

Title: *Impact of work in the Central South Consortium's business plan on schools in the region and The Vale of Glamorgan.*

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Background

1. Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 397 schools, 30% of Wales' children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with just over 1 in 4 children claiming free school meals.
2. The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets four times a year and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.
3. Scrutiny Committees in each of the five authorities invite the Lead Officer for the authority to report on the performance of the schools in their authority and the contribution of the consortium at any stage during the year. An annual report from the consortium relating to progress in the previous academic year and priorities for the year ahead is also provided.

Central South Consortium Business Plans

4. The consortium business plan for April 2016 to March 2017 can be found [here](#). It had three priorities:
 - Raising standards particularly in literacy/Welsh/English, numeracy/mathematics and improving the outcomes of the vulnerable learners fastest;
 - Improving the capacity of the system to be self improving, particularly improving leadership and governance, teaching and learning and effective challenge and support;
 - Develop the consortium to as a high performing organisation focusing on performance management, governance and effective use of resources
5. The tables below show outcomes against targets and previous outcomes. Targets met or exceeded are highlighted in green. Outcomes that have improved from the previous academic year are highlighted in yellow. However, it should be noted that Welsh Government have introduced key changes to the key stage 4 performance measures in 2016-2017 which affects any possible comparisons that may be made against previous data. Therefore, caution should be used with comparing 2016-2017 outcomes with previous years.

| Key Measure | 2014/15 Actual | 2015/16 Target | 2016-2017 Target | 2017/18 Target | 2015/16 Actuals | 2016-2017 Actuals |
|---|----------------|----------------|------------------|----------------|-----------------|-------------------|
| Foundation Phase – FPOI | 87.60% | 87.80% | 87.40% | N/A | 88.60% | 88.60% |
| Key Stage 2 - CSI | 87.80% | 89.70% | 88.40% | 89.00% | 89.45% | 90.21% |
| Key Stage 3 - CSI | 83.60% | 87.40% | 87.50% | 83.50% | 86.75% | 87.89% |
| Level 2 Threshold including English/Welsh and Mathematics | 58.50% | 64.10% | 65.70% | 67.50% | 60.90% | 54.5% |
| Level 1 Threshold | 94.50% | 96.10% | 96.50% | 96.70% | 95.42% | 94.3% |

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

| Key Measure | 2014/15 Actual | 2015/16 Target | 2016-2017 Target | 2017/18 Target | 2015/16 Actuals | 2016-2017 Actuals |
|---------------------------------|----------------|----------------|------------------|----------------|-----------------|-------------------|
| FPOI – LCE | 88.70% | 89.40% | 88.60% | - | 89.44% | 89.33% |
| FPOI – LCW | 94.00% | 93.70% | 93.50% | - | 93.94% | 93.01% |
| FPOI – Mathematical Development | 90.20% | 91.20% | 89.80% | - | 91.14% | 91.54% |
| KS2 – English | 89.80% | 90.90% | 89.80% | 89.20% | 90.96% | 91.48% |
| KS2 – Cymraeg | 93.60% | 95.70% | 93.20% | 93.80% | 95.07% | 94.09% |
| KS2 – Mathematics | 90.20% | 91.80% | 90.70% | 90.30% | 91.67% | 92.18% |
| KS3 – English | 87.70% | 90.20% | 90.80% | 91.20% | 89.97% | 91.27% |
| KS3 – Cymraeg | 92.00% | 92.40% | 93.30% | 95.10% | 92.63% | 94.66% |
| KS3 – Mathematics | 88.70% | 90.80% | 91.20% | 91.40% | 90.50% | 90.71% |
| KS4 Level 2 English | 70.20% | 71.60% | 72.30% | 73.10% | 71.13% | 62.5% |
| KS4 Level 2 Cymraeg | 77.90% | 78.40% | 78.00% | 77.60% | 77.52% | 79.1% |
| KS4 Level 2 Mathematics | 63.60% | 69.10% | 71.50% | 72.60% | 66.49% | 62.4% |

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

| Key Measure | 2014/15 Actual | 2015/16 Target | 2016-2017 Target | 2017/18 Target | 2015/16 Actuals | 2016-2017 Actuals |
|---------------------------------|----------------|----------------|------------------|----------------|-----------------|-------------------|
| FPOI – LCE | 33.80% | 36.30% | 34.60% | - | 36.22% | 39.16% |
| FPOI – LCW | 37.90% | 41.20% | 42.00% | - | 40.12% | 40.84% |
| FPOI – Mathematical Development | 34.40% | 36.70% | 35.30% | - | 37.20% | 40.65% |
| KS2 – English | 40.70% | 42.20% | 43.00% | 41.40% | 43.26% | 46.69% |
| KS2 – Cymraeg | 42.00% | 43.70% | 43.90% | 42.70% | 44.45% | 47.15% |
| KS2 – Mathematics | 42.20% | 43.00% | 43.50% | 42.70% | 44.72% | 48.95% |
| KS3 – English | 53.40% | 59.20% | 61.10% | 62.80% | 58.16% | 60.74% |
| KS3 – Cymraeg | 58.30% | 64.30% | 60.70% | 70.30% | 63.14% | 62.70% |
| KS3 – Mathematics | 59.60% | 64.60% | 65.90% | 66.50% | 64.00% | 66.44% |

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

| Key Measure | 2014/15 Actual | 2015/16 Target | 2016-2017 Target | 2017/18 Target | 2015/16 Actuals | 2016-2017 Actuals |
|-------------------|----------------|----------------|------------------|----------------|-----------------|-------------------|
| KS3 – English | 17.30% | 19.30% | 21.30% | 23.10% | 18.70% | 21.83% |
| KS3 – Cymraeg | 17.60% | 18.50% | 19.60% | 23.40% | 16.07% | 19.56% |
| KS3 – Mathematics | 26.60% | 26.00% | 27.00% | 28.50% | 30.13% | 32.68% |

The poverty-related attainment gap

| Key Measure | 2014/15 Actual | 2015/16 Target | 2016-2017 Target | 2017/18 Target | 2015/16 Actuals | 2016-2017 Actuals |
|--------------------------|----------------|----------------|------------------|----------------|-----------------|-------------------|
| FSM Gap FP FPOI | -15.1pp | -11.3pp | -13.00pp | | -12.8pp | -12.6pp |
| FSM Gap KS2 CSI | -15.8pp | -13.3pp | -13.50pp | -12.8pp | -14.4pp | -13.8pp |
| FSM Gap KS3 CSI | -20.7pp | -17.2pp | -15.60pp | -12.3pp | -19.6pp | -20.8pp |
| FSM Gap KS4 L2 inc EWM | -33.4pp | -27.0pp | -26.60pp | -25.2pp | -29.9pp | -32.4pp |
| FSM Gap KS4 L1 Threshold | -10.3pp | -9.1pp | -6.70pp | -6.4pp | -6.86 pp | -7.9pp |

6. The consortium business plan for April 2017 to March 18 can be found [here](#). It has five priorities:

- Improving outcomes for vulnerable learners through partnership working.

