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AGENDA

Pwyllgor	PWYLLGOR CRAFFU PLANT A PHOBL IFANC
Dyddiad ac amser y cyfarfod	DYDD MAWRTH, 15 IONAWR 2019, 4.30 PM
Lleoliad	EASTERN HIGH SCHOOL, EASTERN COMMUNITY CAMPUS, TROWBRIDGE ROAD, CAERDYDD CF3 1XZ
Aelodaeth	Cynghorydd Lee Bridgeman (Cadeirydd) Cynghorywr De'Ath, Philippa Hill-John, Joyce, Morgan, Phillips, Taylor, a/ac Singh Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig), Carol Cobert (Cynrychiolydd yr Eglwys yng Nghymru), Rebecca Crump (Cynrychiolydd Rhiant-Lywodraethwr), a/ac Karen Dell'Armi (Cynrychiolydd Rhiant-Lywodraethwr)

*Tua
Amser.*

- 1 Ymddiheuriadau am Absenoldeb** 4.30 pm
Derbyn ymddiheuriadau am absenoldebau.
- 2 Datgan Buddiannau**
I'w wneud ar ddechrau'r eitem agenda dan sylw, yn unol â'r Cod Ymddygiad Aelodau.
- 3 Cofnodion (Tudalennau 3 - 10)**
Cymeradwyo cofnodion y cyfarfod blaenorol ar 11 Rhagfyr 2018.
- 4 Polisi Diogelu – Adroddiad ar Gynnydd ac Adolygiad Polisi** 4.35 pm
(Tudalennau 11 - 110)
Ymgymryd â chraffu cyn-penderfyniad a chyn adolygiad polisi craffu cyn iddo gael ei ystyried gan y Cabinet.
- 5 Cyfraniad Consortiwm Canolbarth y De at godi safonau yn ysgolion Caerdydd** 5.15 pm
(Tudalennau 111 - 136)
Cwblhau'r craffu ar adolygiad perfformiad ar gyfraniad Consortiwm Canolbarth y De ar godi safonau yn ysgolion Caerdydd.

- | | | |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| 6 | Adroddiad Blynyddol Ysgolion Caerdydd (<i>Tudalennau 137 - 214</i>) | 5.45 pm |
| | Cwblhau craffu cyn penderfyniad a monitro perfformiad yr ysgolion, gan gynnwys dadansoddi'r canlyniadau yn ôl grwpiau ethnig a rhyw. | |
| 7 | Deddf Anghenion Dysgu Ychwanegol a Thriwlynlys Addysgol 2018 – adroddiad briffio ar gynnydd (<i>Tudalennau 215 - 232</i>) | 6.45 pm |
| | Craffu ar ddatblygiad ac adolygiad polisi ar gynllun gweithredu trawsnewid rhanbarthol Canolbarth y De ar Ddeddf Anghenion Dysgu Ychwanegol a Thriwlynlys Addysgol 2018. | |
| 8 | Cynllun Trefniadaeth Ysgolion y G21 (Band B) – Ysgol uwchradd Fitzalan newydd. | 7.15 pm |
| | (I ddilyn) | |
| | Ymgymryd â chraffu cyn-penderfyniad ac adolygiad polisi ar yr Ysgol Uwchradd Fitzalan newydd cyn iddo gael ei ystyried gan y Cabinet. | |
| 9 | Adroddiad Archwiliad Estyn – Ysgol Gynradd Gatholig San Pedr (<i>Tudalennau 233 - 248</i>) | 7.30 pm |
| | Cynnal adolygiad perfformiad a chraffu ar fonitro yr argymhellion a'r sylwadau a nodwyd yn yr adroddiad archwilio. | |
| 10 | Eitemau Brys (os oes rhai) | |
| 11 | Y Ffordd Ymlaen | 7.45 pm |
| 12 | Dyddiad y Cyfarfod Nesaf | |
| | Cyfarfod nesaf y Pwyllgor Craffu Plant a Phobl Ifanc yw'r cyfarfod Cyllideb ar ddydd Mawrth 19 Chwefror am 1.30 pm. | |

Davina Fiore

Cyfarwyddwr, Llywodraethu a Gwasanaethau Cyfreithiol

Dyddiad: Dydd Mercher, 9 Ionawr 2019

Cyswllt: Mandy Farnham,

02920 872618, Mandy.Farnham@caerdydd.gov.uk

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

11 DECEMBER 2018

Present: Councillor Bridgeman (Chairperson),
Councillors De'Ath, Taylor and Singh

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

Chloe Burrage (Cardiff Youth Council)

46 : APOLOGIES FOR ABSENCE

The Chairperson congratulated Chloe Burrage on her recent appointment as a Corporate Apprentice in the Youth Service. As her appointment conflicts with her position on the Youth Council she has had to step down from the Youth Council and her position on this Committee. The Chairperson on behalf of the Committee thanked her for her contributions and commitment to the Committee and wished her all the best for the future.

Apologies for absence were received from Cllrs Hill-John, Joyce, Morgan and Phillips and Rebecca Crump.

47 : DECLARATIONS OF INTEREST

Councillor Bridgman declared a personal interest in item 7 having expressed an opinion as part of the consultation.

48 : MINUTES

The minutes of the meeting of the 13 November were agreed as a correct record and signed by the Chairperson.

49 : VALE, VALLEYS AND CARDIFF ADOPTION COLLABORATIVE - ANNUAL REPORT

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member, Children and Families), Angela Harris (Regional Adoption Manager), Claire Marchant (Director Social Services and Deborah Driffield (Assistant Director Children's Services) to the meeting.

Angela Harris presented the report, and advised Members that this was the third annual report and covers the period between 1 April 2017 and 31 March 2018. A Best Value Review was commissioned and reported on. Members noted that most of the actions arising from the recommendations have been completed, although there are still some outstanding. As far as the recommendations as a result of the review, The range of measures report on has increased each year which has required more comprehensive recording.

Members were invited to comment, seek clarification or raise questions on the report. Those discussions were summarised as follows:

- Members noted the slightly unusual geographical footprint of the Vale, Valleys and Cardiff Adoption Collaborative, particularly as it was now based in Barry. It was the largest of the five regional collaboratives but further information could be provided outlining the reason for the footprint of the Vale, Valleys and Cardiff region.
- Members sought further information about the Marketing & Recruitment Co-ordinator post and were advised that the post was created to help track and harness the enquires with a view to increasing the number converted into application. Members were concerned to note that it was a fixed term contract, but that progress was already being made in both the professional and timely manner in which they are being dealt with. It is important however to ensure that the process, once an initial enquiry has been made, is thorough.
- Members referred to the frustration outlined by both financial and staffing issues when the previous report was presented and queried whether there has been improvement in those issues. The Manager advised that the Best Practice Review was commissioned as a result of work undertaken to consider the capacity of the service; resource did not meet demand. Members noted that since the review two further Social Worker posts have been created. Whilst there has been a high turnover of staff more recently the additional resource has not been fully appreciated, however, the Adoption Service Team is more stable because of the additional resource and more able to cope with the demand and to reduce waiting lists.

Officers advised that it is vital that capacity is kept under review in terms of both the recruitment of adopters and also adoption support.

- Members queried the flexibility of the training provided to potential adopters and were advised that it is important to attract a wider range of prospective adopters. The training is a 3 day course, but a further one day has been introduced because of the time lapse between the course and the process. It is offered over a weekend period to try and assist working families. There are plans to change the regulations in Wales next year to make it a two stage process, with 2 months for the enquiry, training and checks and then there will be 4 months to allow for the assessment.
- Members asked whether birth parents are becoming more involved in the process and were advised that it remains a challenge both locally and nationally. All children are allocated a family finder who will undertake birth parent counselling, to send anonymised letters and to go to the home of the birth parents. The team will try various different ways to reach out to the parents, who can be quite aggrieved with the process. Often the parents will get in touch with the team once the Court process has been completed.

- Members noted that whilst it has to be accepted that some placements have broken down the figure is relatively low, it is relatively low nationally as well.

AGREED – That the Chairperson writes to the Angela Harris (Regional Adoption Manager) on behalf of the Committee expressing their comments and observations outlined during the way forward discussion.

50 : CHILDREN'S SERVICES QUARTER 2 PERFORMANCE REPORT

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member, Children and Families), Claire Marchant (Director Social Services and Deborah Driffield (Assistant Director Children's Services) to the meeting.

Members were provided with a presentation, Quarter 2 Performance Report, which outlined the nature of the revised report together with the key pressures and the Directorate response.

Members were invited to comment, seek clarification or raise questions on the report. Those discussions were summarised as follows:

- Members discussed the Signs of Safety model which was implemented in Swansea and in Cardiff in early 2016, and noted that going forward there needs to be a change of practice; it is about working with families, taking risks and considering that as family what we can do to support them in their community. It is important there is time to pause and reflect before making a decision to remove children from their families.

Members asked whether the authority has the capacity and resource to take that forward and were advised that a post has been created on a temporary basis with many years of experience who can help with understanding how the model will work, and to be able to work with both staff and families. Whilst the framework is in place, going forward it necessary to ensure that it works correctly.

- Members discussed the consultation on the first draft of the Child Exploitation Strategy and that it had been delayed. Officers advised that it was important that the strategy was widened, it was necessary to include human trafficking, and criminal exploitation as they are all linked. In the spirit of the act both adults and children should be included. Members noted that a working group is now pushing that strategy forward and that all stakeholders are now involved. A draft of that strategy will be available at the beginning of next year.
- Members were keen to be informed of the current thinking around the recruitment and retention of staff. Officers advised that it is important that competition between authorities is stopped. A cap needs to be put in place. The authority is also looking at a number of other options: forging closer links with universities, so that

placements and secondments can be offered; a plan to consider support social workers being seconded onto a Master's degree; protected caseloads for those in their first year of practice and of course it is hoped that the financial offer can be increased. It is accepted that working 'at the front door' is extremely stressful, but if there were more social workers and social work assistants there could be a lowering of the case load.

Members also noted that in adult services newly qualified social workers spend several months in the point of contact service which gives them a good ground before having their own case load and that something similar is being considered Children's Services.

Members noted that whilst the market supplement has been used previously it is important to address the root cause, namely there are not enough people coming into the Social Work but Welsh Government must inject some money into the system.

- Members queried whether the Council's in house agency Cardiff Works could be expanded to cover Social Worker positions. Members were advised that currently it is still a third cheaper to employ directly.
- Members briefly discussed the budgetary pressures and were advised that it is important that money is invested in Children's Services to get the necessary systems in place to ensure good outcomes for all children and young people

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations outlined during the way forward discussion.

51 : OUT OF COUNTY INQUIRY REPORT - CABINET RESPONSE

The Chairperson welcomed Councillor Graham Hinchey (Cabinet Member, Children and Families), Claire Marchant (Director Social Services and Deborah Driffield (Assistant Director Children's Services) to the meeting.

The Chairperson invited Councillor Hinchey to make a statement in which he confirmed that out of 19 recommendations outlined in the report, 11 were full recognised, some partially and only one was rejected. The current position is that within the next year there will be 5 residential homes for children. Different types of accommodation is needed, they are small family type homes with 2/3 bedrooms.

Members were invited to comment, seek clarification or raise questions on the report. Those discussions were summarised as follows:

- Members noted that there a placement commissioning strategy is being developed which covers the development of an accurate care plan through to ensuring that the service that is commissioned meets the outcome for the young person rather it fitting into the

current provision available. Whilst officers accepted that there is a considerable overspend the majority of which relates to placements, Members were advised that it is important to get the range of services right going forward.

- Members stressed the importance of ensuring that this strength based approach was fully embedded with our partners, for example the Police and the Probation Service and that it should be kept under review.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations outlined during the way forward discussion.

52 : PROVISION OF ENGLISH-MEDIUM PRIMARY SCHOOL PLACES IN THE LLANRUMNEY AREA SOP: PRE-DECISION SCRUTINY

Councillor Bridgeman reaffirmed his interest in this item and played no further part in the discussion of this item.

Councillor De'Ath took the Chair for the discussion of this item.

The Chairperson welcomed Councillor Sarah Merry (Deputy Leader and Cabinet Member, Education, Employment & Skills), Janine Nightingale (Head of Schools Organisation, Access & Planning) and Michele Duddridge-Hossain (Operational Manager, Planning & Provision) to the meeting.

The Chairperson invited Councillor Merry to make a statement in which she indicated that as a result of the consultation a clear majority expressed opposition to the closure of Glan-yr-Afon Primary School; there were strong feelings expressed about the distance to other schools and concerns were raised about children attending a faith school. In the circumstances the recommendation is no longer to close the school but to reduce the intake size of the school and for a further report after exploring modified proposals.

Members were invited to comment, seek clarification or raise questions on the presentation. Those discussions were summarised as follows:

- Members noted that there is strong feeling in the area about closing the school, particularly on the basis that the High School has already gone. Members were advised however that there is need to reduce the number of surplus papers in the area and in the circumstances the size of the school will reduced to a single form entry.
- Members asked whether there was a framework in place with looks at the broader implications of closure and amenities being lost in the area. Officers advised a Equalities Impact Assessment has to be carried out and also that as part of any proposal there has to be consideration of the any impact on the community.
- Members noted that, in respect of school places in that area, all

options were being considered at the present time.

- Members queried the current position with the budget at Glan yr Afon Primary School bearing in mind the reduction in pupil numbers and were advised that there is a deficit currently but they have avoided carrying a deficit budget.
- Members noted that there are still nursery places available.
- Members sought clarification as to how satisfied officers were about their estimation of pupil numbers in that area, particularly bearing in mind the new housing developments. Officers confirmed they were satisfied with the calculation and the figures. The figures reflect the information we currently have, whilst there has to be flexibility within the figures it is important that there is not a large surplus.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations outlined during the way forward discussion.

53 : SOP 21ST CENTURY (BAND B) - REDEVELOPMENT OF CANTONIAN, WOODLANDS AND RIVERBANK SCHOOLS

Councillor Bridgeman returned to the chair.

The Chairperson welcomed Councillor Sarah Merry (Deputy Leader and Cabinet Member, Education, Employment & Skills), Janine Nightingale (Head of Schools Organisation, Access & Planning) and Michele Duddridge-Hossain (Operational Manager, Planning & Provision) to the meeting.

The Chairperson invited Councillor Merry to make a statement in which she indicated that Cantonian High School was one of the Band B schemes as a result of the condition of the building and the increased school place requirement in the central area and that the buildings at Riverside and Woodlands were no longer suitable. It is therefore necessary for the consultation to take place to consider rebuilding and expanding Cantonian High School, expanding the Special Resource Base at the site, and relocating both Woodlands Special School and Riverbank Special School to that site.

Members were invited to comment, seek clarification or raise questions on the presentation. Those discussions were summarised as follows:

- Members discussed the provisional arrangements for the building of the new schools and were advised that the existing school will remain whilst the new Cantonian High School is built on the site; the new school will be built at the back. The old school would then be demolished.

It was noted that will be a detailed transport plan bearing in mind the number of schools on the site. Officers advised that whilst the site is referred to as Doyle Avenue, it is on the basis that the site

could not be called Cantonian, and the plan will also contain information as to which entrance is best for each school on the site.

AGREED – That the Chairperson writes to the Cabinet Member on behalf of the Committee expressing their comments and observations outlined during the way forward discussion.

54 : JOINT COMMITTEE DRAFT DRUG INQUIRY REPORT

The Chairperson welcomed Councillor Ebrahim, chair of the Inquiry to the meeting.

Councillor Ibrahim indicated that the report is the result of a seven month investigation into the impact drug dealing can have on the life of a young person, their families and the wider community. The report, containing 46 key findings and 19 recommendations, was approved by the Community and Adult Services Scrutiny Committee on the 5 December 2018.

AGREED: Members noted the content of the draft report for submission to the Cabinet.

55 : WORK PROGRAMME

Martyn Hutchings (Principal Scrutiny Officer) introduced the report.

AGREED – That the report be noted and the work programme be published.

56 : URGENT ITEMS (IF ANY)

The following item was certified by the Chair as an Urgent Item to enable the Committee to be notified of the publication of the Estyn Inspectors report dated October 2018 in respect of St Peter's Roman Catholic Primary School and agreed a process for future consideration of the report by the Committee.

57 : WAY FORWARD

Members discussed the information received and identified a number of issues which the Chairman agreed would be included in the letters that would be sent, on behalf of the Committee, to the relevant Cabinet Members and Officers.

58 : DATE OF NEXT MEETING

The date of the next meet is Tuesday 15 January 2019. The meeting is scheduled to take place at Eastern High School.

The meeting terminated at 7.14 pm

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

15 January 2019

**CORPORATE SAFEGUARDING BOARD - POLICY REVIEW AND PROGRESS
REPORT**

Purpose of Report

1. This report provides the Committee with an opportunity to carry out pre-decision scrutiny of two draft proposals for **Safeguarding**, namely:

- Corporate Safeguarding Policy (including a Modern Slavery Statement); and
- Corporate Safeguarding Board Progress Report

Both proposals will be considered by Cabinet at its meeting on the 24 January 2019.

2. The Safeguarding Policy Proposal is attached at **Appendix 1**, which in turn contains the Policy document at *Appendix A* and Modern Slavery Statement at *Appendix B*.

3. The Corporate Safeguarding Board Progress Report Proposal is attached at **Appendix 2**, which in turn has the Progress Report at *Appendix C*.

Background

4. Corporate Safeguarding is the activity required by all Council directorates to effectively protect the health, wellbeing and human rights of children and adults at risk so that they are able to live free from harm, abuse and neglect. In accordance with legislative requirements set out in the Social Services and Well-being (Wales) Act (2014) (SSWBA).
5. Safeguarding is everybody's business and the SSWBA imposes a duty on local authorities, all Members and employees, and other statutory partners to report all safeguarding concerns to relevant safeguarding departments. This is known as the duty to report. In order to effectively implement these duties and activities, the council must ensure that all staff are compliant with, and fully understand their duties under the SSWBA.

Corporate Safeguarding Board Policy

6. In November 2017, the Corporate Safeguarding Board (CSB) published its first Corporate Safeguarding Policy (CSP) – **attached at Appendix 1**. The policy covers the work of all Council services staff, members, volunteers, partners and contractors. The CSB action plan requires the CSP to be reviewed annually. The revised policy aims to strengthen and widen the scope and activity of the local authority to meet all of its safeguarding functions. It aims to make clear the roles and responsibilities of officers and Members, and establish governance arrangements to support effective discharge of safeguarding responsibilities.
7. The policy incorporates the council's statutory duties in respect of Modern Day Slavery as required by the Modern Day Slavery Act (2015). The Council was the first signatory to the Welsh Government's Code of Practice: Ethical Procurement in Supply Chain, which includes a commitment to produce an annual Modern Slavery Statement. The Council has incorporated its Modern Slavery Statement into its Corporate Safeguarding Policy in recognition of the interconnections between safeguarding and modern day slavery. There is also operational alignment.

8. The CSP is a 3 year policy but will be reviewed annually, and revised as required.

Corporate Safeguarding Board Progress Report

9. In line with the expectations of the Corporate Safeguarding Board a report should be submitted to Cabinet, at least annually, informing them of progress to date and emerging actions and themes across the authority.

10. The progress report **attached at Appendix 2** provides an overview of Safeguarding within Cardiff for the last 18 months. In future, all reports will be on an annual basis, or more frequent if particular issues arise. Future reports will be based on a performance data set which allows reporting of progress and impact against a suite of measures which together allow a meaningful analysis to be made of the effectiveness of Corporate Safeguarding.

Issues

Corporate Safeguarding Board Policy

11. The Corporate Safeguarding Board Policy is attached at *Appendix A*. The Policy contains the following:

- Scope of the Policy (**Section 2**)
- Objectives of the Policy (**Section 3**)
- Principles of the Policy (**Section 4**)
- Legislative Context (**Section 5**)
- Governance Arrangements (**Section 6**) – *Regional Safeguarding Boards (a); Director of Social Services (b); Chief Executive (c); Leader (d); Cabinet Members (e); Directors (f); Assistant Directors in Social Services (g); OM, Safeguarding (h).*
- Roles and Responsibilities (**Section 7**) – *elected Members (a) CASSC and CYPSC (b); all staff (c); Safeguarding Unit (d); Assistant Directors (e); Directorate Lead Safeguarding Officers (f); Line Managers and supervisors*

(g); Contractors, sub-contractors or organisations funded by the Council (h); Agency workers (i).

- Quality Assurance (**Section 8**) – *Reporting and monitoring (a); Safeguarding self-evaluation audit framework (b); Internal Audit/External Regulators (c)*
- Safe Workforce (**Section 9**) – *recruitment, selection and management of the workforce (a); Whistleblowing (b); allegations against adults working with children young people or adults at risk (c); training (d); volunteering (e).*
- Preventative Approach (**Section 10**) – *counter terrorism/radicalisation; CSE; Self-harm/ Suicide; Modern slavery/ Trafficking; violence against women, domestic abuse and sexual violence.*
- Robust Protection (**Section 11**) – *Adult Protection (b); Allegations or concerns against adults (c)*
- Safe Services (**Section 12**) – *Commissioning Arrangements (a); Lettings and Hiring (b); Licensing (c); Education Establishments Roles and Responsibilities of Schools (d)*
- **Appendices 1-7**

12. The Cabinet Proposal also contains a **Modern Slavery Statement**, attached as *Appendix B*, which sets out the Council's commitment to tackling modern slavery. In March 2017, the Council became the first public body to sign the Welsh Government's Code of Practice: Ethical Employment in Supply Chains. The Statement covers the financial year 1 April 2019 to 31 March 2020.

Corporate Safeguarding Board Progress Report

13. Attached at **Appendix 2** is the Corporate Safeguarding Board's Progress Report and provides an overview of safeguarding within Cardiff during the period April 2017 to December 2018.

14. Sections 4 – 8 of the Progress Report set out "Key Achievements" against the seven headings developed by the Wales Audit Office, namely;

- Corporate Leadership (**Section 4.1**)
- Corporate Policy (**Section 4.2**)
- Safer Recruitment of Staff (**Section 4.3**)
- Training and Development (**Section 5**)
- Partners, Volunteers and Commissioned Services (**Section 6**)
- Systems (**Section 7**)
- Scrutiny and Assurance (**Section 8**)

15. **Section 9** of the Report details an evaluation of the Corporate Safeguarding Board itself; and **Section 10** summarises the CSB's future work programme. The Progress Report also contains progress against the 2017/18 Action Plan and Terms of Reference for the CSB.

16. Both Cabinet Proposals recommend that the Cabinet approve both the Policy and Progress Report, as appropriate.

Way Forward

17. At this meeting, Councillor Chris Weaver (Cabinet Member for Finance, Modernisation & Performance) will be invited to make a statement. Claire Marchant (Director of Social Services) and Alys Jones (Operational Manager, Safeguarding) have been invited to give a presentation and answer Members' questions.

18. Pre-decision scrutiny aims to inform the Cabinet's decisions by making evidence based recommendations. Scrutiny Members are advised to:

- a. look at the information provided in the report to Cabinet to see if this is sufficient to enable the Cabinet to make an informed decision;
- b. check the financial implications section of the Cabinet report to be aware of the advice given;
- c. check the legal implications section of the Cabinet report to be aware of the advice given;
- d. check the recommendations to Cabinet to see if these are appropriate.

19. Members will then be able to decide what comments, observations or recommendations they wish to pass on to the Cabinet for their consideration prior to making their decisions on the 24 January 2019.

Legal Implications

20. 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

21. 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

The Committee is recommended to:

- i. consider the information set out in the Safeguarding Policy Proposal attached at **Appendix 1**; and the Corporate Safeguarding Board Progress Report Proposal is attached at **Appendix 2**;
- ii. consider the information provided in the presentation to this meeting; and
- iii. decide whether it wishes to relay any comments or observations to the Cabinet at its meeting on the 24 January 2019; and decide the way forward with regard to any further scrutiny of this issue.

DAVINA FIORE

Director of Governance and Legal Services

3 January 2019

Mae'r dudalen hon yn wag yn fwriadol

**THIS REPORT MUST BE ACCOMPANIED BY THE
REPORT AUTHORISATION FORM 4.C.214**

Appendix 1

**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 24 January 2019

CORPORATE SAFEGUARDING BOARD POLICY

REPORT OF DIRECTOR OF SOCIAL SERVICES

AGENDA ITEM:

PORTFOLIO: CHILDREN & FAMILIES

Reason for this Report

1. The purpose of this report is to recommend Cabinet approval of Cardiff Council's Corporate Safeguarding Policy "Safeguarding People in Cardiff".

Background

2. Corporate Safeguarding is the activity required by all Council directorates to effectively protect the health, wellbeing and human rights of children and adults at risk so that they are able to live free from harm, abuse and neglect. In accordance with legislative requirements set out in the Social Services and Well-being (Wales) Act (2014) (SSWBA).
3. Safeguarding is everybody's business and the SSWBA imposes a duty on local authorities, all Members and employees, and other statutory partners to report all safeguarding concerns to relevant safeguarding departments. This is known as the duty to report. In order to effectively implement these duties and activities, the council must ensure that all staff are compliant with, and fully understand their duties under the SSWBA.
4. In November 2017, the Corporate Safeguarding Board (CSB) published its first Corporate Safeguarding Policy (CSP). The policy covers the work of all Council services staff, members, volunteers, partners and contractors. The CSB action plan requires, the CSP to be reviewed annually, and in line with this, a new and revised policy is attached. The revised policy aims to strengthen and widen the scope and activity of the local authority to meet all of its safeguarding functions. It aims to make clear the roles and responsibilities of officers and Members, and establish governance arrangements to support effective discharge of safeguarding responsibilities.

5. The policy incorporates the council's statutory duties in respect of Modern Day Slavery as required by the Modern Day Slavery Act (2015). The Council was the first signatory to the Welsh Government's Code of Practice: Ethical Procurement in Supply Chain, which includes a commitment to produce an annual Modern Slavery Statement. The Council has incorporated its Modern Slavery Statement into its Corporate Safeguarding Policy in recognition of the interconnections between safeguarding and modern day slavery. There is also operational alignment.
6. The CSP is a 3 year policy but will be reviewed annually, and revised as required.

Issues

7. The inaugural CSP required strengthening and further development to fully set out all aspects of corporate safeguarding and clarify roles and responsibilities.

Reason for Recommendations

8. To comply with the action stated in the CSB 2017/18 plan which requires the CSP to be reviewed annually.
9. To strengthen and widen the scope of the policy and activity of the Council directorate's to meet all of its safeguarding functions.
10. To comply fully with the requirements of the Social Services and Well-being (Wales) Act 2014.

Financial Implications

11. The CSP covers the whole Council workforce (including Elected Members). The costs associated with the workforce carrying out their duties in conformance to this policy will be contained within the respective directorate budgets. In the event of identifying any unbudgeted costs to carry out any action that is needed in order to conform with the policy then the funding budget needs to be identified before committing to the spend.

Legal Implications

12. There are no legal implications arising directly from this report.

HR Implications

13. There are a number of requirements of employees outlined in the progress report and there will need to be clear communication of what those requirements are. In addition, it is identified that a review is to take place

with regards to safer recruitment practices and this will need to be done in conjunction with HR.

RECOMMENDATIONS

Cabinet is recommended to:-

- Approve the Cardiff Council Corporate Safeguarding Policy (2018-2021), including the Council's Modern Slavery Statement.

Claire Marchant
Director of Social Services
15 November 2018

The following appendices are attached:

Appendix A – Cardiff Council Corporate Safeguarding Policy (2018-2021)

Appendix B – Modern Slavery Statement (1 April 2019 to 31 March 2020)

DRAFT

Mae'r dudalen hon yn wag yn fwriadol



Safeguarding People in Cardiff

CARDIFF COUNCIL
CORPORATE SAFEGUARDING POLICY
2018-2021

DRAFT

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1. INTRODUCTION

Safeguarding children and adults at risk from abuse is everybody's responsibility.

Safeguarding is the process of ensuring that across Cardiff:

- Every child and adult, regardless of their background, culture, age, disability, gender, ethnicity or religious belief, has a right to participate in a safe society without any actual or threatened violence, fear, abuse, bullying or discrimination.
- Every child and adult has the right to be protected from harm, exploitation and abuse.

Cardiff Council (the Council) is committed to ensuring that people living in Cardiff are safe and protected and that its statutory duties to safeguard and protect children, young people and adults at risk are discharged effectively.

For the purposes of this policy, children and young people are defined as anyone who has not yet reached their 18th birthday. This does not exclude a young person who is 16 years of age in Further Education, or a member of the Armed Forces, in hospital, in a young offender's institution, or in prison. This policy applies to all children.

An adult at risk is defined as an adult who is experiencing, or who is at risk of, abuse or neglect, has needs for care and support (whether or not the Council is meeting any of those needs), and as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

The Council's workforce shares a responsibility, both collectively and individually, to ensure that children and adults at risk are protected from harm. Council employees, Elected Members, volunteers and contractors who come into contact with children or adults at risk in the course of their duties are expected to understand their responsibility and where necessary take action to safeguard and promote the welfare of vulnerable people.

2. SCOPE

For the purposes of this policy 'workforce' is defined as those engaged by the Council, including permanent and temporary employees, students, volunteers, workers employed by employment agencies, contractors and consultants.

The policy covers the whole workforce and Elected Members, and whilst all have varied levels of contact with children, young people and adults at risk everybody should be aware of potential indicators of neglect and abuse and be clear about what to do if they have concerns.

3. OBJECTIVES

The policy provides a framework which ensures that the who Council workforce are clear on their obligations to safeguard children and adults at risk, and ensures that all policies and practices within the Council are consistent and in line with stated values, which must underpin all work with children, young people and adults at risk.

The intention of this policy is to support good governance, promote good practice and enables services to be delivered in a way that ensures children, young people and adults at risk are safe from harm and are able to fulfil their potential and live the lives they want to live.

This policy is intended to be enabling; to ensure that all parts of the Council understand how to put effective safeguards in place. This is a policy for a positive, preventative and proactive approach to safeguarding. To be effective, the policy must be owned and implemented across the Council and promoted in wider communities. The policy is intended as an enabler of a positive culture of proactively identifying, mitigating, managing and removing risks to safety, whilst ensuing decisive and timely action to address serious concerns.

The policy will be underpinned by the self-assessment process and tool as the core control for overseeing the safeguarding processes. It will be applied across all Directorates to ensure that all safeguarding matters and concerns are reported on, and monitored, to ensure effective action planning and improvements are put in place.

4. PRINCIPLES OF THE POLICY

This policy is underpinned by the Council's vision to build sustainable and resilient communities and the 7 wellbeing objectives:

- Cardiff is a great place to grow up
- Cardiff is a great place to grow older
- Supporting people out of poverty
- Safe, Confident and Empowered Communities
- A Capital City that Works for Wales
- Cardiff Grows in a Resilient Way
- Modernising and Integrating Our Public Service

There is an expectation that all of the workforce, Elected Members and partners share an objective to help keep children, young people and adults at risk safe by contributing to:

- Creating and maintaining a safe environment
- Identifying where there are concerns and taking action to address them in partnership with other agencies
- Prevent unsuitable people from working with children, young people and adults at risk
- Ensure the whole workforce understands safeguarding and their accountabilities and responsibilities
- Promote safe practice and challenge poor and unsafe practice

The policy sets out a preventive approach which ensures safeguards are proactively

put in place to prevent abuse and neglect occurring

The Council requires a competent workforce who are able to identify instances in which there are grounds for concern about the welfare of a child or adult at risk and initiate or take appropriate action to keep them safe.

The policy requires effective partnership working between all those involved with children, young people and adults at risk.

5. LEGISLATIVE CONTEXT

The Council is committed to the 1945 Declaration of Human Rights, the UN Convention on the Rights of a Child, as well as the United Nation's Principals for Older People.

The Care Quality Commission (2014) defined Safeguarding as "protecting individual's health, wellbeing and human rights, and enabling them to live free from harm, abuse and neglect."

The Social Services and Well-being (Wales) Act (2014) (SSWBA) built on safeguarding practice in Wales to ensure that people are able to live their lives to the full. The act contains an overarching duty to promote the well-being of people who need care and support together with an emphasis on shared responsibility and partnership working.

"Whilst the Council is the organisation in making enquiries to identify whether an individual is at risk of harm, or abuse, and co-ordinating a response it should be clear that safeguarding is everyone's business and to this end this responsibility cannot be achieved in isolation and without clear and accountable leadership." (Social Services and Wellbeing Act (Wales) 2014 (SSWBA))

In the SSWBA, well-being is defined through eight aspects, one of which is protection from abuse and neglect. In relation to a child, well-being also includes their physical, intellectual, emotional, social and behavioural development; and their welfare (ensuring they are kept safe from harm).

Appendix 1 gives further related legislation, policy and guidance and key contacts within the Council.

6. GOVERNANCE ARRANGEMENTS

(a) Regional Safeguarding Boards

The **Cardiff and Vale Regional Safeguarding Adults Board (C&VRSAB)** has the statutory responsibility to provide the strategic leadership of safeguarding adults at risk and the promotion of their well-being, as enshrined in the SSWBA and accompanying guidance, 'Working Together to Safeguard People Volume 1'. The **C&VRSAB** purpose is to lead, co-ordinate and ensure the effectiveness of multi-

agency safeguarding adult practice in the region. Cardiff Council is accountable to the **C&VRSAB** as a key statutory partner and as such must contribute fully to the work streams of the Board, and ensure good alignment with the Council's work programmes.

The **Cardiff and Vale Regional Safeguarding Children Board (C&VRSCB)** has the statutory responsibility to provide the strategic lead in the region in relation to the safeguarding of children and promotion of their welfare, as enshrined in the Children Act (2004) and the SSWBA and accompanying guidance, 'Working Together to Safeguard People Volume 1. The **C&VRSCB** purpose is to lead, co-ordinate and ensure the effectiveness of multi-agency safeguarding children practice in the region. Cardiff Council is accountable to the **C&VRSCB** as a key statutory partner and as such must contribute fully to the work streams of the Board, and ensure good alignment with the Council's work programmes.

The **Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) Regional Board** was established as a statutory requirement of the VAWDASV Act 2015 in order to strategically lead the implementation of the Act in the region.

Cardiff Council is a key statutory partner on the Board and contributes fully to its work streams and ensures good alignment between the Board and the Council's work programmes.

(b) Statutory Director of Social Services

The Statutory Director of Social Services has legal accountability for ensuring the Council has appropriate safeguarding measures in place to protect children, young people and adults at risk. The Director is responsible for reporting the effectiveness of these arrangements on a corporate level to the Chief Executive, Senior Management Team, Cabinet, Council and the Corporate Safeguarding Board (CSB).

The Director of Social Services is the point of contact for all other Directors to report serious safeguarding concerns which may occur in their service area. The Director of Social Services is responsible for ensuring appropriate action is taken including reporting to the Chief Executive and Lead Cabinet Member as necessary.

(c) The Chief Executive

The Chief Executive has overall responsibility for ensuring arrangements for safeguarding of children and adults at risk are effective across the Council. The Chief Executive is responsible for developing effective governance arrangements and ensuring there is a safeguarding policy in place.

Through one to one meetings with the Director of Social Services, the Chief Executive is kept informed of relevant safeguarding issues.

(d) The Leader

The Leader of the Council is overall responsible for providing political leadership to ensure the Council fulfils its duties and responsibilities for safeguarding.

(e) Cabinet Members

Cabinet Member for Finance, Modernisation and Consultation is Chair of the Corporate Safeguarding Board and the cabinet member with overall responsibility for the effectiveness of Corporate Safeguarding.

The Cabinet Member for Finance, Modernisation and Consultation will have regular one to one meetings with the Director of Social Services and be kept informed and updated on progress with regard Corporate Safeguarding.

The Cabinet Member for Social Care, Health and Well-being is the cabinet member responsible for the protection of adults at risk. The Cabinet Member for Children and Families is the cabinet member responsible for child protection.

The Director of Social Services will brief these cabinet members on the effectiveness of adult protection/child protection arrangements and sensitive cases which may become the subject of an adult practice or child practice review, or may otherwise become a matter of public interest.

(f) Directors

Directors are responsible for ensuring and assuring the effectiveness of safeguarding arrangements within their service area.

Directors are responsible for reporting any serious safeguarding concerns that may arise in their service area to the Director of Social Services. Directors will brief their respective Cabinet Members on any safeguarding issues and on the general effectiveness of safeguarding arrangements.

Directors are responsible for ensuring the workforce within their Directorates are appropriately trained to identify and respond to safeguarding concerns.

Directors are responsible for ensuring that they have safeguarding operational procedures in place and Safeguarding Self Evaluation Audits are undertaken for the relevant service areas within their Directorate.

Directors are required to report to the Corporate Safeguarding Board on safeguarding risks in their service area and the effectiveness of their directorate safeguarding arrangements.

(g) Assistant Director of Children's Services and Assistant Director of Adult Services

The Assistant Directors ensure the Director of Social Services is informed of any safeguarding issues in their one to one meetings and ensure that any serious

concerns are raised immediately.

The Director of Social Services and Assistant Directors of Services represent the Council on the Cardiff and Vale of Glamorgan Regional Safeguarding Children Board (C&VRSCB) and the Cardiff and Vale of Glamorgan Regional Safeguarding Adult Board (C&VRSAB) and are responsible for ensuring appropriate representation on any respective Sub Groups. The Assistant Directors will brief the Director of Social Services, the Senior Management Team, Scrutiny Committees, Cabinet, Council and Corporate Safeguarding Board on Child or Adult Practice Reviews and the resultant action plans.

(h) Operational Manager Safeguarding

The Operational Manager Safeguarding has operational and strategic management responsibility for the Safeguarding and Quality Assurance Unit which works across the Council to provide assurance and support to corporate safeguarding and operationally leads child protection and adult safeguarding processes.

7. ROLES AND RESPONSIBILITIES

(a) Elected Members

All Elected Members must familiarise themselves with this Policy, access training on their responsibilities and seek advice from the Director of Social Services if they are unclear about their responsibility for safeguarding. The Corporate Safeguarding Policy will be communicated as part of the mandatory induction programme for all new Elected Members. Elected Members duties will be keep children, young people and adults who are at risk, safe by:

- Ensuring that everyone understands their safeguarding accountabilities and responsibilities;
- Contributing to the creation and maintenance of a safe environment;
- Promoting safe practice and challenging poor or unsafe practice;
- Identifying where there are concerns and taking appropriate action to address them

(b) The Community & Adult Services Scrutiny Committee, and the Children & Young People Scrutiny Committee

The role of the Scrutiny Committees is to review and scrutinise decisions and make reports or recommendations in connection with the discharge of any of the Council's functions whether by the Cabinet or another part of the Council. The role is to provide

constructive challenge to the Council about its safeguarding activity in an impartial and independent manner.

(c) All Staff

Every service area of the Council has a role to play and must take full ownership of their safeguarding responsibilities. The Council expects every member of the workforce to take all reasonable steps to ensure the safety of any child or adult at risk involved in Council activity.

Managers must proactively analyse where risks to safeguarding are most likely to arise in their particular service(s) and ensure they have appropriate operational procedures and supporting systems in place to manage these well. They are accountable for understanding the training needs of their workforce and ensuring there are appropriate operational arrangements for people to access the right training.

Any person responsible for, or working with, children or adults at risk in any capacity, whether paid or unpaid, has a duty of care towards them both legally and contractually and as a responsible moral citizen. This includes a duty to behave in a manner that does not threaten, harm or put people at risk of harm from others.

All parts of the workforce have a responsibility to conduct themselves in their private lives in a manner that does not compromise their position in the workplace or call into question their suitability to work with children or adults at risk.

All members of the workforce should:

- Be alert to the possibility of harm, abuse and neglect whether this is in the workplace during working hours or in areas of their private and public lives.
- Participate in relevant safeguarding training and multi-agency working to safeguard children and adults at risk.
- Be familiar with local procedures and protocols for safeguarding and follow the Council's Code of Conduct and other professional codes.
- Report any concerns about the safety or welfare of a child or adult at risk.

Everybody working for or on behalf of the Council has a duty to report any concerns they may have for the welfare and/or protection of children and adults at risk. The duty to report is a legal requirement and failure to report appropriately will be considered a serious matter under the Council's personnel policies. (See Appendix 2 for how to make a referral and Appendix 1 for contact information).

Each Directorate will have Directorate Safeguarding Lead Officers (DSLO) responsible for safeguarding. Appendix 3 sets out the roles and responsibilities of DSLOs. The DSLOs will work and liaise with the Safeguarding and Quality Assurance Unit to deal with any safeguarding concerns about a child or adult at risk including allegations against members of staff. The DSLOs will be expected to

attend quarterly safeguarding forums with the Director of Social Services to support them in the discharge of their responsibilities.

(d) Safeguarding Unit

The Council's Safeguarding Unit provides safeguarding support to all service areas and settings in Cardiff covered by this policy. This is alongside the unit's operational role in respect of statutory adult and child protection.

The Unit will support, challenge and hold to account all directorates, schools, service areas and partner agencies in respect of their safeguarding practices in the following ways:

- Facilitate directorates, service areas, schools and partner agencies to undertake an annual audit of safeguarding arrangements.
- Undertake regular review meetings / visits to Directorate Management Teams and other settings to discuss safeguarding procedures and practices
- Provide support and challenge to directorates regarding their safeguarding arrangements
- Provide professional advice and consultation regarding safeguarding or child / adult protection issues
- Support the Corporate Safeguarding Board in delivering its activity programme
- Support the Corporate Safeguarding Board in implementing a quality assurance framework for safeguarding
- Support the development of a Corporate Safeguarding Forum for all DSLOs to support them in the effective discharge of their duties
- Work with HR People Services in relation to safe recruitment and HR Practices and the development of a training plan
- Provide safeguarding training across the Council to support services in meeting their training requirements
- Follow up any allegations against professionals in partnership with others.

(e) Assistant Directors

All Assistant Directors are responsible, through their Departmental Management Teams (DMTs) for ensuring that the workforce is aware of the Corporate

Safeguarding Policy and that the annual self-evaluation is undertaken and actions addressed.

All Assistant Directors must ensure that safe recruitment practices are adopted particularly in relation to reference checks and where relevant, checks through the Disclosure and Barring Service (DBS). They should ensure the workforce are trained to the appropriate level.

All Assistant Directors must report any safeguarding concerns.

(f) Directorate Lead Safeguarding Officers (Operational Managers)

All Operational Managers (1 & 2 level) are mandatory 'Directorate Lead Safeguarding Officers' (DLSO) and will deal with all children and adult safeguarding issues that arise in their service area. Each service must ensure that all staff within their departments are notified of all DLSOs across the service and how to contact them. The DLSOs are responsible for:

- acting as an overarching and key source of advice and support for other staff in their Service regarding safeguarding concerns; this will support and guide staff to make onward referrals where appropriate or to deal with any urgent or immediate issues they encounter in the course of their work;
- being familiar with the Council's Corporate Safeguarding Policy ensuring that there are effective internal procedures to deal with concerns within the service by working closely with Social Services to achieve this;
- representing their service on the Council's Corporate Safeguarding Forum;
- attending the relevant training for 'Directorate Lead Safeguarding Officers';
- ensuring staff within their area have had the relevant information/training;
- reminding staff via team meetings, circulars etc. that any member of staff with concerns regarding the behaviour of a colleague towards children or an adult should contact the DLSO within the service immediately;
- ensuring the safeguarding responsibilities are highlighted during the induction process, team meetings, supervision sessions, PPDR process and staff briefings.
- delegating their Safeguarding duties and responsibilities to an appropriate officer within their department to undertake the role on their behalf

(g) Line Managers and Supervisors

Every line manager / supervisor is responsible for ensuring that the workforce for whom they are responsible (including agency, consultants and volunteers) receive

the training they need, proportionate to their role and responsibilities.

(h) Contractors, Sub Contractors or organisations funded by the Council

All contractors, sub-contractors or other organisations funded by the Council are responsible for arranging checks through the safe recruitment process and for ensuring that staff comply with regulatory and contractual arrangements relating to their safeguarding responsibilities. All contractors, sub-contractors and other organisations are responsible for informing relevant Managers within the Council of any safeguarding concerns they may have.

(i) Agency Workers

The Council requires all Employment Agencies to undertake the relevant safe recruitment checks and references on any staff members offered employment / placements within the Council. However, it is the responsibility of the Directorate/ line manager to draw the Agency Workers attention to the Corporate Safeguarding Policy as part of their induction process.

8. QUALITY ASSURANCE

a) Reporting and Monitoring

The Council has an effective governance framework supported by a performance reporting system that is transparent, on line and capable of providing information for challenging scrutiny by Officers, Elected Members and Regulators.

At a corporate level, the responsibility for monitoring the effectiveness of safeguarding arrangements across the Council is delegated to the Corporate Safeguarding Board. Terms of Reference for the Corporate Safeguarding Board can be found at **Appendix 4**.

The Corporate Safeguarding Board will produce a report at least annually for Senior Management Team, Cabinet and Scrutiny. This report will provide an overview of the Council's safeguarding performance. This will provide an opportunity for Elected Members to scrutinise and challenge the work of the Corporate Safeguarding Board.

A clear line of sight on reporting of safeguarding performance is also available through Directorate Improvement Plans (DIPs) which are subject to scrutiny by the Leader of the Council, Cabinet Member, Chief Executive, Senior Management Team and the Policy and Performance Unit. Safeguarding information pertinent to the service area must be included in all DIPs.

Observations of Cabinet, Scrutiny, Internal Audit and external regulators will steer and influence the priorities of the Corporate Safeguarding Board.

All reports prepared for Members will include a section and explanation to any safeguarding implications in the same way as Finance and Legal.

The Director of Social Services will ensure the activities of the regional boards will

be reported to Cabinet on a formal, regular basis.

The Senior Management Team (SMT) Meetings will have safeguarding as a regular agenda item and will be a forum to raise awareness about safeguarding and to cascade information.

Departmental Management Team meetings (DMT) will have safeguarding as a regular item on their agenda and will escalate risks, issues and training needs to the relevant DSLOs.

Every Service in the Council will report on their safeguarding guidelines to the Corporate Safeguarding Board through their Directors.

b) Safeguarding Self- Evaluation Audit Framework

The Self- Evaluation audit tool (See Appendix 5) will be used to review and analyse compliance with the Safeguarding Policy by all DMTs, schools and other settings working with children, young people and adults at risk. The audit will be undertaken on an annual basis and information gathered will be used to improve safeguarding for children, young people and adults at risk.

The audit tool is based on legislation and is set out in sections which require service areas to critically consider their own practice, procedures, systems and culture. The tool includes a safeguarding action plan which enables the service area to establish a programme of activity to address any improvements indicated through the self-evaluation. Different Directorates, dependent on the service they deliver will have greater or lesser detail within specific self-evaluation documents. The Safeguarding Unit will provide support and follow up review, to services in completing and delivering their self-evaluations.

The tool is an important mechanism in the safeguarding of children, young people and adults at risk.

c) Internal Audit / External Regulators

Internal Audit will consider reviewing safeguarding on a cyclical basis in accordance with their normal planning and risk assessment process along with all other services of the Council which could be subject to an audit review.

9. SAFE WORKFORCE

a) Recruitment, selection and management of the workforce

The Council will implement safe recruitment and employment standards in accordance with Safeguarding Children Board and Adult Safeguarding Board regional guidance and as set out in the Cardiff Recruitment and Selection Policy and Guidance.

The Council's Disciplinary Procedures set out what action will be taken against any member of the workforce who does not comply with the Council's policies and procedures, including those in place to safeguard and promote the well-being of children and adults at risk.

To promote safe recruitment and HR practices the Council will:

- Ensure that the safe recruitment policy is applied equally to the volunteer and our payroll workforce
- Review its recruitment and selection procedures regularly and will carry out regular auditing on safe recruitment practices for the whole workforce
- Ensure that managers responsible for recruitment receive safe recruitment training which is updated on a regular basis
- Ensure that safe recruitment procedures are made accessible to and used by all managers
- Ensure that safe recruitment standards are applied and monitored within the contractual arrangements in services that are commissioned by the Council or supported through grants.
- Monitor staff compliance with its policies for safeguarding and promoting the welfare of children, young people and adults at risk through training and auditing of HR processes

b) Whistleblowing

Whistleblowing is defined as:

'The disclosure by a member of staff or professional of confidential information which relates to some danger, fraud or other illegal or unethical conduct connected with the work place, be it of the employer or his/her fellow employees' (Public Concern at Work Guidelines 1997).

The Council has an agreed [Whistleblowing Policy \(1.C.015\)](#) which refers to the reporting, by any member of the workforce, of suspected misconduct, illegal acts or failure to act within the Council. The whistleblowing policy can be used for confidential reporting of any abusive, inappropriate or unprofessional behaviour against any children, young people or adults at risk, or any conduct that breaches criminal law or statute; compromise health and safety, breaches accepted professional code of conduct, or otherwise falls below established standards of practice in relation to children, young people or adults at risk.

The Council expects the highest standards of conduct from the workforce, and encourages the workforce and others with serious concerns about any aspect of the Council's work to come forward and voice those concerns in a safe environment. The Whistleblowing policy enables members of the workforce to raise concerns at

an early stage and in the correct way.

