

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

9 December 2014

SCHOOLS PERFORMANCE MONITORING – 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 and the Youth Service 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 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 December 2014 (**Appendix A**).
 - Performance in Literacy and Numeracy (**Appendix B**)

Outcomes from Inspections

4. The outcomes of inspections for schools inspected in the period September 2010 to December 2014, copy attached at **Appendix A**, shows that of the 74 primary schools inspected in Cardiff. ^8 inspection reports have been published, 30 have required follow up; fourteen have required ESTYN follow-up monitoring. One of these schools required special measures and three significant improvements. Eight schools have received a judgment of excellent on one or both of the overall indicators, ten schools required local authority monitoring. Four reports are awaited.
5. Of the six special schools inspected one received a judgement of excellent on both overall indicators, three received judgements of good and two others required Estyn monitoring.
6. Of the 15 secondary schools inspected nine have required follow-up monitoring. Two of these required special measures (Cardiff proposed that one of these two schools should close) and two significant improvements. Three schools required ESTYN monitoring and two schools required local authority monitoring.

Performance in Literacy and Numeracy

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 were introduced in 2013 and this is the first year on year progress report, Copy attached at **Appendix B**. A new baseline was set last year and progress will be measures in relation to standardised scores.
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 National Literacy Test Data covers the following areas:

- All pupils 2014 (Years 2 – 9) - Cardiff is ranked 13th in Wales with 83.2% of all pupils (years 2-9) reaching the average band i.e. a standardised score (SS) of 85 or above in the English reading test. This is identical to the Wales average of 83.2%;
- Year 2 pupils 2014 - An analysis of year 2 data showed that Cardiff performed well in English reading test compared with neighbouring local authorities within the region. 81.6% achieved a SS 85+ which was below the consortium average (83.4%) and below the Welsh average (83.2%). Cardiff pupils achieved 15.5% above SS 115+ in the year 2 English reading test. This was also below the average for the CSC region (16.3%), and Wales (16.4%) for year 2 pupils;
- Year 6 pupils 2014 - An analysis of year 6 data showed that Cardiff performed well in English reading test compared with neighbouring local authorities within the region. 83.8% achieved a SS 85+ which was above the consortium average (83.4%) but below the Welsh average (84.0%). Cardiff pupils achieved 18.8% above SS115+ in the year 6 English reading test. This was also above the average for the CSC region (16.4%), and was significantly above the all Wales average (16.1%) for year 6 pupils. In the Welsh reading test 88.8% of pupils achieved a SS 85+ which was above the consortium average (84.3%) and above the Welsh average (84.7%);
- Year 6 Pupils 2013 - An analysis of year 6 data showed that Cardiff performed well compared with neighbouring local authorities within the region. 88.06% achieved a SS 85+. Only one local authority out of the 5 in CSC did better. Cardiff pupils achieved 35.04% above SS115+ in year 6 English reading test. This also ranked them 2nd out of 5 in the CSC region, and was significantly above the all Wales average of 32.8% for year 6 pupils;

- Year 9 pupils 2014 - An analysis of year 9 data showed that Cardiff performed well in the English reading test compared with neighbouring local authorities within the region. 83.4% achieved a SS 85+ which was slightly above the consortium average (83.1%) and above the Welsh average (82.2%). Cardiff pupils achieved 19.3% above SS 115+ in the year 9 English reading test. This was well above the average for the CSC region (16.8%), and was above the all Wales average (15.7%) for year 9 pupils.

