

# **CITY OF CARDIFF COUNCIL CYNGOR DINAS CAERDYDD**

## **CABINET MEETING: 24<sup>th</sup> January 2019**

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### **The Performance of Cardiff's Schools in 2017/18**

#### **REPORT OF Director of Education & LLL AGENDA ITEM:**

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#### **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
  - 21<sup>st</sup> 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.

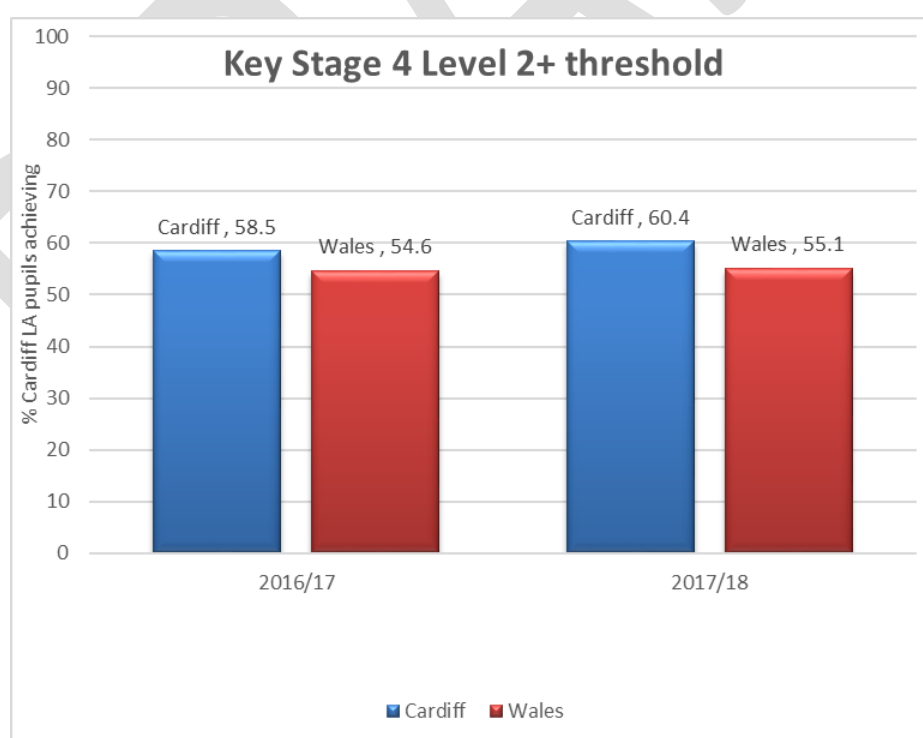
12. The aspects of performance which need further attention are:

- 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 13<sup>th</sup> in Wales in this indicator.



15. The highest Key Stage 4 ranking for Cardiff is for A\*-A. Cardiff is ranked 2<sup>nd</sup> 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 4<sup>th</sup>. For the new Capped 9 measure, Cardiff is ranked 3<sup>rd</sup> 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 (12<sup>th</sup>) 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 24<sup>th</sup> 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 31<sup>st</sup> January 2018. The next set of categorisation outcomes will be available on 31<sup>st</sup> January 2019. An overview of school categorisation:

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

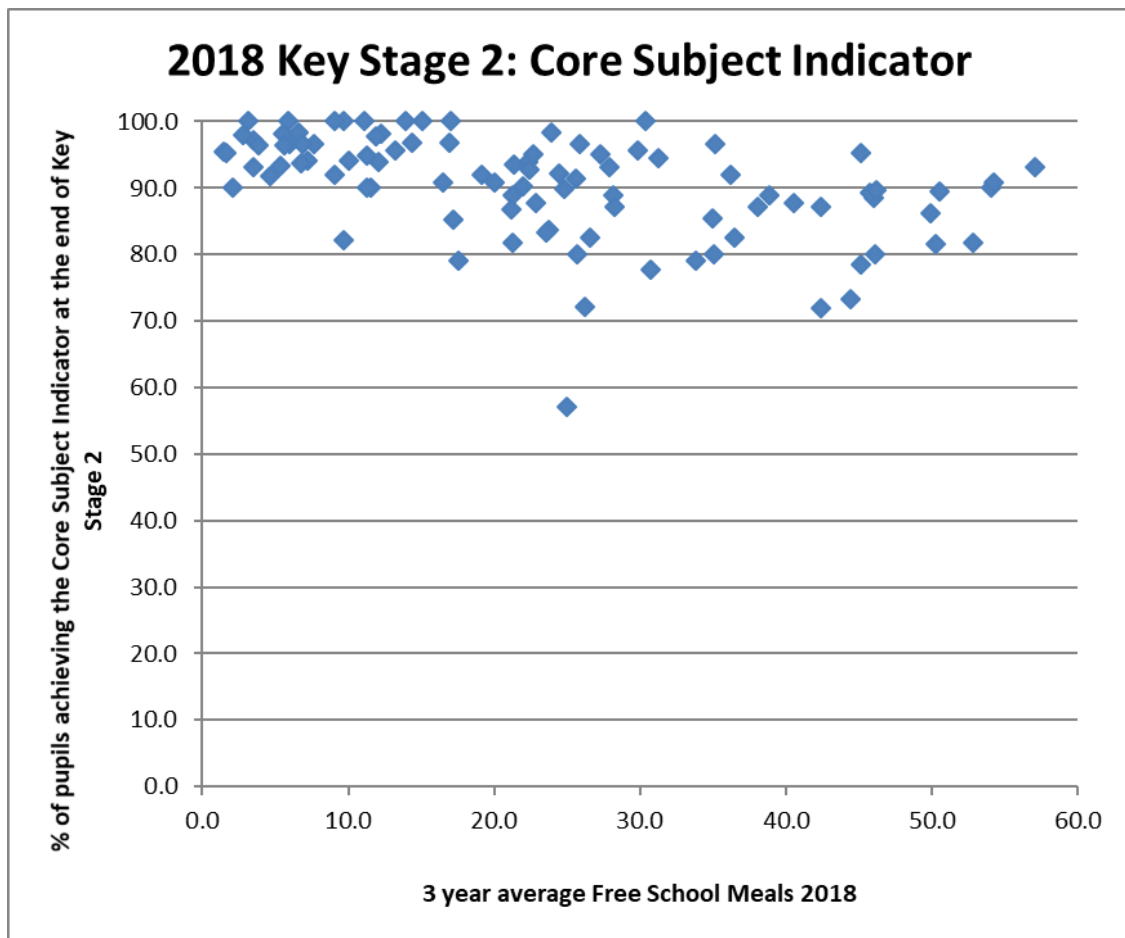
Secondary				
Support Category	Cardiff January 2017	Cardiff January 2018	CSC January 2018	Wales January 2018
Green	26.32% (5/19)	38.89% (7/18)	32.1%	26.0%
Yellow	31.58% (6/19)	50.00% (9/18)	50.0%	42.3%
Amber	26.32% (5/19)	5.56% (1/18)	10.7%	19.2%
Red	15.79% (3/19)	5.56% (1/18)	7.1%	12.5%