The Policy explains:

- The types of issues/disclosures that can be raised
- How the person raising a concern will be protected from victimisation and harassment
- How to raise a concern
- What the Council will do.

c) Allegations against Adults who work with Children, Young People or Adults at Risk

It is essential that all allegations of abuse are dealt with fairly, quickly and consistently, providing effective protection for the child or adult at risk while supporting the person who is the subject of the allegation. Allegations should be dealt with in line with the All Wales Child Protection Procedures 2008, Regional Safeguarding Board Guidelines and All Wales Interim Policy and Procedures for the Protection of Vulnerable Adults.

Referral forms can be found for Adults and Children at:

www.cardiffandvalersb.co.uk

Child/ Adult Protection enquiries take priority over disciplinary investigations and determine whether investigations can be carried out concurrently.

The sharing of information about an allegation must be handled sensitively and must be restricted to those who have a need to know in order to:

- Protect children/ adults at risk
- Facilitate enquiries, or
- Manage disciplinary / complaints aspects

Information about the child / adult at risk must not be shared with an individual against whom the allegation was made or anyone representing them.

On the completion of Police and Social Services investigations, if formal disciplinary action is not required, appropriate action should be taken as soon as practicable.

Any member of the Cardiff Council workforce or employee of a contractor or sub-contractor who believes that allegations or suspicions are not being investigated properly has a responsibility to escalate their concern to a higher level within the Council or via the Council Whistleblowing Policy – See above.

d) Training

All members of the workforce, whether permanent or temporary, Elected Members

and volunteers who work with children and adults at risk in Cardiff will be given access to this policy and the name and contact details of the DSLO as part of their induction when they commence work.

All of the workforce will be expected to undertake the e-learning safeguarding training module and any other training relevant to the position that they hold and to renew their qualifications to the highest level. Workers without access to electronic systems will receive face to face training within team meetings and other appropriate venues.

All members of the workforce are responsible for their own Continuous Professional Development and to ensure that their safeguarding training is current and up to date. The Council's Safeguarding Unit will be responsible for informing Directorates of the Training Programmes. Attendance at training courses will be monitored through self-evaluation audits and reported back by each Directorate to the Corporate Safeguarding Board.

e) Volunteering

This Policy applies to all volunteers who engage with adults at risk, children and young people in their volunteering role and will be covered within the initial induction.

Disclosure and Barring Service (DBS) checks must be obtained by all those volunteering with or around children, young people or adults at risk. Measures will be taken to monitor volunteers' relationship with the clients throughout their involvement in any project.

If required for the role and prior to a volunteer starting they must complete an Occupational Health questionnaire. This is to ensure the volunteer is fit to carry out their duties.

References are an essential tool when assessing potential volunteers' suitability as it gives current and qualitative feedback.

10. PREVENTATIVE APPROACH

One of the Council's corporate priorities is to support Cardiff residents to be safe, stay well and to live independently within their community. With regard to this the Council is committed to the development and commissioning of early intervention and preventative approaches to enhance the well-being of children and adults at risk.

Services operating within the Council will be expected to respond to the needs of children and adults at risk, understand how to establish a positive culture of safeguarding and adhere to the principles of partnership working in promoting prevention and early intervention. Critical to these approaches is understanding the potential safeguarding risks and addressing these proactively in the design of the service.

Counter Terrorism and the Risk of Radicalisation

The PREVENT Public Sector Duty came into place in July 2015. The Counter Terrorism and Securities Act (2015) places an expectation on the Council when exercising its functions, to have due regard to the need to prevent people from being drawn into terrorism. PREVENT covers all forms of extremism including religious extremism, extreme far-right, militant, animal rights etc. The aim of PREVENT is to safeguard those who may be vulnerable to extremist influence and provide support to those who are at risk. If anybody has PREVENT concerns, they should raise with the PREVENT Lead for the Council.

Initial referrals are made via the Multi Agency Safeguarding Hub (MASH) before a PREVENT referral is submitted. Once it is ascertained that the referral is not subject to any other police investigations, a multi-agency panel known as the Channel Panel is held and a support plan is developed for the individual.

Child Sexual Exploitation

Child sexual exploitation is the coercion or manipulation of children and young people into taking part in sexual activities. It is a form of sexual abuse involving an exchange of some form of payment which can include money, mobile phones and other items, drugs, alcohol, a place to stay, 'protection' or affection. The vulnerability of the young person, and grooming process employed by perpetrators, renders them highly vulnerable to the exploitative nature of relationships and unable to give informed consent.

The Council strives to create a hostile environment to child sexual exploitation and actively works with partners to identify and protect children at risk and prevent this form of abuse.

Self-Harm / Suicide

Self-harm is the name given to any deliberate act of self-injury or behaviour intended to cause harm to someone's own body.

The Suicide and Self Harm Prevention Strategy and associated action plan sets out the strategic aims and objectives to prevent and reduce suicide and self-harm in Wales over the period 2015-2020. It identifies priority care providers to deliver action and confirms the national and local action required.

Modern Slavery / Trafficking

Modern Day Slavery encompasses slavery, sexual exploitation, human trafficking, forced labour, and domestic servitude. Traffickers and slave masters use whatever means they have to coerce, deceive, and force the individual into a life of abuse, servitude and inhumane treatment. The Modern Slavery Act came into law in 2015

and allows the courts to pass down severe sentences on the perpetrators, and to place restrictions on people from harm. The Council has a Duty under S 52 of the Act to advise the Secretary of State of any individual who may be identified as a victim of Slavery, or Trafficking. In March 2017, Cardiff Council became the first public body to sign the Welsh Government's Code of Practice: Ethical Employment in Supply Chains.

The Council acts in accordance with the relevant Modern Slavery and Trafficking legislation and guidance, and promotes practices to identify and safeguard victims of these crimes, and ensure transparency of supply chains. To this end the council is working in partnership with Welsh Government, the wider public sector, suppliers, service providers and others to address Modern Slavery challenges and drive collaborative action with a view to reducing risks and incidence of modern slavery.

Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV)

Domestic Abuse is recognised to impact both adults and children and can have life changing effects. The VAWDASV Act (Wales) 2015 aim's to improve arrangements for the prevention of gender based violence, abuse, and sexual violence. The Act requires the Council to train all staff in a principle based approach to targeted enquiry for these issues across the Public Service known as "Ask and Act" in order to signpost victims and potential victims to support services.

11. ROBUST PROTECTION

a) Child Protection

Child Protection is an essential part of safeguarding and promoting welfare. It refers to the activity which is undertaken to protect children who are suffering, or at risk of suffering significant harm, as a result of abuse or neglect.

The categories of abuse recognised within Child Protection are

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect
- Financial Abuse

The definitions of categories of abuse are outlined in **Appendix 6**

The primary legislation and guidance which shape's Child Protection Practice and Procedures is:

- Children Act 1989
- Children Act 2004
- All Wales Child Protection Procedures 2008
- Social Services and Wellbeing Act (Wales) 2014 (SSWBA)

Whilst Statutory Social Service's Departments are the Lead Agency in Child Protection matters, there is a wider duty on all agency's to work together to protect and safeguard children. All members of the workforce have a duty to report child protection concerns.

b) Adult Protection

Adult Safeguarding is on a statutory basis under the SSWBA. Adult protection duties are undertaken in accordance with the "All Wales Interim Policy and Procedures for the Protection of Vulnerable Adult's".

The SSWBA refers to an 'adult at risk from abuse or neglect' which is defined as an adult who:

- Is experiencing or is at risk of abuse or neglect,
- Has needs for care and support (whether or not the authority is meeting any of those needs), and
- As a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it.

Adult safeguarding takes into account the capacity of adults to make decisions in accordance with the Mental Capacity Act (2005). If an adult is deemed to have capacity, then consent must be sought for the safeguarding process. The exception to this are when an alleged abuser is a potential risk to other vulnerable people or there is a wider public interest or a criminal offence is suspected.

The SSWBA also places a 'duty to report' on all staff to report actual or suspected abuse or neglect of adults at risk. It provides for the use of Adult Protection Safeguarding Orders (APSO) to allow Designated Officers to enter a premises where it is suspected an adult is at risk and speak to them alone to establish if they are safe

Appendix 7 sets out a flowchart outlining adult protection referral process.

c) Allegations or Concerns against adults who work with children and adults at risk

Allegations or concerns in regard to adults working with children and/ or adults at risk must be referred and investigated in a fair, timely and consistent manner in order to effectively protect those at risk.

Policy and guidance which clarifies Council staff members duty to report concerns relating to other staff members, professional, and volunteers, and offers support in this process includes:

- All Wales Child Protection Procedures;
- Wales Interim Policy and Procedures for the Protection of Vulnerable Adults from Abuse;
- The Council's Whistle Blowing Policy (See Section 8)

The sharing of information must be sensitively handled and be restricted to those agencies who have a need to know in order to:

- Protect adults and children;
- Facilitate enquiries:
- Manage disciplinary and/ or complaint's aspects.

On the completion of the investigation, should an individual be dismissed or removed from working with children or adults at risk (in a Regulated Activity) the Council has a duty to refer the individual to the DBS (Safeguarding Vulnerable Group's Act 2006).

The Council has an obligation to refer certain information about an employee's conduct and matter's relating to safeguarding to professional regulatory bodies if the employee is a registered professional.

d) Professional Strategy Meetings

All Professional Strategy Meetings for children and adults at risk will be convened and chaired by the Safeguarding Unit in accordance with regional guidance.

12. SAFE SERVICES

a) Commissioning Arrangements

Any new service provider commissioned to provide services to children or adults at risk will be required to undergo an accreditation process. The accreditation process is designed to ensure that the service is fit for purpose and has the necessary arrangements in place to safeguard those it is supporting and deliver a quality service. As part of the accreditation process checks will be made with other local authorities, regulating bodies and financial enquires. Providers will be required to provide information confirming their safeguarding policy and procedures.

Contract monitoring activity, either planned or unplanned, will include satisfying the Council that the provider is managing their responsibilities in regard to safeguarding and are operating in line with legislation, policy and procedures. Where required, confirmation will be sought of the services performance regarding safe recruitment practices, DBS checking and safeguarding referrals.

From April 2019, the Council will annually publish a Modern Slavery statement. The statement will be signed off by the Chief Executive and Lead Cabinet Member and will:

- Set out the action taken in the previous year, and the actions to be taken, to ensure that there is no Modern Slavery and Human Trafficking in its own business or supply chains
- Include details of the targeted Modern Slavery training that will be available to Council employees.

- Include a commitment that, where appropriate, the Council's tender and contract documentation will include clauses to ensure compliance with the Council's Safeguarding Policy and wider legislation

A targeted training programme will be developed for roll out across Directorates from April 2019.

b) Lettings and Hiring

With almost all casual lettings the Council will not be contracting the services of hirers. The Council nonetheless will allow its premises to be used for activities that may involve children, young people or adults at risk.

Therefore Managers have a duty to ensure, as far as is reasonable, that these activities also comply with safeguarding responsibilities. Members of the public may reasonably assume that because an activity is taking place within a Council setting, the Council has had due regard to safeguarding in entering into the arrangement.

In allowing use of Council premises, the onus must remain upon the hirer to ensure that safeguarding measures are maintained throughout. This is something that organisations are made aware of under safeguarding legislation and through their own organisational governing body, if applicable.

Managers should request to see and retain copies of relevant safeguarding documentation as proof that hirers and their staff comply with such measures on receipt of applications.

Managers must also consider reporting any concerns about an individual's suitability to work with children, young people and adults at risk.

In the case of 'one off' children's events, for example, a private birthday party, safeguarding legislation exempts such uses from the processes mentioned above but nonetheless this policy requires managers to be able to properly demonstrate due regard to safeguarding risks in agreeing any hiring arrangements.

c) Licensing

The Cardiff Council statement of Licensing Policy (2016-2021) includes "the protection of children from harm" as one of its four licensing objectives.

The current licensing arrangement in Cardiff is under review and the policy will be revised and updated to strengthen requirements around children and adults at risk.

All staff within the Licensing Section should undertake safeguarding training to enable them to work with the taxi trade to gather information to safeguard children young people and adults at risk and be able to share relevant information with Police and Social Services.

Whilst the Council is unable to insist on safeguarding training as part of the condition of a licence with the alcohol and entertainment industry, the licensing department will continue to work with the Police to provide free training to those

working in the industry and continue to improve information sharing.

The Council will continue to work with traders who require licenses e.g. takeaway outlets to provide assistance on how to recognise possible safeguarding issues.

d) Education Establishments Roles and Responsibilities in Schools

(i) The role of the Governing Body in Maintained Schools in Cardiff

Governing bodies of maintained schools, governing bodies (Corporations) of FE institutions, and proprietors of independent schools in Cardiff should ensure that their respective organisations: (See in Keeping learners safe - The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 2.21)

- Have effective child protection policies and procedures in place that are:
 - In accordance with local authority guidance and locally agreed interagency procedures
 - Inclusive of services that extend beyond the school day (e.g. boarding accommodation, community activities on school premises, etc.)
 - Reviewed at least annually
 - Made available to parents or carers on request
 - Provided in a format appropriate to the understanding of children, particularly where schools cater for children with additional needs
- Operate safe recruitment procedures that take account of the need to safeguard children and young people, including arrangements to ensure that all appropriate checks are carried out on new staff and unsupervised volunteers who will work with children, including relevant DBS checks
- Ensure that the head teacher/principal and all other permanent staff and volunteers who work with children undertake appropriate training to equip them with the knowledge and skills that are necessary to carry out their responsibilities for child protection effectively, which is kept up-to date by refresher training
- Give clear guidance to temporary staff and volunteers providing cover during short-term absences and who will be working with children and young people on the organisation's arrangements for child protection and their responsibilities
- Ensure that the governing body/proprietor remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention
- Ensure that the designated senior person (DSP) for child protection, the designated governor and the chair of governors undertakes training in inter-

agency working that is provided by, or to standards agreed by, the Safeguarding Children Board and refresher training to keep their knowledge and skills up to date, in addition to basic child protection training.

(ii) Additional responsibilities of community Focussed Schools, Pre and Post School Learning and Out of Hours Learning Providers in Cardiff.

The governing body of a school controls the use of the school premises both during and outside school hours, except where a trust deed allows a person other than the governing body to control the use of the premises, or a transfer of control agreement has been made. Governing bodies can enter into transfer of control agreements in order to share control of the school premises with another body, or transfer control to it. The other body, known as the “controlling body”, will control the occupation and use of the premises during the times specified in the agreement.

Transferring control of the premises to local community groups, sports associations and service providers can enable school facilities to be used without needing ongoing management or administrative time from school staff.

Where the governing body provides services or activities directly under the supervision or management of school staff, the school’s arrangements for child protection will apply. Where services or activities are provided separately by another body, the governing body must confirm that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

(iii) Responsibilities of Head teachers

Head teachers and principals of all schools should ensure that all staff (including supply teachers and volunteers):

- Are aware of child protection policies and procedures adopted by the governing body or proprietor are fully implemented and followed by all staff
- Can access sufficient resources and time to enable them to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children
- Understand the procedures for safeguarding children, and feel able to, raise concerns about poor or unsafe practice and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed Welsh Government Procedures for Whistleblowing in Schools and Model Policy
- As part of their induction, are given a written statement about the school’s policy and procedures, and the name and contact details of the DSP for child protection when they start work in a new establishment

(iv) Role of the Designated Person in Schools

The designated senior person for safeguarding in Cardiff fulfils an essential role in developing and implementing policies that help to safeguard adults and children from all forms of abuse and create a safe environment.

(For schools please also refer to Keeping Learners Safe 2:6)

Each setting should identify a Designated Senior Person (DSP) with lead responsibility for managing adult and child protection and safeguarding issues and cases.

The DSP should know how to recognise and identify the signs of abuse and neglect and know when it is appropriate to make a referral to the relevant investigating agencies.

The role involves providing advice and support to other staff, making referrals to and liaising and working with other agencies as necessary. The DSP role is not to investigate allegations, but they must keep the head teacher informed of all adult/child protection issues in the establishment.

The DSP must be a senior officer at the setting or part of the senior leadership team with the status and authority within the organisation to carry out the duties of the post, including committing resources to child protection matters, and where appropriate directing other staff. Dealing with individual cases may be a responsibility of other staff members, but it is important that a senior member of staff takes responsibility for this area of work.

In many schools and settings a single designated person will be sufficient, but a deputy should be available to act in their absence. In establishments which are organised on different sites or with separate management structures, there should be a designated person for each part or site. In large organisations, or those with a large number of adult/child protection concerns, it may be necessary to have a number of deputies to deal with the responsibilities.

The establishment must also make arrangements to cover the role of the DSP when that person is unavailable. In many cases, there will be a deputy DSP in place and larger schools may have a team of staff working together.

The DSP does not have to be an expert in the area of adult/child protection but will take responsibility for the establishment's adult/child protection practice, policy, procedures and professional development working with other agencies as necessary. The head teacher should ensure that the DSP:

- is given sufficient time and resources to carry out the role effectively, which should be explicitly defined in the post holder's job description
- has access to required levels of training and support to undertake the role, has time to attend and provide reports and advice to case conferences and other interagency meetings as required.

(v) Referrals

The DSP should act as a point of contact and a source of support, advice and expertise within the setting establishment when deciding whether to make a referral by liaising with relevant agencies.

The DSP is responsible for making referrals about allegations of suspected abuse to the relevant investigating agencies. Where these relate to cases of suspected abuse or allegations of abuse against staff or volunteers, the process for referral and enquiries is set out in the relevant procedures

DSPs have a responsibility to ensure that:

- The children's social care contact details for the originating authorities of all service users are sourced and displayed in an area which is accessible to all staff;
- In the event of a safeguarding concern a referral is made both to the duty officer in the person's home authority and to the Cardiff Multi Agency Safeguarding Hub (MASH).
- In the event of an allegation against a professional the Safeguarding and Quality assurance Unit is informed at the same time as the above referral/s.

(vi) Role of Independent Settings and Residential Establishments

Proprietors of residential and/or independent settings should ensure that:

- They comply with the requirements of their regulatory body
- They fulfil all responsibilities for safeguarding adults and children (including those at risk).

(vii) The Role of the Manager of Early Years Settings/ Nurseries/ Playgroups/ Before & After School Care Settings

Managers of Early Years Settings and all partner agencies in Cardiff providing services for children should:

- Act as or appoint a DSP to take the lead role in safeguarding and protecting the children in their care.
- Ensure that they have an up to date Safeguarding/child protection policy and procedures which have been adopted by the proprietor/managing body and are fully implemented and followed by all staff;
- Ensure that sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children; and

- All staff and volunteers understand the procedures for and are supported in raising concerns with regard to children in their care

Record of Appendices

Appendix 1	Relevant Legislation and Council Contacts
Appendix 2	Referral Process – Children
Appendix 3	Roles and Responsibilities Directorate Safeguarding Leads
Appendix 4	Terms of Reference Whole Authority Safeguarding Group
Appendix 5	SAFE Auditing Tool
Appendix 6	Categories of abuse - Definition
Appendix 7	Flow chart adult referrals

Appendix 1

Relevant Legislation and Contact Details

- Social Services and Wellbeing Act (Wales) 2014
- Children Act 1989, 2004
- Carers Act 2004
- Human Rights Act 1998
- Equalities Act 2010
- Modern Slavery Act 2015
- Code of Practice: Ethical Employment in Supply Chains
- Framework for Assessing Children and their Need (2001)
- Stronger Partnership's for Better Outcomes (2006)
- Wales Interim Policy & Procedures for the Protection of Vulnerable Adults from Abuse (2010)
- Mental Capacity Act 2005
- All Wales Child Protection Procedures (2008)
- NSF for Children, Young People and Maternity Services
- Direct Payment's Guidance
- Violence against Women, Domestic Abuse and Sexual Violence Act 2015
- Data Protection Act
- United Nations Convention on the Rights of the Child 1989
- VAWDASV Regional Service
- PREVENT
[www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3 799 Revised Prevent Duty Guidance England Wales V2-Interactive.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3_799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf).

Relevant Contacts

Multi-Agency Safeguarding Hub (MASH)	029 2053 6490
Adult Protection – Adult Services Multi-Agency Safeguarding Hub (MASH)	029 22330888 02920536490
Children and Adults Social Care Emergency Duty Team – Out of Hours	029 2078 8570
PREVENT Multi-Agency Safeguarding Hub (MASH)	prevent@south-wales.pnn.police.uk Referrals: 02920536490
Cardiff and Vale of Glamorgan Regional Children's Safeguarding Board	https://www.cardiffandvalersb.co.uk/Children/
Cardiff and Vale of Glamorgan Regional Adult Safeguarding Board	www.cardiffandvalersb.co.uk/adults/
Modern Slavery /Trafficking Referrals Modern day slavery helpline Online reporting	02920536490 (MASH) 0800121700 www.moderndaylaveryhelpline.org/report

Training and Victim Support	BAWSO www.bawso.org.uk .
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Appendix 3

Role Description for Directorate Safeguarding Lead Officer (DSLO)

Every Directorate within the Council is required to nominate a Directorate Safeguarding Lead (DSL) for dealing with safeguarding children and adult's issues. The DSL is responsible for:

- Acting as an overarching and key source of advice and support for other staff in their Service on all safeguarding issues
- Ensuring robust arrangements are in place for staff to access day to day practice advice and support for safeguarding from their line managers
- Support staff or take the lead in referring safeguarding concerns to Social Care and Health as appropriate
- Being familiar with the Councils Corporate Safeguarding Policy and the All Wales Procedures as they relate to Children's and Adult's safeguarding
- Ensuring the Operational Procedures for safeguarding within the directorate are compliant with legislation and statutory guidance and are issued to all staff
- Representing their Directorate on the Corporate Safeguarding Board
- Ensuring compliance with policies and guidance within their directorate services areas and reporting this to the Corporate Safeguarding Board
- Attending relevant training
- Ensuring members of the workforce within their Services attend training at levels appropriate to their roles and functions and maintain management information in relation to attendance on training
- Ensuring safeguarding responsibilities are highlighted through staff induction processes, team meetings, supervision and staff briefings

Appendix 4

Terms of Reference for Corporate Safeguarding Board

The Corporate Safeguarding Board will:

1. Ensure the compliance of all Council Directorates with key safeguarding requirements in relation to children and adults.
2. Ensure that all directorates within the Council are aware of their contribution to keeping children, young people and adults at risk safe and free from harm or abuse.
3. Agree, implement and review clear actions for the group within a ratified annual action plan.
4. Support the Statutory Director of Social Services in the discharge of his/her wider safeguarding duties.
5. Review and develop relevant corporate safeguarding standards and policy.
6. Support HR in the delivery of a robust Safer Recruitment process (including volunteer workforce) to include key vetting and barring requirements and workforce development.
7. Provide an Annual Corporate Safeguarding Report, setting out the performance of all Directorates, in relation to vetting and barring, staff safeguarding training, and the operation of front-line services in terms of their effectiveness in identifying and referring safeguarding concerns.
8. To identify clear areas of safeguarding risk, and agree how the risks will be managed within the authority and by whom.
9. Review, develop and monitor appropriate corporate safeguarding performance measures.
10. Ensure that Safeguarding training is promoted and mandated across all Directorates within the authority.
11. Advise the Head of the Paid Service and recommend relevant action in relation to corporate safeguarding standards and policy.
12. Promote effective cross Directorate safeguarding practice particularly in terms of information sharing and data collection, front-line operational awareness, staff training and wider partnership engagement.
13. Receive and consider recommendations and learning from Child / Adult Practice / Domestic Homicide Reviews.

MEMBERSHIP

Membership of the Corporate Safeguarding Board is all Council Directors.

CHAIRING

The Board will be chaired by the relevant nominated Cabinet member.

FREQUENCY OF MEETINGS

The Board will meet quarterly.

CARDIFF COUNCIL CORPORATE SAFEGUARDING

Appendix 5

CARDIFF SAFEGUARDING SELF-EVALUATION TOOL

In accordance with Cardiff's Safeguarding Policy, all organisations that provide services for or work with adults at risk, children, young people and families are expected to carry out an audit of their safeguarding practices, based on a process of self-evaluation.

The following audit framework is set out in sections related to different standards and requires you to think about your own practices and procedures within your setting. It is designed to give you an understanding of safeguarding in your own service area/ establishment and how these might be developed. In addition the audits provide Cardiff Council with an overview of safeguarding practices across the county.

The audit tool is based on Social Services and Wellbeing Act 2014.

Please undertake the following audit and return it to the named officer below for your Directorate:

Please think carefully about your own practices and procedures in your setting; complete the audit to the best of your knowledge and think about how you will evidence your responses. Please complete the RAG System (Red, Amber or Green – see below) and produce an action plan with any actions that are required to improve safeguarding in your school. See page 11.

We review the information you give us and will provide follow up advice and support where appropriate. Our review of the information helps to inform Cardiff Council in developing safeguarding practices at a wider level.

We aim to undertake a follow up audit every year. Please try to be as realistic and honest as you can be and use this document to help you to identify your current position regarding safeguarding and set targets/actions to improve.

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ORGANISATION / SERVICE AREA / SCHOOL / ESTABLISHMENT NAME.....

PERSON COMPLETING THIS AUDIT..... ROLE/POSITION.....

DATE COMPLETED..... DATE RETURNED TO LA.....

Please list below ALL the individual services / organisations / establishments that you are responsible for and reporting on in this audit. Where relevant be specific in your audit regarding which service is being commented upon. (for e.g. Leisure Centre, Day Service, Care Home, Social Work Team Primary School, Comprehensive School, Nursery, Breakfast Club, After School Club, Sports Activities, etc.)

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STANDARD	EVIDENCE	RAG RATING	FURTHER ACTIONS REQ'D
<p>STANDARD 1. Designated Safeguarding Lead Officers Designated Safeguarding Lead Officers fulfil an essential role in developing and implementing policies that help to protect children and adults at risk from all forms of abuse and create a safe environment. Designated Safeguarding Leads take responsibility in their setting for managing issues and concerns about adults and children at risk.</p>			
<p>1.1 All OM 1&2 in each directorate undertake the DSLO role and all staff know who those persons are.</p>			
<p>1.2 DSLOs in each Directorate will act in the absence of colleagues in their Directorates, and staff will know who these persons are.</p>			

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1.3 The role of the Designated Safeguarding Lead Officer is clearly defined in a job description which sets out their responsibilities in safeguarding.			
1.4 The DSLO and deputy DSLOs are adequately trained and supported to fulfil their roles.	Provide details of safeguarding courses attended with dates:		
STANDARD 2. Policies and Procedures			
2.1 Your setting has adopted the Cardiff Safeguarding Policy (formally via governing body/trustee / management body if appropriate).	Give Date when adopted:		

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<p>2.2 The LA policy has been communicated to all staff members and is implemented in your setting/organisation.</p>			
<p>2.3 Your setting has its own written safeguarding policies and procedures which are reviewed regularly (at least every 3 years)</p>	<p>List any relevant policies with dates including date of reviews and of next review:</p>		
<p>2.4 All staff and volunteers are made aware of all safeguarding policies and procedures and how these are applied within the setting</p>			
<p>2.5 Everyone using your service are made aware of all safeguarding policies and procedures and how these are applied within the setting</p>			

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<p>2.6 We are confident that every service we commission delivers a safeguarding standard consistent with our service.</p>			
<p>STANDARD 3. Accountability</p>			
<p>3.1 All staff understand to whom they are directly accountable with regards to the well-being of adults at risk and children, and the level of accountability they have.</p>	<p>Is this discussed at team meetings and staff appraisals? How is this recorded?</p>		
<p>3.2 All Job descriptions are explicit and recognise responsibilities regarding safeguarding and promoting the well-being of children and adults at risk.</p>			
<p>STANDARD 4: LISTENING AND RESPONDING</p>			
<p>4.1 Children and adults at risk are</p>			

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<p>encouraged to express their wishes and feelings including any concerns they might have over harm and abuse</p>			
<p>4.2 Appropriate decisions are made in order to protect children, young people and adults at risk from harm</p>			
<p>4.3 Children, young people and adults at risk feel safe in your setting and that their well-being is promoted.</p>			
<p>4.4 We reflect on what has gone well and areas for improvement, and ensure that new learning is embedded.</p>	<p>How is this achieved?</p>		

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STANDARD 5: Effective inter-agency working to safeguard and promote the welfare of children and adults at risk

<p>5.1 Staff participate in multi-agency meetings and fora to consider the needs of and provide support for individual children and their families and adults at risk.</p>	<p>List the relevant meetings your setting is involved:</p>		
<p>5.2 Staff are able to recognise when children and adults at risk need additional support and are able to make the appropriate referral</p>	<p>Provide numbers of referrals made to e.g. adult/children's services</p>		
<p>5.3 Any decisions made or actions taken in relation to the protection or safeguarding of individuals are recorded appropriately and maintained confidentially.</p>			

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<p>5.4 Arrangements are in place to ensure that personal and confidential information is appropriately shared across settings / services.</p>	<p>Is information securely available across varying levels of need? How do you know this is being complied with?</p>		
<p>STANDARD 6: Staff and Volunteer Training</p>			
<p>6.1. All staff and volunteers receive appropriate training (at the relevant levels) to enable them to discharge their safeguarding duties.</p>	<p>Describe your record keeping arrangements and how this is monitored by your setting. What arrangements are in place for updates and renewals</p>		
<p>6.2 All staff and Volunteers are assessed in relation to safeguarding training needs.</p>	<p>How is this achieved?</p>		

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6.3 There is a record kept of all adult/child protection and safeguarding training and this is updated as appropriate.	Provide a copy of your training record		
6.4 Arrangements are in place to evaluate the impact and effectiveness of training and the identification of adult/child protection and safeguarding training.			
STANDARD 7: Safe Recruitment			
7.1. All staff and volunteers have DBS checks prior to employment if they are engaged in regulated activity.	Describe how you monitor DBS arrangements:		
7.2. All staff who have contact with children, young people and	Provide information about any DBS		

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<p>adults at risk are selected in accordance with the Safe Recruitment Policy and have appropriate checks in line with current legislation and guidance:</p> <ul style="list-style-type: none"> - References are always taken up prior to appointment. - Identity and qualifications are verified. - Professional registration is in place - Face to face interviews are carried out. - Previous employment history is checked. - Any anomalies or discrepancies are followed up. 	<p>risk assessments that you have undertaken since the last audit: how can you be confident that sound decisions are made?</p>		
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<p>- Necessary checks are carried out before the employee takes up the post (e.g. DBS if they are engaged in regulated activity).</p>			
<p>7.3 There is a Safe Recruitment policy in place.</p>			
<p>7.4 Those people involved in recruitment within your setting have undertaken Safe Recruitment Training</p>	<p>Provide details of any training undertaken:</p>		
<p>STANDARD 8: Handling Allegations Against Workers and Volunteers</p>			
<p>8.1 There is a named senior officer with responsibility in respect of allegations against staff andvolunteers. All staff</p>			

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know who this person is.			
8.2 There is a written procedure for handling allegations against staff and volunteers in place.			
8.3 Incidents and allegations of professional abuse are recorded appropriately and maintained confidentially.	Provide numbers of professional concerns and any issues referred:		
STANDARD 9: Safeguarding in the Building			
9.1 Do you know and monitor public access points in the building(s) so that you know if people are entering or leaving the building?			
9.2 Are Parents / Carers / Visitors monitored whilst they are in the building			

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including signing in and out procedures if appropriate? Are badges issued to visitors?			
9.3 Do you have policies and procedures in place to maintain safeguarding when other people/vehicles not involved with your organisation use/visit the premises at the same time as your organisation?			
9.4 Are safeguarding issues reported to the relevant lead officer and the building's management, as appropriate?			
9.5 Do you risk assess for safeguarding and general safety when using premises other than your own and have a reporting system in place for issues identified?			

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STANDARD 10: E-Safety			
10.1 Children, young people or adult at risk who have access to the internet via any means in your setting can do so safely.	Provide details of any e-safety awareness activity that is undertaken within your setting:		
10.2 Do you have and implement a policy for the safe use of internet access by service users, staff and volunteers?	Tell us where this policy is available:		
STANDARD 11: Commissioning			
11.1 Contractual arrangements reflect safeguarding obligations of contractors	Provide details of model contract		
11.2 Contract monitoring arrangements include monitoring the effectiveness of contractors safeguarding arrangements	Contract monitoring template		

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Designated Safeguarding Lead Officer's Summary Report

Describe any key challenges and successes that you have experienced over the last year. Relate this both to your individual role and to the wider setting.

Please identify what support might be helpful to you in your role as Designated Safeguarding Lead Officer or to assist with the development of safeguarding within your setting.

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RAG RATING



Green

Means everything is in place, up to date, and meets the required minimum standard



Amber

Means that something requires review or improvement



Red

Means something needs to be developed as a matter of urgency

Part 2: Action Plan

INSERT YOUR COMPLETED / UPDATED ACTION PLAN FROM YOUR PREVIOUS AUDIT

Ensure that any actions from your previous action plan that have not been completed are incorporated into your current plan as below.

No	Standard Identified	RAG Rating	Action Needed / Evidence of Completion	Timescale / Date of completion	Lead Officer and Contact Details

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Appendix 6

Definitions of Abuse

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or caregiver fabricates or induces illness in a child whom they are looking after.

Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, for example by witnessing domestic abuse within the home or being bullied, or, the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or caregiver failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

In addition, neglect may occur during pregnancy as a result of maternal substance misuse.

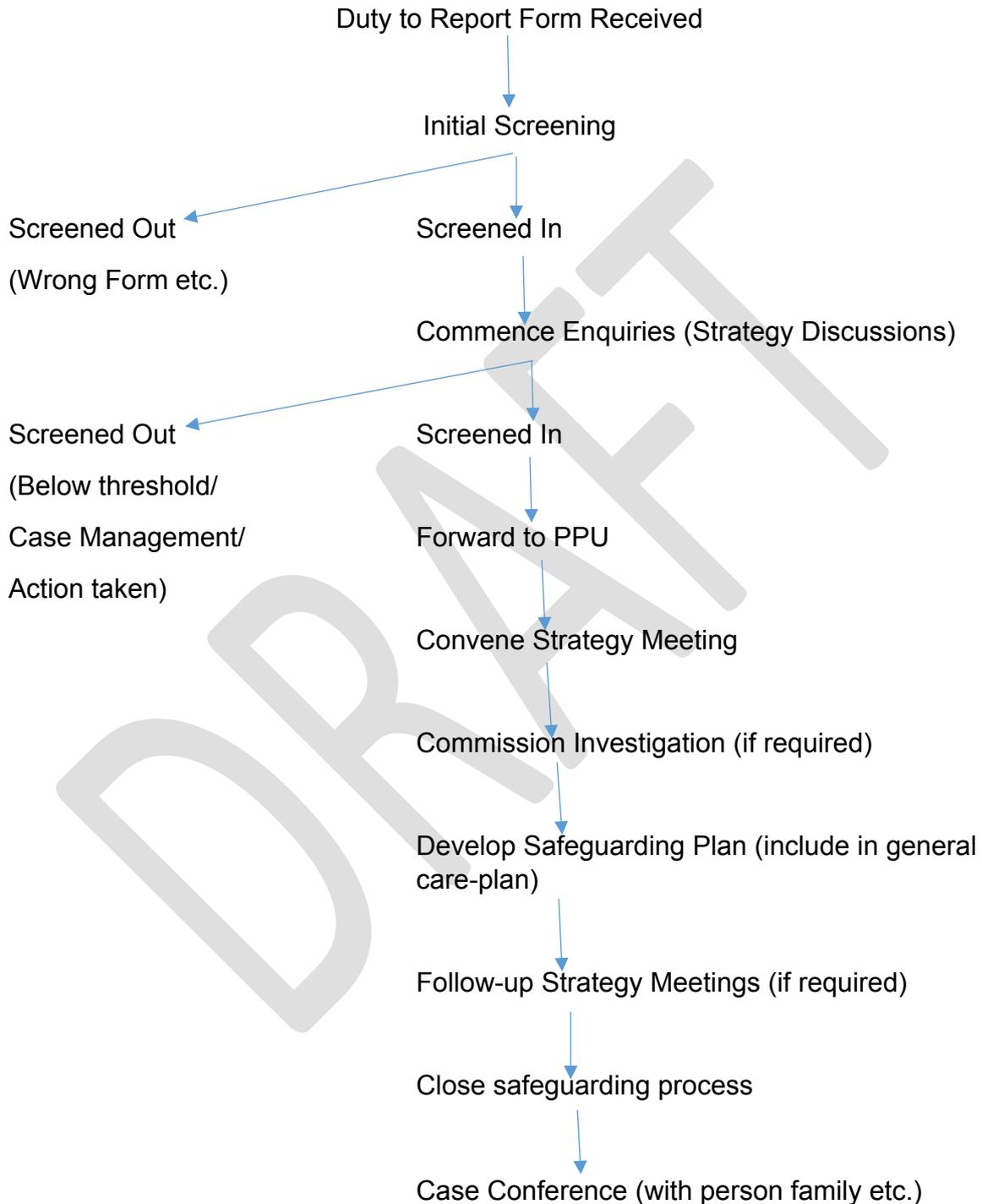
Financial Abuse

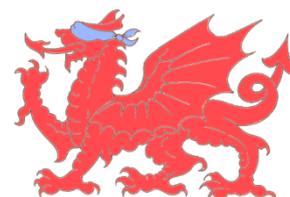
Financial or material abuse is any theft or misuse of a person's money, property or resources by a person in a position of, or expectation of, trust to a vulnerable person. Common forms of financial abuse are misuse by others of a vulnerable adult's state benefits or undue pressure to change wills. Financial/material abuse may also be perpetrated by one vulnerable adult upon another.

CARDIFF COUNCIL
CORPORATE SAFEGUARDING

Appendix 7

Adult Safeguarding Process





Modern Slavery Statement

Financial Year: 1 April 2019 to 31 March 2020

1. Overview

Cardiff Council delivers a wide range of statutory and discretionary public services, provided directly through our own workforce, and through over 8,000 private and third sector organisations.

In March 2017, Cardiff Council became the first public body to sign the Welsh Government's [Code of Practice: Ethical Employment in Supply Chains](#). The Code's 12 commitments include tackling Modern Slavery and Human Trafficking. This Statement sets out the action that the Council has taken, and will take, to ensure that there is no Modern Slavery and Human Trafficking in its own business or supply chains.

Cardiff Council is fully committed to providing visibility to its Modern Slavery Statement and ensuring 'Transparency in Supply Chains'. To this end the Council is working in partnership with Welsh Government, the wider public sector, suppliers, service providers and other to address Modern Slavery challenges and drive collaborative action with a view to reducing risks and incidence of modern slavery.

2. What is Modern Slavery?

In the UK, the Modern Slavery Act 2015 defines criminal offences of slavery, servitude and forced or compulsory labour and of human trafficking, and includes measures for the protection of potential victims.

Slavery is any system in which principles of property law are applied to people, allowing individuals to own, buy and sell other individuals.

Victims are trafficked all over the world for little or no money – including to and within the UK. They can be forced to work in the sex trade, domestic servitude, forced labour, criminal activity or have their organs removed to be sold.

In 2017, the National Crime Agency recorded 193 potential victims of trafficking in Wales, an increase of 57% on 2016 (National Referral Mechanism statistics). The numbers continue to rise with 182 potential victims identified in Wales in the first 9 months of 2018.

There is no typical victim and some victims do not understand they have been exploited and that they are entitled to help and support. Victims are often trafficked to a foreign country where they are unable to speak the language, have their travel and identity documents removed and are told that if they try to escape, they or their families will be harmed.

3. Our Policies

Cardiff Council's five-year plan [Capital Ambition](#) puts tackling poverty and inequality at the heart of the Administration's priorities. The Council is an accredited Living Wage employer and we encourage our suppliers and contractors to pay the 'real' Living Wage.

The Council's over-arching [Corporate Safeguarding Policy](#) (which incorporates this Modern Slavery Statement) sets out the Council's duty and commitment to safeguard and promote the wellbeing of children, young people and adults at risk and to ensure that effective practices are in place throughout the Council and its commissioned services. The policy covers all functions and services of the Council and applies to all Council employees, elected members, foster carers, individuals undertaking work placements and volunteers working within the Council.

The other key strategies and policies include:

- The Council's [Procurement Strategy 2017-2020](#) sets a clear vision and the key organisational outcomes that implementation of the Strategy is looking to deliver. This includes delivery of the [Welsh Government's Code of Practice on Ethical Employment in Supply Chains](#) and the elimination of Modern Slavery, so that Cardiff Council plays a leading role in making Wales hostile to modern slavery. The Council's other key Policies in this area include:
- The Council's [Socially Responsible Procurement Policy](#) which sets out the Council's commitment to Ethical Employment, the Opening Doors Charter and the delivery of Community Benefits. The Council wants to work with organisations that share its values.
- The [Whistleblowing Policy](#) enables Council staff and employees of the Council's contractors / suppliers to report unethical employment practices to the Council.
- **Employee Code of Conduct** makes it clear to employees the actions and behaviour expected of them when representing the Council. In performing their duties, they must act with integrity, honesty, impartiality and objectivity. The organisation strives to maintain the highest standards of employee conduct and ethical behaviour in all its operations and when managing our supply chain.
- **Recruitment policy** - the Council aims at all times to recruit the person who is most suited to the particular job. The Council has robust recruitment processes, which includes document checks to ensure that candidates are allowed to work in the UK.

- **Agency workers** – the Council sources all agency workers and temporary staff either through Cardiff Works (Council owned agency) or via Matrix SCM who are a managed service provider whose Modern Slavery Statement sets out their zero tolerance approach to modern slavery.

4. **Our supply chains**

The Council spends over £430 million annually with over 8,000 suppliers who provide a broad range of goods and services. Over 99% of our spend is with UK based companies. However, the Council recognises that our supply chains spread across the world, and that parts of the supply chain could be engaged in modern slavery. The Council has limited resources to monitor and manage our supply chains and so will focus on our direct suppliers and will require our suppliers to ensure that their supply chain is free from modern slavery.

The high-risk sectors for Modern Slavery include agriculture, leisure, hospitality, catering, cleaning, clothing, construction and manufacturing. A review of Council spend has shown that for the majority of the high-risk areas the Council provides the service in-house, utilises national frameworks and/or local suppliers. The risk of modern slavery and human trafficking by our direct suppliers is considered low.

The Council will ensure that our direct suppliers are aware of our commitment to tackle modern slavery and human trafficking and that they also understand their obligations as a supplier or contractor of the Council.

The Council undertakes due diligence when considering taking on new suppliers and regularly reviews its existing suppliers through its contract management arrangements. The due diligence and reviews include:

- Mapping the supply chain in high risk areas to assess risks (geographical and product) of modern slavery and human trafficking.
- Evaluating the modern slavery and human trafficking risks of each new supplier.
- Conducting supplier assessments on an annual basis to create a risk profile focussing on financial stability and also covering insurance and compliance with various employment policies including the Welsh Government's Code of Practice: Ethical Employment in Supply Chains.
- Taking steps to improve sub-standard supplier practices, including the provision of advice to suppliers and requiring them to implement Action Plans; for example to demonstrate compliance with safer recruitment guidelines.
- Participating in collaborative initiatives focused on human rights and socially responsible procurement policies in general and modern slavery and human trafficking in particular.
- Invoking sanctions in respect of suppliers who fail to meet our expectations or to improve their performance in line with an Action Plan, which includes a provision to terminate the business relationship.

- With all invitations to tender for business with Cardiff Council over £1 million there will be an expectation for the supplier to be signed up to the Welsh Government's Code of Practice: Ethical Employment in Supply Chains. This will also be encouraged in all other tenders.

5. Employee training

Cardiff Council is committed to developing and delivering tailored training to our employees, including the Commissioning and Procurement Team, in order to raise awareness of modern slavery, human rights abuses and blacklisting. Corporate training will be included as part of the rolling programme of training on the Contract Standing Orders and Procurement Rules.

A generic **Safeguarding Children and Adults Awareness Raising** online training module already exists and all Council employees are expected to complete it.

We will publicise what the Council is doing to tackle Modern Slavery to all staff and highlight the <https://www.gov.uk/government/collections/modern-slavery> site to all our employees.

The Modern Slavery Training addresses:

- The Council's purchasing practices, which influence supply chain conditions and which should therefore be designed to prevent purchases at unrealistically low prices, the use of labour engaged on unrealistically low wages or wages below a country's national minimum wage or the provision of products by an unrealistic deadline.
- How to assess the risk of slavery and human trafficking in relation to various other aspects of the business, including resources and available support.
- How to identify the signs of slavery and human trafficking and action to be taken to report concerns and/or suspicions.
- The initial steps to be taken if slavery or human trafficking is suspected.
- How to escalate potential slavery or human trafficking issues to relevant parties within the Council (Multi-Agency Safeguarding Hub).
- The external help that is available, including the [Modern Slavery Helpline](#), [Gangmasters and Labour Abuse Authority \(GLAA\)](#) and the Labour Market Enforcement Unit.
- The messages, business incentives or guidance that can be provided to suppliers and other business partners and contractors to implement anti-slavery policies.
- The steps the Council should take if suppliers or contractors do not implement anti-slavery policies in high-risk scenarios or to implement changes in business practices arising from an Action Plan, including the termination of the business relationship.

6. What the Council has done

We have:

- Become the first public body in Wales to sign the Code of Practice: Ethical Employment in Supply Chains.
- Appointed Anti-Slavery and Ethical Employment Champion – Councillor Chris Weaver.
- Established a Social Responsibility Board, one of who's tasks is to oversee the implementation of the Code of Practice.
- Started the process of reviewing our supply chains to identify high risk areas.
- Commenced a review of contract and tender clauses.
- Developed a Socially Responsible Procurement Policy.
- Undertaken a corporate review of the Modern Slavery Training being delivered across the Council and developed a Training Programme for 2019/2020
- All Category Management Teams have undertaken Welsh Government's Code of Practice: Ethical Employment Training.
- Cardiff is the only Partnership in Wales (and the UK) that has a lead officer to address human exploitation, including Modern Slavery which has led to Cardiff leading the way in Wales in terms of effective multi-agency response to the management of victims and the development of systems and processes to support the agenda.
- Supported Welsh Government to Promote the Code of Practice

7. What the Council will do

Cardiff Council will take the following action in our efforts to ensure that there is no Modern Slavery or Human Trafficking.

Ref	Action	Lead
1	Complete a review and update the Council's tender documentation to ensure Modern Slavery and Human Trafficking issues are fully addressed. This will include clauses to: <ul style="list-style-type: none">• Check that contractors who have a turnover above £36million have a Modern Slavery Statement• Include the Code of Practice: Ethical Employment in Supply Chains as a part of our tender documents.	C&P
2	Complete a review and update the Council's standard T&Cs to ensure employment practices are considered as part of the procurement process:	C&P

	<ul style="list-style-type: none"> • Review supplier contracts and map supply chains through due diligence – with an option to include sanctions or a termination clause if Modern Slavery is suspected. • Ensure absence of undue time and cost pressures which could result in unethical treatment of staff. • Embed a zero-tolerance approach to Modern Slavery. 	
3	<p>In line with clause 7 of the Code of Practice ensure that the Council carries out a regular review of expenditure and undertakes a risk assessment. We will:</p> <ul style="list-style-type: none"> • Identify any high risk suppliers and monitor for human rights abuses and unethical employment practices which will become a standard agenda item in contract meetings and reviews. • Investigate any supplier identified as high-risk through direct engagement with staff. • Work with our Tier 1 suppliers to raise awareness of Modern Slavery to prevent it from occurring. 	C&P
4	<p>Utilising the Code of Practice – Ethical Employment in Supply Chains - develop a Modern Slavery Communication Strategy to ensure awareness is raised across the Council and with partners.</p> <ul style="list-style-type: none"> • Share learning and best practice across the Council, with other public sector bodies, partners and look to learn from their experiences. 	C&P
5	<p>Training</p> <ul style="list-style-type: none"> • The Council already provides formal training to social care staff through the Cardiff & Vale Safeguarding Hub. • We shall continue to keep records of who has undertaken training across the various directorates. • We shall continue to identify staff requiring training in ethical employment practices – and seek to build capacity - including those in Human Resources, Housing, Waste Management and other front-facing members of staff working in the Community. 	TBA
6	<p>Review and update where necessary the Modern Slavery Statement annually and report progress on this Action Plan.</p>	C&P

7	Publish our Modern Slavery statement annually on our website and on TISC.	C&P
8	Develop measures to identify Key Performance Indicators which will include: <ul style="list-style-type: none"> • The number of staff trained. • A review of the system for supply chain verification. • Development of the process for the evaluation of existing suppliers. 	SRPB
9	We shall seek to 'go the extra mile' and participate in campaigning and collaborative Human Rights initiatives aimed specifically at Modern Slavery and Human Trafficking. Consideration will be given to participation in proactive initiatives – supporting victims of Modern Slavery and encouraging others to do so – and lobbying for better victim support.	TBA
10	Consider the commissioning of an independent review and scrutiny of the progress made in the development of the Council's Modern Slavery Statement.	TBA
11	Update our Whistleblowing Policy.	Legal

8. Supporting Material / Resources

<https://www.gov.uk/government/publications/modern-slavery-training-resource-page/modern-slavery-training-resource-page>

This Statement has been approved by Cardiff Council's Senior Management Team and will be reviewed and updated annually.

