

2018 Summary Headline Results across All Key Stages

Indicator	Cardiff Results	Wales Average	Cardiff Results	Wales Average	Cardiff Rank	Cardiff Improvement
	2014/15	2014/15	2017/18	2017/18	2017/18	2015-2018
% of pupils achieving the Foundation Phase Outcome Indicator, at the end of Year 2	86.7%	86.8%	85.2%	82.6%	Not available	2015-2018 not comparable
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 2	87.8%	87.7%	90.2%	89.5%	Not available	+2.4ppts
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 3	83.4%	83.9%	87.3%	88.1%	Not available	+3.9ppts
% pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C inc. Maths & Eng/Welsh)	59.3%	57.9%	60.4%	55.1%	3 (2014/15 rank 10)	2015-2018 not comparable
% pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)	81.6%	84.1%	72.1%	66.9%	4	2015-2018 not comparable
% pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	92.1%	94.4%	94.2%	93.6%	12	2015-2018 not comparable
Attendance (Primary)	95.2%	95.0%	94.8%	94.6%	7	-0.3ppts
Attendance (Secondary)	93.9%	93.9%	94.0%	93.9%	10	+0.1ppts
% 17 year olds achieving the Level 3 threshold.	96.9%	97.0%	98.5%	97.6%	Not available	+1.6ppts

2018 Key Stage 2 by School

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

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

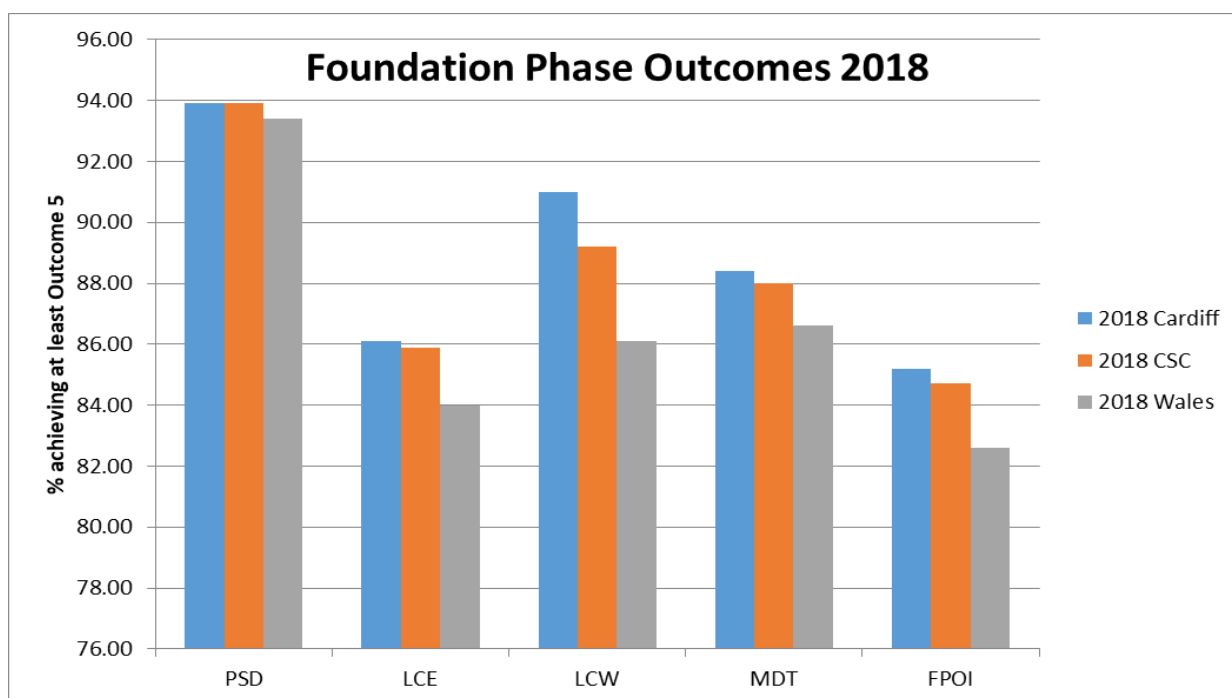
St. Mary'S R.C. Primary School	90.0%	11.3%
St Patrick'S R C School	89.8%	24.8%
St. Peter'S Primary School	93.8%	12.0%
St Cadoc'S Catholic Primary	94.6%	31.2%
St Monicas C/W Primary School	95.0%	22.7%
St.Paul'S C/W Primary School	96.7%	25.8%
Tredegarville C/W Primary	80.0%	35.0%
Llandaff City Primary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

