

THE PERFORMANCE OF CARDIFF'S SCHOOLS IN 2017/18

EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)

AGENDA ITEM: 4

Reason for Report

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

Background

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

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

3. The five key goals are:
 - Excellent outcomes for learners
 - A high quality workforce
 - 21st Century learning environments
 - A self-improving school system
 - Schools and Cardiff in partnership
4. The Annual Performance Report provides an analysis of the educational outcomes of learners for the academic year 2017/2018. It identifies the key strengths and areas for further development in relation to learner outcomes and progression, and the quality of provision in schools across the Foundation Phase, Key Stages 2 to 5. The report references these outcomes to the ambitions set out in Cardiff 2020.
5. Results for the Foundation Phase and Key Stages 2 and 3 are final and taken from performance data provided by the Central South Consortium. Results for Key Stage 4 and Key Stage 5 are final 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 2017/18 show that Cardiff schools are performing well across a wide range of performance indicators at all Key Stages. The performance profile in the city has notably improved over the past five years, reflecting the focus on education as a key component of the Council's Capital Ambition:

“A good education provides the best start in life and remains the surest route out of poverty. We will continue to improve and invest in our schools and to make sure that every child has the best possible start in life.”

Capital Ambition p.4

11. This focus has been reflected in the ongoing protection of the schools' budget during a period of significant reduction in the Council's overall budget. Where necessary the Council has intervened in schools where standards were unsatisfactory, making full use of its statutory powers under the School Standards and Organisation (Wales) Act 2013. The Council has ensured that the specific functions in relation to schools which are delivered by the Central South Consortium are closely integrated with the range of services and support provided to schools and to learners by the Council directly, recognising that school improvement is an outcome of many different activities, not a discrete activity delivered in isolation.
12. The significant school estate investment, from Council and Welsh Government resources, under Band A of 21st Century School Programme has been used strategically to drive educational transformation in the west and east of the city, and to significantly expand welsh-medium primary provision. The Council has used its wider role in Cardiff to build a strong partnership between employers

and schools under the Cardiff Commitment. It has played a central role in building a city-wide alliance for educational improvement set out in Cardiff 2020.

13. This positive picture nevertheless contains aspects requiring further improvement. In view of rapid changes in economy and society, the city will also face many further challenges which will call on the collective commitment and resolve of all partners in the city if we are to succeed in delivering our future ambitions for education in Cardiff.

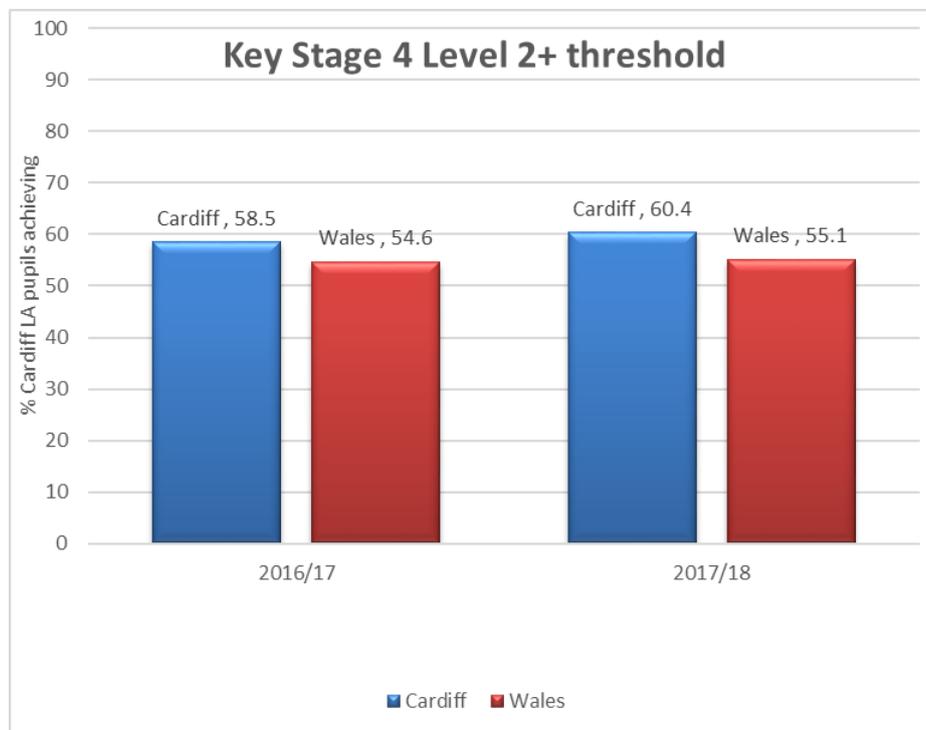
14. Overall strengths of Cardiff's performance in 2018:
 - A continuing trend of improved performance across a wide range of indicators and key stages;
 - Strong performance at Key Stage 4 in most indicators, when compared with the Central South Consortium and Welsh averages;
 - Improved outcomes for 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.

