

Central South Consortium Value for Money review

2015 - 2016

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1.1 PURPOSE OF REPORT

On an annual basis, Central South Consortium provides an update for members on the progress made in capturing Value for Money. This report is the update in respect of 2015 – 2016.

The aim of the paper is to evaluate the range of information and evidence the region has to come to a judgement on the effectiveness and value for money provided by the Central South Consortium. This means that we will assess if we have obtained maximum benefit from the goods and services acquired and provided within the resource available.

There are a range of aspects contributing to the judgement including economy, efficiency, added value, collaborative advantage, effectiveness, sustainability and quality.

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

1.1 BACKGROUND

A Research and Evaluation Board has been established to provide the consortium with additional capacity to measure the impact of its work. Six of the Consortium's main areas of work: Hubs, School Improvement Groups (SiGs), leadership, peer enquiry, closing the gap and the work of the challenge adviser have been selected for evaluation.

The aim of the board is to support leaders at all levels within CSC to:

- Clarify and communicate the success measures of a self-improving school system and track progress towards it;
- Work collaboratively, including with a range of external experts, in order to develop the capacity to undertake effective evaluation and action research ;
- Evaluate the specific actions/activities in the self-improving school system e.g. SiGs; and
- Use the evaluations to continually improve design and implementation of policy.

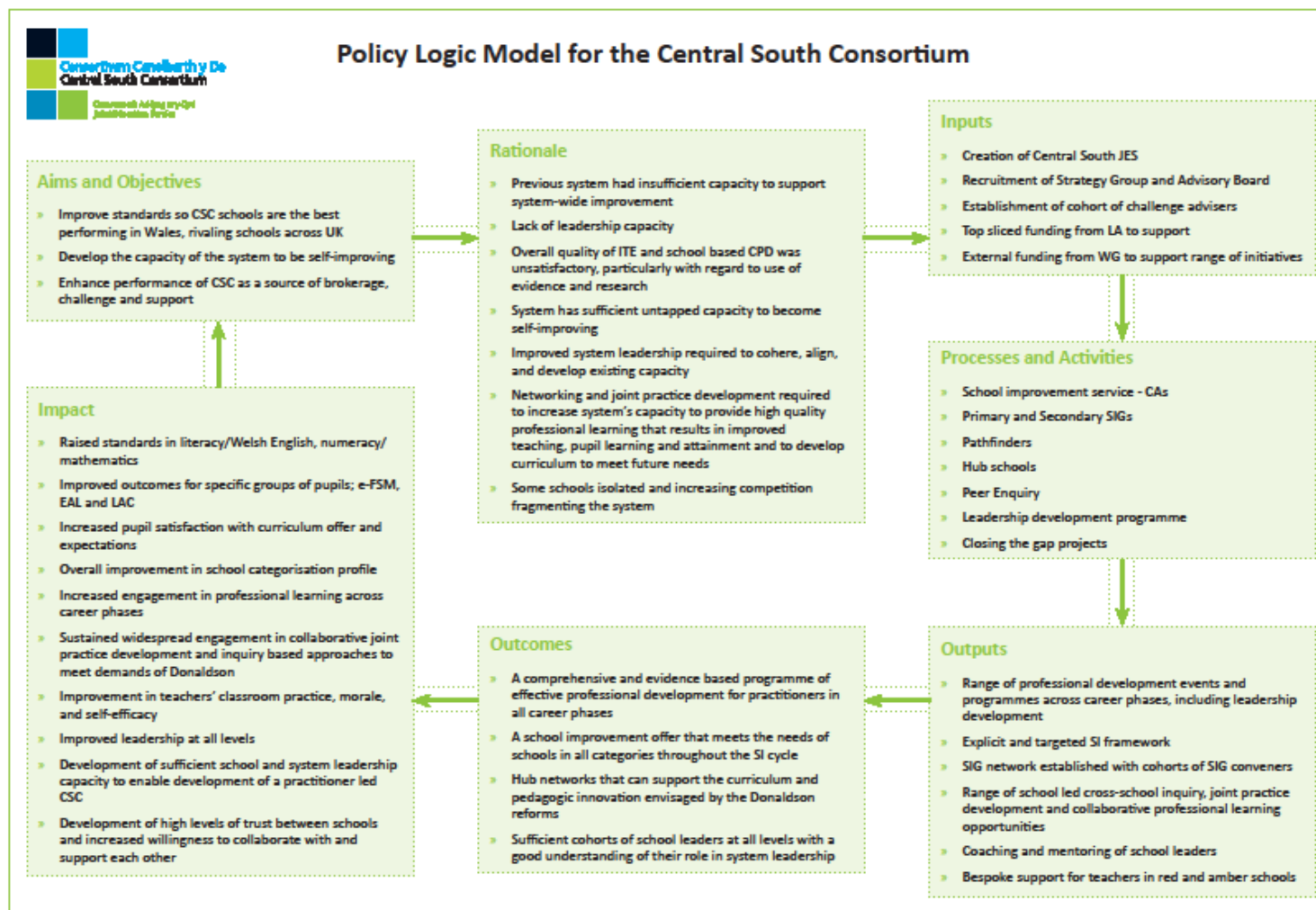
The research and evaluation plan works at three levels:

- Programme level – concerned with the overall impact of the programme, success measures and the development of the strategy;
- Major initiatives – focused on the key strands of the Central South Wales Challenge (CSWC) strategies main aim of this strand of activity would be to support those leading these strands of activity by supporting them evaluate their impact and integrate their work with other elements; and
- Specific cases and projects this level of the plan would be focused on the engagement and impact of initiatives on individuals, groups and schools. The aim would be to support broader claims of impact with detailed cases and in draw together lessons learnt in order to provide advice and guidance to leaders at all levels in CSC.

In addition, a comprehensive survey has been developed and a sample of 15% of schools is engaged to complete the survey on an annual basis. The survey is designed to gather evidence of the impact of the consortium's work as well as providing a judgement regarding value for money. The outcomes of this work will feed into the self evaluation report as well as the annual report on value for money.

To guide this work a policy logic model has been agreed as a tool to evaluate the effectiveness of Central South Consortium. This provides a graphical representation of the logical relationships between the inputs, activities, outputs and outcomes leading to the identified impact.

1.2 POLICY LOGIC MODEL CENTRAL SOUTH CONSORTIUM



2.0 EXECUTIVE SUMMARY

2.1 ECONOMY

The consortium is funded from the five constituent LAs and this is where the most significant savings are realised. Combining local authority resources to provide a single service across the region allows for economies of scale to be realised as well as a consistent service to schools. Central South is able to take advantage of the additional services provided through the host authority through the establishment of SLA agreements.

A small team is held centrally to facilitate improvement and change in a sustainable way. Differentiated support according to need (*Challenge & Support Framework*) allows for an agile workforce with the ability to work intensively where needs are identified.

Academic research from best practice in large collaborative structures consistently report that a central resource to shape and guide cooperation is key. Its success however is dependent on being able to access, be delegated or wield influence and make decisions. The governance structure at CSC allows the central team to gain support from all the Directors prior to action.

Effective procurement and tender processes are in place. When CSC needs to go outside the LAs to obtain services, these processes ensure value for money in respect of both cost and quality.

2.2 EFFICIENCY

Central South Consortium has confidence to change the way of working in order to maximise the impact of resources. Examples of this include the introduction of the Foundation Phase Alliance schools, the reduction of the central support team, the re set of the CSC hub programme and the continued refinement of the Peer Enquiry programme. The overarching principle of CSC is to build in school capacity which is both sustainable and efficient.

The peer enquiry programme has been evaluated after each phase and the strategy changed in light of the outcomes. An external review was undertaken in June 2016 and the recommendations highlighted within the report have been incorporated into the revised model for Phase 3.

The centralisation of the governor support programme and the employment of CSC governor training officers have improved the consistency and quality of support to governing bodies.

Key infrastructure developments have improved access to resources and allowed staff to work remotely effectively and efficiently. This has been further enhanced with the introduction of the new Cronfa system. There is further work to do to improve cloud access and wireless connectivity across the region, but improvements to date have been welcomed by staff and schools.

All programmes offered by hub schools are aligned to the analysis of regional needs and follow an enquiry-led approach. Programmes have been created following a detailed analysis of school improvement plans from all schools. Termly evaluations are completed to monitor activity and discuss future programmes.

All pathfinder activity is monitored and evaluated, and the evidence to date highlights that this strategy is highly successful. A baseline is established within the SLA agreement to ensure progress

is measured with evaluations required after two terms in order to monitor progress and help determine if the collaboration should continue. Evaluation has to consider standards, provision, leadership as well as building capacity. A summative report is compiled to inform the self evaluation report.

School Improvement Groups have been a successful vehicle for school improvement. SiG activity is monitored and evaluated. Plans include the identification of the focus of the work which relates to standards, provision or leadership. Nearly all plans identify how the impact of their work is to be measured. Half yearly reports indicate progress with end of year reports outlining the progress made against the initial base line and annual reports on progress and impact.

Evaluations of ongoing work are reported to key groups (including Advisory Board) within the governance structure of CSC as part of the work of the Research and Evaluation Board. This enables that CSC is able to respond quickly to any identified concerns with service delivery, and ensures effective self evaluation processes are in place.

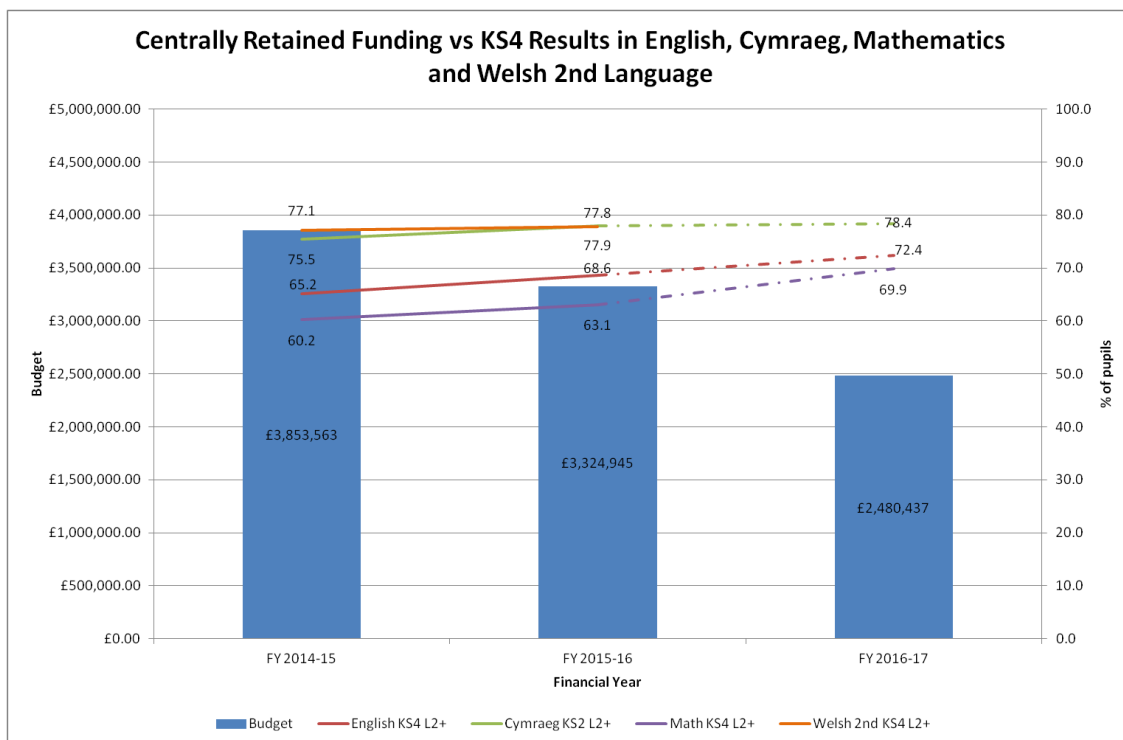
2.3 EFFECTIVENESS - relationship between outcomes and impact

Despite the reduced funding, there were further improvements in 2015 – 2016 building on those of the previous few years. The continued improvements mean that standards have improved in every key stage at regional level in 2015 – 2016, and performance at regional level now exceeds the national average at the expected level in all key stages and for all key performance indicators. In addition, the gap in attainment for pupils eligible for free school meals and those not eligible for free school meals has narrowed for the main performance measure at each Key Stage for 2015/16 performance data. However, the gap in performance is still too high between these two groups of pupils.

In addition, funding for 2015 - 2016 remained flat at the previous year levels, with the region seeing an increase in pupil numbers of over 550 pupils, thereby reducing the amount spend per pupil while maintaining increases in standards.

	2014 - 2015	2015 – 2016
LA Contributions	4,416,486	4,416,486
Pupil Numbers	144,109	144,667
Spend per pupil	£30.65	£30.52

The vision for a school led self improving system has meant that delegation rates to schools for grant funded activity has continued to increase from a rate of 85% in 2014 - 2015 to 93% in 2015 - 2016 with the introduction of the Education Improvement Grant (EIG). At the same time, there has been a reduction in the resource held centrally and so achieving increased outcomes with less resource. In 2015-16, the retained funding to provide central support to schools was reduced by almost 14%, representing an additional £1,373,126 delegated directly to schools.