2018 Key Stage 4 by School

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

Appendix 2 Performance in the Foundation Phase

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



Performance of Key Groups - Gender

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

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

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

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

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

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

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

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

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

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

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

Performance of Key Groups – Looked After Children

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

Performance of Key Groups – Pupils Eligible for Free School Meals

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

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

Performance of Key Groups – Ethnicity

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

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

Performance of Key Groups – EAL Pupils

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

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

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

Performance of Key Groups – Pupils with Additional Learning Needs

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

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

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

Appendix 3 Performance at Key Stage Two

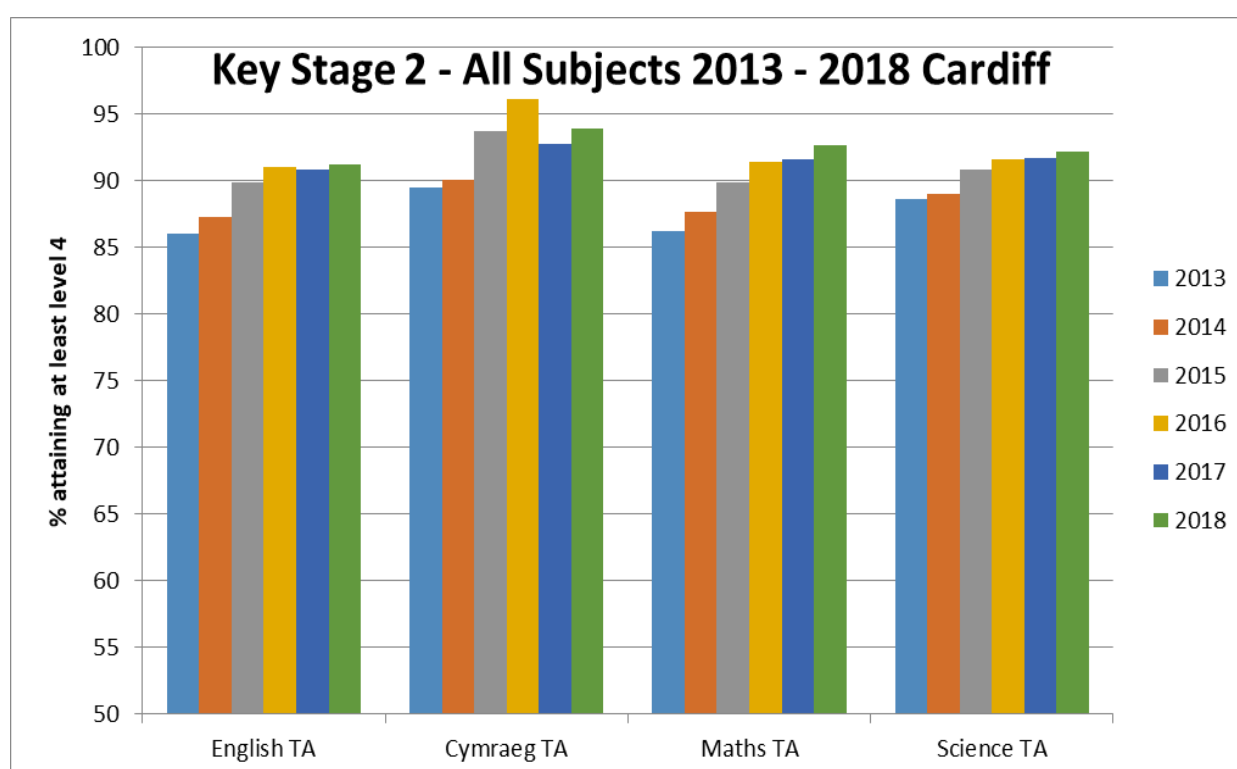


- 3.1 In 2017/18, the proportion of pupils achieving the Core Subject Indicator at the end of Key Stage 2 is 90.2%. This represents a marginal increase of 0.8ppts compared to the previous year. Performance is slightly higher than the national average of 89.5%. The CSC average is 90.3%.
- 3.2 At the expected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

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

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

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



Performance of Key Groups - Performance of Looked After Children

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

3.8 The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 91.2% (31 out of 34 pupils). This is an increase of 13.2ppts compared to 2016/17. Of the cohort, 44% (15 pupils) have an Additional Learning Need.

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

Key Groups - Pupils Eligible for Free School Meals

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

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

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

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

Performance of Key Groups - More Able and Talented Pupils

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

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

Performance of Key Groups - Gender

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

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

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

3.16 The table below shows the performance of boys and girls achieving the expected level in the core subjects over the last 2 years, and the Wales averages.

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

3.17 Girls' performance at the expected level is the same if not slightly higher than the Welsh averages, in all subjects apart from English which is 0.5ppts below. In 2016/17, performance was slightly below the Welsh averages in all of the core subjects apart from Welsh first language. Boys' performance is above the national averages in all of the core subjects. In 2016/17, performance was above the national averages in all core subjects apart from Science.

3.18 At the higher levels, outcomes for both boys and girls exceed the national averages. Girls' performance is higher than boys in English, Welsh and Science, and the same in mathematics.

