

**CITY OF CARDIFF COUNCIL  
CYNGOR DINAS CAERDYDD**

**CABINET MEETING: 23<sup>rd</sup> January 2020**

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**Education Annual Performance Report 2018/19**

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

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**PORTFOLIO: EDUCATION AND SKILLS (COUNCILLOR SARAH MERRY)**

**Purpose of the Report**

1. To update Cabinet on educational performance and outcomes for learners in Cardiff in 2018/19.

**Background**

2. Educational outcomes for children and young people in Cardiff have improved over the past five years, reflecting the focus on education as a key priority for Cardiff at the heart 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."*

3. In October 2019, the council launched 'Cardiff 2030: a ten year vision for a capital city of learning and opportunity', building on progress made since the launch of 'Cardiff 2020' in 2016.
4. This Annual Performance Report provides an analysis of educational outcomes for children and young people in Cardiff in the 2018/19 academic year. The report identifies key strengths, areas for further development and opportunities for longer term improvement in line with the commitments made in *Cardiff 2030*.
5. Changes to the accountability and assessment framework for Wales reflect a movement away from narrow, high stakes performance measures from Foundation phase through to Key Stage 4 to allow schools to implement changes to the curriculum in light of Curriculum for Wales 2022 and to encourage a broader, context-based experience to engage all learners.
6. Several interim performance measures have been introduced for this academic year at Key Stage 4; and all measures are calculated on the basis of a pupil's first entry in a qualification rather than their best entry as in the past. This makes

comparisons over time more difficult. Cardiff's position has therefore been compared to the Welsh average, to provide some contextual analysis.

7. Results for Key Stage 4 and 5 are final and taken from performance data provided by the Welsh Government. Cardiff also uses Alps to analyse the quality of provision at Key Stage 5, which assesses value added and progress.

### Summary of Performance

8. Results for 2018/19 show that Cardiff schools are performing well in the majority of key performance indicators across all key stages. National Categorisation and inspection outcomes in Cardiff have improved.
9. Over a period in which resources have been significantly reduced for the central education budget, although less so in the schools budget, school standards have nevertheless improved. This indicates improving value for money in the significant spend on education in Cardiff.
10. Overall key strengths of Cardiff's performance in 2019:
  - Of the 21 Cardiff schools inspected during the academic year 2018/19, 16 were judged to be good or excellent for standards, 17 for well-being, 15 for teaching and learning, 17 for care, support and guidance and 16 for leadership and management.
  - The number of schools categorised as Green has increased and the number of Red schools has decreased.
  - Performance in the headline Key Stage 4 measures is above both the Central South Consortium (CSC) and national averages, in all measures except the Skills Challenge Certificate.
  - Performance at Key Stage 5 is strong. Cardiff schools are performing in the top 25% of providers nationally.
  - There is a sustained reduction in the number of pupils not progressing to education, employment or training (EET).
  - Good progress is being made to prepare for implementation of ALN Reform at school/ setting, cluster, LA and regional levels. 97% schools have completed ALN readiness audits, and engaged in cluster planning.
  - The significant school estate investment under Band A has been used to drive educational transformation in the west and east of the city and this has already led to an improving picture in those areas of the city where secondary education has been poor in the past.
  - Good progress is being made in working towards Cardiff's ambition to be Wales first 'Child Friendly City, where the rights of children and young people are respected by all.
  - Through the Cardiff Commitment, the council has built a city-wide alliance to support educational improvement, to raise the aspirations of learners and support progression into work. The numbers and breadth of partners involved is continuing to grow.

11. There are however aspects of concern, which highlight the continuing importance of focused action in relation to:
- Reducing the still noticeable variation in the standards achieved by schools with comparable FSM pupil populations.
  - Securing improvement in those schools currently in an Estyn category, currently six schools (four primary and two secondary).
  - Continuing to address the impact of poverty on educational achievement, in particular tackling the decline in the performance of eFSM pupils in the primary phase and the gap in performance between eFSM and nFSM pupils at the end of Key Stage 4 in certain measures.
  - Improving outcomes for Children Looked After, particularly where these children and young people are placed outside of Cardiff.
  - Ensuring that the curriculum offered to pupils who need to be educated other than at school (EOTAS) is broad and balanced and enables them to achieve and gain recognised qualifications in line with their needs and potential. Simultaneously ensuring that the need to transfer pupils out of mainstream settings is minimised through robust graduated responses to individual pupil needs within school.
  - Improving outcomes for boys at all key stages, in particular in English Language throughout and for all new measures at Key Stage 4.
  - Strengthening the support and range of opportunities available to enable our most vulnerable young people to transition successfully from statutory schooling to ongoing education, training or employment post 16.
  - Continuing to work together to improve the wellbeing of all learners.

### Performance Evaluation – Key Messages

**The overall performance of Cardiff schools has shown notable improvement over the past five years, as evidenced by Estyn inspection outcomes, national categorisation and attainment across all key stages of education.**

12. Cardiff's performance in each of the new measures at the end of Key Stage 4 is above the Welsh average in 2018/19. This compares positively to 2013/14 when all Key stage 4 measures in Cardiff were lower than national averages.

2018/19 Academic Year	Cardiff	CSC	Wales	Difference Cardiff v National	Comments v National averages	Cardiff's Rank position
<b>Capped Nine</b>	366	358.4	349.5	+16.03	30% of a grade higher per subject on average	2/22
<b>Literacy</b>	40.5	39.6	39	+1.5	25% of a grade higher	5/22
<b>Numeracy</b>	38.2	37.3	37.1	+1.1	18.3% of a grade higher	6/22
<b>Science</b>	37.4	36.7	36.8	+0.6	10% of a grade higher	9/22
<b>Skills Challenge Certificate (SCC)</b>	36.7	37.0	36.04	+0.68	5% of a grade higher	9/22

13. Cardiff's performance in the legacy measures at Key Stage 4 is also above the published Welsh averages.

Key Stage 4 legacy measures	L2 inc E/W & M (exc. literature)	L2 inc E/W & M (exc. literature)	L1	5+ A*-A
Cardiff	53.3	58.3	93.1	23.8
Wales	49.9	53.8	92.7	18.1

14. The proportion of pupils in Cardiff not achieving a recognised qualification is lower than the Welsh average, and is improved on last year.

Achieving no qualifications (% not achieving)	2016/17	2017/18	2018/19
Cardiff	1.3	1.2	0.7
Wales	1.1	1.0	0.9

15. The number of schools categorised as Green has increased. In January 2019, 70 out of 127 schools were Green schools, compared to 65 in January 2018. The number of Red schools has reduced to two in 2019.
16. The profile of Estyn inspections is strong. Of all schools inspected in the 2018/19 academic year, 76.2% across Cardiff have been judged to be Good or Excellent for Standards or Current Performance. In December 2019, six schools are in an Estyn improvement category. This compares to eight schools in December 2018.
17. 41 schools at Primary level have been inspected since the introduction of the new framework in September 2017 with 84% judged as good or excellent for standards compared to 77% in CSC and 82% across the whole of Wales.
18. Based on all schools most recent inspection outcomes, under the new inspection framework for Standards, or the previous framework for Current Performance, 74% are judged to be Good or Excellent for Standards.
19. Performance at Key Stage 5 is strong and results in the headline measures are higher than the Central South Consortium and Wales. Based on value added Alps data, Cardiff sixth forms are performing in the top 25% nationally. Cardiff is ranked first in Wales for three A\*-A and 3 A\*-C.
19. Performance in the Foundation Phase Indicator, Key Stage 2 and Key Stage 3 measures has decreased slightly compared to last year, but is higher than the Wales average in all phases.
20. Performance in Cardiff's Welsh medium schools is strong. Of 17 primary schools (two of which are dual stream schools), nine were categorised as Green in 2019. The three secondary schools are either categorised as Green or Yellow.

Performance in the headline measures at Key Stage 4 are above the Welsh average in all three Welsh medium secondary schools.

**Despite continuing improvement in many aspects, with Cardiff performing well relative to CSC and Wales, the attainment gap between pupils eligible for free school meals and those not eligible continues to be significant. There is also a reducing but still noticeable variation in the standards achieved by schools with comparable FSM pupil populations.**

21. Whilst the performance gap for pupils eligible for Free School Meals is smaller than the national average at Key Stage 4 in the Capped 9 and numeracy measures, the Cardiff gap is wider than the national average in science, literacy and the Skills Challenge Certificate.

	Cardiff			CSC			Wales		
	eFSM	nFSM	Gap	eFSM	nFSM	Gap	eFSM	nFSM	Gap
<b>CAP 9</b>	320.8	394.7	-73.9	308.4	384.8	-76.4	298.3	375.4	-77.1
<b>Literacy</b>	34.1	43.3	-9.2	32.9	42.1	-9.2	32.5	41.4	-8.9
<b>Numeracy</b>	30.6	41.2	-10.2	29.1	40.1	-11.0	29.4	39.7	-10.3
<b>Science</b>	28.3	41.3	-12.9	27.5	40.1	-12.6	28.2	39.8	-11.6
<b>Skills C.C.</b>	29.3	40.0	-10.7	30.4	39.9	-9.5	29.5	39.1	-9.6

22. In the secondary phase, a noticeable difference remains in outcomes between schools with very similar populations of free school meals pupils. This indicates that whilst economic circumstances understandably have an impact on educational outcomes, significant in-school factors can often overcome this. Schools that achieve positive outcomes feature high expectations for all pupils, inclusive approaches to learning, high quality teaching and learning, a tailored curriculum, targeted interventions for pupils requiring support and carefully managed programmes of enrichment.
23. In the Foundation Phase and Key Stage 2, the gap in the performance of eFSM and nFSM pupils in Cardiff is smaller than across the CSC (Wales results not available). However, the gap has increased slightly in 2019, reflecting the dip in performance at both stages.

**Whilst we are seeing some progress in improving the educational outcomes of key group of pupils at risk of underachievement, the outcomes for certain groups remain too low.**

#### *Children Looked After*

24. At the end of Key Stage 2, 34 of the 48 children looked after by Cardiff Council achieved the CSI (70.83%). This compares to 32 out of 38 children in 2018 (84.2%). Of the children educated within Cardiff schools (36 of the 48), 27 achieved the CSI (75%).

25. At the end of Key Stage 4, 6 of the 78 children looked after by Cardiff Council achieved the Level 2+ threshold (7.7%). This compares to 7 out of 49 in 2018 (14.3%). 52 were in Cardiff schools and five achieved the Level 2+ threshold (9.6%). 14 of the 52 pupils (27%) achieved over 353 points in the new Capped 9 measure.
26. Significantly, children looked after that are educated in Cardiff schools achieve better educational outcomes than those that are educated out of county. Cardiff will continue to focus on providing appropriate, quality, in county placements as well as quality assuring those placements out of county. Improving tracking procedures and shared intelligence across directorates will also contribute to improving outcomes.