During 2015 - 2016, there continued to be some cross subsidisation between the five authorities - the two local authorities requiring additional support as a result of Estyn categories, did receive increased financial benefits when compared to their relative contributions. However standards have improved across all authorities including the key performance indicator L2+:

	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2013	52.3	55.4	46.3	38.7	49.9	49.4	52.7
2014	54.8	62.2	50.5	48.9	54.0	54.1	55.4
2015	59.7	64.9	54.6	51.9	59.3	58.5	57.9
2016	61.5	66.9	56.6	53.7	62.4	60.8	60.2
Change 13 to 14	2.5	6.8	4.2	10.2	4.2	4.8	2.7
Change 14 to 15	5.0	2.7	4.1	3.1	5.3	4.4	2.5
Change 15 to 16	1.8	1.9	2.0	1.8	3.1	2.3	2.3
Change 13 to 16	9.3	11.4	10.3	15.0	12.6	11.5	7.5

STANDARDS:

FOUNDATION PHASE

At the expected level, consortium performance improved again in all but one of the main performance indicators in the foundation phase. The exception was LLCW where there was a dip of 0.1pp. However, this indicator shows the greatest improvement (6.8pp) over the last four years.

At the above expected level, there was an improvement of above 2pp for all four main performance indicators, with the greatest improvement in PSD of 5.1pp. Improvement at the above expected level has been greater than that at the expected level, both over the last academic year and over a four-year period.

KEY STAGE 2

In all performance indicators CSC performance is above or equal to the national average at the expected and above expected level. This includes all aspects of English and Welsh.

At the expected level in KS2, there has been an improvement of between 1 and 1.7pp for all five main performance indicators, thus sustaining the year on year performance. The greatest improvement over three-years is in Welsh first language, which at 7.1pp is nearly double the improvement seen in Science (3.6pp).

Performance at the above expected level has improved in all four main performance indicators by between 2.5 and 2.9pp. This improvement, whilst less than the improvement seen last year, does sustain the year on year improvement.

KEY STAGE 3

At L5+, there has been further improvement in all five indicators. The consortium is now performing above the Welsh average for all of these. The greatest improvement both last year (3.1pp) and over the three year period (10.6pp) is in the CSI.

At L6+ there has been further improvement of between 4.1 and 4.8pp for all four indicators. The consortium is now performing above the Welsh average for all of these.

At L7+ there has been further improvement in three of the four indicators but a dip of 1.5pp in Cymraeg. With the exception of that one indicator, the CSC performance is above the national average for all the indicators.

KEY STAGE 4

There was an improvement last academic year in all main key performance indicators. The improvement made in a number of indicators is smaller than in previous years but has sustained the year on year improvement. The greatest improvement was in L2 Mathematics (2.9pp).

The L2+ for the consortium increased by a further 2.3pp, an improvement of 11.5pp since 2013. The greatest increase for the measure last year was in Cardiff (3.1pp) and the smallest in Bridgend and Merthyr (1.8pp). Welsh national averages improved by 2.3pp which is the same improvement as seen by the consortium.

KEY STAGE 5

There was a small (0.4pp) improvement in the percentage of pupils attaining the level 3 threshold. Since 2013 the improvement for this indicator for the CSC is 2.1pp.

eFSM

The gap in performance between pupils eligible for free school meals (eFSM) and pupils who are not eligible for free school meals (non eFSM) has narrowed for each main indicator for the 2015/16 results. The performance of eFSM pupils has increased steady for each of the main performance measures over the four-year period at all key stages. In addition, the non eFSM pupils have also increased over this period, but the eFSM pupils have increased at a faster rate, hence narrowing the gap in attainment for these two groups of pupils.

INSPECTION OUTCOMES

The proportion of Estyn outcomes at either “Excellent or Good” for schools inspected in Central South Consortium in 2015/16 continues to be either above the National average (at least 1.5pp above the National average) or marginally below the National average (within 0.5pp of the National average).

There were fewer schools inspected in Central South Consortium in 2015/16 than in either of the previous two academic years. (69 schools in 2013/14, 66 schools in 2014/15 and 55 schools in 2015/16.)

The proportion of secondary schools inspected has increased over the three-year period with 10% of schools inspected in 2013/14 being from the Secondary phase, rising to 15% of schools inspected in 2014/15 to 18% of schools inspected in 2015/16.

CATEGORISATION

A greater number of schools are in standards groups 1 and 2 than in 2014 (S1 30%/ 12%; S2 42%/ 39%) and fewer schools in standards groups 3 and 4. (S3 22%/ 34%; S4 6%/ 15%). There has also been an increase in the number of schools whose improvement capacity is judged to be A or B requiring green or yellow support and a reduction at C or D requiring red or amber support. Over the two year period (out of the 394 schools in the region where we have published National Categorisation Support Categories), a total of 368 schools have either remained in the same support category or moved up at least one support category, with 26 schools moving down one support category.

GENDER

For both Foundation Phase and Key Stage 2, at the expected level, girls have out-performed boys in all indicators for the last four years. Whilst at the above expected level girls have out-performed the boys in all but one of the four areas of learning over the same period.

In Key Stage 3, girls continue to outperform boys for all key indicators at L5+, L6+ and L7+, with this trend continuing into both Key Stages 4 and 5, with girls continuing to outperform boys in all performance measures.

EXCLUSIONS

Fixed term exclusions rates per 1,000 in both groups (“5 days or less” and “over 5 days” have reduced in the Region between 2011/12 and 2014/15. Permanent exclusion rates per 1,000 in the Region have increased slightly from 2011/12 to 2014/15, but the Regional rate has been equal to the National rate for the last three years (0.2 per 1,000 pupils).

NEETs

The Year 11 NEET figure for the Region has decreased substantially between 2011/12 and 2014/15. The figure in 2014/15 was 3.5% whilst the corresponding figure for the Region in 2011/12 was 5.6%. The gap between the Region and Wales has halved over the same period – from 1.4 pp in 2011/12 to 0.7 pp in 2014/15.

ATTENDANCE

Secondary attendance has risen again in 2015/16, with the Regional attendance reaching 94.3%, which compares favourably against the National attendance rate of 93.9%.

Primary attendance continues to increase in 2014/15, with the Regional attendance reaching 95.0%, which exceeds the National attendance rate for the first time over the last four years.

2.4 SUSTAINABILITY

Higher delegation rates to schools for grant funded national priorities support the continued development of a school led self improving school system. Resources retained centrally are used more efficiently and targeted at identified need.

The Central South Wales Challenge reduces the dependence upon central support and supports the development of a school led self improving system. Brokered pathfinder partnerships in 2015 – 2016 are able to show an impact on pupil outcomes in 14 of the 19 partnerships. Schools involved in 6 of the partnership identified an impact in pupil data (standards), teaching practices and pedagogy (provision) and leadership.

Increased employment of seconded staff and consultants allow the central team to respond quickly to local and national need.

2.5 COLLABORATIVE ADVANTAGE

The national model provides the initial scope for joint working between CSC and its constituent local authorities. The governance arrangements in place mean that we are not however constrained to the scope identified within the national model and further areas of collaboration have been identified. This includes a regional approach to attendance, Looked After Children and more recently inclusion services.

By continuing to identify further areas for collaboration both within the region and beyond will reduce the risks posed by local government reorganisation.

School Improvement Groups (SIGs) are provided with minimal levels of seed funding (£1k per school per SIG) to facilitate collaborative working. In 2015 – 2016 87% of SIGs are able to show positive,

measurable impact from their collaborative work. As part of the evaluation process, head teacher convenors were interviewed. The convenor for SiG 1 stated that 'within all of the SIG schools the percentage of teachers that are now judged as good or better has increased and also the teachers who are now judged as excellent has increased in all the schools. So it's had an incredible impact on the teaching that's happening in the classroom which in turn leads to the learning that's happening'.

Pathfinders are also brokered across the region with schools being able to take advantage of support from schools beyond their local authority boundaries. For example, In the Vale of Glamorgan, just over a quarter of schools are currently involved in a pathfinder partnership, either as a lead school or as a school in receipt of additional support.

'The partnerships have been established for various reasons depending on each school's individual needs. For example, Dinas Powys Primary School, a recently amalgamated school, is providing leadership support for middle leaders at another newly amalgamated school. Dinas Powys was identified because Estyn very recently recognised that the amalgamation had successfully unified the two former schools into one with a clearly shared vision and identity. St Andrew Major CIW Primary School is supporting a school in an amber category where there is a need to improve self-evaluation processes and governance. Again, St Andrews Major was considered appropriate because it has made rapid progress over the last 2 years and was the recipient of successful pathfinder support during that time so had recent and relevant experience of this particular aspect of school-to-school working. Of particular improvement in St Andrews Major was the role of the governing body that have are now highly effective in both supporting and challenging the school's leaders' *Senior Challenge Adviser*

2.6 ADDED VALUE

The ability of the Consortium to align resources to meet the needs of schools across the region has ensured that improvement moves at pace. This realignment would not have been possible within the confines of a single local authority.

An example of this includes the additional resource deployed to schools identified as requiring either red or amber support.

As a region, we have also been able to accelerate the career development of middle and senior leaders by developing a series of accredited leadership programmes. Programmes have increased the capacity of future leaders and this has resulted in governing bodies receiving increased applicants for leadership appointments that are of a high standard.

In addition, CSC takes into account the specific needs of the individual LAs and provides additional resource and capacity where required through the local authority annexes.

2.7 QUALITY

It has been recognised by Estyn that the quality of the workforce has improved and this has contributed to the efficiencies that have been made. Performance Management processes are increasingly robust and this is having an impact on the improved reputation of the organisation both across the region and nationally.

The contribution of schools in the ongoing development of the self improving system through the work of strategy group members, SIG convenors and associate head teachers is significant. Schools recognise the quality of the work that is being undertaken across the region and want to be part of the drive to continue this improvement.

3.0 CONCLUSIONS

When assessing whether Central South Consortium has provided value for money, it is important to go back and review the impact identified within the shared policy logic model.

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

- Raised standards in literacy / English / Welsh, numeracy and mathematics;
- Improved outcomes for eFSM pupils (with a closing of the gap at all phases);
- Overall improvement in school categorisation profiles; and
- Increased engagement in professional learning across career phases.

The annual survey will also be able to provide evidence of the following:

- Increased pupil satisfaction with curriculum offer and expectations;
- Sustained widespread engagement in collaborative joint practice development and inquiry; based approaches to meet the demands of Donaldson;
- Improvement in teachers' classroom practice, morale and self efficacy; and
- Improved leadership (of learning) at all levels.

However, further work is required to provide evidence of impact for the following:

- Improved outcomes from specific groups of pupils including EAL and LAC;
- The development of sufficient school and system leadership capacity to enable development of a practitioner led Central South Consortium; and
- The development of high levels of trust between schools and increased willingness to collaborate with and support each other.

A comprehensive analysis of resources provided to schools in individual local authorities identifies a cross subsidisation of core funding. Core funds are directed to schools in inverse proportion to need across the region. However, when consideration is taken of all delegated resources, local authorities receive between -1.53pp and +1pp when compared to the percentage of funding they contribute to the overall core budget. Schools requiring additional resource due to being categorised as requiring red and amber support are balanced by additional funding provided to build capacity and promote school to school working.

Finally, having identified improvements in performance across a range of indicators and the continuing improvements over a number of years, Central South Consortium is confident in the assertion that value for money can be demonstrated across a wide range of activity.

4.0 RECOMMENDATIONS

All decisions and key actions within the business plan for 2017 - 2018 should make reference to the value for money aspects of the decision. Priority 'Drive Teams' within the business plan should outline bids for funding detailing the overall purpose of the initiative as well as identifying the risks, outcomes measures and means of verification to ensure an ongoing focus upon value for money. This can then be followed by an impact evaluation report which will feed the self evaluation report.

Ensure if additional funding / resource is provided to schools in need that expected outcomes are identified to ensure good value for money at the planning stages. Conclusions can then be drawn on whether the identified performance was better or worse than planned and how this performance compares with other schools.

Include an annual review of value for money in the forward work plan for Joint Committee. This will be in December each year following the presentation of the annual accounts and the analysis of performance.

Continue the work of the Research and Evaluation Board to provide evidence of impact on key areas of strategy within the Central South Wales Challenge.

Continue to work collaboratively across the consortia regions to develop a national framework for value for money.

Critically evaluate the impact of all CSWC strategies to ascertain maximum impact. This will include the development of process to evaluate impact on standards, provision as well as leadership and share effective ways of working across the system. (*Research & Evaluation Plans*) E.g. collaborate with local authority colleagues to determine whether the number of applicants per senior leadership post advertised has increased over time, leading to a reduction on the number of posts having to be re advertised.

APPENDIX A

CENTRAL SOUTH CONSORTIUM (OUTCOMES)***

In order to ascertain where CSC provided value for money in 2015 – 2016, an analysis of standards across the regions as well as by local authorities within CSC has been produced.