- Developing school-to-school working to deliver curriculum reform.
 - Developing leadership, governance and workforce reform.
 - Rapid and sustainable intervention.
 - Developing effectiveness and efficiency in Central South Consortium.
7. The business plan sets out how we aim to deliver these priorities through effective school self-evaluation and improvement planning, underpinned by building capacity in schools to support other schools through the continued development of the 'Central South Wales Challenge'. This is led by schools and has involved the continued development of evidence based strategies (school improvement groups (SIGs), pathfinder pairings, school improvement hubs and peer enquiry models in which schools can be resourced to work together to share practice across the region.
 8. 'Drive Teams' made up from senior leaders from across the consortium ensure that the operational plans for each priority are implemented and that impact is measured. Half termly reviews including an impact review with the Managing Director at the end of each term ensures that monitoring is robust. Outcomes of this process are reported to Joint Committee.

Performance across the Central South region in 2017

9. Since 2012 standards at every key stage have improved faster than the national average. In 2017 the region continued to show strong improvement and was above the national average for key stages FP and KS2 for the second consecutive year and for Key Stage 3 was above the national average again for all measures with the exception of mathematics, which was within 0.1pp of the national figure.
10. Comparisons for standards to previous years for Key Stage 4 are to be treated with an element of caution due to changes in the calculations of the performance measures for 2017 reporting. 2014 data indicates that the region is slightly below the national averages for most Key Stage 4 measures, with a few exceptions of Level 1 Threshold and Capped 9 points score.

11. Standards for the most vulnerable children in the region continue to improve for FP, but have fallen slightly for key stages 2 and 3. However, the gap in performance between eFSM and nFSM pupils has narrowed for FP and KS2. At key stage 4, the gap has widened for Level 2 Threshold including English/Welsh and mathematics using the provisional data with eFSM pupils falling at a faster rate than nFSM pupils.
12. In 2016-2017 the proportion of schools in inspection categories (SI and SM) is lower than the national proportion in 2016-2017 (7.1pp regionally compared to 8.6pp nationally). This proportion is lower than the cumulative proportion seen since 2010 regionally and nationally (7.3pp regionally and 7.4pp nationally). However, based on 2016-2017 inspections, more secondary schools went into a category or follow up compared to the national position (55.6pp compared to 53.6pp nationally) whilst primary schools' inspection profile is better than the national picture (21.4pp compared to 29.1pp nationally).
13. Categorisation headlines for the region will be presented to the Scrutiny Committee following the national publication on the 31st January. Draft step 2 statements were written in the summer term. Challenge advisers are currently visiting schools to work with Governors and headteachers to complete this year's categorisation.

Performance in The Vale of Glamorgan Council Schools

14. Foundation Phase

At Foundation Phase, in the Vale of Glamorgan, the proportion of pupils aged between 5 and 7 years old who achieved the expected level (Outcome 5 or above) for the Foundation Phase Outcome Indicator increased by 0.2 percentage points from 91.2% to 91.4%. This remains above the Central South Consortium and Welsh averages and the highest in the region.

Key Stage 2

At key stage 2, in the Vale of Glamorgan, the proportion of pupils aged between 7 and 11 years old, achieving at least the expected level (Level 4 or

above) for the Core Subject Indicator has increased by 0.8 percentage points from 92.7% to 93.5% and is the highest in the region and Wales.

Key Stage 3

At key stage 3, in the Vale of Glamorgan, the proportion of pupils aged between 11 and 14 years olds achieving at least the expected level (Level 5 or above) for the Core Subject Indicator has increased by 0.6 percentage points from 91.2% to 91.8% and remains above the Central South Consortium and Welsh averages and the highest in the region.

Key Stage 4

At key stage 4 the changes to the courses and exam specifications means the outcomes from these GCSEs cannot be compared to those of previous years, particularly in mathematics and Welsh/English. In 2017, the changes to the GCSE specifications have disproportionately influenced the achievement of many pupils who suffer from socio-economic disadvantage. Each of the schools has undertaken a thorough analysis of results to identify where the lower than expected outcomes are as a result of these changes and where they are a result of specific issues in their own schools in order to plan for 2017-2018. Overall, the performance in the level 2 threshold including English and mathematics decreased by 6.7 percentage points to 60.4%. This remains the highest in the region and ranks the Vale of Glamorgan above the indicative position of fifth when compared to other local authorities.

Challenge and support provided by the Consortium on behalf of the Vale of Glamorgan Council

15. In 2016-2017 the Vale of Glamorgan Local Authority contributed £615,592 towards the core functions of the consortium. Provision included eight challenge advisers (3.02 FTE) plus support for Schools Challenge Cymru Advisers and a Senior Challenge Adviser.
16. Nine schools were inspected during 2016-2017.
 - Of the nine schools, four were asked to write excellent practice case studies. They were Ysgol Y Deri, Llansannor CiW Primary, Ysgol Gynradd Gwaun-y-Nant and Palmerston Primary School. Only one school (St Richard Gwyn RC School) was judged as adequate and placed in a follow up category.
 - Albert Primary, St Andrew Major CiW Primary, Ysgol Pen y Garth and Rhws Primary were all removed from LA monitoring.
 - Ysgol Gymraeg Dewi Sant was removed from Estyn monitoring and Barry Comprehensive School was removed from Significant Improvement.
 - There are currently two schools in the Vale of Glamorgan requiring Estyn follow up. They are St Richard Gwyn (Estyn Review) and Bryn Hafren Comprehensive School (Significant Improvement).
17. Elected Members will be aware that we use a categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve. During 2016-2017, the consortium continued to work closely on behalf of the Local Authority to monitor the progress of the schools in need. Of the 56 schools in the Vale, two schools required 'red' level of support and seven schools required amber level of support. There were 25 schools requiring green support and 22 requiring yellow support.
18. Challenge advisers continue to have a relevant educational background and level of experience and provide good quality support and challenge to schools. They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed. Challenge advisers have continued to commission bespoke support and intervention from the wider support teams within the Central South Consortium.

