2014	2015	2016	Cardiff 2016 Target*	Wales 2016 Actual
Achieved the Level 2 threshold including E/W/M	49.3%	49.9%	54.0%	59.3%	63%	65%	60%
Achieved the Level 2 threshold	68.3%	73.0%	76.0%	81.6%	84%	87%	84%
Achieved the Level 1 threshold	91.2%	91.7%	93.2%	92.1%	94%	97%	95%
Percentage achieving the Core Subject Indicator	47.9%	46.7%	51.2%	56.5%	60%	-	58%
Average capped wider points score	317.0	322.0	331.0	336.9	344	340	345
Pupils entered for at least one exam	n/a	100.0%	99.0%	99.0%	99.0%	-	99%

- 7.8 There were also improvements in outcomes in the individual subjects of mathematics, English and science at level 2. However, in Welsh First Language at level 2 there was a decrease of approximately 4.5 ppt.
- 7.9 The strengthening of leadership, provision and standards have had a positive impact, particularly in mathematics. Since 2012, there have been improvements in all the core subjects as shown in the table below.
- 7.10 In eight schools, the results in the level 2+ threshold were less than expected. The reasons for the lower than expected performance vary. In four schools, it stems from lower than expected performance in mathematics. In three schools', performance was lower than expected in English and in one school performance was lower than expected in both subjects.

Subject	2012	2016	Improvement
English	63.1%	73.1%	10 ppt
Welsh	75.3%	79.8%	4.5 ppt
Mathematics	55.3%	67.3%	12 ppt
Science	66.1%	81.5%	15.4 ppt

Performance of Key Groups – EOTAS Pupils

7.11 The table below shows the performance of year 11 pupils in 2016 who were educated other than at school (EOTAS). The figures are slightly higher for the pupils who remained on a school roll, but both groups performance is very low. The local authority has improved its collection of progress data for these pupils and will use the data to improve on the extent and quality of provision available.

	Level 1	Level 2	Level 2+	No qualifications
The percentage of all pupils on EOTAS PLASC (some pupils would have been registered on a school roll as at annual census but receiving EOTAS provision (PLASC))	17.3%	4.0%	4.0%	12%
The percentage of pupils on EOTAS PLASC (those who were not on a school roll as at annual census (PLASC))	13%	0%	0%	25%

7.12 Cardiff has a slightly higher proportion of pupils not achieving a qualification than across Wales as a whole. For the first time this year, the performance of EOTAS pupils has been included in the local authorities’ and national figures. There has led to a slight increase in the figure since 2015.

Achieving No Qualification	2015 (not including EOTAS pupils)	2016 (including EOTAS pupils)
Cardiff	0.5%	1.0%
Wales	1.2%	0.9%

Performance of Key Groups - Gender

7.13 At the level 2+ threshold, there was sufficient improvement in the performance of girls to improve the comparative performance with the national average. Both boys’ and girls’ performance now compares well with the national average with both groups performing around 2 ppt higher than the national figures.

7.14 Performance at the level 2 threshold has improved, with boys’ performance above the national average by 1 ppt (81% in Cardiff, compared to 80% across Wales). Girls’ performance is just below the national average (86.7% in Cardiff compared to 87.3% across Wales).

7.15 Despite the overall improvement in the level 1 measure, girls' performance remains below the national average by 2 ppt and boys by 1 ppt.

Cardiff 2016

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. English or Welsh and Maths	Core Subject Indicator	Capped points score
Boys	93%	81%	58%	56%	334
Girls	95%	87%	67%	64%	354
Difference	-2.00	-6.00	-9.00	-8.00	-20.00

Wales 2016

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. GCSE grade A*-C in English or Welsh and Maths	Core Subject Indicator	Capped points score
Boys	94%	81%	56%	54%	333
Girls	97%	88%	65%	62%	353
Difference	-3.00	-7.00	-9.00	-8.00	-20.00

7.16 In English and Welsh at level 2, the performance of both boys and girls is significantly above the national averages. In science performance is slightly below national averages for both boys and girls. The lower performance is caused by the limited use of BTEC science in some schools.

7.17 Improvements in the quality of teaching and impact of leadership have improved overall performance in mathematics, which was below the national averages for both boys and girls in 2015. The performance of girls improved by 6.1 ppt which was sufficient to place this year's outcome above the equivalent national figure.

Performance of Key Groups – Minority Ethnic Pupils

Level 2+ Threshold

Key Stage 4 Level 2 +	2013	2014	2015	2016*	Wales aggregated 2013-15
Any other ethnic background	76.92%	77.78%	82.10%	82.14%	56.6%
Arab	38.46%	48.00%	56.60%	61.63%	NYA
Bangladeshi	48.42%	56.76%	60.00%	64.41%	58.5%
Black Caribbean	12.50%	33.33%	50.00%	50.00%	NYA
Chinese or Chinese	68.42%	94.12%	100.00%	86.67%	79.8%

British					
Mixed	45.50%	50.82%	57.40%	53.37%	58.2%
Other Asian	66.67%	64.81%	76.30%	84.13%	68.2%
Other Black	54.35%	41.51%	51.60%	59.68%	47.7%
Pakistani	47.73%	50.96%	73.10%	69.89%	56.2%
Somali	36.67%	38.71%	56.70%	60.26%	NYA
Traveller/Romany	0.00%	14.29%	0.00%	40.00%	15.5%
White European	40.57%	37.10%	49.60%	55.40%	NYA
All EM	46.58%	49.62%	59.20%	62.36%	NYA
White UK	50.68%	55.25%	59.30%	63.06%	56%
Not known	53.33%	48.94%	80.00%	71.43%	62%
All pupils	49.86%	54.04%	59.40%	62.53%	56%

7.18 The performance of minority ethnic pupils' performance improved by 3.16 ppt, while White UK pupils' improvement was 3.8 ppt. This increase has brought the percentage of minority ethnic pupils attainment to 62.36%, while White UK is just above at 63.06%. For the second year, minority ethnic pupils are within a percentage point of White UK pupils.

7.19 At the level 2 inclusive threshold the greatest positive changes were for the Traveller/Romany and White European. Targeted support by the Traveller team, in partnership with schools is effective. Working with families and engagement of families is an integral key to success.

Level 2 Threshold

7.20 Outcomes at the Level 2 threshold increased by less than 1 ppt from the previous year (from 86.9% to 87.8%) for all Minority Ethnic groups combined. This still means that they outperformed the White UK ethnic group for the third consecutive year at this threshold. The All Minority Ethnic group performed 3.4 ppt above All Cardiff pupils as a whole.

Key Stage 4 Level 2	2013	2014	2015	2016*	Wales aggregated 2013-15
Any other ethnic background	92.31%	88.89%	100.00%	92.86%	83.8%
Arab	76.92%	85.33%	94.70%	90.70%	NYA
Bangladeshi	86.32%	90.54%	91.30%	94.07%	90.6%
Black Caribbean	50.00%	83.33%	75.00%	100.00%	NYA
Chinese or Chinese British	84.21%	100.00%	100.00%	100.00%	95.1%
Mixed	71.50%	78.14%	85.10%	77.72%	82.7%
Other Asian	88.89%	85.19%	92.10%	96.83%	87.6%
Other Black	80.43%	81.13%	83.90%	87.10%	79.5%
Pakistani	75.00%	76.92%	92.50%	96.77%	83.5%
Somali	81.67%	85.48%	94.00%	89.74%	NYA
Traveller/Romany	0.00%	28.57%	45.50%	80.00%	42.3%

White European	61.32%	56.45%	74.80%	81.29%	NYA
All EM	74.90%	78.16%	86.90%	87.76%	NYA
White UK	72.34%	74.76%	79.70%	83.12%	82.9%
Not known	80.00%	68.09%	90.00%	92.86%	85.9%
All pupils	73.00%	76.03%	81.50%	84.40%	82.8%

Level 1 Threshold

- 7.21 Over the past 3 years Minority Ethnic pupils have always had a higher proportion of pupils achieving the Level 1 than White UK pupils but the gap has narrowed this year to just 0.56 ppt.
- 7.22 Six Minority Ethnic groups attained 100% Level 1. These groups include children who come from well-established communities in Cardiff. These children are likely to have passed through the whole education system (from Nursery up), while cohorts from other groups such as Other Black, White European and Arabic are more likely to include mid-phase arrivals. The pupil tracker developed for Gypsy/traveller pupils is being established for Roma pupils. This will enable closer monitoring centrally. The pupils 'at risk' of not achieving the Level 1 threshold are being closely monitored by Closing the Gap officers and schools are challenged on the appropriateness of their provision by the Partnership Inclusion Officers.

Key Stage 4 Level 1	2013	2014	2015	2016	Wales aggregated 2013-15
Any other ethnic background	100.00%	100.00%	100.00%	100.00%	93.2%
Arab	88.46%	97.33%	98.70%	98.84%	NYA
Bangladeshi	97.89%	100.00%	100.00%	99.15%	98.5%
Black Caribbean	75.00%	91.67%	87.50%	100.00%	NYA
Chinese or Chinese British	100.00%	100.00%	100.00%	100.00%	98.8%
Mixed	92.00%	95.63%	93.80%	89.64%	94.4%
Other Asian	100.00%	96.30%	100.00%	100.00%	95%
Other Black	93.48%	98.11%	90.30%	96.77%	95.5%
Pakistani	93.18%	96.15%	100.00%	100.00%	96.8%
Somali	98.33%	95.16%	100.00%	98.72%	NYA
Traveller/Romany	33.33%	71.43%	70.00%	100.00%	67.6%
White European	83.96%	81.45%	87.00%	94.96%	NYA
All EM	92.08%	94.19%	95.10%	96.37%	NYA
White UK	91.52%	93.11%	92.30%	94.48%	95.7%
Not known	96.67%	80.43%	64.70%	100.00%	97%
All pupils	91.74%	93.19%	92.10%	94.00%	95.6%

Performance of Key Groups – English as an Additional Language Pupils

- 7.23 The following data needs to be viewed with a degree of caution. It has been ascertained by the local authority's officers (EMTAS) that some minority ethnic pupils are being recorded as EAL and historically have been given a category of acquisition which does not relate to other assessment information. This has led to concerns over the reliability of the data. Local authority officers are working closely with schools to improve the accuracy of the data collected.
- 7.24 The performance of EAL learners has improved for nearly all categories in all performance indicators. Not surprisingly, the level of language acquisition affects the level 2 inclusive indicator, due to the lower performance in English.

2016	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
EAL (Code A-E)	99.03%	90.92%	63.86%
No EAL	94.09%	82.90%	62.69%
All pupils	92%	82%	59%
New to English (A)	100%	100%	0%
Early Acquisition (B)	90.91%	45.45%	9.09%
Developing competence (C)	97.54%	75.41%	31.15%
Competent (D)	100%	97.86%	68.21%
Fluent (E)	100%	98.89%	90.00%

2015	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
EAL (Code A-E)	95.99%	87.96%	59.34%
No EAL	92.38%	81.24%	60.01%
All Pupils	92%	82%	59%
New to English (A)	57.14%	57.14%	0.00%
Early Acquisition (B)	69.23%	65.38%	7.69%
Developing competence (C)	95.31%	82.81%	39.06%
Competent (D)	98.37%	91.30%	61.96%
Fluent (E)	98.68%	91.67%	76.32%

Performance of Key Groups - Looked After Children

- 7.25 The cohort in Cardiff schools and the PRU in 2016 decreased in size from the previous year from 35 pupils to 28 pupils. There was a small improvement in the percentage of pupils achieving the level 2+ threshold but performance in level 1 and level 2 thresholds decreased. 5 of the 28 pupils (17.8%) achieved the level 2+ threshold. This is in line with the percentage of Looked After Children achieving this indicator across Wales in 2015.
- 7.26 The length of time that a young person experiences abuse or neglect before becoming looked after, and the stability or otherwise of their time in care, can have dramatically different effects on their ability to learn and progress well. Those pupils who are continuously looked after have placement stability and do not move school during Key Stage 4 are more likely to succeed at school.

Key Stage 4 – Level 2+ threshold

Year	Total Pupils	L2 +	Wales LAC L2+	All Pupils Cardiff
2013	33	2 (6%)	13%	49.9%
2014	28	3 (10.3%)	17%	53.9%
2015	35	6 (17.1%)	18%	59.4%
2016	28	5 (17.8%)	NYA	63%

Key Stage 4 – Level 2 threshold

- 7.27 In 2016, there was a slight decrease in the proportion of Looked After Children who attained 5 A* - C. Since 2013, the increase for this group of pupils is 10 ppt. There is more to do in schools to ensure that provision is further tailored to meet the needs of individual pupils.

Year	Total Pupils	L2	All Pupils Cardiff
2013	33	12 (36.4%)	73.0%
2014	28	8 (27.6%)	76.0%
2015	35	17 (48.6%)	81.0%
2016	28	13 (46.4%)	84%

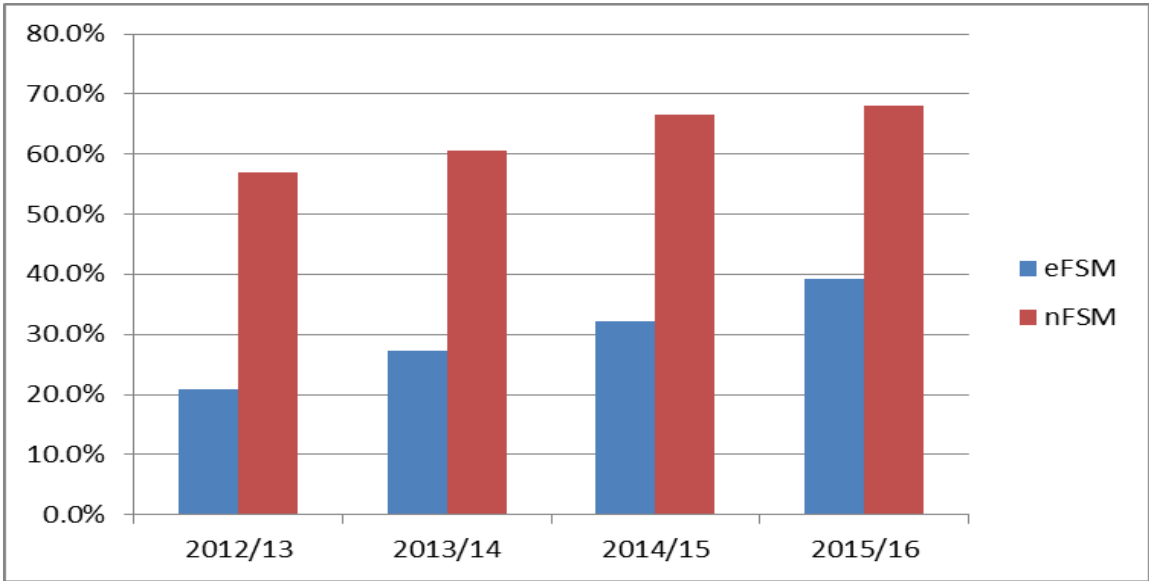
Key Stage 4 – Level 1 threshold

7.28 In 2016, 8 pupils did not achieve this basic level of qualification. The reasons behind their low attainment are being explored, so that improvements in provision can be made for the 2016-2017 cohort.

