Cardiff Council

Self-evaluation Of Education Services
For Children And Young People

May 2012

INTRODUCTION

The self-evaluation report is set out in relation to the three key questions of the inspection framework and makes reference to pertinent evidence. Staff across the Education Service and the Council have all made substantial contributions to the report. Headteachers and other partners have also received copies of the report.

As the self-evaluation report and accompanying progress report have been brought to fruition, they have been discussed with senior managers in the service and amended as the process has developed.

Both documents have been discussed as part of the Council's senior leadership team and in the implementation board monitoring progress of the post inspection action plan.

A report on progress against the recommendations of the inspection accompanies this document.

Chris Jones, Chief Education Officer

May 2012

Quality Indicator: 1.1.1 Standards – results and trends in performance compared with national averages, similar providers and prior attainment

Evaluation	Evidence
The percentage of pupils entitled to free school meals places in 2010/11 was 23.3%: this means that Cardiff had the 6th highest proportion in Wales (Wales's average- Cardiff ranking 17th). With the exception of one indicator at KS1and two at KS4, Cardiff's relative position is ahead of its free school meals ranking. Performance against that of similar authorities in England, and against similar authorities in Wales, compares more favourably at KS2 and KS3 than at KS4. These comparative positions reflect the fact that, taking the last three years as a whole, performance has not changed much at KS1 and has fluctuated at KS2. It has improved on a more sustained basis in the core subjects at KS3. In the non-core subjects at KS3 there are sometimes wide variations in outcomes between the different subjects. At KS4, outcomes are better than three years ago, but improvement is inconsistent between schools and needs to occur at a faster rate. Unverified data collected from schools recently for the level 2 threshold including E/W and M shows significant improvement in the former. In each of the last four years, comparison of actual performance against free school meals (FSM) data has shown achievement above the expected benchmarks of the Welsh Assembly Government for the CSI at KS3. This is also the case for the level 2 threshold and the average wider points score at KS4. Cardiff's rate of improvement over the last three years has been slightly higher than that for Wales against the level 1 threshold and the level 2 threshold including English or Welsh and mathematics. It is the same against the CSI at KS1, just below for the CSI at KS2 and KS3 and the level 2 threshold at KS4. The gap in performance between pupils entitled to free school meals and those not is narrower than the Wales average at KS1 and KS3 and wider at KS2 and KS4. Good progress is being made in reducing the percentage of pupils not functionally literate by the end of KS2. However, the authority is clear that a high priority needs to continue to be given to improving literacy, and numeracy skills and to reducing the impact of poverty on attainment in order to	Full evaluation of performance is set out in the annual report on the performance of Cardiff's schools and youth service. Other data used include: All-Wales core data sets Baseline, value-added and comparative data Analysis of inspection reports WG statistical releases RBA graphs of performance Fischer Family Trust (FFT) value-added data Inspection and authority review outcomes Cardiff raw data concerning progress of pupils from KS2 to KS3 Reports to Implementation Board Welsh Assembly Government (WAG) achievement against FSM statistical bulletin

improve performance overall and to meet the new challenging aspirations set for 2015 as part of the Cardiff Ambition.	Youth Service Management Information Service data
Key stages 1 and 2	National Foundation for Educational Research (NFER) standardised data

Key stages 1 and 2
Standards in the Foundation Phase in a majority of schools are good or better in all areas of learning. There are some examples of excellent practice but also examples where practice and outcomes are not yet good enough.

At KS1, performance in 2011 was slightly lower than in 2010, except in Welsh where it was unchanged. Targets were met or exceeded except in English and the core subject indicator (CSI). At this key stage, the rate of improvement has been greater than the rate for Wales since 1997 by between 1% and 3%. Achievement was below the Wales average for the first time except in science.

At KS2 in 2011, the results of teacher assessment were slightly higher than in 2010 in all four core subjects and the CSI - largely retrieving, but not improving upon, the position in 2009. The rate of improvement since 1997 has been between 3% and 4% greater than that for Wales as a whole across the core subjects. Performance exceeded the Wales averages in English and Welsh but not in the other indicators. Performance was ahead of targets in English and Welsh but just below in mathematics, science and the CSI. The greatest improvement at KS2 is in the CSI: the improved performance in mathematics and science have been factors in this.

Value-added data indicate actual attainment at KS2 was closer to estimates in English and Welsh than in 2010 but not in mathematics and science; the gap was also wider at level 5.

Compared with 2010 there were more schools in the lower quartile and fewer in the upper quartile of their benchmarking groups at KS1 and KS2.

Key stage 3
At KS3, the results continued the improvement recorded since 2008. The rate of improvement has been greater than that at an all-Wales level by between 0.3% and 3%.

Performance met or exceeded all targets except in English. Performance was above the Wales averages in the main. The greatest rate of improvement at this key stage has been in mathematics and science and, consequently, the CSI. Performance in all non-core subjects improved compared with 2010. However, most non-core subjects were below the Wales

average by between 2% and 4%.

Actual attainment is generally ahead of expectation at KS3 at level 5 and level 6 except for boys at level 5 in English and boys and girls in mathematics at level 6. There were more schools in the upper quartile than in the lower in their benchmarking groups at KS3.

There are variations between the core subjects and between schools in the progress made in National Curriculum levels by pupils from the end of KS2 to the end of KS3. (Level the same or less – Cardiff overall 17.45% English/ 11.44% maths/ 16.62% science). There are also variations in the percentage making two levels of progress (just over a quarter in English and science, nearly a third in Welsh and two-fifths in mathematics).

Key stage 4
At KS4 in 2011, the percentage of pupils achieving the level 2 threshold including English or Welsh and mathematics and the CSI increased by smaller margins than in 2010 -by around 0.5%. and by 0.3% respectively. The percentage of pupils achieving the level 2 threshold increased again by a further 3%. There was an improvement of over 1% in the level 1 threshold. Performance at this key stage was below the Wales averages for the main indicators by between 1% and 3%. The target set for the level 2 threshold was exceeded, but performance was below targets by between 2% and 3% in the other main indicators.

At KS4, there were more schools in the lower quartile than in the upper except in the CSI. The proportion achieving a level 2 qualification has improved in all four core subjects since 2007, most significantly in science followed by mathematics. Despite this, performance in mathematics remains the weakest at this key stage.

Post 16
At A level, improvement has been maintained since 2008 in respect of the average wider points score and outcomes in 2011 were just above the Wales average. The proportion of students achieving the level 3 threshold also improved by 1% and was the same as the Wales average.

In 2011, the proportion of the Y11 cohort remaining in full-time education improved by 3.7%, the percentage not in education, employment or training (NEET) reduced by 1.1% and the percentage unknown to the service also reduced from 2.6% to 0.7%. At age 18/19 the percentage remaining in full-time education improved by 2%. The percentage of NEETs increased by 2%, reflecting the fall in the percentage employed of around 2.5%.

Achievement through youth support services There was a significant increase in both male and female youth service membership (9022 members in 2010-11 compared with 2600 in the previous year and in the number of contacts in 2010-2011 (from 310,760 to 332,587). Street based youth work contacts fell in line with targeted expectation and as a result of funding from the Community Safety Partnership. The total number of accreditations rose from 2724 to 2907 between 2009-10 and 2010-11 but these are currently below the Wales average and progression rates in some awards are not yet good enough. The largest number of accredited awards (447) was in the Duke of Edinburgh award with 10% of the all-Wales cohort being Cardiff young people. 979 young people started the award and 37% completed. 491 Young people achieved the Lord Mayor's young achievement award. 492 young people through their involvement in the Youth Service were awarded the Young Achiever's Award. 172 of the city's most vulnerable young people were engaged in the Prince's Trust Fairbridge tailored programme. 41 have gained qualifications at entry level or above, 67 reported they had reduced their substance misuse and 78 reported that they had improved confidence and self-esteem. Around 30 young people have taken up opportunities to engage with Cardiff and Vale college EVS programme. % gained qualifications and % progressed onto higher level courses. In 2010-2011, 130 young people participated in the in the following Youth service bespoke inclusion projects such as youth mentoring, young carers' club, a 'Deaf Youth Club' and LGBT provision. 60 young parents commenced programmes leading to accreditation. The number of achievements is currently low on these very new programmes. The number of Children's University centres has risen from just 30 in 2004 to 169 in 2012. The number of modules registered has likewise risen from 410 initially to 9793 currently. The number of students with CU credits has risen from 2400 to 25531. Participation in sporting activity delivered by Sport Cardiff has increased over the last 12 months. Participation of 12-15 age group risen by 30% from 20.633 in 10/11 to 29,817 in 11/12). Autumn term data indicate the highest percentage participating in the scheme since its inception. 17 young people gained sports leaders awards in 11/12.	RBA report card Youth Service/Careers Partnership Records Annual Report Sport Cardiff Children's University database and out of school hours data Careers Wales pupil destination survey 2011 Prince's Trust Fairbridge –RBA report card

120 young people have completed the training to become Young Evaluators, 30 of whom have also trained to be trainers themselves so they can train new cohorts.

20 young people have applied 1596 hours to develop the work of Cardiff Youth Council. In this process 90 volunteers have been engaged who have accumulated 4686 hours of volunteering which has contributed to the completion of the Millennium Volunteers award.

20 asylum seekers aged 16-25 accessing Youth Service and ESOL joint provision have gained Duke of Edinburgh qualifications and ESOL skills for life qualifications.

Areas for Improvement:
Improve performance further at all key stages and work towards the Cardiff Ambition at KS4.

Continue to give a high priority to improving standards in literacy and numeracy.

Reduce the number of young people who are NEET and reduce the percentage leaving without any qualification.

Increase the number of accreditations and improve progression rates in line with the Framework for Accreditation draft document (curriculum areas of Arts, Sports, Citizenship (including basic skills) and health).

Quality Indicator: 1.1.2 Standards – standards of groups of learners	
Evaluation	**Evidence**
When considering the outcomes achieved by different groups of learners there are strengths but also continuing challenges. **Performance of pupils eligible to free school meals** Pupils eligible for free school meals (FSM) are outperformed by those not eligible at each key stage. The gap is wider at KS2 compared with KS1 and the gap widens further at KS3 and KS4. The gap is similar in each of the core subjects at key stages 1, 2 and 3 except in Welsh at KS2 where it is much wider. The gap in performance in the CSI is narrower in Cardiff than the gap at an all-Wales level Wales at KS1 and KS3 and is wider at KS2 and. at KS4.	A detailed analysis on the performance of specific groups is presented in the annual report on the performance of Cardiff's schools and youth service appendix 3 and appendix 9

Gender
Girls' raw results are ahead of those of boys in most indicators at all key stages. Value-added data indicate that the actual performance of girls is closer to estimates than is the case for boys at KS2 and KS3 but girls' performance does not compare as well at KS4 in some indicators.

The gap between boys' and girls' performance is narrower than that at an all-Wales level at KS1 and KS2 and similar at key stages 3 and 4.

More able and talented
Outcomes for more able pupils were above the Wales averages in some of the main indicators at KS1 and KS2 but not in others. Outcomes at the higher levels were above the Wales averages at level 6 or above at KS3 in English, Welsh and science and similar in mathematics. (appendix 3 of annual report).

The performance of more able pupils compares favourably with statistics at an all-Wales level at KS4 and post-sixteen. A higher proportion gained grades A*/A at GCSE (8.3% against 7.4%) and at A level (29.8% against 23.9%).

Minority ethnic pupils
The trend of recent years shows sustained improvement in the outcomes achieved by minority ethnic pupils has continued at all key stages. In 2011 this improvement was greater than previously and has narrowed significantly the gap in performance compared with White UK pupils against most measures at KS1, KS2 and KS3.

At KS4, performance was above that of White UK pupils against the level 2 threshold for the first time (by 3%) but remained below that of White UK pupils against the level 2 threshold including English or Welsh and mathematics (by 5%). .

Traveller Pupils
In autumn 2011, 86% of Traveller pupils were registered as receiving FSM and 42.5% on the special educational needs register. Performance in the last four years has generally been above that of the previous three-year period at key stages 1-3. Outcomes in English and maths (over 50% at expected level) highest to date at KS2. Numbers at GCSE are small but most (between half and two-thirds) achieve level 1 or level 2 thresholds. Increasing numbers of Traveller young people are continuing to pursue vocational qualifications post sixteen. (13 in 2010/1; 9 in current Y11 and 7 in Y10).

Looked after children The achievement levels of looked after children are up and down year on year and remain some way below that of all other pupils. The gap is wider in the secondary sector than in the primary sector. More pupils achieved the expected level at the end of KS1 (over half) in 2011 than in 2010 but fewer at both KS2 and KS3 (around two-fifths). At KS4 around two-thirds achieved at least one GCSE and one-third at least 5 GCSEs (48% and 25% in 2099/10; increase in average points score from 107 to 130). 73% of leavers in 2011 moved into positive specific destinations compared with 80% were identified as NEET in the previous year.	LAC records
Pupils with special educational needs (SEN) Pupils with statements for specific learning difficulties in the primary sector that are supported for literacy by the Learning and Intervention team (LeIT) make good progress.	LeIT self evaluation data report
The data for 20010-11 shows an improved ratio gain at word level reading compared to 2009/10 data from 1.2 to 1.3. The county NFER reading test results show that 50% of year 6 pupils statemented for SpLD have reached the cease criteria for statementing, this is a 2.4 % improvement on the 2009/10. Pupils make good progress on literacy intervention programmes delivered by school staff trained by the learning and intervention team. The ratio gain (reading) for pupils accessing the STARS programme was 1.8 in mainstream settings. Pupils in special resource bases (SRBs) made 1.6 ratio gain. National curriculum level data shows that 81% made average or accelerated progress for reading and 89% average or accelerated progress for writing. None of these pupils would have made even average progress before the intervention Between 77 and 85% of pupils made accelerated progress compared to none before the intervention on the SAIL and SAIL Cymraeg programmes. The Language Links programme shows very good impact on receptive language skills of pupils in the foundation phase in 20 project schools. There was a reduction from 20.2% to 4.1% of pupils (excluding EAL) who needed support following intervention. Furthermore data for pupils with EAL shows a reduction from 62.3% needing support to 21.4% The NippersPlus programme for primary age school action plus pupils with numeracy difficulties shows a ratio gain of 1.4. These pupils would have made little or no progress	Progress data for Language Links STARS, SAIL and NiPPERS plus programmes

before this intervention	Attainment data for hearing impaired pupils 2011 progress in English and maths NC levels
Pupils with a moderate hearing impairment and no additional needs make progress in line with hearing peers of the same age and ability.	
Blind and severely partially-sighted pupils at KS4 and post sixteen also make progress in line with their fully-sighted peers.	GCSE and AS level results for visually impaired pupils Summer 2011
Evidence gathered through literacy and numeracy intervention programmes for pupils with statements, for example for specific learning difficulties, indicates that these pupils make good progress in reading skills and in skills with number. For pupils with similar needs at school action plus, progress is at least adequate and often good.	Attainment data for hearing impaired pupils, 2010 GCSE and A level results for visually impaired pupils
In 2010-11, 66% of pupils identified with health and exceptional circumstances achieved Threshold 2 (including English and Maths) passes at GCSE.	Carnegie Centre and Dusty Forge data
Pupil outcomes at the PRU are good.100% pupils left with a minimum entry level/GCSE qualification, some achieving the equivalent of 7 GCSEs.	PRU examinations and accreditation data
Achievement through youth support services 100% of pupils referred to the KS3 Alternative Curriculum Programme completed a range of qualifications (Agored Cymru (OCN Credits), Youth Challenge Award, Bronze Youth Achievement Award, Young Leader Award, Lord Mayors Young Achievers Award). On average each group has increased its attendance by 14% from the term before the programme.	VIP and BSS report cards Annual report appendix 3, FFT and Hedger data, progress data for intervention programmes
In 2010/11 over 10% of pupils in PACC provision returned to full-time education before the end of KS4. 66% of those in Y11 left with externally recognised qualifications (OCN and AQA) 25% entered college. 76% increased engagement with education through attending a PACC. In 2011/12 there are 16 entries at GCSE in English and 17 in maths. 54 pupils are completing AQA English and maths mainly at level 3; 5 have competed life saving awards; 24 achieved accreditation via the youth service - first aid, LMYS, youth challenge, silver level youth awards, DoE, Agored Cymru life skills and well being qualifications).	PACC achievement and accreditation data Vision 21 –RBA report Cardiff Council - Cyngor Caerdydd YoS gateway – RBA report card
Over 900 young people aged 16 to 25 have been involved in NEET focused work planned by the Partnership and delivered by Cardiff Youth Service. 307 NEET young people accessed the Cardiff Learning Coach Programme with 217 entrants completing.	

The Vision 21 charity offered 80 Cardiff young people places on vocational training and personal skills development programmes. 100% per cent had defined records of achievement including portfolios of accredited learning. 100% have committed to progression routes.

134 young people engaged with YOS provision in Cardiff between April and December 2011. 100% (9) young people who attended the transition group moved on to full-time ETE provision. 78% (104) young people were NEET at the point of referral. Of these 51% entered training, 10% started a college course and 9% entered employment.

Areas for Improvement:
Narrow the gap in performance between pupils eligible for free schools meals and those not on the basis of improvement by both groups.

Improve further the outcomes achieved by boys in English and girls in mathematics especially at KS4 where the relative performance of each group compares less favourably.

Improve the outcomes achieved by more able pupils especially at KS2 and at KS3.

Continue work to improve the achievement of minority ethnic pupils including more bespoke provision to raise standards for Traveller pupils in Y11, Czech Roma pupils and in respect of vocational provision for those targeted for ESOL support.

Improve the outcomes achieved by looked after children.

Continue work to improve the analysis and use of data for pupils with SEN to inform evaluation of outcomes and decisions about provision.

Quality Indicator: 1.1.3 Standards – achievement and progress in learning	
Not applicable	

Quality Indicator: 1.1.4 Standards – learners' skills	
Evaluation	**Evidence**
There is growing evidence of positive impact of the authority's literacy and numeracy strategies on improving outcomes, especially for pupils who are not functionally literate and for those who are involved in intervention programmes.	Annual report appendix2, appendix 4
Over four out of every five pupils achieve the expected level in English at the end of KS1 and	Literacy and numeracy report cards

nearly nine out of every ten in mathematics. By the end of KS2 this is just over four out of every five in both subjects. At KS3 there has been a 5% improvement in the proportion achieving the expected level in English and mathematics in the last three years. Since 2009 there has been a 6% increase in the percentage of pupils functionally literate by the end of the KS2 and an 11% increase in targeted schools. By the end of Y8 in 2011 90% of pupils had achieved functional literacy. Generally good progress is made by individual learners' with EAL in language acquisition. (Evidence of some drop in numbers of pupils in EAL stages A 2432-2251 and B 2342-2322)	January 2012
There are variations between pupils' outcomes in the three attainment targets in literacy. As confirmed both by analysis of data and the outcomes of reviews, writing is the weaker than speaking and listening and reading.	All Wales core data sets
There is evidence of successful progress by pupils receiving mathematics intervention programmes also, although the outcomes of NFER tests indicated that too many pupils do not achieve functional numeracy as determined by level 4 on this test.	As above and evaluations of literacy and numeracy programmes
An increasing proportion of learners at KS3, KS4 and post-sixteen is gaining recognised qualifications in essential skills, key skills and the Welsh baccalaureate. (In 2010 7 schools entered 431 post-16 learners for WBQ & ESW representing 27.3% of the cohort with an average success rate of 87.1%; 1 school entered at KS4 with a 92.5% success rate. In 2011 9 schools entered 745 learners or 46.8% of the cohort with an average success rate of 91.1%; 1 school entered at KS4 with a 100% success rate).	All Wales data set and schools' data
Standards in ICT in four out of every five schools are good or better. Teacher assessment at KS3 shows that the quality of communication, as an ICT skill, across schools has improved steadily and is now very good. In 2011 81.3% achieved the expected level at KS3 (just below Wales average) and 73% a level 2 qualification at GCSE (10% up on 2011, above Wales average, 10% improvement over 5 years) 70% achieved ICTMark and 100% making progress with Becta self-review framework.	Teacher assessment, advisory teacher notes of visit, reviews.
Through guidance developed in response to the Foundation Phase and the review of the National Curriculum there is a greater emphasis on discovery, creativity, problem-solving and thinking skills. Even though there is a need for further development, this work is beginning to have a positive impact on developing more resourceful and independent learners. However, in about one in ten schools pupils' progress is less than it might be.	Foundation Phase guidance materials, CPD programme, primary and secondary guidance on planning curricular change, small schools project, Building Learning Power action research publications

In general, learners have a good ability to work with others and to learn collaboratively.	Review reports
Families Learning Together (FLT) and English for speakers of other languages (ESOL) provision have provided access to the curriculum for greater numbers of learners with a significant majority either continuing study or entering employment. FLT attainment rates are above National comparators (NC). Attainment has increased (92% in 08/9/ 98% in 10/11) this compares to NC of 78%. 83% of learners accessing FLT have continued studying, 27% have gone into work; 70% offered to help at school.	FLT and ESOL data Partnership with training and enterprise centres and communities first, East Moors/ Grangetown project
Steps achievement for ESOL learners below Entry 1 has been implemented successfully. 63% of learners have made at least one step of progress.	As above
Good work has been carried out in collaboration with secondary schools through the 14-19 team to develop supporting structures, CPD and on-line tracking for the Skills Curriculum 2008 non-statutory framework, PSE, WEX, Essential Skills Wales, the wider key skills and the Welsh baccalaureate. (6 of the 20 secondary schools currently engaged in revised CPD based roll out addressing the Skills Agenda; funding made available to continue the roll out of the programme to the remaining secondaries. 39 primary schools currently engaged in the skills programme with the rest planned for CPD in 2012-13).	Individual schools' plans.
Achievement through youth support services The development of provision over several years through the out-of-school-hours wider key skills programme has involved over 4000 young people. Evaluations indicate a positive impact on problem-solving, working with others and improving own learning. **Areas for Improvement:** Improve reading and writing skills and pupils' skills with number and their application across the curriculum. There is need to work closely with the Communities Directorate, where Adult and Community learning (ACL) now sits within the Council, to jointly develop an action plan to achieve the aims of the WG ACL policy in moving resources to priority areas such as Basic Skills and ESOL A more strategic approach needs to be taken by the education service on the implementation of the skills curriculum and the connection between this and the skills required for employment and the work place.	14-19 accreditation database, Bright Sparks programme, on-line skills portfolio, individual school plans, evidence from learners (greater awareness, reflection on skills, individual progression maps and evidence logs, improving ability to recognise skills across the curriculum), progression reports, skills reports for parents. Primary and secondary school review reports, out-of-hours wider key skills recognition scheme report and evaluations

Through the Youth Service contribute to improving the basic skills of learners and incorporate the new literacy and numeracy frameworks into Bright Sparks as soon as they become available.	14-19 accreditation database, Bright Sparks programme, on-line skills tracker, individual school plans, evidence from learners