Analysis will include all key stages (including key stage 5) as well as comparisons between eFSM and non eFSM

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

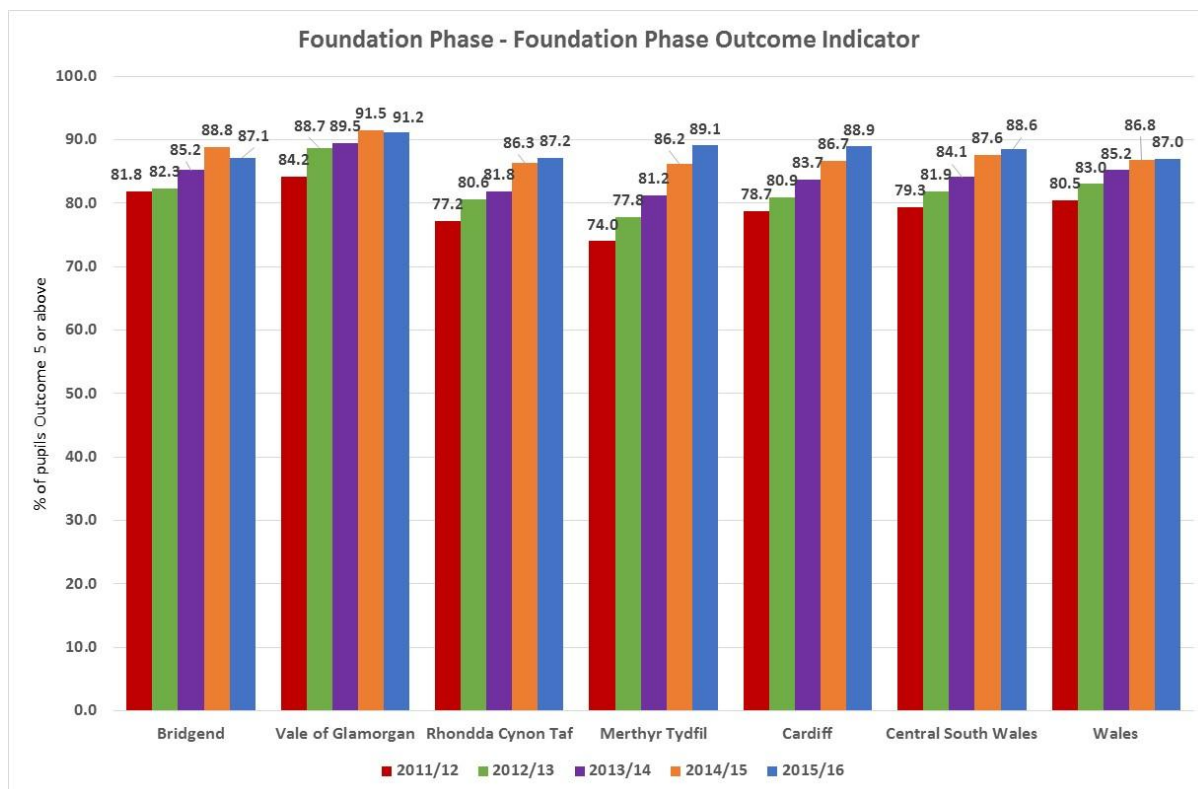
1.1 FOUNDATION PHASE OUTCOMES

Foundation Phase Outcome 5+	2013	2014	2015	2016	Improvement			Overall improvement for 3 years
					14	15	16	
LLC E	84.5 (85.2)	85.7 (86.6)	88.7 (88)	89.4 (88.0)	1.2	3.0	0.7	4.9
LLC W	87.1 (86.7)	91.4 (89.8)	94.0 (91.3)	93.9 (90.7)	4.3	2.6	-0.1	6.8
MDT	86.3 (87.4)	87.8 (88.7)	90.2 (89.7)	91.1 (89.9)	1.5	2.4	0.9	4.8
PSD	91.7 (93.0)	93.6 (94.2)	94.7 (94.8)	94.9 (94.5)	1.9	1.1	0.2	3.2
FPOI	81.9 (83.0)	84.1 (85.2)	87.6 (86.8)	88.6 (87.0)	2.2	3.5	1.0	6.7

Foundation Phase Outcome 6+	2013	2014	2015	2016	Improvement			Overall improvement for 3 years
					14	15	16	
LLC E	27.6 (29.5)	30.2 (32.2)	33.8 (34.2)	36.2 (36.2)	2.6	3.6	2.4	8.6
LLC W	25.2 (29.3)	29.5 (32.5)	37.9 (36.9)	40.1 (36.2)	4.3	8.4	2.2	14.9
MDT	26.9 (28.2)	29.1 (30.3)	34.4 (34.3)	37.2 (36.4)	2.2	5.3	2.8	10.3
PSD	41.3 (45.9)	47.0 (51.5)	52.5 (56.0)	57.6 (58.9)	5.7	5.5	5.1	16.3

- At the expected level, consortium performance improved again in all but one of the main performance indicators in the foundation phase. The exception was LLCW where there was a dip of 0.1pp. However, this indicator shows the greatest improvement (6.8pp) over the last three years. For all key indicators the improvement is smaller than it has been in the last three years.
- At the above expected level, there was an improvement of above 2pp for all four main performance indicators, with the greatest improvement in PSD of 5.1pp. Improvement at the above expected level has been greater than that at the expected level, both over the last academic year and over a three-year period.

- At Foundation Phase Outcome Indicator (FPOI), Central South Consortium increased by 1.0 pp between 2015 and 2016, which compares to a National increase of 0.2 pp.
- The Region has improved by 9.3 pp since 2012 which is 2.8pp higher than the National rate of increase.



Foundation Phase Outcome Indicator

Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2013	82.3	88.7	80.6	77.8	80.9	81.9	83.0
2014	85.1	89.5	81.8	81.2	83.7	84.1	85.2
2015	88.8	91.5	86.3	86.2	86.7	87.6	86.8
2016	87.1	91.2	87.2	89.1	88.9	88.6	87.0
Change 13 to 14	2.8	0.8	1.2	3.4	2.8	2.2	2.2
Change 14 to 15	3.7	2.0	4.5	5.0	3.0	3.5	1.6
Change 15 to 16	-1.7	-0.3	0.9	2.9	2.2	1.0	0.2
Change 13 to 16	4.8	2.5	6.6	11.3	8.0	6.7	4.0

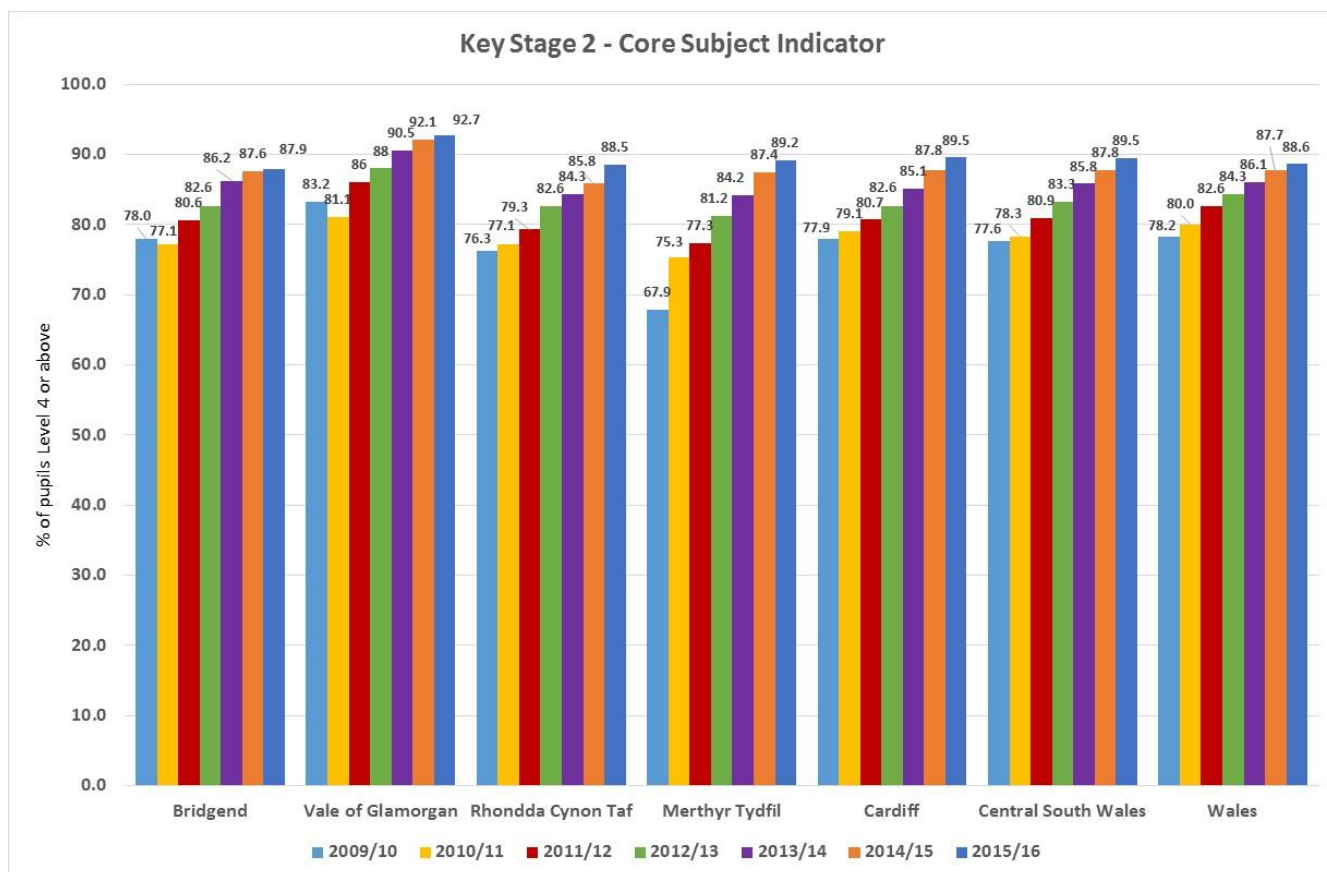
- The foundation phase outcome indicator, FPOI, improved for the fourth consecutive year in three of the five local authorities. There was a dip in performance in both Bridgend (1.7pp) and in The Vale (0.3pp). All LA's performance was above that of the Welsh average of 87%.

1.2 KEY STAGE 2

Key Stage 2 L4+	2013	2014	2015	2016	Improvement			Overall improvement
					14	15	16	
English	86.4 (87.1)	88.0 (88.4)	89.8 (89.6)	91.0 (90.3)	1.6	1.8	1.2	4.6
Cymraeg	88.0 (86.7)	90.6 (88.1)	93.6 (90.5)	95.1 (90.8)	2.6	3	1.5	7.1
Mathematics	86.7 (87.5)	88.5 (88.9)	90.2 (90.2)	91.7 (91.0)	1.8	1.7	1.5	5.0
Science	88.5 (89.7)	89.8 (90.3)	91.1 (91.4)	92.1 (91.7)	1.3	1.3	1.0	3.6
CSI	83.3 (84.3)	85.8 (86.1)	87.8 (87.7)	89.5 (88.6)	2.5	2	1.7	6.2

Key Stage 2 L5+	2013	2014	2015	2016	Improvement			Overall improvement
					14	15	16	
English	34.6 (35.7)	37.3 (38.0)	40.7 (40.8)	43.3 (42.0)	2.7	3.4	2.6	8.7
Cymraeg	31.3 (30.4)	37.1 (33.9)	42.0 (38.0)	44.5 (38.0)	5.8	4.9	2.5	13.2
Mathematics	35.4 (35.7)	37.7 (37.9)	42.2 (41.2)	44.7 (43.2)	2.3	4.5	2.5	9.3
Science	34.2 (36.1)	37.4 (38.4)	40.6 (41.2)	43.5 (42.5)	3.2	3.2	2.9	9.3

- In all performance indicators CSC performance is above or equal to the national average at the expected and above expected level. This includes all aspects of English and Welsh.
- At the expected level in KS2, there has been an improvement of between 1 and 1.7pp for all five main performance indicators, thus sustaining the year on year performance. The greatest improvement over four years is in Welsh first language, which at 7.1pp is nearly double the improvement seen in Science (3.6pp).
- Performance at the above expected level has improved in all four main performance indicators by between 2.5 and 2.9pp. This improvement, whilst less than the improvement seen last year, does sustain the year on year improvement. Over the last three years Welsh first language shows the greatest improvement (13.2pp) and English the least at 8.7pp.
- At Key Stage 2 Core Subject Indicator (CSI), Central South Consortium has increased by 1.7 pp between 2015 and 2016 which is above the National increase of 0.9 pp.
- The Region has increased by 8.6 pp since 2012 which is faster than the National improvement rate of 6.0 pp.



Core Subject Indicator

Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2013	82.6	88.0	82.6	81.2	82.6	83.3	84.3
2014	86.2	90.5	84.3	84.2	85.1	85.8	86.1
2015	87.6	92.1	85.8	87.4	87.8	87.8	87.7
2016	87.9	92.7	88.5	89.2	89.5	89.5	88.6
Change 13 to 14	3.6	2.5	1.7	3.0	2.5	2.5	1.8
Change 14 to 15	1.4	1.6	1.5	3.2	2.7	2.0	1.6
Change 15 to 16	0.3	0.6	2.7	1.8	1.7	1.7	0.9
Change 13 to 16	5.3	4.7	5.9	8.0	6.9	6.2	4.3

- There has been a further improvement in the core subject indicator, CSI, in all five local authorities for the fifth successive year. This year the greatest improvement was seen in RCT (2.7pp), Merthyr (1.8pp) and Cardiff (1.7pp).
- All LAs, with the exception of RCT, are above the Welsh average (88.6%). The rate of improvement in the consortium since 2013 at 6.2pp is greater than that across Wales (4.3pp).