Performance of Key Groups – Ethnicity

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

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

Key Groups - English as an Additional Language

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

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

Performance of Key Groups – Pupils with Additional Learning Needs

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

Key Stage 2 - Percentage achieving Level 4 or above

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

Key Stage 2 - Percentage achieving Level 4 or above

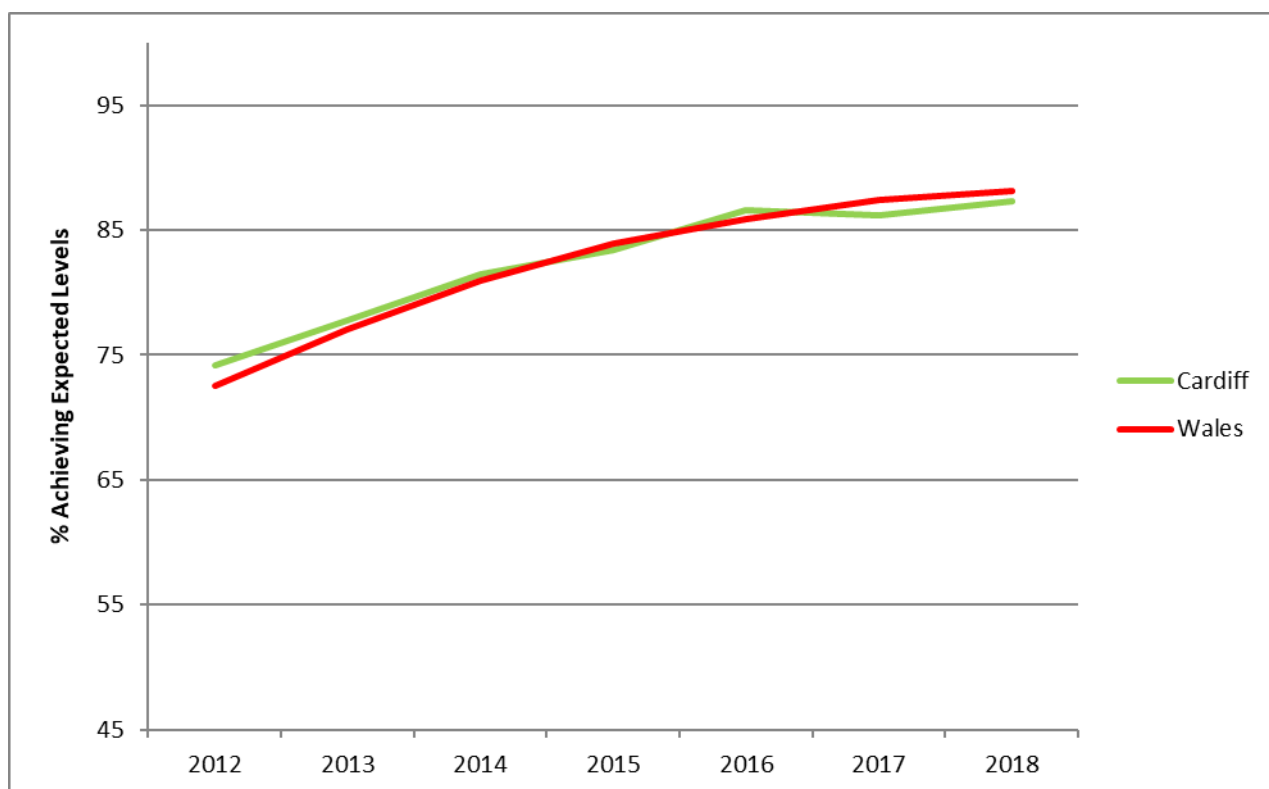
2018 CSC	English	Welsh	Maths	Science	CSI
Statemented	20.41% (294 pupils)	25% (12 pupils)	21.77% (294 pupils)	20.75% (294 pupils)	15.99% (294 pupils)
School Action Plus	59.71% (747 pupils)	59.14% (93 pupils)	65.46% (747 pupils)	63.86% (747 pupils)	54.75% (747 pupils)
School Action	82.73% (1627 pupils)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

Key Stage 2 - Percentage achieving Level 4 or above

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

Appendix 4 Performance at Key Stage Three

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



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

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

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

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

Performance of Key Groups - Looked After Children

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

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

Key Groups - Performance of Pupils Eligible for Free School Meals

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

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

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

Performance of Key Groups - More Able and Talented Pupils

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

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

Performance of Key Groups – Gender

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

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

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

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

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

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

Performance of Key Groups – Ethnicity

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

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

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

Performance of Key Groups - English as an Additional Language

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

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

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

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

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

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

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

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

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

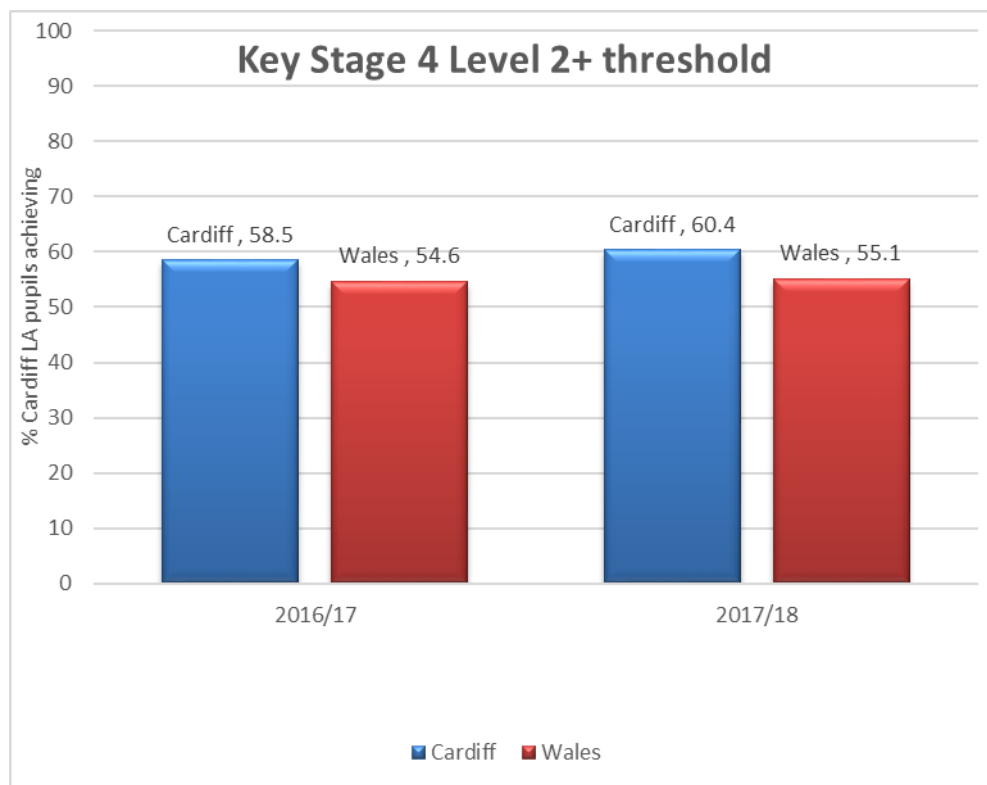
Key Stage 3 - Percentage achieving level 5 or above					
2017	English	Welsh	Maths	Science	CSI
Statemented	34.78% (138 pupils)	0.00% (*)	26.81% (138 pupils)	42.75% (138 pupils)	23.19% (138 pupils)
School Action Plus	69.37% (271 pupils)	77.78% (36 pupils)	62.73% (271 pupils)	75.65% (271 pupils)	54.98%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