Quality Indicator: 1.1.5 Standards – learners' Welsh language skills	
Evaluation	**Evidence**
In most cases in primary schools in the Welsh-medium sector, standards are good or better. When compared with the performance of other Welsh authorities, other than in 2010 at KS2, Cardiff's relative position has been in the top ten at all three key stages. Pupils' skills in bilingualism are generally very good. Although most pupils in local Welsh-medium schools come from non-Welsh speaking homes, they grasp the language quickly and most make good progress through the key stages.	Performance report for Welsh 2010-2011, inspection report database, annual report to the Welsh Language Board, Welsh Education Scheme (2008-2013): Monitoring report
At KS1, the outcomes achieved by pupils have been consistently above the Wales average in the last three years. (92%/ 90.9% in 2011) At KS2, outcomes improved in 2011. Taking the last three years as a whole, performance in Welsh compares favourably with the national averages (86.9%/ 82%).	As above and annual report on performance of Cardiff's schools appendix 2.
At KS3, performance in Welsh is strong. It has been above the Wales average for each of the last three years by a significant margin (89%/ 81.3%).	As above
When compared with the performance of other Welsh authorities, other than at KS2 in 2010, Cardiff's relative position has been in the top ten at all three key stages.	Annual report on performance of Cardiff's schools appendix 8
At KS4 the percentage achieving the level 2 threshold in Welsh is well above the Wales average. (Language 80%/73.1%; literature 86%/ 74.2%) At A level, performance was just under the Wales average in 2011 (78%/ 81%) and similar at AS level (69%/70%). These statistics at GCSE and at A level maintain the generally good performance of the last three year.	WJEC and WED data sets
Virtually all pupils who receive their education through the medium of Welsh in year 6 (Y6) continue to receive their education through the medium of Welsh after transfer to the secondary sector.	PLASC data on Welsh-medium transfers KS2 to KS3

Welsh Second Language At KS2, the percentage of pupils assessed at level 4 or above was some 7% above the Wales average (58.5%/ 51.4%) and well in the top ten when compared with the performance of the other 21 Welsh authorities. At KS3 the percentage achieving level 5+ was just under the Wales average (62.6%/ 64.6%). 78% sat an accredited examination in Welsh in 2011. The proportion of pupils taking the full course is 5% below the national average and the short course 5% above (1025 pupils 40% of cohort full course/ 45% nationally; 1536 pupils 60% of cohort short course 55% nationally). Where Welsh second language was inspected as a subject during the previous inspection cycle more than two out of every three schools were judged to reach good or better standards at KS1 and KS2. At A level, nearly three-quarters of pupils entered for the examination achieved the level 3 threshold, a figure that compares well with the national average.	Performance report for Welsh 2010-2011, inspection report database, annual report to the Welsh Language Board, Welsh Education Scheme (2008-2013): Monitoring report
Learners' use of Welsh outside the school environment and achievement through provision made by youth support services The increase in the number of Welsh-medium places means that there is capacity for 3,518 pupils to receive their education through the medium of Welsh in primary schools compared with 3,113 in January 2009. This capacity will increase further to 4,807 pupils following the completion of existing or 21st Century Schools Band A projects. Additionally, there is capacity for 2,650 pupils to receive their education through the medium of Welsh in secondary schools compared with 2,292 in January 2009. This will rise further to 3,766 places from September 2012 following the opening of Ysgol Bro Edern. Learners have more opportunity to use Welsh in everyday life through: activities organised by the two full-time Welsh-medium youth officers during the evening, at weekends and during holiday periods; through provision developed by Menter Caerdydd and the Urdd as part of the Cymorth programme. (60 organisations involved). In 2010-11, 343 Welsh speaking young people engaged in 2 Welsh-medium Youth Service provisions. 29 achieved locally recognised accreditations; 125 achieved nationally recognised accreditation qualifications. Data is currently being collected on the number of young people benefiting from bilingual provision recently commenced in Radyr, Cardiff High and Fitzalan school-based youth centres.	Welsh Education Scheme (2008-2013): Monitoring report 2010. Youth service programming Summer Learning Festival programmes, evaluation and feedback, Children's University (CU) database. Menter Caerdydd –RBA report card, Welsh medium youth work RBA report card

Areas for improvement	
There is a continuing need in schools to improve standards in Welsh second language in primary and secondary schools, to improve accreditations through the medium of Welsh and to increase numbers sitting the Welsh full course at GCSE. Improve further all accreditations including those through the medium of Welsh in wider youth support services.	Performance report 2009-2010, Welsh Language Board report, Welsh Education Scheme (2008-2013): monitoring report

Quality Indicator: 1.2.1 Wellbeing – attitudes to keeping healthy and safe	
Evaluation	**Evidence**
There is a growing awareness amongst learners of the importance of eating and living healthily as part of a healthy lifestyle. The majority of Cardiff learners have a good understanding of how to stay safe.	Healthy Schools statistics and database, school visit reports
Outcomes in well-being are good or better in 16 out of 18 primary schools inspected under the new common inspection framework and in 4 out of 6 secondary schools. In all primary school inspections nearly all pupils felt safe and that the school taught them how to be healthy. The responses from pupils in secondary schools are similar and pupils also feel that there are good opportunities to have regular exercise.	Healthy Schools action plan and evaluations Inspection data and analyses
Expectations towards meeting Welsh Government targets for the healthy schools scheme have been exceeded (98% of targeted organisations have joined). Targets for pre-school settings to join the Cardiff healthy and sustainable pre-school scheme have also been met (10 settings/ target 10).	Evaluation forms, recorded feedback from Tree of Thoughts, organisation database and records
Good progress is being made to meet Appetite for Life (AfL) guidelines and compliance. (19 school nutrition action groups established in primary and secondary schools including 4 secondary schools involved in fast track programmes; transition toolkit launched in all secondary schools).	AfL baseline and target s, action plan, evaluation, minutes of meetings, introduction of golden standard in secondary schools, fast track project plans, RBA cards and progress reports, compliance data, SNAG data, comparative analysis and summary of food served during specific time
Full compliance with food standards is now in place in all primary schools. All primary kitchen managers are now involved in innovator training.	periods, transition project plans, toolkits and resources
As a result of the above, pupils' knowledge about healthy eating prior to transfer and while at secondary school is good. Trends in healthy eating choices demonstrate some improvement in healthy eating options.	SRE toolkit , records and case study of PLC, evaluation, SRE

Schools' involvement in programmes to improve understanding of sex and relationships (SRE) has extended (6 PLCs for SRE, toolkit launched in 24 primary schools). Following SRE lessons, pupils' perceptions indicate an enhanced understanding of the different physical changes which occur at puberty; an increased awareness of reproduction. Over a third of parents noted an increase in their children's skills and positive behaviours. Half or more of respondents reported that the SRE programme contributed to improvements in their children's ability to listen to others' ideas, demonstrate kindness to others and comfort in asking questions relating to sex and relationships.	teaching programme, teacher and pupil evaluations
Education to prevent substance misuse is increasingly effective (toolkits given to 8 primary and 13 secondary schools). Exclusions relating to substance misuse have reduced from 95 to 49 over five years. Statistics compare favourably with those for Wales (smoking at least once per week 10.2% Cardiff/ 13% Wales; daily smoking 8.7%/8.9%; drinking alcohol at least once per week 17%/ 25%; drunk at least twice 31.6%/ 39.6%; cannabis sue in last 12 months 15%/ 16%).	Wales wide data
Overall, evidence of impact on conception rates is inconsistent. Following a drop in conception rates for under 16s between 2007 and 2009 (7.6./7.1) the rate increased in 2010 and was above the Wales average (8.3 per 1000/ 7.8). There has been a slight decline for under 18s over the last three years (48.5>47) but this figure is well above the Welsh average (37.7).	Stats Wales website
There is a wide range of effective CPD opportunities to address emotional health and wellbeing. 63 primary school teachers have participated in the SEAL programme. In many cases schools report improvements in relationships, in pupils' behaviour and in their self-confidence and preparedness for transfer from primary to secondary school.(training provided for 34 Incredible Years , 16 Youth Mental Health First Aid 58 support assistants Emotional Literacy)	SEAL programme and data, ELSA, incredible years training stats and data, evaluation reports
Effective school-based counselling programmes have been developed to improve emotional health and well-being involving all secondary schools. Schools' report a positive impact on self-confidence for individuals, greater engagement with learning and a lower incidence of referral for poor behaviour in these schools. Evaluation of the implementation of the WG school-based counselling project indicates a positive impact on improving emotional wellbeing. (Autumn term 2010 males using the service was 55, in summer term 2011 increase to 100. Female numbers show a sharp increase from 84 to 227). Highest rates of referral are from students themselves and has increased as students become more aware of the service. The number of referrals to additional services has remained stable. In some instances the benefits extend to families and the whole school community.	Pyramid Project and data, school-based counselling initiatives, Kooth online counselling, Place 2be and Bounceback programmes and outcomes, WG school-based counselling project data and evaluation

The on-line counselling service Kooth has seen an increase in usage and impact with 144 YP using the service monthly with on average 54% new users. There has been an increase in ethnic groups using the service which is 38% of users. Overall there is a high level (82.9%) of satisfaction with service provided.	
The Pyramid clubs have been successfully introduced in 19 schools (15 Primary and 4 secondary) targeting 230 children in 2011-12. There has been a 85% successful completion rate. Indications using Goodmans strengths and difficulties questionnaire demonstrate a significant improvement in social and emotional wellbeing (78%) of children and young people. 66% of secondary age pupils also felt more confident after volunteering to support the programme and the young people actively involved in the scheme.	
There is very good quality provision to educate young people about, and engage them in, a wide variety of physical activities in leisure and community settings. The physical education and school sports (PESS) programme is well embedded in virtually all of Cardiff's schools: the majority of schools provide 2 hours of PE per week within the curriculum. (12% increase in pupils gaining level 5+ at KS3 compared with 6% increase for Wales; 5% increase in A*-C grades at GCSE- 10% above Wales average; only a 0.3% gap between the achievement of boys and girls).	5x60 provision/ participation, dragon sports reports, CU database, ASA swimming reports, PESS QI report, quality assurance visits, evaluation reports, Sports Wales reports
Pupils are physically more active through the Dragon Sports and 5X60 programmes (implemented in 99% of schools). Participation rates by young people in sporting activity have increased. (increase of 3,703/ 30% participating in Dragon Sport programme; 8% increase in 5x60 programme to 57% compared with 5% increase for Wales to 54.5%; 30% of pupils engaged in physical activity five or more times per week).	
Outcomes through youth support services 29641 contacts accessed good quality advice and guidance through street-based youth work planned by the partnership. As a result the significant issues identified by young people informed delivery relating to, for example, sexual health advice, cannabis, mental health issues and housing. The number of contacts shows a decrease on the previous year in line with reduction in WG funding. 40 young people took part in Cannabis Daze project and reported a growing awareness of associated issues.	Youth service programme data Street-based youth work data Youth Service RBA report card
132 young people from Grangetown / Butetown took part in Bee Healthy, a part health, part sport programme delivered in partnership between health and Youth Service reported a better understanding of holistic health.	Public Health/ Youth service C-Card report

750 young people have undertaken recorded assessment through the C-Card scheme delivered by the Cardiff Youth Service.	
422 pupils participate in Cardiff cooks clubs through out-of-school hours learning thus making a positive contribution to improving skills and knowledge with regard to healthy eating.	CFS database and database for registered pupils, training records, ands feedback, evaluation reports from activities
134 young people have benefited from a successful Cardiff Youth Service mentoring programme to identify barriers to learning. Project reports indicate that 87% remained in or were re-integrated into mainstream provision	
The emotional health and wellbeing of young people is identified as a priority as is a multi-agency approach to developing services. School representatives, the Education Services, other local authority service areas, health and third sector providers commission key services that extend the Pyramid and Bounceback projects and the appointment of a 'Healthy Minds' worker as part of the 'one stop shop' provision for NEET young people @ No 33 Charles Street. (also part of CAB initiatives to combat bullying - 32 participants in RTime training, RTime delivered in 32 primary schools, RTime and Pyramid clubs combined to deliver ten-week programme by Y10 pupils for Y7, social bystander training fro 40 pupils in secondary schools, 43 girls involved in targeted training to raise self-esteem in 2 schools). (see data in 1.2.2 for impact)	Cymorth monitoring reports, minutes of the emotional health and well being sub group CAB RTime and Pyramid data
This work continues as a key workstream of the Cardiff Partnership and is the subject of a distinct Families First commissioning package ensuring that important support for young people is maintained and funding for existing projects referred to above has been maintained in the transition from Cymorth to Families First.	What matters governance and performance management information
The Education Service and CPB are promoting Restorative Approaches, within schools, the Youth Offending Service and the wider community, as an approach that builds healthy relationships and gives young people and the adults who work with them on strategies to deal with disagreement and to defuse tension. What Matters has identified that Cardiff is working towards being a Restorative City and so this approach is being followed in the implementation of Families First. (3 schools initially being extended to a further 3)	Record of pilot project, evaluation report, What Matters families first workforce development group minutes
Young People who are looked after are provided with access to specialist independent advocacy from Tros Gynnal through their contract with Children's Services. Under this contract, young people have received advocacy to support them in issues relating to their education.	Contract reporting in children's services

Areas for Improvement: Complete the developing well-being action plan and strengthen the place of each of the initiatives highlighted above further within the plan. Make further progress towards meeting AfL guidelines.	
Quality Indicator: 1.2.2 Wellbeing – participation and enjoyment in learning	
Evaluation	**Evidence**
Learners are increasingly involved in discussing and thinking about learning and teaching and other aspects of provision. They provide feedback and views from a student perspective that influence change (Completed questionnaires from the 'Voice of the Child' project led to increase in bilingual provision for new communities arriving in Cardiff (Czech, Polish) and fed into the induction practices both within the service and the Comenius Regio project with Warsaw. (welcome packs developed and strongly informed by input from pupils and parents and Race equality first, materials disseminated via conference; configuration of autism provision in response to pupils' views). The authority's position concerning attendance relative to that of other Welsh authorities declined in primary schools (13th to 16th) on the basis of flat performance compared with the previous year. There was little change in the secondary sector (21st in 2011/ 22nd in 2010). In the primary sector only 15 schools met the national target and attendance in a minority (11 schools) was below 90%. In the secondary sector only four schools exceeded the national target and none reached a rate of 95%. Eight schools had attendance rates of less than 90%. Current attendance data show encouraging progress. By the end of January the attendance rate in primary schools had improved by 2% compared with the same point in 2010-2011 and by 1.3% in secondary schools. In primary schools attendance is higher at KS2 than at KS1 and is similar in each year group at KS2. Attendance drops slightly in Y7 compared with Y6 (by around 0.6%). Attendance is lowest in Y11 in secondary schools; it is also lower in Y9 than in other year groups in around half of schools. Holidays in term time and heritage visits account for over 1% of all absences. Girls' attendance is around 1% lower than that of boys in secondary schools in Y11 particularly.	Examples of student voice activities in local schools, outcomes of SEAL Antidote surveys and school action-planning, Comenius Regio packs / reports, Voice of the Child Project, AST pupil feedback and EP reports Annual report appendix 5 WAG statistical release Attendance strategy and post-inspection action plan, data on different groups, truancy sweeps, prosecution outcomes, BRA report card Research and information in-year data

The attendance of Traveller pupils overall is around 10%-15% lower than that of all pupils and the attendance of some of these pupils has improved at a rate greater than that for pupils as a whole in recent years. However, the attendance of some Eastern European pupils is problematic.	
The attendance rates of LAC are in line with that of other pupils in primary school: they have fluctuated in secondary schools.	Annual report appendix 5 Behaviour post-inspection action plan and related documentation, data analysis by school, RBA report card, R+I data pack
The attendance of pupils eligible for free school meals is below that of pupils not eligible in both primary schools and secondary schools.	
There have been no permanent exclusions in special schools for three years and there were no permanent exclusions in primary schools in 2010-11 for the first time.	WAG statistical release- Exclusion from schools in Wales February 2012
The number of fixed-term exclusions has also reduced by over two-thirds in primary schools since 2005. The number of fixed-term exclusions fell again in 2010/11 (268>238) as did the total days lost (685.5 >538.5) and average days lost (2.56.>2.26). Over half of primary schools in 2010-2011 did not exclude any pupil.	
Since 2005 there has been a reduction of two-thirds in the number of permanent exclusions from secondary schools. The statistical bulletin for Wales concerning exclusion in secondary schools for 2010/11 confirms the significant reduction in permanent exclusion from 39 in 2009/10 to 22. The rate per thousand pupils reduced from 1.9 to 1.1 and narrowed the gap with the Wales average. (0.7). There were three local authorities with a higher rate per thousand pupils (Cardiff had the highest rate in 2009/10).	
The number of fixed-term exclusions of five days or less has risen somewhat in the period up 2008/09 to 2010/11. There was one local authority with a higher rate per thousand pupils in 2010/11. (Cardiff had the highest rate in 2009/10). The average number of days lost at 2.1 was the same as the Wales average	
The number of fixed-term exclusions of six days or more fell (253 > 238). There were three local authorities with a higher rate per thousand pupils compared with one in 2009/10. The average number of days lost at 10.0 was just under the Wales average (10.2).	
The average days lost for fixed-term exclusion in total at 2.6 was just under the Wales average (2.8).	

During 2011-2012 there has been very good progress in reducing permanent exclusions(still zero in primary and special schools and down from 22 in 2011 to 3 currently in secondary).	Research and information in-year data
The reduction in fixed-term exclusions in primary schools has been maintained. In-year data indicate that this trend is continuing as average days lost are currently at 1.96. In-year data also indicate a reduction in fixed-term exclusion in the secondary sector.	
Data concerning exclusion by specific group indicate that, in two of the last three years, pupils eligible for free school meals and those with a special educational need have registered the highest rate of fixed-term exclusion per thousand pupils in primary and secondary schools. This is also the case for permanent exclusion in secondary schools.	Exclusion data by specific group
Impact through youth support services The number of courses offered through the medium of Welsh during the summer learning festival has increased in response to need.	Menter Caerdydd RBA report
The youth service has developed a number of programmes that represent a response to the views of young people (for example, use of social media via establishment of Facebook and twitter account, involvement in determining scrutiny work programme, creation of Real east forum through eastern neighbourhood management team – creation of safe community).	CYC/ Promo? Youth Service working notes
In 2010/11 the attendance rates of 59 pupils attending the PACC provision improved and there was a 100% reduction in exclusion.	PACC data
Fast Track continues to work with the families of children living with complex needs including those living in poverty. Over the last two years no child involved in the programme has been permanently excluded; the total number of days lost due to exclusion dropped by 71%; in 80% of cases attendance improved for the child.	Fast track records and data
Monitoring of bullying according to the groups most likely to be affected by hate crime is developing well. 213 referrals in 2010-2011 (increase of 22% on previous year and in line with expectations that young people are more confident in how team respond to bullying behaviours. 73% of cases closed by March 2012- 67% with positive outcomes. Y7-Y9 are highest referrers. 17 fixed-term exclusions for bullying in 2011/12 (43% decrease against previous year); 22 for racial harassment (57% increase); 20 for sexual harassment (5% increase).	CAB policy guidelines, RBA report card, incident database, exclusions data.

Areas for improvement Attendance rates need to continue to improve in both primary and secondary schools. Work needs to continue to reduce exclusion especially in secondary schools.	
Quality Indicator: 1.2.3 Wellbeing – community involvement and decision making	
Evaluation	**Evidence**
Young people have many rich opportunities to participate in, lead and take decisions within their schools, in the local community, in conjunction with pupils in schools abroad, in contributing to local authority events and in raising funds for charity and worthy causes. Young people have good opportunities to develop leadership skills, to support or lead transition and other activities involving primary and secondary schools, to gain recognition and to share projects with other schools. The outcomes of the 14-19 leadership programme have been important contributors to decision-making about future provision for 14-19 learners. A Pupil Attitudes to Self and School (PASS) pilot project to support schools in using the survey to plan and implement interventions in schools that are based on pupil views and attitudes has been established with 4 Primary schools and 2 Secondary schools to inform outcome measures for Wellbeing strategy School Councils are active in every school and provide good opportunities for children and young people to develop leadership skills. Increasingly these mechanisms as well as external reviews and link visits by officers are drawing on pupils' views of pupils abut their learning. Students from secondary school councils discuss, on a regular basis with officers and the Executive Member, matters they consider of importance. The quality of this engagement has improved steadily over recent years. Recognition of the importance of the views of young people is reflected in their involvement in the consultation process in schools affected by the school organisation plan and the proposals relating to the 21st Century Schools Transformation submission. The young evaluators/ researchers programme (120 KS3 pupils trained 30 of cohort 1 undergone 'Training the trainer' as 'peer trainers) has been developed and successfully incorporated into school improvement planning processes for 14 secondary schools. Evaluation indicates a positive impact on pupils' evaluation skills and decision-making processes. Significant work has been done to develop understanding about equality and diversity, including	CFS database, evaluation reports, CU data/ evaluations, feedback forms, SNAG data, SEAL surveys/ action plans, Cardiff/ Warsaw Comenius, Inclusion/ Diversity/ Connecting Classrooms projects Free choice option data 14-19, 14-19 leadership programme/, 5x60/ PESS programme statistics, project outcomes PASS pilot data Learner voice reports, planning and evaluation SOP and transformation consultation data Young evaluators programmes and evaluation, school-based presentations and reports Evaluation reports on awareness

combating of homophobia and racism. (20 sessions over the last two years in schools dealing with homophobia and 43 show racism the red card workshops) (see 2.2.3 for attitudinal data). The views of minority ethnic pupils were particularly influential in the development of welcome and induction materials for Polish pupils.	raising sessions in schools and attitudinal data, CAB RBA report card Comenius region project with Warsaw).
The impact of provision through youth support services 170 young people are developing participation skills through involvement in 5 neighbourhood area forums (the 6th to commence this term) This is part of the iSay initiative being led by Cardiff Youth service in partnership with schools and the voluntary sector which is leading to good engagement in neighbourhood planning. Through provision made through the youth service young people from different groups play a direct part in influencing school systems and methods of communication.	Youth Service review and planning data, participation and active involvement Power of the Voice data, iSay initiative
Cardiff Super Survey is being rolled out across all secondary schools. The scope of the information requested from pupils is submitted through a number of providers (Health, Education, Youth Service, Leisure). It will inform, from a service user perspective, delivery of a wide range of services.	Super Survey questionnaire, initial data Glyn Derw High and Michaelston CC
They are increasingly shaping and contributing to services designed for young people, participating in decision-making about provision that affects their lives and getting involved with a range of partners to develop links with young people in other countries and influence international decision-making. (British Council funded Youth in Action programmes, EVS feasibility studies in places including Madeira and Norway, hosting of a range of multi-lateral European programmes.	
234 secondary and 103 primary school learners were consulted on the proposed changes to school and youth service provision in the Rumney / Llanrumney communities. This was facilitated by the Youth Service on behalf of the Partnership.	Youth in Action review reports Rumney/ Llanrumney consultation report
Community focused and out-of-school hours provision targeted at combating the effect of disadvantage on engagement with learning and outcomes has been extended. (259 activities; 52 Cardiff cooks clubs; 40 out-of-hours learning opportunities in secondary schools focusing on literacy and numeracy; 108 enrichment and extended activities to enhance wellbeing; family learning and community specific activity and15 linked to improved transition activity).	
The Children's University learner voice project has empowered young people from primary and secondary schools to take a lead in planning, running and evaluating a city-wide celebration	

event to recognise participation in out-of- hours learning. (52 pupils involved over two years).	
A report commissioned through Cymorth gathered views from young people and providers and has informed the development of advocacy provision; Cardiff has explored a joint-commissioning approach to the development of new provision with partners in other authority areas covered by two health board. (Cardiff and Vale University Health Board and Abertawe Bro Morgannwg University Health Board).	Model of advocacy provision planning documents, minutes of regional advocacy project.
Young People have been involved in the development of a number of strands of the partnership activity including needs assessment, planning and commissioning. (Llygaid-Y-Ddinas group – a young person's scrutiny group – designed a questionnaire and workshop consultation. Nine RBA sessions held involving young people only. 360 young people contributed views related to the 7 What Matters Strategy Outcomes. Feedback informed the What Matters Strategy and subsequent priorities identified by the Cardiff Partnership Board).	"What Matters to Children & Young People in Cardiff" - A Guide developed by and for Young People
Young people were also involved substantially in the development of Cardiff's Strategy for Disabled Children and Young People workstream of CPB and key element of Families First. (50 young people with range of impairments consulted about the services used, relationships with others, what they do for fun. 10 siblings of children with disabilities were also interviewed. Audit of need from 59 case studies).	Cardiff Strategy for Disabled Children & Young People,
A plan is in process for children and young people's participation in decision making about Families First services. Children and young people's panels will assess all tenders for Families First service packages in two stages during June and October 2012. Their decisions will contribute an agreed proportion of between 20%and 25% of the overall marks used to select the providers for each Families First service	Plan for children and young people's participation in commissioning for FF
The Cardiff Youth Council ensures that the views of young people are represented at Neighbourhood Management meetings. In this way, young people will be brought closer to the decision making in their local Neighbourhood Management Areas. (For example, work undertaken on 24th November 2011 in Cardiff West with the Youth Service, Communities First and Ysgol Gyfun Cymraeg Plasmawr to engage with young people through a Young People's Consultation Day. Attended by over 60 young people from high schools).	Neighbourhood management meeting minutes Cardiff East and City and South
Areas for Improvement: Build on current initiatives within the well-being strategy so that the views of children and young people continue to inform strategic decision-making.	