1.3 KEY STAGE 3

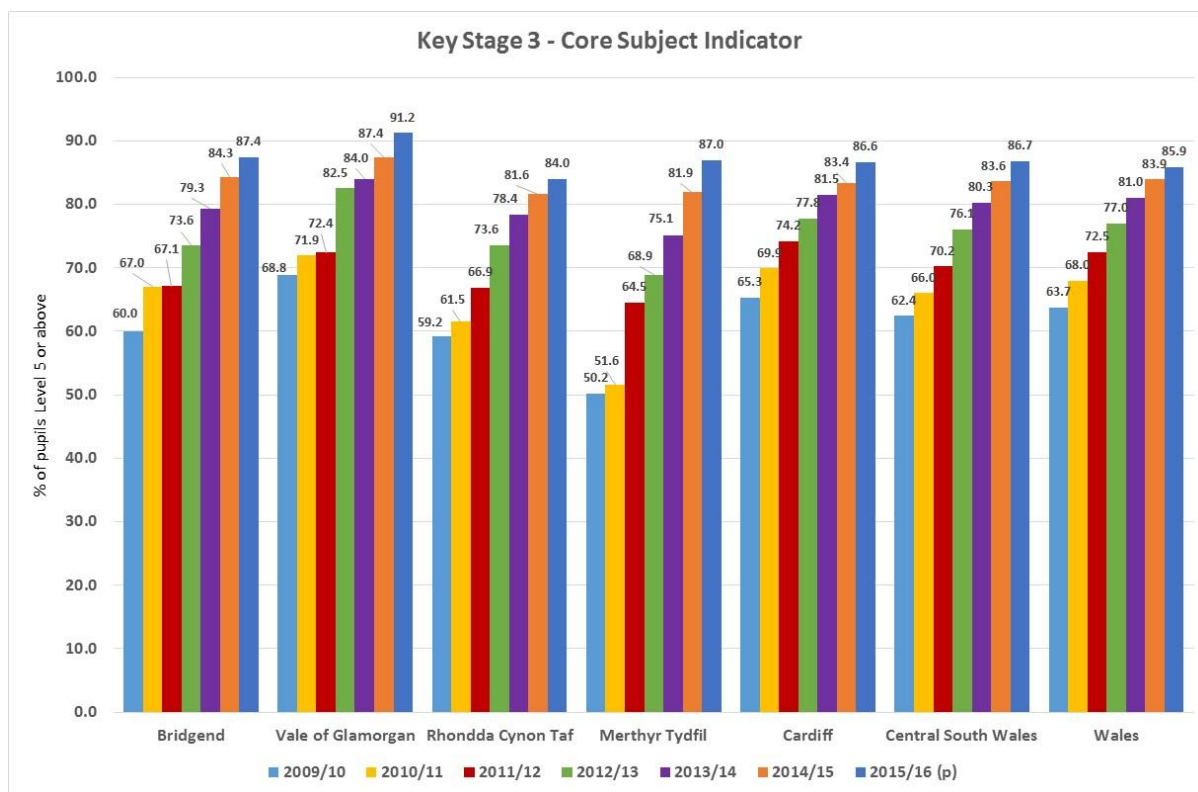
L5+	2013	2014	2015	2016	Improvement			Overall improvement
					14	15	16	
English	82.1 (82.7)	85.3 (85.9)	87.7 (87.9)	90.0 (89.2)	3.2	2.4	2.3	7.9
Cymraeg	87.1 (87.5)	91.1 (90.1)	92.1 (91.0)	92.6 (92.0)	4.0	1.0	0.5	5.5
Mathematics	83.2 (83.8)	86.2 (86.5)	88.8 (88.6)	90.5 (90.1)	3.0	2.6	1.7	7.3
Science	86.1 (87.0)	90.0 (90.4)	91.6 (91.8)	93.3 (92.8)	3.9	1.6	1.7	7.2
CSI	76.1 (77.0)	80.3 (81.0)	83.6 (83.9)	86.7 (85.9)	4.2	3.3	3.1	10.6

L6+	2013	2014	2015	2016	Improvement			Overall improvement
					14	15	16	
English	42.6 (42.5)	49.1 (48.5)	53.4 (52.6)	58.2 (56.2)	6.5	4.3	4.8	15.6
Cymraeg	43.7 (45.7)	54.0 (53.0)	58.3 (56.2)	63.1 (57.2)	10.3	4.3	4.8	19.4
Mathematics	52.5 (53.1)	55.7 (56.2)	59.7 (59.5)	64.0 (62.7)	3.2	4.0	4.3	11.5
Science	49.5 (48.6)	57.1 (54.6)	61.8 (58.6)	65.9 (62.9)	7.6	4.7	4.1	16.4

L7+	2013	2014	2015	2016	Improvement			Overall improvement
					14	15	16	
English	12.3 (12.2)	14.3 (14.6)	17.3 (16.6)	18.7 (18.5)	2.0	3.0	1.4	6.4
Cymraeg	12.3 (12.4)	12.2 (15.0)	17.6 (17.4)	16.1 (18.3)	-0.1	5.4	-1.5	3.8
Mathematics	20.4 (21.3)	23.6 (24.0)	26.6 (26.3)	30.1 (28.6)	3.2	3.0	3.5	9.7
Science	14.5 (14.8)	18.7 (18.1)	22.2 (20.7)	25.2 (23.5)	4.2	3.5	3.0	10.7

- At L5+, there has been further improvement in all five indicators. The consortium is now performing above the Welsh average for all of these. The greatest improvement both last year (3.1pp) and over the three year period(10.6pp) is in the CSI.
- At L6+ there has been further improvement of between 4.1 and 4.8pp for all four indicators. The consortium is now performing above the Welsh average for all of these. The extent of the progress over three years ranges from 11.5% in Maths to 19.4% in Cymraeg.
- At L7+ there has been further improvement in three of the four indicators but a dip of 1.5pp in Cymraeg. With the exception of that one indicator, the CSC performance is above the national

average for all the indicators. Over the three year period the greatest improvement has been seen in science (10.7%)



- At Key Stage 3 CSI, Central South Consortium has increased by 3.1 pp between 2015 and 2016 which is above the National rate of improvement of 2.0 pp.
- The rate of improvement between 2012 and 2016 is 16.5 pp which compares favourably against the National improvement of 13.4 pp over the same period.
- Central South Consortium is above the National average for KS3 CSI for the first time.

Core Subject Indicator

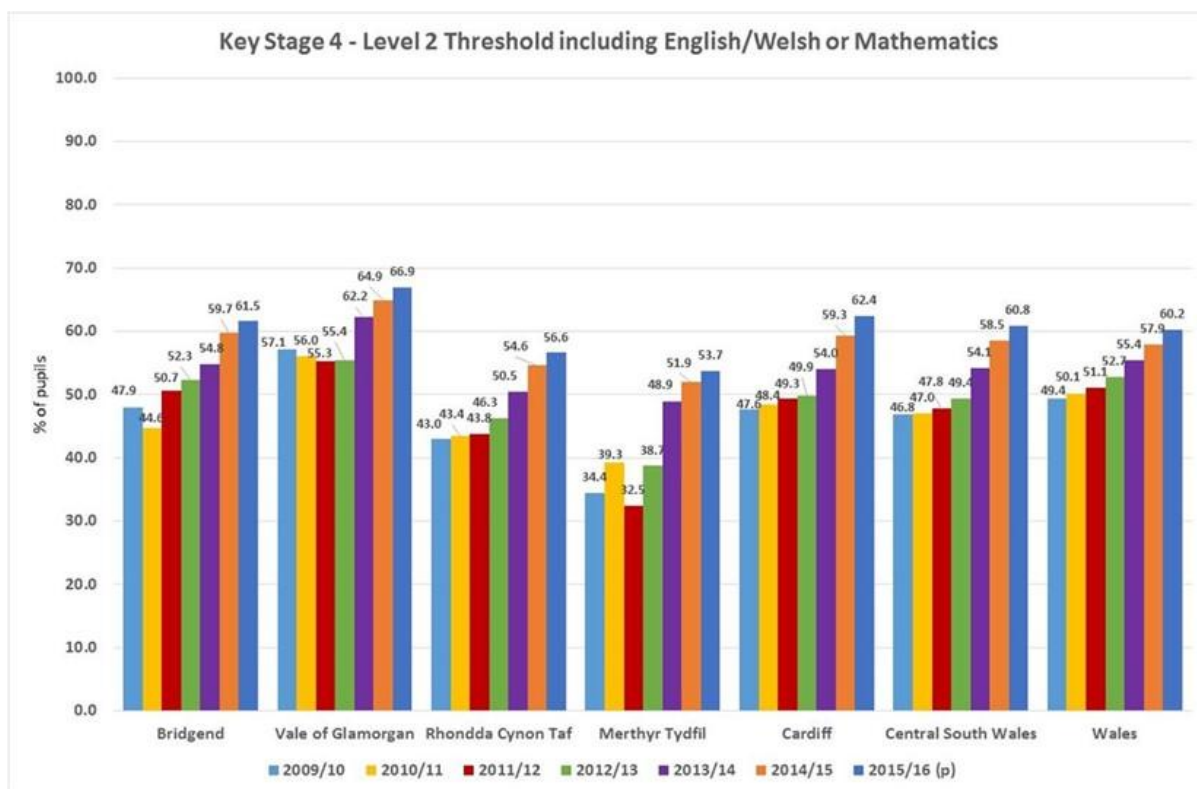
	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2013	73.5	82.5	73.6	68.9	77.8	76.1	77.0
2014	79.3	84.0	78.4	75.1	81.5	80.3	81.0
2015	84.3	87.4	81.6	81.9	83.4	83.6	83.9
2016	87.4	91.2	84.0	87.0	86.6	86.7	85.9
Change 13 to 14	5.8	1.5	4.8	6.2	3.7	4.2	4.0
Change 14 to 15	5.0	3.4	3.2	6.8	1.9	3.3	2.9
Change 15 to 16	3.1	3.8	2.4	5.1	3.2	3.1	2.0
Change 13 to 16	13.9	8.7	10.4	18.1	8.8	10.6	8.9

- The CSI has improved year on year in all five LAs resulting in an overall CSI for the consortium of 86.7%, which is above the national average (85.9%). The percentage of pupils attaining the CSI is above the national average in four of the five LAs. It is 1.9pp below the national average in RCT.
- The range of improvement over the four year period is from 8.7pp in The Vale to 18.1pp in Merthyr. Nationally the improvement is 8.9pp.

1.4 KEY STAGE 4

	2013	2014	2015	2016	Improvement			Overall Improvement
					14	15	16	
Level 1	92.8 (93.2)	93.5 (94.0)	94.5 (94.4)	95.4 (95.3)	0.7	1.0	0.9	2.6
Level 2	75.8 (77.8)	81.1 (82.3)	85.0 (84.1)	86.7 (83.6)	5.3	3.9	1.8	10.9
Level 2 inc EWM	49.4 (52.7)	54.1 (55.4)	58.5 (57.9)	60.8 (60.2)	4.7	4.4	2.3	11.5
CSI	46.8 (49.2)	52.2 (52.6)	56.6 (54.8)	59.1 (57.5)	5.4	4.4	2.5	12.3
Level 2 English	60.5 (62.9)	65.2 (66.2)	70.2 (68.6)	71.1 (69.3)	4.7	5.0	0.9	10.6
Level 2 Cymraeg	76.1 (73.5)	75.5 (73.7)	76.7 (75.2)	77.5 (75.1)	-0.6	1.2	0.8	1.4
Level 2 Mathematics	56.3 (60.3)	60.2 (61.7)	63.6 (64.4)	66.5 (66.9)	3.9	3.4	2.9	10.2
Level 2 Science	75.0 (74.8)	83.4 (82.3)	85.5 (84.0)	85.8 (82.3)	8.4	2.1	0.3	10.7

- There was an improvement last academic year in all main key performance indicators. The improvement made in a number of indicators is smaller than in previous years but has sustained the year on year improvement. The greatest improvement was in L2 Mathematics (2.9pp).
- When considering progress since 2013, the range is from 2.6pp (L1) to 12.3pp (CSI).
- The L2+ for the consortium increased by a further 2.3pp, an improvement of 11.5pp since 2013. The greatest increase for the measure last year was in Cardiff (3.1pp) and the smallest in Bridgend and Merthyr (1.8pp). Welsh national averages improved by 2.3pp which is the same improvement as seen by the consortium.



Level 2 Threshold inc EWM

	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2013	52.3	55.4	46.3	38.7	49.9	49.4	52.7
2014	54.8	62.2	50.5	48.9	54.0	54.1	55.4
2015	59.7	64.9	54.6	51.9	59.3	58.5	57.9
2016	61.5	66.9	56.6	53.7	62.4	60.8	60.2
Change 13 to 14	2.5	6.8	4.2	10.2	4.2	4.8	2.7
Change 14 to 15	5.0	2.7	4.1	3.1	5.3	4.4	2.5
Change 15 to 16	1.8	1.9	2.0	1.8	3.1	2.3	2.3
Change 13 to 16	9.3	11.4	10.3	15.0	12.6	11.5	7.5

- The L2+ for the consortium increased by a further 2.3pp, an improvement of 11.5pp since 2013. The greatest increase for the measure last year was in Cardiff (3.1pp) and the smallest in Bridgend and Merthyr (1.8pp). Welsh national averages are not yet published.