Year	Total Pupils	L1	All Pupils Cardiff
2013	33	21 (63.6%)	91.7%
2014	28	17 (58.6%)	93.2%
2015	35	27 (77.1%)	92.1%
2016	28	20 (71.4%)	94%

Performance of Key Groups - Pupils Eligible for Free School Meals

7.29 At the level 2+ threshold, the performance of both eFSM pupils and nFSM pupils has continued to improve. Provisional results indicate that in Cardiff 39.3% of eFSM pupils attained the level 2+ threshold, compared to 35.5% of eFSM pupils across Wales. The increase of 7.1ppt for these pupils resulted in the gap in performance between the two groups reducing to below 30ppt for the first time.



7.30 There is also a greater improvement in the performance of eFSM pupils compared to non FSM pupils in nearly all the main indicators at this key stage. The exception is Welsh as a first language. The performance of both eFSM and non-FSM pupils declined in Welsh as a first language.

7.31 The gap in performance between eFSM pupils and nFSM pupils decreased in Key Stage 4 in the three main performance indicators. There continues to be marked variations between schools in the attainment of eFSM pupils. Where the achievement of the most disadvantaged is not a high enough priority the underperformance of these pupils is not robustly addressed by leaders and governors.

	Level 2+ Cardiff	Level 2+ Wales	Level 2 Cardiff	Level 2 Wales	Level 1 Cardiff	Level 1 Wales
2015/16 eFSM	39.3%	35.5%	71.0%	70.9%	87.6%	92.1%
2015/16 nFSM	69.0%	66.7%	88.6%	88.6%	97.8%	98.2%
Difference 2016	29.7	31.3	17.5	17.7	10.2	6.2
Difference 2015	34.3	32.4	21.3	19.5	14.3	8.1

Performance of Key Groups - SEN pupils

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

Key Stage 4 - Percentage achieving threshold measures

2016	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Stated	63.2%	44.3%	16.0%
School Action Plus	82.7%	56.0%	17.8%
School Action	92.7%	70.2%	29.8%
No SEN	97.9%	91.1%	74.7%
Total	94%	84%	63%

2015	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Stated	59.56%	36.76%	13.24%
School Action Plus	67.66%	45.96%	11.91%
School Action	89.15%	67.46%	22.56%
No SEN	98.01%	91.22%	74.05%
Not matched	14.29%	0.00%	0.00%
Total	92%	82%	59%

7.33 In 2016 there has been an increase in the proportion of all stated groups who achieved the Level 1, Level 2 and Level 2 inclusive thresholds, ranging between 3 ppt and 15 ppt.

7.34 The most substantial gains are seen for School Action Plus pupils, with a 15 ppt increase achieving the Level 1 threshold and 9 ppt increase at Level 2. This is in contrast to 2015, when the gaps widened considerably for this group. This reflects the work that has been done to challenge schools on the appropriateness of their provision for this group of learners.

Comparative Performance with Other Local Authorities and Cities

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

2016 Key Stage 4 – Percentage of Cardiff schools in upper and lower quarters

Performance Measure	Key Stage 4			
	Q1	Q2	Q3	Q4
Level 1 threshold	NYA	NYA	NYA	NYA
Level 2 threshold	NYA	NYA	NYA	NYA
Level 2 inc Eng/Wel & Maths	27.77%	38.88%	16.66%	16.66%

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

Performance Measure	Key Stage 4			
	Q1	Q2	Q3	Q4
Level 1 threshold	50.00%	27.77%	5.55%	16.66%
Level 2 threshold	22.22%	11.11%	22.22%	44.44%
Level 2 inc Eng/Wel & Maths	44.44%	27.77%	5.55%	22.22%

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

Key Stage 4 L2+	2015/16		2014/15		2013/14	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	62.5	8	59.3	10	54.0	13

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

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

2016	Level 2 threshold/ 5 A*-C with E/W/M	Level 2 threshold 5 A*-C	Level 1 threshold/ 5 A*-G
Cardiff	63%	84%	94%
Wales	60%	84%	95%
England	61.6%	n/a	n/a

Appendix 8 Performance at Key Stage 5

8.1 At A*-E, considered the 'pass rate', the proportion of subject entries was 98.2%. The proportion of students achieving the level 3 threshold was 98.0%. Both figures show small increases to those achieved in 2015.

	2011	2012	2013	2014	2015	2016
	A*/E	A*/E	A*/E	A*/E	A*/E	A*/E
Cardiff	97.6%	98.6%	98%	98%	98.1%	98.2%
Wales	97.2%	97.6%	97.6%	97.5%	97.3%	97.3%

8.2 The proportion of pupils achieving A*-C also increased by 1.9 ppt to 80.3%.

	2011	2012	2013	2014	2015	2016
	A*/C	A*/C	A*/C	A*/C	A*/C	A*/C
Cardiff	78.6%	80.2%	77.7%	77.1%	78.4%	80.3%
Wales	74.1%	75%	75.2%	75.2%	74.3%	73.8%

8.3 As a result of the Welsh Baccalaureate being graded A*- E in 2016, (whereas it was included as an A grade if successfully completed in 2015), the proportion of subject entries at A* or A shows a decrease of 2.9 ppt on the figure for 2015. This performance indicator is significantly above the Welsh average, the same as in previous years.

	2011	2012	2013	2014	2015	2016
	A*/A	A*/A	A*/A	A*/A	A*/A	A*/A
Cardiff	29.8%	29.5%	29.0%	29.7%	31.0%	28.1%
Wales	23.9%	23.6%	22.9%	23.2%	23.0%	23.1%

8.4 The results achieved at Key Stage 5 continue to compare positively with the national figures for both Wales and England. The proportion of subject entries at A* or A was 22.7% in Wales and 25.8% across England. At A*-C the corresponding national figures were 73.8% and 77.4% respectively. The national pass rate in Wales was 97.3% whereas in England it was 98.9%.

8.5 The overall trend in performance at the level 3 threshold and average wider points score is shown in the table below.

A Level Results 2016

YEAR 13	RESULTS					Wales
	2012	2013	2014	2015	2016	2016
Entering a volume equivalent to 2 A level who achieved the Level 3 threshold	97%	96.0%	97.0%	96.9%	98%	98%
Average wider points score for pupils aged 17	845	865.5	833	866	906	871

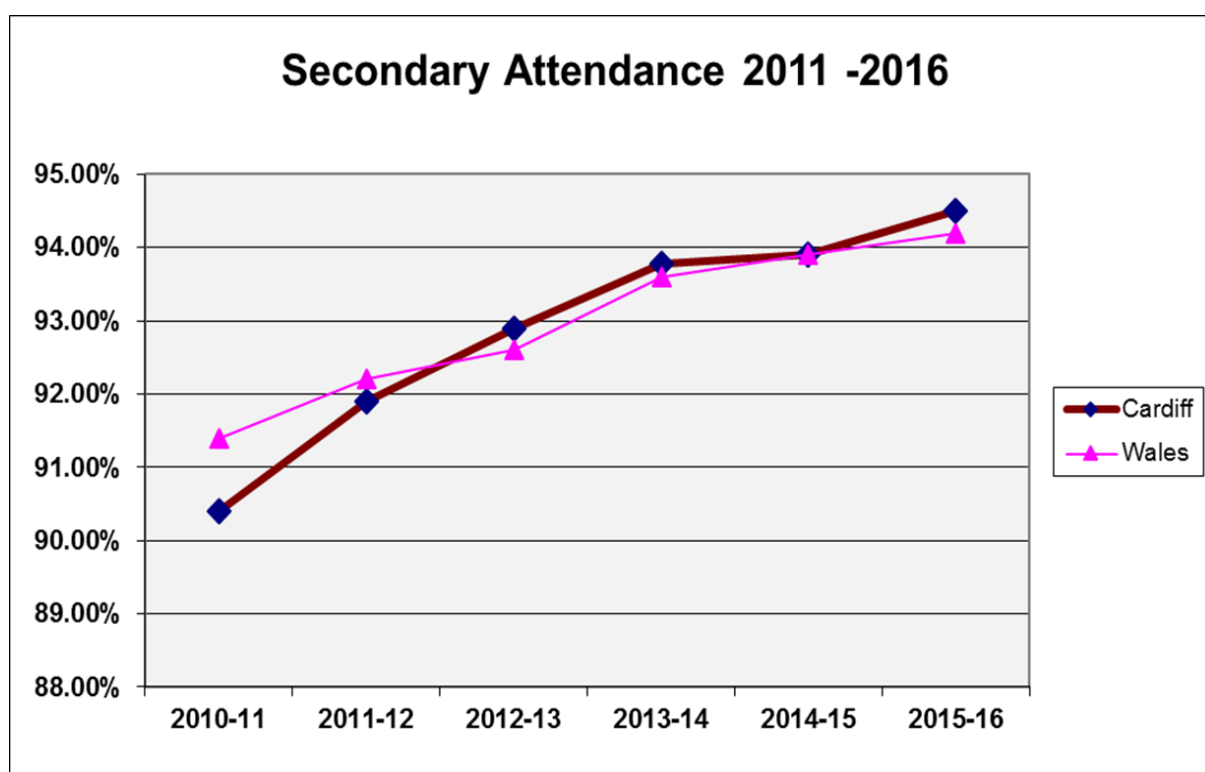
Performance in Cardiff Sixth Forms

- 8.6 Cardiff uses the Alps tools for identifying the added value schools bring to student achievements. This is the third full year of use and strongly welcomed by schools. It is now also in use across the Central South Consortium. It compares the performance of approximately 240,000 students taking over 685,000 A levels.
- 8.7 Using this information, it has been found that:
- There has been a reduction in the proportion of A level teaching in Cardiff judged to be excellent or outstanding from just over one third in 2015 to just over a quarter in 2016;
 - The proportion of A level teaching judged to be less than satisfactory has reduced to less than one quarter in 2016;
 - 2 schools have sustained excellent overall performance from 2013 to 2016;
 - A further 3 schools have sustained good performance;
 - 6 schools can be considered satisfactory in their overall performance; and
 - 1 school continues to be in the lowest grades of performance
- 8.8 The value-added performance of subjects continues to show significant variation both within and across schools. Cardiff has a number of high performing subjects across a range of centres that are placed in the top 25% of performance and in some cases in the top 10%.
- 8.9 History and Art & Design are consistently the strongest performing subjects studied in nearly all centres across Cardiff. In contrast Biology and Psychology are the weakest performing subjects.
- 8.10 Some popular subjects such as Chemistry, Mathematics and French are high performing in some centres but poor performing in others.
- 8.11 Greater consistency across schools and an increase in the proportion of higher grades of performance is an ongoing challenge. The Alps data will continue to be used as evidence of quality of delivery in the move towards a commissioning model for post 16 provision across the city.

Appendix 9 Attendance at School

Secondary Schools

- 9.1 The 2015-16 overall attendance figure for secondary schools was 94.4%, which was a 0.6ppt improvement on the previous year.
- 9.2 This is above the Welsh average of 94.2% and places Cardiff 9th out of the 22 local authorities in Wales for secondary school attendance compared with 11th in 2015. Cardiff's attendance rate is also better than similar authorities e.g. Newport and Swansea.



- 9.3 Attendance improved in sixteen out of the nineteen secondary schools with nine schools achieving attendance above 95% compared to seven last year.
- 9.4 The attendance of children who are looked after (LAC) is generally good and at secondary level was 95.3% overall compared with 94.4% for all pupils.
- 9.5 The table below shows the attendance at secondary schools of eFSM pupils compared to the whole secondary cohort for the five authorities which make up the Central South Consortium.

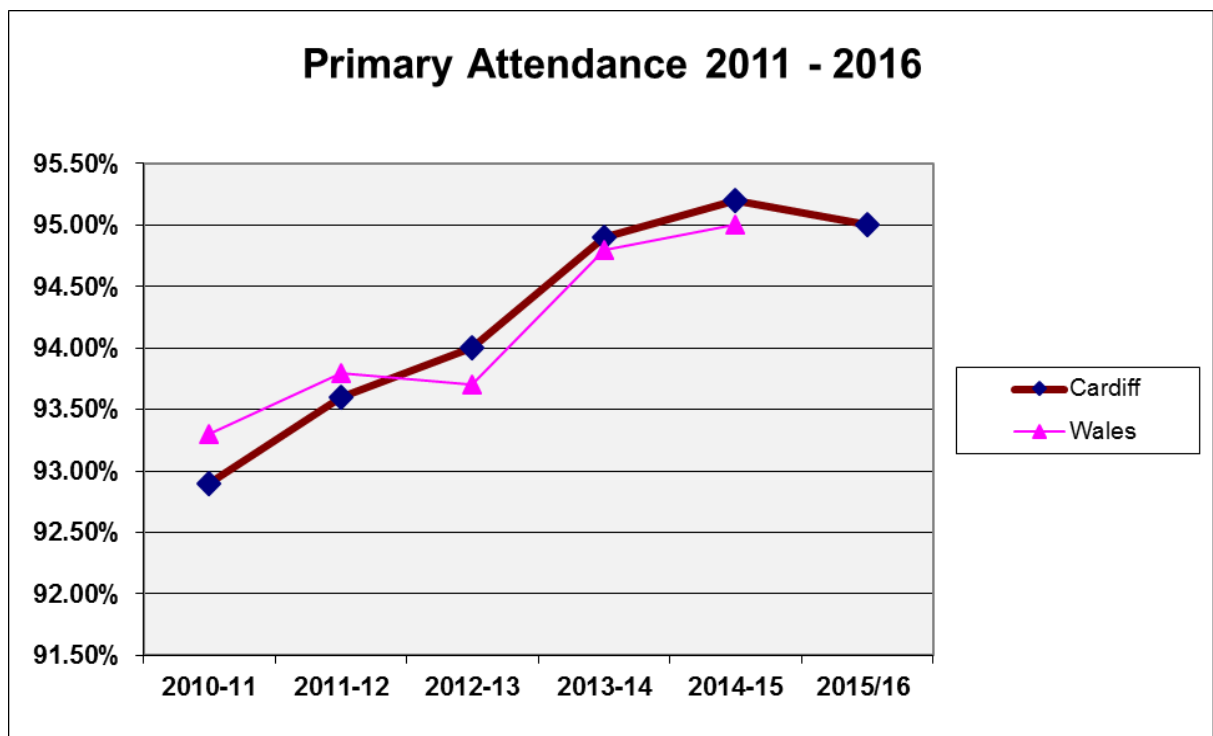
All Pupils					
Bridgend	The Vale	RCT	Merthyr Tydfil	Cardiff	CSC
94.5%	95%	94%	93.4%	94.5%	94.4%
eFSM Pupils					
91.4%	91.1%	90.4%	90.3%	90.7%	90.8%

9.6 The attendance of eFSM pupils in Cardiff's secondary schools has improved by 1.93ppt since 2012/13, compared to 1.45ppt for non-FSM pupils. However, their attendance is significantly below that of non-FSM pupils.

