

## JOINT COMMITTEE REPORT

Date written: 04<sup>th</sup> June 2019

Report author: Gareth Voyle

Date of meeting where the report is being considered: 15<sup>th</sup> July 2019

Appendices attached: None

### **Issue: Business Planning Overview 2018/19**

#### **Summary**

The 2018/19 cycle of business planning for Central South Consortium was completed at the end of March 2019. Impact review meetings were held with each drive team at the end of the summer, autumn and spring terms and the progress made recorded. Resulting reports have provided a summary of progress regarding implementation. This report provides members of the joint committee with a summary of completion and impact.

The business plan 18/19 runs from 1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2019. It was approved by Joint Committee on 15<sup>th</sup> March 2018. Supporting each priority is a detailed operational plan that is summarised as part of a termly review of progress and impact.

#### **Recommendation**

1. That members of the Joint Committee note the progress made in implementing the business plan 18/19.
2. That members of the Joint Committee determine if there are any aspects of the plan that they wish to explore in greater detail at future meetings.

#### **Background**

3. Joint Committee agreed the business plan for 18/19 on the 15<sup>th</sup> March 2018.
4. Joint Committee approved a 5% cut to the core contributions to the Consortium as well as a commitment to reduce the centrally retained elements of the Education Improvement Grant. Further efficiency savings have been achieved during 2018/19 as well as further savings through management of change initiatives also in 2018/19.
5. 97% of the 2018/19 business plan was funded from grants received from Welsh Government.
6. There were four improvement objectives that relate directly to the national mission:
  - Objective 1:* Developing a high-quality education profession
  - Objective 2:* To develop inspirational leaders and to facilitate their working collaboratively to raise standards
  - Objective 3:* To develop strong and inclusive schools committed to excellence, equity and well-being
  - Objective 4:* To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

7. Improvement planning processes included engagement with staff to ensure their expertise contributed to the development of the business plan and increased ownership. This included a whole staff planning day to which directors, head teachers and wider partners were invited.
8. A drive team was established for each objective to take ownership of delivery and achievement.
9. Drive teams refined the detail of the plan working with area specific aspect leads.
10. The authors of the plans wrote success criteria and milestones so that there was clarity regarding how progress was measured and leads held to account. Estyn's monitoring visit in September 2017 indicated that further improvement was required in this aspect. This has been addressed in the formation of the business plan 18/19.
11. Estyn recognised the positive implications of this system within its monitoring report.
12. Key success criteria and actions from the business plan and associated operational plans formed the basis of the organisation's operational monitoring documentation. Monitoring documents acted as rolling templates; updated through half termly meetings between the drive teams and the operations manager. In addition, each drive team meets with the managing director, senior lead for business & operations and operations manager towards the end of each term for 'impact review meetings'. Estyn commented upon the improved scrutiny.
13. The progress with the business plan is also monitored by Welsh Government through the Challenge & Review sessions.
14. Attached is a view of implementation and impact. It is summarised in the following table.

Priority	Elements	On Track	Not on Track	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	Not due to have started
Priority 1.1	5	5	0	0	0	0	5	0
Priority 1.2	11	11	0	0	0	3	7	1
Priority 1.3	8	8	0	0	2	4	3	0
Priority 1.4	24	24	0	0	0	7	17	0
Priority 1.5	5	5	0	0	2	0	3	0
Priority 1.6	15	15	0	0	0	5	9	1
Priority 2.1	21	21	0	0	1	1	12	7
Priority 2.2	9	8	1	0	0	1	5	3
Priority 2.3	13	13	0	0	0	2	6	5
Priority 2.4	4	3	1	0	0	1	1	2
Priority 2.5	3	3	0	0	0	0	0	3
Priority 3.1	16	12	4	1	3	5	5	2
Priority 3.2	10	10	0	0	0	0	9	1
Priority 3.3	13	11	2	0	1	0	8	4
Priority 3.4	15	15	0	0	0	0	15	0
Priority 3.5	19	15	4	0	2	0	14	3

JOINT COMMITTEE REPORT

Priority 3.6	14	14	0	0	1	4	9	0
Priority 3.7	99	98	1	1	0	8	85	5
Priority 4.1	38	25	13	0	5	3	16	14
Priority 4.2	17	15	2	2	2	1	5	7
Priority 4.3	20	12	8	0	0	0	4	16
Priority 4.4	16	16	0	0	0	5	5	6
<b>Total</b>	395	359	36	4	19	50	243	80

Summer Term Summary 2017/18								
Priority	Elements	On Track	Not on Track	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good	Progress Not due to have started
<b>Totals</b>	395	334	59	17	55	65	68	190
<b>%</b>	<b>100.00%</b>	<b>85%</b>	<b>15%</b>	<b>4%</b>	<b>14%</b>	<b>16%</b>	<b>17%</b>	<b>48%</b>