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%

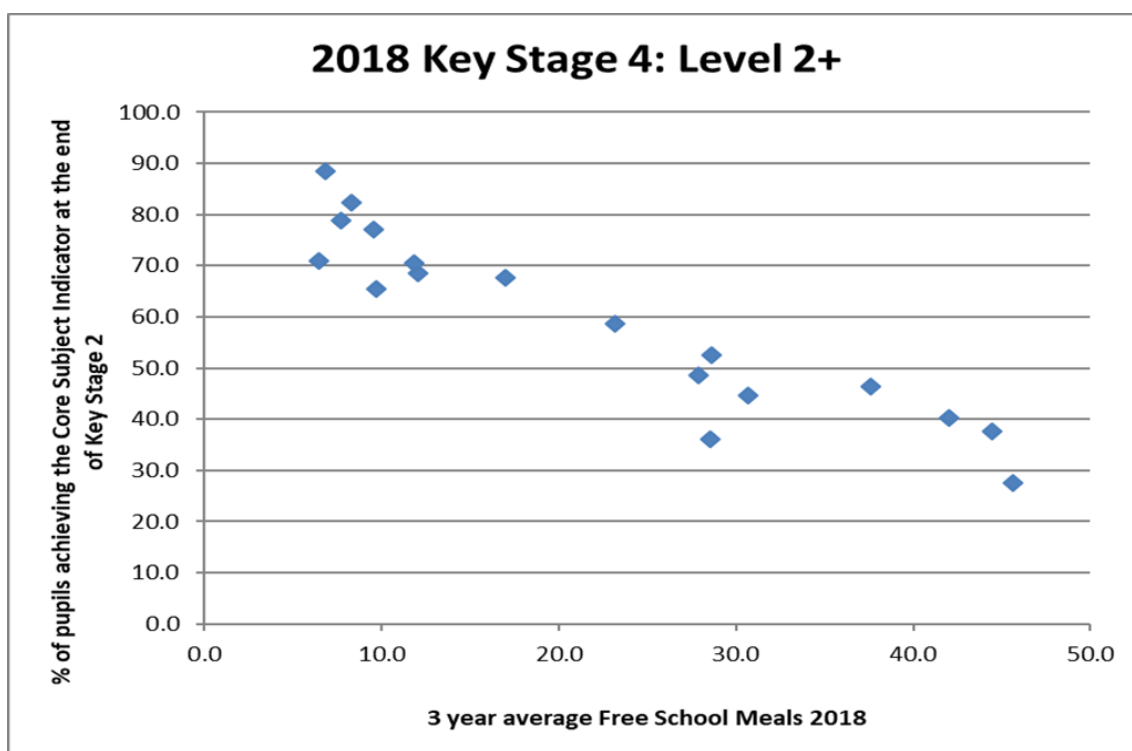
31. In the special sector, there has been a slight increase in the proportion of schools in the categories requiring the least support (green and yellow). There has been a corresponding decrease in the number of schools requiring amber and red support. However, these figures are below the national averages.
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 21<sup>st</sup> 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 21<sup>st</sup> 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**

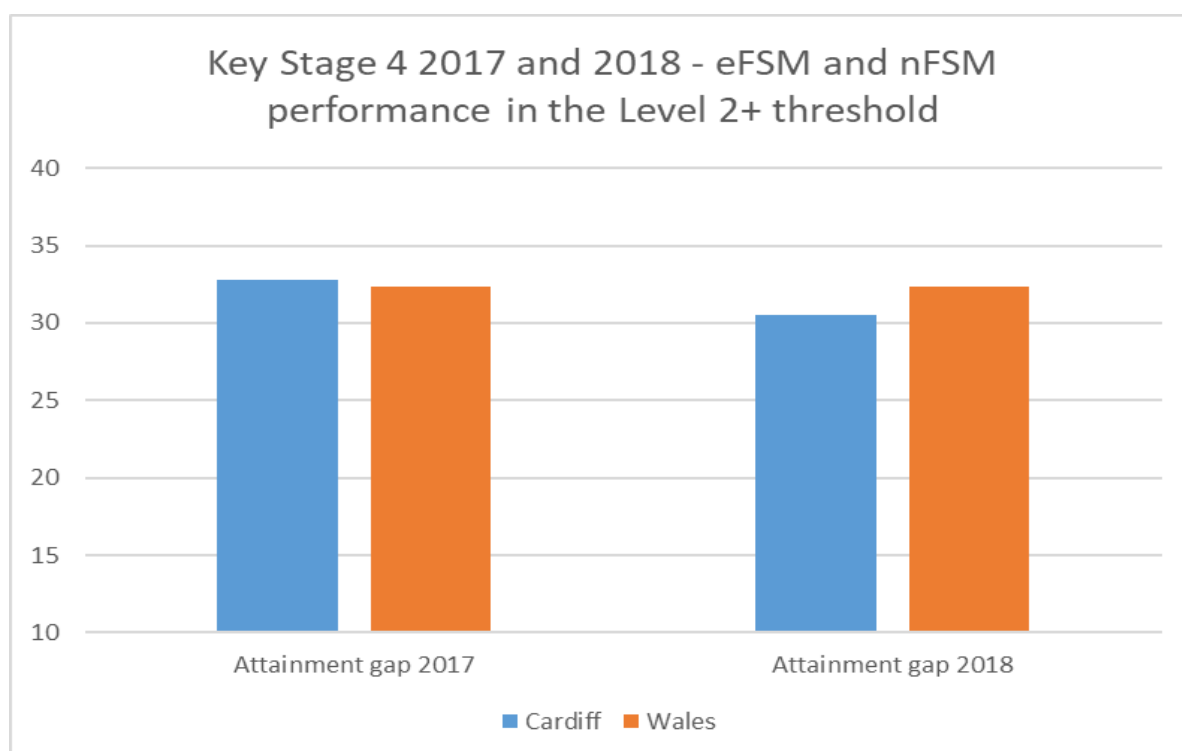
### **Children Looked After**

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 21<sup>st</sup> 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**

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## 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 <b>Level 2+</b> 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 <b>Level 2</b> 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 <b>Level 1</b> 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%
<b>Cardiff</b>	<b>90.2%</b>	
<b>Wales</b>	<b>89.5%</b>	

## 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 Eder	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%
<b>Cardiff</b>	<b>60%</b>	
<b>Wales</b>	<b>55%</b>	

**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

<b>Foundation Phase (FP)</b>	This covers pupils aged 3-7 (nursery, reception, year 1 and year 2)
<b>Key Stage 2 (KS2)</b>	Years 3 – 6 of primary schools, pupils aged 7 – 11
<b>Key Stage 3 (KS3)</b>	Years 7 – 9 of secondary schools, pupils aged 11 – 14
<b>Key Stage 4 (KS4)</b>	Years 10 – 11 of secondary schools, pupils aged 14 – 16
<b>Post 16</b>	Years 12 and 13
<b>SEN</b>	Additional Learning Needs
<b>ALN</b>	Additional Learning Needs
<b>MAT</b>	More Able and Talented
<b>EAL</b>	English as an Additional language
<b>LAC</b>	Looked After Children
<b>eFSM</b>	Eligible for free school meals
<b>nFSM</b>	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.