10. The National Numeracy Test Data covers the following Primary and Secondary areas:

- All pupils 2014 (years 2 – 9) – Cardiff is ranked 14th in Wales with 82.0% of all pupils (years 2-9) reaching the average band i.e. a standardised score (SS) of 85 or above in the Numeracy Procedural test. This is just below the Wales average of 82.8%. Cardiff is above the Welsh average for pupils with SS above 115 (above average band), 16.6% compared with Welsh average of 15.5% and ranked 10th. In the Numeracy Reasoning test Cardiff is ranked 15th. for SS 85+ and 10th. for above 115;
- Year 2 Pupils 2014 – An analysis of year 2 data shows that Cardiff performance in the Numeracy Procedural test needs to improve when compared with neighbouring local authorities within the region. 80.3% achieved a SS 85+ which was below the consortium average (82.3%) and below the Welsh average (83.1%). In the Numeracy Reasoning test 78.1% of pupils achieved a SS 85+ which was below both the consortium average (79.8%) and the Welsh average (81.9%);
- Year 6 pupils 2014 – An analysis of year 6 data showed that Cardiff performed well in the Numeracy Procedural test compared with neighbouring local authorities within the region. 82.1% achieved a SS 85+ which was above the consortium average (82.0%) but below the Welsh average (83.3%). In the Numeracy Reasoning test 82.1% of pupils achieved a SS 85+ which was above the consortium average (82.0%) but below the Welsh average (82.8%);

- Year 9 pupils 2014 – An analysis of year 9 data showed that Cardiff performed well in the Numeracy Procedural test compared with neighbouring local authorities within the region. 81.6% achieved a SS 85+ which was above the consortium average (80.5%) but slightly below the Welsh average (81.9%). In the Numeracy Reasoning test 93.1% of pupils achieved a SS 85+ which was above the consortium average (92.7%) and well above the Welsh average (81.6%).

Scope of Scrutiny

11. This report will provide the Committee with an opportunity to review the performance in the two areas and how this information will enable the Education Service to achieve its principal responsibility to raise education standards and improve outcomes for all learners. 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

12. The purpose of this report is to provide Members with a copy of “The outcome of Inspection and Performance in Literacy and Numeracy” (copies attached at **Appendix A & B**). Councillor Julia Magill (Cabinet Member for Education and Lifelong Learning) 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.

13. Members may wish to note the report, 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

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 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 of 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

15. 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:

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

MARIE ROSENTHAL

County Clerk and Monitoring Officer

2 December 2014

Outcomes of inspections for schools inspected in the period September 2010 to December 2014

At the time of writing this report, 74 primary schools, six special schools and 15 secondary schools have been inspected. It was anticipated by ESTYN in 2010, prior to the introduction of the new framework, that around 30% of schools would require some form of follow-up monitoring. Across Wales the figures have been closer to 50% of primary schools and 70% of secondary schools.

Of the 68 primary schools inspected in Cardiff, whose reports have been published, thirty one (46%) have required a follow-up activity; fourteen (21%) have required ESTYN follow-up monitoring. One of these schools required special measures and three significant improvements. Eight schools have received a judgment of excellent on one or both of the overall indicators, ten schools required local authority monitoring. Six reports are awaited.

Of the six special schools inspected one received a judgement of excellent on both overall indicators, three received judgements of good and two others required Estyn monitoring.

Of the 15 secondary schools inspected nine (64%) have required follow-up monitoring. Two of these required special measures (Cardiff proposed that one of these two schools should close) and two significant improvements. Three schools required ESTYN monitoring and two schools required local authority monitoring.

Primary Schools

School	Date	Current Performance	Prospects for Improvement	Inspection follow-up	Outcome
Pentyrch Primary	Sep-10	Adequate	Adequate	Estyn monitoring	Removed
Baden Powell Primary	Oct-10	Good	Good	LA monitoring	Removed
St Cadoc's RC Primary	Nov-10	Good	Good	None	
Ysgol Bro Eirwg	Nov-10	Good	Good	None	
Ysgol Coed-y-Gof	Nov-10	Good	Good	None	
Trelai Primary	Dec-10	Adequate	Adequate	Estyn monitoring	Removed
Roath Park Primary	Feb-11	Good	Good	None	
Lansdowne Primary	Feb-11	Good	Good	LA monitoring	Removed
Pen y Bryn Primary	Feb-11	Adequate	Adequate	Estyn monitoring	Removed
Pentreban Primary	Mar-11	Good	Good	None	
Peter Lea Primary	Mar-11	Good	Adequate	Estyn	Removed