Secondary Attendance	Year			
	2012/13	2013/14	2014/15	2015/16
FSM pupils- Cardiff	88.77%	90.19%	89.82%	90.7%
FSM pupils- Wales	88.04%	89.30%	89.75%	90.2%
Non-FSM pupils- Cardiff	94.05%	94.84%	94.94%	95.5%
Non-FSM pupils- Wales	93.64%	94.55%	94.55%	95.0%
Difference (non-FSM%-FSM%) - Cardiff	5.28	4.65	5.12	4.80
Difference (non-FSM%-FSM%) - Wales	5.60	5.25	5.00	4.70

Primary Schools

9.7 Attendance in primary schools fell very slightly to 95% which was a 0.1ppt decrease on the previous year. The all Wales figures will not be published until December 2016 so we do not know how this compares to the Welsh average. Overall, 48.4% of primary schools achieved an attendance rate over 95% and 22.1% of schools achieved attendance of 96% or above.



- 9.8 Primary school attendance in 2015-16 was on track to improve slightly on last year's position. In May the High Court decision not to fine a father who took his child on an unauthorised holiday during term time had significant ramifications in relation to fixed penalty notices for holidays in term time. The judgement resulted in a significant increase in the number of families taking a holiday in term time in the summer term and, consequently, caused a marked drop in overall attendance at Primary level. The impact was less significant at secondary level as the attendance reporting period for secondary schools ended in May shortly after the High Court ruling.
- 9.9 Primary FSM Attendance data will be available in January 2017

Appendix 10 Exclusions

- 10.1 The exclusion data shows an improvement in the secondary phase with significantly fewer exclusions per 1000 pupils in 2015-2016 than in the previous year reflecting a greater focus by schools on inclusion. However, in the primary phase the number of fixed term exclusions rose slightly.
- 10.2 The effective joint working between the Behaviour Support Team and schools has maintained the very low permanent exclusions. Support given to schools for alternatives to exclusion has been used effectively in most schools.
- 10.3 The strategy to reduce exclusions has been fully implemented. leading to much greater insight into the challenges faced by schools. This has improved the local authority's knowledge of schools and led to improvements in targeted support.

Primary Phase

- 10.4 Whilst the total number of incidents leading to exclusion has fallen, the short fixed term exclusion rate in primary schools has increased. The exclusions per 1000 pupils is now at 9.38. This reflects the fact that primary schools are facing increasing challenges with complex behaviours in this phase and insufficient provision for pupils with behaviour, emotional and social needs.
- 10.5 Longer fixed term exclusions have fallen and at 0.2 per 1000 pupils are below the Welsh average of 0.5 per 1000 pupils.
- 10.6 The average days lost to short exclusions has increased slightly but remains low. The average length of longer exclusions in this phase has also risen, however this relates to a lower number of incidents compared to previous years.

Exclusion category	13/14	14/15	15/16	Wales average (14/15)	15/16 target
Fixed term exclusions per 1000 pupils (5 days or fewer)	13.19	9.16	9.38	8.0	9.0
Fixed term exclusions per 1000 pupils (6 days or more)	0.3	0.3	0.2	0.5	0.3
Average days lost (FTE 5 days or fewer)	1.55	1.43	1.57	n/a	1.4
Average days lost (FTE 6 days or more)	8.07	9.07	9.3	n/a	9.0

Secondary Phase

- 10.7 Very good progress continues to be made in reducing short fixed term exclusions in this phase with a six year downward trend. Many secondary schools now have low exclusions figures.
- 10.8 The longer fixed term exclusion rate also fell significantly to below the latest available Welsh average.
- 10.9 Improvements have been made in reducing the average days lost for short exclusions and, whilst the average days lost to longer exclusions has risen slightly, this relates to far fewer incidents, only 15 cases compared to 79 the previous year.
- 10.10 Rates of exclusion are still relatively high in four secondary schools, resulting in the overall secondary data not reducing further. Of these, two schools reduced their rate of exclusion and work is ongoing to support the remaining two schools where exclusions remain very high.
- 10.11 Seventeen out of the nineteen secondary schools are now using delegated step 3 and 4 money effectively to support pupils at risk of exclusion.

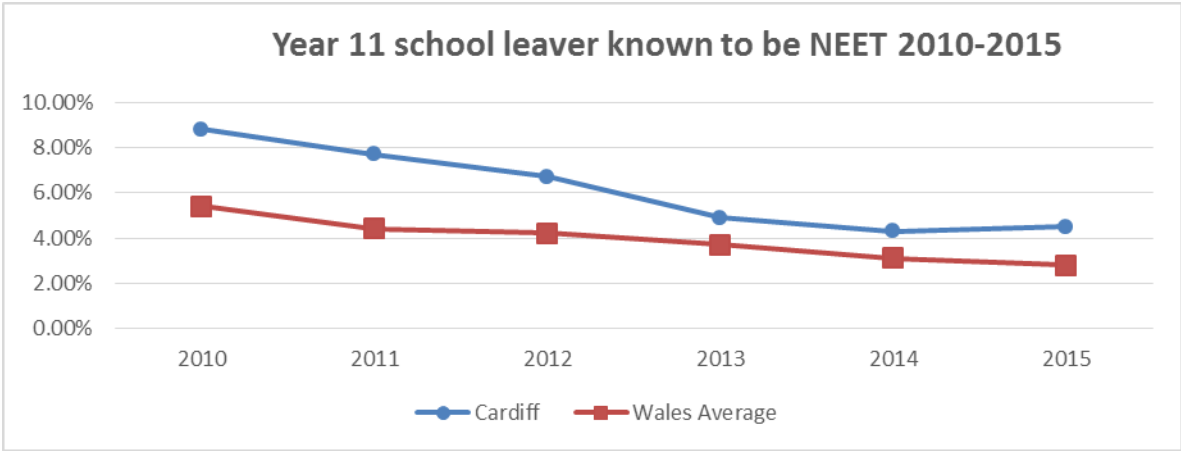
Secondary Phase Exclusion Data

Exclusion category	13/14	14/15	15/16	Welsh average (14/15)	15/16 target
Fixed term exclusions per 1000 pupils (5 days or fewer)	95.9	76.7	55.3	55.3	55
Fixed term exclusions per 1000 pupils (6 days or more)	3.7	4.7	0.91	3.4	3.3
Average days lost (FTE 5 days or fewer)	1.77	1.74	1.55	n/a	n/a
Average days lost (FTE 6 days or more)	9.96	9.37	12.63	n/a	n/a

Appendix 11 Not In Education, Employment or Training (NEET)

11.1 Significant progress had been made over the previous 5 years in reducing the number of young people who leave school and do not make a positive transition to Education Employment, Training in Cardiff. During the 2014-15 academic year, there was a slight percentage increase in the number of leavers who left without a destination.

11.2 There had been a significant reduction in the numbers of year 11 leavers designated as NEET, from 8.8% in 2010, to 4.26% in 2014. In 2015, the number of year 11 school leavers that did not progress into EET was 152 pupils, compared to the 151 from the previous academic year (2014). This number represented 4.5% of the cohort of 3333.



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

Year 11 Leavers known to be not in education, employment or training						
	2010	2011	2012	2013	2014	2015
Cardiff	8.8	7.7	6.7	4.9	4.3	4.5%
Wales	5.4	4.4	4.2	3.7	3.1	2.8%

11.3 Cardiff’s position relative to that of the 21 other local authorities in Wales was 21st, compared with 20th in 2014. In relation to similar authorities Cardiff’s performance at 4.5% is behind Newport 3.1%, Rhondda Cynon Taff 3.7% and Swansea 2.7%.

11.4 The local authority has strengthened its arrangements with Careers Wales and the wider partnership by agreeing a WASPI. This will continue to allow the partnership to share key data on individuals to strengthen the tracking and outcome data for Cardiff, in order to continue to support the placement of young people into sustainable Education, Employment or training placements.

- 11.5 As part of the ongoing commitment to improve opportunities for young people to make a successful transition into Education, Employment or Training, the local authority has secured Inspire to Achieve, inclusive of Activate delivered by Careers Wales. The Youth Service has also fully recruited to all management and mentoring posts as part of the Early Intervention and Prevention restructure. This has seen the original team of 12 increase to 30 members of staff directly operating so implement Early Intervention and Prevention.
- 11.6 Work is also ongoing to deliver the objectives of the 'Cardiff Commitment' to youth engagement and progression. The aim of the strategy is to ensure that young people in Cardiff are provided with the support, choices and opportunities they need to be personally successful, economically active and engaged citizens.
- 11.7 In the short / medium term this will require the development of an improved Vulnerability Assessment Profile (VAP), consolidation of support networks for the identified vulnerable young people, improved co-ordination of post-16 curriculum options, training and pathways to work, enhanced employer relationships to increase access to opportunities for young people and training for staff that may be able to act as youth mentors for young people securing places in the Council.
- 11.8 Additional summer resource was put in place via Careers Wales and the Youth Service to target Year 11 leavers from the Vulnerability Assessment Profile in readiness for the Careers Wales October Destinations Survey.

Appendix 12 Outcomes of Inspections

The Outcomes of School Inspections

- 12.1 At the time of writing this report, 3 nursery schools, 85 primary schools, 7 special schools, all 18 secondary schools and the Pupil Referral Unit (PRU) have been inspected since September 2010 when Estyn introduced a revised framework for inspections.
- 12.2 During the 2015-2016 academic year:
- 13 primary schools were inspected. 10 of the schools were judged overall to be good or excellent, the remaining 3 were judged to be adequate.
 - The three secondary schools inspected were judged adequate in one or both of the two overall judgements and placed into ESTYN monitoring;
 - One of the two special schools inspected required ESTYN monitoring the other was judged as requiring special measures.
- 12.3 The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2014-2015 cited that 61% of primary schools and 68% of secondary schools are in some form of follow-up monitoring. This represents a slight reduction in the number of primary schools in a category from 65% in 2013-14. There was little change in the equivalent figure for secondary schools.
- 12.4 In the four secondary schools the local authority has taken intervention action:
- Cantonian High remains on the list of schools requiring significant improvement, but the proportion of pupils achieving the level 2+ threshold improved again in 2016. The school has received support for leadership, learning and teaching from a high performing school and the school is also involved in the Schools Challenge Cymru programme.
 - Eastern High continues to make progress against the recommendations from the inspection in December 2014, but remains in special measures. Outcomes improved in some indicators, but overall standards remain too low. In order to further raise standards, improving the capacity of middle leaders and the quality of teaching are the main priorities in 2017.
 - Michaelston and Glyn Derw were placed into special measures following their inspection in October 2016 as a result of the continuing low standards and significant shortcomings in the quality of provision. Leadership has had limited impact on standards and provision, due to the number of significant changes in senior leadership over the last three years. The school is planned to close in the summer 2017.
- 12.5 In the primary schools, Adamsdown Primary and St. Cuthberts RC Primary made good progress over the year and have been removed from Estyn's list of schools requiring significant improvement. Trelai Primary School remains in special measures but the leadership issues are being addressed.

- 12.6 The special school Woodlands High was placed in special measures in January 2016. The local authority intervened, appointing additional governors and requiring the school to seek advice from Ty Gwyn Special School. This has led to a strengthened governing body and additional leadership capacity.

Main Themes in Inspection Reports

- 12.7 Estyn's Annual Report 2014-2015 highlights that in primary schools where standards are excellent, pupils of all abilities and backgrounds make very good progress from their starting points due to the consistently high quality of teaching and learning. Where schools have excellent prospects for improvement, leaders use an extensive range of methods to monitor the quality of provision and the standards that pupils achieve. They make highly effective use of this information to inform school improvement priorities.
- 12.8 Where inspections judge standards to be adequate at best, their report notes that there are inconsistencies in the quality of the provision. There are marked variations in the quality of teaching between classes and in how well teachers plan progressive activities to develop pupils' literacy, numeracy and ICT skills. These schools also have weaknesses in the quality of leadership and management.
- 12.9 In relation to secondary schools, Estyn's annual report 2014-2015 identifies that in the very few schools where standards are excellent, senior leaders have established a shared sense of ambition and pride, and an ethos of co-operation, support and trust. Leaders at all levels make improving teaching a key priority.
- 12.10 The report also documents that where standards are only adequate, schools usually have poor performance in one or more of the core subjects. The quality of teaching is inconsistent and activities are not always challenging enough. Assessment information used in tracking systems is not accurate enough to enable teachers and leaders to monitor performance. Leaders do not effectively use performance data and information from lesson observations to monitor progress or to improve teaching and standards. Recommendations highlighting the need to take action to improve in these areas have also been made in reports on Cardiff schools.
- 12.11 Where schools in Cardiff are judged to be unsatisfactory, there are low standards and shortcomings in leadership at all levels. Self-evaluation and planning for improvement have not had enough impact on raising standards and improving the quality of teaching. Governors do not challenge the school's leaders rigorously enough or hold them to account fully for the standards that pupils achieve.

Inspection Report Analysis - Outcomes from September 2011 - August 2016

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

KQ1 – How good are the outcomes?

KQ2 – How good is provision?

KQ3 – How good are leadership and management?

Percentage of reports graded Excellent

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	9.78%	4.40%	3.63%
Primary	KQ2	10.87%	4.09%	3.16%
Primary	KQ3	10.87%	6.29%	6.17%
Secondary	KQ1	4.76%	10.91%	11.79%
Secondary	KQ2	4.76%	9.09%	9.91%
Secondary	KQ3	9.52%	10.91%	13.68%
Special/PRU	KQ1	12.50%	18.18%	16.22%
Special/PRU	KQ2	12.50%	9.09%	12.16%
Special/PRU	KQ3	12.50%	18.18%	17.57%

Percentage of reports graded Good

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	68.48%	69.50%	67.75%
Primary	KQ2	65.22%	75.47%	75.54%
Primary	KQ3	64.13%	69.50%	67.59%
Secondary	KQ1	38.10%	30.91%	34.91%
Secondary	KQ2	42.86%	52.73%	56.13%
Secondary	KQ3	38.10%	50.91%	44.34%
Special/PRU	KQ1	75.00%	68.18%	56.76%
Special/PRU	KQ2	50.00%	68.18%	59.46%
Special/PRU	KQ3	37.50%	54.55%	45.95%

Percentage of reports graded Adequate

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	19.57%	24.84%	27.47%
Primary	KQ2	23.91%	19.50%	20.29%
Primary	KQ3	20.65%	21.07%	22.30%
Secondary	KQ1	33.33%	45.45%	41.98%
Secondary	KQ2	38.10%	30.91%	30.66%
Secondary	KQ3	33.33%	27.27%	33.96%
Special/PRU	KQ1	12.50%	13.64%	20.27%
Special/PRU	KQ2	37.50%	22.73%	21.62%
Special/PRU	KQ3	37.50%	22.73%	22.97%

Percentage of reports graded Unsatisfactory

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	2.17%	1.26%	1.16%
Primary	KQ2	0.00%	0.94%	1.00%
Primary	KQ3	4.35%	3.14%	3.94%
Secondary	KQ1	23.81%	12.73%	11.32%
Secondary	KQ2	14.29%	7.27%	3.30%
Secondary	KQ3	19.05%	10.91%	8.02%
Special/PRU	KQ1	0.00%	0.00%	6.76%
Special/PRU	KQ2	0.00%	0.00%	6.76%
Special/PRU	KQ3	12.50%	4.55%	13.51%

Mae'r dudalen hon yn wag yn fwriadol

CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

10 January 2017

DRAFT CABINET REPORT - DIRECT PAYMENTS FOR VULNERABLE PEOPLE

Purpose of Report

1. To give Members the opportunity to review and comment on the draft Cabinet report copy attached at **Appendix 1**. The Cabinet is scheduled to consider a report regarding Direct Payments at their meeting on 19 January 2017.
2. At this Committee meeting, Members will have the opportunity to hear an explanation of the approach to be taken for the recommissioning of Direct Payments support services in line with the implementation of the Social Services and Wellbeing (Wales) Act 2014.