Signed by.....

Name.....

Position within Organisation.....

Date signed off.....

DRAFT

**THIS REPORT MUST BE ACCOMPANIED BY THE
REPORT AUTHORISATION FORM 4.C.214**

Appendix 2

**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 13 January 2019

**CORPORATE SAFEGUARDING BOARD PROGRESS REPORT
REPORT OF DIRECTOR OF SOCIAL SERVICES**

AGENDA ITEM:

PORTFOLIO: CHILDREN & FAMILIES

Reason for this Report

1. For Cabinet to formally accept the Corporate Safeguarding Board Progress Report.

Background

2. Corporate Safeguarding is the activity required by all Council Directorates to effectively protect the health, wellbeing and human rights of children and adults so that they are able to live free from harm, abuse and neglect. In accordance with the legislative requirements of the Social Services and Well-being (Wales) Act (2014) (SSWBA).
3. Safeguarding is everybody's business and the SSWBA now imposes a duty on local authorities and other statutory partners to report all safeguarding concerns to relevant safeguarding departments. This means the whole workforce must understand their duty to report. In order to effectively implement these duties and activities, the Board must seek to ensure that all staff are compliant and fully understand their duties under the Act.
4. In line with the expectations of the Corporate Safeguarding Board a report should be submitted to Cabinet, at least annually, informing them of progress to date and emerging actions and themes across the authority.

Issues

5. The progress report provides an overview of Safeguarding within Cardiff for the last 18 months. In future all reports will be on an annual basis, or more frequent if particular issues arise. Future reports will be based on a performance data set which allows reporting of progress and impact against

Page 1 of 2

a suite of measures which together allow a meaningful analysis to be made of the effectiveness of Corporate Safeguarding.

Reason for Recommendations

6. To accept the progress report and its contents.
7. To guide and promote the work of the Corporate Safeguarding Board.

Financial Implications

8. The progress report set out in Appendix A contains an update on the 2018/19 action plan which forms the work programme for the Corporate Safeguarding Board for 2018/19. The costs associated with the delivery of the action plan can be contained within the overall directorate budget. However, in the event of any costs arising from the delivery of these outcomes, then funding sources will need to be identified before those actions can be progressed.

Legal Implications

9. There are no legal implications arising directly from this report.

HR Implications

10. There are a number of requirements of employees outlined in the progress report and there will need to be clear communication of what those requirements are. In addition, it is identified that a review is to take place with regards to safer recruitment practices and this will need to be done in conjunction with HR.

RECOMMENDATIONS

Cabinet is recommended to:-

- Approve the Corporate Safeguarding Board, Corporate Safeguarding Progress Report.

Claire Marchant
Director of Social Services
06 December 2018

The following appendices are attached:

Appendix C – Cardiff Council Corporate Safeguarding Progress Report
(November 2018)

The City of Cardiff Council

Corporate Safeguarding Board

Corporate Safeguarding Progress Report

January 2019

DRAFT

Chair's Foreword

"I am pleased to have taken on the role of chairing the Council's Corporate Safeguarding Board, as part of my overall portfolio. Effective Corporate Safeguarding arrangements are a fundamental aspect of good corporate governance. I recognise the challenges that officers have encountered in bringing forward effectively developed tools to demonstrate good safeguarding practice across the entire Council. Clearly this requires culture and practice change which will require time to develop and embed. Safeguarding practice has changed fundamentally as a result of the new Social Services & Well-Being Act (2014). There are areas of the Council where safeguarding practice is really well developed – in social services and education. This is evidenced by regular and meaningful contributions to the work of the Corporate Safeguarding Board. Alignment with HR and Risk Management processes is also improving. Other parts of the council need further support in understanding and acting upon their safeguarding responsibilities. I have been pleased to see the development of a new e-learning module that is central to awareness raising amongst all staff and managers, and combined with a newly revised policy framework, this should now be ready to make progress and sustain improvements on this critical area of responsibility".

Councillor Chris Weaver

Chair, Corporate Safeguarding Board

Executive Summary

As Director of Social Services one of my most important statutory responsibilities is leadership of safeguarding children and adults at risk in Cardiff. This is a considerable accountability which I can only start to fulfil effectively if the responsibility that everybody has for safeguarding adults at risk and children is understood in real terms as colleagues across the council undertake their duties. Underpinning good safeguarding practice at a corporate level are the following cornerstones:

- Good governance
- Safe workforce
- Robust protection
- Safe services
- A preventative approach

Corporate safeguarding has obviously developed considerably in recent years through the work of the leadership of the Corporate Safeguarding Board and the development of a Corporate Safeguarding Policy. It is clear in the priorities set by the Council to support the well-being of vulnerable people and prevent escalation of need that safeguarding is at the heart of many services and service developments. Building on this progress, it is

also important to recognise where we need to strengthen the understanding and embedding of safeguarding practice and culture further. A safe workforce means that people have been safely recruited but also trained to the right level to support them to understand their individual responsibilities to report concerns regarding children and adults at risk. Managers who are Designated Lead Managers for safeguarding need to understand fully their role and be supported to fulfil it within their directorate. Each directorate needs to evaluate its safeguarding strengths and areas for development, understand its safeguarding risks, and ensure that safeguarding is properly reflected in commissioning and partnership arrangements. These are the priorities for the next reporting period, and a refreshed policy provides the basis to sustain and accelerate progress to safeguard our most vulnerable citizens and will be presented to Cabinet alongside this progress report. The commitment that colleagues across the Council have shown to embedding preventative approaches which keep people – adults and children – safe and well means I can have confidence that we can embed safeguarding across all service areas – through leadership and clarity in the next reporting period. The right measures to demonstrate progress, linked to an evaluate approach based on evidence, will be important and a priority for the next year's action plan. This demonstrates the impact of Corporate Safeguarding on outcomes for adults at risk and children will make it meaningful for all directorates.

Claire Marchant
Director of Social Services

1. Introduction

The Corporate Safeguarding Board (CSB) was established in March 2015 in response to specific recommendations from the Wales Audit Office (WAO). This is the second report of the Board and is structured to provide an overview of the Boards' actions and activities over the past 18 months and to reflect on the progress made to date. The initial part of the report relates to background information that is helpful in understanding the Board's function and purpose. This is then followed by the main body of the report that summarises the key activity and achievements of the Board during the period April 2017 to December 2018 in line with the recommended actions identified by the Wales Audit Office. The final part notes conclusions from the Board and priority actions for the coming year.

2. Background

2.1 Corporate Safeguarding

Corporate Safeguarding is the activity required by all Council Directorates to effectively protect the health, wellbeing and human rights of children and adults so that they are able

to live free from harm, abuse and neglect. Under the SSWBA, safeguarding is everybody's business and the Act imposes a duty on local authorities and other statutory partners to report all safeguarding concerns to relevant safeguarding departments. In order to effectively implement these duties and activities, the Corporate Safeguarding Board must seek to ensure that all staff are compliant and fully understand their duties under the Act.

2.2 The corporate safeguarding objective

Cardiff Council's 'Capital Ambition Our Commitments for Cardiff' lays out a five-year plan for the City of Cardiff. It is evident that the goals within the plan aim to ensure that individuals and communities across the city are supported to be as independent, active and as safe as possible. The Leader's foreword to the plan notes:

Tackling poverty and inequality will therefore be at the heart of this Administration. We will hold a relentless focus on education and jobs, resolute in our belief that securing an equality of opportunity can help people lift themselves out of poverty. And we will also ensure we get the basics right in how we care for the vulnerable and elderly in our city.

In that vein, it should be clear that safeguarding remains a thread that runs throughout the Capital Ambition and guides all staff, elected members and commissioned services. This reinforces the principle that safeguarding must be considered throughout all aspects of the work of the Council.

2.3 Wales Audit Office – Corporate Safeguarding Standards

The Corporate Safeguarding Board action plan (Appendix 1) has been developed to incorporate the recommendations made under seven key headings within the thematic Wales Audit Office Review of Corporate Safeguarding Arrangements in Welsh Councils, (2015). Whilst the Wales Audit Office (WAO) review concentrated specifically on children, the work of the Cardiff Corporate Safeguarding Board and agreed action plans have widened to include both adults at risk and children consistently. Over recent months, further actions for the local authority have now been added to the plan to strengthen safeguarding priorities across the council.

The seven headings developed by WAO to explain Corporate Safeguarding are:

- Corporate Leadership
- Corporate Policy
- Safer Recruitment of Staff
- Training and Development
- Partners, Volunteers and Commissioned Services

- Systems
- Scrutiny and Assurance

This report will discuss the key achievements and activity of the Corporate Safeguarding Board to date under the above seven key headings.

3. Governance

Improving the work of the Council's scrutiny committees to ensure they are providing assurance on the effectiveness of the Council's corporate safeguarding arrangements was an improvement proposed by the WAO for Cardiff. The Corporate Safeguarding Board was established to strengthen governance across the Council. The Board has operated according to the Terms of Reference attached (Appendix 2).

Recent discussions with the WAO have highlighted that a review of corporate safeguarding arrangements in Cardiff is planned. To prepare for the follow up review, a self-assessment exercise is being undertaken which will analyse the effectiveness of arrangements across the Council and highlight priorities for improvement.

3.1 Risk Management Arrangements:

The Council has in place a Risk Management Policy that establishes a dynamic approach to risk management and based on risk identification, risk mitigation, risk monitoring and reporting and a process of escalating the most significant risks through Directorate Risk Registers to the Corporate Risk Register. A key outcome of the Council's approach to Risk Management is that there is ownership and accountability within directorates with the Directors and Senior Management Team having a clear picture of the risks identified, and how they are being managed across the Council.

The Corporate Risk Register identifies the strategic risk relating to safeguarding. It is important that safeguarding risks are also identified across the Council, managed and controlled at other levels within the overall risk management system, including directorate risk registers and through individual risk assessments.

In light of this, the Corporate Safeguarding Board meeting agreed that the Corporate Safeguarding Board will establish and maintain a Safeguarding Risk Register that brings together the Safeguarding risks from individual service delivery plans, projects and directorate risk registers linked to the Corporate Safeguarding Policy. It is also proposed that specific processes and arrangements to support directorates to identify and manage risks are put in place including:

- SBARs (Situation Background Analysis Review) - these enable service areas to

identify risks, oversee mitigating action plans arising from significant event analyses in respect of compliance with the Council's safeguarding policy.

- A system of self-evaluation to be introduced in all directorates on their safeguarding performance from 2019/20. Self-evaluation to be triangulated in a number of ways including via an internal audit programme.
- At a regional level, the Cardiff and Vale Safeguarding Children Board and Safeguarding Adults Boards fulfil the statutory responsibilities set out in the Social Services and Wellbeing (Wales) Act. A local operational group is being established for Cardiff to enable multi-agency leadership of safeguarding to be actively undertaken and report to the Regional Boards.
- External regulatory reports from Estyn, Care Inspectorate Wales and Wales Audit Office, along with quality assurance and internal audit reports.

4. Key Achievements

4.1 Corporate Leadership

During the period of this report, the Corporate Safeguarding Board has met quarterly with the objective of ensuring that all Council directorates comply with key safeguarding requirements.

The current Terms of Reference and supporting action plan require the Board to identify and support a named person at senior level to promote the importance of safeguarding. In Cardiff, this named person is the statutory Director of Social Services. The Chair of the Board is the Cabinet Member for Finance, Modernisation and Consultation, Councillor Chris Weaver. The main objective of the Chair is to raise the profile of the Board and Safeguarding awareness across the Council including amongst elected members.

The Terms of Reference further require the Board to ensure that all Council Directorates comply with key safeguarding requirements and promote effective cross directorate through information sharing, data collection, front-line operational awareness, staff training and wider partnership engagement. The revised Safeguarding Policy recommends revision of the Board's membership to reflect the roles and responsibilities set out in the policy. Assurance will be sought from all Directors regarding their directorates understanding and engagement in safeguarding policies, procedures and training.

The Corporate Safeguarding Policy states, the Council should identify designated officers with responsibility for safeguarding within each directorate. Within the Corporate

Safeguarding Policy, Operational Managers, or equivalent roles across all directorates of the Council, undertake the role of the Directorate Lead Safeguarding Officer (DLSO). This is identified as the most effective option given that the previous model of identifying named individuals in each area, with repeated key changes in departmental structures and staff, proved to be one that required constant review and updating. By agreeing that all Operational Managers undertake the role ensures, a continued and consistent approach across the Council is promoted.

The role of the DLSO has been clarified as:

- To promote Safeguarding within their Directorate.
- To act as the key point of contact for advice and support relating to Safeguarding matters and issues within their Directorate.
- To collect and collate relevant information to support their Director in discharging their safeguarding responsibilities.

In order to support the key officers in their role, train, develop their understanding and knowledge of safeguarding matters, and promote good safeguarding practice across the authority, a Designated Lead Safeguarding Officers forum has been created and the inaugural meeting took place in November 2018. The meeting presented initial Safeguarding training and awareness for attendees, and also engaged in a positive discussion around staffing and safe recruitment issues within individual directorates. Attendees were also asked to comment on the revised Safeguarding Policy. Future agenda items will concentrate on self-evaluation, safeguarding risks across all areas, specific case scenario discussions and ensuring that the Safeguarding policy is embedded across all Directorates.

4.2 Corporate Policy

In November 2017, as part of the National Safeguarding Week events, the Board published and shared its first formal Corporate Safeguarding Policy across the council for all staff. The policy covers the work of all relevant Council services including workforce, Members, volunteers, partners and contractors. Whilst internal arrangements emanating from the policy are in the process of implementation, wider work to ensure that all external volunteers and commissioned services are supported to comply with the policy duties and objectives is needed.

To this end, and as agreed within the Corporate Safeguarding Board action plan, the Corporate Safeguarding Policy will be reviewed annually, and a new and revised policy is presented to Cabinet as a separate agenda item alongside this progress report. The revised policy aims to strengthen and widen the scope and activity of the Council to meet all of its safeguarding functions and set out more clearly roles and responsibilities across the Council.

4.3 Safer recruitment of Staff

Sourcing, recruiting and training the right people to work with children and adults at risk can be difficult. The WAO review found that most councils, including Cardiff, have established systems for the safe recruitment of staff that will come into contact with children, adults at risk and their families. Whilst examples of good practice exist, it was also found that there were some common weaknesses such as these arrangements not being consistently applied across all relevant Council services.

Cardiff Council has current policies in place for (i) Recruitment and Selection and (ii) Disclosure and Barring Service (DBS); although both policies are currently under review. The council ensures that Disclosure and Barring Service checks and compliance with safe recruitment policies cover all services that come into contact with children and adults at risk. Paragraph 2.8 the Council's Recruitment & Selection Policy states:

All appointments to jobs within the Council will be subject to the receipt of satisfactory written references together with medical checks and any other vetting checks deemed necessary for the role. Cardiff Council is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

The Council's application form also contains a self-declaration question for all applicants about previous convictions. The WAO review stressed the need for the consequences of not complying with the council's safeguarding policy being made clear to staff and members and linked to the council's disciplinary process. The Council's Disciplinary Policy states the following as examples of potential gross misconduct:

- Being an accessory to, condoning or failing to report a serious, potentially criminal disciplinary offence, e.g. an incident of abuse/suspected abuse of a child or vulnerable adult;
- Failing to report that a colleague was obtaining financial or other reward from Council clients
- Behaved in a way that has harmed a child / vulnerable adult, or may have harmed a child / vulnerable adult
- Behaved towards a child / vulnerable adult in a way that indicates that they are unsuitable to work with children / vulnerable adults

The aim, however, is to strengthen the need for compliance with the Safeguarding Policy further as part of the imminent review of the Safer Recruitment policies.

New guidance on improved online DBS processes were shared with all departments in August 2017. Within the Council, all staff registered with the Social Care Wales (SCW) are required to update their DBS checks every three years. No other roles within the authority require routine timely renewals.

As part of the work of the Corporate Safeguarding Board, it was identified that current DBS guidance does not request Councils to ensure that School Governors have current DBS checks. In order to raise this matter nationally, the Chair of the Regional Board has written to the National Independent Safeguarding Board expressing their dismay at this lack of vetting and scrutiny and requesting they take the matter on board nationally. To date, the National Board's response has not clarified the position further.

DBS Compliance:

Between 1st April 2017 and 31st March 2018 there were a total of 947 completed DBS checks applications completed. The following table highlights the time scales for completion of the checks across the authority:

DBS Applications completed on RCT online application between 1st April 2017 and 31st March 2018

Time Taken	Applications	Percentage
Less than a week	445	47%
One to two weeks	374	39%
More than two weeks	128	14%
Total	947	

Of the above 115 applications were done within a day, 3 applications took more than 40 days and these took 77,80 and 101 days respectively. Specific issues were highlighted in the three cases that explain the delays in completing the checks appropriately. The DigiGOV system prompts managers when the three-year checks are required. This requirement, as noted above, is only for posts where the post holders are subject to registration with the Social Care Wales.

4.4 Communication and Engagement:

During recent months, key officers across the authority have been developing a Communication Project Plan to promote Safeguarding and to encourage staff to undertake the Safeguarding E-learning Training Module. The aim of the plan is to deepen all employees understanding of what to look for when children or adults may be experiencing or at risk of harm or abuse, and how to report concerns. The campaign will

link in with the Corporate Safeguarding Policy and promote the Directorate Lead Safeguarding Officers (DLSO) role within each department. A strong campaign identity will be vital in engaging staff and will utilise on static collateral, intranet pages, training booklets, pop-up banners, posters, and the Council staff app.

There will be four key audiences we must target successfully:

- Internal – staff
- Schools- teaching community including cleaners, ground keepers etc.
- Management- to communicate and engage with staff
- Front facing staff- hard to reach, frequently engage with the public

A roll out of the Communication will commence in January 2019 with the main objectives of the plan being as follows:

- Encourage all staff to complete the Safeguarding E-learning Training Module
- Ensure all staff know how to report a safeguarding concern (process)
- Ensure all staff know their Directorate Lead Safeguarding Officer
- Ensure all staff know the role of their Directorate Lead Safeguarding Officer
- Increase awareness of the Safeguarding Policy
- Ensure all staff are aware that they have a statutory duty to report concerns about abuse and neglect.
- Highlight that all services within the Council have a key role to play and have to take full ownership of their safeguarding responsibilities.

5. Training and Development

5.1 The WAO proposed that the Council should ensure that all elected Members and staff who encounter children on a regular basis receive training on safeguarding, child protection issues and the Council's corporate policy on safeguarding. As noted previously, in Cardiff, this now incorporates adults, and training which is relevant for staff who encounter adults and children similarly.

Training was offered in the period 2016 to April 2017, but in light of the low take-up, it was agreed that other forms of training should be explored. As a result a programme for 2017-18 was developed including e-learning and Members training.

As part of the activities of National Safeguarding Week 2017, a council wide Safeguarding e-learning module was launched. The Corporate Safeguarding Policy mandates that all staff and elected Members within the Council should undertake the training. It is also identified that the training should be included as standard into the Council's staff induction programme. Further work has been identified by the Board to gather an accurate picture of all staff within departments who have successfully completed the training.

As at December 2018 1709 members of staff across the authority had completed the training. Renewed promotion of the training, wider communication and engagement and agreement from the Corporate Safeguarding Board that the training is mandatory across all directorates should ensure increased staff trained across the authority. A power-point based presentation is also developed so that the training session can be provided to staff who do not have access to e-learning resources.

Safeguarding training for elected Members was also reviewed during the year, and a new training programme was presented to elected members on the 9th of October 2017. 15 members attended, and arrangements are in hand to present the training as part of an annual rolling programme with additional dates agreed for 2018-19.

As part of a wider review of the Education Safeguarding Action Plan, Education Safeguarding Officers (ESOs) will be providing maintained schools with direct safeguarding training and a suite of documents from which the Schools can develop safeguarding policies relevant to their establishments. The suite of documents include

- Estyn pre-inspection framework document
- Safeguarding Education Group toolkit
- Child Protection guidance document

These documents have been shared with all schools with a view to being adopted and utilised.

5.2 Education:

Developments within the Education Directorate over that last 18 months have evidenced a greater understanding and strengthening of safeguarding measures across all schools. Developments have been made in the following areas:

- a. Education Safeguarding Officers are available for consultation with all schools on a case by case basis when required
 - Schools' safeguarding arrangements are reviewed and audited by the Education Safeguarding Officers in partnership with the school's
 - Pro-active offer to schools who are going into an inspection period, to review its safeguarding procedures
 - Engagement and support provided to the school's when safeguarding concerns or issues arise.

b. Operation Encompass:

Operation Encompass is a Police and Education early intervention safeguarding partnership, which supports children and young people exposed to domestic abuse. The intervention has already been implemented across many Police Forces and Local Authorities nationally and was rolled out in Cardiff in September 2018. The process

involves reporting to schools, before the start of the next school day, when a child or young person has been involved or exposed to a domestic abuse incident the previous day/evening.

The Police send through the information each school-day morning to the Education Welfare Service (EWS) who then contact the schools that the child or young person attends before the start of the school day if they are named in the police information. The contact phone call will only share very basic information, and merely advise the school of the incident. The information is given in strict confidence to a school's Designated Safeguarding Person (DSP) in the first instance; if they are unavailable, then it is shared with their deputy or a member of Senior Management Team.

The purpose of the call is to ensure that the school can support the pupil appropriately, whether this is overt/covert; to enable staff to understand the pupil's behaviour/emotion/presentation on that day; and to ensure that the school is able to make provision for possible difficulties. Initial feedback from schools has been positive and potential long-term benefits for the child have been highlighted in the process.

6. Partners, Volunteers and Commissioned Services

6.1 The Corporate Safeguarding Board's action plan notes the following expectations as regards partners, volunteers and commissioned services:

- There is a process of engagement, where appropriate, with partners on safeguarding issues to ensure common agreements, mutual learning and development of good practice
- The Council has written minimum standards for safeguarding for working with partners, volunteers and contractors
- The Council requires safe recruitment practices by partners, volunteers and contractors who provide services commissioned and/or used by the Council
- The Council requires relevant staff in partner organisations who are commissioned to work for the council in delivering services to children, young people and adults to undertake safeguarding training

To date, work in this area has been limited primarily to Social Services, Education and Housing Services by virtue of the services they provide directly to adults at risk and children. Where appropriate, however, tender and contract documentation for other directorate areas do include clauses to ensure compliance with the Council's Safeguarding Policy and wider legislation.

6.2 To promote wider directorate activity in these areas, initial discussions have commenced with the Shared Regulatory Services and Neighbourhood Services to align the current Taxi and Private Licensing Policy with the Corporate Safeguarding Policy.

This was highlighted as a necessity when safeguarding issues had been raised regarding a number of separate taxi drivers across the city.

To strengthen arrangements, the following have been agreed:

- Operational Manager Safeguarding ssit on the Licensing appeal panel.
- Members training to include reference concerning taxi licensing and safeguarding
- All documents, contracts and policies concerning taxi licensing process etc. to be reviewed by the Operational Manager Safeguarding to ensure that safeguarding is adequately covered in all documentation
- Agreement that the Education Safeguarding Officers ensure that safeguarding training with schools reminds attendees to ask to check taxi drivers' badges etc. and report immediately any omissions or concerns.

6.3 In March 2017, Cardiff Council became the first public body to sign the Welsh Government's Code of Practice: Ethical Employment in Supply Chains. The Code's 12 commitments include tackling Modern Slavery and Human Trafficking. The Council has developed a Modern Slavery Statement to be adopted from the 1st of April 2019, which sets out the action that the council has taken, and will take, to ensure that there is no Modern Slavery and Human trafficking in its own business or supply chains. To this end the Council is working in partnership with Welsh Government, the wider public sector, suppliers, service providers and others to address Modern Slavery challenges and drive collaborative action with a view to reducing risks and incidence of modern slavery. In order to achieve compliance with the Modern Slavery Act Section 54 it is acknowledged that there should be agreement on the following:

- (i) A clear mandate from Senior Management around the need for all Council employees to receive appropriate Modern Slavery training relevant to their role within the organisation.
- (ii) That the Chief Executive and Lead Cabinet Member sign-off the Modern Slavery statement both now and in the future.

7. Systems

The WAO proposed that the Council should improve the range, quality and coverage of safeguarding performance reporting to provide adequate assurance that corporate arrangements are working effectively. In response to this, the Board's Terms of Reference require the Board to review and develop appropriate corporate safeguarding performance measures.

The WAO review requires that the Council has systems in place to record and monitor compliance levels on Disclosure and Barring Service checks, and the ability to track and monitor the attendance figures for staff attendance at Safeguarding training. As

discussed above, current systems within the authority including Digigov and supporting HR systems are in place to gather the relevant DBS data. In addition, as noted above, attendance figures for the newly launched e-learning module are now also being gathered. These training figures will be shared with the Board on a quarterly basis to ensure that all relevant staff have undertaken the training.

Current arrangements across the authority as regards what performance data is required for safeguarding is underdeveloped, and previous arrangements to gather some data directly from directorates proved ineffective. The following performance data provides examples that can be provided, but it is envisaged that future progress and annual reports will contain an agreed Performance Dataset across the whole authority:

Source of Contact/Referral between Q1 2017/18 and Q3 2018/19

Source/Quarter	Q1 2017/18	Q2 2017/18	Q3 2017/18	Q4 2017/18	Q1 2018/19	Q2 2018/19	Q3 2018/19
Emergency Duty Team	0	0	101	140	217	265	184
LA Housing Dept. or Housing Association	82	117	81	59	69	74	75
Legal	0	0	11	3	19	5	34
Local Authority's own Social Services Dept.	539	424	268	151	144	121	129
Other Departments of own or other LA	176	297	261	171	181	148	142
School	601	404	768	668	707	430	858
Grand Total	1398	1242	1490	1192	1627	1043	1422

The above figures highlight the source of referrals that have been received from directorates within the authority over the last 15 months. Current figures demonstrate that the majority of the referrals continue to come from what are seen as traditional sources i.e. housing, education/schools and other social services areas. The reasons for this can be noted as primarily twofold; firstly, other directorates remain unaware or unclear of the need to refer, and increased awareness of safeguarding requires action to ensure that all directorates are clear of the need to report cases appropriately, and; secondly, data gathering is currently limited to only capturing the data from specific directorates. This requires changing so that we are able to capture the full range of referral sources. The latter will ensure correct analysis of the referrals and the need to escalate any directorate concerns where required. It is, however, encouraging to note that there are clear referring mechanisms embedded across the authority in the directorates highlighted above.

Adult Protection and Child Protection Performance:

Adult Protection Performance Data Q1 2018-19

Number of Contacts and Referrals - Adults	
Total number of adult protection enquiries completed in the year	337
The number of adult protection enquiries completed in the year that were completed within seven days	299
Result	89%

All initial enquiries to the Adult Safeguarding Team should be completed within statutory 7 working days of the receipt of a safeguarding concern. Figures for Q1 onwards have evidenced a drop in the figures and below the 99% target set for the year. As a result, an in depth review has been undertaken and remedial actions undertaken.

Child Protection Performance Data Q1 2018-19:

Children on the Child Protection Register:

Category of abuse	Under 1	1 - 4	5 - 9	10 - 15	16 - 18	Total
Neglect	6	32	32	42	2	114
Physical abuse	2	3	11	14	2	32
Sexual abuse	1	4	2	3	0	10
Financial abuse	0	0	0	0	0	0
Emotional / psychological abuse	7	28	39	26	1	101
Total	16	67	84	85	5	257

In line with All Wales procedures all children on the Child Protection Register must have one or more category/categories of abuse clearly identified from the list above. The numbers of different categories of abuse above have highlighted the small number of cases which are identified as suffering sexual abuse in comparison to other categories of abuse. National research and wider work within the authority clearly demonstrates that this category is often under-reported, with professionals wary of using the category, or insufficient confirmed evidence to endorse the use of the category. This is an issue that has been highlighted by the Regional Safeguarding Children Board for wider audit of the issue.

Childrens Services Assessments for Q1 2018-19:

1	Number of children and families who received advice or assistance from the information advice and assistance service during the quarter	167
2	Number of assessments of need for care and support undertaken during the quarter	762
	2.1 Of those, the number that led to a care and support plan	60
3	Number of assessments of need for support for young carers undertaken during the quarter	2
	3.1 Of those, the number that led to a support plan	0
4	Number of assessments of need for care and support for children undertaken during the quarter whilst in the secure estate	2
	4.1 Of those, the number that led to a care and support plan	2

The high number of assessments undertaken during one quarter clearly demonstrates the increasing demand on social service resources to ensure children are safe and supported within the city. As highlighted within Welsh Government legislation and the Council's capital ambition, safeguarding must encompass wider well-being needs of children and adults at risk, in addition to child and adult protection investigations.

8. Scrutiny and Assurance

Safeguarding works closely with Internal Audit to agree an appropriate internal audit work programme. In the last year there have been audits of the Regional Safeguarding Board business unit and Corporate Safeguarding. The Corporate Safeguarding Board action plan (Appendix 1) identifies the work required in identifying and undertaking a rolling programme of internal audit systems testing and compliance reviews on the councils safeguarding practices.

In accordance with the Internal Audit Plan, an audit of the corporate safeguarding arrangements was undertaken with the fieldwork commencing in October 2018. The overall purpose of the audit is to provide assurances to senior management that there is a sound system of internal control within the area under review. The objectives of the audit will be to assess the levels to which:

- a) There is effective corporate oversight of safeguarding arrangements.
- b) Directorates have assessed their services for safeguarding risks and opportunities where safeguarding issues may be identified by their services.

c) Directorates have defined measures and reporting mechanisms in place to contribute to the corporate oversight of safeguarding.

The areas highlighted in the Internal Audit report around systematic policy implementation are addressed in the revised policy and action plan presented alongside this report to Cabinet.

9. Evaluation

To date Corporate Safeguarding Board members have reflected on the Board's operation during the previous years. The following themes have emerged from the discussion.

Members of the Board reflect that, in their opinion, the new Current Corporate Safeguarding Board is significantly more effective than a predecessor Board that was disbanded several years previously. This has been attributed to greater focus and structure in the Board's operation and the appointment of a Cabinet Member as Chair. This leadership is felt to provide a sense of gravitas and raised the profile of the Board significantly.

The key challenge is a perception that some directorates initially found it difficult to understand their role in safeguarding, and this ultimately influenced participation in the safeguarding process. The Board empathises that this has in part been heightened by a context of considerable corporate change and modernisation across the Council, but also highlighted that Corporate Safeguarding needs to be fundamental to those wider changes.

There is now a strong and committed response by the Chair and Directors to address any gaps in these Directorate commitment to the Board and this has resulted in improved engagement. Members of the Board believe that key to the success of the Board will be that when the training, monitoring and governance arrangements are embedded, all employees of the Council will understand their responsibility and what is required of them. The Chair and Board members are more confident that there is now a good platform for ensuring the effective implementation of the improvement Action Plan.

The agreed action plan and a newly formed Directorate Lead Safeguarding Officers forum will provide a firm base for systematically guiding and implementing the work of the Corporate Safeguarding Board.

The 2017/18 work programme concentrated on the continued implementation of a full action plan which met all actions identified in the Wales Audit Office review of Corporate Safeguarding 2015. As noted previously, the action plan covered the 7 key areas identified in the review:

- Corporate leadership
- Corporate policy
- Safer recruitment of staff
- Training and development
- Partners, volunteers and commissioned services
- Systems
- Scrutiny and assurance

10. Future work programme

The 2018-19 work programme will include the following:

1. The Corporate Safeguarding Board will establish and maintain a safeguarding risk register which brings together the safeguarding risks from individual service delivery plans, projects and directorate risk registers
2. Develop a revised Corporate Safeguarding Learning and Development Strategy and accompanying training plan.
3. Tracking, monitoring and reviewing staff uptake of the e-learning Safeguarding training module across all departments within the Council.
4. Implement a performance framework which enables progress and impact to be measured effectively and will inform the Corporate Safeguarding Board and the Council.
5. Implement safeguarding self-evaluation across every directorate to understand fully the effectiveness of Corporate Safeguarding arrangements in every part of the Council.
6. Implement a Communication and Engagement Strategy to ensure that all council staff and elected members have a clear awareness, understanding of, and compliance with the Corporate Safeguarding Policy
7. Review all current safer recruitment policies and protocols within the council, to ensure that all posts recruited to by the authority comply with and adopt a safe and effective recruitment process.
8. The Board to implement and regularly review a revised action plan in line with the DLSO Forum priorities.

11. Appendices:

1. Action Plan
2. Terms of Reference

CARDIFF COUNCIL
CORPORATE SAFEGUARDING ACTION PLAN
2017-18

★ Numbers in brackets denote the WAO Review recommendation number

	Action	CCC Action Plan 2016-17	Lead Officer	Timescale	Update
1.	Corporate Leadership				
1.1 (1.3)	The council regularly disseminates and updates information to all staff and stakeholders concerning the appointments of the named person at senior management level who promotes the importance of safeguarding and the welfare of children and adults throughout the organisation		Senior Communications Officer CS sub-group	On-going	Sub –group and Communications team to agree programme of updates on these appointments and CSP and training
1.2. (1.4)	The council regularly tests awareness and understanding of the corporate leadership roles i.e. Lead member for safeguarding and senior manager lead.		Head of Service	On-going	Corporate Safeguarding Policy notes all Heads of Service to ensure this action is undertaken.

1.3	The Council undertakes a communication and engagement plan across the authority for all staff		DLSO Communications Officer	January 2019	Project plan in place to guide and support the process. Overarching logo and poster agreed.
1.4	A council wide Designated Lead Safeguarding Officers (DLSO) Group to be convened to take forward all operational safeguarding actions across the Directorate		Director of Social Services OM Safeguarding	November 2018	Inaugural meeting arranged for the 25 th November 2018.
2.	Corporate Policy				
2.1	The Schools Safeguarding Policies is checked to ensure consistency with the council wide policy on safeguarding		Education Safeguarding Officers	May 2018	Education Safeguarding Officers will provide maintained schools with a suite of documents from which Schools will be able to develop their bespoke safeguarding policies. The suite of documents will be sent to maintained schools by 23 rd April 2018 and include <ul style="list-style-type: none"> • Estyn pre-inspection framework document • Safeguarding Education Group toolkit • Child Protection guidance document updated April 2018
2.2	The policy is publicised, promoted and distributed widely	2.2 Develop a communications plan as in 1.3	Sub-group & Senior Communications Officer	January 2019	Operational Managers and sub-group to agree plan in line with Communications team in 1.3 and 1.4

2.3	The policy is reviewed annually or whenever there is a significant change in the organisation or in relevant legislation		Corporate Safeguarding Board	October 2018	Draft updated policy now available and to be taken to full Council in December 2018
2.4 (2.5)	The policy is approved and signed by the Cardiff and Vale Regional Safeguarding Boards		OM Safeguarding Business Manager RSBs	March 2019	CSP to be presented to the Regional Boards on the 21 st of March 2019
2.5 (2.7)	All staff, members, volunteers, partners and contractors are required to comply with the policy – there are no exceptions		Operational Manager Procurement and Supplies	On-going	Procurement to ensure that all future contractual arrangements state compliance with the Council's CSP
2.6 (2.8)	The council regularly tests awareness and understanding of the policy		CSB Sub-group	On-going	DLSO group to be convened to identify key auditing, training and review actions required to support the Corporate Safeguarding Board's duties. First meeting of the group in November 2018.
2.7	A corporate Volunteer Policy to be developed to ensure that all volunteer organisations utilised by the council meet agreed council requirements as regards safeguarding issues.		HR	March 2019	
3.	Safer Recruitment of Staff				
3.1 (3.3)	The council ensures that Disclosure and Barring Service checks and compliance with safe recruitment policies cover all services that come into contact with children and adults	1.3 Review effectiveness of DBS arrangements for school governors.	Operational Manager (HR People Partner)	On-going	As in 3.1 & 3.2 above. All staff registered with Social Care Wales require updated DBS check every three years.

					Letter sent by Director of Social Services concerning DBS checks for school governors to the Chair of the National Safeguarding Board. Further letter sent by the Chair of the CSB December 2017.
4.	Training and Development				
4.1 (4.2)	Safeguarding is included as standard on council wide induction programmes		Academi Training	March 2019	DLSO group to ensure that mandatory Safeguarding awareness to be undertaken by all new staff
4.2 (4.3)	Safeguarding training is mandated and coverage extended to all relevant council service areas	2.2 (ii) Implement agreed training and awareness programme for elected members throughout the year.	Operational Manager Safeguarding Training and Development Officer	On-going annual programme	Elected members training undertaken on the 9 th of October 2017 . Additional dates for 2018-19 to be agreed.
4.3 (4.4)	The consequences of not complying with the councils safeguarding policy are made clear to staff and members and linked to the council's disciplinary processes		Operational Manager (HR People Partner)		The Council's Disciplinary Policy contains examples of gross misconduct which may cover this action, but requires improvement to ensure that a specific reference is included in the policy as regards safeguarding concerns.
5.	Partners, Volunteers and commissioned Services				
5.1	There is a process of engagement, where appropriate, with partners on safeguarding issues to ensure common		Corporate Safeguarding Board	January 2019	DLSO group to identify and agree the process and to also identify the key partners this action refers to.

	agreements, mutual learning and development of good practice				
5.2	The council has written minimum standards for safeguarding for working with partners, volunteers and contractors		Strategy and Development Manager Commissioning and Procurement Services	March 2019	
5.3	The council requires safe recruitment practices by partners, volunteers and contractors who provide services commissioned and/or used by the council		Strategy and Development Manager Commissioning and Procurement Services	March 2019	
5.4	The council requires relevant staff in partner organisations who are commissioned to work for the council in delivering services to children, young people and adults to undertake safeguarding training		Strategy and Development Manager Commissioning and Procurement Services	March 2019	
6.	Systems				
6.1	There is an integrated council wide system to record and monitor compliance levels on Disclosure and Barring Service checks		Operational Manager (HR People Partner)	On-going	Digigov and supporting HR systems in place to gather this data
6.2	The council can identify, track and monitor compliance with attendance safeguarding training in all council	1.2 Finalise the corporate safeguarding	Operational Manager Improvement and Information	On-going	Data to be gathered ¼erly and fed back to the CSB

	departments, elected members, schools, governors and volunteers	performance monitoring framework			
7.	Scrutiny and assurance				
7.1	<p>The council regularly reports safeguarding issues and assurances to Scrutiny Committee(s) against a balanced and council wide set of performance information. This covers:</p> <ul style="list-style-type: none"> • benchmarking and comparisons with others • conclusions of internal and external audit/inspection reviews • relevant service based performance data • key personnel data such as safeguarding training, and DBS recruitment checks • the performance of contractors, partners, volunteers and commissioned services on compliance with council safeguarding responsibilities 	3.2 Collect data to report against the new corporate safeguarding indicators.	Operational Manager Improvement and Information	On-going	
7.2	Risks associated with safeguarding are considered at both a corporate and service level in developing and agreeing		Director Social Services OM Safeguarding	On-going	Agreed at CSB October 2018 that Safeguarding Risk Register is adopted across all Directorates.

	risk management plans across the council. The Corporate Safeguarding Board establishes and maintains a safeguarding risk register that brings together the safeguarding risks from individual service delivery plans, projects and directorate risk registers				
7.3	A rolling programme of internal audit systems testing and compliance reviews are undertaken on the councils safeguarding practices	<p>3.1 Roll out of the Directorates' Safeguarding Information Return.</p> <p>3.3. Agree corporate safeguarding audit programme.</p> <p>3.4 Audit compliance with the new Directorates' Safeguarding Information Return.</p>	<p>Operational Manager Improvement and Information</p> <p>Principal Auditor</p> <p>Principal Auditor</p>	January 2019	In accordance with the Internal Audit Plan, an audit of the corporate safeguarding arrangements is being undertaken with the fieldwork commencing in October 2018.

CORPORATE SAFEGUARDING BOARD - TERMS OF REFERENCE JULY 2018

OVERALL PURPOSE

The Corporate Safeguarding Board (CSB) will:

1. Ensure the compliance of all Council Directorates with key safeguarding requirements in relation to children and adults.
2. Ensure that all directorates within the council are aware of their contribution to keeping children, young people and adults at risk safe and free from harm or abuse.
3. Agree, implement and review clear actions for the group within a ratified annual action plan.
4. Support the Statutory Director of Social Services in the discharge of his/her wider safeguarding duties.
5. Review and develop relevant corporate safeguarding standards and policy.
6. Support HR in the delivery of a robust Safer Recruitment process to include key vetting and barring requirements and workforce development.
7. Provide an Annual Corporate Safeguarding Report, setting out the performance of all Directorates, in relation to vetting and barring, staff safeguarding training, and the operation of front-line services in terms of their effectiveness in identifying and referring safeguarding concerns.
8. To identify clear areas of safeguarding risk, and agree how the risks will be managed within the authority and by whom.
9. Review and develop appropriate corporate safeguarding performance measures.
10. Ensure that Safeguarding training is promoted and mandated across all Directorates within the authority.
11. Advise the Head of the Paid Service and recommend relevant action in relation to corporate safeguarding standards and policy.
12. Promote effective cross Directorate safeguarding practice particularly in terms of information sharing and data collection, front-line operational awareness, staff training and wider partnership engagement. Receive and consider recommendations and learning from Child / Adult Practice / Domestic Homicide Reviews.

MEMBERSHIP

Members will include the Director of Social Services; the Monitoring Officer, or senior nominee; the Operational Manager for Safeguarding and Independent Review; a relevant Operational Manager for each Directorate; Operational Manager for Improvement and Information who will also represent the SIRO; a lead officer from ICT; a Senior Auditor.

CHAIRING

The Board will be chaired by the relevant nominated Cabinet member.

FREQUENCY OF MEETINGS

The Board will meet quarterly.

DRAFT

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE:

15 JANUARY 2019

**CENTRAL SOUTH CONSORTIUM CONTRIBUTION TO RAISING STANDARDS IN
CARDIFF'S SCHOOLS**

Reason for the Report

1. To enable Members to receive a report on the Impact of work in the central South Consortium's business plan on the region and Cardiff County Council, copy attached at **Appendix A**.

Background

2. The Welsh Government 's National model for regional working, published in February 2014 includes a section on Scrutiny and liaison between local authorities and regional consortia, which states:
"Each Local Authority and their respective regional consortium will make arrangements for robust democratic scrutiny of the consortium business plan and activities as it relates to individual local authority area. Each authority's scrutiny committee for education services will also need sufficient information to consider the performance of their schools.
Local authorities undertake to be reasonable in their expectation of consortia staff and resources and ensure that senior leaders are not required to spend a disproportionate amount of their time on reporting and scrutiny work".
3. The Committee agreed that as part of its work programme, that it would undertake the scrutiny of the Consortium to ensure that it provides the support and guidance and challenge needed to enable Cardiff's Schools to improve and improve the outcomes of Cardiff 's Pupils.

Issues

4. Andrew Williams (Acting Assistant Director), Catherine Rowlands Senior Challenge Adviser and Louise Blatchford (Business and Operations) from the Central South Education Consortium will be in attendance and has provided a briefing on the Central South Consortiums contribution to raising standards in Cardiff Schools, copy attached at **Appendix A**.

The briefing over the following elements:

- a. Background.
- b. Central South Consortium Business Plans.
- c. Performance in Cardiff's Schools
- d. The Challenge and support provided by the Consortium on behalf of Cardiff Council
- e. Additional Support requested by Cardiff
- f. Headline results across the region 2017/18;

Scope of Scrutiny

5. This report will provide the Committee with an opportunity to gain an understanding and test that the operation of the Consortium in its support to Cardiff schools together with the Council to, improve learner's outcomes, deliver high quality teaching and learning and support and empower school leaders.

Way Forward

6. At the meeting. Andrew Williams, supported by Kate Rowland, and Louise Blatchford will be in attendance to present the briefing.
7. At the meeting Councillor Julia Magill (Deputy Leader and Cabinet Member for Education, Employment and Skills) and Nick Batchelar (Director of Education and

Lifelong Learning) will be in attendance to answer any questions Members may wish to ask.

8. Members may wish to note the information contained in the report and determine whether there are any issues or comments which they would like to pass on to the Interim Managing Director of the Consortium, Cabinet Member or Director of Education and Lifelong Learning.

Legal Implications

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

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

Cabinet/Council will set out any financial implications arising from those recommendations.

Recommendations

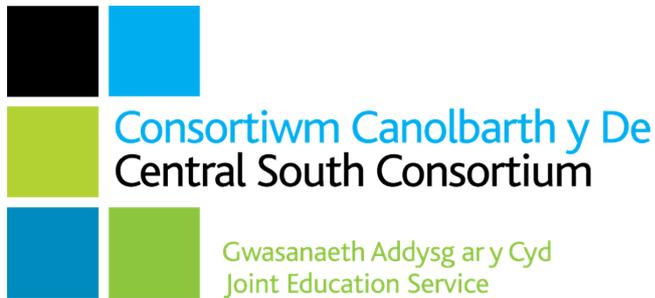
The Committee is recommended to:

- I. consider the information provided in the report, appendix and presentation;
- II. consider whether they have any observations, comments or recommendations they wish to make; and
- III. consider a way forward with regard to any future scrutiny of the issues raised.

Davina Fiore

Director of Governance and Legal Services

3 January 2019



Title: *Impact of work in the Central South Consortium's business plan on the region and Cardiff County Council*

Date Written: *Friday 12th December 2018*

Authors: *Andrew Williams (Acting Assistant Director), Catherine Rowlands Senior Challenge Adviser (Primary Schools) and Geraint Lewis, Senior Challenge Adviser (Secondary Schools) Central South Consortium*

Background

1. Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 391 schools, 30% of Wales' children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with just under 1 in 5 children claiming free school meals.
2. The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets regularly and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.
3. Scrutiny Committees in each of the five authorities invite the Senior Challenge Adviser for the authority to report on the performance of the schools in their authority and the contribution of the consortium at any stage during the year. An annual report from the consortium relating to progress in the previous academic year and priorities for the year ahead is also provided.

Central South Consortium Business Plans

4. The consortium business plan for April 2017 to March 2018 can be found [here](#)

It has five priorities:

- Improving outcomes for vulnerable learners through partnership working.
- Developing school-to-school working to deliver curriculum reform.
- Developing leadership, governance and workforce reform.
- Rapid and sustainable intervention.
- Developing effectiveness and efficiency in Central South Consortium.

Local Authority performance

5. The tables below show outcomes against targets and previous outcomes for Cardiff. Targets met or exceeded are highlighted in green. Outcomes that have improved from the previous academic year are highlighted in yellow. However, it should be noted that Welsh Government have introduced key changes to the key stage 4 performance measures in 2016-2017 which affects any possible comparisons that may be made against previous data.

Annex B details the changes to KS4 performance measures going forward. Therefore, caution should be used with comparing 2017-2018 outcomes with previous years.

- Teacher Assessment can be used for information purposes only e.g. to develop school improvement policies etc., but not for school accountability purposes below national level. All Wales Core Data Sets (Performance) will no longer be provided by WG for foundation phase, Key Stage 2 and Key Stage 3. There will be no change to the collection process and schools still have to report data to Welsh Government. Data will be shared with Local Authorities and Consortia who have systems in place to analyse data, but comparison with other LAs / Consortia will not be possible.