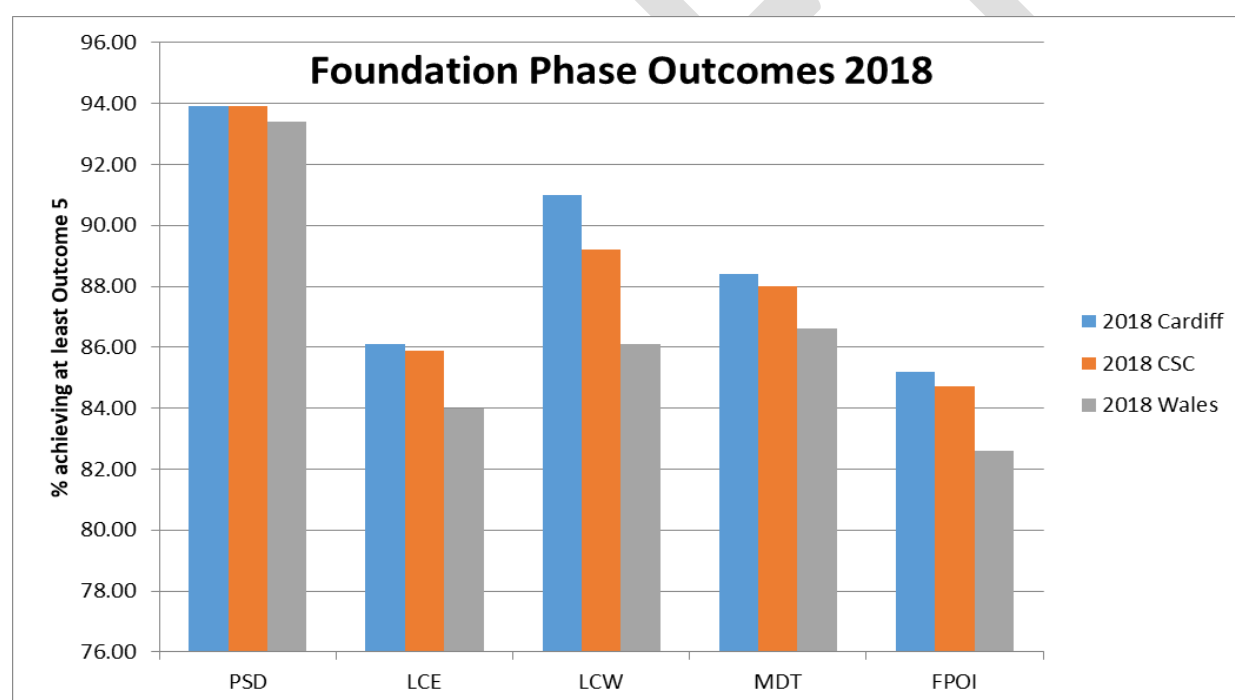
**Benchmarking Quarter** – The Welsh Government places schools into five groups based on proportions of FSM pupils. Each group is then divided into four quarters based on the performance of schools within each group.

**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.

## 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.

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

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

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

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

	<b>Cardiff 2018</b>	<b>CSC 2018</b>	<b>Wales 2018</b>
<b>PSD Boys</b>	91.9%	91.5%	90.6%
<b>PSD Girls</b>	96.0%	96.5%	96.3%
<b>PSD Total</b>	93.9%	93.9%	93.4%
<b>PSD Boys Vs Girls</b>	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.

<b>Foundation Phase Areas of Learning (O6+)</b>			
	<b>Cardiff 2018</b>	<b>CSC 2018</b>	<b>Wales 2018</b>
<b>LCE</b>	34.8%	34.4%	33.5%
<b>LCW</b>	37.7%	32.6%	33.2%
<b>MDT</b>	36.2%	34.7%	33.9%
<b>PSD</b>	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
<b>Foundation Phase Indicator</b>	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)
<b>All Ethnic Groups</b>	<b>83.1%</b>	<b>83.7%</b>
<b>All Pupils</b>	<b>85.2%</b>	<b>84.7%</b>

## 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
<b>New to English (A)</b>	35.24% (105 pupils)	45.39% (141 pupils)
<b>Early Acquisition (B)</b>	74.30% (323 pupils)	75.71% (387 pupils)

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

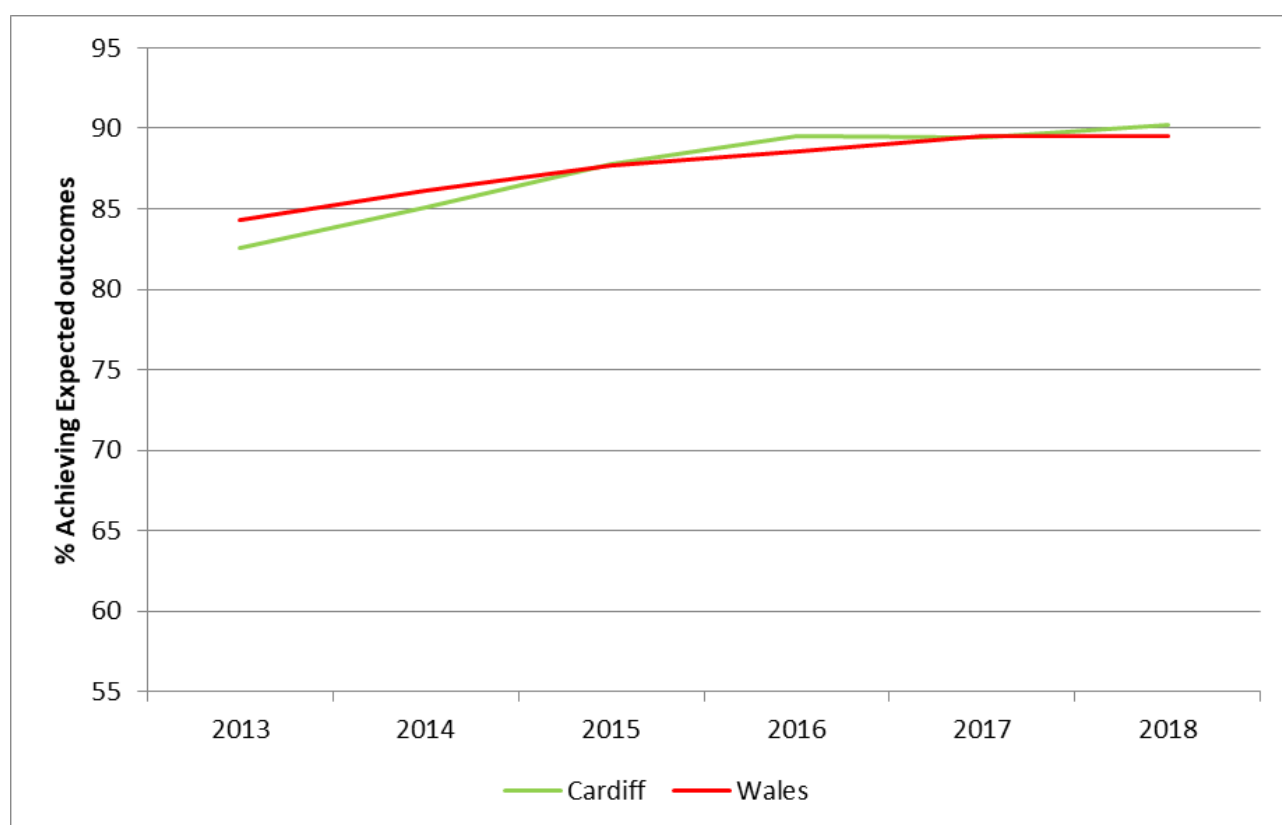
### Performance of Key Groups – Pupils with Additional Learning Needs

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.