*Pupils educated other than at school (EOTAS)*

27. It is important to note that there are many reasons why pupils receive EOTAS. They may have very challenging behaviour associated with social and emotional difficulties, they may have been excluded from school, are refusing to attend school, or are unable to attend due to prolonged illness. As a result, they have often missed extended periods of education, have gaps in their learning, low self-esteem and lack confidence. Many have low aspirations for their future. Across Wales, very few pupils return to mainstream from EOTAS provision. It is particularly unlikely for pupils in Year 11 to return to mainstream school.
28. The numbers of pupils EOTAS in Cardiff over the last five years has increased by 52.4% from 204 in 2015, to 311 in 2019. Note – this number includes EOTAS pupils that are only registered with the LA, those educated in the Pupil Referral Unit and those that are dual registered with schools.
29. Learners in the Pupil Referral Unit and other EOTAS provision in Cardiff follow very different programmes of study, more appropriate to their need. This is not recognised by the suite of Welsh Government performance measures available to us, which portray performance for this group as particularly low when compared to peers in mainstream provision.
30. Wider sources of performance information indicate that outcomes for learners who are EOTAS in the Pupil Referral Unit, training providers and college are improving. Nearly all learners achieve qualifications with many achieving more than three qualifications. Learner outcomes show year on year improvement with the proportion of learners achieving three + qualifications and level one increasing. A wide range of vocational qualifications were achieved in 2019 alongside some GCSEs.

31. Nevertheless, work needs to continue to ensure that transfers to EOTAS from mainstream are reduced, and in those circumstances where EOTAS is the best option that the curriculum offer is of high quality.

#### *Gender Gap – Performance of Boys*

32. In the primary phase, girls outperformed boys in all core subjects/areas of learning in both the Foundation Phase and Key Stage 2, as is the case nationally. The gap is smaller in Cardiff (7.2ppts) than Wales (8.8ppts) in the Foundation Phase Indicator (FPI) but slightly higher in Cardiff (6.9ppts) than Wales (6.5 ppts) in the Key Stage 2 Core Subject Indicator (KS2 CSI).
33. The gap in the primary phase is largest in English in the Foundation Phase (8.1ppts) and Welsh first language (7.7ppts), and English (7.1ppts) in Key Stage 2.
34. At Key Stage 4, girls outperformed boys in all of the new measures this year. The largest gaps in performance are Literacy, where girls achieved 0.85 grade higher than boys, and the Skills Challenge Certificate where girls achieved nearly a grade higher than boys.
35. Of particular note at Key Stage 4 is the performance of White British Boys eligible for FSM, which is particularly low.

	<b>Capped 9</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>Science</b>	<b>SCC</b>
WBri – nFSM (990 learners)	371.1	40.3	39.7	39.2	35.8
WBri – eFSM (211 learners)	266	28.5	26.3	22.3	21.4
Non WBri – nFSM (378 learners)	381.2	40.2	40	39.2	38.3
Non WBri – eFSM (128 learners)	341.9	35.3	33.2	31.3	30.9

36. The relatively lower achievement of boys, and especially those who are white British FSM, has been an increasingly evident feature of education outcomes in Cardiff, as elsewhere for some time. More focused action is needed to understand the reasoning behind these outcomes, to identify any areas of best practice in the city where boys' outcomes are more positive and to develop appropriate targeted plans of action to improve performance.

**The strengthened focus on transition between education and employment continues to have a positive impact for most learners. Those learners still facing challenges in making a positive transition often have complex individual circumstances and require targeted support to secure ongoing EET.**

37. Provisional data indicates that 2% of young people (66 young people) leaving year 11 (age 16) in 2018/19 were identified as NEET, compared with over 8% in 2010. This provisional figure for 2019 is slightly higher than 2018 (1.9% / 61 young people), and above the national average of 2018 which was 1.6%.

38. Of the 66 pupils that were NEET, 29 (44%) were eligible for FSM. 37 were male (56%), 29 were female (44%). The percentage of year 11 pupils eligible for FSM across Cardiff schools is 18.64%.
39. Of the pupils registered as on the main EOTAS roll (102 pupils), provisional data indicates that 92 progressed to EET in 2018/19 (90.2%) . 10% of EOTAS pupils were NEET (10 pupils).
40. Of the pupils registered as EOTAS, educated at the Pupil Referral Unit (24 pupils), 17 progressed to EET in 2018/19 (70.8%). 29.2% of PRU pupils were NEET (seven pupils).
41. Of the children looked after by Cardiff Council, (79 pupils), 67 progressed to EET in 2018/19 (85%). 15% were NEET (12 pupils). Nine of these pupils were in Cardiff care placements and three were out of county.

**The education system in Cardiff, taken as a whole, is now working more effectively to meet the needs of the majority of families and learners. School places are being increased in line with population growth in the city in both mainstream and specialist settings. However, a small but significant number of learners are not accessing regular and appropriate education provision.**

42. Recent expansion of the number of primary aged places has ensured that the growth in population has been successfully accommodated in Cardiff schools, including a significant expansion in 21st Century Band A Welsh Medium schools. Further investment through the Band B programme will deliver additional places in mainstream and ALN settings.
43. ALN specialist places have already been increased in both Welsh and English medium sectors, to respond to peaks in demand, although the growing need continues to outstrip supply. The number of pupils with Additional Learning Needs (School Action + and Statements) in Cardiff schools (including special schools) has increased by 645 between 2015 and 2019, and by 95 for EOTAS pupils. The number of pupils designated as School Action has decreased significantly, by 891 pupils.
44. Of concern is the increasing number of pupils at both primary, and more acutely at secondary schools, who are on reduced timetables and in some cases spending undue periods of time moving between schools during the year. They are being supported by specialist teams to reengage with education, through tailored approaches relevant to individual pupil needs.
45. The performance of pupils that have moved school is lower than those that have not. 30% of the pupils that have moved have ALN (School Action, School Action + or Statemented).



Year 11 pupils 2018/19 – School Moves					
	0 moves	1 moves	2 moves	3 moves	All pupils
<b>Capped Points Score</b>	389.8 (2809 pupils)	340.1 (391 pupils)	311.8 (98 pupils)	222.9 (30 pupils)	366

46. Also of concern is the number of permanent exclusions in Cardiff schools. In 2018/19, 45 pupils were permanently excluded. Where a permanent exclusion has taken place, the Local Authority is working with schools to ensure that permanently excluded pupils are re-integrated into appropriate provision promptly.
47. In-year moves are driven by a number of factors, including: changing family circumstances, unresolved issues between pupils, families and school, limited capacity in some schools to resolve issues through restorative practices, increasing additional learning or developmental needs which need to be met through robust graduated responses in school or which may be better addressed in non-mainstream settings.
48. To support proactive strategies to meet these needs secondary schools are funded to provide Step 3 and 4 provision (staged in-school provision to reduce disengagement in learning). Whilst there is some excellent practice in some schools this practice is inconsistent overall.
49. The increase in the numbers of pupils being Electively Home Educated (EHE) in Cardiff should also be noted (41% increase in five years). This will be due to a wide range of factors, including individual parent choices. Increasing numbers of EHE pupils are also reported across Wales, from 3.8 per 1000 pupils in 2015, to 6.6 per 1000 pupils in 2019. In Cardiff, around 4.9 per 1000 pupils were EHE in 2019, which is lower than Wales.

	2019	2018	2017	2016	2015
<b>EHE pupils</b>	229	194	192	170	163

**The majority of children and young people in Cardiff report positively when asked about their well-being, and school attendance is good overall. Good progress is being made to co-ordinate and deliver multi-agency approaches to improve pupil well-being, particularly in relation to emotional and mental health. Children and young people are increasingly calling for integrated and accessible services, which promote their well-being and help them to deal with the pressures of everyday life.**

50. Well-being has been highlighted as a priority for young people in Cardiff, and key to being ready and able to learn. Of the 40 schools inspected since the introduction of the new inspection framework in September 2017, 34 have been judged to be Good or Excellent for Well-being. Schools are engaging well with initiatives to

promote well-being, and there is some evidence of positive impact. Two schools have had excellent practice case studies published by Estyn relating to well-being in 2018/19, following inspection.

51. School attendance in Cardiff is good overall. In primary schools, attendance slightly increased compared to the previous year and is above the Welsh average. In secondary schools, attendance is the same as the Welsh average and is similar to 2017/18.
52. Good progress is being made towards Cardiff's ambition to be a 'Child Friendly City', where the rights of children and young people are respected by all. The number of schools participating in the Unicef Rights Respecting Schools Programme has increased. Since September 2018, 44 schools have registered, 33 have achieved Bronze and nine schools have achieved Silver.
53. Through the Child Friendly programme, we are seeing a significant increase in pupil participation. In a recent Cardiff school survey, 75% of children and young people have reported that have heard of Children's rights. In relation to health and well-being, 75.3% describe their mental health as Good or Excellent and 83.1% for physical health.
54. Significant progress has been made to develop a Well-being and Resilience Pathway to support schools to meet the needs of learners. In partnership with Health, Resilience workers have been appointed to work with schools and there are stronger links with the University Health Board Mental Health Strategy. Youth Work Grant funding is being used to develop areas of mental health and homelessness.
55. A range of initiatives through Cardiff Healthy Schools service to improve the physical and emotional well-being of learners include:
  - **Veg Power** – The Cardiff Healthy Schools team within Education have been supporting the national Veg Power campaign to increase young people's consumption of vegetables. A curriculum and pupil voice resource, 'Power Up your Pupils with Veg' has been developed for primary and special schools, along with a resource for pupils to use with their family at home, titled 'Peas Please Parent Pack'. 58 schools have accessed these resources.
  - **Cardiff Met Open Campus Programme** – Open Campus is a collaborative project delivering sport, physical activity and health and well-being opportunities for Cardiff schools in collaboration with Cardiff Met, as part of the curriculum. The programme is being piloted in the Southern Arc with 14 schools.
  - **Healthy Relationships Education** – To support the Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) agenda, the Cardiff Healthy Schools team and partners have collaborated to develop a directory of organisations that can support schools to promote healthy relationships.

This will be made available to all schools in Spring 2020, along with relevant curriculum resources.

56. Key messages received from children and young people highlight areas for development in improving their well-being, which will clearly require collaboration across services, schools and communities. Most noticeably:
- More education and support regarding mental health and the teaching of coping strategies.
  - Improved life skills education and experiences and enhanced personal and social education.
  - Creativity in teaching and learning, an engaging curriculum.
  - Improved community safety.
  - Promotion of diversity and respect for all, involving communities.
  - Improved transport infrastructure and active travel arrangements.
  - Protecting the environment, preserved areas for wildlife and reduced air pollution.
  - Access to open spaces, the outdoors, out of school activities and things to do.

