

**BYDD CYFARFOD O'R GWASANAETH ADDYSG AR Y CYD - CONSORTIWM
CANOLBARTH Y DE YN CAEL EI GYNNAL YN
Valleys Inovation Centre, Navigation Park, Abercynon
Dydd Mercher, 25ain Medi, 2019 at 10.00 am**

1. DATGAN BUDDIANT

Derbyn datganiadau o fuddiannau personol gan Aelodau, yn unol â gofynion y Cod Ymddygiad.

Nodwch:

1. Mae gofyn i Aelodau ddatgan rhif a phwnc yr agendwm mae eu buddiant yn ymwneud ag ef a mynegi natur y buddiant personol hwnnw; a
2. Lle bo Aelodau'n ymneilltuo o'r cyfarfod o ganlyniad i ddatgelu buddiant sy'n rhagfarnu, mae rhaid iddyn nhw roi gwybod i'r Cadeirydd pan fyddan nhw'n gadael.

2. COFNODION

Cadarnhau cofnodion o gyfarfod Cyd-bwyllgor Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De a gynhaliwyd ar 15 Gorffennaf 2019 yn rhai cywir.

(Tudalennau 3 - 6)

3. Y DULL CENEDLAETHOL O DDYSGU PROFFESIYNOL

Derbyn cyflwyniad gan Uwch Arweinydd Diwygio'r Cwricwlwm

4. DULL CONSORTIWM CANOLBARTH Y DE O RAN LLAFAREDD

Derbyn cyflwyniad gan Ruth Best, Cynghorydd Strategol ar gyfer LLC (Cynradd)

**5. CRYNODEB O GYFLAWNIAD A'R DEFNYDD O FESURAU
CYFLAWNIAD DROS DRO**

Rheolwr-Gyfarwyddwr Consortiwm Canolbarth y De i ddarparu crynodeb o gyflawniad. Bydd hyn yn cynnwys cyflwyniad gan Huw Cripps, Pennaeth Ysgol Uwchradd Pontypridd ar Olrhain Cyflawniad Disgyblion.

(Tudalennau 7 -

6. ADRODDIAD CYLLIDEB 2019-20

Derbyn diweddariad ar lafar gan Rheolwr-Gyfarwyddwr Dros Dro Consortiwm Canolbarth y De

(Tudalennau 51 -
56)

7. PENODI RHEOLWR-GYFARWYDDWR

Derbyn adroddiad y Prif Weithredwr Arweiniol a Chyfarwyddwr Adnoddau Dynol mewn perthynas â phenodi Rheolwr-Gyfarwyddwr.

(Tudalennau 57 -
80)

8. GWAHARDD AELODAU O'R WASG A'R CYHOEDD

Trafod cadarnhau'r cynnig isod yn benderfyniad:

“Bod y wasg a'r cyhoedd yn cael eu heithrio o'r cyfarfod o dan Adran 100A

o Ddeddf Llywodraeth Leol 1972 (fel y'i diwygiwyd) ar gyfer yr eitemau canlynol o

fusnes ar y sail eu bod yn cynnwys datgelu gwybodaeth eithriedig fel a ddiffinnir ym Mharagraff 14 o Ran 4 o Atodlen 12A o'r Ddeddf. ”

9. ADRODDIAD TEACH FIRST

Derbyn y newyddion diweddaraf gan Owen Evans, Cyfarwyddwr Teach First Cymru Wales, mewn perthynas â'r adroddiad blynyddol.

(Tudalennau 81 -
96)

10. MATERION BRYS

Trafod unrhyw faterion sydd, yn ôl doethineb y Cadeirydd, yn faterion brys yng ngoleuni amgylchiadau arbennig.

At: Pob Aelod o'r Gwasanaeth Addysg ar y Cyd - Consortiwm Canolbarth y De

CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE JOINT COMMITTEE

Minutes of the Central South Consortium Joint Education Service Joint Committee meeting held on Monday, 15 July 2019 at 9.00 am at the Valleys Innovation Centre, Navigation Park, Abercynon, CF45 4SN.

County Borough Councillors - Central South Consortium Joint Education Service Joint Committee Members in attendance:-

Councillor C. Smith (Bridgend County Borough Council)

Councillor J. Rosser (Rhondda Cynon Taf County Borough Council)

Councillor S. Merry (Cardiff Council)

Councillor L. Mytton (Merthyr Tydfil County Borough Council)

Council Officers in attendance:-

Mr C. Bradshaw (Lead Chief Executive, Rhondda Cynon Taf County Borough Council)

Mr N. Batchelar (Director of Education, Cardiff Council)

Ms P. Ham (Director of Learning & Skills, Vale of Glamorgan Council)

Ms S. Walker (Chief Education Office Merthyr Tydfil County Borough Council)

Ms N Echanis (Bridgend County Borough Council Council)

Ms G. Davies (Director of Education & Inclusion Services, Rhondda Cynon Taf County Borough Council)

Mr P. Griffiths (Service Director, Finance and Improvement Services - Rhondda Cynon Taf County Borough Council)

Others in attendance:-

Ms E. Thomas (Temporary Acting Managing Director, Central South Consortium)

Mr M Jones (Wales Audit Office)

Ms H Williams (Wales Audit Office)

14 Apologies for Absence

Apologies for absence was received from County Borough Councillor L Burnett Cabinet Member of Education for the Vale of Glamorgan Council.

15 Declaration of Interest

In accordance with the Council's Code of Conduct there were no declarations made pertaining to the agenda.

16 Minutes

RESOLVED to approve as an accurate record the minutes of the Central South Consortium Joint Education Service Joint Committee meeting held on the 21st May 2019.

17 To Elect a Chair 2019/20

RESOLVED to elect Councillor Dr Charles Smith as Chair of the Central South Consortium Joint Education Service Joint Committee for the 2019-20 Municipal Year.

18 Appointment of Vice Chair

RESOLVED to appoint Councillor Joy Rosser as Vice Chair of the Central South Consortium Joint Education Service Joint Committee for the 2019 -20 Municipal Year.

19 APPOINTMENT OF VICE CHAIR OF THE ADVISORY BOARD 2019/20

The Committee agreed to defer this item and consider at a future meeting.

20 Lead Roles - Chief Executive and Lead Director

RESOLVED to note that:

- (1) Mr P Orders (Cardiff Council) to replace Mr C Bradshaw as Lead Chief Executive Officer of the Central South Consortium for the 2019/20 Municipal Year.
- (2) Ms S Walker (Merthyr Tydfil County Borough Council) to replace Ms P Ham (Vale of Glamorgan Council) as the Lead Director of the Central South Consortium for the 2019/20 Municipal Year.

21 ISOS Review of Central South Consortium

The Chair invited all Members and Officers to put forward their feedback and agreed that Option 7 (i.e. remodelling of the current Consortium model) was the most appropriate way forward.

Members **RESOLVED** to receive a report at a future meeting of the Joint Committee setting out an implementation plan to take forward the ISOS recommendations.

22 Report of the Wales Audit Office - Audit of the Financial Statement Report 2018/19

Mr M Jones, Wales Audit Office, presented Members with the Audit of the Financial Statements Report and Management Letter for the Central South Consortium for the 2018/19 financial year.

Mr M Jones outlined the purpose of the report and confirmed it was the Auditor General's intention to issue an unqualified audit report on the financial statements. Mr Jones went on to inform Members of the corrected and uncorrected misstatements and other significant issues arising from the audit.

Following consideration of the information presented, Members thanked Mr M Jones for the report and **RESOLVED** to accept the 2018/19 Audit of Financial

Statement Report and Management Letter in respect of the Central South Consortium Joint Education Service Joint Committee.

23 Statement of Accounts for Financial Year End 31st March 2019

The Service Director - Finance and Improvement Services presented the Central South Consortium Statement of Accounts for the 2018/19 financial year and explained that the Accounts and Audit (Wales) Regulations require the Responsible Financial Officer to certify the unaudited Statement of Accounts by the 15th June following the financial year end. The Officer confirmed that the Joint Committee complied with the regulations in this respect and the unaudited accounts were signed by the Responsible Financial Officer (i.e. Treasurer) following their presentation to the Joint Committee on the 21st May 2019. The Service Director added that the regulations require that the Joint Committee approve the audited Statement of Accounts by 15th September.

The Service Director - Finance and Improvement Services went on to inform Members that the updated Statement of Accounts were attached at Appendix 1 that take into account a small number of corrections made as part of the external audit process. The Service Director also informed Members of the Letter of Representation at Appendix 2 and indicated that this document had been prepared after full consultation with all relevant officers.

The Service Director drew Members attention to the audited final outturn position for the 2018/19 financial year and the level of General Reserve Balance as at 31st March 2019.

Following consideration of the report, Members **RESOLVED** to:

- (1) Approve the Statement of Accounts for the financial year 2018/19 (Appendix 1) and associated Letter of Representation of the Joint Committee (Appendix 2) incorporating responses to the Audit enquires to those charged with governance and management; and
- (2) To acknowledge the audited final out-turn position for the Joint Committee for the 2018/19 financial year and the level of General Reserve Balance held.

24 Grant Award of Funding

The Temporary Acting Managing Director (Central South Consortium) provided Members with an update on the grants to be received by the Consortium in 2019/20, for which notifications have been received, and the methods of allocation for each.

Members put forward their views in respect of the 2019/20 grant funding notifications received to date and stressed the need for on-going engagement with Welsh Government to highlight the importance of creating greater flexibilities for the Consortium in utilising grant funding available.

Following consideration of the report, Members **RESOLVED** to approve the distribution of grants as detailed in section 4 of the report.

25 CSC Business Planning Review 2018-19

The Temporary Acting Managing Director (Central South Consortium) explained to Members that the cycle of business planning for 2018/19 was completed at the end of March 2019 and that impact review meetings were held with each drive team at the end of summer, autumn and spring terms and the progress made recorded.

The Temporary Acting Managing Director (Central South Consortium) went on to provide an overview of business plan performance for 2018/19.

Following consideration by Members it was **RESOLVED** to note the progress made in implementing the Business Plan 2018/19.

26 In Year Indicative Key Stage 4 Data - Performance of the Consortium

The Joint Committee received a verbal update from the Temporary Acting Managing Director (Central South Consortium) outlining the Key Stage 4 in year indicative data performance for the Central South Consortium and it was explained that the data produced is an indication as to whether schools are on track.

Members thank the Temporary Acting Managing Director for the update and **RESOLVED** to continue to monitor the data at future meetings.

27 Exclusion of the Press and Public

RESOLVED that the press and public be excluded from the meeting under Section 100 A (4) of the Local Government Act 1972 (as amended) for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in Paragraph 14 of Part 4 of Schedule 12A of the Act.

28 CSC Business Planning 2019- 20 - Risk Register

The Committee considered the Central South Consortium Joint Education Service Risk Register as at July 2019.

After consideration of the information presented by the Temporary Acting Managing Director (Central South Consortium), it was **RESOLVED** to acknowledge the content of the report.

This meeting closed at 10:10am

**CLLR C. SMITH
CHAIR.**

Date written: 16/09/19

Report author: Sarah Corcoran and Caryl Stokes

Date of meeting where the report is being considered: 25/9/2019

Appendices attached: CSC Presentation for LA Scrutiny Committee

CSC Report: Headline Performance FP-KS5 September 2019

Draft Statement 2019 – Discussion paper for WG and WLGA meeting

CSC Performance Update 2019

Summary

Changes to the publication of data below National level by Welsh Government over the last two years for foundation phase, key stage 2 and key stage 3 has resulted in changes to the information reported by Central South Consortium and local authorities to scrutiny committees and other public groups.