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
Foundation Phase - FPOI	86.01%	88.93%	87.56%	88.47%	86.86%	85.17%	82.05%
Key Stage 2 - CSI	89.74%	89.58%	88.51%	89.38%	90.41%	90.24%	89.72%
Key Stage 3 - CSI	87.89%	86.59%	92.17%	86.19%	89.22%	87.32%	90.63%
Level 2 Threshold including English/Welsh and Mathematics	65.73%	62.53%	68.63%	58.45%	70.23%	60.39%	67.51%
Level 1 Threshold	96.45%	94.36%	97.00%	93.21%	97.40%	94.24%	97.59%

Performance in English, Welsh First Language and Mathematics at the Expected Level

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
FPOI - LCE	88.53%	89.56%	89.09%	89.13%	-	86.10%	-
FPOI - LCW	93.70%	93.13%	93.69%	92.12%	-	90.99%	-
FPOI - Mathematical Development	91.20%	91.31%	90.08%	91.18%	-	88.39%	-
KS2 - English	90.90%	91.03%	90.86%	90.76%	91.14%	91.24%	91.17%
KS2 - Cymraeg	96.31%	96.13%	95.04%	92.76%	95.64%	93.87%	95.69%
KS2 - Mathematics	91.49%	91.39%	90.24%	91.60%	90.36%	92.70%	90.62%
KS3 - English	90.33%	90.51%	93.88%	90.76%	91.92%	91.47%	94.02%
KS3 - Cymraeg	93.11%	93.11%	95.47%	95.37%	95.05%	94.62%	93.08%
KS3 - Mathematics	91.86%	90.79%	93.84%	89.27%	92.19%	90.60%	94.22%
KS4 Level 2 English	73.39%	73.18%	74.85%	66.22%	-	67.67%	-
KS4 Level 2 Cymraeg	81.37%	79.78%	76.62%	83.29%	-	86.73%	-
KS4 Level 2 Mathematics	69.82%	67.33%	73.17%	65.46%	-	67.36%	-

Performance in English, Welsh First Language and Mathematics at the Expected Level +1

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
FPOI - LCE	35.24%	36.46%	37.60%	39.77%	-	34.79%	-
FPOI - LCW	39.49%	38.63%	44.59%	40.29%	-	37.71%	-
FPOI - Mathematical Development	35.97%	37.03%	38.10%	41.44%	-	36.18%	-
KS2 - English	42.56%	44.75%	46.82%	46.99%	47.55%	48.93%	48.09%
KS2 - Cymraeg	46.80%	47.58%	52.30%	48.41%	50.52%	44.48%	53.27%
KS2 - Mathematics	42.07%	45.29%	47.40%	49.93%	47.29%	51.12%	47.87%
KS3 - English	61.15%	63.07%	74.76%	62.19%	69.52%	65.53%	73.01%
KS3 - Cymraeg	70.55%	63.42%	69.83%	66.08%	76.77%	70.32%	64.97%
KS3 - Mathematics	69.56%	65.57%	78.03%	66.84%	71.56%	66.79%	76.07%

Performance in English, Welsh First Language and Mathematics at the Expected Level +2

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
KS3 - English	20.46%	21.17%	29.27%	23.67%	31.75%	28.56%	32.42%
KS3 - Cymraeg	19.24%	20.67%	20.91%	23.57%	26.45%	24.95%	15.89%
KS3 - Mathematics	28.12%	32.63%	33.88%	33.04%	33.57%	36.26%	35.71%

The poverty-related attainment gap

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
FSM Gap FP FPOI	-9.4pp	-11.6pp	-10.7pp	-13.8pp	-10.8pp	-14.2pp	-14.6pp
FSM Gap KS2 CSI	-11.8pp	-13.6pp	-10.8pp	-13.0pp	-8.9pp	-9.6pp	-10.3pp
FSM Gap KS3 CSI	-16.8pp	-20.1pp	-9.5pp	-22.7pp	-13.7pp	-20.7pp	-4.6pp
FSM Gap KS4 L2 inc EWM	-27.7pp	-29.8pp	-28.7pp	-32.8pp	-31.8pp	-30.5pp	-30.9pp
FSM Gap KS4 L1 Threshold	-8.6pp	-10.3pp	-6.5pp	-9.5pp	-6.2pp	-6.8pp	-4.6pp

7. The consortium business plan for April 2018 to March 2019 can be found [here](#).

It has four priorities:

- To develop a high-quality education profession.
- To develop inspirational leaders and to facilitate them working collaboratively to raise standards.
- To develop strong and inclusive schools that are committed to excellence and wellbeing.
- To develop robust assessment, evaluation and accountability processes that support a self-improving system

8. The business plan sets out how we aim to deliver these priorities through effective school self-evaluation and improvement planning, underpinned by building capacity in schools to support other schools through the continued development of the 'Central South Wales Challenge'. This is led by schools and has involved the continued development of evidence based strategies (school improvement groups (SIGs), school improvement hubs and peer enquiry models in which schools can be resourced to work together to share practice across the region.
9. 'Drive Teams' made up from senior leaders from across the consortium ensure that the operational plans for each priority are implemented and that impact is measured. Half termly reviews including an impact review with the Managing Director at the end of each term ensures that monitoring is robust. Outcomes of this process are reported to Joint Committee.
10. Categorisation headlines for the region will be presented to the Scrutiny Committee following the national publication on the 31st January. Draft step 2 statements were written in the summer term. Challenge advisers have visited schools to work with Governors and headteachers to complete this year's categorisation.

Performance in The Cardiff Council Schools

11. Headline data is provided below and in Annex A
 - a. Provisional results show that performance in the foundation phase Indicator is 85.2%, which is above the Central South Consortium average of 84.7%. Performance is the same as or higher than the Central South Consortium (CSC) averages in all four areas of learning - Language, literacy and communication in English or Welsh (LCE/LCW), mathematical development (MDT) and personal and social development, well-being and cultural diversity (PSD). The 2017/18 reception cohort were the first children to be formally assessed against the revised statutory foundation phase framework. Comparisons of foundation phase outcomes with previous years should, therefore, be avoided as they are not measured on a comparable basis.
 - b. At key stage 2, in Cardiff, the proportion of pupils aged between 7 and 11 years old, achieving at least the expected level (Level 4 or above) for the Core Subject Indicator has increased by 0.8 percentage points from 89.4% to 90.2% and is above the National average.
 - c. At key stage 3, in Cardiff, the proportion of pupils aged between 11 and 14 years olds achieving at least the expected level (Level 5 or above) for the Core Subject Indicator has increased by 1.1 percentage points from 86.2% to 87.3% and is slightly below the national average.

- d. At key stage 4 the changes to the courses and exam specifications in 2016/17 means the outcomes from this year's GCSEs can only be compared to those last year, particularly in mathematics and Welsh/English. Provisional results show that performance in the Level 2+ (5 GCSEs A*-C, including Mathematics and English or Welsh) and Level 2 thresholds (5 GCSEs A*-C) are higher than 2016-17 and above the national averages. Performance in the Level 1 threshold (5 GCSEs A*-G) is 0.7ppts higher than 2016-17 and above the national averages.

Challenge and support provided by the Consortium on behalf of the Cardiff

12. In 2017-2018 the Cardiff Local Authority contributed £1,435,669 towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for thirteen challenge advisers (7.94 FTE) plus support from Accelerated Progress Leads (0.2 FTE effective from September 2017) and senior Challenge Advisers (2.0 FTE).
13. Nineteen schools were inspected during 2017-2018.
- Of the nineteen schools, eight were asked to write excellent practice case studies. Five schools (Roath Park Primary School, Hawthorn Primary School, Ysgol Gynradd Coed y Gof, Ton yr Ywen and Willows High School) were judged as adequate and in need of improvement and placed in a follow up category (Estyn Review).
 - Of the schools inspected in previous years Baden Powell Primary School, St Fagans Primary School and Ysgol Gyfun Gymraeg Glantaf remained in Estyn follow up. Trelai Primary School, Eastern High School and Woodlands High School were removed from Special Measures. Radyr Comprehensive School, Whitchurch High School and Riverbank Special School were removed from Estyn Review and Glan-Yr-Afon Primary School was removed from LA Monitoring.
 - At the time of writing this report, Pentyrch Primary School had been removed from Special Measures. St Fagans Primary School and Ysgol Gyfun Gymraeg Glantaf had been removed from Estyn Review since September 2018.
14. Elected Members will be aware that we use a categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve. During 2017-2018, the consortium continued to work closely on behalf of the Local Authority to monitor the progress of the schools in need. Of the 127 schools in the Cardiff, 3 schools required red level of support and 11 schools required amber level of support. There were 65 schools requiring green support and 48 requiring yellow support.
15. Challenge advisers continue to have a relevant educational background and level of experience and provide good quality support and challenge to schools. They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed. Challenge advisers have continued to commission bespoke support

and intervention from the wider support teams within the Central South Consortium.

16. Provisional categorisation outcomes for 2018-2019 identify that improvement has been sustained and continues across the authority within both the primary and secondary sector. The final categorisation outcomes will become public on the 31st January and therefore we will be presenting verbally on outcomes at the Scrutiny Committee on the 15th January 2019.

17. Other support provided by the consortium to schools in Cardiff has included:

a. 104 schools, comprising of the primary and secondary sectors within Cardiff have accessed professional development programmes provided by Hub schools across the region.

b. Cardiff schools involved in providing support as part of the Hub programme in 2016-2017 were:

- Professional Learning – Bishop of Llandaff High School, Cardiff High School, Fitzalan High School, Herbert Thompson Primary School, The Hollies, Llanishen Fach Primary School, Mary Immaculate High School, Tongwynlais Primary School, Ysgol Gymraeg Melin Gruffydd.

- Foundation Phase Alliance – Ely and Caerau Children's Centre, Grangetown Nursery, Tremorfa Nursery School

- Welsh 2nd language – Adamsdown Primary School, Cardiff High School,

- Mathematics – Cardiff High School, Coed Glas Primary School,

- Digital Competence – Ysgol Bro Edern, Ysgol Plasmawr

- English – Bishop of Llandaff High School, Cardiff High School, Kitchener Primary School, Stacey Primary School

- Lead Practitioners – Cardiff High (History, RS, Music, PE, D&T, Welsh Baccalaureate), St illtyd's RC High School (Welsh Baccalaureate)

- Science – Cardiff High School, Coed Glas Primary School

- Closing the Gap – Mary Immaculate High School, Windsor Clive Primary School

The following schools were identified as Welsh Government Pioneer Schools:

- Fitzalan High School, The Hollies, Llysfaen Primary School, Mount Stuart Primary School, Rhydypenau Primary School, St Cadoc's Primary School, St Philip Evans Primary School, Whitchurch Primary School, Ysgol Gyfun Gymraeg Bro Edern, Ysgol Gyfun Plasmawr, Cardiff High School, Herbert Thompson Primary School, Llanishen Fach Primary School.

b. Nearly all Cardiff schools have been involved in SIG working, and during 2017-2018 SIGs including Cardiff schools have focused on literacy, numeracy, teaching and pedagogy, pupil voice, leadership, ICT and digital curriculum framework (DCF) assessment, science, wellbeing and closing the gap. 54% of SIGs containing schools from Cardiff are able to show positive, measurable impact on standards from their collaborative work. SIGs are reviewed annually and have to provide a report on their priorities and impact against their priorities twice a year in order to be funded;

- c. Three Cardiff schools have engaged in the peer enquiry programme, which supports headteachers working in triads to review and evaluate focus areas in each school and then providing a detailed report on the strengths and areas for improvement;
- d. The consortium has invested heavily in leadership provision in the 2017-2018 year. For Cardiff schools this has included opportunities to support another school with leadership capacity, leadership of school to school provision and direct leadership programmes. Of these, 6 headteachers have undertaken the New to Headship programme; 4 headteachers have completed the Experienced Headship pilot programme; 2 headteachers have completed the Executive Headteacher programme; 5 senior leaders have completed the Aspiring Headteacher pilot programme; 8 deputy headteachers have completed the Improved Leadership Skills for Deputy Headteachers programme and there were 16 successful NPQH candidates.
- e. Support for schools is prioritised following a strategic analysis of regional needs. This is reviewed on a termly basis as information and priorities emerge. Schools receive intensive support for core subjects as agreed with the school's challenge adviser and progress is fed back to school through a strategic evaluation for improvement statement and to the local authority director in the termly performance report. Foundation subject qualifications are supported through Lead Practitioner networks, which provide opportunities for schools to collaborate on joint practice development and share effective strategies and resources. Hub school programmes are aligned to support regional needs and the consortium brokers professional learning opportunities for schools requiring improvement across the regional professional learning offer. Intensive school-to-school support is facilitated through requests for additional capacity funding from Hub schools and lead practitioners to support targeted improvement activities in more vulnerable schools.
- f. All red and amber support schools have a bespoke package of support which is recorded within a support plan. Key improvement objectives are identified and regular school improvement forums held to judge the impact of the support in enabling the school to meet its objectives. A judgement is made on the extent of the progress the schools have made in meeting each objective. This information is provided to directors in termly progress reports.
- g. Each term CSC prepares a detailed report for directors and then meets with them to discuss the aspects of the report that they select. The report contains a detailed breakdown of the support provided within the previous term.

18. The consortium continues to take a lead role in the development of the Curriculum for Wales; working with Pioneer schools, Welsh Government and in partnership with the other regional consortia across Wales. The work has included:

- a. Supporting the regional Pioneer network to share approaches through regular meetings and events to facilitate broader knowledge of the reform programme
- b. Visiting all Pioneer schools to monitor compliance with their core brief and overall value for money against the grant
- c. Facilitating regional dissemination from Pioneer school practitioners to all partner (non-pioneer) schools, 'Creating the climate for change'
- d. Funding release time for Curriculum for Wales leads in all partner schools to engage
- e. Supporting innovation in networks of schools to work collaboratively in support of curriculum reform. Over 150 schools have benefited from additional bespoke project funding
- f. Providing and collating key information and resources for all schools to begin to consider the implications of reform
- g. Supporting the identification and appointment of additional contributing schools to support the development of AoLE frameworks
- h. Integrating Curriculum for Wales priorities into nearly all Hub programmes
- i. Prioritising the development of digital learning and the integration of the DCF across the curriculum through Curriculum Hub programmes, Lead practitioner sessions, network meetings and teach meets
- j. Coordinating the work of the Professional Learning Pioneers to undertake professional inquiry to test the emerging AoLE frameworks in association with HEI partners
- k. Designing an online readiness tool which supports school self-evaluation of actions and activities to support reform
- l. Analysing regional support priorities emerging from the completion of the readiness tool
- m. Supporting challenge adviser understanding of reform through routine updates and providing a summary of key features of 'readiness' to support their school visits
- n. Refining the professional learning offer to support all schools' readiness
- o. Facilitated 'change management' masterclass sessions for headteachers. 150 senior leaders across the region have benefited from professional input from Agile Change Management Ltd.
- p. Sharing a series of training presentations for use within all schools to disseminate key messages to all staff and providing bespoke support for school Curriculum for Wales leads
- q. Sharing a 'menu of support' to raise awareness of professional learning opportunities for practitioners across the region
- r. Facilitating opportunities for key message updates to headteachers at regional briefing sessions
- s. Supporting middle leader engagement in curriculum reform through termly subject level network meetings
- t. Producing a summary to update school governing bodies, including an overview of suggested questions for governors
- u. Supporting a cross-regional working group to shape consistent priorities across Wales aligning to the National Approach for Professional Learning

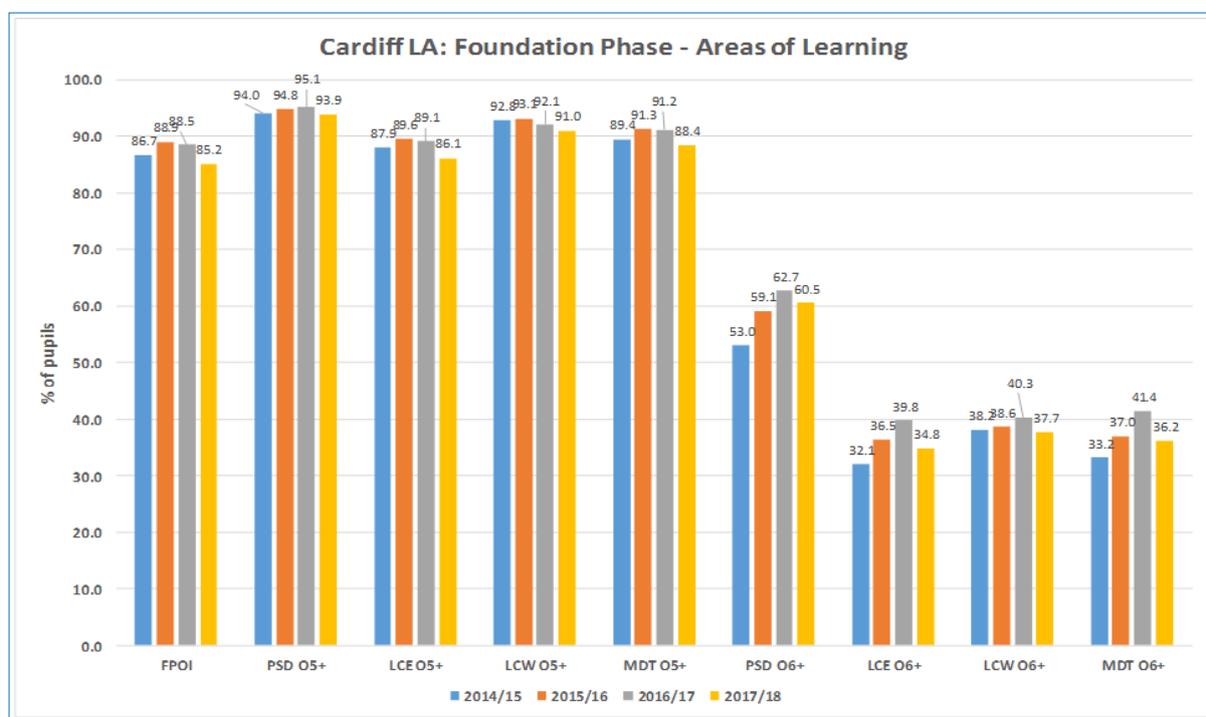
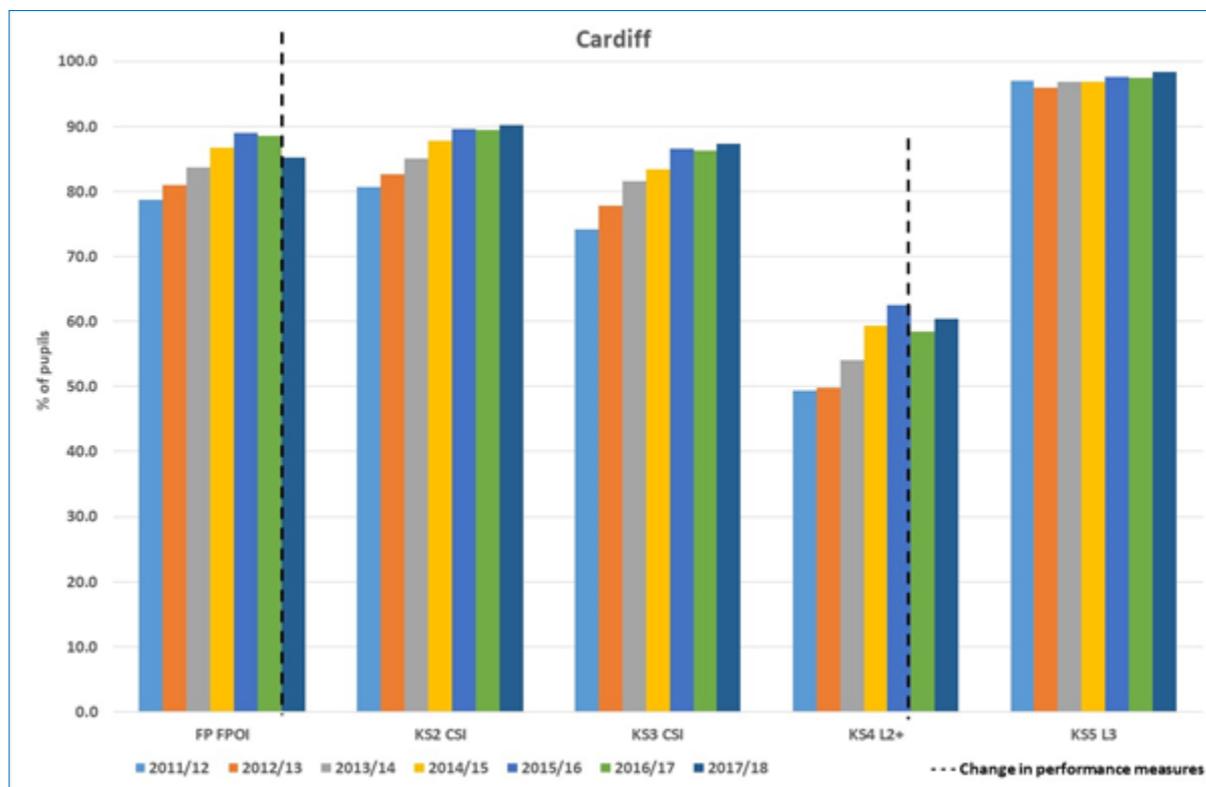
Additional support requested through the Local Authority Annex

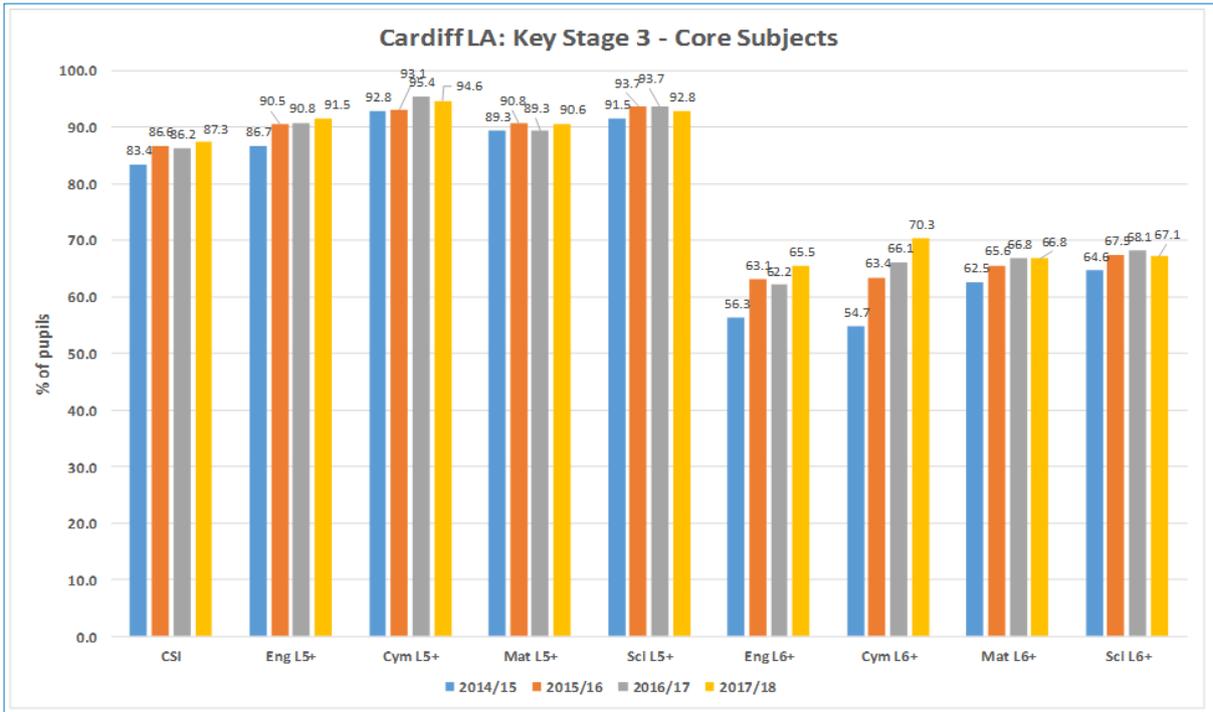
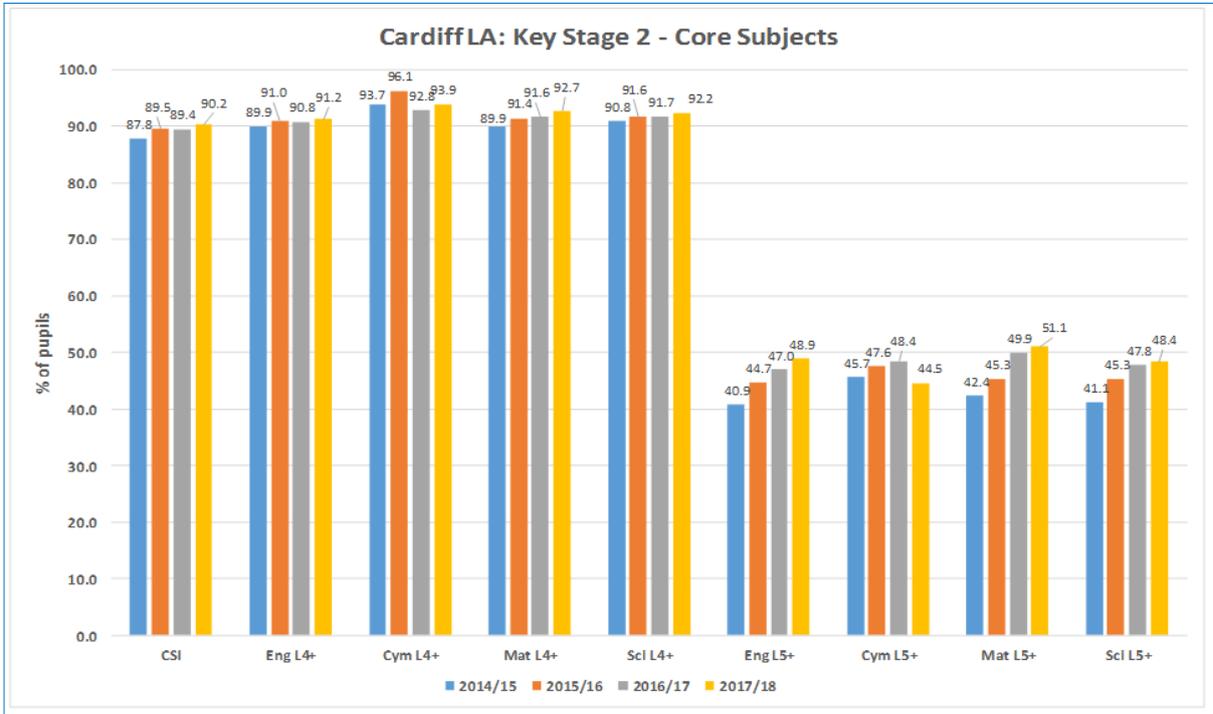
19. In 2017-2018, additional funding was provided to support Cardiff specific priorities via the Local Authority Annex 2016-2017:

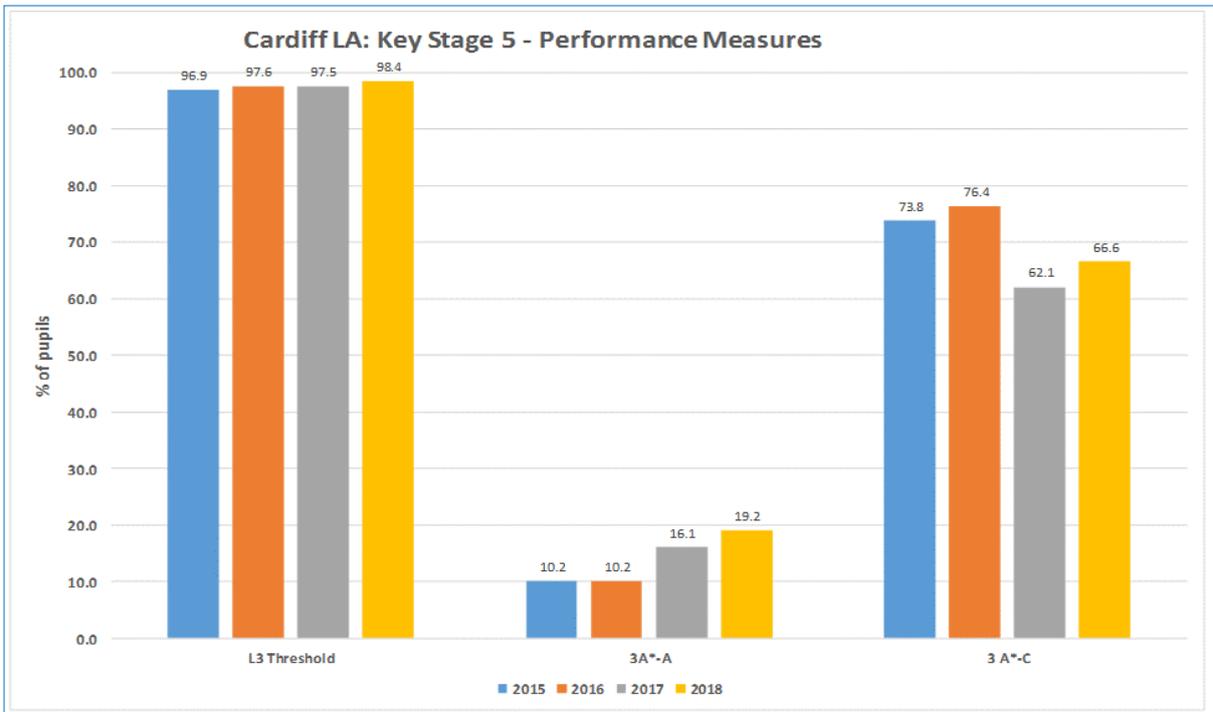
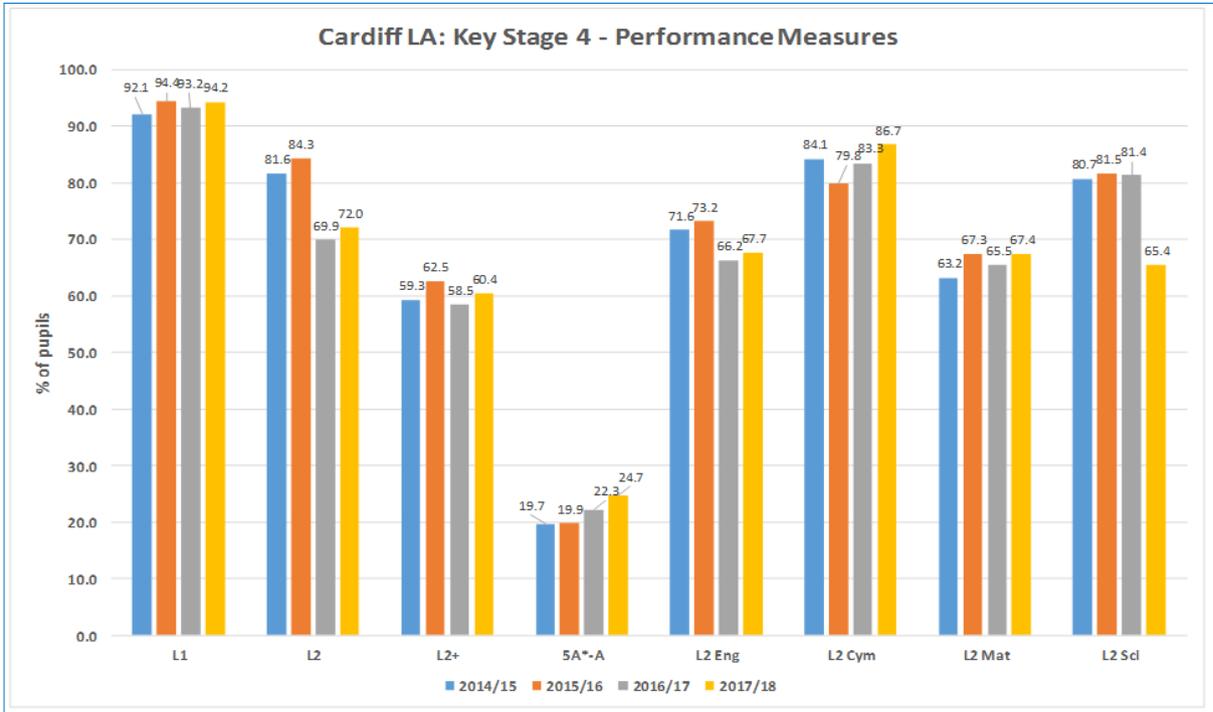
- Secure funding to pilot Capita Analytics to ensure improved targeting of resources for young people at risk of not making a successful transition at Post-16 into further education, training or employment.
- Improved quality and range of support and challenge available to enable improved quality of governance, particularly in relation to holding schools to account for improved outcomes for children and young people.
- Action research with schools, facilitated by Cardiff University, into the use of data in identifying multiple factors and influence on outcomes for young people and interventions that have greatest impact: University of Cardiff, CSC, Cardiff LA

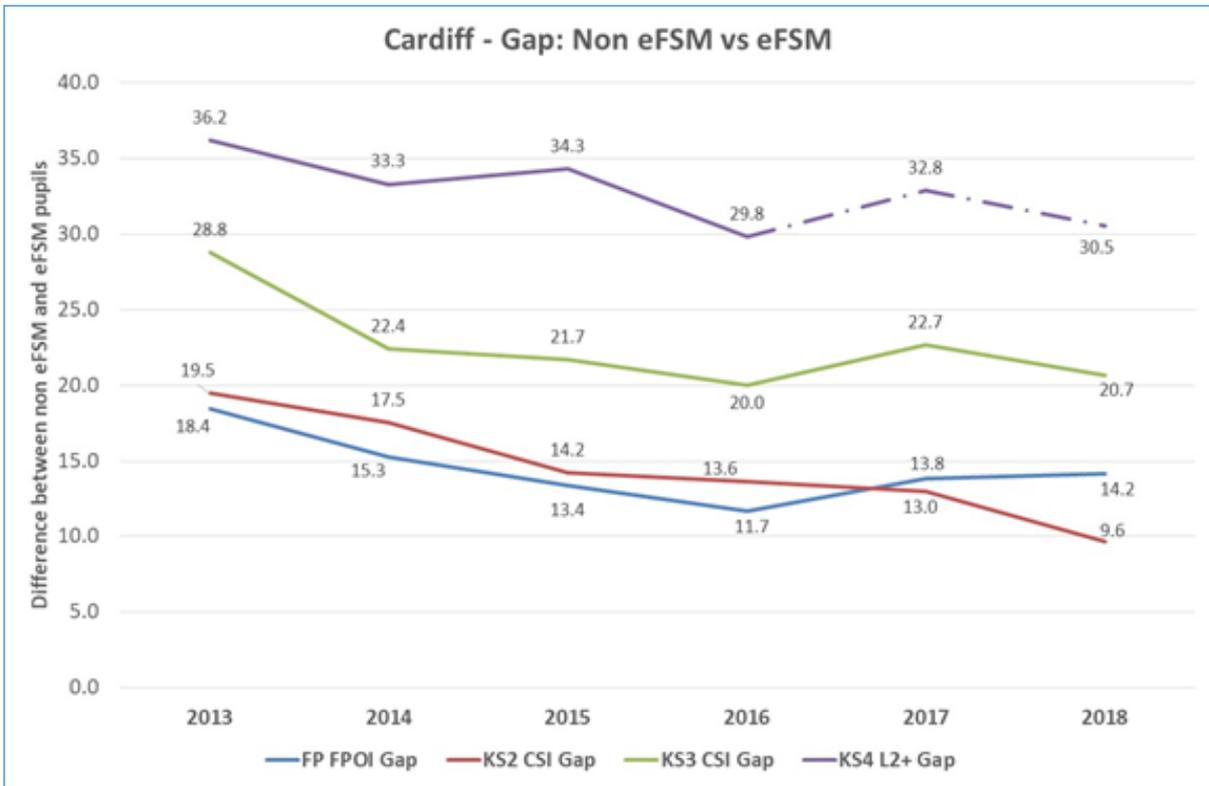
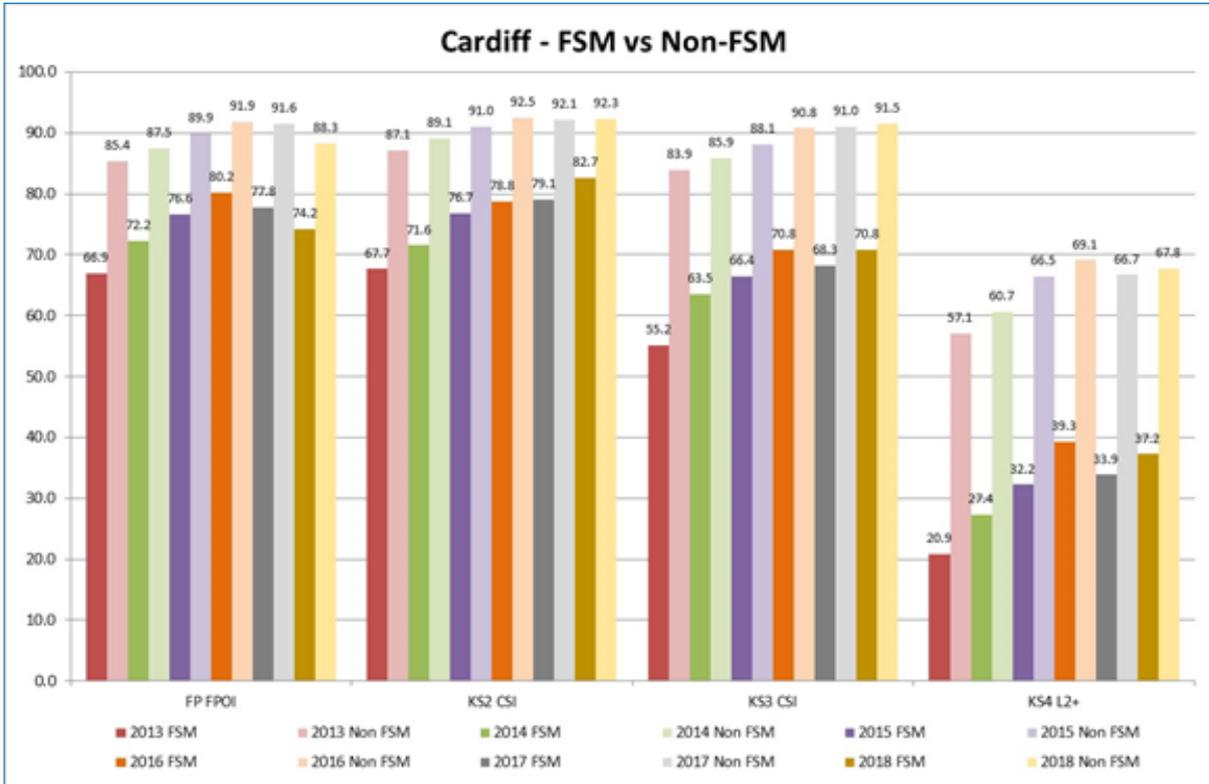
Annex A: Headline results across the Cardiff LA 2017-2018

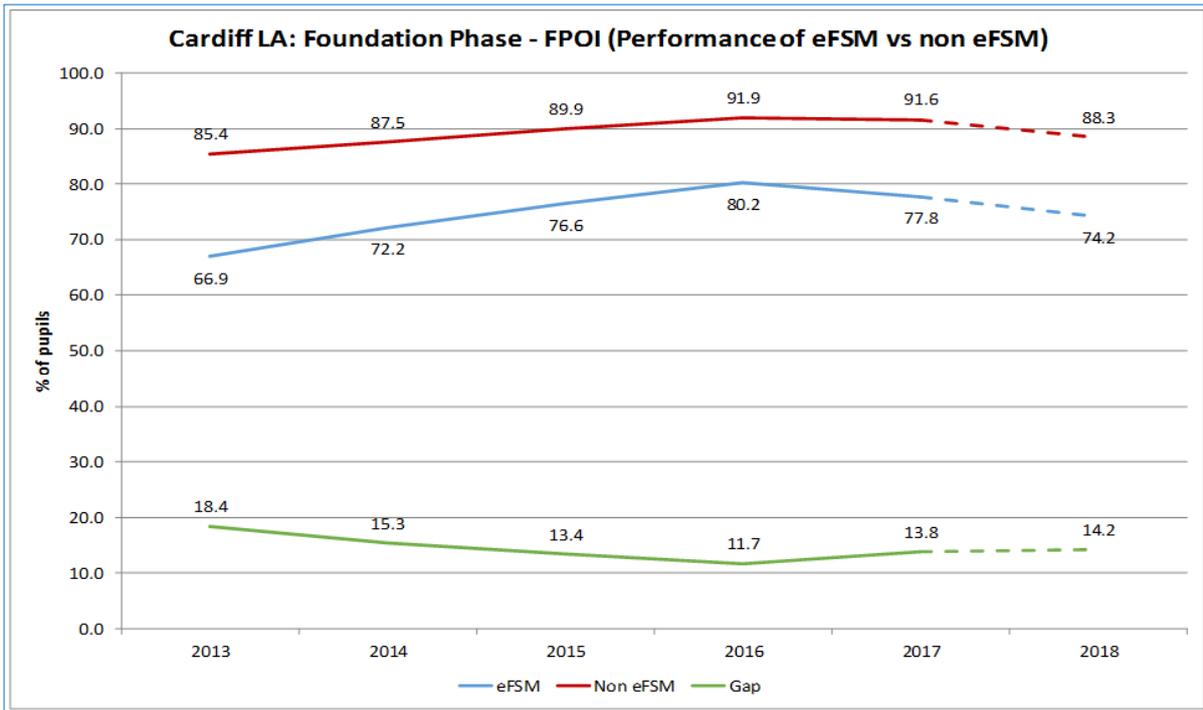
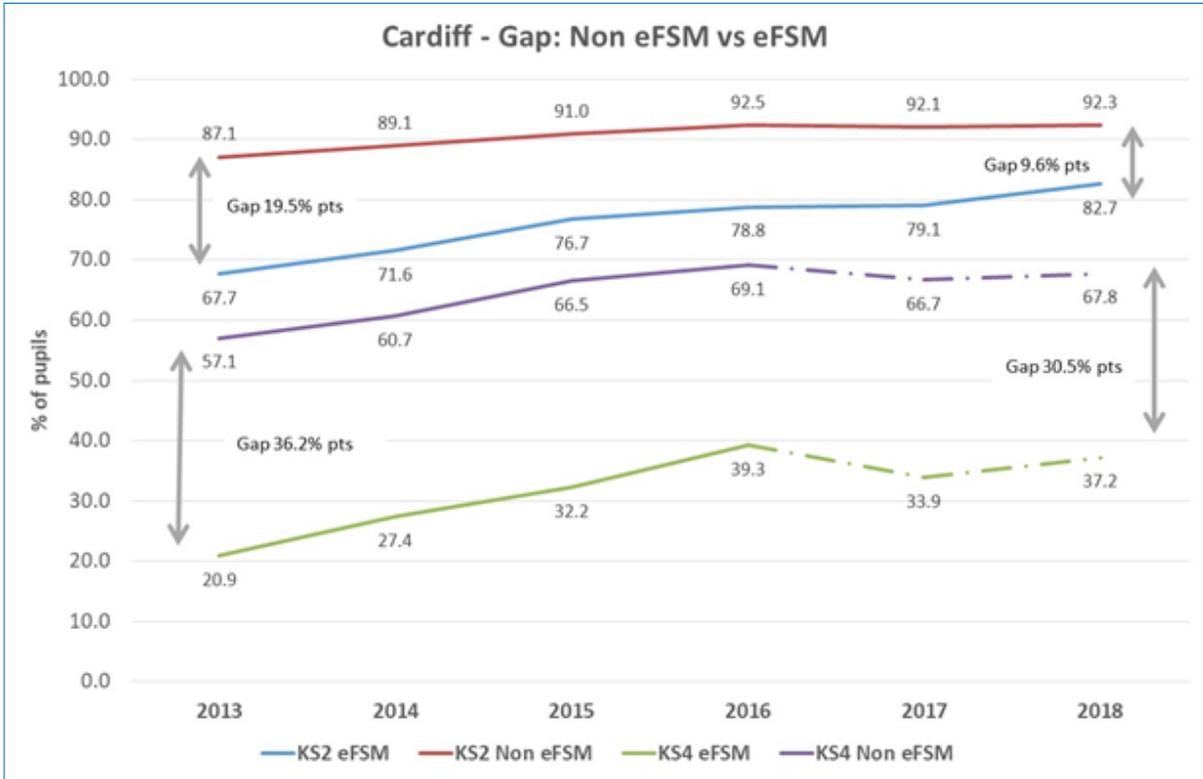
Outcomes in foundation phase reflect the changes to the FP framework which inhibit direct comparisons with previous years. Outcomes in the all other key stages have risen across the local authority. The change in performance measures at Key Stage 4 in 2016-17 make direct comparisons to previous years' data problematic.

