

Central South Consortium Value for Money review

2014 - 2015

I

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1.0 PURPOSE OF REPORT

Following recommendations from the Wales Audit Office report in addition to detailed self evaluation and at the request of the chief executives across the five local authorities, the Central South Consortium (CSC), are undertaking a variety of reviews regarding Value for Money (VfM).

This will be achieved by evaluating the total spend of the Consortium in 2014-15 and comparing outcomes vs inputs to raise any areas of particular strength or concern.

This paper will provide a summary of the findings in respect of CSC providing value for money in 2014 - 2015 as well as a summary of the additional VfM of aspects of the Central South Wales Challenge (CSWC).

1.1 EXECUTIVE SUMMARY

The consortium is funded from the five constituent LAs, although there is a shortfall of £1,054,718, compared with the National Model requirements. According to the National Model, CSC should receive 29.5% on national spending to support school improvement, but only received 27.2% of national spending in 2014 – 15.

Despite the reduced funding, there were further improvements in 2014 – 2015 building on those of the previous year. The continued improvements mean that performance at the expected outcomes / level in the Foundation Phase and at key stages 2, 3 and 4 is now at or above the Welsh averages.

In addition in 2014 – 2015 CSC provided additional services (including support for SACRE, the secondment of an officer from across the region to develop the strategy for 14 – 19, some additional support to high need authorities as well as the secondment of an officer to lead on a regional strategy for HR support) without additional resources.

VALUE FOR MONEY

Although it is very difficult to provide conclusive evidence to support the assertion that CSC provides value for money to the five local authorities it is in partnership with, the evidence put forward in this report goes some way to identifying the areas where value for money does occur and areas where further evidence is required.

Due to the nature of consortium working, it is important to examine the non monetary benefits as well as the monetary benefits - including the ability to recruit a stronger field of staff including challenge advisers, being able to share and learn from effective practice, efficiencies and the potential of school to school models across the region.

During 2014 - 2015, there was some cross subsidisation between the five authorities - the two local authorities requiring additional support as a result of Estyn categories, did receive increased financial benefits when compared to their relative contributions. However standards have improved evenly across all authorities.

STANDARDS

At key stage 4, the Level 2 Threshold including English/Welsh and Mathematics, has increased by 4.1 pp (using provisional figures) between 2014 and 2015. (This is a faster rate of improvement when compared to the provisional figures for the other regions across the same period). Improvements have been seen in all local authorities between 2014 – 2015, with Cardiff improving by 5.0 pp. A similar pattern can be seen across all LAs between 2012 – 2015 with all five LA improving by at least 8.8 pp. Merthyr Tydfil improved by 18.4 pp over this period, which was nearly twice the improvement made across the Region as a whole.

The rate of improvement between 2012 and 2015 for Central South Consortium is 10.4 pp which again is a faster rate of improvement than seen across the other Regions nationally.

Attendance improved by 0.3% for the region as a whole in 2014 – 2015. This rate is slower than in each of the previous three years. Attendance has been in line with the national average for secondary schools for each of the previous two years and in 2014 – 2015 exceeded the national average for the first time. Outcomes were above the Wales average in 2014 in Bridgend and the Vale, in line in Cardiff and below in RCT and Merthyr. Attendance rates in primary schools has continued to improve and performance is already close to the target for 2015.

INSPECTION OUTCOMES

The Central South Consortium (compared to other consortia) has the greatest proportion of schools being judged as either “Excellent or Good” for ‘current performance’, “prospects for improvement”, ‘Key Question 1’, ‘Key Question 2’ and ‘Key Question 3’ in inspection reports published in 2014/2015.

CSC is only one of two Regions nationally that has improved outcomes for the proportion of schools being judged as either “Excellent or Good” when comparing cumulative figures since September 2012 with the most recent year (2014/15). The improvement for CSC in each of the areas compares favourably to the National differences over the same period.

Despite the positive outcome of this review, further ongoing work will be done to review value for money across the region. In particular we have undertaken 3 further reviews in high risk areas. Summaries of these reviews can be seen in the appendix [A].

Looking ahead we will review the overall VfM report each year and will establish a calendar of VfM reviews throughout the year which will feed into the termly in year self evaluation process.

2.1 PROPOSALS for 2014 / 15: NATIONAL MODEL

The National Model required Local Authority minimum contributions for 2014-15 are as per the table below:

Consortia	SSA* Formula 2014-15 Mainstream Schools Sector Distribution	% share
North Wales	4,156,256	22.4%
ERW	5,322,639	28.7%
Central South	5,471,204	29.5%
South East	3,603,609	19.4%
All Wales	18,553,708	100%

*Standards Spending Assessment (SSA)

2.2 CONSORTIA BUDGETS 2014 / 15

In 2014-15 and 2015-16 the Consortium agreed that the Local Authority contributions would not be increased and would remain at the same rate as 2013/14

Consortia	Consortia 2013-14 Budget Net of income and grant revenue **	% share
North Wales	3,520,000	21.7%
ERW	4,587,000	28.3%
Central South	4,416,486	27.2%
South East	3,712,373	22.9%
All Wales	16,235,859	100%

Source: WG National Model published 2013/14

** These figures represent the core Local Authority contributions, which are net of income and grant revenue.

2.3 CONSORTIUM COST SAVINGS

- The tables above highlight a shortfall of £1,054,718 for the funding of the Central South Consortium, compared with the National Model requirements.
- Central South (according to the National Model), should receive 29.5% on national spending to support school improvement, but only received 27.2% of national spending in 2014 – 15.
- In 2014 – 2015 CSC provided additional services for SACRE, the secondment of an officer from across the region to develop the strategy for 14 – 19 as well as secondment of an officer to lead on a regional strategy for HR support.

3.0 CENTRAL SOUTH CONSORTIUM (OUTCOMES)***

In order to ascertain where CSC provided value for money in 2014 – 2015, an analysis of standards across the regions as well as by local authorities within CSC has been produced.

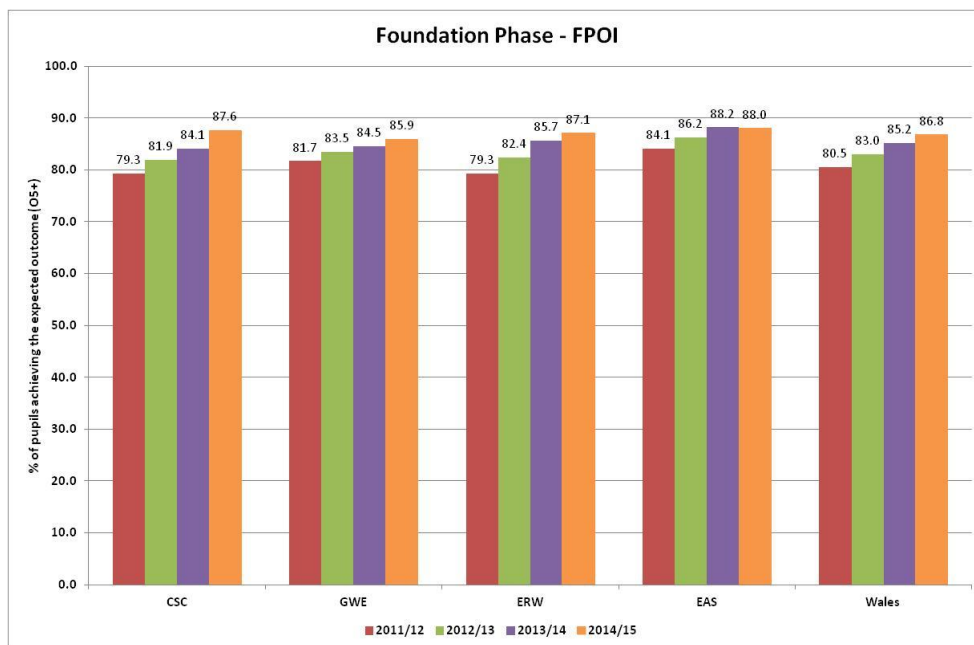
Indicators include;