19. Provisional categorisation outcomes for 2017-2018 identify that improvement has been sustained and continues across the authority within the primary sector. The situation in the secondary sector is less clear because of the national context. It is likely that schools with lower outcomes may have improved benchmarking. Detailed analysis is taking place and will be extended as data is released. The final categorisation outcomes will become public on the 31st January and therefore we will be presenting verbally on outcomes at the Scrutiny Committee on the 7th February 2018.
20. Other support provided by the consortium to schools in the Vale of Glamorgan has included:-
- a) 27 schools, comprising of the primary and secondary sectors within the Vale of Glamorgan have accessed professional development programmes provided by the Hub schools across the region.
 - b) The Vale of Glamorgan schools involved in providing support as part of the Hub programme in 2016-2017 were:-
 - Professional Learning Continuum – Romilly Primary, Cadoxton Primary, Rhws Primary, Stanwell School, Cowbridge Comprehensive, Ysgol Gymraeg Bro Morgannwg
 - Foundation Phase Alliance – Cadoxton Primary
 - Welsh 2nd Language – Sully Primary, Cowbridge Comprehensive
 - Welsh 1st Language – Ysgol Gymraeg Bro Morgannwg
 - Mathematics – Stanwell School
 - Digital Competence – Cadoxton Primary
 - c) The following schools were identified as Welsh Government Pioneer Schools:-
 - Romilly Primary, Cadoxton Primary, Rhws Primary, Barry Island Primary, Cowbridge Comprehensive, Stanwell School, Ysgol Gymraeg Bro Morgannwg, Ysgol Gymraeg Sant Curig, Albert Primary, St Joseph's RC Primary School
 - d) These schools are lead practitioners:-
 - Stanwell School, Cowbridge Comprehensive, All Saints CinW Primary, Barry Island, St David's CiW Primary, Cadoxton Primary
 - e) Fourteen Schools in the Vale of Glamorgan have been part of pathfinder pairings, seven schools being the supported schools and ten schools being the lead schools. The focus of work was tailored to the needs of each school with support from challenge advisers who brokered the partnerships and monitored progress and evaluated the impact. Where these are schools requiring an amber level of

support their impact has been monitored as part of the termly amber schools progress reporting

- f) Nearly all Vale schools have been involved in SIG working, and during 2016-2017 SIGs including Vale schools have focused on literacy, numeracy, teaching and pedagogy, pupil voice, leadership, ICT and digital curriculum framework (DCF) assessment, science, wellbeing and closing the gap. SIGs are reviewed annually and have to provide a report on their priorities and impact against their priorities twice a year in order to be funded
- g) Four Vale of Glamorgan schools have engaged in the peer enquiry programme, which supports headteachers working in triads to review and evaluate focus areas in each school and then providing a detailed report on the strengths and areas for improvement.
- h) The consortium has invested heavily in leadership provision in the 2016-2017 year. For Vale of Glamorgan schools this has included opportunities to support another school with leadership capacity, leadership of school to school provision and direct leadership programmes. Of these, 5 headteachers have undertaken the New to Headship programme; 2 headteachers have undertaken the Strategic Headship programme; 4 headteachers have completed the Consultant Headship programme; 3 headteachers have completed the Executive Headteacher programme; 5 senior leaders have completed the Aspiring Headteacher programme and there were 4 successful NPQH applicants
- i) There has been one Schools Challenge Cymru Adviser in the Vale of Glamorgan and in addition the Foundation Phase, Welsh in Education, Hwb+ and Qualified for Life teams based in school improvement hubs across the region have supported Vale schools as part of their grant funded operation. For 2017-2018 CSC have created and developed the role of Accelerated Progress Leads (APL). These consultants work in schools considered to be vulnerable. All APLs have significant experience of working to bring about significant improvement in schools facing difficulty. An APL is working with three secondary schools in the Vale of Glamorgan
- j) All red and amber support schools have a bespoke package of support which is recorded within a support plan. Key improvement objectives are identified and regular school improvement forums held to judge the impact of the support in enabling the school to meet its objectives. A judgement is made on the extended

of the progress the schools have made in meeting each objective. This information is provided to Directors in termly progress reports.

- k) Each term CSC prepares a detailed report for Directors and then meets with them to discuss the aspects of the report that they select. This report contains a detailed breakdown of the support provided within the previous term.

21. The consortium has contributed to the preparation and development of Successful Futures in the Vale of Glamorgan. This work includes working with the pioneer network to:

- Contribute to the development of Areas of Learning and Experience (AoLEs)
- Introduce the new professional standards; providing schools with opportunities to familiarise themselves as well as gain understanding of how to put them into practice
- Supporting schools to carry out small scale action research into some of the pedagogical principles
- Holding headteacher briefing sessions to give updates and advice regarding engagement
- Ensuring that Successful Futures feature in the professional learning offer from all our Hub schools
- Supporting SIGs who address aspects of the DGF or pedagogical principles in their collaborative work
- Contributing to a range of Welsh Government groups including Change Board and Programme Board
- Developing a three year strategy to deliver Successful Futures through SIGs and then clusters
- Developing a learning and teaching framework with the aim of capturing all the reforms in one area
- Supporting the innovation in digital competency
- Facilitating opportunities within the Lead Creative Schools initiative
- Providing briefing for CSC teams so that all officers can support schools in their preparations