Appendix A

				monitoring	
Ysgol Y Berllan Deg	Jul11	Good	Good	None	
Radyr Primary	Jun-11	Good	Adequate	Estyn monitoring	Removed
Meadowlane Primary	Jun-11	Good	Good	LA monitoring	Removed
Ysgol Pwll Coch	May-11	Good	Good	None	
All Saints CW Primary	May-11	Good	Excellent	Excellent Practice Case Study	
Ysgol Gymraeg Pwll Coch	May-11	Good	Good		
Meadow Lane Primary School	Jun-11	Good	Good	LA Monitoring	Removed
Radyr Primary School	Jun -11	Good	Adequate	ESTYN Monitoring	Removed
Ysgol y Berllan Deg	Jul -11	Good	Good		
Rhydypenau Primary	Oct-11	Good	Good	Excellent Practice Case Study	
Bryn Celyn Primary	Nov-11	Adequate	Adequate	Significant Improvement	Removed
St Alban's RC Primary	Nov-11	Unsatisfactory	Unsatisfactory	Special Measures	Removed
St John Lloyd RC Primary	Nov-11	Good	Good	None	
Ysgol Treganna	Jan-12	Good	Good	Excellent Practice Case Study	
Stacey Primary	Jan-12	Adequate	Adequate	Estyn Monitoring	Removed
Trowbridge Primary	Feb-12	Adequate	Adequate	Estyn monitoring	Removed
Pencaerau Primary	Feb-12	Good	Good	None	
St Monica's CW Primary	Mar-12	Good	Good	LA monitoring	Removed
Tongwynlais Primary	Mar-12	Excellent	Excellent	Excellent Practice Case Study	
St Paul's CW Primary	Mar-12	Good	Good	None	
Ysgol Tan yr Eos	May-12	Good	Good	Excellent Practice Case Study	
Ysgol Nant Caerau	May-12	Good	Good	LA monitoring	Removed
Oakfield Primary	May-12	Adequate	Adequate	Estyn	Removed

Appendix A

				monitoring	
Ysgol Pen Y Pil	May-12	Good	Good	None	
Grangetown Primary	Jun-12	Good	Good	None	
Bishop Childs CW Primary	Jul-12	Good	Good	None	
Springwood Primary	Sep-12	Good	Adequate	Estyn monitoring	Removed
Moorland	Sep-12	Good	Good	None	
St Francis RC	Nov-12	Good	Good	LA monitoring	Removed
St Mary the Virgin CIW	Nov-12	Excellent	Excellent	Excellent Practice Case Study	
Albany	Nov-12	Good	Good	LA monitoring	Removed
Ysgol Pen y Groes	Nov-12	Adequate	Adequate	Estyn monitoring	Removed
Millbank	Dec-12	Good	Good	None	
Ysgol Gwaelod y Garth	Jan-13	Good	Good	None	
St Philip Evans RC	Jan-13	Excellent	Excellent	Excellent Practice Case Study	
Marlborough	Jan-13	Good	Good	LA monitoring	Removed
St Patrick's RC	Mar-13	Good	Good	None	
Glyn Coed	May-13	Good	Good	None	
St Peter's RC	Jun-13	Good	Adequate	Estyn monitoring	Removed
Llanedeyrn	Jun-13	Good	Good	LA monitoring	Removed
Mount Stuart	Jun-13	Excellent	Excellent	None	
Bryn Deri	Jun-13	Good	Good	None	
Fairwater	July-13	Adequate	Adequate	Estyn monitoring	Now in significant improvement
Holy Family	Oct -13	Adequate	Adequate	Significant improvement	
Willowbrook	Nov-13	Good	Good	LA monitoring (attendance)	
St Bernadette's	Nov-13	Good	Good	None	
Allensbank	Dec-13	Adequate	Adequate	Significant improvement	
St David's	Dec-13	Good	Good	Excellent Practice Case Study	
Ysgol Glan Ceubal	Dec-13	Good	Good	None	
Tremorfa Nursery	Dec-13	Good	Good	Excellent Practice Case Study	
Ysgol Glan Ceubal	Dec-13	Good	Good		

Thornhill Primary School	Jan-14	Good	Adequate	ESTYN Monitoring	
Coryton Primary School	Feb-14	Good	Good	LA Monitoring	
Gladstone Primary	Feb-14	Adequate	Good	ESTYN Monitoring	
Llandaff City C.I.W. Primary School	Mar-14	Excellent	Excellent	Excellent practice case study	
Herbert Thompson	Mar-14	Excellent	Excellent	Excellent practice case study	
Llanishen Fach Primary School	Mar-14	Good	Excellent	Excellent practice case study	
Grangetown Nursery School	Oct-14				
Coed Glas Primary School	Oct-14				
Christ the King RC Primary School	Nov-14				
Lakeside Primary School	Nov-14				
Radnor Primary School	Dec-14				
Ely Caerau Children's Centre	Dec-14				

