

## **CENTRAL SOUTH CONSORTIUM**

### **JOINT COMMITTEE REPORT**

**18<sup>TH</sup> MARCH 2021**

## **CENTRAL SOUTH CONSORTIUM EFFECTIVENESS AND EFFICIENCY REPORT 2019-20**

### **REPORT OF THE DIRECTORS OF EDUCATION**

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#### **1.0 Purpose of the report**

To provide the Joint Committee with an overview of the report on the Efficiency and Effectiveness of the Central South Consortium 2019-20.

#### **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.

2.2 During 2019-2020 four of the Consortium's main areas of work were selected for focused evaluation:

- Vulnerable Learners Project
- Peer Engagement & Collaboration Models
- Central South Wales Challenge (Hub Focus)
- Annual Survey

#### **3.0 Overview of Performance**

3.1 For 2019/20 CSC is not able to provide an overview of the performance of key pupil groups at each key stage. However, we have continued to include a summary of inspection outcomes and categorisation outcomes. Full analysis of available data is provided within the Appendices.

#### **Categorisation**

4.1 385 schools in the region have National Categorisation Support Categories for both 2018-19 and 2019-20. Of these schools:

- 30 schools remained in the same support category.
- 50 schools moved up one support category (from Yellow to Green, from Amber to Yellow or from Red to Amber).
- 3 schools moved up two support groups (2 schools moved from Red to Yellow, and the remaining school moved from Amber to Green).
- 29 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, from Green to Amber.

4.2 The proportion of schools receiving Green support has more than doubled during the period 2014/15 to 2019/20 (21.3% pts compared to 53.0% pts), with the proportion of schools receiving Yellow support falling slightly.

4.3 The proportion of schools receiving Amber support has reduced from 28.4% pts to 10.1% pts, with the proportion of schools receiving Red support also reducing from 7.8% pts to 1.8% pts.

## 5.0 Inspection Outcomes

5.1 All Estyn inspections were suspended in March 2020<sup>5</sup>, therefore analysis included in the report contains information for schools inspected between September 2019 and March 2020. Further details can be found in Appendix B.

5.2 The proportion of schools in CSC judged as either Excellent or Good is above the national proportion for all five Inspection Areas in the most recent year, which reverses the pattern seen in the previous year.

5.3 The highest performing Inspection Areas for the region are Inspection Areas 2 and 4, where just over 90% of schools inspected are judged as either Excellent or Good.

5.4 The lowest performing Inspection Areas within the region are Inspection Areas 1, 3 and 5. However, over three-quarters of the schools inspected are judged as either Excellent or Good.

5.5 The proportion of schools invited to create Excellent Practice Case Study has nearly doubled between 2017-19 and 2019-20 for the region.

## 6.0 NEETs

6.1 The Year 11 NEET figure for the region has increased in 2018-19 to 1.8%, which is now the same as the national percentage. Whilst the regional figure has increase by 0.4 percentage points in the most recent year, this regional figure remains the second

lowest percentage seen since 2009. In the last four-year period, the proportion has fallen from 3.5% in 2014-15 to 1.4% in both 2016-17 and 2017-18, with an increase seen in 2018-19. The regional decrease over this period is 1.7 percentage points with the National decrease being 1.0 percentage points.

## 8.0 Overview of Funding

8.1 In 2019-20, monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil, but the additional benefits of working regionally can also be seen in the impact on 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
- Next Steps

## 10.0 Conclusions

10.1 In 2019-20 there was a further 5% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 986, which subsequently reduced spend per pupil.

*Table 1: Comparison of Core Expenditure per pupil from 2016-17 to 2019-20*

	2016-2017	2017-2018	2018-2019	2019-2020
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853
Pupil numbers	146,711	147,236	147,697	148,683
Spend per pupil	£28.60	£27.07	£26.45	£24.96

10.2 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 2016-17 to 95.6% in 2017-18. However, this slightly decreased to 93.2% in 2019-20. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

- 10.3 During 2019-20, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.
- 10.4 A comprehensive analysis of resources provided to schools in individual LAs 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, LAs receive between –1.49pp and +1.66pp when compared to the percentage of funding they contribute to the overall core budget. Schools requiring additional resources 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.
- 10.5 The process for allocating additional resources has been refined during 2018-19 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.
- 10.6 Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact and effective practice can be identified in the following areas:
- Strong and effective strategic wellbeing support has been provided across the five LAs throughout 2019-20. There is a clear and consistent approach to assisting schools and LAs in supporting vulnerable learners.
  - PL (for CLA) has been very well received by staff during 2019-20. According to the evaluations, over 1,000 teachers have benefited positively from the training.
  - Vulnerable learner reviews identified many areas of good practice and this will be used as the basis for further partnership working and guidance for schools;
  - Increased engagement in PL across career phases. During 2019-1920, at least one practitioner from 73% of schools in the region engaged with a Hub PL programme.
  - 1,024 practitioners attended a PL programme facilitated by a hub or lead practitioner, with nearly all participants considered that, as result of attending the programmes, their practice had changed in some way.

- A total of 95% of schools have engaged with the PL offer, with nearly all programmes running.
- Nearly all schools in the region have engaged in purposeful collaborations in clusters to support the development of CfW. Nearly all clusters have identified leads in all areas. Evaluation shows proxy indicators of impact in practitioner learning and, in the most successful cases, changes in behaviour.
- 3,158 practitioners from across the region attended PL related to CfW across the year.
- 84% of schools attended the Spring Term CfW briefings.
- Over 700 TAs have successfully gained HLTA status since it was introduced, with 25 completing during 2019-20.
- 55 schools in CSC were successful in applying to become ITE partner schools with the Open University following a national selection process. Ten of those were also successful in becoming Lead Schools who will be funded to engage in the alternative routes into teaching at strategy level.
- There has been an increased focus on the promotion of informal and incidental Welsh in many schools due to the Siarter Iaith and Cymraeg Campus activity. This activity has increased in the number of schools awarded the Welsh Language Charter.
- Nearly all ALN Cluster Leads (95%+) attended the PL ‘train the trainer’ sessions and most disseminated this within their cluster.
- In spring 2020, most schools in the region undertook a self-evaluation of their preparedness for the ALN Act supported by their IP. Information was gathered on 100% schools in four LAs.
- All leadership pathway programmes in place for 2019-20
- Historical information: 282 candidates have gained NPQH in CSC since 2011.
  - 56% have since gained a headteacher post. Candidates with the NPQH are gaining a position as headteacher after a number of years of holding the qualification.
  - There are 123 teachers in CSC who currently hold the NPQH but are yet to gain a headship.
  - 45 of these teachers have held the qualification for more than 3 years (16% of candidates).
  - 44% are in other posts – DHT, CAs, retired etc.
- All ‘New and Acting Head Teacher programme’ and ‘NPQH’ participants have been allocated a coach. 100% positive feedback from candidates at NPQH assessment centres regarding coaches.
- The quality-assured categorisation reports produced by the Cyfleoedd+ headteachers successfully cleared all moderation stages in 2019-20 and provided accurate and

valuable identification of areas to improve regarding both standards and capacity to improve.

- The Cyfleoedd+ had moved towards collective accountability and had therefore further developed its working protocol
- Pilot schools worked together on peer engagement, enhancing self-evaluation procedures and practices with bespoke, co-constructed models.

10.7 During 2019-20, 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 PL opportunities for Curriculum Reform and all other aspects of national reform. These changes will be evaluated for impact and reported in 2020-21.

10.8 The annual survey conducted in November 2019 provided evidence of the following:

- Engagement in collaborative research has seen a slight but positive increase over the last four years, to the point where, currently, 40% of staff in both sectors are engaged termly or more frequently in collaborative research. This positive trend arises mainly from the increased involvement of staff in the primary sector, up to 40% from 27%. Secondary staff involvement has also increased, less sharply but from a higher baseline, from 34% to 40%.
- This year, 84% of primary and 70% of secondary staff indicated they had a better understanding of effective PL. Staff also felt they better understood how to lead effective PL.
- Overall, some 42% of primary and 29% of secondary staff had been regularly involved, termly or more often, in leading an aspect of training or PL in the last year, whilst some 48% of primary and 37% of secondary staff had led on evaluating and improving an aspect of teaching.

## 11.0 Recommendations

11.1 CSC commit to taking the following next steps as identified within the strand evaluations within the report:

- Further embed the learning from the Vulnerable Learners' Project, and continue the strong partnership working with local authorities. Identify and disseminate research and practice to share with schools across the region;
- Further develop the strategy for Equity and Excellence as the basis for school improvement activity;
- Evaluate the pilot peer engagement / collaboration models to inform the next steps with the CSC Peer Engagement Process map. Align this work to the National Evaluation and Improvement Resource (NEIR) following 2019-20 piloting;

- Develop an e-learning strategy for PL, including increasing capacity to the CSC team to lead this;
- Establish more rigour in the hub and LP model to make it easier to monitor impact;
- Further consideration of CSWC evaluations processes and methods to ensure impact is captured; and
- Redesign the Annual Survey questions in line with the reform agenda and associated PL developments.

11.2 In addition, CSC have also identified the following areas for consideration in 2020-21

- Review the Challenge Adviser deployment model in light of the removal of formal categorisation;
- Professional Learning and accreditation for CSC school improvement colleagues;
- Review and propose changes to the way CSC support governors; and
- Support for Continuity of Learning

11.3 Finally, CSC propose to provide an annual effectiveness and efficiency report to Members of the Joint Committee in the Autumn Term each year. This report will form the basis of the reports to local authority annual scrutiny committees.

11.4 Strand evaluations for 2020-21 should continue for the following areas:

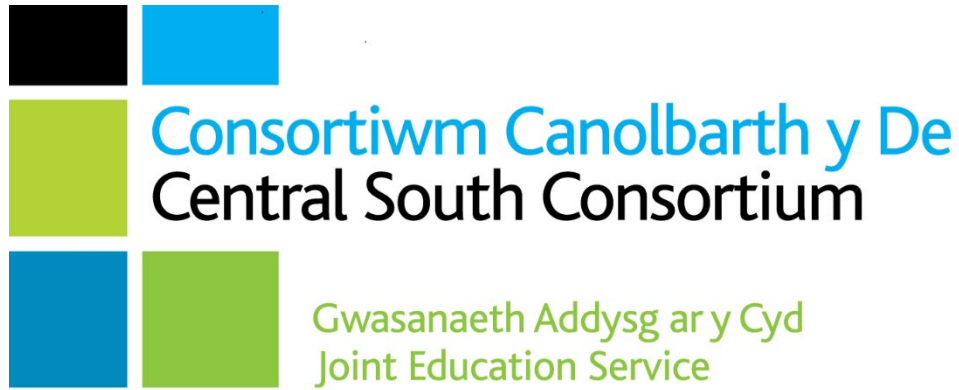
- Central South Wales Challenge Models;
- Peer Partnerships; and
- Support for Vulnerable Learners

11.5 Further strand evaluations should be considered for the following:

- Support for Governors
- Digital Learning
- Early Career Pathways
- Leadership Support and Development







# Effectiveness and Efficiency Report Central South Consortium 2019-20



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## **1.0 PURPOSE OF REPORT**

This report provides an overview of Central South Consortium (CSC) in the academic year 2019-20. 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 LAs and schools as priorities within its Business Plan for 2019-20. 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. Additional, detailed information is included in the appendices.