Appendix 5 Performance at Key Stage Four

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

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

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



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

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

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

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

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

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

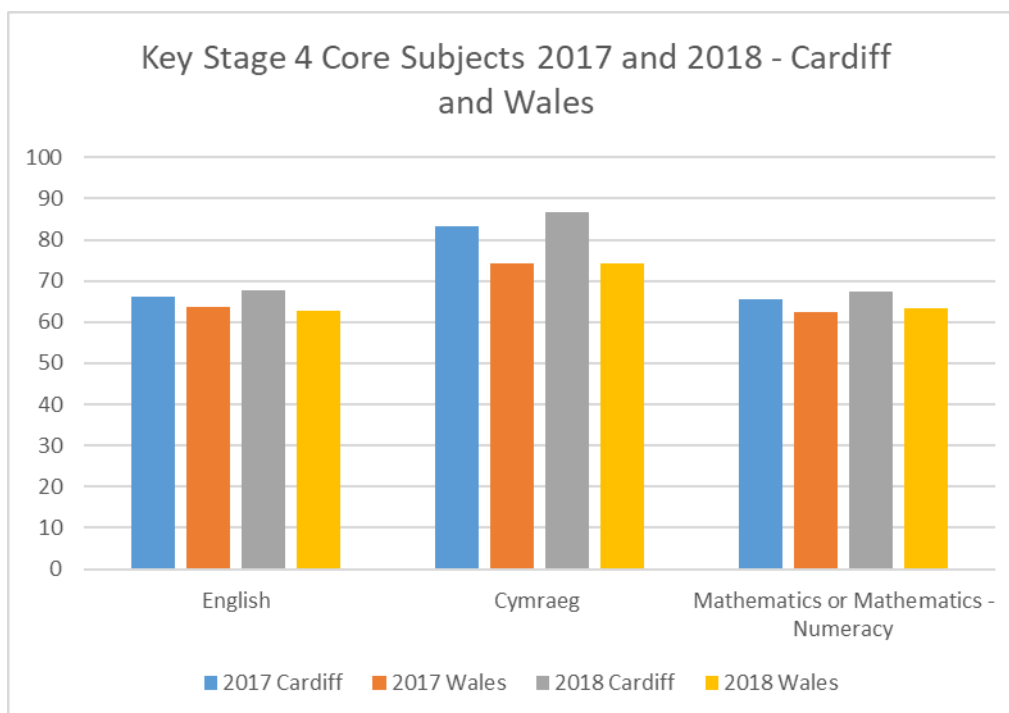
- 5.8 In 2017/18, performance in the Level 1 Threshold increased to 94.2%, compared to 93.2% in 2016/17. For the first time, performance in this threshold is above the Welsh average, which is 93.7%.
- 5.9 Of the 3,106 pupils entered for exams at a mainstream secondary school, 89 didn't achieve the Level 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 366, compared to 360.7 in 2016/17. The Welsh average is 349.5.
- 5.11 Cardiff is performing 25.7 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.