In 2019, changes to key stage 4 performance measures means that comparisons are no longer available with data from previous years, and this has resulted in a change on the information available to be made public by Central South Consortium and local authorities for this key stage.

The directors of the five local authorities within Central South Consortium have agreed that data for foundation phase, key stage 2 or key stage 3 will not be made available in the public domain, and for key stage 4 only the new interim performance measures will be made available for 2019 onwards.

Background

Welsh Government (WG) consulted with all stakeholders during the previous academic year on amending the regulations relating to teacher assessment data and Welsh National Test (WNT) data. Following the closure of this consultation¹, WG amended the regulations in August 2018 meaning that information published by WG for teacher assessment data and WNT data will not be published below the national level. This came into force for 2018 teacher assessment and WNT data, where only national data was published for September 2018.

As part of the same changes, WG have ceased publication of teacher assessment and WNT data in the All Wales Core Data Sets, School Comparative Reports, WG statistical releases, StatsWales and also removed this data from the My Local School website.

In Bulletin 5², WG states that: *“Schools, governing bodies and local authorities will continue to have access to their own data held on their own systems, alongside national level data for self-evaluation*

¹ Welsh Government Consultation: <https://gov.wales/education-amendments-relating-teacher-assessment-information-wales-regulations-2018>

² <https://gov.wales/sites/default/files/publications/2018-08/school-performance-reporting-bulletin-5.pdf>

and planning purposes. However, routine data publications for the Welsh Government to schools and local authorities will be simplified and will help shift the focus back to pupil assessment.”

In the WG consultation response document³ it is stated that *“Teacher Assessment can be used for information purposes e.g. to develop school improvement policies etc. but not for school accountability purposes below national level.”* This message has been re-iterated at various conferences over the last academic year by WG officers, with accountability being at national level only with WG publishing this data for Wales only.

The WG bulletin 6⁴, which focuses on key stage 4 performance measures also states: *“The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales. Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as narrowing curriculum choice, disproportionate focus on particular groups of learners, the way in which benchmarking is used driving competition between schools rather than encouraging collaboration, an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners, and an aggregation of data for accountability purposes where it was designed for **improvement** purposes. As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.*

A joint communication from Welsh Government, the WLGA and Estyn to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, and Managing Directors of Regional Educational Consortia, published on 16th July 2019 stated that:

“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”

A draft paper is due to be shared and discussed at the Welsh Government and WLGA meeting on the 19th and 20th September 2019. The paper provides details on the adoption of a consistent approach on the publication of information by all four Regional Educational Consortia. Further updates on this approach will be provided following the holding of this meeting and the communication of the approach to be adopted.

³ <https://gov.wales/sites/default/files/consultations/2018-05/education-regulations-2018-summary-of-responses-v2.pdf>

⁴ https://gov.wales/sites/default/files/publications/2019-02/school-performance-reporting-bulletin-6_0.pdf

Implementation issues – cost, timescale etc.

We need to ensure that there is a consistency of approach on the publication of data within Central South Consortium, as already agreed with the five local authority directors' of education, whilst discussions are ongoing regarding a consistent approach across all four regional educational consortia.

Training implications for elected members/scrutiny committees on the removal of data from reports. WG held a conference on the direction of travel with the removal of accountability measures, but not aware of future training/information events for all stakeholders from WG to further discuss this.

Links to CSC Business Plan and Risks

- Objective 4.1
- Objective 6 (Effectiveness and Efficiency?)

Background papers

[Paper to Joint Committee \(June 2018\) "Changes to Reported Performance Measures"](#)

[WG Bulletin 5](#)

[WG Bulletin 6](#)

[WG Consultation on Teacher Assessment](#)

[WG Responses to Consultation on Teacher Assessment](#)

[Welsh Statutory Instruments: The Education \(Amendments Relating to Teacher Assessment Information\) \(Wales\) Regulations 2018](#)

[WG Consultation "Our National Mission: A Transformational Curriculum"](#)

Newidiadau i fesurau perfformiad ar gyfer 2019

Change to performance measures for 2019

Haf 2019 / Summer 2019

- **Cenhadaeth ein Cenedl a Chynllun Busnes Consortiwm Canolbarth y De 2019/20**
- **Newidiadau ar gyfer adrodd ar asesiadau athrawon yn y Cyfnod Sylfaen, Cyfnod Allweddol 2 a Chyfnod Allweddol 3**
- **Mesurau perfformiad interim yng Nghyfnod Allweddol 4**
- **Datblygiadau cenedlaethol yn y dyfodol**
- **Our National Mission and CSC Business Plan 2019/20**
- **Changes for Teacher Assessment Reporting at foundation phase, key stage 2 and key stage 3**
- **Interim Performance Measures at key stage 4**
- **Future national developments**

Y cyfeiriad a chynllun strategol



ADDYSG CYMRU
EDUCATION WALES
seintio'n deith ein cenedl | our national mission



Llywodraeth Cymru
Welsh Government

Addysg yng Nghymru: Cenhadaeth ein cenedl

Cynllun gweithredu 2017-21

Tudalen 13





Consortiwm Canolbarth y De
Central South Consortium
Gwasanaeth Addysg ar y Cyd
Joint Education Service

Cynllun Busnes 2019 - 2020

Grymuso ysgolion i wella deilliannau i bob dysgwr





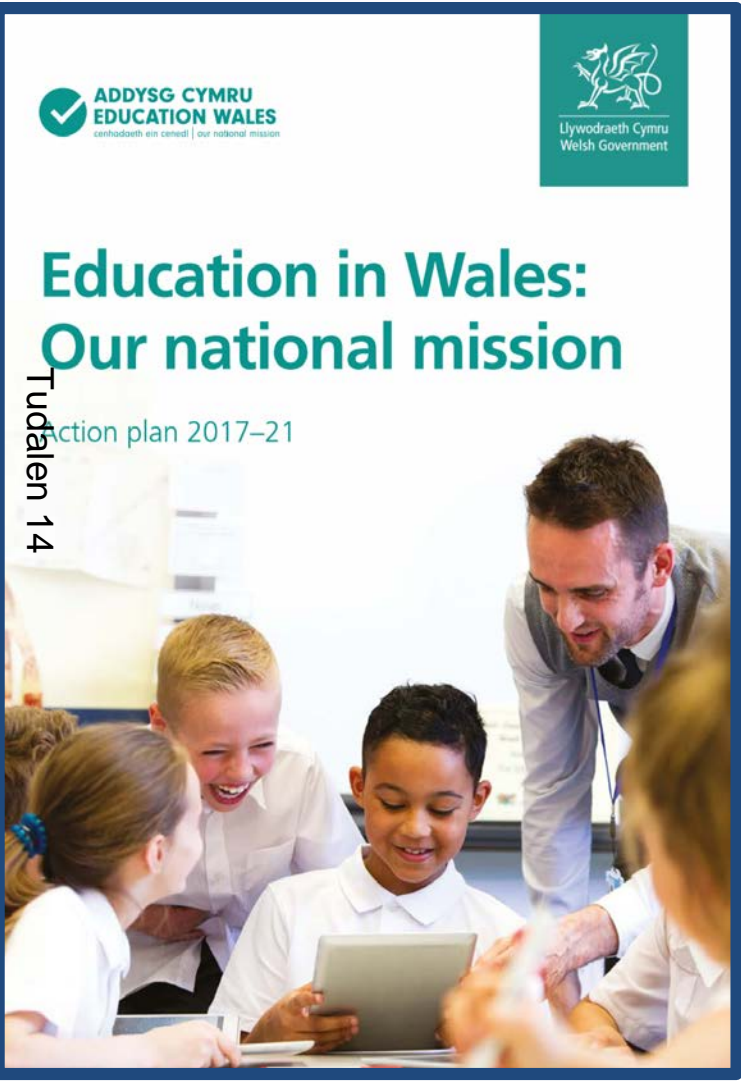










The strategic plan and direction




ADDYSG CYMRU
 EDUCATION WALES
canhadaeth ein cenedl | our national mission


Llywodraeth Cymru
 Welsh Government

Education in Wales: Our national mission

Tudalen 14
Action plan 2017–21




Consortiwm Canolbarth y De
 Central South Consortium
Gwasanaeth Addysg ar y Cyt
 Joint Education Service

Business Plan 2019 - 2020

Empowering schools to improve outcomes for all learners









Blaenoriaethau Cynllun Busnes Consortiwm Canolbarth y De ac amcanion galluogi Llywodraethu Cymru

Cytunwyd y blaenoriaethau cyffredinol ar gyfer 2019/20 â'r Cychwylgor ar 19 Rhagfyr 2018.

1. Datblygu proffesiwn addysg o ansawdd uchel
2. Datblygu arweinwyr ysbrydoledig i hwyluso cydweithio i godi safonau
3. Datblygu ysgolion cryf a chynhwysol sydd wedi ymrwymo i sicrhau lles, tegwch a rhagoriaeth
4. Datblygu trefniadau asesu, arfarnu ac atebolrwydd cadarn sy'n ategu systemau hunanwella
5. Darparu cyfleoedd dysgu proffesiynol i ategu'r cwricwlwm i Gymru
6. Gwella effeithiolrwydd ac effeithlonrwydd Consortiwm Canolbarth y De

Ar gyfer pob un o'r blaenoriaethau hyn, ceir cynllun gweithredol manwl sy'n amlinellu sut a phryd y caiff yr agweddau ar bob blaenoriaeth eu cyflawni. Mae'r rhai yn cynnwys meini prawf meintiol ac ansoddol allweddol i fesur cynnydd.

Mae Blaenoriaethau 1-4 Cynllun Busnes Consortiwm Canolbarth y De yn cyd-fynd â'r pedwar amcan galluogi yn nogfen "Cenhadaeth ein Cenedl" Llywodraeth Cymru.

The overarching priorities for CSC for 2019/20 were agreed with the Joint Committee on the 19th December 2018.

1. **Develop a high quality education profession**
2. **Develop inspirational leaders to facilitate working collaboratively to raise standards**
3. **Develop strong and inclusive schools committed to wellbeing, equity and excellence**
4. **Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems**
5. **Provide professional learning opportunities to support the curriculum for Wales**
6. **Improve the effectiveness and efficiency of Central South Consortium**

Tudalen 16

For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. These include key quantitative and qualitative success criteria against which progress is measured.

The CSC Business Plan Priorities 1-4 align directly to the four enabling objectives in WG “Our National Mission”.

Cyfnod Sylfaen, Cyfnod Allweddol 2 a Chyfnod Allweddol 3

Foundation phase, key stage 2 and key stage 3

• Prif newidiadau:

- Gellir defnyddio aseidiadau athrawon at ddibenion gwybodaeth, e.e. i ddatblygu polisiau gwella ysgolion ac ati, **ond ddim at ddibenion atebolrwydd ysgolion islaw'r lefel genedlaethol.**
- **Nid oes newid** i'r broses gasglu, na'r wybodaeth a fydd gan Lywodraeth Cymru felly.
- Caiff data am aseidiadau athrawon islaw'r lefel genedlaethol ei dynnu o'r holl ffynonellau data sydd ar gael i'r cyhoedd:
 - Fy Ysgol Leol
 - Gwefan StatsCymru
 - Ystadegau a ryddheir
- Ni fydd data cymharol ar gyfer awdurdodau lleol a chonsortia rhanbarthol ar gael.