15. 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.

16. At Key Stage 5, Cardiff's performance remains strong with 98.4% achieving the Level 3 threshold, the equivalent to two A levels. This is above the Welsh average of 97.6%.
17. Results have continued to improve at Key Stage 4 in Cardiff at Level 2+ threshold. Outcomes at this indicator are now good, with 60.4% of young people achieving Level 2+, which is well above the Wales average of 55.1%. This places Cardiff in the top 3 of all Wales Local Authorities. In 2013/14, Cardiff was ranked 13th in Wales in this indicator.



18. The highest Key Stage 4 ranking for Cardiff is for A*-A. Cardiff is ranked 2nd when compared with all Local Authorities in Wales, with 24.7% of learners achieving this indicator which is well above the Wales figure of 18%. At Level 2, Cardiff performed above Wales and is ranked 4th. For the new Capped 9 measure, Cardiff is ranked 3rd in Wales.
19. Cardiff's performance in the Level 1 threshold (94.2%) improved on 2016/2017 outcomes. Results are above the Wales average (93.7%). However, this is the lowest national ranking position for Cardiff (12th) in 2017/2018.

20. 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%.
21. 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.
22. 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.
23. 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

24. 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.
25. Based on all Cardiff schools' most recent inspection outcome, for "current performance" under the previous inspection framework or "standards" under the existing framework, 74% have been judged to be good or excellent. This represents 91 out of 123 schools. The remaining four schools are new schools that have either not yet been inspected, or the report has not yet been published (Cardiff West Community High School Estyn outcome report is due to be published on 24th January 2019).
26. 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%.
27. 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.

28. 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.
29. 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.
30. 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.
31. 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.
32. 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.
33. There has been a significant increase in the proportion of schools categorised as green and yellow, and a corresponding decrease in the number of schools categorised as red. This information is based on categorisation outcomes as at 31st January 2018. The next set of categorisation outcomes will be available on 31st January 2019. An overview of school categorisation:

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

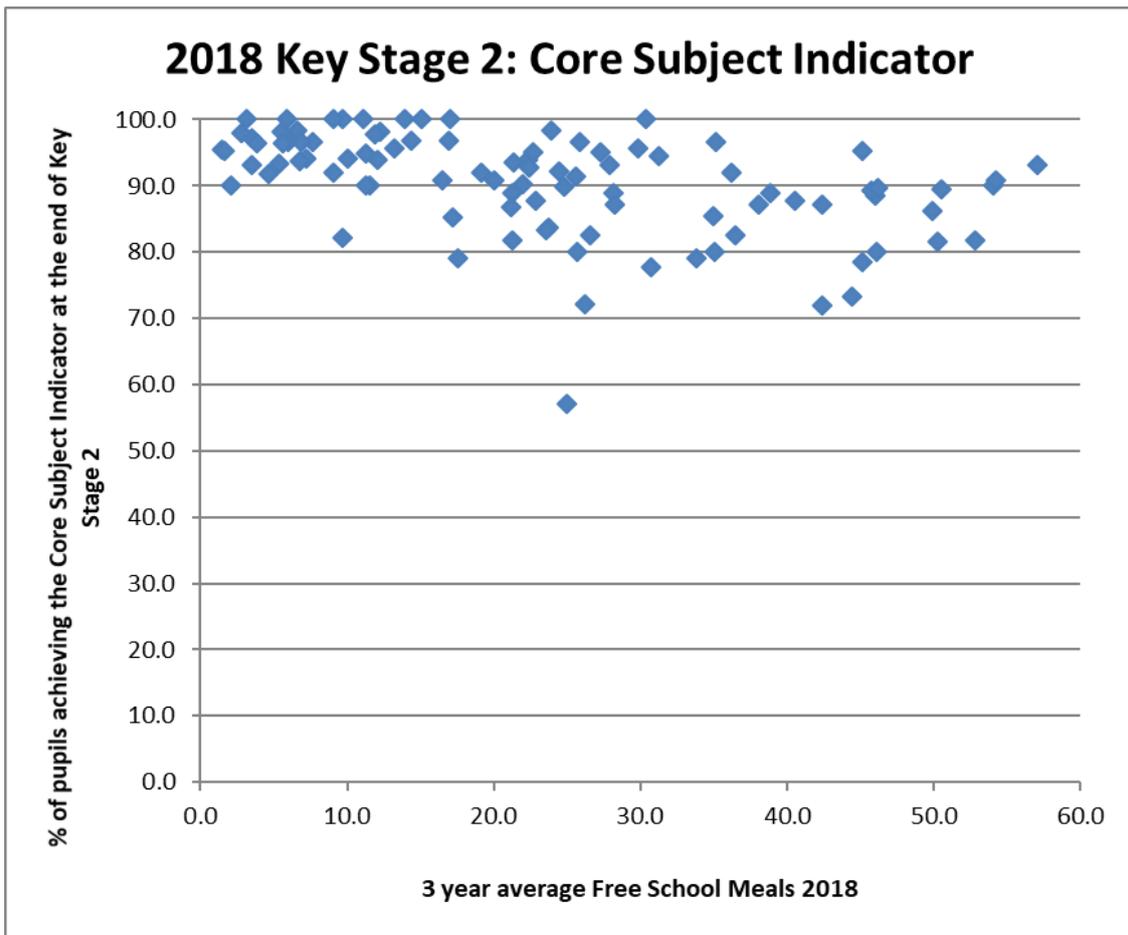
Secondary				
Support Category	Cardiff January 2017	Cardiff January 2018	CSC January 2018	Wales January 2018
Green	26.32% (5/19)	38.89% (7/18)	32.1%	26.0%
Yellow	31.58% (6/19)	50.00% (9/18)	50.0%	42.3%
Amber	26.32% (5/19)	5.56% (1/18)	10.7%	19.2%
Red	15.79% (3/19)	5.56% (1/18)	7.1%	12.5%