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

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

## Appendix 3 Performance at Key Stage Two

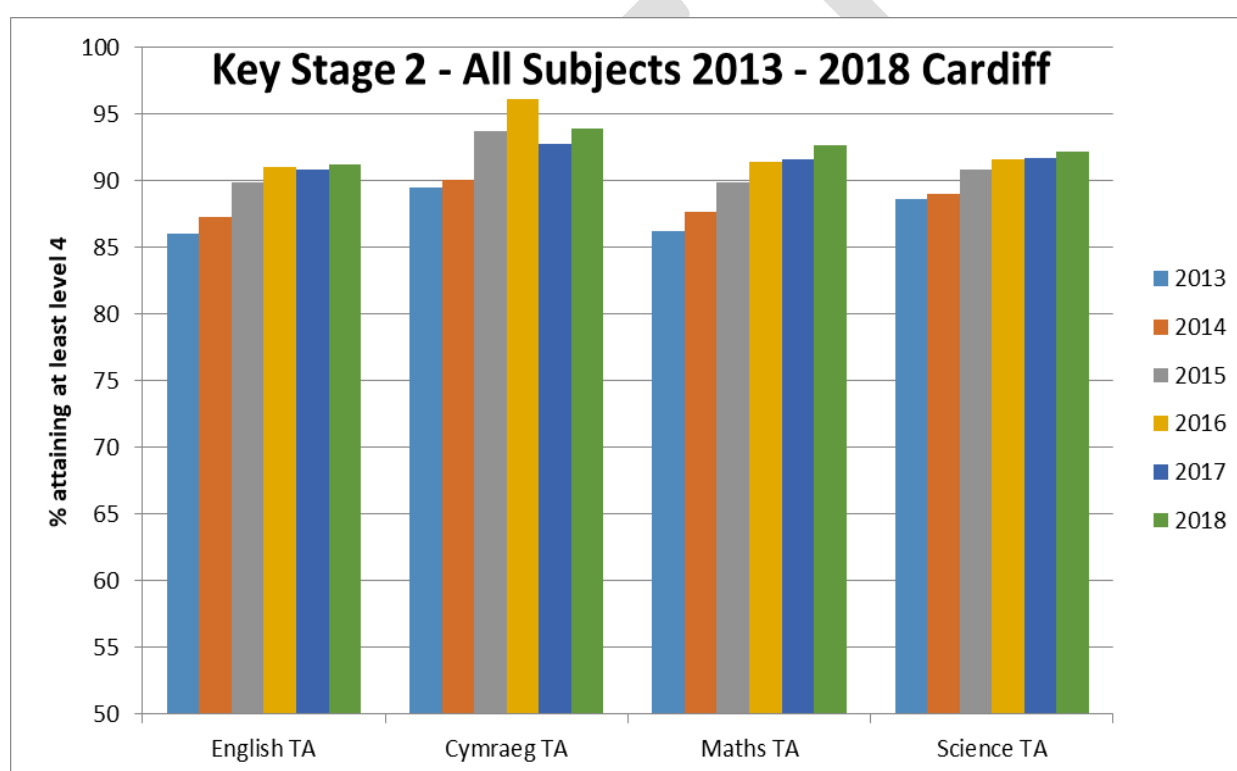


- 3.1 In 2017/18, the proportion of pupils achieving the Core Subject Indicator at the end of Key Stage 2 is 90.2%. This represents a marginal increase of 0.8ppts compared to the previous year. Performance is slightly higher than the national average of 89.5%. The CSC average is 90.3%.
- 3.2 At the expected 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.

<b>Key Stage 2 – Expected Level (4+)</b>				
	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
<b>Key Stage 2 Core Subject Indicator</b>	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
<b>English</b>	40.89%	40.76%	44.70%	42.00%	47.0%	44.7%	48.9%	45.9%
<b>Welsh</b>	45.66%	37.97%	47.60%	38.00%	48.4%	41.5%	44.5%	40.4%
<b>Mathematics</b>	42.39%	41.24%	45.30%	43.20%	49.9%	47.0%	51.1%	47.8%
<b>Science</b>	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.

	<b>Cardiff 2017</b>	<b>Cardiff 2018</b>	<b>CSC 2018</b>	<b>Wales 2018</b>
<b>CSI Boys</b>	87.7%	87.8%	87.7%	87.0%
<b>CSI Girls</b>	91.2%	92.8%	93.0%	92.1%
<b>CSI Total</b>	89.4%	90.2%	90.3%	89.5%
<b>Boys Vs Girls 2018</b>	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.

	<b>2017 girls</b>	<b>2017 girls Wales</b>	<b>2017 boys</b>	<b>2017 boys Wales</b>	<b>2018 girls</b>	<b>2018 girls Wales</b>	<b>2018 boys</b>	<b>2018 boys Wales</b>
<b>English</b>	92.7%	93.7%	88.9%	88.7%	93.5%	94.0%	89.0%	88.3%
<b>Welsh</b>	96.4%	94.6%	89.1%	88.6%	96.9%	92.9%	90.6%	86.4%
<b>Mathematics</b>	92.9%	93.1%	90.4%	90.3%	94.5%	93.4%	90.9%	90.3%
<b>Science</b>	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)
<b>All Ethnic Groups</b>	<b>87.5%</b>	<b>88.1%</b>	<b>89.2%</b>
<b>All Pupils</b>	<b>89.3%</b>	<b>90.2%</b>	<b>90.2%</b>