## **2.0 BACKGROUND**

CSC evaluates the organisation's performance through self-evaluation processes that form the basis for business planning and monitoring activities. LA performance meetings are held regularly with the Senior Management Team and/or Principal Improvement Partners (PIPs) and LA Director/Chief Education Officer, to discuss progress at a more local level and identify any barriers. Reports are presented on a regular basis to Directors and the Joint Committee on the progress and performance of the organisation. In addition, reports are presented to WG in accordance with ministerial challenge and review events. PIPs attend each council's Education Scrutiny Committee meetings at least once per year 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.

During 2019-20, four of the consortium's main areas of work – Vulnerable Learners Project, Peer Engagement and Collaboration models, Annual Survey and Business Plan progress – were selected for focused evaluation. This report will therefore provide a detailed assessment of impact in each of these areas.

## **3.0 OVERVIEW OF PERFORMANCE**

Due to the COVID-19 pandemic in 2020, WG announced<sup>1</sup> that they would not expect data returns for all statutory data collections that would have been due to take place after March 2020 and before the school summer holidays in 2020. These collections include:

- Attendance: Primary 2020 data collection
- Attendance: Secondary 2020 data collection
- National Data Collections (NDC) 2020 data collection
- Welsh National Test (WNT) 2020 data collection

Pupil Level Annual School Census (PLASC) 2020 and Educated Other Than At School (EOTAS) 2020 data collections took place, with Data Exchange Wales initiative (DEWi) closing for data submissions on the 20 March 2020. Analysis of this information has been published by WG. However, it is important to note that not all validation processes were completed on this data set, and data based on pupil and staff characteristics must be treated with caution and should not be compared to data from previous years for the purpose of comparing trends.

WG confirmed on 7 July 2020 that the Statistical Releases<sup>2</sup> for NDC Core, NDC non-core, WNT, Attendance Primary and Attendance Secondary were suspended for reporting on data from 2019-20. In addition, the Statistical releases related to “EOTAS”, “Exclusions in Schools”, “Attainment by eligible for Free School Meals (eFSM)/ not eligible for Free School Meals (nFSM) (Foundation Phase (FP)-Key Stage 3 (KS3))” and “Absenteeism by pupil characteristics” were also suspended for 2019-20 data.

The Minister for Education confirmed on 3 July 2020<sup>3</sup> that WG would not be publishing performance measures related to the 2020 summer examinations series, which covers all school and post-16 performance measures for the 2019-20 academic year. In addition, given the clear implications that there will be ongoing disruptions for qualifications awarded next year, WG have suspended Key Stage 4 and legacy sixth form performance measures for 2020-21 academic year also.

The Statistical bulletins for GCSE and A Level results will continue to be published for 2019-20 but will not contain Key Stage 4 or legacy sixth form performance measures and will only include National level data with different content to previous releases of these bulletins.

Therefore, for 2019-20 there are no publicly available performance measures at School, LA or Regional Consortia level that can be included in this report.

The publication of performance data on My Local School is also suspended, with the publication of the national categorisation<sup>4</sup> also being suspended for 2020-21 due to the processes not being held for the academic year 2020-21. Information for 2019-20 National Categorisation is given in Appendix A.

All Estyn inspections were suspended in March 2020<sup>5</sup>; therefore analysis included in the report contains information for schools inspected between September 2019 and March 2020. Further details can be found in Appendix B.

## 4.0 OVERVIEW OF FUNDING

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

- Core LA Funding with individual LA 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 LAs. 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

Each year since 2016, the consortium has delivered the school improvement function for the region, incorporating in excess of £700k of efficiency savings over that time.

In 2019-20, the consortium received c. £3.7m contributions from the five LAs across the region. The funding was used to support the core function of school improvement.

Below is a summary of the financial outputs for 2019-20 by individual LA. The Principal Improvement Partner (PIP) and Improvement Partner (IP) figures reflect where actual support is deployed. All other costs are apportioned by IBA:

Table 1: *Financial Outputs for 2019-20 by LA*

Cost category	Outturn 2019-20	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.20%	15.38%	14.76%	6.33%	27.33%
<b>LA contributions</b>	<b>3,710,853</b>	<b>1,343,329</b>	<b>570,729</b>	<b>547,722</b>	<b>234,897</b>	<b>1,014,176</b>
Principal Improvement Partners	482,730	135,008	64,226	63,362	50,716	134,318
Improvement Partners	1,584,299	573,517	243,665	233,843	100,286	432,988
Other employees	1,078,108	272,883	115,938	111,264	47,717	206,019
Premises	235,000	73,099	31,057	29,805	12,782	55,188

Transport	35,000	8,416	3,576	3,432	1,472	6,354
Supplies & services	631,894	228,659	98,015	92,865	39,892	172,463
Commissioning	0	0	0	0	0	0
Support services	113,824	41,205	17,506	16,800	7,205	31,108
<b>Gross Core Expenditure*</b>	<b>3,756,689</b>	<b>1,332,787</b>	<b>574,023</b>	<b>551,371</b>	<b>260,070</b>	<b>1,038,438</b>
<b>% SPEND RECEIVED</b>		<b>35.48%</b>	<b>15.28%</b>	<b>14.68%</b>	<b>6.92%</b>	<b>27.64%</b>

*\*£3,711k of contributions were received from LAs. However, the gross expenditure incurred reached £3,757k. This was net off by £46k of grant funding/school income.*

CSC apportioned budget for regional services according to the specific needs of schools identified through the categorisation process. In 2019-20, expenditure in three 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**

With the launch of the national strategy, 'Education for Wales: Our National Mission', WG streamlined the grant funding processes. There are now only two grants received by consortia: Regional Consortia School Improvement grant (RCSIG) and Pupil Development Grant (PDG).

In addition to the core contributions from LAs, the consortium was also in receipt of grant funding from WG. In 2019-20, the following funding was received:

*Table 2: WG Grant Funding*

<b>Grant</b>	<b>Total £</b>	<b>Delegated to LAs/schools £</b>	<b>Centrally retained £</b>
RCSIG	41,891,666	38,439,419	3,452,247
PDG	31,734,150	69,768,765	404,804
<b>Total</b>	<b>73,625,816</b>	<b>69,768,765</b>	<b>3,857,051</b>

To manage these grant streams effectively, the consortium adheres 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 (SLA) between schools and LAs for grant funding initiatives to hold stakeholders to account.
- The CSC grants team works to a grant compliance framework.

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, LAs, the region, and nationally.

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

*Table 3: Expenditure of the Regional Consortia School Improvement Grant by LA in 2019-20*

Cost category	Outturn 2019-20	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.20%	15.38%	14.76%	6.33%	27.33%
Curriculum & assessment	821,170	299,280	150,850	250,370	0	120,670
Developing a high-quality education profession	37,334,906	13,722,810	5,785,508	5,736,904	2,480,559	9,609,125
Leadership	219,798	74,001	21,709	38,720	14,390	70,978
Strong and inclusive schools committed to excellent, equity & wellbeing	31,329,346	12,471,710	4,612,475	3,185,855	2,124,243	8,935,063

Supporting a self-improving system	63,545	23,489	10,966	8,495	6,875	13,720
<b>Total</b>	<b>69,768,765</b>	<b>26,591,290</b>	<b>10,581,508</b>	<b>9,220,344</b>	<b>4,926,067</b>	<b>18,749,556</b>
<b>% spend received</b>		<b>38.11%</b>	<b>15.17%</b>	<b>13.22%</b>	<b>6.63%</b>	<b>26.87%</b>

In 2019-20, monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil, but the additional benefits of working regionally can also be seen in the impact on outcomes across the region. The table below summarises the financial outputs:

*Table 4: Actual total expenditure by LAs 2019-20*

Cost category	Outturn 2019-2020	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.20%	15.38%	14.76%	6.33%	27.33%
Gross core expenditure	3,756,689	1,245,454	587,063	537,275	282,901	1,103,996
Delegated grant	69,768,765	26,591,290	10,581,508	9,220,344	4,622,067	18,749,556
Total expenditure	73,525,454	27,924,077	11,155,531	9,771,715	4,886,137	19,787,994
<b>% spend received</b>		<b>37.86%</b>	<b>15.19%</b>	<b>13.27%</b>	<b>6.68%</b>	<b>27.00%</b>

#### 4.3 Resource board evaluation

In addition to the above budgeted funding, CSC also has developed a process for supporting vulnerable schools which are identified within the financial year. The table below shows how this funding was allocated during 2019-20:

Local Authority	£	% Split	No of Schools Supported
Bridgend CBC	£ 22,495	10%	6
Cardiff Council	£ 93,343	43%	13
RCT CBC	£ 62,165	29%	16
Vale of Glamorgan CBC	£ 11,050	5%	3
Merthyr Tydfil CBC	£ 26,180	12%	6
	<b>£ 215,233</b>	<b>100%</b>	<b>44</b>



## **5.0 OVERVIEW OF MAIN STRANDS OF ACTIVITY**

### **5.1 Vulnerable Learners Project**

#### **Background and objectives**

Outcomes and provision for free school meal pupils continue to be a priority for WG, regional consortia and LAs, as well as all schools across Wales. Our national mission has one of its major objectives centred on closing the gap in the performance of free school meals pupils versus non-free school meals pupils. Headteachers and schools are continuing to highlight the ever-increasing number of vulnerable pupils and how there has never been a more crucial time in ensuring all wellbeing and support processes are as efficient as possible. Curriculum for Wales (CfW) is a prime opportunity to put equity, health and wellbeing at the heart of all schools. We understand that many of our most poverty-stricken pupils are not qualifying for FSM for several reasons but are still being supported by schools as they appreciate that these pupils are vulnerable and need support to reach their potential.

In February 2019, CSC held a professional learning (PL) event at Cardiff City Stadium for school leaders and practitioners from across the region that focused on vulnerable learners.

#### **What have we done this year?**

Following positive feedback from the conference, CSC engaged the 'Inclusion Expert' in a project to support 20 schools from across the consortia. This involved vulnerable learner reviews in these schools and identifying successful practice in teaching and learning for vulnerable pupils. Using experience and expertise in supporting schools across the United Kingdom, a project was planned to gain an understanding of what barriers our schools in CSC were facing.

Vulnerable learner reviews (led by 'Inclusion Expert') were undertaken in the pilot schools. Reviews involved two schools visiting each other's school and, in addition, were supported by members of the CSC strategic team.

#### **What evidence of impact do we have?**

As part of the process, schools were asked some self-evaluative questions, identifying where they thought their strengths and weakness were in terms of provision for vulnerable learners.

The lowest scores across the 19 schools were for teacher confidence (3.65 out of 6) linked to differentiation and the effectiveness of support staff (3.65 out of 6). Interestingly, schools within CSC scored an average of 4.9 out of 6 for teachers' attitudes towards challenging pupils. According to the Inclusion Expert staff, this is normally one of the highest scores when reviewing schools across England. In these schools, staff have positive attitudes towards challenging pupils

but are not as confident in supporting them effectively in the classroom. This will be a priority for us as an organisation in objective 3 in 2020-21.

