A meeting of the CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE. will be held at the Valleys Innovation Centre, Navigation Park, Abercynon
Thursday, 19th March, 2020 at 10.00 am

1.   DECLARATION OF INTEREST

To receive disclosures of personal interest from Members in accordance with the Code of Conduct

Note:

1. Members are requested to identify the item number and subject matter that their interest relates to and signify the nature of the personal interest: and
2. Where Members withdraw from a meeting as a consequence of the disclosure of a prejudicial interest they must notify the Chairman when they leave.

2.   MINUTES

To approve as an accurate record the minutes of the meeting of the Central South Consortium Joint Education Service Joint Committee held 21st January 2020.

(Pages 3 - 8)

3.   TREASURE REPORT

To consider the report of the treasurer

(Pages 9 - 14)

4.   CENTRAL SOUTH CONSORTIUM GRANTS 2019/2020

To consider and approve the report of the Central South Consortium Managing Director in respect of the Award of Funding variation.

(Pages 15 - 26)

5.   EFFICIENCY AND EFFECTIVENESS OF THE CENTRAL SOUTH CONSORTIUM (2018-2019)

To consider the report of the Managing Director, Central South Consortium

(Pages 27 - 94)

6.   CENTRAL SOUTH BUSINESS PLAN 2020-2021

To consider the proposals of the Managing Director Central South Consortium

7.   **EXCLUSION OF THE PRESS AND PUBLIC**

To consider passing the under-mentioned resolution:
"That press and public be excluded from the meeting under Section 100A of the Local Government Act 1972 (as amended) for the following items of business on the grounds that it involves disclosure of exempt information as defined in Paragraph 14 of Part4 of Schedule 12A of the Act"

8.   **TEACH FIRST**

To note the activities and progress made by Teach First Cymru.

9.   **RISK REGISTER**

To receive an update from the Managing Director Central South Consortium

10.   **GOVERNANCE WORKSHOP**

Facilitated workshop for Members with Simon Day ISOS Partnership

11.   **URGENT BUSINESS**

To consider any items, which the Chairman, by reason of special circumstances, is of the opinion should be considered at the meeting as a matter of urgency

To: Members of the Central South Consortium Joint Education Service Joint Committee

CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE.

Minutes of the Central South Consortium Joint Education Service. meeting held on Tuesday, 21 January 2020 at 10.00 am at the Valleys Innovation Centre, Navigation Park, Abercynon.

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

Councillor C. Smith (Bridgend County Borough Council)
Councillor S. Merry (Cardiff Council)
Councillor L. Burnett (Vale of Glamorgan)

Council Officers in attendance:-

Mr C. Bradshaw (Chief Executive, Rhondda Cynon Taf County Borough Council)
Mr M Tate (Assistant Director of Education, Cardiff Council)
Ms P. Ham (Director of Learning & Skills, Vale of Glamorgan)
Ms M Thatcher (Assistant Director of Education, Bridgend Council)
Ms G. Davies (Director of Education & Inclusion Services, Rhondda Cynon Taf County Borough Council)
Mr P. Griffiths (Service Director, Performance & Improvement, Rhondda Cynon Taf County Borough Council)

Others in attendance:-
Ms L. Blatchford (Acting Manager, Central South Consortium)

48   Minutes

RESOLVED to approve as an accurate record the minutes of the Central South Consortium Joint Education Service Joint Committee meeting on the 19th December 2019.

49   Declaration of Interest

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

50   Apologies for Absence

Apologies were received from County Borough Councillor J. Rosser, L. Mytton and Lead Chief Executive Mr P Orders and Lead Director Ms S.Walker.

51   Budget Monitoring 2019/20, Budget Setting 2020/21 and Medium Term Financial Plan update

The Service Director - Finance and Improvement Services presented the Committee with an update on the projected outturn position for 2019/20 and a summary of grant funding for the current year; set out the proposed 2020/21

revenue budget and basis of appointment of local authority contribution levels for financial years 2020/21 to 2022/23; and provided a Medium Term Financial Plan (MTFP) (2020/21 and 2022/23) update.

The Service Director – Finance and Improvement Services informed Members that the full year projected outturn position is a £185k underspend (projected as at December 2019) and noted that this compared to a projected underspend position of £155k reported to the 25th September 2019 Joint Committee meeting. The Service Director also set out the key budget variances that comprised the latest projected outturn position.

The Service Director went on to provide Members with the latest 2019/20 grant allocations and explained that this area will continue to be closely monitored to ensure the use and effectiveness of grants are maximised across the region.

The Service Director continued and provided Members with the draft 2020/21 Revenue Budget for the Consortium. Members were informed that the draft budget had been constructed based on a 3% reduction in local authority contributions and in line with specific parameters as set out in 5.4 of the report. The Service Director provided further detail in respect of local authority contribution levels for 2020/21 and the basis of apportionment, and confirmed that the apportionment methodology will be kept under on-going review.

The Service Director completed the agenda item by providing Members with an updated MTFP (2020/21 to 2022/23). The Service Director noted that MTFP updates are provided to the Committee each year and fed back that as part of the Committee approving the detailed implementation plan to remodel the current Consortium approach at the 19th December 2019 meeting, a recommendation was also agreed at this meeting for an indicative three year budget for the Consortium to be reported to the January 2020 Joint Committee.

The Service Director went on to provide an overview of the planning assumptions built into the updated MTFP; financial modelling scenarios; and a recommendation from the Chief Executives of the constituent local authorities that the Consortium should model its medium term budget planning arrangements on local authority contributions levels being -1% in 2021/22 and -1% in 2022/23. The Service Director added that it was important to note that the recommendation represents an indicative budget to aid medium term service planning arrangements and will be kept under on-going review, and that further work will be undertaken with the incoming Managing Director to review this area in more detail, including consideration of budget savings options alongside the impact on service delivery, and report back to Joint Committee.

The Chair thanked the Officer for the report and asked for Members comments and questions.

The Chair commented that the recommended level of local authority contributions for 2020/21 had been discussed with colleagues and informed the Committee that a written submission from the Cabinet Member for Merthyr Tydfil County Borough Council had been received and indicated that Merthyr Tydfil County Borough Council was not in agreement with recommendation 2.1 of the report as it was felt that any revenue underspend at year-end should be returned to the five local authorities.

The Service Director – Finance and Improvement Services fed back that the

projected outturn position is currently a forecast to year-end and, based on this, a prudent approach is recommended to ensure the Consortium continues to maintain its financial stability. The Service Director added that as part of the year-end close of accounts process, should an under-spend materialise, this will be reported to Joint Committee for the Committee to determine its use, taking into account the recommendation of the Treasurer.

Following consideration of the report and recommendations, it was **RESOLVED**:

   I.   To note the current projected outturn position for 2019/20 and agree that if a revenue budget underspend materialises at year-end, support the retention of this balance within the Consortium to further support medium term planning and resourcing.
   II.   Note the current grant funding position 2019/20
   III. Approve the budget for 2020/21 in order for the constituent local authorities to approve as appropriate and confirm their approval to the next meeting of the Joint Committee
   IV.   Approve the basis of apportionment of local authority contribution levels for financial years 2020/21 to 2022/23.
   V.   Note the Medium Term Financial Plan update (2020/21 to 2022/23) and agree to instruct the lead Section 151 Officer to notify the constituent local authorities of the recommended indicative 3-year budget to inform the medium term financial planning arrangements within each Council.

52   Progress Report on the Annual Governance Statement

The Acting Managing Director Central South Consortium presented an progress update on the proposals for improvement made within 2018/19 Annual Governance Statement.

Members were reminded that the CSC'S Annual governance Statement (AGS) relating to 2018/19 financial year was reported and approved by the Joint Committee at its meeting held on the 15th July 2019. The document described the governance arrangements in place, challenged their effectiveness and set out proposals for improvement.

Members were advised that the AGS made seven proposals for improvement and note that the Consortium's Senior Management Team   had accepted these and was committed to their implementation during 2019/20. Members were also advised that an update on progress would be reported to Joint Committee during the year to enable elected Members to review and scrutinise the extent of progress being made.

Following consideration of the report, was **RESOLVED** to note the progress that had been made to date in implementing the proposals for improvement.

53   Central South Business Plan 2019-20

The Acting Managing Director Central South Consortium presented Members with a progress report on the business plan 2019/20. It was highlighted that the business plan 2019/20 runs from the 1st April 2019 to 31st March 2020.

Members were reminded that the business plan was approved by Directors on 14th December 2018 and Joint Committee on 19th December 2019. The following

six objectives identified within the plan were as follows:
- **Objective One** – To develop a high –quality education profession;
- **Objective Two** - To develop inspirational leaders and to facilitate their working collaborative to raise standards;
- **Objective Three** – To develop strong and inclusive schools committed to excellence, equality and wellbeing;
- **Objective Four** – To develop robust assessment evaluation and accountability arrangements supporting a self –improving system;
- **Objective Five** – To support all schools with development of a transformational curriculum; and
- **Objective Six** – To improve the effectiveness and efficiency of CSC.

It was highlighted that as part of the business plan monitoring process, drive teams meet with the Managing Director on a termly basis to discuss progress and identify risks. These risks are shared through the appropriate governance channels.

The Acting Managing Director continued and present Members with a summary of the progress to date and explained that the final progress report will be presented to the Joint Committee at the end of the spring term 2020.

After consideration of the Report Members **RESOLVED** to note the information contained within the report.

54   Central South Consortium Business Plan 2020-2021

The Acting Managing Director presented her report in respect of the draft business plan priorities for 2020/2021.

Members were reminded that the national model requires that a draft business plan for 2020/21 is presented to the Joint Committee in December 201, however, due to the timing of the General Election and subsequent delay in the publication of funding allocation, it was agreed to delay the presentation of the draft business plan priorities until the January meeting. Members were also informed that the final business plan will be submitted in full to the March Joint Committee meeting.

It was explained to the Joint Committee that that the business plan priorities for 2020/21 will need to take account of:
- Aspects within the existing business plan that were identified to be developed in 20/21;
- The outcomes of self-evaluation, including performance analysis:
- Emerging requirements of local authorities;
- National priorities; and
- Cross consortia planning.

It was also highlighted that when developing the new business plan the improvements and recommendations from the ISOS review which were subsequently accepted by the Joint Committee are addressed.

The Acting Managing Director explained that the Consortium will continue to work closely with Welsh Government to ensure that the funding is used

effectively to support the strategic priorities set out within the draft business plan. Consultation with stakeholder groups will run from 21st January until the 14th February 2020 and consultation with all schools will take place from 14th February to the 6th March via the CSC website. The Acting Managing Director concluded that the final version of the business plan will be presented to Joint Committee on the 19th March for approval.

Members put forward their comments and **RESOLVED;**
- Note the content of the business plan document and its recommendations

55   CYPE Committee Evidence

The Acting Managing Director updated Members of the Central South Consortium Joint Committee on the meeting of the National Assembly for Wales Children, Young People and Education Committee – School improvement and raising standards held in December 2019.

The Acting Managing Director explained that it was a very productive meeting however the formal transcript of the meeting was not available at this time.

Members **RESOLVED** to note the updating information.

56   Senior Leadership Structure Report

Members of the Joint Committee were asked to consider the report of the Director of Human Resources which seeks Members approval to create the post of Deputy Managing Director.

It was explained that as Members would recall that a formal review of the Consortiums operational model has taken place over the last few months.

Members would also recall that Clara Seery has now been appointed to the post of Managing Director and she will take up her role on the 1st March 2020.

It was explained that now that the key appointment has been made, it is felt necessary to review the management tier below.

Members considered the report and **RESOLVED:**
1. To agree that the post of Deputy Managing Director be created ;
2. Agreed to authorise the Lead Chief Executive in conjunction with representatives of the five local authorities to appoint the role of Deputy Managing Director; and
3. Agree in accordance with the host Authority's Change Management Policy agree that the post be advertised internally in the first instance.

57   URGENT BUSINESS

This meeting closed at 10.55 am   **CLLR C. SMITH**
                                                                                    CHAIR.
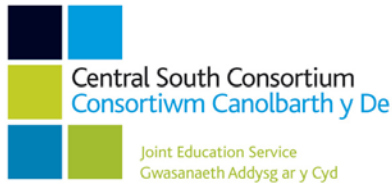
CENTRAL SOUTH CONSORTIUM

REPORT FOR JOINT COMMITTEE

19TH MARCH 2020

JOINT EDUCATION SERVICE

REPORT OF THE TREASURER – 2019/20 BUDGET MONITORING UP DATE

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 revenue outturn position for 2019/20.

1.2 To provide Members with a summary of 2019/20 grant funding.

2. **RECOMMENDATIONS**

    It is recommended that Members:

2.1 Note the projected revenue outturn position for 2019/20 and the previously agreed retention of any underspend to support medium term planning and resourcing as detailed at para 3.3; and

2.2 Note the current grant position for 2019/20.

3. <u>BUDGET MONITORING 2019/20</u>

3.1 A summary of the 2019/20 projected outturn position is set out in Table 1 below.

<u>Table 1 – Projected Outturn Position 2019/20</u>

Category	Revised Budget 2019/20 £	Projected Out-turn 2019/20 £	Variance (Under)/ Over £
<u>Expenditure</u>			
Employees	**3,116,886**	**2,982,833**	**(134,053)**
Premises			
Rent	220,000	181,063	(38,937)
Maintenance	0	10,145	10,145
Other	15,000	11,389	(3,611)
Total Premises Cost	**235,000**	**202,597**	**(32,403)**
Transport	**35,000**	**30,370**	**(4,630)**
Supplies & Services			
Continuing Professional Development / Staff Adverts	31,420	36,770	5,350
Licences / Mobile & Telephone Charges/ Computer Costs – Hardware / Software	74,896	67,359	(7,537)
Photocopying / Postage / Advertising / Stationery / General Office Expenses	57,101	76,533	19,432
External Audit & Actuary Fee, Employer's Liability & Public Liability Insurance	56,220	56,220	0
Induction Program Elected Members, Partnership Framework Development	3,000	0	(3,000)
Communication Strategy	5,000	0	(5,000)
Total Supplies & Services	**227,637**	**236,882**	**9,245**
Support Services	**120,230**	**117,078**	**(3,152)**
Gross Expenditure	**3,734,753**	**3,569,760**	**(164,993)**
<u>Income</u>			
Local Authority Contributions	3,710,853	3,710,853	0
Grants & Other Income	23,900	44,541	(20,641)
Total Income	**3,734,753**	**3,755,394**	**(20,641)**

Category	Revised Budget 2019/20 £	Projected Out-turn 2019/20 £	Variance (Under)/ Over £
Net Expenditure	**0**	**(185,634)**	**(185,634)**

3.2 The full year projected outturn position (projected as at February 2020) is a £186k underspend (£185k projected underspend reported to the 21st January 2020 Joint Committee meeting). Key variances within the projected outturn position (Table 1) include:

- Employees (£134k underspend) – lower than budgeted employee costs as part of undertaking planning work for the implementation of recommendations included within the ISOS review.

- Premises (£32k projected underspend) – in-year early delivery of premises savings through the optimisation of accommodation at the Valleys Innovation Centre that has enabled office space to be vacated; this has resulted in lower rental costs than budgeted.

- Transport (£5k projected underspend) – lower than anticipated travelling expenses costs incurred following relocation to the Valleys Innovation Centre.

- Supplies & Services (£9k projected overspend) – due to one-off costs associated with the ISOS Review.

- Support Services (£3k 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 £21k higher than budget) – primarily in respect of additional unbudgeted income received in relation to administrative support provided to the Additional Learning Needs Transformational Team.

3.3 Members will recall at the 21st January 2020 Joint Committee meeting, it was agreed that should a revenue budget underspend materialise at year-end, this is retained within the Consortium to further support medium term planning and resourcing. This will provide the Consortium with some flexibility in meeting the agreed Medium Term Financial Plan which requires a 1% budget reduction in addition to pay and non-pay pressures being managed within existing resources. Specific areas for improvement have also been identified across the region that require resources to progress, for example, sensory provision. Work is ongoing in this regard to confirm options and cost implications. Subject to the level of final

underspend at year-end, an amount could also be set aside to support specific and agreed school improvement activities. It is further proposed that the level of earmarked reserve is based on a recommendation of the Treasurer after taking into account, firstly, the key requirement to maintain the Consortium's financial stability and secondly, the estimated costs of the specific school improvement activities to be undertaken.

3.4 Members will also recall that the Central South Consortium's audited Statement of Accounts for 2018/19 included an earmark reserve of £89k to support the on-going re-modelling of the service over the medium term; it is currently anticipated that no re-modelling costs will be incurred in 2019/20. It is however anticipated that remodelling costs will be incurred over the medium term, as the implementation plan following the ISOS review is progressed, and the Joint Committee will be requested to consider the carry forward of this funding into 2020/21, as part of the year-end report for 2019/20.

4. GRANT FUNDED SERVICE 2019/20

4.1 The Consortium has received the following grant allocations for 2019/20 from Welsh Government, as set out in Table 2 below:

Table 2 – 2019/20 grant allocations and projected outturn

Grant	Grant Award 2019/20 £	Projected Out-turn 2019/20 £	Variance (Under)/ Over £	Comment
Regional Consortia School Improvement Grant (RCSIG)				Includes funding devolved to schools in order to support delivery of the Central South Wales Challenge model.
Centrally retained to fund National Priorities	8,943,387	8,943,387	0	
Delegated: Local Authority/ Delegated Schools	35,937,301	35,937,301	0	
TOTAL RCSIG *(including match funding of £2.989M)*	**44,880,688**	**44,880,688**	**0**	
Pupil Development Grant (PDG)				
Centrally retained to fund National Priorities	329,270	329,270	0	
Delegated:				

Grant	Grant Award 2019/20 £	Projected Out-turn 2019/20 £	Variance (Under)/ Over £	Comment
Local Authority/ Delegated School	31,404,880	31,404,880	0	
TOTAL PDG	**31,734,150**	**31,734,150**	**0**	
OVERALL TOTAL	**76,614,838**	**76,614,838**	**0**	

4.2 The Central South Consortium has received additional grant funding in-year for specific initiatives and has continued to effectively manage this resource, alongside the core budget, to support its strategic priorities.

4.3 The Consortium will continue to carefully monitor expenditure through to year-end to ensure the use and effectiveness of grants is maximised across the region.

5. <u>CONCLUSIONS</u>

5.1 The projected outturn position for the full year is a £186k underspend (projected as at February 2020). This position will continue to be closely monitored through to year-end to ensure the Consortium continues to make best use of resources.

5.2 The 2019/20 Grants Register has been updated and is being regularly reviewed to ensure that the use of external funding is maximised for the benefit of the schools and local authorities within the Central South Consortium area.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

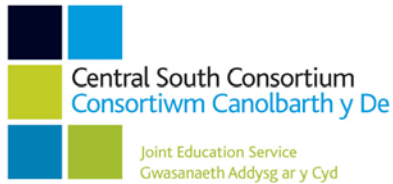**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

19th MARCH 2020

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

List of background papers

Freestanding matter

Officer to Contact:

Mr Paul Griffiths
Tel no. 01443 680609

CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

19TH MARCH 2020

CENTRAL SOUTH CONSORTIUM GRANTS

REPORT OF THE DIRECTORS OF EDUCATION

Author: Louise Blatchford, Deputy Managing Director

1.   **PURPOSE OF REPORT**

1.1   To provide 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 of each.

2.   **RECOMMENDATIONS**

Directors recommend the following to the Joint Committee:

2.1   Approve the distribution of grants as detailed in section 4 of this report (and Annex A).

3.0   **BACKGROUND**

3.1   As host authority Rhondda Cynon Taf will act as 'banker authority' and under the terms of the grant agreements will be responsible for accepting the terms and conditions of grant and putting in place arrangements to distribute the funding, as determined by the Joint Committee, within the Consortium.

4.0   **METHOD OF APPORTIONMENT**

4.1　The method of apportionment of each grant will vary depending on its nature, its intended recipients, its purposes and the associated terms and conditions.

4.2　For each grant the following process shall be adopted:

- The Consortium shall prepare a proposed method of distribution taking into account all relevant criteria.
- The Director of Education (or equivalent) of each authority shall approve the basis of apportionment at the Executive Board of the Central South Consortium Joint Education Service. This will ensure appropriate and effective use of grant funding to target school improvement equitably across each of the five local authority areas.
- A report detailing the basis and reasons for the method adopted shall be presented to the Joint Committee for approval.

4.3　This report presents details of 2019/20 grants to the Joint Committee.

5.0　2019/20 GRANTS

5.1　Grant approval letters have been received detailing grant levels for the Central South Consortium. The Directors have agreed to maintain the local authority dis-aggregation of the funding and to apply a common formula for the delegation of the local authority funding to schools.

5.2　Regional Consortia School Improvement Grant – Revised Award of Grant Funding

5.2.1　The revised award of funding is £136,747 (see Annex A), taking the total award of grant funding for the financial year 2019/20 to £41,891,666.

5.2.2　The aim of the additional funding is to further support the following:

(i)　HEI Accreditation Manager;
(ii)　National Professional Qualification for Headship (NPQH);
(iii)　PISA;
(iv)　NAEL – Endorsement Funding for management capacity;
(v)　NAEL – Endorsement Funding to support delivery;
(vi)　National Evaluation and Improvement Resource (NEIR) Pilot – regional consortia support;
(vii)　Pilot Project Resources; and
(viii)　Support for curriculum design - CSC.

5.2.3　Members will note that of the revised award of funding (£136,747), £61,147 retained initially for future delegation to schools / business plan priorities and £75,600 retained to manage the programme on behalf of the five local authorities.

	Delegated to schools	Retained initially for future delegation to schools / business plan priorities	Retained by CSC for Specific Circumstances	Central Salaries	Total	Areas to include	Apportionment
	£	£	£	£	£		
HEI Accreditation Manager					0	Support the rollout of Coaching and Mentoring across each region.	Not applicable.
NPQH				13,500	**13,500**	Deliver NPQH to support the new Professional Standards for Teaching and Leadership and *"Our National Mission"*.	Commitments for the delivery of the 2019/20 NPQH programme.
PISA			15,100		**15,100**	Scrutiny and communication of PISA 2018 outcomes in a way that will have a positive impact on learning.	Funding profiled to commission the work of a school leader to support schools to analyse feedback from the 2018 PISA survey and to begin to coordinate the development of resources in preparation for the 2021 PISA survey.
NAEL – Endorsement Funding for management capacity				40,000	**40,000**	Work nationally on Leadership programmes and to support the ongoing works streams	Funding profiled to release CSC staff to support NAEL
NAEL – Endorsement Funding to support delivery		47,147			**47,147**	of planning, implementing and reviewing existing provision.	Funding profiled against endorsed leadership programmes including Aspiring and Experienced Headteacher delivered during financial year 2019/20.

National Evaluation and Improvement Resource (NEIR) Pilot – regional consortia support				4,000	**4,000**	Support the National Evaluation and Improvement Resource (NEIR) Pilot work in the 2019/20 academic year.	Funding profiled to release CSC staff to undertake the regional coordination role for the NEIR pilot work.
Pilot Project Resources			3,000		**3,000**	Support for schools causing concern – particularly "wellbeing support" for school leaders.	Funding profiled to in line with Welsh Government approved priorities that includes the deployment of consultancy support where support has been requested.
Support for curriculum design - CSC		14,000			**14,000**	Quality improvement support for Curriculum Wales guidance (September 2019 to March 2020).	Funding profiled to Curriculum for Wales PL programme.
TOTAL	**0**	**61,147**	**18,100**	**57,500**	**136,747**		

Mr Barrie Davies
Section 151 Officer
Rhondda Cynon Taf County Borough Council
The Pavilions
Clydach Vale
Tonypandy
CF40 2XX

February 2020

Dear Mr Davies

**REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT 2019-20
REVISED GRANT AWARD LETTER – JANUARY 2020:**

This letter details an increase in the Funding awarded to Rhondda Cynon Taf County Borough Council in delivering the Regional Consortia School Improvement Grant 2019-20.

This variation also includes revisions to audit arrangements and requirements relating to 14-19 Learning Pathways.