- Foundation Phase outcomes
- KS2 – Core Subject Indicators

- KS3 – Core Subject Indicators
- KS4 – Level 2 threshold inc EWM

3.1 CENTRAL SOUTH CONSORTIUM (STANDARDS)

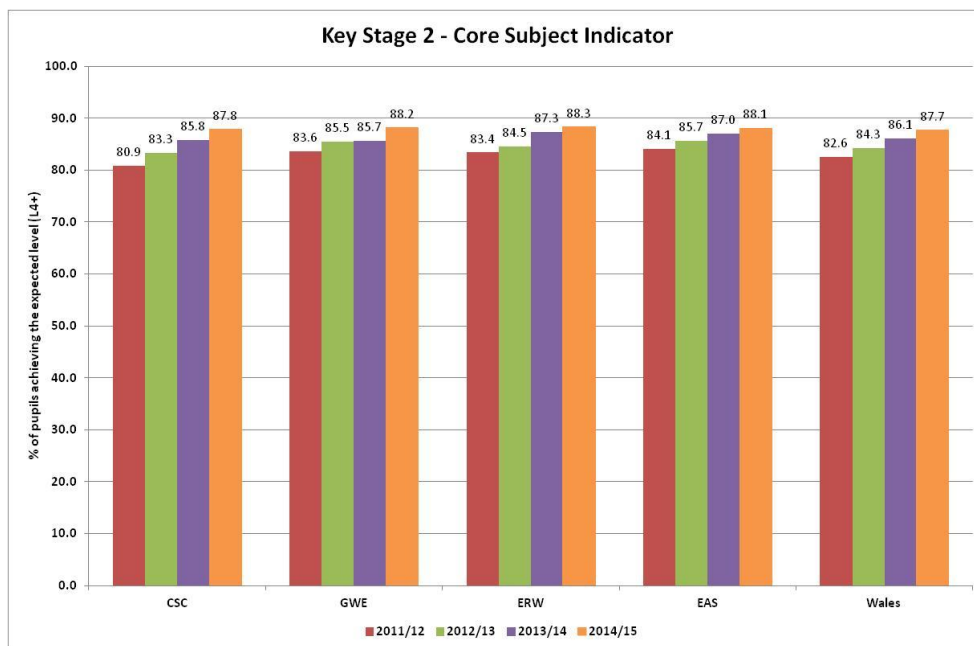
FOUNDATION PHASE OUTCOMES (ACROSS ALL REGIONS)



- At Foundation Phase Outcome Indicator (FPOI), Central South Consortium increased by 3.5 pp between 2014 and 2015, which compares to a National increase of 1.6 pp.
- The Region has improved by 8.3 pp since 2012 which is 2pp higher than the National rate of increase, and is also faster than any rate observed in any other Region nationally.
- Central South Consortium was ranked 3rd against the other regions in 2012, and is now ranked 2nd for the FPOI.
- The performance in 2015 for the FPOI has seen CSC performance at a level greater than the National average.

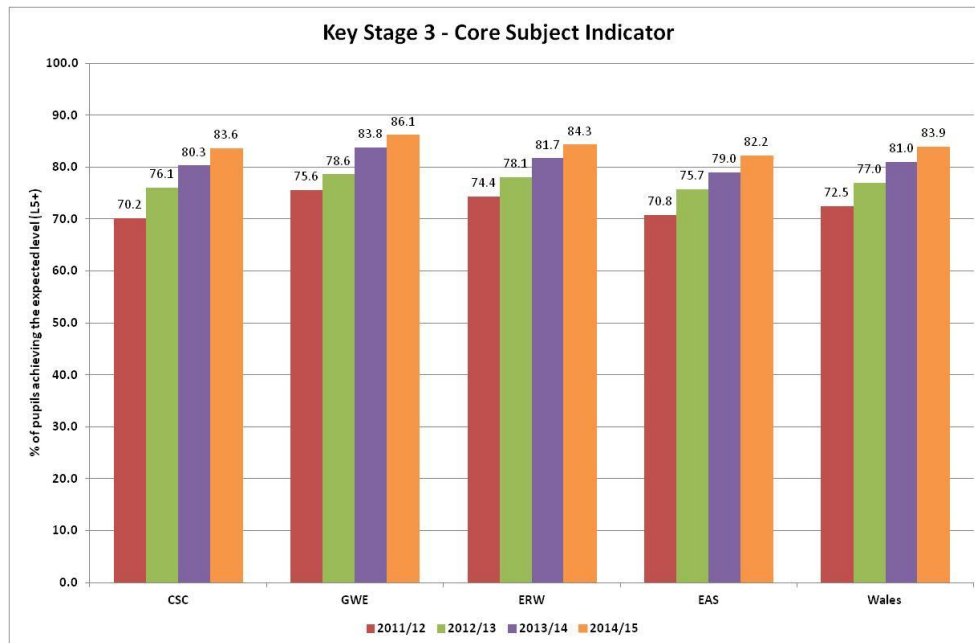
** **The National and Regional figures included in this report for FP, KS2, KS3 and KS4 have been sourced from Welsh Government. Please note that the data for Wales includes the results for pupils identified as from a Non-English/Welsh Based Education System in schools within each LA, alongside any Independent schools that submit their results. However, the data for the Local Authorities and Regional Consortia excludes pupils who are from a Non-English/Welsh Based Education System and are for maintained schools only.*

3.2 KEY STAGE 2 – CORE SUBJECT INDICATOR (ACROSS ALL REGIONS)



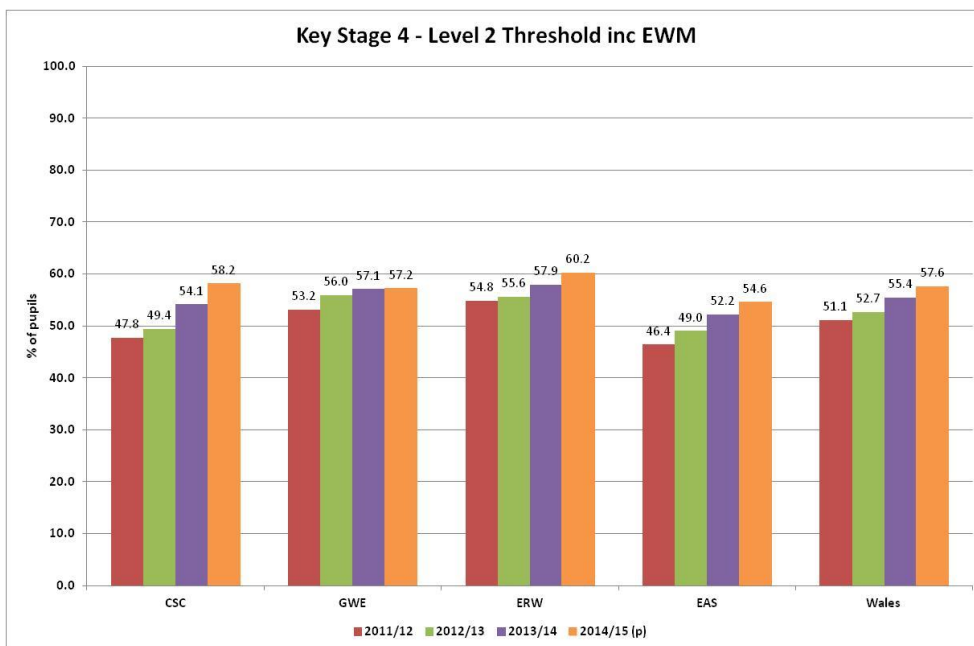
- At Key Stage 2 Core Subject Indicator (CSI), Central South Consortium has increased by 2.0 pp between 2014 and 2015 which is above the National increase of 1.6 pp.
- The Region has increased by 6.9 pp since 2012 which is the fastest rate of improvement compared to the other Regions nationally, and is also faster than the National improvement rate of 5.1pp.
- Central South Consortium is still ranked 4th against the other regions nationally for the CSI, but the Region has seen performance in 2015 raise to a level that exceeds the National average.