Special schools

School	Date	Current Performance	Prospects for Improvement	Inspection follow-up	Outcome
Bryn Y Deryn PRU	Mar-11	Adequate	Adequate	Estyn monitoring	Removed
Ty Gwyn Special	May-12	Excellent	Excellent	None	
Greenhill	Mar-13	Good	Good	None	
The Hollies	May-13	Good	Good	None	
Meadowbank	Nov-13	Good	Adequate	Estyn monitoring	Removed
The Court	Jun-14	Good	Good	None	

Secondary schools

School	Date	Current Performance	Prospects for Improvement	Inspection follow-up	Outcome
Fitzalan High	Sep-10	Good	Good	None	
Cantonian High	Feb-11	Good	Good	LA monitoring	Removed
Ysgol Glantaf	May-11	Good	Good	None	
Bishop of Llandaff	Oct-11	Good	Adequate	Estyn monitoring	Removed
Glyn Derw	Nov -11	Unsatisfactory	Adequate	Significant improvement	Removed
Michaelston Community College	Nov-11	Adequate	Adequate	Estyn monitoring	Removed
Llanedeyrn High	May-12	Adequate	Good	Estyn monitoring	Removed
Llanrumney High	Oct-12	Unsatisfactory	Unsatisfactory	Special Measures	Closed
St Illtyd's RC	Nov-12	Unsatisfactory	Unsatisfactory	Special measures	Termly monitoring
Willows High	Dec-12	Unsatisfactory	Adequate	Significant improvement	Removed
Cathays High	Feb-13	Good	Good	Excellent practice case study	
Cardiff High	Mar-13	Excellent	Excellent	Excellent practice case study	
St Teilo's C.I.W. High School	Feb-14	Good	Good	LA Monitoring	
Ysgol Gyfun Gymraeg Plasmawr	Sep-14				
Eastern High School	Dec-14				

Performance in literacy and numeracy

Section 1: Literacy

The national literacy programme 2012 stated that by embedding literacy skills in every aspect of education and by providing quality support, the Welsh government's ambition is to achieve the following:

- learners of every age will become confident in their oracy skills and will become proficient readers and writers;
- learners will focus on the development of first language literacy in either English or Welsh with the expectation that learners attending Welsh-medium schools are equally literate in both languages by the end of Key Stage 2;
- learners who are currently falling behind their peers will achieve their potential;
- more able and talented learners will be appropriately challenged;
- learners will leave primary schools with improved literacy skills so that they benefit fully from their learning in secondary school; and,
- learners leaving compulsory education will have the oracy, reading and writing skills necessary for further education or employment.

The Central South Consortium, on behalf of the 5 local authorities including Cardiff, has produced a draft literacy strategy in April 2013. The CSC strategy identifies 7 priority actions to achieve the national ambitions:

1. Provide effective challenge, monitoring and support for literacy and numeracy to all schools and settings within the consortium through:
 - early identification of well developed and underdeveloped practice and provision;
 - delivering effective support; and
 - facilitating and encouraging the effective sharing of best practice within and between schools.
2. Ensure effective leadership of literacy and numeracy in all schools and settings within the consortium. This is to include governors, head teachers, senior leadership teams, assessment managers, English / Welsh, mathematics heads of department / subject leaders and literacy and numeracy coordinators.
3. Ensure effective use of data to inform provision and practice across all key stages.
4. Ensure effective and engaging whole class teaching and learning of literacy and numeracy in all classes, at all key stages, in all schools and settings. This will include a comprehensive CPD package of support for all staff
5. Ensure that effective targeted support and interventions for those pupils at risk of falling behind or not achieving their potential are in place in all schools and settings. There will be a particular on pupils in vulnerable categories such as SEN, MAT, EAL and LAC and those pupils living in areas of significant unemployment or at a material disadvantage

6. Maximise opportunities for partnership working, professional development and the sharing of best practice across the consortium to reduce the variation both within and between schools and settings
7. Ensuring engagement of all partners in prioritising and supporting the development of literacy and numeracy across the consortium

The CSC literacy strategy recognises the legacy of individual local authority strategies and builds on the good practice identified whilst ensuring full engagement in the national agenda. The Cardiff language, literacy and communication strategy action plan 2012-15 is in line with the national and regional plans. 2013/14 has been a transition year as the region moves to a more unified approach.

