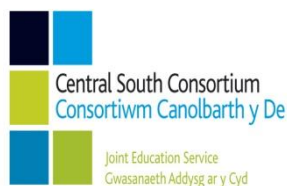


Central South Consortium Draft Business Plan 2017/18



Agenda Item 4

Central South Consortium Draft Business Plan 2017/18

Summary

1. The Consortium is required to submit an annual business plan each year for approval by local authorities and Welsh Government. The final business plan will be submitted in full to the March Joint Committee meeting.
2. This paper sets out:
 - a. The context in which the consortium operates and the latest education performance information for the region;
 - b. Proposed priority areas for development in 2017/18 based on its self-evaluation and wider issues affecting its operation;
 - c. The proposed budget to underpin its activity and priorities for 2017/18.

Recommendation

3. We request that:
 - a. Members provide a steer on the areas for improvement and the proposed priorities before the detailed business planning process takes place.
 - b. Members note the reduced budget in line with the proposed cuts to the Consortium's revenue contributions.
 - c. Members note that there remains considerable uncertainty about grant for the 2017/18 financial year and beyond as the Welsh Government has yet to confirm the grant position and requirements of Consortia.

Background

4. Consortia receive revenue funding from the local authorities that they work to in order to carry out the challenge and support role on behalf of each authority. Consortia are also funded through grant by Welsh Government to deliver national priorities. The business planning process rationalises both requirements of consortia in one document with clear targets, priorities and resource allocation which is then agreed through the Central South Consortium Joint Committee in March of each year.
5. This process is reviewed annually but it would be beneficial to be able to set a business plan for a longer term. This business plan is currently setting out plans for 2017/18 but will also define the priorities of the consortium over the next three years.
6. This paper sets out the headlines of the self evaluation of the Consortium and the proposed priority areas for the year ahead developed in discussion with our representative

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headteachers, staff and local authority colleagues. It establishes the resourcing envelope through which to develop the final business plan by the end of March 2017.

The success of schools in central south Wales is key to the country's future

How learners achieve in Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan, the counties working together through in the central south Wales consortium, is a matter of national importance and interest.

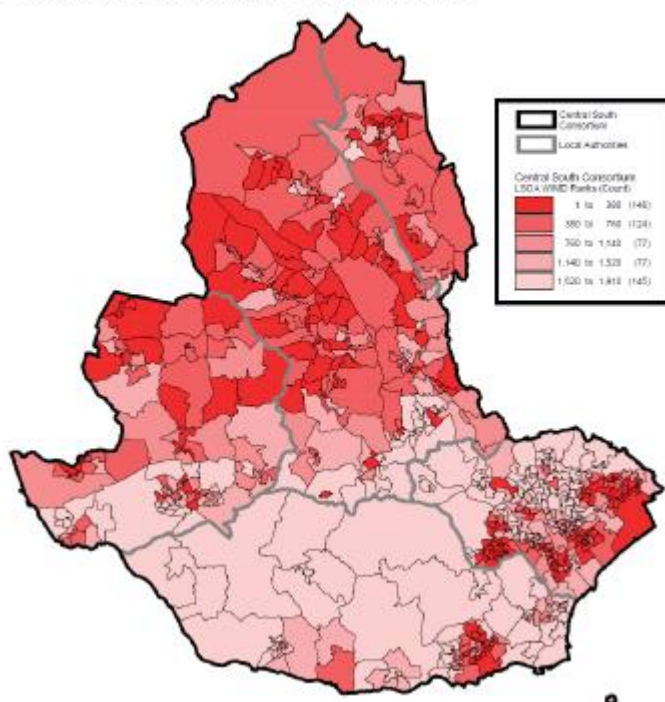
The region's 400 schools educate a third of Wales's school age pupils – 135,000 learners in all. Historically it has underperformed against schools elsewhere in Wales; it is now the second highest performer. Its ambition for 2018 is to become the highest performing region in the country.

This region is the most populous and the most diverse region of Wales. It is home to a third of the most disadvantaged communities and many of the most affluent; it is the only region where population numbers are growing; it is considerably more ethnically diverse than any other region and is growing more so. Currently 1:5 learners in the region are recorded as non white Welsh/British.

