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## **Issue: Value for Money**

### **Background**

A Research and Evaluation Board was established in June 2016 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 were selected for evaluation in 2016/17. Strand evaluations will be identified on an annual basis.

To guide this work a policy logic model was 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. The 2016/17 value for money (VfM) report will provide a summary of the evidence of impact of the strategies outlined above as well as progress with the policy logic model.

The paper addresses whether maximum benefit has been achieved 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.

### **Summary**

#### **Headlines (Effectiveness)**

- Standards have improved again in the main measures for every key stage, where current data is comparable with previous years, at regional level in 2016 – 2017;
- In addition, for these same key stages, performance at regional level continues to exceed the national average at the expected level for all performance indicators, with the only exception being KS3 Maths L5+;
- In addition, the gap in attainment for pupils eligible for free school meals and those not eligible for free school meals has narrowed again for the main performance measure at both Foundation Phase and Key Stage 2 for 2016/17 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 2015 (S1 51%/ 30%) and fewer schools in standards groups 2, 3 and 4. (S2 33% / 42%, S3 13%/ 22%; S4 2%/ 6%);
- There has also been an increase in the number of schools whose improvement capacity is judged to be 'A' requiring green support and a reduction at B, C or D requiring yellow, amber or red support;

- Secondary attendance has decreased in the most recent year to a position that matches the national attendance rate of 94.1%. The decrease in 2016/17 follows a trend of improvements over the previous four years, and the attendance rate in 2016/17 is above that attained in 2014/15. The region has improved by 0.5pp since 2014, which is the same as the national improvement over the same period;
- Primary attendance has remained the same as in the previous year 94.9%, which is the same as the national attendance rate in 2016/17. The region has improved by 1.2pp since 2013, which matches the national improvement over the same period;
- The Year 11 NEET figure for the region has decreased substantially between 2012/13 and 2015/16. The figure in 2015/16 was 1.9% whilst the corresponding figure for the region in 2012/13 was 4.1%. Nationally, the figure in 2012/13 was 3.7%, which has reduced to 2.0% in 2015/16. For the first time since 2008/09, the region has a lower NEET figure than seen nationally, with the region now being 0.1pp below the national figure;
- Fixed term exclusions rates per 1,000 in both groups (“5 days or less” and “over 5 days” have continued to reduce in the Region between 2011/12 and 2015/16. Permanent exclusion rates per 1,000 in the Region have decreased slightly between 2014/15 to 2015/16, and the region is now below the national rate (0.1 per 1,000 pupils in the Region compared to 0.2 per 1,000 nationally);
- Delegation rates to schools for grant funded activity has continued to increase from a rate of 85% in 2014 - 2015 to 94.4% in 2016 - 2017 with the introduction of the Education Improvement Grant (EIG); and
- In 2016/2017, there continued to be some cross subsidisation between the five authorities, with monetary benefits of regional working achieved by Merthyr, RCT and Vale of Glamorgan (compared with Merthyr and RCT in 2015 - 2016 and 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.

### **Headlines (Strand Evaluations)**

#### **Hub Programme**

The 2016-2017 professional learning offer was matched to regional need, identified from an analysis of school improvement plan priorities, strategic area priorities and national priorities. The Hub evaluation reports states that:

- nearly all practitioners reported that the actions they had undertaken as a result of the programme had impacted on standards and pupils outcomes;
- nearly all practitioners reported that the programme had impacted positively on their own teaching practice;
- nearly all practitioners attending leadership programmes facilitated by professional learning hubs reported that it had impacted positively on their leadership skills; and
- around a half of practitioners reported having undertaken activity to build in school capacity.

#### **Leadership Capacity**

There has been a marked improvement in judgements on school leadership in the Central South Consortium. This can be summarised as:

- During the academic year 2014/15, 68.2% of schools were categorised A or B for their capacity to improve; in the academic year 2016/17, this was 83%.
- 80% of Schools in the CSC region are achieving good or excellent judgments for KQ3 during Estyn inspections the 2016/17 academic year compared with the ‘All Wales’ figure of 73.9%.

#### **Peer Enquiry**

- 77% of primary schools who hosted a peer enquiry improved their categorisation, compared to a regional average of 57.4% for all other primary schools. 83.3% of secondary schools who had hosted a peer enquiry improved their categorisation compared with a regional average of 64.7% for all other secondary schools.
- Even if this is a proxy indicator, due to the limited number of schools taking part, it still represents a significant increase on the regional average. When we look at Key Performance indicators, in primary, 81% of those schools

had improved their key stage 2 core subject indicators against a regional average improvement of 60.5%. When we look at Key Performance indicators, in secondary, 83.3% of those schools had improved their key stage 4 level 2 plus against a regional average of 70%.

- 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.

### **Closing the Gap**

- The 'Closing the Gap Alliance' was initially conceived as a one-year action based research project; with the principal purpose of identifying and developing appropriate pedagogical skills to further reduce the attainment gap and provide opportunities to support eFSM learners. Six secondary schools and four primary schools were tasked with tackling the underperformance of eFSM pupils and raising the attainment of the more able and talented in order to impact on the expected level +1 outcomes. . However, following evaluation of impact of this model, the strategy has been aligned with the overarching hub programme to ensure baselines are identified and impact / success monitored.
- Challenge Advisers report good progress of eFSM pupils in five of the schools, with one school reporting a sharp improvement in pupil outcomes.
- Estyn noted that "the performance of pupils eligible for free school meals has improved at a faster rate than in other regions over the last three years, albeit from a low base."

### **Challenge Advisers**

Challenge adviser notes of visits to schools now focus clearly on the aspects requiring improvement. Virtually all contain much more detail on the quality and consistency of teaching and leadership; and they identify the areas where further development is needed.

### **Conclusions**

When assessing whether the 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 at almost all phases;
- Improved outcomes for eFSM pupils (with a closing of the gap at most phases);
- Overall improvement in school categorisation profiles; and
- Increased engagement in professional learning across career phases.

The annual survey conducted in November 2017 will seek 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 MAT and LAC;
- The further development of sufficient school and system leadership capacity to enable development of a practitioner led Central South Consortium; and
- The further review of the governance of the organisation to provide opportunities for head teachers to be involved in the formal governance arrangements of CSC

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 -1.24pp and +0.89pp 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.

### **Recommendations**

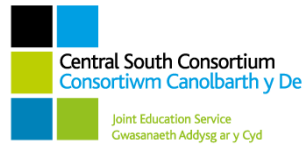
- Priority 'Drive Teams' within the business plan should continue to outline bids for funding detailing the overall purpose of the initiative as well as identifying the risks, outcomes measures and means of verification to ensure an ongoing focus upon value for money. The impact reports can then inform future strategy development.
- Consideration may be given to the processes for capturing value for money within the monitoring dashboard for both areas identified for strand evaluation in 2017/18 as well as the impact of the business plan.
- Progress has been made to ensure when additional funding / resource is provided to schools in need that expected outcomes are identified to ensure good value for money at the planning stages. This is achieved by the development of the school support plan. Further refinement is required however on the effective brokering of the support for schools from the available Central South Wales Strategy models.
- 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 (in line with Objective 4 of the CSC Business Plan 2017/18).
- Critically evaluate the impact of all CSWC strategies to ascertain maximum impact. This will include the development of online evaluation processes to inform strategic planning and ensure reporting is more focused on impact. It would then be possible to monitor aims and objectives over time and provide evidence of impact in both the school providing support as well as the schools / individuals receiving support.
- There is a need to take a longer term view of the hub model and its impact. A review of the funding methodology for the hub programme should be undertaken and consideration given to the removal of the expectation that all hubs provide support for red and amber schools. Savings realised may then be used to broker effective support from across the region rather than from a narrower number of hub schools.
- Consider the reduction of seed funding for school improvement groups as these networks are now established and effective. This would release capacity to fund clusters to work collaboratively on the Curriculum for Wales with Pioneer schools.
- Explore other types of peer enquiry models, building upon the success of the current peer enquiry model. This may involve specific enquiries based on different sectors, such as the Special School Sector or Welsh Medium Sector as well as the exploration of thematic peer enquiries.
- Strand evaluations for 2017/18 should continue for all areas expect peer enquiry where robust evaluation processes are now in place.

### **Links to CSC Business Plan and Risks**

**Improvement Priority 5:** To develop effectiveness and efficiency in Central South Consortium

### **Background papers**

- Value for Money report 2015 – 2016



# Central South Consortium Value for Money review

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2016 - 2017

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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 2016 – 2017.

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.

## **1.1 BACKGROUND**

In order to enhance the overall evaluation of strategies within Central South Consortium (CSC) and learn from the existing knowledge base, the research and evaluation board was established.

The Consortium recognises the importance of evaluating the impact of its work – to ensure the organisation remains reflective and responsive, and able to adjust practice to need. Organisations are regularly criticised because they concentrate on measuring what is easily quantifiable at the expense of measuring what is truly valuable.

Since the Consortium was established in 2012, CSC have used a number of external organisation (E.g. NFER and IPSOS MORI) to evaluate key areas of our work. In order to ensure that evaluation sits at the centre of all Consortia activities, the Research & Evaluation Board was established in June 2016.

A key aim of this strategy was to support those leading and supporting major strands of work within CSC to develop evaluation plans that can be used to monitor the impact of their work and provide evidence of value for money (VfM).

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

The outcomes framework for the Education Improvement Grant (EIG), developed with Welsh Government, illustrates aspects of Value for Money and can be found in Appendix H. The Headings are:

- Effectiveness;
- Efficiency;
- Sustainability;
- Added Value;
- Collaborative Advantage;
- Quality; and
- Economy

A framework has been developed by CSC to allow strand leads to consider a variety of questions when preparing evaluation reports, to help inform judgements. Working definitions have been developed and shared with leads to ensure a consistency of understanding and approach to value



for money. The framework identifies a hierarchy to the VfM strands, with all areas required to provide a commentary on the effectiveness of individual strategies.

*Chart 1 – Value for Money hierarchy in Central South Consortium*

During 2016/17 six of the Consortium's main areas of work: Hubs, School Improvement Groups (SIGs), strategic leadership programme, peer enquiry, closing the gap and the work of the challenge adviser were selected for focused evaluation.

The aim of the Research and Evaluation 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 evaluation 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 completed by 15% of schools, which will be completed on an annual basis. The survey has been designed to gather evidence of the impact of the Consortium's work as well as providing a judgement regarding value for money.

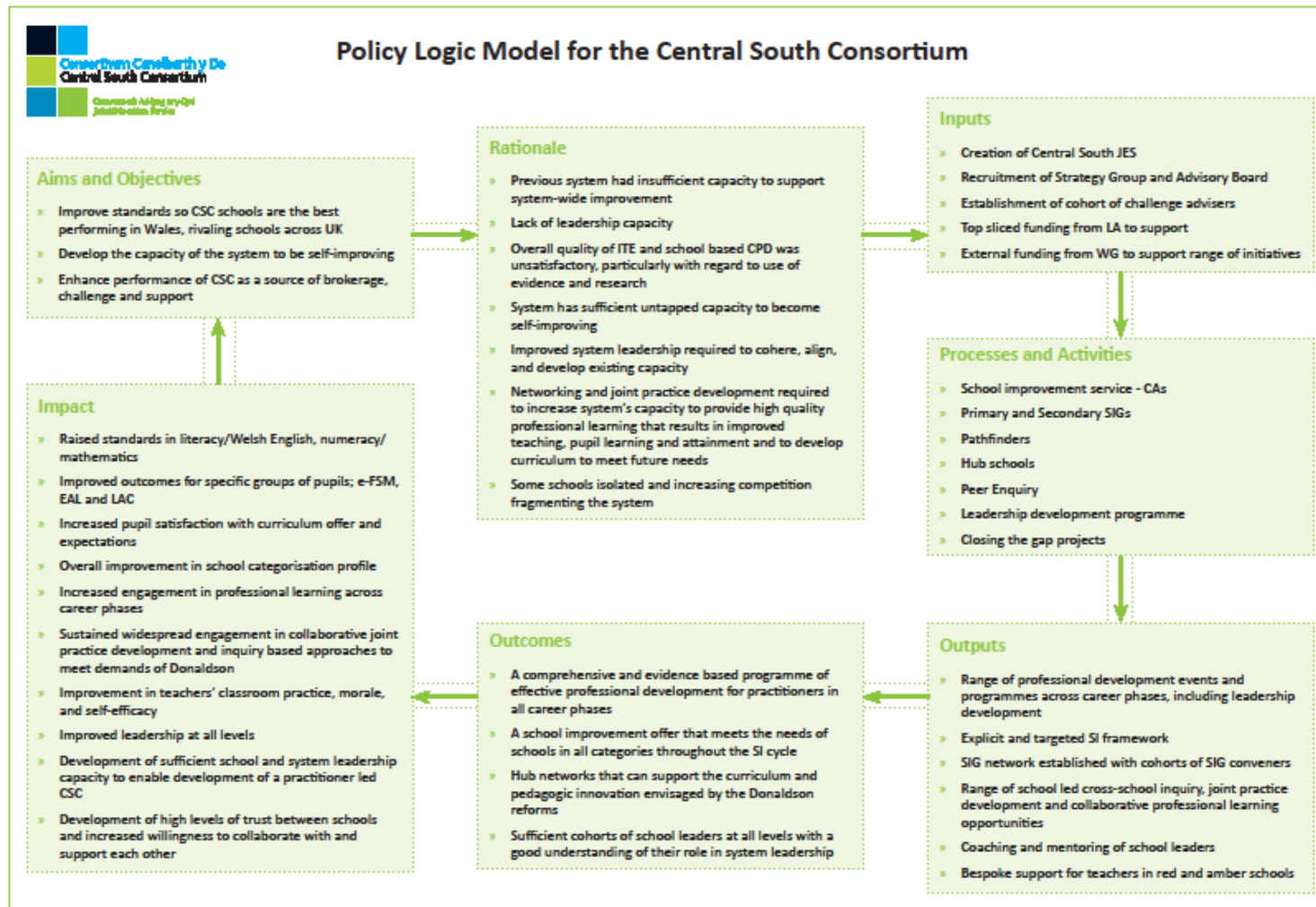
The annual survey consists of a survey to staff as well as pupils within the sample of schools. Highlights from the staff survey from November 2016 included:

- Over a third of staff had been involved in sustained professional learning process
- Around one fifth of class teachers were involved in action research on the last twelve months
- Some 55% of classroom teachers indicated a greater willingness to lead learning
- Over half of primary staff and 40% of secondary staff felt that working collaboratively with other schools had improved pupil learning and attainment

Highlights from the pupil survey include:

- Over 80% indicated they felt positive about learning and their relationships with teachers and classmates.
- If pupils valued school in terms of their physical well-being, that is as a friendly and welcoming place, and social well-being, in that it gave them a sense of social status and social approval, they were more likely to be comfortable in taking risks, not worry when they made mistake and to persevere even when work was difficult.
- Overall pupils were positive about their teachers' ability to support their learning but became gradually less positive that their teachers understood them as learners, in respect of finding out what they already know.

