Central South Consortium

Self-evaluation

January 2016

Summary

Key Question 1: Outcomes

1.1.1 Standards – results compared with national averages and prior attainment	
Evaluation	**Evidence**
In 2014-2015, there were improvements in each local authority and for the region in the Foundation Phase and at each key stage. In each case, the increases were again greater for schools' more able pupils. In general, performance is above the national averages in the Vale, close to or above in Bridgend and Cardiff. The rate of improvement in outcomes has been steady in RCT and often more substantial in Merthyr. However, in both cases the baseline was low and so performance does not compare so well still with national averages in these two authorities. There are no grounds for complacency. The improvements in performance have started from a low base and, even though performance now compares well with Welsh averages, there is a need to improve performance further, significantly so in some areas, so that the region's pupils can compete successfully with their peers across Wales, the UK and beyond. **Foundation Phase, key stages 2 and 3** Rates of improvement have been greater than for Wales at outcomes 5/6 in the Foundation Phase, level 4/ 5 at key stage 2 and level 5/6+ at key stage 3 over three years. Again, performance has started from a lower baseline. Performance is now close to, or above, the Welsh averages in all indicators at these three phases/ key stages. Pupils make progress at a rate that compares well with that nationally. Progress in English is generally less than in the other core subjects. There are variations between the different local authorities. Outcomes achieved in literacy are lowest throughout the phases/ key stages in Merthyr and particularly so for boys. Contextual value-added data compare favourably with that nationally at key stage 2. There are wide variations in outcomes achieved when considering the performance of all pupils at the end of the key stage between schools with similar FSM proportions and are more marked when the performance of eFSM pupils only is considered. The differences are evident in each of the local authorities but are particularly so in RCT. Performance is close to, or just above, the aggregated targets at the expected outcome/ level and above targets by a greater margin at the outcome/ level above. While this indicates that schools are now meeting higher expectations more successfully the original targets set were sometimes too modest. **Key stage 4** At key stage 4 there has been improvement for each of the last three years. This has been at a much more substantial rate in the last two years in key areas. Performance against the level 2+ threshold is now above the Welsh average. Improvement in other aspects such as the level 1 threshold and the outcomes achieved by e-FSM pupils at key stage is too slow. There is a significant reduction in the number of schools where less than 40% and less than 50% of pupils achieve the level 2+ threshold. However, the region has not yet achieved its ambition of reducing this to zero.	Initial view of performance in 2014-2015 Scrutiny reports in Bridgend, Cardiff, Merthyr, RCT and the Vale. National reading and numeracy test results 2014 and 2015 WG statistical release - end of foundation phase outcomes and National Curriculum teacher assessment of core subjects at key stages 2 and core and non-core subjects at key stage 3. Data tables at the FP and each key stage, KS4 spreadsheet Aggregated target summary spreadsheet Benchmarking data

There have been gains over the last three years in all four core subjects. Performance is still weakest in mathematics and improvement in Welsh first language is limited. Despite the significant increases in the rate of improvement in the last two years outcomes at key stage 4 are still short of targets across each local authority. Contextual value-added data now compare favourably with that nationally against the level 2+ threshold but less favourably against the capped points score. At key stage 4, there are variations in the outcomes achieved by pupils in schools with similar FSM proportions and in the performance of eFSM pupils against key measures. There are differences in the rate of improvement between schools, including those that are part of Schools Challenge Cymru and differences also in the extent to which some higher performing schools demonstrate sustained improvement. **Benchmarking data** The proportion of schools in the top 2 benchmarking quartiles across the region and each local authority against the FPI and CSI has increased over the three-year period at the expected outcome/ level. Comparative performance is stronger still at the outcome/ level above. There has been a more modest increase in the proportion of schools in the top quarter at key stage 4 against the level 2+ threshold but there are still too many schools in the lowest quarter. The comparative figures confirm the relative strength of performance in English and the relative weaknesses in maths and Welsh at key stage 4. **Post 16 – A Level Results of pupils aged 17** Performance at A level is slightly lower than in 2014 against the higher grades. The reductions were similar to those nationally. Performance at A level varies between the authorities especially at the higher grades.	

1.1.2 Standards – standards of groups of learners

Evaluation	Evidence
Gender With few exceptions girls outperform boys. The gap is widest in English and Welsh and narrowest in mathematics. These features are evident in the Foundation Phase and persist in key stages 2 and 3. More able girls also generally outperform more able boys by a wider margin at the outcome/ level above the expected outcome/ level in English and Welsh. The gaps are much narrower in mathematics and girls generally achieve less well in mathematics than in their other subjects. At key stage 4 girls outperform boys against most measures. The gaps are very wide in language in favour of girls but girls' outcomes in mathematics are typically much closer to those of boys. In both the Foundation Phase and at key stage 2, boys who are eFSM achieve less well than girls and the gap in outcomes between eFSM boys and eFSM girls is nearly twice that of the gap between boys and girls overall except in mathematics. At key stage 2 boys' progress is in line with boys' progress nationally at level 4+ and level 5 over the period 2013-2015. This is also the case for girls at level 5 but not at level 4+. At key stage 4 progress against the level 2+ and level 1 thresholds over the period 2013-2015 is in line with that nationally for girls but only against the level 2+ for boys.	Initial view of performance in 2014-2015 National reading and numeracy test results 2014 and 2015 WG statistical release - end of foundation phase outcomes and National Curriculum teacher assessment of core subjects at key stages 2 and core and non-core

Pupils eligible for free school meals and those not eligible
There has been more impetus in the rate of improvement of eFSM pupils particularly in the last two years. The gaps have narrowed at the expected outcome/ level. At the outcome/ levels above there is much less evidence that the gap is narrowing. The gap in performance widened against the level 2+ threshold at key stage 4 in 2015. Gaps remain too wide especially in secondary schools and vary between the local authorities year on year.

The progress made by eFSM pupils over the period 2013-2015 is similar to that nationally at level 4+ at key stage 2 but just below at level 5. At key stage 4 the progress is greater than that nationally against the level 2+ threshold and in line at level 1. The proportion of eFSM pupils making at least 2 levels of progress from the beginning to the end of key stage 2 is below that of nFSM pupils but is much closer for 3 levels of progress. The gaps for the proportion making 1 or 2 levels of progress at key stage 3 are much wider.

More able and talented pupils
The rate of improvement at outcome 6 in the Foundation phase, level 5 at key stage 2 and level 6+ at key stage 3 is greater than that at the expected outcome/ level. Performance is close to or above the Welsh averages across the region and in the local authorities. The progress made by higher-attaining pupils is just below that nationally at level 5 at key stage 2 and is now ahead against the level 2+ threshold.

The proportion of entries reaching grades A*/ A at GCSE across the region compares favourably with Welsh averages. However, there are variations between different authorities being below in Bridgend, Merthyr and RCT but above in the Vale and Cardiff. There has been improvement since 2013 in the proportion of pupils achieving 5 A*/A grades at GCSE. However, there are wide variations against this performance measure. The rate of improvement has been lower than in some other indicators and has again varied between authorities. At A level the proportion of entries reaching grade A* /A fell and the drop of 1.9% was more than that nationally.

Looked after children
The performance of looked after children is below that of pupils overall in the Foundation Phase and at all key stages. While there are variations in these outcomes between the local authorities the pattern of relative underperformance by this group is a consistent feature. The proportion of looked after children making at least 2 or 3 levels of progress from the beginning to the end of key stage 2, or at least 1 or 2 levels of progress at key stage 3 is below that of other pupils in each of the core subjects.

Pupils with a special educational need
Gaps remain in the outcomes achieved by pupils with a special educational need compared with those of other pupils. The pattern in 2014-2015 has not changed significantly from that in the previous year and the gaps are proportionately wider for pupils at school action+ and with a statement than for those at school action. The progress made by pupils with SEN is less than that nationally at level 4+ and against the level 2+ threshold except in Merthyr where progress compares well.

subjects at key stage 3.

Data tables at the FP and each key stage, KS4 spreadsheet

Data spreadsheets on outcomes of specific groups

FFT Aspire value-added data

Pupils' progress analysis

Minority ethnic pupils Across the region as a whole the outcomes achieved by minority ethnic pupils are just below those of white UK pupils and have remained largely unchanged over the last three years against the FPI and the CSI. The gap is slightly wider in the primary sector than at key stage 3. In 2015 minority ethnic pupils outperformed white UK pupils at key stage 4 for the first time against the level 2+ threshold. Within the different ethnic minority groups the highest comparative performance against that of all pupils is amongst pupils of Asian background. Lower comparative performance is evident among Gypsy/ Traveller, Roma and Black Caribbean pupils. Progress made by minority ethnic pupils at level 4+ and against the level 2+ threshold is in line with that of the same groups nationally except for Indian, Chinese, Black Caribbean pupils. The proportion of pupils with EAL making 2 or 3 levels of progress at key stage 2 and at least 1 or 2 levels of progress at key stage 3 compares favourably with non EAL pupils in all cases except for pupils at stage A of the national language acquisition stage.	
NEETS Up to 2014 there has been a sustained reduction in the percentage of young people aged 16 not in education, employment or training across the region and in each of the local authorities. Despite these improvements the percentage is still too high. There has also been a reducing trend in the proportion of Y12 and Y13 young people who are NEET across the region as a whole, although this stalled somewhat in 2014. The proportion of NEET young people at Y12 is about half that at Y13. Across the region as a whole the percentage of NEET young people at 18 is greater than the Wales average and the gap widened in 2014 compared with 2013. (awaiting confirmation of 2015 data).	Careers Wales destination data

1.1.3 Standards – skills

Evaluation	Evidence
There are more pupils in the above average band (SS 115>) in reading and numeracy than nationally in Cardiff and the Vale. The figures are similar in Bridgend but there are fewer with a SS of 115> in Merthyr and RCT. Bridgend and the Vale also have fewer pupils below the average band (SS<85) than nationally whereas there are more in Cardiff and particularly so in RCT and Merthyr. There only marginal differences with the pattern in 2014.	Analysis of outcomes of reading, procedural and numerical reasoning tests.
The differences between boys and girls in language and mathematics referred to above are also reflected in the outcomes of the national tests. In all year groups and in all local authorities the proportion of girls with a standardised score greater than 115 is higher than that for boys in reading. The reverse is true in all year groups in the numeracy procedural test and most year groups in the numerical reasoning tests in both primary and secondary schools. Conversely, there are usually more boys than girls with a standardised score of less than 85 in reading, in most year groups in the numeracy procedural test and in a majority of year groups in the numeracy reasoning test.	WG statistical bulletin Analysis of inspection recommendations 2010-2014
The most commonly occurring areas where there is need for improvement in pupils' skills in both primary and secondary schools include: pupils' extended writing skills, particularly for boys; accuracy of spelling and punctuation; higher order reading and comprehension skills; numerical reasoning, problem solving and number skills; the application of reading, writing, numeracy and ICT skills across the curriculum. In nearly all cases these areas for improvement are affected by shortcomings in provision relating to low expectations, weaknesses in planning and assessment.	Analysis of national categorisation reports Progress reports in red and amber schools