I can confirm that the Welsh Ministers have agreed to increase the Funding awarded by a further £136,747 (One Hundred and Thirty Six Thousand, Seven Hundred and Fourty Seven pounds) for 2019/20. The additional Funding is over and above that which was originally anticipated as detailed in the original Funding award letter dated 17 May 2019.

This increased funding forms part of the regional school improvement element. Detail on the criteria for and the purpose of the funding is contained within the Schedule to this letter.

The award is made under the authority of the Minister for Education, one of the Welsh Ministers.

This brings the total amount allocated to the Regional Consortia School Improvement Grant to £41,891,666 (Forty One Million, Eight Hundred and Ninety One Thousand, Six Hundred and Sixty Six Pounds).

The statutory basis for this Funding is made on and subject to the Conditions and under the authority of the Minister for Education, one of the Ministers, acting pursuant to sections 14-17 of the Education Act 2002 and 70 and 71(1) of the Government of Wales Act (GOWA) 2006.

**BUDDSODDWR MEWN POBL
INVESTOR IN PEOPLE**

Page 19

Parc Cathays • Cathays Park
Caerdydd • Cardiff
CF10 3NQ

The increased funding is subject to the terms and conditions provided in the original Funding award letter dated 17 May 2019, with the exemption of these clauses within Schedule 1:

- Delegation to schools;
- Local Authority Match funding for each region; and
- Administration and management costs.

The Funding, as awarded in May 2019 and in this variation, relates to the period 1 April 2019 to 31 March 2020 and must be claimed in full by 31 March 2020 otherwise any unclaimed part of the Funding will cease to be available to you.

14-19 Learning Pathways

The 'Specific conditions of Funding for the period relating to the element which supports the Education Improvement Grant for Schools' under Schedule 1 of the Funding award includes as an addition: "support for schools and local authorities in undertaking certain elements of their statutory duties, including for 14-19 Learning Pathways where:

- You must ensure that all your schools have entered their local curriculum offer data on Careers Wales.com by 30 April 2020.

- You must ensure you schools meet the requirements of the Learning and Skills Measure 2009; that they offer students a minimum of 25 courses, 3 of which are vocational at KS4 and at post 16 schools must offer a minimum of 30 choices of which 5 must be vocational. The vocational courses for post 16 must fall across the 3 domains, one of which must be mathematics, science and technology domain.

Schedule 3 – Payment Profile - this will reflect the increased amount offered and retain quarterly payments (reproduced below) as per the original Funding award letter dated 17 May 2019:

Period	Payment Date
April – June 2019	5 July 2019
July – September 2019	4 October 2019
October – December 2019	6 January 2020
January – March 2020	2 March 2020

Audit.

The process around Wales Audit Office (WAO) audits of local authority grants has changed. This follows a pilot undertaken by the Welsh Government in conjunction with the WAO, WLGA and several Local Authorities to trial new audit arrangements for grants awarded to local authorities.

Following a review of the findings, a decision has been taken to remove the need for Welsh Government to seek external audit scrutiny by WAO in respect of these grants.

From 2019/20 onwards, local authority grants will no longer be audited by WAO. However, an Annual Statement of Expenditure will need to be completed and

submitted to the Welsh Government official identified in the grant award letter dated 17 May 2019.

The Annual Statement of Expenditure at Annex A replaces Schedule 4 of the grant award letter dated 17 May. This should be completed and returned to the Welsh Government official by 30 September 2020.

In order to accept this additional Funding and confirm that you accept the Terms and Conditions in relation to the new Funding and awarded Funding, you must sign a copy of this letter and return it to:

Gordon MacDonald
Education Directorate
Welsh Government
Cathays Park
Cardiff
CF103NQ
email: Gordon.Macdonald@gov.wales

A scanned PDF of the signed letter is preferred, but it must be returned from the email address of project manager named in the original grant award letter dated 17 May 2019.

Please note that none of the additional Funding will be paid to you until we have received your signed letter. We must receive your signed letter on or before (28 days from date of letter) or this additional Funding will automatically be withdrawn.

Yours sincerely

M. J. Godfrey

Mel Godfrey

Signed by Mel Godfrey
under authority of the Minister for Education
one of the Welsh Ministers.

Schedule of additional support

HEI Accreditation Manager	TBC
NPQH - One full time manager in each region to manage the I4	£13,500
PISA	£15,100
NAEL Endorsement Funding for management capacity	£40,000
NAEL Endorsement Funding to support delivery	£47,147
National Evaluation and Improvement Resource Pilot – regional consortia support	£4,000
Pilot project resources (Betsan)	£3,000
Support for curriculum design - CSC	£14,000
Total	**£136,747**

Detail on each variation line

HEI Accreditation Manager
One full time manager in each region to manage the C&M rollout. *(Further Discussion required between WG and regional Consortia).*

NPQH One full time manager in each region to manage the 14
Over recruitment to NPQH agreed to be funded by WG.

PISA

The purpose of this funding is to ensure that PISA 2018 outcomes are scrutinised and communicated in a way that will have a positive impact on learning at a regional and school level.

This funding will also help to develop high quality resources to support the skills curriculum in schools across Wales and ensure prominence during the current period of curriculum reform. It will also facilitate links for schools with Pearson as PISA test administrators and will also support regional PISA project leads and administration.

NAEL Endorsement Funding

This funding will provide additional leadership capacity to support the ongoing work streams for planning, implementing and reviewing existing provision, as part of the leadership programme endorsement process led by the NAEL. The funding will also support to development and delivery of new leadership provision.

National Evaluation and Improvement Resource Pilot – Regional consortia support

Purpose of the grant is to support the regional consortia with undertaking the regional co-ordination role for the National Evaluation and Improvement Resource (NEIR) pilot work in this academic year (2019-20).

Pilot Project Resources

This funding is for the schools causing concern specifically, you will recall that we gave the schools' leadership teams an offer of wellbeing/ coaching support due to the pressures of leadership in these types of schools/ and supporting the pilot/ interventions. We are in the process of identifying 'wellbeing support' for those school leaders who have requested it.

Support for Curriculum Design

This funding is for Quality improvement support for Curriculum for Wales guidance (September 2019 to March 2020). Attendance at workshops will be monitored.

REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT 2019-20:

REVISED GRANT FUNDING January 2020:

GRANT ACCEPTANCE

We hereby accept the additional award of Funding for the Regional Consortia School Improvement Grant 2019-20 and the Conditions relating to the Funding.

_____ **Signature**
Signatory on behalf of Rhondda Cynon Taf County Borough Council

_____ **Name**

_____ **Title**

_____**Date**

_____ **Signature**
Signatory on behalf of Rhondda Cynon Taf County Borough Council

_____ **Name**

_____ **Title**

_____ **Date**

_____ **Signature**
Signatory on behalf of the Central South Wales Consortium

_____ **Name**

_____ **Title**

_____ **Date**

SCHEDULE 4 – DRAFT LEAD AUTHORITY AUDIT CERTIFICATE
Annual Statement of Grant Expenditure

Funding Description	Allocation	Expenditure
Innovation & QI Schools		
Engaging Non Pioneers		
Core Consortia Support for Design & Development of the new Curriculum		
Assessment for Learning (AfL)		
Welsh Language Use Framework incl. Welsh Language Charter (Welsh-medium Schools)		
Education Improvement Grant for Schools (EIG)		
Modern Foreign Languages (Global Futures)		
National Numeracy Test Support		
Literacy & Numeracy Grant		
Professional Learning - Pioneer Schools		
Learning in a Digital Wales (LiDW) - Phase II CPD		
Coding & Digital Skills		
Primary LNF Oracy Scheme for Wales		
Higher Level Teaching Assistants (HLTA)		
Professional Teaching Standards		
National Network for Excellence in Science & Technology (NNEST)		
Foundation Phase Network (FPEN)		
Welsh - Professional Development - Consortia Funding (some lines combined)		
Digital Competence - Professional Learning Offer (PLO)		
A Level Improvement		
Teacher/Workforce Supply (ITET) incl. ITE partnership pilots		
Part time and Work Based ITE		
Modern Foreign Languages – building capacity for MFL in the primary sector		
Digital Competence Framework		
All Age Schools - Support for Research and Collaborative Projects		
Professional Teaching Awards Cymru (PTAC)		
Cluster Funding PL Pioneers		
Cluster Funding Non Pioneers		

Future Leadership (Aspiring, middle leaders including Coaching & Mentoring support)		
New & Acting Heads (Pre MNSH)		
National Professional Qualification for Headship (NPQH)		
National Professional Qualification for Headship (NPQH)		
Extend the impact and depth of collaborative working, including through federation		
Collaborative Research & Evaluation , supporting evidence-based practice across regions		
Develop schools as learning organisations - Criteria 3 Funding		

a) Total grant received for 2019-20 £…………..

b) Actual Expenditure £……………

c) Grant to be reclaimed by the Welsh Ministers (a-b) £…………

I confirm that the agreed aims and objectives have been met.

I certify to the best of my knowledge and belief that:
- the Information given above is correct and that all expenditure correctly records actual amounts incurred by the authority in relation to the Purposes and costs approved by the Welsh Government as being eligible under the grant;
- Activity was carried out against the agreed aims and objectives in accordance with the Award letter and associated Terms and Conditions of the grant;
- Systems and Controls were in place to ensure that the grant was used solely for the Purposes for which it was given, whether spent directly or passed to other organisations;
- No claims have been made for other funding from the Welsh Government or any other body in respect of the expenditure shown on this statement; and
- Monitoring arrangements were in place to ensure that implementation progressed as recorded on any agreed Delivery plan.

(Or - I have attached a qualification report outlining why I am unable to certify the above.)

Signature: ....

Date: ....

Position: Chief Finance Officer / Director of Finance (please delete as appropriate)

Central South Consortium. JOINT COMMITTEE MEETING

Date written: 6th March 2020

Report author: Louise Blatchford

Date of meeting where the report is being considered: 19th March 2020

Appendices attached: Report on the Efficiency & Effectiveness of the Central South Consortium 2018-2019

1.0   Purpose of the report

To provide Members with an overview of the report on the Efficiency and Effectiveness of the Central South Consortium 2018-2019.

2.0   Background

2.1   The approach taken by the Central South Consortium to evaluating the impact of its work has been guided by the Research and Evaluation Board chaired by a professor from Cardiff University.

2.2   A policy logic model is used as a tool across all strands to evaluate the effectiveness of the Central South Consortium.

2.3   The framework identifies a hierarchy to the value for money strands, which also cover the headings developed by Welsh Government for their Outcomes Framework for the Education Improvement Grant.

2.4   During 2018-2019 four of the Consortium's main areas of work were selected for focused evaluation: -

- Hubs
- Peer Review & Engagement
- Closing the Gap
- Annual Survey

3.0   Overview of Performance

3.1   CSC provide an overview of the performance of key pupil groups at each key stage as well as a summary of inspection outcomes, attendance, exclusions and categorisation outcomes. Full analysis of this year's performance data is presented in Appendix A.

3.2   At the expected level, all performance measures are above the national average for 2019. All of the performance indicators in the Foundation Phase (FP) have fallen this year, which, is the same pattern as seen nationally

3.3   In all performance measures at KS2, CSC continues to perform above the national average at both the expected level and the above-expected level. This includes all

aspects of English and Welsh. There has been a decrease in the performance Core Subject Indicator (CSI) for CSC during this academic year, which is slightly less than the decrease seen nationally. There has been a decrease in performance over the latest three-year period for the region, which again is slightly smaller than the decrease seen nationally over the same period.

3.4   At the expected level, the region continues to exceed the national average for all performance measures, despite falls for all performance measures in the latest academic year. Improvements are evident over the latest three-year period for all performance measures except for science.

3.5   At the above-expected level (Level 6+), attainment for all core subjects exceeds the national average for the second consecutive year, despite falls in attainment being seen for all subjects. Over the latest three-year period, improvements have been made for English, mathematics and science, with only Cymraeg seeing a fall in performance.

3.6   For Level 7+, improvement is seen for science, but performance in the other core subjects has fallen in the most recent year. The regional performance continues to exceed the national data for all core subjects except for Cymraeg, which continues to be below the national average. Over the latest three-year period, improvements have been made for all core subjects.

3.7   ***Due to changes to the performance measures for reporting in Summer 2019, only limited information can be provided for KS4 2019 results at present.***

3.8   ***The first entry of a qualification will be applied to performance measures for summer 2019 reporting, which is the first time 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.***

3.9   Interim performance measures for KS4 are based on average points scores, with each grade being allocated a point score. Further details on these scores are given in Appendix A.

3.10   Analysis of the new interim performance measures for KS4 shows that the region exceeds the national average for four of the five measures in 2019. Average points score for science is the only performance measure where the region is below the national average, and the gap in performance is 0.15pp.

3.11   Fischer Family Trust (FFT) value-added analysis shows that significantly positive contextual value-added is seen for all interim performance measures in 2018–2019. In addition, four of the five interim measures remain significantly above-expected performance when value-added is analysed. A table showing the value-added and the corresponding significances is given below for both FFT models.

3.12   CSC commission Alps[1] to provide an analysis on performance at Key Stage 5 – a company that measures A level progress from GCSE to A level across over 2,000 providers in England and Wales through the use of a data analysis tool with the philosophy to support teachers to unlock the potential of every pupil. Alps analyses the data for all schools and local authorities, and provides a detailed report on performance across the region. The progress grade for the region ('T' score) has been 4 for each of the four previous academic years, placing regional performance as a whole in the top 40% of learners.

3.13   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 0.6pp, with three of the four LAs in the region also increasing for this performance measure over this same period. The improvement in the region compares against a no-change in performance for this performance measure nationally over the same period. The Average Wider Points score has fallen by 4.6 points in the most recent year, but this is still above the score seen in 2017. The region continues to exceed the national score for this performance measure. Only Bridgend and The Vale of Glamorgan LAs have seen improvements for this measure in the most recent year. Since 2016, this performance measure has fallen by 80.0 points in the region and 81.9 points nationally, with all 4 Las in the region decreasing over this period.

3.14   2019 results show a no-change in performance for the proportion of pupils achieving 3A*–A grades regionally, but a 0.2pp increase nationally, with the region continuing to exceed the national proportion for this measure. Both Bridgend and Cardiff Las saw increases for this performance measure in the most recent year and their highest ever performance for this indicator. Over the latest three-year period the region has seen an improvement of 7.6 pp for this performance measure, which compares favourably against a national improvement of 6.9pp. All Las in the region improved for this performance measures over the same period. The proportion of pupils achieving 3A*– C grades has decreased regionally and for all Las within the region, but has increased nationally. Despite this fall in performance, the region continues to exceed the national average for this performance measure. There has been a fall in performance for this measure over the latest three-year period for the region, Wales and all LAs in the region, with only Cardiff LA seeing a smaller decrease than seen nationally.

4.0   Inspection Outcomes

4.1   There was a slight increase in the number of schools inspected in CSC in 2018–2019 compared to the previous academic year. (63 schools compared to 61 schools)

4.2   The proportion of schools in CSC judged as either excellent or good is below the national proportion for all Inspection Areas this year. CSC is the lowest performing Regional Consortia for the proportion of schools judged as either Excellent or Good

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[1] https://alps.education/

for Inspection Areas 1, 2, 3 and 5, but is the second highest performing region for Inspection Area 4, where 90% of schools inspected in 2018–2019 are judged as either Excellent or Good

4.3   CSC has slightly fewer schools not placed into a follow-up activity than the national proportion. The proportion of schools placed into each follow-up activity are similar for CSC and Wales for Special Measures and Significant Improvement, but CSC has a higher proportion of schools placed into Estyn Review than seen nationally.

4.4   The proportion of schools identified for Excellent Practice Case Studies has nearly halved in the most recent year. While a decrease is also evident nationally, this decrease is at a much slower rate than seen for CSC.

5.0   Categorisation

5.1   There has been a further increase in the proportion of schools whose improvement capacity is judged to be A, with a continued reduction in the proportion of schools whose improvement capacity is B or C, but an increase in the proportion of schools where the improvement capacity is D. Over the two-year period (out of the 382 schools in the region where we have published National Categorisation Support Categories), a total of 350 schools have either remained in the same support category or moved up at least one support category, with 27 schools moving down one support category. In addition, three schools have moved down two support categories, with a further two schools moving down three support categories.

6.0   NEETs

6.1   The Year 11 NEET figure for the region has remained the same as that seen in 2016–2017 (1.4%), with the national percentage also staying the same as seen in the previous year. Over the latest four-year period, the proportion of Year 11 NEETs has fallen from 3.7% in 2013–2014 to 1.4% in 2017–2018. This is the third consecutive year that CSC has a lower Year 11 NEET figure than seen nationally, with the region continuing to be 0.2pp below the national average.

7.0   PISA Outcomes

7.1   Regional data is not available at the time of writing the report. However, Wales has seen its performance improve in international tests in reading, mathematics and science. The biggest improvement was in mathematics, while science is now close to the international average. The number of high-performing students in Wales rose from 4% to 7%. There was also no significant gender gap for the first time.

8.0   Overview of Funding

8.1   In 2018–2019, monetary benefits of regional working were achieved by Cardiff and Merthyr (compared with Bridgend and Vale of Glamorgan in 2017–2018, Merthyr, RCT and Vale of Glamorgan in 2016–2017, Merthyr and RCT in 2015–2016 and Cardiff and Merthyr in 2014–2015) specifically, but the additional benefits of working regionally can also be seen in the impact on both standards and outcomes across the region

9.0   Evidence of Impact (Section 5 page 15)

- What have we done this year?
- What evidence of impact do we have?
- Evaluation of the work identified that:
- Next Steps

10.0   Conclusions

10.1   In 2018–2019 there was a further 2% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 461 which subsequently reduced the spend per pupil. However standards overall were maintained.

10.2   In 2018–2019, performance for the region exceeds the national average for the majority of performance measures across all key stages. For Foundation Phase, Key Stage 2 and Key Stage 3, the region exceeds the national averages, with the only exception being FP LCW O6+. For KS4, the region exceeds the national average for four of the five interim performance measures and is within 0.2points for the fifth interim performance measure. The region is the highest performer for the Capped 9 points score when compared to all other regions across Wales and is the second highest performing region for the remaining four interim performance measures. For KS5, the region exceeds the national average for all four performance measures, and is the highest performing region in Wales for three of these four performance measures and the second highest performing region for the remaining performance measure.

10.3   The gap in attainment for pupils eligible for free school meals and those not eligible for free school meals has widened for nearly all performance measures across FP, KS2 and KS3, which is due to the performance of eFSM pupils falling at a faster rate than non-FSM pupils. For KS4, the gap in performance for the region is narrower for Capped 9 Points Score and Welsh Baccalaureate Skills Challenge Certificate but wider for the remaining performance measures. The gap in performance remains too high for the region.

Table 9: Comparison of Core Expenditure per pupil from 2016–2017 to 2018–2019

	2016–2017	**2017–2018**	**2018–2019**
LA contributions	£4,195,662	£3,985,879	£3,906,161
Pupil numbers	146,711	147,236	147,697
Spend per pupil	£28.60	£27.07	£26.45

10.4   The vision for a school-led self-improving system has meant that delegation rates to schools for grant-funded activity have increased from a rate of 94.4% in 2016–2017 to 95.6% in 2017–2018, however slightly decreased to 93.2% in 2018–2019[2].This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

10.5   During 2018–2019, there continued to be some cross subsidisation between the five authorities. Monetary benefits of regional working were achieved by Cardiff and Merthyr (compared with Bridgend and Vale of Glamorgan in 2017–2018, Merthyr, RCT and Vale of Glamorgan in 2016–2017, Merthyr and RCT in 2015–2016 and Cardiff and Merthyr in 2014–2015) specifically, but the additional benefits of working regionally can also be seen in the impact on both standards and outcomes across the region.

10.6   A comprehensive analysis of resources provided to schools in individual local authorities identifies a cross subsidisation of core funding. Core funds are directed to schools in inverse proportion to need across the region. However, when consideration is taken of all delegated resources, local authorities receive between –1.46pp and +1.64pp when compared to the percentage of funding they contribute to the overall core budget. Schools requiring additional resource due to being categorised as requiring Red and Amber support are balanced by additional funding provided to build capacity and promote school-to-school working.

10.7   CSC continues to provide a regional school improvement service which combines resources allowing for economies of scale to be realised. Regional working also ensures a consistent service to schools and allows for a more flexible deployment of staff to respond to crisis as they arise. Operating regionally also encourages the recruitment of high calibre staff with the opportunities for professional development across a wider geographical region and in addition access to high-quality professional learning.

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[2] MEAG and Gyspy Traveller allocations removed from the EIG in 2018–2019

10.8   CSC is able to take advantage of the additional services provided through the host authority through the establishment of SLA agreements. The over-arching principle of CSC is to build school capacity that is both sustainable and efficient.

10.9   A small team is held centrally to facilitate improvement and change in a sustainable way. Over time the numbers of centrally employed school improvement advisers has been reduced significantly. Differentiated support according to need *(Challenge & Support Framework)* allows for an agile workforce with the ability to work intensively where needs are identified. Increasingly, partner headteachers are deployed as school improvement advisers to ensure that support for schools is based upon recent experience, especially at this time of significant change.

10.10 As CSC continues to develop as a learning organisation, significant changes to the working practices are made in order to maximise the impact of school improvement activities. The initial findings of the ISOS review highlighted the need to review the Governance structure of CSC to ensure full engagement with head teachers in the school-led system.

10.11 During 2018–2019, a full review and change to the Hub programme and the networks used to deliver key messages and support were developed to ensure effective support and professional learning opportunities for Curriculum Reform and all other aspect of national reform. These changes will be evaluated for impact and reported in 2020–2021.

10.12 The process for allocating additional resources has been refined during 2018–2019 within the Resource Board. The Senior Leadership Team agree all requests and this has ensured a more clear, transparent and fair approach to enable CSC to deliver a focused, timely and bespoke support to schools in need to improvement. The challenge adviser is key to this process, monitoring the progress and impact of specific support and/or interventions. Systematic reporting on the evaluation and impact of the additional resource is discussed in local authority performance meetings as well as discussed in senior leadership meetings within CSC.

10.13 The centralisation of the governor support programme and the employment of a CSC governor training officer from 2017 have improved the consistency and quality of support to governing bodies. During 2018–2019, online resources have been developed for use by governors, and additional professional learning programmes (in addition to the annual conference for governors) have focused on the requirements of schools in relation to all areas of reform.

10.14 Key infrastructure developments have improved access to IT resources and allowed staff to work remotely both effectively and efficiently. The introduction of cloud-based services has improved collaboration across the service. There is further work to be

done, however, to integrate the full potential of cloud-based services and integration with the national resource Hwb.

10.15   Evaluations of ongoing work are reported to key groups within the governance structure of CSC as part of the work of the Research and Evaluation Board. This enables CSC to respond quickly to any identified concerns with service delivery, and ensures that effective self-evaluation processes are in place. The organisation would benefit from mapping all self-evaluation processes to ensure that all intelligence is used effectively to support future planning.

10.16   Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact and value for money can be identified in the following areas:

- Raised standards in literacy/English/Welsh, numeracy and mathematics at almost all phases
- Overall improvement in school categorisation profiles
- Increased engagement in professional learning across career phases. During 2018–2019, at least one practitioner from 72% of schools in the region engaged with a Hub professional learning programme. In addition, nearly all practitioners reported that the actions they had undertaken as a result of the programme had impacted on standards and outcomes
- Alternative peer-engagement models have provided an effective standard, with the categorisation reports produced by the peers being approved at all moderation stages, and have provided an accurate and valuable identification of areas for improvement for both standards and capacity to improve.

10.17   The annual survey conducted in November 2018 provided evidence of the following:

- Increased engagement in action research. Three-quarters of staff state they have been involved in action research over the last 12 months, with 36% of class teachers having done so frequently (termly or more)
- 75% of staff indicated they had engaged in professional development in 2018 (an increase from 39% in 2016 & 68% in 2017)
- There is a high level of belief among staff (90%) in the positive role correlation could play in school improvement
- The implementation of the new curriculum is starting to permeate the majority of primary and secondary schools.

10.18   Finally, having identified improvements in performance across a range of indicators and the continuing improvements over a number of years, CSC is confident in the assertion that value for money can be demonstrated across a wide range of activity.