1.2 POLICY LOGIC MODEL CENTRAL SOUTH CONSORTIUM

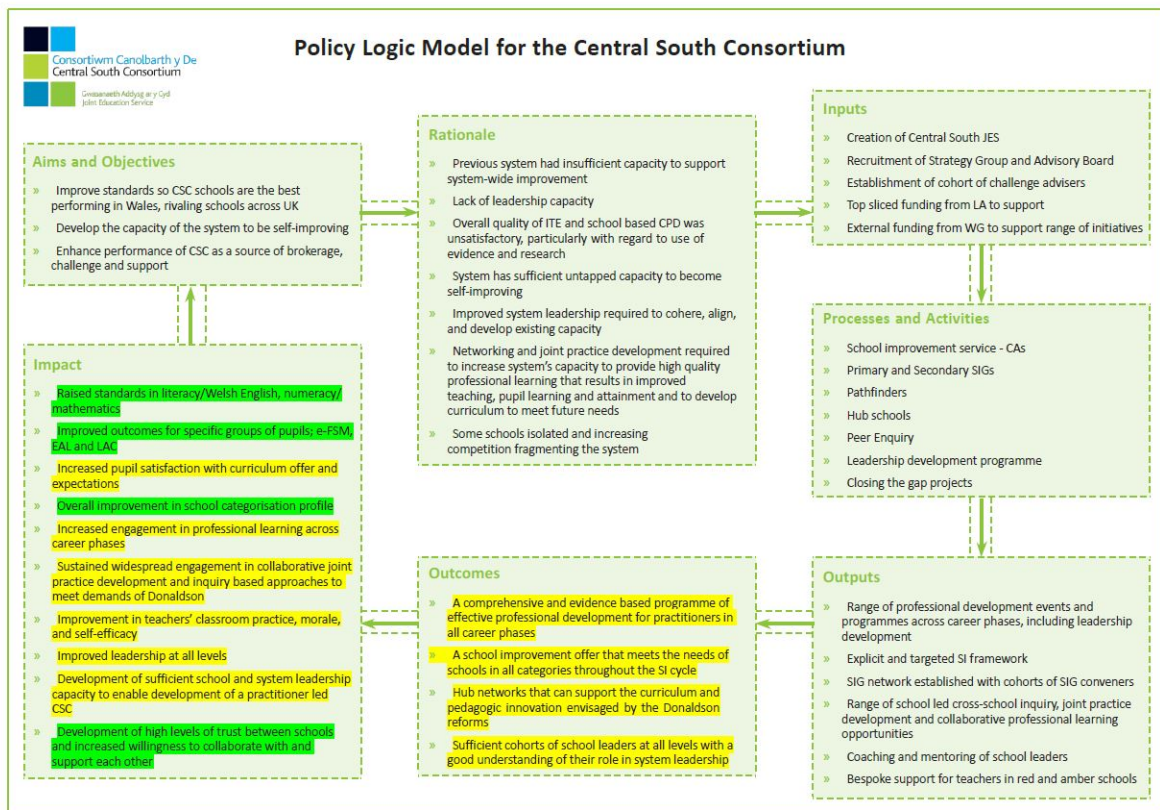


### 1.3 PROGRESS WITH POLICY LOGIC MODEL

The Policy Logic Model was developed by the Research and Evaluation Board in the summer of 2016. Following the annual reports of the evaluation strands and the annual survey 2016, progress against the outcomes and impact identified within the model have been highlighted in the diagram below.

Aspects highlighted in green show that evidence is available (or processes are in place to capture the evidence required)

Aspects highlighted in amber indicate that some evidence is available but that further work is required



### 2.0 VALUE FOR MONEY 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 Consortium 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. Over time both the strategic team and challenge adviser team has been reduced significantly. Differentiated support according to need (*Challenge & Support Framework*) allows for an agile workforce with the

ability to work intensively where needs are identified. This has also included a move away from consultant challenge advisers to 'Partner Headteachers' representing greater value for money.

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 Directors prior to action, with the governance of the organisation currently under review nationally. In addition, CSC is consulting with Directors and strategy group members, on how headteachers can become further involved in the governance of an increasingly maturing school-led system.

## **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. In addition a review of the working practices for challenge advisers has resulted in a refined model of challenge adviser deployment based upon geographical clusters. The over arching principle of CSC is to build in school capacity which is both sustainable and efficient.

Efficiency of resource allocation has also been improved during 2016/17 with the introduction of the Resource Board. The senior leadership team who make up the board, review all requests for additional support from schools and evaluate the appropriate support from all available school improvement strategies available. This has ensured a reduction in the over reliance on a limited number of available strategies.

The centralisation of the governor support programme and the employment of CSC governor training officers during 2016 have improved the consistency and quality of support to governing bodies. An annual training and support programme is now available for all governors across the region with dedicated training officers aligned to each local authority.

Key infrastructure developments have improved access to resources and allowed staff to work remotely effectively and efficiently. 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.

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 CSC is able to respond quickly to any identified concerns with service delivery, and ensures effective self evaluation processes are in place. However processes for capturing VfM in the monitoring dashboard may be considered to review evidence of progress and impact in year.

### **School Improvement Groups**

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 and feedback is provided to the SiGs to ensure they remain

focused on local, regional or national priorities. 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. Through SIG working nearly all schools in the region are able to engage with collaborative school improvement. It has been possible to use the effective SiG network to support schools with the development of Curriculum for Wales.

### **Pathfinders**

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. . During 2016/17 all requests for pathfinder funding are made to the CSC Resource Board. The Board comprises members of the senior leadership team who review the support plan for the school and evaluate all forms of support available including available hub support. Only if all other options are deemed inappropriate, is additional funding provided for a pathfinder relationship.

### **Hub Programme**

Programmes offered by hub schools are aligned to the analysis of regional and national need and follow an enquiry-led approach. Programmes have been created following an analysis of school improvement plans from all schools as well as forensic evaluation of available data sources. Highlight reports are completed to monitor activity and quality assurance visits to individual hubs have been incorporated into the evaluation cycle.

### **Strategic Leadership**

Strategic headship cohorts 1 and 2 had a total of 12 CA referral and 10 delegates requesting to attend the programme, with cohort 3 having 10 delegates referred by challenge advisors and only 1 self-referred. This indicates that challenge advisors are now more aware of the programme and signposting headteachers to the Strategic Headship Programme.

### **Peer Enquiry**

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 subsequent revised models for Phases 3 & 4.

Peer Enquiry programmes help support succession planning and preparation / aspiration for headship. The lead and supporting headteachers work alongside the associate members and develop their roles as coaches and mentors. Senior schools leaders describe the process as being excellent professional development and preparation for future headship. Analysis of school data builds capacity in effective self evaluation and school improvement planning.

Peer Enquiry is contributing to greater trust across the schools in the system, building social capital to support the development of the school-led system and the vision to develop trust, openness and honesty between peers.

### Challenge Advisers

The work of the challenge advisers also formed part of the evaluation strand for the research and evaluation board. During the Estyn inspection, it was noted that the accuracy of evaluations of schools by challenge advisers needed to have a greater focus on improving teaching and leadership. During the Estyn revisit it was noted that:

‘Relevant professional development opportunities and strengthened management procedures, including careful monitoring of reports, have supported challenge advisers to improve their work... as a result, the reports written by challenge advisers provide a more accurate and evaluative appraisal of the schools’ work’.

Challenge advisers are now more effectively brokering support for leadership by signposting individual head teachers to the Strategic Headship Programme. Through further development of staff and improved communications there is more effective targeting of programmes, evidenced by a reduction in self referral onto programmes compared with Challenge Adviser referrals.

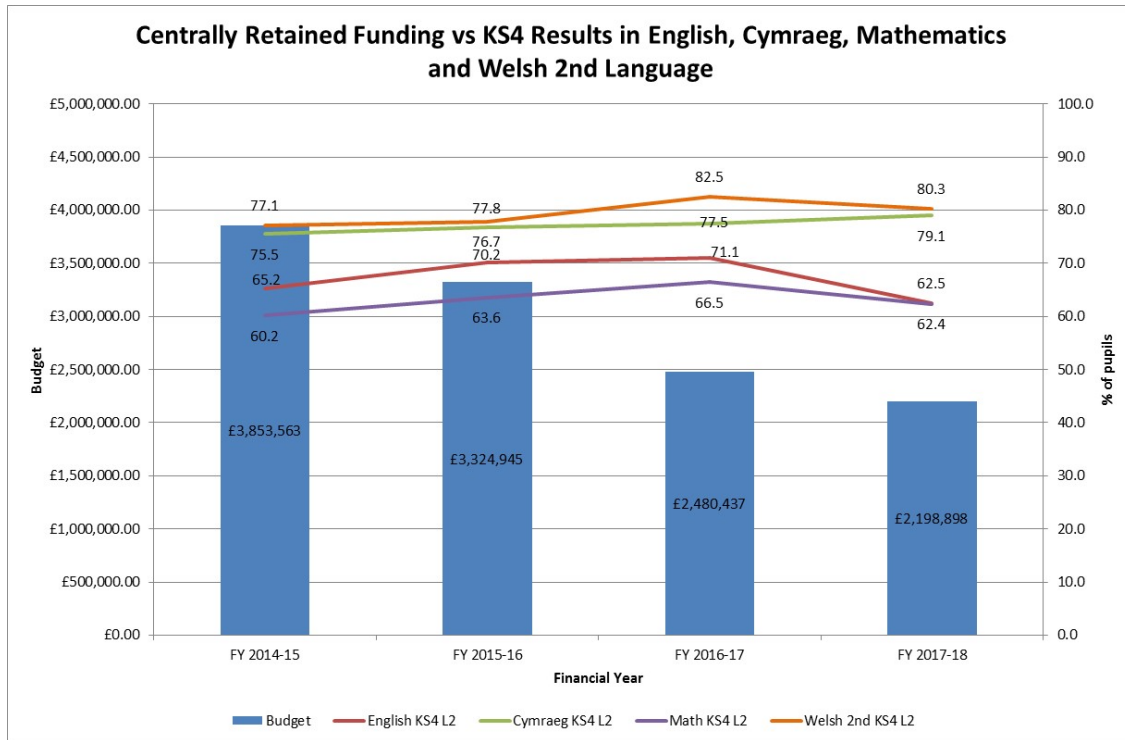
### 2.3 EFFECTIVENESS - relationship between outcomes and impact

Despite the reduced funding, there were further improvements in many key performance indicators during 2016 – 2017 building on those of the previous few years. The continued improvements mean that standards have improved again in the main measures for every key stage, where current data is comparable with previous years, at regional level in 2016 – 2017. In addition, for these same key stages, performance at regional level continues to exceed the national average at the expected level for all performance indicators, with the only exception being KS3 Maths L5+. In addition, the gap in attainment for pupils eligible for free school meals and those not eligible for free school meals has narrowed again for the main performance measure at both Foundation Phase and Key Stage 2 for 2016/17 performance data. However, the gap in performance is still too high between these two groups of pupils.

In addition, funding for 2016/2017 reduced by 5% from the previous year level, with the region seeing an increase in pupil numbers of 1,134 pupils, thereby reducing the spend per pupil while maintaining increases in standards.

	2014 - 2015	2015 – 2016	2016 - 2017
LA Contributions	£4,416,486	£4,416,486	£4,195,662
Pupil Numbers	144,706	145,574	146,711
Spend per pupil	£30.52	£30.34	£28.60

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 93% in 2015/2016 to 94.4% in 2016/2017 – achieved through the continuation of effective deployment of the Education Improvement Grant (EIG).



During 2016 - 2017, there continued to be some cross subsidisation between the five authorities. Monetary benefits of regional working were achieved by Merthyr, RCT and Vale of Glamorgan (compared with Merthyr and RCT in 2015 - 2016 and 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.

### Hub Programme

The 2016-2017 professional learning offer was matched to regional need, identified from an analysis of school improvement plan priorities, strategic area priorities and national priorities.

The Hub evaluation reports states that:

- nearly all practitioners reported that the actions they had undertaken as a result of the programme had impacted on standards and pupils outcomes;
- nearly all practitioners reported that the programme had impacted positively on their own teaching practice;
- nearly all practitioners attending leadership programmes facilitated by professional learning hubs reported that it had impacted positively on their leadership skills; and
- around a half of practitioners reported having undertaken activity to build in school capacity.



## Leadership Capacity

There has been a marked improvement in judgements on school leadership in the Central South Consortium. This can be summarised as:

- During the academic year 2014/15, 68.2% of schools were categorised A or B for their capacity to improve; in the academic year 2016/17, this was 83%.
- 80% of Schools in the CSC region are achieving good or excellent judgments for KQ3 during Estyn inspections the 2016/17 academic year compared with the 'All Wales' figure of 73.9%.

### **Overall judgements on leadership in Central South:**

#### **Categorisation: Capacity to improve**

<b>2014/2015 academic year:</b>			
A: 23.5% (96)	B: 44.7% (183)	C: 26.4% (108)	D: 5.4% (22)
<b>2015/16 academic year:</b>			
A: 30.4% (122)	B: 52.9% (212)	C: 12.5% (50)	D: 4.2% (17)
<b>2016/2017 academic year:</b>			
A: 35.0% (140)	B: 48.0% (192)	C: 15.3% (61)	D: 1.8% (7)

#### **Estyn judgements on leadership KQ3:**

<b>2014/2015 academic year:</b>			
Excellent: 4.5% (3) 8.1%	Good 63.6% (42) 58.2%	Adequate: 24.2% (16) 25.6%	Unsatisfactory: 7.6% (5) 8.1%
<b>2015/16 academic year:</b>			
Excellent: 9.1% (5) 9.2%	Good 54.5% (30) 57.8%	Adequate: 30.9% (17) 26.6%	Unsatisfactory: 5.5% (3) 6.4%
<b>2016/2017 academic year:</b>			
Excellent: 17.5% (7) 11.8%	Good 62.5% (25) 62.1%	Adequate: 12.5% (5) 20.9%	Unsatisfactory: 7.5% (3) 5.2%

## Peer Enquiry

77% of primary schools who hosted a peer enquiry improved their categorisation, compared to a regional average of 57.4% for all other primary schools. 83.3% of secondary schools who had hosted a peer enquiry improved their categorisation compared with a regional average of 64.7% for all other secondary schools.

Even if this is a proxy indicator, due to the limited number of schools taking part, it still represents a significant increase on the regional average. When we look at Key Performance indicators, in primary, 81% of those schools had improved their key stage 2 core subject indicators against a regional average improvement of 60.5%. When we look at Key Performance indicators, in secondary, 83.3% of those schools had improved their key stage 4 level 2 plus against a regional average of 70%.

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.

### **Closing the Gap**

The 'Closing the Gap Alliance' was initially conceived as a one-year action based research project; with the principal purpose of identifying and developing appropriate pedagogical skills to further reduce the attainment gap and provide opportunities to support eFSM learners. Six secondary schools and four primary schools were tasked with tackling the underperformance of eFSM pupils and raising the attainment of the more able and talented in order to impact on the expected level +1 outcomes.

