

**EDUCATION ANNUAL PERFORMANCE REPORT 2018/19**

**EDUCATION, EMPLOYMENT & SKILLS (COUNCILLOR SARAH MERRY)**

**AGENDA ITEM: 5**

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**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 provisional 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 the 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.

<b>Key Stage 4 legacy measures</b>	<b>L2 inc E/W &amp; M (exc. literature)</b>	<b>L2 inc E/W &amp; M (exc. literature)</b>	<b>L1</b>	<b>5+ A*-A</b>
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.

<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

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. 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).

<b>Year 11 pupils 2018/19 – School Moves</b>					
	<b>0 moves</b>	<b>1 moves</b>	<b>2 moves</b>	<b>3 moves</b>	<b>All pupils</b>
<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 maybe 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).

	<b>Mainstream &amp; Special</b>				
	<b>2019</b>	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>
<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

	<b>EOTAS</b>				
	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2016</b>	<b>2015</b>
<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.

### **Scrutiny Consideration**

67. The Children & Young People's Scrutiny Committee is due to consider this item on 21 January 2020. Any comments received will be circulated at the Cabinet meeting.

### **Reasons for Recommendations**

68. 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**

69. 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.

70. 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
71. 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**

72. 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**

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

<b>SENIOR RESPONSIBLE OFFICER</b>	<b>NICK BATCHELAR</b> <b>Director of Education and Lifelong Learning</b>
	17 January 2020

The following Appendices are attached:

- Appendix 1 Explanation of Frequently Used Terms
- Appendix 2 PLASC (Annual School Census) 2019 Summary
- Appendix 3 Outcomes for Learners
- Appendix 4 Key Groups
- Appendix 5 Progression to Education, Employment or Training (EET)
- Appendix 6 Attendance
- Appendix 7 Exclusions