Quality Indicator: 2.1.1 Support for school improvement – local authority support, monitoring, challenge and intervention	
Evaluation	**Evidence**
The Maintained Schools Partnership Agreement (MSPA) outlines clearly the respective responsibilities of governors, schools and the authority: The review with consortium authorities will draw on best practice to strengthen this further.	MSPA, appendices 1 to 4 of the MSPA.
Support for school improvement was judged good in the 2011 inspection. Following an external review of the secondary "system" in Cardiff in July 2011 procedures for ensuring consistency of approach and greater rigour in the use of data have been strengthened further.	LAESCYP report 2011
Link officers' visits have stepped up significantly the degree of challenge to schools' leaders. Evaluation of data about performance occurs much earlier in the academic year; annual reports on performance are more succinct and evaluative of key aspects, including the quality of schools' self-evaluation, and highlight more robustly where improvement is needed. As a result, headteachers are responding positively and self-critically to this changed climate and are setting more ambitious targets, especially in secondary schools that, if achieved, will significantly improve outcomes in 2012.	ISOS review report, recommendations, PIAP and progress report, Y11 action plans in secondary schools; agreed targets for 2013 and 2014.
The shared priorities for improvement are clear and performance in relation to these is evaluated in annual reports. Recommendations in these reports are also focused on this narrower set of key priorities.	Annual reports on schools' performance to senior leaders and governing bodies, notes of visit, minutes of governing body meetings, agenda for link visits.
Mid inspection cycle reviews in primary, secondary and special schools have evaluated sharply progress against recommendations in schools' previous inspection covering standards, provision and leadership. An analysis of the outcomes has been shared with schools as a further support for improvement in these three areas.	Analysis of mid cycle reviews.
An annual report on performance provides a sharp analysis of strengths and weakness for elected members and highlights priorities for improvement	Annual report on the performance of Cardiff's schools and the Youth Service 2011
The authority has a very good knowledge of the strengths and areas for improvement in individual schools. The authority is improving the overview of these reports.	Completion of tabular performance criteria; analysis of annual reports on

	schools' performance and mid cycle reviews, paper on response
Procedures for identifying differing degrees of support and monitoring are based on explicit criteria relating to standards, provision and leadership and direct resources differentially to those schools with the greatest distance to travel. The focus of additional support is made clear in annual reports. Schools requiring monitoring or follow-up post inspection have been targeted for more intensive, need-specific challenge and support.	Review of school performance meetings and data, categorisation of schools' support and monitoring, progress reports in specific schools, statements of action
Under the leadership of the corporate director robust action has been taken where required	Establishment of Interim Executive Board in one primary school
Arrangements for challenging schools have been strengthened. Specific challenge and support for band 4 and band 5 schools have been commissioned from effective secondary headteacher secondary system leaders with early indications of positive impact. (In 3 schools a strong focus on middle leader development to improve performance and accountability; in 2 others on improving tracking, raising attainment and attendance).	Notes of visits
Challenging targets have been set for KS4 performance and agreed with all secondary schools. These reflect a significant change in the culture of aspiration and expectation. As updated in march 2012, no secondary school is targeting fewer than 30% of pupils to achieve the level 2 threshold including E/W/M and updated estimates of outcomes against this indicator suggest a significant improvement.	Cardiff ambition, schools' targets
The focus of improvement is informed by the collective views of officers across the achievement section, progress regularly reviewed and challenged in team challenge meetings. As a result, there is more robust identification of schools causing concern and good progress in several cases.	Agenda of meetings
There is a well-established framework for visits to schools by link advisers. They use agreed data and first-hand contact, including with the classroom, to form the basis of written reports and next steps to an agreed format to support and challenge their linked schools.	Agreed agenda for link visits, notes of visit.
Despite the improvements in procedures referred to above too many primary and secondary schools are being identified as requiring follow-up monitoring as a result of inspection. There is some evidence more recently that the number of schools requiring follow-up as a result of inspection is slowing.	Inspection data

The service has a good track record in securing improvement in schools identified as requiring significant improvement or special measures, such that all have made the progress needed within the required timeframes. This is also the case for the majority of schools indentified in the new inspection categories.	Inspection data from 1993, Estyn re-inspection reports, Local Authority progress reports in specific schools
Schools are provided with access to a wide range of relevant performance, value-added, benchmarking and other comparative data. Good progress is being made in developing a web-based school profile that will significantly improve the immediate access of data and shared judgements with schools about strengths and areas of weakness.	Raw and comparative data, all-Wales core data sets, FFT value-added data, Hedger data, NFER standardised test data, web-based draft school profile
Areas for Improvement: Continue work to raise expectations in both primary and secondary schools focusing especially on improving standards, attendance, reducing exclusion, the consistency and quality of teaching and assessment, aspects of leadership including quality improvement and its impact on outcomes. Ensure that the momentum referred to above is maintained in collaboration with the consortium. Continue work to provide more robust challenge to governors and schools' leaders to improve their impact on outcomes; the increasing use of intervention powers; the appointment of additional capacity, including professionals with headship experience to build the capacity of the system to improve at a faster rate.	

Quality Indicator: 2.1.2 Support for school improvement – the authority's work in raising standards in priority areas, including curriculum support	
Evaluation	**Evidence**
The strategies developed, and refined in recent years, have had a positive impact on the outcomes registered by individual schools and in end-of-key-stage performance overall.	Literacy / numeracy strategies, consortium training KS3, annual report, performance reports in English, mathematics, science, Welsh, ICT
Where there are concerns over performance the authority has a good track record in taking action to meet the identified challenges, as for example in the literacy and numeracy strategies. Progress in literacy levels has been higher in targeted schools than in all schools as outlined in 1.1.4.	Literacy report card January2012
Since the Authority's previous inspection more work has been done to match funding to	Literacy and numeracy actions plans and data, attendance and exclusion

prioritised areas such as literacy, numeracy and attendance with positive impact as outlined in 1.1.4 and 2.1.2 above. A commitment has been made to supporting a smaller set of priorities in line with the service's key objectives.	in-year data.
Effective use is made of data about school performance, the performance of different groups and other contextual information to identify those schools where support is most needed and to improve provision and outcomes. In a number of areas, specific initiatives have been developed to meet the needs of learners who may be vulnerable to under-achievement, including those experiencing speech and language difficulties. In several cases initiatives have had a positive impact on the outcomes they achieve (see data on specific groups – SEN in 1.1.2).	Initiatives re boys' literacy, EMAS Black Caribbean/ Somali projects, SAIL, STARS and SuN, Talking Teddy/ Shoni'n Siarad, Dyfal Donc, Speechlink and Language Link programmes, ELKLAN training for teachers and teaching assistants
Several initiatives are targeted at areas of the city where there is greatest need. These have had a positive impact not just on the literacy and numeracy outcomes of under-attaining learners but also on their attitudes, those of their parents and on engagement with learning. These programmes have involved significant numbers over time and are having a positive impact on support in the home for sustainable progress.	Families Learning Together, Language/ Number and Play programmes and evaluations, community focused schools provision in specific clusters. Language and Play RBA report card.
FLT courses foster positive links between parents and school. 70% of learners from FLT courses have gone on to help in school.	Essential Skills Self assessment report
Language and Play (LAP) have worked with schools, libraries and community venues to reach increasing numbers of families (2532 in 08/09; 3440 09-10; 2198 parents and 3428 children in 10-11. 91.3% parents attending Baby LAP/LAP/NAP programmes attended 4 out of 6 sessions. 91% rated experience at 3 or above). 90% of parents completing the programme reported confidence to support their child's language/number skills. 3 parents attained level 1 Qualification Credit Framework (QCF) qualification. 43 successfully attained level 2 QCF qualification. 100% staff reported all LAP training to have enriched the range of activities their setting can offer a lot or more. One has successfully attained both QCF's, which helped secure employment, and continued study. The work also supports childcare settings to develop early literacy and numeracy skills.	LAP data and RBA report card
Good curriculum support is provided in Welsh-medium schools in the core subjects, but further strategies, including the use of professional learning communities (PLCs), need to be developed to strengthen support in the non-core subjects. The work of the Welsh second language advisory team and athrawon bro has had a positive impact on standards, learning	Notes of visits, review reports, school data

and teaching in primary schools (see data in 1.1.5).	
Curriculum support and professional development of good quality are provided in ICT. Targeted action to challenge schools where there might be under performance has made an important contribution to improving outcomes. (see data in 1.1.4)	ICT report card, value added data at KS4, BECTA ICT mark data
The work of the Partnership and Inclusion Officer (PIO) team has been extended to all Cardiff primary and secondary mainstream schools this year. This team have coordinated a team around the school approach t o support effective inclusive practice.	Inspection outcomes, training programmes and school-based support, analysis of team around school meetings outcomes.
The PIO team have worked with schools to develop effective self evaluation of ALN/ inclusion. Support to analyse NFER data has had particular impact on tracking and evaluating provision for pupils with ALN (see data in 1.1.2 and 1.1.4)	Partnership/ inclusion officers self-evaluation and action plan
Means of tracking the progress of individuals and groups electronically is increasingly being used to target support and intervention for particular groups in schools and to contribute to evaluation of effectiveness and efficiency. An electronic provision map is being piloted in 3 schools.	SIMS electronic tracking tool development, specific school examples. SIMS provision map, specific schools
The support and guidance provided for transition action planning, the implementation of standardised tests in all year groups at both KS2 and KS3 and the provision of data about the progress of individuals from KS2 to KS3 have contributed positively to promoting continuity and progression and to improving outcomes at KS3.	Guidance on transition action-planning, KS3 performance data in the core subjects, NFER data, Fitzalan High School Inspection Report 2010
Work is continuing to improve teacher assessment and assessment for learning (AforL). However, evidence from reviews and inspection indicates that both need to be strengthened along with the tracking of pupils' progress and intervention to secure improvement.	Guidance on AforL, cross-phase moderation, local quality assurance processes, evidence from school inspections, summary analysis of school reviews
Professional development of high quality has been provided in the Foundation Phase. Inspection evidence and local reporting indicate good progress in improving the quality of learning through both indoor and outdoor provision. The statutory training programme has been evaluated and the subsequent programme refined to better match the needs of individual schools.	Inspection reports, notes of visit, evaluation of WAG training programme and report, schools' evaluations of training

The authority's professional development programme is of high quality. Good attention has been given to national and local priorities.	CPD online, evaluations, SENCO forums, University of the First Age, PLC training programme
Through the locally agreed partnerships all secondary schools have met or exceeded requirements of the 14-19 Learning and Skills Measure for 3 years (2010 -12). Some work represents excellent practice (sustainable funding models, delegation of budget control to local partnerships, the range of providers engaged in delivery). This has supported rising standards, improved engagement and attendance through a more appropriate curriculum. Retention, completion and success rates are rising with less churn across courses in Year 10. (Rise in number of collaborative vocational courses has from 20 to 35 in 4 years; number of KS4 pupils increased by 63% to 1,871 in same period; churn at start of Y10 reduced from 40.2% in 08-09 to steady 10% in subsequent years - improvements in options and guidance. All headline indicators for 14-19 (see RBA card) have improved. Evaluating individual courses - one example reveals 99% achievement over 3 years; attendance by parents 100% indicated learner enjoyment of the course, 53% responding very strongly; 100% responded to the enthusiasm shown by young people with 47% strongly; 53% reported improved confidence; 67% of learners showed improved attendance in Y10 compared to KS3 data)	Agendas and minutes of Metropolitan Learning Conference (MLC) and local area partnerships, summary database on schools' curricula, extending opportunities database, Y10 survey 2010 learning coach reports. Data on contentment with final choice and churn data, individual school data
There is a strong commitment to improving the quality of the learning environment and the inherent curriculum on offer, on the basis of sound research, as part of the 21st century schools programme. (running since 2007, contains 28 projects plus 13 projects identified as matched funding against the Welsh Government's 21st Century Schools Programme, which contains a further 27 projects).	Transformation and 21st century schools submissions
A full-time ESOL programme is effective in making provision to meet the needs of 16-18 year old EAL learners who joined the UK school system at a later stage and who are, therefore, unable to access the curriculum. The programme provides training of good quality for mainstream school teachers to ensure mainstream practice is developed and is the only full time provision of its kind in Wales. (see data in 1.1.4)	ESOL programme and database, level 3 ESOL training programme for mainstream teachers, college reports and case study submission
The Essential Skills Service provides a city wide programme to enable learners to access courses which best suit their needs. Classes are available at all Curriculum levels. In ESOL each level being further sub-divided into stages of learning and additional skills courses ensure needs are met. 42% of ESOL learners and 7% of Basic Skills learners are below Entry 1. ESOL Learners work towards Skills for Life qualifications and for learners below Entry 1, STEPS assessments have been developed to enable progress to be formally	Initiatives database, job descriptions of achievement leaders, evaluations concerning literacy and numeracy strategies, Families Learning Together, Language and Play, Healthy Schools, small schools

recorded. ESOL programmes are being expanded to include more subjects and have had good results, enabling pupils to leave school with some qualifications rather than none.	project, PESS programme
Provision through youth support services Good progress is being made in developing support for learners 14-19 and for learners in Y9, work that is leading to a more strategic approach to learner support in schools. Targeting of additional support for identified vulnerable groups has produced good results including the youth mentoring project which has offered intensive targeted support for those who are LAC, or at risk of becoming LAC.	Learning coach training programme, evaluations, provision data, Impact Theatre programme, student feedback, targeted work –BME/ LAC students, youth mentoring, Buttle Trust Quality Mark, Cardiff & Vale College entry requirements
Areas for Improvement: Continue to target improvements in literacy (including for ESOL learners) and numeracy and implement the agreed national frameworks. Plan for the implementation of a wireless city and the potential for a significant impact on learning opportunities. Strengthen further the quality and reliability of assessment and the tracking of pupils' progress. Extend collection of wider impact data for all 14-19 courses.	Literacy and numeracy action plans, Essential skills SAR, ICT strategy, analysis of outcomes of school reviews.

Quality Indicator: 2.1.3 Support for school improvement – meeting the needs of and raising standards of specific groups	
Evaluation	**Evidence**
Not applicable	

Quality Indicator: 2.1.4 Support for school improvement – support for school leadership, management and governance	
Evaluation	**Evidence**
Much of the provision to support school leadership is of good quality. Strengths and areas for improvement in aspects of senior and middle leadership are identified robustly and accurately and inform targeted support and challenge and to build capacity.	Annual reports on performance, analysis of outcomes of school review reports.
Through the writing of school review reports, and in assessing progress against the criteria for schools requiring additional support and monitoring, clear links are made between the quality of leadership and standards of achievement. Intervention in a number of schools has improved the quality of leadership and its impact on standards.	Overview of review reports in specific schools, school's progress reports, annual reports on performance

The authority's policy and procedures for schools requiring additional support and monitoring contain explicit criteria to inform assessment of the quality of leadership. These play a significant part in determining the extent of a school's additional support needs, as set out in a statement of action.	Appendices 2 to 4 of the procedures, statements of action
Senior and middle leaders in schools identified as requiring additional support are supported by experienced school improvement specialists. This year this has been strengthened by the appointment of 2 system leaders with headship experience who work mainly in the seven band 4 and 5 schools in the secondary sector and 6 effective headteachers in the primary sector. Interventions have led to significant improvement in performance in several instances and are beginning to have a positive impact in others. .	Progress reports regarding specific schools
Support of very good quality is provided for senior leaders including newly-appointed primary/special and secondary headteachers and headteachers of newly-amalgamated primary schools. As a result, these headteachers are able to use the support provided to impact positively on the quality of leadership and management in their own schools.	Cardiff co-ordinated consortium PHIP programmes, evaluations, specific examples of amalgamated schools
Candidates for the NPQH have access to good support that has enabled them to gain accreditation successfully and move on to headship.	NPQH programme statistics
The long-standing, successful middle leadership development programme (13th cohort), and the senior leadership development programme (now at 5th cohort) are well supported, evaluated and enable sharing of effective practice. (Training for in excess of 100 aspiring or actual senior leaders - currently 27 members in cohort 5; 500 aspiring or actual middle leaders- 45 members cohort 12 and 36 cohort 13). They contribute positively to succession planning for the benefit of the Authority and its schools and to improving the overall quality of leadership. (around one-third over the last four years have gone on to promoted posts)	CPD online modular leadership programmes cohort statistics, individual evaluations forms, published senior leaders' school improvement projects.
Training of good quality has been provided in partnership with the private sector for teaching assistants and higher level teaching assistants thus enabling senior leaders and governors to implement successfully aspects of workforce reform. (91 attended schools assist events since 2010 from 7 secondary 35 primary schools).	Data and evaluations in partnership with ACT
Governing bodies are provided with support of good quality that enables them to carry out their duties effectively, especially when making senior appointments. Governors have good access to data to compare their school's performance with that of similar schools and have an external perspective to support their work as a critical friend. They have access to an	Governor training programme, annual conferences, data appendix and guidance notes for annual report on performance

extensive training programme but take up is very variable.	
Governors are kept up to date effectively with information about national and local priorities through regular newsletters and through briefings in meetings with the Chief Education Officer	Cardiff governor newsletter, agendas for meetings with Chief Officer
The governor support unit monitors the profile of governors across Cardiff and is vigilant in addressing vacancies where they occur. As a result, the number of governor vacancies has reduced. There is good representation of both men and women amongst governing bodies as a whole.	Governor support unit database
Good work is done with governors in individual schools to support them in meeting their statutory duties through linked achievement leaders, link officers in the governor support unit, finance and other officers	As above
Areas for Improvement: The impact of self-evaluation and improvement planning on outcomes, and the involvement of governors in holding senior leaders to account, needs to improve in a minority of schools. There is a need to engage schools in the design of support or training that is more bespoke to address improvement in the quality of leadership and governance in particular schools. There is also a need for more systematic identification and dissemination of effective practice to build capacity in the system. Specialised HR support is needed to provide specific guidance when tackling under-performance in teaching or leadership.	Estyn inspection outcomes and analysis of schools' reviews; *Cardiff Ambition* learning events in the secondary sector

Quality Indicator: 2.2.1 Support for additional learning needs and educational inclusion – work to meet its statutory obligations in respect of children and young people with additional learning needs (ALN)	
Evaluation	**Evidence**
Specialist provision through the seven special schools and 22 specialist resource bases is of good quality. Specialist teacher teams are well qualified and their work respected. Significant investment is being made to conform to the Disability Discrimination ACT (DDA) and to meet the needs of children with complex special educational needs (SEN) effectively. As a result, the service is making good progress towards fulfilling the requirements of the SEN and Disability Act 2001, Children Act 2004, section 175 of Education Act 2002, Equalities Act 2010	Inspection reports special schools, planning/ access management plan, PQA mandate, project plans/ records, Ty Gwyn special school, specialist resource bases for pupils with VI (St Teilo's High), autism centre (Bishop of Llandaff High), hearing impairment (Coed Glas

Through the review of SEN provision under the Council's PQA management system, forward planning mechanisms in relation to the future development of specialist provision are robust.	Primary and Llanishen High Schools)
The systems to ensure that all those with statements of SEN have the additional provision to which they are entitled are similarly robust. Monitoring of annual reviews, allocation of specialist teacher time and additional funding are all good.	Annual review panel and specialist team records, budget monitoring
Close partnership working with health enables earlier identification of children with autism; establishment of a joint diagnostic pathway to streamline and ensures consistency of practice and an improved two way flow of information between health and education. The autism team intervenes and supports as early as possible - 54% of pupils are supported at a non-statutory and pre-diagnostic stage, similarly the SCIP team intervene pre-diagnosis. `	SCAT team minutes , AST workload breakdown
There is very good practice in relation to early identification, multi-disciplinary planning and intervention for young children with SEN. Coordinated by the highly regarded Early Years Forum, it has resulted in significant reduction in the number of children unable to gain access to their nursery entitlement. (256 children subject of EYF planning of whom 128 received outreach support, 100% able to access entitlement to nursery or school education given place availability and parental wishes. Demand is increasing (increase of 47% in 2011 -2012).	EYF RBA report card 2010-2011
In order to maximise time and provide early support in meeting needs the EPS offers a consultation service that is well used Feedback from schools gave this an average rating of 2.82 for impact (scale of 1-3 Low to high impact). Schools have used this to seek advice and support for pupils with complex needs (246 pupils for year 2010-2011)	EPS report card and End of Year feedback analysis
Safeguarding policies and procedures promote effectively the safety and wellbeing of children and young people with ALN through support, advice and training to schools and by contributing to multi-agency training and policy development.	LSCB protocols – child trafficking, neglect, hospital discharge, forced marriages, honour-based violence
The service continues to improve its capacity to promote the educational achievements of LAC through the 'Better Outcomes' multi agency group, the RAISE KS4 project and targeted interventions from the Educational Psychology Service (EPS). There is some evidence to indicate that this is making a more substantial contribution to improving outcomes, although there is still some way to go before outcomes can be considered good. (se data in 1.1.2)	Better Outcomes monitoring, training records from EPS
Information on children's needs prior to admission and subsequent forward planning have significantly improved. Children with ALN have access to good quality specialist provision that	Flying Start RBA report cards, referral pathway and intervention

meets their needs. Very good provision is made through Cardiff's Flying Start programme to identify and support eligible children with ALN as early as possible through a multi-professional approach. (from 48 Sept to March 10/ 11 to 133 Sept to March 11/12 – 91% no ALN, 4% EA action, 3% EA action plus, 2% ALN support). Flying Start childcare professionals provide high quality support, work with parents and develop early intervention plans effectively. (29 FS children benefit from multi-agency approach; 4 FS children part of IDP trial).	process manual
Good work is being done in partnership with the local health board (LHB) to develop a more integrated approach to meeting the therapeutic and nursing needs of pupils at Ty Gwyn Special School. The agreed service specification forms the basis of further work to integrate health and educational provision across Cardiff's schools.	LHB service specification
The number with statements with a primary need of specific learning difficulties has reduced in primary sector from 73 pupils 2009/10 to 63 pupils 2010/11- a reduction of 13.7%	Learning and intervention team 2010/11 self evaluation report
Areas for Improvement: Continue to build capacity for earlier intervention, to strengthen further the emphasis on the outcomes achieved by groups such as LAC and evaluation of the impact of intervention in some areas. Refocus resources in order to reduce the reliance on statements as a means of accessing additional resources. Improve further the specialist provision for SEN as well as monitoring and risk management processes in order to bear more effectively on reducing expenditure on out-of-county placements. A task and finish group is working to develop options for alternative models.	Task and finish group minutes, out-of-county monitoring and expenditure
Quality Indicator: 2.2.2 Support for additional learning needs and educational inclusion – work in raising standards for children and young people with ALN	
Evaluation	**Evidence**
Training in ALN for Early Years settings is having a positive impact on developing the capacity of schools and settings to meet an increasingly diverse and complex range of learners' needs. The capacity building, early intervention, training and support for pupils, families and staff developed through the Early Years Outreach services is of high quality as is monitoring of the impact of the provision on individual children by the Early Years SENCos.	Outreach services record cards, Early Years Forum minutes/ progress reports, Early Years Senco and transition worker records