Challenge Advisers report good progress of eFSM pupils in five of the schools, with one school reporting a sharp improvement in pupil outcomes. Only one school reports no improvement. In schools where a focus was placed on key stage 3 performance there was the following improvement in eFSM learners attainment: Pencoed comprehensive 1.74%pp; Llantwit Major 0.16%pp; Ferndale Community 5.47%pp; Ysgol Yr Cymmer 10.00%pp; Treorchy comprehensive 2.5%pp. However this strategy did not have the desired outcomes to take to scale and has therefore not being continued.

Estyn noted that "the performance of pupils eligible for free school meals has improved at a faster rate than in other regions over the last three years, albeit from a low base." And "At key stage 4, performance in the average capped wider points score has improved well over the last three years."

### **STANDARDS:**

#### **(Full Analysis Appendix A)**

### **FOUNDATION PHASE**

At the expected level, all performance measures are either in-line with or above the National average for 2017 results. The Regional performance has improved in two of the five performance indicators in the foundation phase, and maintained its' position in the Foundation Phase Indicator.

Over the latest three-year period, the greatest improvement can be seen in the Foundation Phase Outcome indicator (4.4pp improvement) with both LCE and Mathematical Development (MDT) increasing by 1.7pp over the same period.

At the above expected level, all performance measure have increased again this academic year, with both MDT and Personal and Social Development (PSD) increasing by 3.4pp. Improvement at the above expected level has again exceeded the improvement seen at the expected level for all performance measures.

The Foundation Phase Indicator (FPOI) has maintained its' highest ever performance over the last three-year period with performance of four of the five LAs in the region exceeding the National average of 87.3%.

## **KEY STAGE 2**

In all performance measures at Key Stage 2, CSC continues to perform above the national average at both the expected level and above the expected level. This includes all aspects of English and Welsh with the only exception being English Oracy at L4+, which has fallen to 0.1pp below the National average.

There has been further improvement in the CSI for CSC during the latest academic year. Four of the five LAs have improved, with only Cardiff seeing a marginal decrease from 89.5% in 2016 to 89.4% in 2017.

There has been further improvement in the CSI for CSC during the latest academic year, with four of the five LAs improving in the most recent year.

The rate of improvement in the Consortium since 2014 at 4.4pp is greater than that seen across Wales (3.4pp)

## **KEY STAGE 3**

At the expected level, improvements have been made in all main performance measures again during the latest academic year, and all main performance measures are above the Wales average for the second successive year. The greatest improvement in the most recent academic year is seen in Cymraeg (2.0pp) with the greatest improvement over the latest three-year period being made in CSI (7.6pp).

At level 6+, improvements of between 1.4pp and 2.6pp have been made in three of the four main measures, with a fall of 0.4pp seen in Cymraeg, which has now fallen to 0.2pp below the Wales average. All other performance measures continue to exceed the Wales average at level 6+. The greatest improvement in the most recent academic year (2.6pp) and over the latest three-year period (11.7pp) has been made in English.

At level 7+, improvements have been made in all four performance indicators in the most recent academic year, with the greatest improvement seen in Cymraeg (3.5pp). The greatest improvement over the latest three-year period is seen in mathematics (9.1pp). Both English and mathematics are above the Wales average, with Cymraeg within 0.1pp of the Wales average.

The CSI has improved year-on-year at the Consortium level and continues to exceed the Wales average for this performance measure. However, the gap in performance between the Consortium and Wales has narrowed, due to Wales improving at a faster rate than the region.

The improvement for the region over latest three-year period is 7.6pp which compares favourable against the Wales improvement of 6.4pp.

## **KEY STAGE 4**

Please note: Welsh Government have introduced key changes to the performance measures data for reporting in 2016/17, which affects any possible comparisons that may be made against previous data.

The main changes are:

- the introduction of a cap of 40% on non-GCSEs that contribute to threshold measures;
- the removal of literature from the literacy elements in the Capped 9 points score and the Level 2 Threshold including English/Welsh and Mathematics
- the introduction of new specifications for English, Welsh 1st Language, Mathematics and Mathematics-Numeracy.
- a new Capped 9 Points Score Measure.

Therefore, caution should be used when comparing 2016/17 data with previous years data.

The only performance measures that saw improvements in the most recent year are 5A\*-A and Level 2 Welsh First Language. All other indicators fell in the most recent year, with the biggest fall being seen in Level 2 Threshold, which fell by 19.5pp.

The L2+ for the Consortium decreased by 6.4pp in the most recent year, which has seen the region fall below the national average for the first time in the last three years by 0.1pp. However, the region has improved for this performance measure by 0.4pp since 2014, which is against a national decrease of 0.8pp over the same time-period.

All 5LAs in the region saw performance drop in the most recent year, with drops ranging between 4.1pp and 11.5pp in the most recent year.

## **KEY STAGE 5**

There was a small (0.3pp) decrease in the percentage of pupils attaining the level 3 threshold. Since 2014 the improvement for this indicator for the CSC is 0.4pp, which compares against no change in performance at a national level.

### **eFSM**

The performance of both eFSM and non eFSM has fallen in the most recent year for FPOI, however, the performance of eFSM pupils has not fallen at the same rate as the non eFSM pupils, and therefore, the gap has narrowed slightly for this performance measure.

The performance of both eFSM and non eFSM pupils has increased for the KS2 CSI over the last four years, with the performance of eFSM improving faster than non-eFSM pupils. This has resulted in a narrowing of the gap in 2017 to its lowest position of 13.8pp.

At KS2 subject level, the gap is narrowing for English, Mathematics and Science at the expected level, with the gap increasing in these subject at the above-expected level. The gap in performance for Cymraeg has increased at both the expected and above-expected level, which is mainly due to a decrease in the performance of eFSM pupils.

For KS3 CSI, the performance has increased for non eFSM pupils and decreased for eFSM pupils, which has resulted in a widening of the gap in the most recent year.

At KS3 subject level, the performance of eFSM pupils has increased at level 5+ for English and science, but has decreased for Cymraeg and mathematics. This has resulted in a narrowing of the gap in both English and science, but a widening of the gap for the remaining subjects.

For KS3 level 6+, the performance of eFSM pupils has improved for Cymraeg, mathematics and science, but the performance of non eFSM has improved at faster rates in mathematics and science, which has resulted in the gap narrowing for Cymraeg only.

For KS3 level 7+, the performance of eFSM pupils has improved for English, Cymraeg and science, but the performance of non eFSM has improved at faster rates in English and science, which has resulted in the gap narrowing for Cymraeg only.

The gap in performance at KS4 between eFSM and non eFSM pupils in the region has increased for all performance measures, with the exception of Level 2 Welsh First Language, in the most recent year. Level 2 Threshold inc EWM has seen an increase in the gap in performance in the most recent year, but this is still smaller than the gap seen in both 2014 and 2015, however, the performance of eFSM pupils for this measure is the lowest seen over the last three years.

## **INSPECTION OUTCOMES**

The proportion of Estyn outcomes at either “Excellent or Good” for schools inspected in Central South Consortium in 2016/17 is now above the National average for Current Performance, Prospects for Improvement and for each of the main key questions (KQ1, 2 and 3). The Region is at least 7.4pp above the National average for each of these main measures with the greatest difference of 10.1pp being seen for key question 2.

There was a slight increase in the number of schools inspected in Central South Consortium in 2016/17 compared to the previous academic year. (56 schools in 2016/17 compared to 55 schools in 2015/16.)

The proportion of secondary schools inspected has increased slightly over the three-year period with 15% of schools inspected in 2014/15 being from the Secondary phase, rising to 18% of schools inspected in 2015/16 and falling slightly to 16% of schools inspected in 2016/17.

## **CATEGORISATION**

A greater number of schools are in standards groups 1 2015 (S1 51%/ 30%) and fewer schools in standards groups 2, 3 and 4. (S2 33% / 42%, S3 13%/ 22%; S4 2%/ 6%). There has also been an increase in the number of schools whose improvement capacity is judged to be A requiring green support and a reduction at B, C or D requiring yellow, amber or red support. Over the two year period (out of the 396 schools in the region where we have published National Categorisation Support Categories), a total of 341 schools have either remained in the same support category or moved up at least one support category, with 46 schools moving down one support category. In addition, 6 schools have moved down two support categories, with 3 schools moving up two support categories.

## **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 core subjects at Key Stage 2 over the same period. However, the gap has narrowed for some performance measures over this 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. However, the gap has narrowed for some performance measures over this period.

## **EXCLUSIONS**

Fixed term exclusions rates per 1,000 in both groups (“5 days or less” and “over 5 days” have continued to reduce in the Region between 2011/12 and 2015/16. Permanent exclusion rates per 1,000 in the Region have decreased slightly between 2014/15 to 2015/16, and the region is now below the national rate (0.1 per 1,000 pupils in the Region compared to 0.2 per 1,000 nationally).

## **NEETs**

The Year 11 NEET figure for the region has decreased substantially between 2012/13 and 2015/16. The figure in 2015/16 was 1.9% whilst the corresponding figure for the region in 2012/13 was 4.1%. Nationally, the figure in 2012/13 was 3.7%, which has reduced to 2.0% in 2015/16. For the first time since 2008/09, the region has a lower NEET figure than seen nationally, with the region now being 0.1pp below the national figure.

## **ATTENDANCE**

Secondary attendance has decreased in the most recent year to a position that matches the national attendance rate of 94.1%. The decrease in 2016/17 follows a trend of improvements over the previous four years, and the attendance rate in 2016/17 is above that attained in 2014/15. The region has improved by 0.5pp since 2014, which is the same as the national improvement over the same period.

Primary attendance has remained the same as in the previous year 94.9%, which is the same as the national attendance rate in 2016/17. The region has improved by 1.2pp since 2013, which matches the national improvement over the same period.

## **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.

## **School Improvement Groups**

Headteachers who act as convenors to coordinate the work of SIGs on behalf of the region are funded £2,000 per year. In order to access the funding convenors agree to:

- Regularly attend and contribute to (or send replacements on their behalf) SIG development sessions provided by CSC and Cardiff University,
- Contribute to and collate an on-going evaluation of one focus of their SIG working ,
- Provide a summary case study and be willing to share the successful working of their SIG across the region.

Termly SIG convenor meetings are focussed on building convenor capacity as a system leader, these are supported by Professor Mark Hadfield, Cardiff University.

As part of the evaluation process, headteacher convenors were surveyed. Based on this:

*17 convenors were surveyed in both years; the group was not the same sample.*

- When asked if school to school working was effective in their school 100% of convenors agreed or strongly agreed, this is a 30% increase from 15/16
- Around 95% of SIG convenors agreed or strongly agreed that SIG work is effective in their school. This is an increase of over 10% based on data collected in 15/16
- Approximately 98% of SIG convenors agree or strongly agree that SIG working strongly contributed to SIP priorities, this is an increase of 10% based on data collected in 15/16.
- There has been an increase of over 10% of the SIG convenors who agree or strongly agree that leadership capacity has been built through SIG work, from around 70% in 15/16 to over 80% in 16/17

## **Peer Enquiry**

The Central South Consortium is satisfied that the peer enquiry model it offers to all green, yellow and amber schools is a strand of the Central South Wales Challenge that promotes a school-led, self-improving system appropriately. It is an increasingly reciprocal, less centrally reliant and therefore increasingly sustainable model, it is focused on school improvement and offers highly effective professional development to the school leaders participating in it at all levels.

The development of a more reciprocal model, less reliant on central funding is another factor in ensuring that peer enquiry is a sustainable model for the future. The Phase 3 peer enquiry model, applying to peer enquiries from October 2016 onwards, is more reciprocal in that only the lead enquirer will be funded. The second, 'supporting' headteacher, will agree to support an enquiry in return for hosting an enquiry at no charge to their school. The associate, senior leader, member, will be released to support an enquiry as part of their professional development.

## **Closing the Gap**

The work of the closing the gap alliance focused upon developing the 'cultural and social' capital of pupils with a focus on longer term sustainable development, rather than short term intervention. This prevention over intervention process was seen as the key to longer term successes for eFSM

learners and whole school cultural development. However, following evaluation of impact of this model, the strategy has been aligned with the overarching hub programme.

## **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, Children Looked After, regional inclusion, HR and governor support. Each regional group is led by one of the Directors from across the region.

### **School Improvement Groups**

SIGs allow all schools equity of access to school improvement opportunities. All SIGs are able to use the capacity available in their SIG rather than in just their school to bring about improvement. In the convenor survey of work from 16/17 approximately 94% of convenors believe that their SIG has the collective capacity to meet the priorities of the group. School Improvement Groups (SIGS) are provided with minimal levels of seed funding (£1k per school per SIG) to facilitate collaborative working.

SIG sharing events allow convenors to view the work of others in their group and to share barriers and enablers to specific types of work. In 2015/16 SIG 23 completed their work using a Roald Dahl writing focus on Hwb, this has subsequently been used by another Primary SIG in 16/17.

SIG 26 focussed on the DCF, each school in the group took a strand to deepen, pupils from each school were then able to train staff and pupils from other schools in their expert strand; this culminated with a sharing event from all pupils and staff.

When interviewed the convenor of secondary SIG 4 noted that heads of department working together for the new GCSE specifications was able to reduce the amount of duplication that would otherwise have taken place in the creation of resources.

### **Hub Programme**

The impact of the reset has been that the model has increased hub engagement with joint practice development, increased the facilitation of joint practice development and improved in their joint practice development. Joint practice development remains variable however is at a higher point than previously.

As part of the greater focus on joint practice development, the reset communicated collaborative working expectations and an enquiry approach for professional learning. All hubs have attended workshops on defining and progressing joint practice development across the region.

The reset has been successful in moving away from one off delivery models to a multiple session enquiry model with expectations of attending practitioners. It has also supported well the move away from having 'one expert' in the room. A large body of research supports the effectiveness of this approach on practitioners over time. However, other elements of the support provided by hubs



require additional review. Currently each hub provides up to 10 days of support to red and amber schools, but this is not being brokered effectively and many hub schools are reporting little or no demand for this support. This is evidenced within the LA performance meetings.

### **Leadership Capacity**

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.

### **Peer Enquiry**

Effective collaboration is a core principle of peer enquiry and takes place in several ways:

- Headteachers work together in collaboration to effect school improvement in a spirit of critical honesty and support
- Senior school leaders who work with serving Headteachers to look at school operating procedures and processes receive powerful professional development that might well help prepare them for headship
- Schools working with practitioners from schools outside their Local Authority and School Improvement Groups develop wider networks of collaboration. Headteachers are verifying that new partnerships have resulted in innovative practice sharing and teacher development opportunities

Headteachers describe the process as being excellent for professional development and for networking / collaboration. Leaders have gained a wider perspective of how other schools are run and speak of increased confidence to make changes in their own practice.

