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**The Performance of Cardiff's Schools in 2009**

**REPORT OF CORPORATE DIRECTOR**

**AGENDA ITEM:**

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**PORTFOLIO** : Education and Lifelong Learning

**Reason for this Report**

1. The report informs Members of the progress made in enabling the Council to fulfil its prime responsibility with respect to education and lifelong learning namely, that of raising standards and improving outcomes for learners.

**Background**

2. The Council is committed to an inclusive education system that enables all individuals to fulfil their potential. This report provides an overview of the progress made by schools in raising standards and improving outcomes for learners and so provides evidence of the Council's progress towards achieving this overarching objective.

**It deals with:**

- a. Results in National Curriculum assessments and public examination results in 2009
- b. The performance of particular groups of learners – some of whom are vulnerable to under-achievement
- c. National strategic indicators
- d. Progress made since 1997 in raising standards
- e. A comparison between performance in Cardiff and that at an all-Wales level
- f. A comparison of Cardiff's performance relative to that of its closest statistical neighbours in England and Wales
- g. A comparison of actual against estimated performance by the 2009 cohort of pupils
- h. An overview of secondary schools' performance
- i. Judgements on schools in Estyn inspection reports
- j. The current position concerning schools requiring additional support and monitoring.

3. This report is a summary of all the information mentioned above. A more detailed account of the information is presented in a series of appendices. There is also an explanation of the terms frequently used in Appendix 1.

## Issues

### Performance in 2009

4. Overall, performance was higher in 2009 than in 2008 in most respects. This is reflected in both raw and value-added data.
5. At key stage 1 (KS1), performance in all subjects and the core subject indicator (CSI) in 2009 was slightly higher than in 2008 overall. All locally set targets were met or exceeded. At this key stage, improvement in the percentage of pupils achieving the expected level has been maintained over the last ten years. The rate of improvement has been over twice the rate for Wales as a whole since 1997. Achievement is above the Wales average in all four core subjects and the CSI.
6. At KS2 in 2009, the results of teacher assessment were higher than in 2008 in all four core subjects and the CSI. The rate of improvement since 1997 using teacher assessment results has been between 4% and 6.6% greater than that for Wales as a whole across the core subjects. The performance of Cardiff's schools at this key stage exceeds the Wales averages in every one of the indicators. Performance exceeded all of the targets set.
7. At KS3, the results continued the significant improvement recorded in 2008 and were the best yet recorded overall. The rate of improvement has been greater than that at an all-Wales level by between 2% and 7.6%. Performance exceeded all targets for the first time this year. Performance was well above the Wales average in Welsh and above the average in English and the CSI. Performance was above the Wales average in all of the indicators. The pattern was more variable in the non-core subjects at KS3.
8. At KS4 in 2008, there was a 1% improvement in the percentage achieving 5 A\*-C grades, 5 A\*-G grades and the level 1 threshold. The percentage achieving the CSI improved by 0.6%. The proportion achieving the level 2 threshold increased by 3% and by nearly 1% including English or Welsh and mathematics. Achievement exceeded targets for the percentage entering at least one examination and in relation to the average wider points score. Performance was about 3% below targets for the proportion achieving 5 A\*-C grades and the CSI. There was a gap of 5% in targets and actual achievement for the percentage achieving 5 grades A\*-G. The rate of improvement since 1997 is greater than that for Wales of between 0.2% and 4%. Performance at this key stage was below the Wales average for all indicators by between 1% and 3% except for the percentage entering at least one examination which was 1% above.
9. At A level, there was yet again a 2% increase in the percentage achieving 2 or more A levels at grades A-C compared with 2008. The proportion of entries graded at grade A was 5% higher in Cardiff than for Wales as a whole.

10. There are continuing variations in performance between schools in similar contexts, although these variations are more marked in primary than in secondary schools. It remains a priority of the Council to reduce the in-school and between-school variations in performance to ensure that all children and young people benefit from an education of the highest quality irrespective of context. The need to meet this challenge is also recognised as a challenge for Wales as a whole and underpins the School Effectiveness Framework being developed by the Welsh Assembly Government with Local Authorities and schools.

### **Achievement and Inclusion**

11. The annual report includes for the sixth time an analysis of how well provision in Cardiff is meeting the needs of the full range of pupils so that they are able to benefit fully from the educational opportunities provided.

12. The proportion of pupils not achieving the expected level is between one in five and one in ten at KS1 and one out every five at KS2. At KS3, the improvements in overall performance have led to a continuing reduction in the percentage of pupils not achieving level 5. This was at its lowest in 2009-around a quarter compared with around a third in recent years. Although not much changed on the previous year, the percentage of pupils not achieving the expected level at the end of KS1 was slightly higher than in 2008. At KS2, the change on the previous year was not very great but there were fewer pupils who did not achieve a level 4 in 2009 compared with 2008. At KS3, there is a continuing reduction in the percentage of pupils not achieving level 5.

13. The proportion of pupils achieving above the expected level at key stages 1, 2 and 3 was consistently above the Wales average across the board with the margin of difference being greatest at KS2 and KS3.

14. There was a reduction in the percentage of pupils leaving full-time education without a recognised qualification in 2009 compared with 2009 from 2.4% to 1.4%.

15. The overall attendance rate for secondary schools for 2008 was 90.5%. This was an improvement of 0.2% over the previous year and the second time that Cardiff's overall figure has reached 90%. Nevertheless, this is still below the Wales average of 91.0% and remains a priority for further improvement. In primary schools the figure for 2008 was 92.8%. This was an improvement of 0.1% on 2007 but was still below the Wales average of 93.3%. Performance has been flat since 2005. Official final figures for 2009 will be available in February 2010. Non-attendance at school remains a significant barrier to learning effectively and to making progress for a substantial minority of pupils. Inspections of Cardiff's schools over the first five years of the current inspection cycle judged attendance to be good in only around half of primary schools and in only seven out of eighteen secondary schools. Improving attendance has been identified as a key priority for the Council and is being addressed further as part of the Council's post-inspection action plan.

16. The current total number of permanent exclusions is 48 a reduction of 11 on the previous year. The number of permanent exclusions has remained unchanged in primary schools but had reduced significantly in the previous year. In 2008-2009, there were no permanent exclusions in special schools – a reduction from the one recorded in 2008. There was a significant reduction of ten in secondary schools.
17. Girls performed better than boys in all core subjects at KS1 and at KS2 in 2009. As in previous years, the gaps were widest in English and Welsh and narrowest in mathematics and science. At KS3, the gap widened again in English and girls also performed better than boys in mathematics and science. At KS4, girls continued to outperform boys on all indicators with the exception of mathematics where boys achievement was ahead of that of girls by 2% and science where performance was the same.
18. In 2009 at KS1, performance by the different minority ethnic groups overall was unchanged in English, 3% higher in mathematics and 1% higher in science. At KS2, results in 2008 were 1% higher in English, 3% lower in mathematics and science. At KS3, results were 4% higher in English and mathematics and 5% higher in science. At KS4, the percentage achieving 5 grades A\*-C improved again by a significant 6%. The gap in performance between all minority ethnic groups and white UK pupils was similar to that in 2008 at KS1 and KS3 and wider at KS2. At KS4, the gap between the percentage of minority ethnic pupils and white UK pupils achieving 5 A\*-C grades was halved (4% compared with 9% in 2008).
19. There continue to be variations in the achievement of the different ethnic groups at each key stage.
20. The performance of looked after children remains below that of other children, although the gap was much narrower in 2009 at KS1 and KS2 across all the core subjects and in mathematics and science at KS3. There was no overall improvement at KS4.
21. Around 78% of Gypsy/Traveller pupils were entitled to free school meals in 2008 and 58% were identified as having a special educational need. The percentage of these pupils gaining the expected level improved at KS1 in all core subjects and at KS2 in mathematics and science. Performance was lower at KS3 and in English at KS2. Only two pupils sat GCSE, one of whom achieved 5 grades A\*-G.

### **Analysis of Inspections of Cardiff's Schools 2004-2009**

22. Since September 2004, and up to the time of writing this report, inspection reports have been received for eighteen secondary schools, eighty-six primary schools and five special schools.
23. The emerging inspection data now allows the Council to compare performance in inspection in this third cycle with that of the previous two. Comparisons can be summarised as in the tables below. The percentages are for the proportion of schools inspected receiving a judgement that standards, teaching and self-evaluation/leadership overall are at grade 2 or

better- that is have good features and no important shortcomings. This percentage includes those schools where practice was judged to be at grade 1 – good with outstanding features.

School type	How well learners achieve and make progress		
	94-99	99-04	04-09
Primary schools	32%	76%	92%
Special schools	70%	57%	80%
Secondary schools	22%	47%	44%

School type	Teaching and assessment		
	94-99	99-04	04-09
Primary schools	38%	82%	91%
Special schools	57%	86%	100%
Secondary schools	45%	71%	78%

School type	Self-evaluation and improvement planning		
	94-99	99-04	04-09
Primary schools	35%	82%	86%
Special schools	43%	86%	80%
Secondary schools	15%	47%	67%

24. In the third cycle, inspection reports in primary schools indicate continuing improvements in standards and the quality of teaching. In self-evaluation and improvement planning around four out of every five primary schools have good or better processes in place.
25. All teaching in special schools has been judged to be at grade two or better. Standards and the quality of self-evaluation have also improved overall.
26. In secondary schools, learners' achievement and progress continue to be judged less favourably than the quality of teaching. Self-evaluation and improvement have improved, although not to the extent of that in the primary and special school sectors.

#### **Schools requiring Additional Support and Monitoring: 2008-2009**

27. The existing policy for monitoring and evaluating the work of schools, and the Council's procedures for identifying schools requiring additional support and monitoring, were reviewed during 2009. This formed part of the work to establish the Maintained Schools Partnership Agreement that has now been circulated to all schools for agreement.

#### **Position at December 2009**

	Intensive support	Intensive support for the first time	Sustained support	Sustained support for the first time	Enhanced support	Enhanced support for the first time
<b>No</b>	1	5	1	3	8	6

At present the total number of schools identified as requiring additional support and monitoring is 24 compared with 14 in 2008. The breakdown is as follows:

### **Intensive support and monitoring**

Four primary schools  
Two secondary schools

### **Extended support and monitoring**

Three primary schools  
One secondary school

### **Enhanced support and monitoring**

Ten primary schools  
One special school  
Three secondary school

28. During academic year 2008-2009, two secondary schools were identified through inspection as requiring significant improvement. Both schools received support for the preparation of their post inspection action plans and these were approved by Estyn without amendment.

29. The inspection of the Council's education functions in July 2008 judged that the procedures in respect of schools causing the greatest concern were robust and represented very good practice. However, observations in the report about the performance of schools beyond those of greatest concern were drawn on as part of the work to revise existing procedures. As a result, more schools than previously are likely to be identified as requiring additional support and monitoring now and in the future.

### **Reasons for Recommendations**

30. The report provides an overview for Members of the progress made in fulfilling the Council's key responsibilities with respect to education, namely to raise standards and improve outcomes for learners.

### **Legal Implications**

31. This is an information report and as such has no direct legal implications. All decisions taken by or on behalf 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. standing orders and financial regulations; (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**

32. There are no financial implications arising directly from this report. These results are achieved by the schools from within the resources that are allocated to them on an annual basis, and through the services provided to schools from centrally retained budgets.

## RECOMMENDATIONS

The Executive is invited to agree to receive the report on the progress made in raising standards and improving outcomes for learners in Cardiff's schools.

**Name of Corporate Director**

**NEELAM BHARDWAJA**

**18<sup>th</sup> January 2010**

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The following Appendices are attached:

- Appendix 1 -** Explanation of Frequently Used Terms
- Appendix 2 -** The performance of Cardiff's schools in National Curriculum and public examinations 2009; progress in meeting national and local targets
- Appendix 3 -** Achievement and Inclusion
- Appendix 4 -** National strategic indicators
- Appendix 5 -** Improvement Rates Over Time 1997 – 2009
- Appendix 6 -** Cardiff's performance against that of other Welsh Authorities
- Appendix 7 -** Cardiff's performance relative to that of its closest statistical neighbours in England and Wales
- Appendix 8 -** Value added analysis- actual against estimated performance for pupils in 2009
- Appendix 9 -** Overview of secondary schools' performance
- Appendix 10 -** Analysis of Inspections of Cardiff's Schools
- Appendix 11 -** Schools Requiring Additional Support And Monitoring: Academic Year 2008 – 2009

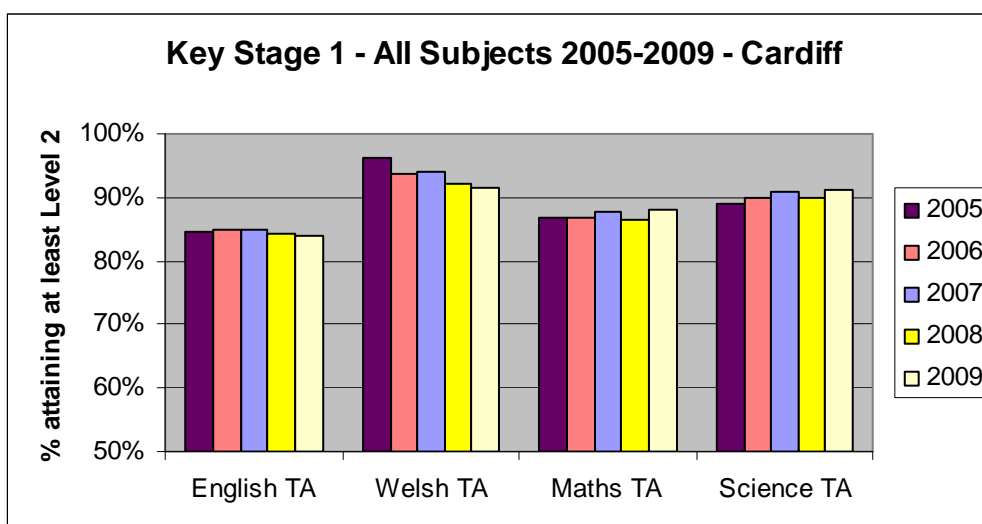
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## Appendix 2