Successful practice was gathered as part of the review, and recommendations were shared with all schools. These recommendations included:

- Consistent use of differentiation across the school.
- Expanding the coaching time in classroom (on a regular and timetabled bases) to support staff in their work with the most vulnerable.
- Developing the learning walks to include a needs-focused approach for ALN or PDG pupils.
- Creating a focus group and developing a weekly positive feedback approach to developing relationships with hard-to-reach families.
- Working with staff to further develop the use of teaching assistants (TAs) in the classroom.
- Using the current shared responsibility (in SLT) for ALN in school and consider how this can be used to increase skills and access to coaching for staff.
- Identifying a trial group of underachieving PDG and/or ALN learners and trial pre-teaching and re-teaching techniques.
- Rationalise the information in the class folders to ensure pupils barriers and strategies are clear and easy to follow (linking to statements where needed).
- Reviewing the induction and training of staff to ensure it meets the main areas of need in the school.
- Establishing an understanding of the vulnerabilities of pupils in the school.
- Reviewing the learning environment of the school.
- Reviewing the intervention protocols in place.
- Reviewing the expectations for highly dysregulated learners.
- Reviewing the attendance procedures.

### **Next steps**

- Continue strong partnership working with LA and cross-consortia staff focused on support schools with regard to vulnerable learners. This includes:
  - Alignment of CSC and LA PL.
  - Establishment of a joint-authority wellbeing review process.
  - Supporting effective monitoring, evaluation and reviewing activities.
  - Interpreting the ALN audit results and reflecting on universal provision within the classroom.
- Explore ways to support schools to encourage effective culture and climate for learning.

- Support schools in developing a whole-school approach to mental health to help learners at this time and to support the realisation of the CfW.
- Identification and dissemination of research and practice to share from schools across the regions and beyond in supporting vulnerable learners.

### **Headteacher reflections: post review**

#### **Strengths:**

- The project has supported schools' own self-evaluation processes by providing an external perspective on provision. The thorough report provided helpful evidence to support our own understanding and highlighted some useful areas to build upon and consolidate.
- The project has played a key role in challenging the school to broaden its tracking of the experiences of vulnerable individuals and groups, including more systematic tracking and evaluation of pupil engagement in clubs, groups, sports, trips and visits, as well as formal pupil voice opportunities. Whilst the school believes it knows every child well, the level of scrutiny and intervention in these areas has certainly become a bigger focus following this work.
- The non-judgemental aspect of this project has real potential and, alongside a broader use of peer review, could be incredibly powerful in sharing good practice across schools. The networking opportunities offered to staff to gain insight into other schools' approaches (sometimes with very different contexts too) have been invaluable and provided a PL opportunity for some colleagues (eg ALNCOs) who might not readily get to see a whole-school approach elsewhere.

#### **Areas for development:**

- There must be an understanding and expertise in the Welsh system from external providers and clarity about the expectations around school-to-school working.
- If consortia/LA colleagues are involved, it needs to be clear that this process is not part of any categorisation or accountability process.
- The nature of the review needed to be clarified prior to it commencing. Any sense that it feels like an inspection is counterproductive.

## **5.2 Peer engagement and collaboration models**

### **Background and objectives**

Alongside the WG Evaluation and Improvement Arrangements (Draft), CSC, along with the other consortia, developed Peer Engagement approaches in 2019-20 to meet the expectation that self-evaluation by schools involves peers. This aimed to:

- Develop the capacity of schools to self-evaluate effectively in order to further school improvement.
- Evaluate how much input and impact the schools’ Improvement Partners (IPs) and peers have to establish whether the IPs and/or peers were the catalyst for change for school improvement, or whether improvements were enabled by schools themselves.
- Continue to develop and support different models for collaboration, learning from their experiences and evaluating them for impact.
- Develop a regional approach to supporting peer engagement and evaluation for school improvement as required by WG that could, in turn, 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 had a significant impact on the collaboration of school leadership teams, on the specificity of ‘SMART’ targets aimed at school improvement, and on the PL of all stakeholders including senior leaders aspiring to headship. Only 11 peer enquiries took place in 2017-18; a further 18 were cancelled or postponed. This suggested 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 consortium stakeholders. Schools were still able to commission peer engagements as a separate activity to a peer review and continue to have access to the supporting documentation.

**What have we done this year?**

<b><i>Collaboration Models</i></b>	<b><i>Peer Engagement</i></b>
<ul style="list-style-type: none"> <li>▪ The consortium has continued to work with the Cyfleoedd+<sup>4</sup> 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 Engagement Approach.</li> <li>▪ The five schools, in partnership with CSC, developed and enacted a working protocol and SLA, focused on the development of effective leadership capacity within the Welsh-medium secondary sector.</li> <li>▪ In addition, working with the Special Schools Network continued and involved</li> </ul>	<ul style="list-style-type: none"> <li>▪ As part of the WG ‘draft evaluation and improvement arrangements’<sup>5</sup> announced in February 2019, a CSC Peer Engagement Working Group of eight headteachers built on their research of current models to develop a Peer Engagement Protocol, which formed the basis of piloting across seven groups of partnership schools.</li> <li>▪ The models’ research included versions being adopted at that time by EAS, Cyfleoedd+ (five CSC Welsh-medium secondary schools), CSC Special Schools Network and London/Bristol academies.</li> </ul>

the piloting of Peer Engagement approaches to enhance self-evaluation based on Peer Enquiry Models.

- Work on developing opportunities for perspective federations through initial collaboration also continued. The aim was for each application to meet a set criteria that would be used to release appropriate support.

- In these models, headteachers worked with each other to strengthen school self-evaluation and contribute to the sharpening (identification of support requirements) of support/actions.
- The pilot groups of three or more schools had reached the stage of initial progress reporting prior to the national COVID-19 repurposing of schools in March 2020.

### What evidence of impact do we have?

#### ***Collaboration models***

- The quality-assured categorisation reports produced by the Cyfleoedd+ headteachers successfully cleared all moderation stages in 2019-20 and provided accurate and valuable identification of areas to improve regarding both standards and capacity to improve. The host headteachers compiled the first draft Categorisation Reports, and these were quality assured internally by the host headteacher. Two headteachers were assigned to each school – headteacher ‘A’ visited the school to complete the categorisation.
- The Cyfleoedd+ had moved towards collective accountability and had therefore further developed its working protocol and associated SLA for 2020-21.
- Cyfleoedd+ Evaluation report was written by March 2020 (see Case Study). The second and new Lead headteacher for Cyfleoedd+ 2019-20 worked closely with the previous individual in this role

#### ***Peer Engagement***

- Pilot schools worked together, enhancing self-evaluation procedures and practices with bespoke, co-constructed models.
- Initial Progress Reports were completed by all piloting groups of schools by January 2020.
- The Evaluation HT drew these together into a Peer Engagement Process Map Document.

who was seconded to work with WG for the 2019-20 year.

- 2nd iteration of Special Schools Review process Autumn Term 2019 yielded further learning to influence the regional approach to Peer Engagement and an evaluation of this stream was in progress at the end of the 2019-20 financial year.
- Funding was released for two federations during the year.

### **Next steps**

- Training for the seven groups of peer engagement approaches in the use of the WG National Evaluation and Improvement Resource (NEIR) following 2019-20 piloting.
- Updating of Cyfleodd+ SLA, with new aspects already described.
- Investigate the possibility of supporting the development of a second Welsh-medium Peer Collaboration Model (Cardiff and the Vale of Glamorgan) in 2021-22. This to potentially include linking four Cyfleodd+ headteachers with those four headteachers from the new network.
- Completion of Special School network evaluation.
- Secure Progress Reports from all schools.
- Conduct an Evaluation Day, involving all pilot schools in the summer term 2020 (COVID-19 allowing) to inform the next draft of the CSC Peer Engagement Process Map.
- Share approaches piloted with all CSC schools via the autumn 2020 headteacher briefings. The NEIR was unlikely to be available prior to this sharing of approaches.

### 5.3 Central South Wales Challenge: focus on hubs

#### Background

The Central South Wales Challenge (CSWC) is a partnership of all schools in the region working together to develop a self-improving system based on improvement being driven 'for schools by schools'. Since the inception of the CSWC in 2014, it has sought to provide the structures for schools to engage in school-led PL, including collaborative joint practice development and enquiry. Each aspect of the challenge is designed to meet a different school improvement need, operating within a self-improving school system, and schools should access the appropriate amount of PL from each aspect according to their current improvement priorities. It is made up of five component parts:

- Hubs and lead practitioners
- School Improvement Groups
- Clusters
- Peer engagement
- School-to-school partnerships

#### Hubs and lead practitioners

CSC recognises that practitioners have the biggest influence on each other's practice, and that enquiry approaches to joint practice development will provide the deepest PL experiences for practitioners and leaders. The first model of hub schools within CSC was established in 2014 and included OLEVI<sup>1</sup> Hubs, Hubs and Specialist Centres. Following a review, the model was reset in 2016-17 and was identified that system changes were required to meet the needs of the region. In 2018-19 a number of further refinements were made to the hub model, including an increased focus on collaboration.

#### What have we done this year?

In 2019-20, the model was further reviewed and refreshed to meet the evolving needs of schools across the region and funding aligned accordingly. There was a full recruitment process to



appoint 10 PL alliance hubs, 5 Foundation Phase hubs and 92 lead practitioners across curriculum areas. See Appendix C.

Hubs and lead practitioners (LP) facilitated PL programmes and networks to support the development of pedagogy, provision, leadership and subject specific areas of development.

- Professional learning alliance (PLA) hubs: facilitated PL on whole-school improvement that supports schools to develop as a learning organisation.
- Foundation Phase hubs: facilitated programmes and networks that support the development of foundation phase pedagogy and provision.
- Lead practitioners: facilitated programmes and networks that support the development of pedagogy and provision in specific subject areas.

The development of PL programmes continued to have a clear focus on value for money, impact, the National Professional to Professional Learning (NAPL), Professional Standards for Teaching & Leadership (PSTL), and Schools as Learning Organisations (SLO). All schools in the region continued to have access to PL programmes and networks through the Professional Learning Offer (PLO) available on Cronfa.

#### **What evidence of impact do we have?**

- Over 13% of CSC schools feature as part of the model to build capacity and provide support to others.
- 1,024 practitioners attended a PL programme facilitated by a hub or lead practitioner.
- At least one practitioner from 73% of schools in the region engaged with a Hub or LP professional learning programme, which is a 1% increase from the previous year and a continuing positive trend since the inception of the model.

#### **Lead practitioner programme evaluations:**

This report is based upon the primary and secondary lead practitioner. Only around half of the hubs completed the final lead practitioner evaluations due to the impact of COVID-19. Therefore, the evidence base from this aspect is limited.

All LP areas reported a lower uptake of the PL offer. This was significantly more evident with secondary practitioners. Many programmes ran with less than the specified number of delegates and a few programmes were cancelled completely due to low uptake. Furthermore, many areas reported there was some decline in numbers as the programmes progressed.

- Practitioner response to the training received was positive in nearly all cases.
- Practitioners were largely engaged and responded enthusiastically to the programmes.



- Nearly all participants considered that, as result of attending the programmes, their practice had changed in some way.
- In the majority of cases, this change in practice has been to adapt at least one of the strategies that the lead practitioner school demonstrated and apply it in their own classroom. In the minority of cases, the learning from the programmes has resulted in a more fundamental change to practice.
- Nearly all practitioners felt that the learning was well structured and well presented by lead practitioners.
- Most would recommend similar PL activities to a colleague.
- Nearly all practitioners felt that there would be 'some' change to their behaviours post-programme. Around half suggested that the change would be more 'significant'.
- Around half of participants reported that the learning from the course had been communicated in some way to others in their settings and that the learning from the programme had begun to be used in their settings outside of their own classroom.
- In very few cases, training linked to the programme had already taken place in their own settings and, as a result, participants were beginning to see changes across their school.
- Many practitioners felt unsure about how to measure the impact of the learning and would welcome further guidance/support for this.