Core Subject Indicator

	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2013	50.6	50.2	45.3	36.3	46.7	46.8	49.2
2014	54.5	60.1	48.7	46.7	51.2	52.2	52.6
2015	58.6	63.9	53.3	48.9	56.5	56.6	54.8
2016	59.8	66.2	55.1	52.1	60.0	59.1	57.5
Change 13 to 14	3.9	9.9	3.5	10.5	4.6	5.4	3.4
Change 14 to 15	4.0	3.8	4.5	2.1	5.3	4.4	2.2

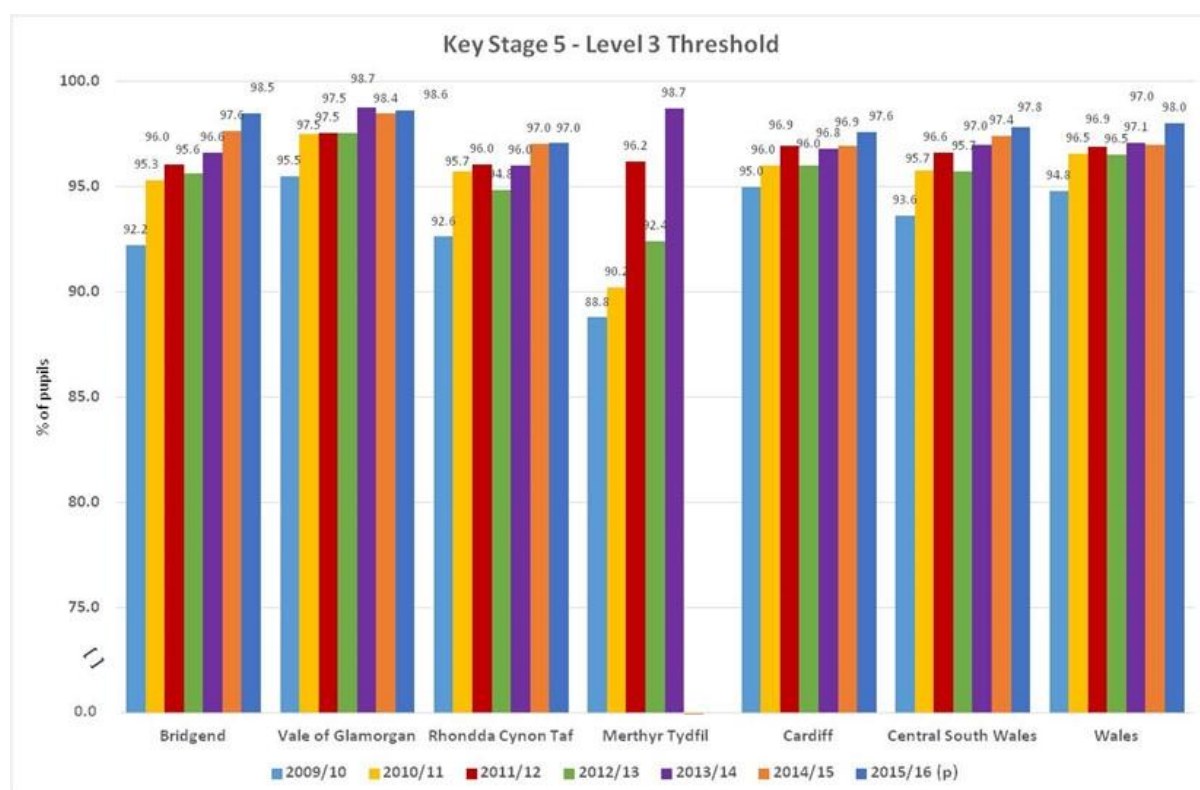
Change 15 to 16	1.3	2.3	1.8	3.3	3.5	2.5	2.7
Change 13 to 16	9.3	16.0	9.8	15.9	13.4	12.3	8.3

- A further increase of 2.7pp was secured in the CSI last academic year, building on previous improvements to deliver a total improvement of 12.3pp since 2013. All five LAs have improved every year for this measure since 2013.

1.5 KEY STAGE 5

	2013	2014	2015	2016	Improvement			Overall Improvement
					14	15	16	
Level 3 Threshold	95.7 (96.5)	97.0 (97.1)	97.4 (97.0)	97.8 (98.0)	1.3	0.4	0.4	2.1

- There was a small (0.4pp) improvement in the percentage of pupils attaining the level 3 threshold. Since 2013 the improvement for this indicator for the CSC is 2.1pp



	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2013	95.6	97.5	94.8	92.4	96.0	95.7	96.5
2014	96.6	98.7	96.0	98.7	96.8	97.0	97.1
2015	97.6	98.4	97.0		96.9	97.4	97.0
2016	98.5	98.6	97.0		97.6	97.8	98.0
Change 13 to 14	1.0	1.2	1.2	6.3	0.8	1.3	0.6
Change 14 to 15	1.0	-0.3	1.0		0.1	0.4	-0.1
Change 15 to 16	0.9	0.2	0.0		0.7	0.4	1.0
Change 13 to 16	2.9	1.1	2.2		1.6	2.1	1.5

1.6 eFSM PERFORMANCE

FOUNDATION PHASE

Foundation Phase Outcome Indicator

	eFSM	Non eFSM	Gap
2012/13	67.8	86.4	-18.6
2013/14	71.3	88.1	-16.8
2014/15	75.9	91.0	-15.1
2015/16	78.8	91.5	-12.7

- When considering the FPOI for eFSM and non eFSM pupils, the performance of both groups of pupils continues to improve year on year, with the performance of those learners entitled to free school meals improving more rapidly. There remains however a difference in performance of 12.7pp.
- In terms of the different areas of learning the gap is narrowing at the expected and above expected level in all areas. However, the gap at the higher level is greater and in excess of 20pp.

KEY STAGE 2

Core Subject Indicator

	eFSM	Non eFSM	Gap
2012/13	68.2	87.7	-19.5
2013/14	71.6	89.7	-18.1
2014/15	74.6	91.4	-16.8
2015/16	77.8	92.3	-14.5

- When considering the CSI for eFSM and non eFSM pupils, the performance of both groups of pupils continues to improve year on year, with the performance of those learners entitled to free school meals improving more rapidly. There remains however a difference in performance of 14.5pp.
- At a subject level, a clear pattern emerges. The gap is narrowing at the expected level in English, Welsh, mathematics and science. However at the above expected level, the difference in performance shows little sign of closing and is greater than 25pp for each subject (*Summary of Performance reports*)

KEY STAGE 3

Core Subject Indicator

	eFSM	Non eFSM	Gap
2012/13	53.0	82.2	-29.2
2013/14	61.1	85.1	-24.0
2014/15	67.2	87.9	-20.7
2015/16	70.6	90.7	-20.1

- When considering the CSI for eFSM and non eFSM pupils, the performance of both groups of pupils continues to improve year on year, with the performance of those learners entitled to free school meals improving slightly more quickly. There remains however a difference in performance of 20.1pp.
- In English the performance of eFSM pupils has improved year after year for the last four years. However, the gap in performance with non eFSM pupils remains at L5+, L6+ and L7+ and shows little sign of narrowing. It is greatest at L6+ (29.4pp). (*Summary of Performance reports*).
- There has been a widening in the gap between eFSM and non eFSM performance in Cymraeg at L5+ and L6+, with a slight narrowing at L7+ of 0.9pp. (*Summary of Performance reports*)
- In mathematics the performance of eFSM pupils has improved year after year for three years at L5+, L6+ and L7+. However, the gap in performance with non eFSM pupils has widened at these three levels this year. The greatest gap is at L6+ (30.4pp). (*Summary of Performance reports*)
- In science the performance of eFSM pupils has improved year after year for three years at L5+, L6+ and L7+. However, the gap in performance with non eFSM pupils has widened at these three levels. The greatest gap is at L6+ (30.6pp) (*Summary of Performance reports*)

KEY STAGE 4

Level 2 Threshold inc EWM

	eFSM	Non eFSM	Gap
2012/13	22.7	56.0	-33.3
2013/14	26.7	61.0	-34.3
2014/15	31.2	64.9	-33.6
2015/16	37.8	67.6	-29.8

- There was a small (0.4pp) improvement in the percentage of pupils attaining the level 3 threshold. Since 2013 the improvement for this indicator for the CSC is 2.1pp

APPENDIX B

CENTRAL SOUTH CONSORTIUM (INSPECTION OUTCOMES)

In order to ascertain where CSC provided value for money in 2015 – 2016, an analysis of inspection outcomes across the region (2015 – 2016 only) has been produced.

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

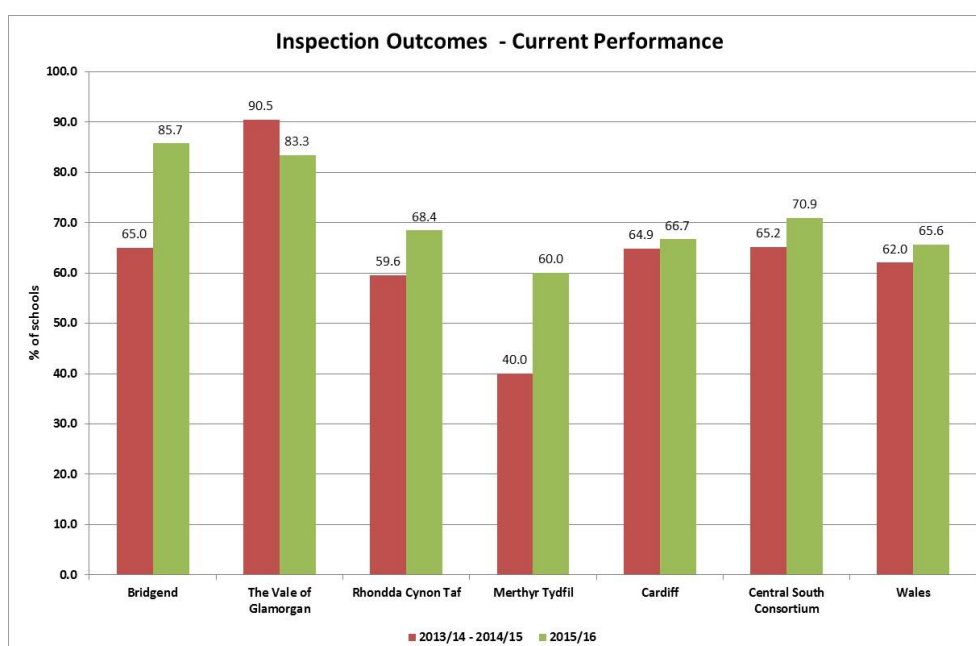
- Current performance
- Prospects for improvement
- Key Question 1
- Key Question 2
- Key Question 3

LOCAL AUTHORITY (INSPECTION OUTCOMES)

The number of schools inspected differs every year. The table below shows the number of schools that have been inspected in Central South Consortium over the last three academic years.

LA	2013/14	2014/15	2015/16
Bridgend	11	9	7
The Vale of Glamorgan	12	9	6
Rhondda Cynon Taf	23	24	19
Merthyr Tydfil	7	3	5
Cardiff	16	21	18
CSC	69	66	55

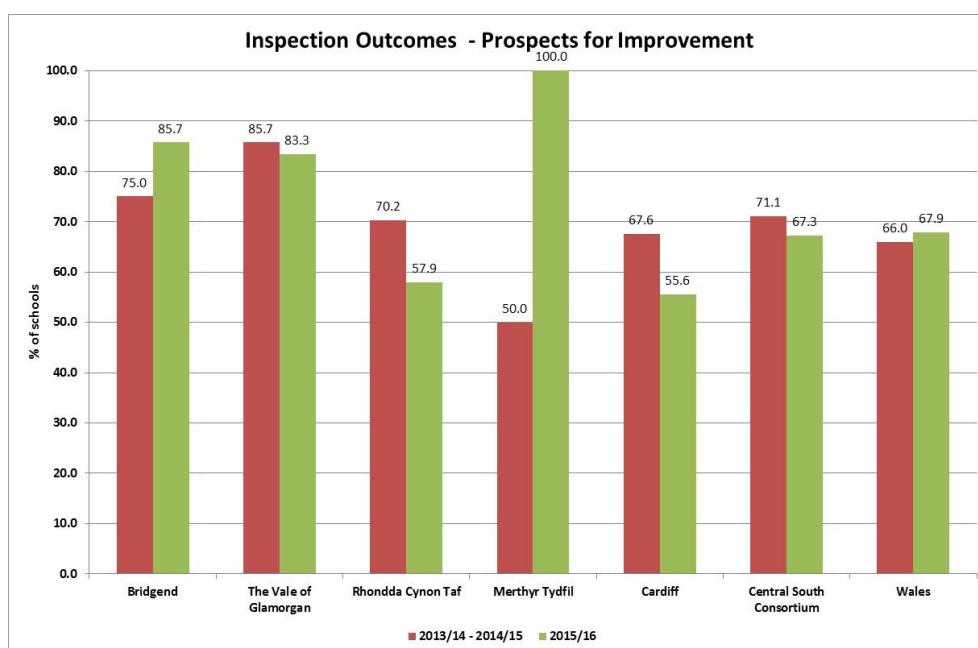
1.1 CURRENT PERFORMANCE (ACROSS LOCAL AUTHORITIES WITHIN CSC)



- Improvements can be seen in “Current Performance” between the cumulative figures between September 2013 and August 2015 compared against 2015/16 for four of the five LAs within Central South Consortium.
- The Vale of Glamorgan saw a fall of 7.1pp in the proportion of schools achieving either “Excellent or Good” over this period.
- Bridgend saw the greatest improvement in outcomes (20.7 pp) when comparing the cumulative outcomes between September 2013 and August 2015 with the 2015/16 outcomes, with Merthyr also seeing an increase of 20.0 pp.