Background

3. The Social Services and Well-being (Wales) Act 2014 sets out the duties of a local authority in meeting needs for care and support, or support in the case of a carer, following an assessment. The Part 4 Code of Guidance (meeting needs) details the requirements and guidelines for local authorities regarding Direct Payments.
4. The Code of Guidance states:

'Direct payments are monetary amounts made available by local authorities to individuals, or their representative, to enable them to meet their care and support needs; or in the case of a carer, their support needs. Direct payments are an important mechanism by which people can exercise choice, voice and control to decide how to meet their needs for care and support and achieve their personal outcomes. As such direct payments are an integral part of

meeting people's needs through care and support planning, and must not be seen as a separate, secondary, consideration.'

5. The Code of Guidance details the requirements for local authorities, including:
 - a. Developing a direct payment scheme that is responsive to solutions and outcomes, relevant to communities, by working in partnership with local care and support providers to support initiatives including the development of citizen led direct payment cooperatives and social enterprises;
 - b. Providing appropriate and accessible information and support services so that people can decide whether they wish to receive direct payments;
 - c. Ensuring direct payments are available in all eligible cases where they enable personal outcomes to be achieved;
 - d. Being innovative and creative to find ways a Direct Payment can secure personal outcomes;
 - e. Exploring all options for supporting the individual to manage a direct payment and ensure the correct level of support to overcome barriers is available;
 - f. Working in partnership with the individual, or their representative, to agree how direct payments secure care and support that varies over time;
 - g. Promoting self-management by encouraging and supporting people to find creative, flexible and innovative ways to maximise their personal outcomes;
 - h. Ensuring recipients, or their representatives, are full aware of their legal responsibilities as an employer and that they receive support and resources to manage these responsibilities;

- i. Ensuring the value of a direct payment is equivalent to its estimate of the reasonable cost of securing the care and support required, including the inherent costs associated with being a legal employer;
 - j. Reviewing direct payments arrangements by 6 months after the first payment and no later than 12 months following the first review.
6. The Code of Guidance also provides details in relation to health and safety, risk assessments and financial monitoring. Overall, the Act extends the requirements on local authorities in respect of Direct Payments.
7. Direct Payments can be used to meet care and support needs in a variety of ways, including: employing a personal assistant; using agency support; undertaking activities in the community; purchasing aids and minor adaptations; and respite care.

Current Position

8. Cardiff Council has operated a Direct Payments scheme since 1996, with the aim of increasing independence, choice and control and promoting social inclusion. The scheme sets out that service users can either employ a Personal Assistant (PA) or an agency. The Council currently offers two separate hourly rates for these, of £10.02 for a PA and £11.96 for an Agency.
9. In 2005, the Cardiff and Vale Coalition for Disabled People (now part of Diverse Cymru) was appointed to provide a support service to service users who wished to recruit a Personal Assistant or use an Agency. Following feedback from service users, the scheme was extended to include support with banking via managed accounts. The value of this contract is approximately £700,000 per annum, with a fixed annual fee for the first twelve months of £881 per person and £721 post twelve months per person.

10. The Council's Corporate Plan 2016-18 contains a commitment to *'Continue to increase the uptake of direct payments as an alternative to direct provision of care for Cardiff adult residents with care and support needs in line with the Social Services and Well-being (Wales) Act by 2017'*, with a target of 750 adults using the Direct Payments Scheme in 2016/17.

Review of Direct Payments

11. The Budget agreed by Full Council on 25 February 2016 included a saving of £200,000 from a review of the administrative arrangements for Direct Payments, including *'the current contract with a support provider. Consideration to be given to alternative service delivery focussing on quality and best use of resources whilst continuing to maintain existing service user support to those receiving a direct payment.'*

Previous Scrutiny

12. The Community and Adult Service Scrutiny Committee (CASSC) scrutinised Direct Payments at its meeting on 7 December 2016, prior to the drafting of the Cabinet report. CASSC considered the review options and options for the future. Members also noted that the objectives of improving arrangements for those using Direct Payments by simplifying the referral pathway and increasing choices. Members also noted the aim of achieving value for money for the Council whilst ensuring quality of provision. Underpinning these is the need to increase the numbers of personal assistants available to provide care and support. CASSC Members support these goals, which will help the Council meet its legal duties.

13. Following the CASSC's consideration of the proposals Members requested the following information to be made available about what the arrangements would look like in practice, prior to their pre-decision scrutiny of Direct Payments. In particular, Members requested more information on:

- a. The respective roles of Social Services and Preventative Services in the new pathway;
- b. The monitoring requirements built into the specification;
- c. The evaluation criteria and weighting;
- d. The transition arrangements, to ensure continuity and no detriment to service users.

14. The Members of CASSC also wrote to state that they *“recognise that there is a real opportunity to make a difference for service users and carers by ensuring the Direct Payment system works for them. Members also recognise the need to ensure value for money for the Council. However, Members are concerned about the tight timescales outlined at the meeting. Members recognise that officers are working hard to deliver to these timescales. However, Members would like assurance that more time will be taken if it is needed to ensure that the best possible scheme is developed”*.

Issues

15. The Cabinet report indicates that the preferred model would be one organisation delivering the Support and Managed Accounts Service across the City. This would provide the benefits of one organisation to deliver an effective model which takes into account the service users' feedback supporting a single organisation as a point of contact, and the success of the 'one- stop shop' element. There are a number of experienced providers in the Direct Payments market that could provide valuable and effective service to service users of Cardiff, and this could be accessed through a combined tender.

16. It is proposed that the contract for Direct Payments will be delivered as a whole package by tendering to the market for providers. The Social Services Directorate will procure a sustainable Direct Payment service expecting providers to deliver services which meet the outcomes of individuals as set out in their support plans, offering individuals more choice, control and independence in their lives.

17. It is also proposed that providers will be secured through appointment to a three year contract with the option to extend for three further years if they are delivering the best value, quality of service and cost.
18. If the proposed recommendation is approved, all stages of the procurement process would provide delegated authority to the Director of Social Services in consultation with Cabinet Members for Finance and Health, Housing and Wellbeing, the Council's Section 151 Officer and the Director of Governance and Legal Services, to determine all aspects of the procurement process up to and including the award of contracts and all ancillary matters pertaining to the procurement.
19. In light of the tight timescales in which it is working, the Directorate is considering the use of the Open procedure, although this will be subject to a separate report (Director level) if recommendation 2 of the Cabinet report is approved.

Scope of the Scrutiny

20. Members are requested to review the details within the draft Cabinet Paper, presentation and answers to Members' questions, and consider whether the Committee agrees with the recommendations set out in the Cabinet report. Also, to provide comments, concerns and recommendations for the Cabinet Member to take into consideration prior to the Cabinet's consideration of the report on 19 January 2017.
21. The Community and Adult Service Scrutiny Committee will also be undertaking pre-decision scrutiny of the draft Cabinet report at its meeting on 18 January 2017, following which it will provide its own comments and concerns to the Cabinet.

Way Forward

22. Councillor Susan Elsmore (Cabinet Member – Health, Housing and Wellbeing) and Councillor Sue Lent (Cabinet Member for Early Years, Children & Families) has been invited to make a statement. Tony Young (Director of Social Services), will be in attendance, to present the report, copy attached at **Appendix 1** and answer any questions.
23. Members may also wish to consider the information and recommendations contained in the draft Cabinet report and the comments provided by the Cabinet Members and Director of Social Services, and provide any comments, advice or recommendations to the Cabinet Member prior to the Cabinet's consideration of the report on 19 January.

Legal Implications

24. 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

25. 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

26. The Committee is recommended to:

- a. consider the information in the report, appendices and at the meeting and provide any comments, concerns or recommendations to Cabinet prior to their consideration of the report on 19 January 2017;
- b. decide the way forward for any future scrutiny of the issues discussed.

DAVINA FIORE
Director of Governance and Legal Services
4 January 2017

Cabinet Meeting: 19th January 2017

DIRECT PAYMENTS FOR VULNERABLE PEOPLE

REPORT OF DIRECTOR OF SOCIAL SERVICES

Portfolio: Joint Report - Health, Housing and Wellbeing (Councillor Susan Elsmore) and Early Years, Children and Families (Councillor Sue Lent)

Reason for this Report

1. To recommend the approach to be taken for the recommissioning of Direct Payments support services in line with the implementation of the Social Services and Wellbeing (Wales) Act 2014.

Background

2. Direct Payments take the form of a cash payment made to a person who is eligible for care and support from social services in order to enable them to arrange and pay for their own care and support.
3. Direct Payments are a different way of delivering on the legislative responsibilities of social services where there is an assessed eligible need. The Purpose of Direct Payments is to give people flexibility over when their care is provided, the exact nature of the care, choice and control over who they have caring for them and the standards and quality of that care.
4. Direct payments can also be used for meeting the care and support needs of a child and of their carer.
5. The Social Services and Wellbeing(Wales) Act 2014 states that Direct Payments are an essential tool for the Council in meeting the Welsh Government's strategic aim of supporting people who require support and care to achieve their wellbeing outcomes and also to support carers who require support in achieving their wellbeing outcomes.

4.CTC.CS.018	Issue 1	Date: Jan 13	Process Owner: Committee & Member Services Manager	Authorised: Deputy Committee & Member Services Manager	Page 1 of 11
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6. Typically, direct payments are used for:
- Personal Care Services
 - Personal Assistants
 - Agency support
 - Community Activities
 - Equipment and minor home adaptations
 - Respite
7. As well as increasing flexibility and choice, Direct Payments do require the service user or their carer to take on additional responsibilities for arranging and administering their care and support arrangements.
8. In 2005 the Council appointed the Cardiff & Vale Coalition for Disabled People (CVCDP) (now Diverse Cymru) to provide a service which was responsible for supporting the service user to recruit a Personal Care Assistant (P.A.) or to establish a contract with an Agency. Key services in that support include:
- To work with social workers in identifying potential users of Direct Payments and to meet and advise prospective users of the scheme.
 - To advise the service user of their responsibilities as an employer
 - To provide a “ managed banking” service which provides an alternative for the service user who may not wish to establish their own separate care bank account
 - To advocate on behalf of the service user for problems which arise in relation to the direct payments scheme.
 - To provide user with the support necessary to recruit a PA or appoint an agency.
 - To notify the Council of any concerns about the welfare of the Direct Payments user, their family or personal assistants which relate to this scheme as soon as is reasonably possible.
9. Diverse Cymru has continued to provide the Direct Payment Support Service. The value of the service equates to annual payments of circa £700,000.
10. During the last 11 years service user numbers have increased and currently 621 Adults and 151 Children are in receipt of a Direct Payment. 40 Adults and 16 Children are ‘Working Towards’ a Direct Payment with Diverse Cymru (figures as of 23.11.2016).
11. There is now a need to recommission the Direct Payments support service in order to comply with procurement requirements and also to ensure that the service integrates effectively with current models of social care prevention and support.

Direct Payment Model Proposal

12. The Directorate has reviewed the direct payment support service requirements in light of legislative requirements and the opportunities for integration made possible through service redesign.
13. In order to inform the development of a new service specification a consultation exercise was undertaken to gather service user views of the support and assistance that they valued and to find out if there were areas of support where additional help was required.
14. The review process has made clear that the current support service arrangements can lead to a degree of duplication and a lack of clarity about respective roles and responsibilities between the provider and the Council. Going forward therefore the specification will more clearly define these roles and responsibilities and ensure that service users have a clear single point of contact for information and advice.
15. There will be a more clearly defined role for the Council in the promotion and encouragement of the use of the Direct Payment option and also in the development of training pathways for individuals who may wish to become personal assistants in Cardiff. Every service user assessed as eligible for a Direct Payment will be visited prior to referral to the support provider to ensure that the option is fully understood and that advice on the widest range of independent living services are explored.

- **The Support Service** - will advise and provide support to people on a number of issues:

- Visit each referred service user within a specified period
- Provide advice on safety and best practices at home
- Support on planning to use PA/Agency or Residential
- Recruitment including adverts/job descriptions/interviews
- Acting as an employer
- Setting up employment systems
- Legal advice relating to HR/Employment
- Advice in relation to training/qualifications/DBS
- Financial advice including pensions/insurance and payroll
- Ongoing advice around employment and Direct Payments

- **Direct Payment Managed Account Service**

Set up a Managed Account arrangement with the service user and providing ongoing support to keep the arrangement in place, as well as liaising with Social Services:

- Providing information about each option
- Setting up and monitoring the dedicated account
- Arrange & pay all agreed outgoings (PA wages, care agency fees, insurance etc.)
- Collect care contributions

4.CTC.CS.018	Issue 1	Date: Jan 13	Process Owner: Committee & Member Services Manager	Authorised: Deputy Committee & Member Services Manager	Page 3 of 11
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- Pay all amounts due to HMRC and keep pensions/insurance covered
- Record income and payments
- Provide statements of all transactions

16. The Directorate has conducted a consultation with person's, families and case managers in order to assess the current service provision and establish principles for future service models. The main findings of the consultation supported the flexibility of selecting support as and when required from support service or managed accounts. Thus offering the service user more choice. Please refer to **Appendix B**.

In Summary

17. A number of options were researched and considered to secure the delivery of the services. The preferred model would be to appoint either one or two organisation delivering the Support and Managed Accounts Service across the City to the combined value of circa £4.2 million. Further work is currently be carried out by the directorate to determine the most appropriate route of one or two providers to deliver the service. If recommendation 2 is approved, the information would inform the decision report for the director of Social Services. Such benefits are one or two organisations to deliver an effective model which takes into account the service users feedback supporting a single organisation as a point of contact, and the success of the 'one- stop shop' element. There are a number of experienced providers in the Direct Payments market that could provide valuable and effective service to service users of Cardiff, and this could be accessed through a combined tender. Please refer to **Appendix A – Options Appraisal Paper**.

18. It is proposed that the contract for Direct Payments will be delivered as a whole package by tendering to the market for providers.

19. It is proposed the Directorate will procure a sustainable direct payment service expecting providers to deliver services which meet the outcomes of individuals as set out in their support plans, offering individuals more choice, control and independence in their lives.

20. Direct Payments will remain an option for service users in order to ensure that they have a choice over who delivers all or part of their support. This should not present any difficulty and we anticipate being able to deliver choice for service users where this is required.

