

CABINET MEETING: 24 FEBRUARY 2022

EDUCATION SERVICES – PERFORMANCE REPORT 2021

AGENDA ITEM:

Reason for this Report

1. To detail the sustained improvement in education performance in Cardiff, against the ambitions set out in the Cardiff 2030 vision and the steps being taken to refresh the commitments to action during 2022.
2. To consider the report of Her Majesty's Inspectorate for Education and Training in Wales, Estyn, of the Council's Education Services, as published on 9th February 2022.
3. To update Cabinet on education performance arrangements at present, in the context of the latest Welsh Government framework for evaluation, improvement and accountability for School Improvement.

Background

4. The vision for Education in Cardiff is clearly set out in Cardiff 2030 – '*a ten-year vision for a capital city of learning and opportunity*', as launched in October 2019. Cardiff 2030 builds upon the prior Cardiff 2020 vision that was launched in May 2016 providing the city's new strategy for school improvement.
5. The Cardiff 2030 vision is embraced in the Council's Capital Ambition and the priorities for improvement in the short to medium term are captured annually in the Council's Corporate Plan within the well-being objective 'Cardiff is a great place to grow up'. Progress is reported and challenged consistently via the Council's well established corporate performance arrangements and scrutinised by the Council's Children & Young People's Scrutiny Committee and Policy Review and Performance Committee.
6. The Cardiff 2030 vision set out two overarching themes and five goals to steer and direct educational achievement in the city for all children and young people:

Themes

- A shared responsibility for education and learning across the city
- Meaningful participation of children and young people

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
7. Since publication of the vision in October 2019, the values and commitments to action have ensured a consistent, resilient, and purposeful partnership approach in Cardiff to maintaining and supporting the education and well-being of children and young people. Action has been driven forward in parallel with the Child Friendly Cardiff Strategy, launched on World Children's Day in November 2018, to ensure we make rights a reality for children and young people in Cardiff.
 8. Cardiff's Local Government Education Service was subject to a full inspection by Estyn, during the week commencing 29th November 2021. The Cardiff inspection was the first local authority inspection since 2019, under Estyn's new Inspection Framework. The final inspection report was published on 9th February 2022. A copy is attached at Appendix A.
 9. The last detailed annual education performance report for Cardiff was provided to Cabinet in January 2020. This report provided an analysis of educational outcomes for children and young people in the 2018/19 academic year. Since this date pupil outcome data has not been available to the local authority due to Welsh Government changes aligned to curriculum reform as set out in Education in Wales: Our National Mission. Welsh Government have paused the use of pupil performance data for accountability purposes since the end of the academic year 2018/19. School inspections have also been suspended since 2020 and the last set of school categorisation data was published also in 2020.

The Journey of Improvement

10. Eight years ago, in February 2014, Estyn placed the Council's Education Services into a significant improvement category, following the initial education inspection of 2011 and a series of subsequent monitoring visits. In 2011 education services in Cardiff were deemed to be only 'adequate' and by February 2014 the inspectorate concluded that most outcomes for children and young people had not improved well enough and not enough progress had been made to provision, leadership or management.
11. This posed a significant challenge for the Council with an urgent need to transform the education of children and young people in the city. Estyn highlighted the significant shortcomings in standards and provision, including an unacceptably high number of young people Not in Education, Employment or Training (NEETS), with Cardiff having the highest number of NEETS in Wales – 8%. The situation was compounded by a lack of corporate ownership of education services, a legacy of underinvestment, inadequate management capacity, weak planning and performance management, poor partnership arrangements and misguided relationships with schools creating an unhelpful dependency culture.
12. In September 2013, the incoming Director of Education reported that:

- Nearly half of primary schools (46%) and two thirds of secondary schools (67%) inspected by Estyn since September 2010 had been judged to require follow up;
 - Arrangements for monitoring, support, challenge and intervention for school improvement had not had any significant impact on improving standards in schools;
 - There was a distinct lack of clarity about the role of the Consortium, the Local Authority and schools;
 - No explicit strategies existed to address weaknesses across the system in some key areas of learning, such as mathematics;
 - The quality of school governance was too variable and too much was weak, with a lack of clarity about the scope and extent of delegated powers and responsibilities amongst governors;
 - There was uncertainty amongst head teachers about the strategy for school improvement, and the roles that they could and should play in its delivery; and
 - The quality of support provided to headteachers by some of the authority's central services was inconsistent and unhelpful to schools.
13. In order to address such fundamental shortcomings, the Council initiated a series of improvement strategies which led to the first milestone of Cardiff being removed from a significant improvement category by Estyn in January 2016. The following Cardiff 2020 'Aiming for Excellence' school improvement strategy, and the later Cardiff 2030 'Ten Year vision for a capital city of learning and opportunity' set the direction for a step change in culture and operations.
14. A sustained effort has been made to make education everybody's business in Cardiff, which has seen education established as a clear corporate priority at the core of Council's Capital Ambition. An enhanced allocation of resources to education reflects this, with the Council now spending above the indicator-based assessment for education services; school budgets have been protected and increased against a backdrop of financial pressures across the Council.
15. Strong executive leadership, clear prioritisation and corporate support has driven and enabled systematic change. Improvement steps included enhanced education management capacity, an improved corporate performance management framework, strong corporate resource management, significantly strengthened corporate health and safety support for schools, the introduction of the corporate landlord model, improved human resources support and hugely strengthened partnerships between education and other frontline services across the Council.
16. The Council's 21st Century Schools initiative has vastly enhanced the quality of school learning environments with the Band A (£164M) programme delivered successfully over the five years 2014 -2019, now being followed by the Band B (£284M) programme which is progressing well towards 2026 deadlines.
17. More widely, relationships between the Council and schools has vastly improved since 2016, and in particular over the last 2 years of the pandemic. Estyn highlighted the mutual trust that exists between school leaders and council officers.

Outcomes for Learners

18. Educational outcomes for children and young people continuously improved in the period to the end of the academic year 2018/19, when school performance data was last collected and reported by Welsh Government pre the shift towards curriculum and qualifications reform.
19. Cardiff's performance in each of the new measures at the end of Key Stage 4 was 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	Wales	Difference: Cardiff v National	Cardiff v National average	Cardiff's Rank position
Capped Nine Point Score*	366	349.5	+16.03	30% of a grade higher per subject on average	2/22
Literacy	40.5	39	+1.5	25% of a grade higher	5/22
Numeracy	38.2	37.1	+1.1	18.3% of a grade higher	6/22
Science	37.4	36.8	+0.6	10% of a grade higher	9/22
Skills Challenge Certificate (SCC)	36.7	36.04	+0.68	5% of a grade higher	9/22

* **Capped Nine point score:** *Since 2019 the Capped 9 Points Score for learners in year 11 represents the aggregate score for the best GCSE result of first awarding in Literacy (Welsh first language or English language or Welsh literature or English literature), Numeracy (Mathematics – numeracy or Mathematics) and Science and the other best six remaining qualifications (GCSEs or equivalent volume of qualifications).*

20. In the period between September 2017 and March 2020, the number of excellent judgements for standards in secondary schools were higher than those nationally and in primary schools were in line with other schools across Wales.
21. As at February 2022, **no** Cardiff school is in an Estyn follow-up category, and only eight schools are receiving enhanced support from the Consortium to secure the necessary school improvement. As at the beginning of the pandemic, in March 2020, there were seven Cardiff schools in an Estyn follow-up category. Ongoing support and challenge sustained throughout this time, has supported the improved position now reported.
22. The percentage of school leavers becoming NEET at the end of year 11 has continued to fall year on year, from 8% in 2010, to 3% in 2016 and most recently in October 2021 to 1.5% (53 young people).