### The Performance of Cardiff Schools in National Curriculum and public examinations, 2009; progress in meeting national and local targets

#### Key Stage 1

1. At Key Stage 1 (KS1) Tests and Tasks were discontinued in 2002 – so the results shown relate to Teacher Assessment for all subjects. At KS1 there is no national requirement to set targets. The general expectation is that 80% of pupils will reach level 2 in each of the core subjects of English or Welsh, mathematics and science. Locally, targets were set in Cardiff for the percentage achieving level 2 or better in each of the core subjects, and for the core subject indicator.
2. In 2009, KS1 results in:
  - English fell slightly to 84.1%, but is 1.3 percentage points above the all-Wales average. This year's performance did not meet the locally-set target of 84.8%.
  - Welsh (first language) stands at just below 92% this year, slightly below that achieved in 2008, but remaining above the all-Wales average of 90%. The Cardiff 2009 target for Welsh was 86.7%.
  - Mathematics increased to 87.9%, exceeding the local target, and is above the all-Wales figure which has stayed around 87% for seven years.
  - Science results in Cardiff rose to 91.1% - 3 percentage points above the local target. Cardiff's science result was also above the all-Wales figure.
  - The core subject indicator remained around 82% this year. Cardiff is one percentage point ahead of the all-Wales average which saw a 0.4% increase this year. The Cardiff 2009 target for the core subject indicator is 83.6% and so the target was not met.
3. Graph 1 below shows the percentage of pupils attaining at least level 2 in the four core subjects – English, Welsh, Mathematics and Science – and illustrates the trend of standards at KS1 in Cardiff since the year 2005.



**Graph 1**

4. At each key stage, there are variations between the performances of schools in different parts of the city and between schools with similar proportions of pupils entitled to free school meals. At KS1, the core subject indicator results are in the range 42% to 100% (the range in 2008 was 55% to 100%). However, the vast majority of schools continue to have results that lie within the range 70% to 100%.

### Key Stage 1 Results

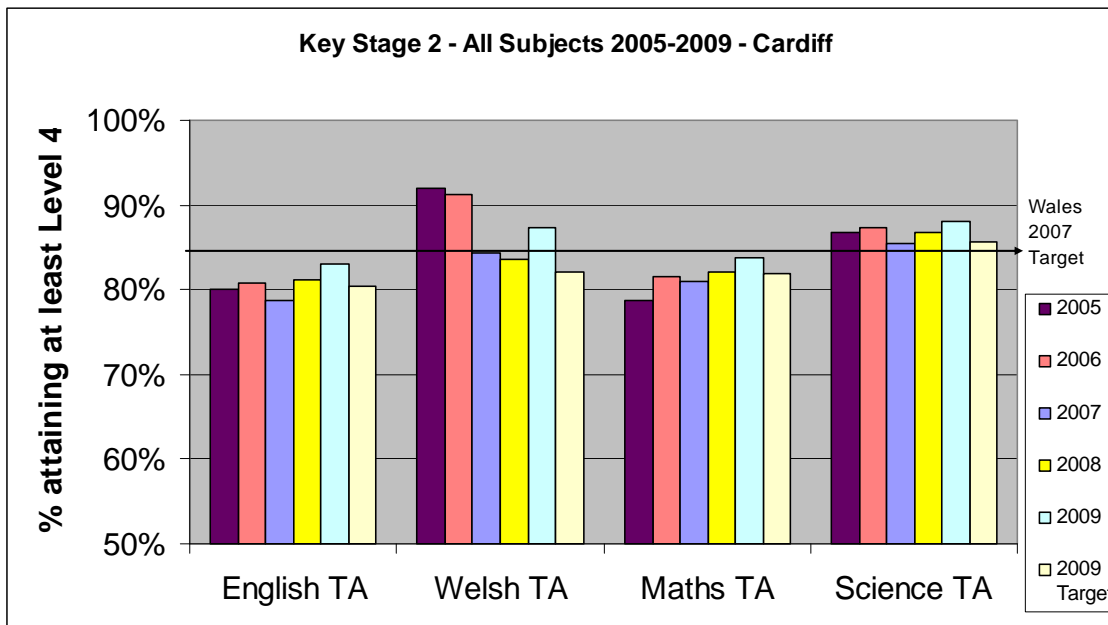
	2005	2006	2007	2008	2009	Cardiff 2009 Targets	Wales 2009 Actual
<b>English TA</b>	85%	85%	85%	84%	84%	85%	83%
<b>Welsh TA</b>	96%	94%	94%	92%	92%	87%	90%
<b>Maths TA</b>	87%	87%	88%	87%	88%	87%	87%
<b>Science TA</b>	89%	90%	91%	90%	91%	88%	90%
<b>CSI Boys</b>	79%	79%	80%	78%	80%	81%	77%
<b>CSI Girls</b>	85%	85%	86%	86%	85%	87%	85%
<b>CSI Total</b>	82%	82%	83%	82%	82%	84%	81%
<b>Boys vs. Girls</b>	-6%	-6%	-7%	-8%	-6%	-6%	-8%

Source : WAG Statistical Release – SDR 126/2009

### Key Stage 2

5. Tests and tasks were discontinued in Wales in 2005 – so the results shown relate to teacher assessment for all subjects. At KS2, there are national and local targets set for improvement in standards in the core subjects. Graph 2 below illustrates KS2 results of pupils achieving level 4 in the core subjects in the last five years. The graph shows that:

- Standards increased this year in all core subjects at key stage 2.
- Local targets were met for all core subjects.
- Performance in mathematics, science and Welsh met the national targets set for 2007 in the National Assembly’s paving document “The Learning Country” that by 2007 between 85% and 90% of 11 year olds should attain at least Level 4. Performance in English was only just short of this.

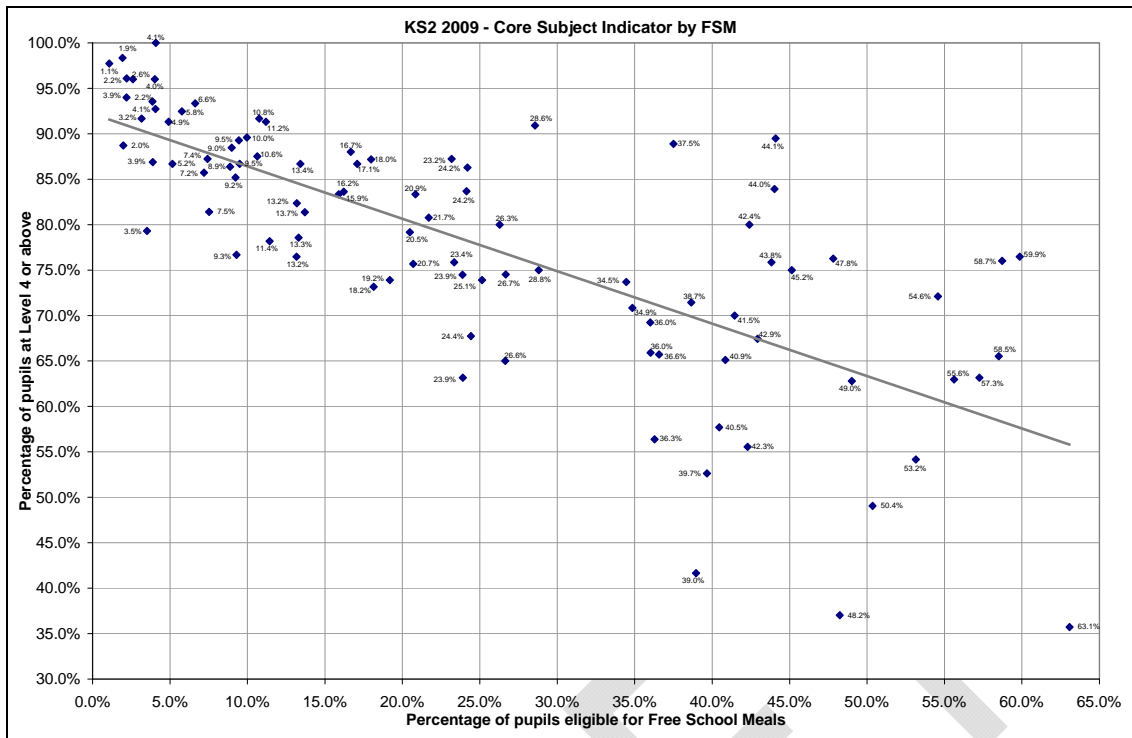


**Graph 2**

Overall standards have improved this year at KS2 in teacher assessment:

- English increased by 1.8% over 2008 with 83% of Cardiff’s pupils achieving a level 4 or above in 2009 – two percentage points above the all-Wales figure. The local target was met this year.
- Results in Welsh increased by 3.8% to 87.4%, and was 7.5% above the all-Wales average of 79.9%. The Cardiff target for 2009 of 82% was exceeded.
- Mathematics went up 1.7% to 83.7%; the all-Wales figure was 82.5%. Cardiff’s target for 2009 of 81.9% was achieved, and Cardiff’s performance in mathematics has improved by 4.7% over the last five years.
- Science improved by 1.3% to 88%; 1.6 percentage points above the all-Wales figure this year. The local Cardiff target of 85.7% was met.
- In the core subject indicator, performance in teacher assessment increased by 2.1% to 78.8%; 1.8% above the all-Wales average. The locally-set target of 76.5% was met, and the improvement in the core subject indicator in Cardiff over five years has been 3.5%.

6. The graph below shows the correlation between performance of individual schools in the core subject indicator and the percentage of pupils entitled to free school meals.



7. The key stage 2 core subject indicator results display variations between the performances of schools. The CSI (teacher assessment) results at key stage 2 are in the range 35.7% to 100%; (compared to 32% to 100% last year).

### Key Stage 2 Results

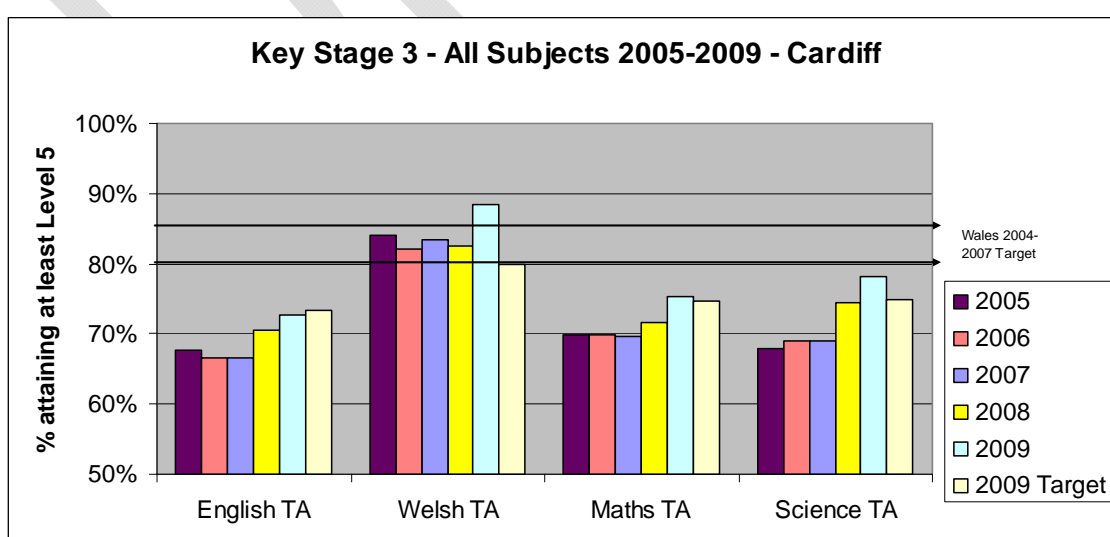
	2005	2006	2007	2008	2009	Cardiff 2009 Targets	Wales 2009 Actual
<b>English TA</b>	80%	81%	79%	81%	83%	80%	81%
<b>Welsh TA</b>	92%	91%	84%	84%	87%	82%	80%
<b>Maths TA</b>	79%	82%	81%	82%	84%	82%	83%
<b>Science TA</b>	87%	87%	85%	87%	88%	86%	86%
<b>CSI Boys</b>	71%	71%	71%	74%	76%	74%	73%
<b>CSI Girls</b>	76%	80%	77%	80%	81%	79%	82%
<b>CSI Total</b>	74%	75%	74%	77%	79%	77%	77%
<b>Boys vs. Girls</b>	-5%	-9%	-6%	-7%	-5%	-5%	-9%

Source : WAG Statistical Release – SDR 126/2009

## Key Stage 3

8. At KS3, there are national and local targets for improvement in standards in the core subjects. Graph 3 below illustrates KS3 results of pupils achieving level 5 in the core subjects over five years and progress against targets. The graph shows:

- There has been an improvement in all core subjects in 2009 compared to 2008.
  - Cardiff's targets for Welsh, maths, science and the core subject indicator were met in 2009 for the first time.
  - The national target set in the National Assembly's paving document "The Learning Country" is that between 2004 and 2007, between 80% and 85% of 14 year olds should attain at least Level 5. This target has already been met in Cardiff for Welsh (first language). The other core subjects have some way to go to reach this level, and this is also true at an all-Wales level.
9. Results for each of the subjects at KS3 show that -
- Achievement in English rose to 72.6%, exceeding the all-Wales figure of 70.6% and broadly in line with the target set.
  - Results in mathematics increased to 75.4% - above the all-Wales result. The local target of 74.6% was also achieved.
  - Results in Welsh (first language) increased to 88.4%, and exceeded the Cardiff target of 80%. Welsh results are 13.3% above the all-Wales average.
  - In 2009, results in science increased dramatically to 78.2%. The results achieved the Cardiff 2009 target. Pupils' achievement in science is currently 2.6% above that for all-Wales.
  - Performance in the core subject indicator, improved again to 64.3%, exceeding the all-Wales figure of 61.3%. The local target figure of 62.8% was achieved.