21. The Directorate recognises it is working to a tight timescale. Transition and contingency arrangements are in place and will be administered by social services for a period leading up to the new contract. All directorate involved in the project have been briefed and are ready to respond as and when necessary.

4.CTC.CS.018	Issue 1	Date: Jan 13	Process Owner: Committee & Member Services Manager	Authorised: Deputy Committee & Member Services Manager	Page 4 of 11
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22. The approach to the commissioning process will be strongly aligned to the Co-operative Values that the Council has signed up to:

- **OPEN** – allowing service users to have their say on what is important to them, ensuring that they are listened to and their views directly inform the way that services are delivered in the future.
- **FAIR** – ensuring that all organisations have the best opportunity to be successful, every effort will be made to ensure that smaller organisations can participate by encouraging joint working and consortia.
- **TOGETHER** – working together with partner agencies, co-producing solutions and jointly commissioning where possible, to deliver a range of services designed for those who need them most.

23. A number of principles underpin this recommissioning:

- Ensuring that services are based on need and that the most vulnerable service users are protected.
- Promoting independence and delivering support at the lowest appropriate level to meet client needs.
- Taking evidence based approach to service design – considering current usage / turnover, outcomes and service user feedback.
- Ensure services are sustainable.
- Maximise the time spent on the client and reduce management costs.
- Wherever possible, commission support in partnership with other organisations / across funding streams.
- Develop service specifications that are outcome based and quality focused.

24. It is proposed that providers will be secured through appointment to a 3-year contract with the option to extend for three further years if they are delivering the best value, quality of service and cost.

25. The Directorate is proposing to seek the most economically advantageous tender based on criteria weighted equally on quality and value for money.

26. If the proposed recommendation is approved, all stages of the procurement process to be delegated authority to the Director of Social Services in consultation with Cabinet Members for Finance and Health, Housing and Wellbeing, the Council's Section 151 Officer and the Director of Governance and Legal Services, to determine all aspects of the procurement process up to and including the award of contracts and all ancillary matters pertaining to the procurement.

4.CTC.CS.018	Issue 1	Date: Jan 13	Process Owner: Committee & Member Services Manager	Authorised: Deputy Committee & Member Services Manager	Page 5 of 11
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27. In light of the tight timescales in which the directorate are working, the Directorate are considering to use the Open procedure although this will be subject to a separate report (director level) if recommendation 2 is approved.
28. The Council propose to secure a support service and a managed accounts service to assist service users in all or elements of the persons direct payment service. It will be important at a time of any transition there is continuity in the delivery of the service.

ISSUES & RISKS

29. If the proposed recommendations are approved, the procurement process may give rise to the Transfer of Undertakings (Protection of Employment) Regulations (TUPE) between providers. Anonymised TUPE Information will be provided as part of the tender documentation.
30. The Directorate recognise to undertake a competitive tender process could de-stabilise the provision and continuity of support. However there is a requirement to competitively tender the service. The Directorate in conjunction with service users and families will ensure disruption to individuals is minimised.

CONSULTATION

31. **Communities & Adult Services Scrutiny Committee** on 7th December 2016 has considered the proposals outlined in the report. Please find attached a letter from the Chair, Councillor McGarry, of Direct Payments at Community & Adult Services Scrutiny Committee. **Appendix D.**

A pre decision scrutiny of the report will be presented to **-Children and Young People Scrutiny Committee** on 10th January 2017 and **Communities & Adult Services Scrutiny Committee** on 18th January 2017. Committee's comments will be made available to Cabinet at the meeting.

32. Service user and Case Manager/Social Worker consultation has also taken place. A report of the findings of the consultation can be found at Appendix **B**
33. Officers will continue to work closely with incumbent providers and other stakeholders. Every effort will be made to involve stakeholders and in particular service users in the specification of services and in the evaluation process.
34. This report does not relate to a local issue.

EQUALITY AND DIVERSITY

35. An Equalities Impact Assessment has been undertaken and attached as **Appendix C** to consider the potential impacts of the proposal in terms of

4.CTC.CS.018	Issue 1	Date: Jan 13	Process Owner: Committee & Member Services Manager	Authorised: Deputy Committee & Member Services Manager	Page 6 of 11
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equality so that the directorate can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty.

36. The Council as adopted the principle that in the conduct of public business and administration of justice in Wales, it will treat the English and Welsh languages on a basis of equality.

Reasons for Recommendations:

37. The reason for the recommended decision is to obtain the necessary approval in order to commence the procurement process to invite bids from the market in relation to Direct Payment Services for vulnerable people as outlined in the report.

Legal Implications:

The first recommendation is to seek approval for the proposed model in relation to the longer term arrangements for the provision of support services for Direct Payments.

Direct Payments – current legislation

Direct Payments are monetary payments made available by the Council to individuals, or their representatives, to enable them to meet their assessed care and support needs, thereby increasing choice and independence for those individuals. The primary legislation which now governs Direct Payments is set out in the new Social Services and Well-being (Wales) Act 2014 (“the new Act”). In particular sections 50 – 53 set out the legislative provisions which require or allow the Council to make a Direct Payment towards the cost of meeting (i) an adult’s needs, (ii) a child’s needs, and (iii) a carer’s needs for support under sections 40, 42 or 45. These provisions are underpinned by the Care and Support (Direct Payments) (Wales) Regulations 2015 (“the 2015 Regulations”), which set out, amongst other matters, what steps a local authority must take to enable individuals to make informed choices about direct payments. In addition to the new Act and the 2015 Regulations, the Council is required to act in accordance with the Welsh Government Code of Practice (entitled Social Services and Well-being (Wales) Act 2014 part 4 Code of Practice (Meeting Needs)). It is understood that the Directorate has taken account of the aforementioned legislation and guidance in developing the proposed model for the longer term provision of support services in relation to Direct Payment arrangements.

Proposed Model

It is noted that the Directorate proposes to go out to tender in order to appoint either one or two providers to provide the (i) support services and (ii) a “managed account “ service. Legal Services are instructed that the proposed model will allow individuals and/or their representatives to select which elements of the services, if any, they wish to access, thereby offering choice in accordance with the primary objectives of the current legislation and guidance.

4.CTC.CS.018	Issue 1	Date: Jan 13	Process Owner: Committee & Member Services Manager	Authorised: Deputy Committee & Member Services Manager	Page 7 of 11
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By way of example only, an individual may elect to have his/her Direct Payment paid (1) to his/her own bank account and to manage the Direct Payment himself/herself, or (2) to a nominated third party on his/her behalf, with the proposed model providing that the individual may choose as his/her nominated third party either (i) the Council's appointed provider of the "managed account" service or (ii) another third party of the individual's choice.

As highlighted in the body of the report, the Directorate has undertaken stakeholder consultation in order to develop the proposed model. Consultation gives rise to the legitimate expectation that the feedback from the consultation will be taken into account when developing proposals.

Procurement

Legal Services are instructed that the Directorate proposes to undertake a competitive tender in order to award either one or two services contracts for a fixed term of three years with the option to extend for a further period or periods equating to no more than three years. It is understood that the estimated value of the proposed contract is circa £4.2 million. Under the Public Contracts Regulations 2015 the proposed services fall within Schedule 3 of the Public Contracts Regulations 2015 ('2015 Regulations'). Contracts for service that fall within schedule 3 and which are above threshold (ie are over £589,148) must be procured in accordance with the Regulations 74-77 (the so called "Light Touch Regime"). Whilst contracts which fall under the Light Touch Regime are not subject to the full ambit of the 2015 Regulations, nonetheless they are subject to certain mandatory requirements which are set out in the 2015 Regulations. Of particular significance to this proposal, is that there is a mandatory requirement for the Council to advertise such services by means of an OJEU contract notice or a prior information notice in accordance with the provisions of Regulation 75(1). Further, when seeking to award a contract for such services the Council is required to adopt a procedure which ensures compliance with the principles of transparency and equal treatment of economic operators (Regulation 76(2)). Legal Services are instructed that this is how the Directorate intends to proceed.

Detailed legal advice should be obtained throughout the procurement process with regard to i) the drafting of all the relevant procurement documentation (including the draft terms and conditions of contract) and ii) the procurement process in general. It is understood that the Directorate intends to proceed on this basis. The indicative timetable is, however, tight, in that the tender documentation, the agreed evaluation criteria, the draft contract terms and conditions will be required before issue of the OJEU notice).

TUPE

It is noted that currently the services being provided by an external provider. Accordingly TUPE may apply to the award of the new contract should the incumbent provider bid unsuccessfully. Legal advice should be sought in connection with the proposed terms and conditions of the contract, in particular to ensure that the Council's standard TUPE clauses are contained in the same.

The second recommendation in the report is to delegate authority to the Director of Social Services in consultation with Cabinet Members for Finance and Health, Housing and Wellbeing, the Council’s Section 151 Officer and the Director of Governance and Legal Services, to determine all aspects of the procurement process (including determining the pre qualification criteria and the evaluation criteria to be used, and authorising the award of the contracts) and all ancillary matters pertaining to the procurement. This is a relatively complex and substantial procurement exercise. The purpose of the delegation means that the substantive issues relating to the procurement, including determining the evaluation criteria will be made by the Director of Social Services.

Equality duty

In considering this matter the decision maker must have regard to the Council’s duties under the Equality Act 2010. Pursuant to these legal duties Councils must, in making decisions, have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are: (a). Age,(b) Gender reassignment(c) Sex (d) Race – including ethnic or national origin, colour or nationality, (e) Disability, (f) Pregnancy and maternity, (g) Marriage and civil partnership, (h)Sexual orientation (i)Religion or belief – including lack of belief.

The report identifies that an Equality Impact Assessment has been carried out and is appended at Appendix C. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty. The decision maker must have due regard to the Equality Impact Assessment in making its decision.

The decision maker should also have regard when making its decision to the Council’s wider obligations under the Social Services and Wellbeing (Wales) Act 2014 and The Wellbeing of Future Generations (Wales) Act 2015. In brief both acts make provision with regards promoting/improving wellbeing.

Financial Implications:

The report seeks approval for the procurement of a revised model for the direct payments support service. An existing direct payment management and support service is currently commissioned from an external provider at an annual cost of circa £700,000 per annum. A savings proposal of £200,000 was included in the 2016/17 budget in relation to the proposed review of this service. The revised timetable for the review has been acknowledged and is reflected in the current year’s monitoring position. Whilst, the outcome of any procurement process cannot be predicted in advance, it is important that the process is conducted within a timescale that provides the earliest opportunity for the realization of savings. It is noted that the revised model assumes an enhanced Council role,

4.CTC.CS.018	Issue 1	Date: Jan 13	Process Owner: Committee & Member Services Manager	Authorised: Deputy Committee & Member Services Manager	Page 9 of 11
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including a dedicated direct payments team. Any additional resource requirements relating to this team will have to be met from within existing budgets.

Human Resources Implications:

The proposal will involve an enhanced service provided by the Council. Any employee requirements for this service will follow corporately agreed processes and there will be trade union consultation on any changes or additions to the current service.

The procurement process could involve Transfer of Undertakings (Protection of Employment) Regulations between the outgoing and incoming provider, therefore HR will provide advice as part of the procurement process on this matter.

RECOMMENDATIONS

38. The Cabinet is recommended to:
- a) Approve the proposed model for the provision of direct payments support services for service users as set out in the body of the report;
 - b) Authorise the proposed procurement process; If the proposed recommendation is approved, all stages of the procurement process to be delegated authority to the Director of Social Services in consultation with Cabinet Members for Finance and Health, Housing and Wellbeing, the Council’s Section 151 Officer and the Director of Governance and Legal Services, to determine all aspects of the procurement process up to and including the award of contracts and all ancillary matters pertaining to the procurement.

Tony Young

**Director of Social Services.
8th December 2016**

The following Appendix is attached:

- Appendix A - Options Appraisal Paper
- Appendix B – Consultation Findings
- Appendix C – Equality Impact Assessment
- Appendix D - A letter from the Chair, Councillor McGarry, of Direct Payments at Community & Adult Services Scrutiny Committee.

4.CTC.CS.018	Issue 1	Date: Jan 13	Process Owner: Committee & Member Services Manager	Authorised: Deputy Committee & Member Services Manager	Page 10 of 11
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4.CTC.CS.018	Issue 1	Date: Jan 13	Process Owner: Committee & Member Services Manager	Authorised: Deputy Committee & Member Services Manager	Page 11 of 11
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Direct Payments

Page 105

OPTIONS APPRAISAL

Monday 14th November 2016

Version 1.0 – Options Appraisal Working Group

Appendix A

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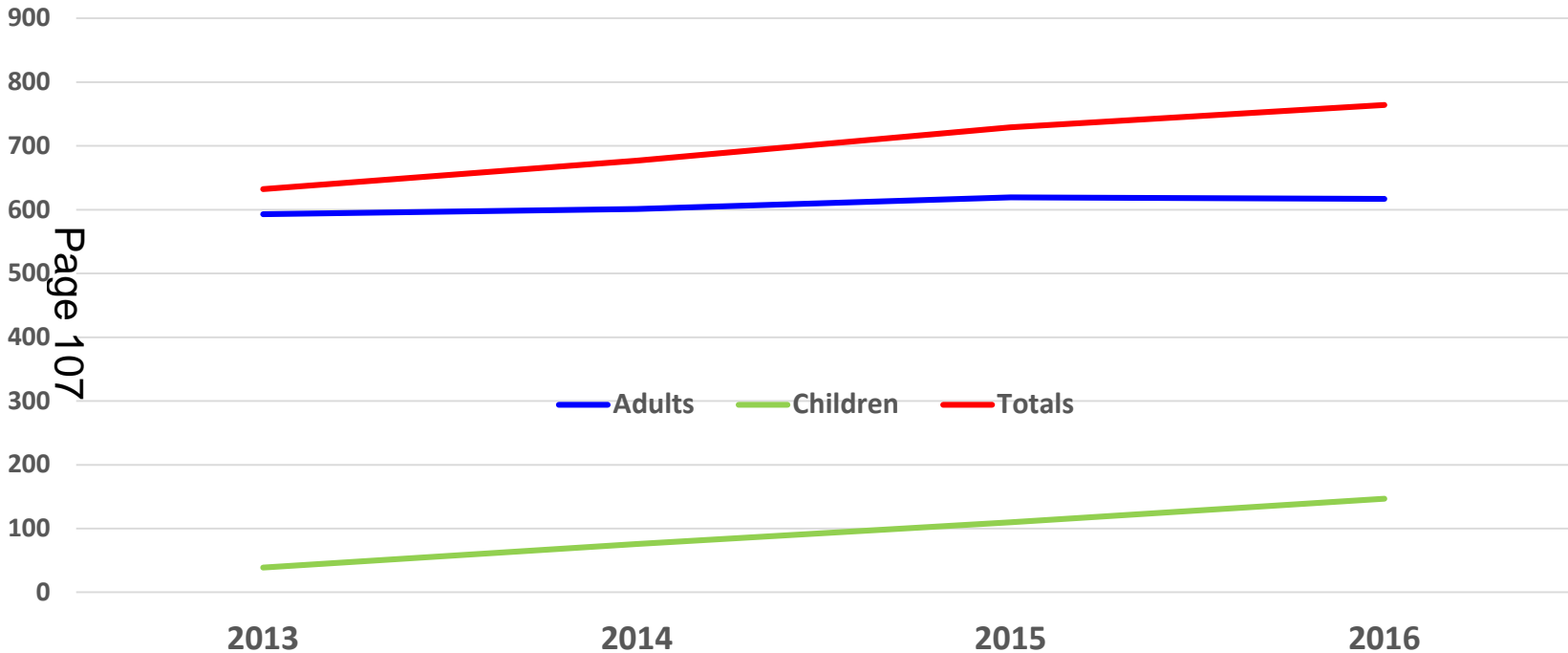


What are Direct Payments?