The CSC outstanding teacher of literacy system is being developed and is showing impact in Cardiff schools. There remains a significant focus on building capacity in schools that will be sustainable and that will identify outstanding teachers of literacy who will provide training and support to colleagues in their own school and beyond.

The national reading and numeracy tests were introduced in 2013 and this is the first year that it is possible to report year on year progress. A new base line was set last year and progress will be measured in relation to standardised scores, reading ages are no longer published.

National Test Data Analysis

In the analyses below there are some small discrepancies in the data for Cardiff, the consortium and Wales. This results from some of the data being produced at a national level, whilst some is produced locally by the consortium.

All Pupils 2014 (Years 2 – 9)

Cardiff is ranked 13th in Wales with 83.2% of all pupils (years 2-9) reaching the average band i.e. a standardised score (SS) of 85 or above in the English reading test. This is identical to the Wales average of 83.2%. Cardiff is above the Welsh average for pupils with SS above 115 (above average band), 18.4% compared with Welsh average of 16.5% and ranked 6th. In the Welsh reading test Cardiff is ranked 3rd for SS 85+ and 2nd for above 115.

Year 2 pupils 2014

An analysis of year 2 data showed that Cardiff performed well in English reading test compared with neighbouring local authorities within the region. 81.6% achieved a SS 85+ which was below the consortium average (83.4%) and below the Welsh average (83.2%). Girls' performance (85.2%) was significantly above boys' (78.2%) which reflects the difference in the performance of girls (87.0%) and boys (79.7%) nationally.

Cardiff pupils achieved 15.5% above SS 115+ in the year 2 English reading test. This was also below the average for the CSC region (16.3%), and Wales (16.4%) for year 2 pupils. At above average scores, girls also outperform boys with scores of 18.7% and 12.5% respectively. The equivalent national figures are girls (19.0%) and boys (14.0%).

In the Welsh reading test 85.3% of pupils achieved a SS 85+ which was above the consortium average (83.7%) and above the Welsh average (84.9%). Girls' performance (86.6%) was above boys (84.0%) the difference was smaller than the difference nationally with girls (88.2%) and boys (81.6%). Cardiff pupils achieved 21.8% above SS 115+ in the year 2 Welsh reading test. This was also above the average for the CSC region (15.6%), and was significantly above the all Wales average (16.8%) for year 2 pupils. At above average scores, girls also outperform boys with scores of 27.5% and 15.7% respectively. The equivalent national figures are girls (20.6%) and boys (13.0%).

Year 6 pupils 2014

An analysis of year 6 data showed that Cardiff performed well in English reading test compared with neighbouring local authorities within the region. 83.8% achieved a SS 85+ which was above the consortium average (83.4%) but below the Welsh average (84.0%). Girls' performance (87.1%) was significantly above boys' (81.8%) which reflects the difference in the performance of girls (86.5%) and boys (81.6%) nationally.

Cardiff pupils achieved 18.8% above SS115+ in the year 6 English reading test. This was also above the average for the CSC region (16.4%), and was significantly above the all Wales average (16.1%) for year 6 pupils. At above average scores, girls also outperform boys with scores of 21.1% and 16.6% respectively. The equivalent national figures are girls (17.4%) and boys (14.9%).

In the Welsh reading test 88.8% of pupils achieved a SS 85+ which was above the consortium average (84.3%) and above the Welsh average (84.7%). Girls' performance (90.9%) was significantly above boys (86.5%) which reflects the difference in the performance of girls (87.8%) and boys (81.5%) nationally. Cardiff pupils achieved 26.4% above SS115+ in the year 6 Welsh reading test. This was also above the average for the CSC region (18.4%), and was significantly above the all Wales average (17.1%) for year 6 pupils. At above average scores, girls also outperform boys with scores of 29.4% and 23.0% respectively. The equivalent national figures are girls (19.1%) and boys (15.0%).