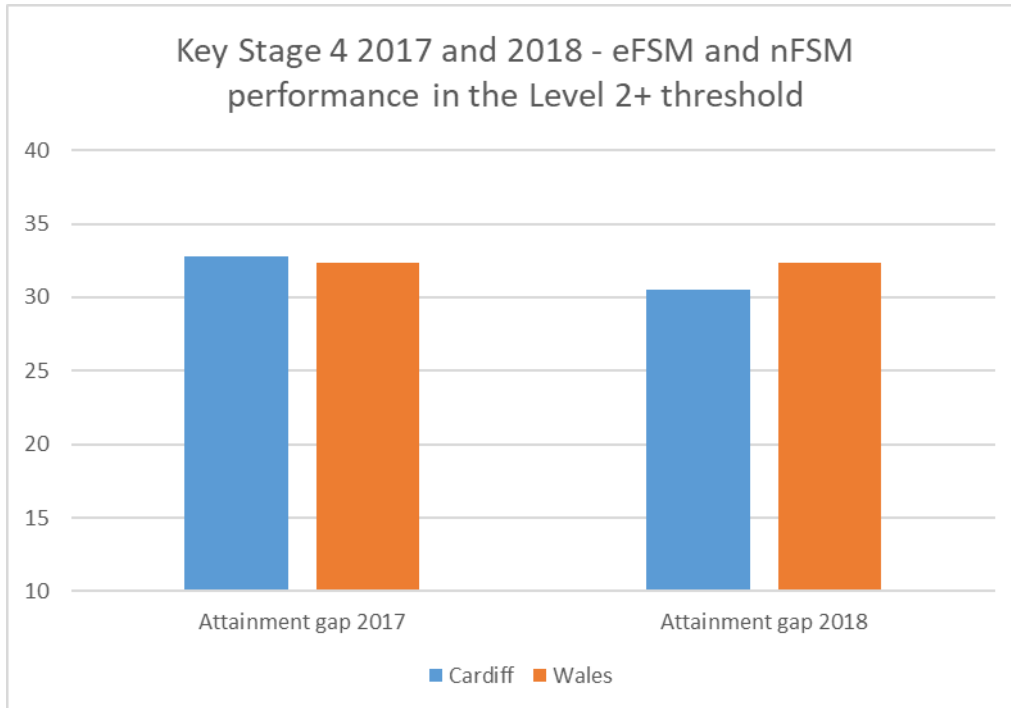


Subject	Cardiff 2017/18	Wales 2017/18
English	67.7%	62.6%
Welsh	86.7%	74.3%
Mathematics	63.7%	59.4%
Mathematics-Numeracy	62.0%	58.0%
Mathematics or Mathematics - Numeracy	67.5%	63.5%
Science	65.4%	63.0%

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 7.7ppts higher than the performance across Wales, which is 29.5%.

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/32.2ppt). The gap was slightly larger in 2016/17.



5.16 The performance of Cardiff's eFSM pupils is higher than across Wales in the Level 2+, Level 2, Level 1 thresholds and Capped 9 Points Score. Performance of eFSM pupils in the Level 1 threshold is higher than across Wales for the first time in 2017/18.

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

	Level 2+ Cardiff	Level 2+ Wales	Level 2 Cardiff	Level 2 Wales	Level 1 Cardiff	Level 1 Wales
2017/18 eFSM	37.2%	29.5%	50.9%	41.8%	91.3%	88.3%
2017/18 nFSM	67.8%	61.7%	41.8%	73.9%	98.1%	97.4%
Difference 2018	30.5ppt	32.2ppt	28.7ppt	32.2ppt	6.8ppt	9.1ppt

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

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

	English Cardiff	English Wales	Welsh Cardiff	Welsh Wales	Maths-Numeracy Cardiff	Maths-Numeracy Wales	Maths-Cardiff	Maths-Wales	Science Cardiff	Science Wales
2017/18 eFSM	45.4%	38.7%	64.3%	46.9%	47.8%	39.3%	44.0%	35.0%	41.6%	38.3%
2017/18 nFSM	75.0%	68.9%	88.4%	77.0%	74.2%	70%	70.3%	65.9%	73.2%	69.6%
Difference 2018	29.6ppt	30.2ppt	24.1ppt	30.1ppt	26.4ppt	30.7ppt	26.2ppt	30.9ppt	31.6ppt	31.3ppt

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

Performance of Key Groups – EOTAS Pupils

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

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

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

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

Performance of Key Groups - Looked After Children

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

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

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

Performance of Key Groups - More Able and Talented Pupils

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

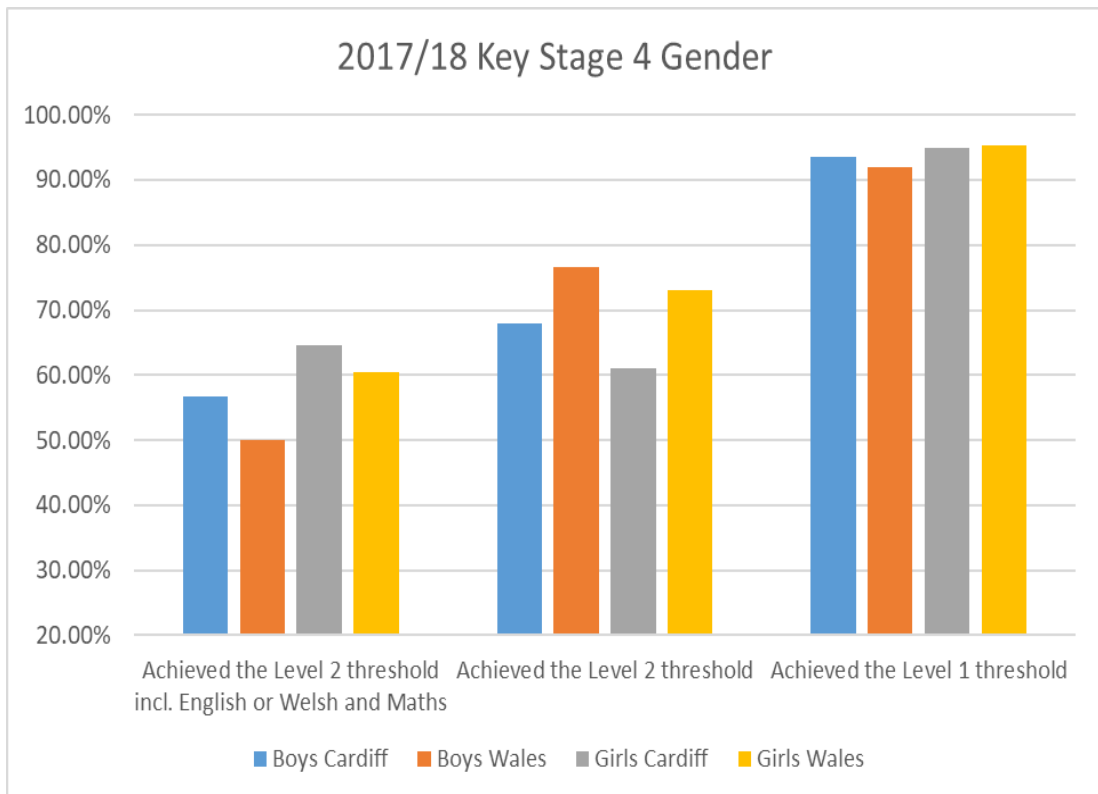
KS4 5+ A*-A or equivalent (5 achieving)	2015/16	2016/17	2017/18
Cardiff	19.9%	22.3%	24.7%
Wales	15.9%	16.8%	18.0%