11.0   Recommendations

11.1   Review specific aspects of the Central South Wales Challenge Model (Hubs) in line with emerging priorities for professional learning and national reform. Professional learning opportunities should be accessible to all schools in line with the national approach to professional learning. CSC professional learning offer will support the new Curriculum for Wales and the development of a high-quality education profession with inspirational leaders

11.2   Support schools to improve outcomes from specific groups of pupils including More Able and Talented (MAT) and Children Looked After (CLA), as well as eFSM

- Evaluate recently introduced strategies for improving the progress of vulnerable learners, to support schools to develop as strong and inclusive with a commitment to wellbeing equity and excellence
- Evaluate the impact of the Vulnerable Learners' Project, and consideration given to taking the learning from the project wider;
- Strengthen collaboration with local authority officers to best support vulnerable learners
- Refine the Annual Survey to provide evidence for future planning
- Further develop the evaluation framework of SIGs as part of the CSWC
- Improve brokerage of professional learning opportunities within the support remit of challenge advisers, specifically in relation to school partnerships
- Review the deployment of challenge advisers
- Streamline the processes relating to grant-funding requirements in order to reduce the workload
- Include an additional priority in the 2019–2020 Business Plan to improve the effectiveness and efficiency of Central South Consortium.

11.3   In November 2018, ISOS partnership were commissioned to undertake a review of the regional delivery arrangements in the Central South region. ISOS were asked to consider:

- How well is CSC performing currently and how well does the organisation understand its own performance, strengths and challenges?
- Are there other examples elsewhere to learn from, in particular around the development of a school-led system?
- Is the current model fit for purpose for the future taking account of WG planned changes to the education system?
- Is the model affordable over the next three to five years with a likely continued period of austerity?
- What needs to change over the next three to five years, and how will these change be implemented?

11.4   During the review, the main messages heard included questions raised about value for money and evidence of impact. At this time, when LAs are required to deliver significant savings, questions were raised about value for money from the consortium. Concern was expressed regarding the level of detail contained in reports about the impact of different school improvement activities. CSC accepted all the recommendations and will develop and monitor an implementation plan to take forward these recommendations following the review.

11.5   Priority Drive Teams identified within the business plan (2018–2019) should continue to produce detailed, costed plans for funding, detailing the overall purpose of the initiative as well as identifying the risks, outcome measures and means of verification to ensure an ongoing focus upon value for money. The impact reports can then inform future strategy development.

11.6   Progress has been made to ensure that when additional funding / resource is provided to schools in need, expected outcomes are identified to ensure good value for money at the planning stages. This is achieved by the development of the school support plan and the systematic reporting of impact. Funding is not released to schools until the work has been undertaken and the evaluation report received. Further refinement is required, however, on the effective brokering of the support for schools from the available Central South Wales Strategy models.

11.7   Strand evaluations for 2019–2020 should continue for the following areas:

- Vulnerable Learners Project
- Peer Engagement and Collaboration Models
- Central South Wales Challenge (with focus on Hub Model)
- Annual Survey

The Efficiency and Effectiveness of Central South Consortium (CSC)

2018–2019

Regional School Improvement Service DRAFT

CONTENTS

1.0 PURPOSE OF REPORT

This report provides an overview of the performance and funding received by Central South Consortium (CSC) in the academic year 2018–2019. The report is designed to provide Local Authorities (LAs), schools, Welsh Government (WG) and other stakeholders with a clear and comprehensive report on the efficiency and effectiveness of the work of CSC and its contribution to school improvement across the region.

The main body of the report provides an analysis of the progress made in relation to a number of key strands of work that CSC identified in partnership with Local Authorities and schools as priorities within its business plan for 2018–2019. The report provides an overview of the activities undertaken in relation to each strand, provides quantitative and qualitative information on outputs and outcomes, and comments on the impact achieved so far. Some case studies are included. More detailed information on performance measures and funding is included in the appendices.

2.0 BACKGROUND

The Central South Consortium evaluates the organisation's performance through self-evaluation processes that form the basis for business planning and monitoring activities. LA progress meetings are held regularly with the Senior Management Team and/or Senior Challenge Adviser (CA) and LA Director/Chief Education Officer, to discuss progress at a more local level and identify any risks. Regular reports are presented to Directors and the Joint Committee on the performance of the organisation. In addition, reports are presented to WG in accordance with ministerial challenge and review events. Senior School Improvement Advisers attend each council's Education Scrutiny Committee meetings at least once per year to report on verified outcome data, and attend other scrutiny meetings on request.

Scrutiny and challenge are undertaken by the Directors of Education, who meet on a monthly basis to challenge performance, to agree strategy and to have an opportunity to challenge findings. A treasurer's report is a standard item on the agenda for the Joint Committee meeting.

Since 2016, the approach to evaluating the impact of school improvement activities has been partly guided by the Research and Evaluation Board, chaired by a professor from Cardiff University. The Research and Evaluation Board have developed a policy logic model which is used as a tool across all strands of work to evaluate the effectiveness of CSC. This provides a graphical representation of the logical relationships between inputs, activities, outputs and outcomes leading to the identified impact. The framework identifies a hierarchy to the Value for Money (VFM) strands, with all areas required to provide a commentary on the effectiveness of individual strategies.

3

Chart 1 – Value for Money hierarchy in CSC

The framework is aligned to the headings developed by WG for their outcomes framework for the Education Improvement Grant (EIG) element of the Regional Consortia School Improvement Grant (RCSIG).

During 2018–2019, four of the Consortium's main areas of work – Hubs, Peer Review and Engagement, Closing the Gap (CTG) and the Annual Survey – were selected for focused evaluation. This report will therefore provide a detailed assessment of impact in each of these areas. In addition, it is recognised that the processes in place for evaluating other school improvement activities – School Improvement Groups (SIGs), School Partnerships (previously Pathfinders) and Challenge Adviser deployment – are deemed mature and robust enough to continue without scrutiny from the Research and Evaluation Board.

The report will begin by providing an overview of learner performance and funding in 2018–2019.

3.0   OVERVIEW OF PERFORMANCE

CSC provide an overview of the performance of key pupil groups at each key stage as well as a summary of inspection outcomes, attendance, exclusions and categorisation outcomes. Full analysis of this year's performance data is presented in Appendix A.

Please note the following statement that prevents direct comparisons to data from previous years for trend purposes:

The WG Statistical First Release 'Academic Achievement of Pupils Aged 4 to 14 in Core Subjects, 2019' 'SFR 61/2019' [1]includes the following statement in relation to the decrease in national 2019 data when compared to 2018 data:

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[1] https://gov.wales/sites/default/files/statistics-and-research/2020-01/examination-results-september-2018-august-2019-revised-477.pdf

4

"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."

3.1   Foundation Phase (FP)

Please note that due to revisions to the Foundation Phase Areas of Learning, comparisons with previous years should be treated with caution, as they cannot be measured on a comparable basis.

At the expected level, all performance measures are above the national average for 2019. All of the performance indicators in the Foundation Phase (FP) have fallen this year, which, as stated above, is the same pattern as seen nationally. At the above-expected level, the consortium exceeds the national average for all performance measures with the exception of Personal and Social Development (PSD), where the region is slightly below.

The Foundation Phase Outcome Indicator (FPOI) has fallen to its lowest position over the last three-year period, but the decrease seen for CSC is smaller than that seen nationally for this performance measure over the same period. All five LAs in the region saw decreases for this performance measure in 2019, with both Rhondda Cynon Taff and Merthyr Tydfil LAs being below the national average.

3.2   Key Stage 2 (KS2)

In all performance measures at KS2, CSC continues to perform above the national average at both the expected level and the above-expected level. This includes all aspects of English and Welsh. There has been a decrease in the performance Core Subject Indicator (CSI) for CSC during this academic year, which is slightly less than the decrease seen nationally. There has been a decrease in performance over the latest three-year period for the region, which again is slightly smaller than the decrease seen nationally over the same period.

3.3   Key Stage 3 (KS3)

At the expected level, the region continues to exceed the national average for all performance measures, despite falls for all performance measures in the latest

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academic year. Improvements are evident over the latest three-year period for all performance measures except for science.

At the above-expected level (Level 6+), attainment for all core subjects exceeds the national average for the second consecutive year, despite falls in attainment being seen for all subjects. Over the latest three-year period, improvements have been made for English, mathematics and science, with only Cymraeg seeing a fall in performance.

For Level 7+, improvement is seen for science, but performance in the other core subjects has fallen in the most recent year. The regional performance continues to exceed the national data for all core subjects except for Cymraeg, which continues to be below the national average. Over the latest three-year period, improvements have been made for all core subjects.

3.4   Key Stage 4 (KS4)

Due to changes to the performance measures for reporting in Summer 2019, only limited information can be provided for KS4 2019 results at present.

The first entry of a qualification will be applied to performance measures for summer 2019 reporting, which is the first time 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.

Interim performance measures for KS4 are based on average points scores, with each grade being allocated a point score. Further details on these scores are given in Appendix A.

Analysis of the new interim performance measures for KS4 shows that the region exceeds the national average for four of the five measures in 2019. Average points score for science is the only performance measure where the region is below the national average, and the gap in performance is 0.15pp.

Fischer Family Trust (FFT) value-added analysis shows that significantly positive contextual value-added is seen for all interim performance measures in 2018–2019. In addition, four of the five interim measures remain significantly above-expected performance when value-added is analysed. A table showing the value-added and the corresponding significances is given below for both FFT models.

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Table 1: Value-added analysis

	Value-added	Contextual value-added
Capped 9 Points Score	8.5 (+)	7.1 (+)
Av Pts Literacy	0.7 (+)	0.6 (+)
Av Pts Numeracy	0.3 (+)	0.4 (+)
Av Pts Science	0.1	0.3 (+)
Av Pts Welsh Baccalaureate Skills Challenge Certificate	0.7 (+)	0.5 (+)

3.5   <u>Key Stage 5 (KS5)</u>

CSC commission Alps[2] to provide an analysis on performance at Key Stage 5 – a company that measures A level progress from GCSE to A level across over 2,000 providers in England and Wales through the use of a data analysis tool with the philosophy to support teachers to unlock the potential of every pupil. Alps analyses the data for all schools and local authorities, and provides a detailed report on performance across the region. The progress grade for the region ('T' score) has been 4 for each of the four previous academic years, placing regional performance as a whole in the top 40% of learners.

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 0.6pp, with three of the four LAs in the region also increasing for this performance measure over this same period. The improvement in the region compares against a no-change in performance for this performance measure nationally over the same period. The Average Wider Points score has fallen by 4.6 points in the most recent year, but this is still above the score seen in 2017. The region continues to exceed the national score for this performance measure. Only Bridgend and The Vale of Glamorgan LAs have seen improvements for this measure in the most recent year. Since 2016, this performance measure has fallen by 80.0 points in the region and 81.9 points nationally, with all 4 Las in the region decreasing over this period.

2019 results show a no-change in performance for the proportion of pupils achieving 3A*–A grades regionally, but a 0.2pp increase nationally, with the region continuing to exceed the national proportion for this measure. Both Bridgend and Cardiff Las saw increases for this performance measure in the most recent year and their highest ever performance for this indicator. Over the latest three-year period the region has seen an improvement of 7.6 pp for this performance measure, which compares favourably against a national improvement of 6.9pp. All Las in the region improved for this performance measures over the same period. The proportion of pupils achieving 3A*– C grades has decreased regionally and for all Las within the region, but has increased

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[2] https://alps.education/

nationally. Despite this fall in performance, the region continues to exceed the national average for this performance measure. There has been a fall in performance for this measure over the latest three-year period for the region, Wales and all LAs in the region, with only Cardiff LA seeing a smaller decrease than seen nationally.

3.6   Learners eligible for Free School Meals (eFSM)

The gap between eFSM and non-eFSM has widened for nearly all performance indicators for FP, KS2 and KS3 this year.

The performance of both eFSM and non-eFSM pupils has fallen this year for FPOI. However, the performance of eFSM pupils has fallen at a faster rate than the non-eFSM pupils, and therefore the gap has widened for this performance measure.

The gaps in performance between eFSM and non-eFSM pupils has widened for all performance measures at all outcomes for FP except for Language, Literacy and Communication – English (LCE) O6+.

For the KS2 CSI, the performance of both eFSM and non-eFSM pupils has decreased this year, with eFSM pupils falling at a faster rate than non-eFSM for all performance measures, which has resulted in a widening of the gap in performance between these two groups of pupils.

The performance of both eFSM and non-eFSM pupils has decreased for all performance measures at KS2. The gap in performance between these two groups of pupils has widened for all performance measures at both the expected level and above-expected level with the only exception being English L5+.

For the KS3 CSI, the gap in performance between eFSM and non-eFSM pupils has widened due to the performance of non-eFSM pupils falling at a slower rate than that seen for eFSM pupils this year.

KS3 performance for all measures at all levels has decreased for both eFSM and non-eFSM pupils this year. The gap in performance has widened at the expected level for all measures except for Cymraeg L5+. However, at the above-expected level, the gap has narrowed for English, Cymraeg and science and widened only for mathematics. At Level 7+ the gap in performance has widened for all performance measures except for mathematics.

No trend information is available for the gap in performance between eFSM and non-eFSM pupils for KS4 due to the introduction of new interim performance measures in 2019.

FFT contextual value-added analysis shows that for KS4 interim performance measures in 2019, the region has positive value-added for both eFSM and non-eFSM

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pupils in all measures apart from eFSM pupils for average points in science, which is 0.1pts below that expected. In addition, all positive value-added measures for the contextual value-added are also statistically significant for both eFSM and non-eFSM pupils in 2019.

At KS2, FFT contextual value-added analysis shows positive pupil progress for each of the core subjects and the CSI at the expected level for both eFSM and non-eFSM pupils. The pupil progress is statistically significantly higher than expected for non-eFSM pupils in both mathematics and Cymraeg at the expected level.

3.7   Gender

For each key stage, girls continue to outperform boys at the expected level and at the above-expected level, with the only exception being seen for Mathematical Development (MDT) L6+, and mathematics KS2 L6+.

The gap in performance has widened for nearly all performance measures for FP, KS2, KS3 and KS5. However, the gap in performance is narrowing for FP Language, Literacy and Communication – Welsh (LCW) O5+ and LCE O6+, KS2 Cym L4+ and L5+, Eng L6+, mathematics L6+ and science L6+. For KS3, the gap has narrowed for Cymraeg at all three levels, science L6+ and mathematics L7+. For KS5, the gap has narrowed for Level 3 Threshold in the most recent year.

3.8   Inspection outcomes

There was a slight increase in the number of schools inspected in CSC in 2018–2019 compared to the previous academic year. (63 schools compared to 61 schools)

The proportion of schools in CSC judged as either excellent or good is below the national proportion for all Inspection Areas this year. CSC is the lowest performing Regional Consortia for the proportion of schools judged as either Excellent or Good for Inspection Areas 1, 2, 3 and 5, but is the second highest performing region for Inspection Area 4, where 90% of schools inspected in 2018–2019 are judged as either Excellent or Good

CSC has slightly fewer schools not placed into a follow-up activity than the national proportion. The proportion of schools placed into each follow-up activity are similar for CSC and Wales for Special Measures and Significant Improvement, but CSC has a higher proportion of schools placed into Estyn Review than seen nationally.

The proportion of schools identified for Excellent Practice Case Studies has nearly halved in the most recent year. While a decrease is also evident nationally, this decrease is at a much slower rate than seen for CSC.

Further details can be found in Appendix B.

3.9   <u>Categorisation</u>

There has been a further increase in the proportion of schools whose improvement capacity is judged to be A, with a continued reduction in the proportion of schools whose improvement capacity is B or C, but an increase in the proportion of schools where the improvement capacity is D. Over the two-year period (out of the 382 schools in the region where we have published National Categorisation Support Categories), a total of 350 schools have either remained in the same support category or moved up at least one support category, with 27 schools moving down one support category. In addition, three schools have moved down two support categories, with a further two schools moving down three support categories.

Further details can be found in Appendix C.

3.10   <u>Not in Education Employment or Training (NEET)</u>

The Year 11 NEET figure for the region has remained the same as that seen in 2016–2017 (1.4%), with the national percentage also staying the same as seen in the previous year. Over the latest four-year period, the proportion of Year 11 NEETs has fallen from 3.7% in 2013–2014 to 1.4% in 2017–2018. This is the third consecutive year that CSC has a lower Year 11 NEET figure than seen nationally, with the region continuing to be 0.2pp below the national average.

Further information can be found in Appendix D.

3.11   <u>Pisa outcomes</u>

Regional data is not available at the time of writing the report. However, Wales has seen its performance improve in international tests in reading, mathematics and science. The biggest improvement was in mathematics, while science is now close to the international average. The number of high-performing students in Wales rose from 4% to 7%. There was also no significant gender gap for the first time.

4.0   OVERVIEW OF FUNDING

The Consortium's funding is made up of two principal sources:

- Core Local Authority Funding with individual local authority contributions determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee.
- Dedicated funding for schools and school improvement activities routed through consortia by WG. Major WG grants, such as the Regional Consortia School Improvement grant (RCSIG), are administered by consortia and delegated to schools via local authorities. Consortia are able to retain elements of the grants (amounts set in the terms and conditions of each grant) on a regional basis to support local and national school improvement priorities.

The recent trends in both these sources of income for the Consortium are detailed below.

4.1   Core contributions

The original National Model recommended £5.4m of contributions to CSC from the local authorities, but the actual contributions received in 2015–2016 were considerably less than this. The consortium has received a further 2% reduction in local authority contributions in the financial year 2018–2019 in addition to the 5% reduction experienced in 2016–2017 and 2017–2018 (£0.5M efficiency savings achieved over the last three financial years).

The following strategies have been developed to ensure increased efficiency and effectiveness:

- Efficiency savings from a rigorous approach to budget planning and oversight with a focus on value for money.
- Service redesign proposals particularly around the more traditional services provided (literacy, numeracy and Welsh in particular) where there is an opportunity to move to a school-led model by identifying lead practitioners and specialist centres with capacity to support other schools.
- Reviewing the workforce structure as a result of a better information management system. In particular, the senior team structure and the numbers of challenge adviser posts to adopt a risk-based approach to challenge and support.
- Accommodation review strategy.

The consortium received c. £3.9m contributions from the five local authorities in 2018–2019. The funding was used to support the core function of school improvement.

Below is a summary of the financial outputs for 2018–19 by individual Local Authority. The challenge adviser figures reflect where actual support is deployed, all other costs are apportioned by IBA:

Table 2*: Financial Outputs for 2018–2019 by local authority*

Cost category	Outturn 2018–19		City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
			36.19%	15.51%	14.70%	6.31%	27.29%
LA contributions	**3,906,161**		**1,413,498**	**605,898**	**574,059**	**246,599**	**1,066,107**
Senior Challenge Advisers	453,688		142,415	58,345	57,303	61,417	134,209
Challenge Advisers	1,634,897		591,610	253,595	240,268	103,213	446,212
Other employees	1,310,154		474,097	203,223	192,543	82,711	357,580
Premises	291,715		105,561	45,249	42,871	18,416	79,618
Transport	27,104		9,808	4,204	3,983	1,711	7,367
Supplies & services	209,773		75,909	32,539	30,829	13,243	57,253
Commissioning:							
Support services	81,622		29,536	12,661	11,995	5,153	22,277
Gross Core Expenditure*	**4,008,954**		**1,428,936**	**609,814**	**579,793**	**285,864**	**1,104,546**
% SPEND RECEIVED			**35.64%**	**15.21%**	**14.46%**	**7.13%**	**27.55%**

*£3,906k of contributions were received from Las. However, the gross expenditure incurred reached £4,008k. This was net off by £19k of income received in Ty Dysgu and £83k of grant-funding/school income.

CSC apportioned budget for regional services according to the specific needs of schools identified through the categorisation process. In 2018–2019, expenditure in two out of the five LAs was higher than the amounts they had contributed (in line with the consortium core value to deploy resources to the areas of greatest need).

4.2   Additional funding – Grants

In addition to the core contributions from LAs, the consortium was also in receipt of grant funding from WG. In 2018–2019, the following funding was received:

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Table 3: Welsh Government Grant Funding

Grant	Total £	Delegated £	Centrally retained £
Regional Consortia School Improvement Grant (RCSIG)	46,280,755	43,474,342	2,806,413
Pupil Development Grant (PDG)	31,601,321	30,789,331	811,990
Total	**77,882,076**	**74,263,673**	**3,618,403**

In order to manage these grant streams effectively, the Consortium adhere to strict governance arrangements:

- Initial allocations are provided by WG and apportionment proposals presented to Directors and Members of the Joint Committee for challenge and agreement;
- Director/member decisions are shared with the regional finance group, to determine operational processes;
- CSC grants team identifies project managers and budget holders (in line with schemes of delegation);
- Budget monitoring meetings provide evidence for management dashboard to the senior leadership team (SLT) and Directors;
- Consortium devise service level agreements between schools and LAs for grant-funding initiatives to hold stakeholders to account; and
- The CSC grants team works to a grant compliance framework by reviewing school improvement plans against grant terms and conditions.

Elements of the above grants were used to commission work and support packages for schools across the region. These funds were allocated according to the needs of individual schools, local authorities, the region and nationally.

Initiatives have been split out below across the four key enabling objectives included in the WG in the 'Education in Wales: Our National Mission' report:

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Table 4: Expenditure of the Regional Consortia School Improvement Grant by LA in 2018–2019

Cost category	Outturn 2018–2019		City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
			36.19%	15.51%	14.70%	6.31%	27.29%
Curriculum & assessment	2,360,638		590,166	366,117	386,884	37,640	417,067
Developing a high-quality education profession	41,389,230		13,131,167	5,505,562	5,411,814	2,381,504	9,204,207
Leadership	330,607		66,538	29,330	22,790	24,750	70,600
Strong and inclusive schools committed to excellent, equity & wellbeing	31,601,511		12,442,588	4,587,593	3,182,663	2,102,288	8,995,817
Supporting a self-improving system	4,734,449		1,669,939	732,708	701,712	303,907	1,254,003
Total	73,679,352		27,960,397	11,221,310	9,705,863	4,850,089	19,941,693
% spend received	100.00%		37.95%	15.23%	13.17%	6.58%	27.07%

In 2018–2019, monetary benefits of regional working were achieved by Cardiff and Merthyr (compared with Bridgend and Vale of Glamorgan in 2017–2018, Merthyr, RCT and Vale of Glamorgan in 2016–2017, Merthyr and RCT in 2015–2016 and Cardiff and Merthyr in 2014–2015) specifically, but the additional benefits of working regionally can also be seen in the impact on both standards and outcomes across the region. The table below summarises the financial outputs:

Table 5: Actual total expenditure by LAs 2018–19

Cost category	Outturn 2018–2019		City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
			36.19%	15.51%	14.70%	6.31%	27.29%
Gross core expenditure	4,008,954		1,428,936	609,814	579,793	285,864	1,104546
Delegated grant	74,414,656		28,205,842	11,283,930	9,980,423	4,867,249	20,077,213
Total expenditure	78,423,610		29,634,778	11,893,744	10,560,216	5,153,113	21,181,760
% spend received			37.79%	15.17%	13.47%	6.57%	27.01%

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5.0   REVIEWING OUR MAIN STRANDS OF ACTIVITY

There are seven main strands of activity collectively identified as critical elements that have an impact upon school improvement across the region. We provide below an overview of the objective of each strand, what we have done this year, evidence of impact to date and next steps.

5.1   Hub programmes

The first model of Hub schools within CSC was established in 2014 and included OLEVI[3] Hubs, Hubs and Specialist Centres. The model was reset in 2016–2017 following a review, and it was identified that system changes were required in order to meet the needs of the region.

In 2018–2019, CSC Hub schools were asked to express an interest in continuing to support the regional strategy to deliver the school-led professional learning offer. The requirement for Hubs to provide additional days of support to schools categorised as Red or Amber was removed, and the funding reduced accordingly. All Hub programmes aligned to a common set of expectations, contributing to a regional offer that comprised over 200 programmes.