• Main Changes:

- Teacher assessment can be used for information purposes e.g. to develop school improvement policies etc. **but not for school accountability purposes below national level.**
- There is **no change** to the collection process or, therefore, the information that WG will hold.
- Teacher assessment data below National level will be removed from all publicly available data sources:
 - My Local School
 - StatsWales website
 - Statistical Releases
- Comparative data for local authorities and regional consortia will not be available.

Ni fydd y wybodaeth ganlynol bellach ar gael:

- Adroddiadau Cymharol DEWi
- Setiau Data Craidd Gymru Gyfan (AWCDS)
- Data Meincnodi Cenedlaethol (Cyfnod Sylfaen, CA2 ac CA3)

Tudalen 19
• Cymariaethau cyfartalog o fewn teulu (fel y cynhwysir eisoes yn AWCDS)

Gwybodaeth i ysgolion o 2018/19

- Ar gyfer 2018/2019, bydd Consortiwm Canolbarth y De yn cynnig gwerthusiad interim o ysgol – “Ysgol ar dudalen Consortiwm Canolbarth y De” – a fydd yn cynorthwyo ac yn cefnogi gweithgareddau hunanwerthuso ysgolion lle bo angen.

The following information will no longer be available:

- DEWi Comparative Reports
- All Wales Core Data Sets (AWCDS)
- National Benchmarking Data (FP, KS2 and KS3)
- Family average comparisons (as previously included in AWCDS)

Information for schools from 2018/19

- For 2018/2019 the CSC will provide an interim evaluation of a school – “CSC *School on a page*” which will assist and support, where needed, school self-evaluation activities.

- Gall aelodau etholedig 2018/2019 ddisgwyl adroddiad craffu o safon is ar gyfer canlyniadau asesiadau athrawon. Y prif newidiadau yw:
 - Dileu data a gyhoeddir gan awdurdodau lleol, cymariaethau awdurdodau lleol a safleoedd cyfatebol;
 - Dileu'r safleoedd cryno ar sail crynodebau chwarter meincnodau;
 - Dileu unrhyw wybodaeth a gyhoeddir ar lefel ysgolion unigol ar gyfer asesiadau athrawon yn y Cyfnod Sylfaen, CA2 ac CA3 neu Brofion Cenedlaethol Cymru.
- For 2018/2019 elected members can expect a reduced standard scrutiny report for teacher assessment outcomes. The main changes are:
 - Removal of published LA data, LA comparisons and corresponding rank positions;
 - Removal of the summary positions based on benchmark quarter summaries;
 - Removal of any information published at individual school level for FP, KS2 and KS3 teacher assessment or Welsh National Tests.

- Bydd gwybodaeth ar gael am y canlynol:
 - Categoriâu Cymorth Categoriadau Cenedlaethol
 - Canlyniadau arolygu ysgolion Estyn
 - Cynnydd ysgolion yng nghategoriâu dilynol Estyn
 - Cynnydd ysgolion sy'n peri pryderon
 - Gwybodaeth am gynnydd disgyblion
 - Ymgysylltiad ysgolion â rhaglenni diwygio'r cwricwlwm
- Information will be available for:
 - National Categorisation Support Categories
 - Estyn inspection outcomes of schools
 - Progress of schools in Estyn follow-up categories
 - Progress of schools causing concerns
 - Pupil progress information
 - School engagement in the curriculum reform programmes

Adrodd ar haf 2019


Mesurau perfformiad interim Cyfnod Allweddol 4

Summer 2019 Reporting

Interim key stage 4 Performance Measures


Mesurau perfformiad Cyfnod Allweddol 4

Haf 2017




Trothwy Lefel 1
Trothwy Lefel 2
Trothwy Lefel 2, gan gynnwys C/S/M
Sgôr 9 pwynt wedi'i chapio newydd (5 + 4 eraill)
Saesneg/Cymraeg Lefel 2 (gorau) (iaith yn unig)
Saesneg Lefel 2 (iaith yn unig)
Cymraeg Lefel 2 (iaith yn unig)
Mathemateg Lefel 2 (y radd orau o gymwysterau mathemateg neu fathemateg-rhifedd)
Gwyddoniaeth Lefel 2 (gorau)

Haf 2018



Trothwy Lefel 1
Trothwy Lefel 2
Trothwy Lefel 2, gan gynnwys C/S/M
Sgôr 9 pwynt newydd wedi'i chapio (5 + 4 eraill) (*)
Saesneg/Cymraeg Lefel 2 (gorau) (iaith yn unig)
Saesneg Lefel 2 (iaith yn unig)
Cymraeg Lefel 2 (iaith yn unig)
Mathemateg Lefel 2 (y radd orau o gymwysterau mathemateg neu fathemateg-rhifedd)
Gwyddoniaeth Lefel 2 (gorau) (*)
Tystysgrif Her Sgiliau (Sylfaenol a Chenedlaethol)
Mesurau Bagloriaeth Cymru (Sylfaenol a Chenedlaethol)

Haf 2019 ymlaen



Pwyntiau llythrennedd cyfartalog (y radd orau o gymwysterau llenyddiaeth neu iaith (Cymraeg neu Saesneg))
Pwyntiau rhifedd cyfartalog (y radd orau o gymwysterau mathemateg neu fathemateg-rhifedd)
Pwyntiau gwyddoniaeth cyfartalog (gorau) (*)
Sgôr 9 pwynt cyfartalog a diwygiedig wedi'i chapio (3 + 6 eraill)
Cyfartaledd pwyntiau Tystysgrif Her Sgiliau Bagloriaeth Cymru

Canlyniadau dyfarniad cyntaf y cymhwyster cyfan yn unig fydd yn cyfrif tuag at fesurau perfformiad.

(*) – gofynion 'TGAU yn unig' ar gyfer dangosyddion gwyddoniaeth a chydrrannau'r sgôr 9 pwynt wedi'i chapio

Key Stage 4 Performance Measures

Summer 2017
Tudalen 24

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best)

Summer 2018

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others) (*)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best) (*)
- Skills Challenge Certificate (Foundation and National)
- Welsh Baccalaureate Measures (Foundation and National)

Summer 2019 onwards

- Average Points Literacy (Best of Literature or Language (En or Cy))
- Average Points Numeracy (Best of Maths or Maths-Num)
- Average Points Science (Best) (*)
- Revised Average Capped 9 Points Score (3 + 6 others)
- Average Points Welsh Baccalaureate Skills Challenge Certificate

Only the results of the first awarding of a complete qualification will count towards performance measures.

(*) – 'GCSE only' requirements for science indicators and components of the Capped 9 points score

“Mae’r patrymau mynediad gwahanol yn debygol o gael effaith ar ganlyniadau terfynol cyffredinol Cymru yr haf hwn, felly mae angen cymryd fwy o ofal wrth wneud unrhyw gymariaethau arwyddocaol o un flwyddyn i’r llall.”

25 Hydref

Ffynhonnell: Blog Senedd a ysgrifennwyd gan Jo Richards, Cyfarwyddwr Gweithredol Rheoleiddio Cymwysterau Cymru, Gorffennaf 2019

“These different entry patterns are likely to impact on the final overall Wales results this summer, so care should be taken to make any meaningful year-on-year comparisons”

Source: Senedd blog written by Jo Richards, Executive Director of Regulation at Qualification Wales July 2019

Mesurau perfformiad hanesyddol

Historical Performance Measures

- Ni chaiff gwybodaeth am fesurau perfformiad hanesyddol ei chyhoeddi bellach gan Lywodraeth Cymru.

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- Information for historical performance measures will no longer be published by WG.

- Mae hyn yn cynnwys:

- % Trothwy Lefel 1
- % Trothwy Lefel 2
- % Trothwy Lefel 2+
- % 5A*-A

- This includes:

- % Level 1 Threshold
- % Level 2 Threshold
- % Level 2+ Threshold
- % 5A*-A

- Bydd y mesurau interim yn seiliedig ar bwyntiau yn hytrach nag yn canolbwyntio ar y ganran o fyfyrwyr sy'n cyrraedd gradd/lefel trothwy penodol. Dyma'r mesurau a gyhoeddir:
 - Mesurau sgôr 9 pwynt wedi'i chapio (3+6)
 - Mesur llythrennedd (y radd orau o gymwysterau iaith/llenyddiaeth)
 - Mesur rhifedd (y radd orau o gymwysterau mathemateg/rhifedd)
 - Mesur gwyddoniaeth (y radd orau o gymwysterau gwyddoniaeth)
 - Mesur Tystysgrif Her Sgiliau Bagloriaeth Cymru
- The interim measures will be points based rather than focused on the percentage of pupils attaining a particular threshold grade/level. The measures published will be:
 - The Capped 9 measures (3+6)
 - Literacy measure (best of Language / Literature)
 - Numeracy measure (best of mathematics / numeracy)
 - Science measure (best of science)
 - Welsh Baccalaureate Skills Challenge Certificate measure

Dyma'r hyn sy'n gyfwerth â sgoriau pwyntiau:
A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

Points Score equivalents are:
A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

Sgôr 9 pwynt wedi'i chapio (3+6)

- Bydd y 'sgôr 9 pwynt wedi'i chapio' bellach yn cynnwys tri mesur craidd yn unig yn ogystal â'r chwe chymhwyster gorau arall (ac eithrio'r rhai sydd eisoes yn cyfrannu at y tri slot craidd). Nodir y tri mesur craidd isod:

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Meysydd pwnc	Mesur dysgu
Llythrennedd	Y radd orau o'r cymwysterau iaith Saesneg, Cymraeg iaith gyntaf, llenyddiaeth Saesneg neu lenyddiaeth Gymraeg
Rhifedd	Y radd orau o'r cymwysterau mathemateg neu fathemateg-rhifedd
Gwyddoniaeth	Y radd orau o'r cymwysterau gwyddoniaeth

Capped 9 Points Score (3+6)

- The 'Capped 9' will now include only 3 core measures plus any other best 6 qualifications (other than those already contributing to the 3 core slots).
- The three core measures are given below:

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Subject Areas	Learning Measure
Literacy	Best of English Language, Welsh First Language, English Literature or Welsh Literature
Numeracy	Best of mathematics or mathematics-numeracy
Science	Best of science

Interim Key Stage 4 Performance Measures

- *“Mae’r mesurau interim yn drefniadau trosiannol i bob pwrpas wrth i ni symud tuag at y trefniadau gwerthuso a gwella newydd.”*
- *“Ni fydd cyrhaeddiad yn erbyn mesurau Lefel 2 cynhwysol a Lefel 1 yn cael ei gyhoeddi mwyach o 2019 ymlaen... Felly, er mwyn cynorthwyo ysgolion i fonitro cynnydd yn erbyn targedau a osodwyd ar gyfer cyrhaeddiad Lefel 2 cynhwysol a Lefel 1, yn hydref 2019 byddwn yn darparu data cyrhaeddiad Lefel 2 cynhwysol a Lefel 1 yn ogystal â data’r mesurau interim i ysgolion.”*
- [Ffynhonnell: Bwletin 6 Llywodraeth Cymru i Awdurdodau Lleol a Llythyr Llywodraeth Cymru i Benaethiaid](#)
- *“The interim measures are very much transitional arrangements as we journey towards the new Evaluation and Improvement arrangements.”*
- *“Attainment against the Level 2 inclusive and the Level 1 measures will no longer be published for 2019... Therefore, in order to assist schools with monitoring progress against targets set for Level 2 inclusive and Level 1 attainment, in autumn 2019 we will provide schools with Level 2 inclusive and Level 1 attainment data in addition to the interim measures.”*
- [Source: WG LA Bulletin 6 and WG Letter to Headteachers](#)

The future of performance measures

“Mae’r modd y bydd mesurau perfformiad, neu unrhyw fath o ddangosyddion sy’n rhoi gwybodaeth, yn cael eu defnyddio, a sut olwg fydd arnynt, yn cael ei adolygu’n llawn a byddant yn cael eu datblygu yn yr un modd.