Year 6 pupils 2013

An analysis of year 6 data showed that Cardiff performed well compared with neighbouring local authorities within the region. 88.06% achieved a SS 85+. Only one local authority out of the 5 in CSC did better.

Cardiff pupils achieved 35.04% above SS115+ in year 6 English reading test. This also ranked them 2nd out of 5 in the CSC region, and was significantly above the all Wales average of 32.8% for year 6 pupils.

Year 9 pupils 2014

An analysis of year 9 data showed that Cardiff performed well in the English reading test compared with neighbouring local authorities within the region. 83.4% achieved a SS 85+ which was slightly above the consortium average (83.1%) and above the Welsh average (82.2%). Girls' performance (84.8%) was significantly above boys' (82.2%) which reflects the difference in the performance of girls (85.7%) and boys (79.0%) nationally.

Cardiff pupils achieved 19.3% above SS 115+ in the year 9 English reading test. This was well above the average for the CSC region (16.8%), and was above the all Wales average (15.7%) for year 9 pupils. At above average scores, boys outperform girls with scores of 19.4% and 19.2% respectively. The equivalent national figures are girls (18.5%) and boys (13.1%).

In the Welsh reading test 91.3% of pupils achieved a SS 85+ which was above the consortium average (87.6%) and above the Welsh average (88.3%). Girls' performance (94.3%) was significantly above boys (88.0%) which reflects the difference in the performance of girls (90.7%) and boys (85.8%) nationally. Cardiff pupils achieved 22.8% above SS 115+ in the year 9 Welsh reading test. This was also above the average for the CSC region (17.2%), and was significantly above the all Wales average (16.0%) for year 6 pupils. At above average scores, girls also outperform boys with scores of 24.7% and 20.6% respectively. The equivalent national figures are girls (19.2%) and boys (12.6%).

Performance measures	Outcomes 2012	Outcomes 2013	Outcomes 2014
The percentage of pupils achieving outcome 5 or better at the end of Foundation Phase in LLC-E. (Teacher Assessment)	81.4%	83.4%	85.2%
The percentage achieving average level at the end of Foundation Phase (standardised score (SS) 85+) in the National Reading Test - English.	n/a	87.7%	81.6%
The percentage of pupils achieving level 4 or better at KS2 in English.	84.6%	86.0%	87.3%
The percentage achieving average level at the end of key stage 2 (standardised score (SS) 85+) in the National Reading Test - English.	n/a	88.1%	83.8%
The percentage of pupils achieving level 5 or better at KS3 in English.	80.5%	84.0%	86.0%
The percentage achieving average level at the end of key stage 3 (standardised score (SS) 85+) in the National Reading Test.	n/a	80.6%	83.4%

Performance measures	Outcomes 2012	Outcomes 2013	Outcomes 2014
The percentage of pupils achieving outcome 5 or better at the end of Foundation Phase in LLC-W. (Teacher Assessment)	89.6%	86.9%	90.5%
The percentage achieving average level at the end of Foundation Phase (standardised score (SS) 85+) in the National Reading Test - Welsh.	n/a	98.1%	85.3%
The percentage of pupils achieving level 4 or better at KS2 in Welsh.	85.7%	89.5%	90.1%
The percentage achieving average level at the end of key stage 2 (standardised score (SS) 85+) in the National Reading Test - Welsh.	n/a	92.3%	88.8%
The percentage of pupils achieving level 5 or better at KS3 in Welsh.	88.2%	88.5%	94.0%
The percentage achieving average level at the end of key stage 3 (standardised score (SS) 85+ in the National Reading Test - Welsh.	n/a	89.8%	91.3%

Section 2: Numeracy

The Welsh Government's National Numeracy Programme 2012 states that 'by embedding numeracy skills in every aspect of education, and by providing quality support, our aim is to achieve the following:

- learners of all ages will become more confident in their numeracy skills and will be able to apply these within different subjects and contexts;
- teachers are more confident in teaching and using numeracy, and are better equipped in terms of subject content and its approaches and delivery methods;
- learners who are falling behind their peers are identified early and supported to achieve their potential;
- more able and talented learners are appropriately challenged and developed;
- learners leaving compulsory education will have the numeracy skills that are vital for successful employment or further education experience; and,
- teachers, parents/carers and learners are fully aware of the need to improve numeracy levels, and of the benefits of doing so.