## 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.

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

### 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

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

### Key Stage 2 - Percentage achieving Level 4 or above

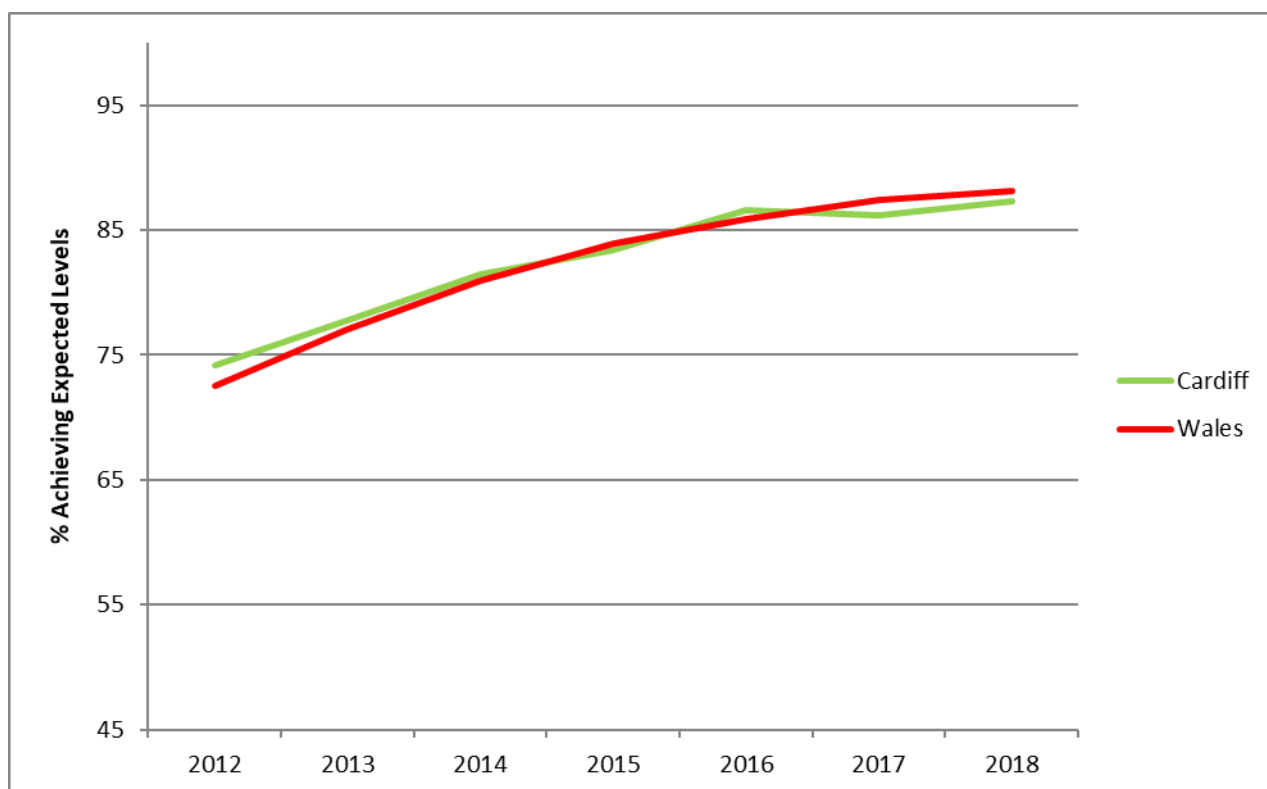
2018 CSC	English	Welsh	Maths	Science	CSI
<b>Statemented</b>	20.41% (294 pupils)	25% (12 pupils)	21.77% (294 pupils)	20.75% (294 pupils)	15.99% (294 pupils)
<b>School Action Plus</b>	59.71% (747 pupils)	59.14% (93 pupils)	65.46% (747 pupils)	63.86% (747 pupils)	54.75% (747 pupils)
<b>School Action</b>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

### Key Stage 2 - Percentage achieving Level 4 or above

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

## 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.

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

<b>Non-Core Subjects</b>	<b>Cardiff</b>					<b>Wales</b>
<b>Level 5+</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2017</b>
<b>Art</b>	92.2%	90.1%	93.9%	92.2%	93.7%	93.6%
<b>Design &amp; Technology</b>	90.1%	90.7%	92.8%	89.8%	90.7%	93.3%
<b>Geography</b>	86.7%	87.3%	90.2%	89.5%	89.4%	92.0%
<b>History</b>	87.1%	86.8%	91.2%	90.4%	89.6%	91.9%
<b>Information Technology</b>	91.3%	90.1%	91.6%	90.1%	90.5%	93.9%
<b>MFL</b>	81.6%	80.9%	85.5%	82.2%	83.5%	86.7%
<b>Music</b>	90.9%	88.7%	93.0%	92.0%	90.3%	93.3%
<b>Physical Education</b>	88.5%	90.8%	92.2%	92.9%	93.2%	93.3%
<b>Welsh 2nd Language</b>	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
<b>CSI Boys</b>	80.5%	83.7%	83.2%	85.2%	84.7%
<b>CSI Girls</b>	86.7%	89.8%	89.4%	89.5%	91.7%
<b>CSI Total</b>	83.4%	86.6%	86.2%	87.3%	88.1%
<b>Boys vs. Girls</b>	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
<b>English</b>	93.4%	88.0%	93.6%	88.1%	94.5%	88.5%	94.8%	87.8%
<b>Welsh</b>	96.4%	90.2%	97.9%	92.5%	97.9%	91.0%	96.6%	91.0%
<b>Mathematics</b>	92.4%	89.4%	91.2%	87.5%	91.5%	89.7%	93.7%	89.6%
<b>Science</b>	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)
<b>All Ethnic Groups</b>	<b>85.0%</b>	<b>86.7%</b>	<b>87.8%</b>
<b>All Pupils</b>	<b>86.2%</b>	<b>87.3%</b>	<b>88.7%</b>

### 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
<b>No EAL</b>	88.70% (2567 pupils)	87.92% (2666 pupils)	89.17% (2614 pupils)	93.74% (8494 pupils)
<b>All Pupils</b>	<b>86.60%</b>	<b>86.19%</b>	<b>87.3%</b>	<b>88.7%</b>

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

<b>Developing Competence (C)</b>	83.54% (243 pupils)	77.96% (186 pupils)	82.19% (247 pupils)	58.14% (309 pupils)
<b>Competent (D)</b>	97.37% (190 pupils)	97.79% (272 pupils)	93.68% (269 pupils)	97.48% (318 pupils)
<b>Fluent (E)</b>	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.

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

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

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

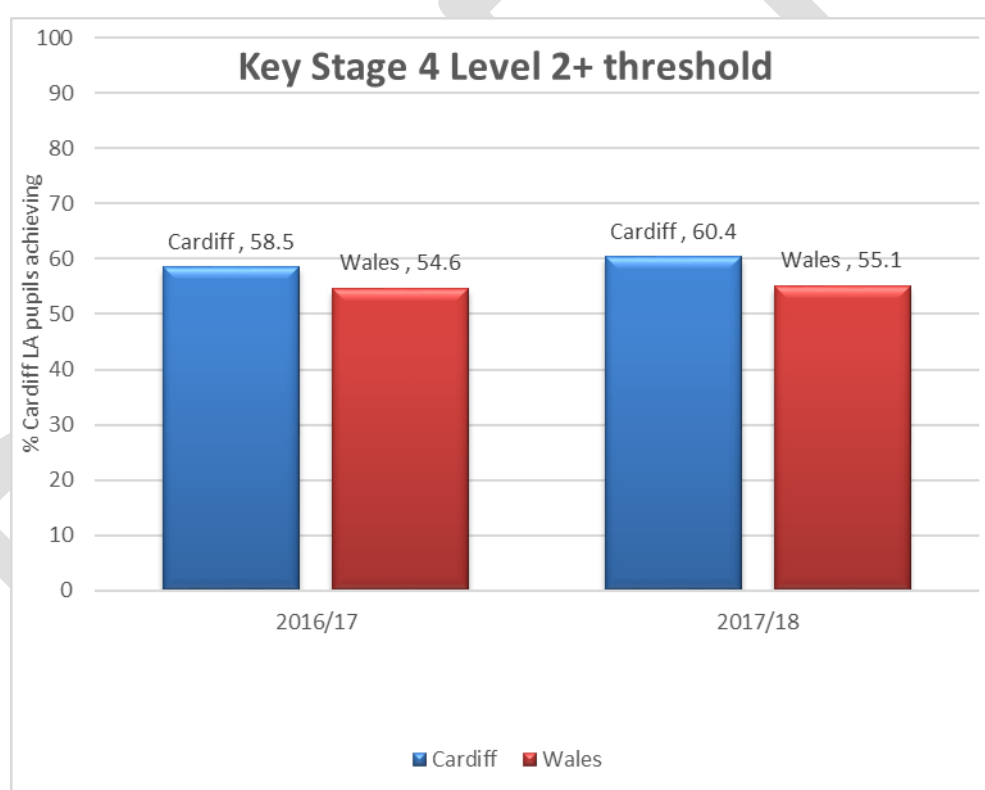
<b>Key Stage 3 - Percentage achieving level 5 or above</b>					
<b>2017</b>	<b>English</b>	<b>Welsh</b>	<b>Maths</b>	<b>Science</b>	<b>CSI</b>
<b>Statemented</b>	34.78% (138 pupils)	0.00% (*)	26.81% (138 pupils)	42.75% (138 pupils)	23.19% (138 pupils)
<b>School Action Plus</b>	69.37% (271 pupils)	77.78%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