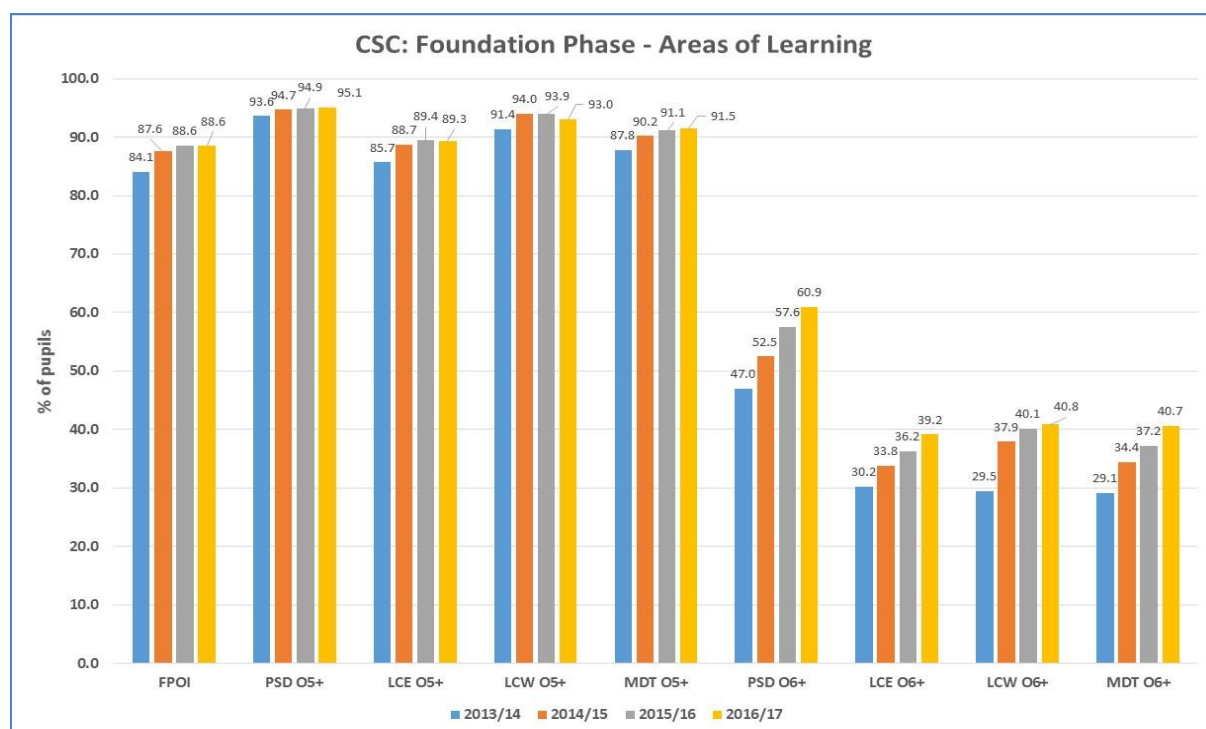
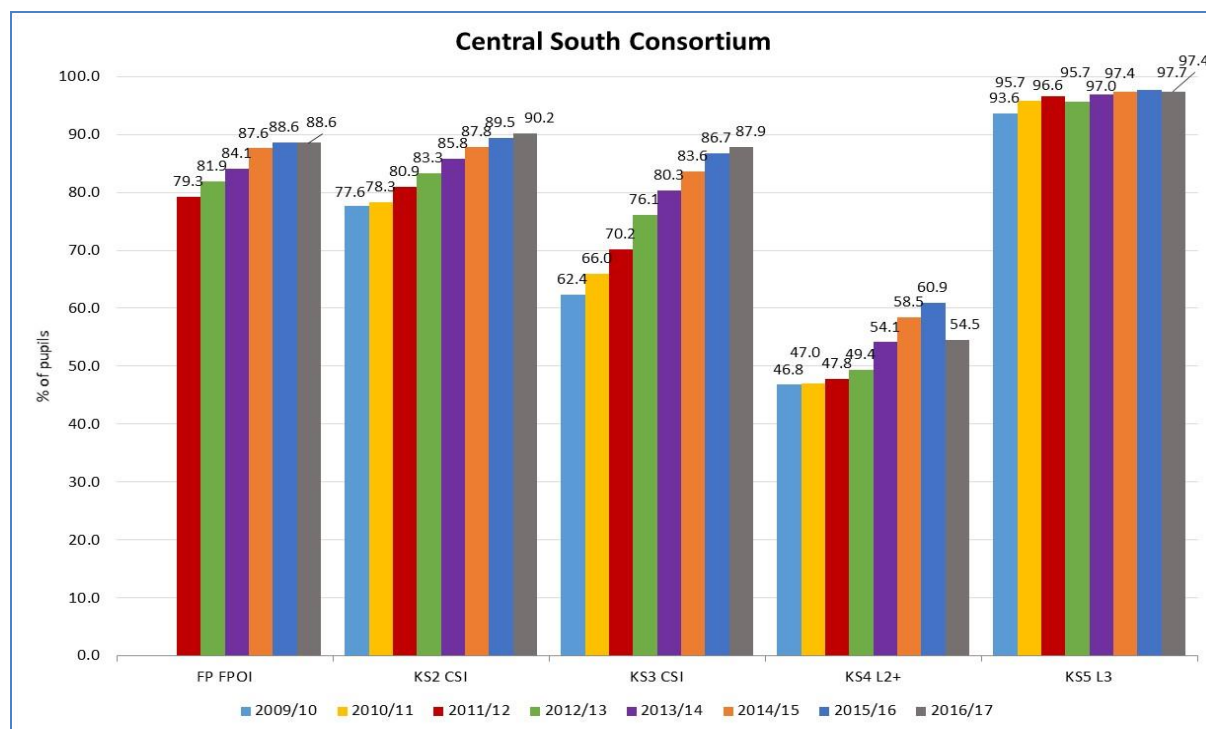
Additional support requested through the Local Authority Annex