CSC Hub schools 2018–2019 vision and purpose were to:

- provide high-quality professional learning opportunities;
- develop school-led activity through collaboration with other Hubs and contribution to regional networks;
- contribute to the regional Hub model;
- complete reporting; and
- align the programmes to the revised 'Professional Standards for Teaching & Leadership' and 'Schools as Learning Organisations'.

What have we done this year?

- The compulsory element of Hubs facilitating an enquiry-led professional learning programme was removed and was replaced with a tailored approach with a mix of programmes: enquiry-led extended programmes, smaller programmes with a level of action research, and one-day events for collaborative development of resources and facilitating regional networks.
- A greater focus on collaborations of Hub schools was created, ensuring that other schools were integral to programme development and delivery.
- Service level agreements were strengthened, to increase the accountability of Hub schools for the delivery of professional learning programmes.

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[3] https://www.olevi.com/our-programmes/the-outstanding-teacher-programme-otp/

- School improvement plans from across the region were analysed and national priorities considered along with the four enabling objectives to ensure that all programmes aligned with national and regional needs.
- Focused visits were carried out by strategic advisers to assess the effectiveness of the individual programmes and overall offer.
- Programme reports were completed by Hub schools to assess engagement and to provide overall programme evaluation.

What evidence of impact do we have?

- Over 17% of CSC schools feature as part of the model to build capacity and provide support to others.
- 1125 practitioners attended a professional learning programme facilitated by a Hub school.
- At least one practitioner from 72% of schools in the region has engaged with a Hub professional learning programme, a continuing positive trend since the inception of the model.
- The development of the professional learning programmes has a clear focus on value for money, impact, the National Professional Learning Model, Professional Standards for Teaching & Leadership, and Schools as Learning Organisations.

Evaluation of the work identified that:

- nearly all practitioners reported that the actions they had undertaken as a result of the programme had impacted on standards and pupil outcomes;
- nearly all practitioners reported that the programme had impacted positively on their own teaching practice;
- nearly all practitioners attending leadership programmes facilitated by professional learning Hubs reported that they had impacted positively on their leadership skills; and
- approximately half of all practitioners reported having undertaken activity to build capacity within their schools.

Feedback from practitioner session evaluations welcomed the opportunity to work collaboratively to develop their practice in support of identified priorities.

Extended opportunities for networks of practitioners to develop practice over a period of time and enhance school-to-school working are strong features of the Hub model.

For example, feedback received from one Hub school:
"It has been rewarding for all of our staff involved in the Hub programme to see literacy strategies that have been developed within our own school having an impact upon standards and provision in other schools. The programme has given us an invaluable opportunity to build capacity within our own school

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through the involvement of a range of staff in the activities offered to practitioners through the programme, thus developing their own continuing professional development (CPD). The feedback from practitioners attending the programme has been very positive and hopefully it will be used to continue to develop the programme in the future."

Next steps

- Review the impact of the Hub model in line with emerging national priorities for professional learning;
- Ensure that adequate expertise in identified areas are available in the model; and
- Review the Hub model so that it can meet current and future regional needs in the current climate

5.2   Peer review and engagement collaboration models

Alongside the Welsh Government Evaluation and Improvement Arrangements (Draft), CSC, along with the other consortia, are developing Peer Review and Peer Engagement models to meet the expectation that self-evaluation by schools involves peers. These two streams of work aim to:

- develop the capacity of schools to self-evaluate effectively in order to further school improvement;

- inform the development of Peer Engagement Models to be trialled across the CSC region in 2019–2020;

- evaluate how much input and impact the schools' CAs and peers have to establish whether the CAs and/or peers were the catalyst for change or school improvement or were the improvements enabled by the school themselves;

- continue to develop and support different models for collaboration, learning from their experiences and evaluating them for impact; and

- develop a regional approach to supporting peer engagement and evaluation for school improvement as required by WG. This could inform the formation of a National model for use across Wales from autumn 2020 onwards.

In previous years, the consortium developed a Peer Enquiry model based on both quantitative and qualitative evidence, where colleagues entered into the arrangement with honesty and commitment. Peer enquiries have had a significant impact on the collaboration of school leadership teams, on the specificity of 'SMART' targets aimed at school improvement and on the professional learning of all stakeholders including senior leaders aspiring to headship. Only 11 peer enquiries took place in this year; a further 18 were cancelled or postponed. This suggests that the peer enquiry model

was not mature enough to happen without a degree of funding and required much stronger and consistent brokerage and support by various consortium stakeholders. Schools can still commission peer enquiries as a separate activity to a peer review in future, and have access to the supporting documentation.

What have we done this year?

Collaboration models

The consortium has worked with the Cyfleoedd+[4]network across five Welsh-medium secondary schools in the region to learn about the forms of leadership development and processes that will be required to develop a rigorous Peer Review model. The five schools, in partnership with CSC, developed and enacted a working protocol.

In addition, a Special Schools Network has also been established and has used the Peer Enquiry Model to aid self-evaluation.

Peer engagement

As part of the WG 'draft evaluation and improvement arrangements[5]' announced in February 2019, a CSC Peer Engagement Working Group of eight headteachers has researched current models to develop a regional approach to peer review. The models researched include versions currently being adopted by EAS, Cyfleoedd+ (five CSC Welsh-medium secondary schools), CSC Special Schools Network and London/Bristol academies. In these models, headteachers work with each other to strengthen school self-evaluation and contribute to the sharpening (identification of support requirements) of support/actions.

What evidence of impact do we have?

- The quality-assured categorisation reports produced by the Cyfleoedd+ headteachers successfully cleared all moderation stages in 2018–2019 and provided accurate and valuable identification of areas to improve regarding both standards and capacity to improve. The host headteachers have written the first draft Categorisation Reports and these have been quality assured internally by the host headteacher. Two headteachers were assigned to each school – Headteacher 'A' visited the school to complete the categorisation.

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[4] SLA Cyfleoedd+ 2018-19 Final.docx

[5] https://gov.wales/sites/default/files/publications/2019-02/draft-evaluation-and-improvement-accountability-arrangements-for-wales.pdf

- The process also led to the brokerage of support within the group to a member Amber school that had improved standards by the end of the 2018–2019.
- Greater collaboration has been observed through the Cyfleoedd+ and associated Gyda'n Gilydd [6]('with each other') professional learning programme, with teachers and leaders at different levels working in collaboration.
- Schools have had the opportunity to find out more about and learn from each other.
- Credibility of the CA role has been enhanced as colleague headteachers have undertaken this activity.
- The model attaching two headteachers to each school has meant that headteacher colleagues have been able to share expertise and provide additional levels of challenge and support to each school.
- The strategic board (five headteachers, five governors and a link challenge adviser) has encouraged governors to be involved, providing endorsement for the model and the work undertaken. Discussion has been focused on realistic but challenging activities. It has been useful to meet with senior leadership teams in other schools to hear about the different procedures in their schools.
- An increased level of trust has been observed between the schools.
- The Cyfleoedd+ model has strengthened the partnership working already happening at Gyda'n Gilydd and SIG levels, since all Cyfleoedd+ schools are in both of these partnerships.
- The pool of five schools has allowed for headteachers to be involved with different triads.
- Seven peer engagement groups of three or four schools each have been formed. They are beginning to work together, enhancing self-evaluation procedures and practices with bespoke, co-constructed models.

Next steps

- Developing a Peer Engagement Protocol.
- Trialling bespoke peer engagement models with up 30 schools (seven groups of mostly three or four schools each with some groups slightly larger) across the region from September 2019 onwards.
- Cyfleoedd+ to move towards collective accountability.
- Training for the seven groups of peer engagement models in the use of the WG National Evaluation and Improvement Resource following 2019–2020 piloting.

5.3   Closing the Gap (CTG): background and objectives

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[6] http://gydangilydd.pbworks.com.

This is one of the main priorities in the CSC Business Plan. The aims are to:

- improve outcomes for vulnerable learners;
- improve school use of the Pupil Development Grant (PDG);
- enable and encourage schools to work collaboratively in order to improve outcomes for vulnerable learners;
- identify strong practice in schools;
- develop a professional learning offer for all schools across the consortia;
- develop a wellbeing vulnerable learner review process (to be piloted in 2019–2020); and
- improve the quality of teaching and learning for vulnerable learners.

What have we done this year?

Our overall approach to improving outcomes for vulnerable learners has been to ensure that all CSC activities and school improvement advisers support schools and their most vulnerable pupils.

- We have commissioned an external provider with an excellent track record of working with schools in England "Inclusion Expert" to work with 20 schools across the region. The project has been designed and agreed in collaboration with schools, with the brief to improve the progress of vulnerable learners in schools. The project involves identifying successful practice in supporting and tracking the progress of vulnerable pupils as well as identifying and evaluating other successful interventions or initiatives being undertaken.
- The project will include identifying and evaluating a range of wellbeing assessment tools.
- We facilitate a more robust monitoring of schools' PDG plans to identify how CSC can support schools in improving outcomes for vulnerable learners and determine the professional learning requirements across the region.
- The Research and Evaluation team supported the strategic leads with writing five case studies identifying effective practice across the five authorities. These have been shared on CRONFA
- CSC have introduced the Voice 21[7] project to improve oracy in schools across the region. 116 schools were invited to be involved. This comprised all secondary schools and one primary from each cluster, as well as six special schools.
- We improved partnership working with other officers in local authorities. For example, we held regular meetings with attendance and exclusion leads across the five local authorities. The partnerships involve identifying effective practice in

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[7] https://voice21.org/

schools, sharing effective protocols and working with improving outcomes for eFSM pupils.

What evidence of impact do we have?

- The newly appointed Wellbeing and Equity Lead has undertaken a thorough review of practices and processes across the region.
- Through its rigorous self-evaluation process and reporting, the consortium's robust analysis of data relating to the performance of eFSM pupils at cohort, school, local authority and regional levels is available.
- We have seen development and sharing of good practice case studies.
- We have facilitated updates and training delivered to upskill the regional workforce on all matters relating to inclusion ensuring that the progress of all learners is at the centre of all objectives.
- 100% of PDG funding received by the consortium is allocated to schools.
- Challenge advisers focus on eFSM pupils when looking at the tracking of pupil progress and target setting. Each CA visit includes questions on the progress of groups of learners.
- CSC has supported schools to develop creative and effective ways of focusing on removing barriers to learning and improving outcomes for eFSM learners.
- The business plan has a clear focus on all elements of reform and how we can support schools to implement change effectively to the benefit of all learners including all vulnerable and disadvantaged groups.

Next steps

CSC will also look at developing the following:

- Improving outcomes for all learners including disadvantaged learners. This is a thread running through all objectives.
- Improving outcomes for vulnerable learners included as a performance management objective for all school improvement advisers.
- Make the monitoring and evaluation of the Vulnerable Learner's project more robust.
- Pilot a template for planning and evaluating grant spends including PDG, to reduce bureaucracy for schools.
- All schools to submit PDG plans centrally on CRONFA. Hold a two-day evaluation of PDG spending across the region.
- Develop a Wellbeing Strategy to be included in the Teaching and Learning Strategy with a focus on attainment for **all** leaners through high-quality provision.
- The professional learning offer will be structured around the learning from the projects taking place this year.

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- Further develop the quality of teaching and learning, including that for vulnerable learners.

5.4 <u>CSC annual survey</u>

Vision and purpose

To evaluate the quality of support provided for schools in relation to developing collaborative approaches to professional learning within and between schools in the central south region.

What have we done this year?

- A comprehensive survey has been completed by 20% of schools, which has run on an annual basis since 2016. The survey focuses on pupil engagement and alienation from school, and staff professional and collaborative learning.
- Each participant school receives a report of their individual results as well as a comparison to the central south region, and a user guide to support them in utilising the data.
- Survey schools were provided with the opportunity to attend pupil voice training led by experts from Swansea University, to utilise the survey results within school-based pupil voice activities.
- Support and development of CSC school improvement staff has been provided through professional learning and training sessions on the annual survey and its results.
- A research poster was produced for the joint WG and British Educational Research Association (BERA) research conference (2018).

Evidence of impact

PUPIL AND STAFF FEEDBACK

In addition to the performance data available, CSC is also collecting qualitative feedback about the impact of key strands of activity through an annual survey completed by staff and pupils in 20% of schools in the region. The highlights from the November 2018 survey include the following.

Staff survey

- Some 60% of classroom teachers, up from 50% last year, indicated a greater willingness to lead professional learning.
- Some 76% of staff felt that working collaboratively with other schools had improved pupil learning and attainment, and 80% of staff felt that working collaboratively with other schools had enhanced classroom practice.
- Approximately two-thirds of primary staff and just over two-thirds of secondary staff who had worked on cross-school projects felt the cross-school working had improved

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their overall leadership skills, had helped them lead learning, and had provided them with support.

- Two-thirds of all staff stated they had involvement in action research.
- The use of research evidence was reported by three-quarters of all staff.

Pupil survey

- Pupils were generally positive about school, with over 80% indicating that 'for some' or 'most of the time' they felt positive about learning and their relationships with teachers and classmates.
- Of the three aspects covered in the survey (teachers, learning and peers), compared with pupils indicated the highest level of alienation from learning.
- There was a positive correlation between social wellbeing and pupils' level of alienation. Pupils' who stated they rarely or never felt alienated from learning were more likely to value school in terms of it providing them with social status and approval.
- If pupils valued school in terms of their physical wellbeing (that is, as a friendly and welcoming place), they were more likely to be comfortable in taking risks, not worry when they made a mistake and to persevere when work was difficult.
- Overall, primary school pupils were more positive than secondary school pupils about their teachers' ability to support their learning, in respect of finding out what they already know.
- The vast majority of pupils agreed or strongly agreed that they kept on working until they finished even when they found their work to be difficult.
- Students who agreed or strongly agreed that they have a say in what they learn about in lessons and how they are taught in school were less likely to report that they found it hard to concentrate or were easily distracted. As school years progress, pupils feel they have increasingly less influence over what and how they are taught.

Priority areas for CA work have been identified through the annual survey using the pupil- and teacher-response data, to identify areas for challenge adviser work with schools.

Next steps

Engage with a Higher Education Institute (HEI) to conduct a review of the CSC annual staff and pupil survey resulting in a written report with recommendations. CSC will use the recommendations from the report to review the annual survey model and fully utilise its findings to gather useful data which will then be used to inform CSC business planning and MER activity.

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5.5   School Improvement Groups (SIGS)

Background and objectives

All schools have been placed in cross-regional school improvement groups. Each SIG is composed of schools from different local authorities, in different places on their learning journey and with different socio-economic intakes. A headteacher in each group acts as the convenor. The role of the convenor is to facilitate collaborative working and to coordinate work across schools in the SIG.

The SIGs have a number of aims but are essentially intended to support schools to work collaboratively in order to focus on and secure improvement in key aspects of school improvement. In addition to deepen and engage in joint practice development between schools in the group. SIGS are provided with minimal levels of seed funding (£500 per school per primary SIG and £1500 per school per secondary SIG) to facilitate collaborative working.

What have we done this year?

Convenors are asked to submit a plan, mid-year evaluation and final evaluation on behalf of the group. Plans are monitored to ensure that they remain focused on local, regional or national priorities. Each SIG provides an evaluation of its work based on the SIG improvement targets set. SIG plans have a keen focus on relevant school improvement priorities and the opportunities for schools to share expertise across Las.

In terms of **sustainability**, headteachers who act as convenors to coordinate the work of SIGs on behalf of the region are funded £1,500 per year. In order to access the funding, convenors agree to:

- regularly attend and contribute to (or send replacements on their behalf) SIG development sessions provided by CSC;
- contribute to and collate an ongoing evaluation of one priority area of their SIG working; and
- provide a summary case study and prepare to share the successful working of their SIG across the region.

What evidence of impact do we have?

Through SIG working, nearly all schools in the region are able to engage with collaborative school improvement, and SIGs allow all schools equity of access to school improvement opportunities. All SIGs are able to use the capacity available in their SIG rather than in just their school to bring about improvement. In the convenor

survey of work from 2018–2019, approximately 94% of convenors believed that their SIG has the collective capacity to meet the priorities of the group.

SIG sharing events allow convenors to view the work of others in their group and to share barriers and enablers to specific types of work. Thematic analysis of convenor evaluations from 2017–2018 and 2018–2019 show positive qualitative feedback about the impact of SIG work. These thematic evaluations are carried out in addition to the survey and including the following:

- Teacher involvement in SIG work has reduced to around 75%. This is in line with an increased focus on senior leader and headteacher strategic work to support the new curriculum.
- The involvement of middle leaders in SIG work has increased from 63% in 2017–2018 to 75% in 2018–2019.
- 50% of SIGs have included joint-practice development as an aspect of their SIG work.
- Enquiry is a new improvement strategy for SIG working – 28% of SIGs have identified the use of enquiry in their work.
- Over 70% of SIGs have developed teacher working groups.

22 convenors were surveyed in 2017–2018 and 17 in 2018–2019; the group was not the same sample.

- When asked if SIG work had an impact on pupil standards, 88% agreed or strongly agreed, which is an increase from the previous year's 72%.
- Over 94% of SIG convenors agreed or strongly agreed that SIG work has a positive impact on teaching and learning. This is an increase of over 10% from 2017–2018.
- There has been a 25% increase in the number of SIGs that strongly agree they involve pupils in their SIG work.
- There has been an increase of around 10% of SIG convenors who agree or strongly agree that their SIG allows teachers to work across schools, from 86% in 2017–2018 to 94% in 2018–2019.

Based on **effectiveness** data submitted by SIGs to date, there is strong evidence of their impact on school improvement.

- 56% of primary SIGs are able to show positive, measurable impact on standards from their collaborative work. Of these, around 34% show a direct impact of their work.
- Approximately 22% of SIGs show a more indirect impact of their work.
- Approximately 43% of SIGs show proxy indicators of impact. That is, the impact of work during 2017–2018 cannot yet be evidenced but is anticipated in the future.

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- Around 70% of SIGs report impact on their provision as a result of collaborative SIG work.

One SIG has provided feedback of the impact of their work:

"Provision: The Hwb Network has been very effective in terms of sharing resources and ongoing communication, and needs to be continued. The group are putting together a catalogue of 'Ymadrodd yr wythnos' videos. 'Welsh Wednesdays' are successful in the schools that have implemented this – others have said this is something they intend to do. The schools successfully promoted the use of Welsh on the playground as a result of using the videos provided by another school, and have fed back through using Skype or email. Improved communication and promotion of Welsh language with parents as a number of the schools have been sending mascots home to promote Welsh language and have been adding 'Ymadrodd yr wythnos' to newsletters for parents. Improved provision of Helpwr Heddiw with some schools asking staff to plan these sessions more formally. The Urdd Residential that learners from one primary school attended proved very successful and will be offered again to pupils during the next academic year.

Leadership: The 'Healthy Helpers' (a pupil voice group) at a primary school received 'Chwarae yn y Gymraeg' training from the Urdd and now lead the running of Welsh games at break times. The work of 'The Criw Cymraeg' at each school has been developed and plays a more significant role. Welsh subject leaders will continue to use the Hwb Network to share good practice. The subject leaders will continue to drive this at their schools, as they carry on the work towards the Cymraeg campus Bronze award. A number of schools have presented to governors on the work that has taken place.

Standards: All schools continue to make good progress against the Cymraeg Campus targets. However, the work towards achieving the Bronze award will continue into the next academic year. Monitoring undertaken, in the form of listening to learners and work scrutiny, shows improved standards. As stated in the mid-term evaluation, all schools felt that nearly all pupils' oracy skills were improving as a result of promoting Cymraeg campus and the increased opportunities being provided to develop pupils' skills, and nearly all pupils had more positive attitudes towards Welsh and a greater knowledge of the culture and history of Wales. One primary school has won a Welsh Heritage Award as a result of the history project undertaken. Staff within each school have more confidence in using incidental Welsh and, as a result, are providing pupils with more effective opportunities to use Welsh."

The **quality** of the professional learning undertaken in SIG work has been supported by the use of the Kirkpatrick model[8] to ascertain the depth of learning and its impact on practitioners and, in turn, pupils. Based on work completed in 2018–2019,

- only one SIG remained at the lowest Kirkpatrick level of reaction with a focus on visits by headteachers, discussion and sharing;

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[8] Kirkpatrick

- around a third are working at the next level of learning, where they are evaluating the impact of different or improved approaches to teaching and learning and revising policies to seek to improve practice,
- around a third are operating at the next level of behaviour, where they disseminate information back to their home school on different approaches to teaching and learning and have made evidence-informed changes to practice; and
- around a third of SIGs are operating at the outermost level and deepest form of professional learning: results. At this level, they are able to show improved pupil knowledge, understanding and skills as evidenced through ongoing summative assessments, national test results and end of phase/stage assessments.

Table 6: Progress against SIG priorities identified

Deepen the joint working for SIGs where schools are only working at outer levels of engagement to date.	SIG convenor training has been provided around the Kirkpatrick model and evaluation of the impact and efficacy of professional learning
Reset SIGs where collaboration is underdeveloped.	Secondary SIGs were invited to reset. Three of the secondary SIGs have been completed and monitoring of work continues.
Ensure all SIGs have an effective convenor who will be a professional learning lead. They will be responsible for working across schools to facilitate joint-practice development activities and enquiry	Convenor training provided to all SIGs. Thematic analysis shows increase in the amount of joint-practice development opportunities being undertaken.
Ensure that all schools are clear about the respective roles of SIGs and clusters by developing clear communication around their roles in the Central South Wales Challenge.	Communications developed and shared with all schools.

Our priorities for the next academic year for SIGs therefore are to:

- Consolidate the planning requirements of the CSWC
- Further develop the evaluation framework of SIGs as part of the CSWC.
- Provide training in enquiry as a tool for school improvement

5.6   School partnerships

Background and objectives

In previous years, individual budget holders approved requests for funding to support schools/ It was felt that a clearer, formal and transparent process was needed, and so,

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during 2017–2018, a resource board was established to approve all requests for additional funding in vulnerable schools.

A support plan was agreed by the SLT which would provide a detailed overview of all the support for the individual school and would also include any additional support requiring funding by CSC. Once approved by the senior challenge adviser, a support request form would be completed and submitted for consideration by SLT.

The resource board would only consider requests of support from schools categorised as either Red or Amber and in relation to the following:

- Senior Leaders of Education (SLE)
- Consultant Leaders
- Consultant Governors
- Vulnerable Schools; and
- Pathfinders.

School-to-school support was provided by the Hub schools, with all Hubs committed to providing 10 days of support to Red and Amber schools, to be brokered by challenge adviser working with the strategic team. However, evaluation through LA performance reports and strand evaluations highlighted the flaws in this process and the underuse of this support.

Following self-evaluation, the funding for Hub schools was reduced to create an intervention budget that would be managed centrally through the resource board. There is one budget heading for intervention, with different detail codes for all the different types of support, such as consultant governors

What have we done this year?

The types of support requested have been widened to reflect the curriculum support previously provided by the Hub schools. The overall budget for intervention in 2018–2019 was £642,000.

The different types of support are included within the revised support template. Pathfinder relationships are still available but costed according to need, with the detail included within the support plan.

The grants officer provides a cumulative summary of all requests historically approved and approved requests are presented to SLT on a monthly basis for information only. Urgent items are tabled at SLT meetings and are considered under AOB.

Success measures

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- Increased accountability for public funds;
- Clearer audit process; and
- Improved identification of expected outcomes of additional funding with clear evidence of progress/impact.

The table below provides an overview of the requests made to the resource board broken down by each local authority:

Table 7: Resource Board Requests by local authorities in 2018–19

LA	IBA %	Spend £	% Split	No. of schools supported	No. of schools supporting	Total no. of requests
Bridgend CBC		£29,700	11%	9	8	12
Cardiff C		£102,300	39%	20	16	20
RCT CBC		£69,061	26%	20	11	12
Vale CBC		£34,200	13%	12	7	10
Merthyr CBC		£28,800	11%	7	5	13
Total	**100%**	**£264,061**	**100%**	**68**	**47**	**67**

Table 8: Type of spend per Resource Board Requests by local authorities in 2018–19

LA	Curriculum	Leadership	Teaching & learning	Total
Bridgend CBC	£14,450	£9,250	£6,000	£29,700
Cardiff C	£23,700	£62,150	£16,450	£102,300
Merthyr CBC	£7,000	£13,200	£8,600	£28,800
RCT CBC	£34,450	£30,611	£4,000	£69,061
Vale of Glam CBC	£16,900	£17,300	£0	£34,200
Total	**96,500**	**132,511**	**35,050**	**£264,061**

What evidence of impact do we have?