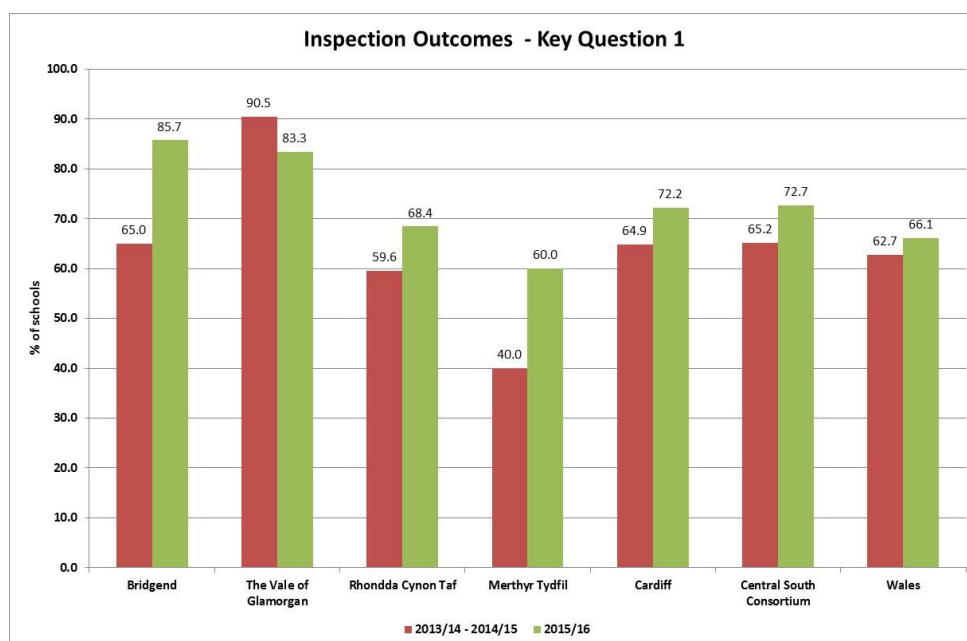
The Inspection Data analysis included in this report has been sourced using the information available from www.data.estyn.gov.uk.

1.2 PROSPECTS FOR IMPROVEMENT (ACROSS LOCAL AUTHORITIES WITHIN CSC)



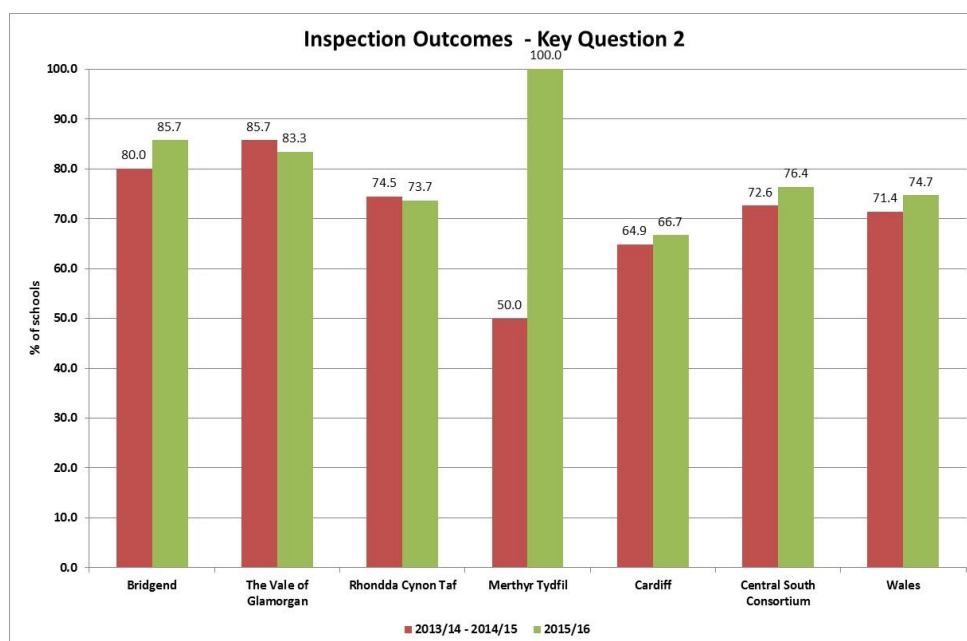
- Improvements can be seen in “Prospects for Improvement” between the cumulative figures between September 2013 and August 2015 compared against 2015/16 for two of the five LAs within Central South Consortium of 1.9pp.
- Cardiff saw a fall of 12.0pp in the proportion of schools achieving either “Excellent or Good” over this period, with Rhondda Cynon Taf also seeing a reduction of 12.3pp for the same measure.
- Merthyr Tydfil had 100% of schools being judged as either “Excellent or Good” in 2015/16, which was also the greatest improvement in outcomes (50.0 pp) when comparing the cumulative outcomes between September 2013 and August 2015 with the 2015/16.
- Central South Consortium saw a fall in “Prospects for Improvement” between the cumulative figures between September 2013 and August 2015 compared against 2015/16 of 8.1pp.

1.3 KEY QUESTION 1 (ACROSS LOCAL AUTHORITIES WITHIN CSC)



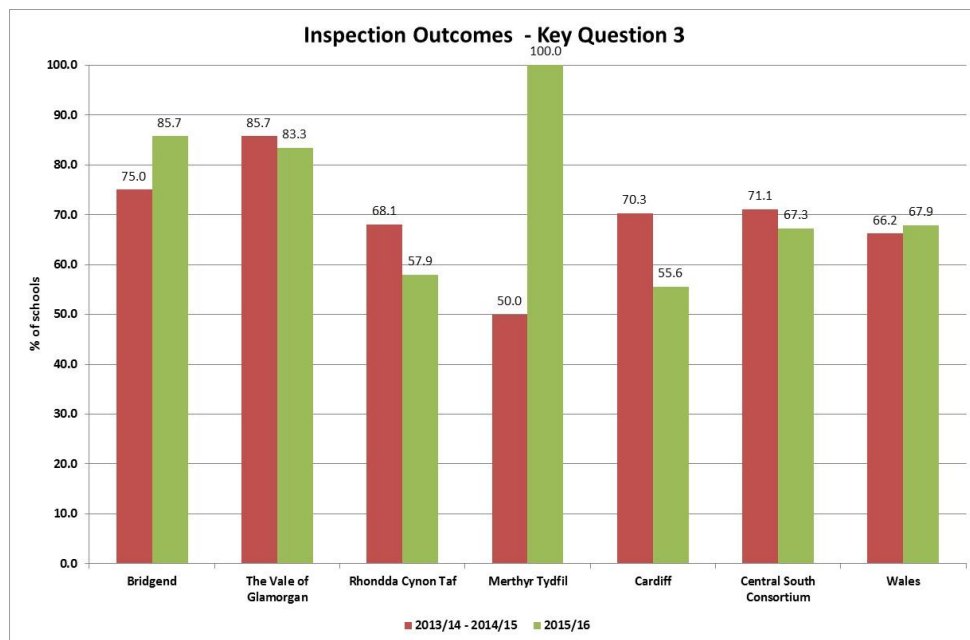
- Improvements can be seen in “Key Question 1” between the cumulative figures between September 2013 and August 2015 compared against 2015/16 for four of the five LAs within Central South Consortium.
- Bridgend saw an increase of 20.7 pp in the proportion of schools achieving either “Excellent or Good” over this period, with Merthyr Tydfil also seeing an increase of 20.0 pp in the same measure of the same period.
- The Vale of Glamorgan was the only LA to decrease for these outcomes, falling to 83.3%, when comparing the cumulative outcomes between September 2013 and August 2015 with the 2015/16. However, the LA is still the second highest performing LA in the Region for 2015/16.
- The proportion of schools in Central South Consortium judged as either “Excellent or Good” in “Key Question 1” in 2015/16 is 72.7%. This is an increase of 7.5 pp when compared to the cumulative proportion between September 2013 and August 2015. This compares favourably against the National increase of 3.3pp.

1.4 KEY QUESTION 2 (ACROSS LOCAL AUTHORITIES WITHIN CSC)



- Improvements can be seen in “Key Question 2” between the cumulative figures between September 2013 and August 2015 compared against 2015/16 for three of the five LAs within Central South Consortium.
- Merthyr Tydfil had 100% of schools being judged as either “Excellent or Good” in 2015/16 and this resulted in an increase of 50.0 pp when compared to the cumulative proportion between September 2013 and August 2015. Bridgend also saw an increase of 5.7 pp using the same measure over the same period.
- Central South Consortium has 76.4% of schools being judged as either “Excellent or Good” in “Key Question 2” in 2015/16, which is also above the National average of 74.7%.
- Central South Consortium has improved in “Key Question 2” between the cumulative proportion between September 2013-August 2015 and 2015/2016, with an increase of 3.8 pp in the proportion of schools being judged as either “Excellent or Good”. This compares to the National improvement of 3.2pp in the same measure over the same period.

1.5 KEY QUESTION 3 (ACROSS LOCAL AUTHORITIES WITHIN CSC)



- Improvements can be seen in “Key Question 3” between the cumulative figures between September 2013 and August 2015 compared against 2015/16 for two of the five LAs within Central South Consortium.
- Cardiff saw a decrease of 14.7 pp in the proportion of schools achieving either “Excellent or Good” over this period.
- Merthyr Tydfil had 100% of schools being judged as either “Excellent or Good” in 2015/16 and this resulted in an increase of 50.0 pp when compared to the cumulative proportion between September 2013 and August 2015.
- Central South Consortium saw a drop in the proportion of schools being judged as either “Excellent or Good” to 67.3% in 2015/16 for Key Question 3. This is the first time that CSC has been below the National figure for this performance over the past five years.

APPENDIX C

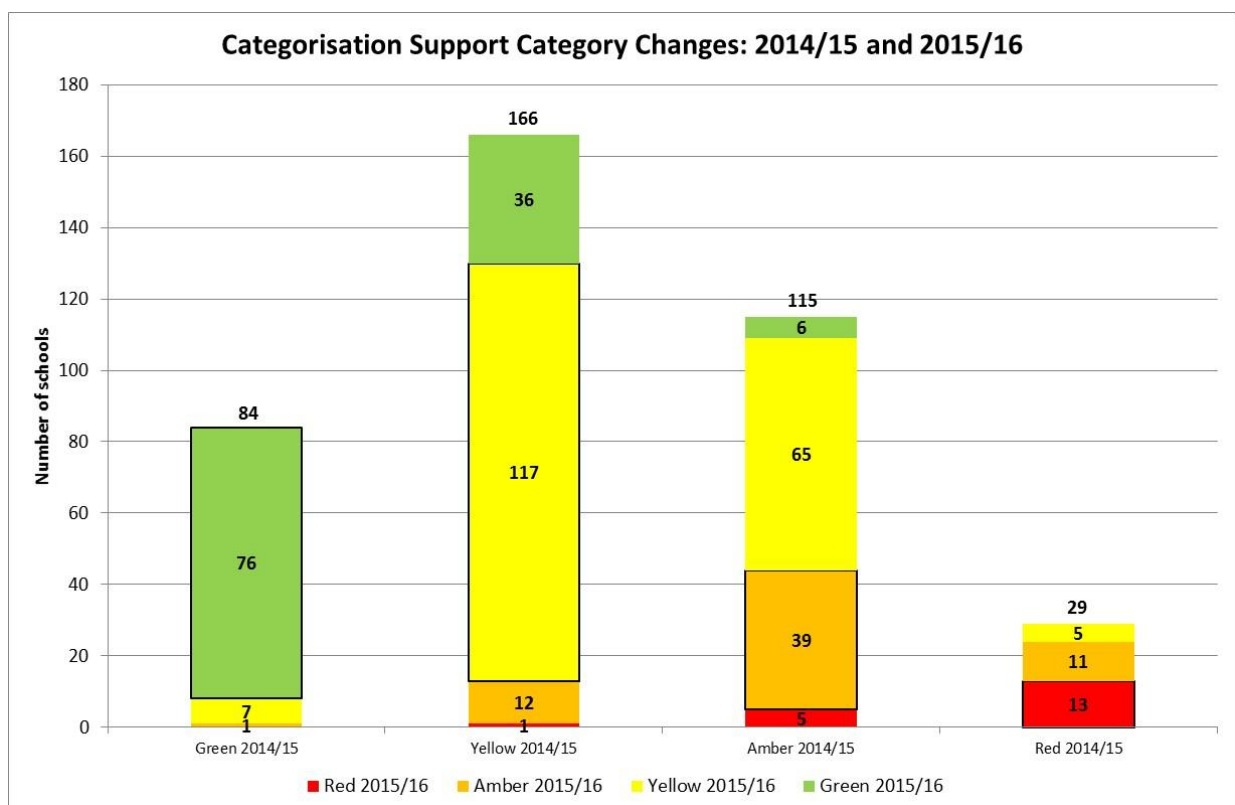
CATEGORISATION

In order to ascertain where CSC provided value for money in 2015 – 2016, an analysis of categorisation of schools across the region (2015 – 2016 only) has been produced.

394 in the Region have National Categorisation Support Categories for both 2014/15 and 2015/16. Of these schools:

- 24 schools moved down one support group (either from Green to Yellow, from Yellow to Amber or from Amber to Red).
- 2 schools moved down two support groups (1 school Green to Amber and the second school moving from Yellow to Red).
- 245 schools remained in the same support category
- 112 schools moved up one support category (for example, from Yellow to Green); and finally
- 11 schools moved up two support categories (for example from Red to Yellow).

The following chart show the changes in National Categorisation Support Category for schools in Central South Consortium between 2014/15 and 2015/16.



APPENDIX D

ADDITIONAL PERFORMANCE MEASURES

1.1 ATTAINMENT BY GENDER

FOUNDATION PHASE

At the expected level, girls have out- performed boys in all indicators for the last four years. The gap in performance show little signs of closing.

At the above expected level, girls have out- performed the boys in all but one of the four areas for every year shown. In mathematical development boys have either outperformed or matched the performance of girls in three of the last four years

KEY STAGE 2

At the expected level, girls have out- performed boys in all indicators for the last four years. The gap in performance show little signs of closing.

At the above expected level, girls have out-performed the boys in all but one of the four areas for every year shown. The greatest gap in performance is in language. In mathematics boys have outperformed the performance of girls in three of the last four years.

KEY STAGE 3

At level 5+, although boys' performance has improved, girls out-perform boys year after year in all five indicators

At level 6+, although boys' performance has improved, girls out-perform boys year after year in all five indicators.