The Estyn Inspection

23. The Cardiff inspection of local authority education services for children and young people covered the statutory functions of the local authority, including the local authority youth service.
24. The three inspection areas of the Local Government Education Services Inspection Framework are:
 - **Inspection Area 1 – Outcomes**

Standards and progress overall
Standards and progress of specific groups
Wellbeing and attitudes to learning

- **Inspection Area 2 – Education Services**
Support for school improvement
Support for vulnerable learners
Other education support services
- **Inspection Area 3 – Leadership and management**
Quality and effectiveness of leaders and managers
Self-evaluation and improvement planning
Professional learning
Safeguarding arrangements
Use of resources

25. Inspection Area 2 is tailored to the context and priorities of each local authority and in Cardiff this focused upon the following six local questions:
- 1) How effective is the challenge, support and intervention in schools to enable all learners to make good progress?
 - 2) How well does the local authority school organisation planning ensure appropriate education provision for all children and young people, including pre-school provision?
 - 3) How well is the local authority working with partners (and young people) through the 'Cardiff Commitment' to meet its ambition that all learners progress into education, employment or training post-16?
 - 4) How well does the local authority meet the educational needs of children and young people who have English or Welsh as an additional language?
 - 5) How well do education services work with other directorate services and partners to provide support to improve the education outcomes and wellbeing of children who are looked after?
 - 6) How well does the local authority use youth work to support young people?

Summary of Inspection Outcomes

26. The inspection concluded that in recent years, Cardiff has demonstrated a sustained and incremental improvement in the quality and effectiveness of its education service.
27. Estyn has invited Cardiff to prepare three case studies on its work in relation to the Cardiff Commitment, support for asylum seekers and transforming youth work for dissemination on Estyn's website, recognising excellent practice.
28. Four recommendations for improvement have been made:
- **R1** To improve counselling services for children and young people
 - **R2** To improve the quality of self-evaluation across the directorate
 - **R3** To ensure that the work of the regional consortium is focused appropriately on Cardiff's strategic priorities
 - **R4** To ensure clear strategic leadership and oversight of the development of Welsh medium education.

29. Actions to build upon the strengths identified in the report and to address the recommendations for improvement will be built into the Directorate's Delivery Plan for the forthcoming year and will be carefully monitored through systematic performance evaluation processes.

Delivering Cardiff 2030: a ten-year vision for a capital city of learning and opportunity

30. The main findings of the Estyn report clearly articulate that in recent years Cardiff Council has led and delivered sustained and continuous improvement in outcomes for learners, underpinned by high quality leadership and management, effective central education support services and robust challenge and support to schools. The ambitions and commitments to action set out in Cardiff 2020 and more recently Cardiff 2030 are being realised, and the strong foundations embedded up to 2020 have enabled resilience, innovation and trust between the local authority and schools during the pandemic.
31. Inspectors note that there have been strong outcomes for Cardiff schools following Estyn inspections between 2017 – 2020 and at Key Stage 4 that outcomes for learners are above expectations in the majority of schools. Outcomes for pupils that are eligible for free school meals have generally been above that of the same group nationally.
32. The work of the Council to support improved outcomes for children looked after, and partnership work to deliver the revised Corporate Parenting strategy are reported by the inspectors as positive, noting that over time the performance of children who are looked after has generally improved but is more variable at key stage 4 and significantly lower than children who are not looked after.
33. Highly effective support for the educational needs of asylum seekers and refugees, and strong practice for pupils who have English as an additional language is also noted in the inspection report.
34. Estyn acknowledged and commended the bold and ambitious vision for all learners in Cardiff, and the fact that 'education is everybody's business' in Cardiff as set out in the Capital Ambition. The corporate, joined up commitment to education is a feature recognised by the inspection as a success factor in Cardiff's education improvement journey. The notable strength of the local authority in working with partners both within and beyond the Council to deliver key strategies effectively, including for example, the Cardiff Commitment is also clearly stated.
35. Inspectors highlighted the progress being made to enable children and young people to make their voices heard and to influence the decisions that affect them, demonstrating the key milestones being achieved to ensure the meaningful participation and engagement of children and young people. Key successes include the work of the Youth Service and Child Friendly teams in demonstrating innovation and dedication to engaging children and young people.

36. The inspection included coverage of many of the commitments to action made within the Cardiff 2030 vision through the three areas for inspection and the six local questions for Cardiff; and commended the strong corporate commitment to open, regular and rigorous self-evaluation to support planning for improvement.
37. Further, the Estyn report highlights that the local authority understand well the broad challenges facing the education service in Cardiff, not least due to two years of delivery within a pandemic and the sizable challenges ahead to deliver significant national education reforms.