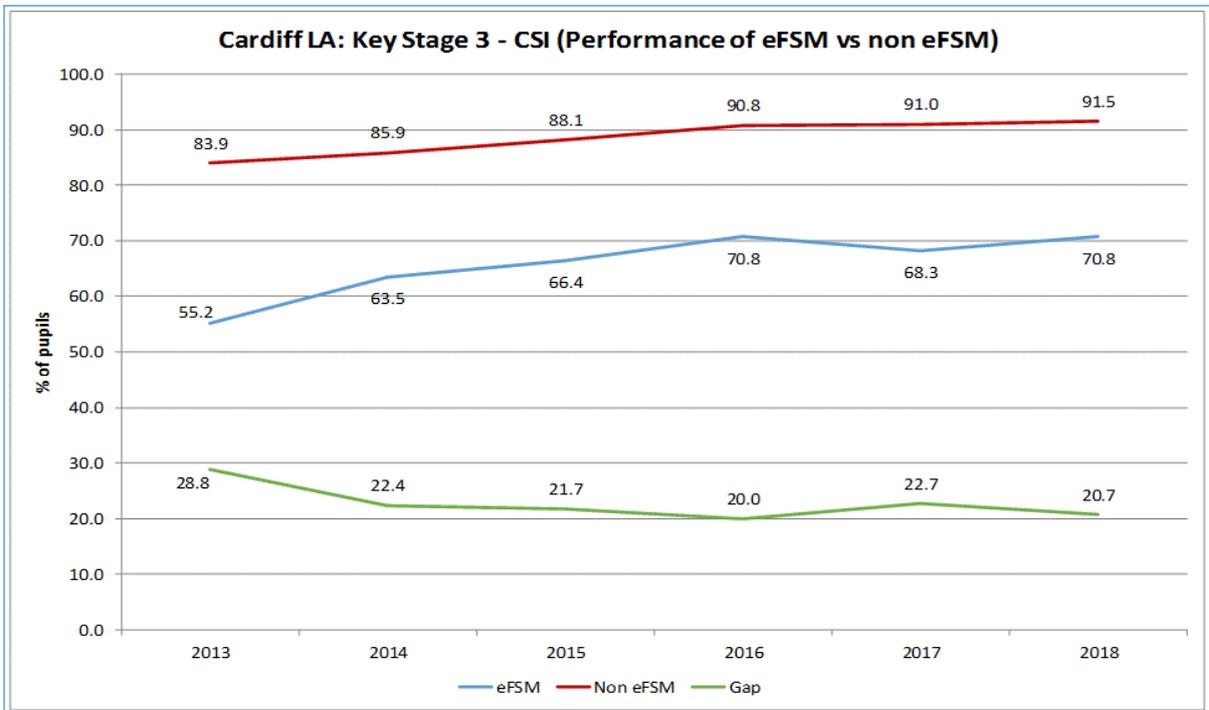
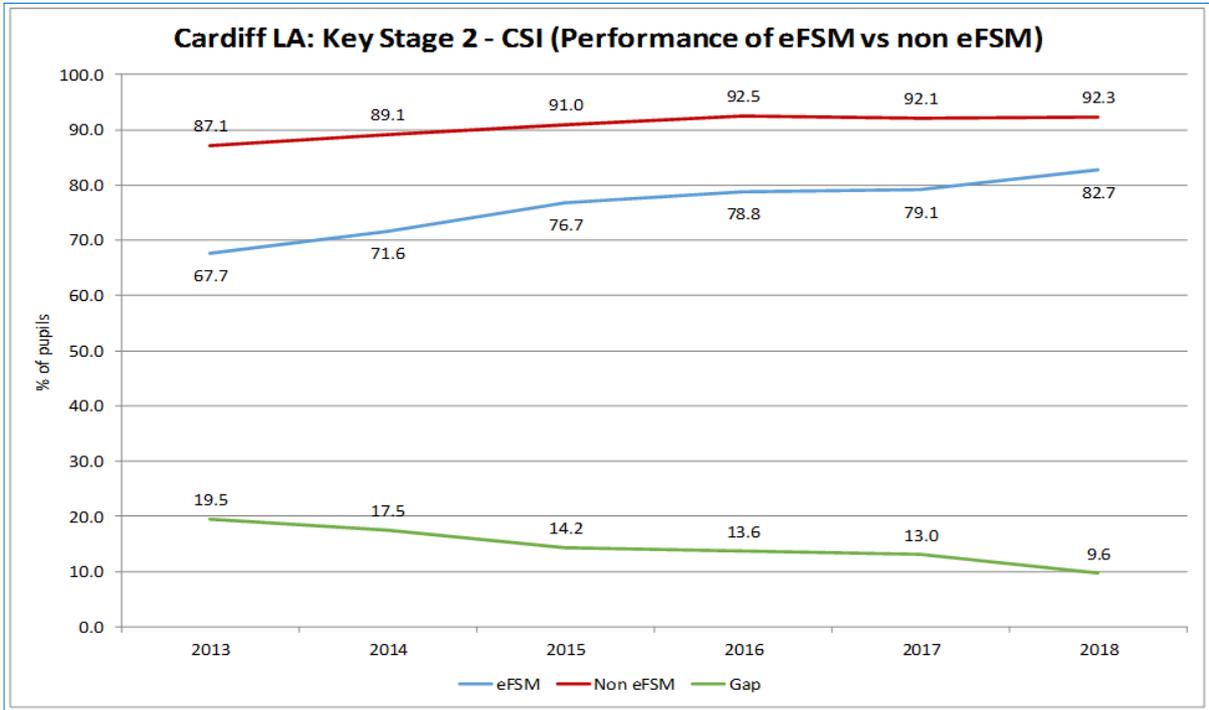


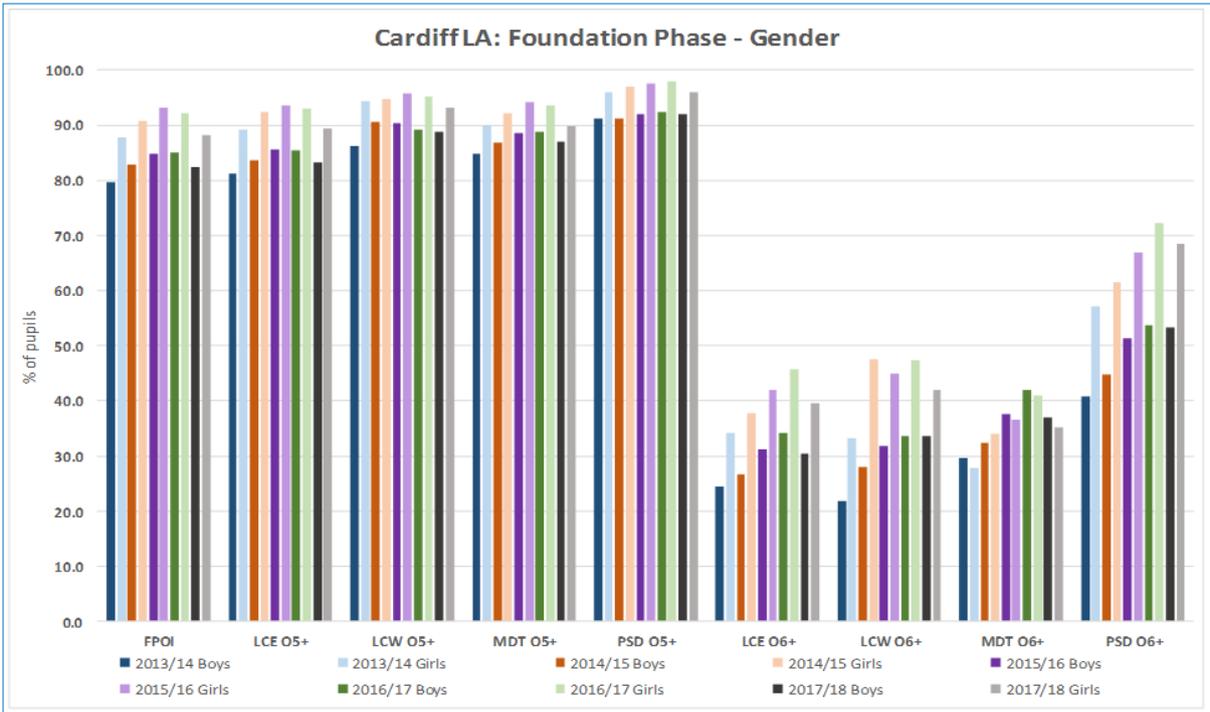
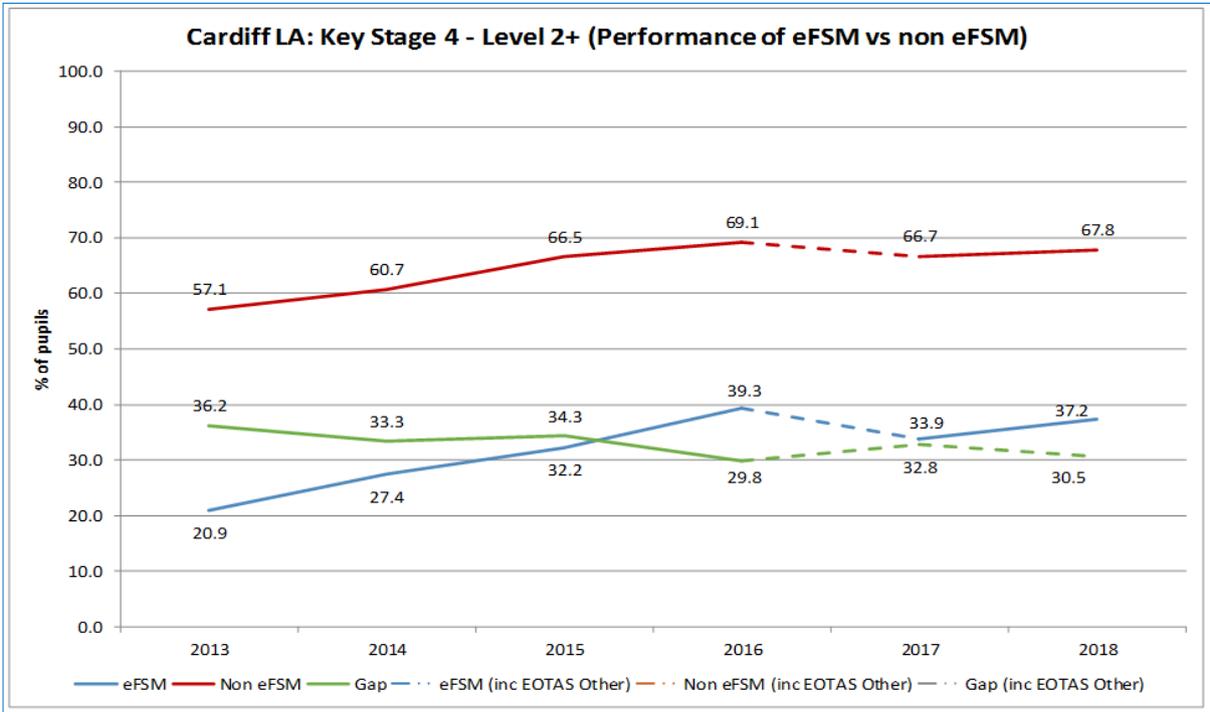


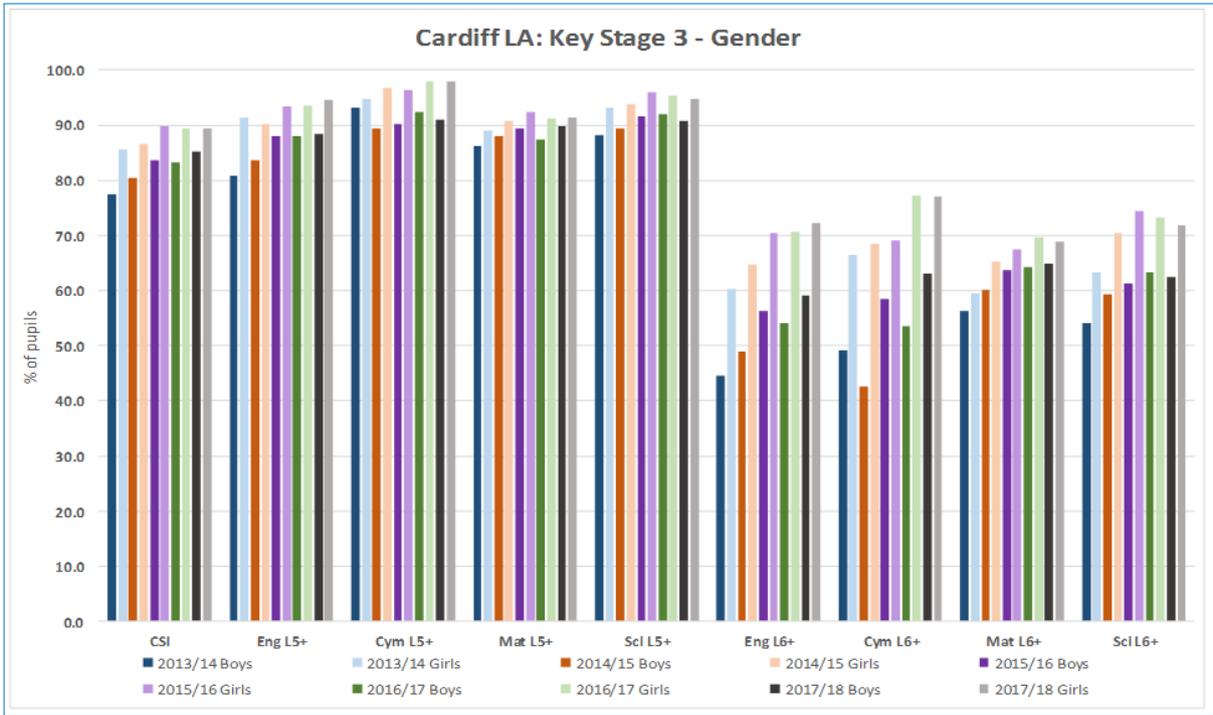
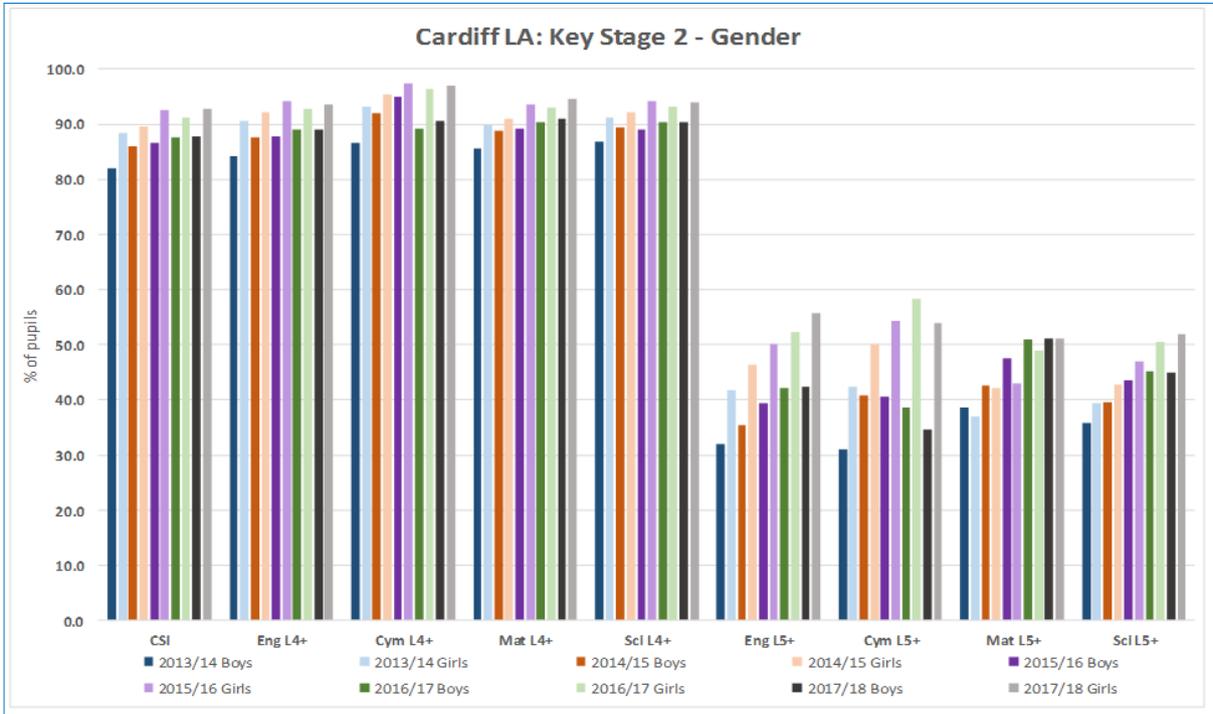


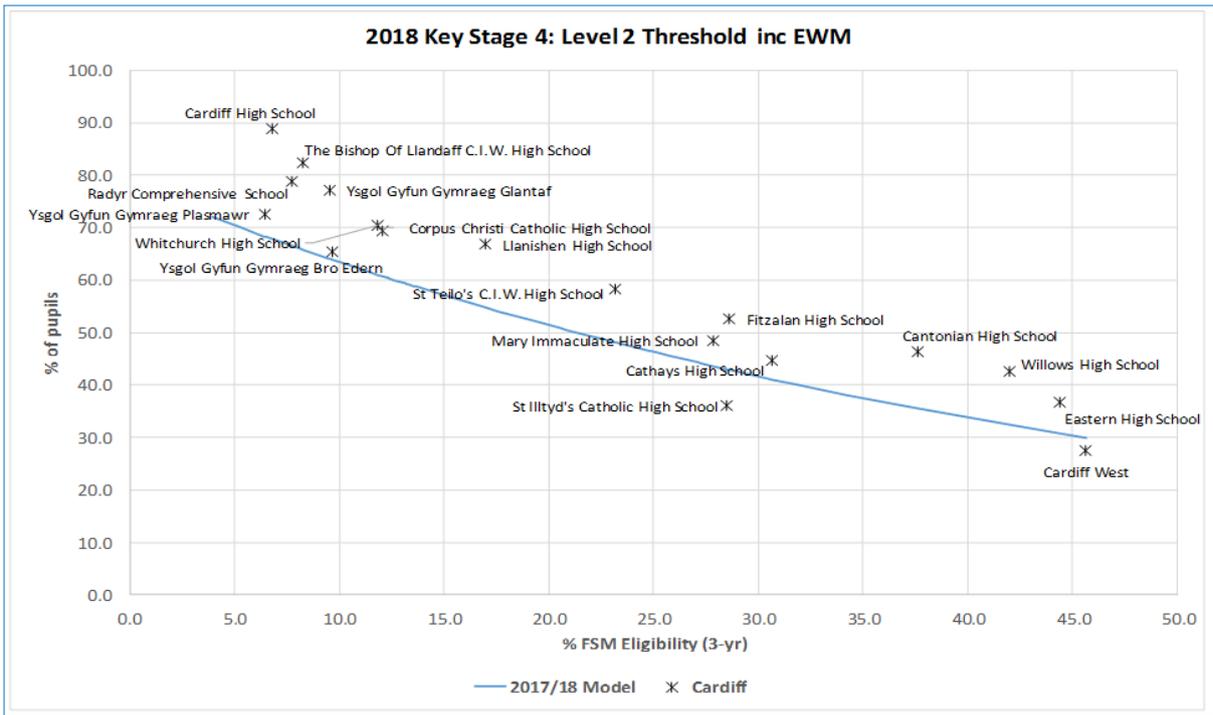
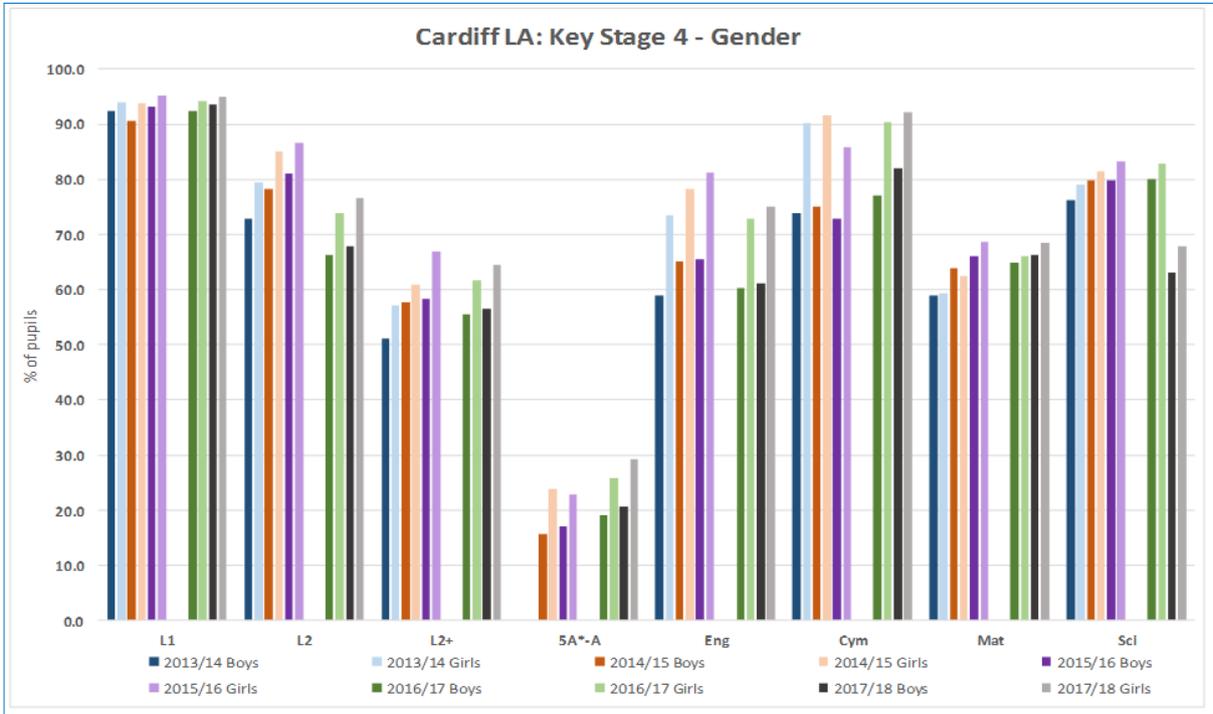












Annex B: Changes to KS4 Performance Measures

Tudalen 134



Summer 2017

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best)



Summer 2018

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others) (*)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best) (*)
- Skills Challenge Certificate (Foundation and National)
- Welsh Baccalaureate Measures (Foundation and National)



Summer 2019 onwards

- Average Points Literacy (Best of Literature or Language (En or Cy))
- Average Points Numeracy (Best of Maths or Maths-Num)
- Average Points Science (Best) (*)
- Revised Average Capped 9 Points Score (3 + 6 others)
- Skills Challenge Certificate (Foundation and National)

Only the results of the first awarding of a complete qualification will count towards performance measures.

(*) – 'GCSE only' requirements for science indicators and components of the Capped 9 points score

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

15 January 2019

**THE PERFORMANCE OF CARDIFF SCHOOLS 2017 / 18 – 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 in 2017 / 18” due to be considered by Cabinet on 24 January 2019 (copy attached as **Appendix A**).
2. The publication of the Schools Annual Report is considered best practice and is produced to help inform the public, 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 2018 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 including the school’s annual report in January.

Issues

4. The Director of Education and Lifelong Learning has provided a summary of performance at the beginning of the Cabinet report. This includes an overview

of the performance data, identified areas of overall strength, as well as aspects of performance which need further attention.

5. The report provides a summary of headline results at all Key stages of learning (paragraphs 13 – 20) as well as a summary of headline measures for the quality of education provision and capacity for improvement (paragraphs 21 – 32). The report also highlights the reducing variation in standards achieved by schools with comparable pupil population (Paragraph 33 - 37)
6. The report also provides an analysis around the Transition to Employment, Education and Training (EET) and Education other than at School (EOTAS) (paragraph 38 – 42). The report also provides further analysis across key groups of children and young people (paragraph 43 – 54).
7. Finally the report identifies the next steps to be undertaken as it is clear that there is still some way to go to realise the vision of Cardiff 2020, most notably with regard to significant minorities of learners whose access to full participation in education is constrained (paragraph 55 – 60).
8. The report also includes a number of appendices which provide a more detailed analysis, including:
 - Appendix 1 Explanation of Frequently Used Terms
 - Appendix 2 Performance in the Foundation Phase
 - Appendix 3 Performance at Key Stage 2
 - Appendix 4 Performance at Key Stage 3
 - Appendix 5 Performance at Key Stage 4
 - Appendix 6 Performance at Key Stage 5
 - Appendix 7 Attendance at school
 - Appendix 8 Exclusions
 - Appendix 9 Not in Education, Employment or Training (NEET)
 - Appendix 10 Outcomes of Inspections

9. The report of the Director of Education and Lifelong Learning recommends to the Cabinet that :

- Cabinet is recommended to note the performance of Cardiff schools in the academic year 2017/2018.

Scope of Scrutiny

10. This report will provide the Committee with an opportunity to review the Draft Cabinet report “Performance of Cardiff Schools in 2017/18” 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:

- Consider and review the contents of the draft cabinet report.
- Pass on any observations, comments or recommendations to the Cabinet Member for Education, Employment and Skills prior to the consideration of the Draft report by Cabinet.

Way Forward

11. The purpose of this report is to provide Members with a copy of The Performance of Cardiff Schools in 2017/18 (copy attached at **Appendix A**). Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education, Employment and Skills) may wish to make a statement. Nick Batchelar (Director of Education and Lifelong Learning) and Jacqueline Turner (Assistant Director of Education) will make a presentation, and are available to answer any questions Members may have.

12. Members may wish to review the information contained in the Draft Cabinet report The Performance of Cardiff Schools in 2017/18 report (**Appendix A**) and in the officers’ presentations and answers to Members’ questions, and to

consider highlighting any issues for further investigation or more detailed monitoring over the next year.

Legal Implications

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 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

14. 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 2017/18 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 24 January; and
- Identify any issues for further consideration or investigation as part of the Committee's work programme.

Davina Fiore

Director of Governance and Legal Services

8 January 2019

Mae'r dudalen hon yn wag yn fwriadol

CITY OF CARDIFF COUNCIL CYNGOR DINAS CAERDYDD

CABINET MEETING: 24th January 2019

The Performance of Cardiff's Schools in 2017/18

REPORT OF Director of Education & LLL AGENDA ITEM:

PORTFOLIO: EDUCATION AND SKILLS (COUNCILLOR SARAH MERRY)

Purpose of the Report

1. To update Cabinet on the performance of Cardiff schools in 2017/18.

Background

2. Building on previous improvement actions, the current strategy for education and learning in Cardiff was launched in June 2016. *Cardiff 2020* sets out a vision delivered through five key goals for 2016-2020.

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

3. The five key goals are:
 - Excellent outcomes for learners
 - A high quality workforce
 - 21st Century learning environments
 - A self-improving school system
 - Schools and Cardiff in partnership
4. The Annual Performance Report provides an analysis of the educational outcomes of learners for the academic year 2017/2018. It identifies the key strengths and areas for further development in relation to learner outcomes and progression, and the quality of provision in schools across the Foundation Phase, Key Stages 2 to 5. The report references these outcomes to the ambitions set out in *Cardiff 2020*.
5. Results for the Foundation Phase and Key Stages 2 and 3 are final and taken from performance data provided by the Central South Consortium. Results for

Key Stage 4 and Key Stage 5 are provisional and taken from the performance data provided by the Welsh Government.

6. The 2017/2018 reception cohort were the first children assessed against the revised statutory Foundation Phase framework. It is therefore not possible to compare the Foundation Phase outcomes with previous years.
7. The Welsh Government introduced a number of changes to the key performance measures and new qualifications in 2017 at Key Stages 4 and 5. In addition, new Estyn inspection arrangements came into force for the inspection of all schools and Pupil Referral Units (PRU). This is the second academic year that schools have been inspected against the revised framework, in accordance with the five inspection areas, using a four-point grading scale.
8. A detailed analysis of performance outcomes for each Key Stage are contained within Appendices 1 to 10, including an analysis of inspection outcomes, attendance and exclusions.
9. In 2018/19, there will be a detailed evaluation of the Cardiff 2020 strategy, preparations commence for the development of a ten-year strategy for education in the capital city of Wales.

Summary of Performance

10. Results for 2017/2018 show that Cardiff is performing well in a wide range of key performance indicators across the Key Stages. It is clear that the collective commitment to educational improvement, articulated in the Cardiff 2020 strategy, has had a significant impact for Cardiff's children and young people. However, there is still much to do to fulfil the aspiration for all learners in Cardiff to attend a great school and be provided with every opportunity to succeed.
11. Overall strengths of Cardiff's performance in 2018:
 - A continuing trend of improved performance across a wide range of indicators and key stages;

- Strong performance at Key Stage 4 in most indicators, when compared with the Central South Consortium and Welsh averages;
- Improved outcomes for young people in receipt of free school meals and a closing of the gap, particularly in the primary phase;
- Sustained reduction the numbers of young people who do not successfully transfer into further education, employment or training;
- Improved quality of education provision, as evidenced by national categorisation and Estyn inspection outcomes;
- Strengthened school improvement capacity across the system, including within and between schools;
- Improved participation of children and young people in their own education, as evidenced in the increased number of schools in the Rights Respecting Schools scheme and through the extensive involvement of young people in the *Child Friendly City* programme;
- Active engagement of teachers and leaders in the shaping of a new Curriculum for Wales in a number of Cardiff schools;
- Good progress in preparing for the implementation of the Additional Learning Needs reform, which is due to be rolled out in September 2020 – July 2023.

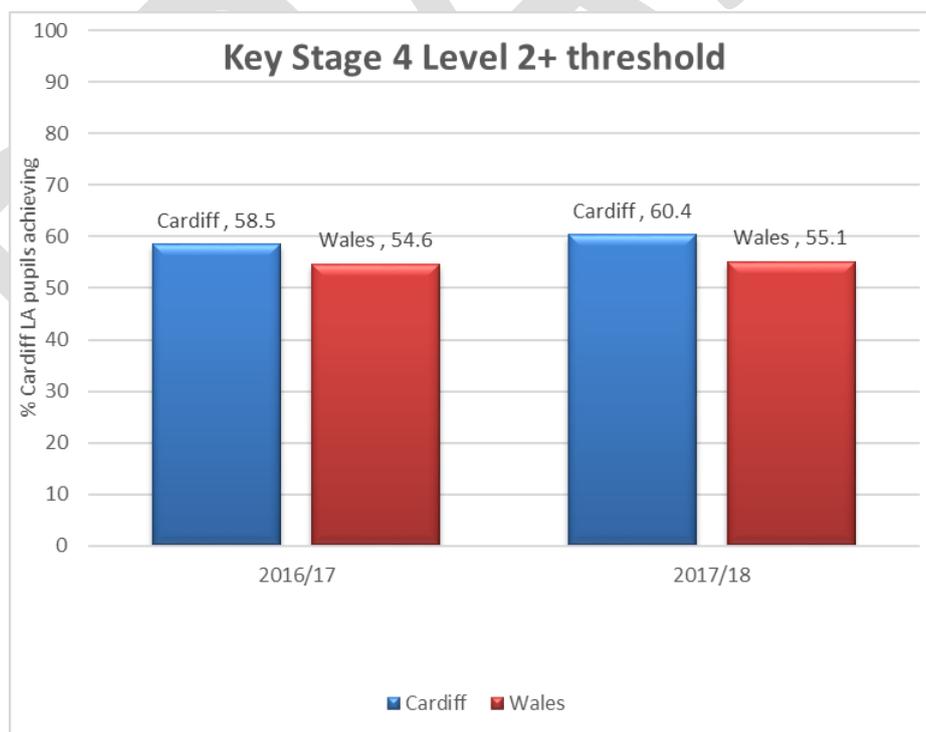
12. The aspects of performance which need further attention are:

- In spite of improved outcomes for children who are looked after, the gap in performance with children of their own age remains too wide, particularly for those who are not educated in a Cardiff school;
- Improving the outcomes for all learners at Level 1;
- Reducing the numbers and improving the outcomes of learners who are not on a school roll and are educated other than at school (EOTAS);
- Continuing to reduce the gap in outcomes for young people eligible for free schools meals (eFSM) and those who are not (nFSM);
- Ensuring high quality provision is in place to improve the wellbeing of all learners and staff in education.

Summary of Headline Results at All Key Stages of Learning

Cardiff's school performance exceeds the Wales average in a wide range of performance indicators across the key stages in 2018. Both outcomes achieved by learners and the provision made by schools have consistently improved.

13. At Key Stage 5, Cardiff's performance remains strong with 98.5% achieving the Level 3 threshold, the equivalent to two A levels. This is above the Welsh average of 97.6%.
14. Results have continued to improve at Key Stage 4 in Cardiff at Level 2+ threshold. Outcomes at this indicator are now good, with 60.4% of young people achieving Level 2+, which is well above the Wales average of 55.1%. This places Cardiff in the top 3 of all Wales Local Authorities. In 2013/14, Cardiff was ranked 13th in Wales in this indicator.



15. The highest Key Stage 4 ranking for Cardiff is for A*-A. Cardiff is ranked 2nd when compared with all Local Authorities in Wales, with 24.7% of learners achieving this indicator which is well above the Wales figure of 18%. At Level

2, Cardiff performed above Wales and is ranked 4th. For the new Capped 9 measure, Cardiff is ranked 3rd in Wales.

16. Cardiff's performance in the Level 1 threshold (94.2%) improved on 2016/2017 outcomes. Results are above the Wales average (93.6%). However, this is the lowest national ranking position for Cardiff (12th) in 2017/2018.
17. Results are Key Stage 3 are based on teacher assessment. At the Core Subject Indicator (CSI) Cardiff improved results by 1.1ppts to 87.3%. However, this figure is marginally below the all Wales figure of 88.1%.
18. In the context of the overall positive profile of performance in Cardiff secondary schools, a clear concern, evident in previous years but more marked in 2017/18, is the small but significant numbers of learners moving in-year between schools, with many ultimately not being on a mainstream school roll but being classified as EOTAS.
19. At Key Stage 2, the proportion of young people achieving the Core Subject Indicator (CSI) improved marginally to 90.2%, which is slightly higher than the national figure of 89.5%. As in previous years, the strongest performance is in Welsh first language, with English as the lowest performance.
20. The proportion of learners achieving the expected level at the Foundation Phase (85.2%) exceeded the figure for both Wales (82.6%) and the Central South Consortium (84.7%). In spite of the introduction of the new assessments in 2017/2018, the strongest area of learning continues to be Personal and Social Development, with the weakest area Language, Literacy and Communication.

Summary of Headline Measures for the Quality of Education Provision and Capacity for Improvement

21. Cardiff has continued to make good progress in improving the overall quality of education provided by schools, as evidenced by the outcome of Estyn inspections and school categorisation. This reflects both the impact of the

various forms of school-to-school working which have been established across the Central South region in recent years, and the strengthened processes for challenging and supporting schools, ensuring close integration of the work of Challenge Advisers employed by the Central South Consortium with wider Local Authority services and procedures.

22. Based on all Cardiff schools' most recent inspection outcome, for "current performance" under the previous inspection framework or "standards" under the existing framework, 74% have been judged to be good or excellent. This represents 91 out of 123 schools. The remaining four schools are new schools that have either not yet been inspected, or the report has not yet been published (Cardiff West Community High School Estyn outcome report is due to be published on 24th January 2019).
23. Of the Cardiff schools inspected in 2017/18, 84.2% were judged to be good or excellent for standards (total 19 schools). This is similar to the figure for Wales, which is 84%.
24. 87.5% of the primary schools inspected in 2017/2018 were judged to be good or excellent for standards, 75% were judged to be good or excellent for leadership and management and 68.7% for teaching and learning experiences. Six primary schools were asked to submit case studies for their excellent practice to Estyn – Lansdowne, Mount Stuart, Ysgol Y Wern, Springwood, Rhydapenau and Moorland Primary Schools. Ysgol Y Wern achieved "excellent" in all five inspection areas, and Rhydapenau in four areas.
25. Of the sixteen primary schools inspected in 2017/2018, four schools were placed in Estyn Review. Of the primary schools inspected in previous academic years, as of November 2018, two primary schools remain in Estyn follow-up and one primary school was removed from Special Measures.
26. Three secondary schools were inspected during the 2017/2018 academic year. One school was placed in Estyn Review. Two secondary schools were asked to submit case studies to Estyn for excellent practice – Ysgol Gyfun

Gymraeg Bro Edern and The Bishop of Llandaff High School. The Bishop of Llandaff achieved “excellent” in all five inspection areas.

27. Since September 2018, seven primary schools have been inspected or have received notice of inspection. Reports have been published for two of the schools, Ysgol Pen Y Pil and St Peters’ RC Primary School. Ysgol Pen Y Pil were judged to be “good” in four of the inspection areas. St Peters’ has been placed in the category Special Measures.
28. Schools are benchmarked against other schools within the same free school meal band. Schools in the highest quarter are within the highest 25% of schools in the relevant benchmarking group. At Key Stage 4, over half of the schools are in quarter one for the Level 2+, Level 2 threshold and Capped 9 Points Score. There has also been an increase in the proportion of schools in quarter one in the Level 1 threshold.
29. There remains the same number of schools in quarter 4 for the Level 2+ threshold, Level 1 threshold and Capped 9 Points Score. However, there has been an increase of 1 school in quarter 4 for the Level 2 threshold.
30. There has been a significant increase in the proportion of schools categorised as green and yellow, and a corresponding decrease in the number of schools categorised as red. This information is based on categorisation outcomes as at 31st January 2018. The next set of categorisation outcomes will be available on 31st January 2019. An overview of school categorisation:

Primary				
Support Category	Cardiff January 2017	Cardiff January 2018	CSC January 2018	Wales January 2018
Green	35.71% (35/98)	53.06% (52/98)	45.6%	36.5%
Yellow	48.98% (48/98)	36.7% (36/98)	44.6%	48.8%
Amber	13.26% (13/98)	8.16% (8/98)	8.2%	12.6%
Red	2.04% (2/98)	2.04% (2/98)	1.6%	2.1%

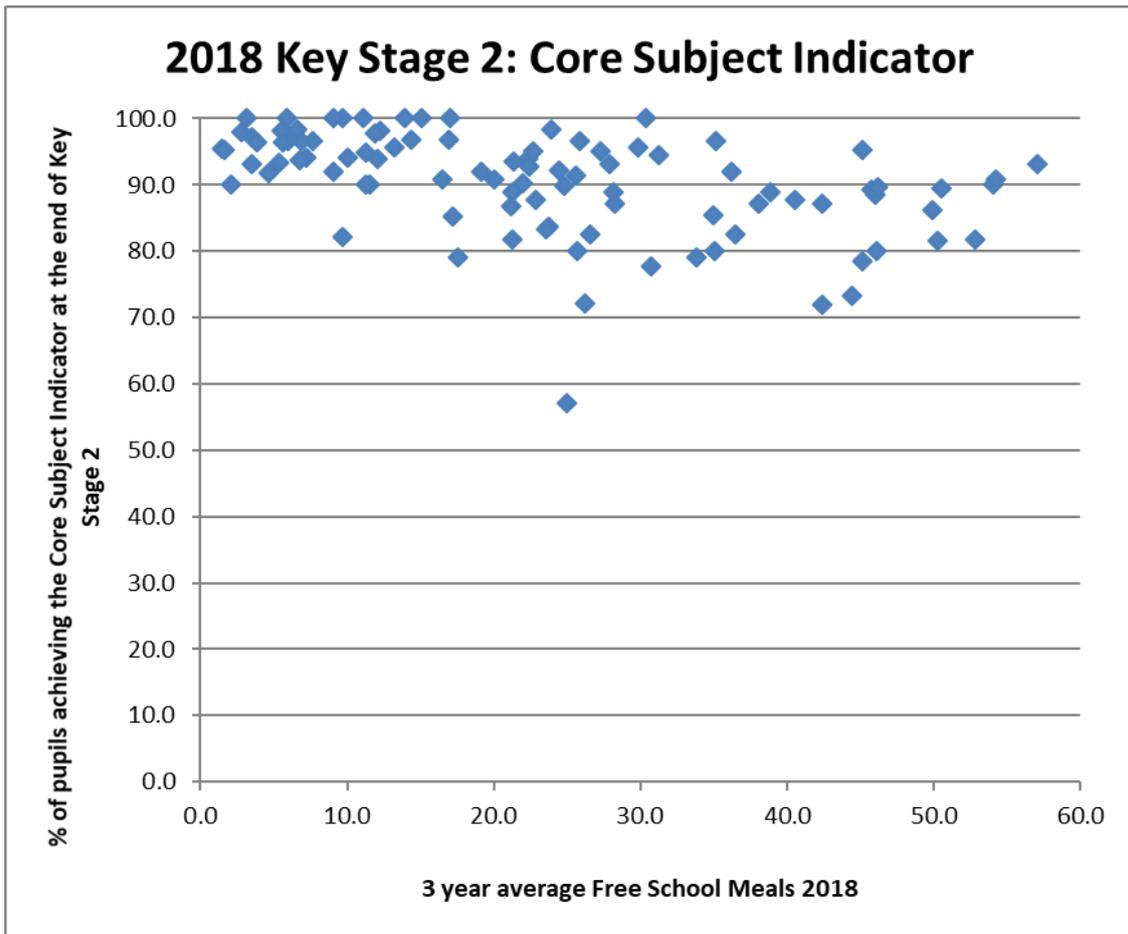
Secondary				
Support Category	Cardiff January 2017	Cardiff January 2018	CSC January 2018	Wales January 2018
Green	26.32% (5/19)	38.89% (7/18)	32.1%	26.0%
Yellow	31.58% (6/19)	50.00% (9/18)	50.0%	42.3%
Amber	26.32% (5/19)	5.56% (1/18)	10.7%	19.2%
Red	15.79% (3/19)	5.56% (1/18)	7.1%	12.5%

Special				
Support Category	Cardiff January 2017	Cardiff January 2018	CSC January 2018	Wales January 2018
Green	57.14% (4/7)	28.57% (2/7)	53.3%	45.0%
Yellow	0.00% (0 schools)	42.86% (3/7)	26.7%	30.0%
Amber	28.57% (2/7)	28.57% (2/7)	20.0%	25.0%
Red	14.29% (1/7)	0.00% (0 schools)	0.0%	0.0%

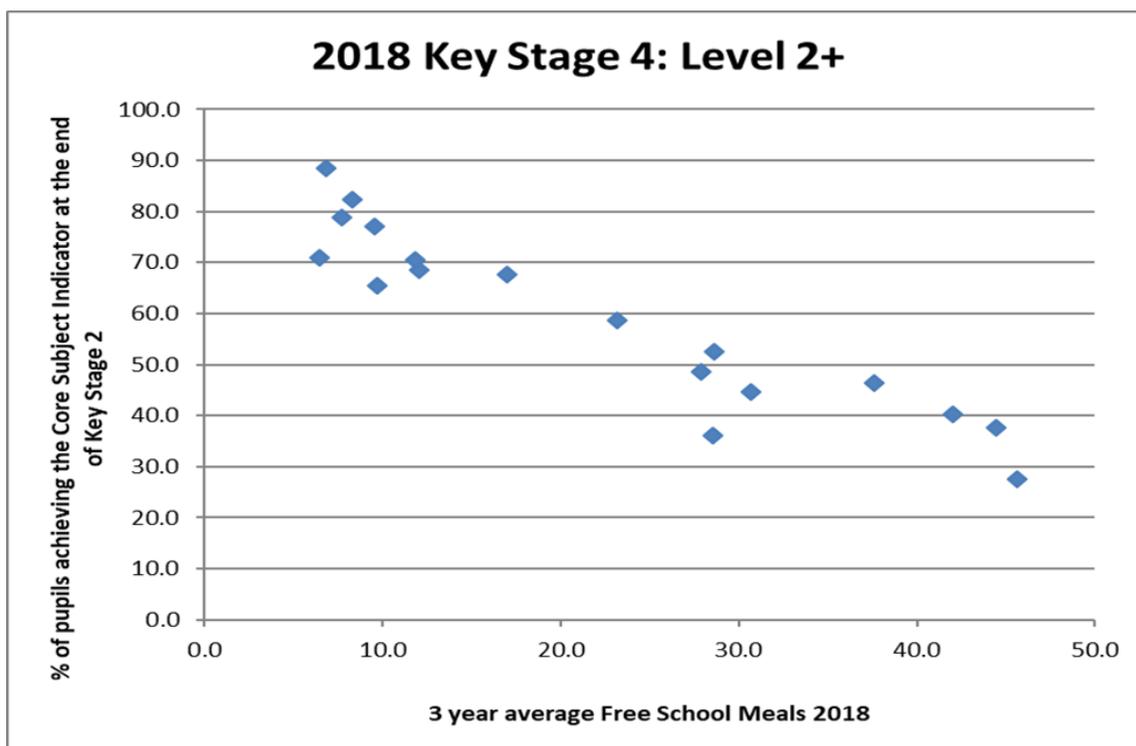
31. In the special sector, there has been a slight increase in the proportion of schools in the categories requiring the least support (green and yellow). There has been a corresponding decrease in the number of schools requiring amber and red support. However, these figures are below the national averages.
32. A significant development in 2017/18 has been the establishment of the Western Learning Federation between Ty Gwyn, Woodlands and Riverbank schools. With plans in place for expansion of special school places under Band B of 21st Century schools programme, the Federation strengthens capacity in this key sector of Cardiff's provision.

There is a reducing variation in standards achieved by schools with comparable pupil populations

33. At Key Stage 2, there continues to be a closing of the gap in the performance of schools within the same Free School Meals benchmark and across Cardiff. The gap in performance between eFSM pupils and nFSM pupils has reduced again this year to 9.6ppts, compared to 13ppts in 2016/17.



34. In the secondary sector, whilst there has been some reduction in the previously very wide spread of performance between schools, this factor remains more marked than in primary phase. Although action taken to address past underperformance in the lowest attaining schools is having a positive impact, the pattern of attainment against eligibility for free school meals shows that economic disadvantage continues to have a marked correlation with lower attainment by the end of Key Stage 4, in Cardiff as across Wales and the UK.



35. Eastern High, which transferred to the new Eastern Community Campus, co-located with Cardiff and the Vale College, in January 2018, achieved 37% at Level 2+. This is a 14.6ppt increase compared to 2013/14. The school was removed from the Estyn category Special Measures in November 2017. It was oversubscribed for year 7 applications in Autumn 2018.
36. Cardiff West Community High School opened as a new school in September 2017 and achieved improved results at Level 2+ in 2018 of 28%. At the time of writing, the outcome of the Estyn inspection for Cardiff West Community High School is not known and will be published in January 2019. Cardiff Community High School will transfer to the new school site in April 2019.
37. Both schools replaced secondary schools where there had been longstanding weaknesses. The 2018 outcomes and external evaluations by Estyn evidence the positive impact of new leadership and governance, and the impact of significant investment under Band A of 21st Century Schools Programme, to delivering educational transformation in the east and west of Cardiff.

Transition to Employment, Education and Training and EOTAS

38. Significant progress had been made in increasing the number of young people who make a positive transition from statutory education aged 16 (Year 11) to ongoing Education Employment or Training (EET) Post-16. In 2017, Cardiff achieved its highest ever percentage of Year 11 leavers progressing into EET at 98.4% (with 1.6% (50 young people) designated as NEET).
39. Provisional data for 2018 indicates that 98.1% of young people completing Year 11 last summer made a positive transition to EET; with 1.9% (61 school leavers) still without a confirmed destination, hence NEET.
40. However, whilst positive progression is evident for most young people educated in mainstream settings, there is much more to do to achieve similar positive outcomes for EOTAS pupils (education other than at school). 23% of young people leaving EOTAS provision aged 16 this summer did not have a confirmed destination. (29 of 126 young people designated NEET).
41. Improved data management and sustained youth mentor engagement this year has provided a much clearer picture of the challenges faced by young people in transitioning Post-16, and will help to inform improved levels of support and opportunity for school leavers in all settings.
42. Through the Cardiff Commitment, good progress continues to be made in engaging employers across the city to support young people into the world of work. Over 140 employers have made commitments to offer a range of opportunities including work experience, which is a priority for young people and employers alike. The Council itself is also actively increasing the range of opportunities for young people, including a new round of apprenticeships, traineeships and ongoing work placements.

Key Groups of Children and Young People

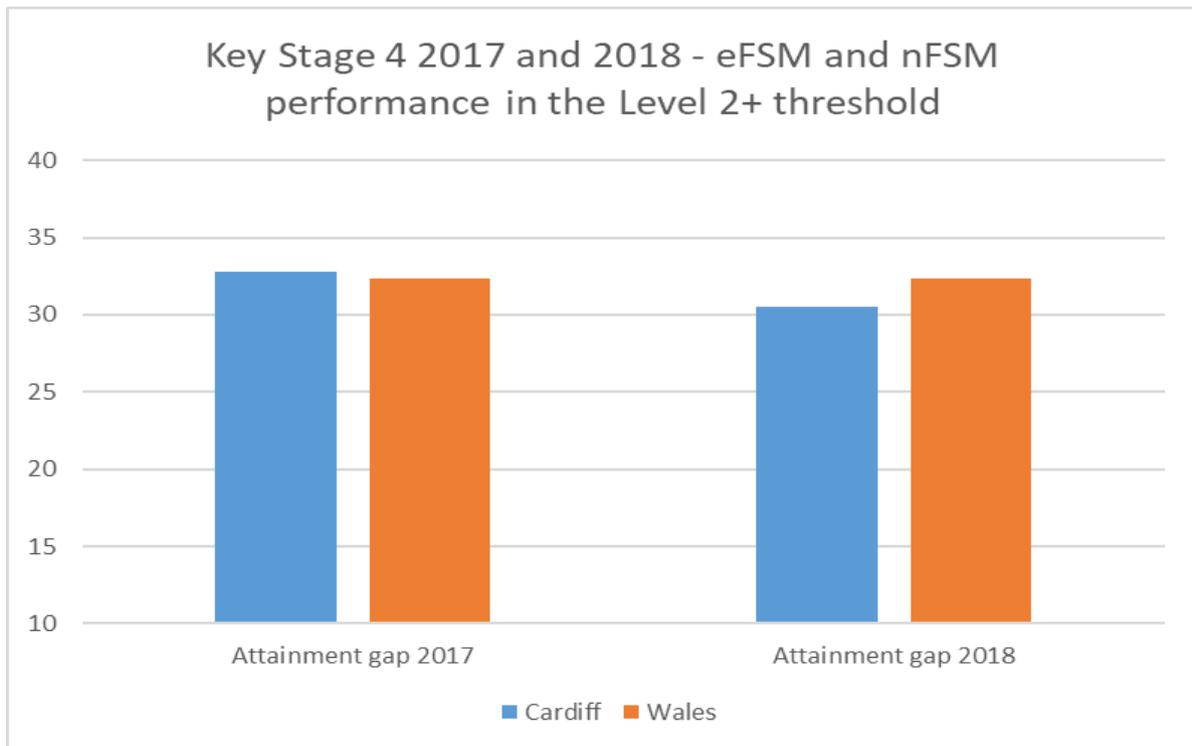
Children Looked After

43. Whilst outcomes for children who are looked after have continued to improve, outcomes remain too low when compared with their children of their own age.
44. Those children and young people who are Looked After and educated in a Cardiff school perform better than those who are placed by Children's Services outside of Cardiff.
45. At the end of Key Stage 4, seven young people achieved the Level 2+ indicator, representing 14.3%. This represents an improvement on 2016/2017, when no young people achieved this indicator. More young people achieved the Level 2 threshold (37.5%) and 87.5% achieved the Level 1 indicator.
46. Thirty-two children out of a cohort of thirty-eight achieved the Key Stage 2 Core Subject indicator in 2018. This represents an increase of 7.2ppts compared to 2016/2017. For those children educated in a Cardiff school the proportion increases to 91.2%.
47. The proportion of looked after children achieving the Foundation Phase Outcome Indicator is 69.4%, which is above the Wales figure for 2017 which is 61%. For those educated in a Cardiff school, the figure is 75%.

Free School Meals

48. The gap between eFSM and nFSM continued to close in all Key Stages in 2018, although it remains too wide in many indicators, and the gap widens as learners move through the key stages. There is some evidence to indicate that in-school factors impacting on this gap are now better addressed in our schools, but the persistence of this gap, in Cardiff as elsewhere, signals the need for a more systematic approach to supporting young people and families at an early stage, especially in relation to factors beyond school itself.

49. At Key Stage 4, the gap in attainment between young people eFSM and nFSM reduced to 30.5 ppts. The performance of eFSM young people is higher than across Wales in the Level 2+, Level 2 and Level 1 thresholds. However, only 37.2% of eFSM young people achieved the Level 2+ threshold, with 45.4% achieving the required standard in English and 44% in Maths.



50. At Key Stage 2, the outcome for eFSM children is higher than the CSC average and higher than across Wales, by 2ppts and 4.8ppts respectively. The gap in outcomes for eFSM and nFSM has also continued to reduce to 9.6ppts in 2018, compared to 9.8ppts across CSC and 14.2ppts across Wales.

Gender

51. The performance of both girls and boys is above the Wales average for the Level 2 + and Level 2 threshold. Whilst the performance of boys is above the Welsh average, having previously been below in the Level 1 threshold, the performance of girls' performance is slightly below the Welsh average. The performance of boys and girls is above the Welsh averages in the Capped 9

points score. The gap in attainment is smaller than across Wales in all of the indicators.

52. The performance of both boys and girls is above the Wales average at the end of Key Stage 2, and the gap in attainment is slightly smaller.

Ethnicity

53. The performance of minority ethnic groups is good and is improving at Key Stage 2, 3 and 4. Performance in the Foundation Phase is not comparable to previous years. However, the performance of Traveller/Romany pupils remains too low.
54. Cardiff has an increasingly diverse population and has previously received additional Welsh Government funding from the Minority Ethnic Achievement Grant (MEAG) and the Gypsy Traveller (G/T) grant. The majority of these grants have been devolved to school budgets and used to provide additional support and interventions for groups of learners. There is uncertainty as to whether this funding will be available from 2020.

Next Steps

55. Whilst the 2017/18 performance picture for Cardiff has many positive features and reflects the impact of the concerted actions taken to put high quality education at the heart of the Council's ambitions, it is clear there is still some way to go to realise the vision of *Cardiff 2020*, most notably with regard to significant minorities of learners whose access to full participation in education is constrained.
56. With the population and the economy of the city growing and changing at pace, it is now imperative for our collective vision for education in Cardiff to be re-set, so that it is fit for Wales and for Cardiff for the future.