**Graph 3**

### Key Stage 3 TA Results

	2005	2006	2007	2008	2009	Cardiff 2009 Targets	Wales 2009 Actual
<b>English</b>	68%	67%	67%	71%	73%	73%	71%
<b>Welsh</b>	84%	82%	83%	83%	88%	80%	75%
<b>Maths</b>	70%	70%	70%	72%	75%	75%	74%
<b>Science</b>	68%	69%	69%	74%	78%	75%	76%
<b>CSI Boys</b>	54%	53%	52%	59%	59%	59%	57%
<b>CSI Girls</b>	60%	59%	60%	66%	69%	67%	66%
<b>CSI Total</b>	57%	56%	56%	62%	64%	63%	61%
<b>Boys vs. Girls</b>	-6%	-6%	-8%	-7%	-10%	-8%	-10%

Source : NAW Statistical Release – SDR 126/2009

#### 10. End of KS3 Teacher Assessment: Non Core Subjects – Percentage at Level 5 or above

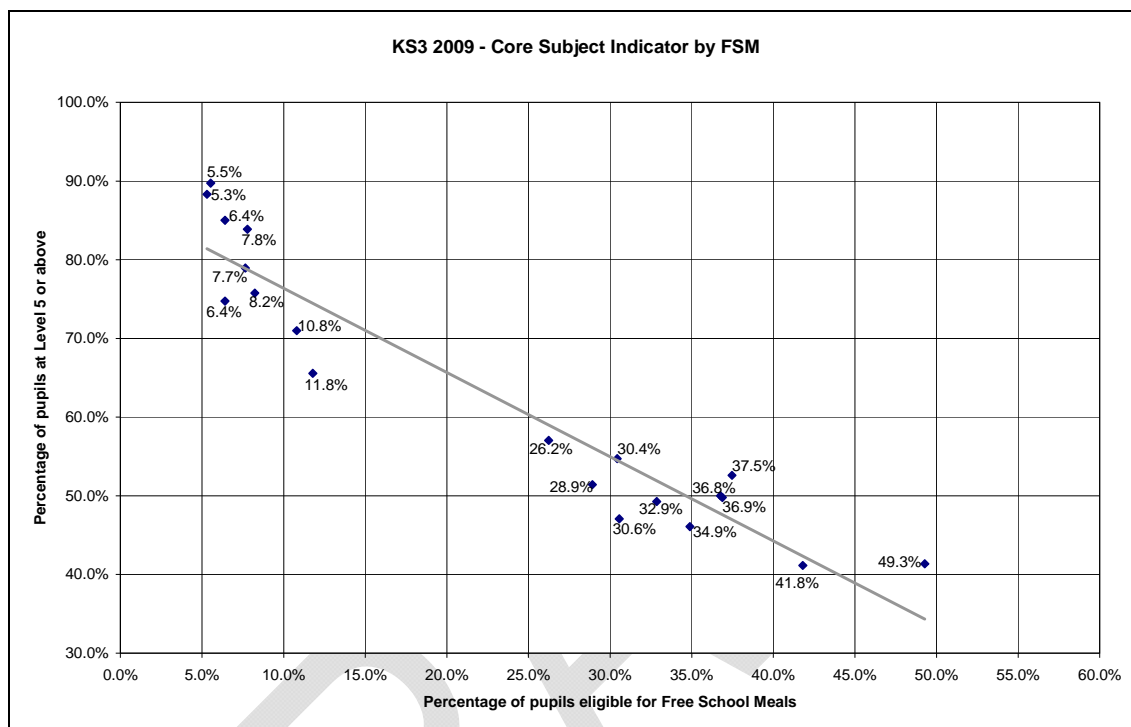
	Wales			
	2007	2008	2009	2009
Art	76.4	75.5	76.7	75.5
Design and technology	71.7	76.5	70.9	75.4
Geography	72.0	73.0	69.4	71.9
History	70.3	73.7	74.1	72.1
Information technology	69.5	78.0	75.8	77.5
Modern Foreign Languages	56.5	59.9	59.8	63.6
Music	69.3	69.7	71.6	73.1
Physical Education	64.6	67.3	67.0	71.9
Welsh Second Language	44.6	55.4	55.1	56.0

Source : WAG Statistical Release – SDR 136/2009

There were improvements over the previous year in art, history and music. However, the other non-core subjects dropped back a little from the levels achieved in 2008. Performance in Cardiff's schools was below the Wales average in most subjects, particularly design and technology, modern foreign languages and physical education. Cardiff schools' performance exceeded the Wales average for art and history.

#### 12. The KS3 core subject indicator results display some variations between the performance of schools with similar proportions of pupils entitled to free school meals, although these are less prominent than in the primary sector . The core subject indicator teacher assessment results at KS3 are in the

range 41.1% to 89.7%. Cardiff's secondary schools' results fall into two distinct groups – one group with a range of performance from 41% to 57%, and the other with results in the range 71% to 89.7%. This fact is illustrated in the graph below which shows the relationship between the percentage of pupils in individual schools achieving the expected level in the core subject indicator at KS3 and the percentage of pupils entitled to free school meals.



## Key Stage 4

13. At KS4, targets are set locally, and the Welsh Assembly Government (“The Learning Country”) set the following all-Wales targets for 2007:

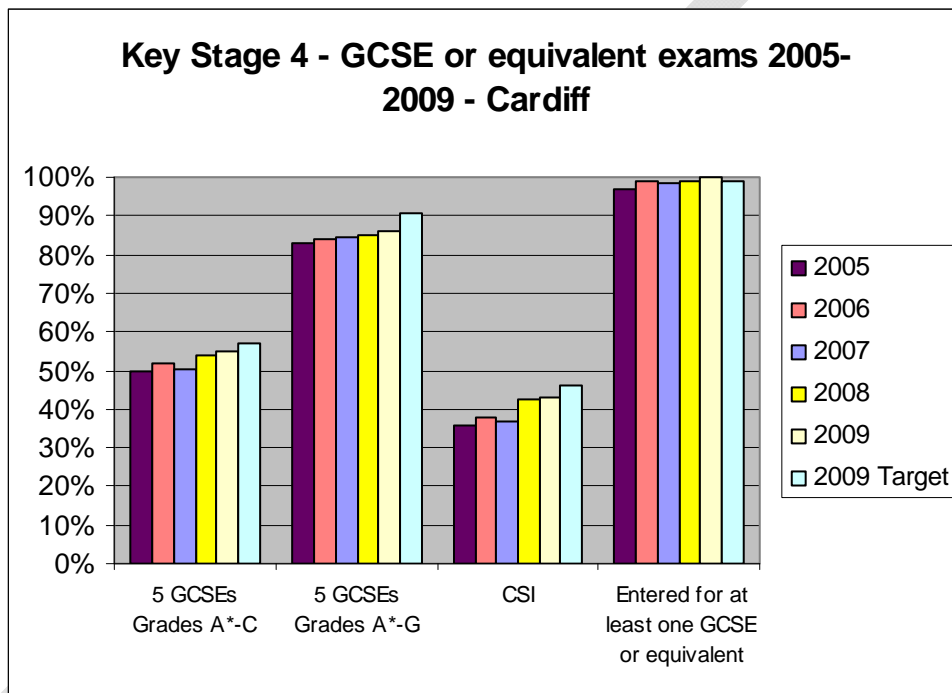
- 64% of 15 year olds to achieve 5 GCSE A\* to C grades or equivalent;
- between 50% and 70% of 15 year olds to achieve the Core Subject Indicator.

14. In Cardiff in 2009, indicators improved on those of the previous year. At an all-Wales level there have also been increases in the key indicators at key stage 4 in 2009. Achievement at KS4 in Cardiff is below locally-set targets for 2009, and most indicators are below those at the all-Wales level.

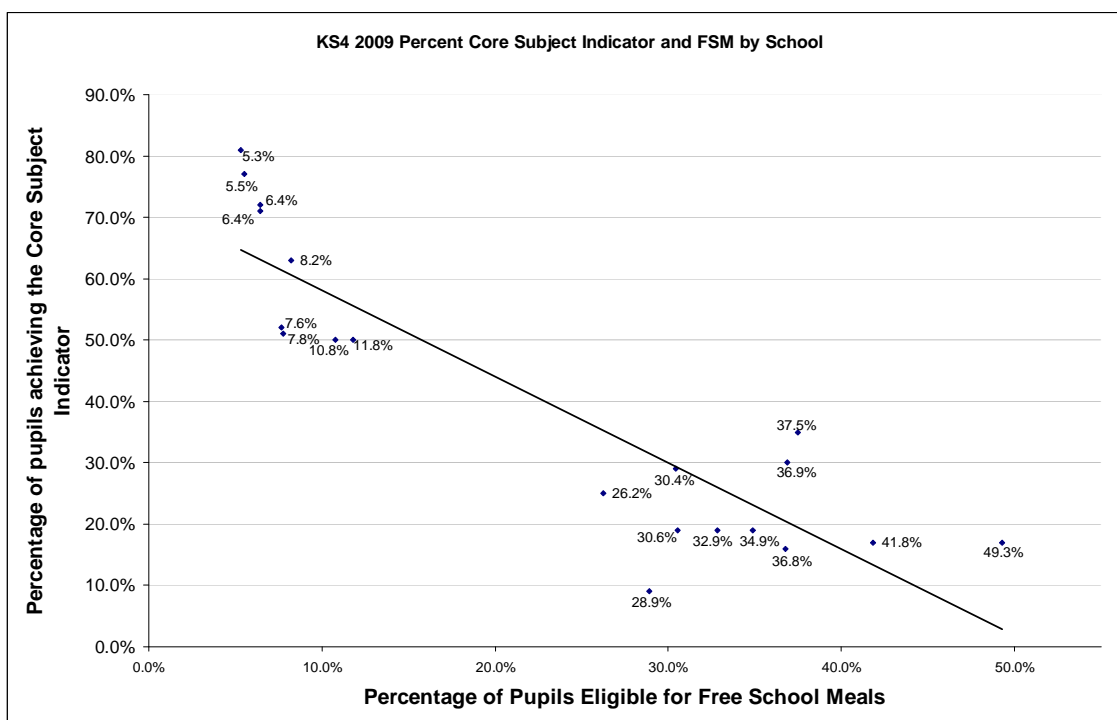
15. Results at KS4 show that:

- the percentage achieving 5 GCSE grades A\* to C or equivalent was 54.8% - an increase of 1% on that achieved in 2008. The achievement at the all-Wales level was 57% - a rise of 1% over the previous year. The Cardiff target set for 2009 was 57.2%;

- the percentage of pupils achieving 5 GCSE grades A\* to G or equivalent was 86%; an increase of 1% on 2008. This fell short of the Cardiff target for 2009 of 90.9%, and is 1% below the national figure of 87%.
- the percentage gaining the core subject indicator was 43.2% - an increase of 1% over 2008. This is below the all-Wales figure of 46%, while the target set for Cardiff for 2009 was 46.1%.
- the percentage entered for at least one examination was 100%, an increase of 1% on 2008. This exceeded the Cardiff target set for 2009 of 98.9%, and is 1% above the all-Wales figure.



16. The graph below shows the relationship between the percentage of pupils in individual schools achieving the expected level in the core subject indicator at KS4 and the percentage of pupils entitled to free school meals.



**Graph 4**

### Key Stage 4 Results

	2005	2006	2007	2008	2009	Cardiff 2009 Target	Wales 2009 Actual
<b>Pupils entered for at least one examination</b>	97%	99%	96%	99%	<b>100%</b>	98.9%	99%
<b>Percentage gaining at least 5 GCSEs grades A*-G</b>	83%	84%	85%	85%	<b>86%</b>	90.9%	87%
<b>Percentage gaining at least 5 GCSEs grades A*-C</b>	50%	52%	50%	54%	<b>54.8%</b>	57.2%	57.0%
<b>Percentage achieving the Core Subject Indicator</b>	36%	38%	37%	43%	<b>43%</b>	46.1%	46%
<b>Average wider points score</b>	n/a	330.5	334.7	343.5	<b>367.1</b>	n/a	378.8
<b>Achieved the Level 1 threshold</b>	n/a	n/a	n/a	84.9%	<b>86.9%</b>	n/a	88.2%
<b>Achieved the Level 2 threshold</b>	n/a	n/a	n/a	55.6%	<b>58.6%</b>	n/a	60.6%
<b>Achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics</b>	n/a	n/a	n/a	43.5%	<b>44.3%</b>	n/a	47.2%

Source : WAG Statistical Release – SDR 188/2009 & RE2's & SSSP's

There is a wider variation in performance between similar schools at KS4 than is the case at KS3.

## A Levels

17. There are no all-Wales targets set at A Level. The figure for Cardiff's pupils achieving two or more A Levels at grades A to E in 2009 is not available due to the changes to the published data.