### **Challenge Advisers**

Providing a regional school improvement service and a focus on the quality of challenge adviser reports has ensured a better consistency of practice between the five local authorities. Prior to 2016/17 there was a different format for the LA pre-inspection reports between the LAs. There was inconsistency regarding the content of the reports. Some reports did not comment on teaching or leadership just outcomes and progress against recommendations. From September 2016, due to the introduction of and adherence to a CSC template, LA pre inspection reports are much more consistent (as evidenced in the Estyn monitoring visit Sept 2016).

## **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.

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.

### **School Improvement Groups**

SiG Convenor training sessions have focussed on effective development of joint practice along with meaningful evaluation of work. SIGs work in a variety of ways that best suits their focus area; the SIG typology allows effective working to be modelled.

Based on the thematic analysis of convenor evaluations from 15/16 and plans for 16/17:

If we agree that teachers are the most powerful influence other teachers practice it is positive to note that:

- Teacher involvement in SIG work has increased by around 30%. (from 63% in 2015/16 to 91% in 2016/17); and
- 2 SIGs are using the expertise of CSC schools outside of their SIG.

If high quality CPD and learning that stems from Joint Practice Development, it is pleasing to note that:

- 50% of SIGs are aiming to include Joint Practice Development in their work.

In line with the focus that SIG work should impact on pupils analysis shows that:

- 91% of SIGs are seeking to alter practice for pupils;
- 31% of SIGs are involving pupils directly in SIG work with pupils working across schools; and
- The number of planned pupil events and workshops has quadrupled.

### **Leadership Capacity**

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. Engagement with the strategic leadership programme has also impacted on the engagement of schools in SiG working. From the delegates attending the strategic headship course, 95.4% of their schools are now engaged with their SIG compared with 72.7% in 2015/16, with 2 of the delegates taking on the role of the convenor.

### **Peer Enquiry**

Peer enquiries can amount to valuable consultancies for schools and learning experiences for those who participate in enquiry teams. They provide a mirror in which a school can see itself reflected. Schools identify some of the immediate benefits of enquiries, for example:

- Preparing the school and staff for an Estyn inspection
- Providing an independent view of some of the things we were concerned about
- Endorsing things we were doing well, which was very encouraging

- Causing leaders to rethink their approach
- Re-focusing priorities and the action plan.

To date, over 55% of all schools across the region have been involved with the peer enquiry programme.

## **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 headteachers 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.

### **School Improvement Groups**

SIG work has been supported by the use of the 'onion diagram' as a mechanism to measure the depth of working by schools. This tool allows convenors to seek to deepen their professional learning through SIGs to impact directly on pupil standards. Based on work completed in 15/16 and 16/17 a comparison of the depth of working of SIG has been created, this shows that:

- There has been around a 10% increase to 30% in the number of SIGs working at the deepest level identified in the onion diagram; that is to say those that are able to show 'Improved pupil knowledge, understanding and skills as evidenced through on-going summative assessments, national test results and end of phase/stage assessments'; and
- There are no SIGs working solely at the outer most layer of the onion diagram which centres on 'Visits to SIG Schools by head teachers/senior leaders/teachers/learning walks/ professional discussion/ joint practice development/ sharing resources and management documentation.'

### **Peer Enquiry**

As part of the CSWC models, all peer enquiries are quality assured to a high standard that guarantees rigour and consistency. Layers of quality assurance build consistent approaches, procedures and outcomes. This will make it possible to measure the efficacy of peer enquiry as a means to improve headteachers' strategic approaches to school improvement.

The Phase 3 Model was developed to incorporate more secure layers of quality assurance and a toolkit was shared with participants to facilitate the accurate and consistent gathering of evidence. 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.

## **Hub Programme**

All school across the region applied for hub status and engaged with a selection process and published success criteria. Service level agreements were developed to hold schools to account for the delivery of programmes of professional learning and their role within the school-led self-improving system.

### **Challenge Advisers**

Following the evaluation of the effectiveness of report writing by challenge advisers, and the subsequent professional development briefings and quality assurance processes used by senior challenge advisers, virtually all challenge advisers are writing reports that; are more evaluative; identify impact of actions taken by the school; match the text well to judgements made, include detail about strengths and shortcomings of both teaching and leadership. It is also apparent that evaluations of teaching in most schools draw on a range of evidence, they are not just relying on proportions of judged lesson observations, and also relate to impact on pupils' progress in learning.

## **3.0 CONCLUSIONS**

When assessing whether the 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 at almost all phases;
- Improved outcomes for eFSM pupils (with a closing of the gap at most phases);
- Overall improvement in school categorisation profiles; and
- Increased engagement in professional learning across career phases.

The annual survey conducted in November 2017 will seek 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 MAT and LAC;
- The further development of sufficient school and system leadership capacity to enable development of a practitioner led Central South Consortium; and
- The further review of the governance of the organisation to provide opportunities for head teachers to be involved in the formal governance arrangements of CSC

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 -1.24pp and +0.89pp 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**

Priority 'Drive Teams' within the business plan should continue to 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. The impact reports can then inform future strategy development.

Consideration may be given to the processes for capturing value for money within the monitoring dashboard for both areas identified for strand evaluation in 2017/18 as well as the impact of the business plan.

Progress has been made to ensure when additional funding / resource is provided to schools in need that expected outcomes are identified to ensure good value for money at the planning stages. This is achieved by the development of the school support plan. Further refinement is required however on the effective brokering of the support for schools from the available Central South Wales Strategy models.

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 (in line with Objective 4 of the CSC Business Plan 2017/18).

Critically evaluate the impact of all CSWC strategies to ascertain maximum impact. This will include the development of online evaluation processes to inform strategic planning and ensure reporting is more focused on impact. It would then be possible to monitor aims and objectives over time and provide evidence of impact in the school providing support as well as the schools / individuals receiving support.

There is a need to take a longer term view of the hub model and its impact. A review of the funding methodology for the hub programme should be undertaken and consideration given to the removal of the expectation that all hubs provide support for red and amber schools. Savings realised may then be used to broker effective support from across the region rather than from a narrower number of hub schools.

Consider the reduction of seed funding for school improvement groups as these networks are now established and effective. This would release capacity to fund clusters to work collaboratively on the Curriculum for Wales with Pioneer schools.

Explore other types of peer enquiry models, building upon the success of the current peer enquiry model. This may involve specific enquiries based on different sectors, such as the Special School Sector or Welsh Medium Sector as well as the exploration of thematic peer enquiries.

Strand evaluations for 2017/18 should continue for all areas expect peer enquiry where robust evaluation processes are now in place.

## APPENDIX A

### 1.0 CENTRAL SOUTH CONSORTIUM (OUTCOMES)\*

In order to ascertain where CSC provided value for money in 2016 – 2017, 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	2014	2015	2016	2017	Improvement			Overall Improvement for 3 years
					15	16	17	
LLC-E	85.7 (86.6)	88.7 (88)	89.4 (88)	89.3 (88.1)	3.1	0.7	-0.1	3.7
LLC-W	91.4 (89.8)	94 (91.3)	93.9 (90.7)	93 (90.9)	2.6	-0.1	-0.9	1.7
MDT	87.8 (88.7)	90.2 (89.7)	91.1 (89.9)	91.5 (90.3)	2.4	0.9	0.4	3.7
PSD	93.6 (94.2)	94.7 (94.8)	94.9 (94.5)	95.1 (94.7)	1.1	0.3	0.1	1.5
FPOI	84.2 (85.2)	87.6 (86.8)	88.6 (87)	88.6 (87.3)	3.4	1.0	0.0	4.4

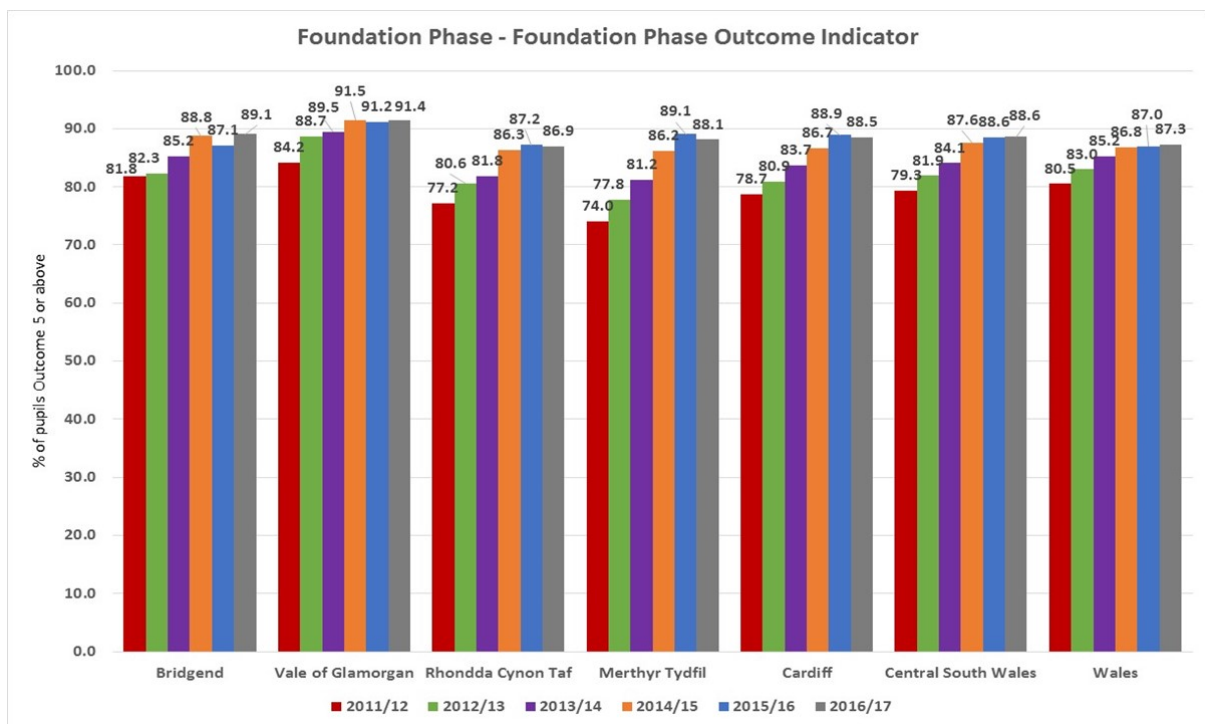
Foundation Phase Outcome 6	2014	2015	2016	2017	Improvement			Overall Improvement for 3 years
					15	16	17	
LLC-E	30.2 (32.2)	33.8 (34.2)	36.2 (36.2)	39.2 (38.1)	3.6	2.4	2.9	8.9
LLC-W	29.5 (32.5)	37.9 (36.9)	40.1 (36.2)	40.8 (38.1)	8.4	2.2	0.7	11.4
MDT	29.1 (30.3)	34.4 (34.3)	37.2 (36.4)	40.7 (38.7)	5.3	2.8	3.4	11.5
PSD	47 (51.5)	52.5 (56)	57.6 (58.9)	60.9 (61.3)	5.5	5.0	3.4	13.9

- At the expected level, all performance measures are either in-line with or above the National average for 2017 results. The Regional performance has improved in two of the five performance indicators in the foundation phase, and maintained its' position in the Foundation Phase Indicator. Over the latest three-year period, the greatest improvement can be seen in the Foundation Phase Outcome indicator (4.4pp improvement) with both LCE and Mathematical Development (MDT) increasing by 1.7pp over the same period.
- At the above expected level, all performance measure have increased again this academic year, with both MDT and Personal and Social Development (PSD) increasing by 3.4pp. Improvement at

the above expected level has again exceeded the improvement seen at the expected level for all performance measures.

### Foundation Phase Outcome Indicator

The Foundation Phase Indicator (FPOI) has maintained its' highest ever performance over the last three-year period. The performance across the region was mixed for this performance measure, with increases seen in Bridgend (1.9pp) and the Vale of Glamorgan (0.2pp) and decreases seen in RCT (-0.2pp), Cardiff (-0.5pp) and Merthyr Tydfil (-0.9pp). The performance of four of the five LAs in the region exceed the National average of 87.3%, with RCT dropping to below the LA figure in 2017.



Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2014	85.1	89.5	81.9	81.2	83.7	84.2	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
2017	89.1	91.4	86.9	88.1	88.5	88.6	87.3
Change 14 to 15	3.7	2.0	4.4	5.0	3.0	3.4	1.6
Change 15 to 16	-1.7	-0.3	0.9	2.9	2.2	1.0	0.2
Change 16 to 17	1.9	0.2	-0.2	-0.9	-0.5	0.0	0.3
Change 14 to 17	3.9	1.9	5.1	6.9	4.8	4.4	2.1



## 1.2 KEY STAGE 2

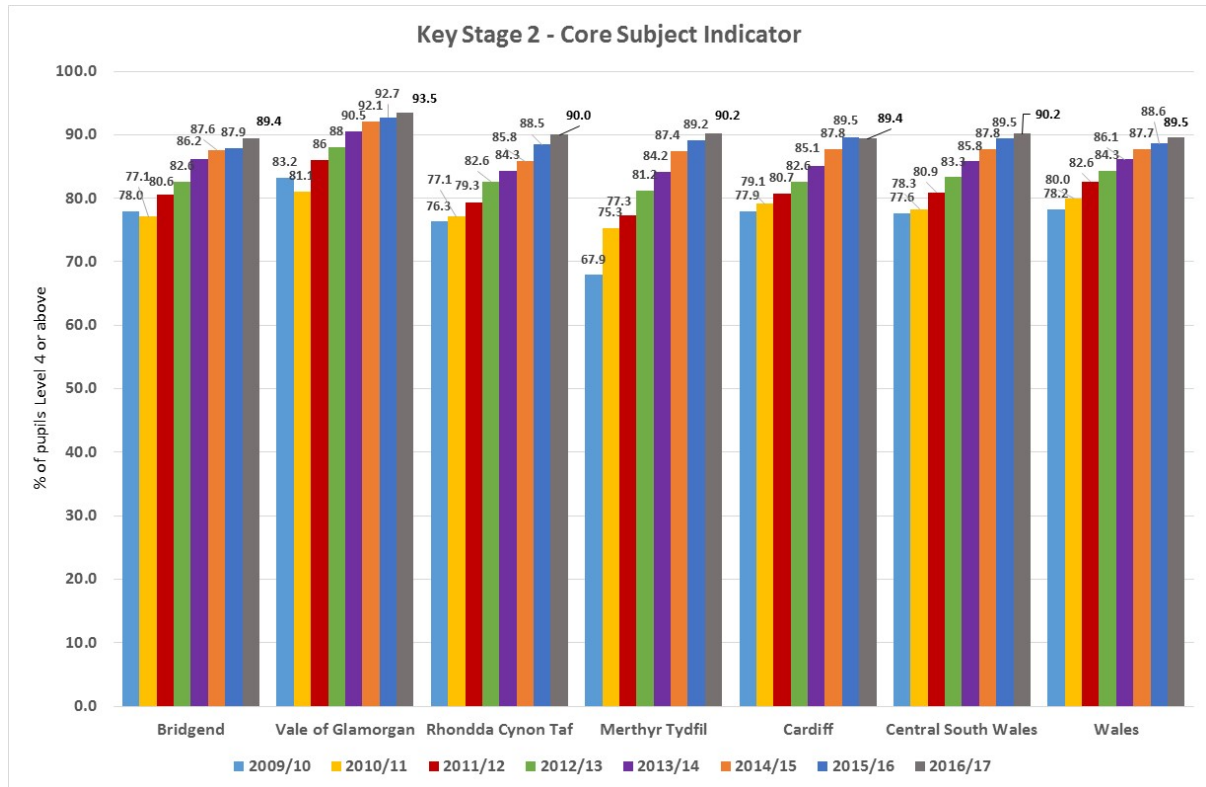
Key Stage 2 L4+	2014	2015	2016	2017	Improvement			Overall Improvement for 3 years
					15	16	17	
English	88 (88.4)	89.8 (89.6)	91 (90.3)	91.5 (91.1)	1.8	1.1	0.5	3.5
Cymraeg	90.6 (88.1)	93.6 (90.5)	95.1 (90.8)	94.1 (91.6)	3.0	1.5	-1.0	3.5
Mathematics	88.5 (88.9)	90.2 (90.2)	91.7 (91)	92.2 (91.6)	1.7	1.4	0.5	3.7
Science	89.8 (90.3)	91.1 (91.4)	92.1 (91.7)	92.4 (92.2)	1.3	1.0	0.3	2.6
CSI	85.8 (86.1)	87.8 (87.7)	89.5 (88.6)	90.2 (89.5)	2.0	1.6	0.8	4.4