Comprehensive training is provided on meeting needs of ALN pupils (Autism – 37 mainstream schools, 12 SRBs, 2 special schools, 140 teaching assistants trained this year , PLC established for TAs who support pupils with autism to support and develop skills and expertise in this area, EPS courses on attachment difficulties, differentiation; enhancing social relationships, teaching techniques for working with ALN pupils - 93% rated courses as 'completely' or 'mostly' effective in improving classroom practice and pupil achievement. The autism self-evaluation framework targets capacity building for settings. Early Years Outreach programmes (ECLIPS, SCIP, Riverbank) have been highly evaluated for supporting a better understanding of pupil needs. (87% of respondents).	AST training log Autism TAs training evaluations EPS Report card
The LEIT provide training to schools on a number of successful literacy interventions. STARS/STARS Cymraeg train at least 12 schools annually (10 English medium/ 2 Welsh) and 2 SRBs in 2010/11, 12 different schools annually on STARS individual). SAIL/ SAIL Cymraeg provide training to 16 schools annually (12 English medium/ 4 Welsh in 2010/110. Handwriting Motorway training provided for 53 primary schools. Speech and language team provide training to 20 schools on supporting the development of language skills through the OCN accredited ELKlan programme and in the delivery of the Language Links/ Speech Links programmes. (see data for impact in 1.1.2).	LeIT self-evaluation report.
All specialist teams take an active role in reviewing progress through a variety of processes including attendance at annual reviews, regular progress of IEP review meetings. Feedback to EPs from schools rated this as an average of 2.77 (1-3 low to high impact) for effectiveness in promoting pupils' progress.	Annual review reports EPS End of year analysis
From January 2012 the Letterbox Scheme has been introduced for LAC. 72 LAC receive a package of books and other resources to support their literacy and numeracy skills development.	Flying Start RBA report cards
There is a well-established professional development and dissemination programme of good quality for teachers and teaching assistants. This is informed appropriately by an assessment of skills and the strategic overview of the SENCo Forum. The SENCO forum meets every term for a half day and provides information and training on ALN issues. The sessions are very well attended. On average 85% attendance by secondary SENCos and approximately 76% primary	
The work of the partnership and inclusion officers is highly regarded. The Team Around the	Partnership inclusion officer notes of

School (TAS) system has improved joint working with other specialist teams such as the EPS and EMTAS. This work has facilitated the sharing of priorities with schools, and has is intended to enhance the support and challenge to build capacity to improve the outcomes and well-being of vulnerable learners. (Meetings held in all mainstream primary schools and in 19/20 secondary schools).	visits EPS records, evaluations of training, analysis of outcomes of TAS meetings.
Outreach services and the work of centrally employed specialist teams have a positive impact on outcomes for older children and young people with ALN. Lead officers co-ordinate outreach services for these learners and service level agreements (SLAs) place a strong emphasis on the impact of provision on outcomes. Procedures for monitoring interventions and related outcomes are effective.	SLAs, record cards for outreach, specialist team monitoring data
The UPSKILL programme has provided training to 21 teachers and TAs in 9 High schools, 7 English medium and 2 Welsh medium, on delivering an intensive literacy intervention programme for secondary age pupils working at below level 2 in English The impact for pupils working at W or level 1 on outcomes is very good compared to pupils' previous progress.	Upskills monitoring data
All schools have been provided with guidance on meeting the needs of more able and talented learners (MAT) as part of a curriculum based on high expectations and stimulating learning opportunities. Support to schools has been provided in a number of ways. Attainment and achievement of MAT pupils has been discussed in 100% mainstream primary schools and 19/20 secondary schools as part of the team around the school meetings. There has been a PLC with 12 schools led by the PIO. In total 52 (more than 50%) primary schools and **7 (35%)** secondary have received training and/or support. Central training for 100**+** colleagues including achievement leaders and advisory teachers has also been provided.	Guidance handbook, school-based training in specific schools, partnership inclusion officer's report to Welsh Government.
A leadership programme for able and talented students Y10-12 has been very successful with Institute of Leadership & Management accreditation. Developed in partnership with the14-19 team, training providers, Cardiff University Business School & National Training Federation Wales. Students produced high quality work with 96% and 97% achievement rates in last 2 years (100% for those completing the programme). This has been a UK national pilot.	Steering group minutes and reports on student performance, student evaluations.
Data about school performance, and the needs of different groups of learners, is increasingly informing decision-making about where support and challenge should be directed across the Achievement Section in response to where the need is greatest.	EPS service leaflet, work allocation system, Language, Literacy and Communication Strategy year 1 evaluation data, deployment of central team for Literacy and for

	Speech and Language
A range of strategies at KS4 that includes including mentoring, learner support and initiatives targeted at underachieving groups has contributed positively to improving the performance of minority ethnic pupils and to narrowing the gap with white UK pupils. (see data in 1.1.2 and annual report appendix 3)	CSI by ethnicity, annual report – appendix 3, needs assessment survey database, Black Caribbean/ Somali project/ learning mentor data
The service is flexible and effective in mitigating the effect of the challenge presented by the high levels of mobility into, and within, the city on the progress made by learners from their baseline in the needs assessment survey. At KS4, performance for minority ethnic learners was above that of White UK pupils against the level 2 threshold for the first time	Ethnic Minority Achievement database showing proportion with SEN, CATE document, outreach/ new arrival log, First language (1L) log
Clearly defined procedures ensure that minority ethnic learners are not unnecessarily identified as having a SEN. New Guidance for Considering the Needs of ME Pupils has been issued to all schools by the EP Service. The development of new first language assessments, and the training of bilingual teaching assistants in the use of this tool, has led to better identification of need and signposting of future need.	
Teachers' effective use of the CATE, the work of the central new arrivals team and the induction programme have improved the teaching and monitoring of new arrivals and are helping move pupils with little or no English into higher categories. (Evidence of some drop in numbers of pupils in EAL stages A 2432. 2251 and B 2342. 2322). As a result, there is a reduction in demand on the outreach/ new arrivals team. (20 schools supported compared with 28 in 2010/11; significant rise in new arrivals in 2011/12 - 1762 – last peak in 2006 of 1420 – between 647 and 775 in intervening years).	New arrivals and EAL acquisition data.
Good support has been provided to enable all 7 special schools to meet statutory requirements with regard to translation and in promoting home/ school links in response to the growing percentage of minority ethnic pupils in special schools. (52 events - annual reviews, parental interviews/ meetings, induction). Czech support is reviewed and with better communication has led to more effective retention of Czech speaking BTA staff (8 staff working in around 12 schools for between 1-5 days per week).	
The Traveller Education Service (TES) has a strong track record in meetings the needs of Traveller children and young people. As a result, participation in learning and the outcomes achieved by Traveller pupils have made gains in recent years. (see 1.1.2)	TES annual report and learners outcomes, action plan, 488 Grant application 2012-13,out-of-school hours provision, nurture, transition and homework clubs, literacy programmes

Provision through youth support services Through an intensive supervision and education programme, good work is being done in collaboration with the Youth Offending Service and the Youth Service to meet the needs and improve the outcomes achieved by young offenders. All Y11 pupils achieved externally recognised qualifications. All Cardiff's pupils in Parc Prison have shared individual learning plans and have agreed joint programmes on release. There has been a significant decrease in first time entrants to the youth offending service since the introduction of TRIAGE, YISP, and ASB/DART projects in 2009. (see 2.3.4 for data) The autism team is developing 14-19 provision for those with Asperger's Syndrome or high functioning autism working in partnership with the youth service**.** **Areas for Improvement:** Continue to give priority to improving provision and its impact on the outcomes and wellbeing of vulnerable groups as well as those who experience socio-economic disadvantage. Improve further the analysis of quantitative data in respect of some vulnerable groups and some aspects of provision, in order to target support and challenge more effectively.	Youth Offending Service education programme and monitoring data, YoS RBA report card and reports to corporate director

Quality Indicator: 2.2.3 Support for additional learning needs and educational inclusion – provision for children and young people with ALN, including provision that is commissioned and /or provided by or with other agencies	
Evaluation	**Evidence**
Good work is done in a number of contexts to identify, as early as possible, additional learning needs. Identification procedures, and the subsequent action taken, are particularly effective in respect of children with a range of ALN. As a result, learners in these groups are participating more successfully in the education provided and achieving better outcomes. (see data in 1.1.2) Multi-agency guidance criteria for offering additional support for learners in schools on a termly basis are clear and agreed. The process for ceasing additional resources is transparent. There is a well-established process, agreed with schools, for mapping provision to ensure that learners with SEN have additional provision, graduated to meet needs. This is increasingly linked to improving outcomes and future planned provision. Children and young people have access to an appropriate range of good quality support that meets their needs in most cases**.** Formulae for the allocation of additional resources for ALN are agreed in consultation with partners and subject to review in response to changing	Flying Start records, Leit self-evaluation report EMAS needs assessment survey database and CATE data, TES database, schools liaison team data. Expectations of Mainstream Schools In Managing Inclusion, guidance criteria, casework team's records, partnership inclusion adviser examples in specific schools TES/ LAC allocations, distribution of MEAG/ resources for new arrivals, primary/ secondary training, resource

demands.	deployment re specialist provision
Further work is being done to ensure early and effective support for pupils who are statemented through statement implementation plans and the development and piloting of the Early Years individual development plan in conjunction with the Welsh Government. (pilot in 5 schools to October 2012 8 families initially).	Statement Implementation Plans and Individual Development Plans
Excellent provision is made to meet the transport needs of SEN learners. The work of the school transport team is recognised as sector leading, having won national awards for the effective and efficient deployment of resources. This has significantly improved travelling times for vulnerable learners._Guidance leaflets have been produced to ensure drivers and escorts are aware of the different needs of ALN pupils and how best to support children when they are in their care	Copies of leaflets
The provision of specialist equipment, including ICT equipment, for children with SEN is well co-ordinated and effective. Work of the tripartite panel for the provision of static seating has been used as a template to develop a multi-agency communication aids panel that is ensuring the timely provision of specialist equipment to support children with sensory impairments.	Multi-agency service protocols, team records
In a number of areas, led by designated teams, the service makes good provision to meet the curriculum and staffing needs of ALN learners that is well informed by evaluation data and review of the targets set for learners. Referral systems for pupils with mental health and physical needs are clear and prompt.	LeIT/ speech and language team, TES provision/ evaluations, partnership inclusion advisers' notes of visit/ action plans, EOTAS records, additional capacity in LAC team
Work in respect of pupils with difficult behaviour or who are reluctant to attend school is increasingly effective. Work within the service and with other partners is being done to identify needs earlier with schools, to develop more robust mechanisms for supporting pupils at school action plus and to developing alternative and more flexible provision to meet the needs of those pupils who are most challenging. (referrals at SA+ plus stable at 300; increase in requests for statutory assessment and statements - statements for behaviour issued more soundly based 48 in 10/11; 40 in 09/10; 31 in 08/09; work continuing to adjust nature of support identified through statement).	Revolving door provision/ data in primary sector, specific work in secondary schools, SA+ and referrals data
Primary and secondary preventative programmes for pupils at risk of exclusion have reduced exclusion, increased attendance and raised self esteem. (Zero exclusions in primary schools	BSS RBA report card

in 2010/11 and as of this point in 2011/12; 3 in secondary as of May2012 22 in 2010/11.Falling fixed-term exclusions in primary phase. See data in 2.1.2)	
Learners with ALN have good support to make a successful transition to their next phase of education. This is particularly effective with regard to the Early Years and through the work of transition teaching assistants who support pupils with emotional and behavioural needs. (90 pupils supported for each of the last three years).	Transition protocol
'All About Me 'cards based on a person centred planning approach have been introduced as an improved method for ensuring new settings are fully informed about a child's needs on transition. Since introduction in March 2012, 10 children have benefitted; anticipated will increase to 60 for pupils transitioning Sept 2012). Initial feedback has been very positive (*I feel my child will settle better now that the school have this and I feel less worried about him starting now. Parent April 2012*)	Examples of 'All About Me' Cards
In 2010- 2011 a transitions officer has been working with LAC children moving from year 6 to year 7 with positive outcomes. (Out of cohort of 25 pupils transferring to secondary school only one identified with problems in settling and adapting).	LAC RBA report card, records
Monitoring of outcomes for LAC educated out of county is more robust. A transitions officer has been appointed, protocols agreed, a database established to track and monitor progress academically, attendance and exclusions. (116 pupils identified of whom 56 have a statement of SEN -panel meets regularly to monitor outcomes for SEN pupils specifically and to ensure that there is intervention whenever problems in any area have been identified).	
Since September 2011 when needed LAC pupils have had regular access to youth mentoring (92 young people in 2010- 2011). Taith is also used as a service for some young people as necessary. In order to promote positive mental health and well being for those LAC pupils who are vulnerable to emotional difficulties: one member of the Lac team has been trained in ELSA and another is being trained. Additional funding has been given to schools to support provision of an ELSA programme where appropriate.	As above
There has been effective joint working between education and the health service in the area of motor skills/handwriting. A good practice guide and training package has been developed with the LeIT team and the Cardiff and Vale Occupational Therapy department. The Handwriting Motorway package has been rolled out to over 40 primary schools in Cardiff jointly with OT and Leit. The training has been well received.	Handwriting /Motorskills Good Practice Guide

The service has developed good practice, in partnership with others, in meeting the changing needs of particular groups, some of whom are very vulnerable. (since 2010 20 sessions delivered to total of 433 pupils; 94% state that understanding of hate crime improved following session; 93% state understanding of barriers to reporting improved ; 82% felt case studies enhanced understanding ; 88% found session useful – data via Safer Wales). This work had led to a national award and recognition as the first LA in Wales to be awarded a quality mark for this area of work.	Safe Space programme, All Wales LGBT History Month, school case studies, equalities guidance, 'Show Racism the Red Card' anti-racism workshops, Letter from LGBT Excellence Centre, Comenius Regio project.
Provision through youth support services The transition learning mentor programme is effective in supporting vulnerable young people prior to transfer to secondary school- (100% of schools who responded to a post intervention questionnaire agreed the appropriate pupils were referred and the mentor visits were well timed and useful. 91% of schools had positive feedback from pupils 17% of the pupils rated themselves as 10 (most worried on a scale of 1-10) before the intervention. 5% of the pupils rated themselves as 10 after the intervention. The number of pupils with no worries also increased during the intervention from 24%to 53%).	BSS transition mentor data and evaluation
Fast Track continues to work with the families of children living with complex needs including those living in poverty. Over the last two years no child involved in the programme has been permanently excluded. This is in a context where the number of referrals has risen (around 80+ in last 5 years; between 58 and 75 in preceding 3 years). The total number of days lost due to exclusion dropped by 71% in the last two years; in 80% of cases attendance improved for the child.	
Through Careers Wales Gateway, trained specialist advisers support learners effectively with their transition to further education, training or employment. (Last Y11 cohort through pre-16 Gateway programmes with Careers Wales - 485 learners targeted with 94% remaining engaged and 74% into EET, compared with 88.5% overall who sustained engagement).	Careers Wales database
Increasing use of learning coaches in KS4 to maintain engagement or address disengagement is impacting positively on attendance, retention and achievements. (32 of most disengaged learners in Y9 given learning coach intervention to engage them in the options process. Upon tracking these learners into Y10 53% showed sustained significant improvement, 6% some improvement and 41% no improvement. 50% improved attendance, 41% improved behaviour, 38% more engaged, 22% showing good progression.)	14-19 database
Cardiff Youth Service, the voluntary sector and Health assist young people with disabilities to	Children and Young People Disability

engage in activities and projects across the City in line with the Children and Young People's Disability Strategy. (Vision 21 charity 80 places on vocational training and personal skills development programmes). Cardiff Youth service offers discrete provision in youth centre and holiday programmes for 130 young people with disabilities at Cathays and Trelai.	Strategy, Vision 21 RBA report card, Youth Service – inclusion provision RBA report card
Parents and young people themselves were involved in the development of the strategy to improve provision (access to disabled toilets, skills of independence, access to activities without adult carers). (1000 parent questionnaires distributed -96 returned; 2 parent representatives consistent attendees at steering group; 50 pupils in special schools consulted; 38 young people consulted to inform Families First disability commissioning).	Full parent and young person's versions of Cardiff Strategy for disabled children and young people, minutes and papers, press release.
Launched by the Children's Commissioner on 14th March 2012, the strategy has been confirmed as a priority by Cardiff Partnership and will enable the continuation of the multi-agency approach to planning.	
Delivery of the strategy is supported through the disability focus within the Families First programme. (focus on information/ support for parents/carers, tackling the barriers to after school 'childcare' provision for older disabled young people who need it, support for young people to gain the skills and confidence needed to be as independent as possible and key working). The new service provision will contribute to a Team Around the Family approach	
Areas for Improvement: Continue to improve the data about achievement, progress, attendance and exclusion rates for particular groups, to better target support and evaluation of impact, and to improve the extent to which children and young people with ALN are involved in influencing decisions that affect their education. (including tracking of KS4 pupils receiving learning coach interventions.) Complete redrafting of The Expectations for Managing Inclusion in Mainstream Schools document by September 2012 to meet the changing requirements of national and local priorities such as increased delegation and provision closest to point of need.	
Quality Indicator: 2.2.4 Support for additional learning needs and educational inclusion – work with parents and carers of children and young people with ALN	
Evaluation	**Evidence**
Good work is done to identify children's additional needs as early as possible through the early Years Forum. Parent information leaflets are available to support understanding of the	Early Years Forum database and provision, Flying Start programme

work of the forum. As a result, the support for parents and their children is effectively planned, of high quality and facilitates very good participation in non-statutory Flying Start settings and in nursery provision.	information
Parents engage well with the service and benefit from good quality information in several languages. Children identified at school action/ school action plus in nursery settings are appropriately tracked and the information shared effectively with parents. This is having a positive impact on access to mainstream provision and in preparing for better transition into the next setting. From all children identified with ALN in Flying Start settings 61% benefited from EA action and 39% from EA action plus – 12% received additional support. 12 benefited from "All about me" information card to smooth transition.	Minutes, focus of workshops, parental feedback
The needs of very young, newly-diagnosed children with a significant sensory impairment are met effectively. Parents are positive about the prompt, on-going support to them and their child from the specialist teams. Good support is provided for parents of children requiring support to develop early language and communication skills and positive behaviour. (2 joint training events with Downs Association evaluated highly).	EP and specialist team provision and evaluations, Flying Start programme
Through the casework team, parents of pupils with SEN are supported effectively during the statementing process. Parents' views are taken into account when decisions are made about the provision to be made.	SNAP CYMRU service level agreement, tribunal records
Parents play a full part in the annual review process and their views are a significant factor in determining next steps. The greater emphasis on dialogue with parents, and the time taken to discuss needs and provision, has resulted in a steady downward trend in parental resort to the SEN Tribunal for Wales. (42% decrease currently compared to same point in 10/11)	
There is good engagement with parents through the EPS. Parents are invited to be involved in the EPS's assessments of their child, to share concerns and provide information about their child's strengths and needs. Following contact, parents are provided with all EP reports. (paired reading project for 44 parents which led to gains in reading levels for 39 pupils).	EPS parent leaflets, case studies, consultation records, paired reading project summary report
Attendance at drop-in sessions has increased and is contributing well to improving levels of understanding about services. (25 parents (4 schools) accessed a parent drop in service piloted by the EPS up to end of last academic year. This year this has been expanded to 10 schools and involved 35 parents and 26 staff and specifically targeted schools with a high proportion of Ethnic minority pupils.	Parent drop in evaluation reports

Parents of children with autism are involved in the development and delivery of training for professionals and parents. Parent views are gathered following involvement of the Autism team and used to inform future planning. Outcomes are strong. (100 % who responded rated impact of team's intervention as either 1 or 2 of a five point scale (where 1 is very good and 5 is no impact; when asked how well supported they felt all most responses were 1 or 2).	Autism Training group minutes Autism parent feedback records
In partnership with Health (clinical psychology) and Third Sector partners an Early Support project has delivered information and provided support for 26 families with young disabled children. Evaluations indicate positive outcomes (presented at a national conference March 2012 to share good practice.	Early Support Report card 'Better than a Booklet' materials
Early Years transition workers run weekly parent groups in different locations across the city which are always well attended and help ensure effective access to school for children with ALN. (Current average attendance Tremorfa- 6 families; Llanedeyrn- 9; Rhiwbina – 3).	Early Years Transition workers RBA cards
Cardiff's residential care home is closely supported by specialist LAC EPs (consultations every three weeks to discuss all young people in residence/ obtain advice on management to improve educational outcomes. Staff training, strategic planning and individual EP assessment are much improved as a consequence. The specialist LAC EPs have introduced systems to support foster carers in meeting the educational needs of those in their care through half termly 'drop in' sessions; attendance at coffee mornings and initial training for foster carers (planned for 18-06-12)	Minutes and records of meetings, foster carer evaluations on impact of discussions
The "Home - School Links Project" improves family learning in disadvantaged areas (literacy and emotional health and wellbeing). Relationships between parents and school have improved. (273 parents involved since start of 2011 attending 1 to 8 sessions, including 18 fathers attending a dad and male carers group. Positive feedback (n = 36, Rating 9.5) and recommendation to others (n = 38, 100%). Other benefits - positive changes in the relationship with their children, understanding the school environment, parenting skills, ability to manage behaviour/ understand their child's emotional needs. (75% of children involved in the project made literacy gains. Overall there was a significant positive shift in reading performance WRAT assessments, sig p = 0.00,2,2).	Home/school Links Project summaries, Big Lottery monitoring,
Bespoke multi-professional solution-focused work with families and carers of children with complex and challenging needs including those living in poverty is improving access to services and receiving views to inform decision-making. The Fast Track team focuses on resilience to remove the risk of exclusion and disengagement for the child and the family. All	Fast Track records, provision, TES community work and records, records, EMAS trial of drop in sessions, establishment of Cardiff

	Parent Network
the children, families supported, engaged in at least six activities shown to promote resilience. In 8 out of ten cases the level of exclusion fell after our involvement.	
Parents and carers have been centrally involved in the development of Cardiff's Strategy for Disabled children and young people supported by the parent network in the award of grants and in preparing a parents' version of the strategy. (access to disabled toilets, skills of independence, access to activities without adult carers). (1000 parent questionnaires distributed -96 returned; 2 parent representatives consistent attendees at steering group).	Disability strategy steering group agendas and minutes, team records/ evaluation data, strategy for disabled children and young people 0-25
Areas for Improvement: Build on the work done in 2011-2012 to strengthen the information provided to parents so that they are well informed in both mainstream and specialised settings.	