## 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)**

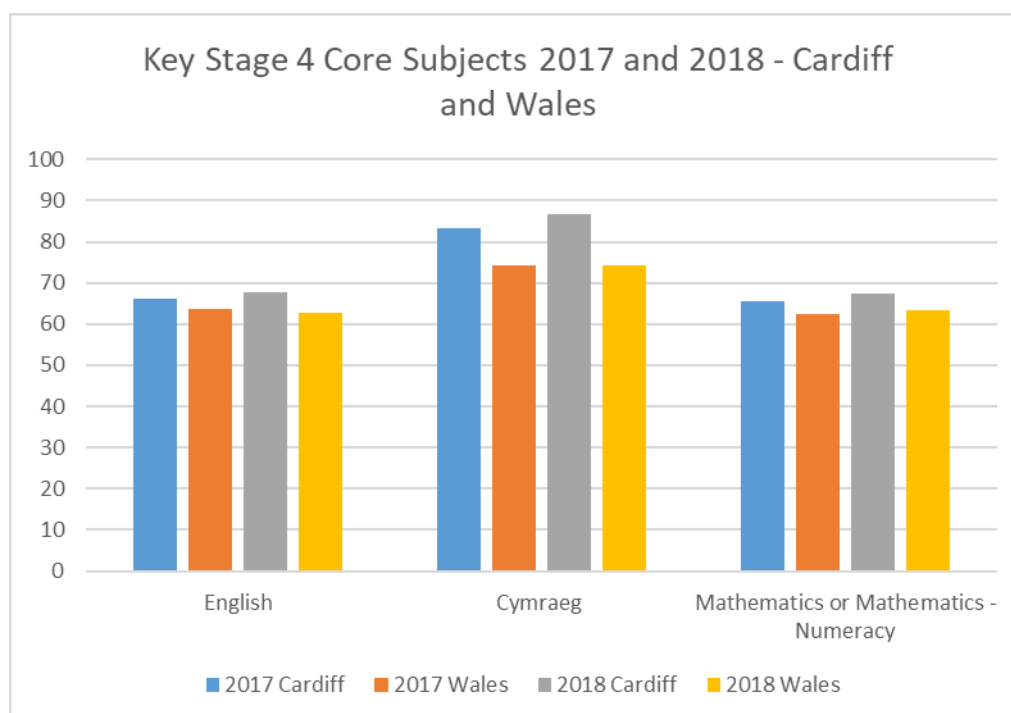
- 5.8 In 2017/18, performance in the Level 1 Threshold increased to 94.2%, compared to 93.2% in 2016/17. For the first time, performance in this threshold is above the Welsh average, which is 93.6%.
- 5.9 Of the 3,106 pupils entered for exams at a mainstream secondary school, 89 didn't achieve the Level 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**

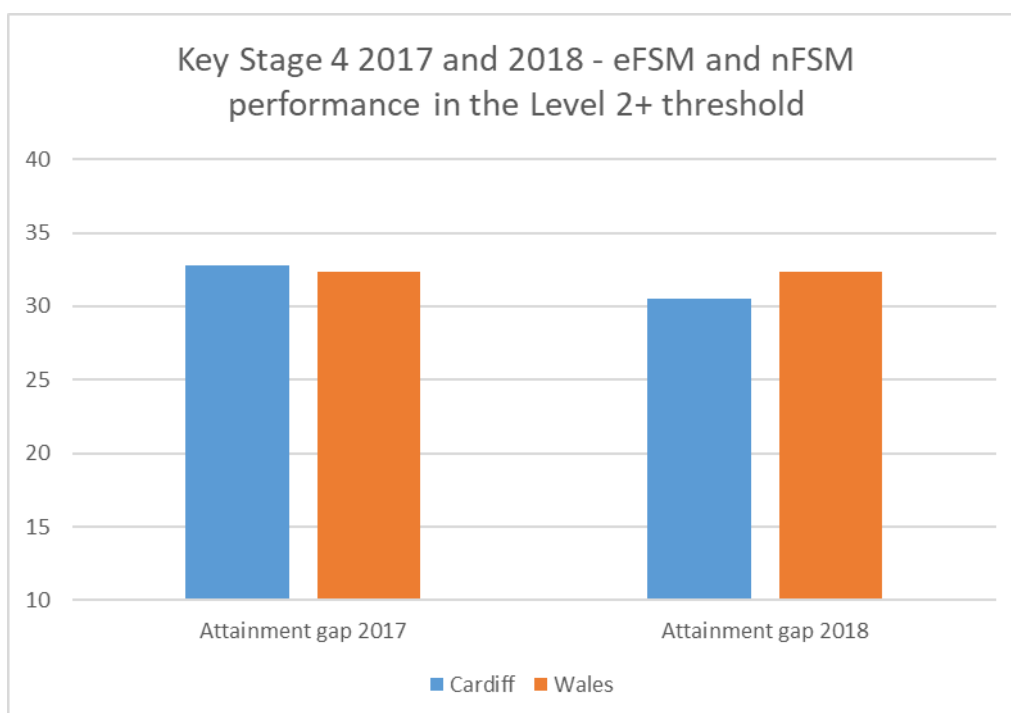
- 5.12 Performance in English is 67.7%, a 1.5ppt increase compared to 2016/17 and 5.1ppts above the Welsh average. Performance in Welsh first language is 86.7%, a 3.4ppt increase compared to 2016/17 and 12.4ppts above the Welsh average.
- 5.13 Performance in Science is not comparable to 2016/17, due 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
<b>2017/18 eFSM</b>	37.2%	29.4%	50.9%	41.5%	90.7%	88.1%
<b>2017/18 nFSM</b>	67.8%	61.7%	41.5%	73.9%	98.0%	97.4%
<b>Difference 2018</b>	30.5ppt	32.3ppt	28.6ppt	32.3ppt	7.3ppt	9.3ppt

	<b>Level 2+ Cardiff</b>	<b>Level 2+ Wales</b>	<b>Level 2 Cardiff</b>	<b>Level 2 Wales</b>	<b>Level 1 Cardiff</b>	<b>Level 1 Wales</b>
<b>2016/17 eFSM</b>	33.9%	28.6%	46.2%	41.3%	88.0%	88.4%
<b>2016/17 nFSM</b>	66.7%	61.0%	78.3%	73.6%	97.3%	97.5%
<b>Difference 2017</b>	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.

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

	<b>English Cardiff</b>	<b>English Wales</b>	<b>Welsh Cardiff</b>	<b>Welsh Wales</b>	<b>Maths-Numeracy Cardiff</b>	<b>Maths-Numeracy Wales</b>	<b>Maths-Cardiff</b>	<b>Maths-Wales</b>
<b>2016/17 eFSM</b>	43.2%	38.5%	60.7%	53.8%	43.3%	38.3%	40.1%	34.9%
<b>2016/17 nFSM</b>	74.2%	70.0%	85.3%	76.3%	73.3%	68.6%	69.9%	64.7%
<b>Difference 2017</b>	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).