3.3 KEY STAGE 3 – CORE SUBJECT INDICATOR (ACROSS ALL REGIONS)



- At Key Stage 3 CSI, Central South Consortium has increased by 3.3 pp between 2014 and 2015 which is above the National rate of improvement of 2.9 pp.
- The rate of improvement between 2012 and 2015 is 13.4 pp which is faster than any of the other Regions nationally and compares favourably against the National improvement of 11.4 pp over the same period.
- Central South Consortium is now ranked 3rd nationally for this indicator, compared to being ranked 4th in 2012.
- Central South Consortium continues to perform below that National average for KS3 CSI, however this gap has narrowed to just 0.3 pp in 2015.

3.4 KEY STAGE 4 – LEVEL 2 THRESHOLD inc EWM (ACROSS ALL REGIONS)



- At Key Stage 4 Level 2 Threshold including English/Welsh and Mathematics, Central South Consortium has increased by 3.9 pp (using provisional figures) between 2014 and 2015.
- This is a faster rate of improvement when compared to the provisional figures for the other regions across the same period.
- The rate of improvement between 2012 and 2015 for Central South Consortium is 10.2 pp which again is a faster rate of improvement than seen across the other Regions nationally.
- The Consortium was ranked 3rd nationally for this indicator in 2012, but provisional data currently shows that the Region is now ranked 2nd nationally using provisional data for 2015.

Please note that comparisons against Wales are not available at the time of completing this report.

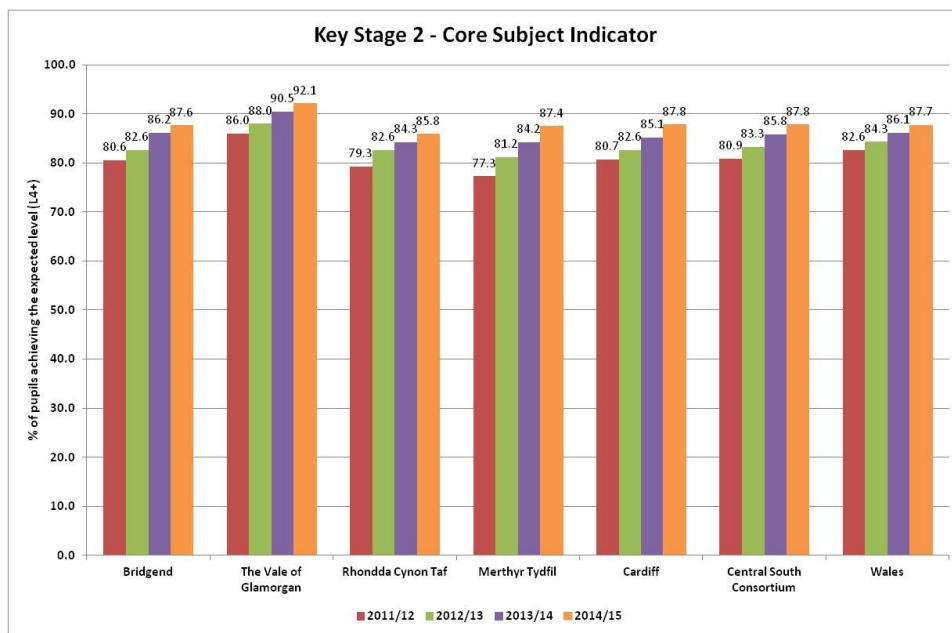
LOCAL AUTHORITY (STANDARDS)

3.5 FOUNDATION PHASE OUTCOMES (ACROSS LOCAL AUTHORITIES WITHIN CSC)



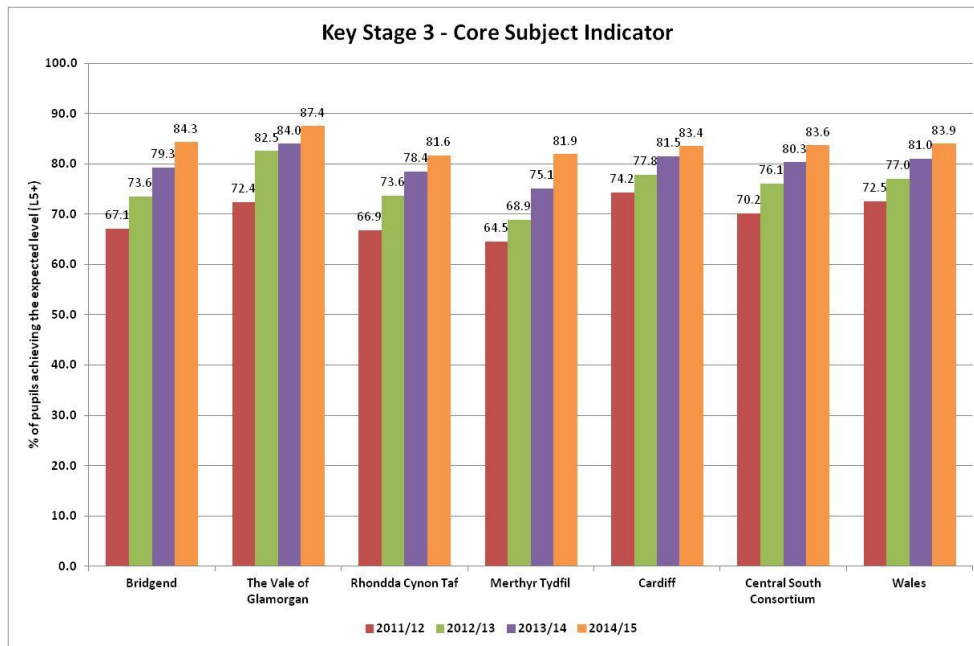
- Improvements have been seen in all Local Authorities between 2014 and 2015, with Merthyr Tydfil improving by 5.0 pp.
- All LAs in the Region improved by more than the National improvement of 1.6 pp between 2014 and 2015.
- The increase between 2012 and 2015 shows a similar pattern with Merthyr Tydfil improving by 12.2 pp, and Rhondda Cynon Taf increasing by 9.1 pp.
- All LAs in the Region improved by more than the National improvement of 6.3 pp over this period.

3.6 KEY STAGE 2 – CORE SUBJECT INDICATOR (ACROSS LOCAL AUTHORITIES WITHIN CSC)



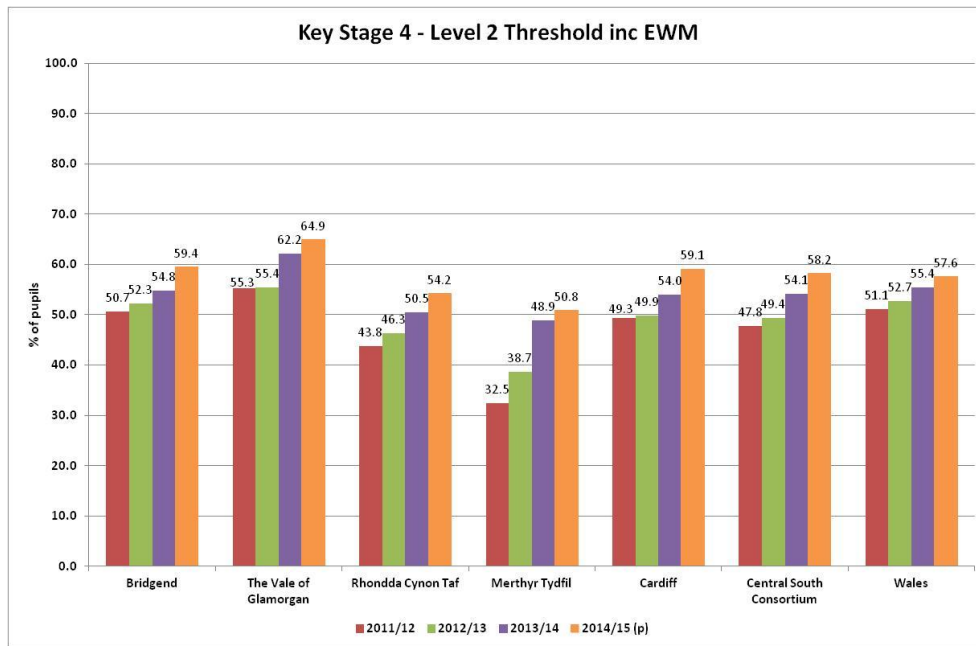
- Improvements have been seen in all Local Authorities between 2014 and 2015, with Merthyr Tydfil improving by 3.3 pp.
- Four of the five LAs in the Region improved by more than the National improvement of 1.6 pp between 2014 and 2015.
- The increase between 2012 and 2015 shows a similar pattern with Merthyr Tydfil improving by 10.1 pp, with the other LAs improving by either 6 or 7 pp.
- All LAs in the Region improved by more than the National improvement of 5.1 pp over this period.