#### **Hub programme evaluations:**

- Across all Culture of Enquiry programmes facilitated by the PLA, all participants reacted positively and engaged to the PL.
- All delegates agreed that the course provided them with the opportunity to reflect on current practice in their own setting.
- In nearly all cases, there was 100% attendance at both parts of the training with no delegate dropouts or absences, which demonstrates positive reaction to the training.
- Delegates found the simplicity of the course very relevant and thought that CSC having a clear vision of what enquiry needs to be was an excellent idea.
- All participants had a clearer understanding of the SLO as a framework and how it can be used to drive school improvement effectively. This improved level of understanding, as well as participation in activities, led to an overall increased level of confidence in school evaluative systems and processes.
- There were strong and robust professional discussions throughout the course that helped shape and improve attitudes of participants.
- The majority of participants had shared their PL with their SLT.

- Most participants agreed/strongly agreed that the course had developed their understanding of the enquiry process and the important role it plays within school improvement systems and processes.
- Many participants had met with their SLT to share and feedback what they had learned.
- The PL positively influenced the participants and many others in their own settings as the learning had been shared and applied to create goals.
- The majority of participants who had created goals identified these will have a direct positive impact on their school.
- The majority of delegates reported that they were actively planning their own approach to enquiry as part of their strategic school improvement plans.
- Nearly all practitioners talked about their focus being on teaching and learning and how their current focus was on pedagogy.
- For a high number of schools, the PL had a direct impact on the school improvement priorities. Some schools are using INSET to create school visions and align their school priorities to the SLO framework. The learning from the programme was reflected in the school documentation, ie SIP for 75% of schools.

**PLA evaluation comments from delegates:**

*“I have learned that to develop schools as a learning organisation effectively, it needs to be integrated into school systems and implemented in line with other changes rather than as an add-on to current systems if it is to be truly effective.”*

*“This programme has given me a fantastic insight into what makes a school successful with enquiry building – it was great to see where research and enquiry fits into the overall school strategic plan and I have learned how to build a long-term programme of aspiring teachers using several strategies.”*

*“I now have a clarity in terms of my own understanding of how the national mission and the SLO work together to get the PL blend right.”*

*“I now have a three-part action plan to follow up on this course. 1. Discuss and plan with other members of SLT how we drive the enquiry approach and embed it in the culture of the school. 2. Form a realistic plan and decide from the outset how we will measure the impact. 3. Discuss whether we should link our enquiry approach formally to performance management systems in the school.”*

*“Making coaching an integral part of whole-school PL learning offer has supported the enquiry process following the Culture of Enquiry course.”*

## Next steps

The CSWC model was evaluated and reviewed in December 2019. Although the 2018-19 hub model had ample capacity to support the region, some capacity was underused. The following recommendations for refinement to the CSWC model 2020-21 were planned and agreed through the governance structures of CSC:

- The model remains in line with the self-improving school system.
- Develop an e-learning strategy for PL, including increasing capacity to the CSC team to lead this.
- The model affords greater agility to be proactive in planning known school improvement needs, but also reactive to any emerging needs.
- Further consideration to ensure the programmes and networks meet the needs of school leaders and practitioners across the region, including regarding length of programmes and venues.
- Establish more rigour in the hub and LP model to make it easier to monitor impact.
- Align funding for hubs and LPs with the national pioneer model.
- The SLA for hub schools and lead practitioners to work on a set number of days rather than activities. Schools that operate as part of the model can plan their staffing structures and timetables around a known, regular commitment and ensure good quality backfill, minimising any adverse impact on learners.
- Hubs and Lead Practitioners deployed by the PL and strategic team as required to undertake the following activities in partnership with the CSC team:
  - develop and run PL programmes
  - facilitate networks
  - create resources
  - develop e-learning activities/resources
  - provide support/expertise to schools where need is identified
  - provide support to networks to build capacity
  - undertake research/enquiry on an identified local/regional priority
- Cluster funding formula to be amended to ensure a minimum amount to all schools.
- Further consideration of CSWC evaluations processes and methods to ensure impact is captured.
- Further define and develop the role of the CA in brokerage of the engagement of schools in the CSWC and PL opportunities in their schools.

## **5.4 Annual survey**

### **Background and objectives**

To evaluate the quality of support provided for schools in relation to developing collaborative approaches to PL 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.
- Support and development of CSC school improvement staff has been provided through PL and training sessions on the annual survey and its results.

### **What evidence of impact do we have?**

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 2019 survey include the following.

### **Staff survey**

- This year, 84% of primary and 70% of secondary staff indicated they had a better understanding of effective PL. Staff also felt they better understood how to lead effective PL, but at a slightly lower level: primary 66% and secondary 52%.
- In terms of distributed leadership, the majority of staff in both phases rated their school leaders as good or outstanding. Primary staff tended to be more positive than secondary staff, with senior staff being more positive than class teachers.
- Over the previous years of the survey, primary staff have reported higher levels of discussing research with colleagues than secondary and this gap was maintained this year, with 74% of primary staff compared to 58% of secondary staff stating they had done so on a termly or more regular basis.
- Engagement in collaborative research has seen a slight but positive increase over the last four years, to the point where, currently, 40% of staff in both sectors are engaged termly or more frequently in collaborative research. This positive trend arises mainly from the increased involvement of staff in the primary sector, up to 40% from 27%. Secondary staff involvement has also increased, less sharply but from a higher baseline, from 34% to 40%. Although there was no significant overall change in staff engagement in collaborative research, there was a significant trend for senior leaders in the primary sector to discuss relevant research findings with colleagues more frequently.

- Overall, some 42% of primary and 29% of secondary staff had been regularly involved, termly or more often, in leading an aspect of training or PL in the last year, whilst some 48% of primary and 37% of secondary staff had led on evaluating and improving an aspect of teaching.

### **Pupil survey**

- Overall, pupils were more positive about their school, their classmates and teachers than they were about their learning. Just 83% of pupils indicated that ‘for some’ or ‘most of the time’ they felt positive about learning, whilst 90% felt this about their relationships with teachers and 92% with their classmates.
- The broad trends for pupils’ alienation to increase as their school years progressed were present this year, as they have been in previous years. The degree of ‘linearity’ of this trend varied across the years, but this was most apparent in pupils’ alienation from learning.
- Over the four years of the survey, pupils’ levels of alienation have remained relatively constant with only minor increases or decreases being identified.
- In the 2019 responses, there were no significant differences in alienation due to gender or schools’ performance. In the previous two years, pupils in higher performing schools were more likely to become alienated from teachers and learning.
- Pupil views of their classmates were quite positive overall. In previous years, alienation levels peaked in Year 8, while this year it was in Year 9.
- As with last year’s survey, the proportion of Year 8 pupils who felt alienated from teachers remained very low at just under 3%. It then increased sharply to 12% in Year 9, before dipping to around 6% in Year 10, only to rise again to 10% in Year 11.

Priority areas for work with schools has been identified through the annual survey, using the pupil and teacher response data to identify areas for PL and adviser work with schools.

### **Next steps**

The survey questions have been redesigned following a review of them in line with the reform agenda and associated PL developments. The question framework and staff and pupil surveys are ready to launch with the sample schools. The information gathered from the CSC survey will be used to inform CSC business planning and self-evaluation activity.

#### **Case Study**

##### **Reflections of a headteacher**

Litchard Primary School has used the survey tool for a number of years. Initially this was paper based and then moved to an online survey platform.

The first time the school undertook the survey we were unsure how to use it and how it would make a difference to the school. Nevertheless, the school continued to be involved in the annual survey.

In subsequent years, lead staff undertook training. Together with online surveys and more detailed year-on-year analysis with comparisons with other schools, we could focus on areas that we identified required improvement in relation to pupils and staff.

The school identified examples of areas to improve from the pupil survey (2018) – for example, children’s understanding of being “Ethical, informed citizens”. The survey also highlighted pupils’ opinions in relation to the strengths of the school – for example, pupils had positive feelings towards the school especially towards their teachers. To improve children’s understanding of being “Ethical, informed citizens”, the school engaged with the United Nations Rights of the Child Programme, which became a priority in the school development. In the following year’s survey (2019), it was clear that the children’s opinions had significantly improved in relation to ethical issues and being better informed.

In a similar process, the school analysed the data from the staff survey in 2018. An area which was highlighted was the variability of staff collaborating with one another both within and with other schools. Subsequently, the school development plan highlighted this as a priority by making sure all staff had equal opportunities to be involved in pedagogical enquiry with their colleagues. The end impact was every teacher producing a piece of action research regarding their improved practice linked to the new curriculum. The following year’s survey (2019) showed that all teachers had undertaken a range of collaboration activities and the variability of collaboration was significantly reduced across the school. It also demonstrated that the school had improved as a “learning organisation”.

To summarise, the surveys were used effectively at the school to identify and reassure the leadership team and governors of areas the school considered it was doing well with data to support self-evaluation judgements. On the other hand, the surveys identified areas that we had not previously considered or were contrary to the judgements made in our school self-evaluation processes.

## **6.0 BUSINESS PLAN 2019-20 OVERVIEW**

The Joint Committee meets regularly and formally approves the annual Business Plan and budget for the service, holding the service to account in terms of performance and budgetary control. The consortium Business Plan for April 2019 to March 2020 can be found [here](#). During 2019-20, the Business Plan had six priorities:

1. Develop a high-quality education profession.
2. Develop inspirational leaders to facilitate working collaboratively to raise standards.

3. Develop strong and inclusive schools committed to wellbeing, equity and excellence.
4. Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems.
5. Provide PL opportunities to support CfW.
6. Improve the effectiveness and efficiency of CSC.

### **6.1 Objective 1: To develop a high-quality education profession: Headline Summary**

- The PLO, aligned to the NAPL, has been flexible and adaptive to regional and school needs in the context of reform.
- A total of 2,099 practitioners across the region attended PL programmes facilitated by Hub and Lead Practitioner schools.
- A total of 95% of schools have engaged with the PL offer, with nearly all programmes running.
- 3,158 practitioners from across the region attended PL related to CfW across the year.
- 84% of schools attended the Spring Term CfW briefings.
- Practitioner response to the training received was positive in nearly all cases. The practitioners were largely engaged and responded enthusiastically to the programmes. Nearly all participants considered that, as result of attending the programmes, their practice had changed in some way. In a majority of cases, this change in practice has been to adapt at least one of the strategies and applied in their own context.
- The CSC survey shows increased engagement and capacity in enquiry. From the survey we can say engagement in collaborative research has seen a slight but positive increase over the last four years to the point where, currently, 40% of staff in both sectors are engaged termly or more frequently in collaborative research. This positive trend mainly arises from the increased involvement of primary staff, up to 40% from 27%. Secondary staff involvement has also increased, albeit less sharply but from a higher baseline, from 34% to 40%.
- The Professional Teaching and Leadership Standards (PTLS) are interwoven into the CSWC model as appropriate. All schools have access to resources to support the development of this in their settings and with their networks.
- Over 700 TAs have successfully gained HLTA status since it was introduced, with 25 completing during 2019-20.
- 55 schools in CSC were successful in applying to become ITE partner schools with the Open University following a national selection process. Ten of those were also successful in becoming Lead Schools who will be funded to engage in the alternative routes into teaching at strategy level.