Mae hyn yn angenrheidiol er mwyn sicrhau’r newid o ran diwylliant sydd ei angen i gefnogi’r gwaith o wreithredu a gwireddu’r cwricwlwm newydd.

Gall y mesurau fod yn feintiol ac yn seiliedig ar ddata ynghylch cyrhaeddiad, neu’n ansoddol, ond ni waeth pa fath o fesurau ydynt, byddant wedi’u cynllunio i’n helpu i gyrraedd ein nod, sef galluogi’r holl ddysgwyr i gyflawni eu potensial.”

“How performance measures, or any type of informative indicators, will be used and what they will look like is being fully reviewed and will be developed in the same vein.

This is necessary to bring about the cultural change needed to support the implementation and realisation of the new curriculum.

Measures may be quantitative and based on attainment data, or qualitative, but regardless of type they will be designed to help us secure our aim of enabling all learners to achieve their potential.

[Ffynhonnell: Bwletin 6 Llywodraeth Cymru i Awdurdodau Lleol](#)

[Source: WG LA Bulletin 6](#)

Byddwn yn adolygu ac yn ystyried elfennau allweddol wrth inni symud ymlaen, gan gynnwys:

- sut i rannu mesurau atebolrwydd a data ar gyfer hunanwerthuso*
- sut i reoli llwyth gwaith athrawon wrth inni ddatblygu'r gwaith*
- pennu unrhyw fesurau cynnydd â llinellau sylfaen dibynadwy*
- rhoi ystyriaeth i werth mesurau ysbeidiol yn hytrach na mesurau diwedd gyrfa*

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We will review and consider key aspects as we move forward, including:

- how to split accountability measures from data for self-evaluation*
- how to manage teacher workload as we develop the work*
- determining any progress measures with dependable baselines*
- giving consideration to the value of intermittent rather than end of career measures”*

[Ffynhonnell: Bwletin 6 Llywodraeth Cymru i Awdurdodau Lleol](#)

[Source: WG LA Bulletin 6](#)

Nododd datganiad ar y cyd gan **Lywodraeth Cymru, Cymdeithas Llywodraeth Leol Cymru ac Estyn** i Gadeiryddion Craffu, Aelodau'r Cabinet, Cyfarwyddwyr Addysgu, Prif Swyddogion Gweithredol a Chyfarwyddwyr Rheoli'r Consortia Addysg Cenedlaethol (**16 Gorffennaf 2019**) y canlynol:

"Mae'n wrthgynhyrchiol rhoi ysgolion o dan bwysau anghymesur ar sail mesurau unigol. Nid yw er budd gwella ysgolion ac yn peryglu tanseilio'r newid parhaus mewn diwylliant yr ydym yn gweithio gyda'n gilydd i'w gyflawni.

"Byddwn yn disgwyl i awdurdodau lleol a chonsortia rhanbarthol gynorthwyo ysgolion i wneud penderfyniadau addas ynglŷn â'u cwricwlwm er mwyn osgoi lleihau'r dewis i ddysgwyr...

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers and Managing Directors of Regional Education Consortia (**16th July 2019**) stated that:

"It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve.

We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners...

“...Gyda'n gilydd, rydym wedi cytuno mai dyma'r dull cywir i'w ddilyn ac yn eich cynghori'n gryf i ddefnyddio ystod eang o ddata a gwybodaeth nad ydynt wedi'u cydgasglu i'ch galluogi i gyflawni'ch dyletswyddau wrth adrodd ar berfformiad ysgolion.

“Bydd gwerthuso perfformiad ysgolion unigol yn hytrach na data a gydgesglir ar lefel awdurdodau lleol yn fwy defnyddiol wrth gefnogi a herio ysgolion lleol i wella.”

...Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance.

Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”

Datblygiadau cenedlaethol yn y dyfodol

Future National Developments

- Rôl Estyn yn y trefniadau gwerthuso a gwella newydd mewn ysgolion. Atal arolygu ysgolion a gynhelir yn rhannol o bosibl rhwng mis Medi 2020 a mis Awst 2021.
- Estyn's role in the new evaluation and improvement arrangements in schools. Possible partial suspension of inspection for maintained schools from September 2020 to August 2021.
- Adnodd Cenedlaethol ar gyfer Gwella Ysgolion – yn cael ei ddatblygu gydag Estyn, y Sefydliad ar gyfer Cydweithrediad a Datblygiad Economaidd (OECD) a'r proffesiwn. Canllawiau drafft yn ystod hydref 2019. Proses wella derfynol yn 2020.
- National Resource for School Improvement: Being developed with Estyn, OECD and the profession. Draft guidance Autumn 2019. Final improvement process in 2020.

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Datblygiadau cenedlaethol yn y dyfodol

Future National Developments

- Cyhoeddwyd canlyniadau Ymgynghoriad Pennu Targedau Llywodraeth Cymru a dylai'r newidiadau i ofynion Cyfnod Allweddol 4 ddod i rym o fis Medi 2019.
- TGAU – Cymwysterau Cymru (*) “Wrth i'r cwricwlwm drafft gael ei lunio, rydym wedi bod yn ystyried sut y gallwn sicrhau bod cymwysterau yn parhau i ddiwallu anghenion pobl ifanc 16 oed unwaith y caiff y cwricwlwm newydd ei gyflwyno. Bydd cyflawni nodau Cenhadaeth ein Cenedl yn golygu y bydd angen sicrhau bod cymwysterau newydd ar gael i'w haddysgu o fis Medi 2025.”
- Outcomes of the WG Target Setting Consultation has been published and changes to Key Stage 4 requirements should be effective from September 2019.
- GCSE – Qualifications Wales (*) “As the draft curriculum has taken shape, we have been considering how we can make sure that qualifications continue to meet the needs of 16-year-olds once the new curriculum is introduced. Meeting the aims of the National Mission will require new qualifications to be available for first teaching from September 2025.”

(*) [Llythyr o Cymwysterau Cymru i Lywodraeth Cymru 12_2_2019](#)

(*) [Letter from QW to WG 12_2_2019](#)

Unrhyw gwestiynau eraill?

Any other questions?

The Welsh Government Statistical First Release “Academic Achievement of Pupils Aged 4 to 14 in Core Subjects, 2019” “SFR 61/2019” includes the following statement in relation to the decrease in National 2019 data when compared to 2018 data.:

“Following a written statement by the Minister of Education in July 2018 and a consultation which ended in January 2018, teacher assessment data is no longer published at a school, local authority and consortia level. This is a significant move away from gathering information about young people’s performance on a school by school basis for accountability purposes.

This year’s results could be a reflection of these changes, whereby the prime purpose of teacher assessments has started to shift back to individual learners and away from holding schools to account.”

Foundation Phase

Please note that due to revisions to the Foundation Phase Areas of Learning (AOL) for LLC and MDT in October 2014, which aligned them against the LNF and also made them more demanding, comparisons with previous years should be treated with caution, as they are not measured on a comparable basis.

- Regional performance remains above the National average at all levels, with the only exception being LCW O6+, in the most recent year. However, performance has declined for nearly all performance measures in the most recent year for the Region.
- Larger falls in performance are seen Regionally for LCE O5+, LCE O6+ and MDT O6+ than are seen Nationally in the most recent year.
- However, the performance measures of MDT O5+, MDT O6+, PSD O6+, LCW O5+ and LCW O6+ all saw a smaller decrease Regionally than that seen Nationally in the most recent year, with the Regional performance of LCW O6+ increasing in the most recent year.
- Over the latest three-year period the fall in performance seen Regionally is smaller than that seen Nationally for the Foundation Phase Outcome Indicator.

Gender

- The gender gap in performance has increased for nearly all indicators in the most recent year and is wider than the gap seen Nationally for nearly all measures.
- The widening of this gap is due to the performance of boys falling at a faster rate than the corresponding fall seen for girls.
- For LCW O6+ performance for boys and girls has increased but girls' performance has increased at a faster rate than boys' performance resulting in a widening of the gap for this measure also.

eFSM

- The gap in performance between eFSM and nFSM pupils has widened for all performance measures at both expected and above-expected levels (except for LCE O6+) in the most recent year.
- Performance of eFSM pupils has fallen for all performance measures at both the expected and above-expected levels between 2018 and 2019.
- A similar pattern is evident for nFSM pupils, except for LCW O6+ where the performance of nFSM pupils has increased.

Acquisition of English as an Additional Language

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) continues to decrease in the most recent year for all performance measures at the expected level and above-expected level (apart from LCW O5+ and O6+ where performance has increased).
- The gap between the performance of pupils with English as an Additional Language (development stages A-E) compared to those pupils where EAL is not applicable continues to widen at the expected level and above-expected level for all performance measures (apart from LCW O5+ and O6+ where the gap has narrowed to a point where the gap is now positive).

Special Educational Need Provision

- At the expected level, the performance of pupils on the SEN register (SA, SA+ or Statement of Educational Need) has decreased for the third consecutive year for all performance measures except MDT which has fallen for the second consecutive year.
- The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has increased for all performance measures except LCW which has narrowed slightly.

- At the above-expected level, the performance of pupils on the SEN register has decreased for all performance measures. The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has decreased for LCE and MDT, but increased for LCW and PSD.

Key Stage 2

- The Region continues to exceed the National average for all performance measures at the expected level.
- However, at the expected level performance has fallen in the most recent year for all performance measures except for Cymraeg.
- A decrease in results can be seen over the latest three-year period for all performance measures at the expected level.
- Regional performance at the above-expected level continues to exceed the National average for all performance measures in the most recent year.
- However, at the above-expected level performance has fallen for all performance levels in the most recent year.
- Improvements can be seen over the latest three-year period for all performance measures at the above-expected level.
- At the expected level, Cymraeg is the highest performing core subject in 2019 for the Region, followed by Mathematics, Science and lastly English.
- At the above-expected level, the highest performing core subject is Mathematics, with Cymraeg being the lowest performing core subject at this level.
- Writing, for both English and Cymraeg, continues to be the weakest element for language at a Regional level in 2019 at both the expected and above-expected levels.
-

Gender:

- At the expected level, that gap in performance between boys and girls has widened for all performance measures. In most cases this widening of the gap is due to boys' performance falling at a faster rate than that seen for girls.
- At the above-expected level, the gap in performance between boys and girls has widened for all performance measures except for Cymraeg, which has narrowed due to improvements being made by boys against a fall in performance for girls.

eFSM:

- At the expected level the gap in performance between eFSM and nFSM pupils has widened for all performance measures in the most recent year.
- The widening of the gap is due to the performance of eFSM pupils falling at a faster rate than the fall in performance for nFSM pupils.
- At the above-expected level, the gap in performance between eFSM and nFSM pupils has narrowed for English but has increased for all other performance measures.
- The narrowing of the gap for English L5+ is due to the performance of nFSM pupils falling at a faster rate than eFSM pupils.

Acquisition of English as an Additional Language:

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) continues to decrease in the most recent year for most performance measures at the expected level, and for Mathematics and Science at the above-expected level.
- The gap between the performance of pupils with English as an Additional Language (development stages A-E) compared to those pupils where EAL is not applicable continues to widen at the expected level and above-expected level for all performance measures (apart from English L5+ and Mathematics L5+ where the gap has narrowed).