Autumn Term Summary 2017/18								
Priority	Elements	On Track	Not on Track	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good	Progress Not due to have started
<b>Totals</b>	395	342	51	13	43	72	121	146
<b>%</b>	<b>100.00%</b>	<b>87%</b>	<b>13%</b>	<b>3%</b>	<b>11%</b>	<b>18%</b>	<b>31%</b>	<b>37%</b>
<b>Change</b>	<b>↔</b>	<b>+ 2%</b>	<b>- 2%</b>	<b>- 1%</b>	<b>- 3%</b>	<b>+ 2%</b>	<b>+ 14%</b>	<b>- 11%</b>

Spring Term Summary 2017/18								
Priority	Elements	On Track	Not on Track	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good	Progress Not due to have started
<b>Totals</b>	395	359	36	4	19	50	243	80
<b>%</b>	<b>100.00%</b>	<b>91%</b>	<b>9%</b>	<b>1%</b>	<b>5%</b>	<b>13%</b>	<b>61%</b>	<b>20%</b>
<b>Change</b>	<b>↔</b>	<b>+ 4%</b>	<b>- 4%</b>	<b>- 2%</b>	<b>- 6%</b>	<b>- 5%</b>	<b>+ 30%</b>	<b>- 17%</b>

15. The grid indicates that:  
Very good or strong progress was made in 74% of elements, 20% were classified as not started and 1% as making limited progress.
  
16. Of the 20% not started; this was often based on a change in the education system or wider environment. This resulted in actions evolving resulting in a classification of 'not started' being selected. As an example, Objective 4 relied heavily on the publication of the revised national model for regional working to progress with a number of actions. The document was not published and as a result many elements of the plan could not progress.

17. In relation to the actions judged to have made limited progress, outlined below is an overview of the specific actions concerned:

**Business Plan 2018/19 Areas of Limited Progress**

Objective 3.1a - Map the professional learning offer to the workforce in relation to meeting the needs of MAT and eFSM learners, ensuring challenge advisers and strategic team are fully engaged	
Action	Continue to develop the programme of regular network meetings for eFSM leads in all schools
Progress	Network meetings cancelled due to poor sign up/lack of buy-in from schools. Will focus on the PDG conference to reinvigorate interest. New strategy to be launched following the vulnerable learners conference.

Objective 3.7a - Review how regional need is identified, the strategies used to meet that need and the impact of the provision evaluated	
Action	Strategic team to produce an interim commentary on standards for revised GCSEs
Progress	Analysis received during April 2019. Decision taken not to produce a commentary as would not be timely. A revised time line has been agreed for next year.

Objective 4.2e - Review communications plan to ensure effective dissemination of the findings from the Annual Survey of schools	
Action	Identify strengths and areas for improvement from current plan
Progress	Action halted due to publication of this academic year's survey results and changes of CSC personnel. Will be included in 2019/20 business plan.
Action	Utilise HT briefing forums (where appropriate) to update leaders on outcomes of the surveys
Progress	As above - Action halted due to publication of this academic year's survey results and changes of CSC personnel. Will be included in 2019/20 business plan.

18. The performance indicators against which impact will be measured are provided for completeness in the following tables. However, the actuals for this academic year will not be available until this summer. They will be dropped into the table as they are received.

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
<b>Foundation Phase - FPOI</b>	88.60%	87.40%	86.65%	82.35%	88.60%	84.70%
<b>Key Stage 2 - CSI</b>	89.45%	88.40%	89.00%	89.50%	90.21%	90.27%
<b>Key Stage 3 - CSI</b>	86.75%	87.50%	83.50%	91.33%	87.89%	88.75%

<b>Level 2 Threshold including English/Welsh and Mathematics</b>	60.90%	65.70%	66.44%	67.26%	54.50%	57.61%
<b>Level 1 Threshold</b>	95.42%	96.50%	97.88%	98.02%	94.28%	94.46%

### Performance in English, Welsh First Language and Mathematics at the Expected Level

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
FPOI - LCE	89.44%	88.60%	-	-	89.33%	85.90%
FPOI - LCW	93.94%	93.50%	-	-	93.01%	89.17%
FPOI - Mathematical Development	91.14%	89.80%	-	-	91.54%	87.98%
KS2 - English	90.96%	89.80%	92.12%	90.97%	91.48%	91.58%
KS2 - Cymraeg	95.07%	93.20%	94.79%	93.94%	94.09%	93.59%
KS2 - Mathematics	91.67%	90.70%	90.83%	89.78%	92.18%	92.53%
KS3 - English	89.97%	90.80%	93.56%	93.85%	91.27%	91.99%
KS3 - Cymraeg	92.63%	93.30%	93.34%	91.62%	94.66%	94.04%
KS3 - Mathematics	90.50%	91.20%	91.55%	92.17%	90.71%	91.88%
KS4 Level 2 English	71.13%	72.30%	-	-	62.51%	65.03%
KS4 Level 2 Cymraeg	77.52%	78.00%	-	-	79.05%	79.18%
KS4 Level 2 Mathematics	66.49%	71.50%	-	-	62.38%	65.33%