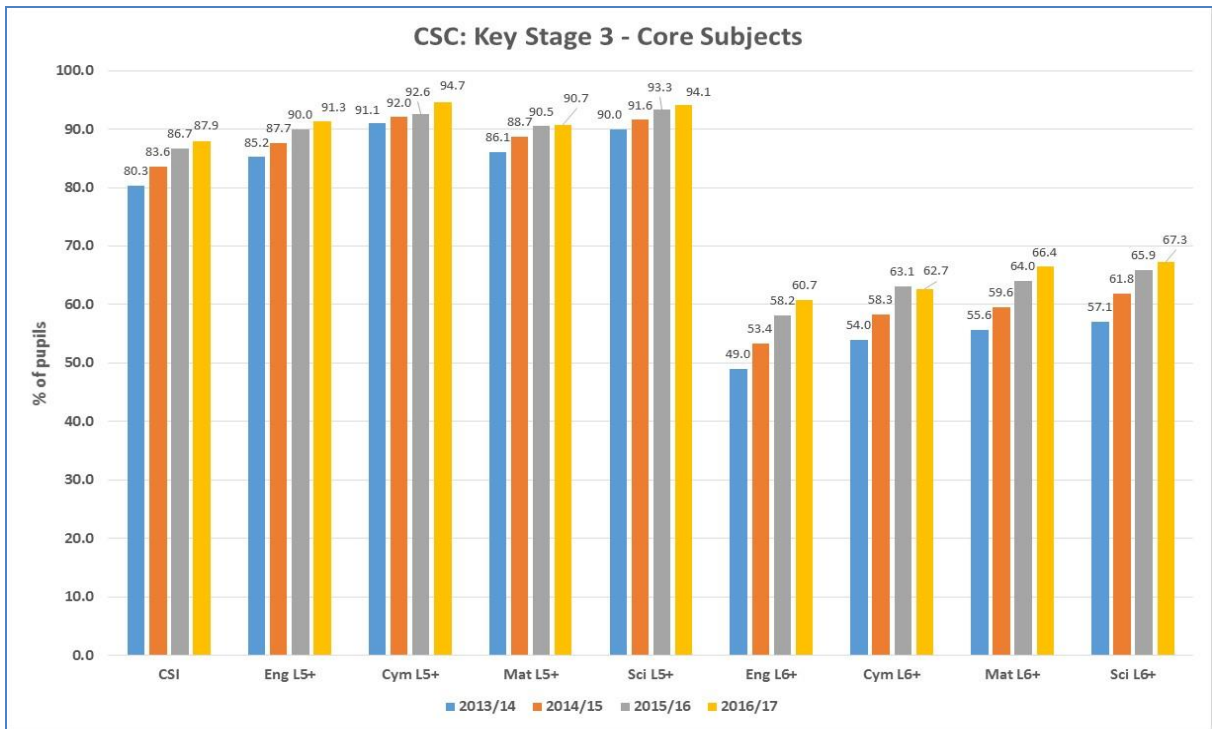
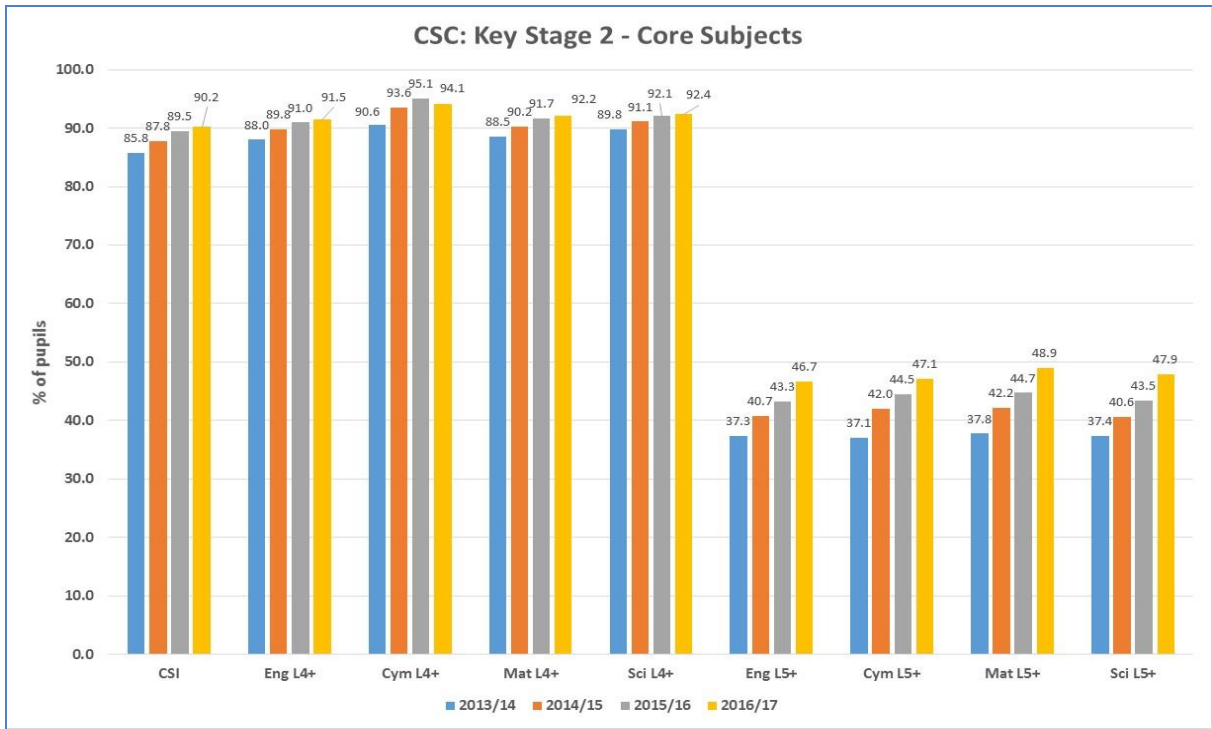
22. In 2016-2017 additional funding was provided to support Vale of Glamorgan specific priorities via the Local Authority Annex 2015-2016:

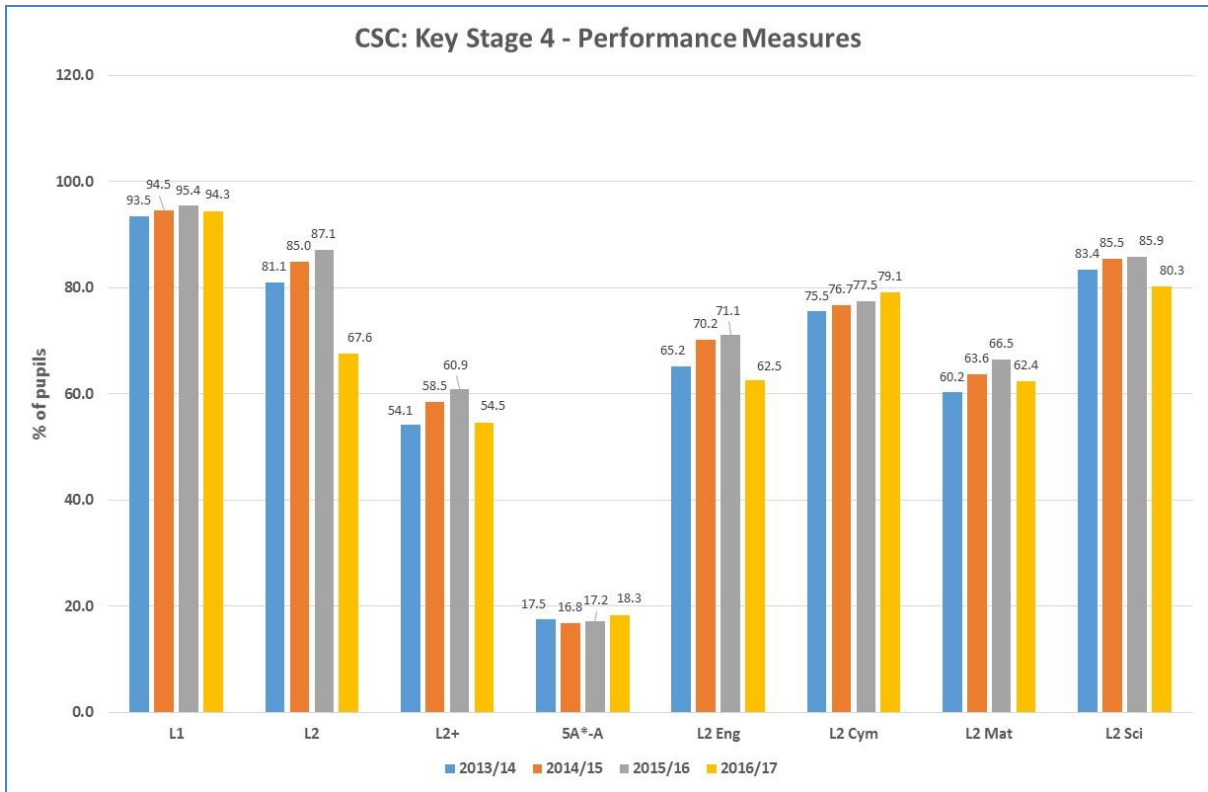
- Improve standards in Welsh 2nd Language
- Improve outcomes in Welsh 1st Language
- Develop excellence in Leadership
- Support for Barry secondary school transformation
- Improvement Key Stage 4 Performance at Level 1

Annex A: Headline results across the Central South region 2016-2017

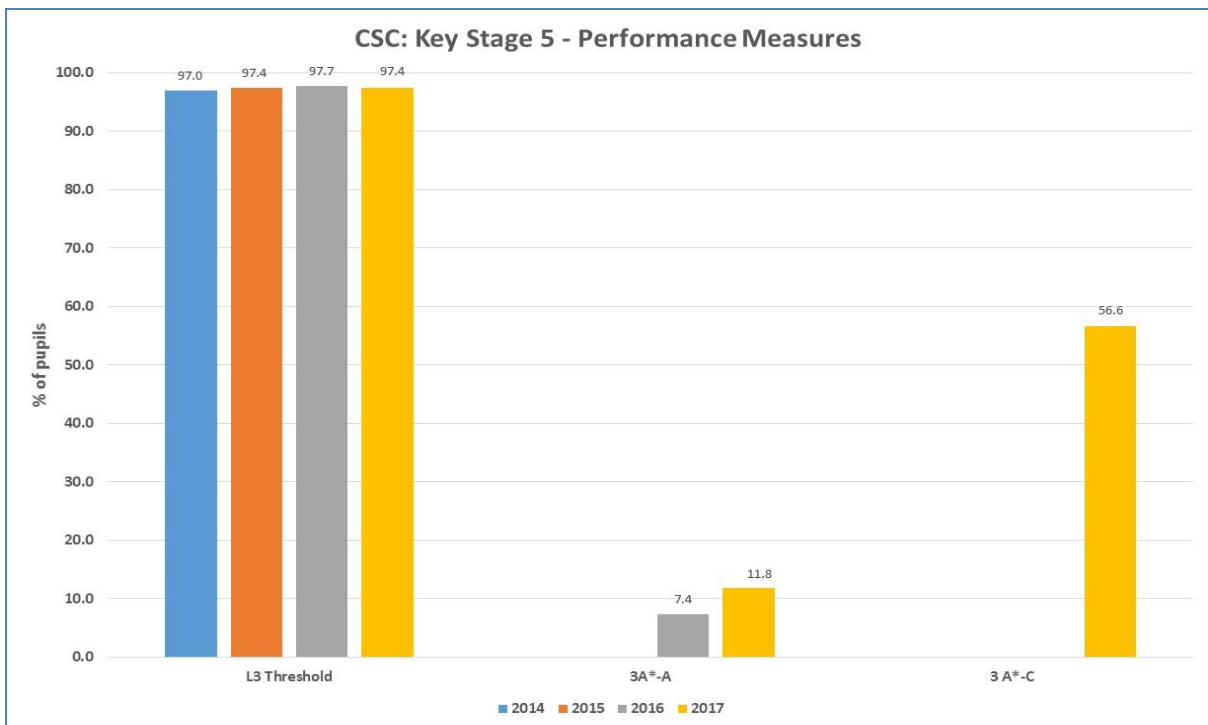
Outcomes in the first three key stages have risen across the region, although not in every local authority, and continue to sit above the national average at Key Stages 1-3. The change in performance measures at Key Stage 4 make direct comparisons to previous years' data problematic.