**There is evidence of strong inclusive practice in Cardiff. Additional provision for learners with Additional Learning Needs (ALN) has been put in place, and will continue to be developed through the Band B programme. Continuing to address the sufficiency of specialist provision in line with projected growth, and scrutiny of the efficient use of resources to support ALN needs to be prioritised.**

57. In the last 5 years, the numbers of pupils with ALN and assessed at School Action Plus or receiving a Statement of Educational Needs has increased by 14.1% (645 pupils). In the same period, the numbers of pupils with ALN accessing EOTAS provision has increased by 57.2% (95 pupils).

	Mainstream & Special				
	2019	2018	2017	2016	2015
<b>School Action</b>	6,151	6,515	6,590	6,777	7,042
<b>School Action Plus</b>	3,427	3,295	3,070	3,031	3,011
<b>Statement</b>	1,798	1,713	1,639	1,597	1,569
<b>Total</b>	11,376	11,523	11,299	11,405	11,622

	EOTAS				
	2019	2018	2019	2016	2015
<b>School Action</b>	43	52	21	19	10
<b>School Action Plus</b>	92	88	76	43	47
<b>Statement</b>	126	142	129	105	109
<b>Total</b>	261	282	226	167	166

58. There are effective arrangements in place to identify and support learners with Additional Learning Needs in most schools and early years' settings. Of the schools inspected since September 2017, 35 out of 40 have been judged to be Good or Excellent for Care, Support and Guidance. One school prepared an Estyn excellent practice case study on their provision for learners with ALN following inspection.
59. Good progress is being made to implement Additional Learning Needs Reform, in partnership with Health. 98% of Cardiff schools have taken part in ALN Reform readiness audits. Additional provision 'well-being classes' have been put in place in the primary phase, and schools have responded well to training relating to emotional, health and well-being needs.
60. However, there are some important aspects of practice requiring improvement, including the sufficiency of specialist provision for those with the most complex needs, and the efficient use of resources to support ALN. The use of Pastoral Support Plans (PSPs) and reduced timetables is too high, and fixed term exclusions have increased, reflecting the increased pressure on schools.

### Next steps

61. The 2018/19 performance picture reflects the impact of the concerted actions taken to put high quality education at the heart of the Council's ambitions, whilst also highlighting areas requiring ongoing focused activity. The Cardiff 2020 strategy set about to refocus education to ensure that all schools were good schools and pupil outcomes improved. Education is now in a significantly improved position and better placed to embrace the opportunities presented by Curriculum for Wales 2022.
62. In October 2019, the Council launched '*Cardiff 2030: a ten year vision for a capital city of learning and opportunity*'. *Cardiff 2030* was developed with a wide range of stakeholders from across the City including children and young people, head teachers and school staff, governors and business partners; and led by the Council in its civic leadership role.
63. *Cardiff 2030* sets out a shared vision and commitments to action in relation to two key themes and five overarching goals.

#### *Vision*

"All children and young people in Cardiff experience high quality education and develop the knowledge, skills and attributes that enable them to become personally successful, economically productive and globally engaged citizens"

#### *Themes*

- Shared responsibility and partnership working ... 'Education is Everybody's business'

- Meaningful participation of children and young people and the clear recognition of their rights.

#### *Goals*

- A learning entitlement
  - Learners' health and well-being
  - Realising the Curriculum for Wales 2022 in Cardiff
  - A world class education workforce
  - High quality learning environments
64. Cardiff 2030 is a vision for the future of learning and opportunity in the capital for the next ten years and sets out a range of key commitments to action within the stated goals. Cardiff 2030 builds on the evident strengths in the education system in Cardiff but also focuses attention upon addressing some of the key challenges education will face in light of rapid changes in society, economy and the environment.
65. Many of the commitments to action in Cardiff 2030 to deliver the changes required by our education system in the near future are underway. These include:
- Supporting Cardiff schools to introduce Curriculum for Wales 2022 in all year groups up to and including year 11, by 2026. In doing so to draw on the resources of the city to bring the 'Cardiff Curriculum' to life for all learners through authentic experiences.
  - Promoting and fulfil children's rights by continuing to build a Child Friendly City in partnership with Unicef UK to 2021.
  - Reshaping and enhancing specialist provision and services for pupils with additional learning needs to ensure sufficient, high-quality provision is available to meet the current and projected need from 2018 to 2022.
  - Providing an integrated model of Youth Support Services, built on high quality youth work, to remove barriers to engagement and participation.
  - Delivering the new schemes within the £284m 'Band B' programme of school investment between April 2019 and 2024.
  - Investing in digital infrastructure, equipment and new learning technologies for schools to support the implementation of Curriculum for Wales 2022.
  - Promoting and supporting the growth of the Welsh Language to help meet the Welsh Government's 'Cymraeg 2050: A million Welsh speakers' strategy by expanding the provision of Welsh-medium education and promoting Welsh in English-medium education.
66. Plans to deliver the wider range of commitments outlined in Cardiff 2030 will be progressed in the medium term and will feature in delivery and service plans according to priority and resource.

## **Reasons for Recommendations**

67. The report provides an overview for Cabinet of performance concerning the Council's key responsibilities with regard to promoting high standards of achievement and well-being.

### **Legal Implications**

68. 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.

69. 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

70. 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**

71. 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. Any initiatives taken forward to further improve educational attainment will need to be funded from within existing resources or external grant funding.

## **RECOMMENDATIONS**

72. Cabinet is recommended to note the Education Annual Performance Report 2018/19.

**Nick Batchelar**

**Director of Education and Lifelong Learning**

DRAFT

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## Appendix 1 Explanation of Frequently Used Terms

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

**Capped Nine Points Score** - 3 core measures (best of literacy, numeracy and science) plus any other best 6 qualifications (other than those already contributing to the 3 core slots).

Points Score Equivalents

A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

*The Capped 9 measure has been changed since last year by reducing the number of subject specific requirements. The measure still includes the best nine GCSEs or equivalent volume of qualifications, but now only three of the nine slots cover specific GCSE subjects, down from five in previous years. These specific subjects are English or Welsh First Language or Literature, Mathematics or Numeracy and a Science.*

*The Capped 9 points score is one of the Well-being of Future Generations (WFG) Headline Indicators. Due to these changes to the Capped 9 points score (interim measure version) comparisons to previous Capped 9 scores should be avoided.*

**Average Score Literacy** - The best qualification a pupil has achieved in (first Language Welsh or English) Language or Literature GCSE.

**Average Score Numeracy** – The best qualification from Mathematics or Mathematics - Numeracy GCSEs.

**Average Score Science** – The best single qualification in a Science GCSE (where a double GCSE is taken the higher grade will be counted).

**Skills Challenge Certificate (SCC)** - The Skills Challenge Certificate (SCC) is a key part of Welsh Baccalaureate, available to learners at Foundation Level 1 or National Level 2. National Level 2 is graded A-C and is converted into the same point scores as the subject measures, with an A as 52 and C as 40. The Foundation Level 1 is graded as Pass\* and Pass, converted into a point score

of 31 and 22. This means caution should be taken when comparing this measure to the three subject performance measures.

**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 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** - 2 A levels (or equivalent) at grade A\*-E as a percentage of those entering 2 or more A levels.

**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.

**T score** - (Alps) An average of the 3 annual grades for REDteaching, BLUEteaching and the Quality Indicator. The three-year T score is the average of the 9 grades, i.e. of the 3 grades across the three years. It therefore gives you a sense of how your school or college is performing through time.

*Further information on new Key Stage 4 performance measures can be found here*  
<https://gov.wales/interim-key-stage-4-school-performance-arrangements>

## Appendix 2 PLASC (Annual School Census) Summary

January 2019 PLASC Summary							
		Bridgend	VoG	RCT	MT	Cardiff	CSC
<b>Schools</b>							
All		59	55	114	27	126	381
Nursery		0	2	0	0	3	5
Primary		48	44	93	22	98	305
Middle		0	1	4	0	0	5
Secondary		9	7	13	4	18	51
Special		2	1	4	1	7	15
<b>Pupils (All)</b>							
All		23,084	22,665	38,727	9,009	55,198	148,683
Boys		11,804	11,496	19,420	4,610	28,216	75,546
Girls		11,280	11,169	19,307	4,399	26,982	73,137
<b>Free School Meals (Pupils 5-15)</b>							
% eFSM (single year)		18.8	12.5	20.5	20.5	21.3	19.3
<b>Special Educational Needs (All pupils)</b>							
% School Action		12.9	8.3	14.9	15.3	11.1	12.2
% School Action Plus		5.6	4.7	6.8	9.1	6.2	6.2
% Statemented		1.7	1.7	2.9	3.0	3.3	2.7
<b>Ethnic background (Pupils 5 and over)</b>							
% White		95.6	89.9	96.3	96.7	72.0	86.2
	White British	93.5	88.0	95.1	90.7	65.9	82.7
	Traveller	0.0	0.0	0.0	0.1	0.3	0.1
	Gypsy	0.1	0.0	0.0	0.1	0.2	0.1
	Roma	0.0	0.0	0.0	0.0	0.0	0.0
	Any other White background	2.0	1.8	1.2	5.8	5.6	3.3
% Mixed		2.4	5.5	2.0	1.7	7.8	4.7
	White and Black Caribbean	0.4	0.7	0.3	0.3	1.2	0.7

	White and Black African	0.3	1.2	0.2	0.2	2.1	1.1
	White and Asian	0.6	1.1	0.4	0.3	1.4	0.9
	Any other Mixed background	1.1	2.5	1.0	0.8	3.1	2.0
% Asian		0.6	2.4	0.7	0.5	9.2	4.1
	Indian	0.3	0.9	0.3	0.3	2.0	1.0
	Pakistani	0.1	1.0	0.2	0.1	3.3	1.4
	Bangladeshi	0.1	0.4	0.0	0.1	3.3	1.3
	Any other Asian background	0.1	0.1	0.2	0.1	0.6	0.3
% Black		0.2	1.0	0.2	0.1	5.0	2.1
	Black Caribbean	0.0	0.1	0.0	0.0	0.2	0.1
	Black African	0.1	0.7	0.1	0.0	4.3	1.8
	Any other Black background	0.0	0.2	0.0	0.1	0.5	0.2
% Chinese		0.2	0.1	0.1	0.1	0.6	0.3
% Any other ethnic group		0.7	1.1	0.5	0.8	4.9	2.3
Unknown or not stated		0.3	0.1	0.2	0.2	0.5	0.3
<b>English as an Additional Language (All pupils)</b>							
% A - C		0.8	0.9	1.0	1.2	3.0	1.7
% D - E		1.9	3.2	1.1	4.1	14.4	6.7
<b>Full time equivalent teachers</b>							
FTE		1183.5	1172.4	1872.0	444.4	2809.6	7481.9
Pupil teacher ratio							
PTR		19.4	18.5	20.4	19.8	18.8	19.3