Improving the standard of pupils' literacy/ English and numeracy/ mathematics skills are still the most frequently occurring recommendations in inspection. Standards in Welsh and Welsh second language also occur more frequently as recommendations, largely in primary schools. In both primary and secondary school there are continuing weaknesses in how literacy and numeracy skills are applied across the curriculum. Improving the development of pupils' ICT skills occurs in a small minority of schools. Where this is the case, this is often linked to the quality of provision and curricular planning for the development of ICT.	Analysis of inspection recommendations

1.1.5 Standards – Welsh language

Evaluation	Evidence
Outcomes have continued to rise in Welsh in most respects but there are fluctuations in the rate of improvement especially in the secondary sector. There are still gaps in the outcomes achieved by boys compared with girls in favour of the latter. In Welsh second language outcomes have also improved further at key stage 2. At key stage 4 results at the higher grades in the full course continue to be much greater than for the short course. **Welsh first language** Performance in the Foundation Phase and at key stages 2 and 3 has improved at a greater rate at outcome 6/ level 5+/ level 6+ over the last three years than at the outcome/ level below. Performance compares favourably with the Welsh average at regional level and in each local authority in most cases. The gap in the performance in favour of girls is much wider at outcome 6/ level 5+/ level 6+. Of the three attainment targets in Welsh at key stages 2 and 3 oracy and then reading have been stronger than writing especially for boys. At key stage 4 over the last three years level 2 outcomes in Welsh have been up and down. There has been little improvement overall as outcomes in 2015 were similar to those in 2013. Performance at the higher grades at GCSE in both language compares well with that nationally. At A level the numbers sitting the Welsh 1st language examination over the last three years has been similar. The percentage achieving A*/A is above that nationally. In the local authorities performance was significantly higher than that regionally in Cardiff but lower in RCT. **Welsh second language** The proportion of pupils reaching level 4+ in Welsh second language at key stage 2 ands level 5+ at key stage 3 has continued to rise over the last 3 years. The improvements at level 5 at key stage 2 are more modest but are significantly greater at level 6+ at key stage 3. Performance gaps with the Welsh average have narrowed. The gaps in the relative performance of boys and girls at both the expected level and the level above are still wide. The number of pupils taking an examination at A level in Welsh second langauge has halved over the last three years. The percentage achieving grades A*/A is also lower but the percentage reaching A*-C grades is higher.	Initial view of performance in 2014-2015 Data spreadsheets

Key Question 1: Areas for improvement • Improve the outcomes achieved by pupils who are eFSM at both the expected and above the expected levels. • Secure further improvement against the level 1 threshold in all local authorities and work with the local authorities to challenge performance in reducing the number of NEETS. • Improve performance further against the level 2+ threshold.	

• Reduce the variations in the outcomes achieved by all pupils, but eFSM pupils in particular, between similar schools. • Improve further the outcomes achieved by other vulnerable groups. • Raise the standards achieved by boys in language across the region and secure more sustainable improvement in Welsh first language at key stage 4. • Raise the standards of boys and particularly girls in mathematics at all key stages and especially at key stage 4. • Raise expectations of more able pupils at the higher grades at GCSE and A level. • Challenge and support higher performing secondary schools to sustain improvement, avoid fluctuations year on year and demonstrate excellence in performance.	

Key Question 2: Support For School Improvement

2.1.1 Support, monitoring, challenge and intervention	
Evaluation	**Evidence**
Support for schools' self-evaluation and improvement planning The service provides sound guidance to support self-evaluation which reflects the advice contained in Estyn's guidance manuals as well as guidance concerning good practice in school improvement planning in order to meet the new statutory requirements. Overall, there is now a greater focus on the importance of self-evaluation as a key element in the school improvement process. There is improvement in the quality of schools' self-evaluation which is reflected in inspection judgements in the most recent year. However, there are still variations in the quality of self-evaluation and planning between schools. **Use of data** Schools have access to a wide range of relevant performance, benchmarking and other comparative data at whole-school and individual pupil level and for specific groups. The data are used effectively by challenge advisers as the basis for validating or challenging the school's view of its standards and capacity to improve and to inform decisions about schools' support needs. Access to live data about achievement, attendance and exclusion in real time during the year, in collaboration with the local authorities, is improving but requires further development. **National Categorisation** The service's Framework For Challenge and Support provides clear expectations about key school improvement processes. There is good progress in implementing the changes to the national categorisation process. Strengths in the current process for categorising schools include: • A more rigorous reporting, moderation and verification process to promote consistency. • The use of revised criteria for leadership, learning and teaching that strengthen the relationship with standards. • More focused dialogue with schools about strengths and areas for improvement. Shortcomings in the system include: • Too much time is taken to complete the different layers of the national categorisation process and so challenge and support do not always get under way as quickly as is desirable.	Guidance on self-evaluation and improvement planning Inspection outcomes 2014-2015 compared with position from 2010 Analysis of challenge advisers' national categorisation reports School level data packs Pupil level data packs Letters to secondary school for gathering key stage 4 in year data and excel spreadsheet. In year attendance data Framework For Challenge and Support September 2015

Overall, there is evidence to suggest that: • the more structured approach to categorisation, and the follow on monitoring and evaluation of progress, are having a greater impact on rates of improvement than previously in a majority of schools; • in a minority of schools, the pace of improvement is still too slow.	Progress reports red and amber schools
Evidence from schools' categorisation in December 2015 compared with the position in December 2014 indicates: • A greater number of schools are in standards groups 1 and 2 and fewer schools in standards groups 3 and 4. • An increase in the number of schools whose improvement capacity is judged to be A or B and requiring green or yellow support and fewer at C or D and requiring red or amber support. • The reduction in the number of schools with the lower improvement capacity judgements and requiring more intensive support is proportionately greater in primary than in secondary schools. • There are proportionately fewer schools with an improvement capacity of C or D and requiring amber or red support in the Vale and Bridgend than in the other three authorities.	Outcomes of categorisation
Brokering of support There is now increased capacity to provide support by schools for schools drawing on practitioners' effective practice. There is also clearer identification of the sources of support, points of contact for accessing the support and how the support is resourced. There is a wider range of options available to meet the needs of red and amber support schools Remaining areas for improvement include the following: • although improving, the relationship between the brokered support and its impact on the desired improvement is not always evidenced consistently enough; • information about the most effective practice is improving but is not yet developed fully; • arrangements for corroborating and assuring the quality of practice are not yet systematic enough.	School support database Consultant leader and consultant governor recruitment Case studies red and amber support schools Value for money reports Peer enquiry evaluations
Monitoring and reporting schools' progress Meetings to review the progress of red and amber support schools follow consistently the procedures within the Framework. There is now a more established emphasis on the role of the headteacher and chair of governors in providing evidence about progress. This has contributed to achieving a greater pace to the rate of improvement in a majority of schools. In a minority of schools progress is too slow and is adversely affected by the capacity of the school's leaders and governors to effect the change needed quickly enough. Work to support, challenge and intervene in schools causing most concern is now much more robust. Use of statutory powers has strengthened significantly and is now much more consistent across the different local authorities. As a result, there has been significant improvement in several schools.	Progress reports on red and amber schools. Notes of progress review meetings Managing director's letters to LA directors relating to schools causing concern Local authorities' warning notices, raising concern letters Challenge advisers' performance objectives

Green and yellow support schools Most green or yellow support schools in 2014-2015 maintained or improved performance. However, there were some exceptions most notably in the secondary sector. In these cases the principal reasons for the outcomes are: insufficiently accurate target setting and tracking of progress; a lack of rigour in holding middle leaders to account for performance; other factors affecting performance in the examinations. Procedures to challenge and support green and yellow support schools have been tightened and expectations are being made more explicit for how schools should respond in cases where outcomes drop.	Draft guidelines when there is a drop in performance Challenge advisers' notes Spring/ summer terms schedule Senior CA assessment of progress and progress reports
Schools Challenge Cymru Schools (SCC) The service has continued to exercise oversight of the work of schools involved in the programme through a senior officer. Communication, working relationships and networking with the SCC advisers has improved and the range of support available has also improved including that from hubs and specialist centres. There is still scope to strengthen further the lines of strategic responsibility and accountability and opportunities for collaborative working. There is a clearer view of the progress of individual schools and robust challenge and support in meetings of accelerated improvement boards. However, a few schools continue to face multiple significant challenges and progress in these cases is slow.	Senior CA assessment of progress and progress reports in SCC schools
Inspection outcomes Over the period 2010-2015 proportionately fewer special schools and primary schools have required follow up than secondary schools. There is a significant reduction in the proportion of schools requiring Estyn monitoring and a rise in those requiring the lesser category of local authority monitoring. However, there is also a higher incidence of schools judged to require significant improvement and special measures largely in Cardiff and RCT. In some of these cases intervention has not occurred swiftly enough or the challenges require further time to be addressed because of their scale and complexity.	Inspection outcomes database
In most cases there is a good correlation between the outcomes of inspection and a school's category. Where there are disparities there are no discernible differences between primary and secondary schools. Overall, where there is a difference, it is not usually more than one grade/ judgement and affects principally schools with an improvement capacity of A and judged to have good prospects, schools with an improvement capacity of C and judged to be either good for prospects or unsatisfactory. Most schools have been removed from follow up within the required period post inspection over the period 2010-2015. However, in a few cases the period of monitoring has been extended or the school has been judged to require a more serious category of monitoring.	Categorisation analysis against inspection outcomes
Target setting and tracking pupils' progress The service expects schools to set targets that reflect high expectations for all pupils and relate to individual pupils. Schools' individual targets and aggregated targets are shared with the local authority, challenged further where necessary and agreed with the challenge adviser on behalf of the local authority. In general, the targets set by schools	Target setting guidance

