

2018/19 Initial view of performance in Cardiff Schools

1. There have been significant changes in the assessment and reporting arrangements for schools and pupils performance in Wales this year. These changes are designed to align with the proposed new curriculum and to remove the distorting effect of a few 'high-stakes' threshold measures. They have a significant impact on what can be published at a Local Authority and national level. (see appendix 1, 2 and 3)
2. Taking the above into account results for 18/19 at this stage demonstrate continuing strength in schools in Cardiff. The profile of school inspections during the year shows a generally improving picture of provision in schools in the city (see appendix 4.6)
3. At the primary phase key performance measures are generally stable with all areas above the expected and national outcomes. Attendance also remains consistent with last year (see appendix 4.1 and 4.2). Only one school remains in Estyn Category. It is worth noting that 3,469 new children entered Reception Year in Cardiff, while 2,614 have started Year 7 at Secondary School
4. At secondary level in Key Stage 3 the core indicators of English and Maths remained high and were above national averages (see appendix 4.3). At KS4 all key performance measures were above local consortium and national averages (see appendix 4.4). Only one school across the secondary age range is in an Estyn follow up category. Attendance remained consistent with the previous year (see appendix 4.6).
5. At sixth form provisional data indicates that performance remains high and above regional level in all headline figures. Almost 50% of Year 11 cohorts went on to study in school sixth forms (see appendix 4.7)

Appendixes

1. Background

Following consultation in 2018, Welsh Government amended regulations so that teacher assessment and Welsh National Test data below the national level could no longer be published. Schools, governing bodies and local authorities continue to have access to their own data, alongside national data for self-evaluation and planning purposes. The data can be used for information purposes, e.g. to develop school improvement policies etc., but not for school accountability purposes below national level.

For Key Stage 4, Welsh Government have advised local authorities and regional consortia to no longer publish data in threshold measures (Level 1, Level 2, Level 2+ and 5 A*-A). WG have stated that it is counter-productive for schools to be placed under disproportionate pressure based on individual measures, and that evaluating the performance of individual schools will be more helpful to supporting and challenging individual schools with their improvement. This should include a broad range of un-aggregated data (changes over the last three years to KPI is included as an appendix).

2. Implications for Local Authorities

How performance measures or any type of informative indicators will be used, and what they will look like is being reviewed. This is necessary to bring about the cultural change needed to support the implementation and realisation of the new curriculum. Measures may be quantitative and based on attainment data, or qualitative, but regardless of type they will be designed to help us secure our aim of enabling all learners to achieve their potential. Some key aspects to be considered:

- How to split accountability measures from data for self-evaluation
- Determining any progress measures
- Giving consideration to the value of intermittent rather than end of career measures

New qualifications are due to be available for first teaching from September 2025, to meet the needs of 16-year olds once the new curriculum is introduced.

For 2018/19, information will be available for:

- National Categorisation Support Categories
- Estyn inspection outcomes of schools
- Progress of schools in Estyn follow-up categories
- Progress of schools causing concern
- Pupil progress information School engagement in the curriculum reform programmes

3. Key Stage 4 Performance Measures

The interim measures are points based rather than focused on the percentage of pupils attaining a particular threshold grade/level. The measures are:

- The Capped 9 measures (3+6)
- Literacy measure (best of Language/Literature)
- Numeracy measure (best of mathematics/numeracy)
- Science measure (best of science)
- Welsh Baccalaureate Skills Challenge Certificate measure

The 'Capped 9' will now include only 3 core measures plus any other best 6 qualifications (other than those already contributing to the 3 core slots).

The three core measures are given below:

Subject Areas	Learning Measure
Literacy	Best of English Language, Welsh First Language, English Literature or Welsh Literature
Numeracy	Best of mathematics or mathematics-numeracy
Science	Best of science

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

Key Stage 4 Interim Performance Measures



Summer 2017

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



Summer 2018

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



Summer 2019 onwards

Average Points Literacy (Best of Literature or Language (En or Cy))
 Average Points Numeracy (Best of Maths or Maths-Num)
 Average Points Science (Best) (*)
 Revised Average Capped 9 Points Score (3 + 6 others)
 Average Points Welsh Baccalaureate Skills Challenge Certificate
Only the results of the first awarding of a complete qualification will count towards performance measures.