Special Educational Need Provision:

- At the expected level, the performance of pupils on the SEN register (SA, SA+ or Statement of Educational Need) has decreased in the most recent year for all performance measures.
- The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has increased for all performance measures at the expected level.

- At the above-expected level, the performance of pupils on the SEN register has decreased for all performance measures. The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has decreased for Mathematics and Science, but increased for English and Cymraeg.

Key Stage 3

- The Region continues to exceed the National average for all performance measures at the expected level.
- However, at the expected level performance has fallen in the most recent year for all performance measures.
- A decrease in results can be seen over the latest three-year period for most performance measures at the expected level, with the exceptions being Science and Core Subject Indicator.
- Regional performance at the above-expected level continues to exceed the National average for all performance measures in the most recent year.
- However, performance has fallen for all performance levels in the most recent year at the above-expected level.
- Improvements can be seen over the latest three-year period for all performance measures at the above-expected level except for Cymraeg.
- At the expected level +2, performance has decreased for all performance measures except Science in the most recent year.
- Regional performance at Level 7+ is above the National average for all subjects except Cymraeg.
- Performance over the latest three-year period at Level 7+ is positive for three of the four core subjects.
- At the expected level, Cymraeg is the highest performing core subject in 2019 for the Region, followed by Science, Mathematics and lastly English.
- At Level 6+, the highest performing core subject is Science with Cymraeg being the lowest performing core subject at this level.
- At Level 7+, the highest performing core subject is Mathematics with Cymraeg being the lowest performing core subject at this level.

- Writing, for both English and Cymraeg, continues to be the weakest element for language at a Regional level in 2019 at Level 5+, Level 6+ and Level 7+.

Gender:

- Performance for boys has decreased for all performance measures at all levels in the most recent year. A similar picture is evident for the performance of girls with the only increases in 2019 being seen for Mathematics L6+ and Science Level 7+.
- At the expected level, the gap in performance between boys and girls has widened for all performance measures except Cymraeg. In most cases this widening of the gap is due to boys' performance falling at a faster rate than that seen for girls.
- At the above-expected level, the gap in performance between boys and girls has widened for English and Mathematics but narrowed for Cymraeg and Science.
- At Level 7+, the gap in performance has widened for English and Science, but narrowed for Mathematics and Cymraeg.

eFSM:

- Performance for both eFSM and nFSM has decreased for all performance measures for all levels in the most recent year with the following exceptions:
 - eFSM: English L6+ Cymraeg L5+ and L6+, Science L7+
 - nFSM: Science L7+
- At the expected level the gap in performance between eFSM and nFSM pupils has widened for all performance measures in the most recent year except for Cymraeg.
- The widening of the gap is due to the performance of eFSM pupils falling at a faster rate than the fall in performance for nFSM pupils.
- At Level 6+, the gap in performance between eFSM and nFSM pupils has narrowed for English, Cymraeg and Science but has increased for all Mathematics.
- The narrowing of the gap for English L5+ is due to the performance of nFSM pupils falling at a faster rate than eFSM pupils.
- At Level 7+, the gap in performance between eFSM and nFSM pupils has narrowed for Mathematics, but has widened for all other core subjects.

Acquisition of English as an Additional Language:

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) has increased for most performance measures at all levels in the most recent year. However, the performance of pupils where EAL is not applicable has fallen for all but one performance measure at all levels in the most recent year.
- The gap between the performance of pupils with English as an Additional Language (development stages A-E) compared to those pupils where EAL is not applicable has narrowed for nearly all performance measures at all levels in the most recent year, with gap widening for Cymraeg L6+, Mathematics L5+ and Science L5+ only.

Special Educational Need Provision:

- The performance of pupils on the SEN register (SA, SA+ or Statement of Educational Need) has decreased in the most recent year for all performance measures at all levels. A similar pattern is evident for pupils who are not on the SEN register in the most recent year, with only Science L7+ improving in the most recent year.
- The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has increased for most performance measures at the expected level, with only Cymraeg L5+ seeing a narrowing of the performance gap.
- At Level 6+, the gap in performance between pupils who are on the SEN register and those that are not on the SEN register has decreased for Cymraeg and Science, but increased for English and Mathematics.
- At Level 7+, the gap in performance between pupils who are on the SEN register and those that are not on the SEN register has decreased for Cymraeg and Mathematics, but increased for English and Science.

Key Stage 4

Due to changes to the performance measures for reporting in Summer 2019, only limited information can be provided for KS4 2019 results at present. No references will be included for historical measures (Level 1 Threshold, Level 2 Threshold, Level 2+ etc.) as these will not be published for 2019 data by Welsh Governments as they are based on threshold measures and not average points. Further details will be available once Welsh Government publishes provisional information towards the end of September. The first-entry of a qualification will be applied to performance measures for summer 2019 reporting, which is the first time that this has been included in the data for KS4 reporting. Therefore, direct comparisons to data for previous years is not possible and should be treated with caution.

Main Headlines:

Early data received for KS4 results 2019 shows that the average points score for the new performance measures are within 2.5 points of the figures available for 2018, but the 2018 figures do not take first-entry into account.

The Capped 9 points score is within 8 points of the latest figure available for 2018, but again this is not directly comparable due to first-entry not being taken into account for 2018 data and also a change to the definition of this measures between 2018 and 2019.

Summary of New Interim Performance Measures

	2018	2019
Av Pts Literacy	42.4	40.9
Av Pts Numeracy	41.2	39.0
Av Pts Science	40.2	38.9
Av Capped 9 Pts Score (3+6)	379.9	371.7
Av Pts WB SCC	40.1	38.8

WJEC pass rates for A*-C and A*-G improved again in 2019 for the region, by 0.9pp and 0.8pp respectively to 64.5% and 96.9%. The pass rate for the region for A*-A grades fell by 0.3pp in 2019 to 20.3%, but still remains above the National pass rate for these grades.

Regional performance for A*-C is also above the National pass rate, and whilst the pass rate for A*-G remains below the National level, the gap has narrowed slightly in the most recent year.

Key Stage 5

Level 3 Threshold:

The Level 3 Threshold for the region has increased for the second consecutive academic year, and in 2019 has reached its' highest ever position.

Over the latest three-year period, the region has improved by 1.8pp, with all LAs in the Region also increasing for this performance measure over this same period. In addition, all LAs saw an improvement in the most recent year.

However, these figures need to be treated with an element of caution as Cardiff LA is currently showing as over 100% of pupils achieved this performance using the information submitted on results day from the schools.

Average Wider Points Score

This information is currently being checked with schools due to possible errors in the information submitted on results day.

Data received to date indicates a fall for this performance measures for all LAs and Regionally in 2019

3A*-A:

Improvements can be seen again for this performance measure Regionally, with early data showing the best ever performance for this measure in 2019.

Nearly one in every five pupils in Cardiff LA achieved 3 or more A*-A grades in 2019, and improvement on the performance seen in 2018.

Only the Vale of Glamorgan saw a decrease for this measure in 2019, but all LAs have made at least 6pp improvement over the latest three-year period.

3 A*-C:

There is a slight decrease in performance in 2019 for the Region, but the proportion of pupils achieving this performance measure is still over 60%.

Only Bridgend and Cardiff saw improvements for this performance measure in 2019.

However, all LA in the Region, and the Region overall are still below the highest ever performance seen in 2016.

Gender:

Girls out-performance for all four performance measures at Key Stage 5.

The gap in performance has narrowed for Level 3 Threshold and 3A*-C but has widened for AWPS and 3A*-A in the most recent year

Reporting on performance September 2019 onwards

The WG alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales.

Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as:

- narrowing curriculum choice;
- disproportionate focus on particular groups of learners;
- the way in which benchmarking is used driving competition between schools rather than encouraging collaboration;
- an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners; and
- an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes.

As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, and Managing Directors of Regional Education Consortia, published on **16 July 2019** stated that:

"It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.

Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement."

The purpose of this paper is to explain how we will be reporting on performance across Central South Consortium from September onwards whilst adhering to the WG guidance.

Teacher Assessments (Foundation Phase to Key Stage 3)

National changes in the reporting of teacher assessments has been introduced over the past two years. It supports the key objectives of the Welsh Government document: 'Our National Mission,' in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

International evidence suggests that for all learners to achieve their full potential, there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides decisions about how best to progress pupils' learning.

There is now a greater focus on the use of data in school self-evaluation. In the reformed system, schools are evaluated according to the difference they make to the progress of every child.

Data and information that is available to schools to measure this progress includes: end of key stage data, baseline entry data, pupil progress data over time, value added data between baseline and key stages, reading and numeracy diagnostic test data, action research and specific testing data as well as ESTYN inspection outcomes.

Data that has traditionally been aggregated upwards for comparison has been removed. All benchmarking, comparisons with other establishments, reading and numeracy test data, placing schools and Local Authorities in rank order is no longer acceptable or possible. As of last year, the only comparative data available to Local Authorities in these key stages are the National averages for end of these key stages.

In addition, the Minister for Education published a statement on school performance targets in June 2019. She stated:

'....., I want to be absolutely clear that school targets should only be used to support self-evaluation and should not be aggregated up to a local authority measure of performance to hold schools to account.'

These recent changes in assessment reporting requirements will strengthen the accuracy of assessment. It will reduce inflated levels and gaming and will ensure that every school looks closely at every learner and not just borderline learners who influence whether a school achieves a narrow measure or not.

National arrangements will have a renewed emphasis on Assessment for Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people's performance on a school-by-school basis for accountability purposes.

Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

Arrangements that will remain:

- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published.
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.

Arrangements that will change:

- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or 'family of schools', will be published.
- The Welsh Government no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).

KS4 results 2019

New interim KS4 measures have been introduced for 2019 as part of the significant education reform programme in Wales.

National data capture for individual schools will be based on first entry results. The data provided regionally for individual school and LAs will also be based on first entry results.

JCQ/WJEC have published their data and press release based on the 'best outcome' obtained by 16 year olds across both the November and summer series. There will be differences between first entry and best outcome data.

As a result, across several indicators, it will not be possible to compare 2019 figures with previous performance.

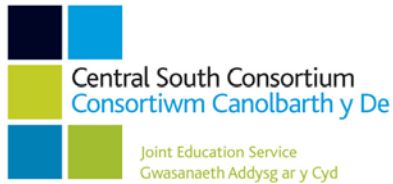
The table below shows the new interim measures and the methodology used for calculating. It also demonstrates the key differences with previous years.

Interim Measure	How it is calculated	Differences from previous years, and why comparisons cannot be made
Capped 9 (3+6)	<p>The Capped 9 Points Score is a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.</p> <p>Three of the nine slots require the awards of specific subjects and qualifications in order to contribute any points towards the measure. These slots are each one GCSE in size, specifying requirements in literacy, numeracy and science GCSEs only.</p> <p>The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.</p> <p>The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot.</p> <p>The best grade from a science GCSE can contribute towards the science slot (currently this is limited to awards in the WJEC suite of science GCSE qualifications currently available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award).</p> <p>The remaining six qualifications will include the pupil's best performance in either GCSE and/or vocational equivalent.</p>	<p>✓ Only a pupil's first entry will count</p>

Literacy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a pupil.	New 2019 measure, first entry only will count, with Literature also accepted within this measure
Numeracy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil	New 2019 measure, first entry only will count
Science measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a learner (currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award) - these are identified as being able to contribute towards science measures.	New 2019 measure, first entry only will count
The Welsh Baccalaureate Skills Challenge Certificate measure	Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.	Reported separately as a main indicator for the first time in 2019

In this context, the data should be analysed on a local level and as a starting point to question local priorities.