reflect a commitment to achieving higher standards, although this is more prominent in secondary than in primary schools. There is now a stronger emphasis on improving the outcomes of eFSM pupils. The service provides sound guidance on effective approaches to tracking pupils' progress and targeting intervention. Challenge advisers routinely discuss a school's evidence about pupils' progress and the extent to which pupils are on track through their contact with schools during the academic year, supported by the collection of in-year data especially at key stage 4 in secondary schools. As a result, there is now a much closer correlation between actual outcomes and schools' in year assessment of progress than previously in most but not yet all cases.	Quality standards for tracking pupils' progress Individual schools' and aggregated targets
Coordination of joint working with local authorities' services Expectations for joint working between challenge advisers and the local authorities' inclusion services are now more clearly set out than previously. Collaboration between senior challenge advisers and local authorities' officers has been strengthened. Communication and partnership working in relation to schools causing concern are improved and undertaken with greater consistency across the region. There is good practice in the sharing of data about vulnerable groups in parts of the region to inform the work of challenge advisers. However, this is not yet fully developed and joint working to secure improvement where specific groups underachieve is not yet consistent enough. The appointment of regional lead officers for attendance, governor support, human resources and more recently for looked after children and inclusion are beginning to strengthen communication and joint working in these areas. However, this now needs to feature more systematically in planning to support the work of challenge advisers.	Principles for joint working Agendas termly meetings between CAs and LA officers Notes of meetings concerning schools causing concern Well being and vulnerability data Development meetings agendas
T**eacher assessment** The service has supported well the Welsh Government's renewed emphasis on strengthening the reliability of teacher assessment. The service has provided robust guidance to support the role of the assessment leader in schools, standardisation and cluster moderation. Evaluation of briefings sessions is good. Challenge advisers scrutinise pupils' work when supporting and challenging schools and there is now greater scrutiny of cluster moderation meetings. However, the process requires extension as planned in order to provide a comprehensive view of the rigour of the process across all schools. A more systematic response by schools to the outcomes of the national verification process and recommendations from cluster moderation meetings is also necessary.	CSC training and guidance materials Correspondence with schools Schedule of briefing training sessions 2014-2015
Headteachers' performance management All challenge advisers carry out headteachers' performance management in line with statutory requirements. There is a strong connection between headteachers' performance objectives and the school's key areas of improvement. However, in some instances the objectives are not always expressed precisely enough to inform judgements about the extent to which they have been achieved. Procedures to promote consistency have been strengthened by focusing on the need for sharp and measurable objectives through the challenge advisers' development programme	Walk through guidance for challenge advisers Materials used during development days Development day agendas and materials Quality assured reports

Quality assurance Performance management procedures have been revised to build on the link between the work of challenge and strategic advisers and their accountability for demonstrating the impact of intervention in schools. Quality assurance of the work of these staff is increasingly effective and is informed by scrutiny of written reports and first-hand monitoring of work in schools. As a result, reporting is evaluating more clearly schools' capacity to improve, their progress and the next steps schools' leaders need to take to secure the necessary improvement. Nevertheless, despite these improvements, there is a need to improve further the content and clarity of some reports so that there is greater uniformity in the quality of the writing across the service.	Notes from accompanied visits Protocol for writing reports Protocol for accompanied visits

2.1.2 Raising standards in priority areas, including curriculum support

Evaluation	Evidence
There is now a more strategic approach in partnership with the local authorities to developing the range of support to help build capacity in the system to be self-improving. This includes a much more prominent role for schools where practice is most successful. Strategic advisers and their central teams have been retained in some areas to enable the organisation to address the national priorities effectively. Appropriately, the main focus of the work involves supporting those schools where the need to improve is greatest. Capacity also exists to provide a core professional learning programme for all schools and to commission additional provision on behalf of schools where they require this. **Closing the gap** The service is giving a high profile to improving the achievement of eFSM pupils. Results to date show some narrowing of the gap but much work still to do to raise achievement for this group of pupils. Strengths in the approach include: effective use of guidance, research and evidence to inform policy and provision; a more strategic approach to the development of policy; identification of effective practice and professional development to support school- self-evaluation and planning; a greater emphasis on collaborative working between schools; the appointment of a Looked After Children regional lead to coordinate implementation of regional policy; discussion with schools' leaders and governors about performance, comment by challenge advisers in the national categorisation report and target setting specifically for eFSM pupils. Remaining areas for improvement include the following: much of the work is at an early stage of development; more rigour in the identification of the intended improvements is required to demonstrate impact more effectively. **Literacy and English** Appropriate provision is made to support teachers' professional development through the professional learning programme. This includes core provision to support implementation of the national literacy framework and to address the need to improve outcomes of groups such as more able pupils and boys' writing skills. Capacity to support schools through the most effective school-based practitioners has also been enhanced.	Professional learning offer PDG guidance document Closing the gap draft strategy and action plan Agendas and minutes of Valleys Project agendas and minutes IPSOS MORI report and case studies Evaluation forms Knowledge database Eleven best practice case studies LA strategy and action plans Action plan; course and leaders' evaluations Scheme of learning Outcomes of inspection and monitoring CSC notes of visits and support plans

Evidence from pupils' outcomes indicate that support programmes for schools requiring red or amber support have been effective in most cases. There is good evidence also of the impact of specific interventions and programmes.	Internal data on targeted schools; success for All, Rapid writing data
Numeracy and mathematics Effective provision is made to support teachers' professional development and implementation of the national numeracy framework and to share effective practice between teachers and leaders. The ability to improve practice through school-to-school support has been enhanced through the shadowing of experienced centrally employed trainers by outstanding teachers of numeracy and subsequent deployment in targeted schools.	Headteacher evaluations Teacher confidence forms; learning walks and lesson observation
Targeted support addresses the need to improve pupils' written and mental skills with number and numerical reasoning skills successfully for the most part. Evidence from diagnostic data about pupils' progress and overall outcomes indicate improvement in most schools supported and in inspection outcomes where relevant. There is strong evidence also of the impact of interventions.	Action plan numeracy and maths Course evaluations Numeracy leader and HoDs evaluations Outcomes of inspection
Areas for improvement in both literacy and numeracy are as follows: • Planning does not always establish measurable criteria clearly enough as a baseline to inform judgements about the extent of improvement. • Intervention is effective but it is relied on sometimes too much as the means to secure improvement and so strategies that promote more sustainable improvement require greater focus. • Schools' capacity to support each other and quality assurance mechanisms require further development. • Measures to improve the supply of teachers of high quality in mathematics are being addressed but this remains an area of particular concern.	CSC notes of visits and support plans Internal data on targeted schools NIPPERS intervention data Headteacher evaluations Teacher confidence forms. Mathematics recruitment strategy
Learning and Teaching The service, local authorities and schools' leaders are committed to the provision of school and classroom-based practice as key components in teachers' professional development and to the sharing of effective practice. Schools' leaders have played a prominent role in the development of strategy and the professional development programme. There has been rapid expansion of the capacity in the system to provide support for both experienced and newly qualified teachers.	Professional learning continuum New Deal stocktake Application forms as case studies for school to school working
Criteria for assessing the quality of teaching and its impact are now clearer and are integral to the categorisation process at step 2 when judging schools' capacity to improve. Evaluation of first-hand evidence about teaching and learning and pupils' work jointly with schools' leaders makes an effective contribution to strengthening schools' capacity to judge the quality of provision with accuracy.	Peer Enquiry Phase 2 Model and documentation OTP programme and criteria for quality

As a result of these developments, good progress is being made overall in improving the quality and range of provision to meet the aspiration for a system that has the capacity to be self-improving. However, there are still areas where improvement is necessary: • Although the OTP and ITP programmes and their impact on practice are highly regarded through teachers' evaluations, planning of involvement in the programmes as part of a school-wide strategy to improve the quality of learning and teaching is not yet a consistent enough feature in the participating schools. • Work to build understanding of regional learning and teaching strategy requires further development taking account of the priority given nationally to curricular change. • Evidence about strengths and weaknesses in teaching needs to be used more systematically to inform strategy. • Learners' views are integral to the action research and peer enquiry processes and the development of the pupil pledge. However, the extent to which learners' views are used to inform programmes of professional learning requires further development.	assurance Participants' evaluations Action research programme Research into CSC OTP programme – Arad Research Aspire! NQT Programme and materials ITE pilots documentation Hub schools' audit responses
Welsh Extensive support is provided through the team of Welsh in Education Officers to respond to national and regional priorities. Following review support is now provided mainly through school improvement hubs in the secondary sector. These developments have been strongly supported by the sector but their work is at too early a stage of development yet to evaluate impact. In Welsh second language effective work has also been done to support professional practice in schools. Evaluations of all provision are high and qualitative evidence indicates improved confidence among subject leaders in both primary and secondary sectors in meeting the challenge of curricular change. As a result of the focused work in individual schools there has been a demonstrable rise in marks awarded n the national reading tests. There has also been an improvement in writing skills and in the language skills of Foundation Phase pupils. Inspection judgements have also reflected good work in a number of instances. Areas for improvement include: • Attention is given to the impact of support on improving provision and teachers' language skills but evaluation of the impact of capacity building on improving pupils' outcomes is not prominent enough. • The identification and sharing of effective practice from green and yellow support schools and the use of classroom-based professional practice are being addressed as priorities but are at an early stage of development.	Hub schools' programmes Evidence in school visit reports + resources on CSC Hwb Network. Primary WEO Welsh 1st Language resources Notes of Visits Notes of Challenge Adviser Meetings End of key stage data
PISA and Qualified for Life The service is implementing effectively the Welsh Government's PISA and Qualified for Life programmes in English, Welsh, mathematics and science. Priority has been given to: improving the confidence and capacity of schools' leaders and teachers to implement the new GCSE specifications as well as provision at key stage 3 and to improving outcomes in the existing GCSE specification	WG rapid review CSC external evaluation CSC QFL plan Half-termly QFL update report End of placement

Positive features of the approach include: improvement in outcomes at key stage 4 over the last two years; successful implementation of a multiplicative strategy that promotes collaborative working between schools and capacity building through lead practitioners with good evaluative feedback; increasing evidence of improved skills in teaching numerical reasoning and in helping senior and middle leaders' understanding of the new specification.

Areas of improvement include the following:
- Greater evidence of the robustness of forward planning by leaders in schools is needed to give confidence that all schools will meet successfully the emphasis placed on English Language at GCSE from 2017 and on GCSE science in particular.
- There is not yet a strong enough focus in all schools on ensuring that expectations are high from the start of Y7 and that curricular planning supports progression and continuity throughout key stage 3 and 4.

Foundation Phase
Identification of schools' professional development needs is soundly based. Professional development programmes are extensive, well received and follow successfully the national modular training pack and covering key aspects.

Despite improvements in pupils' outcomes, the service judged following external review that the existing arrangements did not provide sufficient evidence of value for the resources as deployed. Robust action has been taken to deploy more resources to schools and to identify schools across the region that have the ability to improve practice across the system, although these arrangements are too new to yet judge the impact on standards and quality.

Remaining areas for improvement in the system include the following: evaluation of the impact of improvement work in individual schools, particularly with regard to pupils' outcomes, is not yet sharp enough; gathering of evidence about the quality of teaching or leadership is not yet systematic enough.

