

## Central South Consortium

### Accountability Framework - Draft

#### Background

The Central South Consortium has as its overarching objectives; improved learner outcomes for all young people and the eradication of the impact of poverty on educational attainment. This requires the implementation of a transformative agenda that seeks to improve the quality of teaching and leadership in our schools and also a robust inclusive and transparent monitoring and accountability framework.

#### Accountability Framework

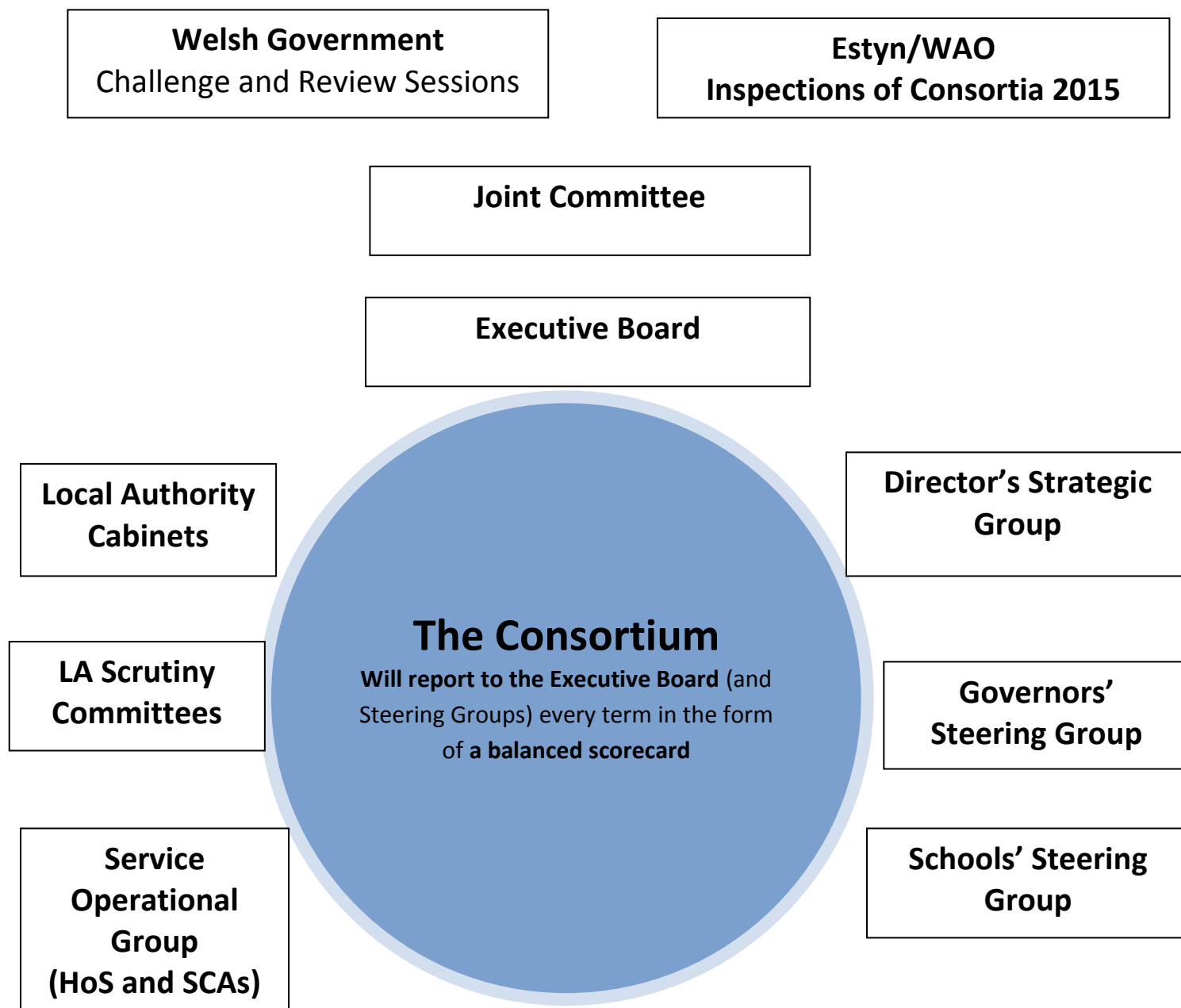
Accountability for this agenda can be understood as the joint commitment of the education community across Central South Wales to monitor, evaluate, challenge, support and discuss progress towards the implementation of agreed goals.