18. The percentage of pupils entered for at least two examinations who achieved two or more A Levels at grades A to C was 72%; an increase of 2% on that achieved in 2008. This is above the all-Wales average of 71%. Over the last five years, this figure for Cardiff has improved by 5%.

### A Level Results

	RESULTS					Wales
	2005	2006	2007	2008	2009	2009 Actual
<b>YEAR 13</b>						
Gaining 2 or more A levels or equivalent – <i>Grades A - E</i> (based on pupils entered for at least two examinations)	93%	92%	93%	n/a	<b>n/a</b>	n/a
Gaining 2 or more A levels or equivalent – <i>Grades A - C</i> (based on pupils entered for at least two examinations)	67%	69%	68%	70%	<b>72%</b>	71%
Entering a volume equivalent to 2 A level who achieved the Level 3 threshold	n/a	n/a	n/a	93.7%	<b>96.2%</b>	96.0%
Average wider points score for pupils aged 17	n/a	n/a	n/a	622.6	<b>665.4</b>	687.7

Source : WAG Statistical Release – RE2's, SDR 188/2009

## Appendix 3

### Achievement and Inclusion

Section 1 - Pupils achieving below and above expected levels at key stages

1, 2, 3 and 4

Section 2 - Pupils finishing statutory age education with no recognised qualification

Section 3 - Attendance

Section 4 - Levels of Exclusion

Section 5 - Performance of boys and girls

Section 6 - Performance of minority ethnic children

Section 7 - Performance of Looked After Children

Section 8 - Performance of Traveller Children

Section 9 – Performance in literacy and the literacy strategy

The Council's "Achievement and Inclusion" policy commits the Council to ensuring that all children are given the opportunity to succeed during their time in school. It is particularly concerned with those pupils most vulnerable to under-achievement.

The analyses below show, firstly, the percentage of pupils not achieving the expected level at each key stage. It is an objective to reduce this percentage to as low a figure as possible. The overall picture is that the percentage of pupils not achieving the expected level increases as pupils move through primary and secondary school. The percentage of pupils achieving no qualifications has declined in recent years but this remains an area for further improvement.

The analysis has included for the second time this year data on the proportion of higher-attaining pupils achieving above the expected level at key stages 1, 2 and 3. This is in recognition of the importance of ensuring that these pupils, including the more able and talented, have appropriate opportunities to realise their potential.

Improving attendance and reducing exclusions from school are continuing priorities and data is included in both of these areas.

The analyses look also at the performance of different groups of pupils: boys and girls, minority ethnic pupils, looked after children and gypsy traveller children.

## 1. Pupils achieving below and above expected levels at key stages 1, 2, 3 and 4

The proportion of pupils not achieving the expected level was between one in five and one in ten at KS1 in 2009. Although not much changed on the previous year, slightly more pupils than in 2008 were assessed at levels below level 2.

### Below expected levels

Key Stage 1		Disappled	Not awarded	Working Towards Level 1	Level 1	Below Level 2	Level 2+
<b>English TA</b>	Cardiff	0.4%	0%	3.1%	12.4%	<b>15.9%</b>	84.1%
	Wales	0.3%	0%	3.5%	13.4%	<b>17.2%</b>	82.8%
<b>Welsh TA</b>	Cardiff	0.2%	0%	0.7%	7.5%	<b>8.4%</b>	91.6%
	Wales	0.2%	0%	1.3%	8.6%	<b>10.0%</b>	90.0%
<b>Maths TA</b>	Cardiff	0.4%	-	2.1%	9.6%	<b>12.1%</b>	87.9%
	Wales	0.3%	-	2.0%	10.7%	<b>13.0%</b>	87.0%
<b>Science TA</b>	Cardiff	0.4%	-	1.6%	6.9%	<b>8.9%</b>	91.1%
	Wales	0.3%	-	1.7%	8.1%	<b>10.0%</b>	90.0%

Source: WAG Statistical Release SDR 126/2009 (Wales & Cardiff totals, StatsWales website (Cardiff breakdown))

Around one in five pupils were assessed at level 3 or below in 2009 at KS2. The change on the previous year was not very great but there were fewer pupils who did not achieve a level 4 in 2009 compared with 2008.

Key Stage 2		Below Level 2	Level 2	Level 3	Below Level 4	Level 4+
<b>English TA</b>	Cardiff	1.8%	2.3%	12.8%	<b>17.0%</b>	83.0%
	Wales	1.4%	3.0%	14.5%	<b>19.0%</b>	81.0%
<b>Welsh TA</b>	Cardiff	0%	0.5%	12.1%	<b>12.6%</b>	87.4%
	Wales	1.7%	3.0%	15.6%	<b>20.1%</b>	79.9%
<b>Maths TA</b>	Cardiff	1.7%	2.3%	12.3%	<b>16.3%</b>	83.7%
	Wales	1.2%	2.6%	13.6%	<b>17.5%</b>	82.5%
<b>Science TA</b>	Cardiff	1.6%	1.5%	8.9%	<b>12.0%</b>	88.0%
	Wales	1.1%	1.8%	10.6%	<b>13.6%</b>	86.4%

Source: WAG Statistical Release SDR 126/2009 (Wales & Cardiff totals, StatsWales website (Cardiff breakdown))

At KS3, the improvements in overall performance have led to a continuing reduction in the percentage of pupils not achieving level 5. This was at its lowest in 2009- around a quarter compared with around a third in recent years.

Key Stage 3		Below Level 3	Level 3	Level 4	Below Level 5	Level 5+
<b>English TA</b>	Cardiff	3.5%	4.9%	19.0%	<b>27.4%</b>	72.6%
	Wales	2.9%	5.9%	20.6%	<b>29.4%</b>	70.6%
<b>Welsh TA</b>	Cardiff	0.6%	1.3%	9.7%	<b>11.6%</b>	88.4%
	Wales	0.6%	5.3%	18.9%	<b>24.9%</b>	75.1%
<b>Maths TA</b>	Cardiff	2.7%	4.3%	17.6%	<b>24.6%</b>	75.4%
	Wales	2.6%	6.2%	17.8%	<b>26.5%</b>	73.5%
<b>Science TA</b>	Cardiff	1.5%	3.4%	16.9%	<b>21.8%</b>	78.2%
	Wales	2.0%	4.5%	18.0%	<b>24.4%</b>	75.6%

Source: WAG Statistical Release SDR 126/2009 (Wales & Cardiff totals, StatsWales website (Cardiff breakdown))

At KS4, three-fifths of pupils did not achieve a grade or above in the core subject indicator. A position similar to that recorded in 2008. The proportion of pupils failing to reach the other key indicators set out below was smaller in 2009 compared with 2008.

Key Stage 4	Not entered for at least one qualification	Not achieving Level 1 threshold	Not achieving Level 2 threshold	Pupils leaving full-time education without a recognised qualification
Cardiff	0%	13.1%	41.4%	1.4%
Wales	1%	11.8%	39.4%	0.9%

Source : WAG Statistical Directorate SSSP  
SDR 201/2009, SDR 188/2009

Key Stage 4	Pupils not achieving a Grade A* to G in:			
	English	Welsh	Maths	Science
Cardiff	8%	28%	11%	9%
Wales	9%	31%	10%	9%

Source : WAG Statistical Directorate RE2

### Above expected levels

The proportion of pupils achieving at level at KS1 was above the Wales averages in all four core subjects with the difference ranging from 1% in English to 5.5% in Welsh.

Key Stage 1		Level 2	Level 3	Level 4+	Level 2+
English TA	Cardiff	62.9%	21.2%	0%	84.1%
	Wales	62.6%	20.2%	0%	82.8%
Welsh TA	Cardiff	59.6%	32.0%	0%	91.6%
	Wales	63.4%	26.5%	0%	90.0%
Maths TA	Cardiff	62.8%	25.1%	-	87.9%
	Wales	64.9%	22.1%	-	87.0%
Science TA	Cardiff	62.4%	28.7%	-	91.1%
	Wales	65.4%	24.5%	0%	90.0%

Source: WAG Statistical Release SDR 126/2009 (Wales & Cardiff totals, StatsWales website (Cardiff breakdown))

At KS2, performance at level 5 or above was consistently above the Wales averages by between 2.7% in English and 7.1% in Welsh.

Key Stage 2		Level 4	Level 5	Level 6+	Level 4+
English TA	Cardiff	51.4%	31.4%	0.2%	83.0%
	Wales	53.0%	27.8%	0.1%	81.0%
Welsh TA	Cardiff	56.4%	31.0%	0%	87.4%
	Wales	55.9%	23.9%	-	79.9%
Maths TA	Cardiff	50.0%	33.5%	0.2%	83.7%
	Wales	53.1%	29.2%	0.1	82.5%
Science TA	Cardiff	52.2%	35.9%	0%	88.0%
	Wales	55.7%	30.7%	-	86.4%

Source: WAG Statistical Release SDR 126/2009 (Wales & Cardiff totals, StatsWales website (Cardiff breakdown))

At KS3, performance at level 6 or above was also above the Wales averages across the board ranging from 3.2% in English to 7.1% in Welsh.

Key Stage 3		Level 5	Level 6	Level 7	Level 8+	Level 5+
<b>English TA</b>	Cardiff	37.8%	27.2%	7.3%	0.3%	72.6%
	Wales	38.9%	24.0%	7.3%	0.4%	70.6%
<b>Welsh TA</b>	Cardiff	36.2%	38.7%	13.5%	0%	88.4%
	Wales	39.9%	27.0%	7.8%	0.3%	75.1%
<b>Maths TA</b>	Cardiff	30.5%	27.5%	16.9%	0.5%	75.4%
	Wales	29.8%	27.0%	15.4%	1.3%	73.5%
<b>Science TA</b>	Cardiff	33.6%	31.5%	13.1%	0.1%	78.2%
	Wales	37.1%	27.8%	10.5%	0.2%	75.6%

Source: WAG Statistical Release SDR 126/2009 (Wales & Cardiff totals, StatsWales website (Cardiff breakdown))

## 2. Pupils finishing statutory age education with no recognised qualification

An annual survey of schools in Wales monitors progress against the Welsh Assembly Government's target of cutting the number of pupils leaving full-time education without a recognised qualification. Information is published for the National Strategic Indicator EDU/002. This measure reflects the *percentage of pupils not achieving a recognised qualification, and not entering Work Based Learning or continuing in full-time education*. In 2009, the figure for Cardiff was 1.4%, compared to an all-Wales figure of 0.9% and represents an improvement of 1% over the position in 2008.

	2005	2006	2007	2008	2009	2009 Target
<b>Cardiff</b>	3.4%	3.1%	1.4%	2.4%	1.4%	1.3%
<b>Wales</b>	2.2%	2.1%	1.7%	1.5%	0.9%	n/a
<b>Difference</b>	1.2%	1.0%	-0.3%	0.9%	0.5%	n/a

Source : WAG Statistical Release - SDR 201/2009

## 3. Attendance

The Service is continuing to give priority to improving attendance as part of the post-inspection action plan in response to the inspection of 2008.

### Secondary and Special Schools

The target appears in a range of plans including the single Children and Young People Plan and the Service's Business Plan. The figure relates to the percentage of school sessions attended in secondary and special schools. There was a slight improvement in the overall attendance rate in 2009, although the target set was not achieved. Compared to the other 22 Welsh authorities Cardiff's position was 18<sup>th</sup> in 2009 compared to 21<sup>st</sup> in 2008.

% Attendance	2003	2004	2005	2006	2007	2008	2009	2009 Target
<b>Cardiff</b>	88.8%	89.0%	89.3%	88.9%	89.4%	90.3%	90.5%	91.0%
<b>Wales</b>	90.5%	90.6%	90.6%	90.2%	90.7%	91.0%	91.0%	n/a

Source : WAG Statistical Release - SDR 152/2009

For secondary and special schools, information is also published on *unauthorised* absences. An *unauthorised* absence is an absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences. Unauthorised absences remain significantly above the Wales average.

<b>% Unauthorised absence</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Cardiff</b>	3.4%	3.3%	3.3%	3.4%	3.7%	3.3%	2.9%
<b>Wales</b>	1.6%	1.7%	1.7%	1.7%	1.8%	1.8%	1.7%

Source : WAG Statistical Release - SDR 152/2009

### Primary Schools

Overall attendance in primary schools for 2009 is not available until February. Based on largely flat since 2005. Absence, including that which is unauthorised, is above the Wales average.

<b>% Attendance</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2008 Target</b>
<b>Cardiff</b>	93.3%	93.3%	92.8%	92.3%	92.7%	92.8%	93.5%
<b>Wales</b>	93.0%	93.2%	93.1%	92.5%	93.1%	93.3%	n/a

Source : WAG Statistical Release - SDR 21/2009

<b>% Unauthorised Absence</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Cardiff</b>	1.3%	1.4%	1.6%	2.0%	1.9%	1.7%
<b>Wales</b>	0.6%	0.7%	0.8%	1.0%	0.9%	0.9%

Source : WAG Statistical Release - SDR 21/2009

## 4. Levels of exclusion

A review of aspects of the work of the Behaviour Support Service was carried out in June 2009. Work is currently being undertaken to respond to the recommendations in the report that followed the review. The overall number of permanent exclusions dropped significantly in 2009, largely as a result of a reduction in those recorded in secondary schools. There were no permanent exclusions from special schools. The number in primary schools has remained low. The actual number of permanent exclusions for the last five academic years is:

	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Nursery</b>	0	0	0	0	0
<b>Primary</b>	18	9	3	3	3
<b>Secondary</b>	66	66	56	55	45
<b>Special</b>	2	4	4	1	0
<b>Total</b>	<b>86</b>	<b>79</b>	<b>63</b>	<b>59</b>	<b>48</b>

The figures for fixed term exclusions also dropped in 2008-2009 by around 300 days in primary schools and nearly a thousand in secondary schools.