Performance of Key Groups – Gender

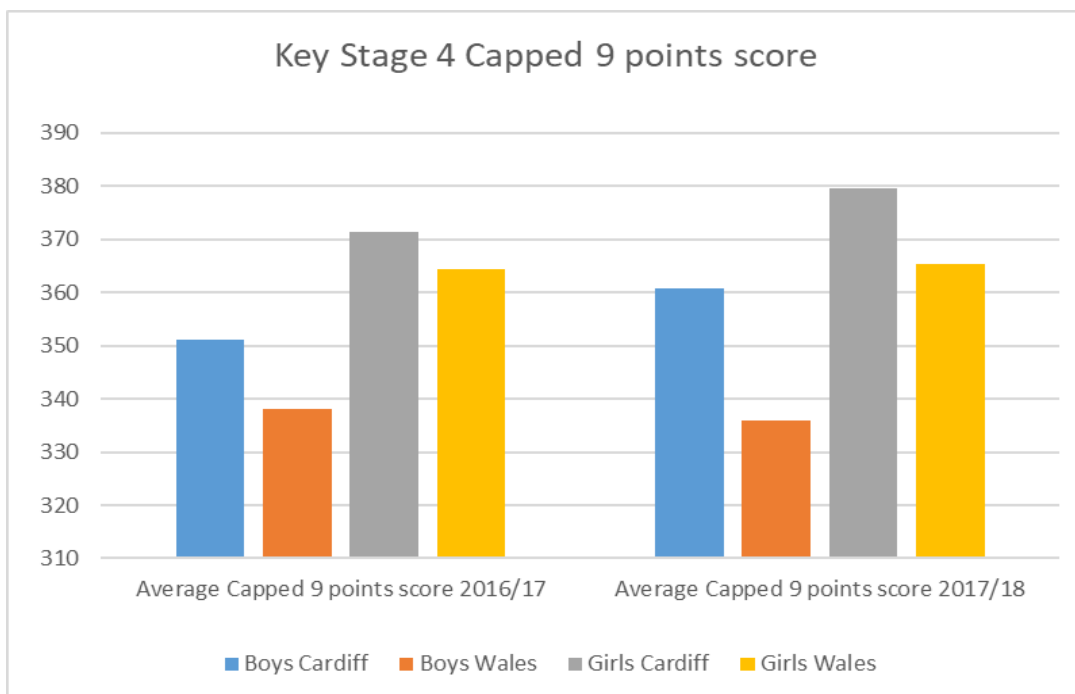
5.25 At the Level 2 + threshold, the performance of boys is 6.6ppts above the Welsh average (56.7%/50.1%). Boys are also performing above the Welsh average in the Level 2 threshold (67.9%/61.1%).

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

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



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



Cardiff 2018

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. English or Welsh and Maths	Average Capped 9 points score
Boys	93.6%	67.8%	56.6%	356.4
Girls	95.0%	76.7%	64.6%	376.8
Difference	1.4ppts	8.9ppts	8ppts	20.4ppts

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	92.1%	61.2%	50.1%	335.4
Girls	95.4%	73.2%	60.5%	364.6
Difference	3.4ppts	12ppts	10.5ppts	29.2ppts

Performance of Key Groups – Ethnicity

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

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

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

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

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

Performance of Key Groups – Pupils with Additional Learning Needs

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

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

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

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

Comparative Performance with other Local Authorities

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

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

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

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

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

Appendix 6 Performance at Key Stage 5

- 6.1 The proportion of pupils achieving the Level 3 threshold, equivalent to the volume of 2 A levels at grade A*-E, is 98.4%.

	2014	2015	2016	2017	2018
	Level 3	Level 3	Level 3	Level 3	Level 3
Cardiff	96.8%	96.9%	97.6%	97.5%	98.4%
Wales	97.1%	97.0%	98.0%	97.1%	97.6%