Key Stage 2 L5+	2014	2015	2016	2017	Improvement			Overall Improvement for 3 years
					15	16	17	
English	37.3 (38)	40.7 (40.8)	43.3 (42)	46.7 (44.7)	3.4	2.5	3.4	9.4
Cymraeg	37.1 (33.9)	42 (38)	44.5 (38)	47.1 (41.5)	4.9	2.4	2.7	10.1
Mathematics	37.8 (38)	42.2 (41.3)	44.7 (43.2)	48.9 (47)	4.5	2.5	4.2	11.2
Science	37.4 (38.4)	40.6 (41.1)	43.5 (42.5)	47.9 (46.4)	3.2	2.9	4.4	10.5

- In all performance measures at Key Stage 2, CSC continues to perform above the national average at both the expected level and above the expected level. This includes all aspects of English and Welsh with the only exception being English Oracy at L4+, which has fallen to 0.1pp below the National average.

**Core Subject Indicator**

- There has been further improvement in the CSI for CSC during the latest academic year. Four of the five LAs have improved, with only Cardiff seeing a marginal decrease from 89.5% in 2016 to 89.4% in 2017.
- The rate of improvement in the Consortium since 2014 at 4.4pp is greater than that seen across Wales (3.4pp)



Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
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
2017	89.4	93.5	90.0	90.2	89.4	90.2	89.5
Change 14 to 15	1.4	1.6	1.5	3.2	2.7	2.0	1.6
Change 15 to 16	0.4	0.6	2.7	1.8	1.8	1.6	0.9
Change 16 to 17	1.4	0.8	1.5	1.1	-0.2	0.8	0.9
Change 14 to 17	3.2	3.0	5.8	6.1	4.3	4.4	3.4

**1.3 KEY STAGE 3**

Key Stage 3 L5+	2014	2015	2016	2017	Improvement			Overall Improvement for 3 years
					15	16	17	
English	85.2 (85.9)	87.7 (87.9)	90 (89.2)	91.3 (90.5)	2.5	2.3	1.3	6.0
Cymraeg	91.1 (90.1)	92 (90.9)	92.6 (92)	94.7 (93.5)	1.0	0.6	2.0	3.6
Mathematics	86.1 (86.5)	88.7 (88.7)	90.5 (90.1)	90.7 (90.8)	2.6	1.8	0.2	4.6
Science	90 (90.4)	91.6 (91.8)	93.3 (92.8)	94.1 (93.5)	1.6	1.8	0.8	4.1
CSI	80.3 (81)	83.6 (83.9)	86.7 (85.9)	87.9 (87.4)	3.3	3.2	1.1	7.6

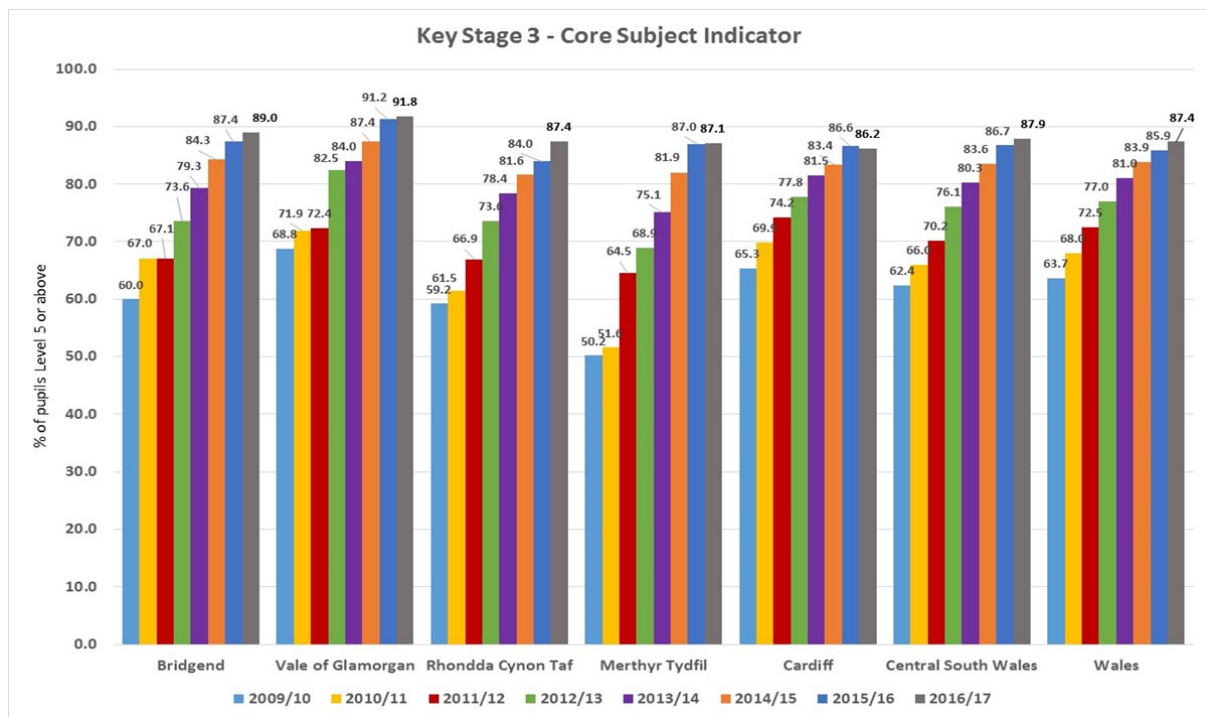
Key Stage 3 L6+	2014	2015	2016	2017	Improvement			Overall Improvement for 3 years
					15	16	17	
English	49 (48.5)	53.4 (52.6)	58.2 (56.2)	60.7 (58.7)	4.4	4.8	2.6	11.7
Cymraeg	54 (53)	58.3 (56.2)	63.1 (57.2)	62.7 (62.9)	4.3	4.9	-0.4	8.7
Mathematics	55.6 (56.2)	59.6 (59.5)	64 (62.7)	66.4 (65.4)	4.0	4.4	2.4	10.8
Science	57.1 (54.6)	61.8 (58.6)	65.9 (62.9)	67.3 (65.5)	4.7	4.1	1.4	10.2

Key Stage 3 L7+	2014	2015	2016	2017	Improvement			Overall Improvement for 3 years
					15	16	17	
English	14.2 (14.6)	17.3 (16.6)	18.7 (18.5)	21.8 (20.6)	3.1	1.4	3.1	7.6
Cymraeg	12.2 (15)	17.6 (17.4)	16.1 (18.3)	19.6 (19.7)	5.4	-1.5	3.5	7.4
Mathematics	23.6 (24)	26.6 (26.3)	30.1 (28.6)	32.7 (30.7)	3.0	3.6	2.5	9.1
Science	18.7 (18.1)	22.2 (20.7)	25.2 (23.5)	27.5 (26.4)	3.5	3.0	2.3	8.8

- At the expected level, improvements have been made in all main performance measures again during the latest academic year, and all main performance measures are above the Wales average for the second successive year. The greatest improvement in the most recent academic year is seen in Cymraeg (2.0pp) with the greatest improvement over the latest three-year period being made in CSI (7.6pp).
- At level 6+, improvements of between 1.4pp and 2.6pp have been made in three of the four main measures, with a fall of 0.4pp seen in Cymraeg, which has now fallen to 0.2pp below the Wales average. All other performance measures continue to exceed the Wales average at level 6+. The greatest improvement in the most recent academic year (2.6pp) and over the latest three-year period (11.7pp) has been made in English.
- At level 7+, improvements have been made in all four performance indicators in the most recent academic year, with the greatest improvement seen in Cymraeg (3.5pp). The greatest improvement over the latest three-year period is seen in mathematics (9.1pp). Both English and mathematics are above the Wales average, with Cymraeg within 0.1pp of the Wales average.

### Core Subject Indicator

- The CSI has improved year-on-year at the Consortium level, with the only decrease in the 5LAs seen in Cardiff in the most recent academic year, over the same period. The Consortium continues to exceed the Wales average for this performance measure, but the gap in performance has narrowed as Wales has improved at a faster rate than the region.
- The range of improvement over the latest three-year period is from 12.0pp in Merthyr to 4.7pp in Cardiff. The improvement for the region over the same period is 7.6pp which compares favourable against the Wales improvement of 6.4pp.



Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
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
2017	89.0	91.8	87.4	87.1	86.2	87.9	87.4
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	3.2	2.0
Change 16 to 17	1.6	0.5	3.4	0.1	-0.4	1.1	1.5
Change 14 to 17	9.7	7.8	9.0	12.0	4.7	7.6	6.4

## 1.4 KEY STAGE 4

*Please note: Welsh Government have introduced key changes to the performance measures data for reporting in 2016/17, which affects any possible comparisons that may be made against previous data.*

*The main changes are:*

- 1. the introduction of a cap of 40% on non-GCSEs that contribute to threshold measures;*
- 2. the removal of literature from the literacy elements in the Capped 9 points score and the Level 2 Threshold including English/Welsh and Mathematics;*
- 3. the introduction of new specifications for English, Welsh 1<sup>st</sup> Language, Mathematics and Mathematics-Numeracy; and*
- 4. a new Capped 9 Points Score Measure.*

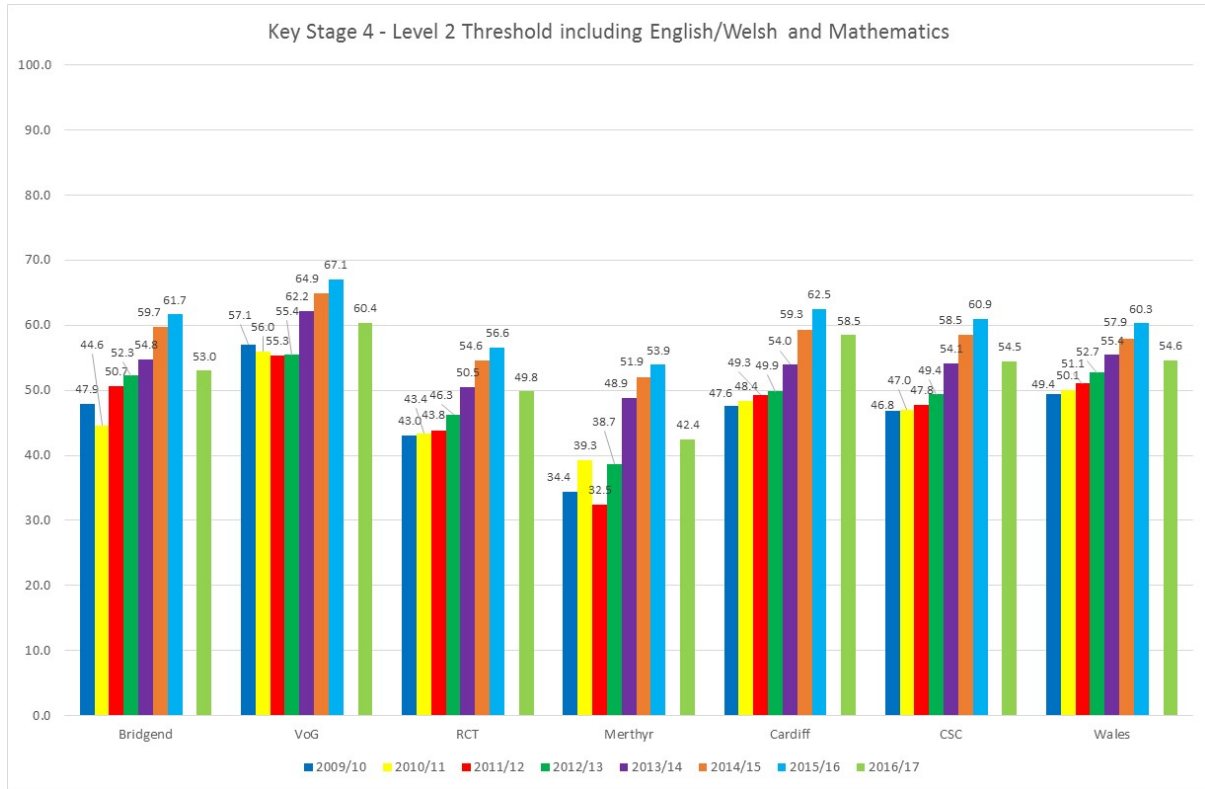
*Therefore, caution should be used when comparing 2016/17 data with previous years data.*

	2014	2015	2016	2017	Improvements			Overall improvement
					15	16	17	
<b>Level 1</b>	93.5 (94)	94.5 (94.4)	95.4 (95.3)	94.3 (94.4)	1.0	0.9	-1.1	0.8
<b>Level 2</b>	81.1 (82.3)	85 (84.1)	87.1 (84)	67.6 (67)	3.9	2.1	-19.5	-13.4
<b>Level 2+</b>	54.1 (55.4)	58.5 (57.9)	60.9 (60.3)	54.5 (54.6)	4.4	2.4	-6.4	0.4
<b>5 A*-A</b>	17.5 (17.3)	16.8 (16.6)	17.2 (15.9)	18.3 (16.8)	-0.7	0.4	1.1	0.8
<b>Level 2 Eng</b>	65.2 (66.2)	70.2 (68.6)	71.1 (69.3)	62.5 (63.7)	5.0	0.9	-8.6	-2.7
<b>Level 2 Cym</b>	75.5 (73.7)	76.7 (75.2)	77.5 (75.1)	79.1 (74.2)	1.3	0.8	1.5	3.6
<b>Level 2 Mat</b>	60.2 (61.7)	63.6 (64.4)	66.5 (66.9)	62.4 (62.5)	3.4	2.9	-4.1	2.1
<b>Level 2 Sci</b>	83.4 (82.3)	85.5 (84)	85.9 (82.4)	80.3 (75.6)	2.2	0.4	-5.6	-3.1

- The only performance measures that saw improvements in the most recent year are 5A\*-A and Level 2 Welsh First Language. All other indicators fell in the most recent year, with the biggest fall being seen in Level 2 Threshold, which fell by 19.5pp.