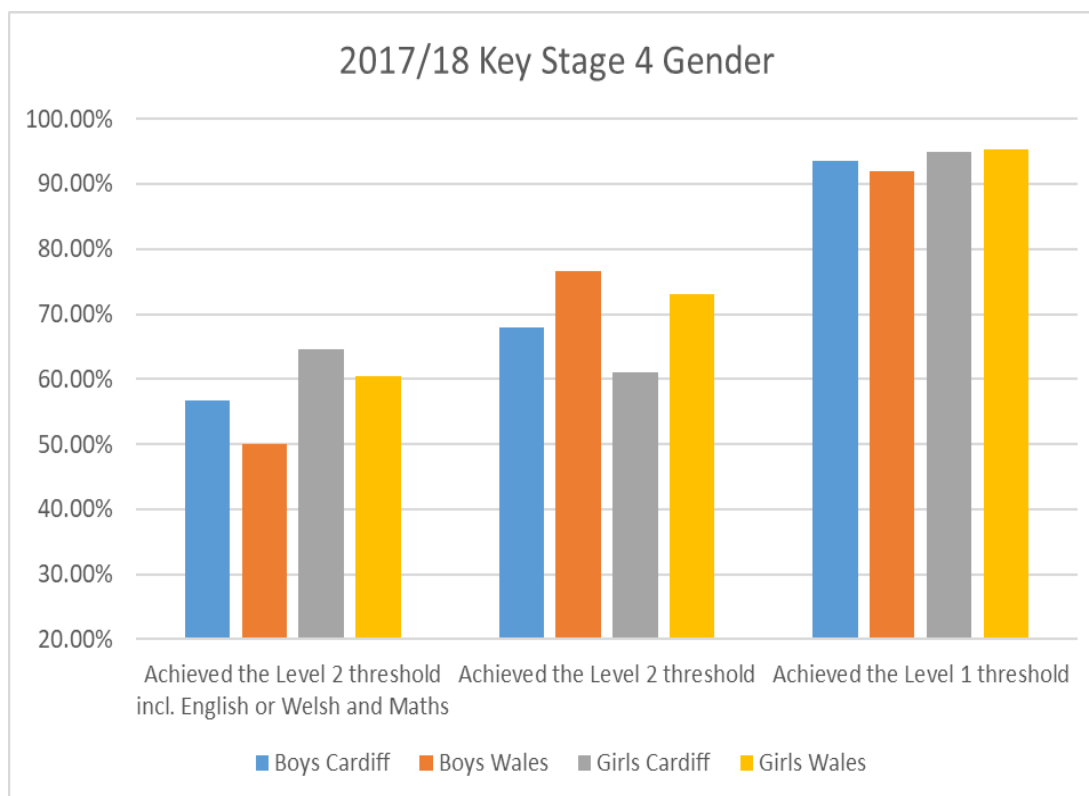
### Performance of Key Groups - More Able and Talented Pupils

- 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.

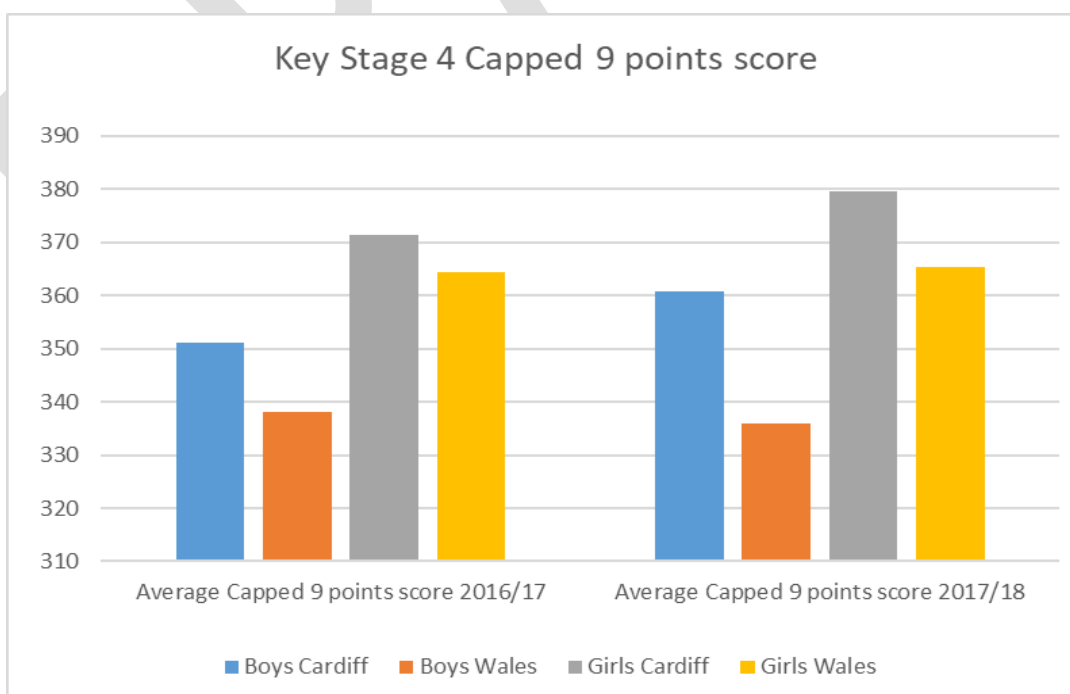
<b>KS4 5+ A*-A or equivalent achieving (5)</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
Cardiff	19.9%	22.3%	24.7%
Wales	15.9%	16.8%	18.0%

### 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)
<b>All Ethnic Groups</b>	<b>57.5%</b>	<b>60.4%</b>	<b>63.0%</b>
<b>All Pupils</b>	<b>58.8%</b>	<b>60.4%</b>	<b>57.6%</b>

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)
<b>All Ethnic Groups</b>	<b>71.3%</b>	<b>74.7%</b>	<b>76.4%</b>
<b>All Pupils</b>	<b>70.1%</b>	<b>72.1%</b>	<b>69.2%</b>

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)
<b>All Ethnic Groups</b>	<b>95.5%</b>	<b>96.7%</b>	<b>97.1%</b>
<b>All Pupils</b>	<b>93.6%</b>	<b>94.2%</b>	<b>94.5%</b>

### 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
<b>Statemented</b>	78.6% (103 pupils)	30.1%	16.5%
<b>School Action Plus</b>	81.1% (190 pupils)	23.2%	16.3%
<b>School Action</b>	96.0% (378 pupils)	86%	22.2%
<b>No SEN</b>	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
<b>Capped 9 Points Score</b>	72% 13 schools	6% 1 school	6% 1 school	17% 3 schools

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

	<b>Key Stage 4 2017</b>			
<b>Performance Measure</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
<b>Level 1 threshold</b>	26% 5 schools	32% 6 schools	16% 3 schools	26% 5 schools
<b>Level 2 threshold</b>	53% 10 schools	21% 4 schools	5% 1 school	21% 4 schools
<b>Level 2 inc Eng/Wel &amp; Maths</b>	58% 11 schools	21% 4 schools	11% 2 schools	11% 2 schools
<b>Capped 9 Points Score</b>	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	Level 3	Level 3	Level 3	Level 3
<b>Cardiff</b>	96.8%	96.9%	97.6%	97.5%	98.5%
<b>Wales</b>	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	3 A*/C	3 A*/C	3 A*/C	3 A*/C
<b>Cardiff</b>	/	/	/	62.1%	66.8%
<b>Wales</b>	/	/	/	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	3 A*/A	3 A*/A	3 A*/A	3 A*/A
<b>Cardiff</b>	12.2%	10.2%	10.2%	16.1%	19.2%
<b>Wales</b>	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 <sup>st</sup> 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.