Although 2019 data is currently available on historical performance measures (L1, L2, L2+ and 5A*-A), comparison with previous years is not valid because of the first entry counting rather than best outcome.



**CENTRAL SOUTH CONSORTIUM
REPORT FOR JOINT COMMITTEE**

25TH SEPTEMBER 2019

JOINT EDUCATION SERVICE

REPORT OF THE TREASURER – 2019/20 REVENUE BUDGET

**Author: Paul Griffiths, Service Director – Finance and Improvement Services
Tel. No. 01443 680609**

1. PURPOSE OF REPORT

- 1.1 To provide Members with an update of the projected outturn position for 2019/20 (projected as at August 2019).
- 1.2 To provide Members with a summary of 2019/20 grant funding allocations.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note the projected outturn position for 2019/20.
- 2.2 Note the current grant position for 2019/20.

3. REVENUE BUDGET 2019/20

- 3.1 A summary of the original budget, projected outturn for the full year (projected as at August 2019) and variances are presented in Table 1.

Table 1 – Projected outturn position 2019/20

Category	Original Budget 2019/20	Projected Out-turn 2019/20	Variance (Under) / Over spend
	£	£	£
Expenditure			
Gross Employees	3,116,886	3,042,261	(74,625)
Less Secondment Income	0	(35,005)	(35,005)
Net Employees	3,116,886	3,007,256	(109,630)
Premises			
Rent	220,000	181,063	(38,937)
Maintenance	0	1,181	1,181
Other	15,000	17,669	2,669
Total Premises Cost	235,000	199,913	(35,087)
Transport	35,000	32,078	(2,922)
Supplies & Services			
Continuing Professional Development / Staff Adverts	31,420	35,300	3,880
Licences / Mobile & Telephone Charges / Computer Costs – Hardware / Software	74,896	72,693	(2,203)
External Audit & Actuary Fee, Employer Liability & Public Liability Insurance	56,220	56,220	0
Photocopying / Postage / Advertising / Stationery / General Office Expenses	57,101	62,019	4,918
Induction Program – Elected Members	3,000	0	(3,000)
Communication Strategy	5,000	5,000	0
Total Supplies & Services	227,637	231,232	3,595
Support Services	120,230	111,252	(8,978)
Gross Expenditure	3,734,753	3,581,731	(153,022)
Income			
Local Authority Contributions	3,710,853	3,710,853	0
Grants & Other Income	23,900	26,244	(2,344)
Total Income	3,734,753	3,737,097	(2,344)
Net Expenditure	0	(155,366)	(155,366)

3.2 The projected outturn position (as at August 2019) is a £155k underspend and reasons for key variances are set out below:

- Employees (£110k projected underspend) – due to lower than anticipated employee costs, pending the implementation of recommendations included within the ISOS Review, and in-year staffing savings. This area will continue to be closely monitored to ensure any in-year changes in resource requirements, for example, as a result of final school categorisations, are appropriately managed.
- Premises (£35k projected underspend) – primarily due to optimising the use of accommodation at the Valleys Innovation Centre that has enabled office space to be vacated; this has resulted in lower rental costs than budgeted.
- Supplies & Services (£4k projected overspend) – due to one-off costs associated with the ISOS Review partly offset by forecasted underspends across Supplies and Services budget areas.
- Support Services (£9k projected underspend) – the projected underspend is in respect of Service Level Agreement costs with the Lead Authority being lower than budget.
- Income (projected to be £2k higher than budget) – primarily in respect of charges applied to schools for non-attendance on courses.

3.3 Members will be aware that the Central South Consortium's audited Statement of Accounts for 2018/19 included an earmark reserve of £89k to support the remodelling of the service over the medium term. To date there are no remodelling costs which require to be funded by this reserve.

4. GRANT FUNDED SERVICE 2019/20

4.1 Table 2 sets out the 2019/20 grant allocations received by the Consortium from Welsh Government as at August 2019.

Table 2 – 2019/20 grant allocations

Grant	Total Grant	Retained to Fund National Priorities	Delegated to Schools / Local Authorities
	2019/20 £	2019/20 £	2019/20 £
Regional Consortia School Improvement Grant (including match funding)	44,159,037	9,591,536	34,567,501
Pupil Development Grant	31,731,650	326,770	31,404,880
Main	26,000,350	0	26,000,350
Early Years	3,621,100	0	3,621,100
Children Looked After	1,787,100	226,770	1,560,330
Education Other Than At School	223,100	0	223,100
Pupil Development Grant - Adviser	100,000	100,000	0
Total	75,890,687	9,918,306	65,972,381

4.2 With specific regard to the Regional Consortia School Improvement Grant for 2019/20, the total award of funding is £41,170,015 together with Local Authority Match Funding of £2,989,022 (equating to a total grant of £44,159,037 as set out in Table 2).

4.3 Following on, other key information in relation to the Regional Consortia School Improvement Grant is:

- Funding will support the Consortium to deliver against Welsh Government national priorities for education, at the centre of which is a transformational curriculum and a focus on four key enabling objectives (with the outcomes supported by a range of measures and key performance indicators, as outlined in the Consortium's 2019/20 Business Plan):
 - Developing and delivering a high-quality education profession;
 - Inspirational leaders working collaboratively to raise standards;
 - Strong and inclusive schools committed to excellence, equity and well-being; and
 - Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

4.4 The Consortium has up dated its Grants Register to reflect the position set out in Table 2 and will continue to monitor expenditure to ensure the use and effectiveness of grants are maximised across the region.

5. CONCLUSIONS

- 5.1 The projected outturn position for the full year is a £155k underspend (projected as at August 2019) and the Consortium will continue to closely monitor and manage its resources and report up dates to Joint Committee throughout the year.
- 5.2 The 2019/20 Grants Register has been updated to reflect the current grant funding position.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

25th SEPTEMBER 2019

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

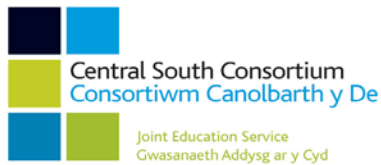
List of background papers

Freestanding matter

Officer to Contact :

Mr Paul Griffiths

Tel no. 01443 680609



AGENDA ITEM *

CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

25TH SEPTEMBER 2019

MANAGING DIRECTOR APPOINTMENT

JOINT REPORT OF THE LEAD CHIEF EXECUTIVE AND DIRECTOR OF HUMAN RESOURCES

Author: Richard Evans, Director of Human Resources

1. PURPOSE OF THE REPORT

To seek the Joint Committee's approval to advertise the post of Managing Director.

2. RECOMMENDATIONS

- 2.1 To agree that the post of Managing Director be advertised;
- 2.2 To agree the advert, job description and recruitment pack for the role.

3. BACKGROUND

- 3.1 Members will be aware that a formal review of the Consortiums operational model has taken place over the last few months and reports have subsequently been shared with the Joint Committee.
- 3.2 Members will also recall that the previous Managing Director relinquished his role in December 2018 but due to the formal review of the operational model, interim senior management arrangements have been in place since January 2019.
- 3.3 As part of the review of the operational model, it is clear that the role of Managing Director is still relevant and therefore the Joint Committee are being asked to consider formally recruiting to that role.

4. REVIEW OF THE MANAGING DIRECTOR ROLE

- 4.1 The existing job description and person specification for the Managing Director role has been reviewed and updated with contributions from the five Education Directors.
- 4.2 Following on from that review, a draft advert has also been prepared and again shared with the Education Directors.
- 4.3 This draft advert and revised Job Description and Person Specification has now been incorporated within a draft Recruitment Pack which is attached at Appendix 1 for the Joint Committee's formal review.
- 4.4. Members will note that in terms of any appointment, then in addition to the offer of a permanent appointment to the Managing Director role, the option of a two year secondment has also been recommended. This option has been included to hopefully expand the field of potential applicants to this key role.
- 4.5 In terms of the recruitment process, it is suggested that an advert is placed during October with shortlisting and interviews to take place from the middle of November 2019.



Draft

RECRUITMENT PACK

MANAGING DIRECTOR

CENTRAL SOUTH CONSORTIUM



CONTENTS

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2.0	Central South Consortium	
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3.2	Job Description	
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3.4	Equality and Diversity	
3.5	Health and Safety	
4.0	Recruitment Timetable	
5.0	Living in the Consortium Boundaries	

1.0 WELCOME LETTER TO CANDIDATES

Dear Applicant,

RE: Central South Consortium – Joint Education Service

We are pleased you have asked for more information about this key role in the Central South Consortium.

The Central South Consortium and its five partner Local Authorities together are responsible for the educational outcomes of children and young people in more than 400 schools. This makes us the largest consortium in Wales. Our communities which include the economic heartland and capital city benefit from some of the best performing schools in Wales alongside some of the most challenged. Nothing is more critical to the people who live in our area, to our businesses and local politicians than the quality of education that our young people receive.

Results continue to improve, but our children and young people will do much better when each and every school is delivering outstanding teaching and learning and securing continuous improvement and growth.

This is why Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan councils have put together our resources for school improvement into one organisation which will bring scale, focus and pace to our engagements with, school leaders, teachers, governors, parents and young people. We are excited about the potential for building on the achievements of our first year to develop a really innovative, developmental school and effective improvement organisation which gets behind the efforts of our schools and teachers to transform educational outcomes.

We very much hope that you will want to come and work with us to deliver the best education for the young people of the Consortium.

We look forward to hearing from you.

Yours sincerely,

**COUNCILLOR CHARLES SMITH
LEAD CABINET MEMBER**

**PAUL ORDERS
LEAD CHIEF EXECUTIVE**

2.0 CENTRAL SOUTH CONSORTIUM

The Consortium is commissioned by, and acts on behalf of, five local authorities to develop a school improvement service that challenges, monitors and supports schools to raise standards. The five local authorities that constitute the Central South Consortium are:

- Bridgend Council
- Cardiff Council
- Merthyr Tydfil Council
- Rhondda Cynon Taf Council
- Vale of Glamorgan Council

Many of our communities face significant poverty related challenges; others are amongst the most prosperous in the country. Historically the region has underperformed against schools in Wales. However since 2012, it has seen a steep improvement in learner outcomes at every level and in every local authority. However, we acknowledge there is more to do to secure further improvement and to close the attainment gaps for more vulnerable groups of young people.

The success of schools in this region is the key to the future economic and social success of the country. We want to play a full part in realising the vision for Welsh education detailed in Education in Wales: Our National Mission, delivering an education system that is the source of national pride and public confidence.

The Consortiums 2020 aims, agreed with the five local authorities are that:

1. Children and young people achieve and sustain outcomes that are the highest performing in Wales at most levels in 2018 and sustain it to 2020
2. Schools show sustained improvement at all levels rivalling the best in the UK by 2020
3. Vulnerable children increasingly close the gap on their peers and do so faster than elsewhere in Wales
4. Teaching is excellent for most children, particularly so in schools within the most deprived communities

5. Inspection outcomes show increased levels of excellence in teaching and leadership and in judgements on schools' capacity to improve
6. The region is recognised for the quality of its school-led curriculum, professional learning and leadership and its work with the higher education sector and initial teacher training providers
7. There are wider partnerships involving business, the community and parents working with schools to reinforce aspiration
8. The region works with others to drive up standards and capacity for improving teaching and leadership as part of delivering the new [Curriculum for Wales](#)

HOW WE WORK

The consortium's role is to challenge and support schools in their work to improve educational outcomes. The local authorities (through a [Joint Committee](#) attended by the Cabinet Member for education in each authority) agree the business plan including targets and budget for the region and hold the consortium to account for the impact of its work.