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

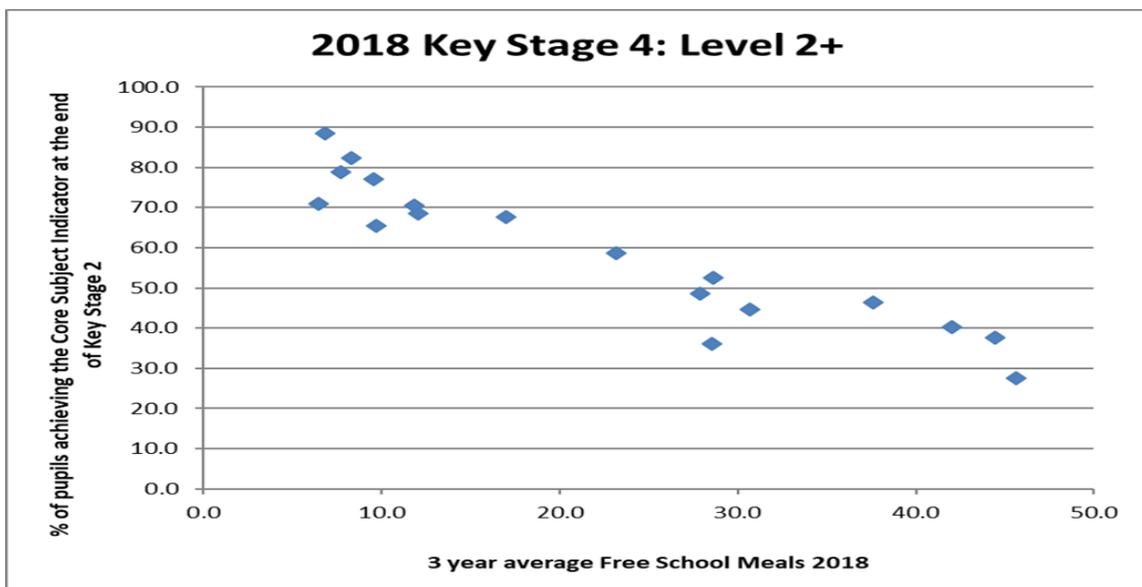
34. In the special sector, there has been a slight increase in the proportion of schools in the categories requiring the least support (green and yellow). There has been a corresponding decrease in the number of schools requiring amber and red support. However, these figures are below the national averages.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

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

36. 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.



37. 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.



38. 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.
39. 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.
40. Both schools replaced secondary schools where there had been longstanding weaknesses. The 2018 outcomes and external evaluations by Estyn evidence the positive impact of new leadership and governance, and the impact of significant investment under Band A of 21st Century Schools Programme, to delivering educational transformation in the east and west of Cardiff.