The Central South Consortium on behalf of the 5 local authorities including Cardiff produced a draft numeracy strategy in April 2013. The CSC strategy identifies 7 priority actions to achieve the national ambition.

1. Provide effective challenge, monitoring and support for numeracy to all schools and settings within the consortium through:

- early identification of well developed and underdeveloped practice and provision;
 - delivering effective support;
 - facilitating and encouraging the effective sharing of best practice within and between schools.
2. Ensure effective leadership of numeracy in all schools and settings within the consortium. This is to include governors, head teachers, senior leadership teams, assessment managers, mathematics heads of department / subject leaders and numeracy coordinators.
 3. Ensure effective use of data to inform provision and practice across all key stages.
 4. Ensure effective and engaging whole class teaching and learning of numeracy in all classes, at all key stages, in all schools and settings. This will include a comprehensive CPD package of support for all staff.
 5. Ensure that effective targeted support and interventions for those pupils at risk of falling behind or not achieving their potential are in place in all schools and settings. There will be a particular on pupils in vulnerable categories such as SEN, MAT, EAL and LAC and those pupils living in areas of significant unemployment or at a material disadvantage.
 6. Maximise opportunities for partnership working, professional development and the sharing of best practice across the consortium to reduce the variation both within and between schools and settings.
 7. Ensuring engagement of all partners in prioritising and supporting the development of numeracy across the consortium.

The CSC numeracy strategy recognises the legacy of individual LA strategies and builds on the good practice identified whilst ensuring full engagement in the national agenda. The Cardiff mathematics and numeracy strategy action plan 2012-15 is in line with the national and regional plans. 2013/14 has been a transition year as the region moves to a more unified approach.

The CSC outstanding teacher of numeracy system is being developed and is showing impact in Cardiff schools. There remains a significant focus on building capacity in schools that will be sustainable and that will identify outstanding teachers of numeracy who will provide training and support to colleagues in their own school and beyond.

However due to the introduction of the national numeracy tests in 2013 it is not possible to report year on year progress in numeracy. New base lines were set last year for the procedural tests and progress in future will be measured in relation to standardised score. The numeracy reasoning test has been introduced for the first time this year.

2014 Performance data

National numeracy test data - primary and secondary

All pupils 2014 (Years 2-9)

Cardiff is ranked 14th in Wales with 82.0% of all pupils (years 2-9) reaching the average band i.e. a standardised score (SS) of 85 or above in the Numeracy Procedural test. This is just below the Wales average of 82.8%. Cardiff is above the Welsh average for pupils with SS above 115 (above average band), 16.6% compared with Welsh average of 15.5% and ranked 10th. In the Numeracy Reasoning test Cardiff is ranked 15th. for SS 85+ and 10th. for above 115.

Year 2 pupils 2014

An analysis of year 2 data shows that Cardiff performance in the Numeracy Procedural test needs to improve when compared with neighbouring local authorities within the region. 80.3% achieved a SS 85+ which was below the consortium average (82.3%) and below the Welsh average (83.1%). Girls' performance (82.1%) was significantly above boys' (78.4%) but both groups' performances were below the performance of girls (84.7%) and boys (81.7%) nationally.

Cardiff pupils achieved 13.4% above SS 115+ in the year 2 Numeracy Procedural test. This was also below the average for the CSC region (14.8%), and Wales (15.6%) for year 2 pupils. At above average scores, boys outperform girls with scores of 15.4% and 11.5% respectively. The equivalent national figures are boys (17.3%) and girls (13.9%).