4. Performance in Cardiff Council Schools

4.1 Foundation Phase:

- a. Pupil outcomes in all core areas of learning, at both the expected and higher outcomes are above the national averages.
- b. This year's results in the FP reflect a decrease in the percentage of pupils achieving the expected outcomes across Wales. The Wales average for the FPOI has reduced by 2.6pp to 80.0%.
- c. The gap in performance between boys and girls for the FPOI has increased due to the performance of boys falling at a faster rate than that seen for girls.
- d. The gap in performance between eFSM and nFSM pupils for FPOI has increased due to the performance of eFSM pupils falling at a faster rate than nFSM pupils.

4.2 Key stage 2:

- e. The percentage of pupils achieving the expected and higher levels is above the national average for nearly all core subjects.
- f. Performance has fallen for all core subjects (with the exception of Cymraeg) at both the expected level and above expected level.
- g. The gap in performance between boys and girls for the CSI has increased in the most recent year.
- h. The gap in performance between eFSM and nFSM pupils for the CSI has increased in the most recent year with the performance of eFSM pupils falling at a much higher rate than that seen for nFSM pupils.

4.3 Key stage 3

- a. Cardiff performance for the CSI dropped this year and is below the national average.
- b. The gap in performance between boys and girls has increased for the CSI due to a much larger fall in performance for boys when compared to girls.
- c. The gap in performance between eFSM and nFSM pupils for the CSI has decreased in the most recent year. This is due to the performance of eFSM improving in the most recent year whilst the performance of nFSM pupils has decreased.
- d. English: The performance has decreased in the most recent year at all levels. However, performance at all levels remains above the National average.
- e. Cymraeg: The performance has decreased in the most recent year at all levels. Performance is above the National average at the expected level and expected level +1, but is below the National average at the expected level +2.
- f. Mathematics: Performance has decreased in the most recent year at the expected level and expected level+2 but has increased at the expected level +1. Performance is either in-line or above National averages at all levels.

- g. Science: Performance has decreased at the expected level in the most recent year but has increased at the above expected levels. Performance is above the National average at the above expected levels, but is below the National average at the expected level.

4.4 Provisional Key stage 4

- a. There are no significant differences between the local authority average points scores for literacy, numeracy and science, with scores of 39.9, 37.7 and 37.6 respectively.
- b. The performance of boys exceeds girls for average points science, but girls out-perform boys for all other measures for key stage 4. The gap in performance between boys and girls is largest for SCC, where the difference is 6.3 points. The gap for the revised Capped 9 is 45.1 points. This equates to boys being nearly one whole grade, on average below girls per subject.
- c. The performance of eFSM pupils is lower for numeracy and science than for literacy. The difference in performance for the revised Capped 9 points score is 109 points for eFSM and nFSM pupils. This equates to eFSM pupils being nearly two whole grades, on average, below nFSM pupils per subject.
- d. In 2018/19, provisional data indicates that Cardiff is performing above the CSC average in all headline measures
- e. Three mainstream secondary schools are performing below the CSC average in the Capped 9
- f. Five secondary schools have Capped 9 scores of over 400 points
- g. 11 schools performed below their expected outcomes (June) in the total literacy points score
- h. 12 schools performed below expected in the total numeracy points score
- i. 6 schools performed below expected in the total science points score
- j. Both boys and girls in Cardiff performed above the CSC average in all measures. Girls in Cardiff out performed boys in all measures
- k. Of the core subjects, the average point score was lowest in Science for boys (and highest in Literacy). For girls, the average point score was slightly lower in Numeracy than in Science. The highest was also in literacy. The gap between boys and girls is largest in literacy (5.5 points).