- 184 delegates attended the 'Culture of Enquiry' programme, with 100% attending the full programme. Most participants agreed/strongly agreed that the programme had developed their understanding of the enquiry process and the important role it plays within school improvement systems and processes. The majority of delegates (63%) are now actively planning their own approach to enquiry as part of their strategic school improvement plans.
- There has been an increased focus on the promotion of informal and incidental Welsh in many schools due to the Siarter Iaith and Cymraeg Campus activity. This activity has increased in the number of schools awarded the Welsh Language Charter.
- Nearly all ALN Cluster Leads (95%+) attended the PL 'train the trainer' sessions and most disseminated this within their cluster.
- In spring 2020, most schools in the region undertook a self-evaluation of their preparedness for the ALN Act supported by their IP. Information was gathered on 100% schools in four LAs.
- Across the region, 84% evaluated that their progress was at least Strong or better, 1% Limited, 13% Satisfactory and 1% Not Recorded.

## **6.2 Objective 2: To develop inspirational Leaders to facilitate working collaboratively to raise standards: Headline Summary**

- Leadership pathway programmes in place: Middle Leader, Aspiring Headteacher, Newly Appointed/Acting Headteacher and Experienced Headteacher. The programmes have all been endorsed: Aspiring Headteacher and Middle Leader programmes were endorsed by NAEL June 2019. Newly Appointed/Acting Headteacher and Experienced HeadTeacher endorsed previously.
- Middle Leaders: 109 candidates currently undertaking the programme from across the region. Additional 80 applicants received for ALNCO cohort. All cohorts facilitated by PLA schools across the region.
- Historical information: 282 candidates have gained NPQH in CSC since 2011.
  - 56% have since gained a headteacher post. Candidates with the NPQH are gaining a position as headteacher after a number of years of holding the qualification.
  - There are 123 teachers in CSC who currently hold the NPQH but are yet to gain a headship.
  - 45 of these teachers have held the qualification for more than 3 years (16% of candidates).
  - 44% are in other posts – DHT, IPs, retired etc.
- All governor e-learning modules are in place and launched.



- Increased number of delegates (governors) attending statutory training across the CSC region:
  - Statutory Training September 2018 to March 2019 – total governors trained 117.
  - New Governor Induction: 63 governors attended.
  - Understanding Data: 44 governors attended.
  - New Chairperson Induction: 1 governor attended.
  - New Clerk Training: delivered by LA not CSC.
  - Statutory Training September 2019 to March 2020 – Total governors trained 89.
  - New Governor Induction: 46 governors attended.
  - Understanding Data: 31 governors attended.
  - New Chairperson induction: 12 governors attended.
  - New Clerk Training: delivered by LA not CSC.
- All 'New and Acting Headteacher programme' and 'NPQH' participants have been allocated a coach. 100% positive feedback from candidates at NPQH assessment centre regarding coaches.
- CSC school professionals won a number of the awards, including Headteacher of the Year, Pupils' Award for Best Teacher and contribution to Welsh, and others.

**6.3 Objective 3: To develop strong and inclusive schools committee to excellence, equity and wellbeing: Headline Summary**

- Strong and effective strategic wellbeing support has been provided across the five LAs throughout 2019-20. There is a clear and consistent approach to assisting schools and LAs in supporting vulnerable learners, which has included PL opportunities, developing and maintaining wellbeing assessment tools, and fostering effective relationships with LA officers. Examples of the support provided include:
  - Working with the ALN Transformation Lead to lead CSC schools through the transition.
  - Providing PL opportunities for all staff linked to vulnerable learners, including playlists and training from external professionals.
  - Dissemination of strategy documents linked to vulnerable learners.
  - Providing high-level summaries of PDG plans linked to OECD DAC evaluation criteria.
  - Charing of attendance, exclusion and EOTAS leads meetings.
- Meetings have been held to promote the sharing of good practice. Agreement has been made to commit to a project that looks at reducing exclusions across the Consortia. The project was looking at sharing documentation and good practice linked

- to exclusions but was hampered by COVID-19. Meetings continue and a common project to be decided on at the start of 2021.
- A project has been set up across the five LAs looking at sharing good practice. The five LAs are also involved in working with WG on updating documentation for supporting schools with good attendance. The project was to work with WG in examining the documentation for schools involving attendance. Two initial meetings were held but the work was side-lined owing to COVID-19. The group is still meeting with a project focus to be decided in early 2021.
  - Following training, IPs and Strategic Advisers (SAs) are aware of the implications of the ALNET Act and now understand their role in supporting and challenging schools in preparedness for the Act. Two training sessions were held for IPs and SAs (May 2019 and January 2020) and supplementary written guidance was provided (February 2020) to support their work in schools. In doing so:
    - All IPs and SAs have a clear understanding of how they challenge and support whole-school ALN strategic developments.
    - All IPs and SAs have increased understanding of what needs to be in place to secure whole-school leadership for ALN Transformation.
    - All IPs have a joint understanding of what strategic improvements are necessary for schools to successfully prepare for ALN.
  - 97% engagement from ALN Cluster Leads in ALN Transformation Lead led training. 85% engagement from schools in ALN Cluster Leads training. CSC middle leadership course extended to incorporate ALNCOs. The model of support for schools is based on cluster working where the ALN Cluster Leads meets with the ALN Transformation Lead, LA Inclusion Officers and CSC SAs twice a term. The ALN Cluster Leads then coordinate and lead their own cluster meetings with ALNCOs twice a term. The attendance of the ALN Cluster Leads is monitored by the CSC through a dedicated project officer. The attendance at cluster meetings is coordinated and monitored by the ALN Cluster Leads.
  - All 61 clusters have submitted PDG LAC plans. An evaluative report of these plans has been compiled. 59 plans have been submitted in total.
  - PL has been very well received by staff during 2019-20. According to the evaluations, over 1,000 teachers have benefited positively from the training. The cluster evaluations demonstrate that schools have benefited from the levelled CLA friendly schools training. This figure includes all participants including LA officers, CSC staff, and out of region schools. The figures specifically for teachers within schools within the region is 894. This figure includes the Mental Health and PERMA conference but not the EEF literacy conference.

- Improved understanding of the RSE framework and associated pedagogy and T&L strategies to support embedding of it in primary, secondary and special schools. A full report of the RSE programme that includes details of the pedagogy through case studies can be found [here](#).

#### **6.4 Objective 4: To continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system: Headline Summary**

- There has been the production of high-quality guidance material and support programmes including sharing of practice, for example schools tracking, and assessment systems have been shared with Joint Committee by Pontypridd High School.
- Regional recommendations to LAs occur during the year regarding schools causing concern, raised from first-hand evidence and as per the protocols in the intervention strategy. Appropriate support plans are in place for all these schools and, where required, LA statement of actions is completed.
- A comprehensive PL offer has been created and made available to all schools in the region. It has been constructed in line with regional and national priorities and supports the realisation of the CSWC. Further work is ongoing to ensure the impact of this offer can be presented.

#### **6.5 Objective 5: To support all schools with the development of a transformational curriculum: Headline Summary**

- Previous Pioneer school leads contributed to PL for practitioners across the region. Between April 2019 and December 2019, pioneer school leads were in the final stages of writing the curriculum framework and guidance. In February/March 2020, pioneer leads co-constructed and facilitated middle leader AOLE briefings for practitioners. 84% of schools across the region attended.
- 3,158 practitioners attended CfW PL events across the year. 84% of school attended the spring term CfW briefing sessions.
- Information and guidance prepared for the spring term senior and middle leader briefings have been made available for all practitioners as a professional e-learning resource. Middle leaders can use the information to cascade training across all staff and governors to begin to prepare for CfW. The briefing materials were emailed to Head Teachers and the middle leader briefing and workshop materials were shared through our website (<https://www.cscjes.org.uk/curriculum-for-wales>). We do not have data on how many have engaged with the materials or their impact, as they were made freely available to schools.

- Ten practitioners across the region were identified as Creative Leaders to coach and mentor practitioners in their own and partner schools. 14 partner schools participated in the programme.
- All schools engaged in enquiry-led approaches to developing whole-school, creative cross-curricular learning strategies.
- Nearly all schools in the region have engaged in purposeful collaborations in clusters to support the development of CfW. Nearly all clusters have identified leads in all areas. Evaluation shows proxy indicators of impact in practitioner learning and, in the most successful cases, changes in behaviour. 56% focused on pedagogy. 44% focused on provision. 56% show impact at learning level. 25% show changes in practitioners' behaviour. 19% show an impact on learners' results. Clusters report on the overall impact as a collaborative group. As agreed with Directors, clusters were not asked to send an end of year evaluation due to COVID-19. Therefore, the data listed above is taken from the mid-year evaluations.
- Nearly all SIGs have identified a purposeful focus to support collaborative joint practice development. Proxy indicators of impact in increased learning and changes in behaviour have been demonstrated in mid-term evaluations. 42% focused on pedagogy. 42% focused on provision. 8% focused on leadership. 42% show impact at learning level. 50% show changes in practitioners' behaviour. 8% show an impact on learners' results. Due to COVID-19 and the workload of schools, only a mid-year evaluation was received as much collaborative work was paused while schools and leaders responded to immediate operational needs. SIGs report on the overall impact on the SIG as a collaborative group. The data listed above is from the mid-year evaluation by LA and is of SIGs containing schools from that LA. The identified joint practice development opportunities are based in a worthwhile common need in nearly all cases. In nearly all SIGs, purposeful collaborative planning and co-construction is providing leaders and participants with ownership of the joint practice development. In nearly all cases, the work of the SIG is effectively facilitating professional dialogues around current and future practice.
- Most of the schools in the region (84%) attended the CfW briefing events in spring 2020 to support them in their planning for CfW. Clusters report on the overall impact as a collaborative group. As agreed with Directors, clusters were not asked to send an end of year evaluation due to COVID-19. Therefore, the data above is taken from the mid-year evaluations.

## **6.6 Objective 6: To improve the effectiveness and efficiency of CSC: Headline Summary**

- CSC research and evaluation priorities are linked with the strategic teams' review and CSC Business Plan.

- Research and Evaluation (R&E) team has successfully built capacity, which has resulted in the Kirkpatrick model being used across all PL within CSC and its PL alliance schools. This has enabled effective review of the impact of PL and will feed into all future planning.
- A holistic research approach established in order to focus on improving outcomes for learners.
- Staff are more informed of expectations of the organisation in term of working practices and conduct.
- Individual performance is linked to the improvement of the organisation and its priorities, as well as personal professional development.
- A refined process for business planning has been shared across the organisation.
- Impact reviews are demonstrating a growing ownership of the plans and the system by the drive teams. This is lending itself to a more evaluative approach through the introduction of high-level summaries, outlining developments, improvements, barriers and next steps.

## 7.0 CONCLUSION

In 2019-20 there was a further 5% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 986, which subsequently reduced spend per pupil.

*Table 9: Comparison of Core Expenditure per pupil from 2016-17 to 2019-20*

	<b>2016–2017</b>	<b>2017–2018</b>	<b>2018–2019</b>	<b>2019–2020</b>
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853
Pupil numbers	146,711	147,236	147,697	148,683
Spend per pupil	£28.60	£27.07	£26.45	£24.96

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 2016-17 to 95.6% in 2017-18, however slightly decreasing to 93.2% in 2019-20. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

During 2019-20, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

A comprehensive analysis of resources provided to schools in individual LAs 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, LAs receive between –1.49pp and +1.66pp when compared to the percentage of funding they contribute to the overall core budget. Schools requiring additional resources 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 crises as they arise. Operating regionally also encourages the recruitment of high calibre staff, with opportunities for professional development across a wider geographical region and, in addition, access to high-quality PL.