The concept of accountability applies to all stakeholders being held accountable for their role in implementing the transformational agenda within their respective governance frameworks and scope of responsibility. Mutual accountability implies ensuring answerability and a clear delineation of responsibilities.

#### **The accountability framework allows each Local Authority (LA);**

1. To contribute to the development of a core service model provided by the CSC who delivers outcomes against the agreed specification (CSC Business Plan) and for the budget agreed with five LAs,
2. To contribute to the development of an understanding of the unique challenges that determines the differentiated services provided by the CSC who delivers outcomes against the agreed specification (LA Annex) and for the budget agreed with individual LAs,
3. To contribute to the design of an effective strategy for school improvement that will bring about rapid improvement in all schools
4. To contribute to the identification of the means of implementation and the opportunity to review the quality of provision and the impact of interventions on outcomes

**Accountability Architecture**



**Roles and responsibilities**

**Schools** are accountable to parents, communities and local authorities through their Governing Bodies.

**Local authorities** deliver school improvement services and jointly commission some key functions from the consortium where there is a sensible economic and quality rationale. They are accountable to the electorate through their Cabinet and Scrutiny function.

- **Consortia** are governed through a Joint Committee with responsibility for agreeing budget and priorities. Consortia are managed by an Executive Board with guidance from Directors of Education as well as Steering groups of representative schools and governors.

#### **In addition**

- **Estyn** has responsibility for inspecting the quality and standards in education and training providers in Wales.
- **Welsh Government Challenge and Review Sessions:** through which the Minister and his officials is responsible for holding the Consortium to account for delivery against the business plan. This involves the five Directors and is held each term.

#### **Membership of groups:**

- Joint Committee meets termly and includes portfolio holders in each authority, lead Chief Executive and lead Director and meets each term.
- CSC Executive Board meets termly includes Lead Director, Welsh Government, a politician representing the JC and up to five external experts, one of whom will be the Chair of the Executive Board. The Board meets twice per term. The Executive Board provides the line management for the Managing Director.
- The Director's Strategic Group meets monthly and includes all five education directors with statutory responsibility for Education.
- Service Operational Group meets monthly and includes Heads of Service in education functions in the local authorities as well as senior officers in the Consortium.
- Steering Groups (*School Leaders' Group and Governors' Group*) meet termly and as far as possible includes elected or representative headteachers and governors from the five authorities.

#### **Reporting arrangements (to be contained within a programme of reports)**

- **Annual reporting on performance (in the autumn term) to the Joint Committee** including a comprehensive needs analysis of the region setting priorities for attention in the forthcoming year/financial year – leading into the development of the next business plan
- **Annual reporting against budget (in the summer term) to the Joint Committee**
- **Termly progress reporting** to Scrutiny Committees and to LA Director/HoS on progress against LA Annex/PIAP and priorities in each of C and D category schools

## Central South Consortium

**The Consortium will report to the Executive Board** (and Steering Groups) every term in the form of a balanced scorecard to include:

1. Performance against business plan expectations
2. Progress against operational plan/risks.
3. Measurable outcomes in year, including the process of the target setting processes across local authorities and the outcomes of inspections against categorisation and priorities identified.
4. Progress against plan in SCC schools
5. Activity measures including compliance against the framework (APRs/HTPM completed), interventions in place against need.
6. Financial monitoring expectations and internal metrics (PM processes in place, sickness stats etc.)

Consortium will also report to the **five Local Authority Directors** through their normal accountability processes, on the progress of actions contained only in the local authority annex which should reflect actions in the PIAP. Reporting will also focus on progress against performance of vulnerable schools on a termly basis (half termly for category D schools) and participate in termly progress reviews for C and D category schools.

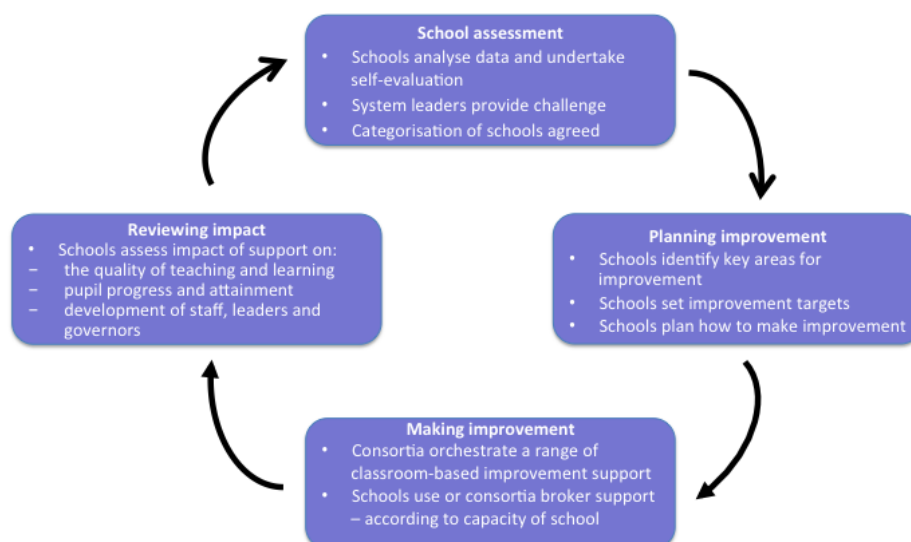
## Annex: The Central South Consortium and the National Model for Regional Working [Extract From the National Model].