57. The development of a ten-year strategy for education in the capital city of Wales, *Cardiff 2030*, is under way through our education partnership arrangements, co-ordinated by the Cardiff Education Development Board. This requires a bold, ambitious and collaborative approach, which builds on the successes achieved over the past five years to prepare children and young people to thrive in a rapidly changing world. Strong collaboration and partnership working will continue to be at the heart of the development of the next iteration of the *Cardiff 2030* strategy, recognising that “Education is Everybody’s Business”.
58. The meaningful engagement of children, young people, school leaders, governors, elected members and partners in securing the vision for Cardiff 2030 is key to fulfilling the delivery of the *Child Friendly City Strategy* to ensure that Cardiff is ‘*a great place to grow up*’:
- *A city with children and young people at its heart, where the voices, needs and rights of all children and young people are respected;*
 - *A city where all children and young people, regardless of belief, ethnicity, background or wealth are safe, healthy, happy and able to share in the city’s success.*
59. In delivering *Cardiff 2030* it will be important to maximise the opportunities afforded by the:
- Significant improvements which have been achieved to date to improve the overall quality of educational opportunities provided in the city;
 - Investment in the school estate, through the delivery of both Band A and Band B programmes and the enhanced asset management budget to address the condition, sufficiency and suitability requirements for learning in the 21st Century;
 - Improved partnership working, including the Cardiff Commitment and Creative partnerships with the wider public, private and third sectors;
 - Early positive engagement and creativity of Cardiff schools in delivering the new curriculum;

- Preparations for the introduction of the Additional Learning Needs Act, including the building of capacity in the system and the expansion of specialist places;
- Promotion of high quality early years education and childcare provision;
- Improved participation of children and young people in informing these developments.

60. The *Cardiff 2030* strategy also needs to address the following challenges:

- Succession planning to secure the next generation of outstanding leaders and governors;
- Attracting and securing a high quality workforce for schools, particularly in the context of changes to Initial Teachers Education (ITE) and the new curriculum;
- Reducing the socio-economic gap in education achievement for groups of children and young people;
- Meeting the demand for school places in the short, medium and longer-term;
- Delivering a wider range of Post-16 options to meet the economic demands of a growing city and to secure equality of employment opportunities and higher education pathways;
- Maximising opportunities for all communities through community focussed schools;
- Ensuring the wellbeing of all our learners and our staff in the context of a rapidly changing global context.

Reasons for Recommendations

61. 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

62. 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.
63. 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
56. 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

57. 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

58. Cabinet is recommended to note the performance of Cardiff schools in the academic year 2017/2018.

Nick Batchelar

Director of Education and Lifelong Learning

DRAFT

2018 Summary Headline Results across All Key Stages

Indicator	Cardiff Results 2014/15	Wales Average 2014/15	Cardiff Results 2017/18	Wales Average 2017/18	Cardiff Rank 2017/18	Cardiff Improvement 2015-2018
% of pupils achieving the Foundation Phase Outcome Indicator, at the end of Year 2	86.7%	86.8%	85.2%	82.6%	Not available	2015-2018 not comparable
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 2	87.8%	87.7%	90.2%	89.5%	Not available	+2.4ppts
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 3	83.4%	83.9%	87.3%	88.1%	Not available	+3.9ppts
% pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C inc. Maths & Eng/Welsh)	59.3%	57.9%	60.4%	55.1%	3 (2014/15 rank 10)	2015-2018 not comparable
% pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)	81.6%	84.1%	72.1%	66.9%	4	2015-2018 not comparable
% pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	92.1%	94.4%	94.2%	93.6%	10	2015-2018 not comparable
Attendance (Primary)	95.2%	95.0%	94.9%	NYA	NYA	-0.3ppts
Attendance (Secondary)	93.9%	93.9%	94.0%	93.9%	10	+0.1ppts
% 17 year olds achieving the Level 3 threshold.	96.9%	97.0%	98.5%	97.6%	Not available	+1.6ppts

2018 Key Stage 2 by School

School Name	Percentage of pupils achieving the Core Subject Indicator at the end of Key Stage 2 (year 6) (2018)	3 Year Average Free School Meals - All Pupils 2018
Millbank Primary School	88.9%	28.1%
Adamsdown Primary	78.6%	45.1%
Albany Primary School	91.5%	25.6%
Allensbank Primary School	81.8%	21.3%
Baden Powell Primary School	85.5%	35.0%
Birchgrove Primary School	96.7%	7.7%
Trelai Primary School	86.3%	49.9%
Fairwater Primary School	77.8%	30.7%
Gabalfa Primary	87.2%	42.4%
Kitchener Primary School	82.5%	26.6%
Lansdowne Primary School	87.1%	28.3%
Moorland Primary	87.7%	40.5%
Radnor Primary School	100.0%	17.1%
Rhydypenau Primary School	100.0%	3.2%
Roath Park Primary School	90.0%	11.5%
Greenway Primary School	57.1%	93.1%
Stacey Primary School	79.2%	33.8%
Ton-Yr-Ywen Primary School	94.1%	7.2%
Peter Lea Primary School	87.8%	22.9%
Bryn Hafod Primary School	87.2%	38.0%
Pen-Y-Bryn Primary School	82.6%	36.5%
Coed Glas C P School	94.0%	22.3%
Lakeside Primary School	98.3%	6.6%
Pentrebane Primary School	73.3%	44.4%
Mount Stuart Primary School	83.6%	23.7%
Llanishen Fach Primary School	93.7%	6.8%
Rhiwbeina Primary School	95.6%	1.4%
Llanedeyrn Primary School	91.9%	36.2%
Springwood Primary School	72.0%	42.4%
Ninian Park Primary School	83.3%	23.6%
Coryton Primary	96.8%	14.4%
Bryn Celyn Primary School	90.0%	54.0%
Y G G Gwaelod Y Garth	97.2%	3.5%
Radyr Primary School	95.3%	1.6%

Tongwynlais Primary School	79.2%	17.5%
Llysfaen Primary School	100.0%	5.9%
Bryn Deri Primary	96.6%	6.0%
Oakfield Primary School	96.7%	35.1%
Ysgol Gymraeg Melin Gruffydd	98.2%	5.5%
Ysgol Y Wern	96.4%	5.6%
Ysgol Gymraeg Coed Y Gof	92.1%	24.4%
Ysgol Bro Eirwg	90.9%	16.5%
Ysgol Treganna	91.8%	4.6%
Willowbrook Primary School	93.2%	27.9%
Pentyrch Primary	100.0%	9.6%
Thornhill Primary School	98.2%	12.2%
Ysgol Pencae	90.0%	2.1%
Meadowlane Primary School	81.6%	50.3%
Ysgol Mynydd Bychan	96.6%	6.9%
Creigiau Primary School	98.0%	2.8%
Ysgol Gymraeg Pwll Coch	94.2%	10.0%
Ysgol Y Berllan Deg	96.4%	3.9%
Gladstone Primary School	92.0%	19.1%
Glan Yr Afon Primary School	88.5%	46.0%
Grangetown Primary School	72.2%	26.2%
Herbert Thompson Primary	89.6%	50.5%
Ysgol Glan Morfa	100.0%	30.3%
Ysgol Pen Y Pil	88.9%	21.2%
Ysgol Gymraeg Nant Caerau	80.0%	25.7%
Rumney Primary	96.7%	16.9%
Windsor Clive Primary	90.9%	54.2%
Severn Primary	86.8%	21.2%
Hawthorn Primary	93.5%	21.3%
Danescourt Primary	94.9%	11.3%
Hywel Dda Primary School	89.3%	45.7%
Ysgol Gynradd Gymraeg Pen-y-Groes	100.0%	15.1%
Trowbridge Primary	81.8%	52.8%
Ysgol Glan Ceubal	57.1%	25.0%
Marlborough Primary	91.9%	9.1%
Pencaerau Primary	89.7%	46.2%
Glyncoed Primary	98.3%	23.9%
Whitchurch Primary	97.8%	11.9%
St. Mellons Church In Wales Primary	100.0%	13.9%
St Alban'S Rc Primary School	80.0%	46.1%
St Cuthbert'S Rc Primary	92.9%	22.4%
St. Joseph'S Rc School	95.7%	13.2%

St. Mary'S R.C. Primary School	90.0%	11.3%
St Patrick'S R C School	89.8%	24.8%
St. Peter'S Primary School	93.8%	12.0%
St Cadoc'S Catholic Primary	94.6%	31.2%
St Monicas C/W Primary School	95.0%	22.7%
St.Paul'S C/W Primary School	96.7%	25.8%
Tredegarville C/W Primary	80.0%	35.0%
Llandaff City Primary School	93.2%	3.5%
Christ The King Primary School	93.3%	5.4%
St John Lloyd	95.7%	29.8%
Holy Family R.C. Primary	95.0%	27.2%
St Mary The Virgin C/W Primary School	95.2%	45.1%
All Saints C/W Primary	85.2%	17.2%
St Fagans Church In Wales	82.1%	9.7%
St Bernadettes Primary School	100.0%	9.1%
St David'S C/W Primary School	90.3%	22.0%
Bishop Childs C/W Primary	100.0%	11.1%
St Philip Evans Primary School	90.7%	20.0%
St. Francis R. C. Primary Sch.	88.9%	38.8%
Cardiff	90.2%	
Wales	89.5%	

2018 Key Stage 4 by School

School Name	Percentage of pupils achieving the Level 2+ threshold at the end of Key Stage 4 (year 11) (2018)	3 Year Average Free School Meals - All Pupils 2018
Cardiff High School	89%	6.8%
Willows High School	43%	42.0%
Fitzalan High School	53%	28.6%
Cantonian High School	46%	37.6%
Llanishen High School	67%	17.0%
Cathays High School	45%	30.6%
Radyr Comprehensive School	79%	7.7%
Ysgol Gyfun Gymraeg Glantaf	77%	9.6%
Ysgol Gyfun Gymraeg Plasmawr	73%	6.4%
Ysgol Gyfun Gymraeg Bro Edern	65%	9.7%
Cardiff West Community High School	28%	45.6%
Eastern High	37%	44.4%
St. Illtyd'S Catholic High School	36%	28.5%
Mary Immaculate High School	49%	27.9%
Bishop Of Llandaff Church In Wales High School	82%	8.3%
St Teilo'S C-In-W High School	58%	23.2%
Corpus Christi Catholic High School	69%	12.1%
Whitchurch High School	70%	11.8%
Cardiff	60%	
Wales	55%	

The following Appendices are attached:

Appendix 1 Explanation of Frequently Used Terms

Appendix 2 Performance in the Foundation Phase

Appendix 3 Performance at Key Stage 2

Appendix 4 Performance at Key Stage 3

Appendix 5 Performance at Key Stage 4

Appendix 6 Performance at Key Stage 5

Appendix 7 Attendance at school

Appendix 8 Exclusions

Appendix 9 Not in Education, Employment or Training (NEET)

Appendix 10 Outcomes of Inspections

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	Additional Learning Needs
ALN	Additional Learning Needs
MAT	More Able and Talented
EAL	English as an Additional language
LAC	Looked After Children
eFSM	Eligible for free school meals
nFSM	Not eligible for free school meals

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

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

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

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

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

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

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

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

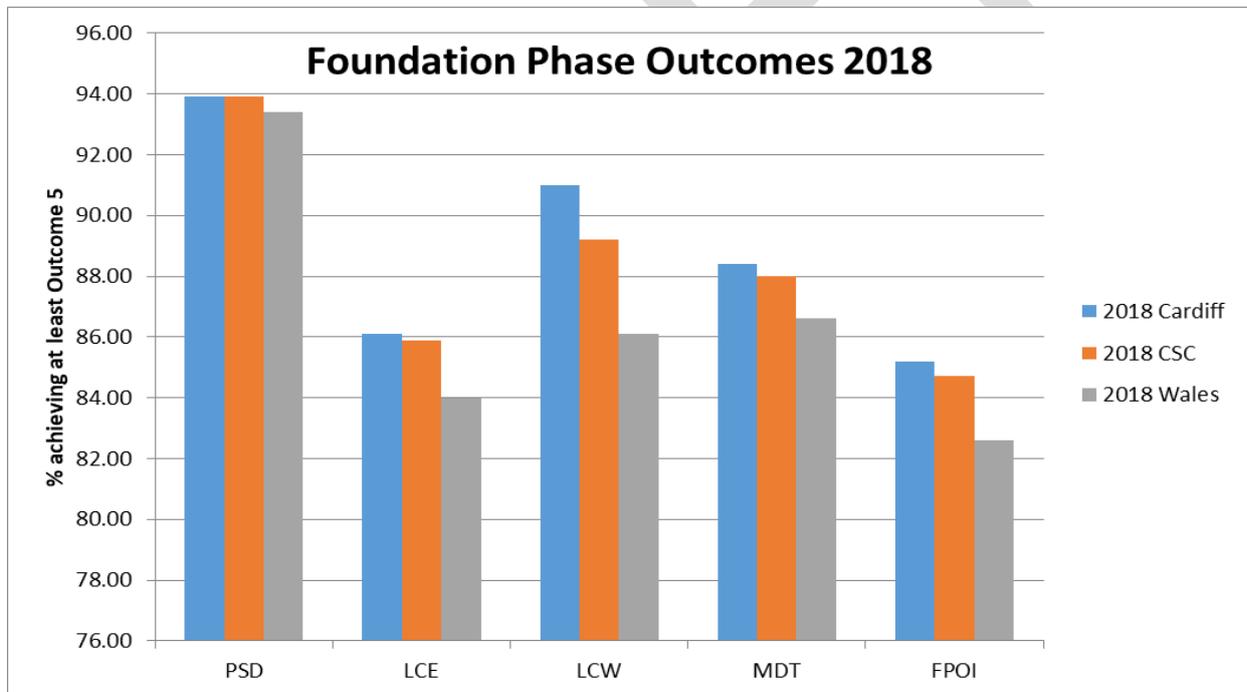
Modelled Expectations – There is a strong relationship between FSM and achievement; this is modelled each year to show the “expected” performance at any given FSM level based on the statistical relationship.

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

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Appendix 2 Performance in the Foundation Phase

- 2.1 The 2017/18 reception cohort were the first children to be formally assessed against the revised statutory Foundation Phase framework. Comparisons of Foundation Phase outcomes with previous years should, therefore, be avoided as they are not measured on a comparable basis.
- 2.2 The proportion of pupils achieving the expected levels at the end of the Foundation Phase is 85.2%, this compares to 84.7% across the Central South Consortium and 82.6% across Wales.
- 2.3 The strongest area of learning continues to be Personal and Social Development (PSD) and the weakest area Language, Literacy and Communication – English (LLCE). This is the case for both outcome five (the expected level) and outcome six. Performance in all areas of learning are above the Central South Consortium averages.



Performance of Key Groups - Gender

- 2.4 In 2018, the performance of boys achieving the expected level is 82.4%, the performance of girls is 88.2%. Girls' performance is stronger than boys in all areas of learning. The greatest difference between boys and girls remains in Language, Literacy and Communication - English (6.3ppts). The smallest gap is in Mathematical Development (2.7ppts).

2.5 The table below shows that both boys' and girls' performance in Cardiff is above the CSC and Welsh averages. The gap in attainment is also slightly smaller in Cardiff.

	Cardiff 2018	CSC 2018	Wales 2018
FPI Boys	82.4%	81.3%	78.4%
FPI Girls	88.2%	88.3%	86.9%
FPI Total	85.2%	84.7%	82.6%
Boys Vs Girls	5.8ppts	7ppts	8.5ppts

	Cardiff 2018	CSC 2018	Wales 2018
LCE Boys	30.5%	29.3%	28.3%
LCE Girls	39.5%	40.0%	39.1%
LCE Total	34.8%	34.4%	33.5%
LCE Boys Vs Girls	9ppts	10.7ppts	10.8ppts

	Cardiff 2018	CSC 2018	Wales 2018
LCW Boys	88.8%	85.3%	81.5%
LCW Girls	93.2%	92.9%	90.4%
LCW Total	91.0%	89.2%	86.1%
LCW Boys Vs Girls	4.4ppts	7.6ppts	8.9ppts

	Cardiff 2018	CSC 2018	Wales 2018
MDT Boys	87.1%	86.2%	84.2%
MDT Girls	89.8%	89.8%	89.0%
MDT Total	88.4%	88.0%	86.6%
MDT Boys Vs Girls	2.7ppts	3.6ppts	4.8ppts

	Cardiff 2018	CSC 2018	Wales 2018
PSD Boys	91.9%	91.5%	90.6%
PSD Girls	96.0%	96.5%	96.3%
PSD Total	93.9%	93.9%	93.4%
PSD Boys Vs Girls	4.1ppts	2.6ppts	5.7ppts

- 2.6 In the higher outcome six+, both boys' and girls' perform above the national average in the higher outcome six +, in all four areas of learning.
- 2.7 At the higher outcome six+, the outcomes for girls exceeded the outcomes for boys by more than 10ppts in nearly all the areas of learning. The exception is in Mathematical development, where boys' performance is 0.1ppts higher than that of girls. In PSD, performance of girls is 18.5ppts above that of boys.

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

- 2.8 The proportion of pupils reaching outcome six (O6+) is above the national averages in all areas of learning.

Foundation Phase Areas of Learning (O6+)			
	Cardiff 2018	CSC 2018	Wales 2018
LCE	34.8%	34.4%	33.5%
LCW	37.7%	32.6%	33.2%
MDT	36.2%	34.7%	33.9%
PSD	60.5%	58.5%	59.4%

Performance of Key Groups – Looked After Children

- 2.9 The proportion of all children who are looked after by Cardiff Council achieving the Foundation Phase Indicator (FPI) is 69.4% (25 out of 36 pupils). The Wales figure for children who are looked after as at the Children In Need Census for 2017 is 61%. Of the cohort, 52.8% (19 out of 36 pupils) have an Additional Learning Need.
- 2.10 The proportion of looked after children educated in a Cardiff school achieving the Foundation Phase Indicator (FPI) is 75% (18 out of 24 pupils). Of the cohort, 50.0% (12 out of 24 pupils) have an Additional Learning Need.
- 2.11 The cohort is constantly changing due to adoption and children moving in and out of care. The above cohorts are for looked after children in year two, as at January 2018 PLASC (pupil census).

Performance of Key Groups – Pupils Eligible for Free School Meals

- 2.12 In 2017/18, the performance of eFSM pupils in Cardiff is 74.2%, compared to 71.9% across the CSC and 67.9% across Wales. The performance of nFSM pupils is 88.3%, compared to 88.1% across CSC and 86.1% across Wales. The gap in attainment is 14.1ppts, compared to 16.2ppts across CSC and 18.2ppts across Wales.

	Cardiff eFSM 2018	Cardiff nFSM 2018	Wales eFSM 2018	Wales nFSM 2018	Cardiff All Pupils 2018
Foundation Phase Indicator	74.2%	88.3%	67.9%	86.1%	85.2%

Performance of Key Groups – Ethnicity

2.13 The table below shows the performance of ethnic groups. Some ethnic groups performed above the average of all Cardiff pupils (85.2%). The lowest performing group continues to be Traveller/Romany. The performance of All Ethnic Groups is slightly below all pupils. Small cohort sizes affect the overall percentage performance.

Foundation Phase	FPI 2018 Cardiff	FPI 2018 CSC
Any other ethnic background	80.30% (132 pupils)	80.98% (163 pupils)
Arab	74.68% (79 pupils)	73.81% (84 pupils)
Bangladeshi	83.20% (125 pupils)	83.08% (130 pupils)
Black Caribbean	77.78% (9 pupils)	80% (10 pupils)
Chinese or Chinese British	95.35% (43 pupils)	95.92% (49 pupils)
Mixed	85.42% (384 pupils)	84.92% (610 pupils)
Not known	91.30% (23 pupils)	86.11% (36 pupils)
Other Asian	89.92% (119 pupils)	90.85% (164 pupils)
Other Black	84.51% (142 pupils)	84.81% (158 pupils)
Pakistani	89.51% (143 pupils)	90% (150 pupils)
Somali	78.43% (51 pupils)	79.25% (53 pupils)
Traveller/Romany	70.83% (24 pupils)	67.86% (28 pupils)
White European	75.49% (253 pupils)	79.47% (375 pupils)
White UK	86.52% (2775 pupils)	85.01% (9396 pupils)
All Ethnic Groups	83.1%	83.7%
All Pupils	85.2%	84.7%

Performance of Key Groups – EAL Pupils

2.14 The table below shows the performance of learners with English as an Additional Language (EAL) in 2018. The gap is widest for pupils New to English and Early Acquisition.

	FPI 2018 Cardiff	FPI 2018 CSC
New to English (A)	35.24% (105 pupils)	45.39% (141 pupils)
Early Acquisition (B)	74.30% (323 pupils)	75.71% (387 pupils)

Developing competence (C)	94.44% (396 pupils)	94.07% (472 pupils)
Competent (D)	98.16% (163 pupils)	98.05% (205 pupils)
Fluent (E)	98.00% (50 pupils)	97.47% (79 pupils)
No EAL	87.02% (3229 pupils)	85.70% (10026 pupils)
All Pupils	85.17% (4323 pupils)	84.7% (11446 pupils)

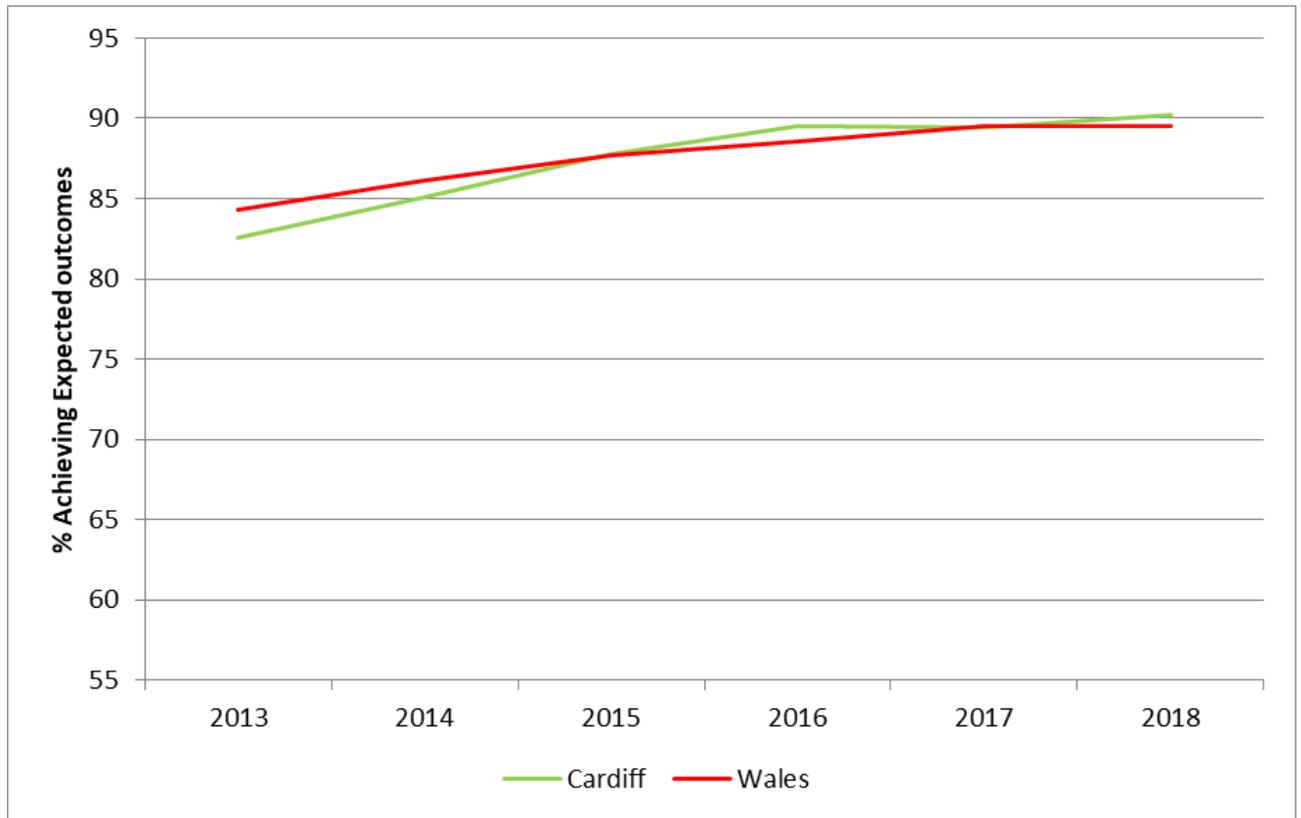
Performance of Key Groups – Pupils with Additional Learning Needs

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

2018 Cardiff	FPI	LCE	LCW	MDT	PSD
Statemented	15.57% (122 pupils)	19.17% (120 pupils)	-	22.13% (122 pupils)	19.67% (122 pupils)
School Action Plus	41.85% (270 pupils)	47.43% (253 pupils)	35.29% (17 pupils)	53.70% (270 pupils)	67.78% (270 pupils)
School Action	64.17% (600 pupils)	69.03% (507 pupils)	65.59% (93 pupils)	71.00% (600 pupils)	91.00% (600 pupils)
No SEN	95.26% (3310 pupils)	95.88% (2767 pupils)	97.42% (543 pupils)	97.01% (3310 pupils)	99.40% (3310 pupils)
All pupils	85.2%	86.1%	91.0%	88.4%	93.9%

2018 CSC	FPI	LCE	LCW	MDT	PSD
Statemented	11.93% (243 pupils)	16.03% (237 pupils)	16.67% (6 pupils)	18.11% (243 pupils)	17.28% (243 pupils)
School Action Plus	40.27% (745 pupils)	45.49% (688 pupils)	40.35% (57 pupils)	50.87% (745 pupils)	63.49% (745 pupils)
School Action	63.96% (1881 pupils)	67.97% (1611 pupils)	62.96% (270 pupils)	71.77% (1881 pupils)	91.02% (1881 pupils)
No SEN	95.34% (8537 pupils)	96.23% (7181 pupils)	96.76% (1356 pupils)	96.91% (8537 pupils)	99.46% (8537 pupils)
All pupils	84.7%	85.9%	89.2%	88.0%	93.9%

Appendix 3 Performance at Key Stage Two

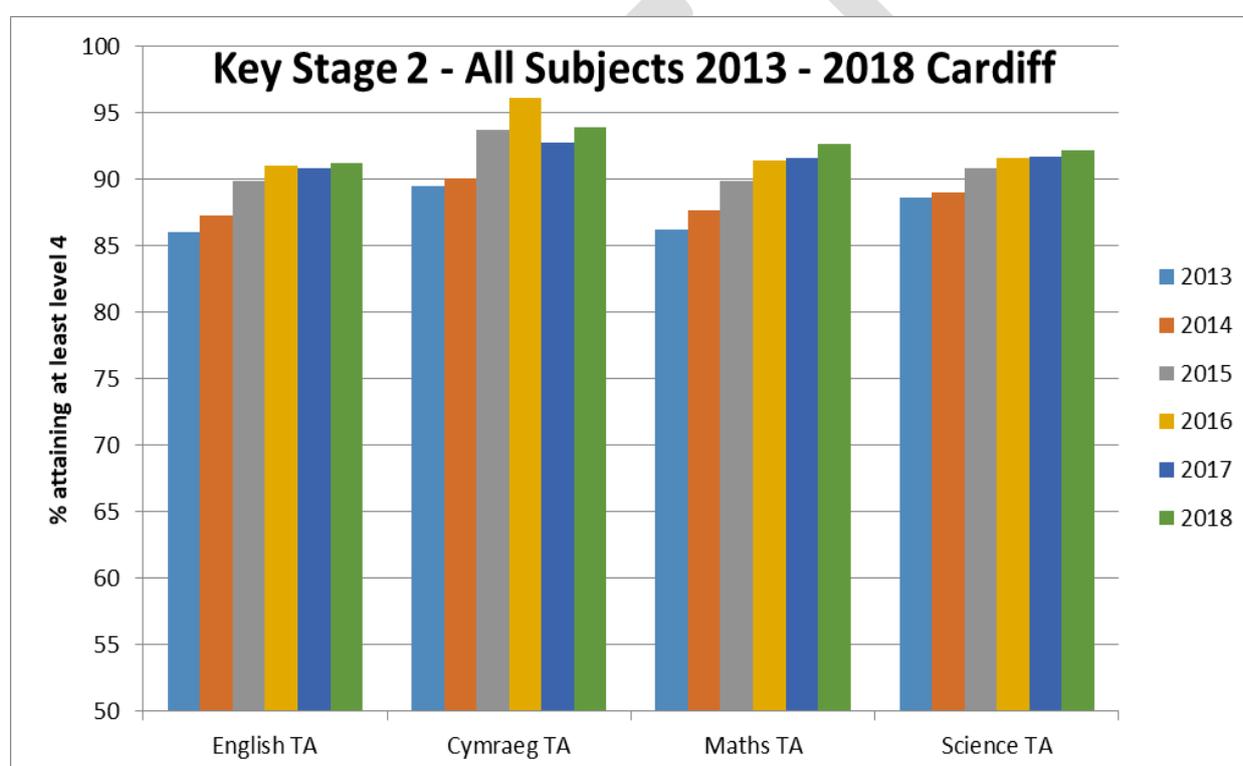


- 3.1 In 2017/18, the proportion of pupils achieving the Core Subject Indicator at the end of Key Stage 2 is 90.2%. This represents a marginal increase of 0.8ppts compared to the previous year. Performance is slightly higher than the national average of 89.5%. The CSC average is 90.3%.
- 3.2 At the expected level and the higher level, the strongest performance is in Welsh first language. English has the lowest performance at this Key Stage. Around 48% of pupils attain the higher level in all subjects, which is higher than the proportion of pupils across Wales as a whole.
- 3.3 Performance in Welsh as a first language is above the CSC and Welsh averages, by 0.3ppts and 4.2ppts respectively. In Mathematics, performance is above the CSC averages, by 0.2ppts and 0.9ppts.
- 3.4 In 2017/18, performance in English is 91.2%, which is a 0.4ppt increase compared to 2016/17. This is higher than the Welsh average of 91.1% but slightly lower than the CSC average of 91.6%. In Welsh first language, performance is 93.9%, which is slightly below the 2016/17 figure of 92.8%. This is higher than the Welsh average of 89.7% and the CSC average of 93.6%.
- 3.5 In Mathematics, performance is 92.7%, which is a 1.1ppt increase compared to 2016/17. This is higher than the Welsh average of 91.8% and the CSC average of 92.5%. In Science, performance is 92.2%, which is a 0.2ppt increase

compared to 2016/17. This is higher than the Welsh average of 92.1% but slightly lower than the CSC average of 92.4%.

- 3.6 The table below shows Cardiff's comparative performance over the last three years.

Key Stage 2 – Expected Level (4+)				
	English TA	Cymraeg TA	Maths TA	Science TA
2016	91.0%	96.1%	91.4%	91.6%
2017	90.8%	92.8%	91.6%	91.7%
2018	91.2%	93.9%	92.7%	92.2%



Performance of Key Groups - Performance of Looked After Children

- 3.7 The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage Two is 84.2%, 77% (32 out of 38 in the cohort), a 7.2ppt increase compared to 2016/17. This is above the Wales figure for 2017, which is 69%. Of the cohort, 47.4% have an Additional Learning Need.
- 3.8 The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 91.2% (31 out of 34 pupils). This is an increase of 13.2ppts compared to 2016/17. Of the cohort, 44% (15 pupils) have an Additional Learning Need.

3.9 The cohort is constantly changing due to adoption and children moving in and out of care. The above cohorts are for looked after children in year six, as at January 2018 PLASC (pupil census).

Key Groups - Pupils Eligible for Free School Meals

3.10 In 2017/18, the performance of eFSM pupils in Cardiff is 82.7%, which is a 3.6ppt increase compared to 2016/17. The performance of nFSM pupils is 92.3%, which is 0.2ppt increase compared to 2016/17.

3.11 The gap in performance between eFSM pupils and nFSM pupils has reduced again this year to 9.6ppts, compared to 13ppts in 2016/17. The gap across Wales is 14.2ppts.

3.12 The gap has continued to reduce over the last five years, as eFSM pupils' performance is improving at a faster rate than the performance of nFSM pupils.

	Cardiff eFSM 2018	Cardiff nFSM 2018	Wales eFSM 2018	Wales nFSM 2018	Cardiff All Pupils 2018
Key Stage 2 Core Subject Indicator	82.7%	92.3%	77.9%	92.1%	90.2%

Performance of Key Groups - More Able and Talented Pupils

3.13 Cardiff's performance in the above expected levels is higher than the CSC and Welsh averages in all core subjects.

Key Stage 2 Core Subject Indicator Level 5+	Cardiff 2015	Wales 2015	Cardiff 2016	Wales 2016	Cardiff 2017	Wales 2017	Cardiff 2018	Wales 2018
English	40.89%	40.76%	44.70%	42.00%	47.0%	44.7%	48.9%	45.9%
Welsh	45.66%	37.97%	47.60%	38.00%	48.4%	41.5%	44.5%	40.4%
Mathematics	42.39%	41.24%	45.30%	43.20%	49.9%	47.0%	51.1%	47.8%
Science	41.15%	41.14%	45.30%	42.50%	47.8%	46.4%	48.4%	46.5%

Performance of Key Groups - Gender

- 3.14 At Key Stage 2 in the CSI, the gap in attainment between boys and girls is 5ppts. This is slightly larger (by 1.5ppts) than 2016/17. However, the performance of both boys and girls improved in 2017/18. The difference in attainment between boys and girls is smaller in Cardiff than across Wales and the CSC.

	Cardiff 2017	Cardiff 2018	CSC 2018	Wales 2018
CSI Boys	87.7%	87.8%	87.7%	87.0%
CSI Girls	91.2%	92.8%	93.0%	92.1%
CSI Total	89.4%	90.2%	90.3%	89.5%
Boys Vs Girls 2018	3.5ppts	5ppts	5.3ppts	5.1ppts

- 3.15 At the expected level, girls' performance is stronger than boys in all of the core subjects. The greatest difference of more than 6.3ppts is in Welsh first language, but is smaller than in 2016/17. The gender gap is smaller than the national gender gap in all core subjects, except Mathematics. However, both boys and girls perform above the Welsh averages in Mathematics.
- 3.16 The table below shows the performance of boys and girls achieving the expected level in the core subjects over the last 2 years, and the Wales averages.

	2017 girls	2017 girls Wales	2017 boys	2017 boys Wales	2018 girls	2018 girls Wales	2018 boys	2018 boys Wales
English	92.7%	93.7%	88.9%	88.7%	93.5%	94.0%	89.0%	88.3%
Welsh	96.4%	94.6%	89.1%	88.6%	96.9%	92.9%	90.6%	86.4%
Mathematics	92.9%	93.1%	90.4%	90.3%	94.5%	93.4%	90.9%	90.3%
Science	93.1%	94.0%	90.3%	90.6%	94.1%	94.1%	90.5%	90.1%

- 3.17 Girls' performance at the expected level is the same if not slightly higher than the Welsh averages, in all subjects apart from English which is 0.5ppts below. In 2016/17, performance was slightly below the Welsh averages in all of the core subjects apart from Welsh first language. Boys' performance is above the national averages in all of the core subjects. In 2016/17, performance was above the national averages in all core subjects apart from Science.
- 3.18 At the higher levels, outcomes for both boys and girls exceed the national averages. Girls' performance is higher than boys in English, Welsh and Science, and the same in mathematics.

Performance of Key Groups – Ethnicity

3.19 The table below shows the performance of ethnic groups. Some ethnic groups performed above the average of all Cardiff pupils (90.2%). The performance of All Ethnic Groups improved in 2017/18. Cohort sizes have affected the overall percentage performance of some groups.

Key Stage 2	CSI 2017 Cardiff	CSI 2018 Cardiff	CSI 2018 CSC
Any other ethnic background	94.29% (35 pupils)	87.18% (117 pupils)	88.61% (158 pupils)
Arab	81.82% (132 pupils)	86.11% (72 pupils)	85.14% (74 pupils)
Bangladeshi	91.34% (127 pupils)	89.05% (137 pupils)	89.80% (147 pupils)
Black Caribbean	100.00% (11 pupils)	77.78% (9 pupils)	80.00% (10 pupils)
Chinese or Chinese British	100.00% (14 pupils)	100% (10 pupils)	100% (19 pupils)
Mixed	88.24% (272 pupils)	89.15% (295 pupils)	91.20% (466 pupils)
Not known	100.00% (14 pupils)	100% (9 pupils)	93.33% (30 pupils)
Other Asian	92.86% (98 pupils)	96.97% (99 pupils)	96.30% (135 pupils)
Other Black	85.05% (107 pupils)	88.52% (122 pupils)	88.24% (136 pupils)
Pakistani	91.61% (155 pupils)	90.98% (122 pupils)	90.85% (142 pupils)
Somali	88.89% (81 pupils)	87.80% (82 pupils)	88.51% (87 pupils)
Traveller/Romany	66.67% (24 pupils)	82.61% (23 pupils)	77.14% (35 pupils)
White European	80.24% (167 pupils)	80.41% (194 pupils)	84/57% (324 pupils)
White UK	90.33% (2584 pupils)	91.43% (2683 pupils)	90.54% (8840 pupils)
All Ethnic Groups	87.5%	88.1%	89.2%
All Pupils	89.3%	90.2%	90.2%

Key Groups - English as an Additional Language

3.20 The table below shows the performance of learners with English as an Additional Language in (EAL) 2018. The gap is widest for pupils New to English and Early Acquisition.

	2015 Cardiff	2016 Cardiff	2017 Cardiff	2018 Cardiff	2018 CSC
New to English (A)	36.36% (33 pupils)	23.80% (21 pupils)	13.33% (15 pupils)	28.57% (7 pupils)	37.50% (16 pupils)
Early Acquisition (B)	67.43% (261 pupils)	68.83% (215 pupils)	51.22% (123 pupils)	38.10% (84 pupils)	46.60% (103 pupils)
Developing competence (C)	95.93% (270 pupils)	94.63% (354 pupils)	91.46% (316 pupils)	86.51% (304 pupils)	86.76% (370 pupils)
Competent (D)	98.29% (117 pupils)	100% (202 pupils)	100.00% (283 pupils)	99.42% (342 pupils)	99.27% (412 pupils)
Fluent (E)	91.40% (93 pupils)	98.11% (106 pupils)	100.00% (108 pupils)	100% (151 pupils)	100% (247 pupils)
No EAL	89.03% (2630 pupils)	91.20% (2763 pupils)	91.44% (2920 pupils)	92.26% (3035 pupils)	91.47% (9340 pupils)
All Pupils	87.76%	89.50%	89.38%	90.2%	90.3%

Performance of Key Groups – Pupils with Additional Learning Needs

3.21 There continues to be a wide gap between the attainment of pupils with Additional Learning Needs (ALN) and non-ALN pupils. As in the Foundation Phase, the gap is widest for statemented pupils, and the gap narrows for those at School Action Plus and School Action.

Key Stage 2 - Percentage achieving Level 4 or above

2018 Cardiff	English	Welsh	Maths	Science	CSI
Statemented	24.50% (151 pupils)	37.50% (8 pupils)	28.48% (151 pupils)	27.15% (151 pupils)	20.53% (151 pupils)
School Action Plus	61.68% (274 pupils)	55.0% (40 pupils)	69.34% (274 pupils)	68.61% (274 pupils)	58.39% (274 pupils)
School Action	85.57% (596 pupils)	86.49% (74 pupils)	87.42% (596 pupils)	87.42% (596 pupils)	82.05% (596 pupils)
No SEN	98.68% (2953 pupils)	99.55% (449 pupils)	99.29% (2953 pupils)	98.81% (2953 pupils)	98.54% (2953 pupils)
All pupils	91.2%	93.9%	92.7%	92.2%	90.2%

Key Stage 2 - Percentage achieving Level 4 or above

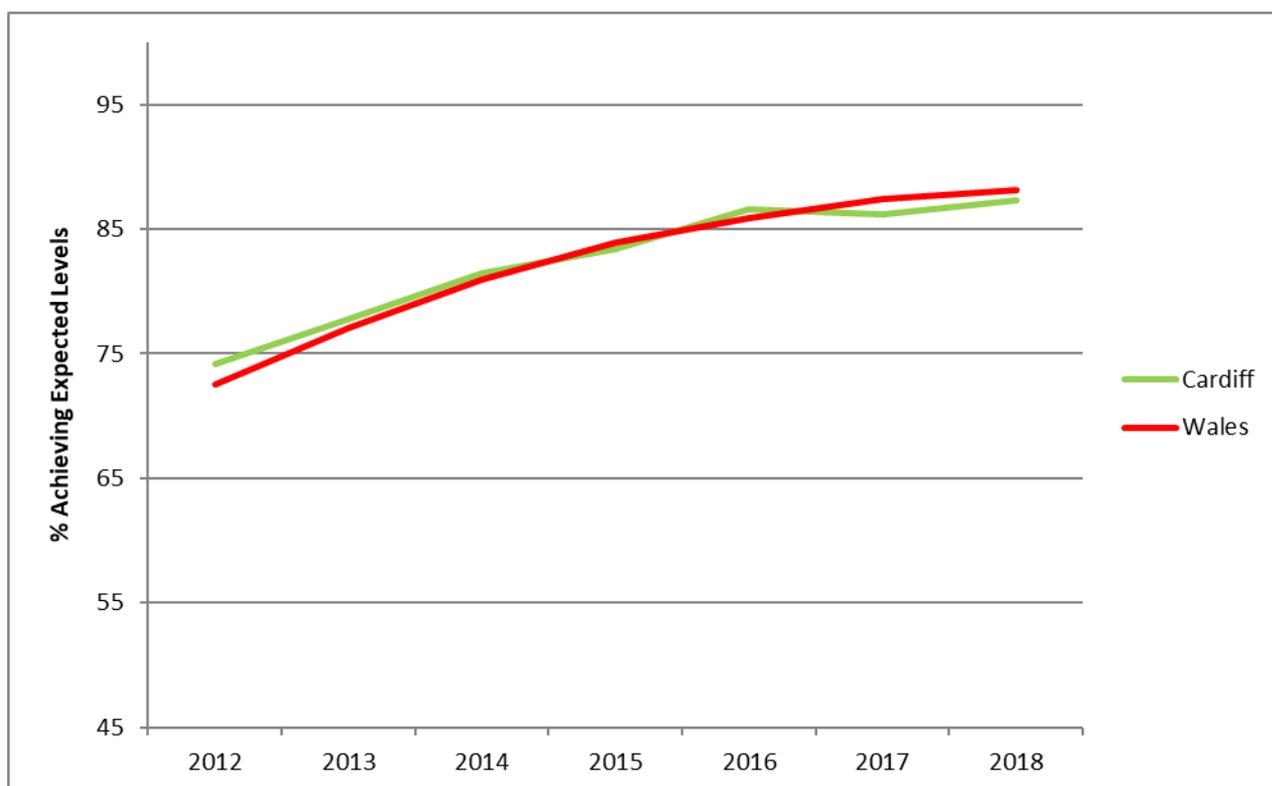
2018 CSC	English	Welsh	Maths	Science	CSI
Statemented	20.41% (294 pupils)	25% (12 pupils)	21.77% (294 pupils)	20.75% (294 pupils)	15.99% (294 pupils)
School Action Plus	59.71% (747 pupils)	59.14% (93 pupils)	65.46% (747 pupils)	63.86% (747 pupils)	54.75% (747 pupils)
School Action	82.73% (1627 pupils)	81.53% (222 pupils)	85.25% (1627 pupils)	85.19% (1627 pupils)	78.92% (1627 pupils)
No SEN	99.09% (7935 pupils)	99.64% (1109 pupils)	99.23% (7935 pupils)	99.21% (7935 pupils)	98.75% (7935 pupils)
All pupils	91.6%	93.6%	92.5%	92.4%	90.3%

Key Stage 2 - Percentage achieving Level 4 or above

2017 Cardiff	English	Welsh	Maths	Science	CSI
Statemented	25.49% (153 pupils)	44.44% (9 pupils)	30.07% (153 pupils)	27.45% (153 pupils)	23.53% (153 pupils)
School Action Plus	57.61% (276 pupils)	50.00% (42 pupils)	62.32% (276 pupils)	63.04% (276 pupils)	51.81% (276 pupils)
School Action	83.42% (573 pupils)	82.19% (73 pupils)	84.64% (573 pupils)	86.04% (573 pupils)	79.76% (573 pupils)
No SEN	99.11% (2817 pupils)	99.55% (441 pupils)	99.25% (2817 pupils)	99.22% (2817 pupils)	98.69% (2817 pupils)
All pupils	90.76%	92.76%	91.60%	91.68%	89.38%

Appendix 4 Performance at Key Stage Three

- 4.1 In 2017/18, the proportion of pupils reaching the expected level at the end of Key Stage 3 is 87.3%, which is 1.1ppts higher than the previous year. This is slightly below the Wales average of 88.1%. Outcomes at Key Stage 3 are based on teacher assessment.



- 4.2 Ten schools out of eighteen maintained, or improved in this indicator. The largest increase was 8.9ppts. In the remaining seven schools, the proportion of pupils achieving the CSI fell by, on average, 3.8ppts. Performance in one secondary school fell by 15.7ppts, one school fell by 4.1ppts, and the remaining schools performance fell by less than 2.5ppts.
- 4.3 2017/18 is the first year of results for Cardiff West Community High School. When compared to results for Michaelston Community College and Glyn Derw High School, both of which were closed in August 2017, results are 9.9ppts higher.
- 4.4 The highest performance is in Welsh first language and the lowest performance is in English. Performance at the expected levels in English and Maths improved slightly when compared to 2016/17, by 0.7ppts and 1.3ppts. Performance in Welsh first language fell slightly by 0.8ppts, and in Science by 0.9ppts.

Core Subjects	Cardiff			Wales
	2016	2017	2018	2018
Level 5+	90.5%	90.8%	91.5%	91.2%
English	90.5%	90.8%	91.5%	91.2%
Welsh First Language	93.1%	95.4%	94.6%	93.8%
Mathematics	90.8%	89.3%	90.6%	91.6%
Science	93.7%	93.7%	92.8%	93.7%

- 4.5 In 2018, performance in five of the non-core subjects improved or stayed the same. Performance in Geography, Music, History and Physical Education fell slightly. This information is no longer published by Welsh Government, so Welsh average figures for 2018 are not available.

Non-Core Subjects	Cardiff					Wales
	2014	2015	2016	2017	2018	2017
Level 5+	92.2%	90.1%	93.9%	92.2%	93.7%	93.6%
Art	92.2%	90.1%	93.9%	92.2%	93.7%	93.6%
Design & Technology	90.1%	90.7%	92.8%	89.8%	90.7%	93.3%
Geography	86.7%	87.3%	90.2%	89.5%	89.4%	92.0%
History	87.1%	86.8%	91.2%	90.4%	89.6%	91.9%
Information Technology	91.3%	90.1%	91.6%	90.1%	90.5%	93.9%
MFL	81.6%	80.9%	85.5%	82.2%	83.5%	86.7%
Music	90.9%	88.7%	93.0%	92.0%	90.3%	93.3%
Physical Education	88.5%	90.8%	92.2%	92.9%	93.2%	93.3%
Welsh 2nd Language	76.7%	80%	80%	83.4%	83.4%	83.8%

Performance of Key Groups - Looked After Children

- 4.6 The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage 3 is 70.7% (29 out of 41 pupils). This is higher than the Wales figure of 60%, and higher than the previous year (53%). Of the 2018 cohort, 73.2% (30 pupils) have an Additional Learning Need.
- 4.7 The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 71.9% (23 out of 32 pupils). This is slightly higher than the previous year (71%). Of the pupils, 65.6% have an Additional Learning Need.

4.8 The cohort is constantly changing due to children moving in and out of care. The above cohorts are for looked after children in year nine, as at January 2018 PLASC (pupil census).

Key Groups - Performance of Pupils Eligible for Free School Meals

4.9 The difference in performance between eFSM and nFSM pupils is greater, than in the primary phase. The gap in attainment in Cardiff is 20.1ppts, the gap across Wales is 13.1ppts.

4.10 The performance of eFSM pupils has improved by 2.6ppts, nFSM pupils has improved by 0.5ppts.

	Cardiff eFSM 2018	Cardiff nFSM 2018	Wales eFSM 2018	Wales nFSM 2018	Cardiff All Pupils 2018
Key Stage 3 Core Subject Indicator	70.8%	91.5%	72.1%	91.6%	87.3%

Performance of Key Groups - More Able and Talented Pupils

4.11 Performance at the higher levels continues to compare well with the national averages.

2018 Key Stage 3		Level 6+	Level 7+
English TA	Cardiff	65.5%	28.6%
	Wales	61.6%	23.4%
Cymraeg TA	Cardiff	70.3%	24.9%
	Wales	63.8%	22.5%
Maths TA	Cardiff	66.8%	36.3%
	Wales	66.3%	32.7%
Science TA	Cardiff	67.1%	29.4%
	Wales	67.1%	28.0%

Performance of Key Groups – Gender

4.12 At the expected level, the attainment gap between boys and girls has reduced to 4.3ppts in 2017/18 compared to 6.3ppts in 2016/17. The attainment gap across Wales is 7ppts.