Using ICT Technology
The consortium has a good capacity to support the development of schools' capacity to make effective use of technology to support learning. Positive features of the work include strengthening of provision to support professional development in both ICT and computer science and collaborative working between schools through: professional development activities, partnership with regional universities, establishment of HWB+ centres of excellence, digital pioneer schools and collaboration with other consortia ICT leads. As a result there is a measurable increase in the number of schools actively using HWB+ sites. However, outcomes at GCSE are not high enough and there are weaknesses in teachers' skills to meet the demands of the digital competency framework and new examination.
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Physical literacy
The PESS team located in the region has worked effectively in partnership with schools, the Welsh Government and

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reports
Evaluations from SLT
Curriculum planning events

Foundation Phase Team Schedule 14/15
Foundation Phase module analysis and course evaluations
Notes of visit.
Foundation Phase review document
FP Alliance documentation and FP work plan
Professional learning document 15/16

CSC Prospectus
CS Partnership and Teach Meet agendas
CSC ICT framework meetings and document
WG HWB+ usage data
SWGfL 360 tool data
ICT TA/ GCSE data
Feedback to curriculum reform
SIMMs data
School records

Sport Wales to improve pupils' wellbeing and develop the national Physical Literacy Framework. The work of the team is suitably informed by analysis of data, inspection reports and evidence underpinning the national priority. Evidence from work with targeted schools indicates success in improving attendance, self- esteem, behaviour, pupils' participation and achievement. Areas for further improvement include: • Tracking of the progress of pupils involved in the programmes and development of leadership skills to establish the sustainability of the changes implemented. • The clarity with which needs are identified, the match of support to meet needs, and evaluation of impact. • Identification and sharing of effective practice to build capacity across a wider range of schools. **14-19** A regional plan, approved by the Welsh Government, has been agreed for the last three years. The funding available through the Regional Network Development Plan (RNDP) has been closely monitored and equitably distributed. The following features represent the main strengths: • All schools meet the regulations relating to the Learning and Skills measure and the range of courses is now better meeting the full spectrum of needs both pre- and post-sixteen. • Collaboration is producing more opportunity to work efficiently and improve the quality of learning post sixteen • There are strong links with the Youth Engagement and Progression framework managers : use and analysis of a comprehensive vulnerability measurement tool ensures that support is directed to those most in need • Improvements to curricular provision are contributing to the improvements in the performance indicators at GCSE. • Improvements have been made in the nature and quality of the data available at post 16 to inform judgements about outcomes and the value-added to students' learning. More learners are continuing with education post 18. The following are areas for improvement: • Processes for commissioning and procurement of provision to ensure efficiency and secure value for money are not yet robust enough. • There is good practice in the region in the extent to which institutions of further education and work based learning providers are involved in the planning of provision for vulnerable learners but this is not yet consistent enough. • Collaboration between providers, especially schools, in the interests of greater efficiency and quality are not developed sufficiently post sixteen. • The data available are not yet refined enough to inform strategic planning and the collection of value-added data and information from the views of learners is underdeveloped.	Physical competence measurement tools Validated self-esteem surveys Self-reported progress against leadership standards Case studies CWOL report RNDP SAR RNDP documentation Minutes of groups Curriculum map Careers Wales Destination Data

Welsh Baccalaureate Capacity to support schools in implementing the Welsh Bac has been shared between CSC and EAS and is developing effectively. There is good support for key personnel to address the demands of the new qualification. As a result there is now a better capacity amongst schools' leaders to deliver the new qualification. There are nevertheless areas for improvement. There is insufficient focus to date on exemplifying approaches to demonstrate skills-led learning and teaching practices; work to promote effective use of the WJEC e-portfolio is not yet developed sufficiently and support for non specialist teachers is underdeveloped.	Guidance materials Training programmes and evaluation
2.1. 4 Support for school leadership, management and governance	
Evaluation	**Evidence**
Leadership development There are appropriate arrangements to support the development of senior leaders at different leadership career stages. There is good work with the local authorities in support of succession planning. Criteria for assessing the quality of leadership and its impact are now clearer and integral to the categorisation process at step 2 when judging schools' capacity to improve. As a result, schools' leaders and staff with the region's school improvement service have a better understanding of, and willingness to recognise, the relationship between leadership and outcomes. The service's ability to intervene where leadership is weaker has improved. Overall, the service is demonstrating an improved capacity to plan leadership development more strategically over the medium term. However, there are still areas for improvement: • The components of the leadership development strategy are at an early stage of implementation and so evidence about impact is limited. • Evidence about strengths and areas for improvement in leadership to inform planning and evaluation of impact needs to be used to inform strategy more systematically. • Capacity to intervene in schools where leadership is of greatest concern is improving but is not yet sufficient and so responses to identified needs are often challenging and time consuming. **Governance** The consortium has improved its capacity to work with local authorities to provide effective support for governance. There is good progress in implementing agreed priorities concerning: the provision of mandatory training; support to understand national categorisation; the recruitment of consultant governors to increase capacity to intervene where governance is weak; regular communication with governors. The developments represent a more effective response than previously to the widely differing capacity to provide a service that now exists in the local authorities but implementation is still at an early stage of development.	Programmes delivery plans and evaluations. Minutes of learning and teaching board Leadership continuum and stock take to WG NPQH database Report to Directors Power point to joint committee Sig and convenor lists Case studies Hub programmes Peer enquiry reports Pathfinder evaluations Categorisation criteria Governors' Wales report Agendas /evaluations for training/briefings; training materials Consultant governor database and induction; agenda/minutes steering group

16

Areas for further improvement include the following: • Communication with governors and work with governors to improve understanding of their role in system-wide leadership are not yet fully developed. • The potential of a more comprehensive regional approach to support for governance to produce greater consistency and efficiency requires further planning and agreement. **HR Services** Through the appointment of a lead officer the region is now better placed to promote consistency in how HR advice supports schools' leaders to manage performance effectively. Although in its early stages, good progress is being made through senior officers working across the authorities to bring greater consistency to recruitment practice and in dealing with underperformance.	Action plan HR section; pay Policy – 2013/14/15; Capability Policy 2015; Performance Mgt Policy; Policy Timetable document; Pack & Guidance recruitment of senior leaders
Key Question 2: Areas for Improvement: • Improve the provision of data at individual level, for specific groups and in year data about attainment, attendance, exclusion and NEETS. • Strengthen coordination of joint working with local authorities' inclusion services further. • Improve the quality, consistency and efficiency of provision post sixteen to improve outcomes. • Embed strategies to identify effective practice and broker sources of support so that they are more systematically planned and evaluated as part of the work to secure improvement in red and amber support schools. • Build on the work with local authorities, including the consistent use of statutory powers and sustainable structural solutions, to intervene swiftly in schools causing most concern, to achieve more rapid improvement and to reduce to zero the number of schools requiring significant improvement or special measures. • Challenge and support schools to continue to improve the quality of self-evaluation and planning and to ensure that external support and collaborative work with other schools is an integral part of these processes. • Continue work to challenge schools to set targets that reflect high expectations, bring performance closer to targets and improve the accuracy of the data derived from teacher assessment that underpins this work. • Make clear with greater consistency the intended outcomes and success criteria at the outset of planned support from centrally employed teams, hubs, SIGs, pathfinder partnerships and teaching and leadership development programmes to strengthen programmes and evidence of impact.	

Key Question 3: Leadership

3.1 Leadership	
3.1.1 The impact of leadership	
Evaluation	**Evidence**
Leadership at all levels is driven by a commitment to improving the outcomes achieved by all pupils and to reducing the impact of poverty on educational attainment. The working relationships between the managing director and the directors in the five authorities are strong and effective in determining strategic direction and decision making. The work of the service's operational board is appropriately focused on providing service delivery of high quality. The positive features in the extent to which leadership is having a bearing on improving outcomes include: • successful creation of a climate of challenge and support where schools increasingly accept their prime responsibility for school improvement; • evidence that more schools than previously are now meeting expectations especially for more able pupils and those eligible for free school meals at the expected outcome/ level; • arrangements that require secondary schools to track the progress of pupils against their targets more rigorously with outcomes that have improved on a more sustained basis in a majority, but not yet all, cases; • a stronger impact on the pace of improvement in a majority of red and amber support schools; • the improved outcomes and provision in individual schools that have been the focus of collaborative activity; • the number of schools that have been successfully removed from inspection follow-up monitoring and successful collaboration with authorities in inspection follow up. Areas of improvement include: • the number of schools requiring inspection follow up monitoring, including in the two statutory categories, has not reduced; • the achievement of specific groups vulnerable to underachievement; • the pace of improvement in the quality of teaching and leadership where these are significant factors holding back the capacity to improve in particular schools; • communication with stakeholders is open and increasingly effective but there is a need to discuss key matters in greater depth with headteachers and governors and to strengthen communication in respect of the wider community.	Central South Consortium's business plan 2015-2016, draft plan 2016-2017 Local authorities' annexes South Wales Challenge Plan Framework For Challenge and Support Service's summary and full SER Outcomes of monitoring inspections to RCT, Bridgend, the Vale and Merthyr Agendas and minutes of senior leadership team and operational; board meetings
3.1.2 Strategic direction and meeting national and local priorities	
Evaluation	**Evidence**
The managing director, directors in each local authority and senior officers together provide clear strategic direction that aligns closely with the national model for regional working. Key decisions have been made about the vision for school improvement in the region over the next three years and the gradual move away from a centrally driven system to one where: schools' leaders take the prime responsibility for sustainable improvement across the system; capacity is retained to intervene in schools that are vulnerable or weak. There is a clear line of sight between the three-year vision, the Central South Consortium's key documents and local authorities' strategic planning documents. Key features of the approach reflect the expectations set by the Welsh Government and include the following:	Revised National Model For regional Working Business plan 2015-2016; draft plan 2016-2017 Framework for Challenge and Support

18

• schools' self-evaluation and improvement planning are central to how national categorisation is implemented and the development of the self-improving system is based on co-construction with schools; • identification of effective practice and brokering of partnership working between schools are prominent aspects; • the focus on school- and classroom-based professional practice in improving teaching and leadership; • the provision of support and challenge in inverse proportion to a school's capacity to improve by itself and support for the use of the local authorities' statutory powers; • the priority given to supporting effective implementation of national priorities. However, although the vision for the future of the schools' system is well articulated and has gained ground rapidly, it is timely now to set out in more detail how it will develop over the medium term in line with national expectations. Good work is being done to challenge past practice with a view to delivering better value for money and greater impact. However, some of the changes are recent and so there is a need to embed the process more systematically as programmes develop.	Central South Wales Challenge Plan Local authorities' business plans National categorisation process and outcomes Agendas and minutes of CSCWC strategy group, stakeholder reference group and governor steering group, and diocesan representatives