## 5. Performance of boys and girls

Girls continued to perform better than boys in all core subjects at KS1 and KS2. Even though the gap is widest in English and Welsh it is smaller than in recent years, especially in English.

### KS1

Key Stage 1	English TA	Welsh TA	Maths TA	Science TA	Core Subject Indicator
<b>Boys</b>	81.0%	90.1%	86.9%	90.0%	79.5%
<b>Girls</b>	87.6%	93.4%	89.0%	92.3%	85.1%
<b>Difference</b>	-6.6%	-3.3%	-2.1%	-2.3%	-5.6%

Source : StatsWales website (Cardiff breakdown)

### KS2

Key Stage 2	English TA	Welsh TA	Maths TA	Science TA	Core Subject Indicator
<b>Boys</b>	79.6%	83.0%	82.7%	86.5%	76.2%
<b>Girls</b>	86.5%	90.9%	84.8%	89.7%	81.4%
<b>Difference</b>	-6.9%	-7.9%	-2.1%	-3.2%	-5.2%

Source : StatsWales website (Cardiff breakdown)

### KS3

Girls outperformed boys also at KS3. The narrowing of the gap to 10% in English that occurred in 2008 was not sustained with the difference widening again to 15%.

Key Stage 3	English TA	Welsh TA	Maths TA	Science TA	Core Subject Indicator
<b>Boys</b>	65.0%	80.7%	73.7%	76.0%	59.3%
<b>Girls</b>	80.3%	94.4%	77.1%	80.5%	69.4%
<b>Difference</b>	-15.3%	-13.7%	-3.4%	-4.5%	-10.1%

Source : StatsWales website (Cardiff breakdown)

### KS4

At KS4, girls outperformed boys also on all indicators except in mathematics and science. This year, 42% of boys achieved the core subject indicator, 2 percentage points less than girls. In Wales, this gap was 7% in 2009. As in the other key stages, the gap between boys and girls is most marked in literacy where there is a 14% difference in English at key stage 4.

Key Stage 4	achieved the Level 1 threshold	achieved the Level 2 threshold	Level 2 threshold incl English or Welsh and Maths	Core Subject Indicator	Average wider points score
<b>Boys</b>	85%	55%	43%	42%	355
<b>Girls</b>	89%	62%	46%	44%	380
<b>Difference</b>	-4%	-7%	-3%	-2%	-25

Source : WAG Statistical Directorate SSS

Key Stage 4	English A* to C	Welsh A* to C	Maths A* to C	Science A* to C	Achieved 5 or more GCSE grades A*-C
<b>Boys</b>	55%	34%	50%	59%	50%
<b>Girls</b>	69%	51%	48%	59%	60%
<b>Difference</b>	-14%	-17%	2%	0%	-10%

Source : WAG Statistical Directorate RE2s

## 6. Performance of minority ethnic pupils

### Minority ethnic pupils at Key Stage 1

Results in English were unchanged at 75%, which was 11% below the average for White UK pupils in Cardiff (86%) compared with 12% below in 2008.

Mathematics results improved by 3% to 82%, compared with the average for White UK pupils in Cardiff of 89%. This is a difference of -7% compared to -8% in 2008. In Science, 83% of minority ethnic pupils achieved level 2 or above.

This was 10% below the average for White UK pupils in Cardiff (93%) compared with 9% in 2008. 73% of minority ethnic pupils achieved the CSI, which was 11% below the average for White UK pupils in Cardiff (84%).

### Key Stage 1 Results for Minority Ethnic Pupils 2009: Percentage at level 2 or above

	English TA	Maths TA	Science TA	CSI
<b>Indian</b>	83	92	96	84
<b>Pakistani</b>	81	84	84	75
<b>Bangladeshi</b>	80	85	83	78
<b>Somali</b>	75	84	85	71
<b>Arabic</b>	65	76	73	60
<b>Black Caribbean</b>	80	84	90	77
<b>All EM Groups</b>	75	82	83	73
<b>White UK Pupils</b>	86	89	93	84
<b>All Cardiff Pupils</b>	83	87	90	81

Source : Schools Service Research & Information Unit

### Minority ethnic pupils at Key Stage 2

English results for minority ethnic pupils rose by 1% to 74%. This was 10% below the average for White UK pupils in Cardiff, compared with a difference of -9% in 2008. Mathematics results fell by 3% to 74%. White UK pupils in Cardiff achieved 86%; a difference of -12% compared with -6% in 2008. Science results fell by 3% to 79%. This was 11% below the average for White UK pupils in Cardiff (90%), as opposed to a difference of -5% in 2008. 68% of minority ethnic pupils achieved the CSI, which was 13% below the average for White UK pupils in Cardiff (81%).

### Key Stage 2 Results for Ethnic Minority Pupils 2009: Percentage at level 4 or above

	English TA	Maths TA	Science TA	CSI
<b>Indian</b>	83	67	80	67
<b>Pakistani</b>	79	78	78	73
<b>Bangladeshi</b>	78	77	85	70
<b>Somali</b>	61	61	72	51
<b>Arabic</b>	68	75	78	62
<b>Black Caribbean</b>	90	83	89	80
<b>All EM Groups</b>	74	74	79	68
<b>White UK Pupils</b>	84	86	90	81
<b>All Cardiff Pupils</b>	82	83	87	78

Source : Schools Service Research & Information Unit

### Minority Ethnic pupils at Key Stage 3

65% of ethnic minority pupils achieved Level 5 or above in English , an increase of 4% over 2008, compared to 74% of White UK pupils in Cardiff. This represents a difference of -9%, compared with -11% in 2008. Similarly in mathematics, results of minority ethnic pupils showed a 4% increase to 67% for the proportion achieving level 5 or above, compared to 77% of White UK pupils, the same difference as in 2008 (-10%). In science, 71% of minority ethnic pupils achieved level 5 or above (an increase of 5% compared with 2008), compared to 79% of White UK pupils, a difference of -8%, compared to -10% in 2008. 55% achieved the CSI, which was 11% below the average for White UK pupils in Cardiff (66%).

### Key Stage 3 Results for Minority Ethnic Pupils 2009: Percentage at level 5 or above

	<i>English TA</i>	Maths TA	Science TA	CSI
<b>Indian</b>	53	69	69	50
<b>Pakistani</b>	74	69	77	61
<b>Bangladeshi</b>	67	63	76	58
<b>Somali</b>	54	56	64	42
<b>Arabic</b>	51	61	61	46
<b>Black Caribbean</b>	80	74	74	64
<b>All EM Groups</b>	65	67	71	55
<b>White UK Pupils</b>	74	77	79	66
<b>All Cardiff Pupils</b>	72	75	78	64

Source : Schools Service Research & Information Unit

## Minority Ethnic pupils at Key Stage 4

Overall, 55% of minority ethnic pupils achieved five or more GCSEs at grade A\* to C, 6% higher than in 2008. This figure is 3% below the average for all pupils in Cardiff, and is 4% below the achievement of White UK pupils. Certain ethnic groups performed much better than others, with Indian and Bangladeshi pupils exceeding the average of 59% for White UK pupils, and Pakistani pupils equalling it.

The percentage of minority ethnic pupils achieving 5 A\*-C grades at all Cardiff secondary schools

Minority ethnic group	Number on Roll in 2009	Number attaining 5 A*- C 2009	% Attaining 5 A*- C 2009	% Attaining 5 A*- C 2008	% Change
Indian	35	21	60	53	+7
Pakistani	85	50	59	58	+1
Bangladeshi	75	46	61	46	+15
Somali	53	20	38	34	+4
Arabic	55	32	58	58	0
Black Caribbean	68	29	43	38	+5
<b>All EM Groups</b>	<b>674</b>	<b>373</b>	<b>55</b>	<b>49</b>	<b>+6</b>
<b>White UK Pupils</b>	<b>2922</b>	<b>1726</b>	<b>59</b>	<b>58</b>	<b>+1</b>
<b>All Cardiff Pupils</b>	<b>3629</b>	<b>2119</b>	<b>58</b>	<b>56</b>	<b>+2</b>

Source : Schools Service Research & Information Unit

## 7. Performance of looked after children

The performance of looked after children remains below that of other children, although the gap was much narrower in 2009 at KS1 and KS2 across all the core subjects and in mathematics and science at KS3. There was no overall improvement at KS4.

### KS1

	Number of KS1 Looked After Children educated in Cardiff	No result	Disapplied or Working Towards	Level 1	Level 2	Level 3	Level 2+ %
English	10	0	2	4	3	1	40%
Maths	10	0	2	2	5	1	60%
Science	10	0	1	2	5	2	70%

Source : Results Schools Service Research & Information Unit (EMS)  
LAC Children Detail Schools LAC Liaison Team

In 2009, there were ten looked after children who received teacher assessment results. This compares with twenty children in 2008. Overall, results were the same in English and better in mathematics and science.

## KS2

	Number of KS2 Looked After Children educated in Cardiff	No result	Disapplied or Working Towards	Level						Level 1+	Level 4+ %
				1	2	3	4	5	6		
English	21	1	2	1	1	4	11	1	0	12	57.1%
Maths	21	1	1	1	1	8	8	0	1	9	42.9%
Science	21	1	2	0	1	4	12	1	0	13	61.9%

Source : Results Schools Service Research & Information Unit (EMS) LAC Children Detail Schools LAC Liaison Team

AT KS2, there were 21 children assessed in 2009, eight fewer than in 2008. Results were better in English, not as good in mathematics and the same in science.

## KS3

	Number of KS3 Looked After Children educated in Cardiff	No result	Below Level 3	Level 3	Level 4	Level 5	Level 6	Level 7	Level 5+	Level 5+ %
English	21	1	1	6	9	4	0	0	4	19.0%
Maths	21	1	0	4	10	5	1	0	6	28.6%
Science	21	2	1	3	7	7	1	0	8	38.1%

Source : Results Schools Service Research & Information Unit (EMS) LAC Children Detail Schools LAC Liaison Team  
Note: Key Stage 1, 2, 3 and 4 analyses include pupils who had Looked After Status on the NDC specified date of 12/05/2009.

At KS3, over a third of looked after children were assessed at level 5 in science and just over a quarter in mathematics, compared with a fifth in 2008. Only a fifth were assessed at level 5 in English compared to nearly a third in the previous year. There were four fewer looked after children at KS4 in 2009. Around a third achieved the equivalent of 5 grades A\*-G compared to just over half in the previous year.

## KS4

Number of KS4 Looked After Children educated in Cardiff	Number of Looked After Children who entered at least 1 qualification	Number achieving at least one GCSE Grade A* to G	Number achieving 5 or more GCSEs Grades A* to G	Number achieving 5 or more GCSEs Grades A* to C
39	28	26	14	2

Source : Results Schools Service Research & Information Unit (EMS)  
LAC Children Detail Schools LAC Liaison Team

Note: Key Stage 1, 2, 3 and 4 analyses include pupils who had Looked After Status on the NDC specified date of 12/05/2009.

## 8. Performance of Gypsy / Traveller pupils

'Traveller' is used as an inclusive term to include several different groups such as Romany Gypsies and Irish Travellers (who are legally recognised ethnic minorities) and Fairground/Circus families and New Travellers (Occupational Travellers). For the purpose of education provisions for the academic year 2008/09, it does not include Roma asylum seekers or E.U. nationals whose first language is not English, such as Czech Roma pupils.

At present (Autumn 2009) there are 337 Traveller children of school age known to be living in Cardiff (not including years 12 & 13). Of these, 217 are housed, 120 sited and none at the roadside. Some may be living on official or unofficial sites. Some will be on the elective home education register. A few are not registered for school. There are two official sites in Cardiff and the majority of Traveller families now live in the eastern part of the city. Two Fairground children and two other children visited in the Autumn term and all were placed in Primary schools. Presently there is a Gypsy / Traveller presence in 26 schools (Autumn 2009), 82 in Secondary, 5 in Special and 175 in Primary.

Problems facing the Gypsy / Traveller community are complex and long standing – indicative of this is that 78% of Cardiff Gypsy / Traveller pupils received free school meals and approximately 58% were listed on the special educational needs register (2008/09). The Equality of Opportunity Committee report of service provision for Gypsy and Travellers National Assembly for Wales (2003) reveals that pupils who are Gypsy / Travellers (mostly either Gypsy / Roma or Travellers of Irish Heritage) have amongst the lowest results of any pupil group and are the group most at risk of disengagement from school. Given that they are disproportionately represented amongst pupils who are excluded from school and not attending school regularly, the following data on exclusions and attendance is encouraging.

There was one permanent **exclusion**. This pupil has successfully moved to another school and receives additional support from the TES. Not including EU Roma pupils, **fixed-term** exclusions for Gypsy/ Travellers are the highest percentage of any group, although the figure has dropped from 27 in 2008 to 16 pupils in 2009. The average length of exclusions has fallen from last year, when it was on a par with all groups and is now 7<sup>th</sup> out of the 11 groups recorded.

It is a notable success that **attendance** across all schools for Gypsy / Traveller students was 79.2% in 2008-2009, an increase of 2.5% on the figure of 76.6% in 2007-2008). It is encouraging that at secondary level there was an increase in attendance for every term and an overall annual increase of 2.9% from the previous year. There were 17 examples of Gypsy / Traveller students achieving 100% attendance in the academic year 2008/09. Special schools also had an 8.7% increase on the previous year.