- 4.13 Boys are performing slightly above the national average at the expected level. Girls are performing slightly below.

	2015	2016	2017	2018	Wales 2018 Actual
CSI Boys	80.5%	83.7%	83.2%	85.2%	84.7%
CSI Girls	86.7%	89.8%	89.4%	89.5%	91.7%
CSI Total	83.4%	86.6%	86.2%	87.3%	88.1%
Boys vs. Girls	6.25ppts	6.1ppts	6.3ppts	4.3ppts	7ppts

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

	2016 girls	2016 boys	2017 girls	2017 boys	2018 girls	2018 Boys	2018 girls Wales	2018 boys Wales
English	93.4%	88.0%	93.6%	88.1%	94.5%	88.5%	94.8%	87.8%
Welsh	96.4%	90.2%	97.9%	92.5%	97.9%	91.0%	96.6%	91.0%
Mathematics	92.4%	89.4%	91.2%	87.5%	91.5%	89.7%	93.7%	89.6%
Science	96.0%	91.6%	95.5%	91.9%	94.9%	90.9%	96.1%	91.5%

- 4.15 Girls are performing slightly below the Welsh average at the expected level in Mathematics. Boys are performing slightly below in Science. Welsh first language is the strongest performing of the core subjects.
- 4.16 Girls' performance is stronger than boys in all of the core subjects. The gender gap is greatest in Welsh first language (6.9ppts), and smallest in Maths (1.8ppts).

Performance of Key Groups – Ethnicity

- 4.17 The table below shows the performance of ethnic groups. Some ethnic groups performed above the average of all Cardiff pupils (87.3%). The performance of All Ethnic Groups improved in 2017/18.

Key Stage 3	CSI 2017 Cardiff	CSI 2018 Cardiff	CSI 2018 CSC
Any other ethnic background	79.31% (29 pupils)	89.89% (89 pupils)	90.77% (130 pupils)
Arab	85.87% (92 pupils)	89.58% (48 pupils)	88.68% (53 pupils)
Bangladeshi	93.33% (120 pupils)	94.29% (105 pupils)	94.78% (115 pupils)
Black Caribbean	66.67% (6 pupils)	83.33% (6 pupils)	85.71% (7 pupils)

Chinese or Chinese British	80.00% (*)	90.91% (11 pupils)	92.59% (27 pupils)
Mixed	87.50% (208 pupils)	89.24% (223 pupils)	89.84% (364 pupils)
Not known	88.24% (17 pupils)	90.91% (22 pupils)	83.87% (31 pupils)
Other Asian	92.06% (63 pupils)	91.23% (57 pupils)	91.57% (83 pupils)
Other Black	82.76% (87 pupils)	86.05% (86 pupils)	86.54% (104 pupils)
Pakistani	87.50% (120 pupils)	89.91% (109 pupils)	90.97% (144 pupils)
Somali	83.12% (77 pupils)	81.82% (66 pupils)	84.62% (78 pupils)
Traveller/Romany	11.11% (9 pupils)	44.44% (9 pupils)	28.57% (14 pupils)
White European	77.62% (143 pupils)	76.33% (169 pupils)	82.08% (279 pupils)
White UK	86.78% (2382 pupils)	87.84% (2335 pupils)	89.02% (8140 pupils)
All Ethnic Groups	85.0%	86.7%	87.8%
All Pupils	86.2%	87.3%	88.7%

Performance of Key Groups - English as an Additional Language

4.18 The table below shows the performance of learners with English as an Additional Language (EAL) in 2018.

	2016 Cardiff	2017 Cardiff	2018 Cardiff	2018 CSC
No EAL	88.70% (2567 pupils)	87.92% (2666 pupils)	89.17% (2614 pupils)	93.74% (8494 pupils)
All Pupils	86.60%	86.19%	87.3%	88.7%

	2016 Cardiff	2017 Cardiff	2018 Cardiff	2018 CSC
New to English (A)	28.57% (7 pupils)	0.00% (*)	-	36.36% (11 pupils)
Early Acquisition (B)	36.78% (87 pupils)	28.07% (57 pupils)	40% (50 pupils)	58.14% (86 pupils)

Developing Competence (C)	83.54% (243 pupils)	77.96% (186 pupils)	82.19% (247 pupils)	58.14% (309 pupils)
Competent (D)	97.37% (190 pupils)	97.79% (272 pupils)	93.68% (269 pupils)	97.48% (318 pupils)
Fluent (E)	97.94% (97 pupils)	98.43% (127 pupils)	99.10% (111 pupils)	97.97% (197 pupils)

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

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

Key Stage 3 - Percentage achieving level 5 or above					
2018 Cardiff	English	Welsh	Maths	Science	CSI
Statemented	36.96% (138 pupils)	-	35.51% (138 pupils)	42.03% (138 pupils)	31.16% (138 pupils)
School Action Plus	66.67% (264 pupils)	62.86% (35 pupils)	66.67% (264 pupils)	75.38% (264 pupils)	53.79% (264 pupils)
School Action	85.84% (459 pupils)	86.44% (59 pupils)	83.01% (459 pupils)	87.80% (459 pupils)	75.60% (459 pupils)
No SEN	98.38% (2474 pupils)	99.46% (368 pupils)	97.78% (2474 pupils)	98.67% (2474 pupils)	96.44% (2474 pupils)
All pupils	91.47%	94.62%	90.60%	92.84%	87.32%

Key Stage 3 - Percentage achieving level 5 or above					
2018 CSC	English	Welsh	Maths	Science	CSI
Statemented	29.93% (294 pupils)	-	29.59% (294 pupils)	34.01% (294 pupils)	25.51% (294 pupils)
School Action Plus	66.48% (719 pupils)	54.72% (53 pupils)	66.20% (719 pupils)	73.71% (719 pupils)	54.52% (719 pupils)
School Action	84.81% (1442 pupils)	80.59% (170 pupils)	84.54% (1442 pupils)	90.36% (1442 pupils)	76.70% (1442 pupils)

No SEN	98.66% (7114 pupils)	98.60% (998 pupils)	98.58% (7114 pupils)	99.07% (7114 pupils)	97.37% (7114 pupils)
All pupils	91.99%	94.04%	91.88%	93.78%	88.75%

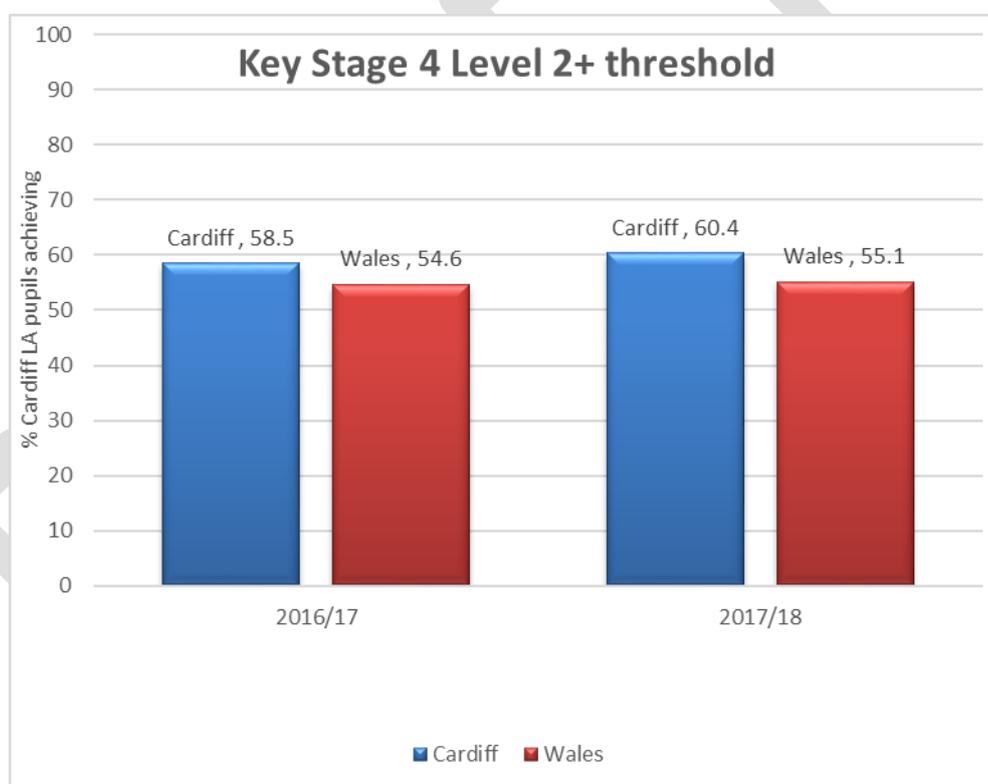
Key Stage 3 - Percentage achieving level 5 or above					
2017	English	Welsh	Maths	Science	CSI
Statemented	34.78% (138 pupils)	0.00% (*)	26.81% (138 pupils)	42.75% (138 pupils)	23.19% (138 pupils)
School Action Plus	69.37% (271 pupils)	77.78% (36 pupils)	62.73% (271 pupils)	75.65% (271 pupils)	54.98% (271 pupils)
School Action	83.01% (471 pupils)	88.33% (60 pupils)	77.71% (471 pupils)	92.78% (471 pupils)	71.55% (471 pupils)
No SEN	97.74% (2478 pupils)	99.15% (355 pupils)	97.86% (2478 pupils)	98.75% (2478 pupils)	96.00% (2478 pupils)
All pupils	90.76%	95.37%	89.27%	93.66%	86.19%

Appendix 5 Performance at Key Stage Four

5.1 In 2016/17, a new set of GCSE qualifications in Wales for mathematics, numeracy, English language, Welsh language, English literature and Welsh literature were introduced. New rules for reporting school performance measures were also been introduced in 2017. 2017/18 results show an improvement on 2016/17 in all of the headline indicators, and compare well with CSC and Welsh averages.

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

5.2 In 2018, at Key Stage 4, provisional results show that 60.4% of pupils achieved the Level 2+ threshold, a 1.9ppt increase compared to 2016/17. This is 5.3ppts above the Welsh average and 2.8ppts above the CSC average.



5.3 In 2017/18, less than half of the pupils achieved the Level 2+ threshold in seven secondary schools. Four of the schools improved when compared to 2016/17 results. Eastern High had the greatest improvement in this threshold (7.73ppts).

5.5 Cardiff West Community High School opened as a new school in September 2017 and 28% of pupils achieved the Level 2+. This is an improvement on outcomes at Michaelston Community College and Glyn Derw High School in 2017.

- 5.6 Performance in the Level 2+ is 9.4ppts above modelled expectations, based on pupils eligible for FSM. This is the largest difference in Wales.

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

- 5.7 Performance in the Level 2 threshold is 72.1%, which is 2.2ppts improvement compared to 2016/17 and 5.2ppts above the Welsh average. Performance in this threshold has been affected most by the assessment changes due to a limit on vocational options. This is similar across Wales.

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

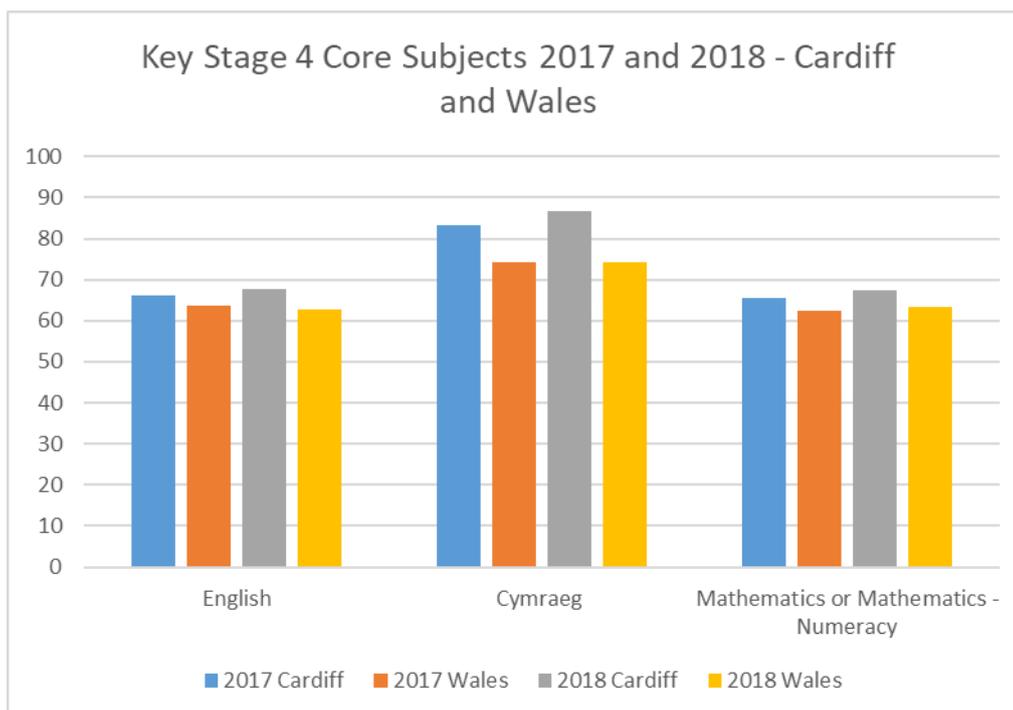
- 5.8 In 2017/18, performance in the Level 1 Threshold increased to 94.2%, compared to 93.2% in 2016/17. For the first time, performance in this threshold is above the Welsh average, which is 93.6%.
- 5.9 Of the 3,106 pupils entered for exams at a mainstream secondary school, 89 didn't achieve the Level 1 threshold. This represents 2.87%. In 2017/18, 17 learners from Cardiff West Community High School didn't achieve the Level 1 threshold. In 2016/17, 44 pupils from Michaelston Community College and Glyn Derw High School didn't achieve this threshold.

Performance in the Capped Nine Points Score

- 5.10 The Capped 9 Points Score was introduced in 2016/17, which focuses on pupil's results from 9 of the qualifications available in Wales. Performance in this threshold increased to 369.7, compared to 360.7 in 2016/17. The Welsh average is 350.1.
- 5.11 Cardiff is performing 28.2 points above modelled expectations in the Capped 9 Points Score, which is the largest difference in Wales.

Performance in Core Subjects

- 5.12 Performance in English is 67.7%, a 1.5ppt increase compared to 2016/17 and 5.1ppts above the Welsh average. Performance in Welsh first language is 86.7%, a 3.4ppt increase compared to 2016/17 and 12.4ppts above the Welsh average.
- 5.13 Performance in Science is not comparable to 2016/17, due to changes in assessment introduced in 2017/18. Performance in 2017/18 is 65.4%, which is 2.4ppts above the Welsh average.

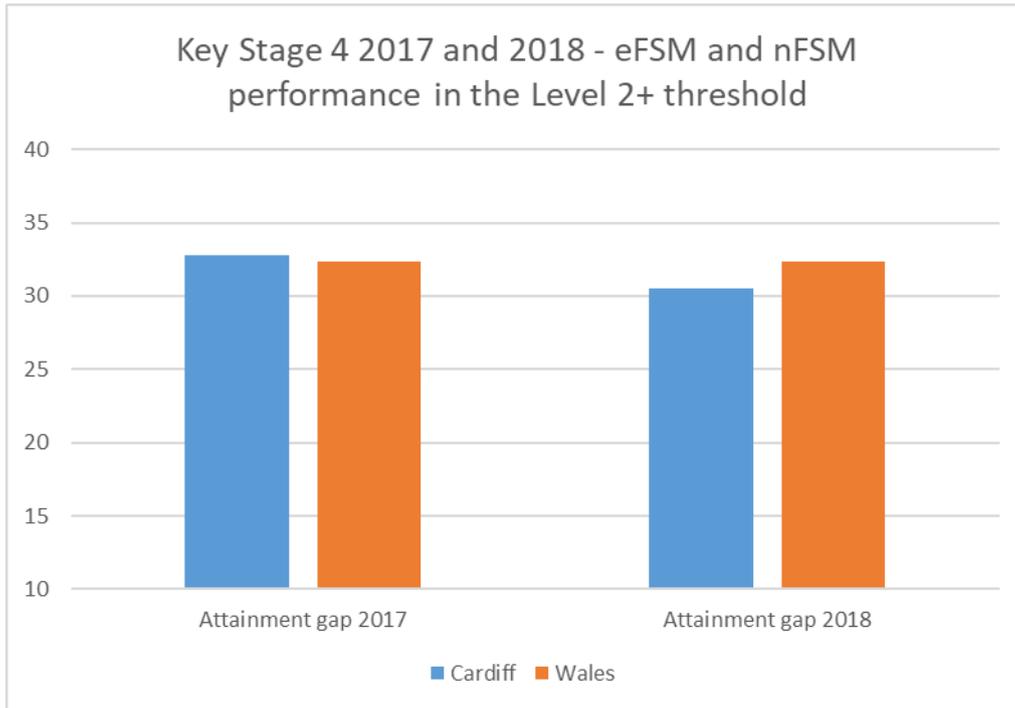


Subject	Cardiff 2017/18	Wales 2017/18
English	67.7%	62.6%
Welsh	86.7%	74.3%
Mathematics	63.7%	59.4%
Mathematics-Numeracy	62.0%	58.0%
Mathematics or Mathematics - Numeracy	67.5%	63.5%
Science	65.4%	63.0%

Performance of Key Groups - Pupils Eligible for Free School Meals

5.14 In 2018, results show that 37.2% of pupils eligible for free school meals (eFSM) in Cardiff achieved the Level 2+ threshold. This is a 3.3ppt increase compared to 2016/17. Performance of eFSM pupils in Cardiff is 7.8ppts higher than the performance across Wales, which is 29.4%.

5.15 The gap in attainment between eFSM and nFSM pupils is smaller in Cardiff than it is across Wales in 2017/18. (30.5ppt/32.3ppt). The gap was slightly larger in 2016/17.



- 5.16 The performance of Cardiff's eFSM pupils is higher than across Wales in the Level 2+, Level 2, Level 1 thresholds and Capped 9 Points Score. Performance of eFSM pupils in the Level 1 threshold is higher than across Wales for the first time in 2017/18.
- 5.17 The gap in performance between eFSM and nFSM pupils is smaller than across Wales in the Level 2+, Level 2, Level 1 thresholds and Capped 9 Point Score. There continues to be marked variations between schools in the attainment of eFSM pupils. Performance of eFSM and nFSM pupils in 2016/17 and 2017/18 can be seen in the table below:

	Level 2+ Cardiff	Level 2+ Wales	Level 2 Cardiff	Level 2 Wales	Level 1 Cardiff	Level 1 Wales
2017/18 eFSM	37.2%	29.4%	50.9%	41.5%	90.7%	88.1%
2017/18 nFSM	67.8%	61.7%	41.5%	73.9%	98.0%	97.4%
Difference 2018	30.5ppt	32.3ppt	28.6ppt	32.3ppt	7.3ppt	9.3ppt

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

5.18 The performance of eFSM and nFSM pupils in the core subjects is shown in the table below. Cardiff's eFSM pupils perform above the Welsh average in all of the core subjects. The gap in attainment is also smaller than across Wales in all of the core subjects.

	English Cardiff	English Wales	Welsh Cardiff	Welsh Wales	Maths-Numeracy Cardiff	Maths-Numeracy Wales	Maths-Cardiff	Maths-Wales	Science Cardiff	Science Wales
2017/18 eFSM	45.4%	38.7%	64.3%	46.9%	38.9%	33.7%	44.0%	35.0%	41.6%	38.3%
2017/18 nFSM	75.0%	68.9%	88.4%	77.0%	69.4%	64.3%	70.3%	65.9%	73.1%	69.6%
Difference 2018	29.6ppt	30.2ppt	24.1ppt	30.1ppt	30.5ppt	30.6ppt	26.2ppt	30.9ppt	31.5ppt	31.3ppt

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

Performance of Key Groups – EOTAS Pupils

5.19 The table below shows the performance of pupils in 2018 who were educated other than at school (EOTAS). Performance of this group remains too low.

	Level 1	Level 2	Level 2+
The percentage of all pupils on EOTAS PLASC (some pupils would have been registered on a school roll as at annual census but receiving EOTAS provision) (cohort is 109 pupils)	27.8% (20 out of 109 pupils)	0.9% (*)	0 pupils

5.20 Of the 109 pupils registered as EOTAS, as at the Pupil Census:

- 107 of the pupils are on the LA EOTAS Central Roll, the remaining two pupils were on roll at a mainstream secondary school
- 57.8% are male, 42.2% were female
- 75.2% have additional learning needs
- 68.8% are eligible for free school meals
- 11% are looked after
- 78% are WBRI

Performance of Key Groups - Looked After Children

5.21 At the end of Key Stage 4, seven Cardiff Council Looked After Children achieved the Level 2 + threshold (5 GCSEs A*-C including English or Welsh and Mathematics). This represents 14.3% (cohort is 49 pupils). In 2016/17, no Cardiff Council Looked After Children achieved this threshold (cohort was 53 pupils). 63.3% achieved the Level 1 threshold (31 pupils) and 22.4% (11 pupils) achieved the Level 2 threshold. 65% (32 pupils) have an Additional Learning Need.

5.22 The proportion of looked after children educated in a Cardiff school achieving the Level 2+ is six pupils of a cohort of 24. This represents 25%. 87.5% achieved the Level 1 threshold (21 pupils), 37.5% (nine pupils) achieved the Level 2 threshold. 62.5% of pupils have an Additional Learning Need (15 pupils).

5.23 The cohort is constantly changing due to children moving in and out of care. The above cohorts are for looked after children in year eleven, as at January 2018 PLASC (pupil census).

Performance of Key Groups - More Able and Talented Pupils

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

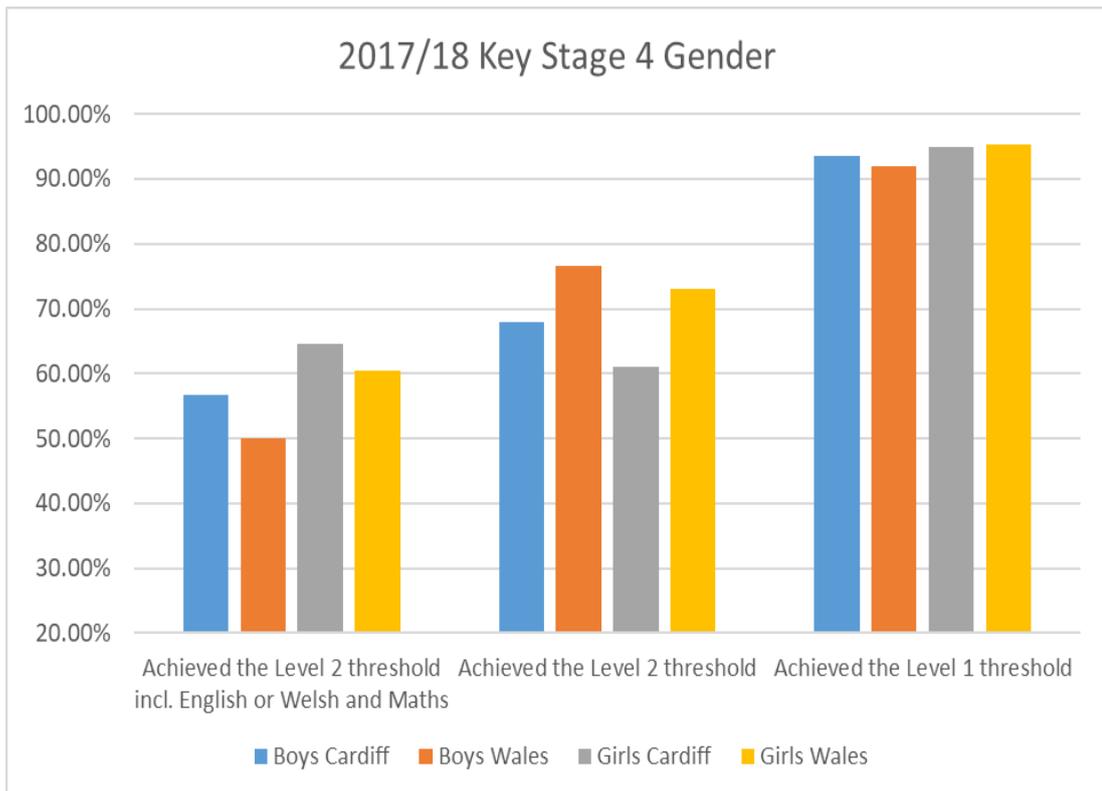
KS4 5+ A*-A or equivalent (5 achieving)	2015/16	2016/17	2017/18
Cardiff	19.9%	22.3%	24.7%
Wales	15.9%	16.8%	18.0%

Performance of Key Groups – Gender

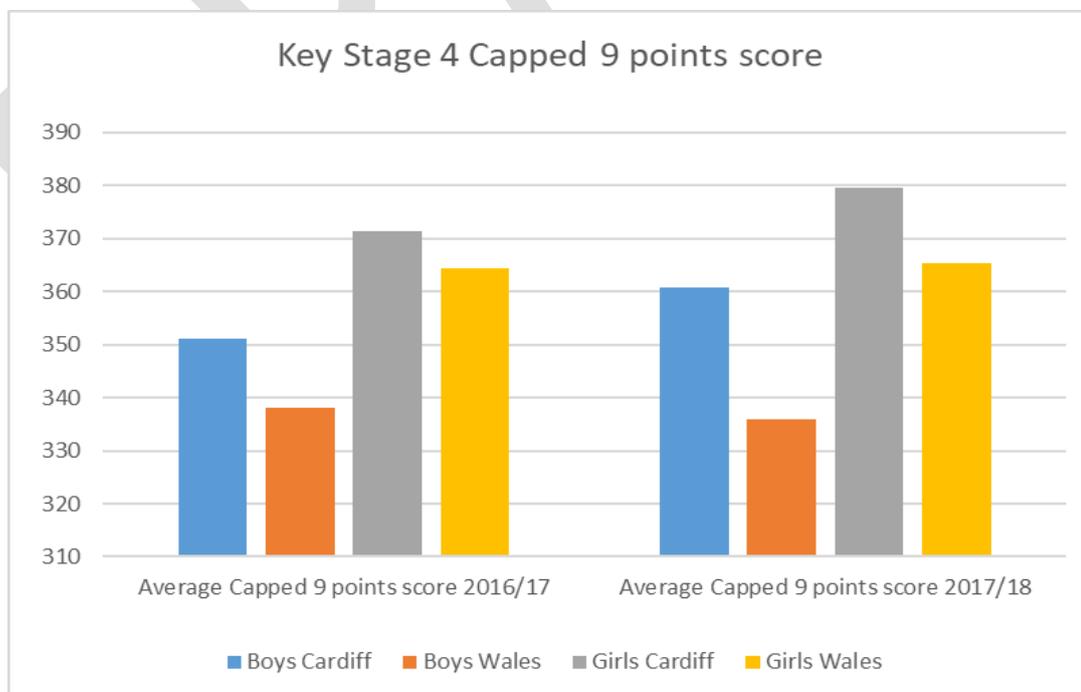
5.25 At the Level 2 + threshold, the performance of boys is 6.6ppts above the Welsh average (56.7%/50.1%). Boys are also performing above the Welsh average in the Level 2 threshold (67.9%/61.1%).

5.26 At the Level 2+ threshold, performance of girls is 4.1ppts above the Welsh average. Girls are also performing above the Welsh average in the Level 2 threshold (76.7%/73.1%).

5.27 In the Level 1 threshold, boys' performance is 1.7ppts above the Welsh average (93.6%/91.9%). The performance of boys has previously been below the Welsh average in this measure. Girls' performance is slightly below the Welsh average (94.9%/95.3%).



5.28 The performance of boys and girls is above the Welsh averages in the Capped 9 points score, and the gap in attainment is smaller than across Wales.



Cardiff 2018

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. English or Welsh and Maths	Average Capped 9 points score
Boys	93.6%	67.9%	56.7%	360.8
Girls	94.9%	76.7%	64.6%	379.6
Difference	1.3ppts	8.8ppts	7.9ppts	18.8ppts

Wales 2018

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. GCSE grade A*-C in English or Welsh and Maths	Average Capped 9 points score
Boys	91.9%	61.1%	50.1%	335.9
Girls	95.3%	73.1%	64.6%	379.6
Difference	3.4ppts	12ppts	10.4ppts	29.5ppts

Performance of Key Groups – Ethnicity

5.29 Performance of ethnic groups is the same as all pupils in the Level 2+ threshold in 2018. The performance of ethnic groups is higher than all pupils in the Level 2 and Level 1 thresholds. The lowest performing group is Traveller/Romany.

Key Stage 4	L2+ 2017 Cardiff	L2+ 2018 Cardiff	L2+ 2018 CSC
Any other ethnic background	74.1% (27 pupils)	68.00% (100 pupils)	72.18% (133 pupils)
Arab	54.7% (95 pupils)	81.58% (38 pupils)	79.55% (44 pupils)
Bangladeshi	67.6% (108 pupils)	68.63% (102 pupils)	70.09% (117 pupils)
Black Caribbean	50.0% (6 pupils)	85.71% (7 pupils)	69.23% (13 pupils)
Chinese or Chinese British	76.9% (13 pupils)	90.00% (10 pupils)	83.33% (18 pupils)
Mixed	50.0% (206 pupils)	57.07% (198 pupils)	60.00% (295 pupils)
Not known	76.0% (25 pupils)	68.75% (16 pupils)	66.67% (27 pupils)
Other Asian	81.8% (44 pupils)	70.59% (51 pupils)	71.83% (71 pupils)
Other Black	49.2% (63 pupils)	55.84% (77 pupils)	59.30% (86 pupils)
Pakistani	65.4%	66.28%	69.83%

	(104 pupils)	(86 pupils)	(116 pupils)
Somali	64.6% (79 pupils)	51.95% (77 pupils)	52.75% (91 pupils)
Traveller/Romany	10.0% (10 pupils)	22.22% (9 pupils)	18.18% (11 pupils)
White European	45.6% (114 pupils)	46.10% (141 pupils)	53.71% (229 pupils)
White UK	59.0% (2365 pupils)	61.41% (2278 pupils)	57.73% (7727 pupils)
All Ethnic Groups	57.5%	60.4%	63.0%
All Pupils	58.8%	60.4%	57.6%

Key Stage 4	L2 2017 Cardiff	L2 2018 Cardiff	L2 2018 CSC
Any other ethnic background	81.5%	79.00% (100 pupils)	81.95% (133 pupils)
Arab	72.6%	94.74% (38 pupils)	93.18% (44 pupils)
Bangladeshi	85.2%	81.37% (102 pupils)	82.91% (117 pupils)
Black Caribbean	66.7%	85.71% (7 pupils)	76.92% (13 pupils)
Chinese or Chinese British	84.6%	100.00% (10 pupils)	94.44% (18 pupils)
Mixed	65.5%	72.73% (198 pupils)	72.54% (295 pupils)
Not known	88.0%	87.50% (16 pupils)	81.48% (27 pupils)
Other Asian	86.4%	78.43% (51 pupils)	80.28% (71 pupils)
Other Black	63.5%	84.42% (77 pupils)	86.05% (86 pupils)
Pakistani	77.9%	79.07% (86 pupils)	82.76% (116 pupils)
Somali	75.9%	62.34% (77 pupils)	63.74% (91 pupils)
Traveller/Romany	10.0%	22.22% (9 pupils)	27.27% (11 pupils)
White European	58.8%	60.99% (141 pupils)	69.00% (229 pupils)
White UK	69.5%	72.21% (2278 pupils)	69.17% (7727 pupils)
All Ethnic Groups	71.3%	74.7%	76.4%
All Pupils	70.1%	72.1%	69.2%

Key Stage 4	L1 2017 Cardiff	L1 2018 Cardiff	L1 2018 CSC
Any other ethnic background	100.0%	99.00% (100 pupils)	99.25% (133 pupils)
Arab	97.9%	100.00% (38 pupils)	100.00% (44 pupils)
Bangladeshi	99.1%	100.00% (102 pupils)	100.00% (117 pupils)
Black Caribbean	100.0%	100.00% (7 pupils)	100.00% (13 pupils)
Chinese or Chinese British	100.0%	100.00% (10 pupils)	100.00% (18 pupils)
Mixed	94.7%	93.94% (198 pupils)	94.92% (295 pupils)
Not known	96.0%	93.75% (16 pupils)	92.59% (27 pupils)
Other Asian	100.0%	100.00% (51 pupils)	100.00% (71 pupils)
Other Black	92.1%	98.70% (77 pupils)	98.84% (86 pupils)
Pakistani	97.1%	98.84% (86 pupils)	99.14% (116 pupils)
Somali	97.5%	98.70% (77 pupils)	98.90% (91 pupils)
Traveller/Romany	60.0%	66.67% (9 pupils)	72.73% (11 pupils)
White European	90.4%	92.91% (141 pupils)	94.76% (229 pupils)
White UK	92.9%	94.86% (2278 pupils)	95.59% (7727 pupils)
All Ethnic Groups	95.5%	96.7%	97.1%
All Pupils	93.6%	94.2%	94.5%

Performance of Key Groups – Pupils with Additional Learning Needs

5.30 The performance of pupils with Additional Learning Needs (ALN) at the end of Key Stage 4), can be seen in the table below.

Key Stage 4 - Percentage achieving threshold measures			
2018 Cardiff	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	78.6% (103 pupils)	30.1%	16.5%
School Action Plus	81.1% (190 pupils)	23.2%	16.3%
School Action	96.0% (378 pupils)	86%	22.2%
No SEN	99.1% (2443 pupils)	39.7%	74.4%

Key Stage 4 - Percentage achieving threshold measures			
2018 CSC	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	59.2% (228 pupils)	20.2%	12.7%
School Action Plus	86.5% (586 pupils)	30.7%	20.8%
School Action	94.9% (1067 pupils)	40.0%	23.5%
No SEN	99.2% (6913 pupils)	81.6%	70.1%

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

Comparative Performance with other Local Authorities

- 5.31 At Key Stage 4, over half of the schools are in quarter one for the Level 2+ and Level 2 threshold. There has also been an increase in the proportion of schools in quarter one in the Level 1 threshold.
- 5.32 The same number of schools are in quarter 4 for the Level 2+ threshold and Level 1 threshold. There has been an increase of 1 school in quarter 4 for the Level 2 threshold. In 2017/18, 72% of schools are in quarter 1 for the Capped 9 Points Score, which is an increase of two schools compared to 2016/17.

Performance Measure	Key Stage 4 2018			
	Q1	Q2	Q3	Q4
Level 1 threshold	39% 7 schools	11% 2 schools	22% 4 schools	28% 5 schools
Level 2 threshold	56% 10 schools	22% 4 schools	6% 1 school	17% 3 schools
Level 2 inc Eng/Wel & Maths	61% 11 schools	17% 3 schools	11% 2 schools	11%

				2 schools
Capped 9 Points Score	72% 13 schools	6% 1 school	6% 1 school	17% 3 schools

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

	Key Stage 4 2017			
Performance Measure	Q1	Q2	Q3	Q4
Level 1 threshold	26% 5 schools	32% 6 schools	16% 3 schools	26% 5 schools
Level 2 threshold	53% 10 schools	21% 4 schools	5% 1 school	21% 4 schools
Level 2 inc Eng/Wel & Maths	58% 11 schools	21% 4 schools	11% 2 schools	11% 2 schools
Capped 9 Points Score	58% 11 schools	11% 2 schools	16% 3 schools	16% 3 schools

Appendix 6 Performance at Key Stage 5

- 6.1 The proportion of pupils achieving the Level 3 threshold, equivalent to the volume of 2 A levels at grade A*-E, is 98.5%.

	2014	2015	2016	2017	2018
	Level 3				
Cardiff	96.8%	96.9%	97.6%	97.5%	98.5%
Wales	97.1%	97.0%	98.0%	97.1%	97.6%

- 6.2 The proportion of pupils achieving 3 A levels A* to C is 66.8%, a 4.7ppt increase compared to 2017, and above the Welsh average.

	2014	2015	2016	2017	2018
	3 A*/C				
Cardiff	/	/	/	62.1%	66.8%
Wales	/	/	/	54.7%	58.1%

- 6.3 The proportion of pupils achieving 3 A*-A grades increased by 3.1ppts in 2018, and remains above the Welsh average by 5.8ppts.

	2014	2015	2016	2017	2018
	3 A*/A				
Cardiff	12.2%	10.2%	10.2%	16.1%	19.2%
Wales	8.9%	7.9%	6.7%	10.4%	13.4%

- 6.4 The overall trend in performance in the average wider points score is shown in the table below. Performance has increased by 12.5 points in the Average Wider Points Score, and remains above the Welsh average of 45.7 points.

YEAR 13	RESULTS					Wales
	2014	2015	2016	2017	2018	2018
Average wider points score for pupils aged 17	833	866	870	772.2	784.7	739.0

Value-Added Performance in Cardiff Sixth Forms

- 6.5 Cardiff uses the Alps tools for identifying the value-added schools bring to student achievements. It compares the performance of approximately 270,412 students taking over 724,829 A levels. 2018 data is based on a four year summary.
- 6.6 973 students completed 2 or more A Level examinations in 2018, slightly less than 2017 which was 924 students. The total number of examination entries, excluding General Studies, is 2,643, which represents an increase of 104 entries.

- 6.7 One entry, 45.6% of students had an average GCSE score of or over 48.4 points, 33.9% of students had an average GCSE score of between 43.0-48.4 points, and 20.5% had an average GCSE score of less than 43.0 points. The average GCSE score on entry is 6.27, which is similar to 2017.
- 6.8 Depending on the QCA Score, each student has a UCAS points target set on entry. ALPs compares the actual performance in terms of the UCAS points against the UCAS target. In Cardiff, 263 students who scored between 38.2-44.8 (QCA score) significantly underperformed when compared with their UCAS points target. Ten students who scored between 10.0-34.0 (QCA Score) also significantly underperformed when compared with their UCAS points target. The performance of these three groups places Cardiff in the bottom 25% of Local Authorities. The performance of the remaining groups places Cardiff below average in six of the groups, and satisfactory to good in one of the groups.
- 6.9 On points per subject, no pupils performed in the bottom 25% in relation to the total A Level UCAS points per subject against the benchmarks based on the national data set. The performance of 10 groups places Cardiff between 50%-75% of Local Authorities in Wales. The performance of one group places Cardiff between 25%-39%.
- 6.10 There are 12 secondary schools in Cardiff reporting results in 2018 for A level. 2019 will be the first year that Ysgol Gyfun Gymraeg Bro Edern report A level results. The largest provider in 2018 is Cardiff High and the smallest is for Cantonian High School.
- 6.11 The Three Year T score compares A Level performance of pupils at one school with those in other schools nationally. The Alps data shows that six schools performed in the top 25% of Local Authorities in 2018. No schools performed in the bottom 25%. The Alps QI indicator provides a view of how the curriculum has performed overall in that year. In 2018, eight schools performed in the top 25%. One school performed in the bottom 75%
- 6.12 The ten highest performing subjects in relation to value-added are shown below. Results for these subjects are above the 75% benchmark and indicate excellent or outstanding achievement.

Highest Performing A Level Subjects	
Subject	No of Entries
Health and Social Care	17
History	201
Maths (further)	55
Physical Education	64
Physics	138
Portuguese	2
Welsh 1 st Language	12
WBQ – Advanced Skills	1,025
Challenge Cert	

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

Lowest Performing A Level Subjects	
Subject	No of Entries
Italian	2
Polish	2
Travel & Tourism	11

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

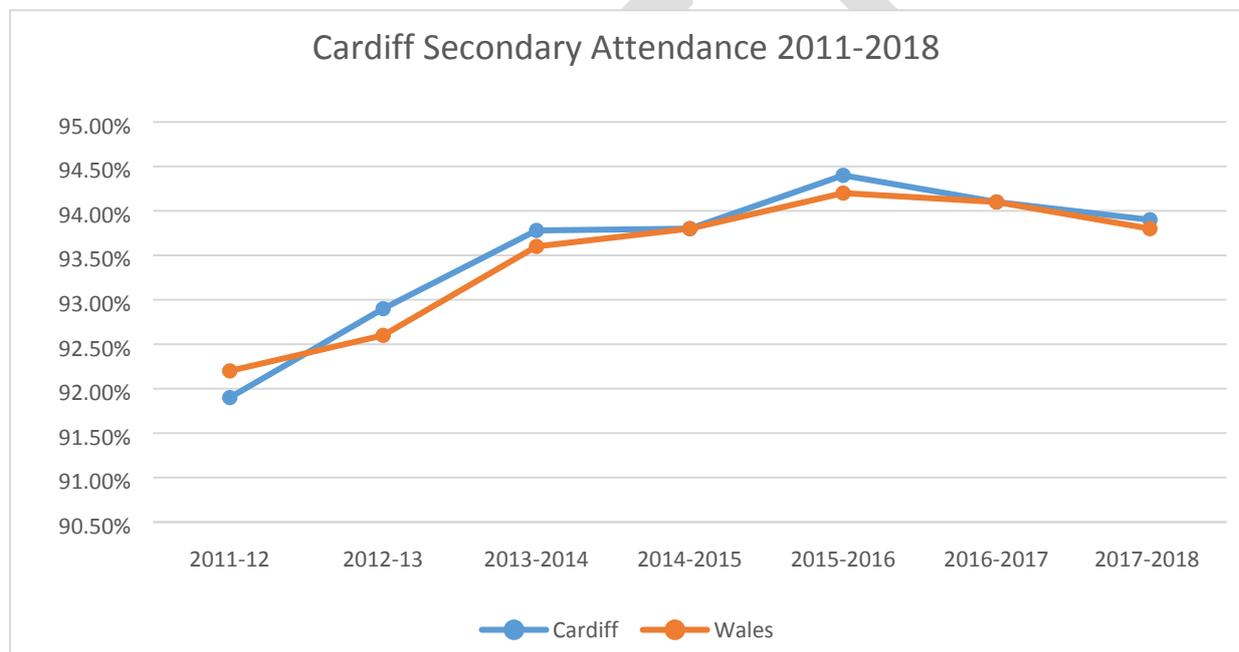
Largest number of A Level Entries	
Subject	No of Entries
WBQ – Advanced Skills Challenge Cert	1,025
Mathematics	343
Biology	208
History	201
Sociology	197
Chemistry	176
English Literature	140
Geography	140
Physics	138
Business Studies	120
Psychology	110
Religious studies	92

Appendix 7 Attendance at School

NB some primary attendance data is not yet available

Secondary Schools

- 7.1 The 2017/18 overall attendance figure for secondary attendance, including special schools, was 93.9%, which was a 0.2ppt decrease on the previous year.
- 7.2 This is slightly above the Welsh average of 93.8% and places Cardiff 10th out of the 22 local authorities in Wales for secondary school attendance compared with 11th in 2017. This is an improved ranking as attendance dropped slightly across all Welsh LA's. This is above the Central South Consortium's average of 93.6%. In relation to similar authorities, Cardiff's attendance rate is better than Newport, but below Swansea.



- 7.3 The attendance of children who are looked after (LAC) is generally good and at secondary level was 94.9% overall, compared with 93.9% for all pupils.
- 7.4 The attendance of eFSM pupils in Cardiff's secondary schools decreased since last year by 0.4ppts. This is slightly above the CSC average of 89.4% and also the Welsh average of 89.6%. However, overall their attendance is significantly below that of non-FSM pupils.

Secondary Attendance	2013/14	2014/15	2015/16	2016/17	2017/18
FSM pupils - Cardiff	90.19%	89.82%	90.70%	90.50%	90.1%
FSM pupils - Wales	89.30%	89.75%	90.20%	90.10%	89.6%
Non-FSM pupils - Cardiff	94.84%	94.94%	95.50%	95.20%	95.0%
Non-FSM pupils - Wales	94.55%	94.55%	95.00%	94.90%	95.0%
Difference (non-FSM%-FSM%) - Cardiff	4.65ppts	5.12ppts	4.8ppts	4.7ppts	4.8ppts
Difference (non-FSM%-FSM%) - Wales	5.25ppts	5ppts	4.7ppts	4.8ppts	5.0ppts

Primary Schools

- 7.5 The 2017/18 overall attendance figure for primary schools was 94.9% which was a 0.1ppt decrease on the previous year.
- 7.6 Welsh Government aggregate both primary special school and primary school attendance data which has reduced the overall attendance to 94.78%. Although attendance has decreased on last year's position, this picture is mirrored across Wales and the ranking has improved to 7th out of 22 Local Authorities compared to 8th in 2016/17. Cardiff's primary attendance is above the Wales primary average of 94.55% (94.9% in 2016/17). Cardiff's attendance is also above the average for the Central South Consortium average of 94.55%.
- 7.7 The attendance of children who are looked after (CLA) is very good and at primary level was 97% overall, compared with 94.9% for all pupils. This is above the Central South Consortium's average of 96.6%.
- 7.8 The attendance of eFSM pupils in Cardiff' primary schools has improved by 1.73ppt since 2012/13, compared to 1.15ppt for non-FSM pupils. However, their attendance is significantly below that of non-FSM pupils.

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

Add graph when figures are published in mid December

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

Primary Attendance	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
FSM pupils - Cardiff	91.70%	92.80%	93.10%	92.90%	93.00%	92.50%
FSM pupils - Wales	91.40%	92.60%	92.90%	92.70%	92.70%	
Non-FSM pupils - Wales	94.30%	95.30%	95.50%	95.50%	95.40%	
Non-FSM pupils - Cardiff	94.70%	95.60%	95.80%	95.60%	95.70%	
Difference (non-FSM%-FSM%) - Cardiff	3ppts	2.8ppts	2.7ppts	2.7ppts	2.7ppts	
Difference (non-FSM%-FSM%) - Wales	2.9ppts	2.7ppts	2.6ppts	2.7ppts	2.7ppts	

Appendix 7 Exclusions

8.1 There has been an increase in fixed term exclusions in 2017/18. The overall rise is due to increases in the primary phase. The figures are slightly lower than the national figures for 2016/17.

Fixed Term Exclusions 5 days or fewer

A YEAR	SCHOOL TYPE	Total Days	Number of Exclusions	Av Days Lost	Total Pupils	Exclusions Per 1000 Pupils	Days lost Per 1000 Pupils
2014/15							
	Primary	328.50	229	1.43	23700	9.66	13.86
	Secondary	2217.50	1279	1.73	16591	77.09	133.66
	Special	221.00	121	1.83	442	273.76	500.00
	Total	2767.00	1629	1.70			
2015/16							
	Primary	354.75	229	1.55	24402	9.38	14.54
	Secondary	1418.50	916	1.55	16546	55.36	85.73
	Special	203.50	116	1.75	459	252.72	443.36
	Total	1976.75	1261	1.57			
2016/17							
	Primary	381.50	244	1.56	24918	9.79	15.31
	Secondary	1572.00	909	1.73	16721	54.36	94.01
	Special	278.50	164	1.70	472	347.46	590.04
	Total	2232.00	1317	1.69			
2017/18							
	Primary	526.50	339	1.55	25292	13.40	20.82
	Secondary	1692.00	835	2.03	17104	48.82	98.92
	Special	173.00	103	1.68	477	215.93	362.68
	Total	2391.50	1277	1.87			

Primary Phase

8.2 There has been a significant rise in the number of short, fixed term exclusions in the primary phase. This is due to an increase in young people with complex behavioural, emotional and social difficulties and is not attributable to specific schools.

8.3 The average days lost (five days or fewer) decreased and remained within recommended limits, which is below three days.

8.4 Wellbeing classes have recently been established to support learners at risk of exclusion in the Foundation Phase and Key Stage 2.

8.5 Schools are adopting the wellbeing and resilience strategy which will strengthen their awareness and therefore their support for pupils with adverse experiences, trauma attachment difficulties.

Secondary Phase

8.6 The number of exclusions (5 days or fewer) in the secondary phase continued to decrease in 2017/18. Fixed term exclusions (five days or fewer) per 1000 pupils decreased significantly.

8.7 The average days lost (five days or fewer) increased slightly. As in the primary phase, it is recommended that this is below three days.

8.8 Most secondary schools have low or very low exclusions. Three schools have very high exclusion rates (St Illtyd's, Willows and Cardiff West Community High Schools).