Cardiff 2030 - Highlights of wider key areas of performance

A Learning Entitlement

38. This goal seeks to ensure that all children and young people are able to access appropriate routes into education and learning opportunities that enable them to achieve, thrive and realise their individual dreams and ambitions. We are placing an emphasis upon high quality lifelong learning from the early years to Post 16, and successful progression at every step of a child's school career in partnership with the Improvement partners at the Central South Consortium. Key features of local authority education performance, in addition to the positive commentary on outcomes for learners by Estyn, are outlined below.
39. An area of specific note, not covered by the inspection process this cycle is the progress being made in the local authority to improve support and services for children and young people with Additional Learning Needs (ALN).

Despite the impact of the pandemic, good progress has been made in relation to the three main strands of activity: 1) Improving the capacity of schools and settings to secure positive outcomes for learners with ALN; 2) Preparing for ALN reform and 3) Improving sufficiency of specialist provision. School responses to reform 'readiness' audits show increasing confidence in most areas and shows Cardiff schools operating at high levels of confidence compared with the region. School and local authority services took effective steps to maintain support and continuity of learning for children and young people with ALN during the pandemic. A strategic approach to planning for sufficiency of ALN specialist places has been agreed and is being progressed.
40. To further work for children in their early years, Cardiff has recently been selected to participate in the Welsh Government Early Years Integration Transformation programme. Led by the People and Communities directorate, a multi-agency group including education will develop a more joined-up, responsive early years system that puts the unique needs of each child at its heart, which covers the period of life from pre-birth to the end of the Foundation Phase (0-7).
41. Post 16 progression for the most vulnerable young people, including Children Looked After, those Educated other than at School, and those highlighted as at risk of not making a successful transition from school post 16 has been enhanced this year. The Youth Service, Into Work Services and Cardiff

Commitment partners have ensured collaboration to support young people, including the appointment of additional mentors. The numbers of young people 'Not in Education, Employment or Training' after leaving school in the summer of 2021 has been successfully maintained at pre-pandemic levels. Further targeted work will be developed in the year ahead, including enhancements to Vulnerability profiling by the Youth Service in partnership with Children's Services.

42. Cardiff's SEREN network for more able and talented young people in the city has enjoyed particular success in recent years with 256 registered pupils progressing to university in September 2021, including 10 to Oxford, 4 to Cambridge and 57 to Cardiff. There is a comprehensive plan in place with a wide range of activities for both the SEREN foundation and SEREN academy, including masterclasses with major universities, debating teams with Fintech Wales, interview preparation sessions for pupils and residential visits to Storey Arms.

Learners' health and well-being

43. We know that the emotional wellbeing and mental health of children and young people has been detrimentally affected by the pandemic and is likely to be impacted for the foreseeable future. A focus on supporting wellbeing, in particular of vulnerable learners, has been central to the council's response to pandemic related lockdowns, school closures and recovery planning. Schools, the local authority, and partners continue to implement a range of effective measures to support wellbeing, particularly of vulnerable learners, and this is helping to mitigate the impact.
44. Some of the innovative responses generated during school closure have been maintained and this has strengthened the work to support emotional wellbeing. For example, the Joint Vulnerable Learners Panel has been sustained in a modified form to ensure stronger collaboration between education and children services in response to contextual safeguarding and young people experiencing significant mental health difficulties.
45. Cardiff's education directorate have delivered a wide range of initiatives to support children and young people including THRIVE training, support for excluded learners, healthy schools programmes, Food & Fun and the Summer of Smiles, the Youth Service iCare programme, support for children and young people accessing pastoral support plans and those electively home educated.
46. A number of priorities will continue to be progressed with the Starting Well Partnership to ensure a joined-up multi agency approach to supporting the well-being of children and young people in the city. This will include consideration of approaches to enhance school counselling services as identified by Estyn.
47. Cardiff Youth Services has provided a high level of support to young people during the pandemic. The Estyn report highlights that the youth service provides high quality provision in prioritised areas of the city that includes a mixture of open access and targeted work, Lessons learned and innovations during the pandemic will help to inform a progressive review of the Youth Service this year.

48. It is important also to note positive feedback from schools in relation to the Early Help and Family Support Service during the pandemic. Schools are keen to support the continuing evolution of this model as demand for services continues to increase. Links to the emerging Team Around the School panels will need to be further developed.