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

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

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

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

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

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

Value-Added Performance in Cardiff Sixth Forms

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

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

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

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

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

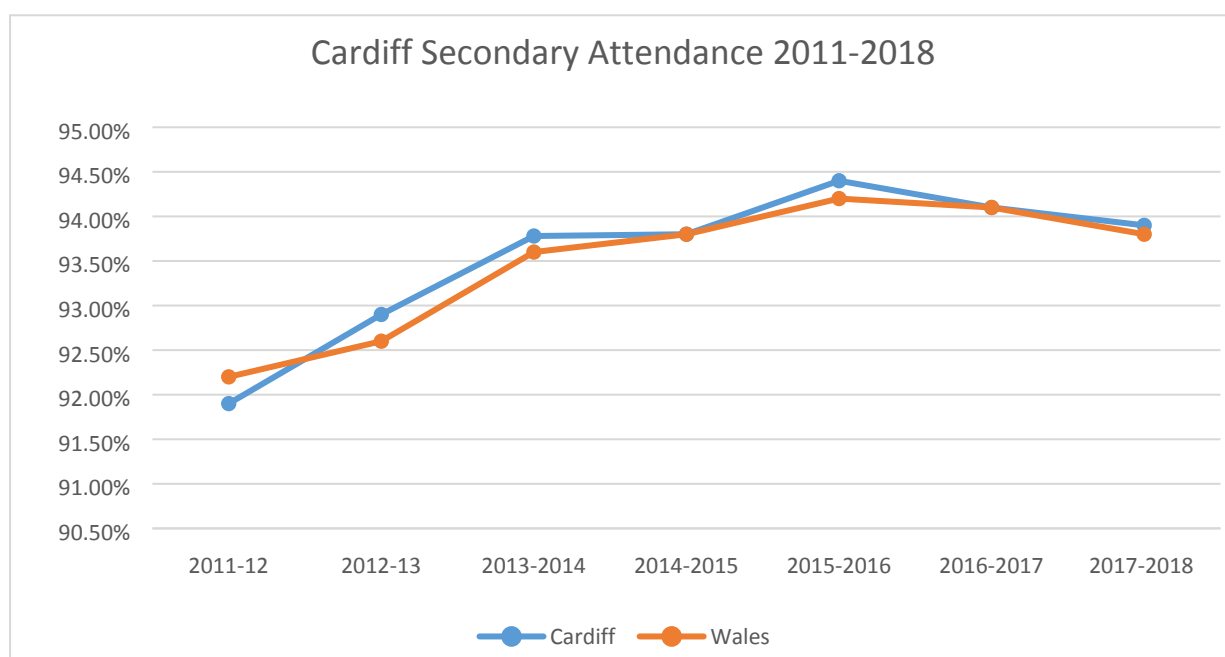
- 6.14 The A Level subject with the highest number of entries is Welsh Bacc, Mathematics, History and Biology.

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

Appendix 7 Attendance at School

Secondary Schools

- 7.1 The 2017/18 overall attendance figure for secondary attendance, including special schools, was 94.0%, which was a 0.2ppt decrease on the previous year.
- 7.2 This is slightly above the Welsh average of 93.9% and places Cardiff 10th out of the 22 local authorities in Wales for secondary school attendance compared with 11th in 2017. This is an improved ranking as attendance dropped slightly across all Welsh LA's. This is above the Central South Consortium's average of 93.6%. In relation to similar authorities, Cardiff's attendance rate is better than Newport, but below Swansea.



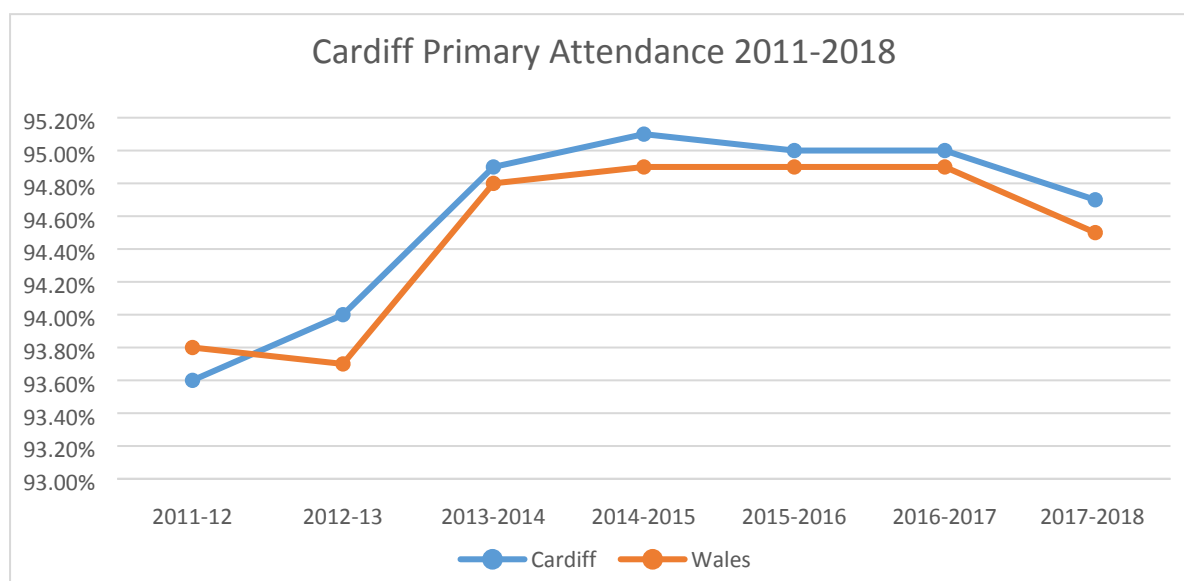
- 7.3 The attendance of children who are looked after (LAC) is generally good and at secondary level was 94.9% overall, compared with 93.9% for all pupils.
- 7.4 The attendance of eFSM pupils in Cardiff's secondary schools decreased by 0.4ppts to 93.9%. This is slightly above the CSC average of 89.4%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

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

Primary Schools

- 7.5 The 2017/18 overall attendance figure for primary schools was 94.9% which was a 0.1ppt decrease on the previous year.
- 7.6 Welsh Government aggregate both primary special school and primary school attendance data which has reduced the overall attendance to 94.8%. Although attendance has decreased on last year's position, this picture is mirrored across Wales and the ranking has improved to 7th out of 22 Local Authorities compared to 8th in 2016/17. Cardiff's primary attendance is above the Wales primary average of 94.55% (94.9% in 2016/17). Cardiff's attendance is also above the average for the Central South Consortium 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.