Transition to Employment, Education and Training and EOTAS

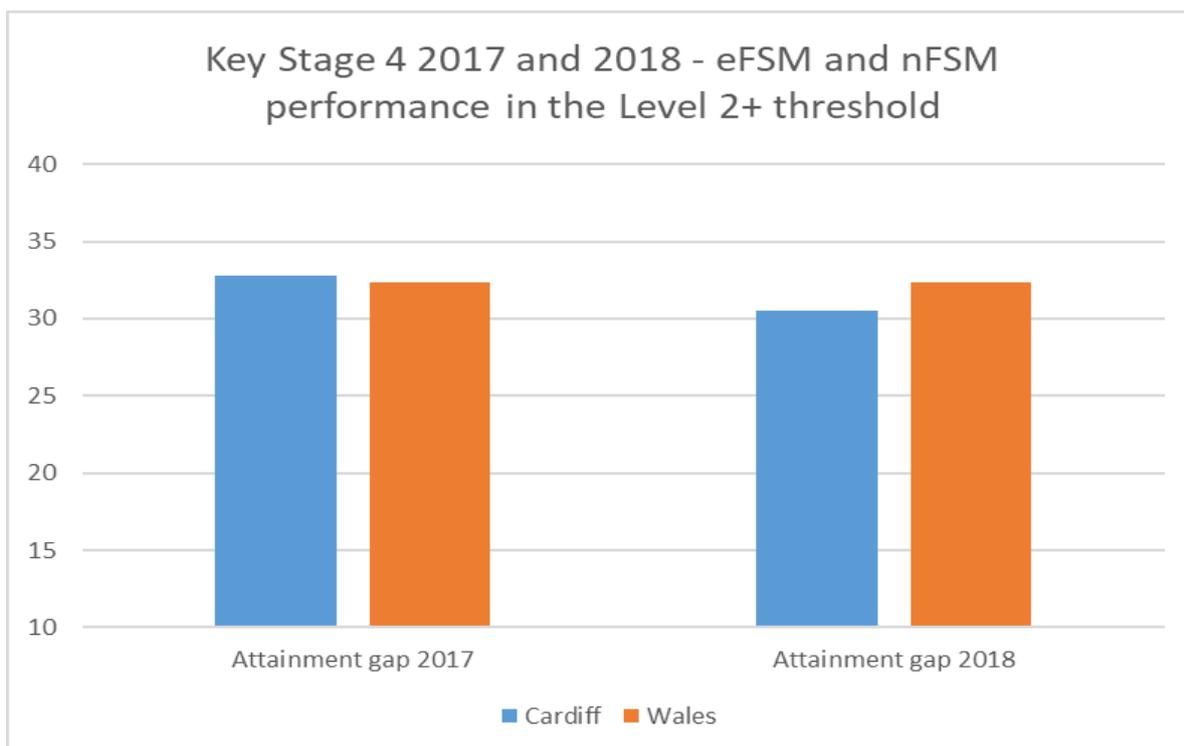
41. Significant progress had been made in increasing the number of young people who make a positive transition from statutory education aged 16 (Year 11) to ongoing Education Employment or Training (EET) Post-16. In 2017, Cardiff achieved its highest ever percentage of Year 11 leavers progressing into EET at 98.4% (with 1.6% (50 young people) designated as NEET).
42. 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.
43. 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).
44. 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.
45. 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

46. Whilst outcomes for children who are looked after have continued to improve, outcomes remain too low when compared with children of their own age.
47. 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.
48. 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.
49. 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%.
50. 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

51. 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.
52. 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.



53. 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

54. 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.
55. 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

56. 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.
57. 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

58. 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.
59. 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.
60. 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".
61. 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.*
62. In delivering *Cardiff 2030* it will be important to maximise the opportunities afforded by the:
 - Significant improvements which have been achieved to date to improve the overall quality of educational opportunities provided in the city;
 - Investment in the school estate, through the delivery of both Band A and Band B programmes and the enhanced asset management budget to address the condition, sufficiency and suitability requirements for learning in the 21st Century;
 - Improved partnership working, including the Cardiff Commitment and Creative partnerships with the wider public, private and third sectors;

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

63. 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

64. 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

65. 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.

66. 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

67. 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

68. 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

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

SENIOR RESPONSIBLE OFFICER	NICK BATCHELAR DIRECTOR EDUCATION & LIFELONG LEARNING	Ap pen dix 1
	18 January 2019	

Performance Summary

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 11 Explanation of Frequently Used Terms