Many resource board funded projects show impact. For example, a Cardiff primary school received funding to work alongside strategic advisers to raise standards in literacy, Welsh and mathematics. The funding allowed the teachers to work directly with strategic advisers, resulting in the teachers having the skills to improve pupils' learning.

- Improved performance in literacy and mathematics in the FP since 2017–2018.
- Improved performance in literacy L4 in KS2, with the Cardiff school outlined above exceeding its 2019 target;
- Improved performance in Welsh L4 83% L5 20% from L4 71% and L5 10%; and

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- Strong eFSM progress in L4 and O5 data. In O5 data, the eFSM pupils attained a greater percentage in the higher than expected progress column than for all pupils for each subject area (33% LLC, cf. 32%, 50% MD, cf 44% and 67% Personal and Social Development (PSD), cf 44%) and at L4 in mathematics. There were equal percentages at the higher than expected progress column (30%) but the eFSM pupils had a higher number in the expected progress column (70% cf 63%) and a lower percentage in the below expected progress column (0% cf 7%).

Three RCT secondary schools received funding to develop a triad working group, to improve strategies for attendance. The funding has allowed release for leads to work in partnership with a successful Cardiff secondary school and two out of the three schools improved attendance in the last academic year. One of these schools has recently had an Estyn visit, where the inspection team noted:

"The school has employed a range of worthwhile strategies to raise awareness of the importance of regular attendance with pupils and parents. These include using social media, assemblies, circle time and first-day absence calls. Leaders have also reinvigorated successfully the reward system to maintain pupils' engagement. Close monitoring of attendance in lessons and follow-up from staff has led to a significant reduction in internal truancy. The school has recently adopted a range of beneficial systems for collecting useful data on attendance and behaviour. Leaders evaluate this data rigorously and act upon it swiftly. Since January 2019, school data indicates that there have been improvements in attendance patterns for many pupils."

A Cardiff secondary school received funding to allow release of senior and middle leaders to work alongside their counterparts from a neighbouring school. The release allowed opportunities for working collaboratively on several areas including:

- Enhancing the capacity of the SLT during the time of transition to the new school buildings;
- Support the induction of the new AHT with responsibility for wellbeing;
- Supporting the development of temporary acting assistant headteachers with responsibilities for behaviour for learning and for inclusion; and
- Newly appointed Head of Sixth Form needs development in use of Alps for target setting, tracking and quality assurance to ensure teachers (and leaders) are able to share practice around managing change effectively in response to the new curriculum.

The Cardiff school has been able to ensure that a greater proportion of lessons are judged 'good' or 'better', including a 'good' judgement for behaviour for learning. The school has continued to develop practices to improve whole-school levels of

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attendance and punctuality, and further reduce exclusions as a result of this collaboration.

Next steps

- Improve systems for brokerage to ensure that the most appropriate professional learning activity is used to support a partnership; and
- Improve systems to evaluate impact more accurately.

5.7   Challenge Adviser (CA) deployment

Background and objectives

Our shared objective, developed in partnership with local authorities and schools in the region, is to continue to improve educational outcomes through excellent leadership and teaching and through reducing the impact of poverty on educational outcomes.

We are doing this by building the capacity of schools to be self-improving. We are developing a culture that embraces innovation and enables teachers and leaders to work together to improve practice in ways that are informed by research and have a positive impact on pupils' achievement and progress.

Our vision is to enable schools to lead this work themselves by increasingly delegating the responsibility and resources, backed by a robust system of accountability. We believe that this is vital in order to secure sustainable long-term improvement in the achievement of all children and young people in the region.

Following a review of the working practices for CAs last year, we are now entering the second year of schools receiving a greater number of CA visits. Where possible, CAs continue to be deployed in geographical clusters, but the current allocation model restricts this. We have increased to 15 partner headteachers working in the service, which ensures that our practice is current and relevant and ensures that current school knowledge and practice is built into our service delivery. Also, partner headteachers are building capacity within the system, delivering the model and practice to schools and headteacher within their own school cluster. The over-arching principle of CSC is to build in-school capacity which is both sustainable and efficient.

Challenge advisers provide challenge and support to each school in the region (with more time allocated to the schools most in need) and provide data analyses to support schools' self-evaluation and improvement planning.

What have we done this year?

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Challenge advisers have been required to challenge and support schools across the region either to sustain high outcomes or to improve outcomes for all their learners. Consequently, this has been the driving objective underpinning all visits to all school regardless of categorisation colour. A range of school improvement tools has been used by challenge advisers to monitor and evaluate performance of all learners, namely:

- scrutiny of school's self-evaluation and school development planning processes in identifying the improvement priorities;
- book looks;
- listening to learners;
- learning walks; and
- meetings with school staff including senior leaders and governors.

CAs play a key role in helping schools improve outcomes for learners and in building capacity within a self-improving school system. CAs work mainly in one local authority and are assigned to a number of schools, but work in partnership with colleagues in a cluster.

The imminent large-scale reform in the education system has required CAs to provide additional and extra support to school preparing for elements of change.

The amount of time a CA spends at each school is determined by the school's support category. The CA facilitates the categorisation process for each school to which he/she is attached, and is responsible for writing the national categorisation report.

CAs support governors in the performance management of headteachers and in the recruitment of senior posts. Support for schools is provided largely by other schools, and the challenge advisers play a key role in brokering the school-to-school support. In summary, CAs engagement with schools includes:

- review, challenge and support meeting with the headteacher and governors to identify category;
- authenticate priorities for improvement;
- review a headteacher's performance objectives and agree objectives for 2018–2019;
- broker additional support and implement as part of school improvement plan;
- monitor progress against agreed priorities in school improvement plan;
- review progress against headteacher's performance objectives;
- review progress of all learners;
- agree pupil-level targets; and
- agree plans for grant spend.

What evidence of impact do we have?

- Overall more schools are being removed from Estyn follow-up categories within timescales: 16 schools in 2018–2019 compared to 11 schools in 2017–2018;
- Increase in green category schools
- Early identification of schools requiring support shown in change in categories.

One primary school was placed in a category of in need of significant improvement in February 2018. With support from the CA, the headteacher, the deputy headteacher and the SLT moved at pace to create a post-inspection action plan that appropriately focused on rapidly improving the quality of teaching and learning, standards in literacy and ICT, curriculum coverage and the quality of monitoring and review.

The Post Inspection Action Plan (PIAP) was approved by Estyn in June 2018.

In September 2018, a new challenge adviser began working with the school. Support was brokered, via funding from the CSC resource board, for a foundation phase alliance school to work alongside staff to improve the pedagogy and practice in the foundation phase and also improve outdoor provision. Teachers from both schools worked together to support the school in need, developing and sharing good practice for the benefit of learners.

Other support was provided by the CSC strategic teams for literacy and ICT. This involved staff training, curriculum development and work with school leaders to improve their roles. The leadership of the school, supported by the challenge adviser, established high expectations for the quality of teaching, learning and feedback, with training and coaching designed to meet the needs of individual teachers.

At the same time, CSC funded a consultative governor to work with the governing body to ensure it was operating in the way a governing body should in challenging and supporting the school. The development of the governing body was also supported by the challenge adviser.

The challenge adviser worked closely with the headteacher and SLT, developing their roles in evaluating the progress being made and planning a way forward. In addition, their improved role in challenging and supporting underperformance was crucial in ensuring the rapid progress being made.

By the end of the spring term 2019, emerging progress was clear and evident. The improvement in the quality of teaching was impacting on the progress being made by pupils, and classroom activities were engaging and enthusing learners. The practice and pedagogy in the foundation phase was developing well, with pupils working more independently. The schools' leadership was better equipped to provide honest self-

evaluation, and the governing body was more appropriately challenging and working more effectively.

The school was removed from the Significant Improvement (SI) category following an Estyn monitoring visit in July 2019. The inspection team recognised and praised the value of the training and support the school had received and was impressed by the speed and efficiency of improvement in many areas. The school is now on positive improvement journey and has been categorised as in need of Yellow support for 2019–2020, thanks to the close, collaborative working between all partners including the school, the local authority and the consortium.

Next steps

- Ensure a greater emphasis on the 'support' element of the CA role to strengthen brokering and signposting schools to appropriate professional development support.
- Work towards allocating challenge advisers to clusters of schools and facilitate working between secondary and primary CAs.
- Review quality assurance processes and performance management processes to ensure consistency across the organisation, resulting in school improvement staff being accountable for the support they provide to schools.
- Improve the quality and consistency of school improvement advice, support and challenge to schools through effective line management and appropriate effective professional learning.
- Review the deployment of school improvement advisers.

6.0   CONCLUSION

In 2018–2019 there was a further 2% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 461 which subsequently reduced the spend per pupil. However standards overall were maintained.

In 2018–2019, performance for the region exceeds the national average for the majority of performance measures across all key stages. For Foundation Phase, Key Stage 2 and Key Stage 3, the region exceeds the national averages, with the only exception being FP LCW O6+. For KS4, the region exceeds the national average for four of the five interim performance measures and is within 0.2points for the fifth interim performance measure. The region is the highest performer for the Capped 9 points score when compared to all other regions across Wales and is the second highest performing region for the remaining four interim performance measures. For KS5, the region exceeds the national average for all four performance measures, and is the highest performing region in Wales for three of these four performance measures and the second highest performing region for the remaining performance measure.

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The gap in attainment for pupils eligible for free school meals and those not eligible for free school meals has widened for nearly all performance measures across FP, KS2 and KS3, which is due to the performance of eFSM pupils falling at a faster rate than non-FSM pupils. For KS4, the gap in performance for the region is narrower for Capped 9 Points Score and Welsh Baccalaureate Skills Challenge Certificate but wider for the remaining performance measures. The gap in performance remains too high for the region.

Table 9: Comparison of Core Expenditure per pupil from 2016–2017 to 2018–2019

	2016–2017	**2017–2018**	**2018–2019**
LA contributions	£4,195,662	£3,985,879	£3,906,161
Pupil numbers	146,711	147,236	147,697
Spend per pupil	£28.60	£27.07	£26.45

The vision for a school-led self-improving system has meant that delegation rates to schools for grant-funded activity have increased from a rate of 94.4% in 2016–2017 to 95.6% in 2017–2018, however slightly decreased to 93.2% in 2018–2019[9].This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

During 2018–2019, there continued to be some cross subsidisation between the five authorities. Monetary benefits of regional working were achieved by Cardiff and Merthyr (compared with Bridgend and Vale of Glamorgan in 2017–2018, Merthyr, RCT and Vale of Glamorgan in 2016–2017, Merthyr and RCT in 2015–2016 and Cardiff and Merthyr in 2014–2015) specifically, but the additional benefits of working regionally can also be seen in the impact on both standards and outcomes across the region.

A comprehensive analysis of resources provided to schools in individual local authorities identifies a cross subsidisation of core funding. Core funds are directed to schools in inverse proportion to need across the region. However, when consideration

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[9] MEAG and Gyspy Traveller allocations removed from the EIG in 2018–2019

is taken of all delegated resources, local authorities receive between –1.46pp and +1.64pp when compared to the percentage of funding they contribute to the overall core budget. Schools requiring additional resource due to being categorised as requiring Red and Amber support are balanced by additional funding provided to build capacity and promote school-to-school working.

CSC continues to provide a regional school improvement service which combines resources allowing for economies of scale to be realised. Regional working also ensures a consistent service to schools and allows for a more flexible deployment of staff to respond to crisis as they arise. Operating regionally also encourages the recruitment of high calibre staff with the opportunities for professional development across a wider geographical region and in addition access to high-quality professional learning.

CSC is able to take advantage of the additional services provided through the host authority through the establishment of SLA agreements. The over-arching principle of CSC is to build school capacity that is both sustainable and efficient.

A small team is held centrally to facilitate improvement and change in a sustainable way. Over time the numbers of centrally employed school improvement advisers has been reduced significantly. Differentiated support according to need *(Challenge & Support Framework)* allows for an agile workforce with the ability to work intensively where needs are identified. Increasingly, partner headteachers are deployed as school improvement advisers to ensure that support for schools is based upon recent experience, especially at this time of significant change.

As CSC continues to develop as a learning organisation, significant changes to the working practices are made in order to maximise the impact of school improvement activities. The initial findings of the ISOS review highlighted the need to review the Governance structure of CSC to ensure full engagement with head teachers in the school-led system.

During 2018–2019, a full review and change to the Hub programme and the networks used to deliver key messages and support were developed to ensure effective support and professional learning opportunities for Curriculum Reform and all other aspect of national reform. These changes will be evaluated for impact and reported in 2020–2021.

The process for allocating additional resources has been refined during 2018–2019 within the Resource Board. The Senior Leadership Team agree all requests and this has ensured a more clear, transparent and fair approach to enable CSC to deliver a focused, timely and bespoke support to schools in need to improvement. The

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challenge adviser is key to this process, monitoring the progress and impact of specific support and/or interventions. Systematic reporting on the evaluation and impact of the additional resource is discussed in local authority performance meetings as well as discussed in senior leadership meetings within CSC.

The centralisation of the governor support programme and the employment of a CSC governor training officer from 2017 have improved the consistency and quality of support to governing bodies. During 2018–2019, online resources have been developed for use by governors, and additional professional learning programmes (in addition to the annual conference for governors) have focused on the requirements of schools in relation to all areas of reform.

Key infrastructure developments have improved access to IT resources and allowed staff to work remotely both effectively and efficiently. The introduction of cloud-based services has improved collaboration across the service. There is further work to be done, however, to integrate the full potential of cloud-based services and integration with the national resource Hwb.

Evaluations of ongoing work are reported to key groups within the governance structure of CSC as part of the work of the Research and Evaluation Board. This enables CSC to respond quickly to any identified concerns with service delivery, and ensures that effective self-evaluation processes are in place. The organisation would benefit from mapping all self-evaluation processes to ensure that all intelligence is used effectively to support future planning.

Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact and value for money can be identified in the following areas:

- Raised standards in literacy/English/Welsh, numeracy and mathematics at almost all phases
- Overall improvement in school categorisation profiles
- Increased engagement in professional learning across career phases. During 2018–2019, at least one practitioner from 72% of schools in the region engaged with a Hub professional learning programme. In addition, nearly all practitioners reported that the actions they had undertaken as a result of the programme had impacted on standards and outcomes
- Alternative peer-engagement models have provided an effective standard, with the categorisation reports produced by the peers being approved at all moderation stages, and have provided an accurate and valuable identification of areas for improvement for both standards and capacity to improve.

The annual survey conducted in November 2018 provided evidence of the following:

- Increased engagement in action research. Three-quarters of staff state they have been involved in action research over the last 12 months, with 36% of class teachers having done so frequently (termly or more)
- 75% of staff indicated they had engaged in professional development in 2018 (an increase from 39% in 2016 & 68% in 2017)
- There is a high level of belief among staff (90%) in the positive role correlation could play in school improvement
- The implementation of the new curriculum is starting to permeate the majority of primary and secondary schools.

Finally, having identified improvements in performance across a range of indicators and the continuing improvements over a number of years, CSC is confident in the assertion that value for money can be demonstrated across a wide range of activity.

7.0 RECOMMENDATIONS

Central South Consortium commit to taking the following next steps:

- Review specific aspects of the Central South Wales Challenge Model (Hubs) in line with emerging priorities for professional learning and national reform. Professional learning opportunities should be accessible to all schools in line with the national approach to professional learning. CSC professional learning offer will support the new Curriculum for Wales and the development of a high-quality education profession with inspirational leaders
- Support schools to improve outcomes from specific groups of pupils including More Able and Talented (MAT) and Children Looked After (CLA), as well as eFSM
- Evaluate recently introduced strategies for improving the progress of vulnerable learners, to support schools to develop as strong and inclusive with a commitment to wellbeing equity and excellence
- Evaluate the impact of the Vulnerable Learners' Project, and consideration given to taking the learning from the project wider;
- Strengthen collaboration with local authority officers to best support vulnerable learners
- Refine the Annual Survey to provide evidence for future planning
- Further develop the evaluation framework of SIGs as part of the CSWC
- Improve brokerage of professional learning opportunities within the support remit of challenge advisers, specifically in relation to school partnerships
- Review the deployment of challenge advisers
- Streamline the processes relating to grant-funding requirements in order to reduce the workload
- Include an additional priority in the 2019–2020 Business Plan to improve the effectiveness and efficiency of Central South Consortium.

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In November 2018, ISOS partnership were commissioned to undertake a review of the regional delivery arrangements in the Central South region. ISOS were asked to consider:

- How well is CSC performing currently and how well does the organisation understand its own performance, strengths and challenges?
- Are there other examples elsewhere to learn from, in particular around the development of a school-led system?
- Is the current model fit for purpose for the future taking account of WG planned changes to the education system?
- Is the model affordable over the next three to five years with a likely continued period of austerity?
- What needs to change over the next three to five years, and how will these change be implemented?

During the review, the main messages heard included questions raised about value for money and evidence of impact. At this time, when LAs are required to deliver significant savings, questions were raised about value for money from the consortium. Concern was expressed regarding the level of detail contained in reports about the impact of different school improvement activities. CSC accepted all the recommendations and will develop and monitor an implementation plan to take forward these recommendations following the review.

Priority Drive Teams identified within the business plan (2018–2019) should continue to produce detailed, costed plans for funding, detailing the overall purpose of the initiative as well as identifying the risks, outcome measures and means of verification to ensure an ongoing focus upon value for money. The impact reports can then inform future strategy development.

Progress has been made to ensure that when additional funding / resource is provided to schools in need, expected outcomes are identified to ensure good value for money at the planning stages. This is achieved by the development of the school support plan and the systematic reporting of impact. Funding is not released to schools until the work has been undertaken and the evaluation report received. Further refinement is required, however, on the effective brokering of the support for schools from the available Central South Wales Strategy models.

Strand evaluations for 2019–2020 should continue for the following areas:
- Vulnerable Learners Project
- Peer Engagement and Collaboration Models
- Central South Wales Challenge (with focus on Hub Model)
- Annual Survey

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APPENDIX A

1.0   CENTRAL SOUTH CONSORTIUM – OUTCOMES

In order to ascertain where CSC provided value for money in 2017–2018, an analysis of standards across the regions as well as by local authorities within CSC has been produced.

Analysis will include all key stages (including key stage 5) as well as comparisons between eFSM and non-eFSM.

The WG 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.'

In addition, the eFSM/nFSM is from CSC matched data sources and may differ from that produced historically due to lower matching rates attainable for the region.

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.

1.1   Foundation Phase outcomes

- Regional performance remains above the national average at all levels in the most recent year with the only exception being LCW O6+. 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.

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1.2   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 this year.

- However, at the above-expected level performance has fallen for all performance levels this 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 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.

1.3   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.

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- Regional performance at the above-expected level continues to exceed the national average for all performance measures this 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 this 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 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+.

1.4   Key Stage 4

The WG, alongside several partners and experts, has undertaken a 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:

- a narrowing curriculum choice;
- a 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.

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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 WG, 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 unaggregated 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.'

Due to the changes to the performance measures for reporting in Summer 2019, only limited information can be provided for KS4 2019 results within this report.

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.

Table 1: Methodology of KS4 interim performance measures

Interim measure	How it is calculated	Differences from previous years, and why comparisons cannot be made
Capped 9	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. 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. The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.	Only a pupil's first entry will count WJEC science GCSE only

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	The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot. The best grade from a science GSCE can contribute towards the science slot. (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).) The remaining six qualifications will include the pupil's best performance in either GCSE and/or vocational equivalent.	
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

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.

Links have been included below to analysis produced by WG, which provides a commentary on the performance of the region:

https://gov.wales/examination-results-september-2018-august-2019
https://gov.wales/sites/default/files/statistics-and-research/2019-12/examination-results-september-2018-august-2019-080.pdf

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- CSC exceeds the national average for four of the five interim performance measures for KS4.

- The only performance measures where CSC is below the Wales average is Average Points Science, where the average points seen for the region is 0.15 points below the Wales figure (36.7 compared to 36.8).

- The points score equivalent for each GCSE grade:

  A*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16, U=0.

1.5 Key Stage 5

- Level 3 Threshold has increased again in the most recent year and has achieved its highest ever position.

- Performance in the other three main performance measures has reduced in the most recent year, but all measures continue to exceed the national average.

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

- Over the latest three-year period, the region has improved by 0.6pp, with three of the four LAs in the region also increasing for this performance measure over this same period. The improvement in the region compares against a maintaining of position nationally for this performance measure over the same period.

1.6 eFSM performance

1.6.1 *Foundation Phase*

- 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.

1.6.2 *Key Stage 2*

- At the expected level the gap in performance between eFSM and nFSM pupils has widened for all performance measures in the most recent year.

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- 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.

1.6.3 *Key Stage 3*

- 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.

1.6.4 *Key Stage 4: interim performance measures*

- The performance of nFSM pupils in the region exceeds that seen nationally for all five interim performance measures.

- However, for eFSM pupils performance is below the national performance for both the two measures of the Average Points in Literacy and Science.

- The gap in performance between eFSM and nFSM pupils is lower for CSC for the Capped 9 Points Score and the Average Points for the Welsh Baccalaureate Skills Challenge Certificate but is above the national difference for the average points score for the core subjects.

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APPENDIX B

1.0   CENTRAL SOUTH CONSORTIUM – INSPECTION OUTCOMES

In order to ascertain where CSC provided value for money in 2018–2019, an analysis of inspection outcomes across the region (2017–2019) has been produced.

A new inspection framework was introduced in September 2017 for all schools, independent specials colleges, pupil referral units and work-based learning providers. As part of these changes, the areas inspected changed and schools are now judged on the following five inspection areas:

- Standards
- Wellbeing and attitudes to learning
- Teacher and Learning experiences
- Care, support and guidance
- Leadership and management

Schools continue to be judged on a four-point scale, and these are slightly revised to be:

- **Excellent** – Very strong, sustained performance and practice
- **Good** – Strong features, although minor aspects may require improvement
- **Adequate and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement
- **Unsatisfactory and needs urgent improvement** – Important weaknesses outweigh strengths

The inspection team will, during the inspection, consider whether the school requires any follow-up activity, and the three types of follow-up activities are:

- **Estyn Review (formerly Estyn Monitoring)**
- **Significant Improvement**
- **Special Measures**

The inspection team may also judge that a school/provider has excellent practice in a particular area of its work. If this is the case, the inspection team will invite the school/provider to write a case study that may be published on the Estyn website.

2.0   LOCAL AUTHORITY – INSPECTION OUTCOMES

The number of schools inspected differs every year. The table below shows the number of schools that have been inspected in CSC over the last five academic years.

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Table 1: CSC number of Inspections

LA	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018	2018–2019
Bridgend	11	9	7	11	10	7
The Vale of Glamorgan	12	9	6	9	8	10
Rhondda Cynon Taff	23	24	19	16	20	18
Merthyr Tydfil	7	3	5	3	4	7
Cardiff	16	21	18	17	19	21
CSC	**69**	**66**	**55**	**56**	**61**	**63**

As the inspection areas have changed for inspections since 2017, only trend information since 2018 will be provided for these inspections.