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%	92.3%
FSM pupils - Wales	91.40%	92.60%	92.90%	92.70%	92.70%	92.1%
Non-FSM pupils - Wales	94.30%	95.30%	95.50%	95.50%	95.40%	95.5%
Non-FSM pupils - Cardiff	94.70%	95.60%	95.80%	95.60%	95.70%	95.1%
Difference (non-FSM%-FSM%) - Cardiff	3ppts	2.8ppts	2.7ppts	2.7ppts	2.7ppts	3.1ppts
Difference (non-FSM%-FSM%) - Wales	2.9ppts	2.7ppts	2.6ppts	2.7ppts	2.7ppts	3.0ppts

Appendix 8 Exclusions

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

Fixed Term Exclusions 5 days or fewer

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

Primary Phase

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

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

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

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

Secondary Phase

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

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

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

Fixed Term Exclusions greater than 5 days

A YEAR	SCHOOL TYPE	Total Days	Number of Exclusions	Av Days Lost	Total Pupils	Exclusions Per 1000 Pupils	Days lost Per 1000 Pupils
2014/15							
	Primary	69.00	8	8.63	23700	0.34	2.91
	Secondary	765.50	80	9.57	16591	4.82	46.14
	Special	43	5	8.60	442	11.31	97.29
	Total	877.50	93	9.44			
2015/16							
	Primary	52.00	6	8.67	24402	0.25	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

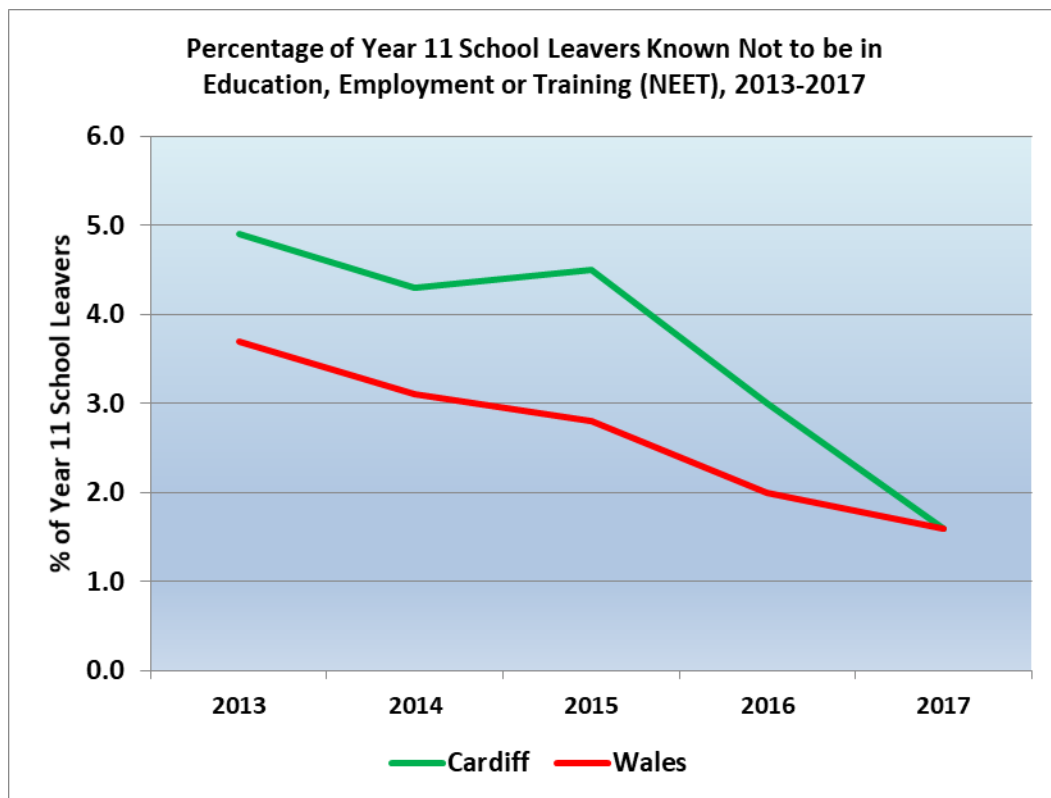
8.9 The number of longer exclusions in this phase remains low, with 4 in total.

Secondary Phase

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

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

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



Source:

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

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

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

- 9.6 As part of the ongoing commitment to improve opportunities for young people to make a successful transition into Education, Employment or Training, the vulnerability assessment tool has been redeveloped to offer a more detailed analysis of those learners who are most at risk. A VAP specific to EOTAS learners has also been developed. This will help to inform early intervention and support for these young people.
- 9.7 Work is also ongoing to deliver the objectives of the ‘Cardiff Commitment’ to youth engagement and progression. The aim of the strategy is to ensure that young people in Cardiff are provided with the support, choices and opportunities they need to be personally successful, economically active and engaged citizens.

Appendix 10 Outcomes of Inspections

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

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

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

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

Primary overview

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

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

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

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

Secondary overview

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

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

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

Special overview

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

Appendix 11 Explanation of Frequently Used Terms

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

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

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

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

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

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

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

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

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

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

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