3.1.3 Elected members	
Evaluation	**Evidence**
Governance arrangements are soundly based and enshrined in a revised legal agreement. The consortium's services are jointly provided services and the framework provides appropriately for the allocation of responsibility to a Joint Committee, an advisory board, strategic and operational management groups and a host authority. The cabinet members for education in all five local authorities provide good leadership through their commitment to high expectations for all learners and to combating the effects of socio-economic disadvantage on attainment. Members in the joint committee hold the consortium's and local authorities' senior officers to account well. They are increasingly effective in their questioning about strengths and areas for improvement. The committee and advisory board share the values and ambitions underpinning the region's priorities. The local authorities' scrutiny arrangements that hold the consortium's officers and the lead cabinet member to account for performance alongside authorities' senior officers are now more consistent and regular across the region. Annual reports on schools' performance for the scrutiny committee are now a feature of the work of each authority. The consortium works closely with each local authority to provide scrutiny committees with training and with data and related information that assist them in holding schools and officers to account for performance. The role of the Joint Committee in determining priorities and agreeing budget is developing well but evaluation of performance and of actions to mitigate risk to improve the impact of business planning and the assessment of value for money are not yet established enough. The role of the advisory board in advising, challenging and supporting the managing director with regard to the impact of policy and planning on improving outcomes practice is improving but is not yet fully developed. Despite improvements in how scrutiny committees hold directors and the consortium to account for performance, there is still some unevenness in scrutiny committees' knowledge and skills to enable them to probe strengths and weaknesses effectively. There is still a need to do more work across the region to ensure better sharing of practice to promote greater consistency between scrutiny committees.	Legal agreement Agendas, minutes of joint committee and reports concerning constitution and governance. Agendas and minutes of Joint Committee meetings Reports to scrutiny committees, agendas and minutes Constitution and terms of reference of advisory board

3.2 Improving Quality	
3.2.1 Self-evaluation	
Evaluation	**Evidence**
The service's self-evaluation provides a comprehensive and honest assessment of strengths and areas for improvement. The process makes effective use of relevant data to inform judgements, the outcomes of schools' and local authorities' inspections, challenge advisers' work with schools, the views of stakeholders and commissioned external evaluation. The arrangements provide the service with the means to identify and confirm appropriate priorities for improvement. There is a close link between the areas for improvement identified through self-evaluation and the priorities in the service's plans. Evaluation of progress is an increasingly prominent feature of the approach. Areas for improvement include the following: • Monitoring of progress against actions in the business plan occurs more regularly together with the identification of risk but systems to assess action in response are not yet embedded enough in the service's work. • The views of pupils are integral to aspects of the learning and teaching strategy, but their views and those of the broader community are not yet involved to any great extent as part of the wider self-evaluation process. • The establishment of clear targets and success criteria to inform evaluation is developing but is not yet a consistent enough feature of the work of all of the service's programmes and school-to-school support.	Service's full and summary SER Analysis of national categorisation reports. Progress reports in red and amber schools Self-evaluation for 2014-2015 in priority areas In year monitoring of business plan
3.2.2 Planning Improvement	
Evaluation	**Evidence**
The consortium's business plan sets out a clear vision for the direction of the region's school improvement service. It provides detail of the intended characteristics of the school system at the end of the next three-year period. There is a good correlation between the business plan and the areas of improvement arising from in the service's self-evaluation process and report and the requirements of the Welsh Government for the 2015-2016 financial year. The overall business plan is supported appropriately by action plans that provide greater operational detail. The identification of targets and success criteria in planning to inform evaluation is improving but is not yet central enough to the planning process in all cases. Sometimes there is too great an emphasis on action and provision as opposed to the impact the action has on securing improvement. In the annexes to the business plan the local authorities and the consortium identify additional services that respond to the needs of an individual local authority. In 2015-2016 needs have been identified more strategically than previously and have made more systematic use of relevant data and information about performance to support the decision making. This approach has brought greater focus to the work in individual authorities, an ability to plan the use of resources more effectively and has contributed to positive evaluation of progress in authorities subject to Estyn follow up monitoring. However, there are still variations in the robustness with which priorities for additional services are identified and the intended outcomes described. Overall, the provision of information about risks is improving. However, means to mitigate the effect of risks other than	Business plan 2015-2016; draft plan 2016-2017. Actions plans in priority areas 2015-2016 In year monitoring of business plan Draft actions plans 2016-2017 Risk register Agendas and minutes of senior leadership team and operational; board meetings Local authority annexes Local authority progress reports HR charter

20

	Performance management annual review, individual action plan documents
financial risk are not yet fully embedded. **Individuals' Performance management** The service has in place suitable processes for the performance management of individual staff. The arrangements now make a clearer link between the work of staff and their accountability for demonstrating impact in schools. Although improved, the service's performance management arrangements now need to be embedded so that they play a full part in the working culture within the service.	Shared objectives for challenge advisers, strategic advisers, business teams

3.2.3 Involvement in professional learning communities

Evaluation	Evidence
The consortium has given a high priority to the development of collaboration between schools to support professional learning as a key driver in the growth of a self-improving school system through the Central South Wales Challenge (CSWC). The CSWC reflects closely the intent underpinning the national model – that is, to develop a sustainable school-led system of improvement. The following represent the key strengths of the challenge thus far: • Rapid progress in a relatively short time from a position where collaboration between schools was ad hoc to a position where all schools now work within a framework of structured school improvement groups. • Strong support from schools' leaders for the system's direction of travel. • Willing participation in regional and national initiatives that involve the development of system leadership. • A clear role for schools' leaders across the region in influencing priorities and the active participation of most schools in the development of shared improvement plans in the school improvement groups. • Strong system leadership by a majority of headteachers in the role of SIG convenor. • Close monitoring and a proactive approach that have secured high levels of involvement by schools in SIG activity. • Good work to strengthen accountability and the development of evidence of impact and professional learning. • Improvement in the areas that have been priorities in schools involved in more intensive partnerships and good work by challenge advisers in facilitating collaborative work and overseeing progress. Areas for improvement include: • The extent to which collaboration and access to others' effective practice is seen as integral to school improvement planning is developing well but still varies between schools. • Variations in the depth of collaborative working between schools in SIGs is monitored and action taken but intervention where there are shortcomings is not always swift enough. • Identification of intended improvements at the outset of collaborative activity to inform judgements about impact is improving but is not yet consistent enough. • Processes to locate effective practice are improving and good work is being done to make appropriate links between schools to share practice. However, systems to draw together and quality assure the different sources of support are not yet consistent enough.	CSWV plan CSC updates Overview of composition and work of SIGs SIG case studies and evaluations Pathfinder evaluations Value for money report IPSOS MORI initial evaluation NFER initial evaluation Regional conference agendas and materials Schools' involvement n hubs, pathfinder partnerships, lead and emerging partnerships, pioneer schools' Agendas, notes and materials from joint consortium meetings

3.3 Partnership working	
3.3.1 Strategic Partnerships	
Evaluation	**Evidence**
The implementation of the CSWC has been a key factor in facilitating the commitment of headteachers and local and diocesan authorities to working in partnership and the response has exceeded early expectations. A sense of moral purpose permeates thinking at all levels in the system. Headteachers play a key role in determining future direction. There is strong support for implementation of the framework for challenge and support among the service's and authorities' senior officers. In a period of significant change and financial constraint, the good working relationships with the local authorities have helped support a climate where challenges, strengths and areas for improvement can be discussed and addressed in an open manner. The willingness to work together is also evidenced by the commitment to work collaboratively in respect of certain services. Collaboration between the four educational consortia is occurring more systematically. Links are developing well with higher education to support and accredit professional development for schools' leaders and practitioners. The benefits are beginning to be seen in the quality of the new programmes that place a greater emphasis on school- and classroom-based professional practice. The service is working with respected external agencies to contribute to external evaluation of its work. The service enjoys a sound working relationship with the Welsh Government and a good track record of implementing national programmes. Overall, work to identify and develop relationships with key partners, and to establish and work towards strategic objectives, has made greater progress in some areas than in others. Evidence about the impact of system leadership and of new forms of provision on outcomes is at an early stage of development. Partnerships with some key groups are improving but are not yet developed to the extent needed. Action to achieve further efficiencies in service delivery with authorities across the region are still at the planning stage and strategic planning of partnership working between the regional consortia is not yet developed sufficiently.	Agendas and minutes of strategy group, stakeholder reference group, governor group Agendas and minutes of directors meetings and with diocesan directors Action plans for attendance, governor support, HR services, 14-19 NQT programme Professional learning offer ITET plans NFER interim evaluation of school to school support; IPSOS Mori report Joint consortium agendas and meetings notes
3.3.2 Joint Planning, Resourcing and Quality Assurance	
Evaluation	**Evidence**
Joint planning with headteachers and governors' representatives is having a more discernible influence now on decision making about future direction. There is now a much greater focus than at the outset on strengthening planning to identify areas for improvement in common and the intended impact from partnership working. Termly meetings with directors in each authority and the local authorities' annexes to the service's business plan provide an appropriate framework for planning and reviewing the provision of services that address the particular needs of the local authority. Joint planning with the local authorities to share practice and resources in some areas is making progress but requires more impetus to promote greater consistency and quality across the region. Joint planning to address the particular challenges facing the faith based sector requires more pace. Joint planning with higher education is making good progress but is only recent in respect of regional consortia. Funding streams to support collaborative working through the SIGs, pathfinder partnerships, Hubs and peer enquiry	SIG and Pathfinder plans Agendas and minutes of CSWC strategy group, governors steering group, advisory board Agendas and minutes directors' meetings. LA annexes ITE and NQT documentation

are planned appropriately in partnership and in line with regional priorities. Evidence of the impact of collaborative working and the deployment of resources is improving. Useful work has been done to establish the lessons learned from piloted initiatives and to apply these to future provision. Arrangements to assess quality and monitor impact of service delivery are becoming more prominent. However, procedures to identify strengths, weaknesses and efficiency as part of performance management and a research and evaluation strategy are not yet embedded enough.	Service's budget and funding streams VfM studies and reports

3.4 Resource management

3.4.1 Management of resources

Evaluation	Evidence
The service's budget is drafted in parallel with the business planning process and prioritised in accordance with the needs. Individual action plans contain relevant detail regarding resourcing implications. The allocation of resources is linked closely to regional and national priorities and agreed with all five local authorities' directors. There is a strong commitment to delegating funding to schools. There are appropriate partnership arrangements with the local authorities to determine the allocation of revenue and the distribution of grant. Arrangements to monitor and report expenditure against budget are robust and auditing outcomes are good.

Steps are being taken to secure greater efficiency and to avoid duplication by working more collaboratively across local authorities in certain service areas. However these arrangements are at an early stage of development. The Joint Committee exercises good overall responsibility for approving spending against priorities but arrangements for holding officers to account for the impact of resources on outcomes are not yet fully developed.

The service operates within a budget that is less than that indicated nationally. Initial analysis of outcomes suggests that the relationship between costs and performance compares favourably with that of the other three regions. However, work to compare costs in any depth is not yet developed enough. Good work is being done to investigate more precisely the relationship between provision and outcomes. Assessment of value for money is more prominent now in the service's evaluation and strategic planning. Analysis of outcomes overall demonstrate that standards are rising faster than in previous years but the work to assess the impact of particular initiatives is not yet sufficiently embedded in every case.