At level 7+, although boys' performance has improved, girls out-perform boys year after year in all five indicators.

KEY STAGE 4

Girls have out- performed boys in all key indicators, every year since 2013. The greatest difference in performance is in L2 English.

KEY STAGE 5

With regards to gender differences, although the girls have out- performed boys for the last four years, the difference is less than that seen in the other phases. This year the difference has remained at 1.1pp, the same as seen in 2015

1.2 EXCLUSIONS (a)

Fixed term exclusions (5 days or less) have reduced in the Region from a rate of 38.5 per 1,000 pupils to a rate of 30.5 per 1,000. This compares to a corresponding reduction rate per 1,000 pupils in Wales from 29.9 to 28.0.

Fixed term exclusions (over 5 days) have reduced from a rate per 1,000 pupils of 2.6 in 2011/12 to 1.9 in 2014/15. This compared to a reduction in the rate per 1,000 pupils Nationally from 2.3 in 2011/12 to 1.7 in 2014/15.

The rate of permanent exclusions per 1,000 pupils in the Regional has matched the National rate of 0.2 for the previous three academic years (2012/13, 2013/14 and 2014/15).

(a) Please note that the 2014/15 exclusion data is the latest information available and was published by Welsh Government in August 2016.

1.3 NEETs (b)

The Year 11 NEET figure for the Region has decreased substantially between 2011/12 and 2014/15. The figure in 2014/15 was 3.5% whilst the corresponding figure for the Region in 2011/12 was 5.6%. Nationally, the figure in 2011/12 was 4.2% which has reduced to 2.8% in 2014/15. The gap between the Region and Wales has halved over this same period – from 1.4 pp in 2011/12 to 0.7 pp in 2014/15.

The Year 12 NEETs figure has decreased Regionally from 2.9% in 2011/12 to 2.2% in 2014/15. The decrease Nationally over the same period is 2.7% in 2011/12 to 21.6% in 2014/15. The gap between the Region and Wales has increased from 0.2 pp in 2011/12 to 0.6 pp in 2014/15.

The Year 13 NEETs figures has again decreased Regionally over the period 2011/12 to 2014/15, from 6.2% to 4.3%. This compares to a decrease Nationally over the same period from 5.1% to 3.5%. The gap between the Region and Wales has decreased from 1.1 pp in 2011/12 to 0.5 pp in 2014/15.

(b) Please note that the 2014/15 NEETs data is the latest information available with information for 2015/16 due to be released during Autumn Term 2016.

1.4 ATTENDANCE

PRIMARY ATTENDANCE (c)

Regional attendance has increased in each of the last four years, with the attendance rate in 2014/15 exceeding the National attendance rate for the first time in four years. The Region has improved by 1.4pp since 2012, which exceeds the National improvement of 1.1pp.

The unauthorised absence rate for the region has increased by 0.2pp between 2012 and 2015, which compares against a corresponding increase in the National rates over the same period(b).

(c) Please note that the 2015/16 Primary Attendance data is due to be published by Welsh Government in December 2016.

SECONDARY ATTENDANCE

Regional attendance has increased in each of the last four years, with the attendance rate in 2015/16 exceeding the National attendance rate for the last two years. The Region has improved by 1.7pp since 2013, which exceeds the National improvement of 1.5pp.

The unauthorised absence rate for the region has decreased by 0.2pp between 2013 and 2016, which has resulted in a narrowing of the gap between the Regional unauthorised absence rate and the National rate (0.4 pp in 2016 compared to 0.6pp in 2013).

APPENDIX E

CENTRAL SOUTH WALES CHALLENGE

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

1.1 PATHFINDER SUMMARY

Where a pathfinder partnerships is agreed, both the lead school and the school which they are supporting, both receive £2k to support this relationship. Partnerships usually work in pairs (£4,000), triads (£6,000) or in exceptional circumstances quads (£8,000). Partnerships are brokered by challenge advisers and they support the work providing challenge and support as required.

The model has been refined to ensure lessons learnt in subsequent cohorts are reflected in the expectations of future partnership models.

	Number of Lead School	Number of schools being supported	TOTAL Schools
Bridgend	8	3	11
Cardiff	11	9	20
Merthyr Tydfil	2	6	8
Rhonda Cynon Taf	8	10	18
Vale of Glamorgan	5	7	12
TOTAL Schools	34	35	69

Evidence to date demonstrates that:

Pathfinders demonstrate impact on the agreed focus areas. Challenge advisers working to facilitate the partnership ensure that work is targeted and directed at a specific area of need.

In cohort 3 there were 19 partnerships and 1 triad.

- 14 cohort 3 pathfinders show an impact on pupil outcomes.
- 11 cohort 3 pathfinders report an impact on teaching practices and pedagogy.
- 14 cohort 3 partnerships report an impact on leadership.
- 6 cohort 3 partnerships show impact in all 3 areas, pupil data (standards), teaching practices and pedagogy (provision) and leadership.
- 1 partnership is yet unable to demonstrate the impact of their work; challenge adviser support has redirected this work to ensure impact.

1.2 HUBS PROGRAMME

OUTSTANDING TEACHER PROGRAMME (OTP)

The first model of hubs within CSC was established in 2014 and included OLEVI hubs, hubs and specialist centres. A key focus of all providers in the region has been, and continues to be, to develop capacity in teaching through the outstanding teacher programme (OTP).

Hub schools have been offering the OLEVI programme for the past two years. Delegates are encouraged to work in triads to share practice. Almost 400 teachers across the region have taken part in the programme over the past two years.

An initial evaluation of the programme has indicated benefits to teachers' reflective practice, improving pupils' engagement and deepening their learning in lessons. (*Research into the Outstanding Teacher Programme (OTP) delivered in the Central South Consortium, Brett Duggan, Arad Research*). For example, qualitative research on the impact of the Outstanding Teacher Programme (OTP) reported teachers asserting improvements in the quality of their teaching, due to the introduction of new models, improvements due to being a more reflective practitioner and linked to this improved engagement with learners through new ideas.

Where involvement has been most successful senior leaders have drawn on participants' experience to inform wider school strategy.

	Number of delegates 2014 - 2015(OTP)	Number of delegates (OTP) 2015 - 2016
Bridgend	11	18
Cardiff	48	76
Merthyr Tydfil	28	37
Rhonda Cynon Taf	56	74
Vale of Glamorgan	27	19
TOTAL Delegates	170	224

In addition to the OLEVI programme, hubs have developed the professional learning offer; a total of 486 delegates attended an event run in one of the hubs / specialist centres in 2014 – 2105 rising to 1410 delegates attending an event in 2015 – 2016.

	Number of delegates attending hub events (Spring & Summer term only 2015)	Number of delegates attending hub events (Autumn 2015 – Summer 2016)
Bridgend	61	242
Cardiff	216	534
Merthyr Tydfil	30	82
Rhonda Cynon Taf	140	362
Vale of Glamorgan	39	190
TOTAL Delegates	486	1410

Engagement of schools has been featured as a key indicator, however following a review of the 14/15 programme, it was identified that systematic changes were required in order to meet the needs of the region. These include:

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

Following a re-set of the school to school support model implemented for 16/17, the region now has:

- 26 professional learning hubs facilitating programmes on aspects of the professional learning continuum;
- 31 curriculum hubs facilitating subject based development programmes in core subjects and Welsh Government priority areas; and
- 18 lead practitioners supporting schools to respond to the changes to GCSEs through programmes.

All school based support sources have a common set of expectations and have contributed to a professional learning offer that comprises of over 200 programmes following a multiple session enquiry led approach. Mechanisms are in place for schools to assess the impact of their programmes.

1.3 SCHOOL IMPROVEMENT GROUPS (SIGs)

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

There are many individual examples whereby schools are identifying the impact of the work of the SIG and that collaboration has strengthened schools' work. It should be noted that it is very difficult to attribute any improvement directly and solely to schools' participation in the collaborative work and not all of the progress to which the reports refer is quantified (or quantifiable).

During 2015 – 2016, out of a total of 33 SISs, 13 agreed to have a focus on teaching, 10 a focus on Literacy, 18 a focus on numeracy, 4 focused upon assessment for learning, 4 focused on digital technology, 6 on middle leadership and 5 on foundation phase.

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

- SIG progress reports and data analysis demonstrate that approximately 87% of SIGs are able to show positive, measurable impact from their collaborative work. This is approximately a 9% increase from the previous year.
- Of these, approximately 53% show a direct impact of their work
- Approximately 34% of SIGs show a more indirect impact of their work.
- Approximately 10% of SIGs identify benefits to proxy indicators

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

A detailed analysis of the impact of each individual SIG can be found in *Appendix D*

1.4 PEER ENQUIRY / LEADERSHIP PROGRAMMES

LEADERSHIP PROGRAMMES

During 2015 – 2016, 58 head teachers from across the region participated in one of the leadership programmes developed by the Consortium. These programmes are designed to build capacity of future leaders as well as continue to develop current leadership capacity.

	Number of delegates	Evaluations received
Leadership to Headship	23	17
Strategic Headship	13	9
Consultant Leadership	22	22
TOTAL DELEGATES	58	48

The majority of evaluations completed stated the programmes would lead to future impact on standards and also rated the quality of provision as either excellent or good. Further work is being undertaken to quantify the impact of the programmes as part of the research and evaluation board.

In response to the question 'To what extent did the programme meet its aims and objectives?' responses included:

'Exceeded my expectations in every way';

'The programme has provided valuable time for self reflection and has allowed the potential development of a network of colleagues to work with in the future'.

In response to the question 'To what extent will the CPD have an impact in raising standards', responses include:

'A number of things have already impacted on professional learning in the school';

'It will have an impact on my skills as HT which will have a positive impact on staff/ pupils/ community';

'The learning will be disseminated to staff over the course of time and will impact on raising expectations and standards through a clearer strategic vision'.

PEER ENQUIRY

The Central South Wales Challenge aims to develop the capacity and practice of a self-improving school system. One of its core strategies is to develop effective peer enquiry: the enquiry-led review of a school by a peer headteacher and supporting team for the purposes of improving the host school and providing powerful professional development for the school leaders involved.

Out of the 22 Peer Enquiries undertaken during Phase 2, evaluations of the impact on the school of both the process and the recommendations can be found in just over a quarter of challenge adviser notes of visits.

In one of the secondary schools, the comments from the challenge adviser include:

- Senior leaders have shared the outcomes of the peer review with the governing body and staff;
- Each department has been required to ensure that their departmental plans address the lines of enquiry arising from the review;
- Senior leaders have also responded well to the elements of the report that relate to their function.
- Senior leaders and governors had in the last three years formed a target monitoring panel to closely challenge underperformance that had been identified in the core subjects with great impact. In response to the peer review the target monitoring panel has widened its view to tackle underperformance in other subjects, i.e. Information technology (IT), history, Welsh 2nd language and geography.

Dr Peter Matthews, OBE, visiting professor at the Institute of Education, University of London was commissioned to undertake a three day visit to provide an external perspective on the school **peer enquiries** established in the Central South Consortium (CSC), Wales since spring 2015. The purpose of the visit was to support CSC in evaluating its model of peer enquiry in that the Consortium is seeking to build capacity to evaluate for impact. This report provides an evaluative perspective on the ongoing development of the peer enquiry programme and offers suggestions for further refinement.

Strengths identified include:

- Peer enquiry has been recognised by the Consortium for its potential to challenge and support schools and has become established as an important element among a group of school improvement measures;
- Peer enquiries are well conceived and, with few exceptions, well received. They are conducted by school leaders for their peers and are an important step in the direction of a self-improving school system;
- Peer enquiries have been thoughtfully developed and then improved in the light of experience and feedback. There is a good and supportive documentary audit trail, showing the focus on consultation

and clarity of vision and purpose. The programme is supported by effective guidance and members of enquiry teams are trained in the role;

- Those leaders who have been most involved in establishing, hosting and leading peer enquiries are highly committed to the approach and generally very positive, while recognising that the programme has further scope for development;
- Peer enquiries have the capacity to have a significant impact on school improvement, particularly if conducted rigorously, undertaken periodically and followed up effectively. There is already some evidence of how enquiry outcomes are being used for school development;
- It is already evident that peer enquiry is contributing to greater trust across schools in the system. Building 'social capital' is essential to a high performing school system and the vision encourages trust, openness and honesty; and
- Peer enquiries, together with other school-centred initiatives such as the designation of 'Hub' and 'Pathfinder' schools that engage in school to school development and support, are also starting to have the effect of reducing a strong dependency culture that has constrained the autonomy and outlook of school leaders.
- Participation in peer enquiry is readily acknowledged to be of benefit to enquirers and their schools as well as to the host schools, both in leadership development and reciprocal learning. The initiative should increasingly result in multiple benefits.

Areas for development highlighted that:

- Peer enquiries would be more effective if undertaken at regular intervals, for example annually. They can be of benefit to all schools unless there are exceptional reasons for exempting those schools which are subject to more intensive intervention or support, such as in 'red' schools; and
- Peer enquiries could add greater value by focusing more selectively on those 'further lines of enquiry' that would make the greatest difference to pupils' progress and outcomes, discussing and reporting these unequivocally and providing advice and support to the host school when acting on them.

APPENDIX F

FUNDING MODEL

NATIONAL MODEL

The National Model required Local Authority minimum contributions for 2015-16 are as per the table below:

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

**Standards Spending Assessment (SSA)*

CONSORTIUM COST SAVINGS

- The tables above highlight a shortfall of £1,054,718 for the funding of the Central South Consortium, compared with the National Model requirements.
- In 2015 – 2016 CSC provided additional services for SACRE, attendance and Looked After Children, as well as secondment of an officer to lead on a regional strategy for HR support.