Fixed Term Exclusions greater than 5 days

A YEAR	SCHOOL TYPE	Total Days	Number of Exclusions	Av Days Lost	Total Pupils	Exclusions Per 1000 Pupils	Days lost Per 1000 Pupils
2014/15	Primary	69.00	8	8.63	23700	0.34	2.91
	Secondary	765.50	80	9.57	16591	4.82	46.14
	Special	43	5	8.60	442	11.31	97.29
	Total	877.50	93	9.44			
	2015/16	Primary	52.00	6	8.67	24402	0.25
Secondary	264.00	18	14.67	16546	1.09	15.96	
Special	52	6	8.67	459	13.07	113.29	
Total	368.00	30	12.27				
2016/17	Primary	35	4	8.75	24918	0.16	1.40
	Secondary	417.50	41	10.18	16721	2.45	24.97
	Special	36	4	9.00	472	8.47	76.27
	Total	488.50	49	9.97			
	2017/18	Primary	31.00	4	7.75	25292	0.16

	Secondary	385.00	37	10.41	17104	2.16	22.51
	Special	39	5	7.80	477	10.48	81.76
	Total	455.00	46	9.89			

Primary Phase

8.9 The number of longer exclusions in this phase remains low, with 4 in total.

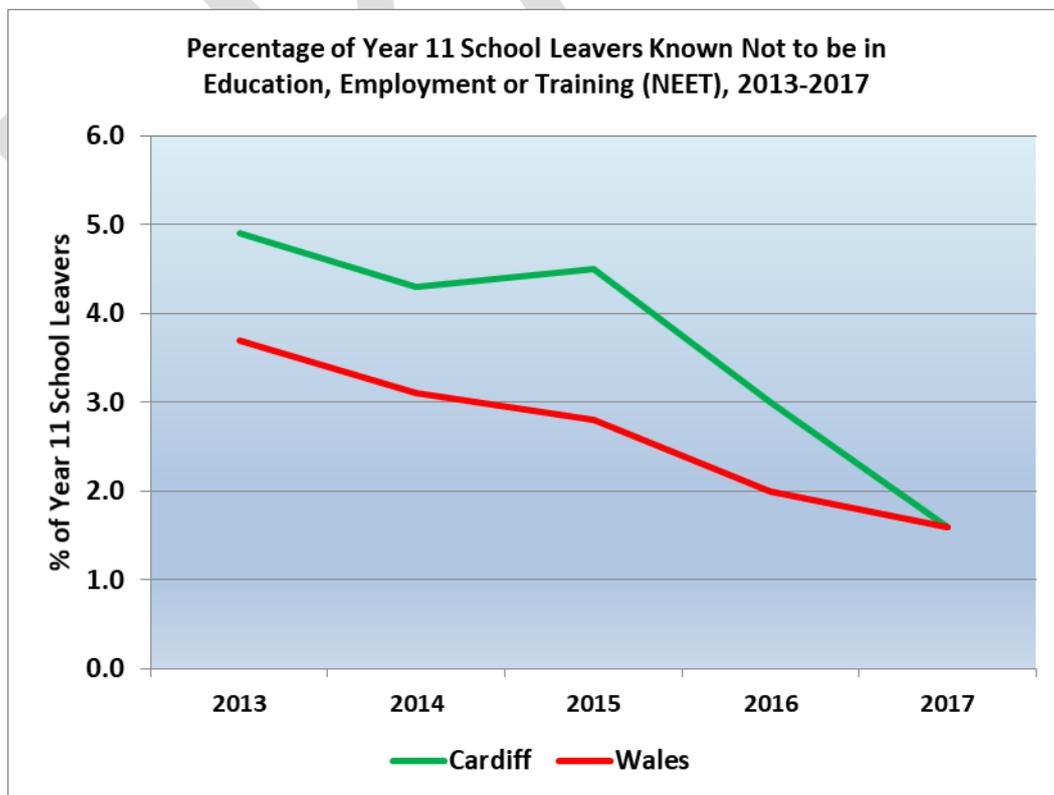
Secondary Phase

8.10 The number of incidents and therefore exclusions per 1000 pupils fell.

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Appendix 8 Not In Education, Employment or Training (NEET)

- 9.1 Significant progress had been made in reducing the number of young people who leave school and do not make a positive transition to Education Employment, Training (EET) in Cardiff. In 2017, Cardiff achieved its highest ever percentage of Year 11 leavers progressing into EET (98.4%, which represents 50 school leavers), compared to 97% (100 school leavers) in 2016. Provisional 2017/18 data collated by the LA indicates that the year 11 EET figure is 98.1% (61 out of 3,163 school leavers).
- 9.2 Of the remaining pupils that left a Cardiff school in 2018, 592 progressed into education, 31 into employment, and 118 into training. 11 pupils moved out of county and one pupil repeated the year.
- 9.3 An additional 109 pupils were registered as EOTAS (education other than at school). Of the cohort, 44 pupils progressed into education, four entered employment and 29 entered training. Six pupils moved out of county, one pupil repeated the year, and 25 were NEET. This represents 22.9%.
- 9.4 Of the 49 year 11 pupils looked after by Cardiff Council as at January 2018 (PLASC census date), provisional data indicates that seven pupils did not progress into EET. This represents 14.3%.
- 9.5 There has been a significant reduction in the numbers of Year 11 leavers designated as NEET from 4.9% in 2013 to 1.9% (provisional figure) in 2018. In 2017, Cardiff's EET figure is in line with the Welsh average.



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 School Leavers: NEET (Careers Wales)					
LEA (%)	2013	2014	2015	2016	2017
Cardiff	4.9	4.3	4.5	3.0	1.6
Wales	3.7	3.1	2.8	2.0	1.6

LEA (No.)	2013	2014	2015	2016	2017
Cardiff	174	151	152	100	50
Wales	1334	1040	911	619	491

- 9.6 As part of the ongoing commitment to improve opportunities for young people to make a successful transition into Education, Employment or Training, the vulnerability assessment tool has been redeveloped to offer a more detailed analysis of those learners who are most at risk. A VAP specific to EOTAS learners has also been developed. This will help to inform early intervention and support for these young people.
- 9.7 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.

Appendix 9 Outcomes of Inspections

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

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

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

- Excellent – Very strong, sustained performance and practice;
- Good – Strong features, although minor aspects may require improvement;
- Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement;
- Unsatisfactory and needs urgent improvement – important weaknesses outweigh strengths.

Primary overview

10.3 During the 2017/18 academic year, Estyn inspected sixteen primary schools. An overview of the primary school outcomes from the five key inspection areas can be seen in the table below:

Cardiff Primary Schools	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management
Excellent	3	2	2	4	3
Good	11	13	9	11	9
Adequate and needs improvement	2	1	5	1	5
Unsatisfactory and needs urgent improvement	0	0	0	0	0

10.4 Of the sixteen schools, six were asked to submit case studies for their excellent practice. Four of the schools went into Estyn Review following the visit – Roath Park Primary School, Hawthorn Primary School, Ysgol Coed y Gof and Ton-Yr-Ywen.

- 10.5 Of the primary schools inspected in previous academic years, as at November 2018, two schools remain in Estyn follow up (Baden Powell Primary School and St Fagans Primary School). Pentyrch Primary School has been removed from Special Measures and Glan-Yr-Afon has been removed from Estyn monitoring.
- 10.6 Since September 2018, seven primary schools have been inspected or have received notice of inspection (Ysgol Pen Y Pil, St Peters', Meadowlane, Marlborough, Bishop Childs', Radyr and Grangetown Primary Schools). Inspection reports have been published for two of the schools. Reports have been published for two of the schools, Ysgol Pen Y Pil and St Peters' RC Primary School. Ysgol Pen Y Pil were judged to be "good" in four of the inspection areas. St Peters' has been placed into Special Measures.

Secondary overview

- 10.7 During the 2017/18 academic year, Estyn inspected three secondary schools (Ysgol Bro Edern, The Bishop of Llandaff and Willows High School). An overview of the secondary school outcomes can be seen in the table below:

Cardiff Secondary Schools	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management
Excellent	1	2	2	1	1
Good	1	0	0	2	1
Adequate and needs improvement	1	1	1	0	1
Unsatisfactory and needs urgent improvement	0	0	0	0	0

- 10.8 Of the three schools, two were asked to submit case studies for their excellent practice. One school went into Estyn Review- Willows High School.
- 10.9 Of the secondary schools inspected in previous academic years, as at November 2018, no schools are in an Estyn follow up category.
- 12.10 Since September 2018, one school has been inspected (Cardiff West Community High School). The report has not yet been published.

Special overview

- 12.11 No special schools were inspected in the 2017/18 academic year, or have received notice of inspection since September 2018.

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

15 January 2019

**ADDDITIONAL LEARNING NEEDS AND EDUCATIONAL TRIBUNAL (ALN
ET) ACT 2018 – PROGRESS REPORT**

Purpose of Report

1. This report provides Members with the opportunity to consider and review the an update on the work undertaken across the region to prepare for the Additional Learning Needs and Educational Tribunal Act 2018 (ALNET) (copy attached at **Appendix A**) and how the Local Authority is preparing for it through a Central South Regional Implementation Plan 2018-2019 (copy attached at **Appendix B**).

Background

2. The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and after receiving Royal Assent became the ALNET Act 2018 on 24 January 2018. The Act aims to create:
 - a unified legislative framework to support all children of compulsory school age
 - or below with additional learning needs (ALN) and to support young people with
 - ALN who are in school or further education (FE);
 - an integrated, collaborative process of assessment, planning and monitoring
 - which facilitates early, timely and effective interventions; and
 - a fair and transparent system for providing information and advice, and for resolving concerns and appeals.
3. It is expected that the ALN system set out in the ALNET Act will be fully implemented over a three-year period. The implementation period is

expected to run from September 2020 to August 2023. The transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential;
- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process; and
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

4. The ALN Transformation Grant is used by the host local authority to employ a regional ALN Transformation Lead. The Transformation Lead is responsible for the delivery of a strategic programme of work agreed by local authorities to support preparation by consortia, maintained early years settings, schools, further education institutes and local health boards of the duties conferred to them by the ALNET Act, and to ensure financial accountability.
5. The conditions of the grant spend stipulate that there has to be in place the following:
 - regional implementation plan;
 - state of the region summary document, detailing areas to focus on in preparing for transition to the new ALN system; and
 - Multi-agency regional ALNET Act training plan.
6. The ALN Transformation Lead for the Central South Region has prepared a report updating members on the work undertaken across the region to prepare for the Additional Learning Needs and Tribunal Act (2018), (copy attached at **Appendix A**) together with a copy of the regional implementation plan 2018-2019. (attached at **Appendix B**)

Issues

7. Local authorities must be prepared to implement the new system in line with the prescribed timescales starting in September 2020, with the

complete system becoming operational from September 2023. It is essential that local authorities adopt a person-centred approach and develops systems and plans that mirror the principles of the ALNET Act without compromising the current systems. There will be two systems operating from 2020-2023, therefore the LA must ensure effective work with colleagues, parents and children to manage this transition.

8. Priorities for Central South Consortium are outlined in the implementation plan. The focus is upon seeking to secure coherent and collaborative regional working in relation to the identified key priorities.
9. The Central South Consortium ALN Project Board, ALN Transformation Steering Group, Central South Consortium Directors of Education and Central South Consortium, will work together over the next three years, (until March 2021), in partnership with Welsh Government to prepare all stakeholders.
10. The Welsh Government is currently consulting on a Draft Additional Learning Needs Code and Regulations, Jennie Hughes, Senior Achievement Leader Inclusion, will provide a short presentation on the implications of the proposed Code.

Scope of Scrutiny

11. The scope of this scrutiny is for Members to:
 - Consider and review the contents of the report, **Appendix A**, the Central South Regional Implementation Plan 2018-2019 **at Appendix B**.
 - Pass on any observations, comments or recommendations to the Cabinet Member for Education, Employment and skills, Director of Education and Lifelong Learning and The ALN Project Board.

Way Forward

12. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education, Employment and Skills), Liz Jones ALN Transformation Lead

Central South Region, Nick Batchelar (Director of Education and Lifelong Learning) and Jennie Hughes (Senior Achievement Leader, Inclusion) will present the report to the Committee, and will be available to answer any questions Members may have.

13. This report will also enable Members to provide any comments, concerns or recommendations to the Cabinet Member and ALN Project Board.

Legal Implications

14. 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

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

RECOMMENDATIONS

The Committee is recommended to:

Review the information contained in the report and Central South Regional Implementation Plan 2018-2019 and attached at **Appendices A & B**, together with information presented at the meeting and provide any recommendations, comments or advice to the Cabinet Member, Director of Education and Lifelong Learning and ALN Project Board.

Davina Fiore

Director of Governance and Legal Services

8 January 2019

Mae'r dudalen hon yn wag yn fwriadol



Appendix A

SCRUTINY COMMITTEE Report

**SUBJECT: ADDITIONAL LEARNING NEEDS AND EDUCATIONAL
TRIBUNAL (ALN ET) ACT**

REPORT BY: LIZ JONES, ALN TRANSFORMATION LEAD CENTRAL SOUTH REGION

1.0 INTRODUCTION AND BACKGROUND

3.1 The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and after receiving Royal Assent became the Additional Learning Needs Education Tribunal (Wales) Act 2018 (ALNET) on 24 January 2018.

The ALNET aims to create:

- a unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school or further education (FE)
- an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions
- a fair and transparent system for providing information and advice, and for resolving concerns and appeals.

3.2 It is expected that the ALN system set out in the Act will be fully implemented over a three-year period. The implementation period is expected to run from September 2020 to August 2023.

This transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential;
- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process; and
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

3.3 For the time being, local authorities and all those who work with children and young people with SEN, must ensure that they continue to comply with the duties placed upon them by the Education Act 1996. They must also continue to have regard to the SEN Code of Practice for Wales (2002).

3.4 In order to support the implementation of this new system the Welsh Government is providing financial assistance through the ALN Transformation Grant. This is the second year of the four financial years that the grant will be available. The money is delegated via a host local authority acting on behalf of the authorities in the region, using the same footprint as the four



regional education consortia. The grant must be used on a regional strategic basis and consideration should be given to regional sustainability beyond the life time of the grant.

- 3.5 The ALN transformation grant should be used by the host local authority to employ a regional ALN transformation lead. The transformation lead is responsible for the delivery of a strategic programme of work agreed by local authorities to support preparation by consortia, maintained early years settings, schools, further education institutes and local health boards of the duties conferred to them by the Additional Learning Needs and Education Tribunal (Wales) Act 2018, and to ensure financial accountability.
- 3.6 The conditions of the grant spend stipulate that there has to be in place a:
 - regional implementation plan,
 - state of the region summary document, detailing areas to focus on in preparing for transition to the new ALN system,
 - multi-agency regional Additional Learning Needs and Education Tribunal (Wales) Act training plan.
- 3.7 The work undertaken to date demonstrates that the Central South Region has accurately analysed needs and identified strategic priorities to support the transformation programme and, in doing so, has met the pre-conditions for authorisation of grant spend.
- 3.8 Members are requested to consider the progress to date and to be aware of the continued expectations on local authorities and other strategic partners to deliver against the wide-ranging transformation programme.

2.0 WHERE WE WERE

- 4.1 Between March and July 2018 extensive analysis was carried out across the region to identify strengths and areas for development. Full co-operation was obtained between all five local authorities, four further education colleges, two health boards and the Central South Consortium. Following these activities a summary document detailing the state of the region was created as well as a consequent regional implementation plan.

3.0 WHERE WE ARE NOW

- 5.1 On September 4th the regional plan was ratified by the Directors of Education with the subsequent inaugural meeting of the ALN Regional Project Board taking place on the 17th September. A copy of the plan is attached for further information. The plan aligns support to the objectives of the Additional Learning Needs and Education Tribunal Act so that local authorities, the consortium, schools, further education colleges and local health boards collaborate to transform the expectations, experiences and outcomes for children and young people with additional learning needs.

The identified regional priorities include:

1. Creating a multi-agency, multi-disciplinary regional implementation plan that underpins the successful transition to the new way of working
2. Delivering an awareness raising programme that ensures all professionals, parents, carers, children and young people and the third sector receive timely information about the reforms and associated timescales.



3. Implementing a comprehensive workforce development plan that is compliant with the ALNET Act and complementary to the wider national education reforms.
4. Developing support and provision for post compulsory-aged learners through identifying local offers and where possible consider regional solutions to meet complex needs.
5. Ensuring that the new statutory expectations for early years are understood and delivered and that appropriate support is provided to increase capacity in early years' settings.
6. Improving strategic engagement with health to support the establishment of the statutory role of the Designated Educational Clinical Lead Officer and develop shared expectations and supportive working practices.
7. Reviewing Welsh medium provision and specialist support to increased regional capacity through the development of best practice Welsh language learning pathways.
8. Supporting the rights of the child and young person with ALN through the development of user-friendly practices that clearly explain and promote their rights of appeal.

5.2 A multi-agency, multi-disciplinary steering group is in the process of being formed. Governance structures are in place as are performance management processes to ensure that the project remains on task, within the confines of the grant spend recommendations and monitors financial accountability.

4.0 WHERE WE WANT TO BE

- 6.1 All local authorities need to be able to demonstrate that:
- the implications of the Act and Code are clearly understood.
 - there is promotion of effective joint working with other agencies; taking account of good practice; using resources efficiently; encouraging flexibility and creativity and being solution focussed.
 - there are effective working relationships with parents and carers.
 - services are developed flexibly to meet needs and keeping under review the arrangements made both by the LA and governing bodies of maintained schools in our area, for pupils with ALN, in order to assess and respond to future needs.
 - processes and procedures are developed in advance of implementation date(s).
 - any other developments within the LA re: ALN services/provision will be compliant with the Act.
- 6.2 All local authorities can demonstrate progress in complying with the requirements of the ALNET Act as measured on the LA ALN Readiness Survey.

5.0 WHAT WE NEED TO DO NEXT

- 7.1 Local authorities must be prepared to implement the new system in line with the prescribed timescales starting in September 2020, with the complete system becoming operational from September 2023. It is essential that LAs adopt a person centred approach and develops systems and plans that mirror the principles of the Act without compromising the current systems. There will be two systems operating from 2020-2023, therefore the LA must ensure effective work with colleagues, parents and children to manage this transition.
- 7.2 Priorities for the Central South region are outlined in the ALN Regional Implementation Plan and the focus is on seeking to secure coherent and collaborative regional working in relation to the identified key priorities.
- 7.3 The Central South ALN Project Board, ALN Transformation Steering Group, Central South education directors and school improvement consortium, the CSC, will work together over the



next 3 years (to March 2021) in partnership with the Welsh Government to prepare all stakeholders.

6.0 CONTRIBUTION TO WELLBEING OBJECTIVES

8.1 The well-being goals and principles prescribed for within the Well-being of Future Generations Act 2015 connect directly to the objectives of the ALN ET Act. The ALNET Act is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

- Collaboration – a fundamental principal of the Act focuses on improving collaboration and creating a unified system.
- Involvement- ensuring that pupils, parents and carers are at the heart of the system
- Long term – the Act focuses on meeting the needs of children from 0-25
- Prevention – the focus of the Act on early identification of need and ensuring appropriate provision to meet needs.

7.0 EQUALITIES ACT

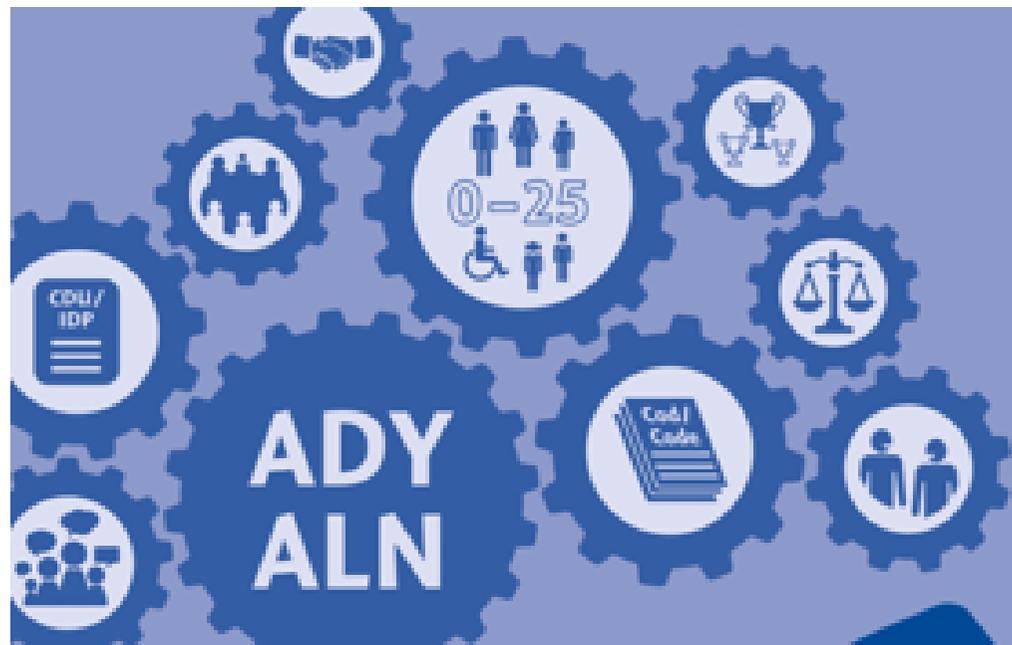
9.1 The Act and Code clearly articulate the Equalities Act (2010) statutory requirements.



Appendix B

Additional Learning Needs and Education Tribunal Wales Act

Central South Regional Project Plan 2018-2019





The purpose of this project is to ensure that the Central South Region is able to meet the requirements of the Additional Learning Needs and Education Tribunal Act in transforming expectations and outcomes for children and young people with additional learning needs (ALN). Implementation of the new requirements will begin in September 2020 and be completed by the end of 2023.

This transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential;
- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process; and
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

The Central South region will do this by:

1. Creating a multi-agency, multi-disciplinary regional implementation plan that underpins the successful transition to the new way of working
2. Delivering an awareness raising programme that ensures all professionals, parents, carers, children and young people and the third sector receive timely information about the reforms and associated timescales.
3. Implementing a comprehensive workforce development plan that is compliant with the ALNET Act and complementary to the wider national education reforms.
4. Developing support and provision for post compulsory school-aged learners through identifying local offers and where possible consider regional solutions to meet complex needs.
5. Ensuring that the new statutory expectations for early years are understood and delivered and that appropriate support is provided to increase capacity in early years' settings.
6. Improving strategic engagement with health to support the establishment of the statutory role of the Designated Educational Clinical Lead Officer and develop shared expectations and supportive working practices.
7. Reviewing and improving Welsh medium provision and specialist support to increase regional capacity.
8. Supporting the rights of the child and young person with ALN through the development of user-friendly practices that clearly explain and promote their rights of appeal.

This project plan is funded by the Transformation Grant, allocated on a formula funding basis (70% pupil numbers and 30% school numbers). The grant is available for 4 years and is currently in its second year. The Central South region has £783,000 for this financial year to support the above priorities.

This project plan is underpinned by more detailed operational plans for each priority which include measurable outcomes, milestones and costs. The progress of the project is monitored by the Regional Project Team and the Regional ALN Steering Group.



Summary of strategic priorities and objectives

PRIORITY 1: Create a multi-agency, multi-disciplinary regional implementation plan that underpins the successful transition to the new way of working

Objectives: Funding allocation £35,000	
1.1	Establish a steering group to provide strategic direction in developing a joint and shared vision for effective multi-agency collaboration for the new way of working.
1.2	Develop strategic partnerships with local health boards
1.3	Develop collaborative working arrangements with children's and adult social care services
1.4	Improve strategic links at a regional and local level with further education colleges to develop an agreed vision for inclusion and supporting the needs of learners with additional learning needs.
1.5	Create a multi-disciplinary ALN Transformation Project Board to ensure a consistent and regional approach to local implementation.
1.6	Increase capacity within the region to develop effective principles, policies and working practices to meet needs of the Act.

PRIORITY 2: Deliver an awareness raising programme that ensures all professionals, school governors, parents, carers, children and young people and the third sector receive timely information about the reforms and associated timescales.

Objectives: Funding allocation: £25,000	
2.1	Develop an agreed communication strategy to support the implementation of the ALNET Act
2.2	Ensure consistency in approach by creating capacity at a regional level to co-ordinate the communications strategy
2.3	Ensure that all activities, materials and documentation are provided bilingually.
2.4	Continue to use a range of strategies to engage and raise awareness of all partners working with children and young people with additional learning needs.
2.5	Promote effective practice in relation to ALN and Inclusion by working with all partners, identifying best practice, developing case studies and sharing through local and regional systems.



PRIORITY 3: Implement a comprehensive workforce development plan that is compliant with the ALNET Act and complementary to the wider national education reforms.

Objectives:

Funding allocation: £373,000

3.1	Develop a coherent and comprehensive professional learning offer for staff working with pupils ALN.
3.2	Develop school-led collaborative improvement models for ALN.
3.3	Increase the capacity of professionals to become research-engaged and well-informed about good practice in meeting the needs of pupils with ALN.
3.4	Develop support for schools to implement the principles of schools as learning organisations to include the needs of all pupils.
3.5	Ensure that all school improvement professionals are competent in supporting schools to implement the new way of working.
3.6	Ensure that LA-based staff are well-informed about the ALN Transformation Programme and how it supports the wider educational reforms.



PRIORITY 4: Develop support and provision for post compulsory-aged learners through identifying local and potential regional offers.

Objectives: Funding allocation: £100,000	
4.1	Work in partnership with further education colleges to scope what is available at a local level and identify gaps in provision.
4.2	Work collaboratively with strategic partners to consider the feasibility of regional specialist provision for learners with complex needs.
4.3	Create guidance for young people detailing the local offer.
4.4	Identify professional development needs of further education staff to meet learner needs.
4.5	Implement the transition protocols developed by each LA to improve transition to further education.
4.6	Support innovative pilots to enhance transition arrangements from schools to colleges.

PRIORITY 5: Ensure that the new statutory expectations for early years are understood and delivered and that appropriate support is provided to increase capacity in early years' settings.

Objectives: Funding allocation: £50,000	
5.1	Secure engagement from strategic partners to improve multi-agency working and develop a shared understanding of assessment and evidence-based practice to meet needs.
5.2	Develop a regional approach to the early years' ALN lead role to secure compliance by 2019
5.3	Develop a regional training plan that covers raising awareness of the ALNET Act, trains practitioners in PCP, identifies and disseminates good practice in early years' provision across the region.



PRIORITY 6: Improve strategic engagement with health to support the establishment of the statutory role of the Designated Educational Clinical Lead Officer and develop shared expectations and supportive working practices.

Objectives:

Funding allocation: £70,000

6.1	Map and gap analysis undertaken across each local health board to identify strengths and areas for development.
6.2	Formal strategic liaison mechanisms established between local health boards and LAs to develop joint assessment approaches.
6.3	Develop and promote shared understanding of preventative approaches and evidence-informed interventions.
6.4	Identify training needs of health professionals in relation to the ALNET Act.
6.5	Provide support for appropriate health professional to develop person-centred-practice.

PRIORITY 7: Review and improve Welsh medium provision and specialist support to increase regional capacity.

Objectives:

Funding allocation: £12,000

7.1	Conduct an analysis of the prevalence of ALN and level of need in the Welsh medium sector in each LA.
7.2	Map Welsh medium provision and support available across the region.
7.3	Increase sharing of good practice for ALN in the Welsh medium sector.
7.4	Analyse pupil transfers from Welsh medium to English medium settings and establish if they are related to ALN.
7.5	Ensure that the regional ALNET Act transformation implementation plan supports and complements regional WESP priorities.



PRIORITY 8: Support the rights of the child and young person with ALN through the development of user-friendly practices that clearly explain processes and what support they can expect to receive as well as promoting their rights of appeal.

Objectives:

Funding allocation: £118,000

8.1	Embed the practice of ensuring that all pupils with ALN have a say in what is important for and to them.
8.2	Establish parent forums and consultative groups of children and young people to actively seek views of how best to provide support about the new ALN system.
8.3	Ensure that children and young people are fully consulted on developing easily accessible mediation and dispute resolution services that meet their needs.
8.4	Work with schools, early years' settings and colleges to develop a shared understanding of the role of informal mediation at the most local level possible.
8.5	Develop mediation and dispute resolution pathways for children and young adults who wish to challenge the contents of their IDPs or its provision

Mae'r dudalen hon yn wag yn fwriadol

**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

15 January 2019

ESTYN Inspection Report – St Peters R.C. Primary School

Purpose of the Report

1. The purpose of this report is to provide the Committee with a verbal briefing on the actions being undertaken to address the recommendations and comments included in the inspection report, copy attached at **Appendix A**, following the Estyn Inspection monitoring visit carried out in October 2018.

Background

2. As reported to Committee on 11th December 2018, “the following item was certified by the Chair as an Urgent Item to enable the Committee to be notified of the publication of the Estyn Inspectors report dated October 2018 in respect of St Peter’s Roman Catholic Primary School and agreed a process for future consideration of the report by the Committee”.
3. The Estyn Inspection report, published on 10 December 2018, states that nearly all pupils enjoy school. They are polite and well behaved. However, the school’s arrangements to ensure pupils’ safety are not robust enough. By the end of key stage 2, many pupils achieve appropriate standards in English and mathematics. However, pupils’ progress varies too much from class to class as they move through the school. In particular, most pupils’ standards in Welsh and information and communication technology (ICT) are poor.
4. Nearly all adults have strong working relationships with pupils and make good use of visits and visitors to enhance learning experiences for them.

However, the quality of teaching is too inconsistent. The design of the curriculum and the school's provision for skills is weak.

5. Senior leaders and the governing body have not demonstrated the capacity to bring about sustained improvement over time. Consequently, too many areas of the school's work are unacceptable. Communication from governors and senior leaders to parents and staff during a period of instability in leadership has been poor. Since his appointment, the acting head teacher has taken swift action to ensure that all teachers, including the newly formed leadership team, understand their roles and responsibilities. However, these changes are too recent to have had any impact on improving outcomes for pupils.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Unsatisfactory and needs urgent improvement
Leadership and management	Unsatisfactory and needs urgent imp

6. The inspection report listed seven specific recommendations:
 - R1** Address the shortcomings in safeguarding and health and safety identified during the inspection
 - R2** Establish stable and effective leadership and improve communication with all stakeholders
 - R3** Improve governors' ability to evaluate the school's work accurately and hold leaders to account
 - R4** Improve strategic planning and self-evaluation processes to enable the school to make and sustain necessary improvements

R5 Improve the quality of teaching and assessment across the school

R6 Raise standards of pupils' Welsh and ICT

R7 Improve teachers' planning to ensure pupils develop their literacy and numeracy skills systematically and apply them in their work across the curriculum.

7. In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Way Forward

8. This report will enable Members to receive a copy of the Estyn Inspection report, attached at **Appendix A**, together with an explanation on the approach and timescales being taken by the Council to address the recommendations.
9. Councillor Sarah Merry (Deputy Leader and Cabinet Member Education Employment and Skills) and Nick Batchelar (Director of Education and Lifelong Learning), will provide the briefing on the actions being undertaken.

Legal Implications

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

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

Financial Implications

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

RECOMMENDATION

The Committee is recommended to:

1. Note the Estyn Inspection report attached at **Appendix A**,
2. Provide any comments or recommendations to the Cabinet Member for Education and Skills and the Director of Education and Lifelong Learning on the actions being undertaken to address the Estyn Inspection Report.

Davina Fiore

Director of Governance and Legal Services

8 January 2019



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**St Peter's R.C. Primary School
Southey Street
Roath
Cardiff
CF24 3SP**

Date of inspection: October 2018

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About St Peter's R.C. Primary School

St Peter's Roman Catholic Primary School is in Roath in the Cardiff. There are 539 pupils on roll, including 51 part-time nursery pupils. There are 23 single-year classes.

The average proportion of pupils eligible for free school meals over the last three years is around 11%. This is below the average for Wales, which is 18%. The school identifies 10% of pupils as having additional learning needs, which is much lower than the national average of 21%. A very few pupils have a statement of special educational needs. Around a half of the pupils are from minority ethnic backgrounds and the same proportion have English as an additional language. Very few pupils speak Welsh at home.

The headteacher took up his post in April 1997. At the time of the inspection, an acting headteacher was in place. The school's previous Estyn inspection was in June 2013.

Estyn does not inspect religious education or the religious content of collective worship when it is a school with a religious character. Instead, the governing body is required by law to arrange for religious education and collective worship to be inspected separately.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

Nearly all pupils enjoy school. They are polite and well behaved. However, the school's arrangements to ensure pupils' safety are not robust enough.

By the end of key stage 2, many pupils achieve appropriate standards in English and mathematics. However, pupils' progress varies too much from class to class as they move through the school. In particular, most pupils' standards in Welsh and information and communication technology (ICT) are poor.

Nearly all adults have strong working relationships with pupils and make good use of visits and visitors to enhance learning experiences for them. However, the quality of teaching is too inconsistent. The design of the curriculum and the school's provision for skills is weak.

Senior leaders and the governing body have not demonstrated the capacity to bring about sustained improvement over time. Consequently, too many areas of the school's work are unacceptable. Communication from governors and senior leaders to parents and staff during a period of instability in leadership has been poor. Since his appointment, the acting headteacher has taken swift action to ensure that all teachers, including the newly formed leadership team, understand their roles and responsibilities. However, these changes are too recent to have had any impact on improving outcomes for pupils.

Inspection area	Judgement
Standards	Adequate and needs improvement
Wellbeing and attitudes to learning	Adequate and needs improvement
Teaching and learning experiences	Unsatisfactory and needs urgent improvement
Care, support and guidance	Unsatisfactory and needs urgent improvement
Leadership and management	Unsatisfactory and needs urgent improvement

Recommendations

- R1 Address the shortcomings in safeguarding and health and safety identified during the inspection
- R2 Establish stable and effective leadership and improve communication with all stakeholders
- R3 Improve governors' ability to evaluate the school's work accurately and hold leaders to account
- R4 Improve strategic planning and self-evaluation processes to enable the school to make and sustain necessary improvements
- R5 Improve the quality of teaching and assessment across the school
- R6 Raise standards of pupils' Welsh and ICT
- R7 Improve teachers' planning to ensure pupils develop their literacy and numeracy skills systematically and apply them in their work across the curriculum

What happens next

In accordance with the Education Act 2005, HMCI is of the opinion that special measures are required in relation to this school. The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress on a termly basis.

Main findings

Standards: Adequate and needs improvement

When they start school, around a half of pupils have strong literacy and numeracy skills. The other half have skills that are at a level below that expected for their age. Many pupils with English as an additional language make good progress in their learning as they move through the foundation phase. By the end of key stage 2, many pupils achieve appropriate standards in English and mathematics. However, during their time at school, pupils' progress is inconsistent. This means that a minority of pupils, particularly those who are more able, do not achieve as well as they could. The progress of the few pupils identified as having additional learning needs, is too variable.

Across the school, many pupils listen attentively to their teachers and one another. In the foundation phase, many pupils share their ideas clearly and confidently, for example when discussing which food items to put into a superhero's healthy packed lunch. In key stage 2, many pupils adapt their speaking skills successfully to different audiences and tasks. For instance, pupils in Year 5 that are more able create an audio guide about fractions to help younger pupils in their mathematics work. However, in general, older pupils do not always explore their ideas fully in discussions, extend their answers sufficiently, or respond to others with questions and comments.

By the end of the foundation phase, many pupils read texts with suitable fluency and accuracy. A few begin to use expression appropriately when reading dialogue in a story. However, in the upper foundation phase and lower key stage 2 classes, a few pupils do not always make good enough use of their phonics knowledge and they rely too heavily on adults to tell them any unfamiliar words. At the end of key stage 2, a majority of pupils develop good stamina in reading age-appropriate novels independently. They infer characters' emotions well and show empathy for others, for example when studying the class novel, 'The Boy in the Striped Pyjamas'.

In the foundation phase, most pupils make a solid start in learning how to write. By Year 2, many punctuate simple sentences correctly and spell most common words accurately. They develop neat and legible handwriting. Many younger pupils write at length for a wide range of purposes in their literacy lessons and they apply their writing skills well in their topic work. For example, a very few Year 2 pupils that are more able write lively diary entries as Guy Fawkes and describe precisely how 'there is a possibility of heavy rainstorms and scattered hailstorms in the west' in a weather report. As they move through key stage 2, many pupils build on these strong foundations appropriately. For instance, they organise their writing suitably using paragraphs and subheadings. However, pupils do not always have a secure enough grasp of the style of writing required to meet its intended purpose and audience, for instance when writing a newspaper report or a poem about war. In general, pupils in key stage 2 do not redraft their writing to improve its content, or write at length well enough in their work in other subjects.

In the foundation phase, most pupils show enthusiasm towards the Welsh language. For example, in the nursery and reception classes, many pupils respond

appropriately to basic instructions. They say a prayer in Welsh and name colours. However, across key stage 2, many pupils make poor progress in developing their Welsh oracy skills. They do not practise the language patterns that they learn often enough, to ensure that these become part of their everyday vocabulary. Very few pupils speak Welsh outside of formal Welsh lessons. Pupils' reading and writing skills in Welsh are very limited.

Most pupils make steady progress in mathematics. In nursery, many pupils count objects, such as conkers successfully with adult support to match a number from one to four. By Year 2, most pupils collect their own data and represent this suitably in tally charts and bar charts, for example to show their favourite sea creatures. In key stage 2, many pupils have a secure understanding of place value and work methodically using standard written methods, for example to multiply and divide. Many pupils apply their skills appropriately to solve problems in real-life contexts, such as working out how much it would cost to subscribe to satellite television with a percentage discount during their 'making maths real' week. However, across the school, pupils of all abilities do not always build upon their prior knowledge and understanding of mathematical concepts quickly enough. They do not use a range of written methods or develop checking strategies to consider if their answers are reasonable. They rarely use their numeracy skills in their work in other curriculum areas, or apply these at a suitable level.

Throughout the school, pupils develop a narrow range of skills in ICT. For instance, in the foundation phase, many pupils use tablet computers appropriately to record their activities. In key stage 2, pupils use a search engine competently to research information for their topic work. However, most pupils of all ages do not develop effective ICT skills to communicate, handle data or to model situations, for example using spreadsheets.

Wellbeing and attitudes to learning: Adequate and needs improvement

Nearly all pupils feel safe and happy in school and they know where to seek help and support when they need it. For example, the newly formed 'Mini Vinnies', inspired by Saint Vincent de Paul, promote kindness throughout the school and provide support for pupils who feel lonely or upset.

Many of the pupils know how to keep safe online. For instance, they understand that they must not share passwords or personal information with others. Nearly all pupils understand the importance of healthy eating and drinking. However, many do not choose to eat healthily at playtimes. Many pupils participate in a wide range of extra-curricular activities, which promote health and wellbeing appropriately. For example, pupils enjoy netball, rugby and the school's fitness club, which many attend regularly.

Nearly all pupils are eager to please and they display good behaviour in and out of lessons. They are courteous towards each other and adults in the school. They feel proud to be part of their school and they follow the school rules well. Pupils understand and display regularly virtues, such as compassion, that the school promotes. Nearly all pupils understand the importance of developing positive relationships with each other and they work appropriately together on tasks within lessons. For instance, in the foundation phase, most pupils share their ideas well in pairs, when discussing the content of a photograph.

Nearly all pupils are eager to contribute to the life of the school. Many older pupils contribute enthusiastically to leading collective worship during their class assemblies. However, pupil-led groups such as the school council and eco-committee rarely make decisions about matters that affect them. They have little influence on improving the life and work of the school.

Nearly all pupils demonstrate they are ready to learn at the start of their lessons and they engage well and enjoy their learning. They concentrate appropriately during activities and talk enthusiastically about what they are learning, for example when measuring the capacity of superpower potions during a mathematics lesson.

Many pupils know that they should try to persevere in their learning by using the 'brain, buddy, boss' strategy, which encourages them to think for themselves and to support each other before they ask a teacher for help. However, across the school, few pupils learn how to work effectively without adult support. Many pupils do not have a clear understanding of their strengths and areas for development. As a result, their ability to improve their own work is very limited.

Teaching and learning experiences: Unsatisfactory and needs urgent improvement

The school does not take a strategic enough approach to planning the curriculum. Schemes of work do not link together well enough and do not always contain appropriate information about the knowledge, understanding and skills that pupils should acquire as they progress through the school. As a result, pupils work on too many tasks that are stand-alone activities and there is little in place to ensure that lessons build systematically on their previous achievements. This limits the continuity and depth of pupils' learning, particularly in key stage 2.

All teachers identify lesson objectives regularly in their plans. However, these are often too complicated and teachers are unsure of which skills they expect pupils to develop during the lesson. In many lessons, teachers' planning and the way they group pupils, does not help them to meet pupils' individual needs well enough, particularly those who are more able.

There is no whole school approach to track and map the development of pupils' literacy, numeracy or ICT skills systematically across the curriculum. This limits teachers' ability to plan effectively for pupils to build on their knowledge and understanding consistently as they progress through the school. The school's provision for developing pupils' literacy skills ensures that most pupils have suitable opportunities to write in an appropriate range of genres in their English lessons, based around interesting texts that they enjoy, such as 'Princess by Mistake'. However, it does not support pupils well enough to develop a depth of understanding of different forms of writing and, in key stage 2, opportunities for pupils to write independently at length in their work in other subjects, is limited. There are a very few purposeful opportunities for pupils to apply their numeracy skills systematically across the curriculum in the foundation phase and across the school, teachers do not plan well enough to develop pupils' ICT skills.

The majority of teachers use Welsh to give simple commands and instructions in lessons, and activities such as 'helpwr heddiw' encourage pupils to use a limited

range of simple greetings and phrases. However, the school's approach to developing pupils' Welsh language skills varies too much from class to class. Pupils do not have sufficient opportunities to practise and consolidate their Welsh language skills throughout the school day.

The school's processes for assessing pupils' work are not secure. These are over-complicated and teachers do not apply them consistently. In general, teachers' feedback does not help pupils to know what they are doing well and what they need to do to improve. There are very few opportunities for pupils to learn from assessing their own work or the work of their peers, or to improve the content of their writing through redrafting. Teachers set improvement targets in most subjects. However, often, these targets are not helpful to pupils. Overall, teachers' assessments are not accurate and reliable enough.

Nearly all class teachers create a positive learning environment and form strong professional relationships with pupils. A majority of teachers use resources effectively to support pupil's learning. For example, there are good opportunities in the nursery class for pupils to use attractive natural materials to practise their counting skills. In the best examples, teachers use a variety of teaching approaches to maintain the pace of lessons. This includes opportunities for pupils to work with partners and in small groups. However, across the school, most teachers do not have a sound understanding of how to support pupils' independent learning. As a result, there are too few meaningful opportunities for pupils to lead their own learning or to develop their thinking skills through discussing their work and ideas. For example, most pupils do not share their prior learning or contribute to choosing topics in which they are interested. Nearly all teachers deploy learning support assistants appropriately. However, often, teachers do not give learning support assistants enough guidance about how and when to intervene. This limits the effectiveness of their support for pupils.

The school provides an interesting calendar of events across the school year that engage pupils effectively and support different aspects of the curriculum well. Many teachers plan activities that pupils enjoy and which sparks their enthusiasm. For example, in Year 5, teachers bring their history topic to life through a Victorian day, where staff and pupils dress up in costumes, and pupils sample aspects of daily life during this period, such as writing with ink pens. Pupils benefit from suitable opportunities to extend their learning outside the classroom. For example, Year 2 pupils visited the lighthouse at Nash point near Bridgend as part of their work on 'The Lighthouse Keeper's Lunch'. Teachers invite interesting visitors into the school, who broaden pupils' experiences and put their learning into a real-life context successfully. For example, a banker and a surgeon came to talk to pupils in key stage 2 about how they use mathematics in their daily lives, as part of the school's 'making maths real' event.

Care, support and guidance: Unsatisfactory and needs urgent improvement

The school's arrangements for safeguarding pupils do not meet requirements and give serious cause for concern.

The school collects a range of information at whole school and class level to track pupils' progress and wellbeing. However, it does not always share this information

appropriately amongst staff or use it well enough to monitor and evaluate pupil outcomes in each class. Too often, teachers do not use assessment information well enough to inform the planning of learning experiences to support every pupil to make appropriate progress. Recently, the acting headteacher has reviewed the school's approach to tracking pupils' achievements and has strengthened the processes. However, it is too early to measure the impact of these changes on the school's provision for its pupils.

The school identifies pupils with additional learning needs appropriately. In general, pupils' individual learning plans include suitable targets. Many pupils access a range of relevant intervention strategies in literacy and numeracy, and receive appropriate support for their social and emotional needs. The school works effectively with external agencies to deliver suitable specialist support to pupils, including those pupils with English as an additional language. However, the school does not monitor routinely the effectiveness of interventions for pupils with additional learning needs. This means that staff do not have a clear understanding of which approaches are most effective in supporting pupils' learning. In addition, not all learning support assistants know pupils' individual learning targets, which limits the effectiveness of the support that they are able to offer. Consequently, the progress that these pupils make from their starting points varies too much.

The school provides a suitable report to parents each year, which provides an overview of their child's progress. The school gives parents an opportunity to meet with their child's teacher to discuss their achievements, progress and wellbeing. However, overall, the quality and frequency of the information that parents receive in relation to their child's progress, communication about day-to-day matters and the school's leadership arrangements is unacceptable.

In general, the school makes appropriate arrangements for promoting healthy eating and drinking. For example, recently the school introduced a 'fruit tuck shop' and it encourages pupils to drink water during the day. Healthy food options are available at lunchtime. However, the school does not routinely promote the expectation that lunchboxes and playtime snacks should be healthy. There are good opportunities for pupils to be active through physical education lessons and extra-curricular sporting activities. These include playing tag rugby and netball, cross country running, circuit training and fitness club.

Pupils have a few suitable opportunities to develop their personal and social skills, such as teamwork, for example through the school's personal and social education programme. However, teachers do not always ensure that planning for these sessions builds effectively on pupils' prior knowledge. Overall, there are limited opportunities for pupils to influence what and how they learn, or to make meaningful decisions about the life of the school through the pupil-led groups.

The school supports pupils' cultural development through the creative arts appropriately, for example through exploring the work of a variety of artists such as Pablo Picasso and Andy Warhol. Staff encourage pupils to develop their dance and musical skills suitably through a topic on Africa in the foundation phase. However, the school does not develop pupils' understanding of what it means to be a global citizen well enough.

Staff encourage pupils to understand the difference between what is right and wrong, be caring and polite towards each other and to consider each other's needs. This creates a respectful ethos in the school.

Leadership and management: Unsatisfactory and needs urgent improvement

The instability of the substantive senior leadership of the school over the past few years has led to too many parents losing confidence in its ability to provide a good quality of education for their children. This instability has also led to too many staff becoming demoralised, as they have had to adapt quickly and often, to a range of different leadership styles and expectations.

While the governing body has taken appropriate actions to secure interim leadership of the school, it has not provided enough scrutiny and challenge to substantive senior leaders over time to ensure continued and effective school improvement. Recently, individual governors have established links with groups of staff responsible for areas of learning. However, governors do not take part in monitoring activities and this lack of first-hand knowledge means they do not hold senior leaders to account for improving important aspects of the school's work, such as the curriculum or the quality of teaching. Overall, governors and substantive senior leaders do not provide effective strategic direction to the school's work.

The governing body has not overseen safeguarding processes effectively. For example, they have not addressed important issues, such as ensuring safe access for pupils to the school in the mornings. Governors do not log complaints carefully or systematically enough to provide a full record of how they have responded to concerns raised. This makes it difficult for governors and the school to ensure that all complaints have been resolved in a timely manner and to a satisfactory conclusion in line with the complaints policy.

The school does not address national priorities successfully, such as improving pupils' numeracy skills across the curriculum, developing pupils' skills in the Welsh language and raising standards in ICT. Since coming out of Estyn monitoring in 2014, leaders have failed to sustain and build on the progress identified at that time. Consequently, all the recommendations from the previous inspection remain as priorities for improvement.

The school has a monitoring and self-evaluation cycle that it uses to gather a limited range of information. However, monitoring does not focus sufficiently on important issues, such as the progress of groups of pupils, curriculum planning and the quality of teaching. Leaders do not consult widely enough to take good account of the views of key stakeholders, such as parents, staff and pupils. As a result, their contributions to improvement planning are very limited.

The school's improvement priorities do not arise systematically from self-evaluation processes. This means that the priorities the school identifies as areas in need of developing are not always those that will make the most difference to pupils. In its annual plan, costings against the priorities are too vague and actions are too generic. This makes it difficult for leaders and staff to know how best to take the areas for development forward, to ensure focussed improvement in pupil outcomes and the quality of provision.

The current acting headteacher took up a full time role at the school in September 2018 and provides the staff with clear leadership. In the short time that he has been in post, he has met with all teaching staff to discuss their professional learning needs and aspirations. He has put in place a distributed leadership system enabling senior staff to share responsibilities and workloads more effectively. The acting headteacher coaches and mentors staff new to senior roles to help them work collegiately and take good account of others' views. He has reviewed the deployment of staff across the school and made several appropriate changes to provide opportunities for teaching staff to develop their expertise. Staff are conscientious and they support each other well in their year group teams. However, in most instances, the work of the newly formed senior leadership team is at a very early stage of development.

There is an appropriate performance management system in place for teachers. However, this has limited impact on improving the quality of teaching and learning. The acting headteacher is implementing appropriate professional development experiences for teaching staff. Staff meeting time is used regularly and appropriately for staff training on whole school priorities, such as to help staff use pupil tracking information more effectively. However, these developments are at a very early stage.

The acting headteacher, together with the governing body, currently manage the school's budget appropriately following a challenging period of instability. The school uses the pupil development grant suitably to ensure eligible pupils take part in enrichment activities. However, there are no clear success criteria to determine how well these activities contribute to raising pupils' standards and wellbeing.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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