During 2019-20, 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 PL opportunities for Curriculum Reform and all other aspects of national reform. These changes will be evaluated for impact and reported in 2020-21.

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 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, and the sharing of a self-evaluation report.

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

- Overall improvement in school categorisation profiles.
- Strong and effective strategic wellbeing support has been provided across the five LAs throughout 2019-20. There is a clear and consistent approach to assisting schools and LAs in supporting vulnerable learners, which has included PL opportunities, developing and maintaining wellbeing assessment tools, and fostering effective relationships with LA officers.
- PL (for CLA) has been very well received by staff during 2019-20. According to the evaluations, over 1,000 teachers have benefited positively from the training. The cluster evaluations demonstrate that schools have benefited from the levelled CLA friendly schools training.
- Vulnerable learner reviews identified many areas of good practice and this will be used as the basis for further partnership working and guidance for schools.
- Increased engagement in PL across career phases. During 2019-2020, at least one practitioner from 73% of schools in the region engaged with a Hub PL programme. In

addition, which is a 1% increase from the previous year and a continuing positive trend since the inception of the model.

- 1,024 practitioners attended a PL programme facilitated by a hub or lead practitioner, with nearly all participants considered that, as result of attending the programmes, their practice had changed in some way. In the majority of cases, this change in practice has been to adapt at least one of the strategies that the lead practitioner school demonstrated and apply it in their own classroom. In the minority of cases, the learning from the programmes has resulted in a more fundamental change to practice. Around half of participants reported that the learning from the course had been communicated in some way to others in their settings and that the learning from the programme had begun to be used in their settings outside of their own classroom.
- A total of 95% of schools have engaged with the PL offer, with nearly all programmes running.
- Nearly all schools in the region have engaged in purposeful collaborations in clusters to support the development of CfW. Nearly all clusters have identified leads in all areas. Evaluation shows proxy indicators of impact in practitioner learning and, in the most successful cases, changes in behaviour. 56% focused on pedagogy. 44% focused on provision. 56% show impact at learning level. 25% show changes in practitioners' behaviour. 19% show an impact on learners' results.
- 3,158 practitioners from across the region attended PL related to CfW across the year.
- 84% of schools attended the Spring Term CfW briefings.
- Over 700 TAs have successfully gained HLTA status since it was introduced, with 25 completing during 2019-20.
- 55 schools in CSC were successful in applying to become ITE partner schools with the Open University following a national selection process. Ten of those were also successful in becoming Lead Schools who will be funded to engage in the alternative routes into teaching at strategy level.
- There has been an increased focus on the promotion of informal and incidental Welsh in many schools due to the Siarter Iaith and Cymraeg Campus activity. This activity has increased in the number of schools awarded the Welsh Language Charter.
- Nearly all ALN Cluster Leads (95%+) attended the PL 'train the trainer' sessions and most disseminated this within their cluster.
- In spring 2020, most schools in the region undertook a self-evaluation of their preparedness for the ALN Act supported by their IP. Information was gathered on 100% schools in four LAs.
- All leadership pathway programmes in place for 2019/20: Middle Leader, Aspiring Headteacher, Newly Appointed/Acting Headteacher and Experienced Headteacher. The programmes have all been endorsed: Aspiring Headteacher and Middle leadership

programmes were endorsed by NAEL June 2019. Newly Appointed/Acting Headteacher and Experienced Headteacher endorsed previously.

- Historical information: 282 candidates have gained NPQH in CSC since 2011.
  - 56% have since gained a headteacher post. Candidates with the NPQH are gaining a position as headteacher after a number of years of holding the qualification.
  - There are 123 teachers in CSC who currently hold the NPQH but are yet to gain a headship.
  - 45 of these teachers have held the qualification for more than 3 years (16% of candidates).
  - 44% are in other posts – DHT, IP, retired etc.
- All 'New and Acting Headteacher programme' and 'NPQH' participants have been allocated a coach. 100% positive feedback from candidates at NPQH assessment centre regarding coaches.
- The quality-assured categorisation reports produced by the Cyfleoedd+ headteachers successfully cleared all moderation stages in 2019-20 and provided accurate and valuable identification of areas to improve regarding both standards and capacity to improve.
- The Cyfleoedd+ had moved towards collective accountability and had therefore further developed its working protocol.
- Pilot schools worked together on peer engagement, enhancing self-evaluation procedures and practices with bespoke, co-constructed models.
- The annual survey conducted in November 2019 provided evidence of the following:
  - Engagement in collaborative research has seen a slight but positive increase over the last four years, to the point where, currently, 40% of staff in both sectors are engaged termly or more frequently in collaborative research. This positive trend arises mainly from the increased involvement of staff in the primary sector, up to 40% from 27%. Secondary staff involvement has also increased, less sharply but from a higher baseline, from 34% to 40%.
  - This year, 84% of primary and 70% of secondary staff indicated they had a better understanding of effective PL. Staff also felt they better understood how to lead effective PL.
  - Overall, some 42% of primary and 29% of secondary staff had been regularly involved, termly or more often, in leading an aspect of training or PL in the last year, whilst some 48% of primary and 37% of secondary staff had led on evaluating and improving an aspect of teaching.



## 8.0 RECOMMENDATIONS

CSC commit to taking the following next steps as identified within the strand evaluations within the report:

- Further embed the learning from the Vulnerable Learners' Project, and continue the strong partnership working with local authorities. Identify and disseminate research and practice to share with schools across the region;
- Further develop the strategy for Equity and Excellence as the basis for school improvement activity;
- Evaluate the pilot peer engagement / collaboration models to inform the next steps with the CSC Peer Engagement Process map. Align this work to the NEIR following 2019-20 piloting;
- Develop an e-learning strategy for PL, including increasing capacity to the CSC team to lead this;
- Establish more rigour in the hub and LP model to make it easier to monitor impact;
- Further consideration of CSWC evaluations processes and methods to ensure impact is captured; and
- Redesign the Annual Survey questions in line with the reform agenda and associated PL developments.

In addition, CSC have also identified the following areas for consideration in 2020-21

- Review the Improvement Partner deployment model in light of the removal of formal categorisation;
- Professional Learning and accreditation for CSC school improvement colleagues;
- Review and propose changes to the way CSC support governors; and
- Support for Continuity of Learning.

Finally, CSC propose to provide an annual effectiveness and efficiency report to Members of the Joint Committee in the autumn term each year. This report will form the basis of the reports to local authority annual scrutiny committees.

Strand evaluations for 2020-21 should continue for the following areas:

- Central South Wales Challenge Models;
- Peer Partnerships; and
- Support for Vulnerable Learners.

Further strand evaluations should be considered for the following:

- Support for Governors
- Digital Learning

- Early Career Pathways
- Leadership Support and Development

## CATEGORISATION

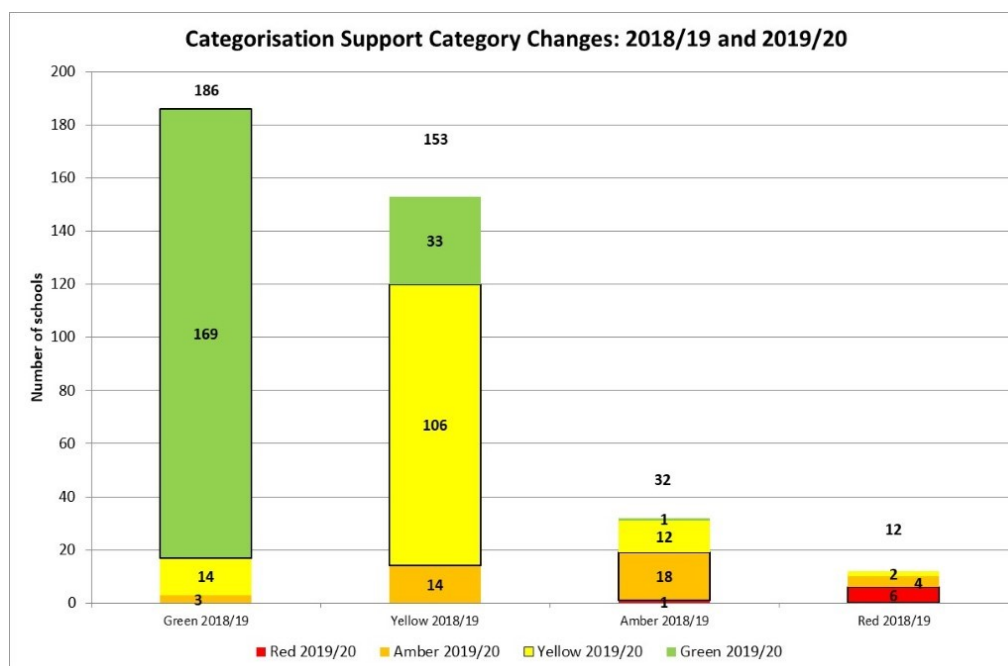
In order to ascertain where CSC provided value for money in 2019-20, an analysis of categorisation of schools across the region (2019-20 only) has been produced.

385 schools in the region have National Categorisation Support Categories for both 2018-19 and 2019-20. Of these schools:

- 29 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 from Green to Amber.
- 30 schools remained in the same support category.
- 50 schools moved up one support category (from Yellow to Green, from Amber to Yellow or from Red to Amber).
- 3 schools moved up two support groups (2 schools moved from Red to Yellow, and the remaining school moved from Amber to Green).

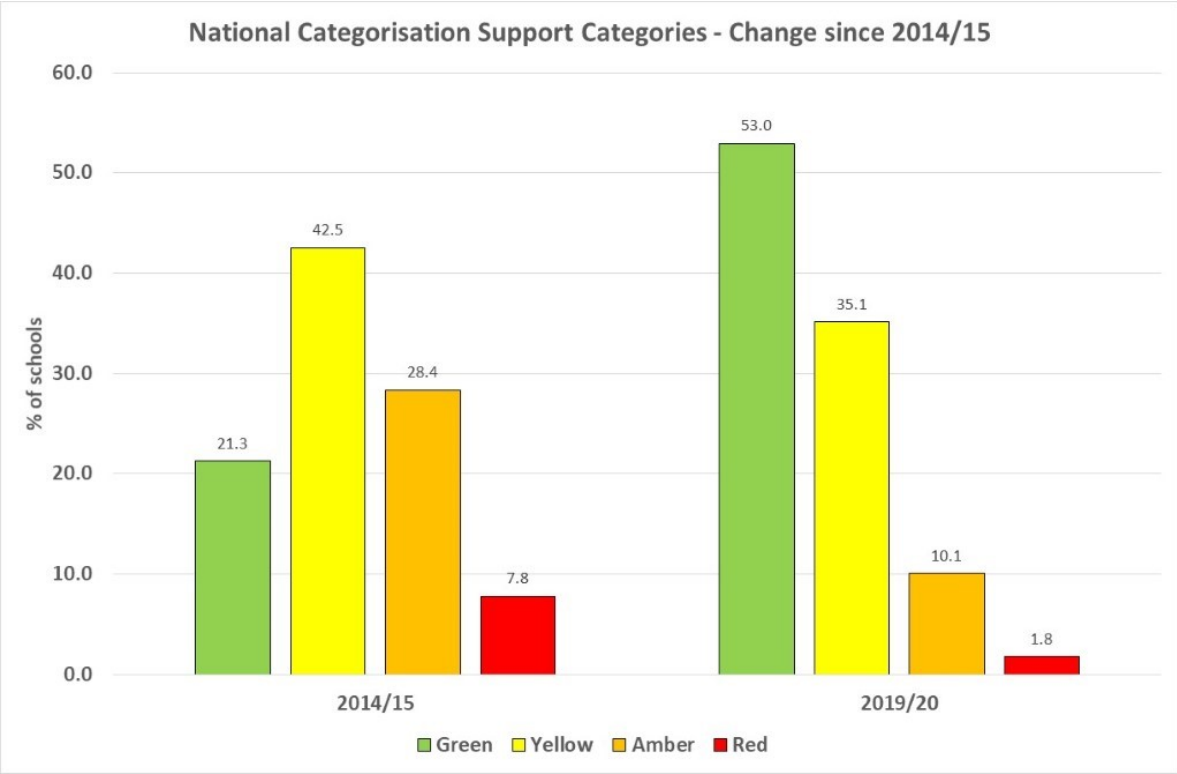
The following charts show the changes in National Categorisation Support Category for schools in CSC between 2018-19 and 2019-20.