### Appendix 3 Outcomes for Learners

#### School inspections since September 2017 – September 2019 (with reports published)

School	Inspection date	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management	Excellent Practice	Estyn follow up
<b>Primary</b>								
Ysgol y Berllan Deg	Sept – 17	Good	Good	Adequate and needs improvement	Good	Good		
Roath Park Primary School	Sept – 17	Good	Good	Adequate and needs improvement	Good	Adequate and needs improvement		Removed from Estyn Review March 2019
Lansdowne Primary School	Oct- 17	Good	Good	Good	Excellent	Excellent	Excellent Practice Case Study	
Tongwynlais Primary School	Dec-17	Good	Good	Good	Good	Good		
Mount Stuart Primary School	Dec-17	Excellent	Good	Good	Good	Good	Excellent Practice Case Study	
Hawthorn Primary School	Jan-18	Adequate and needs improvement	Good	Adequate and needs improvement	Good	Adequate and needs improvement		Removed from Estyn Review July 2019
Ysgol Y Wern	Jan-18	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent Practice Case Study	
Ysgol Pwll Coch	Feb-18	Good	Good	Good	Good	Good		
Springwood Primary School	Mar-18	Good	Good	Good	Excellent	Good	Excellent Practice Case Study	
Rhydypenau Primary School	Mar-18	Excellent	Excellent	Excellent	Good	Excellent	Excellent Practice Case Study	
Moorland Primary School	Apr-2018	Good	Good	Good	Excellent	Good	Excellent Practice Case Study	
Ysgol Coed y Gof	May – 2018	Adequate and needs improvement	Good	Adequate and needs improvement	Good	Adequate and needs improvement		Removed from Estyn Review December 2019
Windsor Clive Primary School	June - 2018	Good	Good	Good	Good	Good		

School	Inspection date	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management	Excellent Practice	Estyn follow up
Ton-Yr-Ywen Primary School	July - 2018	Good	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement		In Estyn Review
Ysgol Pen y Bryn	July - 2018	Good	Good	Good	Good	Good		
Peter Lea Primary School	July - 2018	Good	Good	Good	Good	Good		
Ysgol Pen Y Pil	Oct - 2018	Good	Good	Good	Adequate and needs improvement	Good		
St Peters Primary School	Oct - 2018	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Unsatisfactory and needs urgent improvement	Unsatisfactory and needs urgent improvement		In Special Measures
Meadowlane Primary School	Oct – 2018	Good	Good	Adequate and needs improvement	Good	Good		
Marlborough Primary School	Nov - 2018	Good	Good	Good	Good	Good		
Bishop Childs' Primary School	Nov - 2018	Good	Good	Good	Good	Good		
Radyr Primary School	Jan - 2019	Good	Good	Good	Good	Good		
Grangetown Primary School	Jan - 2019	Good	Good	Good	Good	Good		
Millbank Primary School	Jan - 2019	Good	Good	Good	Good	Good		
Tremorfa Nursery School	Feb - 2019	Good	Excellent	Excellent	Excellent	Good	Excellent Practice Case Study	
St John Lloyd	Feb - 2019	Good	Good	Good	Good	Good		
St Monica's CiW Primary School	Apr - 2019	Good	Good	Good	Good	Good		
St Mary The Virgin CiW Primary School	Apr - 2019	Good	Good	Good	Good	Good		
Ysgol Gynradd Treganna	Apr - 2019	Good	Excellent	Good	Excellent	Good	Excellent Practice Case Study	

School	Inspection date	Standards	Wellbeing and attitudes to learning	Teaching and learning experiences	Care, Support and Guidance	Leadership and Management	Excellent Practice	Estyn follow up
St Alban's RC Primary School	May - 2019	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Unsatisfactory and needs urgent improvement		In Significant Improvement
Pontprennau Primary School	May - 2019	Adequate and needs improvement	Good	Good	Good	Adequate and needs improvement		In Estyn Review
St Philip Evans RC Primary School	Sep - 2019	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent Practice Case Study	
<b>Secondary</b>								
Ysgol Gyfun Bro Eder	Nov – 17	Good	Excellent	Excellent	Good	Good	Excellent practice case study	
The Bishop of Llandaff Church in Wales High School	Feb – 18	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent practice case study	
Willows High School	March-18	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Good	Adequate and needs improvement		Removed from Estyn Review
Cardiff West Community High School	Nov- 18	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement		In Estyn Review
St Illtyd's	Jan-19	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement	Adequate and needs improvement		In Estyn Review
Cardiff High School	March 2019	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent practice case study	
Cantonian High School	March 2019	Good	Good	Good	Good	Good		
<b>Special</b>								
The Hollies School	October 2019	Good	Good	Good	Good	Good		

## **Appendix 3**

### **Outcomes for Learners**

#### **Primary Schools**

- 1.1 Overall, performance in the primary phase is strong. School Categorisation data shows a rise in the number of primary/nursery schools categorised as Green in Cardiff. In 2019, 56.4% (57 out of 101) were categorised as Green which is an increase of two schools. The corresponding Wales figure for 2019 is 43.1%. Figures for 2020 will be available from January 31<sup>st</sup> 2020.
- 1.2 Of the 41 Cardiff schools inspected since the introduction of the new inspection framework in September 2017 with reports published, 32 are primary schools (one is a maintained nursery school). 27 of the schools were judged to be Good or Excellent for Standards (84%). This compares to 80 out of 103 primary or nursery schools from across CSC (77.6%), and 318 out of 387 in Wales (82.2%).
- 1.3 Of the schools, four are currently in an Estyn follow up category – two are in Estyn Review, one is in Significant Improvement and one is in Special Measures. An additional three schools had gone into a category but have been now been removed from follow up, having made progress against the recommendations arising from inspection.

#### **Foundation phase**

- 1.4 Cardiff Foundation Phase performance decreased slightly in 2018/19, but compares well with the CSC and Wales. Performance decreased the most in English (1.99ppts), followed by Mathematics (0.98), Personal and Social Development (0.91) and Welsh (0.53ppts).

<b>Foundation Phase Indicator –</b>	<b>2018</b>	<b>2019</b>	<b>Change since 2018</b>
<b>All Pupils Cardiff</b>	85.2	83.5	-1.64
<b>All Pupils CSC</b>	84.7	81.9	-2.82
<b>All Pupils Wales</b>	82.6	80.0	-2.59

- 1.5 In Language, Literacy & Communication – English & Welsh, Personal, Social Development and Mathematical Development, performance is above the CSC and Wales averages.
- 1.6 Girls' performance is higher than boys in the Foundation Phase, as is the case nationally. The gap between boys and girls in the FPI is smaller in Cardiff than across Wales: 7.2ppts in Cardiff compared to 8.8ppts across Wales. The gap is largest in English (8.1ppts), and smallest in Welsh first language (2.1ppts). Girls' and boys' performance is higher than the Welsh averages.



2019 Foundation Phase - Cardiff	FPI	LCE	LCW	PSD	MDT
Girls	87.2	88.3	89.4	95.6	89.2
Boys	80	80.2	91.5	90.5	85.7
<b>Difference Cardiff</b>					
	7.2	8.1	2.1	5.1	3.5
<b>Difference Wales</b>					
	8.8	9.1	8.3	6.2	4.6

## Key Stage 2

- 1.7 Cardiff Key Stage 2 performance also decreased slightly. Performance is slightly below the Central South Consortium, but higher than Wales in the Core Subject Indicator, Mathematics, Science, English and Welsh as a first language.

Core Subject Indicator	2018	2019	Change since 2018
All Pupils Cardiff	90.2	88.4	-1.16
All Pupils CSC	90.3	88.8	-1.49
All Pupils Wales	89.5	87.8	-1.65

- 1.8 Girls' performance is also higher than boys in Key Stage 2. The gap is slightly larger in Cardiff compared to Wales in the CSI, 6.9ppts in Cardiff compared to 6.5ppts across Wales. The gap is largest in Welsh first language (7.7ppts), and English (7.1ppts). Girls' and boys' performance is higher than the Welsh averages.

2019 Core Subject Indicator - Cardiff	CSI	English	Welsh	Mathematics	Science
Girls	91.9	93.8	97.8	93.6	93.5
Boys	85	86.7	90.1	89.1	88.1
<b>Difference Cardiff</b>					
	6.9	7.1	7.7	4.5	5.4
<b>Difference Wales</b>					
	6.5	6.6	8.3	3.9	4.7

## Secondary schools

- 1.9 The profile of performance in Cardiff secondary schools is positive overall. School Categorisation data shows a rise in the number of secondary schools categorised as Green in Cardiff. In 2019, 50% secondary schools (nine schools) were categorised as Green, which is an increase of two schools when compared with 2018. The corresponding Wales figure for 2019 is 31.1%.
- 1.10 Of the seven Cardiff secondary schools inspected since the introduction of the new inspection framework, four were judged to be Good or Excellent for Standards. Three schools were asked to prepare excellent practice case studies for Estyn, and one school (Cardiff High School) received five Excellent judgements with no recommendations. Cantonian High School, which was in Significant Improvement in 2015, was judged to be Good in all five areas.
- 1.11 The remaining three schools went into Estyn Review – Willows High School, Cardiff West Community High School and St Illtyd's RC High School. Willows High School has been removed from follow up.

## Key Stage 4

- 1.12 Performance in the headline Key Stage 4 measures are higher than the Central South Consortium and Wales. In 2013/14, Cardiff schools were performing below the Welsh average in all headline measures. In the CPS, Cardiff is performing second in Wales in 2018/19.

2018/19 Academic Year	Cardiff	CSC	Wales	Difference Cardiff v National	Comments v National averages	Cardiff Rank
Capped (CPS) Nine	369.33	361.44	353.3	16.03	30% of a grade higher per subject on average	2/22
Literacy	40.5	39.6	39	1.5	25% of a grade higher	5/22
Numeracy	38.2	37.3	37.1	1.1	18.3% of a grade higher	6/22
Science	37.4	36.7	36.8	0.6	10% of a grade higher	9/22

- 1.13 Cardiff's performance in the legacy measures at Key Stage 4 is also above the published Welsh averages.

Key Stage 4 legacy measures	L2 inc E/W & M (exc. literature)	L2 inc E/W & M (exc. literature)	L1	5+ A*-A
Cardiff	53.3	58.3	93.1	23.8
Wales	49.9	53.8	92.7	18.1

- 1.14 The proportion of pupils in Cardiff not achieving a recognised qualification is lower than the Welsh average, and is improved on last year.