The service regularly reviews its provision to secure improvement and operate as efficiently as possible. A number of services have been restructured to realise efficiency savings, improve quality and release funds to schools in line with the commitment to a school-led system. The service has demonstrated the ability to take difficult decisions in the interests of greater effectiveness and efficiency in several areas, although it is too early yet to assess the impact of the more recent changes on outcomes and provision. | Business , budget plan; annexes; monitoring reports; SLAs Agendas/ minutes SLT, directors, finance officers, joint committee Audit of Financial Statements/ internal auditors' reports Statement of accounts Management dashboard Grants Compliance Workshops ; Grant Terms & Conditions; schools allocation letter; guidance on school development planning; SLAs for delegated funding to Las; Value for money report 2014-2015 Value for money reports Schools |

3.4.2 Value for Money

Evaluation	Evidence
The consortium works successfully within its agreed budget to balance costs against the effectiveness of service delivery and the commitment to a self-improving system. The service's central costs are reduced compared with the position in September 2012. Nevertheless, the service is adequately staffed to deliver the required service and its quality has improved overall. Performance has continued to improve alongside changes to the service's configuration.	Service's revenue budget Spend on SI 2012-2013 and 2014-2015/ 2016

23

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There is increasing evidence of effective deployment of resources to secure improvement in some areas. There are also aspects where the deployment of resources has not yet provided evidence of enough impact and which have prompted robust action in response. The consortium deploys grant according to the needs of the region and in line with national terms and conditions. There is a strong commitment to delegating grant to support the capacity of schools to be self improving. The service has reduced radically the proportion of retained grant by the consortium and local authorities since its inception. Funds are retained only to support the commitment to improving outcomes in priority areas. Monitoring of the retained grant spend is generally effective. All budget holders are challenged monthly by the finance team in relation to eligibility of spend and evaluation of the impact of the activities. There are suitable arrangements for informing schools of their grant allocations and for supporting decision making concerning deployment of grant to meet grant conditions and statutory requirements. Good work has been done in partnership with the authorities' finance teams to move all schools on to a common grant formula. However, schools' spending within their improvement planning is not always clear enough. Arrangements for the monitoring of individual schools' spending require greater rigour and a grants compliance framework is at an early stage of development.	Progress reports red and amber schools Inspection database Performance data vulnerable groups Grants Compliance Framework; workshops in local authorities Grant Terms & Conditions Examples Allocation letter to schools Service guidance on school development planning
Key Question 3: Areas For Improvement • Develop further the strategic direction of the vision for the self-improving system over the medium term in line with progress to date involving all key stakeholders • Strengthen the impact of leadership in the areas where it is currently weaker • Embed further performance management, self-evaluation, the impact of business planning and the management of risk so that they are more systematic • Strengthen further governance and the capacity of elected members to inform planning, evaluate progress and, with scrutiny committees, the capacity to hold officers to account for strengths and areas for improvement. • Embed procedures for individual performance management and quality assurance to achieve greater consistency. • Strengthen arrangements for monitoring the impact of resources including grant and develop further the work to assess the value for money of the service's practices and provision. • Meet national expectations for building capacity across the system as a whole by intensifying collaborative work with the other three consortia.	

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Central South Wales: A vision for a networked learning school system

Introduction

The region of Central South Wales is the most populous region of Wales. It covers over 400 schools and a third of the school age population of Wales - 135,000 school aged children.   It is also the region that contains the highest number and proportion of children living in poverty.


Central South Consortium Lower Super Output Area by Welsh Index of Multiple Deprivation Rank
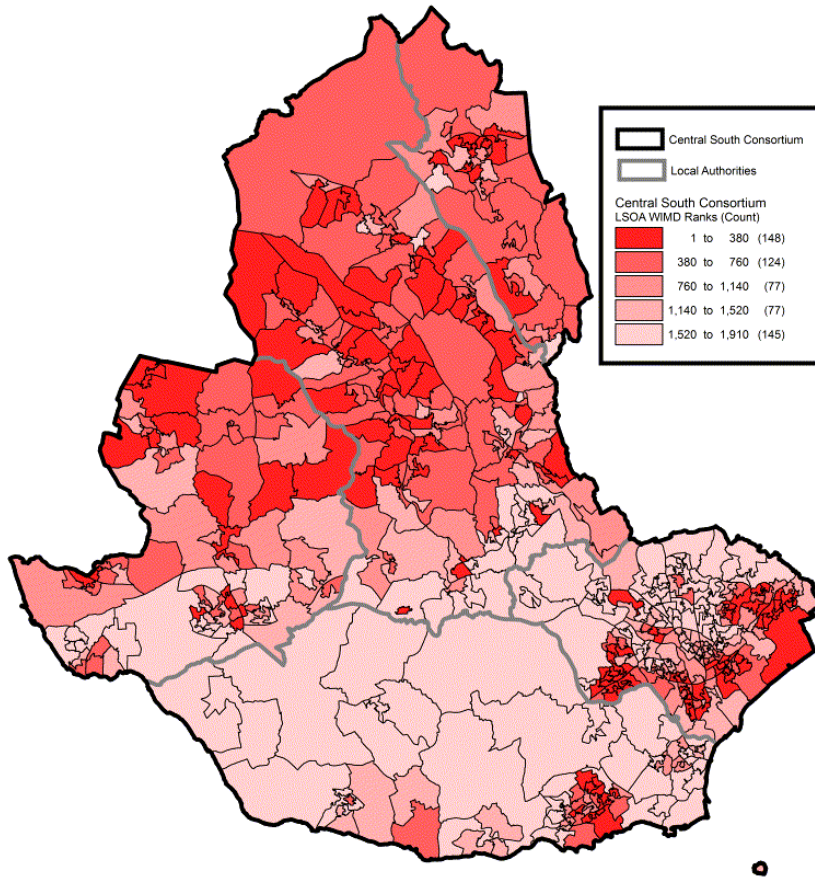
Reaching from the post industrialised valleys in Rhondda Cynon Taf, Merthyr Tydfil and north Bridgend to the more affluent coastal regions of the Vale of Glamorgan and Cardiff the capital city, the success of schools in this region hold the key to future economic and social success of Wales.

Historically the region as a whole has underperformed against schools elsewhere in Wales. However since 2012 the region has seen steep and sustained improvement at every level and in every authority.

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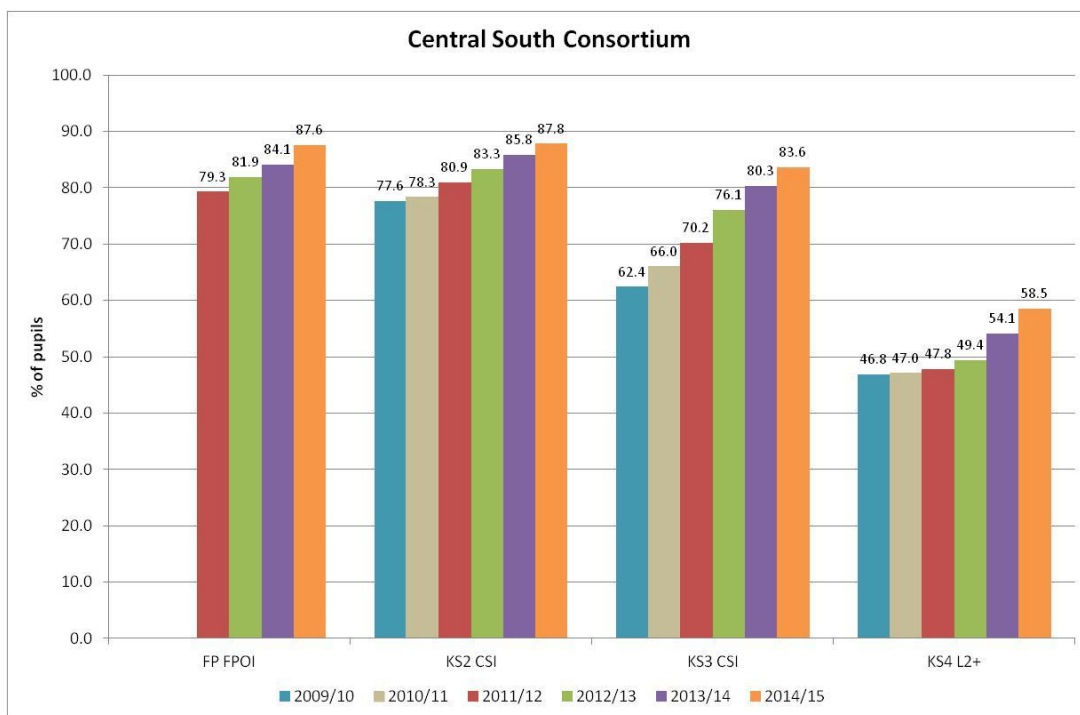
In 2015 pupils in schools across the Central South region again improved their outcomes significantly, setting a three year consistent upward trend of improvement at rates faster than the national rates of improvement. This was particularly evident at the Level 2+ indicator of 5x A*- Cs including English/Welsh and mathematics.
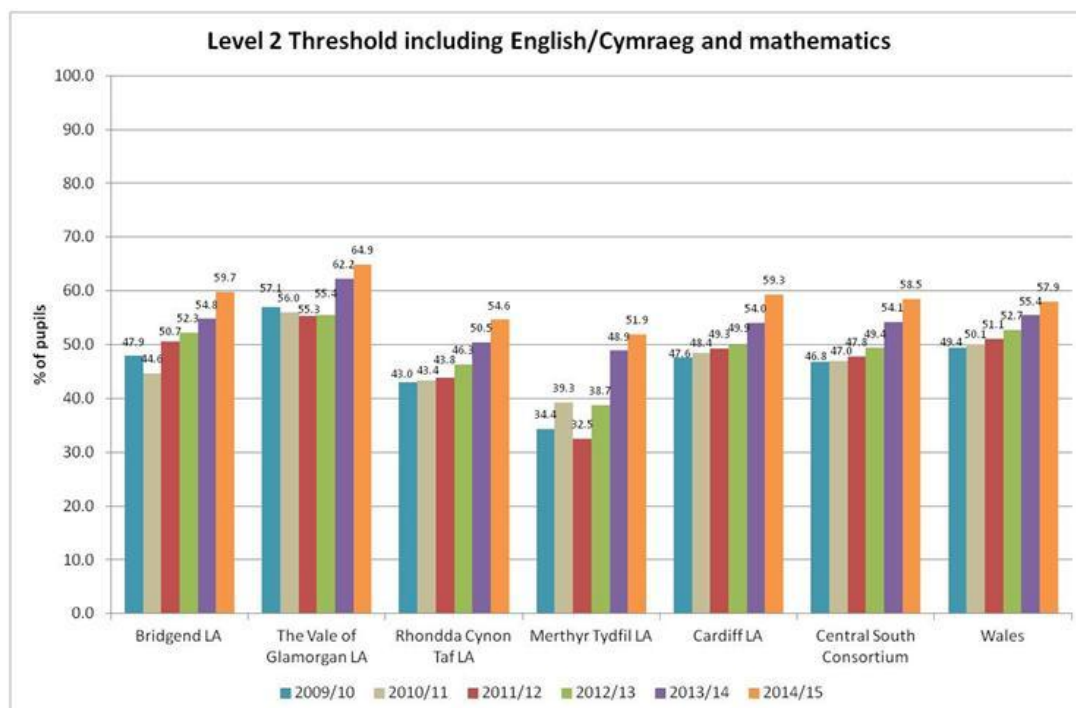
Inspection outcomes are also indicating improvement including in leadership and teaching and the outcomes of vulnerable children are improving faster than the average, closing, but not fast enough, the gap between those living in poverty and their peers. The region, previously amongst the worst performing in Wales, now sits at or above the national average at every indicator.