3.7 KEY STAGE 3 – CORE SUBJECT INDICATOR (ACROSS LOCAL AUTHORITIES WITHIN CSC)



- Improvements have been seen in all Local Authorities between 2014 and 2015, with Merthyr Tydfil improving by 6.8 pp.
- Four of the five LAs in the Region improved by more than the National improvement of 2.9 pp between 2014 and 2015.
- The increase between 2012 and 2015 shows a similar pattern with all LAs improving over this period, but four of the five LAs improved by around 15.0 pp.
- Four of the five LAs in the Region improved by more than the National improvement of 11.4 pp over this period.

3.8. KEY STAGE 4 – CORE SUBJECT INDICATOR (ACROSS LOCAL AUTHORITIES WITHIN CSC)



- Improvements have been seen in all Local Authorities between 2014 and 2015, with Cardiff improving by 4.9 pp.
- The increase between 2012 and 2015 shows a similar pattern with all LAs improving over this period, with all five LA improving by at least 8 pp. Merthyr Tydfil improved by 18.4 pp over this period, which was nearly twice the improvement made across the Region as a whole.

4.0 CENTRAL SOUTH CONSORTIUM (INSPECTION OUTCOMES) ****

In order to ascertain where CSC provided value for money in 2014 – 2015, an analysis of inspection outcomes across the regions (2014 – 2015 only) as well as by local authorities within CSC has been produced.

Analysis has been included for schools judged to be either “Excellent or Good” in the following indicators;

- Current performance
- Prospects for improvement
- Key Question 1
- Key Question 2
- Key Question 3

4.1 CURRENT PERFORMANCE (ACROSS THE REGIONS)



- Central South Consortium has the highest proportion of schools being judged as either “Excellent or Good” when compared to the other Regions in 2014/15.
- The improvement for Central South Consortium between the most current year and the cumulative proportions since September 2012 is the second highest rate of improvement seen across all Regions nationally and is one of only two Regions that have seen increased across this period. The improvement for Central South Consortium compares favourably against the National drop 0.6 pp over the same period.

****The Inspection Data analysis included in this report has been sourced using a Central South Consortium internal data that records inspection outcomes using the published reports from the Estyn Website.

4.2 PROSPECTS FOR IMPROVEMENT (ACROSS ALL REGIONS)



- Central South Consortium has the highest proportion of schools being judged as either “Excellent or Good” when compared to the other Regions in 2014/15.
- Central South Consortium has seen the second greatest improvement in “Prospects for Improvement” between September 2012 – August 2014 and 2014/2015, with an increase of 3.3 pp in the proportion of schools being judged as either “Excellent or Good”.
- The Region is only one of two Regions that has increased performance in these outcomes between September 2012 – August 2014 and 2014/15. The improvement of Central South Consortium compares favourably against the National decline of 3.3 pp.

4.3 KEY QUESTION 1 (ACROSS ALL REGIONS)



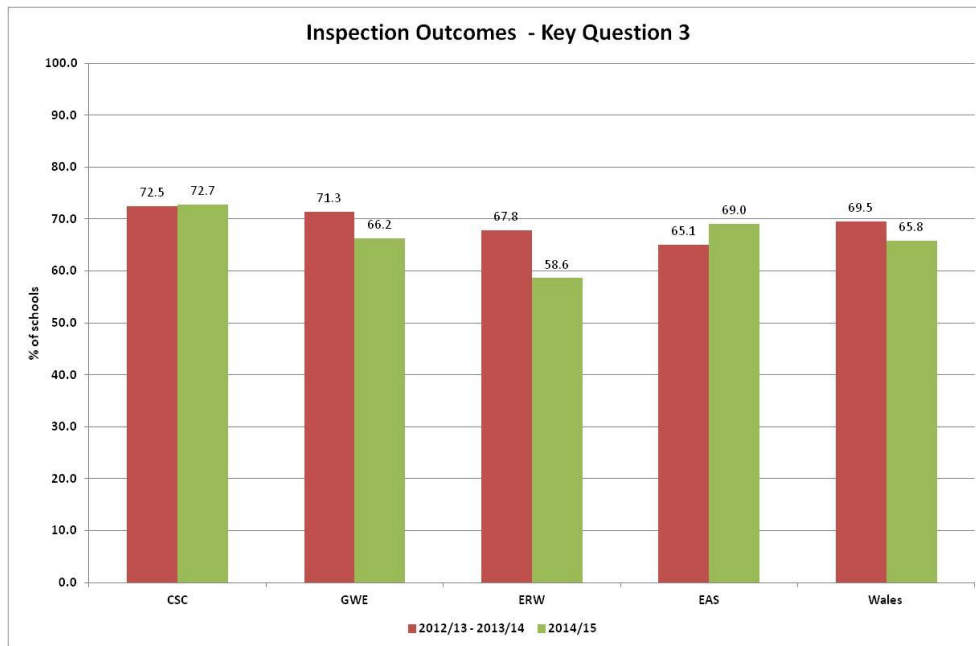
- Central South Consortium has the greatest proportion of schools being judged as either “Excellent or Good” in “Key Question 1” in 2014/15 of 71.2%. This is an increase of 4.0 pp when compared to the cumulative proportion between September 2012 and August 2014.
- This is the second highest rate of improvement seen across all Regions nationally, and compares favourably against the National decrease of 1.1 pp. Only two Regions nationally improved in this indicator of this period of time.

4.4 KEY QUESTION 2 (ACROSS ALL REGIONS)



- Central South Consortium has the greatest proportion of schools being judged as either “Excellent or Good” in “Key Question 2” in 2014/15 of 77.3%.
- Central South Consortium has seen the greatest improvement in “Key Question 2” between the cumulative proportion between September 2012-August 2014 and 2014/2015, with an increase of 2.5 pp in the proportion of schools being judged as either “Excellent or Good”.
- The proportion for Central South Consortium compares favourably against the National decrease of 1.5 pp for the same measure.

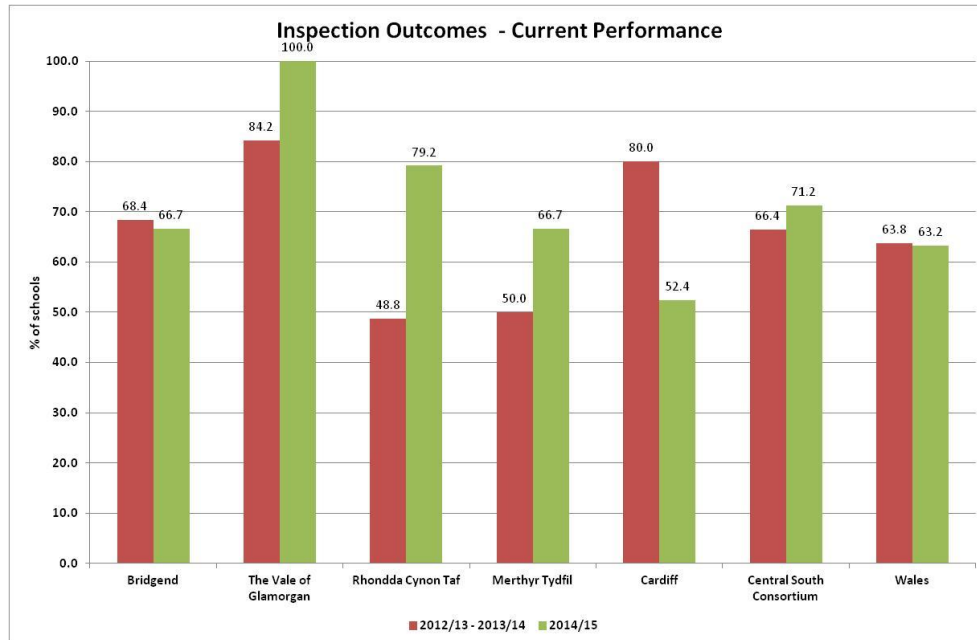
4.5 KEY QUESTION 3 (ACROSS ALL REGIONS)



- Central South Consortium has the highest proportion of schools being judged as either “Excellent or Good” when compared to the other Regions in 2014/15 for Key Question 3 of 72.7%
- Central South Consortium has seen the second highest improvement in “Key Question 3” between the cumulative proportion between September 2012-August 2014 and 2014/2015, with an increase of 0.2 pp in the proportion of schools being judged as either “Excellent or Good”.
- The proportion for Central South Consortium compares favourably against the National decrease of 3.7 pp for the same measure.