<b>Achieving no qualifications (% not achieving)</b>	<b>2016/17</b>	<b>2017/18</b>	<b>2018/19</b>
Cardiff	1.3	1.2	0.7
Wales	1.1	1.0	0.9

- 1.15 Girls' performance is higher than boys in all of the interim measures. The gap in performance is smaller than Wales in all measures and the CSC, except for numeracy, which is the same as the CSC. The gap is largest in the Skills Challenge Certificate (5.7) and Literacy (4.1).
- 1.16 Boys' performance is above Wales in all of the interim measures, and CSC except for Skills Challenge, which is the same. Girls' performance is above CSC for all measures, and for Wales except in Science, which is the same.

## Key Stage 4 Results 2019

		Cardiff	CSC	Wales	Difference LA v National	Comments v National averages (unless LA)
<b>Capped 9 points</b>	All	369.3	361.4	353.3	16	30% of a grade higher per subject on average
	Female	381.2	375.6	370.4	10.8	20% of a grade higher per subject on average
	Male	357.7	347.7	337.3	20.4	38% of a grade higher per subject on average
	<i>Gender gap</i>	-23.5	-27.9	-33.1	9.6	Girls achieve nearly half a grade higher than boys (LA)
	nFSM	394.7	384.8	375.4	19.3	36% of a grade higher per subject on average
	eFSM	320.8	308.4	298.3	22.5	42% of a grade higher per subject on average
	<i>FSM gap</i>	-73.9	-76.4	-77.1	3.2	eFSM achieve 1.4 grades lower than nFSM (LA).
<b>Literacy</b>	All	40.5	39.6	39	1.5	25% of a grade higher
	Female	42.5	42.0	41.8	0.7	12% of a grade higher
	Male	38.5	37.2	36.3	2.2	37% of a grade higher
	<i>Gender gap</i>	-4.1	-4.8	-5.5	1.4	Girls achieve 0.85 of a grade higher than boys (LA)
	nFSM	43.3	42.1	41.4	1.9	32% of a grade higher
	eFSM	34.1	32.9	32.5	1.6	27% of a grade higher
	<i>FSM gap</i>	-9.2	-9.2	-8.9	-0.3	eFSM achieve 1.5 grades lower than nFSM (LA)
<b>Numeracy</b>	All	38.2	37.3	37.1	1.1	18.3% of a grade higher
	Female	38.7	37.8	37.8	0.9	15% of a grade higher
	Male	37.7	36.8	36.4	1.3	22% of a grade higher
	<i>Gender gap</i>	-1.0	-1.0	-1.4	0.4	Girls achieve 0.17 of a grade higher than boys (LA)
	nFSM	41.2	40.1	39.7	1.5	25% of a grade higher
	eFSM	30.6	29.1	29.4	1.2	20% of a grade higher
	<i>FSM gap</i>	-10.6	-11.0	-10.3	-0.3	eFSM achieve 1.76 grades lower than nFSM (LA)
<b>Science</b>	All	37.4	36.7	36.8	0.6	10% of a grade higher

	Female	38.2	37.7	38.2	0.0	
	Male	36.5	35.7	35.5	1.0	17% of a grade higher
	<i>Gender gap</i>	-1.7	-2.1	-2.7	1.0	Girls achieve 0.28 of a grade higher than boys (LA)
	nFSM	41.3	40.1	39.8	1.5	25% of a grade higher
	eFSM	28.3	27.5	28.2	0.1	2% of a grade higher
	<i>FSM gap</i>	-12.9	-12.6	-11.6	-1.3	eFSM achieve 2.15 grades lower than nFSM (LA)
<b>Skills Challenge Certificate</b>	All	36.7	37.0	36.4	0.3	5% of a grade higher
	Female	40.0	40.4	39.5	0.5	8% of a grade higher
	Male	34.2	34.3	33.5	0.7	12% of a grade higher
	<i>Gender gap</i>	-5.7	-6.1	-6	0.3	Girls achieve nearly a grade higher than boys (LA)
	nFSM	40.0	39.9	39.1	0.9	15% of a grade higher
	eFSM	29.3	30.4	29.5	-0.2	3% of a grade lower
	<i>FSM gap</i>	-10.7	-9.5	-9.6	-1.1	eFSM achieve 1.78 grades lower than nFSM (LA)

## Provisional Key Stage 4 Results 2019 by school

School	Year Cohort 11	% Total eFSM school	Capped Points Score 9	Average Points Literacy -	Average Points Numeracy -	Average Points Science -	Skills Challenge Certificate	% 5A* - A
Bryn Y Deryn PRU	24	40.63	204	23	21	2	17	0
Cardiff High School	238	5.52	445	48	49	51	44	55%
Willows High School	107	43.62	325	35	38	25	34	6%
Fitzalan High School	264	25.99	385	41	37	37	43	16%
Cantonian High School	78	35.57	383	38	37	35	39	8%
Llanishen High School	258	17.15	379	42	40	41	41	26%
Cathays High School	153	29.79	378	38	36	34	43	21%
Radyr Comprehensive School	196	8.04	401	45	43	44	45	35%
Ysgol Gyfun Gymraeg Glantaf	161	8.27	399	47	41	42	42	37%
Ysgol Gyfun Gymraeg Plasmawr	171	7.01	395	45	42	42	43	30%
Ysgol Gyfun Gymraeg Bro Eder	107	11.35	390	44	41	42	39	21%
Cardiff West Community School	126	46.48	291	33	30	24	27	2%
			266					

School	Year Cohort 11	% Total eFSM school	Capped Points Score 9	Average Points Literacy -	Average Points Numeracy -	Average Points Science -	Skills Challenge Certificate	% 5A* - A
Eastern High School	139	41.67		31	25	21	9	4%
St Illtyd's Catholic High School	149	27.88	368	38	36	35	36	11%
Mary Immaculate High School	144	28.70	362	39	34	34	40	6%
The Bishop Of Llandaff C.I.W. High School	183	6.67	429	47	46	46	44	46%
St Teilo's C.I.W. High School	226	20.54	390	40	36	35	30	15%
Corpus Christi Catholic High School	207	11.30	415	45	43	45	46	32%
Whitchurch High School	349	11.93	387	42	41	43	35	31%
<b>Cardiff</b>	/	/	369.33	40.5	38.2	37.4	36.7	24%
<b>Wales</b>	/	/	353.3	39	37.1	36.8	36.04	18%

**Key Stage 3**

- 1.17 Cardiff Key Stage 3 performance decreased slightly in 2018/19, by -1.71ppts. Performance is above the Central South Consortium and Wales average in the Core Subject Indicator, Mathematics, Science, English and Welsh as a first language.
- 1.18 Girls' performance is higher than boys in Key Stage 3, as is the case nationally. The gap between boys and girls in the CSI is smaller in Cardiff than across Wales, 7.4ppts in Cardiff compared to 7.7ppts across Wales. The gap is largest in English (7.2ppts) and smallest in Mathematics (3.6ppts). Girls' and boys' performance is higher than the Welsh averages.

**Key Stage 5**

- 1.19 Performance at Key Stage 5 is strong in Cardiff, and results in the headline measures are higher than the Central South Consortium and Wales. Cardiff is ranked first of the 22 local authorities in two of the measures.

2018/19 Academic Year	Cardiff	CSC	Wales	Difference Cardiff v National	Comments v National averages	Cardiff Rank
% entering at least 2 A levels achieving 3 A*-A	19.8	15.0	13.6	6.2	Above	1/22
% entering at least 2 A levels achieving 3 A*-C	66.7	59.6	58.4	8.3	Above	1/22
% achieving Level 3 threshold.	98.7	98.3	97.9	0.8	Above	3/22

- 1.20 1,186 learners completed A-levels in 2018/19, compared to 1,063 in 2017/18. This represents around 40% of year 11 leavers progressing to A-levels in Cardiff.
- 1.21 Cardiff uses the Alps tool to get a measure of the value added to a pupil's A-level performance compared to what might be expected of them following their previous academic performance at GCSE.
- 1.22 The Single year T score is an average of the grades for the Quality Indicator, % RED (excellent) teaching and % BLUE (poor) teaching and learning measurements. Performance in the T Score for 2018/19 shows that pupils in Cardiff sixth forms perform at least equivalent to the top 25% nationally.
- 1.23 The Provider A-level Quality Indicator is also in the top 25% nationally. This indicator shows overall performance by measuring all student outcomes across their programme and comparing this to their prior attainment at GCSE.



## Key Stage 5 Results 2019

		Cardiff	CSC	Wales	Difference LA v National	Comments v National averages (unless noted otherwise)
<b>3A*-A</b>	All	19.8	15.0	13.6	6.2	Above
	Female	20.4	15.6	14.9	5.5	Above
	Male	19.1	14.4	11.9	7.2	Above
	<i>Gender gap</i>	1.3	1.2	3	1.7	Narrower than National average
	nFSM	20.2	16.0			Above CSC
	eFSM	6.3	6.1			Above CSC
	<i>FSM gap</i>	-13.8	-10.0			eFSM performance significantly below nFSM
<b>3A*-C</b>	All	66.7	59.6	58.4	8.3	Significantly above
	Female	72.1	65.5	64.1	8	Significantly above
	Male	60.6	52.6	51.2	9.4	Significantly above
	<i>Gender gap</i>	-11.5	-12.9	-5.7	1.4	Wider than National average
	nFSM	69.5	63.1			Above CSC
	eFSM	49.2	38.1			Significantly above CSC
	<i>FSM gap</i>	-20.3	-24.9			eFSM performance significantly below nFSM
<b>Level 3 threshold</b>	All	98.7	98.3	97.9	0.8	Above
	Female	98.6	98.9	98.4	0.4	Above
	Male	98.8	97.6	97.3	1.5	Above
	<i>Gender gap</i>	0.1	1.3	1.1	1	Boys outperform girls
	nFSM	99.1	98.8			Above CSC
	eFSM	95.2	97.2			Below CSC
	<i>FSM gap</i>	-3.8	-1.5			eFSM performance below nFSM

## Outcomes in Welsh

- 1.24 Cardiff has fifteen Welsh Medium Primary Schools and 3 Welsh Medium Secondary Schools. In addition Cardiff has two dual-stream primary schools. In January 2019, 8,424 pupils were taught Welsh as a first language. This compares to 8,217 in 2018.
- 1.25 Performance in Cardiff's Welsh medium schools is strong. Of 17 primary schools (two of which are dual stream schools), nine were categorised as Green in 2019. The three secondary schools are either categorised as Green or Yellow.
- 1.26 Seven Welsh Medium primary schools have been inspected since the introduction of the new inspection framework. Six were judged to be Good or Excellent for Standards, and two schools were asked to prepare excellent practice case studies. One school went into Estyn Review in May 2018 and has since been removed. One secondary school has been inspected since September 2017, and was judged to be Good for Standards. No Welsh Medium secondary schools are in an Estyn follow up category.
- 1.27 Cardiff performance in Welsh as a first language at the end of the Foundation Phase, Key Stage 2 and Key Stage 3 is higher than across CSC and Wales.
- 1.28 Performance at Key Stage 4 in the three Welsh Medium secondary schools is positive, and all headline indicators are above the Welsh and CSC averages. It is the second year of GCSE results for Ysgol Bro Edern.