The Consortium is funded by the local authorities. There are approximately 400 schools in the Central South Consortium region. These are the key to the future educational and economic success of Wales. How well children and young people, particularly the most vulnerable, achieve in this region significantly influences how the country and its education system are perceived within our borders and beyond.

THE CONSORTIUM'S BUSINESS PLAN AIMS TO:

- Develop a high-quality education profession;
- Develop inspirational leaders and to facilitate working collaboratively to raise standards;
- Develop strong and inclusive schools that are committed to wellbeing, excellence and wellbeing;
- Develop robust assessment, evaluation and accountability processes supporting self-improving systems;
- Provide professional learning opportunities to support the curriculum for Wales;
- Improve the effectiveness and efficiency of Central South Consortium.

TO DO THIS, THE CONSORTIUM:

- Provides a challenge adviser to each school in the region (with more time allocated to the schools most in need);
- Provides timely data analyses to support schools' self evaluation and improvement planning (including school categorisation judgements);
- Supports and funds school-to-school improvement partnerships. These enable schools to share good practice and learn from each other to improve teaching and leadership practice and improve outcomes for learners;
- Works with the Welsh Government to deliver its priorities in the region;
- Allocates grant funding (e.g. the pupil development grant - PDG) to schools in the region along with guidance and advice on how grant funding can be used to drive improvement.

Further information on the Consortium can be found at
<https://www.cscjes.org.uk/about-us>

3.0 THE ROLE OF THE MANAGING DIRECTOR

3.1 ADVERT

CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE

MANAGING DIRECTOR POST

Salary £110,000

We are seeking to appoint a highly motivated individual with the knowledge, skills and experience to lead and manage a well-established regional school improvement service on behalf of five local authorities. Whilst this is a permanent role we would also consider the option of a secondment for up to two years. Please note that any secondment arrangement would be at the candidate's current salary if higher than the salary stated above.

We are looking for an outstanding candidate who has the determination and ambition to further develop the vision of a school led system; who understands the drive to build the capacity of the school system to lead the drive for further improvement themselves.

We want to appoint a highly skilled and competent leader who:

- Communicates confidently on behalf of the region with schools, local authorities, national and local politicians, other regions and a range of other partners and can manage the relationship with Welsh Government especially in times of major systemic changes when there are competing demands on the organisation
- Creates within the organisation a team ethos and culture which promotes and implements the region's vision and mission to maximise the life chances of every learner in the region through the delivery of a top-class education.
- Understands and supports others to embrace the changing landscape of the education system in Wales.
- Recognises that school improvement is far wider than the activities of the organisation and facilitates and encourages strong collaboration with local authorities and other partners.
- Can lead and manage the development of the region's short and long-term strategy through robust business planning, sound financial acumen and clear lines of accountability.

What is the Central South Consortium?

The Consortium delivers a school improvement model under the governance of a Joint Committee of cabinet members for education from five local authorities (LA). Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan councils have consolidated resources for school improvement into one organisation.

An independent review has recently been undertaken and as a result all LAs have committed to restating their long term commitment to regional working and are developing new governance arrangements to include a greater engagement of school leaders and to make the process more efficient.

It was acknowledged in the report that the consortium brings economy of scale and encourages the use of common approaches and strategies across a wider group of schools. The consortium provides challenge and support to all schools, distributes grants on an equitable basis and works with school leaders on the development of evidence-based school to school strategies that impact on standards. At the same time, the consortium works with other consortia across Wales, research institutions and the Welsh government to lead policy development and delivery in the region.

It is an innovative model, focused on improvement, efficiency and delivery at all levels of the system. The scope for further development is huge and exciting.

Who are we?

The Central South Consortium works on behalf of five LAs in the South Wales region to deliver school improvement services with 387 schools across all sectors. The organisation is funded through a combination of core local authority contributions and Welsh Government grants. The region is the fastest growing region in Wales covering the capital city and economic heartland of Wales. Schools in the region serve a third of school aged children in Wales as well as both the most diverse and deprived communities of Wales. The region includes many outstanding schools as well as small numbers who still require intensive support and intervention. Nothing is more critical to the people who live in this region than the quality of education that young people receive.

The performance of schools in the region is on the up. From the lowest performing, Central South is now one of the highest achieving regions in Wales for most of the performance measures and has seen the fastest improvement in results, particularly for the most vulnerable learners.

We can however go further, and we want to work with the highest performing schools across Wales and further afield. We want to be a region known for the quality of professional learning for teachers and leaders. Above all, we want to be a region where every school delivers great teaching and learning in every classroom, especially benefitting the most vulnerable learners.

Evidence from the recent review shows that schools are very positive about opportunities to work together across the region and beyond. Our mission is to

enable schools to lead improvement, through the 'Central South Wales Challenge' (CSWC), an approach based on the premise that great practice exists in schools and our job is to develop effective structures and systems for sharing and growing exemplary practice within and across schools. The refreshed CSWC model has been constructed in partnership with headteachers and will build on the previous model but will develop further so that schools in the region are well placed to meet the challenges of WG's major reform programme including a new curriculum and evaluation and improvement arrangements.

Who do we want?

We are looking for a creative and committed Managing Director to lead our regional school improvement service to its next stage of delivery. We are looking for someone who:

- has experience and a strong track record of making an impact in leading a school improvement organisation or group of schools to significantly improve educational outcomes;
- is innovative about strategic sustained school improvement and committed to a school led model of improvement;
- demands high standards, recognises the importance of accountability to local democracy and is unequivocal about the fight against complacency;
- understands that schools serve diverse communities and working in partnership with other services is essential;
- has the skills to manage a range of stakeholders with different views but ensures that the Consortium stays focused on delivering the agreed priorities to benefit schools and all learners in the region:
- can galvanise an effective team working with local authorities and politicians; and
- is committed to leading an organisation to work in partnership with local, regional and national partners to get behind the efforts of schools and leaders to improve learning in Central South Wales.

For an informal conversation contact Paul Order, CSC Lead Chief Executive on 02920 872401

Applications and further details are available at

3.2 JOB DESCRIPTION

JOB DESCRIPTION

Unit:	Central South Consortium Joint Education Service
Post Title:	Managing Director
Salary:	£110,000
Responsible to:	Central South Consortium Joint Committee
Date of Description:	September 2019
Last Updated	September 2019

FUNCTIONAL AREAS OF RESPONSIBILITY

Leadership and management of an ambitious organisation

Providing visible and inspiring strategic leadership and management of the Central South Consortium Joint Education Service. This will require recognising the history and achievements of the organisation to date whilst continuing to manage the delivery model to ensure it is as efficient and effective as possible and compliant with local authority, Welsh Government and Estyn expectations. Critical to this is the ability to manage expectations and competing demands of stakeholders. Promoting the role of the consortium through effective brand management via a well-structured communications strategy is also key.

Collaborative leadership

The consortium works on behalf of the five authorities who are committed to the success and accountable for the outcomes of the organisation. This role will need to marry increased autonomy for schools with the accountabilities of LAs in delivering their own statutory responsibilities. There will, subject to local government changes, be opportunities to consider wider functions within the consortium to be delivered in partnership/s across the region. Success means keeping sight of clear outcome measures, political imperatives, good communication and analysis of evidence based on smart data collection. Maintaining an excellent relationship with schools, local authorities and Welsh Government is vital.

Leadership and management of school improvement services

The strategic leadership and delivery of a school led model of challenge and support for schools to include leading an experienced team to work alongside school leaders and teachers providing robust challenge and support for activities based on strong analysis of data and evidence. Managing the delivery of WG's reform programme with the agility to adapt to the requirements of the rapidly changing education landscape in Wales will demand effective people management skills to include identifying and providing high quality professional development for staff.

Growth of system wide school-to-school capacity building measures

We believe that capacity for system wide improvement rests within and across schools. The postholder will take our journey of a school led system to the next level, to work with leading schools and galvanise all governors, headteachers, middle leaders, teachers and support staff to engage with and benefit from a system of school led capacity building and improvement. The scope for this is wide, learning from our success so far and further developing the model with creative and innovative headteachers building on the evidence base to improve teaching and learning for all children especially the most vulnerable. The model will need to have the flexibility to embrace the challenges presented by the WG reform programme especially in preparing schools to meet the demands of the new curriculum.

KEY OBJECTIVES

1. To improve outcomes in education in the schools across the Central South region.
2. To maintain a strategic overview of the school improvement priorities for the region, using robust intelligence, and to configure the appropriate combination of school improvement services to meet the identified needs.
3. To motivate and manage the regional workforce in a way that meets the needs of LAs and the demands of Welsh Government
4. To ensure effective challenge and support to improve self-evaluation and improvement planning processes in all schools, providing support in inverse proportion to need.
5. To ensure effective leadership and structural models delivering interventions where standards are inadequate which have rapid and robust impact on outcomes and sustained capacity to improve.
6. To lead and further develop the 'Central South Wales Challenge' – the school led system for improvement in the region, moving it towards an independent school led model at the right pace and quality. This will include effective governance arrangements, sound financial management and an outcome-based accountability framework, which meet the expectations of all parties.
7. To attract, empower and engage the best leaders of education from within the region and beyond. To seek outstanding practice, grow and share it, to be

relentlessly focused upon building the capacity of the school led system within and across schools, train and develop a high-quality teaching workforce, develop excellent future leaders and above all reflective practitioners who seek to constantly improve for the benefit of all children and young people.

8. To be accountable and have oversight for grant and core budget across the region, distributing grants in line with WG conditions and secure value for money through economies of scale and efficiencies enabling greater delegation of funding to schools.
9. To lead and promote greater collaboration between the five local authorities, and actively pursue opportunities to share good practice.
10. To build and sustain relationships with partners in particular with the constituent councils, other stakeholders including local and national politicians, governors and head teachers.
11. To understand the importance of communication and stakeholder engagement at all levels, and to manage relationships with the Welsh Government in all matters relating to the consortium's role.

KEY ACCOUNTABILITIES

STRATEGIC MANAGEMENT

1. To deliver the strategic plan and policies, as well as implementing cultural change, organisational development and facilitate the creation of a common purpose across the service.
2. To seek innovative and creative solutions to meeting the service's need to bring about change and improvement within limited resources.
3. To promote equality of opportunity and access in service delivery and in the employment of staff.

SERVICE QUALITY AND PERFORMANCE MANAGEMENT

1. To ensure that services are planned and delivered in a co-ordinated way and in compliance with the Joint Education Service Committee requirements for continuous improvement processes and effective scrutiny.
2. To ensure the formulation, implementation, monitoring and evaluation of Statutory Service Plans and Business Plans identifying, analysing and responding to changing trends, patterns of demand and performance issues, as necessary.

3. To ensure that service delivery and planning takes account of and is benchmarked against local, regional, national and international performance indicators.
4. To put in place effective arrangements for performance management within the organisation with regular appraisal and reporting processes to evidence impact.
5. To be accountable for personal performance, through meeting agreed personal targets and through undertaking planned programmes of professional development.

RESOURCE MANAGEMENT

1. To ensure the efficient and, imaginative management of all the services resources, (people, finance, property and information), in support of the agreed targets for service delivery and improvement.
2. To demonstrate an entrepreneurial approach to identifying and pursuing as appropriate, all additional sources of funding or other resources, which could be used to augment those provided by WG and LAs, ensuring that any special accounting or evaluation requirements involved are complied with and that such resources are integrated fully into the financial processes.
3. To work closely with councils, schools, agencies and partners to improve the impact of the way in which budgets are spent and resources are allocated.