As far as **transition** is concerned, in September 2009, 18 pupils transferred to high school. This number has now risen to 24 applications. With 21 pupils

placed to date. This is an increase on 2008 and is a positive indication that more sited pupils than ever before have transferred to secondary school. The lack of public transport, to link the two sites to high schools, is frequently cited by parents as the reason for not allowing their children to transfer at KS3. Adult illiteracy remains high – some families may have had little or no schooling, or may have had negative experiences, including racial harassment. The co-ordinator has regular meetings with the equalities officer for schools and receives data regarding alleged racial incidents. The TES supports the work of the Anti-Bullying Team and has jointly funded a dance and movement project, which is led by a Gypsy / Traveller choreographer, in a primary school. If this approach is successful in reducing incidents of bullying involving Gypsy /Travellers, both as victim and perpetrator, then similar projects could be set up throughout Cardiff subject to the available funding.

The Service monitors Gypsy / Traveller pupils' attainment and attendance and has participated recently in school-based Estyn Inspections at both primary and secondary levels. Positive reports were received in all 3 inspections. The Gypsy/ Traveller **Playgroup** has been inspected via the Care and Social Services Inspectorate for Wales. It passed the Quality Assurance Inspection achieving the Gold Standard Healthy Eating Award and participated in a promotional DVD.

### Results in 2008-2009

The outcomes for Gypsy/Traveller students at KS1 showed substantial increases in all subject areas. Between a third and three-quarters of pupils were assessed at level 2 or above compared with around a half in 2008.

### Key Stage 1

	Number of Gypsy / Traveller Pupils	Number who sat achieving Level 2 or above	Number who sat achieving Level 2+ %
English TA	22	14	64%
Maths TA	23	17	74%
Science TA	23	17	74%

At KS2, there were slight increases in the proportion at level 4 or above in mathematics and science. In English the same number of pupils obtained level 4, although the overall percentage was slightly lower.

### Key Stage 2

	Number of Gypsy / Traveller Pupils	Number who sat achieving Level 4 or above	Number who sat achieving Level 4+ %
English TA	30	11	37%
Maths TA	31	14	45%
Science TA	31	19	61%

At KS3 there was a drop in all subject areas but eight pupils out of fifteen in English, twelve in mathematics and twelve in science recorded higher levels than at KS2.

### Key Stage 3

	<b>Number of Gypsy / Traveller Pupils</b>	<b>Number achieving Level 5 or above</b>	<b>Level 5+ %</b>
<b>English TA</b>	<b>15</b>	<b>2</b>	<b>13%</b>
<b>Maths TA</b>	<b>15</b>	<b>3</b>	<b>20%</b>
<b>Science TA</b>	<b>15</b>	<b>5</b>	<b>33%</b>

At GCSE there were five Gypsy/Traveller children in Year 11. Two pupils did not sit any examinations and one pupil in a special school gained two entry level qualifications. Of the other two pupils who sat examinations, one achieved 5 or more A\* to G grades. In total, 13 exams were taken, with 1 A-C passes and 10 D-G passes.

### Key Stage 4

<b>Number of Gypsy / Traveller Pupils who sat a GCSE</b>	<b>Number achieving at least one GCSE</b>	<b>Number achieving 5 or more GCSEs Grades A* to G</b>	<b>Number achieving 5 or more GCSEs Grades A* to G</b>
<b>2</b>	<b>2</b>	<b>1</b>	<b>50%</b>

Historically, there has been a significant falling away of Gypsy / Traveller children registering at the secondary level where many families opt to educate their children at home. This is a national trend that Ofsted referred to as being of 'grave concern'. Therefore it is seen as a considerable success that 74 Gypsy / Traveller pupils were registered at Cardiff high schools in Autumn 2008.

The Cardiff Traveller Education Service works in partnership with a number of both statutory and voluntary agencies and provides a range of supportive initiatives, including an on site Home Club and a Lunch Time Transition Club. The service also provides outreach to Roadsiders, Fairground and Circus families in order to facilitate access to education. There are close links with Careers Wales and the TES supports the 14-19 Agenda. (Please refer to TES Business Plan 2008/11 for a comprehensive overview of the Service).

**14 -16 Extending Opportunities for Traveller Young People 2008/09 who are not in education, employment or training (NEET)**

**Year 10 17 young people attended 25 courses**

	TOTAL	NON COMPLETERS	COMPLETERS	OUTCOME
Hair and Beauty	2		2	Ongoing
Catering	6	6		
Theatrical Makeup	1	1		
Construction	3	1	2	Ongoing
Auto Mechanics	3	3		
Military Prep.	1	1		
YPAM	5	1	4	Ongoing

**Year 11 11 young people attended courses**

	TOTAL	NON COMPLETERS	COMPLETERS	OUTCOME
Hair and Beauty Level 1&2	3	1	2	2 gained qualifications
Catering	1		1	Gained qualification
Construction	5	2	3	3 gained qualifications
YPAM	1		1	Gained self confidence/self esteem
Theatrical Make Up	1	1		

**Post sixteen**

One student completed a Foundation Modern Apprenticeship and now has a full time job with the Welsh Assembly Government. Another gained Level 1 in numeracy and literacy , a Climbing Coach certificate and applied for a place at Coleg Glan Hafren in 2009. A further twelve accessed the Careers Service and the monthly surgeries held by Youth Gateway. Eight attended Youth Gateway group sessions and three went on to the pre Skill Build Training with work-based training providers.

## 9. Performance in literacy and the literacy strategy

Cardiff has carried out National Foundation for Educational Research (NFER) diagnostic tests in reading and a number of other skills for over twenty years. In Y3 and in Y6. In 2009, data from the tests in Y6 indicate that around 25% of pupils entered secondary school without having reached a reading age of at least nine years and six months. This is a crucial benchmark that pupils must achieve if they are to be able to access the secondary curriculum successfully.

The Council's officers have been developing a literacy strategy over the last year that is now entering the second stage of its pilot phase. The goal of the strategy is to arrive at a position where all pupils achieve functional literacy by the end of KS2 over the next ten years. Analysis of data will allow officers to target support at those schools where the challenge is at its greatest, as well as providing guidance to schools as a whole. The strategy has been informed by successful work in Scotland to eradicate illiteracy.

The key elements of the strategy are as follows:

- A whole –school approach
- Fostering a literacy rich environment
- Conditions that encourage active learning, interest, enjoyment and skills development
- Connections made between oracy, reading and writing
- A structured phonics emphasis and emphasis on phonological awareness
- Increased focus and time spent on key aspects of reading
- Assessment of children's progress so that their needs can be appropriately met
- Support for children as early as possible
- Graduated response to meet the needs of children who are experiencing difficulty or are making slow progress
- Graduated response maintained through KS2 and KS3
- Collaborative work across the Achievement Section of the Schools And Lifelong Learning Service
- A high profile for literacy
- Ensuring literacy is on the agenda of all those initiatives that can assist in developing links with the home – flying start, sure start, language and play, families learning together

The impact of the strategy will be reported to Elected Members annually. To assist in judging its impact from 2010 NFER tests will be carried out each year for pupils in Y3 through to Y6. Tests will also be carried out in Y7 through to Y9 in secondary schools starting with Y7 in 2010.

## Appendix 4: National Strategic Indicators

A new performance measurement framework was introduced in Wales in April 2005. The former statutory National Assembly of Wales Performance Indicators (NAWPIs) ceased to exist from this date. Six new statutory National Strategic Indicators were introduced for education, and progress against these is shown below. A further set of indicators, called Core Indicators were introduced for education in April 2006, and these were reported for the first time in 2007, these are not reported below, but can be found in Cardiff's Improvement Plan 2010-2013.

Reference	Statutory Indicator Number	Indicator	Actual 2008/09	Target 2008/09
EDU/016	NS8	Percentage of pupil attendance in: a) primary schools; and, b) secondary schools.	a) 92.8% b) 90.3%	a) 93.5% b) 90.7%
EDU/002	NS9	The percentage of: i) All pupils (including those in local authority care), and ii) Pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August, who leave compulsory education, training or work based learning without an approved external qualification	i) 2.45% ii) 12.28%	i) 2.9% ii) 27%
EDU/003	NS10	The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	76.7%	80%
EDU/004	NS11	The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	62.1%	59%
EDU/011	NS12	The average wider point score for pupils aged 15 as at the preceding 31 August, in schools maintained by the local authority	343	336
EDU/006	NS13	The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language): i) At the end of Key Stage 2 ii) At the end of Key Stage 3	i) 10.81% ii) 9.45%	i) 10.91% ii) 9.48%

Source : CIS database

N.B. Data reported for PI year 2008/09 refers to academic year 2007/08

## Appendix 5

### The Performance of Cardiff's Schools

#### Improvement Rates Over Time 1997-2009 Against All-Wales Averages

Analysis of Cardiff's rate of improvement in the core subjects of English, mathematics, science and in the CSI with that at an all-Wales level up to 2009 indicates the following:

- The rate of improvement in Cardiff across the key stages has been greater than that for Wales as a whole over this period.
- In 2009 at KS1, achievement in Cardiff was above the Wales average in all four core subjects and the CSI.
- At KS2, achievement was above the Wales average in all four core subjects and the CSI.
- At KS3, performance was above the Wales average in all four core subjects and the CSI.
- At KS4, performance in Cardiff was above the Wales average for the percentage of pupils entered for at least one examination at GCSE. The percentage of pupils achieving 5 grades A\*-C improved by 1% but the gap with the Wales average widened to 2.2% from 1.9% last year. The gap for the percentage achieving the level 2 threshold was a little narrower at 2%. The percentage achieving 5 A\*-G grades improved by 1% to remain 1% short of the Wales average. There was a 1.3% gap between Cardiff's performance and that for Wales for the percentage achieving the level 1 threshold. The percentage leaving without any recognised qualifications fell to 1.4% the lowest figure yet, just 0.5% below the all-Wales percentage. The percentage achieving the CSI was 2.8% below the Wales average, compared with 1.8% in 2008. The average wider points score improved by 24 points to narrow the gap with the Wales average to 11.7 points as against 12.5 points last year.
- At A level, in 2008 the percentage of entries at grade C or above improved by 2% maintaining a 1% lead over the Wales average. The percentage at grade A was 5% above the Wales average as against 7% in the previous year.

**At KS1** the rate of improvement since 1997 has been sustained at twice the all-Wales rate of improvement in:

- English
- Mathematics
- The CSI

And nearly twice the rate in:

- Science

The rate of improvement in Welsh is just a little less than that at an all-Wales level.

Girls' and boys' achievement as measured by the CSI has improved by nearly twice the rate in Cardiff when compared with that at an all-Wales level. Boys' achievement in Cardiff was above the Wales average in 2009 by 2.3% and that of girls just below by 0.1%. The gap between boys' and girls' achievement in Cardiff is narrower than for Wales as a whole.

**At KS2**, the rate of improvement using teacher assessment results is measured from 1998. The rate has been greater than that at an all-Wales level in:

- English by 4%
- Mathematics by 6.2%
- Science by 6.6%
- The CSI by 5.8%

Until 2006, the rate of improvement in Welsh was the same as that for Wales but the gap and, therefore, the rate of improvement has narrowed in the last three years.

Girls' and boys' achievement as measured by the CSI has improved at a faster rate also. For girls, the difference is 6.7% and for boys 6.6%. In 2009, there was a 5.2% gap between the percentage of boys and girls achieving level 4 or more in the CSI, narrower than the 6.6% gap recorded in 2008. At an all-Wales level there was a 9.1% gap in performance in favour of girls in 2008.

**At KS3**, the rate of improvement has been greater than that at an all-Wales level in:

- English by 2%
- Mathematics by 3.9%
- Science by 7.6%
- The CSI by 4%

Achievement in Welsh first language is 13.3% above the Welsh average.

Girls' and boys' achievement as measured by the CSI has improved at a faster rate for girls than for boys – 21.3% compared with 17.3%. In 2009, boys' and girls' achievement in the CSI was 3% above the Wales average with boys being 2.6% ahead and girls 3.2%. The gap between boys' and girls' achievement in 2009 was 10.1% compared with the gap between boys and girls at an all-Wales level of 9.5%.

**At KS4**, the rate of improvement has been greater than that at an all-Wales level since 1997 in:

- The percentage entered for at least one GCSE examination by 2.0%
- The percentage gaining 5 A\*-C grades by 2.8%
- The percentage gaining 5 A\*-G grades by 4%
- The core subject indicator by 0.2%

The percentage of boys achieving the CSI was 1% below the Wales average for boys but was 6% below for girls. There was a 1% improvement in the percentage of boys achieving the CSI in 2009 compared with 2008 but a 1% reduction by girls. The gap between boys and girls in Cardiff in the CSI was 2% compared with a gap of 7% at an all-Wales level.

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## Appendix 6

### Performance Relative To That Of Other Welsh Authorities

In 2009, performance at KS1 was slightly lower in English and Welsh compared with that in 2008. Performance was higher by nearly 1% in mathematics, science and the CSI.

Performance was higher than in 2008 at KS2 by around 2% on average.

Performance at KS3 was several percentage points higher than in 2008.

At KS4, the percentage achieving 5 A\*-C grades improved by 1% and the percentage achieving 5 A\*-G grades by the same amount. The percentage achieving the CSI improved by 0.6%. The percentage leaving full-time education without a recognised qualification fell by 1%.