<b>Lowest Performing A Level Subjects</b>	
<b>Subject</b>	<b>No of Entries</b>
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.

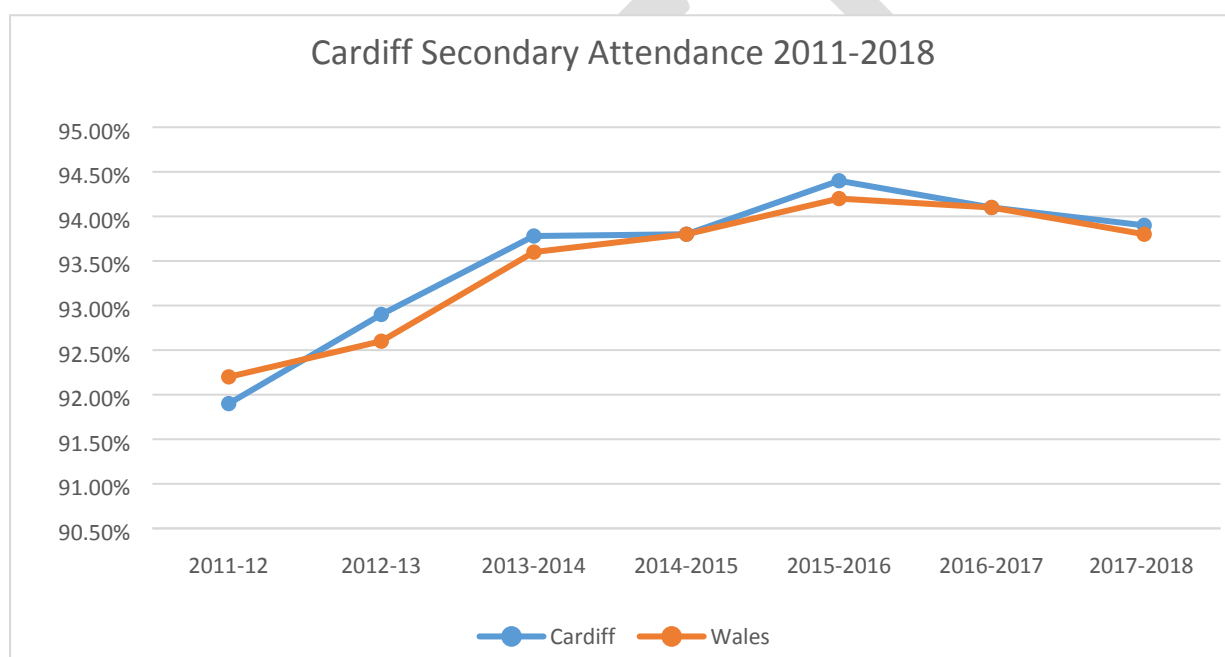
<b>Largest number of A Level Entries</b>	
<b>Subject</b>	<b>No of Entries</b>
WBQ – Advanced Skills Challenge Cert	1,025
Mathematics	343
Biology	208
History	201
Sociology	197
Chemistry	176
English Literature	140
Geography	140
Physics	138
Business Studies	120
Psychology	110
Religious studies	92

## 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 11<sup>th</sup> 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.

<b>Secondary Attendance</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>	<b>2017/18</b>
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 7<sup>th</sup> out of 22 Local Authorities compared to 8<sup>th</sup> 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
	<b>Total</b>	<b>2767.00</b>	<b>1629</b>	<b>1.70</b>			
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
	<b>Total</b>	<b>1976.75</b>	<b>1261</b>	<b>1.57</b>			
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
	<b>Total</b>	<b>2232.00</b>	<b>1317</b>	<b>1.69</b>			
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
	<b>Total</b>	<b>2391.50</b>	<b>1277</b>	<b>1.87</b>			

### 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	2.13
	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	1.23

	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

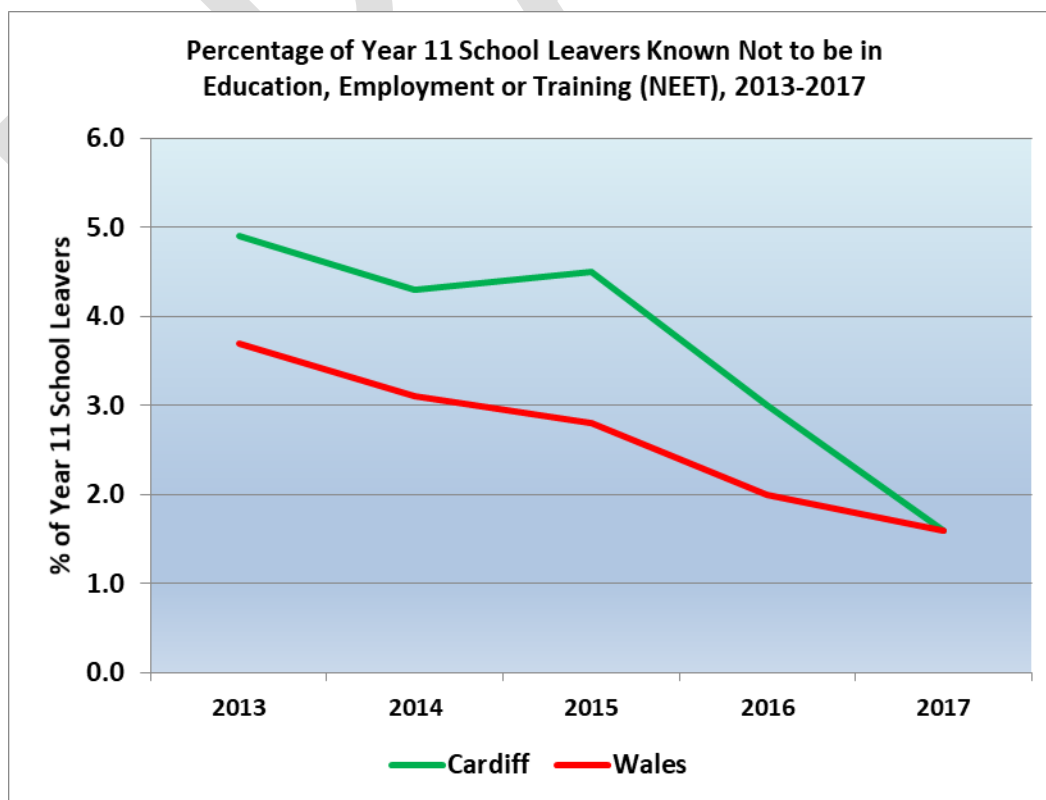
8.9 The number of longer exclusions in this phase remains low, with 4 in total.

### Secondary Phase

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

## 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.

<b>Year 11 School Leavers: NEET (Careers Wales)</b>					
<b>LEA (%)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Cardiff	4.9	4.3	4.5	3.0	1.6
Wales	3.7	3.1	2.8	2.0	1.6

<b>LEA (No.)</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
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:

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

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