Making this a place where learners succeed, teachers want to teach and leaders want to lead is therefore critical to the future prosperity and wellbeing of the country.

Figure 1: An economically diverse region

Central South Consortium Lower Super Output Area by Welsh Index of Multiple Deprivation Rank



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For schools, leaders, teachers and learners, this means:

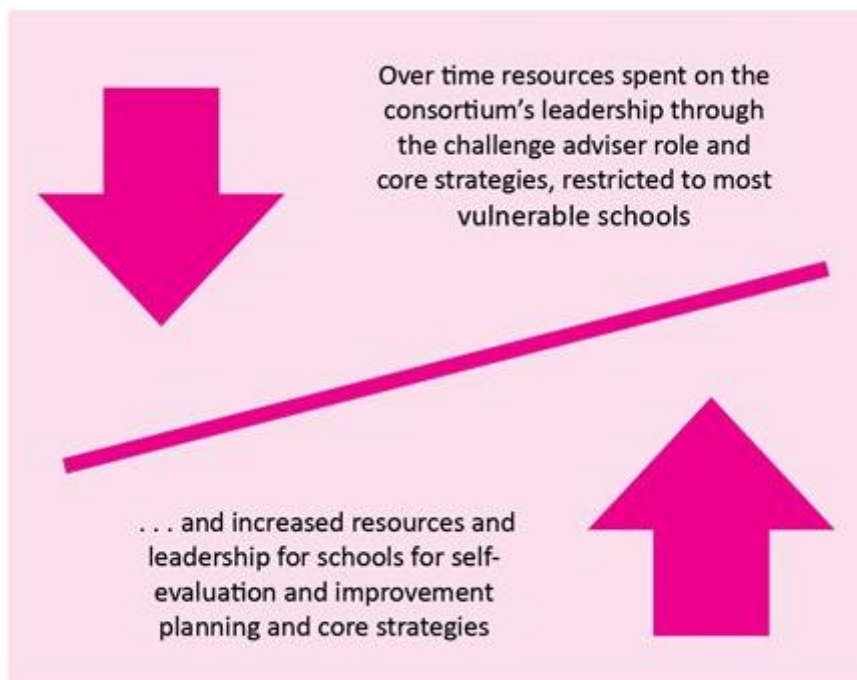
The size, diversity and growth profile of the region offers unparalleled opportunities. This is a place where:

- Practitioners can be supported to learn from others working in a range of different contexts
- Learners can access a wide range of opportunities and experiences,
- Businesses in a range of sectors can support schools and learners in long-term partnerships
- Teachers, support staff and leaders can be attracted by the opportunities for professional learning and development offered by a region which embraces models of school to school improvement.

Our vision: to build a self improving system based on networked communities of schools

Since 2012, the region has moved at pace from a model where schools were dependent on central support towards a 'by schools, for schools' model.

This involves a significant refocusing of resource from the centre to schools over time evidenced in a higher level of delegation each year to enable schools to work collaboratively to drive improvement.



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The model increasingly gives schools the means and the responsibility for driving improvement in their own schools and in the wider system, encouraging a culture where schools care about the success of all schools as much as they care about their own.

Local authorities hold the consortium to account for the impact of the work and act as the 'conscience' of the system

Impact to date

Central south Wales has seen the fastest and steepest rate of improvement in learner outcomes in Wales over the past four years in all key stages.