*Chart 1: Categorisation support category changes 2018-19 and 2019-20*



The overall trend in National Categorisation Support Categories from 2014-15 to 2019-20 can be seen in the summary chart provided below:

Chart 2: National categorisation support categories since 2014-15



The proportion of schools receiving Green support has more than doubled over this period (21.3% pts compared to 53.0% 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 10.1% pts, with the proportion of schools receiving Red support also reducing from 7.8% pts to only 1.8% pts.

### CENTRAL SOUTH CONSORTIUM – INSPECTION OUTCOMES

Due to the COVID-19 pandemic in 2020, Estyn inspections were suspended in March 2020, and therefore all analysis in this report for 2019-20 is based upon inspections carried out between September 2019 and March 2020<sup>1</sup>.

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:

- Standard
- 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.

## 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.

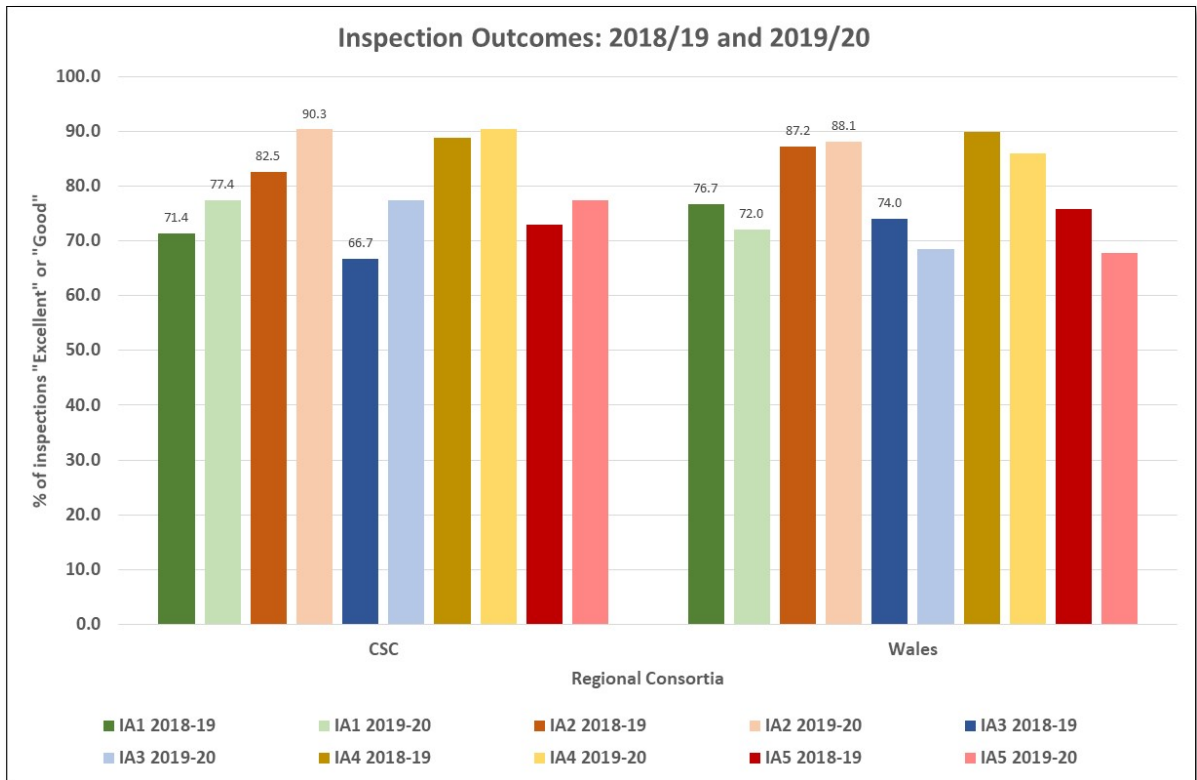
Table 1: CSC number of Inspections

LA	2013– 2014	2014– 2015		2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020
<b>Bridgend</b>	11	9		7	11	10	7	6
<b>The Vale of Glamorgan</b>	12	9		6	9	8	10	4
<b>Rhondda Cynon Taff</b>	23	24		19	16	20	18	8
<b>Merthyr Tydfil</b>	7	3		5	3	4	7	1
<b>Cardiff</b>	16	21		18	17	19	21	12
<b>CSC</b>	<b>69</b>	<b>66</b>		<b>55</b>	<b>56</b>	<b>61</b>	<b>63</b>	<b>31</b>

### Inspection areas 1–5

- The proportion of schools in CSC judged as either Excellent or Good is above the national proportion for all five Inspection Areas in the most recent year, which reverses the pattern seen in the previous year.
- CSC is the highest region for the proportion of schools judged as either Excellent or Good for Inspection Areas 2, 3, 4 and 5, and is the second highest region for Inspection Area 1 for the proportion of schools judged as either Excellent or Good. This is a reversal of the positions seen in the previous, where CSC was the lowest performing region for four of the five inspection areas.
- The highest performing Inspection Areas for the region are Inspection Areas 2 and 4, where just over 90% of schools inspected are judged as either Excellent or Good.
- The lowest performing Inspection Areas within the region are Inspection Areas 1, 3 and 5. However, over three-quarters of the schools inspected are judged as either Excellent or Good.

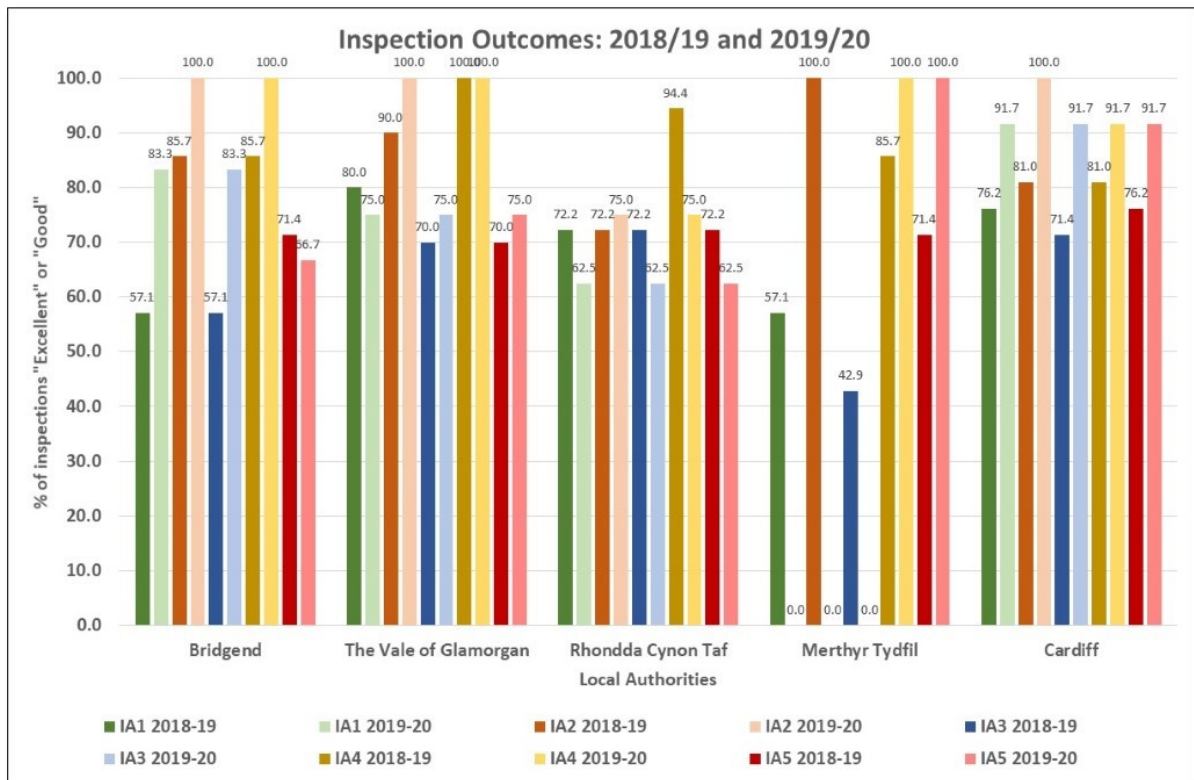
Chart 1: Inspection Outcomes



**Across LAs within CSC**

- In Bridgend and The Vale of Glamorgan LAs, 100% of schools were graded as either Excellent or Good for Inspection Areas 2 and 4 in the most recent year. In addition, in Cardiff LA 100% of schools were also graded as either Excellent or Good for Inspection Area 2, with Merthyr Tydfil having 100% of schools graded as either Excellent or Good for Inspection Areas 4 and 5.
- Rhondda Cynon Taf LA has the lowest proportion of schools in the region judged as either Excellent or Good for Inspection Areas 4 and 5 in the most recent year. Merthyr Tydfil LA has the lowest proportion of schools in the region judged as either Excellent or Good in Inspection Areas 1, 2 and 3, with no school in the LA being judged above adequate.

Chart 2: Inspection outcomes 2017-18 and 2018-19



The inspection data analysis included in this report has been sourced using the information available from [www.data.estyn.gov.uk](http://www.data.estyn.gov.uk).

### Inspection follow-up

- CSC has the highest proportion of schools not placed in an Estyn follow-up category for any of the regional consortia in Wales, and the CSC proportion exceeds the national proportion seen in the most recent year.
- The proportion of schools in CSC placed in the follow-up category of Estyn Review is lower than the national average in the most recent year.
- In Merthyr Tydfil LA, no schools were placed in any Estyn follow-up category in the most recent year. In Bridgend, The Vale of Glamorgan and Cardiff LAs, the majority of schools were not placed in any Estyn follow-up category, with the remaining schools placed in the follow-up category of Estyn Review.
- The proportion of schools in CSC placed in the Estyn follow-up categories of Significant Improvement and Special Measures are also below the national proportions for the second consecutive year.