Realising the Curriculum for Wales 2022 in Cardiff

49. Cardiff 2030 sets out the clear expectation that the curriculum in Cardiff should offer all learners rigorous, inspiring, relevant, contextualised opportunities to achieve the four purposes of Curriculum for Wales 2022 – and become ambitious and capable learners, ethical informed citizens, enterprising and creative contributors, and healthy confident individuals.
50. In Cardiff, the national approach to curriculum reform is being led by the Regional Central South Consortium, with extensive professional learning opportunities being offered to all schools. Schools in Cardiff identified as less fully advanced during a recent review of progress will continue to receive focussed, targeted support in their journey to curriculum roll-out.
51. Through the Cardiff Commitment and the development of new schools via the School Organisation Programme, we are adding value to the regional programme, working with a selection of targeted secondary and primary schools to draw on the resources of the city to bring the curriculum to life for learners. Curriculum enhancement programmes include work focused on the economic growth sectors in Cardiff, including the Creative Industries and STEM. A more recent programme of work will see alignment with the Council's One Planet Strategy to enrich learning in relation to the environment and climate change, whereby schools will be invited to make 'One Planet' pledges.
52. To complement the work being delivered to realise curriculum reform, a pilot of a Children's University was successfully delivered during the Summer term of 2021. The Children's University will bring together a wide range of partners to create a 'Passport to the City' offering a range of extra-curricular activities outside of the school day, to children and young people in some of our most challenged communities. The skills and experiences that children and young people develop and encounter will directly support their learning when back in the classroom.

A World class education workforce

53. A key priority for Cardiff is ensuring that all children and young people can benefit from the best, most talented and most effective teachers and support teams in Cardiff schools and education settings. Teachers have the biggest impact on learner outcomes and getting it right for all of our children and young people is crucial to their long-term success.
54. The National Mission has one of its major objectives centred on developing a high-quality profession. Outcomes and support for the education workforce therefore continue to be a priority for Welsh Government (WG), regional consortia, Higher Education (HE) providers and Initial Teacher Education (ITE)

schools across Wales. The Consortium are leading a wide range of professional learning opportunities for the school workforce, and driving forward 'schools as learning organisations'.

55. The improved relationships and trust built between the local authority, school leaders and their teams during the pandemic will enable a refocus of priorities for workforce development, ensuring consideration of local needs and ambitions, to meet the requirements of schools in a city context. There will be a focus upon developing school leaders for the future, talent management and targeted recruitment and retention in curriculum areas and sectors requiring further capacity.

High Quality Learning Environments

56. The Estyn inspection reviewed the Council's substantial School Organisation and Planning (SOP) programme as a key local question and concluded that the local authority's strategy for reorganising its schools is focused appropriately on the Cardiff 2030 vision to deliver high quality learning environments and is purposefully led and directed. Significant investments in technology to support the digital infrastructure and to offer devices to individual pupils was also commended.
57. The local authority has invested well in a range of capital projects and has planned increased investment to over £284 million in the five year period from 2019.
58. The SOP team are also leading the development of the 10 year Welsh in Education Strategic Plan, with a consultation ending in December 2021.
59. An area for further development will be Community Focused Schools, to ensure that an approach can be developed to meet the needs of individual communities as school developments progress.

Cardiff 2030 – Retest and Refresh

60. In light of the challenges of the pandemic, and the lessons learned, an exercise is underway to thoroughly review progress made against the Cardiff 2030 vision and goals, including extensive stakeholder consultation involving school leaders, governors, children and young people and partners within and beyond the local authority.
61. In readiness for the new academic year 2022/23, a refresh of the Cardiff 2030 vision will be published, accompanied by a three-year strategic plan to ensure that educational improvement activity in Cardiff focuses upon the areas of greatest importance in the current context and retains a central focus upon children's rights and promoting well-being.
62. A report will be provided to Cabinet in the late summer of 2022 outlining these proposals, that will ensure coverage of the Estyn recommendations, ongoing activity to support pandemic recovery and renewal, and the next steps in continuing to deliver the national education mission for Wales.