School	Capped Points Score	Average Points Literacy	Average Points Numeracy	Average Points Science	Skills Challenge Certificate	% 5A* - A
Ysgol Gyfun Gymraeg Glantaf	399	47	41	42	42	37
Ysgol Gyfun Gymraeg Plasmawr	395	45	42	42	43	30
Ysgol Gyfun Gymraeg Bro Edern	390	44	41	42	39	21
Cardiff	369.33	40.5	38.2	37.4	36.7	24
Wales	353.3	39	37.1	36.8	36.04	18

- 1.29 At Key Stage 5, 15 pupils were entered for A-level Welsh First Language. Performance overall is in the middle 50%, one school is in the top 25%, one is in the middle 50%, and one is in the bottom 25%.
- 1.30 Twelve pupils were entered for Welsh second language across three schools. Performance overall is in the top 25%. Two schools are in the top 25%, and one is in the bottom.

## Appendix 3 Key Groups

### **Pupils eligible for free school meals – Foundation Phase**

- 2.1 In 2018/19, the gap in performance between eFSM and nFSM pupils across Cardiff is smaller than across CSC (Wales data not yet available). The gap increased by 2.5ppts.
- 2.2 The performance of eFSM pupils decreased by -3.74 points, compared to -1.21ppts for nFSM pupils.
- 2.3 At subject level, the gap in performance is largest in Welsh (23.5ppts), and smallest is Personal & Social Development (9.4ppts). For Mathematics it is 14.5ppts, and English 14.1ppts.
- 2.4 The 2019 cohort was 4366 pupils, 902 were eFSM. This compares to 4384 pupils in 2018, 936 of which were eFSM.

### **Pupils eligible for free school meals – Key Stage 2**

- 2.5 In 2018/19, the gap in performance between eFSM and nFSM pupils across Cardiff is smaller than across CSC (Wales data not yet available). The gap increased by 4.6ppts.
- 2.6 The performance of eFSM pupils decreased by -5.33 points, compared to -0.77ppts for nFSM pupils.
- 2.7 At subject level, the gap in performance is largest in Welsh first language (21.4ppts), and smallest is Science (11.3ppts). For Mathematics it is 11.8ppts, and English 12.7ppts.
- 2.8 The 2019 cohort was 4189 pupils, 928 were eFSM. This compares to 4028 pupils in 2018, 829 of which were eFSM.

### **Pupils eligible for free school meals – Key Stage 3**

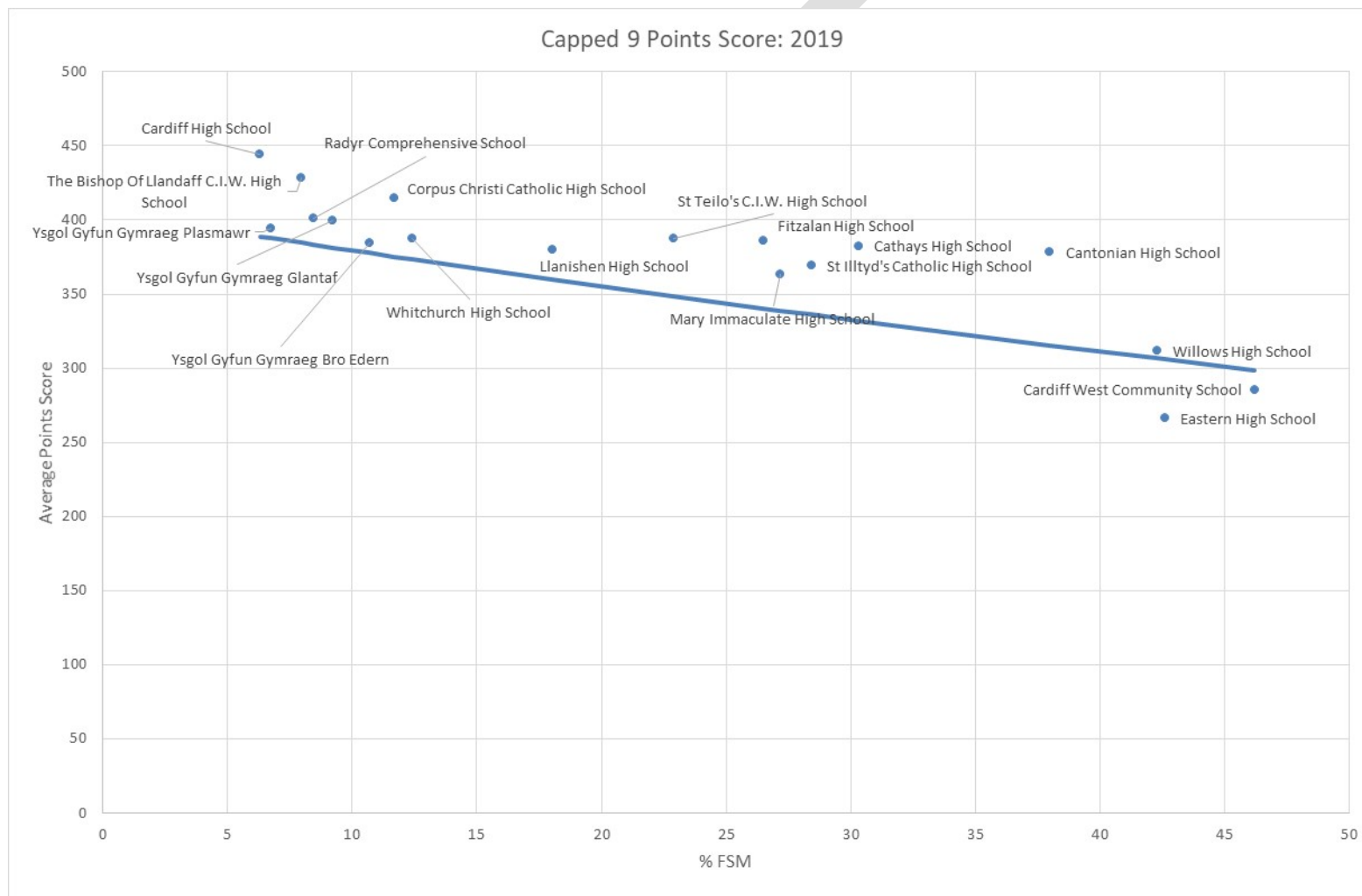
- 2.9 In 2018/19, the gap in performance between eFSM and nFSM pupils across Cardiff is smaller than across CSC (Wales data not yet available). The gap has reduced by 2.4ppts, despite a slight dip in the performance of all pupils.
- 2.10 The performance of eFSM pupils increased by 0.28ppts, and FSM reduced by -2.12ppts.

- 2.11 At subject level, the gap in performance is largest in Welsh (19.5ppts), and smallest is English (12.9ppts). For Mathematics it is 14.4ppts, and Science is 13.8ppts. The gap reduced in all subjects in 2018/19.
- 2.12 The 2019 cohort was 3594 pupils, 728 were eFSM. This compares to 3389 pupils in 2018, 660 of which were eFSM.

#### **Pupils eligible for free school meals – Key Stage 4**

- 2.13 In 2018/19, the gap in performance between eFSM and nFSM pupils across Cardiff is 73.9 points in the Capped 9 points score, this compares to 76.4 points across CSC. eFSM achieve 1.3 grades lower than nFSM in the CPS.
- 2.14 The gap in performance is smaller than across CSC in Numeracy (10.6 points in Cardiff compared to 11 points across CSC). The gap is the same in Literacy (9.2 points), and the gap is slightly larger than across CSC in Science (12.9 points compared to 12.6 points). This equates to a difference in Cardiff of 1.5 grades for Literacy, 1.76 for Numeracy and 2.15 grades lower for Science.
- 2.15 In the Skills Challenge Certificate, the gap is slightly larger in Cardiff than across CSC (10.7 points compared to 9.5 points). This equates to a difference of 1.78 grades for eFSM learners compared to nFSM in Cardiff.

This graph shows the achievement of schools at Key Stage 4 compared to their % FSM, and the line of modelled expectations. Two schools are performing below modelled expectations, based on their % FSM.



**Looked After Children**

- 2.16 At the end of the Foundation Phase (year 2), 28 of the 49 children looked after by Cardiff Council achieved the FPI (57%). This compares to 25 out of 36 children in 2018 (69.4%). Of the 49 children, 26 were in Cardiff schools and 20 achieved the FPI (77%).
- 2.17 At the end of Key Stage 2 (year 6), 34 of the 48 children looked after by Cardiff Council achieved the CSI (70.83%). This compares to 32 out of 38 children in 2018 (84.2%). Of the 48 children, 36 were in Cardiff schools and 27 achieved the CSI (75%).
- 2.18 At the end of Key Stage 3 (year 9), 33 of the 48 children looked after by Cardiff Council achieved the CSI (68.75%). This compares to 29 out of 41 pupils in 2018 (70.7%). Of the 48 children, 28 were in Cardiff schools and 20 achieved the CSI (71.4%).
- 2.19 At the end of Key Stage 4 (year 11), six of the 78 children looked after by Cardiff Council achieved the Level 2+ threshold. This compares to seven out of 49 in 2018 (14.3%). 52 were in Cardiff schools and five achieved the Level 2+. 14 of the 52 pupils (27%) achieved over 353 points (the Welsh average CPS).

	Cardiff Corporate Parent 2016	Cardiff Corporate Parent 2017	Cardiff Corporate Parent 2018	Cardiff Corporate Parent 2019	CLA In Cardiff Schools 2016	CLA In Cardiff Schools 2017	CLA In Cardiff Schools 2018	CLA In Cardiff Schools 2019	Wales CIN Census 2017
<b>Foundation Phase Outcome Indicator</b>	71.4% (15 out of 21 pupils)	53.8% (14 out of 26 pupils)	69.4% (25 out of 36 pupils)	57% (28 out of 49 pupils)	84.6% (11 out of 13 pupils)	68.8% (11 out of 16 pupils)	75.0% (18 out of 24 pupils)	77% (20 out of 26 pupils)	61%
<b>Key Stage 2 Core Subject Indicator</b>	70.4% (19 out of 27 pupils)	76.7% (23 out of 30 pupils)	84.2% (32 out of 38 pupils)	70.83% (34 out of 48 pupils)	68.4% (17 out of 19 pupils)	80.9% (17 out of 21 pupils)	91.2% (31 out of 34 pupils)	75% (27 out of 36 pupils)	69%
<b>Key Stage 3 Core Subject Indicator</b>	57.1% (20 out of 35 pupils)	52.9% (27 out of 51 pupils)	70.7% (29 out of 41 pupils)	68.75% (33 out of 48 pupils)	50% (8 out of 16 pupils)	73.3% (22 out of 30 pupils)	71.9% (23 out of 32 pupils)	71.4% (20 out of 28 pupils)	60%
<b>Key Stage 4 Level 2+ Threshold</b>	15.2% (7 out of 46 pupils)	0% (cohort 53 pupils)	14.3% (7 out of 49 pupils)	7.6% (6 out of 79 pupils)	12.5% (4 out of 32 pupils)	0% (cohort 19 pupils)	25.0% (6 out of 24 pupils)	9.6% (5 out of 52 pupils)	12%

**Pupils Educated Other Than At School (EOTAS)**

2.20 In January 2019, there were 102 pupils registered on the main EOTAS roll and 24 pupils on roll at Bryn Y Deryn Pupil Referral Unit (PRU).