Figure 4: An improving region – outcomes at key stages

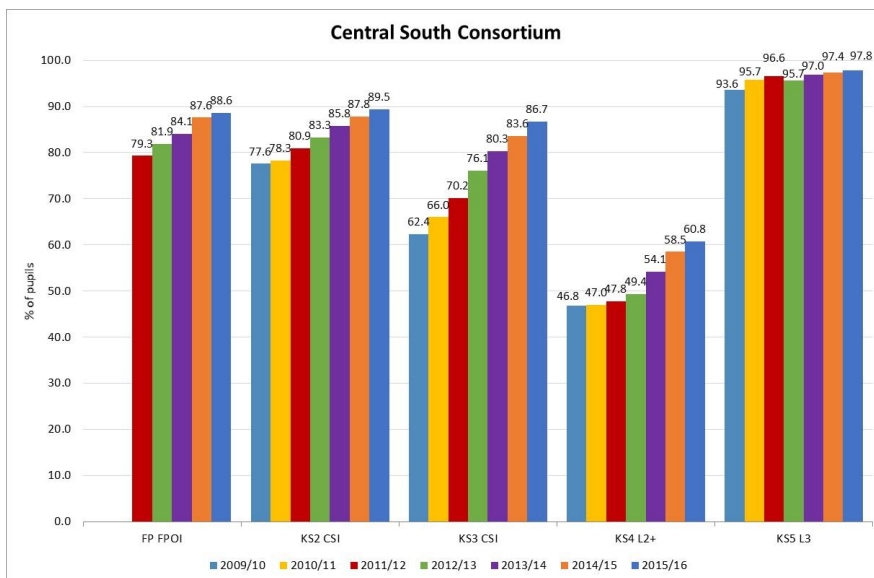
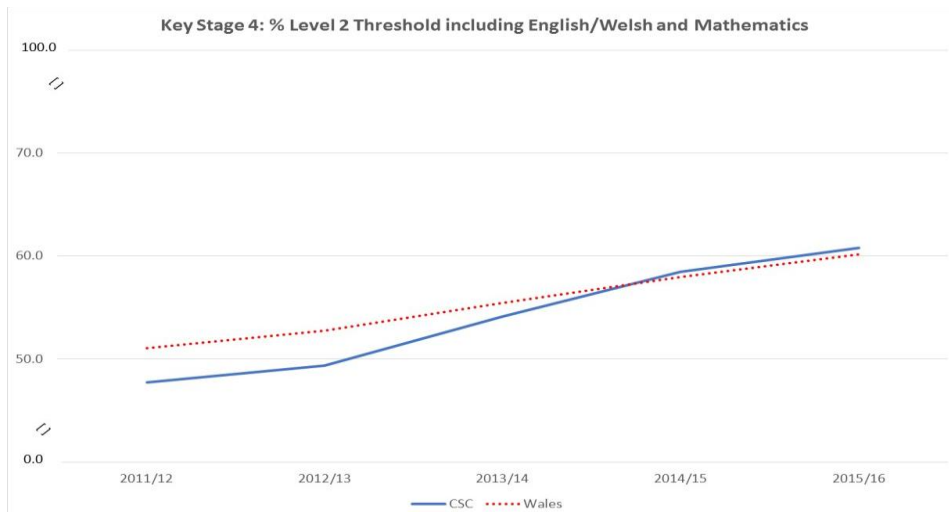


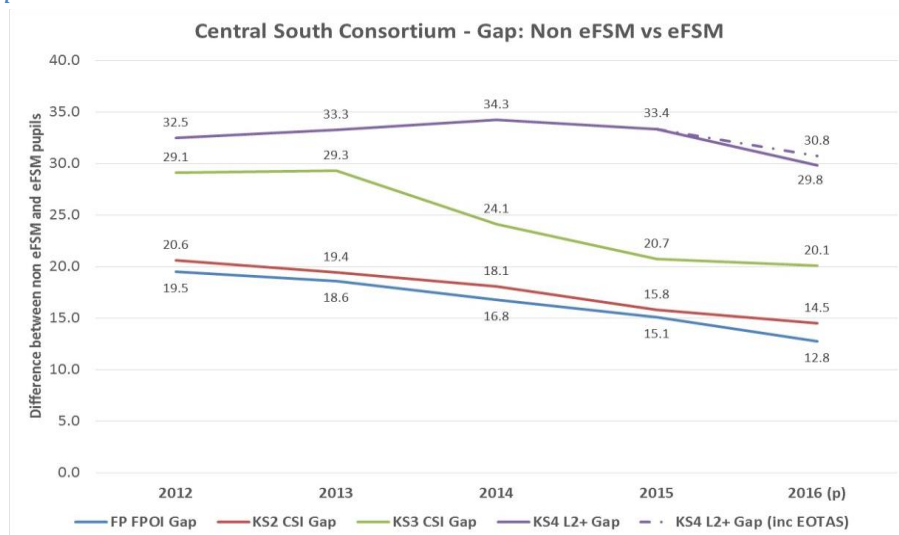
Figure 5: An improving region. Performance against the national average L2+
Headline performance data shows the steepest and fastest improvement in Wales.