In the Numeracy Reasoning test 78.1% of pupils achieved a SS 85+ which was below both the consortium average (79.8%) and the Welsh average (81.9%). Girls' performance (80.2%) was above boys (76.0%) which reflect the difference in the performance of girls (83.7%) and boys (77.2%) nationally. Cardiff pupils achieved 13.1% above SS 115+ in the year 2 Numeracy Reasoning test. This was similar to the average for the CSC region (13.3%), but well below the all Wales average (15.0%) for year 2 pupils. At above average scores, boys also outperform girls with scores of 14.0% and 12.3% respectively. The equivalent national figures are boys (15.3%) and girls (14.7%).

Year 6 pupils 2014

An analysis of year 6 data showed that Cardiff performed well in the Numeracy Procedural test compared with neighbouring local authorities within the region. 82.1% achieved a SS 85+ which was above the consortium average (82.0%) but below the Welsh average (83.3%). Girls' performance (84.0%) was above boys' (83.4%) which reflects the difference in the performance of girls (84.4%) and boys (82.2%) nationally.

Cardiff pupils achieved 17.9% above SS115+ in the year 6 Numeracy Procedural test. This was also above the average for the CSC region (15.7%), and was significantly above the all Wales average (16.4%) for year 6 pupils. At above

average scores, boys outperform girls with scores of 20.1% and 15.7% respectively. The equivalent national figures are boys (18.3%) and girls (14.5%).

In the Numeracy Reasoning test 82.1% of pupils achieved a SS 85+ which was above the consortium average (82.0%) but below the Welsh average (82.8%). Girls' performance (81.3%) was below boys (82.8%). Boys' performance is slightly above the national performance of boys (82.2%) but the performance of girls is slightly below the national performance of girls (83.5%). Cardiff pupils achieved 16.4% above SS115 in the year 6 Numeracy Reasoning test. This was also above the average for the CSC region (14.7%), and was significantly above the all Wales average (15.7%) for year 6 pupils. At above average scores, boys also outperform girls with scores of 16.9% and 15.9% respectively. The equivalent national figures are boys (16.4%) and girls (14.9%).

Year 9 pupils 2014

An analysis of year 9 data showed that Cardiff performed well in the Numeracy Procedural test compared with neighbouring local authorities within the region. 81.6% achieved a SS 85+ which was above the consortium average (80.5%) but slightly below the Welsh average (81.9%). Girls' performance (81.4%) was slightly below the national figure for girls (82.1%), but the performance of boys' (81.8%) was slightly above boys (81.5%) nationally.

Cardiff pupils achieved 16.4% above the SS 115 in the year 9 Numeracy Procedural test. This was well above the average for the CSC region (14.4%), and was above the all Wales average (14.9%) for year 9 pupils. At above average scores, boys outperform girls with scores of 20.1% and 12.6% respectively. The equivalent national figures are boys (17.3%) and girls (12.3%).

In the Numeracy Reasoning test 93.1% of pupils achieved a SS 85+ which was above the consortium average (92.7%) and well above the Welsh average (81.6%). Girls' performance (93.8%) was above boys (92.4%), which reflects the difference in the performance of girls (82.4%) and boys (80.9%) nationally, 18.5% of Cardiff pupils achieved above SS 115 in the year 9 Numeracy Reasoning test. This was also above the average for the CSC region (16.7%), and was significantly above the all Wales average (14.6%) for year 9 pupils. At above average scores, boys outperform girls with scores of 21.6% and 15.2% respectively. The equivalent national figures are girls (12.9%) and boys (16.2%).

Performance measures	Outcomes	Outcomes	Outcomes
	2012	2013	2014
The percentage of pupils achieving outcome 5 or better at the end of Foundation Phase in Mathematical Development.	84.6%	85.3%	87.4%
The percentage achieving average numeracy level at the end of Foundation Phase (standardised score (SS) 85+) in the National Numeracy Procedural Test.	n/a	81.8%	80.3%

The percentage of pupils achieving level 4 or better at KS2 in mathematics.	84.1%	86.2%	87.7%
The percentage achieving average numeracy level at the end of key stage 2 (standardised score (SS) 85+) in the National Numeracy Procedural Test.	n/a	83.6%	83.7%
The percentage of pupils achieving level 5 or better at KS3 in mathematics.	82.7%	84.3%	87.6%
The percentage achieving average numeracy level at the end of key stage 3 (standardised score (SS) 85+) in the National Numeracy Procedural Test.	n/a	83.1%	81.6%