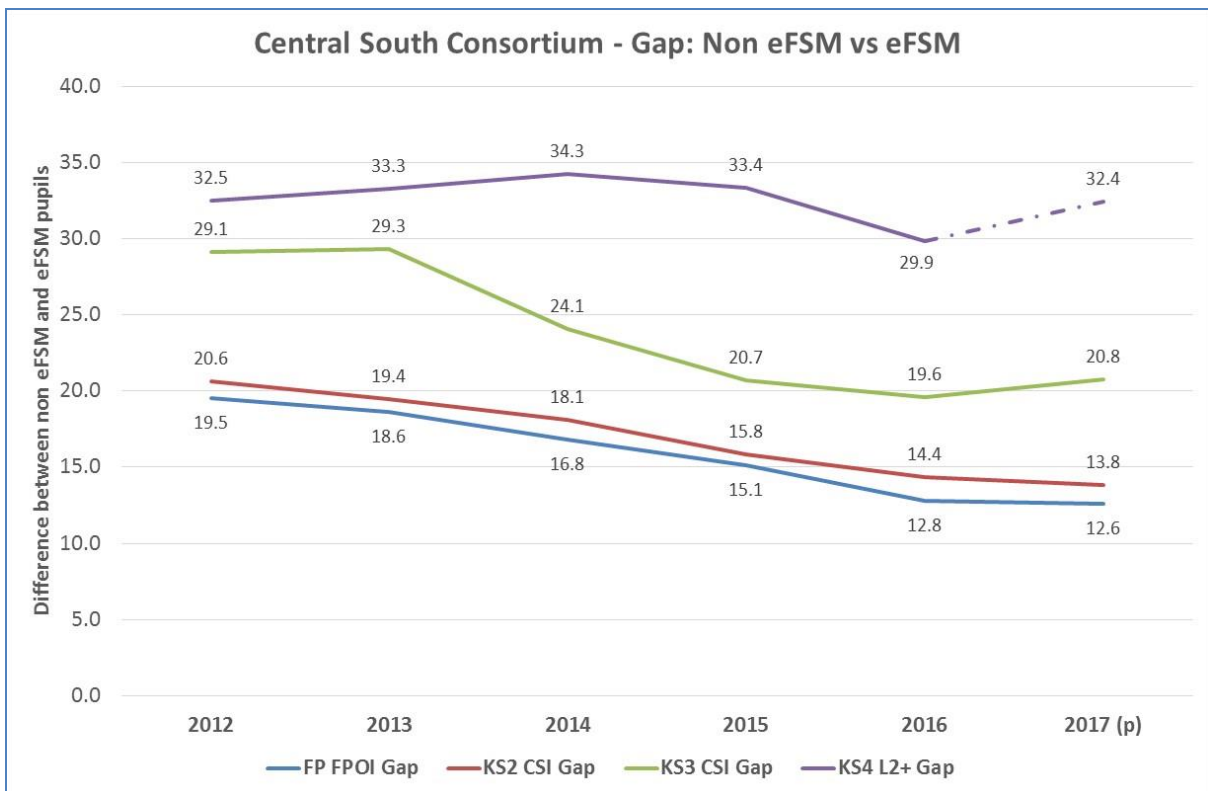
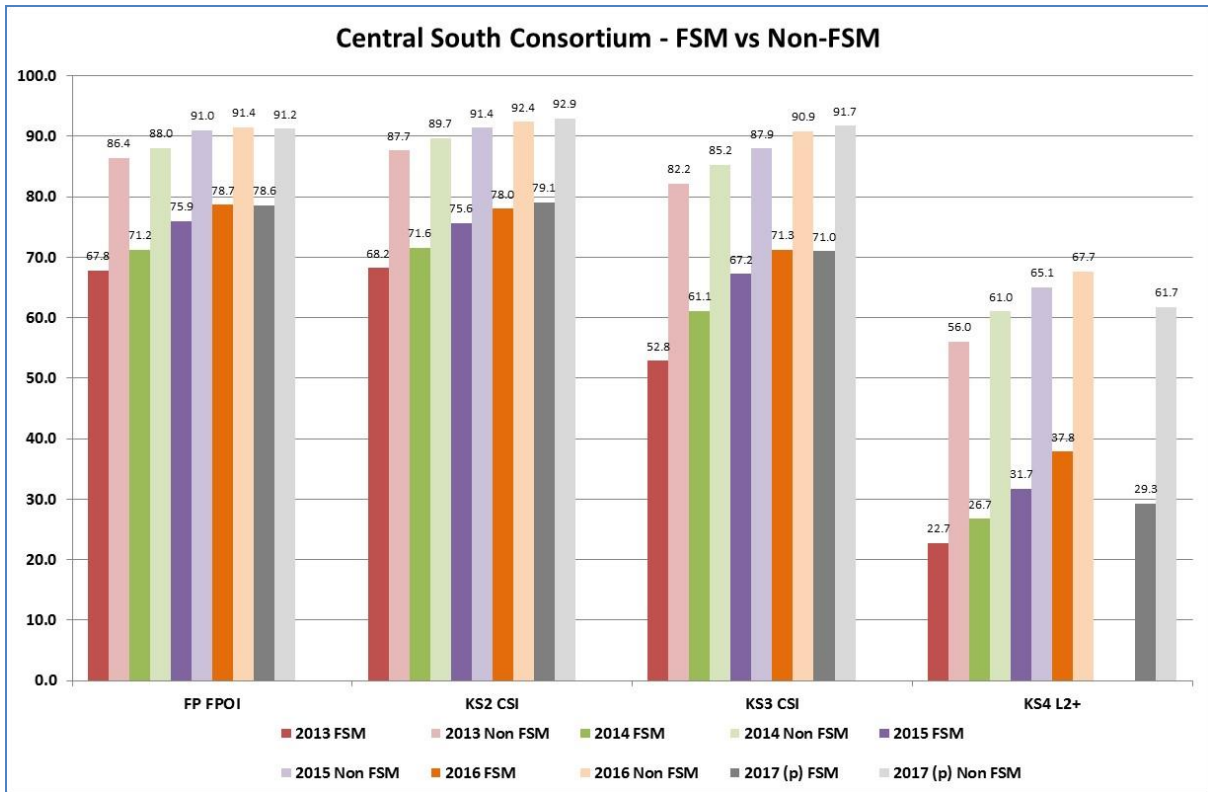