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The gap between the attainment of pupils from poorer backgrounds and their peers has reduced markedly in the Foundation Phase to Key Stage 3; it has narrowed at Key Stage 4 but there is considerably more to do.

Figure 6: An improving region – the gap between learners eligible for free school meals and their peers



The region's schools offer a range of professional learning programmes for teachers, school leaders and support staff which can be adapted to suit the needs of schools. .

Estyn inspection 2016

The Estyn inspection of Central South indicated a number of very positive areas of progress namely:

- *'The consortium has a clear vision and strategy to improve schools that is understood by most stakeholders and underpins the support for school improvement well. Almost all schools across the region are engaging purposefully with school-to-school working.'*
- *'Overall, performance in this region has improved at a faster rate than in the other regions over the last three years, although for several indicators this has been from a low base.'*
- *'Over the last two years, the consortium has developed into a reflective organisation that is committed to evaluating and improving its own practice and performance.'* Estyn March 2016.

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Areas for improvement

Whilst there was further rapid improvement in the region in 2016 against targets, there is far further to go. Estyn recommendations identified four areas for improvement; school inspection data from the academic year demonstrates that there is a need to improve secondary school inspection outcomes.

The consortium's self evaluation report from December 2016 details a number of areas for improvement:

- Despite a narrowing of the gap, gaps for vulnerable learners, particularly learners claiming free school meals, are still too wide
- There is significant underachievement by boys in languages
- There remains wide variation in secondary outcomes with a small number of very vulnerable secondary schools making progress too slowly (*Estyn recommendation 1*)
- More able learners' outcomes are improving but can improve further particularly at Key Stage Five
- Leadership capacity in the system and recruitment to core subject teaching posts remains a challenge
- Challenge advisers' reporting is improving but judgements regarding teaching leadership need to be made more robustly (*Estyn recommendation 2*)
- There is evidence to link most school-to-school working to impact but more needs to be done to evidence sustainable impact through evaluation and deepen the impact of enquiry led practice at the classroom level (*Estyn recommendation 3*)
- There is more to do to build system leadership behaviours from many heads
- Implementation of performance management needs to be tighter for staff and there is more to do to embed a culture of self evaluation and business planning in order to evidence value for money (*Estyn recommendation 4*)
- There is further work to do with elected Members and governors to raise awareness and improve coordinated scrutiny of the Consortium

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Priorities for 2017/18

The region's vision is to build a sustainable school-led improvement model through the development of increasingly networked learning communities, with support and challenge provided to complement and support a school led system provided by the consortium, on behalf of each authority.

In 2017/18, the impact we will aim to secure is:

- For our learners to achieve the best educational outcomes in Wales, rivalling other parts of the United Kingdom
- To see the poverty-related attainment gap for learners close faster than elsewhere
- For the region to be known and recognised for the high-quality school-led professional learning

Risks of the wider context

- A significantly different school performance profile from the low base of 2012 and the consequent need to refine our school-led improvement models to adapt to developing a predominantly robust performance profile. This means reviewing our approaches and resources to schools seeking to move from 'good to great' .
- Budgetary challenges while continuing to delegate greater levels of funding to schools.
- The implications of the new Successful Futures curriculum and a regional approach to curriculum development and support.
- Wider potential for changes to the ways local authorities work together to deliver joint services across the region, consultation on the footprint of regional collaboration and the consequent implications for consortia.

