
**SCHOOLS PERFORMANCE MONITORING – ESTYN INSPECTION
OUTCOMES and LITERACY and NUMERACY**

Background

1. When considering its work programme for the year, the Committee agreed to receive a series of performance monitoring reports which would focus mainly on the implementation of the Estyn Inspection Action Plan but which would also include the Annual Performance of Schools report for the last academic year.
2. The Annual Performance of Cardiff Schools report provides an overview of the progress made by Cardiff schools in raising the standards attained by pupils, and thereby achieving the objectives and targets set by the Council for the educational attainment of children and young people in Cardiff. It is normally considered by this Committee in January and considered by the Council's Cabinet at a later meeting.
3. The Director of Education and Lifelong learning has, however, identified certain performance areas within the overall report which are already available to be scrutinised, ahead of the main report. The earlier consideration of these areas will enable the Committee to focus on the issues raised in the following areas:
 - Outcomes of inspections for schools inspected in the period September 2010 to July 2015 (**Appendix A**).
 - Performance in the National Literacy and Numeracy Tests (**Appendix B**).

Outcomes from Inspections

4. The report on the outcomes of inspections for schools inspected in the period September 2010 to July 2015 (copy attached at **Appendix A**) shows that of the 76 primary schools inspected in Cardiff whose reports have been published, thirty eight (50%) have required a follow-up activity; fourteen (18%) have required Estyn follow-up monitoring; two schools required special measures; and six required significant improvements. Nine schools received a judgment of Excellent in one or both of the overall indicators, and sixteen (21%) schools required local authority monitoring.
5. Of the five special schools inspected, one received a judgement of Excellent on both overall indicators, three received judgements of Good and the other required Estyn monitoring.
6. Of the 18 secondary schools inspected, 13 have required follow-up monitoring. Three of these required special measures (Cardiff proposed that one of these schools should close) and three significant improvement. Four schools required Estyn monitoring and three schools required local authority monitoring. Two schools received a judgement of Excellent on one or both of the overall indicators.

Performance in the National Literacy and Numeracy Tests

7. This report provides information following the introduction of the National Literacy programme and National Numeracy programme in 2012. The resultant National Reading and Numeracy tests (where outcomes are given as standardised scores) were introduced in 2013, and this is the third year on year progress report (copy attached at **Appendix B**).
8. Results are presented in this release in three bands of standardised scores. "Less than 85" represents pupils with standardised scores more than one

standard deviation less than the mean. “Between 85 and 115” represents pupils with standardised scores within one standard deviation either side of the mean. “More than 115” represents pupils with standardised scores more than one standard deviation above the mean.

9. The key issues highlighted in the report, attached at **Appendix B**, are:

- The outcomes from test scores and teacher assessments are improving in nearly all areas and at the end of every key stage.
- At each key stage, and in both literacy and numeracy, the proportion of pupils whose test results are in the average band or above is lower than the proportion of pupils assessed by teacher to be at the expected level or above.
- The performance of girls is higher than boys in nearly all indicators in the average band, and in reading at the above average band.

Scope of Scrutiny

10. This report will provide the Committee with an opportunity to review performance in the two areas. It will also enable Members to enquire as to:

- i. How have Cardiff schools performed in achieving their responsibilities to all learners?
- ii. Have any lessons been learnt from the analysis of the results and what actions have been taken to address any issues?
- iii. What actions have been implemented to ensure improvements in provision in areas achieving below the Consortium average and the All Wales average?

Way Forward

11. The purpose of this report is to provide Members with a copy of “The outcome of Estyn Inspections and Performance in the National Literacy and Numeracy Tests” (copies attached at **Appendix A** and **B**). Councillor Sarah Merry

(Cabinet Member for Education) may wish to make a statement. Nick Batchelar, Director of Education and Lifelong Learning and Angela Kent, Head of Achievement and Inclusion, will introduce the report, and are available to answer any questions Members may have.

12. Members may wish to review the information in the attached report, together with the officers' presentations and answers to Members' questions, and to consider highlighting any issues for further investigation or more detailed monitoring over the next year.

Legal Implications

13. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

14. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial

implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

RECOMMENDATION

Members are recommended to:

- ❖ Review and evaluate the information contained in this report and provide any comments, concerns or recommendations to the Cabinet Member for Education or to the Director of Education and Lifelong Learning; and
- ❖ Identify any issues for further consideration or investigation.

MARIE ROSENTHAL

Director Governance and Legal Services

NICK BATCHELAR

**Director of Education and
Lifelong Learning**

4 November 2015