2

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Our vision: To build a self improving school system

Our ambition as a region is for schools in the Central South region to provide the best education for children across Wales and can rival their counterparts across the UK.

To do this we want to shift school improvement from a model that is dependent on central support to a by schools for schools model, building capacity for collective improvement across the system.

We want a system where schools care about improvement for all as much as for their own school.

And we are making good progress.

The Central South Wales Challenge

In January 2014, backed by the five authorities and drawing on international research, schools across the region led the way in launching a strategy to develop a 'self improving school system'.   The strategy was based on six principles which are commonly found in successful school systems:

- Schools are communities where collaborative enquiry is used to improve practice;
- Groupings of schools engage in joint practice development
- Where necessary, more intensive partnerships support schools facing difficulties;
- Families and Community organisations support the work of schools;
- Coordination of the system is provided by school leaders;
- Local authorities work together to act as the 'conscience of the system'.

The strategy has been led by the Central South Wales Strategy group.   All schools are part of School Improvement Groups (SIGs), there are 60 pathfinder partnerships in place, school improvement hubs provide professional learning and peer enquiry is developing leadership capacity. We have seen much progress in engagement and understanding of a self improving school system. Increasingly there is evidence of impact on capacity at system and school level and on attainment.

Taking our strategy forward

There remain a number of areas we need to further develop if we are to develop a sustainable system of school improvement which can support schools to be the best in Wales and beyond. These are:

1. More explicit opportunities to build **sustainable leadership capacity**, operating at a system level with the appropriate incentives to develop the best head teachers and a system to spot and develop talent for future leadership at a system level
2. Ways to develop **systematic, deeper professional learning opportunities** at all levels of the system as the norm for teachers across the region - with a tight focus on impact and disciplined routes of sharing learning across schools

3

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3. A need to drive **harder forms of collaboration (including federations) to build capacity** in the system in leadership and teaching and learning and increase efficiency in the use of services by schools

4. Effective **consistent challenge and intervention** to drive change rapidly and robustly where it is most needed

5. Significant **work with governors and local elected Members** to improve the wider understanding about the benefits of hard collaborative school systems.

The 2018 vision: Central South Wales Challenge: Leading and Learning on behalf of the system.

Improving outcomes – what does it mean for children and families?

Our vision

We want the region to be a place:

- Where children achieve outcomes that are the highest performing in Wales in 2016/17 at most levels and where Headteachers care as much for the improvement in partner schools as their own
- By 2018 schools are showing sustained improvement at all levels rivalling the best in the UK
- Where vulnerable children are increasingly closing the gap on their peers and faster than elsewhere in Wales, to reduce the gap by a further third by 2018
- Inspection outcomes are showing increased levels of excellence in teaching and leadership and in capacity to improve
- A place that is known for the quality of its school led professional learning and leadership working with the higher education sector and initial teacher training providers
- Where the wider partnerships of business, community and parents get behind the work of schools to reinforce aspiration
- As part of the Donaldson implementation the region will be working with others to develop and drive up standards and capacity for improving teaching and leadership as part of delivering the new curriculum.


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What does it look like for schools?

By 2018 we would expect the school improvement system to be radically transformed. We want to see a system of school improvement explicitly led, organised and provided by schools.

A Central South Wales networked learning community run by schools for schools which includes:

1. **All schools as part of an accredited school improvement group or network** which sets priorities each year, provides most school improvement support and evidences impact in capacity and pupil attainment across schools;

2. **Expert teachers working at subject level across and within the system from lead subject specialist schools** providing subject level support to all schools focused on need**;**

3. **Lead schools commissioned to develop professional learning programmes** for all school staff including initial teacher training, with joint practice development the predominant learning model. All lead schools working as part of the Successful Futures development model building the new curriculum into their practice;

4. **All schools able to commission a formal peer enquiry** from experienced trained peer enquirers (current Headteachers) as part their self evaluation and improvement planning;

5. **High quality leadership programmes for all heads, a future leaders programme and a 'system leadership' model** identifying and funding experienced heads empowered to work swiftly and rapidly with vulnerable schools with clear priorities for improvement.

This model remains based around our delivery model

5
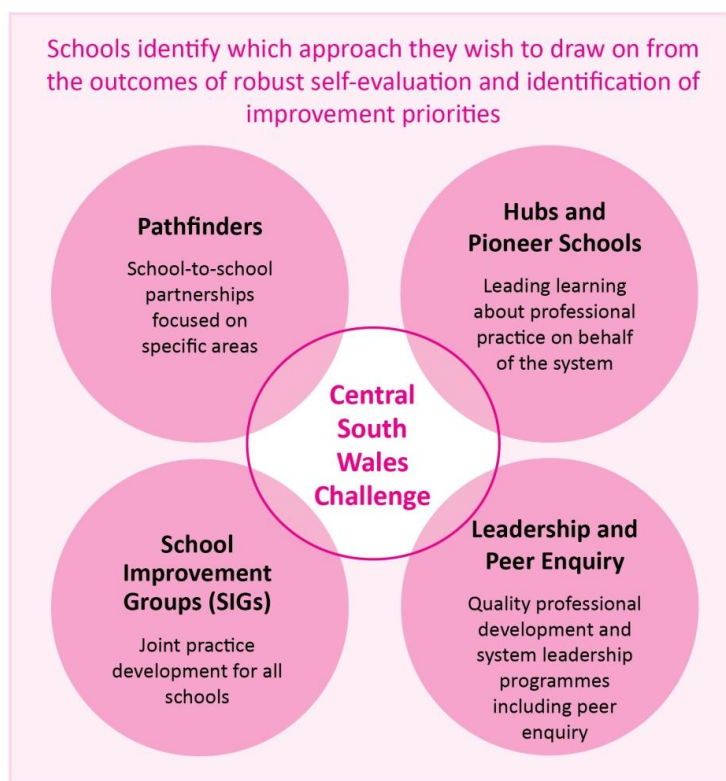
DRAFT CSC BUSINESS PLAN | 2016/17

The networked learning community is underpinned by:

6. **Governors and local elected Members** engaged in and sharing principles of system level improvement as well as improvement in local school outcomes;

7. Authorities **work together to achieve a rapid increase in the number of formal federations** in place and to develop learning about the variety of models for achieving economies of scale between schools [moving towards a presumption in favour of federation where circumstances allow];

8. **The consortium, on behalf of authorities, identifies the needs of schools and quality assures support** provided across the system at a system level . It reduces its focus and staffing to work only with the most vulnerable schools to **support effective self evaluation and improvement planning intervening** rapidly and robustly where needed; and

9. The strategy is supported by a **strong emphasis on evaluation and research**.

This business plan is focused on the development of our vision and sets out the areas where we expect to make progress in responding to needs across the region in 2016/17.

6

DRAFT CSC BUSINESS PLAN | 2016/17

Priorities for improvement in 2016/17

As we move towards the delivery of our vision in 2018, we continue to review the impact of our work in schools across the region. Our SER provides analysis of the areas of strength and improvement priorities for the region. This can be accessed [here].

Our ambition in 2016/17 is:

To transform the outcomes of learners across the region so that schools in the region are the best performing in Wales and rival schools across the UK.

We will do this through a focus on three improvement priorities:

1. **Raising standards particularly in:**
   a. **Literacy/Welsh, numeracy for all pupils and**
   b. **Improving the outcomes of vulnerable learners fastest**
2. **Improving the capacity of the system to be self improving; and by**
3. **Further developing the Central South Consortium to be a high performing organisation.**

7

DRAFT CSC BUSINESS PLAN | 2016/17

Targets for 2016/17

The success of our delivery plan is measured through our targets set out here. These are based on those of schools set at pupil level incorporating benchmarks with additional challenge provided by Challenge Advisers against benchmarks.

Our 2015/16 and 16/17 targets are:

Performance Measures

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target
Foundation Phase – FPOI	87.6%	88.2%	87.7%
Key Stage 2 - CSI	87.8%	89.9%	89.0%
Key Stage 3 - CSI	83.6%	87.3%	88.1%
Level 2 Threshold including English/Welsh and Mathematics	58.5%	64.8%	66.5%

Performance in English, Welsh First Language and Mathematics

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target
FPOI – LCE	88.7%	89.9%	89.7%
FPOI – LCW	94.0%	93.8%	93.5%
FPOI – Mathematical Development	90.2%	91.6%	90.2%
KS2 – English	89.8%	91.5%	90.5%
KS2 – Cymraeg	93.6%	95.6%	93.2%
KS2 – Mathematics	90.2%	92.4%	91.4%
KS3 – English	87.7%	90.1%	91.3%
KS3 – Cymraeg	92.0%	92.4%	93.3%
KS3 – Mathematics	88.7%	90.7%	91.8%
KS4 Level 2 English	70.2%	72.3%	73.1%
KS4 Level 2 Cymraeg	77.9%	78.4%	78.0%
KS4 Level 2 Mathematics	63.6%	69.8%	72.3%

Gap in outcomes for children and young people in poverty

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target
FSM Gap FP FPOI	-15.1%	-11.1%	-12.9%
FSM Gap KS2 CSI	-15.8%	-11.5%	-12.4%
FSM Gap KS3 CSI	-20.7%	-17.9%	-15.1%
FSM Gap KS4 L2 inc EWM	-33.4%	-26.3%	-27.2%

Primary and Secondary Attendance

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target
Primary Attendance	95.0%	95.1%	95.4%
Secondary Attendance	94.0%	94.6%	94.9%

Targets as of 2nd February 2016

8

DRAFT CSC BUSINESS PLAN | 2016/17

Improvement priority ONE: **To transform the outcomes of learners across the region so that schools in the region are the best performing in Wales and rival schools across the UK. With particular focus on:**

- a. **Improving standards in literacy/English/Welsh**
- b. **Improving standards in numeracy**
- c. **Improving standards for vulnerable learners**

This core improvement priority will be monitored through performance against targets set out in [section] of our business plan.