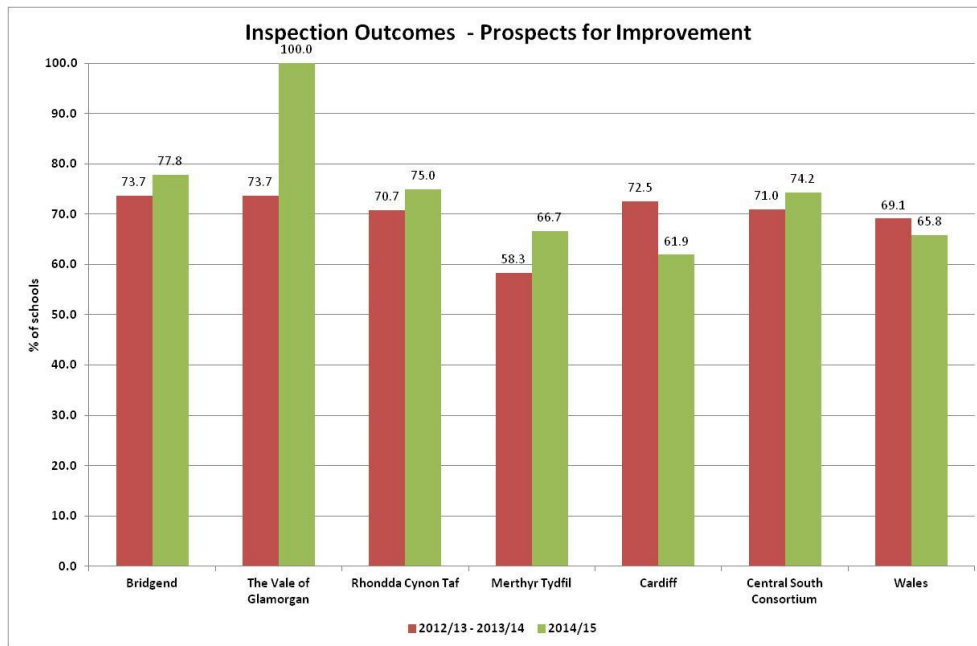
LOCAL AUTHORITY (INSPECTION OUTCOMES)

4.6 CURRENT PERFORMANCE (ACROSS LOCAL AUTHORITIES WITHIN CSC)



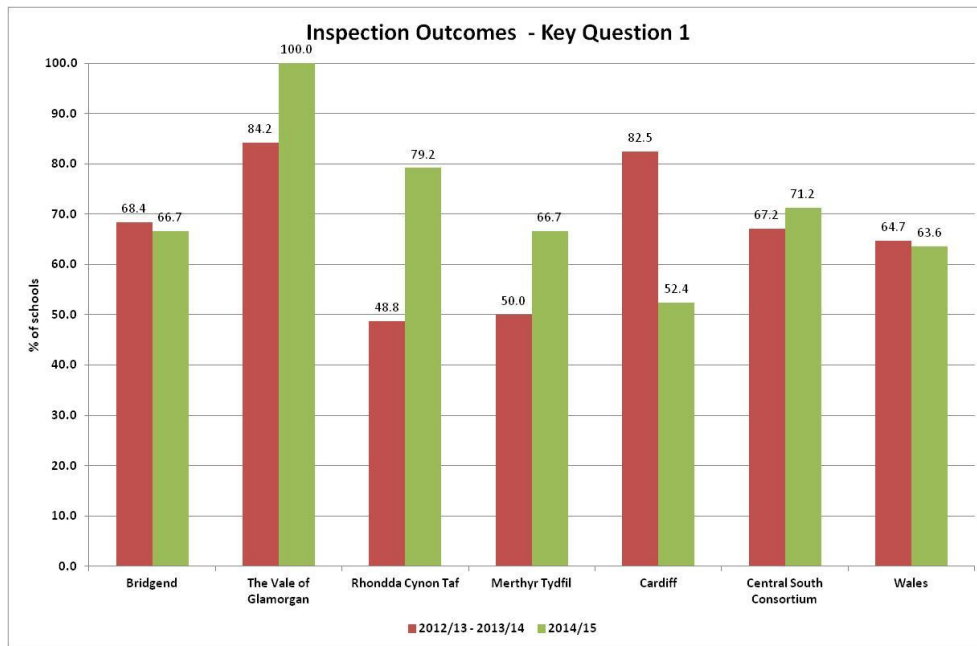
- Improvements can be seen in “Current Performance” between the cumulative figures between September 2012 and August 2014 compared against 2014/15 for three of the five LAs within Central South Consortium.
- Cardiff saw a fall of 27.6pp in the proportion of schools achieving either “Excellent or Good” over this period, with Bridgend falling by 1.8 pp for the same measure over the same period.
- Rhondda Cynon Taf saw the greatest improvement in outcomes (30.4 pp) when comparing the cumulative outcomes between September 2012 and August 2014 with the 2014/15.
- The Vale of Glamorgan had 100% of schools being judged as either “Excellent or Good” in 2014/15.

4.7 PROSPECTS FOR IMPROVEMENT (ACROSS LOCAL AUTHORITIES WITHIN CSC)



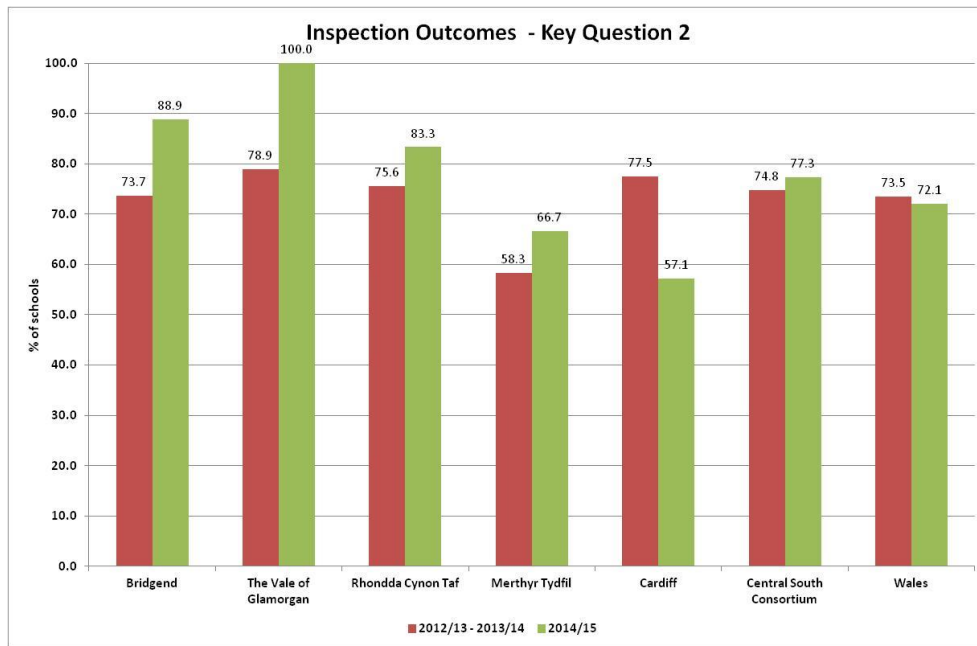
- Improvements can be seen in “Prospects for Improvement” between the cumulative figures between September 2012 and August 2014 compared against 2014/15 for four of the five LAs within Central South Consortium.
- Cardiff saw a fall of 10.6pp in the proportion of schools achieving either “Excellent or Good” over this period.
- The Vale of Glamorgan had 100% of schools being judged as either “Excellent or Good” in 2014/15, which was also the greatest improvement in outcomes (26.3 pp) when comparing the cumulative outcomes between September 2012 and August 2014 with the 2014/15.