Quality Indicator: 2.3.1 Promoting social inclusion and wellbeing – work to promote social inclusion and wellbeing of all children and young people, including healthy lifestyle choices, behaviour, anti-bullying, preventing exclusion and education otherwise than at school (EOTAS)	
Evaluation	**Evidence**
Good provision is made for a range of universal services that are developed in response to national or local priorities. The impact of these services is particularly positive in respect of access to learning opportunities, the development of healthy lifestyle choices, personal and social development. (See data in 12.1 and 1.2. 3)	Healthy Schools statistics and database, SRE programme, SEAL, Children's University database, youth support services data
Committed to equality of access, improvements continue to be made towards ensuring that vulnerable learners receive their equal entitlement to education. An increasing range of targeted services that improve these learners' educational outcomes and wellbeing are having a positive impact. (see data in 1.1.2 and 2.2.1 and 2.2.2)	LAC agreed actions/ data, targeted support BME groups, learning mentors, pilot devolving of MEAG resources, TES action plan, 14-19 provision for YoS, PRU, TES, ESOL
Procedures are in place to track all pupils not in full-time education through the Fair Access Panel (FAP). No known child is without educational provision. Clear referral routes secure provision for the most vulnerable children, including those with mental health needs. (Provision for 187 since March 2011).	Operational agreement and minutes of meetings of FAP, EOTAS panel minutes, work of the Pathways panel with CAMHS, data
Work is under way to develop locally-based alternative provision with partnerships of schools managed through neighbourhood panels building on existing PACC provision. (Central budgets and school AWPUs delegated to panels for commissioning the alternative provisions. Implementation in September 2012 will reduce the number of secondary age pupils referred	Task group minutes, secondary heads conference minutes.

to FAP.	
Work to promote the wellbeing of groups vulnerable to harassment or discrimination is effective. Training of good quality and resources are provided in respect of cultural and linguistic diversity and race equality. An identity-based incident monitoring system in response to the Equality Act 2010 and in recognition of the broader equality agenda is now ready to be implemented from the summer term 2012.	Template Strategic Equality Plan for Schools, Identity Based Incident Monitoring System
Concerns over the radicalisation of young people in Cardiff have led to the formation of the Safeguarding and Resilience Group. An education officer sits on the Channel Partnership Panel as part of the Prevent Strategy and is the link for schools to this multi-agency group. The same officer is also the named contact on the CONTEST network for the authority. Training from the police has been given to EMTAS staff and to achievement leaders to help raise awareness and to alert staff to the signs of vulnerability and the referral process. As a result several pupils have been identified as being at risk and have been supported successfully through the Channel Project.	Agenda and minutes of safeguarding and resilience steering group
The Education Welfare Service has appointed a centrally based SAO to work with special schools, EOTAS pupils and pupils at community based PACC provision with a positive impact on securing and sustaining engagement and attendance with these programmes.	
A well-being strategy is developing a more strategic approach to guidance for primary and secondary schools in respect of emotional health and wellbeing. Very good provision is being made through school-based counselling to support pupils during emotionally difficult and demanding experiences. (see data in 1.2.1)	SEAL evaluations 2008-9, Action For Children/ Kooth programmes, pre and post intervention data, WG pilot data
The Case Advisory Panel (CAP) ensures that requests for additional provision for pupils with ALN outside the scope of delegated budgets are evaluated equitably, provide value for money and meet the needs of the pupil. Similar criteria are applied and outcomes achieved, as part of the work of the out-of-county placements panel.	CAP and Out-of-County Panel minutes, Tribunal statistics.
Pupils' views are sought following intervention of the autism team through use of a specially designed questionnaire. Results are positive. Social inclusion and wellbeing is a core part of support provided by EP and Autism services through targeted social skills work and circle time groups. Since the start of 2011 128 pupils supported by EP service; further 161 pupils received this support from autism service).	AST pupil feedback sheets EP and AST pupil reports

There is close partnership working with Children Services with regard to LAC. (EP advice/ input for approximately 100 pupils. A regular system of joint case work has been established with health (LAC nurses, LAC paediatrician and CAMHS psychiatrist). 12 pupils who are not only Looked after but have complex SEN have been closely supported by a specialist senior EP ensuring that placements are meeting their needs appropriately	Exclusion data and performance report cards Records of meetings
Of the 299 Personal Education Plans that have been completed and returned since September 2011, 78 % pupils have completed the pupil self-assessment providing their views about their progress at school to inform planning and targeting within their PEP. (Of the 22% who did not complete their pupil self assessment, 21% were nursery age young people, 30% attend a special school, and the other 49% were either absent on the day that the PEP was completed or used their right to declined to participate).	Pupil file notes and PEPO database
There is an increase in the continuum of provision though the 5 stage behaviour strategy. 'Revolving door' and nurture programmes at KS2 and 3 have had a major impact on reducing permanent exclusion and are beginning to have an impact on fixed-term exclusion rates. (see references to data in 1.2.2)	Case studies and data
The innovative PACC programmes provide a strong alternative to exclusion and a nuanced, preventative provision for pupils with the most challenging behaviours leading to increased attendance and achievement. (permanent exclusion down to 3 in April 2012). This is a good example of joint commissioning work with schools and of leading edge practice that has been shared with other providers.	Corporate Parenting Strategy, Better Outcomes RAISE documentation and returns to WAG, LAC report cards, achievement data
Significant progress is being made in improving statutory duties. An effective Corporate Parenting Strategy monitors and challenges the performance of services that support LAC. The jointly agreed Children's Services and Education 'Better Outcomes' project is improving the tracking of attainment. All LAC have a personal education plan. Improved liaison with, and training of, designated teachers, foster carers, social workers and unit staff have focused efforts specifically on raising levels of achievement and attendance. (see data in 1.1.2)	
Provision through youth support services Good work is being done to combat bullying behaviours affecting the emotional, social and academic development of children and young people. Casework referrals to the anti-bullying team are detailed and broken down by specific group and category including those that are race related. The increase in referrals, especially by schools, is a positive indicator of the seriousness with which incidents are treated (213 referrals in 2010-11 compared with 174 in	CAB RBA report card, project work in particular schools.

2009-10). The CAB responds proactively to concerns through project work in particular schools on the basis of the analysis of this data and requests from schools to intervene.

Fast Track continues to work with the families of children living with complex needs including those living in poverty. Over the last two years no child involved in the programme has been permanently excluded; the total number of days lost due to exclusion dropped by 71%; in 80% of cases attendance improved for the child.	Fast track records and data
Restorative approaches training is being piloted in 3 secondary schools in 11/12 (extended to further 2 high schools and 1 primary from February. Over a short period a large number of staff in schools, officers in education and Children's Services, youth and community related staff received training (485). Although at an early stage, there is evidence of impact on number of exclusions and average days lost to varying degrees in 3 pilot schools. Attitudinal data indicate very positive responses to perceived impact on relationships between students and adults and between students (4/5 respondents), knowledge of students (two-thirds).

Areas for Improvement:
Work to develop the use of data needs to continue so that it is used more systematically to set targets, inform development and to support and challenge schools in respect of the outcomes and wellbeing of vulnerable groups.

Implement the provision relating to stage 4 and 5 of the 5 stage approach to behaviour management. | Restorative approaches evaluation report and data. |

Quality Indicator: 2.3.2 Promoting social inclusion and wellbeing – promoting attendance and keeping children and young people in education, employment and training	
Evaluation	**Evidence**
The Council's attendance strategy has been redeveloped effectively to give greater impetus to reducing absence from school. The strategy gives a much sharper focus to the relative roles and responsibilities of schools and the central service, sets out a clearer graduated response to the needs of schools and learners and differentiates more effectively between universal and more targeted provision. It is beginning to have a positive impact on improving attendance rates (see data in 1.2.2)	MSPA, 'The 5 Step Approach to Managing Attendance', attendance action plan
EWS RBA Report Card
Working relationships with other service areas, the voluntary sector, the police, the Council's legal services and the courts are good. Specific provision is made within the EWS to work with vulnerable groups: there is good involvement through dedicated education welfare officer	Case meetings with YOS, voluntary sector/ police involvement in the EPP, work through LSCB, police

support in respect of the TES.	involvement in truancy sweeps ASBO group
The authority meets its legal responsibilities and uses legal powers and responsibilities consistently and appropriately. (151 prosecutions in 09/10, 148 in 10/11, 90 to date in 11/12).	New prosecution protocol and fast track approach, prosecutions data
The authority has given clearer and more consistent advice to schools regarding the management of attendance and procedures for schools. Because of the detrimental impact of holidays in term time and extended holidays headteachers are being asked to no longer authorise these absences.	
All schools have received an attendance manual containing guidance in attendance practice and procedures and advice to support improvement and consistency. A series of leaflets for parents/ carers is in place to communicate the importance of good attendance and where support can be obtained.	School attendance manual – guidance and good practice
The EWS carries out monthly truancy sweeps with South Wales police (December sweep resulted in 197 young people being stopped// challenged and reminded of legal requirements. This generated good press coverage.	
An "Attendance Hit Squad" (targeting pupils below 85% attendance) at Willows and Rumney High Schools is being piloted (pupils spoke to individually to address issues and agree improvements in attendance contract). Attendance following on from these initiatives showed increase which then remained steady. (69% of pupils in Willows improved attendance).	
The EWS has developed more robust referral and tracking systems to help prevent children missing education and improved multi-agency referral procedures. Fewer pupils are leaving without a known destination. (3% 2009, 2.6% 2010, 0.7% 2011).	
The Behaviour Support Service monitors closely both fixed-term and permanent exclusions from schools, and the actions as a result of the independent appeals process. Strategies to reduce exclusion are maintaining the low level of permanent exclusions in primary and reducing significantly the number of permanent exclusions in the secondary sector. Consistent and accurate advice has resulted in fewer permanent exclusions, a reduced tariff of days for fixed-term exclusions in several instances and appropriate challenge where needed to ensure that pupils and schools are protected from risk.	Exclusion data over the last three years- overall and by school, FAP minutes, notes of meetings between the exclusions officer and head of behaviour support, PRU and primary school revolving-door provision.

The Behaviour Support Team (BST) has made a significant contribution to the reduction in exclusion rates through work at SA+ and statutory work and through joint working with other teams. Pastoral support plans are making a positive contribution to identifying and meeting needs more successfully and to harnessing the contributions of all relevant partners.	Examples in individual schools
A number of effective training programmes have had a positive impact on schools' capacity in respect of behaviour management. The exclusions officer provides helpful whole-school and governing body training concerning the statutory requirements as well as advice and guidance to schools in the period prior to taking the decision to exclude a pupil.	Training in positive behaviour management / CBT, CPD online , individual school training, SEAL, EPs' work in children's homes
Following on from the recommendations of the FAP, a prompt offer of educational provision is made to those at risk of permanent exclusion, permanently excluded pupils and those unable to attend school for health reasons. (187 have been in receipt of provision)	FAP minutes and decisions
Good collaboration has strengthened arrangements in respect of elective home education. Monitoring of parents' curriculum statements is robust and the service now carries out home visits to monitor provision and provide advice. Scrutiny of parental requests to make provision for elective home education is rigorous: referrals to area health and intake and assessment are made where there is cause for concern.	Elective home education checklist, curriculum statements, adviser notes of visit, protocol, parental guidance, EHE referrals, notification of EHE forms
Provision through youth support services Procedures for monitoring the quality of education of pupils educated outside of school are thorough. The PACC development has ensured pupils stay engaged with education. (see data in 1.1.2)	Qualifications data via Carnegie Centre, PRU and Dusty Forge and related report cards
An SAO has been recruited to support the attendance and engagement of pupils attending PACC and other community-based provision.	EWS structure
The work of the Fast Track multi-agency team has been effective in reducing the social dislocation/ exclusion of pupils aged 4 – 12 with complex/ challenging needs including those living in poverty -resulting in improvements in attendance, attainment and appropriate engagement with other services. (2009/10-2011/12 no child involved permanently excluded; total days lost due to exclusion dropped by 71%; in 80% of cases attendance improved).	Fast track data and records
Bespoke programmes developed by the Youth Offending Service are effective in supporting pupils returning from the secure estate. The engagement and attendance of pupils attending education programmes at the YoS is supported by a dedicated education officer. The	YOS/YOT, Youth Gateway records, YISP's, and YIP's, ASB team, month 6 evaluation of Triage and related

behaviour support service works productively with schools to develop support for individuals with significant needs following exclusion.	data
There is a significant decrease in first time entrants to the YoS since the introduction of TRIAGE, YISP, and ASB/DART projects in 2009. For example 238 young people accepted onto TRIAGE from April to December 2011 have not re-offended to date. 78% of these young people referred onto universal services successfully engaged with those services.	YoS RBA report card, reports to corporate director from YoS manager
Effective strategies, including extended work experience programmes, are in place to identify/work with those at most risk of disengagement from education. Work involving the 14-19 team, Youth Service, CareersWales and voluntary sector is increasingly effective and is beginning to have a more substantial impact on meetings needs. (see NEETs data in 1.1.1)	Annual reports of intervention success rates, 14-19 case studies/ learning coach intervention, CareersWales Gateway records, work of pre and post 16 learning coaches with those hardest to reach
The EWS works closely with Careers Wales to identify young people who are more vulnerable to failing to make a positive transition at 16. Information about non-attenders and pupils with ALN/ circumstances are shared to ensure additional support/ targeting. Y10 pupils who would benefit from additional support during Y11 from Education Gateway are also identified and supported.	
The new Families First programme will support improved arrangements for addressing family/ parent/carer issues that affect young people's attendance and behaviour in school. Pathfinder projects are working closely with schools to develop the referral mechanisms and arrangements for the Families First Team Around the Family approach. (60 families to be targeted).	FF commissioning specifications
Areas for Improvement: Continue to give priority to improving attendance and to reducing exclusion. Ensure that contributions of partners are integral to forward planning to improve outcomes and well-being.	Attendance and behaviour strategy and action plan

Quality Indicator: 2.3.3 Promoting social inclusion and wellbeing – youth support services and personal support	
Evaluation	**Evidence**
The Youth Service is of good quality. There is a consistently high attendance rate at a range of universal provisions. Most young people surveyed report that they achieve good outcomes from their engagement in a wide range of formal, informal and non-formal youth support provision.	National annual audit, Youth Service self -assessment, previous inspection report, CYPP evaluation.

Through the development of targeted provision around 1500 young people from a range of backgrounds, including those who experience disadvantage, have been able to achieve well and develop their personal and social skills. This includes those accessing NEET provision, LGBT, BME young people, deaf and hearing impaired, young carers, asylum seekers	Youth provision membership returns, contact/reach data re LGBT young people, young carers, young people who are NEET, BME young people, children of asylum seeking families, 'operation Bang' and 'Goodies in Hoodies' projects.
Specific projects including 'operation Bang' and 'Goodies in Hoodies', 40 young people who took part in 'Night in the Cells' project have made a positive contribution to reducing youth anti-social behaviour. The numbers of anti-social behaviour incidents recorded by Police have decreased. In the case of Operation Bang this reduction was significant.	
Young people make good use of a range of support services and the demand for youth provision is high. (36,000 information requests across provision , including street-based provision). Information is made available to 8500 young people per month via the Sprout; an on-line multi-media information platform. This is a 5% increase on the previous year.	Centre provision, specialist and street- based provision.
There is a strong street-based youth work programme to target young people not engaged in centre-based activities. Since the last inspection, the Youth Service has also developed a range of bilingual provision.	
There are high participation levels in accredited courses across the majority of the Authority's youth provision. Achievement is good for young people at risk of disengagement or poor attainment involved in learning programmes that are additional to a school's core provision. (see data in 1.1.1.)	DofE Award/ Lord Mayor's Young Achievers Award statistics, other accreditation as in annual self-assessment, 14-19 provision, Youth Service PRU programme
The Youth Service ensures that it meets the needs of children and young people through a robust planning cycle across the provision that responds to identified need.	Youth Service business plan/ annual operational plans/ officers' operational plans/ termly observational reports C&YPP Scrutiny Reports,
There is a broad range of opportunities for young people to access personal support, including those with challenging behaviour, social barriers or with disabilities. In most cases, young people succeed in achieving individually set targets.	NVCH Aspire monitoring system, individual support/ learning plans, Careers Wales advice and support, training of young inspectors, provision through Careers Wales Gateway, Fairbridge Cymru
There is good support given to access information, evaluate options and make informed choices. Particularly good work has been done to develop young people's leadership skills	

and their involvement in assessing and improving the provision offered by the service. (see data in 1.2.3) There is good collaboration with a range of partners to assist young people who are not in education, employment or training.	
Staff within the Youth Service participate in a comprehensive training programme that is effective in supporting personal development and in equipping the service to respond to national initiatives effectively.	Annual training programme
Youth work in schools, Michaelston CC, Glantaf, Llanrumney is helping young people to be more socially included through a variety of targeted and bespoke interventions.	
LAC pupils have been supported in accessing a broad and full range of alternative provision - theatrical make up; motor mechanics, army preparation in line with the provision for other pupils in the 14-19 age range. Where necessary these are instigated and monitored by the specialist LAC team.	MAG meeting notes and LAC records. Programme notes
In line with the Cardiff Children and Young People's Disability Strategy the Youth Service delivers social open access provision to young people in the Cathays and Caerau areas of Cardiff and also support provision for deaf and hearing impaired young people in Roath. At Fitzalan YC there is a bespoke programme for young carers.	
Access for particular groups of young people to the statutory youth service has improved since the last inspection. Examples include LGBT, deaf and hearing-impaired, ALN and disability groups. A programme for LGBT young people has commenced at the city centre project. Evaluation is underway.	Youth service RBA report Card
Areas for Improvement: Improve the management/ recording of outcomes across the 4 delivery domains. To make required improvement the service is: reconfiguring service management and reporting on a neighbourhood basis; investing in RBA training to ensure robust reporting; providing additional support for MIS monitoring through appointment of full- time clerical support.	Rumney High motivational and mentoring sessions, PSD work with Czech/ Roma pupils at Willows high
Develop stronger working relationships with secondary schools and extend youth work intervention programmes to a greater number, particularly where pupil achievement and attendance is low.	
Improve opportunities for young people to gain positive outcomes and progression including	

accreditation for engagement in youth service activities. To make improvement the service is: developing an accreditation framework for the Youth Service; extending accreditation opportunities in four curriculum areas (arts, sport, health and citizenship), extending the scope of awarding bodies available.

Quality Indicator: 2.3.4 Promoting social inclusion and wellbeing – safeguarding arrangements	
Evaluation	**Evidence**
The safeguarding team comprises three safeguarding officers who are responsible to the Education Access Manager who is the safeguarding lead. The key function is to provide a frontline service to all schools across Cardiff and to staff within the Education Service.	Safer Working Practices for all staff working with children/ young people/ vulnerable adults
The safeguarding team ensures the Council meets its statutory responsibilities in relation to Child Performance and Chaperone registration. (training provided to chaperones, advice and guidance to production companies and the public). Children who work in Cardiff are required to be licensed - the Safeguarding Licensing Officer takes a lead role ensuring the authority meets its legal responsibilities in relation to child employment legislation and Cardiff bye-laws.	Children in Employment and Entertainment, records of policies adopted by schools DCPT evaluation forms
The safeguarding of children who perform and work part time is monitored through inspection, advice and support and robust procedures. (During May 2011 to May 2012: 115 Chaperone Licences, 47 work permits issued, 497 child performance licences issued, 280 notifications of out of county children performing in Cardiff). Prior to 2010 there were no notifications of children performing unlicensed -through awareness raising this has increased significantly to 451over last two years.	Service Safeguarding Procedures 2010
The safeguarding arrangements are based upon both the responsive and the reactive nature of the safeguarding agenda and deal with queries covering all areas of safeguarding and child protection. The safeguarding team work in an advisory capacity signposting clients, the majority of whom are schools, to statutory and non statutory services (statistics from a 12 month period identified 251 statutory, 21 non statutory). There are regular briefings and guidance updates for schools and governing bodies to ensure that handbooks are updated in line with anticipated changes in legislation.	Safe use of Images guidance
The safeguarding team manages a robust database. Patterns are identified and proactive action taken. (For example during Christmas 2010 a high volume of queries received from schools in relation to the appropriate use of images at nativity concerts - a task and finish group developed a guidance document for the safe use of images that has been shared with	Best practice policy guidance for schools Cardiff Intranet page: Safeguarding Cardiff website:

100% of schools).	
There are strong links with the Designated Child Protection Teacher (DCPT) for each school. Through a DCPT forum good practice is shared in relation to Child Protection and safeguarding issues. Forums of a similar nature are to be held on a regular basis.	
The training officer delivers ongoing training to schools, education service staff and to governors. The training package reflects the core themes of safeguarding and child protection legislation. Links with other key statutory agencies are strong.	Briefings/ PowerPoint presentations, training evaluations, training database, safeguarding databases
Clear procedures and guidelines are in place in respect of safeguarding. Links to all national, local and service guidance are made available via the service's safeguarding intranet page. Robust procedures are in place to carry out and monitor CRB checks for governors and volunteers working in schools. 100% of external training providers who are part of the Extended Opportunities programme provide evidence of CRB checks on all staff in contact with learners as identified in the 14-19 handbook of protocols.	HR recruitment and CRB procedures
Senior officers take an active role in representing the Chief Education Officer on the Cardiff Local Safeguarding Children Board and its planning group and on the Cardiff Council-wide Safeguarding Children and Vulnerable Adults Group. This group promotes awareness of safeguarding issues and ensures the Councils responsibilities for the safeguarding of children and adults is effectively communicated across the Council's services.	Briefings/ powerpoint presentations, training evaluations
The access manager through the safeguarding team coordinates strategic, operational and support functions across the service effectively and ensures direct engagement with schools. The safeguarding team, established in 2009-10, is improving the service's capacity to deliver multi-agency training (8 out of the 11 sessions arranged by Cardiff & Vale LSCB). (During 2011/2012, 65 designated staff from the Education Service and schools attended sessions; service specific training delivered to 40 Cardiff schools, total staff attending 848).	
Compliance with the all-Wales child protection procedures 2008 is robust and effective. The training provided is of good quality and is making a positive contribution to enabling schools to meet statutory requirements.	
The recruitment, disciplinary and reporting arrangements in place are rigorous and ensure consistency in the recruitment of suitable staff and volunteers.	

There are regular briefings and guidance updates for schools and governing bodies to ensure that handbooks are updated in line with anticipated changes in legislation. Audits are maintained of training on safeguarding for all EPs, Early Years and AST staff.

Areas for Improvement:
Engage with schools requiring additional support. Facilitate improvements to multi agency working. The Safeguarding team has already identified this as a key area for improvement and have regular meetings with Children's Services Intake and Assessment team.

To strengthen further monitoring of the robustness of safeguarding through the appointment of a safeguarding manager to manage all safeguarding staff in education, children's and adults' services, to report to the director of legal services and to be independent of the delivery of safeguarding services.