To achieve our ambition for 2017/18 our work with schools will address five priorities:

- 1. Improving outcomes for vulnerable learners**
- 2. Supporting the transition to the new curriculum**
- 3. Leadership and workforce reform**
- 4. Rapid and sustainable intervention**
- 5. Improving the efficiency and effectiveness of the organisation**

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Priority One: Improving outcomes for vulnerable learners.

| 1. Improve outcomes for vulnerable learners | |
|--|--|
| 1.1 Improve outcomes for boys in literacy by: | <ul style="list-style-type: none"> Reviewing research and providing guidance to schools where data suggest that boys are underachieving. |
| | <ul style="list-style-type: none"> Identifying and sharing excellent practice. |
| 1.2 Improve opportunities and outcomes for more able and talented, particularly at key stages four and five by: | <ul style="list-style-type: none"> Challenging schools' focus on the C/D grade boundary |
| | <ul style="list-style-type: none"> Using data to challenge post 16 performance more effectively |
| | <ul style="list-style-type: none"> Identifying and sharing excellent practice |
| 1.3 Identify and track progress of vulnerable learners by: | <ul style="list-style-type: none"> Sharpening focus on inclusion |
| | <ul style="list-style-type: none"> Using individual pupil data and VAP to identify vulnerable learners and track their progress |
| | <ul style="list-style-type: none"> Holding schools to account for progress. |
| | <ul style="list-style-type: none"> Identifying and sharing excellent practice. |
| 1.4 Further narrow the poverty related attainment gap at all key stages by: | <ul style="list-style-type: none"> Using the Closing the Gap project hub schools effectively |
| | <ul style="list-style-type: none"> Launching the Pupil Pledge and associated resources |
| | <ul style="list-style-type: none"> Work with Local Authorities to identify sources of support for eFSM learners so that wider barriers to learning can be identified and addressed. |
| | <ul style="list-style-type: none"> Continuing to develop schools' relationships with businesses with a particular focus on schools serving poorer communities |
| | <ul style="list-style-type: none"> Identifying and sharing excellent practice. |
| 1.5 Improve the outcomes for looked after children; develop more effective ways of working across the five authorities by: | <ul style="list-style-type: none"> Reviewing provision with Local Authority LAC leads to identify barriers and effective ways of addressing them |
| | <ul style="list-style-type: none"> Strengthening the joint working of the regional inclusion group |
| | <ul style="list-style-type: none"> Identifying and sharing excellent practice. |
| 1.6 Improve outcomes for learners with additional learning needs by: | <ul style="list-style-type: none"> Developing effective working with inclusion services to develop agreed identification of ALN and the provision needed to meet that need. |
| | <ul style="list-style-type: none"> Developing consistent system of tracking pupil progress |
| | <ul style="list-style-type: none"> Setting out clear expectations for mainstream provision for the different types of ALN. |
| | <ul style="list-style-type: none"> Strengthening the joint working of the regional inclusion group |
| | <ul style="list-style-type: none"> Identifying and sharing excellent practice. |
| | <ul style="list-style-type: none"> Enabling access by Resource-based provision to |

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| | accredited training available in special schools and PRUs |
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Priority Two: To support the transition to the new curriculum.

| 2. Transition to the new curriculum | |
|---|--|
| 2.1 Implementing curriculum reform through a collaborative networked learning system of schools by: | <ul style="list-style-type: none"> Remodelling our delivery of the curriculum through clusters and networks of schools with clear leadership and capacity building resources |
| | <ul style="list-style-type: none"> Building on the hub model to ensure effective joint delivery by clusters of schools working together in an accredited model. |
| 2.2 Improve teaching and learning practice in all schools through joint practice development models by: | <ul style="list-style-type: none"> Reviewing the School Improvement Group (SIG) model to incentivise all schools to engage with their SIGs or networks to develop and share effective joint practice development models |
| | <ul style="list-style-type: none"> Further developing a teaching and learning framework for use by all schools |
| | <ul style="list-style-type: none"> Further developing understanding and practice of enquiry led joint practice development at classroom teacher level |
| | <ul style="list-style-type: none"> Developing models of teacher exchange across networks of schools |
| 2.3 Improve impact and efficiency within the challenge adviser workforce by: | <ul style="list-style-type: none"> Reviewing the challenge adviser workforce around a team approach overseeing clusters of schools as brokers of best practice between schools |