### Level 2 Threshold inc EWM

- The L2+ for the Consortium decreased by 6.4pp in the most recent year, which has seen the region fall below the national average for the first time in the last three years by 0.1pp. However, the region has improved for this performance measure by 0.4pp since 2014, which is against a national decrease of 0.8pp over the same time-period.
- All 5LAs in the region saw performance drop in the most recent year, with Cardiff having the smallest fall (4.1pp). However, Merthyr Tydfil saw their attainment fall by 11.5pp in the most recent year, which is their lowest attainment in the last three-year period. Only Cardiff LA has improved performance over the latest three-year period – an increase of 4.4pp since 2014.



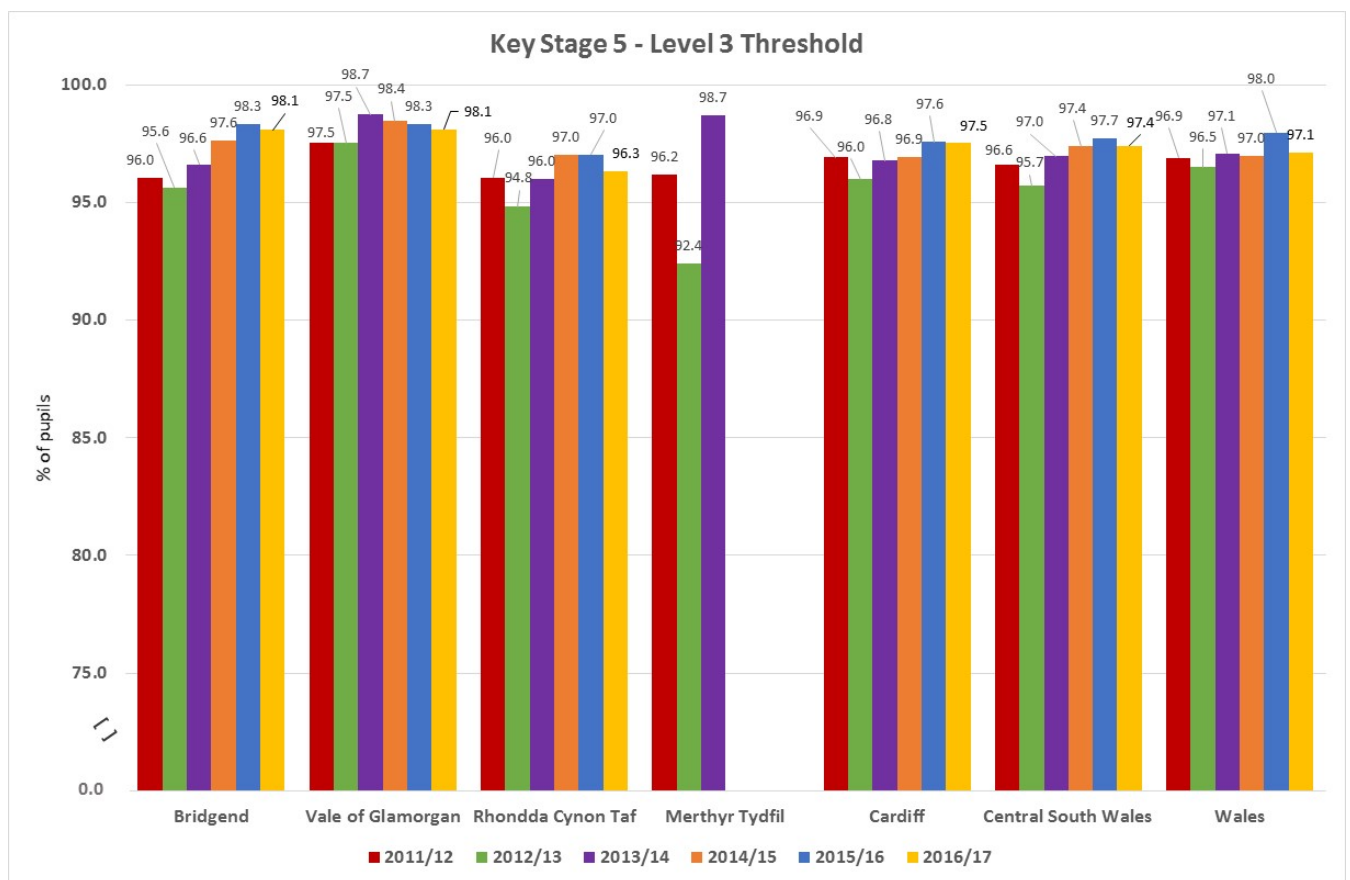
Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2014	54.8	62.2	50.5	48.9	54.0	54.1	55.4
2015	59.7	64.9	54.6	51.9	59.3	58.5	57.9
2016	61.7	67.1	56.6	53.9	62.5	60.9	60.3
2017	53.0	60.4	49.8	42.4	58.5	54.5	54.6
Change 14 to 15	5.0	2.7	4.1	3.1	5.3	4.4	2.5
Change 15 to 16	1.9	2.1	2.0	2.0	3.2	2.4	2.3
Change 16 to 17	-8.7	-6.7	-6.7	-11.5	-4.1	-6.4	-5.6
Change 14 to 17	-1.8	-1.8	-0.7	-6.4	4.4	0.4	-0.8

**1.5 KEY STAGE 5**

	2014	2015	2016	2017	Improvement			Overall Improvement for 3 years
					15	16	17	
<b>Level 3 Threshold</b>	97 (97.1)	97.4 (97)	97.7 (98)	97.4 (97.1)	0.4	0.3	-0.3	0.4

- There was a small (0.3pp) decrease in the percentage of pupils attaining the level 3 threshold. Since 2014 the improvement for this indicator for the CSC is 0.4pp, which compares against no change in performance at a national level.

**Level 3 Threshold**



Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
<b>2014</b>	96.6	98.7	96.0	98.7	96.8	97.0	97.1
<b>2015</b>	97.6	98.4	97.0	-	96.9	97.4	97.0
<b>2016</b>	98.3	98.3	97.0	-	97.6	97.7	98.0
<b>2017</b>	98.1	98.1	96.3	-	97.5	97.4	97.1
<b>Change 14 to 15</b>	1.0	-0.3	1.0	-	0.1	0.4	-0.1
<b>Change 15 to 16</b>	0.7	-0.1	0.0	-	0.7	0.3	1.0
<b>Change 16 to 17</b>	-0.3	-0.2	-0.7	-	0.0	-0.3	-0.8
<b>Change 14 to 17</b>	1.5	-0.6	0.3	-	0.7	0.4	0.1

## 1.6 eFSM PERFORMANCE

### FOUNDATION PHASE: Foundation Phase Outcome Indicator

	FPOI O5+			
	eFSM	nFSM	Diff	Wales Diff
<b>2013/14</b>	71.2	88.0	-16.8	-16.3
<b>2014/15</b>	75.9	91.0	-15.1	-14.9
<b>2015/16</b>	78.7	91.4	-12.8	-14.3
<b>2016/17</b>	78.6	91.2	-12.6	-14.3

- The performance of both eFSM and non eFSM has fallen in the most recent year for FPOI, however, the performance of eFSM pupils has not fallen at the same rate as the non eFSM pupils, and therefore, the gap has narrowed slightly for this performance measure.

### KEY STAGE 2: Core Subject Indicator

	CSI L4+			
	FSM	nFSM	Diff	Wales Diff
<b>2013/14</b>	71.6	89.7	-18.1	-17.7
<b>2014/15</b>	75.6	91.4	-15.8	-15.7
<b>2015/16</b>	78.0	92.4	-14.4	-14.3
<b>2016/17</b>	79.1	92.9	-13.8	-15.0

- The performance of both eFSM and non eFSM pupils has increased for the CSI over the last four years, with the performance of eFSM improving faster than non-eFSM pupils. This has resulted in a narrowing of the gap in 2017 to its lowest position of 13.8pp.
- At a subject level, the gap is narrowing for English, Mathematics and Science at the expected level, with the gap increasing in these subject at the above-expected level.
- The gap in performance for Cymraeg has increased at both the expected and above-expected level, which is mainly due to a decrease in the performance of eFSM pupils.

### KEY STAGE 3: Core Subject Indicator

	CSI L5+			
	eFSM	nFSM	Diff	Wales Diff
<b>2013/14</b>	61.1	85.2	-24.1	-24.3
<b>2014/15</b>	67.2	87.9	-20.7	-22.2
<b>2015/16</b>	71.3	90.9	-19.6	-20.4
<b>2016/17</b>	71.0	91.7	-20.8	-20.2

- The gap in performance of both eFSM and non eFSM pupils has increased for non eFSM and decreased for eFSM pupils, which has resulted in a widening of the gap in the most recent year.



- At a subject level, the performance of eFSM pupils has increased at level 5+ for English and science, but has decreased for Cymraeg and mathematics. This has resulted in a narrowing of the gap in both English and science, but a widening of the gap for the remaining subjects.
- For level 6+, the performance of eFSM pupils has improved for Cymraeg, mathematics and science, but the performance of non eFSM has improved at faster rates in mathematics and science, which has resulted in the gap narrowing for Cymraeg only.
- For level 7+, the performance of eFSM pupils has improved for English, Cymraeg and science, but the performance of non eFSM has improved at faster rates in English and science, which has resulted in the gap narrowing for Cymraeg only.

**KEY STAGE 4: Level 2 Threshold inc EWM**

	L2+ Threshold		Diff (L2+ Threshold)	
	eFSM	Non eFSM	CSC	Wales
<b>2013/14</b>	26.7	61.0	-34.3	-33.8
<b>2014/15</b>	31.7	65.1	-33.4	-32.4
<b>2015/16</b>	37.8	67.7	-29.9	-31.3
<b>2016/17</b>	29.3	61.7	-32.4	-32.3

- The gap in performance between eFSM and non eFSM pupils in the region has increased for all performance measures, with the exception of Level 2 Welsh First Language, in the most recent year. Level 2 Threshold inc EWM has seen an increase in the gap in performance in the most recent year, but this is still smaller than the gap seen in both 2014 and 2015, however, the performance of eFSM pupils for this measure is the lowest seen over the last three years.

**APPENDIX B****CENTRAL SOUTH CONSORTIUM (INSPECTION OUTCOMES)**

In order to ascertain where CSC provided value for money in 2016 – 2017, an analysis of inspection outcomes across the region (2016 – 2017 only) has been produced.

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

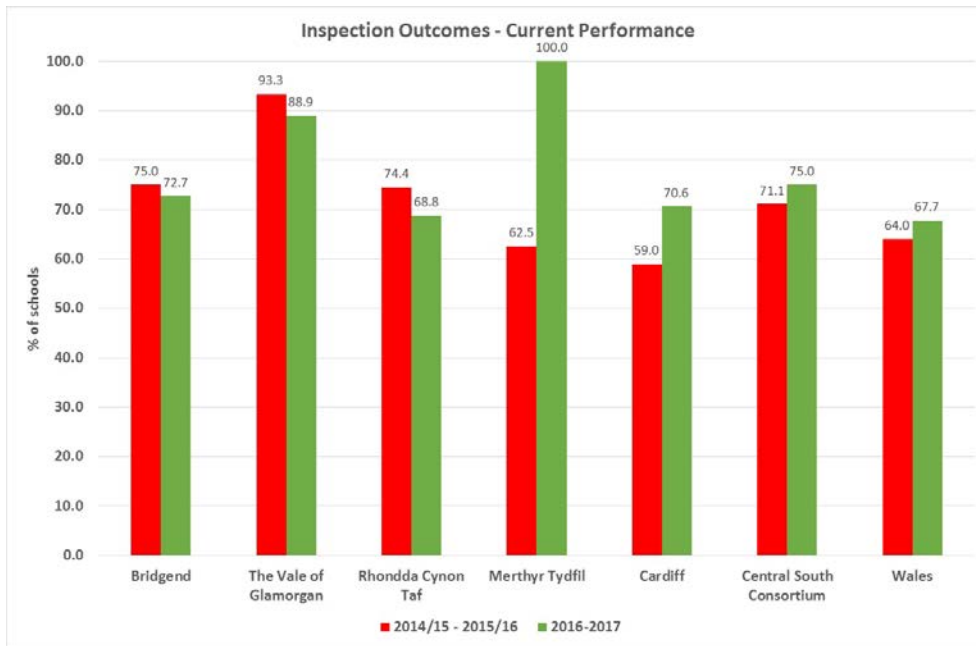
- Current performance
- Prospects for improvement
- Key Question 1
- Key Question 2
- Key Question 3

**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.

<b>LA</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>	<b>2016/17</b>
Bridgend	11	9	7	11
The Vale of Glamorgan	12	9	6	9
Rhondda Cynon Taf	23	24	19	16
Merthyr Tydfil	7	3	5	3
Cardiff	16	21	18	17
<b>CSC</b>	<b>69</b>	<b>66</b>	<b>55</b>	<b>56</b>

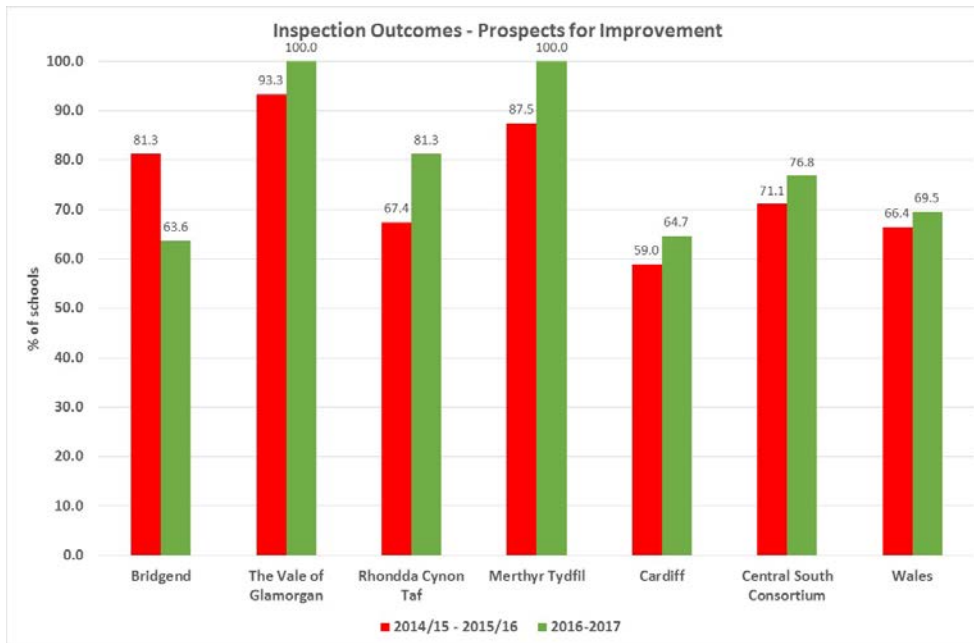
**1.1 CURRENT PERFORMANCE (ACROSS LOCAL AUTHORITIES WITHIN CSC)**



- The improvement for Central South Consortium for “Current Performance” of 3.9pp exceeds the national improvement of 3.7pp over the same period, with the Regional proportion in 2016/17 of 75.0% exceeding the national proportion of 67.7%.
- At Local Authority level, improvements can be seen in “Current Performance” between the cumulative figures between September 2014 and August 2016 compared against 2016/17 for two of the five LAs within Central South Consortium.
- All schools inspected in Merthyr Tydfil in 2016/17 achieved either “Excellent or Good” which is an improvement of 37.5pp from the cumulative position for the previous two years.
- Improvements have also been made in Cardiff LA over this period, with the proportion of schools judged as “Excellent or Good” increasing by 11.6pp to a proportion of 70.6%.
- Bridgend, The Vale of Glamorgan and Rhondda Cynon Taf LAs saw falls of between 2.3pp and 5.7pp in the proportion of schools achieving either “Excellent or Good” over this period.