Quality Indicator: 2.4.1 Access and school places – the provision of an appropriate range and number of school places	
Evaluation	**Evidence**
The significant progress started in 2006 to address the issues of surplus places in English-medium schools, the creation of additional Welsh-medium schools, the amalgamation of Infant and Junior Schools and the creation of nursery provision on primary school sites has continued.	Access and School Places summary evidence document/ appendix
Significant progress has been achieved in the reorganisation of secondary schooling. This will see the 10% overall surplus capacity target achieved by September 2015, with primary achieved by 2013 and secondary by 2018.	
The considerable improvement in matching the capacities of schools to their local demand has continued through a programme of closures and re-assigning school facilities to meet wider social agendas including Flying Start. (investment programme of £180m, of which 32% has been WG funded and 68% Council funded).	
As of January 2012, there were 4 primary schools and 1 secondary school with occupancy levels above 110%, all of which will be resolved as a result of recent or current SOP proposals. This has reduced from 8 primary schools and 1 secondary school in January 2011.	Data on individual schools' capacities, NOR data
As of January 2012, there were 19 primary schools with occupancy levels below 75% - reduced from 26 primary schools in January 2011. Of these, 6 are being addressed by current plans that remove capacity or assign it to Welsh-medium, and 3 will be addressed by 21st Century Schools proposals. It is proposed to change catchment areas to relieve pressure on adjacent schools,	PLASC population data for schools, data on actual/ approved removal and creation of primary/ secondary places in English-

whilst filling spare places in the remaining 10 schools, from September 2014.	medium/ Welsh-medium provision, catchment projections/ school level trends
As of January 2012, there were also 8 secondary schools with occupancy levels below 75%. Of these, 5 are being addressed by current plans that remove capacity, and 3 will be addressed by future proposals to change catchment areas to relieve pressure on adjacent schools from September 2014. Although increased from 7 secondary schools in 2011, reflecting the decline in secondary school pupil populations, existing proposals will reduce this by more than half.	
The authority has comprehensive, up-to-date data on the capacity of schools and the extent to which they may be overfull or have surplus places in accordance with Welsh Government guidance. These data are contained in the highly regarded Education Service Asset Management Plan (AMP) which feeds into the Council's Corporate Asset Management Plan.	Health Trust individualised live birth data
Through capacity surveys, officers monitor effectively the capacity of schools and the use of school buildings. The capacities of schools where work has been undertaken are updated as the projects are completed, thus ensuring that information is relevant and current.	WAG endorsement, Health Trust individualised live birth data, implementation of Mesur y Galw, parental questionnaire
Over the last year the Authority has refined projection methodologies using individualised pre-school health data which has been made available only very recently from the NHSAR. These data are producing more accurate projections at individual school catchment area levels.	
The quality of asset management planning is good. The authority has an up to date Asset Management Plan for all schools, which is reviewed annually, to ensure robustness and relevance. The plan includes data gathered by EC Harris for the Welsh Government.	Asset management plan
The Asset Management Plan has informed decisions on School Organisation Planning proposals and related investment, including the Authority's approved 21st Century Schools submissions to the Welsh Government, amounting to a total of c£275m.	E.C. Harris surveys 2009/2010, school programmes list
The Asset Management Plan identifies priorities well for the annual asset renewal programme (increasingly involves headteachers in decision-making ahead of new financial year).	SOP details of Executive/ schools sub-committee, programme panel reports, presentations, PQA - mandates and agendas
The sound principles and commitments underpinning the original city-wide School Organisational Plan remain largely unchanged.	
In November 2011 the Council submitted its revised 21st Century Schools programme of	21st Century school programme

projects incorporating its 21st Century Schools bid for Band A match funding for the period 2014-2020 to the Welsh Government and has had approval in principle for the individual school projects included. In oral feedback from the Welsh Government the Council's Strategic Outline Plan had the second highest score in Wales	band A bid
Significant progress has been made in supporting schools through the change process.	Notes of meetings
There has been increased work between the SOP team and other Service areas with: • representatives from SOP on the Land & Transformation Group, the Sport Strategy Group and the Sustainable Transport Group • scheduled meetings with union and HR representatives on a bi-monthly basis • SOP officers have worked closely with the Youth Service and schools to ensure high quality pupil engagement as part of public consultations.	Report outlining sessions/ outcomes, primary school consultations
Communications on planning matters between Cardiff and neighbouring authorities are constructive. (planning meeting with representatives from the South East Consortium and other neighbouring authorities prior to re-submission of its 21st Century Schools Programme of projects. Support provided to the Vale of Glamorgan in development at St Cyres through a commitment to a continuation of purchasing special school places).	
The Authority has also indicated that until cohorts reach their full size there will be places available in its Welsh-medium high schools that could help relieve pressures on demand, particularly in authorities to the East pending implementation of their own longer term plans.	
A review of specialist provision as part of an integrated comprehensive School Organisation Programme (SOP) is nearing completion. This review is multi-disciplinary , multi-agency in scope and covers buildings, facilities and access; data on current and projected pupil needs; support for complex needs and is focusing on achieving the most appropriate patterns of provision and associated investment to maximise: opportunities for funding through SOP mechanisms and the 21st Century Schools Programme; collaboration between health, education and social services to support the achievement of high quality educational outcomes.	Specialist review report, details of site visits, notes of meetings
Building programmes are well managed and reviewed in house under the Council's Project Quality Assurance methodology which is based on PRINCE 2. As a result, almost 100% are completed to deadline, with some outstanding results for schools and their learners.	Sample PQA project brief, notes of meetings
A robust and effective emergency system enables the Council's in-house maintenance team to	Emergency procedures and protocols

respond immediately to emergencies (regularly commended by headteachers as outstanding).

The Council continues to see decisions through to completion. Whilst headteachers and Trades Unions have been supportive of the aspirations of the Council, this has not been true of other stakeholders in every case. Officers' proposals are resulting in significant investment in school buildings and a much better alignment of local supply and demand for school places. **Areas for Improvement** Complete existing programmes and implement the 21st century schools programme in line with Welsh Government requirement and in the light of decisions. Trial the joint development of a programme and project brief for one area of Cardiff to bring greater structure and clarity of roles and responsibilities in support of improving services for individuals and their communities.	Executive business meeting reports

Quality Indicator: 2.4.2 **Access and school places** – admissions to schools	
Evaluation	**Evidence**
The Council has an effective Admissions Forum which consults every authority regarding changes to the admissions arrangements, including the voluntary-aided sector. The Admissions Forum was essential in obtaining the agreement of the Council and the Voluntary Aided Sector to common admission dates as required by new Welsh Government legislation.	Correspondence between authorities, co-ordinated 2012/13 admission dates, admissions policy, forum-agendas/minutes
Agreement has recently been agreed on the treatment of statemented and LAC by voluntary aided schools whereby policies are to be amended to ensure admission where appropriate.	As above
The annual admission booklet is widely available both in hard copy and on the Council's website and is printed bilingually. Information on school admissions fully complies with the Welsh Government Admissions Code and is transparent and clear.	
Despite significant increases in the demand for Welsh-medium education and the large influx of pupils from the EU countries the Council continues to meet a very high percentage of parental preferences on school admissions. (All applications for a place in the Reception Year and the Y7 age group for September 2011 received from pupils' resident within the catchment area and applying for their catchment area school by the required deadline date agreed). Overall 97% of the first preferences from parents applying for a Y7 place were met and 87% of first preferences from parents applying for a reception place. The Council was able to meet 99%	Annual preference forms, in-year preference forms and explanatory notes, Capital Times information Publicity material Performance indicators and data on parental preferences

of one of the three preferences expressed by parents applying for a Y7 place and 96% of one of the three preferences expressed by parents applying for a reception place. In year admission procedures are working well in that a total of 2938 admissions were agreed in the 2010/2011 academic year.	
During the 2010/2011 academic year 100% of appeals complied with equal opportunities legislation and were dealt with within the deadlines imposed by the Welsh Government School Admissions Code.	Appeals data, admissions forum annual report, minutes of task group
Whilst the Council has clear arrangements for the admission of children who come to live in the authority during the school year, deadlines for the admission of individual pupils, particularly those with emotional, social or behavioural needs, were not being met sufficiently. The Fair Access Panel (FAP) was established to address this.	Autumn Term task and finish group minutes
The Panel considers the admission of hard to place pupils to mainstream education, provision for individual pupils who have been the subject of permanent school exclusion or are considered to be at the risk of disaffection and for pupils not moving home but still requesting transfer of school. Since the introduction of the FAP (March 2011) there is greater direct involvement of headteachers in considering cases and provision. (To date provision made for 187 pupils; contributing to reduction in permanent exclusions referred to in 1.2.2).	Fair Access Panel minutes.
Areas for Improvement: The information booklet to parents needs to be produced in a more user-friendly format. It was reported that there are 160 languages spoken in Cardiff schools. Although the Council is not able to produce literature in all these languages it is intended to develop publicity material in the ten most frequently used languages for the 2013/2014 academic year.	Behaviour support service action plan. Admissions Forum minutes.
To encourage parents to register pupils earlier for nursery education publicity will be displayed in Hospitals and doctor surgeries. It is hoped that this will also attract the attention of Health Visitors who work with families.	
There is a need to reduce the pressure on admissions in the secondary phase by developing provision further to meet the needs of those subject to longer fixed-term exclusion and permanent exclusion for the first and second time.	Behaviour action plan, Fair Access Panel minutes
There is further work to do to meet a higher proportion of nursery admissions in the spring and summer terms. The increasing birth rate and the high number of immigrants in the City have led	

to increased pressure for places in some areas of Cardiff particularly in Key stage 1.

Quality Indicator: 2.4.3 Access and school places – co-ordination of early years and play to ensure sufficiency	
Evaluation	**Evidence**
The delivery of nursery places is good. A total of 4660 PTE nursery education places were provided in 2010-2011 with numbers expected to exceed 4950 for the 2011-2012 academic year. The Cardiff Nursery Take Up Analysis suggests that overall 73% of eligible children took up their nursery education place in 2010-2011 (R4s 84% and R3s 54%). 74% of children offered a Flying Start placement now receive the full 3 terms of childcare compared to 49% in summer 2010).	SOP 'Strategic Framework', Early Childhood Steering Group Sufficiency task group data and minutes
Nursery education places are sufficient to meet demand in all areas of the city. Places are however more limited in some areas particularly in the summer term when the highest number of children take up their entitlement.	Data on provision, population figures, map, 'Hotspots' planning sheet, 21st Century Schools Programme Band A
There are productive relationships with the non-maintained sector and childcare providers. The vast majority are willing to work with the Council to provide places where demand for places exceeds supply in maintained provision. This includes making best use of all strategies for increasing provision where there are fewer non-maintained providers due to the lower demand and capacity to afford childcare services in these areas.	Data on provision of places, population figures, map of provision, 'Hotspots' planning sheet, 21st Century Schools Programme Band A
A successful roll out of additional and new nursery provision has been underway for the last three years. (Additional/ new places approved at 5 schools to increase by 272 by September 2014, whilst the plans for Band A in 21st Century Schools add a further 496 places.	
Nursery education and Flying Start childcare places are for 12.5 hours per week. Nursery education is delivered over 39 weeks in line with school terms, Flying Start childcare is offered over a total of 42 weeks as per the stipulated entitlement.	
Projections for the number of children eligible and likely take up of nursery education are produced annually. Nursery education places provision and actual take up are then reviewed on a regular basis throughout the year by the Early Childhood Strategy Sufficiency Task group (made up of a range of public, private and voluntary sector partners – formerly the Cardiff EYDCP).	
There is a clear, well-established rationale for the registration and approval of settings. Once in contract and funded to provide places, settings are regularly monitored and supported. Providers are required to meet locally devised quality standards set out in the contract and must	Contract for provision of nursery places with non-maintained sector, draft 'Quality Indicators for New

pass the quality visit in order to become approved.	Settings, outcomes of ECERS
The Flying Start programme provides high quality free part-time childcare places for eligible children through a range of providers, all of whom are tied to a framework agreement for the purchase of places and are registered with the Care and Social Services Inspectorate Wales.	Flying Start Contract
The Foundation Phase Advisory Team provides training of very good quality for practitioners in the maintained and non-maintained sectors. The Welsh Government Foundation Phase training modules have been implemented with productive use made of feedback from schools and settings to refine the programme and to tailor training. Good progress has been made in implementing national requirements.	Foundation phase modular training programme,, evaluations of training, outcomes of school survey
Similarly Flying Start practitioners benefit from training of very good quality and the monitoring of quality by the Flying Start advisory teachers is robust and effective.	Data on provision/ providers, assessment data using Infant and Toddler Environment Rating Scale
Training provision for staff working in other childcare settings is also well developed: both funded and non-funded settings have access to non-vocational and vocational training opportunities that provide a route to national qualifications. All registered and non-registered providers benefit from an annual training programme to meet the minimum legal and regulatory requirements of the CSSIW. Effective quality assurance systems are in place.	Childcare Strategy Unit Workforce Development team training programme, annual training needs analysis for all registered/ non registered childcare providers, settings committee decisions.
The quality of educational provision in both maintained and non-maintained English-medium and Welsh-medium settings is good overall and promotes good outcomes and wellbeing. The quality of the provision is enhanced through regular visits that use first-hand observation of learning and a range of assessment tools to monitor quality and support improvements.	Data on number of maintained and non-maintained settings, advisory teacher notes of visit, relevant Estyn Inspection Report outcomes
Parents have access to good quality information and advice in respect of nursery education and childcare through the admissions team and the Family Information Service (FIS), the latter having recently been awarded the new Families First Quality Standard.	www.childcareincardiff.info marketing campaign, relevant newsletters and letters
The Childcare Strategy Unit co-ordinates the statutory duties of the local authority. The Annual Childcare Sufficiency Assessment outlines detailed plans for addressing gaps in childcare provision by childcare provider type and location. The Childcare Strategy Unit works closely with the SOP and Schools for development of new childcare places for out of school.	Annual Childcare Sufficiency Assessment Report

The authority offers a wide range of provision and is working in partnership with voluntary organisations to ensure that play provision of good quality is available across most of the city. Children and young people are consulted routinely as part of the Council's work on matters such as play facilities in open spaces and parkland. Focus has been given to work with disabled children, provision in areas of deprivation, community play and provision in Welsh, play services for young children and teenage activities. Further development and greater engagement with schools are needed to ensure that children and young people benefit from facilities during weekends and holiday times.	Multi-agency Play Strategy, implementation group's city-wide action plan, participation data for disabled children and Welsh-medium provision with Menter Caerdydd, work with Vale of Glamorgan - funding for community play facilities
The Disabled CYP workstream group is working with the Childcare Strategy Unit to identify actions to ensure appropriate and adequate childcare provision for disabled children and young people. Within the commissioning process for Families First, providers are being asked to put forward service proposals to tackle the barriers in accessing childcare for families	FF commissioning specifications
Areas for Improvement Further work needs to be done to increase nursery provision in some areas of the city. Proposals for new/ expanded nursery provision and the creation of new Integrated Children's Facilities should resolve these challenges.	SOP 'Strategic Framework', Early Childhood Sufficiency Task Group data and minutes, provision data
Develop provision for parents who would like to take up their nursery education place but do not because they need full day care and would like the value of their nursery education place to be transferable to help with the childcare costs A parent survey of childcare needs in 2011 identifies that wrap-around childcare and out of school childcare requires further development	Childcare and School preference survey 2011, Childcare Parent Demand Survey school age children 2010-11
Quality Indicator: 2.4.4 Access and school places – co-ordination of youth support services to ensure access to entitlements	
Evaluation	**Evidence**
The Cardiff Partnership Board (CPB) monitors performance and access to entitlements against the 7 local priorities in 'What Matters'. This is a new development. The CPB is improving its co-ordination of youth support services and is giving a high priority to service delivery in key priority areas.	What Matters Corporate Plan, CPB work streams, Proud capital focus on NEETS in first meeting
The CPB has workstreams established which contribute well to the planning and delivery of youth support services including by the youth engagement workstream group. A range of services in Cardiff are improving their work to promote the wellbeing of children and young people.	Joint commissioning guidance and specifications

Services are increasingly organised on a neighbourhood basis across 6 neighbourhoods. The 6 neighbourhood management teams are developing action plans which focus on the key issues for that particular area including those that concern the provision of youth support services.	Youth support services strategic framework and documentation concerning a neighbourhood approach to youth support services
The CPB is developing joint commissioning arrangements to ensure delivery of partnership priorities, including those that relate to youth support services. The new Families First Programme is clearly aligned to the CPB's workstreams and the commissioning specifications are outcome focussed and being developed with direct involvement from stakeholders, potential providers service users.	As above
A much clearer strategic framework for youth support services has been established. This relates planning to the national policy context, to local priorities, makes a distinction between universal and targeted services and those that provide increased opportunities for engagement in activities that promote personal development, lead to accreditation, give opportunities for involvement in decision making and in communities.	YSS data and mapping exercise, RBA, YSS Strategy and Model
Initial work has been done to identify outcome measures and suitable success criteria that will that will underpin evaluation of impact.	
There is a good range of youth support services provided to children and young people and the details of 350 organisations who deliver are held in a database. Work is continuing to map the full range of provision on a number of bases including geographically, against nature of delivery, by age group as a first step towards a more strategic approach to determining the provision that is needed.	
Since the Estyn LAESCYP inspection the CPB now has a clear overview of organisations involved and is using RBA to assess the quality and impact of delivery.	Agenda and minutes of meetings
The establishment of a youth engagement working group as sub set of the FYPB will give further impetus to improving service delivery and outcomes and to the co-ordination of actions and the identification of resources.	
Areas for Improvement: Use establishment of the agreed workstreams, FYPPB and youth engagement sub group to plan coherently the co-ordination of youth support services in ways that have a discernible impact on outcomes in priority areas.	FYPPB terms of reference , work stream minutes

Quality Indicator: 3.1.1 Leadership – the impact of leadership

Evaluation	Evidence
Since the previous LAESCYP inspection there has been an improvement in strategic leadership of education services by the Chief Executive Officer and the Corporate Director. The appointment of new headteachers to half the city's secondary schools in the last two years, in particular, is also supporting the change in culture and expectations that is needed to raise standards further.	Corporate Plan, education service business plan, CPB workstreams, outcome data for attendance, exclusion, NEETs, schools' targets.
Cardiff has a programme in place to transform its services. This was recognised in the Wales Audit Office Annual Improvement Report. As a result of external scrutiny Cardiff Council established an Implementation Board to monitor progress against the Estyn recommendations that has strengthened the scrutiny of performance and the rate of progress.	WAO AIR January 2012 Implementation Board minutes
The Council's corporate plan has clear priorities relating to education generated by integral evaluation and external regulation: there is a clear line of sight between these, and other strategic plans and national priorities, priorities in the education service's business plan and the priority workstreams of the CPB. This has brought greater focus to the work and is beginning to have a stronger impact in key areas of work.	As above
Evidence of impact is prominent in the positive response of headteachers to a climate of greater challenge, more challenging schools' targets, improvement in end-of-key-stage achievement outcomes, improvement in functional literacy since 2009 (6%) especially in targeted schools (11%) (90% by end Y8), improvement in attendance in both phases, reductions in permanent and fixed-term exclusion, increases in school's budgets and delegation rates, improvements in schools' learning environments.	Literacy strategy and evaluation, annual report on the performance of Cardiff's schools, attendance and behaviour data, task groups, minutes of budget forum, SOP rationale, proposals and outcomes, remodelling accommodation for specific schools 21st century schools submissions MLC minutes, 14-19 partnership minutes
The publication of the "What Matters" Integrated Partnership Strategy in June 2011 has contributed to more coherence in corporate planning and the identification of priorities (brought together the Community Strategy, Children & Young People's Plan, Health Social Care & Wellbeing Strategy and Community Safety Strategy).	What Matters Strategy Partnership Model WG Draft Statutory Guidance: Shared Purpose- Shared Delivery

A new integrated partnership model has been established to provide strengthened leadership and focus on the performance management of partnership working. This innovative approach has been advocated by the Welsh Government in new statutory guidance - Shared Purpose - Shared Delivery' published in January 2012.	
The new CPB (Cardiff's LSB), established in November 2011, has streamlined the number of partnership boards and reduce 'silos'. Chaired by the Council's Chief Executive it oversees the delivery of all partnership activity. A new meeting format is beginning to bring a stronger focus to performance management and to resolving barriers to progress.	CPB meeting minutes
Priority programmes and workstreams have been identified based on needs assessment, statutory 'must do's' and community engagement. The CPB holds the Programme Senior Responsible Officers to account for progress.	List of Programmes and Workstreams Programme Highlight Reports
Elected members provide good leadership. They have taken a number of difficult decisions, including those affecting school reorganisation and the protection of schools' budgets. The new administration is giving a high priority to improving education services.	
Through the new Proud Capital Leadership Group, established in January 2012, they oversee the strategic agenda of the city and have given priority to particular issues such as the challenges facing young people who are NEET.	Proud Capital Leadership Group minutes and seminar Reports, terms of reference
Core aims, values and principles concerning education , drawn up in partnership with headteachers and governors, place the needs of all learners at the centre and are driving work to reposition the relative roles and responsibilities of the Authority and schools and decisions about the deployment of resources.	MSPA, delegation of SEN resources and five stage approach, five step approaches regarding attendance and behaviour, team around the school minutes and action plans, school organisation and investment plan.
Staff at senior and middle leader levels are involved in informing policy, taking forward work that is responsive to identified need and evaluating outcomes.	Relevant agendas and notes of team meetings, literacy steering group, behaviour task group, NEETS operational group, agenda and minutes of FYPP board, well-being strategy and action plan, team around school agendas, delegation

	of SEN and other resources – five stage approach, Families First pilots agendas and minutes. 14-19 Curriculum Group, 14-19 local partnership meetings
The education service consults and communicates with key partners on local and national priorities and challenges and is responsive to the need for change. In 2011-2012 meetings with all headteachers in each of the three phases have been a more prominent element in communication. There is a better shared understanding of the issues and how they should be tackled. In the case of secondary schools there has been a sea change in ethos and aspiration as reflected in the Cardiff Ambition. There are examples of good joint-commissioning work. This includes the work with schools and the PACCs and the neighbourhood approach to implementing youth support.	Relevant agendas and minutes of primary/ secondary/ special headteacher meetings, primary headteachers' steering group, meetings of 14-19 MLC.
The service's revised structure is developing collaborative working, has shared responsibility more actively across senior and middle leader levels in the service and is producing sharper challenge, support and progress.	Job descriptions, involvement in and outcomes of schools' reviews, collaboration in team around school meetings and follow up and link visits.
The agendas of meetings of the implementation board, SLT, ASLMT and PRS are focused on key areas of work. Reporting deals more systematically with evidence about performance, identifies progress, issues, future action and the link between resources and key objectives.	Relevant agendas/ minutes, analysis of attainment, attendance and exclusions data, schools' targets, evaluation data through RBA reports, analyses of annual reports on schools' performance, school reviews, inspection outcomes, evaluation reports in other key areas.
Since the last inspection performance management has improved. Performance management focuses on individuals' performance against personal, service or team objectives and common corporate objectives and their contribution to securing progress in these. It has helped keep a strong focus on core objectives improvement objectives as set out in the PIAP and to more impetus in these aspects. The greater emphasis on team activity as for example through school reviews and team around the school meetings has supported	Council's PDR framework, National Standards, new job descriptions, performance and personal development objectives, impact on work relating to PIAP, support and challenge in secondary schools.

achievement of individuals' personal professional development objectives.

Areas for Improvement:

In light of the development of a regional school improvement and traded services through the Central South Consortium (CSC) there will be a need to determine the scale and scope of the services remaining within the local authority. This will need to encompass inclusion services, the provision of performance data, any transitional school improvement capacity as an interface with the CSC's school improvement service, any enhanced capacity to maintain the literacy and numeracy strategies. Specialist services will also be reviewed as will the development of the joint-commissioning approach as well as work on succession planning.

In respect of performance management there is a need to continue to build on the steps taken in 2011-2012 to focus on impact and outcomes so that this is a consistent and systematic feature in all key areas of work in the service and partnership.

Response to recommendations from external commissioned report by ISOS partnership.