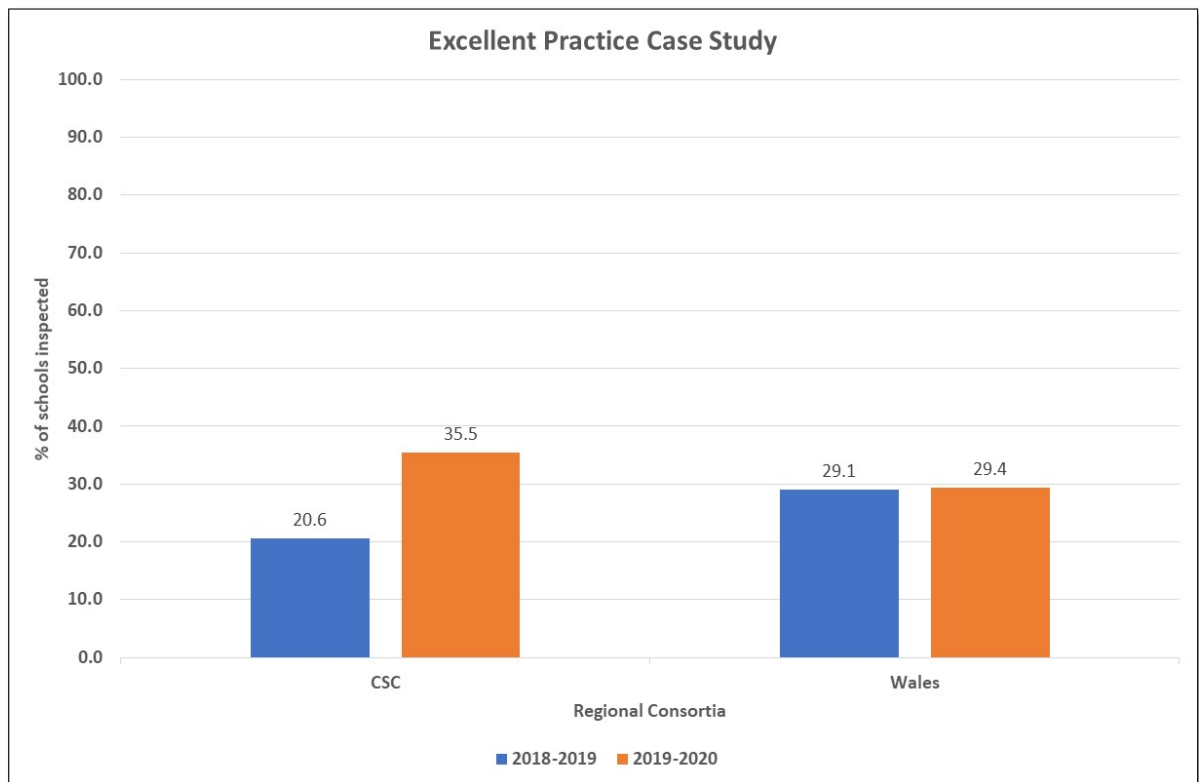


- Only Rhondda Cynon Taf LA had schools placed in the Estyn follow-up categories of Significant Improvement or Special Measures in the most recent year.

### Excellent practice case study

- The proportion of schools invited to create Excellent Practice Case Study has increased significantly between 2018-19 and 2019-20 for the region.
- In the most recent year, CSC has increased from the lowest proportion of schools identified for Excellent Practice Case Studies (when compared to the other three regions) to the second highest, and exceeds the national proportion.

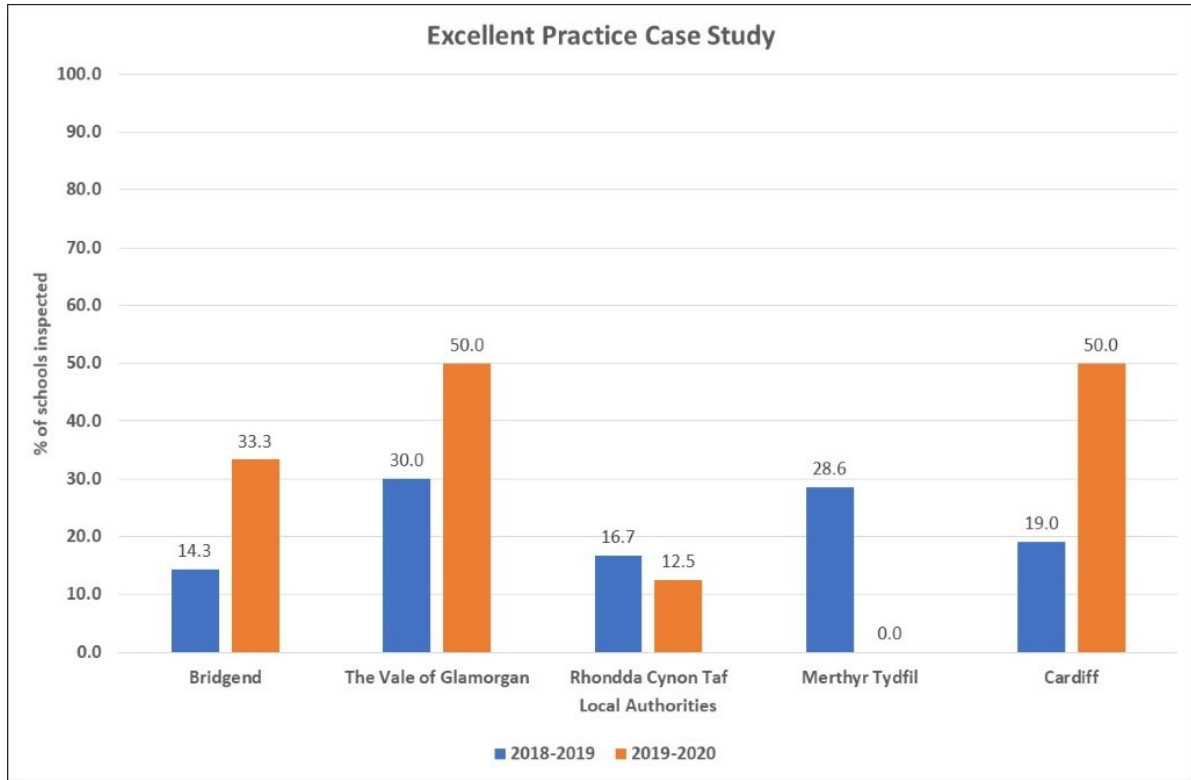
Chart 3: Excellent practice case studies



- The Vale of Glamorgan and Cardiff LAs have the highest proportion of schools identified for Excellent Practice Case Studies in 2018-19, with half of the schools inspected in these LAs identified for case studies.
- In Merthyr Tydfil LA, no school was identified for Excellent Practice Case Studies in the most recent year, a fall from over one-quarter of schools in the previous year.
- Bridgend LA has seen an increase in their proportion of schools identified for Excellent Practice Case Studies, with one-third of schools being identified in the most recent year (an increase from one in seven when compared to the previous year).

- Rhondda Cynon Taf LA has seen a fall in their proportion of schools identified for Excellent Practice Case Studies, with only one in eight schools identified within the LA in 2019-20.

Chart 4: Excellent practice case studies across LAs within CSC



## APPENDIX C

### HUB LEAD PRACTITIONER SCHOOLS 2019-20

Professional Learning Alliance	Foundation Phase Alliance
<p>Cadoxton Primary School  Cardiff High School  Gyda'n Gilydd ( YG Garth Olwg)  Palmerston Primary School  Pencoed Primary School  Rhydypennau Primary School  Romilly Primary School  Stanwell School  Ysgol Llanhari  Ysgol Ty Coch</p>	<p>Brynnau Primary School  Cyfarthfa Park Primary School  St Mary's and St Patrick's Primary School  (£10k)  Tongwynlais Primary School  Dolau Primary School</p>
Digital Learning	Expressive Arts
<p>All Saints Church in Wales Primary School  Barry Island Primary School  Bryn Celynnog Comprehensive School  Cadoxton Primary School  Cardiff High School  Cwmclydach Primary School  Darran Park Primary School  Gwaunfarren Primary School  Penybont Primary School  Porthcawl Comprehensive School  St Cyres School  Treorchy Comprehensive School  Ysgol Gymraeg Bro Edern  Ysgol Gymraeg Melin Gruffydd  Ysgol Pencae</p>	<p>Bryn Celynnog Comprehensive School  Cantonian High  Hawthorn High School  Maes yr Haul Primary School  Whitchurch High School</p>
Health & Wellbeing	Humanities
<p>All Saints Church in Wales Primary School  Cadoxton Primary School  Cardiff High School  Evenlode Primary  Fitzalan High School  Gwauncelyn</p>	<p>Archbishop McGrath  Bishop Hedley Catholic High School  Fitzalan High School  Hawthorn High School  Pencoed Comprehensive School  Rhydypennau Primary School</p>

Radyr Primary School St Cadoc RC Ysgol Nant Caerau	Stanwell School Tonyrefail Whitchurch High School Ysgol Plasmawr
<b>LLC</b>	<b>STEM</b>
Adamsdown Primary School Afon Y Felin Primary Bryn Celynnog Comprehensive School Brynnau Primary School Cardiff High School Cowbridge Comprehensive School Cwmlai Primary School Fitzalan High School Llansannor & Llanharry C/W Primary School Porthcawl Comprehensive School Porthcawl Comprehensive School Porthcawl Primary School The Bishop of Llandaff CIW High School Treorchy Comprehensive School Y Pant Ysgol Gymraeg Bro Edern Ysgol Plasmawr	Bryn Celynnog Comprehensive School Cardiff High School Cilfynydd Primary School Coed Glas Primary School Cowbridge Comprehensive School Porthcawl Comprehensive School Porthcawl Comprehensive School Radyr Comprehensive School Radyr Primary School St Joseph's RC Primary School Stanwell School Whitchurch High School

## ADDITIONAL PERFORMANCE MEASURES

### NEETs (a)

The Year 11 NEET figure for the region has increased in 2018-19 to 1.8%, which is now the same as the national percentage. Whilst the regional figure has increase by 0.4 percentage points in the most recent year, this regional figure remains the second lowest percentage seen since 2009. In the last four-year period, the proportion has fallen from 3.5% in 2014-15 to 1.4% in both 2016-17 and 2017-18, with an increase seen in 2018-19. The regional decrease over this period is 1.7 percentage points with the National decrease being 1.0 percentage points. Only Bridgend LA saw a decrease in their proportion in the most recent year, with both the Vale of Glamorgan and Merthyr Tydfil LAs seeing their proportions increase by around 1.0 percentage points.

The Year 12 NEETs figure has increased by 0.2 percentage points in the most recent year to 1.0%, which is the second lowest proportion seen in the region since 2009. The regional proportion of 1.0% in 2018-19 exceeds the national proportion for the second successive year, with the gap increasing from 0.1 percentage points in 2017-18 to 0.2 percentage points in 2018-19. Only the LAs of Rhondda Cynon Taf and Cardiff saw increases in their Year 12 proportion of NEETs in 2018-19, with the Vale of Glamorgan LA maintaining their proportion seen in 2017-18 and only Bridgend LA seeing a decrease in their figure.

The Year 13 NEETs figure has decreased by 0.1 percentage points in the most recent year to 2.4%. This is the ninth consecutive decrease in this proportion, with the regional figure in 2018-19 being lower than the National proportion (2.5%) for the first time since 2009. Three of the four LAs in the region saw decreases in their proportions in the most recent year, with only Rhondda Cynon Taf seeing an increase in their proportion from 2.9% in 2017-18 to 3.8% in 2018-19.

***(a) Please note that the 2018-19 NEETs data is the latest information available with information for 2019-20 due to be released during Spring Term 2021.***

***(b) Please note that no comments are included for Merthyr Tydfil LA in either the Year 12 or Year 13 sections above. This is due to tertiary college provision at Post-16 in the LA and the figures included in the NEETs analysis for Years 12 and 13 being based on pupils in Greenfield Special School only.***