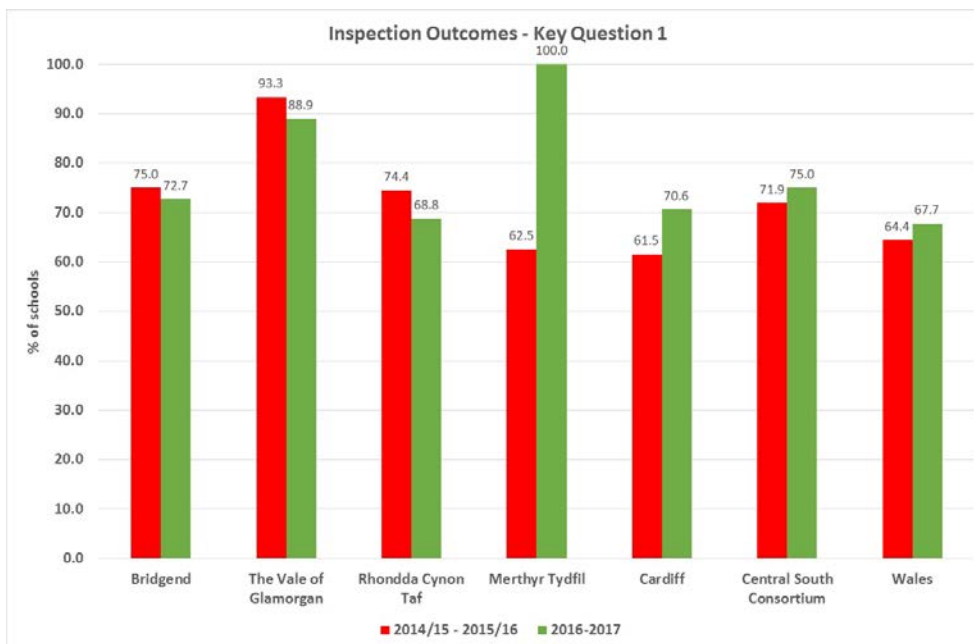
*The Inspection Data analysis included in this report has been sourced using the information available from [www.data.estyn.gov.uk](http://www.data.estyn.gov.uk).*

## 1.2 PROSPECTS FOR IMPROVEMENT (ACROSS LOCAL AUTHORITIES WITHIN CSC)



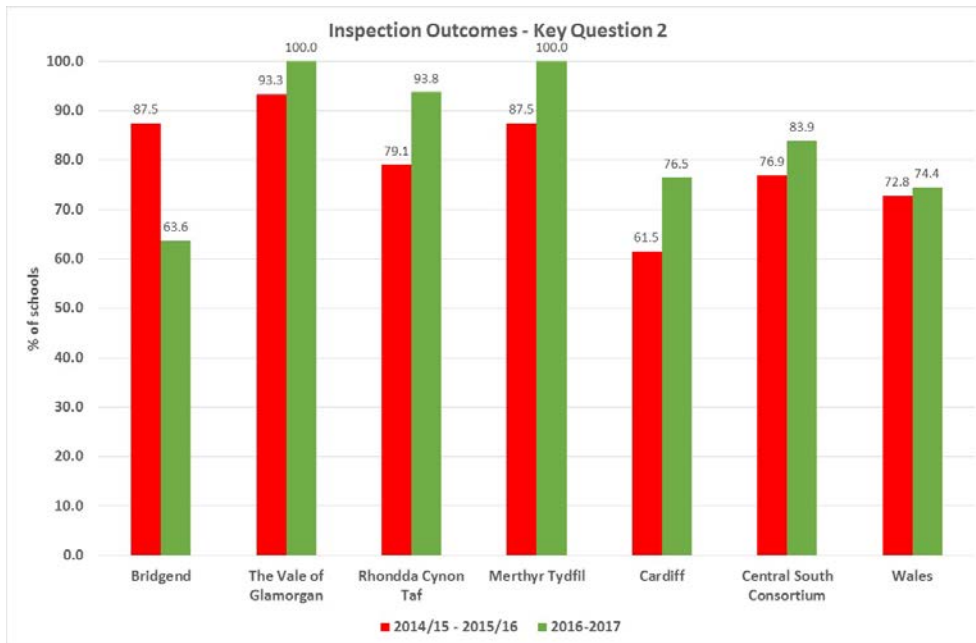
- The improvement for Central South Consortium for “Prospects for Improvement” of 5.7pp exceeds the national improvement of 3.1pp over the same period, with the Regional proportion in 2016/17 of 76.8% exceeding the national proportion of 69.5%.
- Improvements can be seen in “Prospects for Improvement” between the cumulative figures between September 2014 and August 2016 compared against 2016/17 for four of the five LAs within Central South Consortium.
- Bridgend saw a fall of 17.6pp in the proportion of schools achieving either “Excellent or Good” over this period, making Bridgend the lowest performing LA in 2016/17 within the Region.
- Merthyr Tydfil had 100% of schools being judged as either “Excellent or Good” in 2016/17, which was an improvement in outcomes of 12.5pp when comparing the cumulative outcomes between September 2014 and August 2016 with the 2016/17. However, Rhondda Cynon Taf LA saw the greatest improvement between the cumulative outcomes between September 2014 and August 2016 with 2016/17, with an improvement of 13.8pp bringing the 2016/17 proportion to 81.3%.
- All schools in the Vale of Glamorgan were also judged as either “Excellent or Good” in 2016/17, an improvement of 6.7pp from the cumulative position between September 2014 and August 2016.

**1.3 KEY QUESTION 1 (ACROSS LOCAL AUTHORITIES WITHIN CSC)**



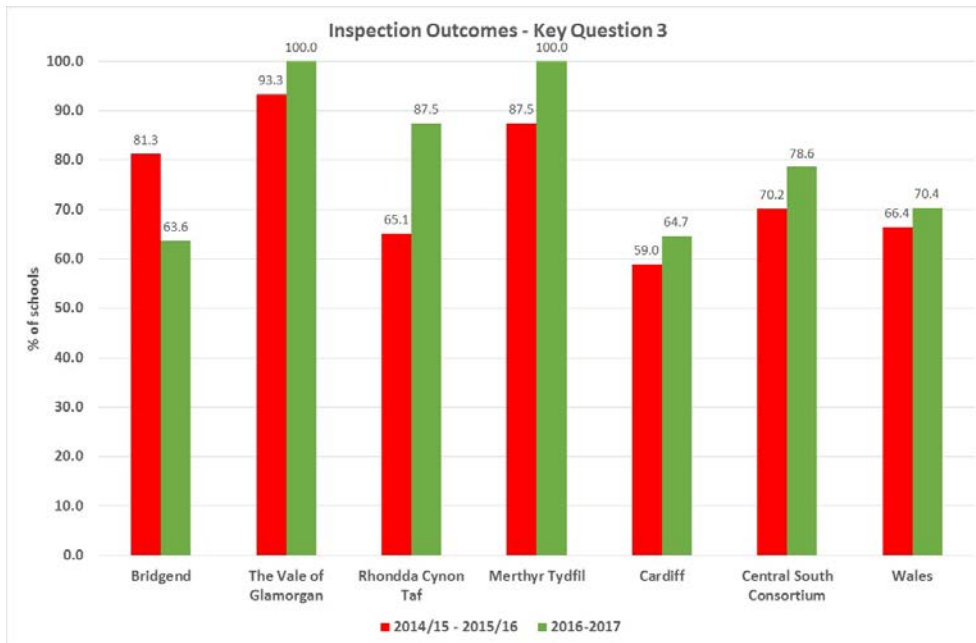
- The proportion of schools in Central South Consortium judged as either “Excellent or Good” in “Key Question 1” in 2016/17 is 67.7%. This is an increase of 3.1pp when compared to the cumulative proportion between September 2014 and August 2016. This is slightly below the National increase of 3.3pp seen over the same time period.
- Improvements can be seen in “Key Question 1” between the cumulative figures between September 2014 and August 2016 compared against 2016/17 for two of the five LAs within Central South Consortium.
- Merthyr Tydfil LA saw an increase of 37.5pp in the proportion of schools achieving either “Excellent or Good” over this period, with all schools in the LA judged as either “Excellent or Good” in 2016/17.
- Cardiff LA also saw an increase of 9.0pp in the most recent year, with 70.6% of schools being judged as either “Excellent or Good” in 2016/17 for Key Question 1.
- Bridgend, the Vale of Glamorgan and Rhondda Cynon Taf LAs saw the proportion of schools judged as either “Excellent or Good” falling in the most recent year. The decreases for these LAs range between 2.3pp and 5.7pp.

**1.4 KEY QUESTION 2 (ACROSS LOCAL AUTHORITIES WITHIN CSC)**



- Central South Consortium has 83.9% of schools being judged as either “Excellent or Good” in “Key Question 2” in 2016/17, which is also above the National average of 74.4%.
- The proportion of schools in Central South Consortium judged as either “Excellent or Good” in “Key Question 2” in 2016/17 is 74.4%. This is an increase of 7.1pp when compared to the cumulative proportion between September 2014 and August 2016. This is above the National increase of 1.6pp seen over the same time period.
- Improvements can be seen in “Key Question 2” between the cumulative figures between September 2014 and August 2016 compared against 2016/17 for four of the five LAs within Central South Consortium.
- Merthyr Tydfil had 100% of schools being judged as either “Excellent or Good” in 2016/17 and this resulted in an increase of 12.5pp when compared to the cumulative proportion between September 2014 and August 2016. Cardiff LA had the largest improvement in 2016/17 (compared against the cumulative proportion between September 2014 and August 2016) of 14.9pp, with Rhondda Cynon Taf also improving by 14.7pp over the same period.
- Bridgend LA saw a decrease of 23.9pp between 2016/17 and the cumulative proportion between September 2014 and August 2016, and is below the national proportion in 2016/17.

**1.5 KEY QUESTION 3 (ACROSS LOCAL AUTHORITIES WITHIN CSC)**



- Central South Consortium saw an increase in the proportion of schools being judged as either “Excellent or Good” to 78.6% in 2016/17 for Key Question 3, which is above the national average of 70.4%.
- The proportion of schools in Central South Consortium judged as either “Excellent or Good” in “Key Question 2” in 2016/17 has an increased by 8.3pp when compared to the cumulative proportion between September 2014 and August 2016. This is above the National increase of 4.0pp seen over the same time period.
- Improvements can be seen in “Key Question 3” between the cumulative figures between September 2013 and August 2015 compared against 2015/16 for four of the five LAs within Central South Consortium.
- All schools in both the Vale of Glamorgan and Merthyr Tydfil were judged as being “Excellent or Good” in 2016/17, which were 6.7pp and 12.5pp increases respectively over the cumulative proportion for the period September 2014 to August 2016.
- Rhondda Cynon Taf had the greatest improvement of all LAs in the region when comparing the cumulative proportion from September 2014 to August 2016, compared against 2016/17 of 22.4pp.
- Bridgend LA saw a fall in performance in 2016/17 for Key Question 3, and the proportion now stands at 63.6%, which is the lowest in the region.

**APPENDIX C**

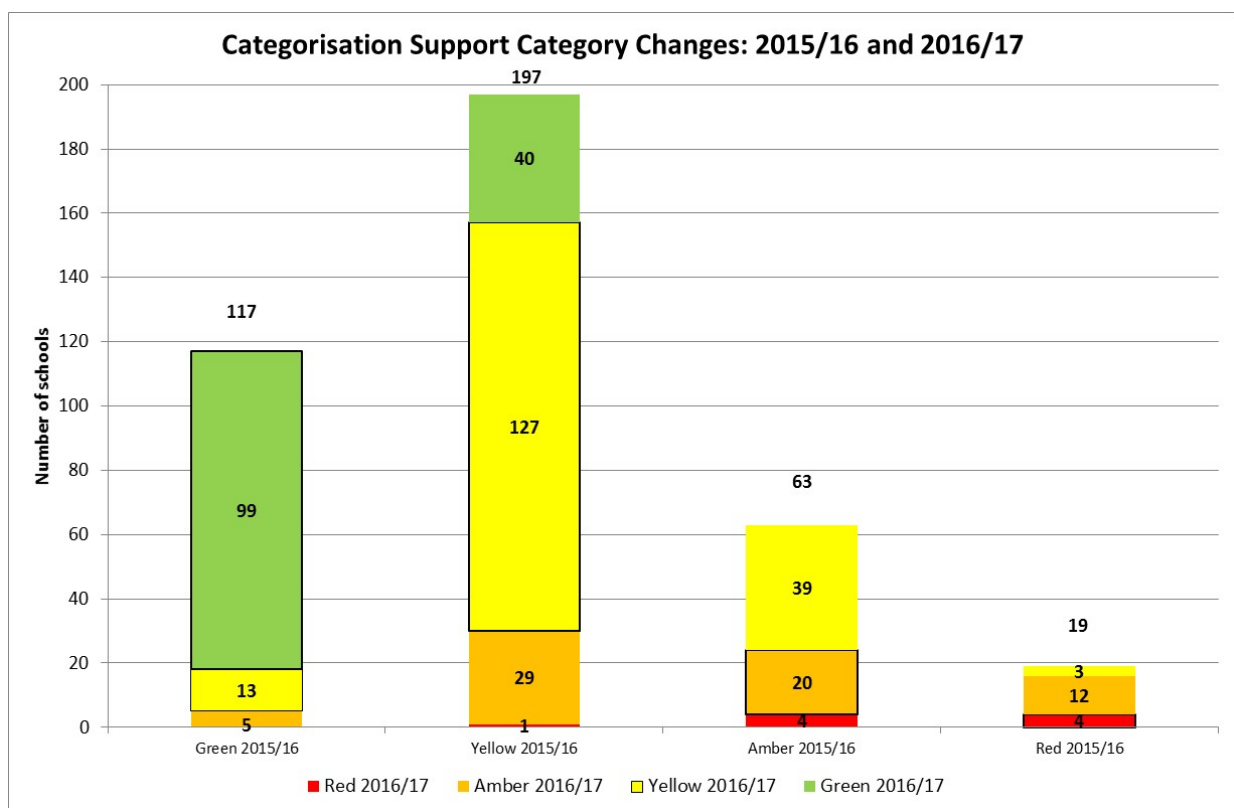
**CATEGORISATION**

In order to ascertain where CSC provided value for money in 2016 – 2017, an analysis of categorisation of schools across the region (2016 – 2017 only) has been produced.