Quality Indicator: 3.1.2 **Leadership** – strategic direction and meeting national and local priorities	
Evaluation	**Evidence**
There is a clear vision to improve education performance across the city. The Chief Executive has given a high priority to education services, communicating a clear set of values and the contribution of robust performance management to improved performance. With Elected Members with leadership responsibilities , he has made clear links with the contribution that the quality of educational provision makes to achieving this vision. The commitment to a "wireless city" underpins this strategic vision for learning.	Chief Executive's weekly updates and newsletters, visits to schools, direct support for literacy strategy, involvement of business community in supporting initiatives.
The authority is responding with energy to the Welsh Government's challenge to improve performance significantly. Good work is being done, in the secondary sector in particular, to challenge expectations and to lift aspiration to meet the Cardiff Ambition that is intended to secure a step change in the outcomes achieved by learners. There is evidence to suggest that the approach has had a positive impact on, for example, schools' targets, the reduction in permanent and fixed-term exclusion and improvements in attendance rates.	PIAP, business plan, annual reports on performance, notes of visit, two learning events for headteachers and middle leaders in English, maths and community focused schools, attendance and exclusion data.
Arrangements for the appointment of headteachers have been strengthened in partnership with governing bodies. Senior managers are now also present in all primary headteacher appointments as has been the case in secondary schools. To strengthen the pool of applicants the services of a recruitment consultancy have been engaged where appropriate in the secondary sector.	

The recent appointment of chief operating officer confirms the intention to bring yet more impetus to improving service quality, the efficiency with which services are provided and strengthens the potential for stronger collaboration between services.	Job description of chief operating officer
The Cardiff What Matters Strategy and Integrated Partnership Model is beginning to strengthen strategic direction and has significantly informed the WG national direction on partnership working (new statutory guidance Shared Purpose - Shared Delivery' published in January 2012). This is now being adopted by other areas across Wales.	What Matters Strategy Cardiff Partnership Model WG Draft Statutory Guidance: Shared Purpose- Shared Delivery
The clearer definition of youth support services is giving better direction to support the strategic planning of these services and the identification of provision that is school or community based.	Youth support services overview documents.
Through the FYPPB there is now more focus on a city-wide, pan-agency approach to how all agencies ands services can collaborate more effectively to improve outcomes and well-being across the city.	Agenda and minutes of FYPB
The education service has appointed an achievement leader for youth support services to give greater coherence and direction to this area of work.	
The evidence base supporting the What Matters Partnership Strategy is stronger being based on a single needs assessment, statutory 'must-do's and extensive community and stakeholder engagement. The CPB's Programmes and workstreams have been prioritised in response to this evidence base.	What Matters Strategy Needs Assessment Summary Consultation & Engagement Report Neighbourhood Report
Cardiff's Neighbourhood Management approach is beginning to develop as a delivery mechanism for the What Matters Strategy and strategic priorities. The development of a multi-agency neighbourhood action plan which is consistent with the What Matters Strategy but which reflects particular needs in the neighbourhood contributes to this. Many of the issues identified relate to children and young people. Elected Members are well informed about this work through neighbourhood briefing sessions on a quarterly basis.	Neighbourhood Action Plans Minutes of Neighbourhood Management Programme Board and Team Meetings Neighbourhood Intelligence Reports
The education service has a smaller number of key objectives focused on key areas of work. Several of these reflect national and local priorities and link with the priority workstreams of the CPB. These are informed by evaluation evidence, information about strengths, areas for improvement, values and principles and place the needs of all learners at the centre.	Education Service's Business Plan, Corporate Plan, CPB workstreams, agenda and minutes of Cardiff Partnership Board and Programmes.

There are good strategic and operational links with the lifelong service. The chief officer is a member of the youth engagement board, there is also close working in relation to basic skills/ ESOL/ adult learning and in sports development.	
Plans contain actions that are central to improvement, give clear targets and intended outcomes, direct resources to these key areas of work and have clear arrangements for monitoring and evaluation. Where appropriate, plans identify actions that are targeted at those schools with furthest to travel.	Education business plan and action plans, CPB plans, schools requiring additional support/ monitoring procedures/ statements of action. Agendas and minutes of relevant SLT, ASLMT and PRS meetings, relevant RBA and other report cards, evaluation reports.
Staff in leadership roles at all levels have a good understanding of how their work fulfils strategic objectives and of the need to demonstrate progress and impact. There is an expectation that improvement plans will exist in relevant areas outside the eight key objectives where required to frame development work and improved performance.	Action plans of partnership inclusion officers- team around school, relevant team plans.
Staff in a variety of roles have a strong track record in responding flexibly to urgent matters, to change and to refinements in the direction of strategy. Staff are committed to continuous improvement and to securing better outcomes for children and young people. There is a strong commitment to carrying out work that has been identified as a priority.	Flying Start plans/ evaluations, CFS action plans, Healthy Schools team plan/ evaluations, 14-19 local partnerships/ minutes of MLC, Summer Learning Festival evaluations, plans of SOP team, minutes schools sub-group, minutes literacy steering group, school categorisation, progress reviews
Meetings at the various levels within the service are concerned with matters of core business and progress on priorities and next steps. The education service has a strong track record of implementation - for example, in developing local strategies to improve literacy and numeracy, increasing delegation of resources to schools, promoting and increasing provision for Welsh-medium education through the Welsh Education Scheme, working within a range of partners in the MLC to develop provision 14-19.	Minutes of SLT, ASLMT, PRS, schools requiring additional support progress reviews, SOP 21st century schools programme and provision for Welsh-medium schools, Welsh Education Scheme section 52 statement and budget forum minutes.
The 14-19 regional plan has been approved by the Minister (May 2012). Cardiff has taken a good strategic decision to protect front line provision despite the 12.5% cut in funding in line	Regional ANDP and minutes of MLC.

Evaluation	Evidence
with priorities and through very good partnership with secondary schools to preserve funding in relation to NEETs.	
There is a good correlation between the authority's strategic direction, progress in meeting its key objectives and the focus of the meetings and committee structure, including the scrutiny committee and schools sub-committee.	Minutes as above, agendas, minutes and follow-up letters of scrutiny committee and minutes of schools sub-committee
The Council, through the chief executive, chief education officer and heads of service, has continued to make an important contribution to the development of work on a consortium basis following the decision to join the CSC. Plans to establish a school improvement and a traded service by September 2012 are well advanced.	CSC business plan, agendas and minutes of meetings of executive and programme boards, programme management team and heads of service.
Good use is made of a wide range of relevant comparative achievement and financial data to support and challenge schools' leaders and to improve outcomes and procedures, particularly in respect of pupils' achievement, attendance, exclusion, the provision for pupils with additional learning needs and the management of budget surpluses and deficits.	Relevant key data on individual schools
There is a growing change in the culture of aspiration and expectations between the authority and schools. Through the delegation of further resources, a focus on joint commissioning and work on a consortium basis there is developing recognition of repositioning of roles and responsibilities of less dependency.	Service and partnership business plans, provision and use of data, monitoring and evaluation arrangements in plans.
Areas for Improvement: There is a continuing need to ensure that fewer overall objectives are informed by key national priorities and by key local priorities and that strategic planning encompasses the part to be played by key partners.	

Quality Indicator: 3.1.3 Leadership – elected members and other supervisory boards	
Evaluation	**Evidence**
Elected Members are committed to prioritising education services as a key contributor to improving the quality of life of all of Cardiff's citizens. This commitment extends to securing improvement in the standards achieved by all children and young people and to meeting local and national priorities.	Corporate Plan, education service's business plan, What Matters strategy/ planning, spending per pupil against Wales averages, delegation of resources, Member involvement in governing bodies

The policy-making procedures enable politicians to work effectively with officers to support the development of policy. Members in leadership positions have a strong commitment to working in partnership with schools and to improving the life chances of children and young people. They take a strong interest in the implementation of particular aspects of policy.	Lead Members' involvement in Corporate Plan and schools sub committee, Executive Member's contribution to SLT. Current administration's policy priorities.
Members with responsibility for education services and involved in the scrutiny function are well informed about schools and about services provided in partnership with others and take an active role with key partners both within and outside the Authority. Induction and support for new Members and the new administration are well planned and executed.	Weekly meetings with chief officer, information on schools requiring additional support, involvement in budget forum/ scrutiny meetings/ launches of high profile campaigns, induction programme
The Council's decision-making process is systematic. Suitable arrangements are in place to present the Executive with reports, both formally and informally to support policy making. The arrangements make suitable provision for the active involvement of members of the Executive, members of all political groups and of officers.	Representation of all political groups at Executive meetings/ minutes, minutes of schools subcommittee/ budget forum, budget planning/ call-in arrangements.
The Council has in place suitable mechanisms that enable Members to hold officers and services to account. These are supported by effective strategies to audit and monitor the progress of education services.	Quarterly reporting against agreed indicators, specific executive business reports, responses to internal and external audit and risk assessment, corporate policies
The Scrutiny Committee, which has cross-party, parental, diocesan and other representation, has a good track record in scrutinising policy. It takes a proactive role in monitoring the progress of plans, in holding officers and the Executive to account and makes recommendations for amending or further developing policy and provision. It has extended its remit to include scrutiny of the post-inspection action plan and wider services delivered through partnerships.	Relevant agendas/ minutes of scrutiny committee, letters/ recommendations from chair, progress reports to scrutiny on post inspection action plan, annual performance report of schools and youth service, research schedule
Elected Members discharge their statutory obligations well. Officers provide good support and sound professional advice to enable members to carry out their duties. As a result, Members make decisions in good time and meet the requirements of new legislation and of national priorities and local priorities. Members are very effectively supported and challenged through	Corporate policies -corporate parenting and safeguarding, equal opportunities, induction programme for new Members, Proud Capital

the expert, objective advice of the Council's monitoring officer.	Leadership Group Minutes and Seminar Reports, Terms of Reference, Minutes of Neighbourhood Programme Board, NM Teams, Member Briefing Sessions Neighbourhood Intelligence Reports
Elected members have been prepared to take difficult decisions relating to school reorganisation in order to reduce surplus school places and improve the quality of the learning environment. In often contentious circumstances, Members from all political groupings, headteachers, governor and Diocesan representatives and the Trade Unions have worked together to reach a consensus. As a result, good progress has been made in taking forward and implementing significant proposals.	SOP, school capital investment programme
Good work has been done through the corporate planning cycle and the annual budget cycle to match the deployment of resources to identified priorities. Working closely with the chief education office, and the city and county treasurer, Elected Members with leadership responsibilities have demonstrated a clear commitment to change that involves deploying resources to meet locally agreed priorities, closer to the point of need and to secure better outcomes.	Outcomes of annual budget cycle, proposals to reconfigure adult and community provision, resources closer to point of need concerning ALN, attendance, behaviour.
Areas for Improvement: There is a need to build further on current arrangements involving the analysis of, and feedback from, performance information so that the Elected members with leadership responsibilities are increasingly well placed to act as a critical friend and to hold officers across the service to account for progress against priorities in improvement plans.	Agendas of the service's SLT, weekly meetings with Lead Member for education and agendas of meetings of members with leadership responsibility, agendas and minutes of scrutiny committee, agenda and minutes of the Cardiff Partnership board and its associated Programmes.
Following the establishment of the CPB (Cardiff's LSB) further work needs to be done to unlock barriers to improvement and to holding statutory partners to account. Through the committment to using a single performance management framework and to the carrying out of reviews, important steps are being taken that will provide a consistent, integrated means of measuring the partnership's effectiveness.	Agendas/ minutes of relevant Board meetings, progress reporting from statutory partnerships, RBA, review activity into operation of sub- groups and partnership arrangements.

Quality Indicator: 3.2.1 Improving quality – self-evaluation, including listening to learners and others	
Evaluation	**Evidence**
The monitoring of progress on key education service objectives and link with outcomes are now stronger and more systematic . There is growing evidence of a more robust impact on improving outcomes and a culture of constructive self-criticism in the service.	Agenda/ minutes PIAP implementation board, scrutiny minutes, minutes of service's SLT and ASLMT meetings, schools' current expected outcomes for Y11 against the level 2 threshold including E/W/M, in year attendance and exclusion data.
The reporting of progress on a monthly basis to an implementation board has strengthened monitoring through this additional layer of scrutiny, including challenge from corporate colleagues, Welsh Government and WLGA representatives. As a result there is a better awareness of progress, challenges and next steps beyond the education service.	Monthly progress reports using RAG status, agendas and minutes of implementation board.
The new CPB is now managing all partnership activity in a consistent way through a programme management approach. The requirement to complete 'Highlight' reports to demonstrate progress and highlight key issues and risks is bringing greater coherence to the development and monitoring of programmes. All workstreams are developing the use of RBA and produce report cards so there is a co-ordinated overview of all activity.	CPB Programme Management arrangements Programme Highlight Reports and Report Cards
Evaluation of impact is an important element of key initiatives. Increasing use is being made of these overall evaluations to inform priorities, planning and the allocation of resources. Good use is made in several areas of the outcomes of evaluation to effect improvement or refine actions where needed.	Overall evaluation analyses of school reviews, inspection outcomes, annual reports on performance, RBA report cards in attendance, behaviour, KS4, literacy, numeracy, EAL evaluations, evaluation of deployment of poverty element of SEG, well-being strategy, core subject report cards.
Analysis of a wide range of current, comparative and trend data is a well-established feature. It is a significant element in identifying accurately underperforming schools requiring additional support and monitoring. They occur both annually and as part of the monitoring of progress and impact in business meetings.	Annual report on schools' performance, school data, annual reports of schools' performance, schools' target, NFER standardised data Y3 to Y8, Hedger, FFT.

Analysis of annual and in-year data concerning attendance, exclusion and finance is shared with schools and used to target resources, support and challenge. The data unit will become a corporate unit as part of wider directorate arrangements from July 2012.	Attendance/ behaviour/ financial comparative data.
Evaluation of schools' performance, the outcomes of schools' reviews, annual reports on performance and notes of visits is developing well. Improvements in these and other aspects of evaluation mean that officers are now better placed to target support, challenge and resources.	As above; plus data concerning deployment of additional resources for attendance and behaviour.
There is a close link between the areas for improvement identified through internal and external evaluation of the authority's services for children and young people and the objectives in improvement plans.	Self-evaluation report, annual schools' performance report, quarterly reporting, scrutiny agendas/ minutes/ outcomes
Quarterly performance monitoring to the Council's leadership team is more balanced, focused and dynamic and includes specific reference to progress against the PIAP.	Previous and current quarterly monitoring reports, regulatory reports.
Monitoring has also continued against a range of performance indicators, responses to internal and external audit, risk assessment and scrutiny by Elected Members. Regulatory reports such as those from the Wales audit office are also used to provide an external perspective on the impact of work undertaken including that through the PIAP. The CPB encourages the use of evaluative feedback.	WAO AIR January 2012 Implementation Board minutes
The introduction of the role of the critical friend has led to greater challenge of each service area's performance prior to quarterly reporting and has improved internal scrutiny and the quality of performance information given to the Council's senior leadership team.	As above
The introduction of peer challenge at the Council's senior leadership team led by the chief executive makes active use of the quarterly monitoring report and is having a positive impact on strengthening a culture that emphasises that performance is everyone's responsibility rather than the responsibility of a few.	Quarterly reports, agendas and minutes of senior leadership team meetings.
The views of key stakeholders such as headteachers, pupils and parents are forming a more substantial part of decision-making, although there is further to do to make this more systematic. (redesigning support and challenge for secondary schools, the deployment of attendance officers, the delegation of matrix funding, the delegation of resources regarding behaviour/ exclusion and SEN.)	ISOS review, headteacher focus groups spring term 2012, Y11 pupils views, behaviour task group, minutes of secondary heads conference, primary steering group, primary

	conference, delegation of SPLD funding; review of specialist SEN provision; AST research report card ; EPS service report card Early Years report card ; 'Thinking Through Autism' Framework
Quarterly reporting to the executive and scrutiny committee following peer challenge is strengthening the basis of decision-making and enables Elected Members to hold officers to account more effectively. This has also involved quarterly performance reporting to the children and young people's scrutiny committee to support a better understanding of the issue and progress made. The committee's work programme is closely aligned to the priorities of the Council and education service.	Agendas and outcomes of executive meetings, agendas, minutes and responses of scrutiny committee to Executive.
The views of learners have been actively sought in a number of areas, They have been used to improve or develop provision and equality of access to learning opportunities. The voices of parents and learners have been prominent in the consultation meetings held over the last three years in relation to school organisation proposals. (see data in 1.2.3 , 2.1.2, 2.2.3, 2.2.4)	Healthy Schools/ AfL provision, CFS, Out-of-school hours/ Summer Learning Festival provision, CAB, 14-19 local area curricula, TES programmes, Youth Service's provision, agendas and minutes of student forum, comments on school re-organisation/ responses, notes of visit following interviews with Y11.
The views of young people have fed also into some of the decision making of the scrutiny committee and represents a developing area of work.	Equality for all enquiry report, minutes of the CYP scrutiny committee involving Youth Council, note of scrutiny officer meeting with Cardiff Youth Council, e-mails from scrutiny officer to school councils across Cardiff, UNRC report, Cardiff playground strategy report.
The Council has also undertaken a listening exercise as part of an internal review of processes and practices relating to its scrutiny function. Findings will be discussed by the new administration and scrutiny chairs and will inform the induction of scrutiny members	Overview of findings paper to SLT 1 May 2012 and report May 2012.

Arrangements for personal performance and development reviews follow the Council's corporate scheme, have a strong focus on personal performance against agreed objectives and support a number of shared objectives. There is a better understanding of the relationship between strategic plans and personal performance and development reviews.	Council's PPDR scheme, compliance reports, individual records and monitoring, service area plan template.
Partnership planning has been effective in a number of key areas of work and has had a significant impact on the well-being of children and young people against a range of key measures and achievement outcomes.	Performance data, RBA reports, ESOL, EMTAS, families learning together, language and play, healthy schools, PESS, evaluation of restorative approaches pilot, RBA reports cards for EWS, behaviour
Evaluating the impact of youth support services Good progress is being made in establishing and sharing a clearer definition of youth support services, a framework to support the strategic planning and evaluation.	Youth support services strategic framework and documentation concerning a neighbourhood approach to youth support services
Initial work has been done to identify outcome measures and suitable success criteria that will that will underpin a more strategic evaluation of impact on outcomes and well-being.	
Progress is being made in evaluating programmes, including youth support services, and their impact on the outcomes achieved by and the well-being of children and young people.	RBA report cards
The part played by the education service, CPB and other key partners is beginning to have a positive impact in work in a number of other areas that underpin the need for improvement in current key objectives and that involve youth support services .	
New Families First commissioning specifications have been developed in response to the needs assessment and stakeholder engagement and are aligned to delivering the CPB's work streams. The new outcome-focussed approach is more strategic with a strong emphasis on demonstrating impact.	Targeting of 60 families through the Families First pilot, permanent exclusion data and impact of PACC provision, NEETs, youth offending service, 14-19, Families First commissioning specifications
The Partnership has commenced in a few schools a well being survey to assess the effectiveness of services provided for young people in Cardiff and will be undertaken annually. The analysis will be available to the FYPB in the summer of 2012.	
Areas for Improvement: Continue to strengthen the part played by performance management and the outcomes of self-evaluation in decisions about priorities and the actions to achieve targets both within the	Terms of reference, membership, minutes of meetings.

education service and youth support services commissioned through the CPB.
Rigorous scrutiny of the work of the CPB is a further requirement and will be covered through the establishment of the CPB scrutiny panel during 2012-2013.

The steps taken to challenge schools' performance earlier in the year and to report on strengths and areas for improvement in sharper and more focused ways need to be maintained and further embedded through the Central South Consortium's school improvement service. These expectations will need to be made clear through the commissioning relationship with the consortium.

Quality Indicator: 3.2.2 Improving quality – planning improvement	
Evaluation	**Evidence**
A review of the corporate performance management framework has led to the introduction of clearer links between the priorities and intended outcomes in the corporate plan and those in the post-inspection action plan.	Corporate Plan 2012-2014.
The education service has a clear set of key objectives that is informed by analysis of strengths and areas where further improvement is needed. There is good line of sight between these objectives in the education service's business plan and those set out in the corporate Plan and the objectives of the Cardiff Partnership Board.	Self-evaluation report, education service's business plan, Corporate Plan, CPB workstreams
The 7 Strategic Population Outcomes agreed by partners in the What Matters Strategy are also included with the Council's Corporate Plan to ensure a clear line of sight.	What Matters Strategy Corporate Plan 2012-2014
Achievement of these objectives is supported by action plans. These plans are increasingly focused on targeting work in relation to where the need is greatest. Action in a number of areas is having a more positive and measurable impact on the outcomes achieved by learners and on aspects of their well-being.	PIAP 2011, education service's business plan and action plans , LeIT/ partnership inclusion officer action plans, Flying Start, evidence on attendance and exclusion data, healthy schools/ AfL/ PESS/ out-of-school-hours/ Youth Service provision , 14-19 MLC strategic plan
In a number of areas joint planning with partners is a strong feature of service delivery and there is a strong emphasis on the relationship with outcomes. In the case of Flying Start the practice is sector leading. Its work is well targeted and approaches to evaluating service delivery shared across the service to inform planning for improvement and performance	ESOL, EMTAS, families learning together, language and play, healthy schools, PESS, youth offending service, extended opportunities

monitoring in other areas.	provision 14-19
The consistent approach to the format and content of action plans and the increasing use of results-based accountability approaches is making the focus on the impact of service provision, strategy and resource deployment sharper for both.	Above action plans, RBA report cards at KS4, attendance, behaviour, NEETS, Flying Start, YoS, Psychology service, LAC.
Staff in leadership roles at all levels play a full part in drawing up and implementing agreed strategies. There is now a much greater emphasis on collaborative planning through the CPB The importance of identifying needs as early as possible and of intervening effectively to improve provision and outcomes is increasingly prominent in the planning across the service.	CPB workstreams, minutes of the CPB's Programme Boards, PIAP 2011, education service business plan.
There is a stronger and more systematic approach to monitoring and evaluating the progress and impact of plans on outcomes in a number of areas.	Agenda and minutes of PIAP implementation board, scrutiny committee minutes, performance reporting to SLT / ASLMT in respect of secondary performance, attendance, behaviour.
The corporate director meets regularly with senior staff, headteachers, governors and wider partners to discuss policy implementation and outcomes. The education SLT is developing its strategic overview across a number of services and projects to strengthen prioritised planning for improvement in learners' outcomes, although there is further work to do to strengthen the extent to which contributions of a range of partners are integral to planning.	
Planning improvement in the provision of youth support services Good progress is being made in establishing and sharing a clearer definition of youth support services, a framework to support the strategic planning of these services and the identification of provision that is school or community based. This is allowing the Council and its partners to: map all services, agencies, provision and resources; have a clearer view of the work of different partners; introduce all partners to evaluating and measuring performance through results based accountability.	Youth support services strategic framework and documentation concerning a neighbourhood approach to youth support services, agenda and minutes of YSS workshop and agenda of senior managers' forum.
This framework relates planning to the national policy context, to local priorities, makes a distinction between universal and targeted services and those that provide increased opportunities for engagement in activities that promote personal development, lead to accreditation, give opportunities for involvement in decision making and in communities.	As above
Good work is being done to articulate more clearly the range of key partners that have a significant part to play in the effective delivery of services to improve young people's outcomes and well-being.	Education service business plan, What Matters Partnership Strategy