2.1 Inspection areas 1–5

*Chart 1: Across regional consortia in Wales*
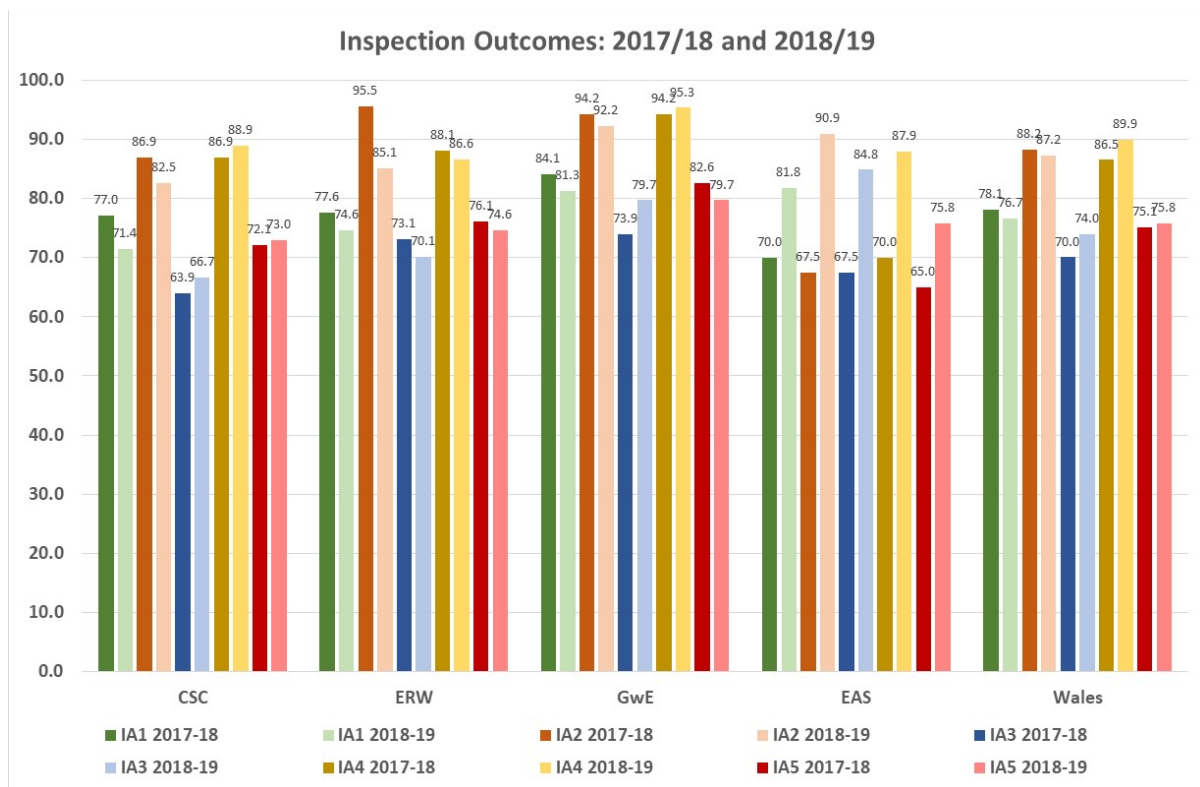
- The proportion of schools in CSC judged as either Excellent or Good is below the national proportion for all five Inspection Areas in the most recent year.

- CSC is the lowest region for the proportion of schools judged as either Excellent or Good for Inspection Areas 1, 2, 3 and 5, but is the second highest region for Inspection Area 4 (Care, Support and Guidance) for the proportion of schools judged as either Excellent or Good.

- The highest performing Inspection Area for the region is Inspection Area 4, where just under 90% of schools inspected are judged as either Excellent or Good.

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- The lowest performing Inspection Area within the region is Inspection Area 3 (Teaching and Learning Experiences), where only two-thirds of the school inspected are judged as either Excellent or Good.

2.2   Across local authorities within CSC

Chart 2: Inspection outcomes 2017–18 and 2018–19
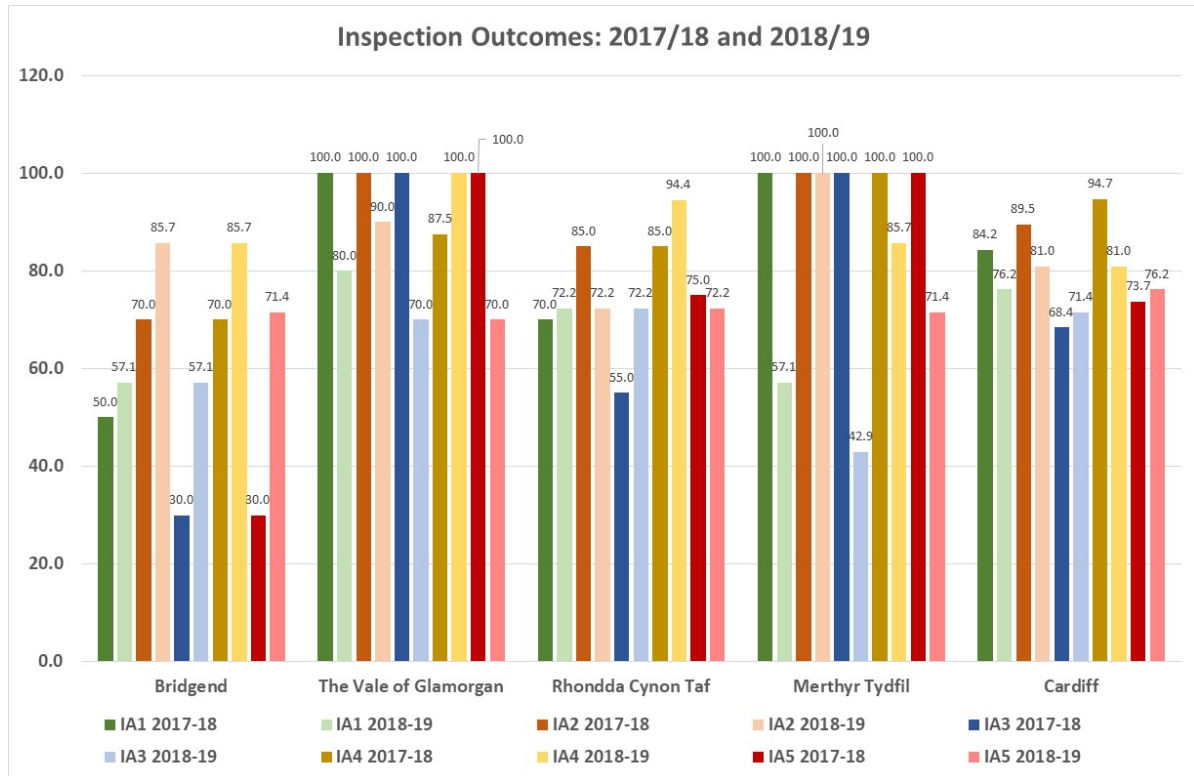
- In Merthyr Tydfil LA, 100% of schools were graded as either Excellent or Good for Inspection Area 2 (Wellbeing and Attitudes to Learning) in the most recent year. This is the second consecutive year that the LA has achieved 100% for this Inspection Area.

- The Vale of Glamorgan LA has the highest proportion of schools in the region judged as either Excellent or Good for both IA1 (Standards) and IA4 (Care, Support and Guidance) in the most recent year.

- Rhondda Cynon Taff LA has the highest proportion of schools in the region judged as either Excellent or Good for Inspection Area 3 (Teaching and Learning Experiences) in the most recent year, with Cardiff LA having the highest proportion of schools in the region judged as either Excellent or Good for Inspection Area 5 (Leadership and Management).

The inspection data analysis included in this report has been sourced using the information available from www.data.estyn.gov.uk.

2.3   Inspection follow-up

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Chart 3: Inspection follow-up activities across regions

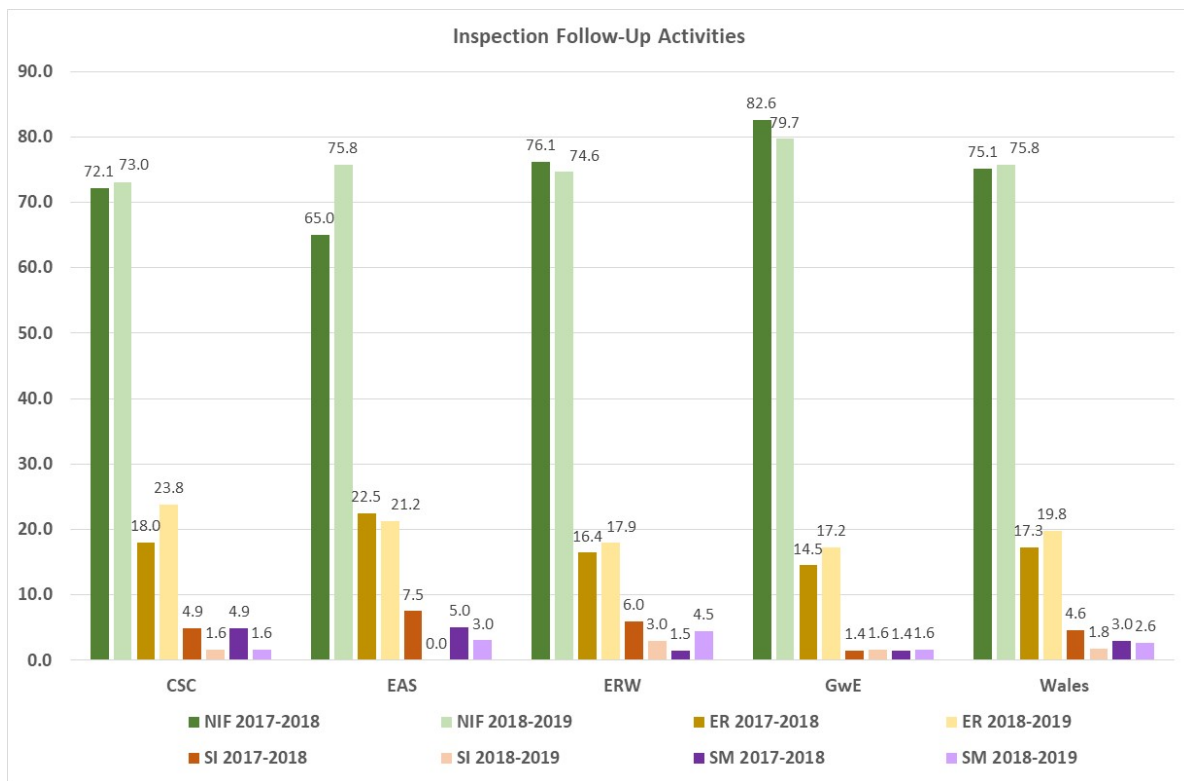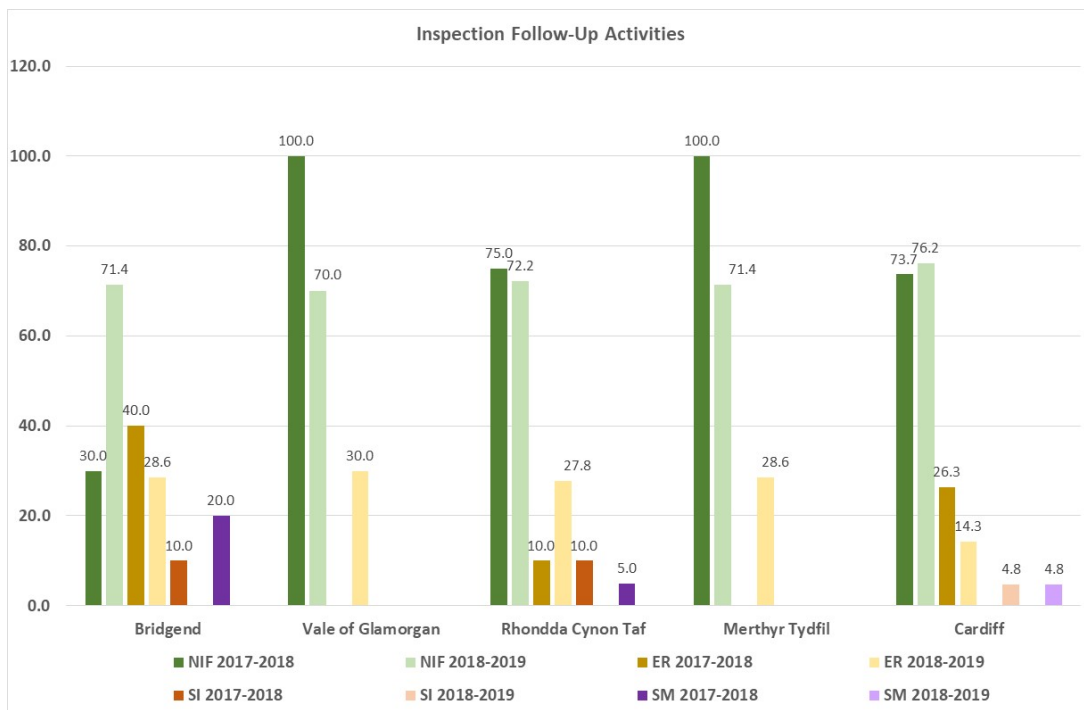*Chart 4: Inspection follow-up activities across local authorities within CSC*

- CSC has proportionally fewer schools not placed into a follow-up activity than the national proportion. The proportion of schools placed into each follow-up activity are similar for CSC and Wales for Special Measures and Significant Improvement, but CSC has a higher proportion of schools placed into Estyn Review than seen nationally.

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- In all five LAs in the region, the majority of schools are not placed into any follow-up activity following their inspection during the most recent academic year.

- In four of the five LAs (Bridgend, The Vale of Glamorgan, Rhondda Cynon Taff and Merthyr Tydfil), the majority of schools are not placed into any follow-up category following their inspections. The remaining schools in these LAs are placed into the follow-up category of Estyn Review (~30%).

- In Cardiff LA, again the majority of schools are not placed into any follow-up category, but approximately 15% of schools are placed into Estyn Review follow-up, with approximately 5% of schools being placed into both Significant Improvement and Special Measures follow-up categories.

- CSC has the lowest proportion of schools not placed into any follow-up activity when comparisons are made across the Regional Consortia.

- When compared against the other Regional Consortia, CSC has the highest proportion of schools placed into Estyn Review follow-up category.

- Around one in four schools in the region inspected in the most recent year were placed into the follow-up category of Estyn Review.

- The proportion of schools in CSC placed into the follow-up category of Special Measures is the lowest when compared against other Regional Consortia.

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2.5   _Excellent practice case study_

Chart 5: Excellent practice case studies across regions

Excellent Practice Case Study

	CSC	EAS	ERW	GwE	Wales
2017/18	37.7	25.0	35.8	29.0	32.5
2018/19	20.6	39.4	28.4	32.8	29.1

■ 2017/18   ■ 2018/19
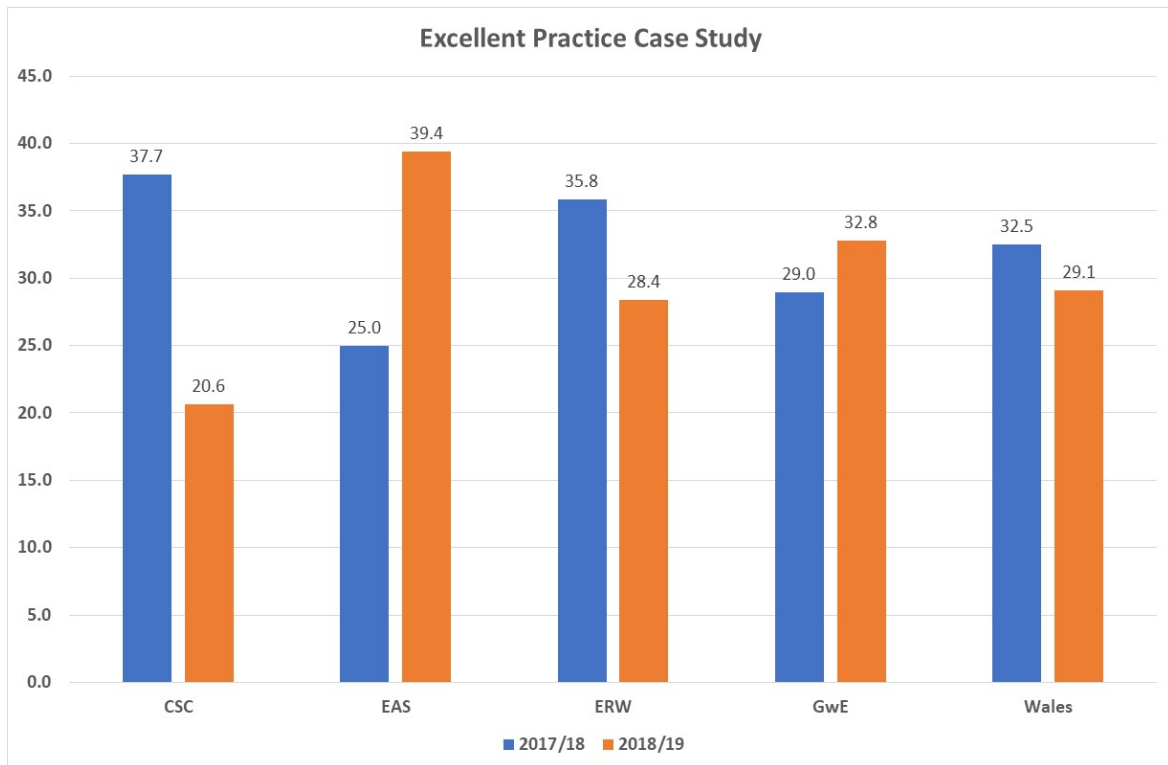
Chart 6: Excellent practice case studies across local authorities within CSC

Excellent Practice Case Study

	Bridgend	The Vale of Glamorgan	Rhondda Cynon Taf	Merthyr Tydfil	Cardiff	CSC
2017/18	30.0	75.0	20.0	50.0	42.1	37.7
2018/19	14.3	30.0	16.7	28.6	19.0	20.6

■ 2017/18   ■ 2018/19

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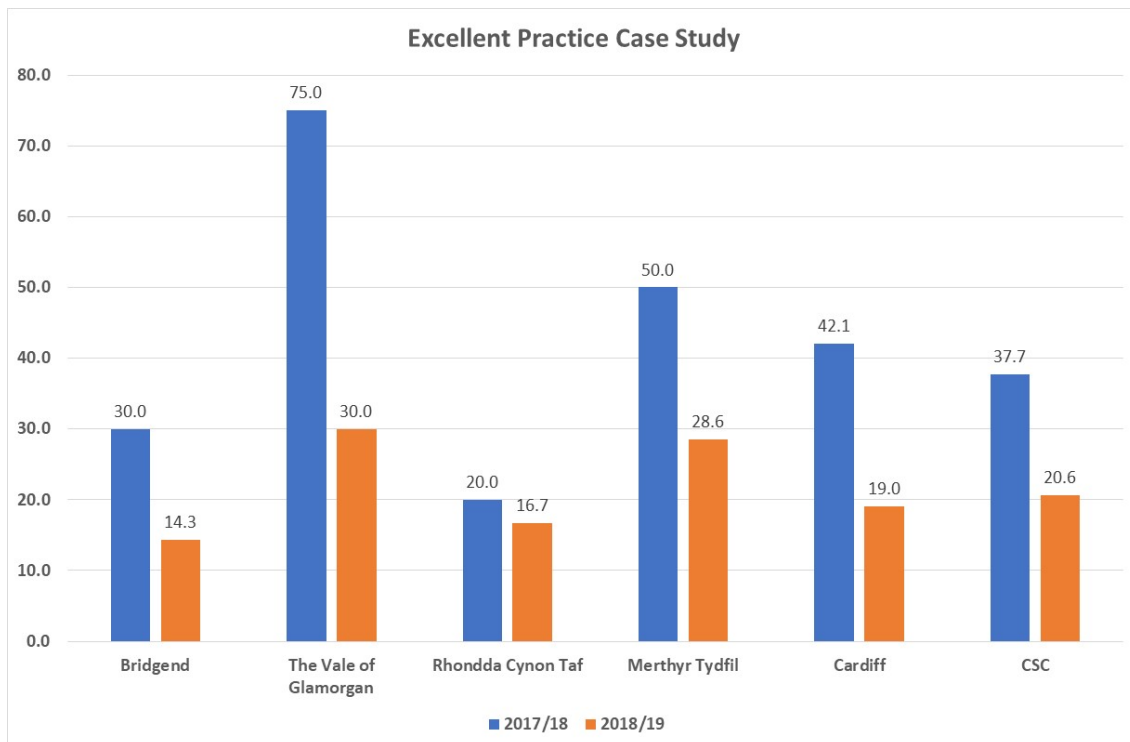
- The proportion of schools invited to create Excellent Practice Case Study has nearly halved between 2017–2018 and 2018–2019 for the region.

- There has been a national decrease in the proportion of schools identified for Excellent Practice Case Studies but at a much slower rate than seen for the region.

- In the most recent year, CSC has the lowest proportion of schools identified for Excellent Practice Case Studies when compared to the other three regions.

- The Vale of Glamorgan LA has the highest proportion of schools identified for Excellent Practice Case Studies in 2018–2019 of 30%, but this is a significant drop from that seen in the previous year of 75%.

- Bridgend LA has the lowest proportion of schools identified for Excellent Practice Case Studies within the region of 14.3% for 2018–2019. This is half the proportion seen of 2017–2018.

- Cardiff LA has also seen their proportion of schools fall by just over 50%, with Merthyr Tydfil seeing a similar proportional decrease from last year to this year.

- Rhondda Cynon Taff LA has remained fairly constant with their proportion of schools identified for Excellent Practice Case Studies, with less than one in five schools identified within the LA in 2018–2019.

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APPENDIX C

1.0   CATEGORISATION

In order to ascertain where CSC provided value for money in 2018–2019, an analysis of categorisation of schools across the region (2018–2019 only) has been produced.

382 school in the region have National Categorisation Support Categories for both 2017–2018 and 2018–2019. Of these schools:

- 27 schools moved down one support group (either from Green to Yellow, from Yellow to Amber or from Amber to Red).
- 3 schools moved down two support groups (2 schools moved from Green to Amber and the remaining school moved from Yellow to Red).
- Two schools moved down three support groups from Green to Red.
- 298 schools remained in the same support category.
- 52 schools moved up one support category (from Yellow to Green, from Amber to Yellow or from Red to Amber).

The following charts show the changes in National Categorisation Support Category for schools in CSC between 2017–2018 and 2018–2019.