- Direct Payments are payments from the Local Authority which are available to citizens whose needs have been assessed as substantial and critical and requiring a Social Services care and support package.
- In line with the Social Services & Wellbeing Act Wales (2014) it is a statutory duty to support an citizen through a Direct Payments service. Part 4 of the Code of Practice outlines the Local Authority duties with respect of Direct Payments.
- This method of managing care is designed to promote independence, decrease social inclusion and enhance self – esteem by enabling people to continue live in their own homes while taking an active role in their community.
- Cardiff Council has been operating a Direct Payments service since 1996; the service allows for the provision of Domiciliary care services either through a Personal Assistant (PA) or a Registered Domiciliary Care Agency (Agency).
- It is the Council’s intention to widen access to Direct Payments to the eligible citizens of Cardiff by increasing uptake of the service and by improving the processes contained within the scheme.

Numbers of Direct Payments

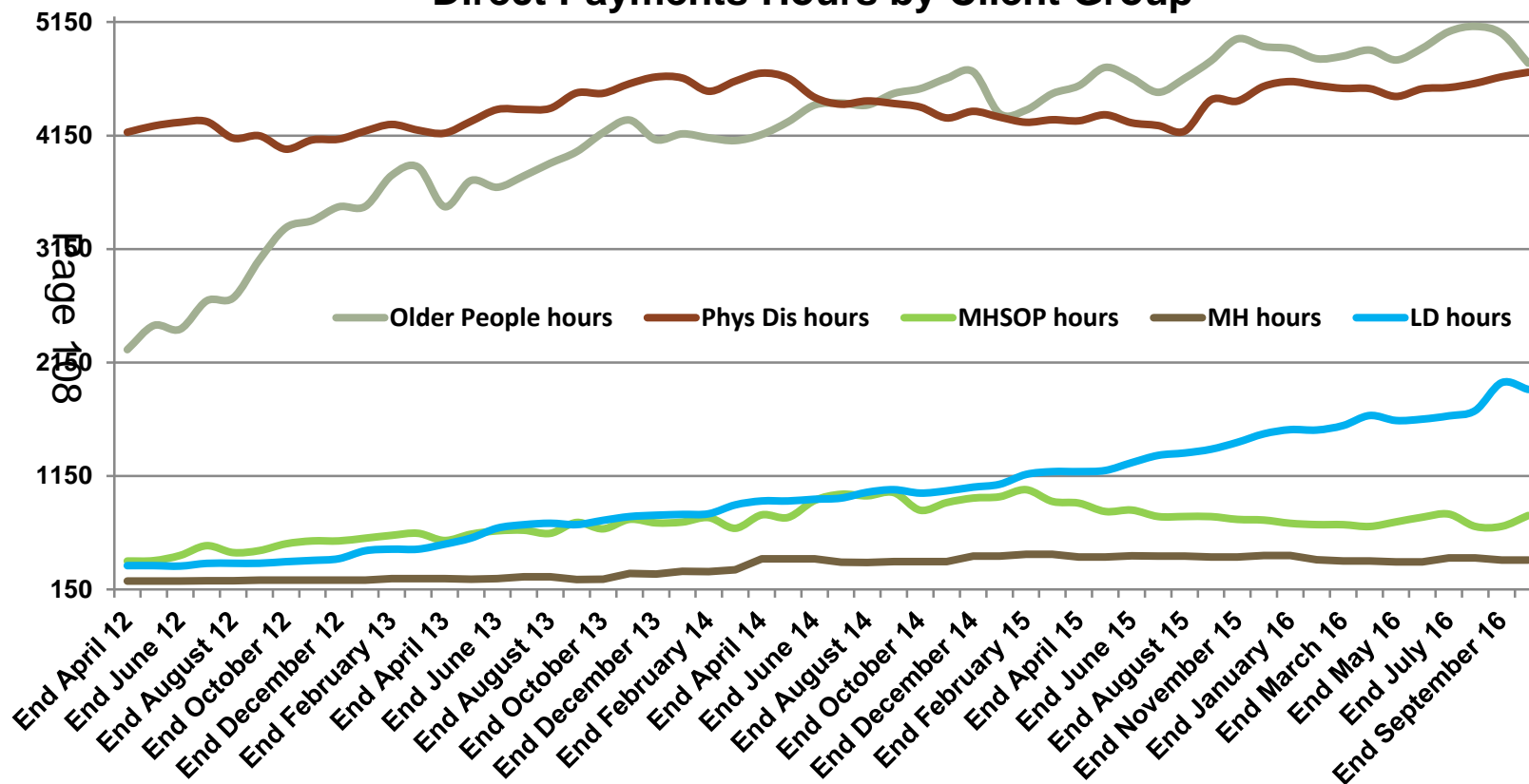
Direct Payment Service Users (2013 - 2016)



Page 107

Which groups of citizens are using Direct Payments?

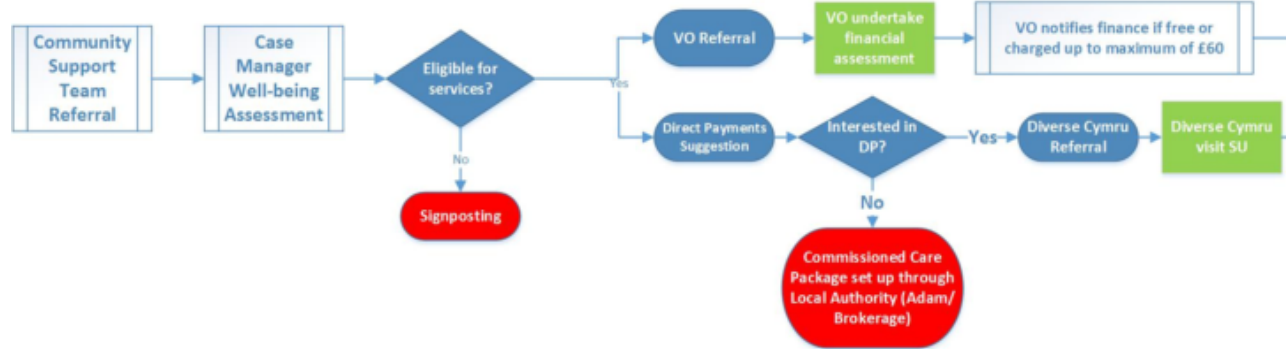
Direct Payments Hours by Client Group



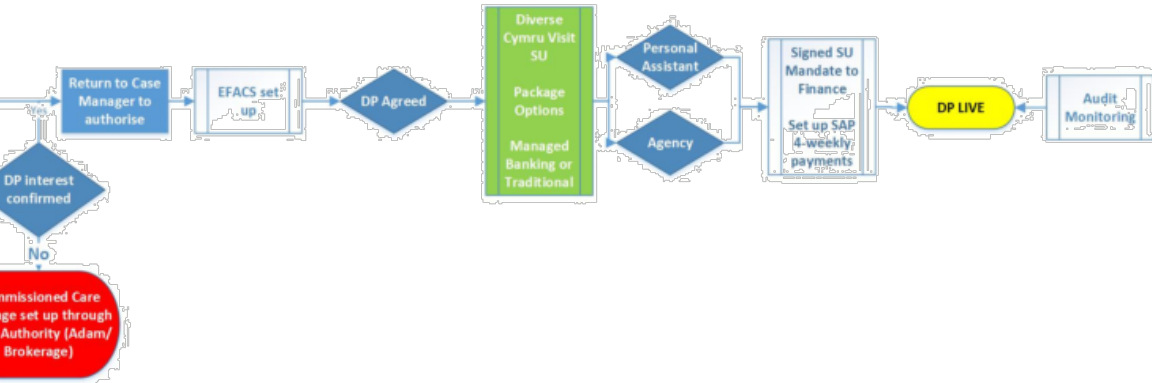
Service User Journey

'As-is' Process (Slide 1)

Page 109



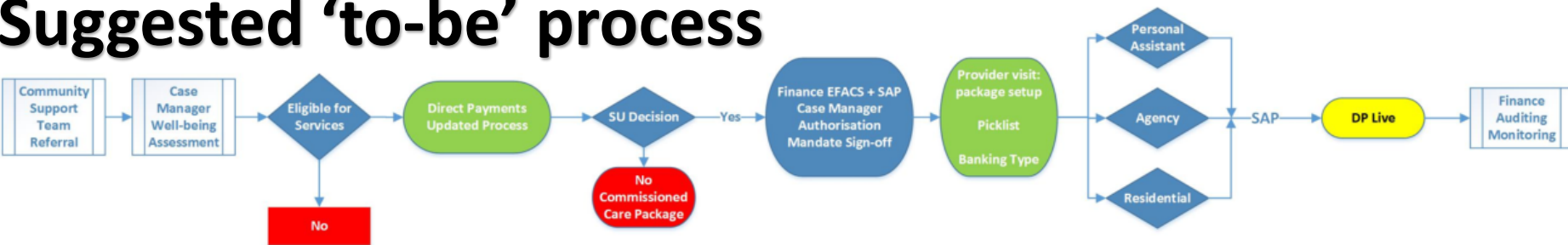
Community Support Team Referral	Case Manager Assessment	Eligibility	Direct Payments Suggestion	Independent Living Visit - Finance
<p>Referrals come into CST from:</p> <ul style="list-style-type: none"> • C2C • GP • Intake & Assessment • MASH <p>Learning Disability & Mental Health referrals go straight to the relevant teams.</p>	<p>Internal Social Services process</p>	<p>If not entitled to LA assistance, applicants are signposted to other services/third sector partners</p>	<p>Case Manager provides information:</p> <ul style="list-style-type: none"> • Script • List • Information Pack • Policy • Guidance • Default Positions <p>Not Interested Follow LA brokerage system through Adam</p>	<p>Assesses available income of potential service user to establish if services will be free of charge or chargeable up to £60</p>



Diverse Cymru Referral	Diverse Cymru Visit <i>Terms & conditions confirm to Case Manager</i>	T&Cs SAP	Direct Payment Active
<p><i>Diverse Cymru/Case manager visit Service and provide initial information:</i></p> <ul style="list-style-type: none"> • Checklist • DP info pack • HR support eg. recruitment • managed or traditional banking • 3 routes • Employment Law 	<p><i>Case Manager confirms that SU is interested and initiates ASWP to finance and DC visit SU to set up final package options</i></p> <ol style="list-style-type: none"> 1. Domiciliary - Personal Assistant <i>SU chooses to independently recruit a PA to cover their care</i> 2. Domiciliary – Agency <i>SU contacts a domiciliary care agency to arrange cover for their care</i> 3. Residential <i>SU also has the option of using a DP to pay for residential care, but this option has not yet been used</i> <p>Managed Banking terms and conditions signed in person by SU</p> <p>Banking Type</p> <ul style="list-style-type: none"> • Recruitment • Interviewing • Advertising • Legal • Specific ongoing support requirements • Pensions/Insurance 	<p><i>Banking terms and conditions returned</i></p> <p><i>Start date agreed between Case Manager, provider and SU</i></p> <p><i>Finance sets up 4-weekly payments in SAP after start date has been sent to brokerage</i></p>	<p><i>Monitoring and auditing</i></p> <ul style="list-style-type: none"> • Case Manager • Visiting Officers • Finance • Brokerage

'As-is' Process (Slide 2)

Suggested 'to-be' process



Referral (Council)	Wellbeing Assessment (Council)	Introduction to Direct Payments Eligibility	Direct Payments Suggestion & Visit UPDATED PROCESS	Service User Decision	Finance & Case Manager Authorisation UPDATED PROCESS	Package Setup Visit UPDATED PROCESS	3 Routes SAP	Direct Payment Active UPDATED PROCESS
<p>Referrals come to Community Support Team from: C2C, MASH, GP, Intake & Assessment, Learning Disability, Mental Health and Children's Services referrals go through to the relevant teams.</p> <p>Page 111</p>	<p>Internal Social Services process</p>	<p>A detailed explanation of Direct Payments is provided to SU/family and if interested then they are assessed for eligibility</p> <ul style="list-style-type: none"> New script New DP policy <p>If not entitled to LA assistance, applicants are signposted to other services/third sector partners</p>	<p>Case Manager visits to suggest DP and provide comprehensive overview of DP process:</p> <ul style="list-style-type: none"> New information pack Support information Banking terms & conditions Recruitment advice including adverts/JDs/interviewing Appointment advice including HMRC/employment law/pensions/insurance Managed banking T&Cs banking advice payroll hmrc. Information sharing protocol PA/Agency/Residential options Local Authority required forms <p>VOs attend SU at the same time to conduct financial referral</p>	<p>If DP not requested, then traditional care package put in place through Children's Services brokerage process and Adam</p>	<p>Case Manager confirms that SU/family is interested and initiates ASWB and other finance processes</p> <p>Case Manager refers to Managed Banking provider</p>	<p>Provider visit SU/family to set up final package options using a picklist:</p> <ul style="list-style-type: none"> Specific package requirements Banking type Which route Sign banking documents Sign T&Cs <p>Mandate signed and delivered back to finance</p>	<p>Start date agreed between SU/Case Manager/provider</p> <p>Start date submitted to brokerage</p> <p>Finance sets up 4-weekly payments in SAP</p>	<p>Monitoring and auditing done through a single Direct Payments team based within the Council</p>

Why are we reviewing the process?

- Legislative requirements of the Social Services & Wellbeing (Wales) Act 2014 have changed:
 - Provide greater choice and control over care
 - Increased the range of services that can be paid for by Direct Payments
- The Council has been working with an external provider for Direct Payments since 2007 and the current contractual arrangements come to an end in March 2017.
- Concerns have been raised about consistency of service we currently receive, and benchmarking in line with other Local Authorities indicates that improvements can be made to the services we provide to Direct Payment recipients. These improvements will be designed to provide a better, more efficient service and deliver increased value for money.
- It is felt that the model could be more flexible in meeting the needs of people by offering a 'pick-list' containing a range of choice within the service provided.
- A more flexible service would give greater control over their people's lives and allow them to live more independently.
- An opportunity exists to stimulate the market for Personal Assistants/Domiciliary Carers by linking into the Council's Into Work Advice/Adult & Community Learning services.