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Priority Three: Leadership and workforce reform.

| 3. Leadership and workforce | |
|---|--|
| 3.1 Further develop leadership capacity for headship and future leadership by: | <ul style="list-style-type: none"> • Headship professional learning visits – building on accredited programmes (linked to Leadership Academy) |
| | <ul style="list-style-type: none"> • Embedding school-led future leadership professional learning models |
| | <ul style="list-style-type: none"> • Further developing peer enquiry as a leadership evaluation tool for all schools |
| | <ul style="list-style-type: none"> • Further developing different leadership models including executive headteachers of federations |
| | <ul style="list-style-type: none"> • Supporting all schools to identify an explicit approach to succession planning |
| | <ul style="list-style-type: none"> • Continuing to develop the professional learning pathway from ITE to executive headship |
| | <ul style="list-style-type: none"> • Introducing a regional ‘community of leaders’ programme to include study visits and opportunities to discuss educational research |
| | <ul style="list-style-type: none"> • Developing new leadership programmes for deputy headteachers and core subject leaders |
| 3.2 Implement supply and recruitment strategies to reflect regional workforce needs by: | <ul style="list-style-type: none"> • Continuing to develop a leadership recruitment programme, working increasingly closely with the other regions |
| | <ul style="list-style-type: none"> • Continuing to focus on core subject teacher recruitment programmes |
| | <ul style="list-style-type: none"> • Introducing a regional ‘Teach First’ model |
| 3.3 Improve governance capacity across the region by: | <ul style="list-style-type: none"> • Developing further the regional governance training and increasing opportunities for governor to governor learning |
| | <ul style="list-style-type: none"> • Trialling different governance models within current regulations |
| 3.4 Further develop professional learning opportunities for all school staff by: | <ul style="list-style-type: none"> • Accrediting professional learning hubs as collaborative delivery models offering a full range of enquiry based learning for all school staff |

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| | |
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| | <ul style="list-style-type: none"> • Developing school -led Initial Teacher Education (ITE) pilots with Higher Education Institutions (HEIs) |
|--|---|

Priority Four: Rapid and sustainable intervention.

| 4. Rapid and sustainable intervention | |
|--|---|
| 4.1 Improve the outcomes of vulnerable secondary schools by: | <ul style="list-style-type: none"> • Clarifying for all secondary schools the support available and expectations of them |
| | <ul style="list-style-type: none"> • Identifying the most effective strategies used by Schools Challenge Cymru schools and embedding them |
| | <ul style="list-style-type: none"> • Developing a secondary team of Challenge Advisers specialising in accelerating progress in vulnerable schools. |
| 4.2 Ensure every vulnerable school has sustainable partnerships in place with system leadership brokered by challenge advisers by: | <ul style="list-style-type: none"> • Reviewing the role of Challenge Advisers in schools causing concern |
| | <ul style="list-style-type: none"> • Making the Pathfinder programme available for schools causing concern |
| 4.3 Develop sustainable approaches to risk management by Challenge dvAisers | <ul style="list-style-type: none"> • Reviewing the role of Challenge Advisers in intervention /schools causing concern |
| | <ul style="list-style-type: none"> • Developing risk management strategies for all schools without Challenge Advisers so that resources can be directed to where they are needed most. |

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Priority Five: Improving efficiency and effectiveness in Central South Consortium.