4.8 KEY QUESTION 1 (ACROSS LOCAL AUTHORITIES WITHIN CSC)



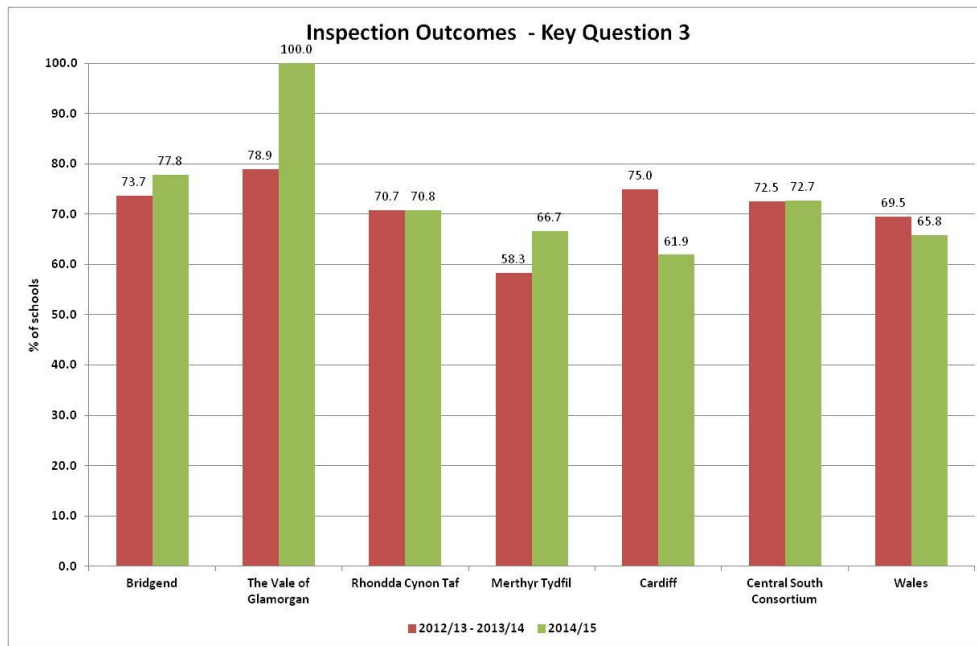
- Improvements can be seen in “Key Question 1” between the cumulative figures between September 2012 and August 2014 compared against 2014/15 for three of the five LAs within Central South Consortium.
- Bridgend saw a decrease of 1.8 pp in the proportion of schools achieving either “Excellent or Good” over this period, with Cardiff also seeing a drop of 30.1 pp in the same measure of the same period.
- Rhondda Cynon Taf saw the greatest improvement in outcomes (30.4 pp) when comparing the cumulative outcomes between September 2012 and August 2014 with the 2014/15.
- The Vale of Glamorgan had 100% of schools being judged as either “Excellent or Good” in 2014/15.

4.9 KEY QUESTION 2 (ACROSS LOCAL AUTHORITIES WITHIN CSC)



- Improvements can be seen in “Key Question 2” between the cumulative figures between September 2012 and August 2014 compared against 2014/15 for four of the five LAs within Central South Consortium.
- Cardiff saw a decrease of 20.4 pp in the proportion of schools achieving either “Excellent or Good” over this period.
- The Vale of Glamorgan had 100% of schools being judged as either “Excellent or Good” in 2014/15 and this resulted in an increase of 21.1 pp when compared to the cumulative proportion between September 2012 and August 2014. Bridgend also saw an increase of 15.2 pp using the same measure over the same period.

4.10 KEY QUESTION 3 (ACROSS LOCAL AUTHORITIES WITHIN CSC)



- Improvements can be seen in “Key Question 3” between the cumulative figures between September 2012 and August 2014 compared against 2014/15 for four of the five LAs within Central South Consortium.
- Cardiff saw a decrease of 13.1 pp in the proportion of schools achieving either “Excellent or Good” over this period.
- The Vale of Glamorgan had 100% of schools being judged as either “Excellent or Good” in 2014/15 and this resulted in an increase of 21.1 pp when compared to the cumulative proportion between September 2012 and August 2014.

5.0 LA CONTRIBUTIONS

In 2014-15 the Consortium received £4.4m contributions from the five Local Authorities. The consortium utilised the funding to support the core function of school improvement as well as commission a variety of projects across the region.

	Cardiff £	Bridgend £	Vale of Glamorgan £	Merthyr Tydfil £	Rhondda Cynon Taf £
LA Contributions	1,534,519	698,120	653,276	294,224	1,236,347
	34.7%	15.8%	14.8%	6.7%	28%

Below is a summary of the financial outputs for 2014- 15 by individual Local Authority:-

Cost Category	Outturn 2014-15	Cardiff CC £	Bridgend CBC £	Vale of Glam CBC £	Merthyr CBC £	RCT CBC £
		34.7%	15.8%	14.8%	6.7%	28%
LA Contributions	4,416,486	1,534,519	698,120	653,276	294,224	1,236,347
Senior Challenge Advisors	297,391	123,125	48,581	42,045	58,314	25,326
Challenge Advisors	2,084,226	704,468	292,000	253,442	144,437	689,879
Other Employees	1,330,804	462,391	210,362	196,849	88,657	372,544
Premises	609,451	211,755	96,337	90,148	40,601	170,609
Transport	38,647	13,428	6,109	5,717	2,575	10,819
Supplies & Services	644,229	223,839	101,834	95,293	42,918	180,345
Commissioning:-						
Intensive Support	31,510	31,510				
Central South Challenge Mgt	45,223	15,713	7,148	6,689	3,013	12,660
Pathfinder Schools	94,521	31,738	21,897	11,748	9,504	19,634
Leadership & Management	62,449	21,698	9,871	9,237	4,160	17,482
Program Management	23,128	8,036	3,656	3,421	1,541	6,474
Governor supp/14-19/SACRE	44,137	15,336	6,977	6,529	2,940	12,356
Support Services	108,632	37,744	17,172	16,069	7,237	30,410
*Gross Core Expenditure	5,414,348	1,900,781	821,944	737,187	405,898	1,548,538
% SPEND RECEIVED		35.1%	15.2%	13.6%	7.5%	28.6%

**£4,416k of contributions were received from LA's however the gross expenditure incurred reached £5,414k. This was net off by £360k of income received in Ty Dysgu and £640k of grant funding.*

CSC apportioned budget for regional services according to the specific needs of schools identified through the categorisation process. Additional support through the Central South Wales Challenge and intensive support for specific schools is also outlined above. In 2014 –

2015, expenditure in three out of the five LAs was higher than the amounts they had contributed (in line with the consortium view to deploy resources to the areas of greatest need).

5.1 ADDITIONAL DELEGATED EXPENDITURE (VALUE ADDED)

In addition to the core contributions, the Consortium also retained a number of grants which were utilised to commission work and support packages for schools across the region.

Initiatives have been split out below into regional support as well as identified LA requirements and those specific to the building capacity element of the Schools Challenge Cymru grant.