Welsh Government – Framework for Evaluation, Improvement and Accountability

63. It is important to note that Welsh Government (WG) are in the process of reviewing the evaluation and accountability arrangements for school improvement, to coincide with the introduction of Curriculum for Wales 2022. The WG guidance published for consultation in January 2021 recommended that learner assessment data should not be used for accountability purposes, but to support individual learner progression. It suggested that local authorities and regional consortia must not collate and aggregate school level data or create specific local arrangements to gather pupil level information.
64. The final School Improvement guidance framework for evaluation, improvement and accountability that has previously been communicated as intended to be statutory from September 2022, has not yet been published by Welsh Government. The latest ministerial announcement was updated in October 2021 and states that:
- The calculation and publication of Key Stage 4 and legacy sixth form performance measures for 2020 to 2021 and 2021 to 2022 academic years has been suspended.
 - Qualification awards data will not be used to report on attainment outcomes at a school, local authority or regional consortium level and must not be used to hold schools to account for their learners' outcomes.
 - For post-16 performance measures, we will consider the best approach, in view of the range of providers and different types of programmes that are affected in different ways. The sector will be consulted, before any firm decision is taken, in order to consider what would be useful to help their own monitoring and quality assurance processes.
65. School performance continues to be rigorously challenged and supported by the Improvement Partners at the Central South Consortium during this period of change, and via the authority's own internal All Schools Risk management forums. All schools have reviewed their Autumn term 2021 progress against their school improvement priorities with their improvement partners leading to the identification and brokerage of support in the case of any priorities being off track.

Financial Implications

66. Any actions undertaken as a response to this Inspection report should identify any financial resource required prior to any implementation.

Legal Implications (including Equality Impact Assessment where appropriate)

67. In considering this report, regard should be had, amongst other matters, to:
- (a) Public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, when making decisions, Councils must 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 a. Age; b. Gender reassignment; c. Sex; d. Race – including ethnic or national origin, colour or nationality; e. Disability; f. Pregnancy and maternity; g. Marriage and civil partnership; h. Sexual orientation; i. Religion or belief – including lack of belief;
- (b) the Well Being of Future Generations (Wales) Act 2015. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') is about improving the social, economic, environmental and cultural well-being of Wales. The Act places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language and is globally responsible. In discharging their respective duties under the Act, each public body listed in the Act must set and published wellbeing objectives. These objectives will show how each public body will work to achieve the vision for Wales set out in the national wellbeing goals. When exercising its functions, Cabinet should consider how the proposed decision will contribute towards meeting the wellbeing objectives set by the Council and in so doing achieve the national wellbeing goals. The wellbeing duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Cabinet must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, Cabinet must:
- look to the long term.
 - focus on prevention by understanding the root causes of problems.
 - deliver an integrated approach to achieving the 7 national well-being goals.
 - work in collaboration with others to find shared sustainable solutions.
 - involve people from all sections of the community in the decisions which affect them.

HR Implications

68. There are no direct HR implications arising from this report.

Property Implications

69. *pending*

Reason for Recommendations

70. The following recommendations are made to ensure that the Council is fully aware of the findings of the Estyn report and that the Education Directorate is supported to act upon the areas for improvement as identified, share best practice as requested and work towards a refresh of the Cardiff 2030 Vision, with a three year strategic plan during 2022.

RECOMMENDATIONS

Cabinet is recommended to:

1. Acknowledge the progress made in delivering the Cardiff 2030 Vision for education and learning in the city.
2. Accept the findings and recommendations of the Estyn report.
3. Delegate responsibility to the Director of Education and Lifelong Learning to enact the required improvements in services post inspection, and to facilitate monitoring of such through the Council's performance management framework.
4. Support the Director of Education and Lifelong Learning to share best practice in the areas commended as requested by Estyn.
5. Support the Director of Education and Lifelong Learning to refresh the Cardiff 2030 vision and produce a focused three-year strategy for educational improvement during 2022.
6. Support the Director of Education and Lifelong Learning to respond to the national reforms in Education and the Welsh Government changes to the Accountability & Assessment frameworks as these emerge.

SENIOR RESPONSIBLE OFFICER	Director Name

The following appendices are attached:

Appendix A - Final Estyn Report on Education Services in Cardiff Council