*‘Wales needs for its future success in the world, young people who are; clever, skilled, happy and healthy, and an educational system that helps to produce them. Our proposals in this agreement are designed to generate this through supporting reform to the way that local authorities, regional consortia and the Welsh Government work together to support school leaders, governors and teachers and, through this process, helping to create excellent learning, in excellent classrooms in excellent schools.*

*The national model can create the structures and define the framework within which this partnership will function but it will require a shared commitment and moral purpose for the system as a whole to deliver the improvements in education and life chances that all children in Wales deserve.*

*Local authorities retain the statutory responsibility for schools and school improvement. The national model is based on a vision of regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people.’*

### Annual Cycle of School Improvement



### The role of regional consortia in implementing this model

*‘The delivery of consortia services should be based on co-construction with schools with a move to common/shared data systems and underpinned by excellence of expertise in analysing and challenging schools’ improvement needs. The delivery of consortia services should not be based on employing large numbers of full time staff – rather a core staff should draw on the skills of the best head teachers in their regions along with other school*

*improvement experts and should use budgets flexibly to commission the support schools require.*

*Relationships and lines of accountability between local authorities and regional consortia should be clear so that everyone in the education system understands who is responsible for what.*

*The implementation of this model will change over time. As schools and teachers develop over the next two to three years, and as they gain knowledge and confidence, they will expect more independence, autonomy and space to make their own decisions. The measure of success for regional consortia will be that they cease to exist in their present form over time because their job is done.'*

### **The scope of consortia services**

1. School Improvement
2. Data collection, analysis and application
3. Supporting school leadership at all levels
4. Supporting learner well being
5. Effective implementation of the LNF
6. Providing challenge to the performance and delivery of the Foundation Phase
7. Aligning national and local 14-19 strategies
8. Working with LAs to ensure links between 21<sup>st</sup> Century schools and school improvement
9. enabling the aims of the Welsh Government's Welsh-medium Education Strategy (WMES) to be delivered
10. delivery of high quality governor training and advice services including the requirements for mandatory training for governors
11. specialist human resources advice to support head teachers and governing bodies

### **The responsibilities of local authorities**

*Local authorities will retain statutory accountability for school performance together with the responsibility for the exercise of statutory powers of intervention and organisation of schools.*

*Local authorities will designate a lead officer ('an intelligent client') to act as the main point of contact with the regional consortium, in accordance with the arrangement described below.*

*Local authorities and regional consortia will have open discussions together about their plans which should be clear about the respective roles, functions and intended actions of each. These processes will remove any risk of regional consortia or authorities duplicating effort. In particular local authorities should share with regional consortia information on their proposals and decisions in relation to:*

- *the overall vision and social and economic development priorities for their area, having particular regard to issues that are likely to affect schools;*

- *school organisation, including plans for federations, amalgamations, closures and delivery of their 21<sup>st</sup> century school strategies;*
- *supporting the delivery of those having special educational and additional learning needs;*
- *the organisation of behaviour support and education welfare services;*
- *their youth engagement strategy;*
- *safeguarding arrangements for children and young people; and*
- *arrangements to promote effective procurement and the development of business support services within schools.*

*Local authorities will provide regional consortia with access to relevant data systems, including anonymised data sets on pupil performance where this is held at local authority level, and other information to facilitate their work.*

*Local authorities will not duplicate the work or activity of regional consortia.*

*The development of secure local authority and consortia relationships will mean that both parties will consider urgently and jointly recommendations on statutory school interventions from any source and, unless there are exceptional circumstances, agree to implement them. Local authorities and consortia will follow the jointly agreed 'escalation' protocol that is currently being developed.*