Improvement priority ONE: To transform the outcomes of learners across the region so that schools in the region are the best performing in Wales and rival schools across the UK	
Areas for action	**What will we do in 2016/17**
To raise standards in literacy/ English/ Welsh	• Improve the quality of teaching, learning and assessment in literacy/Engish/Welsh. • Improve the impact of leadership of English/Welsh and literacy. • To improve the performance of specific groups of learners according to regional and LA needs.
To raise standards in numeracy/ mathematics	• Improve the quality of teaching and assessment of numeracy and mathematics • Improve the quality of leadership of numeracy/ mathematics • To improve the performance of specific groups of learners according to regional and LA needs • To increase the supply of secondary mathematics teachers in the region
To improve the outcomes achieved by specific groups of learners	• The outcomes achieved by pupils' e-FSM will improve at a rate that is at least in line with the targeted improvement for all pupils. • Improve the attainment of LAC pupils through effective targeted planning. • Develop the role of the Inclusion Leadership Group to inform strategic planning and draw upon the effective practise across the region to build capacity. • Improve the attendance of pupils vulnerable to underachievement

9

DRAFT CSC BUSINESS PLAN | 2016/17

Improvement Priority TWO

We will deliver improvement by further developing the capacity of the school system to be self improving through the Central South Wales Challenge. In particular by:

- a. **Improving the quality of Leadership and Governance.**
- b. **Improving the quality of teaching and learning**
- c. **Reducing the variation between schools in the region**

Improvement Priority TWO: Further develop the capacity of the school system to be self improving through the Central South Wales Challenge.	
Areas for action	**What we will do in 2016/17**
To improve the quality of leadership and governance	• Deliver, accredit and evaluate the first year of the leadership development programme • Develop new models of leadership through a consultant leadership/systems leadership programme • Develop a policy with authorities to learn from and support the expansion of hard collaborative models including federations across the region • Establish a senior leaders in education programme and evaluate • Use joint practice development and collaboration between schools to improve System leadership at all levels, so every school is part of a high quality [accredited] school improvement group • Develop a strategy for improvement across the Welsh Medium sector and the special schools sector which is led by the sector • Continue to develop joint practice at leadership level through the brokered pathfinder programme with evaluation • Roll out the peer enquiry programme for all schools • Improve governance through training and the bespoke consultant governors • Establish a single governor training service for the region • Improve HR specialist advice serviced to schools
To improve the quality of learning and teaching	• Develop and share the key features of good and excellent learning and teaching across the region and continue to develop this led by schools in the region • Work with Higher Education to provide classroom based initial teacher training and also inclusion for NQTs. Use joint practice development and collaboration between schools to develop a continuum of professional learning pathways for all school based staff through hub schools linked to the New Deal Pioneer developments. • Develop learning and teaching at subject level including including for literacy, numeracy and the Foundation Phase. • Develop and grow expertise across the region in effective strategies to close the gap for vulnerable children and evaluate progress. • Improve consistency and reliability of teacher assessment. • Support schools' leaders to meet the requirement of changes in the curriculum and external qualifications through support for new qualifications and the Welsh Baccalaureate

10

DRAFT CSC BUSINESS PLAN | 2016/17

To reduce the variations in performance between schools	• Develop further the provision of high quality and timely school and pupil level data • Strengthen challenge and support of teacher assessment to promote greater accuracy and consistency • Review the effectiveness and efficiency of the Framework for Challenge and Support in securing improvement in inverse proportion to need and revise as necessary • Develop further strategies to intervene swiftly and effectively in schools causing concern where there is insufficient progress • Build the capacity of schools to achieve continuous improvement through brokerage of support, sharing of effective practice, leadership and teacher development • To reduce variations between authorities in performance post sixteen • Reduce further the variations in rates of progress in improving attendance rates

11

DRAFT CSC BUSINESS PLAN | 2016/17

Improvement Priority THREE:

To develop as a high performing organisation, by:

     a.   **Improving performance management**
     b.   **Reviewing and sharpening governance and accountability**
     c.   **Evidencing effective use of resources.**

Improvement Priority THREE: To develop as a high performing organisation	
Improvement objectives	**What we will do in 2016/17**
To improve performance management	• Strengthen the impact of self-evaluation and business planning on securing further improvement • Strengthen performance management and the development of the self-improving school system through the development of an evaluation and implementation research programme • Strengthen performance management though procurement of a new IT information management system • To strengthen further procedures for individuals' performance management • To embed processes for assuring quality
To strengthen governance and accountability	• Work with local authorities to improve further reporting to scrutiny committees and the sharing of effective practice between committees to promote consistency • Develop the role of the Advisory Board in influencing strategic direction, agreeing priorities for improvement and assuring quality • Review governance annually • Identify risk and report the effect of measures to mitigate risk
To strengthen further the management of resources and improve efficiency	• Continue to strengthen arrangements for monitoring the use and impact of financial resources against regional priorities with a systematic focus on value for money • Work with the three other regional consortia to share effective practice in learning from challenge advisers, school to school strategies and effective use of resources, identify opportunities to collaborate to build capacity and operate with maximum efficiency

12

DRAFT CSC BUSINESS PLAN | 2016/17

Accountability for impact

This Business plan is underpinned by more detailed plans against each improvement priority which include measurable outcomes and milestones. We evaluate progress against each area monthly internally and reporting termly to the Joint Committee.

In addition we:

- Provide an annual SER to the Joint Committee each year and at least one performance report to Scrutiny Committees, ideally in January of each year.
- We produce a summary SER each term to the Advisory Board to collate our live in year evaluation activity against each areas of our business plan.
- Monitor a monthly dashboard against in year data collections as well as inspection.
- Review the performance of red and amber schools termly with authorities and provide a termly progress report to each authority ahead of a formal minuted progress report.
- In addition we report termly to the Welsh Government's Challenge and Review sessions.

Local authority Annexes

This business plan describes our core business which has been agreed with the five authorities and will be resourced according to need as set out in our framework of Challenge and Support. Alongside this business plan we produce each year a LA Annex which sets out the support or dedicated work required in each LA which will be funded, led or resourced by the Consortium. This is agreed in the summer progress reviews and reviewed following the results in the early autumn term. LA progress reports update against these annexes.

Governance

Our Governance Model is as follows:

- The Joint Committee agrees strategy and business plan, and agrees and monitors budget and performance meets four times a year.
- Directors of Education meet monthly with a strategic decision making role and Operational Group also meets monthly to review the operational running of the organisation.
- The Advisory Board (half termly) has a role to review evaluation, value for money and impact and contains representatives of our Stakeholder Groups: Headteacher Representative Group, Governors Group and Directors Group.
- We report to each Authorities' Scrutiny committee at least annually as part of an agreed annual joint scrutiny plan.
- Our SLT meets fortnightly with an alternate focus on operational performance and strategy.
- Our Operation Board includes Heads of Service from each LA. It looks at operational activity for the coming period.

13

DRAFT CSC BUSINESS PLAN | **2016/17**

Resources

Our revenue assumptions incorporate a 5% efficiency saving each year of the next two years which may be used to recycle resources into bringing together regional services.

The budget for the organisation for 2016 – 2017 is outlined below. Local Authority contributions have been reduced by 5% from 15 / 16 levels. The actual apportionment by local authorities is based on the appropriate IBAs published by Welsh Government as part of the 2015 / 16 revenue budget settlement.

CATEGORY	Proposed Budget 2016 – 2017 £
Expenditure	
Employees (including secondments and school led capacity building)	3,650,528
Premises	540,744
Transport	40,000
Supplies and Services	501,290
Repayment of Redundancy Costs	100,000
Commissioning (Additional Support to Schools)	0
Support Services	111,100
GROSS EXPENDITURE	**4,943,662**

INCOME	Proposed Budget 2016 – 2017 £
LA Contributions	4,195,662
Ty Dysgu Income	400,000
Grants & Other income	348,000
TOTAL INCOME	**4,943,662**
NET EXPENDITURE	**0**
Budget to be confirmed at Joint Committee March 2016	

14

DRAFT CSC BUSINESS PLAN | 2016/17

Education Improvement Grant

Delegation Principles

Due to the additional flexibility within the grant the Central South Consortium has agreed with the local authorities the following principles in relation to the amount retained and delegated to schools:

- There will be an increase in the percentage of funds delegated to schools.
- The Consortium will continue to apply a protection mechanism (on a sliding scale) to all schools to prevent significant winners and losers.

Centrally Retained Funding

Retention of the EIG by the Consortium and local authorities has been continued to be reduced. However, there will still be a need to continue to provide some time limited support within the consortium and the local authorities.

Examples of this include:

- Provision of resource to support the drive towards a school-led, self improving system;
- Provision of specific support for vulnerable schools and for the development of a headship development as a strategic priority
- Provision of high quality literacy and numeracy support on a match funded basis to vulnerable schools (through professional learning hubs)

Furthermore, a small number of grants awarded to individual schools have been allocated over the academic year, not the financial; therefore these will already be committed for summer term 2015.

Delegation to Local Authorities

Funding will be released to some of the local authorities to fund the Foundation Phase non-maintained settings and also contribute to funding the administration support in authorities.

Delegation to Schools via local authorities for specific circumstances

Funding associated with the MEAG and to meet the needs of the Gypsy/Traveller pupils will be delegated to the local authorities.

Delegation to Schools

The balance will be delegated to schools as a single grant according to an agreed formula with the local authorities. An allocation for the administration of the Reading and Numeracy Test will be included. The consortium has applied a protection mechanism (on a sliding scale) to all schools to prevent significant winners and losers, this will be removed from 2017-18 onwards.

15

DRAFT CSC BUSINESS PLAN | 2016/17

Grant Assumptions [to be confirmed following allocation of grant by WG]

We will seek to increase our delegation to schools which last year reached 86% and will provide minimal efficient monitoring reports to Welsh Government against grant terms and conditions.

EDUCATION IMPROVEMENT GRANT	Proposed Budget 2016 – 2017 £
Centrally retained funding including literacy and numeracy support, Welsh in Education and Foundation Phase provision	2,480,437
Funding held to support vulnerable schools	550,000
School Improvement Groups	671,000
Funding for specific School Improvement Initiatives (according to need)*	800,000
Delegated to local authorities for non maintained settings	237,600
Delegated to local authorities for administration of grant	72,715
Delegated to schools via local authorities for specific circumstances – MEAG, Gypsy and Traveller Grant and 14-19	7,554,050
Delegated to Schools	34,233,734
Total Grant (to be confirmed)	**46,599,536**

* This includes initiatives previously funded from School Challenge Cymru (SCC) Building Capacity grant. If funding for SCC is confirmed for 2016 - 2017, this budget will be reduced and delegated to schools.

Pupil Deprivation Grant

The total amount of the Pupil Deprivation Grant for the Region is £26,438,500 (indicative). In line with our key priorities, schools will be required to complete their school development plan highlighting the use of the pupil deprivation grant. Challenge advisors will work with schools to ensure that schools are adopting an evidence based approach to reducing the impact of poverty to reducing the impact on educational achievement.

16