Cost Category	Outturn 2014-15	Cardiff CC	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		34.7%	15.8%	14.8%	6.7%	28%
Regional Support to LAs :						
Count on Success	20,093	16,526	1,189	1,189		1,189
Literacy & Numeracy Support	85,148	33,518	12,980	10,560	4,760	21,330
PLPS	59,289	18,234	7,524	10,370	7,310	15,881
PDG Building Capacity	30,000	5,000	10,000		5,000	10,000
Qualified for Life	47,760	21,360	6,240	5,840	2,800	11,520
WEG	291,600	127,575	50,850	27,525	13,200	72,450
LIDW	20,100	5,280	2,600	4,480	1,600	6,140
Foundation Phase	347,994	113,418	58,970	63,177	29,642	82,787
		37.8%	16.7%	13.7%	7.1%	24.7%
Specific LA Support						
Success For All	98,740	55,181				43,559
Merthyr Secondary Support	52,817				52,817	
Specific Projects (funded from School challenge Cymru)						
Hubs *	807,000	295,000	60,000	220,000	32,000	200,000
OTP (for SCC schools)	18,200	4,550	0	3,250	3,900	6,500
Teach First **	134,945	86,630				48,315
100% contribution to L&N support	116,000	60,400	16,500	1,000	8,100	30,000
Bishop Hedley Science Project	30,000	0	0	0	30,000	0
Pathfinder Support	101,650	37,315	15,550	22,735	2,830	23,220
Peer Enquiry	19,000	4,500	2,000	7,000	1,000	4,500
Pupil Offer	80,000	30,000	5,000	5,000	15,000	25,000
Total	2,360,336	916,487	249,403	382,126	209,959	602,361
% spend received		38.8%	10.6%	16.2%	8.9%	25.5%

** Teach First is not determined by CSC Joint Committee, but is dependent upon secondary schools with high efsm engaging with the project*

****** This is dependent upon schools meeting the criteria for hubs / specialist centre status and completing successful application to the initiative

In 2014 – 2015, additional resources were identified to support specific circumstances within LAs e.g. secondary support for Merthyr schools and funding for Success for All in Cardiff. In addition, the building capacity grant from Schools Challenge Cymru, continued to build upon the Central South Wales Challenge with the development of Hubs & Specialist Centres, Peer Enquiry model and continued Pathfinder Partnerships.

5.2 NON MONETARY BENEFITS OF REGIONAL WORKING

The monetary benefits of the above programmes may have been realised by the schools in the local authorities in which the hubs / specialist centres are located, however the benefits are felt across the region in the support they have provided to schools as well as in the ability to recruit more effective challenge advisers, increased opportunity to bring schools together and more effective school led support models.

EXAMPLES

There are a number of elements that make up the Central South Wales Challenge (CSWC) which have an impact upon across the region. Outlined below are the numbers of schools / delegates from across the region that has engaged with a specific element of the challenge.

PATHFINDER SUMMARY

Where a pathfinder partnerships is agreed, both the lead school and the school which they are supporting, both receive £2k to support this relationship.

	Number of Lead School	Number of schools being supported	TOTAL Schools
Bridgend	6	7	13
Cardiff	20	18	38
Merthyr Tydfil	2	5	7
Rhonda Cynon Taf	9	8	17
Vale of Glamorgan	8	7	15
TOTAL Schools	45	45	90

Partnerships that are more intensive have been created in order to provide concentrated support for those seen as facing challenging circumstances.

The CSWC team are currently collating information from Challenge Advisors and Pathfinder Pairs, and are analysing data in order to present summary quantitative and qualitative impact headlines for the region from this type of joint working.

However, there are numerous strong cases that demonstrate the value and impact of this working.

Evidence to date demonstrates that:

There are clear cases of where joint working has had a direct impact on outcomes for learners. For example, where two schools from different LAs work together to improve the amount of outcome 6 (higher levels of attainment at Foundation Phase) achieved in the supported school. (The school had never previously had any pupils previously achieving outcome 6).

The supported school increased its outcome 6 to approximately 14%, achieving the higher levels for the first time.

There are several examples where, because of highly focussed working, there has been an increase in performance in English and maths where improving those standards has been the main purpose of the joint working. For example, where there has been a sharp focus on raising standards in Language, Literacy and Communication (LLC) and English:

School A (supported school)

- LLC attainment at outcome 5 has risen by **20%** from 60.7% (quartile 4) in 2014 to 80.7% (quartile 3) in 2015;
- The English attainment at level 4 has risen by **21.53%** from 52.94% in 2014 to 74.47% in 2015;
- The reading attainment at level 4 has risen by **27.41%** from 47.06% in 2014 to 74.47% in 2015.

School B (supported school) , where there has been a sharp focus on improving maths and consequently the CSI:

- The CSI has risen by **36.64%** from 48.65% (quartiles 4) in 2014 to 85.29% (quartile 2) in 2015;
- The maths attainment at level 4 has risen by **34.19%** from 54.05% (quartile 4) in 2014 to 88.24% (quartile 2) in 2015;
- The maths attainment at level 5 has **doubled to 32.35%** (quartile 2) from quartile 4 and 16.22% in 2014.

There are clear cases where, by working together in a focused way, supported schools move from needing amber support to needing yellow support in terms of the National Schools Categorisation.

There are cases where the Consortium's judgement of a school's capacity to improve has increased as a direct result of the impact of the joint working. For example, where the supported school improves its capacity and moves from a judgement of C to a B as it is more effective and where the lead school improves its capacity, moving from a B to an A because

of their demonstrated ability to support other schools, thus both schools being stronger as a result of focussed partnership working.

There is one example that, such is the strength of the Pathfinder partnership that the two schools are formalising joint governing arrangements. The focus of this particular partnership was to strengthen governance.

Whilst these particular examples of improvement focus mainly on the measurable benefits to the supported school, significantly, there is growing evidence that such arrangements can also have a positive impact on the learning of pupils in the lead school.

OUTSTANDING TEACHER PROGRAMME

The OLEVI hubs have been offering this programme throughout 2014 – 2015. Delegates are encouraged to work in triads to share practice.

	Number of delegates (OTP)
Bridgend	11
Cardiff	48
Merthyr Tydfil	28
Rhonda Cynon Taf	56
Vale of Glamorgan	27
TOTAL Delegates	170

HUBS PROGRAMME

In addition to the OLEVI hubs, the hubs programme has developed and during 2014 – 2015, a total of 486 delegates attended an event run in one of the hubs / specialist centres.

	Number of delegates attending hub events (Spring & Summer term only)
Bridgend	61
Cardiff	216
Merthyr Tydfil	30
Rhonda Cynon Taf	140
Vale of Glamorgan	39
TOTAL Delegates	486

Further evidence on the impact of the hubs programme can be found in the individual value for money reports.

5.3 SUMMARY of 2014 – 15 FINANCIAL OUTPUTS

Cost Category	Outturn 2014-15	Cardiff CC	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		34.7%	15.8%	14.8%	6.7%	28%
Gross Core Expenditure	5,414,348	1,900,781	821,944	737,187	405,898	1,548,538
Delegated Grant	2,360,336	916,487	249,403	382,126	209,959	602,361
Total Expenditure	7,774,684	2,817,268	1,071,347	1,119,313	615,857	2,150,899
% Spend Received		36.2%	13.8%	14.4%	7.9%	27.6%

5.4 IMPACT ANALYSIS OF REGIONAL WORKING

In 2014 – 2015, monetary benefits of regional working were achieved by Cardiff and Merthyr specifically but the additional benefits of working regionally can also be seen in the impact on both standards and outcomes across the region.

SIG IMPACT

SIG progress reports and data analysis demonstrate that approximately 78% of SIGs are able to show positive, measurable impact from their collaborative work.

Of these, approximately 40% show a direct impact of their work, for example a SIG focus on developing numerical reasoning has led to an improvement in numerical reasoning scores across the SIG.

Approximately 40% of SIGs show a more indirect impact of their work, for example a focus on improving teaching and learning has led to an increased CSI in the majority of schools in the SIG. Another example is where a focus on Foundation Phase practice has resulted in improvements in the Foundation Phase Outcome Indicator (FPOI). In such cases, a combination of factors will have led to the impact. This has been particularly powerful when the focus of the collaborative work has been closely matched with the improvement priorities in the individual schools.

Impact on teaching:

Around half of the Primary SIGs have focused on raising standards of teaching using progressive framework tools such as the 'Teaching Continua.' Some of the schools involved can clearly demonstrate that the percentage of good and excellent teaching has increased. Other SIGs are currently collating this information and individual schools will have this referenced in their Self-Evaluation Reports, and this will be presented in Challenge and Review meetings with their Governing Body and Challenge Advisor.

Approximately 20% of SIGs identify benefits to proxy indicators and anticipate further impact in terms of standards to be shown during 2015/16 as improved practice embeds.

Only one SIG is so far unable to demonstrate the impact of SIG working this year. They are being supported and challenged by CSWC team and are being signposted to the practice of highly effective SIGS in our region.