Consultation Results

- *Roughly 30% of overall DP service users replied (187)*
- 90% believed that Direct Payments were able to meet their care needs
- Over 70% of respondents believed that the Direct Payment service satisfied or exceeded expectations
- Only 14% of respondents believed that the service only met some or none of their needs
- 74% chose to use Managed Accounts service for the first time, compared to 77% who would set it up if they started again
- 93% believe their banking choice provided enough support to manage their DP service
- Less than 20% of Service Users responded that they used all of the 'pick-list' services, and when asked which services would be used in future, the figure was less than 10%
- 66% of service users would prefer to have contact with their support worker 'As & When' rather than on a regular basis
- 93% of respondents felt their Social Worker was helpful during the process

Response at assessment

April – Nov 2016

- Of the candidates who declined, 65% of those declined because they were satisfied with their current care arrangements
- When declining, service users gave the following reasons:
 - *Would prefer to stay with existing Agency – happy with standard of care provided*
 - *Residential/nursing home placement arrangements in place*
 - *Service user does not feel able to manage own care*
 - *Service user/family requires care in place immediately*
- 30% of candidates offered Direct Payments agreed either to take them up now or to work towards them in future
- 40% of the overall cohort that were assessed or reviewed during this time were not offered Direct Payments for reasons of capability or eligibility

Page 30

Investigating the way that social workers assess for and recommend Direct Payments is an important part of the recommissioning process. Currently, there are over 50 different reasons recorded in CareFirst for why DP has either been refused or not offered, and this needs to be better monitored in order to improve future processes.

What legislation will guide the new model?



The Social Services and Wellbeing (Wales) Act 2014 (The Act) repeals previous legislation concerning entitlements to direct payments. The Care and Support (Direct Payments) (Wales) Regulations 2015, set the circumstances when local authorities are either required or allowed to make direct payments under Part 4 of the Social Services and Wellbeing Act 2014 as a way of meeting a person's needs for care and support.

Prior to the implementation of the Act, a local authority was required to provide a Direct payment if:

- It was requested by the person
- The Authority is satisfied that the care and support needs of the individual of a carer can be met through the provision of a direct payment
- The person is capable of managing the payment (either with or without support).
- If a person does not have the mental capacity to consent; the payment could be made to the 'suitable individual' to manage on the person's behalf.

The Act and associated regulations do not change the previous legislation and guidance but add to it by extending the range and the scope of use of Direct Payments. This Includes:

- Enabling individuals with a drug or alcohol dependency to request a direct payment (with suitable safeguards)
- Prohibiting local authorities from stipulating that the direct payment must be used in a particular way
- Allowing an individual to purchase care and support for the 'authority which made the payment'
- Authorising the use of direct payments to purchase care and support or help managing the payments from a relative living in the same household if appropriate for promoting the persons wellbeing
- People who wish to use their direct payments to cover long term residential care
- Requiring the first review of the direct payment arrangement at 6 months (previously 12 months)
- The use of direct payments for meeting a child's care and support needs for meeting a carers support needs

It is to be noted that it remains a statutory duty of the local authority to meet the assessed individual needs of each service user.

What other elements must the model contain?

Assurance of Supply	<ul style="list-style-type: none"> • Citizens should be able to exercise choice in how their assessed needs are met • Providers should attempt to provide as much choice as possible in how those assessed needs are addressed • They should be confident that their support will be provided in a timely manner • The new model must work to ensure that the market can handle
Quality	<ul style="list-style-type: none"> • Specialist expertise of the provider(s) • If PAs are recommended to citizens, they are qualified to the industry-recommended standards • Recommended PAs have the ability to administer medication as and when required
Service	<ul style="list-style-type: none"> • Services are tailored to meet the needs of individuals. • Support scheme ensures that appropriate advice, information and support is available to all citizens • Supports users in complexities of using direct payments to meet their support needs legally and efficiently • Ensuring access to services that are delivered in a community setting
Cost	<ul style="list-style-type: none"> • Council only paying for necessary services that address established needs • Need to dis-incentivise 'up-selling' of services and support
Innovation	<ul style="list-style-type: none"> • Added value and innovation in service delivery – only provide services suitable to needs • Encourage utilisation of community resources and services • Signposting those citizens with lower level needs

Options under consideration

1. Internal Provider

Legal advice has been sought on whether the managed banking aspect of the service can be delivered in-house and it would appear that this proposal falls outside of the current legislation, including the Social Services & Well-being Act (Wales) 2014 and other guidance governing Direct Payment arrangements.

2. Hybrid

Support function provided by the Council with a managed accounts function to be provided externally.

3. External Provider

An external provider that offers both a support and managed accounts service. A discrete Direct Payments team based in Social Services will monitor the contract and direct payment activity.

Requirements of model



Enhanced role of the Council

A Council team will ensure promote and encourage the Direct Payment option from the first time a Service User comes into contact with the Council, or when their care arrangements are reviewed.

Assessing eligibility for Direct Payments and then ensuring a simple referral pathway into setting them up

Setting up a dedicated Direct Payments team to manage referrals and relationship with provider(s)

Encouraging the use of Direct Payments by explaining and signposting Service Users to relevant information and processes

Providing support to prospective Personal Assistants to enter the market

Working in partnership with the appointed provider(s)

This team will also bring together the monitoring and auditing function.

Monitoring the Direct Payment accounts to ensure that money is spent appropriately and balances are topped up

Holding provider(s) to account for key performance indicators

Guarantee and monitor contingency funds

Page 118

Activity of Support Services

Delivered through a single provider

Providing support to set up and manage a Direct Payment provider that is appropriate to the person and covers their care requirements

- Managing active/eligible Direct Payment cases
- Advice on safety and best practices at home
- Support on planning to use PA/Agency or Residential
- Recruitment including adverts/job descriptions/interviews
- Advice on becoming an employer
- Setting up employment systems
- Legal advice relating to HR/Employment
- Advice in relation to training/qualifications/DBS
- Financial advice including pensions/insurance and payroll
- Ongoing advice around employment and Direct Payments
- Securing cover and emergency arrangements with PAs
- Establishing contingency arrangements with Service Users

Activity of Managed Account service

Delivered through a single provider

Setting up a Managed Account arrangement with the service user and providing ongoing support to keep the arrangement in place. Liaising with the Social Services with respect of payments.

- Page 120
- Setting up and monitoring the dedicated account
 - Arrange & pay all agreed outgoings (PA wages, care agency fees, insurance etc)
 - Pay all amounts due to HMRC and keep pensions/insurance covered
 - Record income and payments
 - Provide statements of all transactions

Key Objectives

Delivered within each model



- Assessing eligibility for Direct Payments and then ensuring a simple referral pathway into setting them up
- Providing a one-stop shop for enquiries, advice, support and complaints
- Encouraging the use of Direct Payments
- Providing support to prospective Personal Assistants to enter the market
- Monitoring the Direct Payment accounts to ensure that money is spent appropriately and balances are topped up
- Holding provider(s) to account for key performance indicators
- Guarantee and monitor contingency funds

Page 129

Features of a hybrid service



- Council is able to directly manage quality and evolution of the service.
- Opportunity to deliver an effective model which takes into account the service user feedback supporting a single organisation as a point of contact, and the success of the ‘one-stop shop’ element of the current model.
- Offering a list of individual chargeable options could guarantee better choice for the Service User and deliver increased value, which has been suggested by feedback from consultation.

Page 122

When asked which options would be selected in future, Service Users again responded that they would select only a few options, and not the entire list, demonstrating that a list of individual chargeable options could better serve their purpose and deliver increased value.

- By administering the support service the Council could forge direct links between service users and a number of different services, both internal and community based.
- Council is well placed to provide a ‘one-stop-shop’ point of contact, as it has significant experience in providing a service of this kind.
- Stronger links between the team providing the wellbeing assessments and the support provider could produce a significantly more efficient process for the service user and limit ‘hand-offs’.
- Managed accounts service will be delivered through a competitive tender.

Concerns with operating a hybrid service

- In providing the Support element of the service, the Council will become responsible for delivering legal and employment service to a cohort of up to 700 clients, with the potential for that number to expand as increased uptake of Direct Payments is encouraged.
- The Council or provider may not immediately possess the experience or capacity to operate all elements of the Support service, and as such additional expertise would need to be called upon or possibly commissioned, for instance in payroll.
- With the possibility of services split up between the Council or provider and another additional provider for managed accounts, a number of ‘hand-offs’ may enter the process which could detract from continuity of the service user experience.
- The ‘one-stop shop’ approach that has been praised through consultation might be compromised if the service is divided up into different areas.
- There is a risk that, with the volume of the service needing to be provided, the Council or provider may need to expend significant resource in reaching the standard required.
- Existing staff providing support service will incur TUPE concerns

Features of an external service



- There are a number of experienced providers in the Direct Payments market that could provide a valuable and effective service to citizens of Cardiff, and this could be accessed through a combined tender.
- Opportunity to deliver an effective model which takes into account the service user feedback supporting a single organisation as a point of contact, and the success of the 'one-stop shop' element of the current model.
- Offering a list of individual chargeable options could guarantee better choice for the service user and deliver increased value, which has been suggested by feedback from consultation.
- In order to ensure that personal assistants engage with a support provider, the most effective incentive could be a provider that operates both support and the managed accounts payroll.
- The new model will encourage greater uptake of Direct Payments, this will result in a higher volume of DP cases needing support from a provider, by designing an external contract, this can be written into the requirements and adequately planned for.
- In order to ensure the new contract is able to handle the volume required, it is possible to consider additional ways to deliver the service, including dividing contracts based on geography or volume
- The level of responsibility involved with providing legal and financial advice on this scale may represented a risk for the Council, which is allayed by tendering the service externally.
- The costs of delivering an external service can be mapped based on existing external provision in other Local Authorities, including analysis of volume and service charges.
- The entire service will be presented to the market and tendered competitively.

Page 124

Concerns with operating a fully external service

- There is a risk that with a service tendered at this volume the successful provider could begin a process of monopolisation.
 - *Note: this is addressed by tendering a one-service contract split into smaller contracts*
- Consistent contract monitoring for a tender of this volume would represent a significant resource drain on the Council.

There would be limited scope for innovation within the service once a contract has commenced.
- Significant TUPE concerns will apply with a change of provider.
- The significant volumes involved with this tender could limit the engagement of potential bidders, especially considering the inherent focus on expanding uptake of Direct Payments.
 - *Note: by allowing the market the possibility to bid for smaller 'contracts' providing the entire service then this could be addressed*

Opportunities available through new model

Citizens will be able to select from a 'pick-list' of services

- This will ensure that the service provided will meet the agreed needs, and not provide anything that is not useful to the user
- This will ensure legislative compliance in that the SU is granted maximum choice during the process

New arrangements will build directly on lessons learned

- This will give the Council an opportunity to build a sustainable system that can work for longer
- The Council will be able to analyse and determine an accurate picture of what resources are needed to adequately manage a Direct Payments service

The Council will be in a better position to encourage take-up of Direct Payments and promote Independent Living

Issues encountered with current arrangement

ISSUE	ACTION
Personal Assistant/Domiciliary Care Market has insufficient capacity	<ul style="list-style-type: none"> • Carer awareness activities and building stronger links with PA/Carer market • Setting up a route into PA work through Into Work Advice Service & Adult/Community Learning • Within the specification for the service, these measures to work with the market, the Council and other partners will be included as performance indicators
Service Users have experienced difficulties arranging cover/contacting support agency	<ul style="list-style-type: none"> • Detailed specification from which performance can be measured • Regular reporting, performance measurement and testing of compliance from provider(s) • Comprehensive vetting during tender process
The Council currently pays one rate to a provider to facilitate Direct Payments to citizens. This rate is regardless of the level of support received.	<ul style="list-style-type: none"> • Service Users will be able to select from a pick-list of services that they wish to receive • This selection will be appropriate for their assessed needs, and not provide unnecessary assistance • The Council can then pay provider(s) based on actual services provided, rather than a flat rate
Current DP rate is not in line with the established market rate for the service.	<ul style="list-style-type: none"> • Review DP rate in line with current inflation uplifts and market analysis • The DP market in Cardiff will be reviewed

Page 27

Further activity required from Project Group

ISSUE	ACTION
Market sounding exercise to be conducted	<ul style="list-style-type: none"> • Prior Information Notice to be prepared and published by C&P
Confirm desired recruitment model	<ul style="list-style-type: none"> • Creating a new domiciliary care agency has been ruled out owing to cost to the Council • Using a managing agency has been considered and will be scoped out further • Serious consideration has been given to the concept of setting up a PA Pool to join together the market with Council services
Confirm desired setup for new provider	<ul style="list-style-type: none"> • Framework of providers to be investigated • Market sounding exercises to be conducted
Pick-list prices to be established	<ul style="list-style-type: none"> • Finance/Procurement to research and establish baseline prices for services • Appropriate DP rate to be further examined
Direct Payments Team to be scoped	<ul style="list-style-type: none"> • Staffing and resource requirements to be established
Documents and policies to be refreshed	<ul style="list-style-type: none"> • All aspects of Direct Payment documents/policies to be refreshed

Page 28

A decision relating to the recommended model and Direct Payment rate will be consulted upon and then presented prior to the Informal Cabinet.

Project/Tender Process & Timescale



<input type="checkbox"/> SU/Social Services Consultation	-	November 2016
<input type="checkbox"/> CASSC Scrutiny Submission	-	30 th November 2016
<input type="checkbox"/> CASSC Scrutiny Committee	-	7 th December 2016
<input type="checkbox"/> Detailed costing exercise	-	December 2016
<input type="checkbox"/> C&P Prior Information Notice (PIN)	-	December 2016
<input type="checkbox"/> CASSC Scrutiny Committee (Pre-Decision)	-	18 th January 2017
<input type="checkbox"/> Cabinet	-	19 th January 2017
<input type="checkbox"/> Provider Consultation	-	January 2017
<input type="checkbox"/> OJEU Contract Notice	-	January 2017
<input type="checkbox"/> ITT Stage	-	January/February 2017
<input type="checkbox"/> Tender Evaluation	-	March 2017
<input type="checkbox"/> Contract Award	-	March 2017
<input type="checkbox"/> Contract Commence	-	April 2017

Interim Contract Arrangements in place until March 2017

Next steps to implement preferred model

- *Seek authorisation from Cabinet to secure service and implement revised model*
- *Seek delegation to Director of Social Services for all procurement/tender*
- *Project Group to complete actions:*
 - *Draft new service specifications*
 - *Refresh Direct Payments Policy*
 - *Update Information Pack*
 - *Compile tender documentation*
 - *Scope and implement transition arrangements*
 - *Conduct further stakeholder consultation*
 - *Establish pricing schedule and rate*
 - Council to consider a new rate for Direct Payment provision (growth bid)*
- *Council will need to recruit and appoint a dedicated team to manage service, monitor arrangements and liaise with providers*

Appendix B

DIRECT PAYMENTS Consultation Results



During November 2016, the City of Cardiff Council Social Services team conducted a consultation with Service Users and Case Managers regarding the current Direct Payments system.

As part of this consultation, citizens were asked how they felt about their current service and if they had any recommendations for how the service would look. In addition, they were asked which options for support they have been using already, or would use in future if asked again. Opportunities were provided to give detailed comments on their experience.