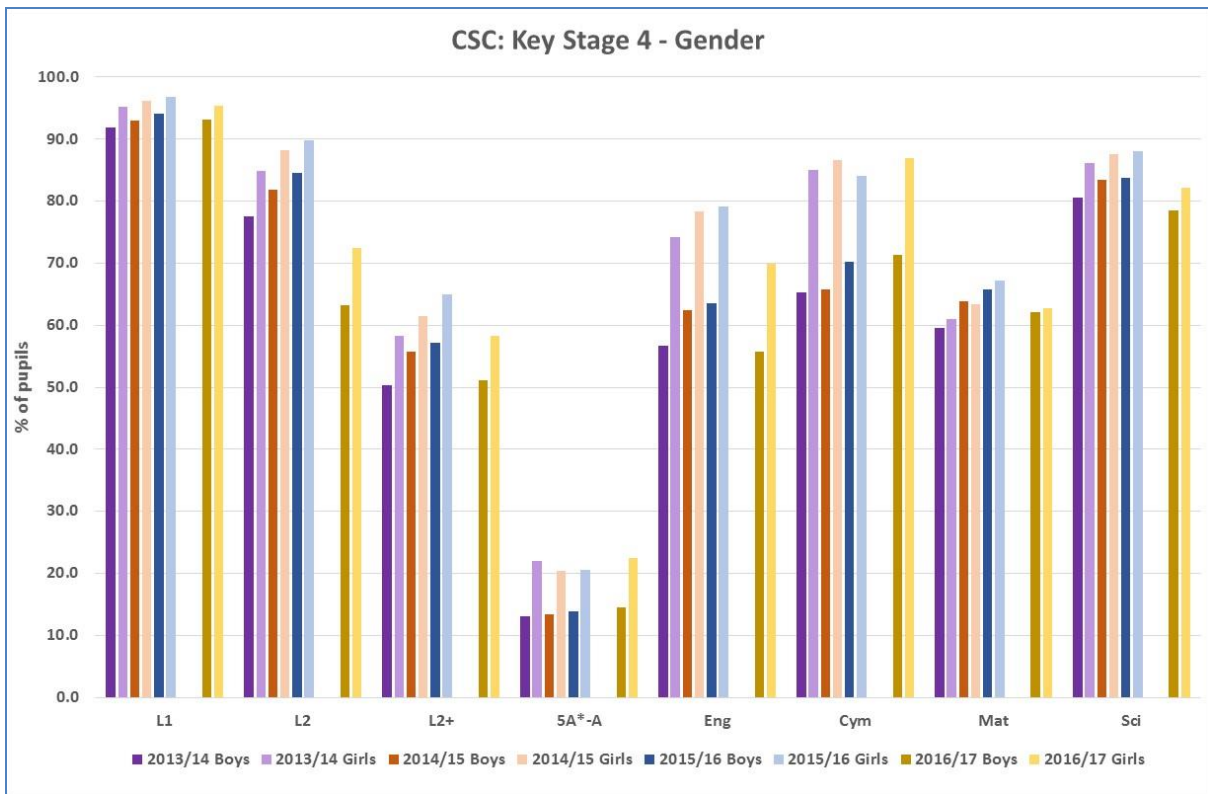
There is further work to do at Key Stage 5 (in school sixth forms) across the region. NB: MTBC has post 16 provision provided by the FE sector which is not included here.



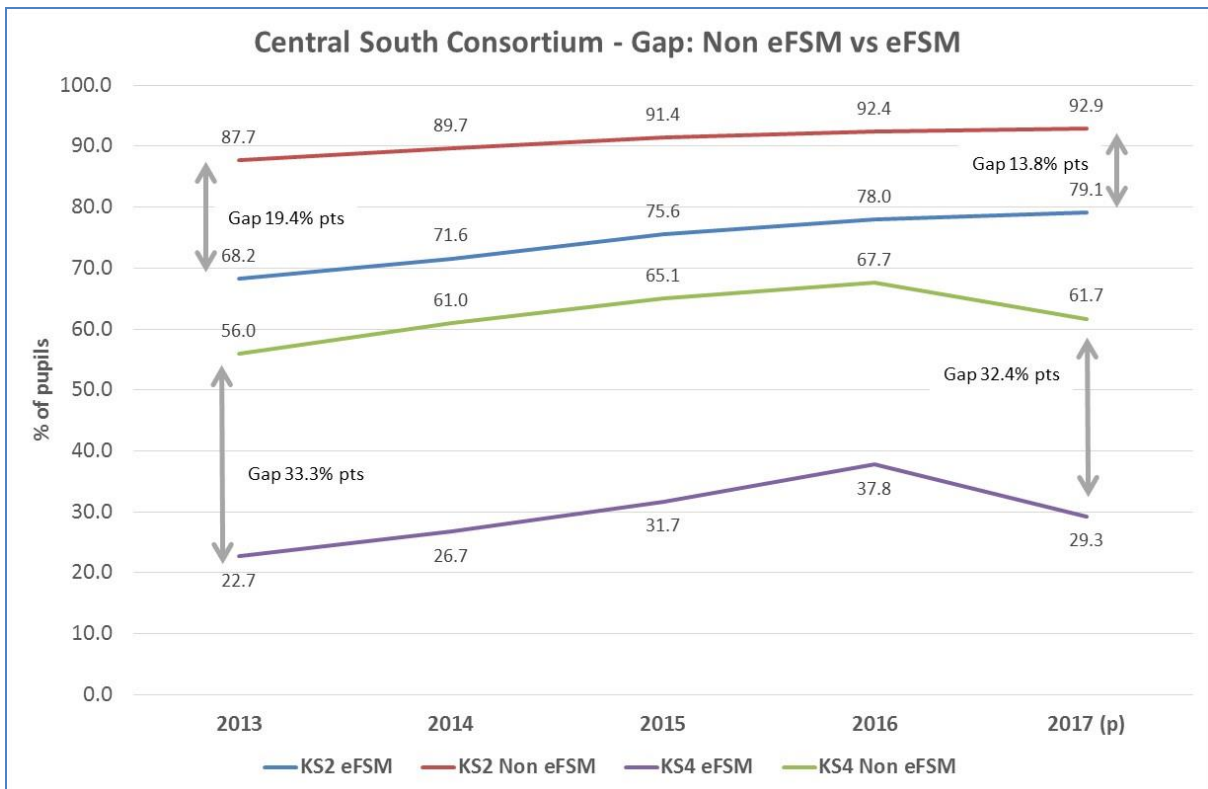
There are mixed results for the performance of children claiming free school meals (e-FSM) across the region, and the gap remains stark compared with children not claiming free school meals (non e-FSM).



There are particular issues across the region relating to boys' performance in literacy/English/Welsh, and girls' performance in mathematics/numeracy which are first identified within the Foundation Phase and continue to the end of Key Stage 4.



The gap between the performance of pupil's e-FSM and their peers is narrowing for Key Stage 2, but has widened for secondary in the most recent year.



Annex B: Headline results across the Vale of Glamorgan LA 2016-2017