5.5 GRANT FUNDING (DELEGATION RATES)

2014-15			
GRANT NAME	TOTAL GRANT £	% RETAINED BY CONSORTIUM	% DELEGATED TO LAs / SCHOOLS
SEG	10,852,976	16%	84%
WEG	2,128,161	50%	50%
Foundation Phase	28,864,938	4%	96%
14/19	2,816,501	0	100%
MEAG	5,093,003	0	100%
Gypsy	483,885	0	100%
Induction	115,861	100%	0
HLTA	37419	100%	0
Band 4&5	130,000	0%	100%
	50,883,494		

In April 2015-16 Welsh Government introduced the new Education Improvement Grant which replaced 11 former Education Grants. CSC worked with the Local Authority's to agree a formula to delegate the funding to Schools /LA's. As a result of this formula, the following amounts were delegated as compared to prior year allocations of the former grants. This represents an increase in average delegation to LAs / schools from 58.8% to 92%.

2015-16(following 10% cut)			
GRANT NAME	TOTAL GRANT	% RETAINED	% DELEGATED
EIG	46,599,536	8%	92%
Breakdown:-			
School Funding			73%
Delegated to LA's			17%
Red & Amber Support			0.5%
SIGS			1.5%

6.0 CONCLUSIONS / NEXT STEPS

At a strategic level, Central South Consortium can demonstrate Value for Money by continuing to raise standards in all key areas as well as in inspection outcomes.

Standards and inspection outcomes are continuing to improve in a climate of reduced school improvement budgets compared to the National Model

6.1 AREAS FOR FUTURE DEVELOPMENT

CSC are currently undertaking further value for money reviews into areas of significant spend and include the hubs programme, SIGS and the primary literacy and numeracy teams. These will be presented to Directors in January 2016.

In addition, CSC are modelling further cost savings to revenue budgets in order to be able to regionalise additional services in 2016 – 2016.

Processes are now in place to capture the impact of the consortium and the Central South Wales Challenge as referenced in published inspection reports.

APPENDIX A

SIGS SUMMARY

SIGs have been provided with minimal levels of seed funding (£1,000 per school per SIG) in order to facilitate collaborative working. Although the evidence of impact is difficult to quantify (and additional evaluation is required), the examples below lead to the conclusion that this element of the CSWC is providing value for money and should continue to be funded in 2016 - 2017.

In January 2015, CSC commissioned NFER to help develop practice with schools and to share learning across the region. This included determining a baseline (Spring 2015) leading to an interim report as well as further research in early 2016 and a final report published mid 2016.

There are many individual examples whereby schools are identifying the impact of the work of the SIG and that collaboration has strengthened schools' work. Early evidence does show that 'the direction of travel is positive and that some of the schools which it has highlighted have made substantial progress which offers a promising basis for future work'¹.

It should be noted that it is very difficult to attribute any improvement directly and solely to schools' participation in the collaborative work and not all of the progress to which the reports refer is quantified (or quantifiable)¹.

Extensive research and the development of case study materials² by CSC have led to the following conclusions:

- SIG progress reports and data analysis demonstrate that approximately 78% of SIGs are able to show positive, measurable impact from their collaborative work.
- Of these, approximately 40% show a direct impact of their work
- Approximately 40% of SIGs show a more indirect impact of their work.
- Approximately 20% of SIGs identify benefits to proxy indicators
- Only one SIG is so far unable to demonstrate the impact of SIG working this year.

¹ Extracts from 'Central South Wales Challenge: What does a self improving system look like?' NFER interim report

² Central South Wales Challenge: Building a Self-Improving School System Case studies and Progress to date - September 2015

1.3 PATHFINDER SUMMARY

Pathfinder pairings receive £4,000 in order to facilitate collaborative working. Each school receives £2,000. Although there are individual examples where working together in a focused way has had to a direct impact upon outcomes for learners and schools moving from requiring amber support to now only requiring yellow support (in terms of National Schools Categorisation), there is still further research required to provide quantifiable benefits.

In conclusion, there is evidence to support the statement that pathfinder pairings do provide value for money and should continue to be funded in 2016 - 2017.

1.4 HUBS PROGRAMME SUMMARY

In 2014 schools were invited to bid for Olevi Hub, Hub and Specialist School status. Successful schools met strict criteria of having a track record of collaboration, excellent and good judgements made in inspections, consistently high levels of pupil performance over a three year period and effective professional development for teaching and learning.

During 2014 - 2015, hubs and specialist schools were seed funded in order to make preparations for school to school work on teaching and leadership. Typically, schools invested most of the funding on staff capacity building, training and release, TLR allowances and timetable amendments. Other spending was mostly directed to the creation of staff training environments and hospitality.

Hubs and specialist centres provide a professional offer of support to schools across the region. This is through a published programme as well as bespoke support to individual schools and a detailed offer of support to Schools Challenge Cymru schools.

Following a review of the current programme, it has been identified that systematic changes are required in order to meet the needs of the region.

- Regional support needs to be defined by regional need. Whilst this is achieved in some areas it is also evident that the current offer of support from all providers is not fully addressing the needs of the region.
- Engagement with school provision of support is variable.
- Stakeholder understanding of the support system needs to be developed. Simplifying the system and communicating this clearly across the region is essential to the development of understanding.
- There is a need to develop professional learning enquiry and move away from one day training courses.
- There is a need to create greater accountability for impact with all support providers.

1.5 PRIMARY CENTRAL SUPPORT TEAM SUMMARY

CSC retains elements of grant funding to provide a central support team to provide support and guidance to the primary sector in literacy, numeracy and Welsh. The team consists of strategic advisers, network specialists, project development officers and project support officers for literacy and numeracy as well as Welsh in education officers to support both first and second language.

A detailed review was undertaken into the impact of the teams and the value for money of providing a central support team for primary schools.

- Where evaluations of courses are available, they indicate that they are positively received by schools. Primary literacy leaders who have received intensive support have shown an increase in confidence in their ability to map genres of writing across the curriculum and show a greater understanding of year on year expectations. This has led to pupils' writing reflecting a wider range of genres which is evidenced through book scrutiny.
- Teachers' professional development has been supported effectively through well attended numeracy primary network meetings; 290 numeracy leaders have attended meetings during 2014-2015. 100% rated the quality and content of provision as good or better with 60% rating it as excellent.
- Where observations have occurred on support, it has a positive effect on the practice and provision for teachers and teaching assistants.
- Baseline data collected for intervention programmes, for example, NiPpers indicates that pupils who receive the intervention for the most part make accelerated progress.
- The majority of schools supported have achieved better outcomes following interventions.
- Where outstanding practice has been identified it has been used effectively to develop the practice of others through the use of outstanding teachers of literacy and numeracy.

However, when determining value for money, the following should be noted;

- The work undertaken (of the literacy and numeracy team) has been predominantly focused on provision and improving teacher practice and pedagogy which could in turn lead to improvements in outcomes, but given much of the support is not focused on end of key stage or phase outcomes there is inconclusive evidence that the improvements in outcomes are related to support provided by the central teams.
- The programmes provided have not been planned for strongly enough in the business planning processes and there is limited evidence available that schools are linking the programmes offered to the required improvements in outcomes.
- Many of the programmes offered are intervention based in nature and not supporting direct improvements in capacity or building the self improving school system.
- Some of the core events provided have limited take up within the local authorities in particular Bridgend.
- The value for money in terms of overall spend is limited and cannot be solely attributed to the work of the central teams.
- There is insufficient evidence to show that capacity of schools has been built throughout the engagement with the central teams and not enough time has lapsed to ensure that the outcomes achieved are sustainable by schools following intervention.
- The fifty percent match funding for targeted support provides a significant advantage to the central teams over other providers and also penalises those schools who are developing as self improving schools who are organising support for themselves rather using centrally based support.
- With specific reference to the Welsh in education team, there is limited evidence given the amount of money spent on the impact on outcomes. All evidence provided mainly

relates to improving the Welsh Language skills of teachers rather than being directly focused on improving outcomes in the most vulnerable schools.

- The Welsh in Education Team primary focus has been on provision and so the impact of the team in terms of outcomes has been difficult to quantify.

A change management process is now in place to move to a schools led model of support and the establishment of lead schools for English, Mathematics and Welsh.