### Performance in English, Welsh First Language and Mathematics at the Expected Level +1

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
FPOI - LCE	36.22%	34.60%	-	-	39.16%	34.44%
FPOI - LCW	40.12%	42.00%	-	-	40.84%	32.62%
FPOI - Mathematical Development	37.20%	35.30%	-	-	40.65%	34.71%
KS2 - English	43.26%	43.00%	47.01%	45.38%	46.69%	48.16%
KS2 - Cymraeg	44.45%	43.60%	47.19%	47.19%	47.15%	45.13%
KS2 - Mathematics	44.72%	43.50%	47.56%	45.68%	48.95%	50.15%
KS3 - English	58.16%	61.10%	68.62%	69.49%	60.74%	64.06%
KS3 - Cymraeg	63.14%	60.70%	64.40%	56.71%	62.70%	65.71%
KS3 - Mathematics	64.00%	65.90%	68.93%	71.55%	66.44%	67.46%

### Performance in English, Welsh First Language and Mathematics at the Expected Level +2

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
KS3 - English	18.70%	21.30%	28.69%	28.93%	21.83%	25.07%
KS3 - Cymraeg	16.07%	19.60%	19.48%	16.06%	19.56%	22.04%
KS3 - Mathematics	30.13%	27.00%	32.08%	33.29%	32.68%	34.64%

**The poverty-related attainment gap**

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
<b>FSM Gap FP FPOI</b>	-12.8pp	-13.00pp	-13.3pp	-18.1pp	-12.6pp	-16.2pp
<b>FSM Gap KS2 CSI</b>	-14.4pp	-13.50pp	-10.1pp	-12.6pp	-13.8pp	-11.9pp
<b>FSM Gap KS3 CSI</b>	-19.6pp	-15.60pp	-11.7pp	-9.2pp	-20.8pp	-19.9pp
<b>FSM Gap KS4 L2 inc EWM</b>	-29.9pp	-26.60pp	-31.7pp	-27.9pp	-32.4pp	-33.3pp
<b>FSM Gap KS4 L1 Threshold</b>	-6.86pp	-6.70pp	-4.2pp	-3.4pp	-7.9pp	-8.2pp

19. The use of drive teams continues to challenge some staff as it demands monitoring the work of others for whom they do not have direct line management in areas outside their experience. However, the benefits of using this approach are that staff gain a more comprehensive understanding of the different aspects of the consortium's work. This was noted by Estyn in its monitoring report on the consortium.
20. The timing of the planning in relation to the receipt of the awards of funding and the associated terms and conditions provided real challenge. The plan had to be presented to Joint Committee in December and yet the funding and associated conditions were not received until much later and not all at once. Where delays or terms resulted in actions having to be deleted, postponed or amended, the changes were recorded throughout the year and the reason for the change noted.
21. The issues regarding the tie in between business planning and the receipt of funding, together with the timings of terms and conditions imposed by Welsh Government policy leads have been explored comprehensively with Welsh Government and progress is being made.
22. Options for the delivery of the 2019/20 business plan are being considered in line with a possible revision of aligning with the financial year.
23. There is a continued need to enhance the focus of business plan monitoring and the measurement of impact.
24. There is a growing sense of ownership and purpose with planning as staff become more responsible for the creation, implementation and evaluation of planning.
25. There is also a growing membership base involved with each objective, supporting the work of drive teams is a dedicated project support officer, finance and data lead.
26. The **Business Plan 2019-2020** was approved by Directors on 14<sup>th</sup> December 2018 and Joint Committee 19<sup>th</sup> December 2018.

27. It has six objectives that relate directly to The National Mission and include a focus on the new curriculum and CSC as a high-quality organisation:
- Objective One:* To develop a high-quality education profession
  - Objective Two:* To develop inspirational leaders and to facilitate their working collaboratively to raise standards
  - Objective Three:* To develop strong and inclusive schools committed to excellence, equity and wellbeing
  - Objective Four:* To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system
  - Objective Five:* To support all schools with the development of a transformational curriculum
  - Objective Six:* To improve the effectiveness and efficiency of CSC
28. Detailed operational plans that sit under each of these six priorities have been developed, with the first monitoring meeting with each drive team taking place in June 2019. These meetings will reflect on progress and achievement during summer term 1. Findings will be reported to CSC senior leadership team on the 24<sup>th</sup> June 2019.

### **Options**

29. Members of the Joint Committee may choose to examine in more detail specific aspects of the plans and their evaluation.

### **Implementation issues – costs, timescale etc.**

30. Timescales and costs are detailed within the operational plans.

### **Links to CSC Business Plan and Risks**

Relate directly to all aspects of the business plan 18/19 and business plan 19/20

### **Background Papers**

- 31. Self-Evaluation Report
- 32. Estyn Reports (Inspection and Monitoring Visits)
- 33. Value for Money report & summary 2016/17, 2017/18 and 2018/19
- 34. Outcomes Framework