PARTNERSHIP WORKING AND COMMUNICATION

1. To develop and maintain the wider networks and partnerships the consortium needs to deliver its leadership role and to enhance services to its service users.
2. To actively foster and develop positive relationships with all schools, local authorities and other partners, including the voluntary sector and local businesses, as well as with other statutory bodies at regional and national levels, including the Welsh Government.
3. To communicate the consortium's vision, strategy and processes effectively, both internally to staff and externally to partners and the public.
4. To develop and implement effective arrangements for formal consultation with local authorities and partners and with the public, on service planning and delivery issues and for ensuring that comments received feed into policy and decision making, as appropriate.

5. To maintain positive relationships with the media, dealing with and responding to enquiries and taking advantage of public relations and media opportunities as appropriate.

To undertake such other duties and responsibilities commensurate with the grade, as may be reasonably required.

The contents of the document will be subject to review from time to time in consultation with the post holder.

PROTECTING CHILDREN AND VULNERABLE ADULTS IS A CORE RESPONSIBILITY OF ALL STAFF. STAFF ARE EXPECTED TO ALERT THEIR LINE MANAGER TO ANY CONCERNS THEY MAY HAVE REGARDING THE ABUSE OR INAPPROPRIATE TREATMENT OF A CHILD OR YOUNG PERSON, OR VULNERABLE ADULTS.

PERSON SPECIFICATION

Post Title:	Managing Director
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This Person Specification sets out the knowledge and/ or qualifications, past experience and personal competencies that would be ideal for this particular post.

The **Knowledge/Qualifications and Experience** sections describe what is required in terms of the technical ability that is needed to do this job successfully.

The **Competencies** section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.

The **Special Conditions and Professional Requirements** section describes any other qualities appropriate to the particular circumstances associated with this role.

<u>ATTRIBUTE</u>	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
<u>KNOWLEDGE / EDUCATION</u>	<ul style="list-style-type: none"> • degree or equivalent • relevant professional qualification • thorough knowledge of legislative and regulatory framework in Wales • detailed knowledge of relevant area(s) of service delivery • Level 1 Welsh Language skills (with induction from Welsh language tutor if required) 	
EXPERIENCE	<ul style="list-style-type: none"> • extensive experience of successfully leading a group of schools as an Executive Headteacher or Headteacher or managing a major service at Director/ Chief Officer level • experience of working with elected members or the ability to demonstrate that such political sensitivity could be acquired quickly 	

LEADING CHANGE	<ul style="list-style-type: none"> • Understands and embraces the need for change and responds positively to a modernising agenda • Develops a creative approach to service delivery • Encourages and supports others, including staff & middle managers, to be innovative 	
DEVELOPING AND MOTIVATING PEOPLE	<ul style="list-style-type: none"> • Identifies and makes the best use of the skills, knowledge and strengths of the team • Develops people for both the immediate and the longer term, and promotes a culture of continuous learning (Workforce Planning) • Ensures that team members are made actively aware of the social and environmental impact of their role 	
COMMUNICATING EFFECTIVELY	<ul style="list-style-type: none"> • Demonstrates open, honest and regular communication with all those who might need it • Communicates clearly and concisely • Communicates early to flag up potential 'surprises' in advance 	
WORKING IN PARTNERSHIPS AND TEAMS	<ul style="list-style-type: none"> • Builds lasting, positive & constructive relationships with a wide variety of people • Constantly looks for opportunities to improve service provision through working with other services within the LAs and beyond • Promotes and demonstrates an ethos of equality and diversity • Maintains the accountability and governance requirements when making decisions with external partners 	

<p>WORKING STRATEGICALLY</p>	<ul style="list-style-type: none"> • Drives strategic priorities based on real need, grounded on well-informed evaluation of data • Sets a strategy that combines departmental strategy, the corporate vision and wider strategic imperatives • Is aware of, and acts on, emerging issues, trends and implications for the region and councils • Has clear knowledge of the connections between the regional service and wider corporate issues • Challenges service delivery to ensure a more sustainable future to improve people's quality of life and the quality of the environment 	
<p>MANAGING RESOURCES</p>	<ul style="list-style-type: none"> • Aligns core and grant budgets to maximise efficiency within the specific requirements and conditions of both funding streams • Develops creative and radically different approaches to maintain high quality delivery with fewer resources (Workforce Planning) • Finds efficiency savings without compromising service delivery (Workforce Planning) • Anticipates future budget trends early and seeks to make necessary adjustments (Workforce Planning) • Constantly looks for ways to attract money through partnerships and joint commissioning • Successfully manages budgets, understands, uses and analyses numerically presented information 	
<p>FOCUSING ON SERVICE USERS</p>	<ul style="list-style-type: none"> • Has well developed policies and processes for engaging service users • Ensures services are accessible and are provided equitably • Raises the profile and image of the regional service by publicising successes to the wider community 	

<p>POLITICAL KNOWLEDGE & AWARENESS</p>	<ul style="list-style-type: none"> • Makes clear, well - justified recommendations • Makes other people aware of political sensitivities and develops others' political understanding • Has a local and national political knowledge and awareness 	
<p>SPECIAL CONDITIONS AND PROFESSIONAL REQUIREMENTS</p>	<p>Ability to travel throughout the Consortium boundaries and beyond to meet the requirements of the post.</p>	

3.4 EQUALITY AND DIVERSITY

The Consortium recognises and values the diversity of its workforce and is committed to creating a working environment where everyone is respected and where all current and potential staff are afforded dignity and equality of opportunity.

We recognise that false assumptions, prejudice and stereotyping can lead to discrimination. That's why we're committed to actively promoting equality and combating prejudice, discrimination and harassment through the use of policies, procedures and education.

Work-Life Balance Statement

The Consortium recognises that in today's society people want a workplace that is flexible and understands individuals' outside commitments. Our approach to work-life balance is based upon this principle and we seek to provide appropriate ways of achieving this.

Personal Data Statement

This is sensitive personal data and will be treated with the utmost confidentiality, in line with the requirements of the Data Protection legislation. The information will only be used for general statistical and monitoring purposes. It will be separated from the application form and will not be given to the selection panel.

The Disability Symbol Scheme

Rhondda Cynon Taf Council who provide support to the Consortium has been awarded the Disability Symbol by Job Centre Plus.

This means that all disabled applicants who meet the minimum criteria for a job, as identified on the Person Specification, will be invited for interview if the disabled applicant chooses to participate in the scheme.

If you are disabled and wish to be considered under the scheme you may do this when registering on the website if you are applying online. Alternatively if you are applying by post, please complete the form with your application. The information provided will be treated confidentially.

Reasonable Adjustments / Alternative Formats

At any stage of the recruitment and selection process, should you require any information in alternative formats or reasonable adjustments to participate, please do not hesitate to contact Human Resources by e-mailing equality@rhondda-cynon-taf.gov.uk. Should you be successful in obtaining a post, there are a number of schemes available to assist with reasonable adjustments within the workplace.

3.5 HEALTH AND SAFETY

As an employer, we have a general duty to ensure, so far as is reasonably possible, the health, safety and welfare of our employees. (In accordance with the Health and Safety at Work Act 1974.)

This responsibility means we must pay particular attention to many things, including:

- Providing safe plant and equipment;
- Providing safe systems of work;
- Ensuring a safe place of work with safe access and exits that pose no risks to health;
- Providing information, training and supervision to promote safety at work;
- Providing accessible welfare facilities; and
- Providing, where necessary, personal protective equipment (PPE) to protect staff while carrying out work.

We also carry out regular risk assessments in line with the Management of Health and Safety at Work regulations 1999.

4.0 RECRUITMENT TIMETABLE

Closing Date	* October 2019
Short-listing	* November 2019
Assessment Interviews	Day 1 – * November 2019 Day 2 – * November 2019

5.0 LIVING IN THE CONSORTIUM BOUNDARIES

Things to See and Do

Wherever you are in the Consortium, you are always within easy reach of Cardiff, thanks to excellent road and rail links. In Wales' capital, you can enjoy a rich and varied cultural environment including provision at centres such as the New Theatre, the St David's Centre and the Cardiff Motorpoint Arena. There is also the Principality Stadium which is widely regarded as one of the best sporting and entertainment venues in the world. Along with international rugby and football games, it is host to some of the biggest music stars. Cardiff Castle is located in the heart of the city and enjoys a history spanning nearly 2,000 years. The castle is one of Wales' leading heritage attractions and a site of international significance.

There is also Europe's Largest Waterfront Development in Cardiff Bay. Transformed by the Cardiff Barrage that impounds the Rivers Taff and the Ely a massive fresh-water lake has been created. Cardiff Bay is home to a number of attractions such as Techniquest Science Discovery Centre - ideal for all the family, Craft in the Bay, The Welsh Government Building at the Pierhead, Butetown History and Arts Centre, Goleulong 2000 Lightship, the Norwegian Church Arts Centre and the Wales Millennium Centre, a stunning international arts centre.

If you love walking you couldn't come to a better place. But it's not just walkers who will enjoy our spectacular views. If you prefer a less energetic approach to appreciating the great outdoors, you're also in luck. We have some of the highest main roads in the United Kingdom, with viewpoints at all the summits, and sweeping vistas of the picturesque Brecon Beacons and the sea. The Glamorgan Heritage Coast stretches for 14 miles from Barry to Porthcawl. With plunging cliffs, tiny secluded coves and breathtaking views make the Heritage Coast a must for walkers, cyclists or anyone with a love of the countryside. The whole coastline is fringed with delightful towns, small villages and miles of footpaths and country lanes.

You are also close to the Gower Peninsula that is both beautiful and unspoilt. There are many historic features located over an area that measures just sixteen miles by seven miles wide. Not surprisingly, such an enclosed peninsula surrounded by the Bristol Sea and Atlantic Ocean, has become a haven for some of the richest wildlife and varied habitats in the UK. Scattered the landscape in Gower are historic reminders of the past, from castles, medieval churches, iron age fortifications, and prehistoric standing stones. All this against an awe-inspiring, natural backdrop of hills, valleys, beaches, clifftops, commons, woodland, dunes, marshes and caves. With its vast populated history, stretching back as far as Lower Paleolithic times (250,000 BC), long-established stories, whether they be folklore, legend or fact, are plentiful.

Shopping and Going Out

There are a large variety of shops throughout the Consortium area, everything from craft and gift shops to town centre stores; retail parks in Cyfarthfa, Merthyr, Talbot Green, Llantrisant and McArthur Glen Designer Outlet, Bridgend; traditional markets along with the cosmopolitan shopping of Cardiff itself.

You will also find hotels, bars and restaurants to suit every taste. Fans of the performing arts are well catered for, too, with many Theatres throughout the Consortium areas.

Heritage

There are plenty of museums and heritage sites to visit in the Consortium region. At the Rhondda Heritage Park in Trehafod, experience the great days of the nineteenth century coal boom, as well as its decline. For Pontypridd's story, pay a trip to the Historical and Cultural Centre, and fact finders may also be interested to learn that the Welsh National Anthem, Hen Wlad fy Nhadau (Land of my Fathers), was composed here in 1856. It was also the birthplace of one Tom Jones!

Housing

You will find a wide range of housing solutions, from budget rental accommodation through to large detached executive homes. Although property prices have been rising in recent years, prices still remain relatively competitive in Consortium areas, compared to other areas in the United Kingdom.

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o Deddf Llywodraeth Leol 1972.

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