In 2015-16 the Consortium received £4.4m contributions from the five Local Authorities. The consortium utilised the funding to support the core function of school improvement as well as commission a variety of projects across the region through the Local Authority Annexes.

	Cardiff £	Bridgend £	Vale of Glamorgan £	Merthyr Tydfil £	Rhondda Cynon Taf £
LA	1,571,022	692,350	649,541	287,857	1,215,716
Contributions	35.6%	15.7%	14.7%	6.5%	27.5%

Below is a summary of the financial outputs for 2015- 16 by individual Local Authority:-

Cost Category	Outturn 2015-16		Cardiff CC	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
			35.6%	15.7%	14.7%	6.5%	27.5%
LA Contributions	4,416,486		1,571,022	692,350	649,541	287,857	1,215,716
Senior Challenge Advisers	271,832		121,148	61,534	28,350	37,605	23,195
Challenge Advisers	2,051,294		727,184	250,463	245,745	160,616	667,286
Other Employees	1,721,036		612,689	270,203	252,992	111,867	473,285
Premises	414,403		147,527	65,061	60,917	26,936	113,961
Transport	25,236		8,984	3,962	3,710	1,640	6,940
Supplies & Services	312,639		111,299	49,084	45,958	20,322	85,976
Commissioning:-							
LA Annex	102,781		50,280	17,000	0	32,000	3,501
Cardiff University Research Paper	16,564		5,897	2,601	2,435	1,077	4,555
SACRE / Governor support	19,527		6,951	3,066	2,870	1,269	5,370
The Pledge	1,800		641	283	265	117	495
CDSM Development	38,686		13,772	6,074	5,687	2,515	10,639
Isynoptic in the CSC	13,960		4,970	2,192	2,052	907	3,839
Business Partnership Project	11,120		3,959	1,746	1,635	723	3,058
Joint Commissioning/Regional Working	16,200		5,767	2,543	2,381	1,053	4,455
Subject Lead Schools	40,000		14,240	6,280	5,880	2,600	11,000
CTG Schools	100,000		30,000	20,000	10,000	10,000	30,000
Support Services	353,035		125,681	55,427	51,896	22,947	97,085
*Gross Core Expenditure	5,510,113		1,990,989	817,517	722,773	434,195	1,544,639
% SPEND RECEIVED			36.13%	14.84%	13.12%	7.88%	28.03%

**£4416k of contributions were received from LA's however the gross expenditure incurred reached £5,501kk. This was net off by £352kk of income received in Ty Dysgu and £733k of grant funding / school income.*

CSC apportioned budget for regional services according to the specific needs of schools identified through the categorisation process. Additional support through the Central South Wales Challenge and intensive support for specific schools is also outlined above. In 2015 – 2016, expenditure in three out of the five LAs was higher than the amounts they had contributed (in line with the consortium view to deploy resources to the areas of greatest need).

1.1 ADDITIONAL DELEGATED EXPENDITURE (VALUE ADDED)

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

Initiatives have been split out below into regional support as well as identified LA requirements and those specific funded projects. In 2015 – 2016:

Cost Category	Outturn 2015-16		Cardiff CC	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
			35.6%	15.7%	14.7%	6.5%	27.5%
Regional Support to LAs :							
Count on Success	12,000		2,750	2,250	2,250		4,750
Red and Amber Support	306,020		157,174	30,980	500	57,950	59,416
PLPS	7,945		2,570	1,735	300	1,070	2,270
PDG Building Capacity							
Qualified for Life	59,165		19,545	8,375	9,840	4,810	16,595
LIDW	12,200		2,000	3,000	0	3,600	3,600
Foundation Phase	19,480		2,955	9,090	2,190	1,270	3,975
Specific Projects							
Hubs *	1,685,999		506,001	211,333	389,666	69,666	509,333
100% contribution to L&N support	97,125		37,500	4,875	3,750	18,750	32,250
Pathfinder Support	138,000		42,000	22,000	24,250	16,000	33,750
Peer Enquiry	93,840		25,746	27,885	13,066	4,768	22,374
OTP	55,922		19,570	9,900	8,862	7,340	10,250
SIGS	574,549		177,595	62,740	88,954	32,173	213,087
Leadership	234,022		107,165	21,763	37,797	24,176	43,121
MFL Innovation Projects	35,000		30,000				5,000
PDG LAC	1,314,315		358,221	287,819	129,415	115,238	423,622
Welsh Bacc	34,750		15,450	8,350	4,100	750	6,100
LNF Supply	5,100		1,350	600	900	300	1,950
Hwb Support	5,000			2,000	2,000		1,000
GCSE Music Food & Nutrition	25,817		8,950	4,153	3,945	1,719	7,050
Support for EAL/ME Learners	250,000		200,000	10,090	19,505	8,765	11,640
South Wales Valleys Project	53,256		0	0	0	4,050	49,206
Specific LA Support							
Success For All	56,680		30,900	0	0	0	25,780
Merthyr Secondary Support	46,800		0	0	0	46,800	0
Total	5,122,985		1,747,442	728,938	741,290	419,195	1,486,119
% spend received			34.2	14.2	14.5	8.1	29.0

1.2 SUMMARY of 2015 – 16 FINANCIAL OUTPUTS

Cost Category	Outturn 2015-16		Cardiff CC	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£

			35.6%	15.7%	14.7%	6.5%	27.5%
Gross Core Expenditure	5,510,113		1,990,989	817,517	722,773	434,195	1,544,639
Delegated Grant	5,122,985		1,747,442	728,938	741,290	419,195	1,486,119
Total Expenditure	10,633,098		3,738,431	1,546,455	1,464,063	853,390	3,030,758
% Spend Received			35.16%	14.54%	13.77%	8.03%	28.5%

1.3 IMPACT ANALYSIS OF REGIONAL WORKING

In 2015 – 2016, monetary benefits of regional working were achieved by Merthyr and RCT (compared with Cardiff and Merthyr in 2014 – 2015) specifically but the additional benefits of working regionally can also be seen in the impact on both standards and outcomes across the region.

1.4 GRANT FUNDING (DELEGATION RATES)

In April 2011 Welsh Government introduced the new Education Improvement Grant which replaced 11 former Education Grants. During 2013 – 2014 the table below highlights the amounts delegated to schools.

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

For the financial year 2014 – 2015, CSC worked with the Local Authority's to agree a formula to delegate the Education Improvement Grant to Schools /LA's. As a result of this formula, the following amounts were delegated as compared to prior year allocations of the former grants. This represents an increase in average delegation to LAs / schools from 58.8% in 2014 - 2015 to 92% in 2015 - 2016

Education Improvement Grant	2015-16(following 10% cut)		
	TOTAL GRANT	% RETAINED	% DELEGATED
Breakdown:	46,599,536	8%	92%
School Funding			73%

Delegated to LA's			17%
Red & Amber Support			0.5%
SIGS			1.5%

APPENDIX G

GLOSSARY

FPOI	Foundation Phase Outcome Indicator
LLC-E	Language, Literacy & Communication (English)
LLC-W	Language, Literacy & Communication (Welsh)
MDT	Mathematical Development
PSD	Personal & Social Development
CSI	Core Subject Indicator
L2 inc EWM	Level 2 threshold including English/ Welsh & Mathematics
OTP	Outstanding Teacher Programme
SIGs	School Improvement Groups

Date written: 15th January 2017

Report author: Louise Blatchford

Date of meeting where the report is being considered: Tuesday 14th March 2017

Issue: Value for Money

Background

A Research and Evaluation Board has been established to provide the consortium with additional capacity to measure the impact of its work. Six of the Consortium's main areas of work: Hubs, School Improvement Groups (SiGs), leadership, peer enquiry, closing the gap and the work of the challenge adviser have been selected for evaluation.

To guide this work a policy logic model has been agreed as a tool to evaluate the effectiveness of Central South Consortium. This provides a graphical representation of the logical relationships between the inputs, activities, outputs and outcomes leading to the identified impact.

Summary

The paper addresses whether we have obtained maximum benefit from the goods and services acquired and provided within the resource available.

There are a range of aspects contributing to the judgement including economy, efficiency, added value, collaborative advantage, effectiveness, sustainability and quality.

In order to comment on the effectiveness of the consortium, analyses have been undertaken in relation to:

- Key performance indicators across all phases
- Elements of the Central South Wales Challenge
- Funding of CSC and the comparison of financial outputs
- Grant funding delegation rates

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

Headlines

- Standards have improved in every key stage at regional level in 2015 – 2016, and performance at regional level now exceeds the national average at the expected level in all key stages and for all key performance indicators
- The gap in attainment for pupils eligible for free school meals and those not eligible for free school meals has narrowed for the main performance measure at each Key Stage for 2015/16 performance data. However, the gap in performance is still too high between these two groups of pupils.
- A greater number of schools are in standards groups 1 and 2 than in 2014 (S1 30%/ 12%; S2 42%/ 39%) and fewer schools in standards groups 3 and 4. (S3 22%/ 34%; S4 6%/ 15%). There has also been an increase in the number of schools whose improvement capacity is judged to be A or B requiring green or yellow support and a reduction at C or D requiring red or amber support.
- Secondary attendance has risen again in 2015/16, with the regional attendance reaching 94.3%, which compares favourably against the national attendance rate of 93.9%.

Central South Consortium. Joint Committee report on VfM

- Primary attendance continues to increase in 2014/15, with the Regional attendance reaching 95.0%, which exceeds the National attendance rate for the first time over the last four years.
- The Year 11 NEET figure for the Region has decreased substantially between 2011/12 and 2014/15. The figure in 2014/15 was 3.5% whilst the corresponding figure for the Region in 2011/12 was 5.6%. The gap between the Region and Wales has halved over the same period – from 1.4 pp in 2011/12 to 0.7 pp in 2014/15.
- Fixed term exclusions rates per 1,000 in both groups (“5 days or less” and “over 5 days” have reduced in the Region between 2011/12 and 2014/15. Permanent exclusion rates per 1,000 in the Region have increased slightly from 2011/12 to 2014/15, but the Regional rate has been equal to the National rate for the last three years (0.2 per 1,000 pupils).
- Delegation rates to schools for grant funded activity has continued to increase from a rate of 85% in 2014 - 2015 to 93% in 2015 - 2016 with the introduction of the Education Improvement Grant (EIG)
- In 2015-16, the retained funding to provide central support to schools was reduced by almost 14%, representing an additional £1,373,126 delegated directly to schools.
- During 2015 - 2016, there continued to be some cross subsidisation between the five authorities - the two local authorities requiring additional support as a result of Estyn categories, did receive increased financial benefits when compared to their relative contributions. However standards have improved across all authorities including the key performance indicator L2+

Conclusions

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

- Raised standards in literacy / English / Welsh, numeracy and mathematics;
- Improved outcomes for eFSM pupils (with a closing of the gap at all phases);
- Overall improvement in school categorisation profiles; and
- Increased engagement in professional learning across career phases.

The annual survey will also be able to provide evidence of the following:

- Increased pupil satisfaction with curriculum offer and expectations;
- Sustained widespread engagement in collaborative joint practice development and inquiry; based approaches to meet the demands of Donaldson;
- Improvement in teachers’ classroom practice, morale and self efficacy; and
- Improved leadership (of learning) at all levels.

However, further work is required to provide evidence of impact for the following:

- Improved outcomes from specific groups of pupils including EAL and LAC;
- The development of sufficient school and system leadership capacity to enable development of a practitioner led Central South Consortium; and
- The development of high levels of trust between schools and increased willingness to collaborate with and support each other.

A comprehensive analysis of resources provided to schools in individual local authorities identifies a cross subsidisation of core funding. Core funds are directed to schools in inverse proportion to need across the region. However, when consideration is taken of all delegated resources, local authorities receive between -1.53pp and +1pp when compared to the percentage of funding they contribute to the overall core budget. Schools requiring additional resource due to being categorised as requiring red and amber support are balanced by additional funding provided to build capacity and promote school to school working.

Central South Consortium. Joint Committee report on VfM

Finally, having identified improvements in performance across a range of indicators and the continuing improvements over a number of years, Central South Consortium is confident in the assertion that value for money can be demonstrated across a wide range of activity.

Recommendations

- Decisions and key actions within the business plan for 2017 - 2018 should make reference to the value for money aspects of the decision. Priority 'Drive Teams' within the business plan should outline bids for funding detailing the overall purpose of the initiative as well as identifying the risks, outcomes measures and means of verification to ensure an ongoing focus upon value for money. This can then be followed by an impact evaluation report which will feed the self evaluation report.
- Ensure if additional funding / resource is provided to schools in need that expected outcomes are identified to ensure good value for money at the planning stages. Conclusions can then be drawn on whether the identified performance was better or worse than planned and how this performance compares with other schools.
- Include an annual review of value for money in the forward work plan for Joint Committee. This will be in January each year following the presentation of the annual accounts and the analysis of performance.
- Continue the work of the Research and Evaluation Board to provide evidence of impact on key areas of strategy within the Central South Wales Challenge.
- Continue to work collaboratively across the consortia regions to develop a national framework for value for money.
- Critically evaluate the impact of all CSWC strategies to ascertain maximum impact. This will include the development of process to evaluate impact on standards, provision as well as leadership and share effective ways of working across the system. (*Research & Evaluation Plans*)

Links to CSC Business Plan and Risks

Improvement Priority Three

3.3 To strengthen further the management of resources and improve efficiency

Background papers

- Value for Money report 2015 - 2016

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