The overall consensus from Service User feedback is that in most cases, Direct Payments are an effective way to meet their care needs, and have been delivered successfully. The more detailed comments have shown that there are a number of specific instances where their experience has been negative, and that often revolves around the incumbent provider.

Response rate

- 187 total service user questionnaires received
- Roughly 30% of overall service users
- 14 Adult Services Case Manager questionnaires received
- 5 Children's Services Case Manager questionnaires received
- 100% of Children's Services Case Managers approve of the proposed 'pick-list' based model
- 60% of Adult's Services Case Managers approve of the proposed 'pick-list' based model

Response at assessment

April – Nov 2016



- **Of the candidates who declined, 65% of those declined because they were satisfied with their current care arrangements**
- **When declining, service users gave the following reasons:**
 - *Would prefer to stay with existing Agency – happy with standard of care provided*
 - *Residential/nursing home placement arrangements in place*
 - *Service user does not feel able to manage own care*
 - *Service user/family requires care in place immediately*

30% of candidates offered Direct Payments agreed either to take them up now or to work towards them in future

- **40% of the overall cohort that were assessed or reviewed during this time were not offered Direct Payments for reasons of capability or eligibility**

Investigating the way that social workers assess for and recommend Direct Payments is an important part of the recommissioning process. Currently, there are over 50 different reasons recorded in CareFirst for why DP has either been refused or not offered, and this needs to be better monitored in order to improve future processes.

Initial thoughts



- 93% of respondents felt their Social Worker was helpful during the process
- 90% believed that Direct Payments were able to meet their care needs
- 93% believe their banking choice provided enough support to manage their DP service
- 74% chose to use Managed Accounts service for the first time, compared to 77% who would set it up if they started again

Meeting needs

- 66% of service users would prefer to have contact with their support worker 'As & When' rather than on a regular basis
- Over 70% of respondents believed that the Direct Payment service satisfied or exceeded expectations
- Only 14% of respondents believed that the service only met some or none of their needs

Detailed feedback



Which services, if any, would you expect to have received in addition?

- 13/24 (over 50%) of comments on this question indicated that Service Users would have expected improved support on elements included within the proposed pick-list, or additional support with different areas. Some of these comments also mentioned improved information and better communication from the provider, which are integral elements to the proposed model
- This compares to 5/24 (20%) of comments on this question that indicated they would not expect any more support than was provided.

How well do you think the Direct Payments service met your needs?

- 12/21 (60%) comments under this question described their service positively, but these comments are often in relation to a named Personal Assistant
- 8/21 (40%) comments in this section described their service negatively, information or payments

What suggestions would you make to improve the service?

- In this section, 12/18 (67%) of comments indicated that the service requires significant improvement. Key factors listed here include:
 - Dissatisfaction with payroll runs and payments
 - High staff turnover contributing to poor communication
 - Low quality of information from the incumbent provider
- Just over a quarter of comments(4/18) indicated that they were satisfied with the system and did not wish to see any changes

Points of interest

- 80% of surveys were filled in by someone else, with over 50% of those being a family member
- Page 137
- From all the additional comments provided, 32% make specific aspects to elements of continuity of service from the incumbent provider.

Conclusions

The feedback from surveys indicated that most social workers and service users agree that Direct Payments is usually an excellent way to meet care needs. There is also consensus that the degree of flexibility within DP can improve independent living and quality of life.

It is clear from the more detailed comments in the surveys however that there are a number of areas within the Direct Payments process that need to be tightened up, and that there are some alarming discontinuities within the service provided by the incumbent provider.

In addition, the feedback from social workers would seem to imply that the current system can be cumbersome to implement, and therefore that any changes to the system must be made with a view to ensuring that Direct Payments are easier to access and manage.

It is reasonable to infer from the responses that Direct Payments have made a positive impact on the lives of people in Cardiff, and that with an effective and functional system in place, this impact could be built upon. Furthermore, the drive to increase uptake of Direct Payments is likely to be successful if the issues described by the respondents can be addressed, and these main points are:

- *Communication with provider organisation e.g.. quality of information/single staff point of contact*
- *Accurate managing of accounts, payroll and payments*
- *Effective recruitment within the PA market, and engagement of PAs with providers*
- *Regular and effective contact with service users*
- *A more understanding and informed approach to complex needs*

Equality Impact Assessment
Corporate Assessment Template

Policy/Strategy/Project/Procedure/Service/Function Title: Direct Payments Support Service
New/Existing/Updating/Amending: New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Tony Young	Job Title: Director Social Services
	Service Area: Social Services
Assessment Date: 08/09/2016 updated 9/12/2016	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/ Function?

There is a need to improve efficiency and effectiveness of the Direct Payment service in meeting the social care of the population served and to ensure the direct payment service is in line with implementation of the Social Service & Wellbeing (Wales) Act 2014. The Direct Payments service has been reviewed and revised to develop a model offering the citizen more choice and control for their direct payment. The Directorate will consider how it secure the highest quality and best value contract for Direct Payments support, considering that the number of people receiving Direct Payments is anticipated to grow in future years.

A re-tendering process will focus on quality and competitive pricing for the service and will be completed to maintain existing service user support to those receiving Direct Payments.

Although the service delivery model would be different, the proposal would adhere to the principles and actions described in Section 2 below. It would not impact adversely on the protected characteristics of individuals. The Direct Payment service will serve children and adults that are eligible for support and care.

A communication plan would be put in place to ensure there is information sharing and engagement with recipients of direct payments about the proposed changes and clear transitional arrangements would be put in place to support service users/ families.

1. Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]

The current contractual arrangements have been awarded a Direct Award until 31st March 2017. A project team has been established a review of the provision and collate an options appraisal to seek the most beneficial direction for the Council.

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

There are approximately 755 adults & children (Adults 605/Children 150) (figures as of 1.8.2016) service users accessing Direct Payments.

A revised policy has been updated in line with the Social Services & Wellbeing (Wales) Act 2014

The Community Support Team will conduct a wellbeing assessment and offer a direct payment to support those identified as having eligible needs. Their role is to assess individuals and to develop Care and Support Plans which meet the outcomes desired by the service user and to enable the option of a direct payment service.

3 Assess Impact on the Protected Characteristics

3.1 Age

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative/]** on younger/older people?

	Yes	No	N/A
Up to 18 years		x	
18 - 65 years		x	
Over 65 years		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

To ensure that regardless of a person's age they would have choice and control over their care and support through a Direct Payment.

What action(s) can you take to address the differential impact?

To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, regardless of age.

3.2 Disability

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on disabled people?

	Yes	No	N/A
Hearing Impairment		X	
Physical Impairment		X	
Visual Impairment		X	
Learning Disability		X	
Long-Standing Illness or Health Condition		X	
Mental Health		X	
Substance Misuse		X	
Other			

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
There will be no differential impact, regardless of disability.
What action(s) can you take to address the differential impact?
To continue with Corporate and Social Services objectives to increase take-up of Direct Payments.

3.3 Gender Reassignment

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on transgender people?

	Yes	No	N/A
Transgender People (People who are proposing to undergo, are undergoing, or have undergone a process [or part of a process] to reassign their sex by changing physiological or other attributes of sex)		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Transgendered service users will not be affected any differently from other groups by virtue of their gender reassignment.
What action(s) can you take to address the differential impact?
To continue with Corporate and Social Services objectives to increase take-up of Direct Payments.

3.4. Marriage and Civil Partnership

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on marriage and civil partnership?

	Yes	No	N/A
Marriage		X	
Civil Partnership		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
Married service users or those people in civil partnerships will not be affected any differently from other groups by virtue of their marriage or civil partnership
What action(s) can you take to address the differential impact?
To continue with Corporate and Social Services objectives to increase take-up of Direct Payments.

3.5 Pregnancy and Maternity

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**Equality Impact Assessment
Corporate Assessment Template**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on pregnancy and maternity?

	Yes	No	N/A
Pregnancy		x	
Maternity		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

There will be no impact on pregnant service users

What action(s) can you take to address the differential impact?

To continue with Corporate and Social Services objectives to increase take-up of Direct Payments.

3.6 Race

Will this Policy/Strategy/Project//Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
White	X		
Mixed / Multiple Ethnic Groups	X		
Asian / Asian British	X		
Black / African / Caribbean / Black British	X		
Other Ethnic Groups	X		

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Service users from BME communities will not be affected any differently from other groups by virtue of their race.

What action(s) can you take to address the differential impact?

To continue with Corporate and Social Services objectives to increase take-up of Direct Payments using specific access methods.

3.7 Religion, Belief or Non-Belief

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on people with different religions, beliefs or non-beliefs?

	Yes	No	N/A
Buddhist	X		
Christian	X		
Hindu	X		
Humanist	X		
Jewish	X		
Muslim	X		

CARDIFF COUNCIL

**Equality Impact Assessment
Corporate Assessment Template**

Sikh	X		
Other	X		
Please give details/consequences of the differential impact, and provide supporting evidence, if any.			
Service users will not be affected any differently from other groups by virtue of their religion, belief or non-belief			
What action(s) can you take to address the differential impact?			
To continue with Corporate and Social Services objectives to increase take-up of Direct Payments using specific access methods.			

3.8 Sex

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on men and/or women?

	Yes	No	N/A
Men		x	
Women		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.			
Service users will not be affected any differently from other groups by virtue of their sex			
What action(s) can you take to address the differential impact?			
To continue with Corporate and Social Services objectives to increase take-up of Direct Payments.			

3.9 Sexual Orientation

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on the following groups?

	Yes	No	N/A
Bisexual		x	
Gay Men		x	
Gay Women/Lesbians		x	
Heterosexual/Straight		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.			
Service users will not be affected any differently from other groups by virtue of their sexual orientation			
What action(s) can you take to address the differential impact?			
To continue with Corporate and Social Services objectives to increase take-up of Direct Payments.			

3.10 Welsh Language

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**Equality Impact Assessment
Corporate Assessment Template**

Will this Policy/Strategy/Project/Procedure/Service/Function have a **differential impact [positive/negative]** on Welsh Language?

	Yes	No	N/A
Welsh Language		x	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.

Service users will not be affected any differently from other groups by virtue of their language

What action(s) can you take to address the differential impact?

To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, ensuring that information, communications and direct support provision is available through the medium of Welsh.

4. Consultation and Engagement

What arrangements have been made to consult/engage with the various Equalities Groups?

Consultation on the service model and expectations of the contracted organisation are taking place the project team and Social Services Programme Board.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, regardless of age.
Disability	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, regardless of disability.
Gender Reassignment	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, regardless of gender reassignment.
Marriage & Civil Partnership	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, regardless of marriage and civil partnership.
Pregnancy & Maternity	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, regardless of pregnancy and maternity.
Race	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments using specific access methods.
Religion/Belief	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments using specific access methods.

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Equality Impact Assessment Corporate Assessment Template

Sex	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, regardless of sex.
Sexual Orientation	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, regardless of sexual orientation...
Welsh Language	To continue with Corporate and Social Services objectives to increase take-up of Direct Payments, ensuring that information, communications and direct support provision is available through the medium of Welsh.
Generic Over-Arching [applicable to all the above groups]	

6. Further Action

Any recommendations for action that you plan to take as a result of this Equality Impact Assessment (listed in Summary of Actions) should be included as part of your Service Area's Business Plan to be monitored on a regular basis.

None

7. Authorisation

The Template should be completed by the Lead Officer of the identified Policy/Strategy/Project/Function and approved by the appropriate Manager in each Service Area.

Completed By : Denise Moriarty	Date: 09/12/2016
Designation: Strategic Lead Planning Officer	
Approved By: Amanda Philips	
Designation: Assistant Director	
Service Area: Adult Social Services	

- 7.1 On completion of this Assessment, please ensure that the Form is posted on your Directorate's Page on CIS - *Council Wide/Management Systems/Equality Impact Assessments* - so that there is a record of all assessments undertaken in the Council.

For further information or assistance, please contact the Citizen Focus Team on 029 2087 3059 or email citizenfocus@cardiff.gov.uk

Mae'r dudalen hon yn wag yn fwriadol

My Ref: Scrutiny/Correspondence/Cllr McGarry

9 December 2016

Councillor Susan Elsmore
Cabinet Member
c/o Room 520
County Hall
Cardiff
CF10 4UW



Dear Susan

Community & Adult Services Scrutiny Committee – 7 December 2016

On behalf of the Members of the Community & Adult Services Scrutiny Committee, I would like to thank you and officers for attending for Agenda Item 4, Direct Payments.

Members were interested to learn more about the work to review arrangements and develop options for the future. Members note the objectives of improving arrangements for those using Direct Payments by simplifying the referral pathway and increasing choices. Members also note the aim of achieving value for money for the Council whilst ensuring quality of provision. Underpinning these is the need to increase the numbers of personal assistants available to provide care and support. Members support these goals, which will help us to meet our legal duties.

Members have re-arranged our work programme to accommodate pre-decision scrutiny of the Cabinet report on Direct Payments. The 18th January 2017 committee meeting will include this and an item on Adult Safeguarding. Our 8th March 2017 committee meeting will include scrutiny of the draft Housing Revenue Account Business Plan and Regional Partnership Board.

As part of our pre-decision scrutiny of Direct Payments, Members would like to receive more information about what the arrangements will look like in practice. In particular, Members would like more information on:

- The respective roles of Social Services and Preventative Services in the new pathway;
- The monitoring requirements built into the specification;
- The evaluation criteria and weighting;
- The transition arrangements, to ensure continuity and no detriment to service users.

Members accept the offer to receive comparator information on Direct Payments rates. Please send this to Scrutiny Services for inclusion in our committee papers in January 2017.

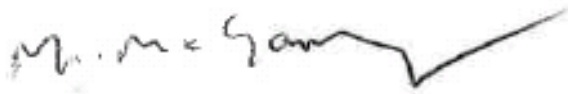
Members recognise that there is a real opportunity to make a difference for service users and carers by ensuring the direct payment system works for them. Members also

recognise the need to ensure value for money for the Council. However, Members are concerned about the tight timescales outlined at the meeting. Members recognise that officers are working hard to deliver to these timescales. However, Members would like assurance that more time will be taken if it is needed to ensure that the best possible scheme is developed.

Finally, Members noted the consultation finding that '93% of respondents felt that their social worker was helpful during the process.' Members ask that you pass on our commendations and thanks to social workers for their hard work assisting clients positively. Their efforts are recognised and appreciated.

Once again, thank you for bringing progress in this area to our attention. This letter has requested information be supplied in time to go out with our committee papers for 18 January 2017 meeting. However, other than that information, it does not require a response.

Yours sincerely,



COUNTY COUNCILLOR MARY M^cGARRY

Chairperson - Community & Adult Services Scrutiny Committee

Cc:	Sarah McGill	Director of Communities, Housing and Customer Services		
	Tony Young	Director of Social Services		
	Amanda Phillips	Assistant Director of Social Services - Adults		
	Denise Moriarty	Strategic Lead Planning Officer – Learning Disabilities		
	Liz Patterson	Personal Assistant	Matt Swindell	Cabinet Office