When considering Cardiff's position relative to that of other authorities the position is as follows:

#### KS1 to KS3

	English		Welsh		Maths		Science		CSI	
	1997	2008	1997	2008	1997	2008	1997	2008	1997	2008
<b>KS1</b>	16th	6th	5th	8th	20th	7th	20th	5th	20th	8th
<b>KS2</b>	14th	7th	1st	1st	19th	6th	21st	7th	17th	7th
<b>KS3</b>	13th	10th	N/A	1st	17th	13th	18th	12th	17th	8th

- At KS1, the position in **2009** compared with that in **2008** was seven places higher in science, five places in mathematics and one place in English, Welsh and the CSI.
- At KS2, the position in **2009** compared with that in **2008** was five places higher in Welsh and mathematics, four places in English, three places in science and two in the CSI.
- At KS3, the relative position in **2009** was six places higher than in **2008** in mathematics and science, four places higher in English, two places higher in the CSI and four places lower in Welsh.

#### KS4

	5 A*-C		Level 2 Threshold		Level 2 Threshold in each of core		Level 2 Threshold including English/Welsh 1 <sup>st</sup> lang and maths	
	1997	2008	1997	2008	1997	2008	1997	2008
<b>KS4</b>	11th	15th	N/A <sup>1</sup>	14th	N/A <sup>2</sup>	14th	N/A <sup>3</sup>	14th

<sup>1</sup> 5 A\*-C and equivalent

<sup>2</sup> Nearest equivalent is CSI – position in 2007 was 13<sup>th</sup>

	Level 1 Threshold		Ave. wider points score		Leaving full time education without a recognised qualification	
	1997	2008	2006	2008	2007	2008
KS4	N/A <sup>4</sup>	15th	N/A <sup>5</sup>	14th	12th	19th

Compared with 2008, the percentage achieving 5 grades A\*-C, the percentage achieving the level 2 threshold including English and mathematics (the equivalent of 5 grades A\*-C including English and mathematics, the percentage achieving the level 1 threshold (the equivalent of 5 grades A\*-G) all fell by two places. The percentage achieving the level 2 threshold in each of the core (the equivalent of the CSI) fell by one place. The relative position in terms of points scores was one place higher than in 2008 and the percentage achieving the level 2 threshold ( 5 grades A\*-C plus the vocational equivalent) improved by two places. Despite the reduction of 1% in the proportion of pupils leaving full-time education without a recognised qualification the relative position fell by two places.

<sup>3</sup> Recorded for the first time. Nearest equivalent is 5 A\*-C grades including English/ Welsh and mathematics

<sup>4</sup> Nearest equivalent is 5 A\*-G. Position in 2007 was 16th

<sup>5</sup> Nearest equivalent was average points score. Position in 2007 was 12th

## Appendix 7

### The Performance Of Cardiff's Schools Relative To That Of Its Statistical Neighbours In England And Wales.

At key stages 2, 3 and 4 data is also available which allows comparison between the performance of Cardiff and those Councils that are its nearest statistical neighbours. There are eleven Councils in England that are in this group: Bristol, Coventry, Derby, Kirklees, Leicester, Newcastle upon Tyne, Portsmouth, Plymouth, Southampton, Wakefield, Wigan. Comparisons are also made with performance in Swansea and Newport. This gives a total group size of 14 Councils including Cardiff. The analysis compares relative positions in 2003 and 2009.

	English		Maths		Science	
	2003	2009	2003	2009	2003	2009
<b>KS2</b>	2 <sup>nd</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>	5 <sup>th</sup>	2 <sup>nd</sup>
<b>KS3</b>	7 <sup>th</sup>	8 <sup>th</sup>	3 <sup>rd</sup>	7 <sup>th</sup>	2 <sup>nd</sup>	2 <sup>nd</sup>

The performance of Cardiff compares favourably with that of its statistical neighbours at KS2.

At KS3, Cardiff compares less favourably with its statistical neighbours at KS3 in English and Maths, but maintains second position in Science.

At KS4, comparisons are available for the percentage gaining 5 A\*-C, and A\*-G grades (Cardiff and English authorities only). Generally, Cardiff's performance for the percentage achieving 5 A\*-C grades has decreased in respect of the group (down to 13<sup>th</sup> place). Performance for the percentage gaining 5 A\*-G grades is at the bottom of this group of Councils, again at 12<sup>th</sup>.

	5 A*-C		5 A*-G	
	2003	2009	2003	2009
<b>KS4</b>	4 <sup>th</sup>	13 <sup>th</sup>	10 <sup>th</sup>	12 <sup>th*</sup>

*\* N.B the 5 A\*-G measure rank is based on comparison of 12 of the authorities detailed above - Newport & Swansea are excluded due to changes to the published data available in 2009 for Welsh authorities*

N.B. Key Stage 4 data for English authorities is provisional.

## Appendix 8 : Value added analyses

### Actual performance in 2009 against estimates

This analysis is based on data supplied by the Fischer Family Trust.

The analysis provides for a comparison at key stages 2, 3 and 4 between pupils' actual performance and the original estimates for how they might have performed.

The analysis allows for comparisons for all pupils and for boys and girls separately.

The PA analysis makes a comparison on the basis of pupils' prior attainment only. The SX analysis takes account of prior attainment and pupil and school context factors.

In each case, an indication is given of the difference between the actual result and the estimate.

For the first time this year, an analysis is also provided at level 5 showing how well higher-attaining pupils have performed.

#### Key Stage 2

#### Difference between actual and estimated performance at level 4+

	English		Welsh		Mathematics		Science	
	PA	SX	PA	SX	PA	SX	PA	SX
<b>All</b>	1.6%	1.3%	0.7%	-1.1%	1.3%	0.9%	2.0%	1.4%
<b>Girls</b>	0.8%	0.7%	-0.1%	-1.7%	0.9%	0.7%	2.0%	1.7%
<b>Boys</b>	2.4%	1.8%	1.7%	-0.2%	1.7%	1.1%	1.9%	1.1%

	CSI	
	PA	SX
<b>All</b>	1.3%	0.7%
<b>Girls</b>	0.7%	0.4%
<b>Boys</b>	1.9%	1.1%

The improved achievement of Cardiff's pupils in 2009, which is reflected in the raw figures, is also reflected in the value-added data.

Performance was generally higher than might have been expected when compared with estimates in English, mathematics, science and the CSI, with improvements most obvious in English, mathematics and science. The overall performance in Welsh was better than that in 2008 mainly because the performance of boys improved whereas the performance of girls fell slightly.

### Difference between actual and estimated performance at level 5

	English		Welsh		Mathematics		Science	
	PA	SX	PA	SX	PA	SX	PA	SX
<b>All</b>	2.0%	1.9%	-1.9%	-3.7%	2.6%	2.4%	3.5%	3.1%
<b>Girls</b>	1.8%	1.7%	-2.9%	-5.0%	3.3%	3.2%	3.9%	3.5%
<b>Boys</b>	2.2%	2.2%	-0.7%	-2.0%	1.9%	1.7%	3.1%	2.6%

	CSI	
	PA	SX
<b>All</b>	1.9%	1.7%
<b>Girls</b>	2.2%	2.0%
<b>Boys</b>	1.6%	1.4%

In general, the difference between actual and estimated performance at level 5 is greater than that at level 4, although the difference is not as great as in 2008. This means that, in general, higher-attaining pupils have exceeded expectations by a slightly higher margin than pupils overall. The performance of higher-attaining girls in Welsh in 2009 was not as good as in the previous year.

### Key Stage 3

#### Difference between actual and estimated performance at level 5+

	English		Welsh	
	PA	SX	PA	SX
<b>All</b>	0.1%	0.6%	4.4%	4.5%
<b>Girls</b>	0.6%	0.6%	4.2%	4.2%
<b>Boys</b>	-0.3%	0.5%	4.6%	5.0%

	Mathematics		Science	
	PA	SX	PA	SX
<b>All</b>	0.3%	1.6%	1.1%	1.8%
<b>Girls</b>	0.7%	1.6%	1.5%	1.9%
<b>Boys</b>	1.6%	1.5%	0.7%	1.7%

	CSI	
	PA	SX
<b>All</b>	1.0%	1.6%
<b>Girls</b>	1.5%	1.6%
<b>Boys</b>	0.5%	1.6%

The value-added analysis at KS3 in 2009 is the best of recent years, building on the improvement of 2008. Performance in all four core subjects English showed good levels of improvement. Performance in the CSI was also better than in the previous year. Actual performance is largely ahead of estimates across the board for the first time.

## Difference between actual and estimated performance at level 6+

	English		Welsh	
	PA	SX	PA	SX
<b>All</b>	1.0%	-0.3%	6.5%	7.5%
<b>Girls</b>	2.0%	0.3%	6.7%	7.4%
<b>Boys</b>	0.1%	-1.0%	6.2%	7.6%

	Mathematics		Science	
	PA	SX	PA	SX
<b>All</b>	-0.8%	-0.1%	4.4%	4.5%
<b>Girls</b>	0.0%	0.2%	5.7%	5.3%
<b>Boys</b>	-1.7%	-0.4%	3.2%	3.7%

	CSI	
	PA	SX
<b>All</b>	2.5%	1.6%
<b>Girls</b>	3.7%	2.5%
<b>Boys</b>	1.4%	0.6%

The difference between actual and estimated performance at level 6 was greater than that at level 5 in Welsh, science and the CSI. This means that, in these subjects, schools have been successful in enabling pupils capable of higher attainment to be assessed at level 6 or above. While there was also improvement at this level in English and mathematics in 2009, the data suggest that there remains further work to do to ensure that more boys and girls achieve at level 6 in these two subjects.

The proportion of pupils assessed at level 6 at KS3 is important as statistics show that most pupils assessed at level 6 go on to achieve a C or above at GCSE. In contrast, the percentage assessed at level 5 going to achieve a C or more is as follows:

English: 60%

Mathematics: 25%

Science: 50%

## Key Stage 4 from Key Stage 3

### Difference between actual and estimated performance on five key indicators

	5+ A*-C grades		5+ A*-G grades	
	PA	SX	PA	SX
<b>All</b>	-0.4%	-0.2%	-1.0%	-0.7%
<b>Girls</b>	-1.2%	-1.1%	-1.5%	-1.3%
<b>Boys</b>	0.4%	0.6%	-0.5%	-0.2%

	Level 2 including E and M	
	PA	SX
<b>All</b>	-1.0%	-1.1%
<b>Girls</b>	-2.5%	-2.6%
<b>Boys</b>	0.4%	0.3%

	CSI		Mean grade	
	PA	SX	PA	SX
<b>All</b>	-1.1%	-1.2%	0.03	0.03
<b>Girls</b>	-2.6%	-2.8%	0.01	0.00
<b>Boys</b>	0.4%	0.3%	0.05	0.05

While girls' actual performance was lower than might have been expected from estimates for the percentage achieving 5 A\*-C grades, the margin of difference was narrower than in 2008. The performance of boys was just ahead of estimates. With the exception of performance in the CSI. The difference between actual and estimated performance for the percentage achieving 5 A\*-G grades improved for both girls and boys but remained a little lower than estimates still.

The difference between actual and expected performance for the CSI and the percentage achieving the level 2 threshold including English and mathematics worsened compared with 2008.

When the analysis is repeated from KS2 to KS4 the pattern overall is less positive. This suggests a continuing need to raise standards at KS4.

## Appendix 9

### Overview of Secondary Schools' Performance 2009

#### KS3

Overall, the 2009 results were the best yet recorded at this key stage for the second year running. In all subjects, performance was higher than in 2008.

For the first time, results in Cardiff were above the Wales average in all of the four core subjects (English 2.0%, Welsh 13.3%, mathematics 1.9%, science 2.6% and the CSI 3.0%).

Analysis of the progress made by pupils from KS2 to the end of KS3, together with analysis of value-added data, indicate that there has been improvement in 2008 but that there is still a need to raise expectations and standards. The number of schools where more than 20% of pupils made progress of less than one level was as follows:

	<b>2007</b>	<b>2008</b>	<b>2009</b>
English	15	13	11
Mathematics	12	7	8
Science	17	13	10

The removal of the tests at this key stage has placed a significant emphasis on the need to improve teacher assessment.

Standardisation of teacher assessment is developing, but there is a continuing need to improve consistency and the match with expectations. Monitoring and tracking of pupils' progress at this key stage remains inconsistent and has yet to have a full enough impact on raising standards.

It is vital that greater rigour is developed in how pupils' progress is assessed at KS3 for two reasons:

- to ensure that data derived from teacher assessment is valid and reliable as it is used as the basis for comparison between schools; and
- to ensure that teachers' expectations of what pupils should achieve and the planning of the curriculum are fully and properly informed by high quality assessment for and of learning.

#### KS4

##### Performance for the percentage of pupils achieving a grade C or above

	<b>2007</b>	<b>2008</b>	<b>2009</b>
English	59%	60%	62%
Mathematics	46%	48%	49%
Science	44%	58%	59%

There were improvements in all three subjects in 2008 compared with 2007, of 2% in English and 1% in both mathematics and science. Science has maintained the substantial improvement made in 2007, but mathematics remains the weakest subject at this key stage.

In 2009, the percentage of pupils achieving 5 A\*-C grades, 5 A\*-G grades and the level 1 threshold improved by 1% and the percentage achieving the CSI by 0.6%. The level 2 threshold indicator improved by 3%. All registered 15 years olds were entered for at least one examination. The average wider points score per pupil improved by 24 points, indicating an improvement of around half a grade per pupil on average. The percentage leaving full-time education with no recognised qualification was reduced to 1.4%.

Overall, this was Cardiff's best year to date at GCSE in some indicators but not in others. The rate of improvement from the previous year was not quite in line with that at an all-Wales level in some indicators and so, in these, the gap that had narrowed in 2008 widened slightly in 2009.