In a number of areas the planned involvement of key partners within the education service, in other Council services and in the third sector is beginning to inform effectively the development of youth support services provision and in these cases also the link with improving outcomes is much better established.	NEETS strategic working group, PACC provision, development of the Families First pilots, restorative approaches pilots, work of EWS.
The new Families First Programme is clearly aligned to the CPB's workstreams and the specifications under-pinning joint commissioning are outcome focussed and are being developed with direct involvement from stakeholders, potential providers service users.	Families First commissioning specifications and guidance
The FYPPB has focused on the 7% of families who are most likely not to participate fully in society socially and economically. As a consequence, youth support services will be better able to target services more scientifically than was the case hitherto.	Remit of FYPB
Areas for Improvement: The neighbourhood approach to service delivery and the part to be played by the education service, schools and other partners working together to achieve objectives needs to be articulated more clearly.	Progress report on objective 1
The CPB and education service need to ensure that the joint commissioning process is an integral part of strategic planning, embeds the strategic framework for planning and delivering youth support services and fully supports the achievement of intended outcomes.	
The FYPB has identified the need to focus on early intervention and prevention within its remit to strengthen partnership planning in key areas.	
Quality Indicator: 3.2.3 Improving quality – involvement in professional learning communities	
Evaluation	**Evidence**
The Authority has a strong track record of promoting collaborative activities involving school leaders and teachers in response to local and national priorities. These activities, often involving action-research, have had an important impact on curricular planning, the quality of learning, the quality of middle and senior leadership in particular and improvements to provision for particular groups.	PHIP programme/ evaluations, small schools' project, middle/ senior leadership programmes, SEAL, Flying Start, literacy and numeracy strategies, provision for children with SEN through Early Years Forum
Very good progress has been made in developing local area 14-19 partnerships. As a result, local schools, FE colleges and the work-based training sector are developing their curricula pre- and post-16 collaboratively and are well-placed to meet the requirements of the Learning	Provision through 14-19 local area partnerships, database, local area curriculum and Careers Wales On-

and Skills Measure. Since the introduction of the Measure all Cardiff secondary schools have, every year, consistently met or exceeded its requirements.	line
Outcomes for pupils following courses through the extended opportunities programme at level 1 and level 2 have shown sustained improvement (see 14-19 RBA report card) and have contributed to the increase in level 1 and level 2 outcomes overall and the reduction in the number leaving without any qualifications.	Extended opportunities outcomes database
The authority has played a full part in initiatives at a consortium level that provide the infrastructure to promote professional learning communities (PLCs) beyond the authority. These are having an increasing impact on promoting collaboration and the sharing of effective practice between schools across the consortium.	Headteacher performance management, CPD online, RAISE programme and evaluations in 2009-2010 and subsequent continuation in 2010-2011/12
The authority has played a full part in developing guidance on self-evaluation for the south east consortium. Officers are now playing a full part in the work streams developed as part of the Central South Consortium's work streams. This collaborative work involves the establishment of the arrangements for challenge and support through the CSC's school improvement service and the development of service specifications and design for areas of strategic work and programmes to be available through the traded service.	CSC business plan, related workstreams and documents
The authority is making a strong contribution collaboratively with other authorities to a number of WG pilots that are intended to improve practice and provision on a national scale. developmental work on the response to statementing and to redefining the role of the ALNCo and to the implementation of the Families First pilot.	ALNCo and Families First pilots with Newport, SEN individual development plans pilot involving 40 pupils and related quality assurance and parent partnership initiatives
Nearly half of Cardiff's schools have participated in two learning events and school-based developmental work designed to establish a clear understanding of the outcomes driven and action research base to PLCs. The developmental work at both local authority and consortium levels is well-informed by highly respected research on school leadership, learning and teaching.	Cardiff City stadium conferences and follow up in 2011, Alma Harris workshops, West Dunbartonshire 10 year literacy programme, SEAL and Antidote research materials, Continyou research base
Good work is being done to build capacity in the system through the involvement of effective headteachers and other forms of school-to-school support. (Appointment of 2 headteacher system leaders secondary and 6 in the primary sector, link with school in Weston)	Notes of visit, networking and learning events for heads of English and maths.

The Authority has, over a long period, given priority to improving learning opportunities and equality of opportunity that are at the leading edge of provision, including those that focus on mitigating the effects of socio-economic disadvantage. Professional learning communities and other forms of collaborative work are an increasing feature of programmes.	University of the 1st Age, Children and Youth University, schools' CFS action plans, leading aspect award. PLCs in literacy, numeracy, Welsh second language, healthy schools and SRE programmes.
Staff are supported to acquire new skills and to develop understanding that enables the Authority to implement national and local priorities effectively and to be at the leading edge of developments.	Input from Prof. Mackay re literacy, BLP CPD, attendance at SEF regional conferences, visit to Glasgow re provision for behaviour
The Cardiff Learning Network (adult) and Metropolitan Learning Conference (MLC) provide opportunities for collaborative planning of services.	
In recognition of the importance of developing skills in partnership working leadership training for staff responsible for delivering the Cardiff Partnership Board's Programmes and Workstreams was delivered over 4 days in March 2012	CPB Leadership Training Evaluation Report
Areas for Improvement: There needs to further embedding of understanding about the importance of, and means to achieve, capacity building in the system both within the city and as part of the wider consortium and the relationship with improving outcomes for learners. This will involve further building of staff's skills, development of school-to-school support and access to, and use of, the most effective current practice.	

Quality Indicator: 3.3.1 Partnership working – strategic partnerships	
Evaluation	**Evidence**
The authority takes a key leadership role in working with a range of partners to improve provision and outcomes in a number of contexts. Often in challenging circumstances, partnership working, involving schools, governors, the Further Education and voluntary sectors and work-based training providers has been particularly effective in respect of provision for pupils aged 14-19, planning future provision for ESOL and basic skills involving the Cardiff Community Learning Network and in taking forward school re-organisation. The strength of the lessons learnt through the 14-19 partnership programme is now being applied to the development of improvements in alternative provision.	Minutes of schools sub-committee, 14-19 ANDP, Transformation SOC,, proposals and action planning for future ACL provision, involvment in development of national policy for ESOL, actions of behaviiour task and finish group, secondary heads conference.

The innovative new What Matters Stratgey and delivery model have been recognised as best practice by the WG and this appoach has been advocated in the publication of new draft stautory guidance	What Matters Partnership Strategy, commissioning framework and guidance, minutes of CPB and its associated programmes.
Through the CPB there is now a much stronger strategic framework under-pinning decision-making concerning services for children and young people. Good progress is being made in developing commissiong that relates this to key objectives and desired outcomes.	CPB Programme Management Guidance,list of CPB Programmes and workstreams, Programme Highlight Reports
Terms of reference have been revised to build on the long-standing and productive working arrangements between partnership organisations and agencies and to ensure that there is a clear focus on intended outcomes.	Terms of reference Proud Capital Leadership Group, CPB, Programme Boards/ scrutiny, CYPB, governance agreements among the 14-19 partnerships
Good progress is being made in developing an approach to joint commissioning that aligns resources (e.g Families First, Communities First, Flying Start, Integrated Family Support), is based on need, multi-agency locality working, a 'Team around the Family' approach and importantly, is outcome focussed. The new £29m Families First Commissioning programme clearly aligns to the identified priorities of the CPB work programmes.	Cardiff intergrated partnership strategy, Families First commissioning specifications and guidance, minutes of CPB and children and young people's board,
There is a clear recognition of the key contributions to be made by Children's Services, Health and the Voluntary Sector to improve engagement with, and provision for, children and families in some of the most disadvantaged parts of the city. Collaborative activity has been particularly effective in meeting objectives/ outcomes , for example, with regard to early years provision and Flying Start.	Flying Start Board agendas, minutes and programme evaluations, RBA. Early Years Forum agendas/minutes/ database, new Ty Gwyn special school, mental health task group minutes,Healthy Schools action plan/ minutes/ database/ evaluations
Through the Early Years Forum particularly good work is done with a range of partners, including the health and voluntary sectors, to identify the SEN of very young children and to make provision to meet these needs as early as possible. Very good collaborative work with the Health Authority has underpinned significant improvements directly impacting on provision for children and young people in several areas.	As above
The Service has a very good track record in implementing national priorities that involve	Families Learning Together,

partnership with a range of agencies and with parents. NEETs is an example of this work.	Language/ Number and Play, participation and evaluation data, collaboartion with Careers Wales conceerning NEETS
The Educational Psychology Service works in close partnership witht he University to propvide long trainee placements (5 in 2011/12, 4 in 2010/11) and supporting in student selction and membership of the doctorate coures advisory committee.	
Cardiff is playing an active role in the development of the CSC and its related workstreams in advance of implementation in sepetember 2012.	CSC business plan and work streams.
Relationships with with headteachers are good. Several arrangements are effective in involving these key partners in decision-making concerning service provision and outcomes	Budget Forum, behaviour task group, involvement of special heads in review of specialist provision, monthly meetings with secondary/ primary and special heads, meetings of primary heads steering group.
A Safeguarding and Resilience steering group(SRSG) has been established to bring together a range of partners to plan the local authority response to radicalisation. This is improving knowledge about risk and is informing strategy in response.	Minutes of meetings of the SRSG
The engagement of local businesses and local rotary clubs in supporting the Cardiff Literacy strategy has been productive. 14businesses provide 169 volunteers to support reading in 14 schools on a weekly basis. Local rotary clubs provide 37volunteers to 6 schools**.**	Language literacy and communication strategy monitoring report
Areas for Improvement: The initial work of the CPB has been successful in establishing a strategic framework, structures, terms of reference, working practices and a clear direction concerning key improvement objectives. This will need now to ensure that there is a strategic approach to planning, commissioning and the implementation of actions that improve the impact further of core and wider education services for children and young people.	Council's Corporate Plan, What Matters Partnership Strategy, education service business plan.

Quality Indicator: 3.3.2 Partnership working – joint planning, resourcing and quality assurance	
Evaluation	**Evidence**
The What Matters Strategy and subsequent priority programmes and workstreams have cleary set out a shared agenda for all partnership activity within the city. The prioritisation and adopted programme management approach has resulted in a greater understanding of agendas by all partners. This is now being used to inform future joint commissioning such as	What Matters Strategy CPB Programmes and Workstreams Families First Commissioning Specifications

Families First.	
The new CPB, which covers the responsibilities of the LSB, is now managing all partnership activity in a consistent way through a programme management approach. All workstreams are developing the use of RBA and produce report cards so there is a co-ordinated overview of all activity and stronger performance management arrangements.	CPB and scrutiny terms of reference,
New commissioning arrangements involving key partners from Education, Health and Children's Services and the voluntary sector provide a more effective framework for planning strategically the deployment of resources to achieve intended outcomes. Suitable mechanisms are being developed to ensure rigorous scrutiny of proposals.	Commissioning framework, Families First specifications and guidance
Planning on a collaborative basis is a particularly strong feature in relation to the provision developed through Flying start in respect of vulnerable children and the work of the Early Years Forum. As a result, the provision for children and families is of high quality and is effective in identifying and meeting needs.	Flying start programme/ action plan, Early Years Forum minutes/ database/ RBA work, training support
Partners in Education, Health and Children's Services and the voluntary sector participate actively in the decision-making process through the FYPPB. This has renewed and made more effective the part played by key partners in informing stategic direction and operational decisions in a number of areas and will provide a more robust basis for quaity assurance.	Terms of refernce of FYPPB, agenda and minutes, agenda and minutes of NEETS/ youth engagement working group.
The local area 14-19 Partnerships have made very good progress and have been working together effectively in respect of shared planning and resourcing for four years. The 40% contribution from the schools' delegated budget alongside a 60% from the 14-19 grant towards local area provision has been a very significant step towards a long term sustainable position for collaborative vocational provision.	Agendas and minutes for MLC, 6 area partnerships, 14-19 curricular provision database
Effective quality assurance procedures are strong features of a number of aspects of provision. These have had a positive impact on improving the quality and consistency of provision and on building the capacity of providers.	Monitoring of vulnerable children- early years SENCOs, Flying Start advisory teachers' notes of visit, work of advisory teachers in non-maintained sector
Good work is being done to develop quality assurance protocols in respect of 14-19 provision. An annual quality review of collaborative 14-19 provision is undertaken leading to a quality improvement plan (QIP). These are submitted to WG each year. This has led to CPD	14-19 quality assurance framework, 14-19 review and QIP

support for FE and Work-based training staff, the revision of or replacement of provisions. The effect is to improve provisions, outcomes and learner engagement.	
Working collaboratively across the service and with headteachers has led to more robust planning of provision and, in some areas, better outcomes. Headteacher representatives on the service's SLT are effective in bringing a school perspective to performance monitoring/ identification of strengths/ areas for improvement in service provision. Through themed working groups in the Early Childhood strategy partnership working promotes better outcomes for children aged 0-7.	Literacy strategy, behaviour task group, agendas/ minutes for SLT, report cards, minutes of secondary headteacher meetings, What Maters pages 22 and 45
Good work is being done by the Educational Psychology Service and autism team to work in partnership with health professionals and the Vale of Glamorgan to improve provision for young people on the autistic spectrum.	Social Communication Multi Agency Assessment Pathway
Collaborative working with children's services by the EP service and other education professionals has been strengthened in a number of areas with positive outcomes for young people (need data).	Secondment of EP to FS (Parents Plus); services to residential care teams/foster carers; young carers strategy; participation in panels; hosting of multi-agency Early Years Forum; links with Cardiff University
Early Years staff consistently work closely with a range of Health partners at a strategic and individual level. Transition workers are commissioned from Action for Children. Work with the Downs Association has been strengthened (delivery of 2 joint training sessions for parents and professionals).	Minutes of meetings
Areas for Improvement: Partners have agreed to establish a joint 'business intelligence' capacity to undertake analysis and help ensure there is effective evidence-based decision making/targeting of resources. Further work needs to be done to develop capacity and understand information flows between partners and services within the Council. This is necessary so that partnership working, including that involving other service areas in the Council, makes a more coherent contribution to achieving shared objectives.	

Quality Indicator: 3.4.1 Resource management – management of resources	
Evaluation	**Evidence**
The service is appropriately and adequately staffed to implement its plans effectively. Staff are well qualified in their particular areas of work and are experienced. The service employs	Employment of consultants regarding data development, 21st century

other professionals to complement existing skills, to improve the impact of service delivery or to respond to internal and external demands. In addition, the service works well with other service areas in the Council and the private sector to gain access to particular specialisms. The service is active in reconsidering the effectiveness and efficiency of existing ways of working in the light of changing demands and contexts. For example, significant work is being done to delegate resources and accountability closer to the point of need and to plan the related capacity building.	schools submissions/ 14-19 SOC, headteacher system leaders, SOP project plans/ building design. Budget forum decisions, delegation of SEN/ attendance and behaviour resources, five stage approaches in these areas.
Good support is provided by a range of staff in administrative and technical roles covering financial matters, the management of budgets, performance information, communication with schools, the curriculum and support for additional learning needs.	Remit for central services support, examples of communication with schools, financial benchmarking/ achievement data, budget monitoring
Staff at all levels participate in personal performance development and review in the framework provided by the Council and set objectives in the context of team or service plans. The process makes appropriate provision to meet personal development needs.	Council's PDR process and database, training records, focus of team and other meetings.
The Council has systematic and accurate arrangements for budgeting. This was recognised in the WAO AIR January 2012. Through the annual budget strategy the service identifies priority areas for improvement and ensures bids are made for additional funding. There is a much greater emphasis now on aligning the deployment of resources with the service's priorities and on sustaining this over a period of time.

The need to deploy resources better has under-pinned the work to achieve a better match between supply and demand of school places. Investment of in excess of £180m in school buildings is intended to improve the quality of schools' learning environments. Within the management structure of the programme a finance sub group meets regularly to monitor and review the financial model. | WAO AIR January 2012, budget monitoring reports/ budget forum minutes, deployment of additional PIAP funding, consultation over central resources closer to need SOP, data on reduced school places, investment programme and project completion |
| Budget monitoring is carried out effectively at a service level in partnership with the Council's senior finance officers and at school level in partnership with local financial management officers. Monitoring processes are effective and enable the Authority to identify accurately spending against budgets, the costs of existing programmes and to challenge over spending where necessary. | Forecast models, budgets, financial control sheets and reports for 14-19 partnerships |
| The authority is effective in supporting and challenging schools with budget surpluses or in financial difficulty. The systems are effective in enabling schools to develop a medium-term | Data on surpluses/ deficits, medium-term financial plans in specific |

financial strategy to manage budget deficits. The Authority is flexible and committed in its approach to supporting schools in maintaining the quality of educational provision in circumstances where budgets are exacerbated by factors beyond the school's control. Good information is provided to help individual schools to compare aspects of their expenditure with other schools in similar circumstances through annual financial benchmarking data according to size, phase and free school meals data. These comparisons extend also to comparisons between the Authority and other Welsh Authorities using the WG comparative data. This information has informed, in particular, decisions about the delegated school budgets and has had a positive impact, for example, on increasing the spending per pupil relative to the national average over time. The sharing of the data with schools through the School Budget Forum enables the forum to scrutinise and challenge decisions. **Areas for Improvement**: Develop the use of accommodation in line with the Council's transformation programme. Despite the current investment programme, there are still too many schools where there is a need to improve accommodation and a need, therefore, to press on with the 21st Century Schools Programme as swiftly as possible.	schools, authorisation for spending decisions, headteacher support for specific schools in financial difficulty Financial benchmarking data Section 52 statement, data shared with the School Budget Forum Transformation programme, our space initiative. 21st century schools submissions

Quality Indicator: 3.4.2 Resource management – value for money	
Evaluation	**Evidence**
The service achieves good value for money from a number of aspects of its provision. Decisions to deploy resources differently in some areas are producing good outcomes.	Delegation of SPLD and funding for attendance officers, literacy strategy, CFS provision, PESS, healthy schools, TES provision.
Elected Members and headteachers have worked effectively with the Authority's officers over the last three years to secure efficiency savings on delegated school budgets which have been translated into significant investment for school premises.	Budget Forum minutes, SOP,/ capital investment programme,
The authority makes good use of the funding it receives. Through the WAG annual revenue budget settlement the Authority receives the second lowest SSA per head of population in Wales. It has consistently spent in excess of the IBA for education services and continues to protect schools' delegated budgets from general efficiency savings.	LG Finance Report 2011-2012, WG comparative stats, annual report on the performance, agreed central and delegated schools budgets As above

Delegated budgets per pupil are at the all-Wales average including the percentage delegated and the authority is well placed to implement the requirements relating to further delegation. Outcomes over recent years showing improvements in a number of areas many indicators and provide growing evidence that the deployment of resources has been effective.	
Better links are now being made in action plans between key actions and the resources required to achieve them. The PIAP was fully costed and provided the basis for a submission for additional resources with regard to attendance and behaviour.	Deployment of and submission for of additional funds in response to PIAP
Effective use has been made of grant funding and of additional funding from sources such as the British Council and the EU. In several areas the additional resources have been used well to improve provision, outcomes and pupil participation. There has been a significant reduction in 14-19 transport costs with the implementation of a use of public transport policy; provision costs have been held or reduced allowing more places to be sourced.	5X60, healthy schools, PESS programmes, 14-19 ANDP/ budget deployment, funding for Foundation phase, connecting classrooms, Comenius and related international linking programmes
Sustainability is a key element of the approach taken in a number of the programmes or strategies designed to improve achievement outcomes, in the decisions to delegate funding in specific areas to schools and in the decision to invest in buildings that meet BREAM criteria **Areas for Improvement:** Value for money is good in a number of aspects. However, in some areas there is still further to do to demonstrate that the use of resources is having the best possible impact on outcomes or provision. This recognition is implicit in work to reposition the relative roles and responsibilities of the central service and schools and in meeting the national requirement for further delegation.	Delegation of SPLD funding, place of CPD in literacy strategy, Foundation Phase, PESS programmes, healthy schools/ AfL, SOP project development, schools' delegated budget contribution to 14-19 provisions

The provider's overall performance

> **Adequate : strengths outweigh areas for improvement**
>
> - Schools' performance overall has continued to improve over the last three years: it is generally above the Wales averages at KS3, and in some indicators at KS1 and KS2; the gap has continued to narrow at KS4 in several indicators.
>
> - Cardiff's position relative to that of the other 21 authorities in Wales is ahead of its free school meals ranking in a majority of indicators; performance compares relatively well with that of similar authorities in England and Wales at KS2 and KS3 except for English at KS3; actual performance has been above the expected benchmarks of the Welsh Assembly Government for the

- last four years.

- The proportion of more able pupils achieving the highest grades at GCSE and A level is above the Wales average; the gap between boys' and girls' achievement is narrower than for Wales as a whole; the gap in performance between pupils entitled to free schools and those who are not is narrower than at an all-Wales level at KS1 and KS3.

- The outcomes achieved by some groups are continuing to improve: pupils with a special educational need generally make good progress from their baseline; the gap in performance between minority ethnic pupils and white UK pupils is continuing to narrow, especially at KS4; the performance of Traveller pupils has improved in the last four years compared with the previous three-year period.

- The percentage of pupils not functionally literate by the end of KS2 and in KS3 has reduced overall and especially so in schools targeted as part of the literacy strategy; outcomes in ICT compare favourably with statistics at an all-Wales level for the most part.

- Through youth support services young people in large numbers benefit from a wide range of activities to gain accreditation that supports their learning, their personal and social development and well being.

- There is increasingly strong evidence of positive impact on attitudes to keeping healthy and safe and on young people's community involvement and decision making.

- In-year data indicate improvement in overall attendance rates in primary and secondary schools.

- The number of permanent exclusions in secondary schools has reduced significantly and Cardiff's position relative to that of other authorities is improving.

- In-year data for fixed-term exclusions maintain the improving trend in primary schools and indicate improvement in secondary schools.

However

- There is still a need to raise standards further at all key stages, including achievement in literacy and numeracy; other than at KS3 and in English at KS1 and KS2 there were more schools in the lower quartile than in the upper quartile in 2010/11.

- Despite encouraging progress in 2011-2012, further improvement is necessary in attendance rates in both primary and secondary schools.

- Despite progress in 2011-2012, fixed-term exclusion in secondary schools and the proportion of young people not in employment, education or training need to be reduced further

- There is further work to do to raise the standards achieved by specific groups and to improve the impact of strategic partnership working on improving the outcomes and well-being of children and young people.

The provider's capacity to improve

Good: many strengths and no important areas requiring significant improvement

- The service has a strong track record in implementing successfully national and local priorities with a positive impact on outcomes and wellbeing.

- Generally good progress is being made against the recommendations in the last inspection: there is evidence of impact in aspects such as attendance and exclusion.

- Procedures for supporting, challenging and intervening in schools have been strengthened further: the culture of aspiration and expectation in the secondary sector in particular has improved substantially as evidenced in schools' targets, expected outcomes for the current Y11, in annual reports on performance, notes of visits and progress reports.

- There is a clear recognition of the inter-dependence of school improvement and inclusion: support and challenge in respect of evaluating and improving provision in schools for children and young people with additional learning needs is effective and developing further.

- The Council and education service have an accurate knowledge of strengths and areas for improvement: there is a good link between the areas for improvement identified through self-evaluation and the service's priorities for improvement; there is a clear sense of strategic direction to the service's future priorities.

- Effective work is being done to improve arrangements for the strategic planning of services including youth support services involving the CPB, education service and other partners.

- Effective work is being done to improve the quality and robustness of monitoring, evaluation and scrutiny of service delivery and its impact across the education service and CPB.

- Important work is being done to reposition the roles and responsibilities of schools and the relocation of resources closer to the point of need in order to improve outcomes and wellbeing. The work is characterised by openness and a growing recognition amongst schools of the need for change.

- The chief executive, chief operating officer, corporate director and Elected Members are giving a very high priority to education and to enhancing the outcomes and well-being of children and young people being through improving the quality of educational provision and leadership.