2.21 The performance of pupils on the EOTAS roll that were entered for exams at Key Stage 4, that qualify against the new performance measures, can be seen in the table below. Performance of pupils at the PRU is above learners on the main EOTAS roll.

	<b>Level 1 threshold</b>	<b>Capped 9 Points Score</b>	<b>Average Points – Literacy</b>	<b>Average Points – Numeracy</b>	<b>Average Points – Science</b>	<b>Skills Challenge Certificate</b>
<b>Cardiff EOTAS</b>	24	88	15	13	1	0
<b>Cardiff PRU</b>	83	204	23	21	37	17
<b>Cardiff All Pupils</b>	93	369.33	40.5	38.2	37.4	36.7

2.22 An additional 12 pupils were on the main EOTAS roll (total 84 pupils), but were not entered for exams. Six of the pupils were in non-maintained special schools.

2.23 Of the pupils on the main EOTAS roll:

- 62 (60.7%) are male, 40 (39.2%) are female.
- 38 (37.2%) are eligible for free school meals (FSM).
- 86 (84.3%) are White British.
- 76 (74.5%) have ALN (School Action 22, School Action Plus 28 and Statement 26).
- 52 were in Further Education College, 23 were in Training Providers, 23 were in Tuition, and 11 were in non-maintained special or independent schools.

## Ethnic Groups

2.24 The table below shows the performance of ethnic groups from Foundation Phase – Key Stage 4.

	<b>Any other ethnic background</b>	<b>Asian</b>	<b>Black</b>	<b>Chinese</b>	<b>Mixed</b>	<b>White</b>
<b>FPI Cardiff 2018/19</b>	76.8% (CSC 78.2%)	82.9% (CSC 82.8%)	81.1% (CSC 82%)	90.2% (CSC 89.4%)	84.3% (CSC 84.1%)	84.3% (CSC 81.9%)
<b>FPI Cardiff 2017/18</b>	78.2%	87.6%	82.7%	95.3%	85.4%	85.5%
<b>KS2 CSI 2018/19</b>	84.2% (CSC 83.6%)	88% (CSC 88.9%)	88.5% (CSC 88.2%)	100% (CSC 97.1%)	90.1% (CSC 90.9%)	88.5% (CSC 88.8%)
<b>KS2 CSI 2017/18</b>	86.8%	91.9%	87.8%	100%	89.2%	90.6%
<b>KS3 CSI 2018/19</b>	85.9% (CSC 87.1%)	90.3% (CSC 92.1%)	86.7% (CSC 87.7%)	100% (CSC 100%)	86.5% (CSC 87.7%)	84.8% (CSC 86.5%)
<b>KS3 CSI 2017/18</b>	89.8%	91.9%	84.2%	90.9%	89.2%	86.9%

2.25 For the Foundation Phase, pupils in all groups except for White and Chinese are performing below the Welsh average for all pupils (80%). The performance of all groups decreased in 2018/19, in line with all pupils.

2.26 For Key Stage 2, pupils from Any other ethnic background and Asian group are performing below the Welsh average (87.8%). Pupils from Mixed group improved.

2.27 For Key Stage 3, all groups apart from Black are performing above the Welsh average (86.2%). Pupils from Black and Chinese group improved.

2.28 The performance of ethnic groups by gender in the Foundation Phase – Key Stage 3 can be seen in the table below. The performance of females is above males in all of the groups throughout.

<b>Foundation Phase Indicator 2018/19</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Cohort</b>
<b>Any other ethnic background</b>	72%	80.9%	76.8%	164
<b>Asian</b>	79.3%	87%	82.9%	397
<b>Black</b>	78.2%	84.2%	88.5%	227
<b>Chinese</b>	100.0%	100.0%	100.0%	23
<b>Mixed</b>	87.6%	92.8%	90.1%	323



<b>White</b>	85.6%	91.6%	88.6%	2953
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<b>KS2 Core Subject Indicator 2018/19</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Cohort</b>
<b>Any other ethnic background</b>	78.5%	90.5%	84.2%	177
<b>Asian</b>	82.6%	93.9%	88.0%	417
<b>Black</b>	84.8%	91.4%	88.5%	227
<b>Chinese</b>	100.0%	100.0%	100.0%	23
<b>Mixed</b>	87.6%	92.8%	90.1%	323
<b>White</b>	85.6%	91.6%	88.6%	2953

<b>KS3 Core Subject Indicator 2018/19</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>Cohort</b>
<b>Any other ethnic background</b>	80.0%	92.3%	85.9%	163
<b>Asian</b>	84.7%	95.7%	90.3%	320
<b>Black</b>	86.5%	87.0%	86.7%	181
<b>Chinese</b>	100.0%	100.0%	100.0%	14
<b>Mixed</b>	84.7%	88.6%	86.5%	260
<b>White</b>	81.1%	88.5%	84.8%	2590

2.29 For Key Stage 4, all groups are performing above the Welsh average.

	<b>Any other ethnic background</b>	<b>Asian</b>	<b>Black</b>	<b>Chinese</b>	<b>Mixed</b>	<b>White</b>
<b>KS4 Capped Points 2018/19</b>	404.0 (131 pupils)	404.6 (297 pupils)	376.5 (166 pupils)	426.1 (6 pupils)	378.5 (209 pupils)	378.3 (2420 pupils)
<b>KS4 Literacy 2018/19</b>	42.0	43.3	41.1	45.0	41.5	41.4
<b>KS4 Numeracy 2018/19</b>	41.8	42.2	37.0	48.0	38.1	39.0
<b>KS4 Science 2018/19</b>	41.5	42.6	36.3	44.0	37.7	38.6

- 2.30 The performance of ethnic groups by gender in the Key Stage 4 Capped Points Score can be seen in the table below. The biggest difference is for Chinese.

Capped 9	Male	Female	Total	Cohort
Any other ethnic background	410.1	396.4	404.0	131
Asian	393.9	415.4	404.6	297
Black	354.4	397.1	376.5	166
Chinese	383.0	469.3	426.1	6
Mixed	362	397.6	378.5	209
White	361.8	395.0	378.3	2420

- 2.31 The difference in attainment between White British Boys and their peers, and FSM eligibility, can be seen in the table below:

	Capped 9	Literacy	Numeracy	Science	SCC
WBri – nFSM (990 learners)	371.1	40.3	39.7	39.2	35.8
WBri – eFSM (211 learners)	266	28.5	26.3	22.3	21.4
Non WBri – nFSM (378 learners)	381.2	40.2	40	39.2	38.3
Non WBri – eFSM (128 learners)	341.9	35.3	33.2	31.3	30.9

### **Performance of Gypsy Traveller pupils**

- 2.32 In the Foundation Phase, 21 pupils identified as Gypsy Traveller in 2019. Of these pupils, seven achieved the FPI (33%). This compares to 17 out of 25 pupils in 2018 (68%).
- 2.33 In Key Stage 2, 25 pupils identified as Gypsy Traveller. Of these pupils, 16 achieved the CSI (67%). This compares to 17 out of 22 pupils in 2018 (77%).
- 2.34 In Key Stage 3, 13 pupils identified as Gypsy Traveller. Of these pupils, 7 achieved the CSI (53%). This compares to 5 out of 8 pupils in 2018 (62.5%).
- 2.35 In Key Stage 4, 11 pupils identified as Gypsy Traveller. None of these pupils achieved over the Welsh average in the CPS (353 points).

**More Able and Talented**

- 2.36 In the Foundation Phase, despite a slight decrease in performance overall, performance in the above expected levels increased in Language, Literacy & Communication – English & Welsh, Personal, Social Development and Mathematical Development. Across Wales, performance in all areas in the above expected levels decreased.
- 2.37 In Key Stage 2, performance in the above expected levels decreased in Mathematics, Science and English, reflecting the slight decrease in performance overall. Welsh as a first language improved slightly. Across Wales, performance in all three areas decreased slightly more than across Cardiff.
- 2.38 In Key Stage 4, almost a quarter of pupils achieving 5 A\*-A grades (24%), compared to 18% across Wales. Cardiff is ranked second in Wales in this measure and ten schools are performing above the Welsh average. Five schools have below 10% achieving 5 A\*-A grades.

## Appendix 5

### Progression to Education, Employment or Training (EET)

- 3.1 Provisional 2018/19 data collated by the LA indicates that the year 11 EET figure is 97.95% (3162 out of 3228 school leavers). 66 pupils were NEET (2%). This compares to 61 pupils out of 3135 in 2017/18 (98.1% EET).