#### Gap with Wales average

	2007	2008	2009
5 A*-C grades	-3.8%	-1.9%	-2.2%
5 A*-G grades	-1.0%	-1.0%	-1.0%
Level 2 threshold	N/A	-2.4%	-2.0%
Level 1 threshold	N/A	-1.9%	-1.3%
CSI	-3.0%	-1.8%	-2.8%
Level 2 threshold including English and mathematics	N/A	-2.1%	-2.9%
Average wider points score	-9.2	-12.5	-11.7
% leaving full-time education with no recognised qualification	0.2% fewer	0.9% more	0.5% more
% entering at least one examination	+ 1.4%	+1.0%	+1.0%

In 2009, two secondary schools had fewer than 30% of pupils aged 15 achieve 5 A\*-C grades, an increase of one on the previous year.

There was an increase in the overall percentage of pupils gaining 5 A\*-C grades in 12 schools in 2008. This compares with an improvement in 15 schools in the previous year. In a further one school the result was the same as in 2007.

There was an improvement in the percentage of pupils gaining 5 A\*-G grades in eight out of 20 schools compared with nine in 2007. The figure was the same as that in 2007 in a further two schools.

The percentage achieving the CSI improved in 11 out of the twenty schools compared with 15 in the previous year.

## Academic Achievement And Entitlement To Free school Meals

Each year in March the Welsh Assembly Government publishes an annual statistical update on the relationship between the proportion of pupils entitled to free school meals (FSM) and performance at KS3 and KS4.

The level of entitlement to FSM is compared to the following three measures of performance:

- CSI at KS3
- The level 2 threshold at KS4
- The average wider points score at KS4

Cardiff's expected performance against actual performance for 2007 and 2008 is as set out below:

### 2007

Indicator	Expected	Actual
KS3 CSI	53%	56%
5 A*-C	50%	51%
Ave. Pts.	40	41

### 2008

Indicator	Expected	Actual
KS3 CSI	56	63
Level 2 threshold	54	57
Ave. Wider Pts.	341	349

## Post Sixteen

Performance in Cardiff continues to be strong.

The proportion of entries graded at grade A is around 5% higher in Cardiff than for Wales.

The percentage achieving two or more A levels at grade C or above improved by 2% in 2008 maintaining the lead of 1% over the Wales average.

## Appendix 10

### The Performance of Cardiff's Schools

#### Analysis of Inspections Of Cardiff's Schools

The system of independent inspections commenced in September 1993 for secondary schools and a year later for primary and special schools. During the first five-year cycle all primary, special and secondary schools in Cardiff were inspected.

Over the period September 1999 to July 2004, during the second inspection cycle, inspections were carried out in the city in over 80 primary schools, 5 special schools and 17 secondary schools.

Over the second inspection cycle:

- There was substantial improvement in primary schools in the standards achieved by pupils overall, in the quality of teaching and in the quality of self-evaluation.
- There was substantial improvement in special schools in the quality of teaching and in self-evaluation and leadership.
- There was also improvement in secondary schools in the standards achieved by pupils, in the quality of teaching and in self-evaluation and leadership, but the degree and rate of improvement were more modest.

Since September 2004 schools have been inspected under the new Common Inspection Framework. This third cycle of inspections is characterised by a number of significant changes to the organisation and focus of inspections. The key changes are:

- Subject to the outcomes of a risk assessment on the basis of each school's performance over a three-year period and the result of its previous inspection, inspections are of different length and intensity.
- Inspections may be full, standard or short. In a full inspection all whole-school aspects and all subjects are inspected. In a standard inspection all whole-school aspects and six subjects selected by Estyn are inspected. In a short inspection only the whole-school aspects are inspected.
- The advance notice schools receive is now around a term as compared to a year previously.
- Each school is required to prepare a self-evaluation report outlining its own view of its strengths and shortcomings and the inspection team is required to use this report as its starting point and to determine its inspection activity.
- Each inspection team may include a member of the school's staff in the role of nominee and another serving teacher or senior manager from another school fulfilling the role of peer assessor.
- There is a renewed emphasis in the new framework on listening to the views of learners.

Since September 2004 and up to the time of writing this report, inspection reports have been received for 18 secondary schools, 86 primary schools and five special schools.

The emerging inspection data now allows the Council to compare performance in inspection in this third cycle with that of the previous two. Comparisons can be summarised as in the tables below. The percentages are for the proportion of schools inspected receiving a judgement that standards, teaching and self-evaluation/leadership overall are at grade 2 or better- that is have good features and no important shortcomings. This percentage includes those schools where practice was judged to be at grade 1 – good with outstanding features.

School type	How well learners achieve and make progress		
	94-99	99-04	04-09
Primary schools	32%	76%	92%
Special schools	70%	57%	80%
Secondary schools	22%	47%	44%

School type	Teaching and assessment		
	94-99	99-04	04-09
Primary schools	38%	82%	91%
Special schools	57%	86%	100%
Secondary schools	45%	71%	78%

School type	Self-evaluation and improvement planning		
	94-99	99-04	04-09
Primary schools	35%	82%	86%
Special schools	43%	86%	80%
Secondary schools	15%	47%	67%

In the third cycle, inspection reports in primary schools indicate continuing improvements in standards and the quality of teaching. In self-evaluation and improvement planning around four out of every five primary schools have good or better processes in place.

All teaching in special schools has been judged to be at grade two or better. Standards and the quality of self-evaluation have also improved overall.

In secondary schools, learners' achievement and progress continue to be judged less favourably than the quality of teaching. Self-evaluation and improvement planning processes have improved, although not to the extent of that in the primary and special sectors.

The remainder of this analysis is concerned with the section 10 inspections which have been carried out in Cardiff's primary and secondary schools over the period September 2004 to October 2009.

### Primary Schools

- Of the 86 schools inspected, 55 received a standard inspection, 24 a short inspection and seven a full inspection.
- The most frequently inspected subjects were: English and information technology, followed by science, mathematics, geography and design technology. Standards were at grade 2 or better in Welsh first language in all schools where these subjects were inspected. Standards were at grade 2 or better in around 90% of schools inspected in science, art, history and geography. They were at grade 2 or better in four out of every five schools inspected in mathematics, physical education and religious education. Standards were good or better in English, design technology, information technology and music in three-quarters of schools where these subjects were inspected. Standards were good or better in just over half of the schools inspected in Welsh second language.
- There were no instances where standards were judged to have important shortcomings and to be less than grade 3.
- The proportion of schools achieving good teaching and having good standards were closely correlated.
- Of the key skills of literacy, numeracy and ICT, standards were judged at grade two or better most often for oracy and reading. In just under four-fifths of the schools inspected, standards in numeracy were judged to be at grade 2 or better and in around three-quarters in writing. The greatest variability in standards is in pupils' ICT skills.
- In nearly all schools inspected, provision for pupils' care and welfare, for equal opportunities, for pupils' spiritual, moral, social and cultural development and for children with additional learning needs were judged at grade 2 or better. In around nine out of every ten schools the following whole-school aspects were judged similarly: pupils' behaviour; the quality of teaching; the curriculum and learning experiences provided for pupils; the quality of the management of resources, the quality of the school's partnerships, and the leadership of the governing body. Learners' achievement and progress, assessment, the quality of overall leadership and management and the quality of self-evaluation and improvement planning were judged to be at grade 2 or better in around four out of every five schools.
- Attendance and punctuality were judged to have good features and no important shortcomings in only forty-nine of the eighty-six schools inspected.

The most frequently occurring recommendations for improvement over this period were:

- Improving standards further in some subjects, in particular in English, Welsh second language, design technology, information technology and geography.
- Improving aspects of assessment.
- Improving planning for the development and teaching of key skills as well as problem-solving and thinking skills.
- Improving provision for, and standards in, bilingualism.
- Improving the level of challenge in the work, especially for more able pupils.
- Improving attendance and punctuality.
- Meeting certain statutory requirements.

### **Special Schools**

- All five schools received a full inspection
- Standards were mainly at grade 2 or better in English, science and physical education. Pupils' achievement was judged mainly good in mathematics, history, geography, art and music. There was greater variation in Welsh second language design technology and information technology.
- In all cases, teaching was judged at grade 2 or better as was partnership with parents and the use of resources by leaders and managers. All other whole-school aspects were judged at grade 2 or better in four out of every five cases with the exception of attendance.

### **Secondary Schools**

- Of the secondary schools inspected to date twelve have received a standard inspection, three a short inspection and three a full inspection. As a result, some subjects have been inspected only a few times. This has to be borne in mind when drawing conclusions about standards in subjects overall. The most frequently inspected subject – in eleven of the eighteen schools – has been mathematics, followed by Welsh second language, English, science, information technology and physical education (all inspected nine times). Religious education, modern foreign languages, design technology, art, history, geography and music have been inspected between six or eight times.
- History was judged at grade 2 or better in nearly all schools where it was inspected. Information technology was judged at grade 2 or better in three-quarters of schools. Religious education and physical education were judged to be at grade 2 or better in two-thirds of schools. In half of the schools inspected the following subjects were judged at grade 2 or better: English, geography, art and modern foreign languages. Welsh second language, music and design and technology were judged at grade 2 or better in only around a third of schools and in only a quarter of

schools in mathematics and science. Subjects where standards were judged at grade 4 at one or more key stages were extremely rare.

- In nearly three-quarters of the schools inspected, standards were judged to be at grade 2 or better in ICT and in two-thirds of the schools inspected in speaking and listening and reading skills. In about two-thirds of the schools in writing and in just over half in numeracy, numeracy standards were judged as good or better.
- In all schools inspected, provision was at grade 2 or better in the following: provision for pupils with additional learning needs; provision for pupils' spiritual, moral, social and cultural development; partnership with parents and industry. In nearly all schools, provision was at grade 2 or better in: the care and welfare of pupils; the use made of resources by leaders and managers; equal opportunities. In between two-thirds and four-fifths of schools provision was at grade 2 or better in: the quality of leadership and management, including that provided by the governing body; the quality of self-evaluation and planning for improvement; the quality of teaching and assessment; behaviour; the curriculum and the learning experiences provided for pupils. How well learners achieve was judged good in eight of the eighteen schools inspected. Attendance and punctuality were judged good in only seven. There is a strong correlation between these two aspects.

The most frequently occurring key issues for action over this period were:

- Raising standards in particular subjects – especially mathematics and science.
- Raising standards in aspects of the key skills.
- Improving teaching and sharing effective practice.
- Improving assessment strategies.
- Improving bi-lingualism.
- Improving attendance and punctuality.
- Improving monitoring and evaluation at senior and middle leader levels.
- Improving aspects of accommodation.
- Meeting some statutory requirements.

## Appendix 11

### Schools Requiring Additional Support And Monitoring:

#### Annual Report Academic Year 2008-2009

The existing policy for monitoring and evaluating the work of schools, and its procedures for identifying schools requiring additional support and monitoring, were reviewed during 2009. This formed part of the work to establish the Maintained Schools Partnership Agreement that has now been circulated to all schools for agreement.

The arrangements are as follows:

- The monitoring and evaluation policy contains arrangements to identify the support needs of all schools in one of five groups. Three of these groups relate to schools requiring additional support – that is - intensive support, extended support or enhanced support. The characteristics requiring these different levels of support are made explicit in the Council's guidance procedures.
- In the case of each school requiring additional support and monitoring the school addresses the need for improvement in an action plan that forms part of the school improvement plan. The Council's officers prepare a brief statement of action setting out the actions they intend to take in working with the school, who will carry them out and over what timescale.
- The guidelines refer to arrangements for keeping staff and governors apprised of progress.
- Information about the school's progress is contained in termly notes of visit and the annual note of visit is shared with staff and governors.
- Meetings to discuss the progress of schools termly or half-termly according to the procedures continues to involve senior officers and advisers but is timetabled in respect of individual schools so that more productive use is made of officers' time and discussion is more focused.
- A limit on the amount of additional support to be provided free of charge in the form of numbers of days is set out in the procedures.
- Reporting of progress on individual schools to the Executive Member for Education and Lifelong learning is highlighted, including opportunities to brief the Executive Member at times additional to termly reporting where necessary.

#### Position At December 2008

	<b>Intensive support</b>	<b>Intensive support for the first time</b>	<b>Sustained support</b>	<b>Sustained support for the first time</b>	<b>Enhanced support</b>	<b>Enhanced support for the first time</b>
<b>No</b>	3	1	5	2	3	0

## Position At December 2009

	<b>Intensive support</b>	<b>Intensive support for the first time</b>	<b>Sustained support</b>	<b>Sustained support for the first time</b>	<b>Enhanced support</b>	<b>Enhanced support for the first time</b>
<b>No</b>	1	5	1	3	8	6

At present the total number of schools identified as requiring additional support and monitoring is 24 compared with 14 in 2008. The breakdown is as follows:

### **Intensive support and monitoring**

Four primary schools  
Two secondary schools

### **Extended support and monitoring**

Three primary schools  
One secondary school

### **Enhanced support and monitoring**

Ten primary schools  
One special school  
Three secondary schools

During academic year 2008-2009, two secondary schools were identified through inspection as requiring significant improvement. Both schools received support for the preparation of their post inspection action plans and these were approved by Estyn without amendment. The Council has also prepared a statement of action in each case. These too have been approved by Estyn. Considerable support and challenge is being provided to both schools during the current year and arrangements are in place to monitor progress during the year and to report this to each governing body.

The inspection of the Council's education functions in July 2008 judged that the procedures in respect of schools causing the greatest concern were robust and represented very good practice. However, observations in the report about the performance of schools beyond those of greatest concern were drawn on as part of the work to revise existing procedures. As a result, more schools than previously are likely to be identified as requiring additional support and monitoring now and in the future.