Points Score equivalents are: A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

	Capped 9 points (3 + 6)	Total Literacy Points Score	Total Numeracy Points Score	Total Science Points Score	Total SCC Points Score
Cardiff	365.6	39.9	37.7	37.6	36.7

CSC	358.2	39.2	37.0	36.7	37.1
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The table below shows performance in the headline measures for pupils eligible for free school meals (eFSM) and those not eligible (nFSM).

	Capped 9 points (3 + 6)	Total Literacy Points Score	Total Numeracy Points Score	Total Science Points Score	Total SCC Points Score
eFSM Cardiff	288.2 (CSC 289.9)	31.7 (CSC 30.7)	27.8 (CSC 27)	26.4 (CSC 25.5)	28 (CSC 28.6)
nFSM Cardiff	384.1 (CSC 371.9)	41.9 (CSC 40.9)	40 (CSC 39.1)	40.3 (CSC 39)	38.8 (CSC 38.8)

Information for key groups of learners such as those educated other than at school (EOTAS) and Looked After Children will be published in January 2020. This includes those progressing into Education, Employment or Training.

Individual Secondary School Performance Key Stage 4 2018/19 – provisional results

School Name	Year 11 pupil numbers	Provisional Capped 9 points (3 + 6) (results day from school)
Cardiff High School	238	444.9
Willows High School	107	317.5
Fitzalan High School	265	379.4
Cantonian High School	79	382.0
Llanishen High School	258	387.1
Cathays High School	153	377.3
Radyr Comprehensive School	196	400.1
Ysgol Gyfun Gymraeg Glantaf	161	391.9
Ysgol Gyfun Gymraeg Plasmawr	171	396.4
Ysgol Gyfun Gymraeg Bro Eder	107	406.3
Cardiff West Community School	126	274.4
Eastern High School	139	255.9
St Illtyd's Catholic High School	149	367.3
Mary Immaculate High School	144	364.3
The Bishop Of Llandaff C.I.W. High School	183	436.8
St Teilo's C.I.W. High School	226	382.0
Corpus Christi Catholic High School	207	415.1
Whitchurch High School	349	384.7
Cardiff LA	3302 (including year 11 special school and PRU pupils)	365.6

Central South Consortium		358.2
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4.5 Provisional Key Stage 5 Performance 2018/19

- In 2018/19, provisional data indicates that performance remains high at Key Stage 5 and above the CSC average in all headline measures
- The performance of boys and girls is above the CSC average

	% of pupils achieving Level 3 Threshold	% of pupils achieving 3 A* - A	% of pupils achieving 3 A* - C	% A levels A* - A	% A levels A* - C
Cardiff	100 (2017/18 98.4)	19.9 (2017/18 19.2)	69 (2017/18 66.6)	31.5 (2017/18 29.5)	80.9 (2017/18 78.3)
CSC	99.5	15.6	61.9	27.7	77.3

4.6 Inspections overview 2018/19

- 21 schools were inspected during 2018/2019 – 16 primary schools, four secondary schools and one nursery school.
- Of the 21 schools, four schools were asked to write excellent practice case studies – Tremorfa Nursery School, Ysgol Gynradd Treganna, Pencaerau Primary School and Cardiff High School. Three schools were judged as adequate and in need of improvement and placed in a follow up category (Estyn Review). One school was judged as having important weaknesses that outweigh the strengths and placed in the statutory category of Significant Improvement. One school was placed in Special Measures.
- Of the schools inspected in 2017/18, two primary schools have been removed from Estyn Review. Three schools inspected in 2017/18 remain in this category – two primary schools and 1 secondary school.
- Based on Cardiff schools' most recent inspection outcome since 2010, 72.2% have been judged to be Good or Excellent for Current Performance under the previous inspection framework, or Standards under the new framework.

4.7 Attendance 2018/19

- Cardiff's 2018/19 provisional secondary attendance figure was 93.9%. This is the same as 2017/2018.

- b. Cardiff's 2018/19 provisional primary attendance figure was 94.8%. This is 0.1ppt decrease on the previous year. Both figures will change slightly when aggregated with special school attendance data.