| Efficiency and effectiveness | |
|---|--|
| 5.1 Evidencing impact of value for money of school to school models working with the Research and Evaluation Programme: | <ul style="list-style-type: none"> • Embedding self-evaluation processes |
| | <ul style="list-style-type: none"> • Extending the work of the Research and Evaluation Board to ensure that the impact of work that is more difficult to measure is captured and used to inform value for money judgements and future plans |
| 5.2 Develop the use of data in informing our work by: | <ul style="list-style-type: none"> • Establishing a system of individual pupil data for now and beyond Successful Futures |
| | <ul style="list-style-type: none"> • Ensuring data commentaries are extensive and useful and the first source of data by LAs |
| | <ul style="list-style-type: none"> • Ensuring improved communication with schools so that they understand why we collect the data that we do and the way in which that data is used. |
| | <ul style="list-style-type: none"> • Ensuring that the data underpins other developments such as the tracking of vulnerable pupils and the evaluation of impact of activity |
| | <ul style="list-style-type: none"> • Reviewing existing governance arrangements |
| 5.3 Ensure efficient and effective governance by: | <ul style="list-style-type: none"> • Engaging with local authority scrutiny chairs and support offers to develop best practice approaches to the scrutiny process |
| | <ul style="list-style-type: none"> • Working jointly with the other regions on effective scrutiny support models |
| | <ul style="list-style-type: none"> - |
| | <ul style="list-style-type: none"> • Developing and delivering a training programme with the other regions for elected representatives |
| | <ul style="list-style-type: none"> - |
| 5.4 Review core costs by: | <ul style="list-style-type: none"> • Further developing school led governance models |
| | <ul style="list-style-type: none"> • Reviewing the use of Tŷ Dysgu and identifying alternative funding streams |
| 5.4 Review core costs by: | <ul style="list-style-type: none"> • Reviewing senior salaries and business support |
| | <ul style="list-style-type: none"> • Reviewing the Challenge Advisers' role and Challenge Adviser deployment (See priority 4) |

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Accountability for impact

This Business plan is underpinned by more detailed plans against each improvement priority.

We report on progress against each priority to the Joint Committee on a termly basis. In addition we:

- Provide an annual Self Evaluation Report (SER) to the Joint Committee
- Provide at least one performance report to the five Scrutiny Committees, ideally in January of each year.
- Produce a summary SER each term to the Advisory Board including our live in year evaluations against the priorities
- Monitor a monthly dashboard against in year data collections and inspection outcomes.
- Review the performance of red and amber schools termly with authorities
- Report termly to the Welsh Government's Challenge and Review sessions.

Local authority Annexes

This business plan describes our core business which is agreed with the five authorities. It is resourced according to need as set out in our framework of Challenge and Support Framework.

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. It 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 authority's Scrutiny committee at least annually as part of an agreed scrutiny plan

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Resources

Below is set out the proposed budgetary planning for 2017/18.

| 2017-18 Core Budget | | | | |
|-------------------------------------|-------------------|-------------------|-----------------|---------------------------|
| | Budget | Proposed Budget | Budget Inc/Dec | Comments |
| | 2016-17 | 2017-18 | | |
| | £ | £ | £ | |
| Business Support Salaries | 1,046,745 | 994,476 | -52,269 | |
| School Improvement Service Salaries | 2,455,400 | 2,499,788 | 44,388 | |
| Redundancy Contribution | 100,000 | 100,000 | 0 | |
| Apprenticeship Levvy | 0 | 17,471 | 17,471 | 0.5% £3.6m |
| Total Salaries | 3,602,145 | 3,611,735 | 9,590 | |
| Premises | 550,744 | 539,940 | -10,804 | |
| Transport | 40,000 | 26,000 | -14,000 | |
| Supplies and Services | 365,618 | 304,004 | -61,614 | |
| Support Services | 126,100 | 126,100 | 0 | |
| LA Annex | 114,055 | 0 | -114,055 | LA Annex non-funded |
| Total Non-Salary Costs | 1,196,517 | 996,044 | -200,473 | |
| Gross Budget | 4,798,662 | 4,607,779 | -190,883 | |
| LA Contributions | -4,195,662 | -3,985,879 | 209,783 | 5% cut |
| Ty Dysgu Income | -400,000 | -405,000 | -5,000 | |
| Grants and Other Income | -18,000 | -36,900 | -18,900 | Caerphilly Outdoor Ed SLA |
| Hubs Income | -35,000 | -35,000 | 0 | |
| Managed Program Income | -150,000 | -145,000 | 5,000 | |
| Income | -4,798,662 | -4,607,779 | 190,883 | |
| Net Position | 0 | 0 | 1 | |