Chart 1: Categorisation support category changes 2017–2018 and 2018–2019
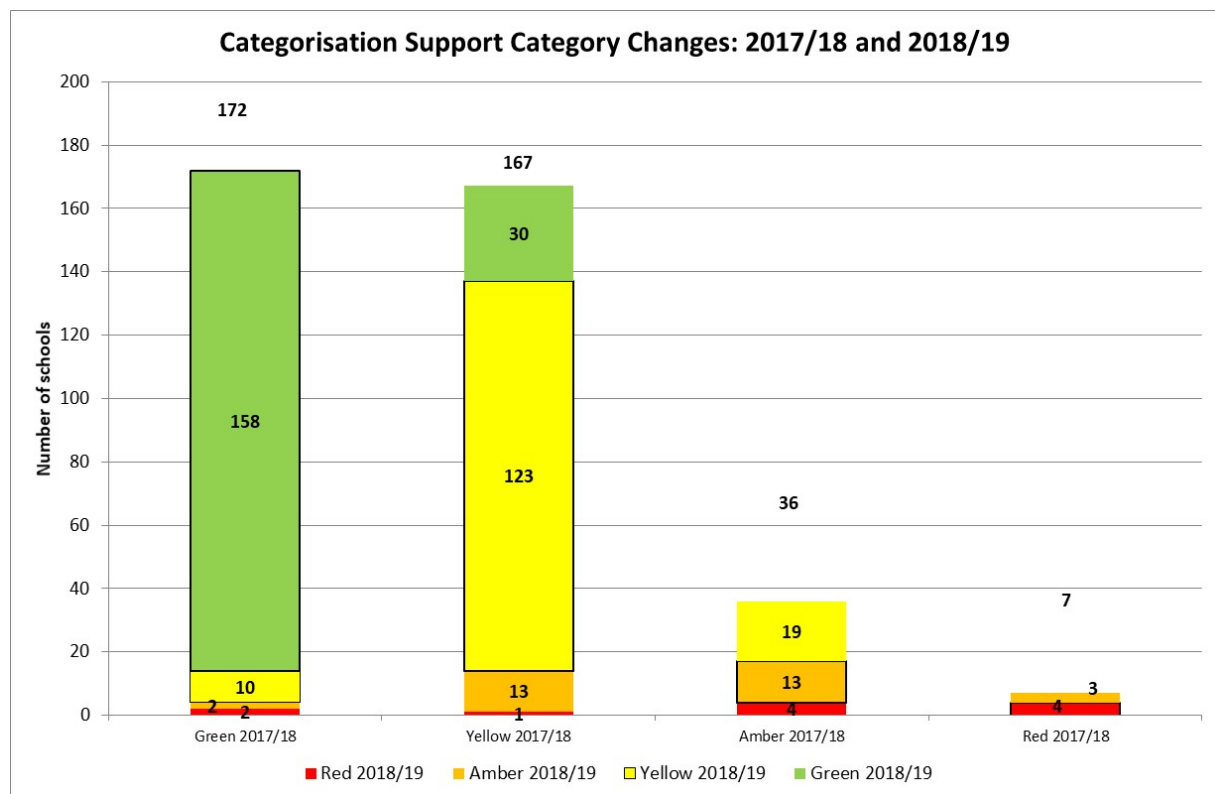
The overall trend in National Categorisation Support Categories from 2014–2015 to 2018–2019 can be seen in the summary chart provided below:

Chart 2: National categorisation support categories since 2014–2015
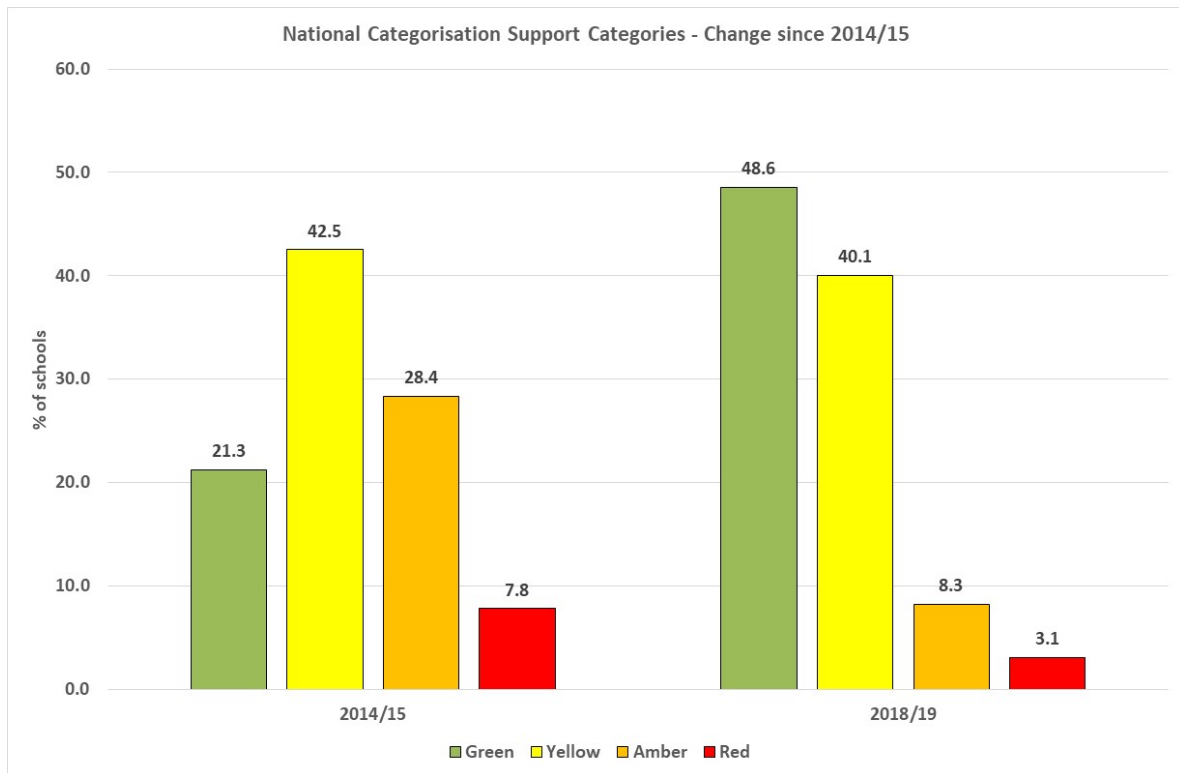
The proportion of schools receiving Green support has more than doubled over this period (21.3% pts compared to 48.6% pts), with the proportion of schools receiving Yellow support falling slightly. The proportion of schools receiving Amber support has reduced from 28.4% pts to 8.3% pts, with the proportion of schools receiving Red support also reducing from 7.8% pts to only 3.1% pts.

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APPENDIX D

ADDITIONAL PERFORMANCE MEASURES

1.0   ATTAINMENT BY GENDER

1.1   Foundation Phase

- 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.

1.2   Key Stage 2

- 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.

1.3   Key Stage 3

- 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.

1.4   Key Stage 4

- Girls outperform boys for each of the five interim performance measures for KS4, which is the same pattern seen nationally.

- The gap in performance between boys and girls for CSC is narrower than that seen nationally for all five main measures.

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- The performance of boys in CSC either exceeds or equals that for Wales for all five performance measures, with the performance of girls in CSC also exceeding the performance of girls nationally except for Average Points Science, where the region in 0.3 points below the national figure.

1.5   Key Stage 5

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

- The gap in performance has narrowed for Level 3 Threshold but has widened for all other measures.

2.0   NEETs *(b)*

The Year 11 NEET figure for the region has remained the same as seen in 2016–2017 (1.4%), with the national percentage also staying the same as seen in the previous year. The regional figure remains the lowest percentage seen since 2009, and over the last four-year period the proportion has fallen from 3.7% (in 2013–2014) to 1.4% in 2017–20/18. Nationally, the figure in 2013–2014 was 3.1%, which has reduced to 1.6% in 2017–2018. This is the third consecutive year that the region has a lower NEET figure that seen nationally, with the region continuing to be 0.2pp below the national figure.

The Year 12 NEETs figure has remained the same as that seen for 2016–2017 (0.8%). Nationally, the proportion has fallen from 1.0% to 0.8% in the most recent year, which has resulted in the region exceeding the national figure by 0.1%pts in the most recent year. Decreases were seen for three of the five LAs in the region, with only Rhondda Cynon Taff showing an increase for this measure in the most recent year (0.8% in 2016–2017 compared to 1.2% in 2017–2018).

The Year 13 NEETs figures has again decreased regionally in the most recent year, with a 0.2pp fall in the regional figure. The national decrease in the most recent year is 0.1pp., which has resulted in the regional figure being the same as the national figure for the first time since at least 2009.

(b) Please note that the 2017–2018 NEETs data is the latest information available with information for 2018–2019 due to be released during Spring Term 2020.

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Date written: 03 03 2020

Report author: Louise Blatchford

Date of meeting where the report is being considered: 19 03 2020

Appendices attached: Final Business Plan 2020/2021

Issue: Final Business Plan 2020/21

Background

1. The draft business plan was presented to Joint Committee on the 21st January 2020 for consideration.

2. Joint Committee approved the development of the following five enabling objectives:
    *   Develop a high-quality education profession
    *   Develop inspirational leaders to facilitate working collaboratively to raise standards
    *   Develop strong and inclusive schools committed to wellbeing, equity and excellence
    *   Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems
    *   Improve the effectiveness and efficiency of Central South Consortium

3. Drive teams have meet with a variety of stakeholders (including Directors to develop the business plan and detailed operational plans that sit beneath the business plan.

4. Indicative grant funding from Welsh Government is yet to be confirmed for all priority areas. Once this is received, the funding section of the business plan will be completed and shared with members.

5. Wider stakeholder consultation with all schools and other stakeholders took place in February 2020 on the CSC website. Priorities were shared and stakeholders asked for comment.

Recommendation

6. Members are asked to consider the following:

    Approve the content of the business plan and instruct officers to move forward with design and translation.

Implementation issues – cost, timescale etc.

7. Operational plans have been developed with wider stakeholders and shared with Directors. Operational plans include measurable success criteria, milestones and resourcing.

Background papers

- Business Plan 2019/20

Central South Consortium Business Plan

2020 – 2021

"Empowering schools to improve outcomes for all learners"

DRAFT FOR CONSULTATION

The final version of the business plan will be available bilingually and published on the Central South Consortium website.

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INTRODUCTION

The Central South Consortium (CSC) business plan has been developed using the outcomes of self-evaluation, research findings, analysis of outcome data, cross consortia planning as well as identification of school, local authority, regional and national priorities. A wide range of stakeholders have contributed and been consulted on the development of the plan prior to publication. These include:

- Head teachers
- Directors of Education (constituent to CSC) and Diocesan Directors;
- CSC Joint Committee;
- Staff in Central South Consortium
- Delegate Head teacher panel;
- Representative stakeholder group;
- Wider stakeholders;
- Governor Steering group; and
- Co-ordinated scrutiny group.

This business plan has been formally agreed by the Director of Education or Chief Education Officer of each Local Authority, the Joint Committee and the Lead Chief Executive.

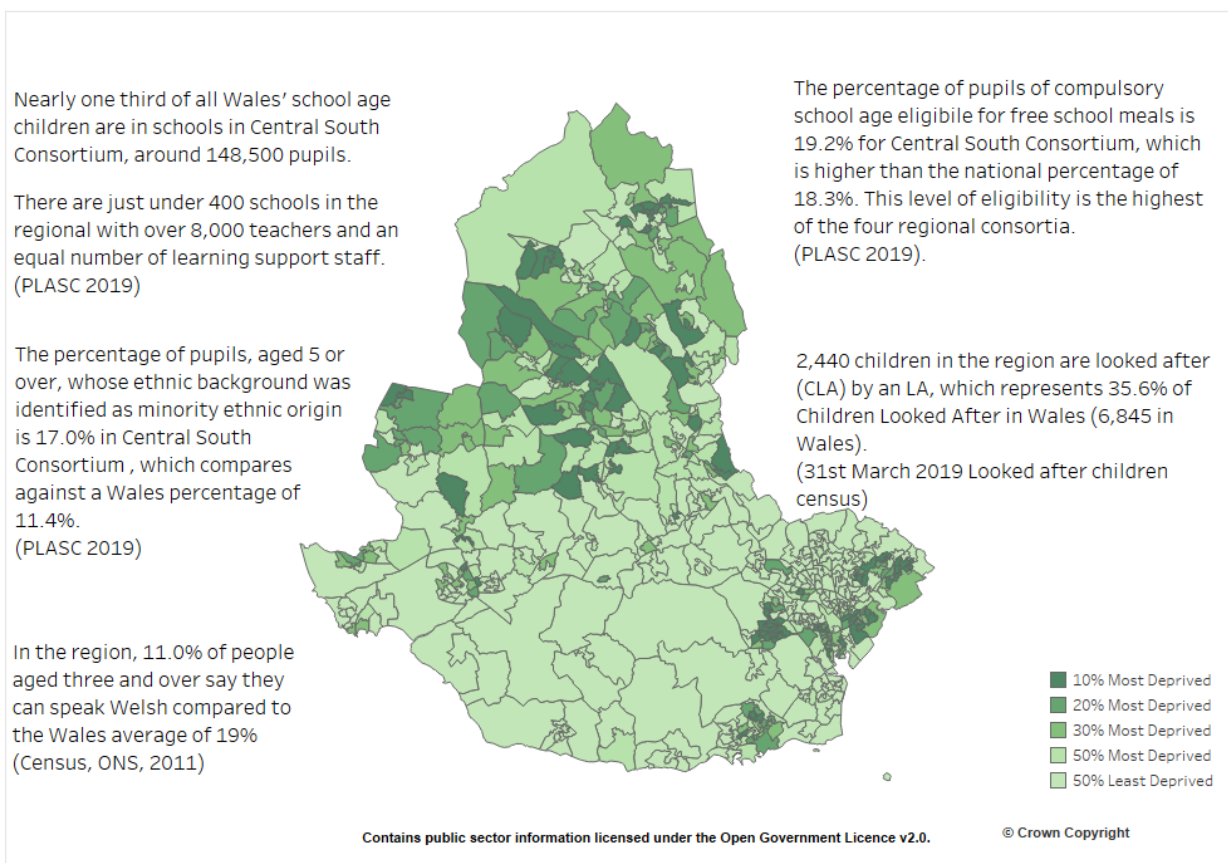|	
Cllr C Smith Chair Central South Consortium Joint Committee	
Ms C Seery Managing Director, Central South Consortium	
Ms S Walker Lead Director on behalf of Central South Consortium Directors' Steering Group	
Mr P Orders Lead Chief Executive on behalf of Central South Consortium Chief Executives	
Mr K Law Chair of the CSC Delegate Headteacher Group	
Mr C Britton Chair of the Representative Stakeholder Group	

THE REGION IN CONTEXT

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. Since 2012, however, 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.

Central South Consortium
Welsh Index of Multiple Deprivation 2019

Nearly one third of all Wales' school age children are in schools in Central South Consortium, around 148,500 pupils.

There are just under 400 schools in the regional with over 8,000 teachers and an equal number of learning support staff. (PLASC 2019)

The percentage of pupils, aged 5 or over, whose ethnic background was identified as minority ethnic origin is 17.0% in Central South Consortium , which compares against a Wales percentage of 11.4%.
(PLASC 2019)

In the region, 11.0% of people aged three and over say they can speak Welsh compared to the Wales average of 19%
(Census, ONS, 2011)

The percentage of pupils of compulsory school age eligibile for free school meals is 19.2% for Central South Consortium, which is higher than the national percentage of 18.3%. This level of eligibility is the highest of the four regional consortia.
(PLASC 2019).

2,440 children in the region are looked after (CLA) by an LA, which represents 35.6% of Children Looked After in Wales (6,845 in Wales).
(31st March 2019 Looked after children census)

- 10% Most Deprived
- 20% Most Deprived
- 30% Most Deprived
- 50% Most Deprived
- 50% Least Deprived

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THE CONSORTIUM

The Central South Consortium (CSC), established in September 2012 is a Joint Education Service for five local authorities:

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

The Consortium is commissioned by, and acts on behalf of, the five local authorities to develop a school improvement service that challenges, monitors and supports schools to raise standards for all learners in the region.

PROGRESS TO DATE

- 2019 key stage 4 performance exceeds the Wales average for four of the five interim performance measures and is within 0.1points of the Wales average for the remaining measure.

- The performance of key stage 4 eFSM pupils in the region exceeds the Wales average for three of the five interim performance measures. However, the gap in performance exceeds the Wales gap, and remains too large overall.

- Schools are positive about the opportunities offered to work with other schools within their own LAs, within their region and across other regions.

- The development and depth of school-to-school working across the region is acknowledged.

- A measure of consistency of systems and processes for school improvement across the region is now evident.

- Efficiency savings have been delivered

WE STILL NEED TO….

- Further improve the way in which we demonstrate the impact of our work;
- Quality assure provision and ensure that professional learning programmes have clear success criteria to measure impact
- Align fully with the national model for professional learning
- Ensure provision fully meets local, regional and national needs
- Recognise the changing national context and ensure a comprehensive programme of professional learning to prepare all schools for all aspects of education reform.

EDUCATION IN WALES: A CHANGING LANDSCAPE

Since the establishment of consortia in 2012, the national picture of education in Wales has developed and changed. Professor Donaldson published an independent review of Curriculum and Assessment Arrangements in Wales in February 2015, leading to a commitment to reform and the publication of Education in Wales: Our National Mission. Consortia and other partners continue to work closely together to support this reform journey in addition to the original remit of providing a school improvement service to the local authorities within the region.
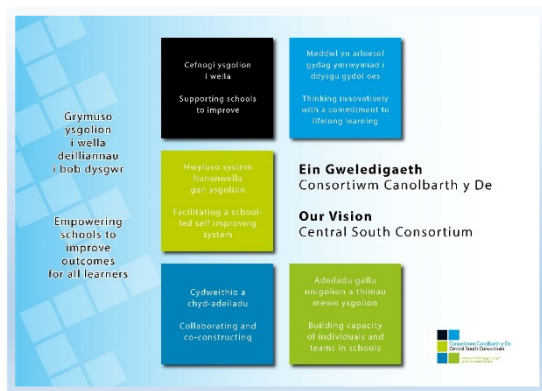
Working with stakeholders from across the region the vision for CSC remains: "Empowering schools to improve outcomes for all learners".

The business plan is designed to meet the priorities of schools, local authorities and Welsh Government, against a backdrop of a new curriculum, new accountability frameworks, new approaches to supporting children with Additional Learning Needs, the implementation of schools as learning organisations, the work of the National Academy for Educational Leadership, a National Approach to Professional Learning (NAPL) as well as changes to the way in which Estyn will inspect schools and local authorities. The delivery strategy within CSC is outlined within the Central South Wales Challenge.

IMPROVEMENT PRIORITES 2020/21

Following analysis of evidence, requirements within the National Mission and consultation with stakeholders including head teachers and local authority officers, we have identified five improvement priorities. The Consortium remains committed to its original mission of providing a school improvement service to local authorities. It is also committed to supporting schools to take greater ownership for their own improvement through the continued development of a self-improving system. The consortium also has a specific role to play in the delivery of the National Transformation agenda which means some of the priorities will be set by Welsh Government

The business plan directly addresses the priorities of the local authorities across the region. Although other priorities may be outside the remit of the Central South Consortium, CSC will work, wherever possible in partnership to support these priority areas. A detailed summary of the specific priorities of the local authorities across the region can be found in Appendix A

Crucially there is an appetite to improve by working together as a region

The business plan cannot be delivered however without a productive relationship between schools and the five local authorities which the CSC serves. The links and communication

fostered with other key partners including Welsh Government, other regional consortia, Estyn etc. is also crucial.
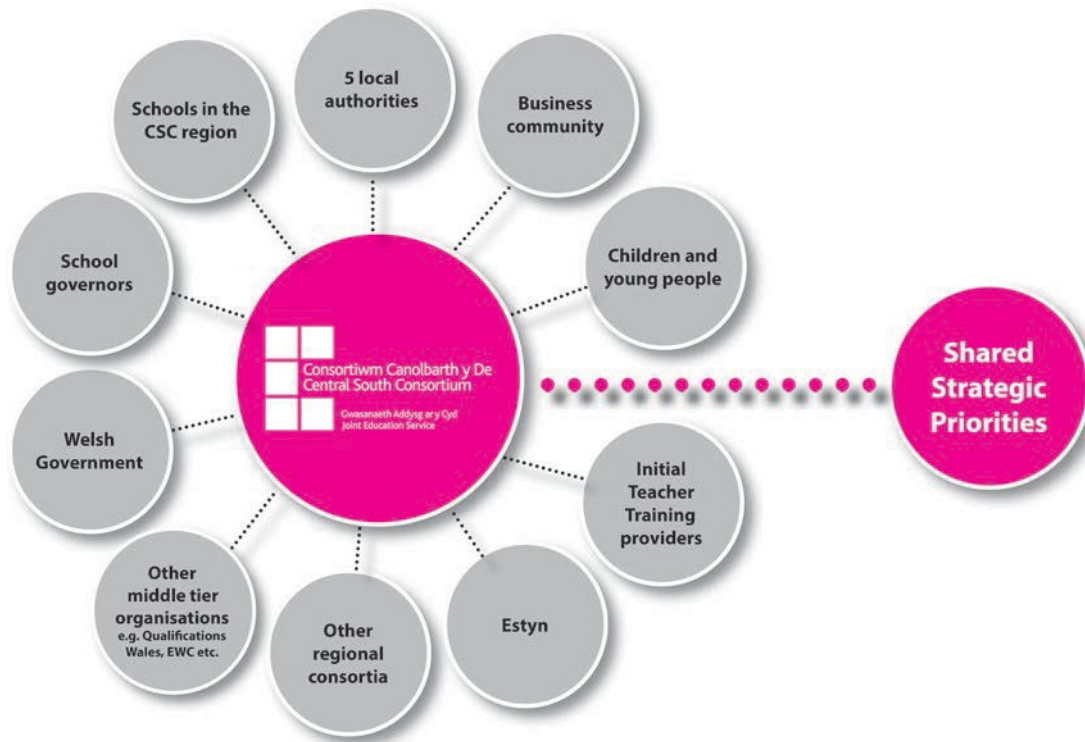
IDENTIFYING SHARED PRIORITIES

Following analysis of head teacher, local authority, and Welsh Government priorities, common priorities have been directly incorporated into the business plan and include:

- Improved Learner Outcomes
- Wellbeing and Equity
- Developing Leaders
- Improving teaching and learning
- Preparing the workforce for change

Detail of the specific priorities for key stakeholders are outlined on the following page with further detail within individual Annexes for each local authority:

Stakeholder	Strategic Priorities 2020/21
Local Authorities	Local Authority Strategic Priorities are detailed in Appendix A
Welsh Government	*Curriculum publication, engagement and feedback* *Develop a new way to measure, to inform policy, learner well being* *Work with the profession to reduce bureaucracy and reduce workload* *Continue to raise attainment for all, tackling link between deprivation and attainment* *Continued focus on professional learning, giving teachers the tools to raise standards for all* *Education Report Wales (January 2020)*

The overarching priorities for 2020/21 were agreed with the Joint Committee on the 16th January 2020.

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. Improve the effectiveness and efficiency of Central South Consortium

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.

CENTRAL SOUTH CONSORTIUM BUSINESS PLAN (2020/21)

Priority 1: To develop a high-quality education profession		
Objectives	**How will we know if we've made progress?**	**Outcome to Achieve Priority**
1.1 The regional professional learning offer is available to all schools to support national and regional priorities.	The offer is aligned to the principles of the Central South Wales Challenge model and National Approach to Professional Learning to support national, regional and local authority priorities.	The professional learning offer responds to and meets local, regional and national priorities. School engagement in regional professional learning activities increases.
1.2 Schools are supported to manage change and develop as learning organisations.	School engagement in specific aspects of the professional learning offer and CSC school improvement team feedback on progress made.	School engagement with the national Schools as Learning Organisations tool increases from a benchmark taken in March 2020. Schools' annual survey captures schools' confidence levels of managing change during education reform
1.3 Professional learning opportunities align to the Professional Standards for Teaching and Leadership and Assisting Teacher Standards to improve the quality of teaching.	All professional learning explicitly references opportunities to progress against the standards.	All professional learning explicitly references opportunities to progress against the standards.
1.4 A refined Teaching Assistant Learning Pathway (TALP) and NQT induction process facilitates appropriate learning pathways for practitioners.	The TALP and Statutory Induction process increases the number of HLTA accreditations and enables nearly all NQTs to pass induction.	The TA / HLTA workforce is increasingly professionalised and the increased number of TAs gaining HLTA status eases the pressure on class teachers, class sizes and the effectiveness of learning and teaching strategies to meet the needs of all learners. All NQTs are provided with the support they need to pass induction and are offered high quality professional learning so as to equip them to thrive as teachers moving forward in their careers.

1.5	Partnership working with ITE providers and schools improves the quality of initial teacher education.	Student teachers achieve QTS within jointly accountable school/HEI partnerships that model the professional standards through enquiry led practice.	A range of ITE programmes and routes into teaching are delivered in jointly accountable school/HEI partnerships to ensure that high calibre student teachers gain QTS and are successfully recruited to meet the needs of schools in the region.
1.6	Schools are supported to engage with the National Strategy for Educational Research and Enquiry.	Schools in the region are increasingly evidence-informed and research-engaged.	The annual CSC schools' survey demonstrates that schools and practitioners are increasingly evidence-informed and research-engaged
1.7	Schools are supported to prepare for the implementation of the Curriculum for Wales.	Schools are supported to develop pedagogy and curriculum aligned to the Curriculum for Wales. Support offered to schools is reflected in engagement with the professional learning offer.	Schools engagement in Curriculum for Wales activities increases. Evaluation of the Curriculum for Wales professional learning programme demonstrates changes to professional learning, behaviour and results
1.8	Develop and implement a regional professional e-learning strategy.	E-learning and digital professional learning resources are available to all schools as part of the professional learning offer.	The professional learning offer is extended to align with the National Approach for Professional Learning to ensure equity of access of high quality professional learning for all practitioners.
1.9	Provide regional professional learning in pedagogy, curriculum, assessment and qualifications.	Schools implement national and regional strategies in Expressive Arts; Heath & Wellbeing; Humanities; Language, Literacy and Communication; Mathematics & Numeracy, Science & Technology and Digital Competence including the foundation phase and post-16.	The professional learning offer responds to and meets local, regional and national priorities in Expressive Arts; Heath & Wellbeing; Humanities; Language, Literacy and Communication; Mathematics & Numeracy, Science & Technology and Digital Competence which includes the foundation phase and post-16. School engagement in regional professional learning activities increases in each area.
1.10	Support the implementation of national and regional strategies for developing Welsh in schools.	The professional learning offer for improving Welsh is aligned to regional needs and the Welsh Language Competency Framework. Practitioners report that	The School Workforce Annual Census reports an increase of language competence and skills of practitioners

		their confidence and competence in Welsh language skills improves. The use of informal and incidental Welsh in schools across the region increases.	The number of schools achieving the Welsh Language Charter award increases
1.11	Support the preparation for the Additional Learning Needs and Education Tribunal (Wales) Act.	Schools are supported to enact changes to policy and practice in line with the Additional Learning Needs and Education Tribunal (Wales) Act.	A high quality ALN professional learning programme is developed in preparation for the inclusion in the 2020-21 regional professional learning offer.

	Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards		
	Objectives	**How will we know if we've made progress?**	**Outcome to Achieve Priority**
2.1	Enhance current and future leadership through a comprehensive pathway.	All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.	Professional Learning Pathway completed - to include Senior Leaders programme. Leaders at all levels develop the skills needed to be highly effective in their roles. Staff wishing to seek promotion gain a post.
2.2	Develop effective collaboration models to increase leadership capacity	Evidence shows that collaboration models have a positive impact on leadership capacity.	Cyfleoedd+ and Federations become effective models for collaboration if after being monitored and evaluated they are shown to enhance leadership capacity.
2.3	Strengthen school governance to provide effective leadership, challenge and support.	Governors understand and effectively fulfil their role within individual settings.	Nearly all pilot schools demonstrate effective leadership, challenge and support from the Governing Body.
2.4	Improve the use of coaches and mentors to further develop school leaders	The use of coaches and mentors is effective, as one strand of a package of support to improve school leaders	All mentors and coaches have access to a range of training and support. Mentors and Coaches develop this role within their own setting and in the wider system. Coaches accessing MA qualification with UWTSD
2.5	Develop and strengthen effective leadership through peer engagement.	Peer engagement has a positive impact on leadership through effective self-evaluation leading to the identification of appropriate improvement priorities.	Nearly all CSC schools involve peers to successfully enhance their self-evaluation processes as required by the Welsh Government (WG) Evaluation and Improvement Arrangements (Draft)
2.6	Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.	Strong representation across the region in all categories of the Professional Teaching Awards Cymru.	Highly effective practice is identified and acknowledged across the region.

Priority 3: To develop strong and inclusive schools committed to excellence, equity and wellbeing		
Objectives	How will we know if we've made progress?	Outcome to Achieve Priority
3.1 Improve outcomes for vulnerable learners through effective strategic support	To have used the current learning to provide strategic direction in provision for vulnerable learners.	Improved rates of progress for vulnerable learners including FSM, CLA, MAT and ALN. Robust mechanisms in place for school to access and identify how to support vulnerable learners effectively.
3.2 Ensuring consistency of approach for Central South Consortium and local authorities in supporting provision for vulnerable learners.	Strategic support across the organisation including professional learning for all areas will be aligned and focused to enable schools to be strong and inclusive.	All CSC staff receive professional learning to ensure consistency of approach in supporting to improve outcomes for vulnerable learners. The consistent approach will be shared with LA officers to avoid duplication and will strengthen partnership working.
3.3 To prepare schools for the Additional Learning Needs and Educational Tribunal Wales Act through effective partnership working.	Schools supported appropriately to ensure no disruption to identification or provision for ALN learners.	Using the information generated by the audit tool and through collaborative working with LA and CSC officers there is an accurate understanding of schools' preparedness for ALN transformation. The school named ALNCO has a sufficient skill set to undertake duties as dictated by law by January 2021. ALNCO engagement in professional learning programmes.
3.4 The new Teaching and Learning strategy encompasses the wellbeing strategy and reflects the approach of the local authorities including links with attendance and exclusion leads.	There is a clear understanding of quality first teaching across CSC and schools and how that can impact on progress for vulnerable learners.	Using the information generated by the audit tool and through collaborative working with LA and CSC officers there is an accurate understanding of schools' preparedness for ALN transformation. The school named ALNCO has a sufficient skill set to undertake duties as dictated by law by January 2021. ALNCO engagement in professional learning programmes.
3.5 To highlight good practice in supporting children looked after (CLA) through appreciative enquiry	Enquires will highlight positive outcomes for CLA learners and will inform future Professional Learning needs.	Identification of how professional learning provided by CSC centred on CLA pupils is impacting positively on leadership, provision and outcomes for CLA pupils. Continuation of the professional learning provided by CSC to support vulnerable pupils in schools across the consortia.

Priority 4: To continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system		
Objectives	How will we know if we've made progress?	Outcome to Achieve Priority
4.1 Enable and support schools to access appropriate support to respond to the changing accountability measures	Schools have a good understanding of accountability measures this is reflected in the use of policies and procedures within schools	Schools use of NEIR visible through improvements in self-evaluation as noted in Estyn outcomes and categorisation process

Increased collaboration between schools and partners as a result of changes to Central South Wales Challenge results in reduction of the number of schools requiring highest level of support.

Robust governance across CSC ensures accountability for services is clear and effective. This results in less schools requiring higher levels of support.

Most Welsh Government policies linked to priority 4 are implemented across the region in accordance with milestones set in "Education in Wales: Our National Mission". |
4.2 National Evaluation and Improvement Resource (NEIR) is used by schools as an effective tool to support school improvement	Schools use the NEIR in a way that supports school improvement and focuses on improved learner outcomes	
4.3 Continue to develop, establish and embed changes to the Central South Wales Challenge	Relevant support is deployed and progress against the schools' improvement priorities is at least strong, leading to fewer schools needing the highest level of support	
4.4 Strengthen the effectiveness of the existing national governance model/structure	Quality assurance procedures, through the regional governance structure, show positive impact from the range of services that consortia provide	
4.5 Consortium as a Learning Organisation – Developing an enquiry approach to learning	Central South Consortium reflects the principles of CLO in the way it operates	

Priority 5: To improve the effectiveness and efficiency of Central South Consortium (CSC)		
Objectives	**How will we know if we've made progress?**	**Outcome to Achieve Priority**
5.1 Effectively review the governance structure of Central South Consortium and related change management implications.	Review results in a clear strategic direction which engages all of CSC staff and stakeholders.	Evidenced based effectiveness and efficiency report detailing the Impact of CSC and its work

Increase in engagement with CSC communication channels underpinned by an effective communications strategy.

Evidenced based strategy to change classroom behaviours and approaches to teaching |
5.2 Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.	Undertake evaluation of the business planning and self-evaluation processes to increase accountability and process efficiency.	
5.3 Increase awareness of CSC key messages and communication channels.	Communication strategy to be developed for CSC to improve engagement on an internal and external basis, supporting the sharing of information relating to best practice, standards and reform.	
5.4 Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective supervision and quality assurance of all staff.	CSC develops a flexible and fully informed staff base through an appropriate professional learning programme focussed on delivering information and developing the skills of all staff.	
5.5 Realise the value and relevance of research and evaluation on key aspects of CSC work.	Work with a higher education institution to focus on the evaluation of our work focussing on vulnerable learners and Central South Wales Challenge.	

MEASURING IMPACT

This business plan is underpinned by more detailed operational plans for each improvement priority. These include measurable outcomes and milestones. Progress will be monitored half termly in Senior Leadership Team (SLT) meetings and reported to Joint Committee meetings. These provide termly monitoring and challenge against the agreed targets and milestones and value for money measures.

Progress against the regional priorities as well as the priorities agreed for individual Local Authorities will be reviewed on a termly basis through progress review meetings between the Managing Director and each Local Authority.

Progress against the priorities and development of the school-led system will be reviewed regularly with representative head teachers.

An outcomes framework, which has been discussed and agreed with senior civil servants in Welsh Government, is attached. The outcomes framework is based upon the agreed 2020/21 business plan. Welsh Government officials will meet with the Managing Director, Lead Director and Lead Chief Executive three times a year to review progress. Progress against our priorities will also be regularly reviewed through our Governance structures as outlined below.

EVALUATING THE IMPACT OF WHAT WE DO

We recognise how important it is that we evaluate the impact our own work - to ensure that we remain reflective and responsive, and able to adjust practice to need. We do this using a variety of models.

Research & Evaluation Board

Board membership comprises senior consortium officers who:
- Oversee design and implement the plan for evaluation and research
- Hold responsibility for reporting on progress and impact of consortium initiatives, as part of self-evaluation, to both internal and external audiences
- Provide advice and support on evaluation and inquiry to leadership at all levels within the consortium
- Undertake a monitoring and coordination role for all externally commissioned research

Commissioned Research

We commission external research into the impact of particular areas of work. During 2020/21 this will include:
- CSC strategy to support vulnerable learners
- The stakeholder annual survey
- Approaches to peer engagement
- The impact of our school-led model to inform its evolution

OUR APPROACH TO DELIVERY – CONTINUING TO DEVELOP A SCHOOL-LED SYSTEM THROUGH THE CENTRAL SOUTH WALES CHALLENGE

The Central South Wales Challenge was launched in January 2014 to drive school improvement across the region. This strategy, led by head teachers, included schools across the region and drew on the expertise of universities and external experts in school-improvement and published international research. The strategy was based upon six underlying principles commonly found in successful school systems:

- Schools are communities where collaborative enquiry is used to foster improvements in practice;
- Groupings of schools engage in joint practice development;
- Where necessary, more intensive partnerships are organised to provide support for schools facing difficulties;
- Families and community organisations support the work of schools;
- Coordination of the system is provided by school leaders; and
- Local authorities work together as the conscience of the system

School leaders across the region have been actively engaged in the approach taken by the consortium over the past few years, and they have become more accountable for the performance of their school, schools in their cluster and in supporting other schools across the region. Since the inception of the CSWC it has sought to provide the professional learning structures to allow schools to facilitate high quality professional learning.

Each aspect of the challenge is designed to meet school improvement needs in different ways operating within a self-improving school system. Headteachers should access the appropriate professional learning from each aspect according to their current school improvement priorities.

The focus over the last year has been to embed the following key approaches to the school led improvement model:

Clusters

- Clusters are defined as the established Local Authority (LA) groupings of the feeder primaries to one or more secondary schools.
- Cluster funding is used to target professional learning, around Curriculum for Wales.

School Improvement Groups (SIGs)

- SIGs are established networks of schools from cross LA boundaries that focus on a shared school improvement area.
- Each SIG is led by a convenor who acts as the main point of communication for CSC; the convenor is responsible for submitting a plan and evaluation on behalf of the group.

Hubs and Lead Practitioners

- Hubs and Lead Practitioners are schools and practitioners in the region who facilitate professional learning programmes and networks to support the development of pedagogy, provision, leadership and subject specific areas of development.

- All schools in the region have access to professional learning programmes and networks through the professional learning offer available on Cronfa

School to school partnerships

- Partnerships of schools to collaborate to support a school improvement need

- Partnerships are usually brokered through the school's challenge adviser.

Peer Engagement

- Building on four years on peer enquiry as part of the CSWC, and in line with WG expectations for self-evaluation, the peer engagement pilot work is ongoing.

- Through peer engagement, schools receive an objective, evidence-based evaluation of aspects of their school from a small team of current senior leaders from other CSC schools. These aspects include school practices to celebrate as well as lines of enquiry to consider in relation to school improvement.

Leadership Programmes

- The key focus of all leadership professional learning programmes supports the development of individual leaders to work collaboratively to raise standards.

- Programmes are organised by leadership milestones to ensure that content is nuanced suitably to empower leaders within their specific roles.

Challenge Advisers

- We are committed to recruiting high quality school improvement professionals with the skills to act as a coach and facilitator to challenge thinking, develop school capacity and signpost the right support in a timely way. Challenge Advisers continue to encourage and develop partnerships and working groups to enable collaboration between schools.

REGIONAL DELIVERY MODELS: HIGH QUALITY SCHOOL-LED PROFESSIONAL LEARNING

The National Approach to Professional Learning (NAPL) was launched in the Central South Wales region by Welsh Government on 13th December 2018. NAPL is an important area of education reform in Wales. It sets out the entitlement of all practitioners for equitable access to high quality professional learning (PL). All professional learning in CSC is aligned to the national approach.

Key elements of NAPL:

- NAPL starts and ends with the school learner. PL should be intended and designed to exert optimum impact on school learners' experiences and achievements;

- Just as the four purposes are at are at the heart of Curriculum for Wales, they need to be at the heart of the professional learning experiences of practitioners at all levels of the system;

- PL should be a personalised response to individual professional learners' needs, taking into account the experience, expertise and aspirations of a practitioner.

- The school, regional and national context define the priorities for PL to the benefit of learners.

- NAPL defines eight interconnecting elements that seek to align professional learning at a school, regional and national level.

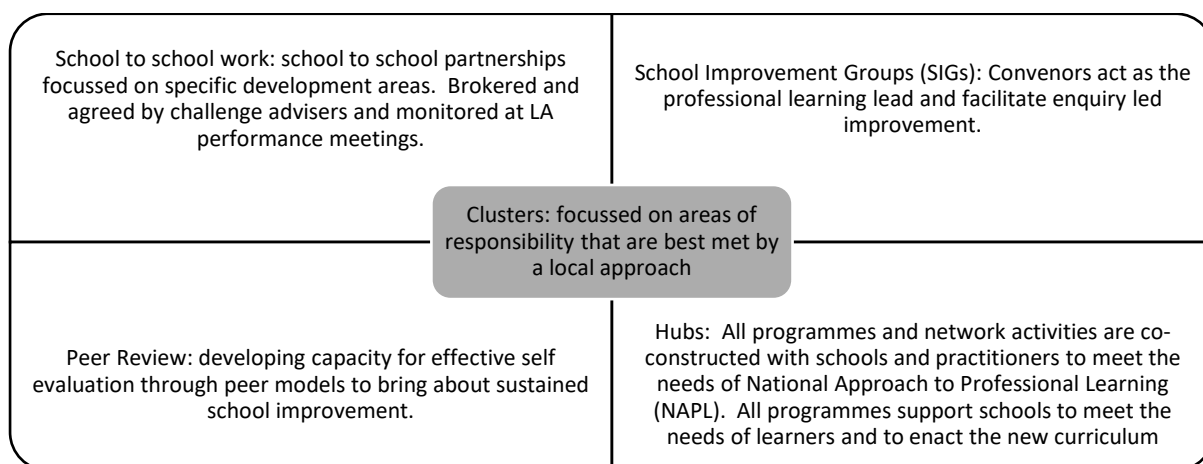## TAKING THE CENTRAL SOUTH WALES CHALLENGE STRATEGY FORWARD

Since the Central South Wales Challenge (CSWC) was established, the professional, political and financial climate of education in Wales has altered but the core vision of recognising the value of a school-led improvement system remains a constant. Work is ongoing to further develop the model, driven by a group of Delegate Headteachers. The model continues to be refined annually following consideration of evaluation of impact and value for money; however, the following key principles remain constant:

- Effective practice is shared so that schools learn from each other;

- Use our knowledge of schools and research to facilitate and support the sharing of best practice and collaboration to improve learners' outcomes within a self-improving system;

- The most appropriate source of support for schools is sourced by the schools themselves or is signposted/brokered by Challenge Advisers;

- Improved teaching and leadership can only be sustained by a move away from a school improvement model dependent on central support;

- Resources are focused on opportunities for teachers and leaders to learn from each other, to try out new approaches or lead research projects which will improve their teaching and that of others;

- Leadership skills grown through planned succession leads to improvement across the system; and

- Accountability is clear at all levels and used effectively to drive improvement.

CURRICULUM FOR WALES PROFESSIONAL LEARNING PROGRAMME

Wales is currently undergoing a series of wide-ranging, yet integrated reforms, which have the power to transform the education landscape. At times of such significant change it is essential that all practitioners have the opportunity to work collaboratively, to make sense of how these changes will impact on their roles and how schools can derive the most benefit from these reforms in the interest of their learners. The cross-regional programme has been designed to provide this opportunity.

Whilst the key focus of this professional learning programme is be the realisation of Curriculum for Wales, it is essential that connections are made across all aspects of the education reforms. A common set of professional learning materials is being developed nationally through a process of co-construction between schools, regional Consortia and their link HEIs. The main delivery and support for professional learning for the programme is through the Central South Wales Challenge.

School to school work: school to school partnerships focussed on specific development areas. Brokered and agreed by challenge advisers and monitored at LA performance meetings.	School Improvement Groups (SIGs): Convenors act as the professional learning lead and facilitate enquiry led improvement.
Peer Review: developing capacity for effective self evaluation through peer models to bring about sustained school improvement.	Hubs: All programmes and network activities are co-constructed with schools and practitioners to meet the needs of National Approach to Professional Learning (NAPL). All programmes support schools to meet the needs of learners and to enact the new curriculum

Clusters: focussed on areas of responsibility that are best met by a local approach

GOVERNANCE

The governance model at CSC is underpinned by the Legal Agreement between the five local authorities and includes aspects of the following:

- The Joint Committee agrees the strategy and business plan, agrees and monitors budget and performance
- Directors of Education meet monthly and have a strategic decision making role. This Board includes representation from WLGA and Welsh Government.
- Regional Stakeholder Group (RSG) and Governor Steering Group meet half termly to review progress, provide advice and consult on any areas of development and share opportunities and barriers to progress
- Scrutiny Committees have a 'coordinated' plan across the region of areas for 'coordinated scrutiny which informs different scrutiny committee
- Senior Leadership Team at CSC meet weekly to debate operational effectiveness, performance and strategy

CONSORTIUM FUNDING 2020/2021

CSC use all available funding to support the priorities identified by schools, local authorities, regions and Welsh Government within the business plan. The underlying principle is that delegation to schools should be as high as possible.

Local Authority funding for Consortium working is underpinned by the National Model for Regional Working, published by the Welsh government in 2014. The model recommended a core funding allocation of £5.4m for the Consortium.

In recognition of funding constraints in the public sector, the agreed core funding allocation for the Consortium was in fact 19% lower than the recommended level. In 2016/17 and 2017/18 a further 5% reduction was agreed for each year and a 2% reduction in 2018/19, with a further 5 % reduction in 2019/20.   At the Joint Committee meeting on the 16th January 2020 it was agreed that the core funding to the Consortium would be reduced by a further 3% for 2020/21.

Given the lower funding level and continued year on year reduction, approximately £0.706m has already been achieved between 2016 and 2020 with a further £0.111m to be achieved from the core budget in 2020/21.

FINANCIAL OVERVIEW

Local Authority Contributions £m	Grant Funding for National Priorities	Total Funding Available
£ 3.599	£	£xxxx

CSC is funded on an annual basis from the constituent local authorities to fulfill the requirement of the National Model for Regional Working as well as directly from Welsh Government to further support and develop both regional and national priorities.
Local authority contributions are calculated using the IBA (Indicator Based Assessment) published annually on the Stats Wales website. The percentage is then agreed by local authority directors in conjunction with the Joint Committee.

Insert updated diagram from PG 30 of BP (2019/20)

FUNDING PROVIDED FROM WELSH GOVERNMENT

Historically there were two main grants received by CSC from Welsh Government. Pupil Development Grant (PDG) and the Education Improvement Grant (EIG).   With the launch of the national strategy 'Education in Wales: Our National Mission', there has been a streamlining of the grant funding process.

From 2018/19, only two grants are received by consortia:

Regional Consortia School Improvement Grant	Pupil Development Grant
£xxxx*	£xxxx

* includes LA match funding

REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT

The main grant received by regional consortia to support national school improvement priorities is the Regional Consortia School Improvement Grant. This grant now incorporates the former Education Improvement Grant (EIG) and Raising School Standards Grant.

There is an expectation that the EIG element of the grant is match funded by local authorities and is predominantly delegated to schools in line with grant terms and conditions. In 2020/21 95% of the EIG element of the grant will be delegated to schools.

The outline funding envelope from Welsh Government was received in March 2020 and provides indicative allocations for the financial year 2020/21. Activity within the 2020/21 business plan is predominantly funded from this grant.

Objective	£m
Curriculum and Assessment	xxxx
Developing a High Quality Education profession	xxxx
Inspirational Leaders working collaboratively to raise standards	xxxx
Strong and Inclusive Schools committed to excellence, equity and well-being	xxxx
Robust assessment, evaluation and accountability arrangements supporting a self improving system	xxxx
Total Funding	**xxxx**

PUPIL DEVELOPMENT GRANT

The pupil development grant was launched in 2012 and provides additional funding to schools based upon the number of pupils on their roll eligible for Free School Meals or who are Children Looked After.

The majority of the grant (95%) is delegated to schools however 5% of the Children Looked After element is retained to provide professional learning opportunities across the region to support previously looked after adopted children.

INSERT updated diagram here

ADDITIONAL SUPPORTING DOCUMENTS

- Local Authority Strategic Plans
- Regional Professional Learning Offer
- Detailed Operational Plans

APPENDIX A: LOCAL AUTHORITY PRIORITIES 2020 / 21

Local Authority	Strategic Priorities 2020/21
Bridgend	• To continue to provide the best possible outcomes for all children and young people in Bridgend • To improve pupil attainment and attendance across all phases/stages and in all settings especially at key stage 2 • To ensure appropriate resources are identified and deployed in a timely manner to meet the needs of children and young people (especially the most in need) • To continue to work with schools to support the wellbeing of school-based staff and learners
Cardiff	• Support improvements in provision and outcomes: including curriculum development, sustained school leadership and supporting high quality teaching and learning • Work together with schools and partners to enhance the well-being of all children and young people in Cardiff including focus on vulnerable groupings • Improve outcomes for our most vulnerable young people, including Looked After Children and EOTAS, by ensuring their individual needs are considered and provision to meet those needs is put in place • Improve support and services for children and young people with additional learning needs to ensure every learner fulfils their potential • Through planned development, expansion and upgrade of the school estate via the School Organisation Programme, ensure there are sufficient, high quality and community focussed school places that meets the needs of city • Support young people into Education, Employment or Training by delivering the Cardiff Commitment • Improve the effectiveness and quality of services provided to schools and the relationship with schools • Develop efficient and effective information, resource and financial management • Provide an integrated model of Youth Support Services, built on high quality youth work, to remove barriers to engagement and participation • Promote and fulfil children's rights by becoming a Unicef Child Friendly City by 2021
Merthyr Tydfil	• To raising outcomes for all learners at all levels through a continued focus on improving teaching. • To further develop robust transition processes from early years to primary, from primary to secondary and from secondary to further education.

	• To work with schools and other agencies to support the wellbeing of pupils and school staff across the authority
Rhondda Cynon Taf	• To develop inspirational leaders working collaboratively to improve outcomes and reduce the attainment gap. • To develop strong inclusive schools committed to excellence, equity and wellbeing. • To develop 21st Century Learning Organisations • To review and further improve our services to ensure that they are future proof and accessible
The Vale of Glamorgan	• Work with partners to strengthen our approach to engaging, involving and communicating with vulnerable children and their families to develop person-centred services that meet their learning needs within all education settings. • Work with partners to improve the outcomes of vulnerable learners and reduce the inequalities in education • Work with CSC and schools to further improve standards and the quality of teaching and learning experiences which results in an increase in the proportion of schools being judged as excellent by Estyn in these two inspection areas. • Improve attendance rates and reduce persistant absence in schools. • Work with partners to enhance the capacity of all educational settings to meet the social, emotional and mental health needs of all children and to maximise wellbeing. • Provide training for schools to develop trauma informed approaches to meet the social, emotional and mental health needs of pupils. • Support schools in the introduction of Person Centred Planning (PCP), Individual Development Plans (IDPs) and further develop provision mapping and tracking of the progress of pupils with ALN. • Support the development of the ALNCo role in schools as set out in the ALNET (Wales) Act. • Develop a regional approach to increase the ALN provision available to Welsh medium schools to ensure sufficiency of provision.

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