Year 11 School Leavers: % NEET							
	2013	2014	2015	2016	2017	2018	2019 (Prov)
Cardiff	4.9	4.3	4.5	3.0	1.6	1.9	2.0
Wales	3.7	3.1	2.8	2.0	1.6	1.6	TBC

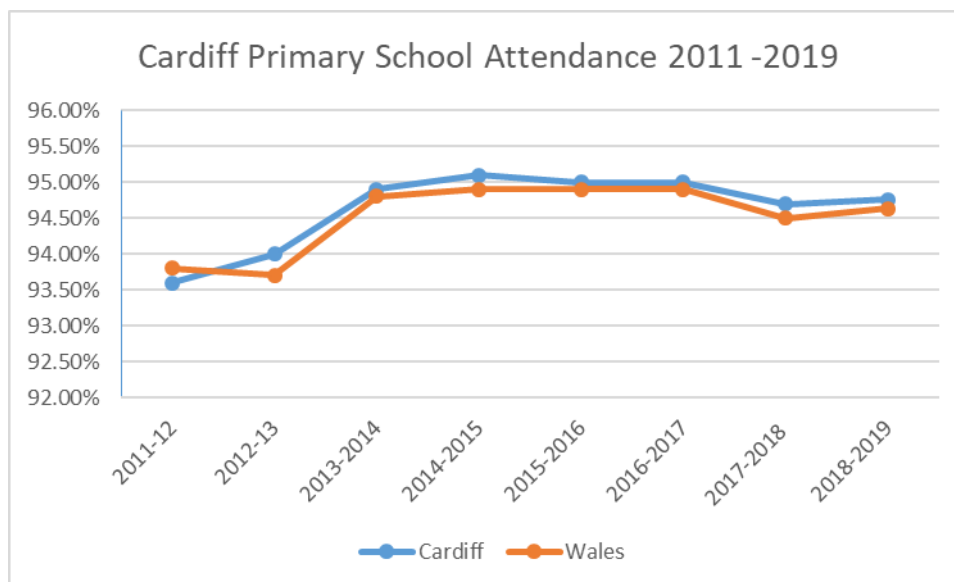
Numbers	2013	2014	2015	2016	2017	2018	2019 (Prov)
Cardiff	174	151	152	100	50	61	66
Wales	1334	1040	911	619	491	TBC	TBC

- 3.2 Of the pupils that left a Cardiff school in 2019 and progressed, 2894 continued in education, 57 went into employment, and 176 into training. 34 pupils moved out of county and one pupil went into volunteering.
- 3.3 Of the 66 pupils that were NEET, 29 (44%) were eligible for FSM. 37 were male (56%), 29 were female (44%). The percentage of year 11 pupils eligible for FSM across Cardiff schools is 18.64%.
- 3.4 Of the pupils registered as EOTAS (102 pupils), provisional data indicates that 92 progressed to EET in 2018/19. This represents 90.2%. 10% of EOTAS pupils were NEET (10 pupils). In 2017/18, 84 out of 109 pupils progressed to EET, representing 77.1%.
- 3.5 Of the pupils registered as EOTAS, educated at the Pupil Referral Unit (24 pupils), 17 progressed to EET in 2018/19 (70.8%). 29.2% of PRU pupils were NEET (seven pupils).
- 3.6 Of the children looked after by Cardiff Council, (79 pupils), 67 progressed to EET in 2018/19 (85%). 15% were NEET (12 pupils). In 2017/18, 85.7% of children looked after by Cardiff Council progressed to EET (49 pupils).

## Appendix 6 Attendance

### Primary schools

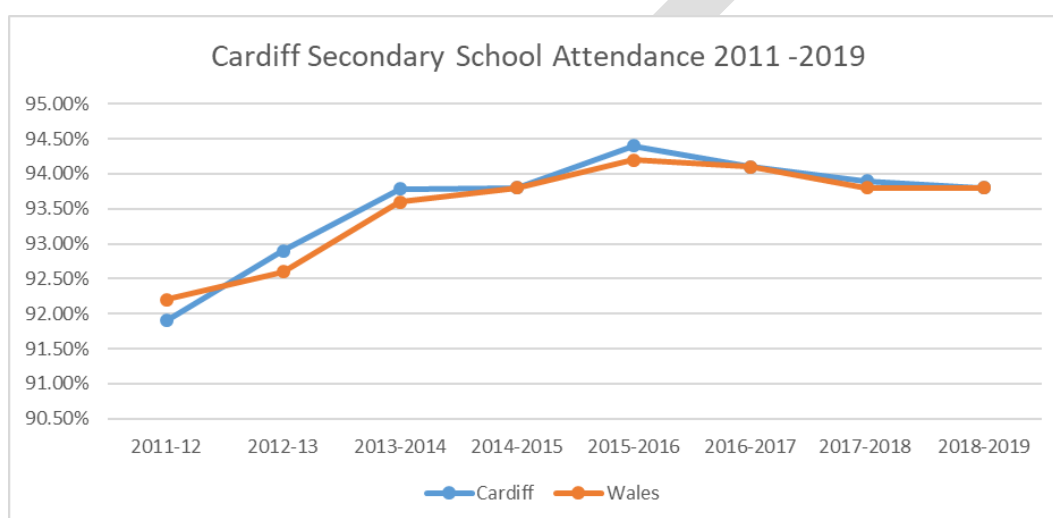
- 4.1 The 2018/2019 overall attendance figure for primary schools was 94.76% which is a slight increase on the previous year.



- 4.2 This is slightly above the Welsh average of 94.63% and places Cardiff 10th out of the 22 local authorities in Wales for primary school attendance. In 2017/18 when Cardiff ranked 7th. This is also above the Central South Consortium's average of 94.57%. In relation to similar authorities, Cardiff's attendance rate is better than Swansea but below Newport.
- 4.3 The attendance of looked after children educated in Cardiff schools in the primary phase is good. At the end of Foundation Phase, the percentage attendance is 94.80%. For Key Stage 2, it is 94.89%. The overall primary attendance figure is 94.76%.
- 4.4 The attendance of eFSM pupils in primary school is not yet available.
- 4.5 Attendance improved in 50% of primary schools, with 49% of all primary schools achieving an attendance rate over 95% and 20.5% of schools achieved attendance of 96% or above.

## Secondary schools

- 4.6 The 2018/19 overall attendance figure for secondary attendance, including special schools, was 93.8%, which is a 0.1ppt decrease compared to 2017/18. This is the same as the Welsh average.
- 4.7 Cardiff is 14th out of the 22 local authorities in Wales for secondary school attendance compared with 10th in 17-18. 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 and Newport.



- 4.8 The attendance of looked after children The attendance of looked after children educated in the secondary phase is significantly below that of all pupils. At the end of Key Stage 3, the percentage attendance is 87.12%. For Key Stage 4, it is 73.25%. The overall secondary attendance figure 93.8%.
- 4.9 The attendance of eFSM pupils decreased slightly in 2018/19, as did the attendance of nFSM pupils. The gap decreased slightly in 2018/19.

Secondary Attendance (% half-day sessions attended)	Year				
	2014/15	2015/16	2016/17	2017/18	2018/19
FSM Pupils - Cardiff	89.8	90.7	90.5	90.1	90.0
FSM Pupils - Wales	89.7	90.2	90.1	89.6	89.5
Non-FSM Pupils - Cardiff	94.9	95.5	95.2	95.0	94.9
Non-FSM Pupils - Wales	94.7	95.0	94.9	94.7	94.7

Difference (non-FSM%-FSM%) - Cardiff	5.1	4.7	4.7	4.8	5.0
Difference (non-FSM%-FSM%) - Wales	5.0	4.8	4.9	5.0	5.2

- 4.10 66.6% of secondary schools (12 out of 18 schools) are performing above modelled expectations, based on FSM eligibility.
- 4.11 The proportion of persistent absence across Cardiff secondary schools can be seen in the table below:

	2017/18			2018/19		
	Persistent absentees	% of pupils who are persistent absentees	Persistent absence %	Persistent absentees	% of pupils who are persistent absentees	Persistent absence %
Wales	6,598	4.1	23.0	7,460	4.6	25.9
Cardiff	724	4.2	25.0	838	5.1	30.2

## Appendix 7 Exclusions

- 5.1 There has been a slight increase in fixed term exclusions (FTE) across all phases in 2018/19. Primary FTE for 2018/19 are slightly above the National Average, with Secondary FTE being below the National Average per 1000 pupils.

### Fixed term exclusions – 5 days or fewer

A YEAR	SCHOOL TYPE	Total Days	Number of Exclusions	Av Days Lost	Total Pupils	Exclusions Per 1000 Pupils	Days lost Per 1000 Pupils
2014/15	Primary	328.50	229	1.43	23700	9.66	13.86
	Secondary	2217.50	1279	1.73	16591	77.09	133.66
	Special	221.00	121	1.83	442	273.76	500.00
	<b>Total</b>	<b>2767.00</b>	<b>1629</b>	<b>1.70</b>			
2015/16	Primary	354.75	229	1.55	24402	9.38	14.54
	Secondary	1418.50	916	1.55	16546	55.36	85.73
	Special	203.50	116	1.75	459	252.72	443.36
	<b>Total</b>	<b>1976.75</b>	<b>1261</b>	<b>1.57</b>			
2016/17	Primary	381.50	244	1.56	24918	9.79	15.31
	Secondary	1572.00	909	1.73	16721	54.36	94.01
	Special	278.50	164	1.70	472	347.46	590.04
	<b>Total</b>	<b>2232.00</b>	<b>1317</b>	<b>1.69</b>			
2017/18	Primary	535.50	345	1.55	25292	13.64	21.17
	Secondary	1696.00	833	2.04	17104	48.70	99.16
	Special	173.00	103	1.68	477	215.93	362.68
	<b>Total</b>	<b>2404.50</b>	<b>1281</b>	<b>1.88</b>			
2018/19	Primary	557.50	369	1.51	25238	14.62	22.09
	Secondary	1703.50	859	1.98	17623	48.74	96.66
	Special	179.50	115	1.56	515	223.30	348.54
	<b>Total</b>	<b>2440.50</b>	<b>1343</b>	<b>1.82</b>			

### Primary schools

- 5.2 Fixed term exclusions for 2018/19 have remained broadly the same when compared to the previous year.
- 5.3 There has been a slight decrease in numbers of average days lost (five days or fewer) which continues the downward trend from the previous year. This demonstrates regard for Welsh Government Guidance, which recommends that where possible FTE remain within recommended limits (below three days).



## Secondary schools

- 5.4 The number of exclusion incidents (5 days or fewer) in the secondary phase increased slightly in 2018/19.
- 5.5 Fixed term exclusions (five days or fewer) per 1000 pupils decreased in number. The average days lost (five days or fewer) also decreased slightly. As in the primary phase, it is recommended that most exclusions issued should be below three days.
- 5.6 Most secondary schools have low or very low exclusions. One secondary school has significantly reduced its number of FTE for 2018/19. However two secondary schools remain with high exclusion rates.

## 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
	<b>Total</b>	<b>877.50</b>	<b>93</b>	<b>9.44</b>			
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
	<b>Total</b>	<b>368.00</b>	<b>30</b>	<b>12.27</b>			
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
	<b>Total</b>	<b>488.50</b>	<b>49</b>	<b>9.97</b>			
2017/18	Primary	31.00	4	7.75	25292	0.16	1.23
	Secondary	396.50	39	10.17	17104	2.28	23.18
	Special	39	5	7.80	477	10.48	81.76
	<b>Total</b>	<b>466.50</b>	<b>48</b>	<b>9.72</b>			
2018/19	Primary	38.00	5	7.60	25238	0.20	1.51
	Secondary	152.50	15	10.17	17623	0.85	8.65
	Special	15	1	15.00	515	1.94	29.13
	<b>Total</b>	<b>205.50</b>	<b>21</b>	<b>9.79</b>			

- 5.7 The number of permanent exclusions recorded by schools is shown in the table below:

	Permanent Exclusions	
	2018/19	2017/18
<b>Primary</b>	<b>2</b>	<b>0</b>
<b>Secondary</b>	<b>43</b>	<b>16</b>
<b>Total</b>	<b>45</b>	<b>16</b>

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