396 in the Region have National Categorisation Support Categories for both 2015/16 and 2016/17. Of these schools:

- 46 schools moved down one support group (either from Green to Yellow, from Yellow to Amber or from Amber to Red).
- 6 schools moved down two support groups (1 school Green to Amber and the second school moving from Yellow to Red).
- 250 schools remained in the same support category
- 91 schools moved up one support category (for example, from Yellow to Green); and finally
- 3 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 2015/16 and 2016/17.





## **APPENDIX D**

### **ADDITIONAL PERFORMANCE MEASURES**

#### **1.1 ATTAINMENT BY GENDER**

##### **FOUNDATION PHASE**

At the expected level, the gap between the performance of boys and girls has narrowed for all performance measures with the exception of LCW.

At the above-expected level, the gap between the performance of boys and girls has widened for all performance measures regionally, with the gap nationally also widening for LCE and MDT.

##### **KEY STAGE 2**

At the expected level, girls out-perform boys in all indicators for the last four years

At the above-expected level, girls out-perform boys in all subjects with the exception of Mathematics, where boys out-perform girls for the third time in the last four years.

##### **KEY STAGE 3**

At level 5+, girls out-perform boys in all indicators for the last four years. The gap in performance has narrowed to its lowest position for four of the five main performance indicators since 2014 with the exception of mathematics, which has increased to its highest positions over the same time period.

At level 6+, girls out-perform boys in all of the main performance measures with girls' performance increasing for all four measures, and boys' performance increasing for three of the four indicators.

At level 7+, the performance of boys and girls has increased, with girls continuing to out-perform boys for all measures.

##### **KEY STAGE 4**

Girls continue to out-perform boys in all key indicators, for every year since 2013. The greatest difference in performance is in L2 Welsh First Language, with the smallest difference continuing to be seen in Level 2 Mathematics.

##### **KEY STAGE 5**

Girls out-perform boys for the Level 3 Threshold again this year, but the gap has narrowed between 2015/16 and 2016/17, and the regional gap remains smaller than the national gap. In addition, the gap in performance at this key stage is narrower than that seen in the other key stages.

## 1.2 EXCLUSIONS (a)

Fixed term exclusions (5 days or less) have reduced in the Region from a rate of 34.7 per 1,000 pupils in 2013 to a rate of 30.8 per 1,000 in 2016. The national change over the same period shows an increase in exclusions rates per 1,000 pupils from 27.9 to 30.9.

In the most recent year the regional rate of exclusions has increased from 30.5% to 30.8%, which compares favourable against the national increase from a rate of 28.0 per 1,000 pupils to 30.9 per 1,000 pupils.

Fixed term exclusions (over 5 days) have reduced from a rate per 1,000 pupils of 2.5 in 2012/13 to 1.3 in 2015/16. This compared to a reduction in the rate per 1,000 pupils nationally from 2.1 in 2012/13 to 1.4 in 2015/16. The fixed term exclusion rate for the region is below the national rate for the first time in the last five years.

Following a trend where the regional rate of permanent exclusions per 1,000 pupils matched the national rate of permanent exclusions of 0.2 for three consecutive academic years, the regional rate of permanent exclusion is now below the national by 0.1 pp (regional rate 0.1 – national rate 0.2).

***(a) Please note that the 2015/16 exclusion data is the latest information available and was published by Welsh Government in August 2017.***

## 1.3 NEETs (b)

The Year 11 NEET figure for the region has decreased substantially between 2012/13 and 2015/16. The figure in 2015/16 was 1.9% whilst the corresponding figure for the region in 2012/13 was 4.1%. Nationally, the figure in 2012/13 was 3.7%, which has reduced to 2.0% in 2015/16. For the first time since 2008/09, the region has a lower NEET figure than seen nationally, with the region now being 0.1pp below the national figure.

The Year 12 NEETs figure has decreased regionally from 2.4% in 2012/13 to 1.6% in 2015/16. The decrease nationally over the same period is 2.1% in 2012/13 to 1.2% in 2015/16. The gap between the region and Wales has increased from 0.3pp in 2012/13 to 0.4 pp in 2015/16.

The Year 13 NEETs figures has again decreased regionally over the period 2012/13 to 2015/16, from 4.8% to 3.5%. This compares to a decrease nationally over the same period from 4.7% to 3.1%. The gap between the region and Wales has increased from 0.1pp in 2012/13 to 0.4pp in 2015/16.

***(b) Please note that the 2015/16 NEETs data is the latest information available with information for 2016/17 due to be released during Spring Term 2018.***

## 1.4 ATTENDANCE

### PRIMARY ATTENDANCE

Regional attendance has remained the same as in the previous year 94.9% which is the same as the national attendance rate in 2016/17. The region has improved by 1.2pp since 2013, which matches the national improvement over the same period.

The unauthorised absence rate for the region has increased by 0.2pp between 2013 and 2017, which is less than the corresponding increase in the national rates over the same period of 0.3pp.

### **SECONDARY ATTENDANCE**

Regional attendance for Secondary schools only has decreased in the most recent year to a position that matches the national attendance rate of 94.1%. The decrease in 2016/17 follows a trend of improvements over the previous four years, and the attendance rate in 2016/17 is above that attained in 2014/15. The region has improved by 0.5pp since 2014, which is the same as the national improvement over the same period.

The unauthorised absence rate for the region has not changed between 2014 and 2017, which has resulted in a narrowing of the gap between the regional unauthorised absence rate and the national rate (0.3 pp in 2017 compared to 0.4pp in 2014). However, the region continues to have a higher unauthorised attendance rate than other regions in Wales.

## APPENDIX E

### RESEARCH & EVALUATION SUMMARIES

There are a number of elements that make up the Central South Wales Challenge (CSWC) which have an impact upon school improvement 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.

Engagement figures do not provide evidence of impact but do provide an indication of the confidence of the system in a self-improving system.

To summarise:

- 100% of schools have access to SIG funding: £1,000 per primary; £3,000 per secondary
- 13% of schools in the region (52 schools) are hubs schools who build capacity and provide support.
- 62% of schools in the region have received training through the model
- In cohort 4 of pathfinders 78 schools (almost 20% of schools in the region) each received £2,000 to work on specific, identified progress areas
- 11% of schools in the region (45 schools) are working as Pioneers. Some of these are Pioneers in more than one areas and some work in partnerships
- 2% of schools (8 schools) are not engaged in any collaborative work and therefore do not receive any funding

#### 1.1 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 do indicate increased engagement and impact.

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

There are many individual examples whereby schools are identifying the impact of the work of the SIG and that collaboration has strengthened schools' work. Early evidence does show that 'the direction of travel is positive and that some of the schools which it has highlighted have made substantial progress which offers a promising basis for future work' *Extracts from 'Central South Wales Challenge: What does a self improving system look like?' NFER interim report*

The Final Report from NFER commented that 'The philosophy underpinning a school-led model is becoming embedded in schools' thinking and that of Consortium staff, notably challenge advisors. ....there is a deeper level of engagement with professional issues, especially around school leadership, pedagogy, and how to ensure whole-school systems are robust and fit for purpose'.

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 refers is quantified (or quantifiable).

Ongoing extensive research and the development of case study materials by CSC have led to the following conclusions (*2 Central South Wales Challenge: Building a Self-Improving School System Case studies and Progress to date - September 2011*)<sup>5</sup>:

Secondary SIGs are operating a system of SIGLETS where they distribute leadership across schools to groups that have a particular focus area. These include:

English/ literacy, maths/ numeracy, gender gap, FSM, increasing A\*-C grades/improving outcomes, LNF, curriculum change/design, T&L, attendance/ family engagement, pupil voice, ARR/AfL, peer review/subject review, post 16, Welsh Bacc, SEN and Digital link.

Through SIG working nearly all schools in the region are able to engage with collaborative school improvement, with these networks also lending themselves to drive the development of Curriculum for Wales.

**1.2 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, with the CAs providing challenge and support as required as well as monitoring the impact of the partnership.

The model has been refined to ensure lessons learnt in subsequent cohorts are reflected in the expectations of future partnership models, with evaluation of impact processes build into the model.

<b>Cohort 4</b>	<b>Number of Lead School</b>	<b>Number of schools being supported</b>	<b>TOTAL Schools</b>
Bridgend	6	9	15
Cardiff	17	17	34
Merthyr Tydfil	2	2	4
Rhonda Cynon Taf	7	6	13
Vale of Glamorgan	9	11	20
<b>TOTAL Schools</b>	<b>41</b>	<b>45</b>	<b>86</b>

**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 4 there was 34 partnerships, 2 triads and 1 quad.

- 12 cohort 4 pathfinders show an impact on pupil outcomes.
- 28 cohort 4 pathfinders report an impact on teaching practices and pedagogy.
- 22 cohort 4 partnerships report an impact on leadership.

- 5 cohort 4 partnerships show impact in all 3 areas, pupil data (standards), teaching practices and pedagogy (provision) and leadership.
- 2 partnerships are yet unable to demonstrate the impact of their work as they are awaiting data not yet available and 1 partnership will be completing their collaborative work in the autumn term, with impact reports to follow.

### **1.3 HUBS PROGRAMME**

The first model of hubs within CSC was established in 2014 and included OLEVI hubs, hubs and specialist centres. 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, with the information available in the strand evaluation report.

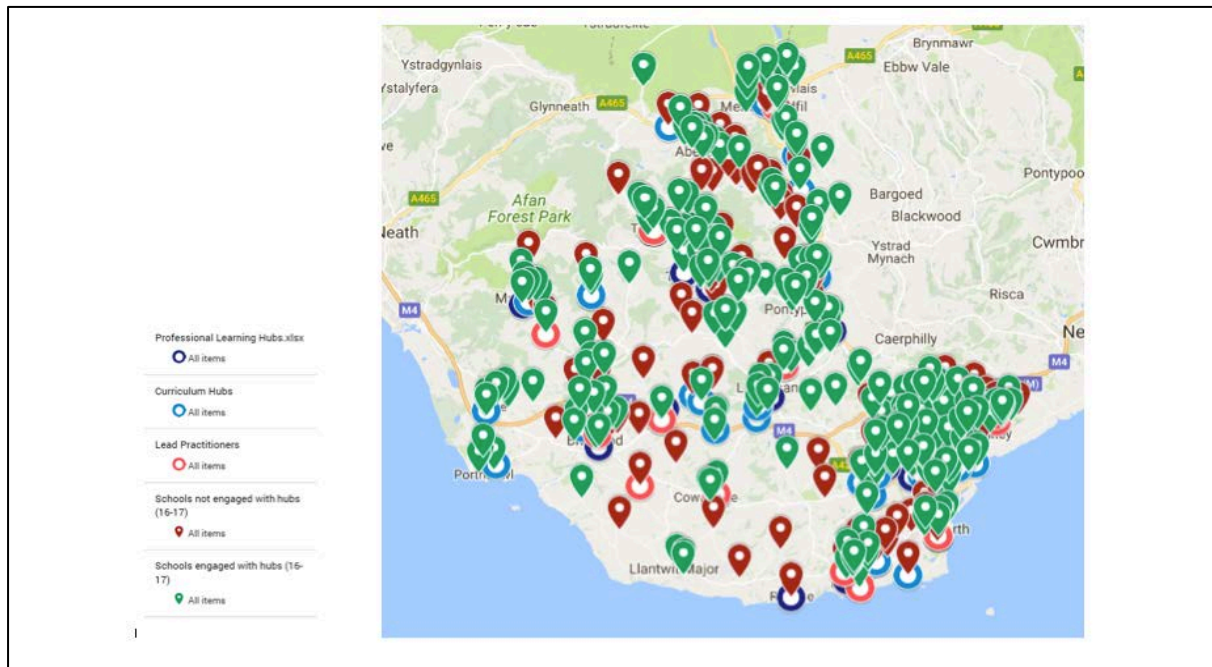
### **ENGAGEMENT**

- Over 200 professional learning programmes run by over 40 schools in the region.
- More than 1600 days of time spent as a programme led network enquiring into specific issues. More than 800 practitioners sharing their findings through the mechanisms established across the hub model.
- Over 150 days of in school support facilitated by hubs has been reported.

	Number of delegates attending hub events (Spring & Summer term only 2015)	Number of delegates attending hub events (Summer 2015 – Spring 2016)	Number of delegates attending hub events (Summer 2016* – Spring 2017)
Bridgend	61	242	130
Cardiff	216	534	465
Merthyr Tydfil	30	82	53
Rhonda Cynon Taf	140	362	249
Vale of Glamorgan	39	190	111
<b>TOTAL Delegates</b>	<b>486</b>	<b>1410</b>	<b>1008</b>

\* Summer Hub reset

A geographical representation of engagement is shown below:



### OLEVI OTP

Hub schools have been offering the OLEVI programme for a number of years. Delegates are encouraged to work in triads to share practice. Nearly 500 teachers across the region have taken part in the programme over the past three 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

	Number of delegates 2014 - 2015(OTP)	Number of delegates (OTP) 2015 - 2016	Number of delegates (OTP) 2016 - 2017
Bridgend	11	18	5
Cardiff	48	76	50
Merthyr Tydfil	28	37	3
Rhonda Cynon Taf	56	74	23
Vale of Glamorgan	27	19	9
<b>TOTAL Delegates</b>	<b>170</b>	<b>224</b>	<b>90</b>

### What do practitioners say?

"Students became more independent learners...capable of creating their own learning opportunities"

Head of English attending 'Improving A level Results in English', Bishop of Llandaff

"Support given to put in place processes and systems that will impact directly on planning, delivery and pupil outcomes"

Teacher attending 'Effective Leadership of Literacy across the Curriculum', Cyfarthfa Park Primary

"75% of pupils in the target group moved at least 1 sublevel over a 2month period. 100% of the target group improved by 1 sublevel. 50% of boys felt more confident, 25% thought their oracy skills had improved"

Teacher attending 'No English, No problem' at Kitchener primary school.

"At the end of the action research period, 63% of pupils had improved their performance over a term in comparison with 19% the previous term"

Teacher attending Pencoed Comprehensive School

"I'd just like to say how I feel you've developed my confidence in my leadership and I've thoroughly enjoyed working with others"

Practitioner attending 'Leading and Managing change': Designing great learning

Where hubs are working effectively, activity against the strategic aims are evident along with some of the following features:

- effective collaboration with a strategic adviser;
- re-defining programmes based on individual practitioner needs;
- visits to practitioners to support in-school implementation;
- support is supplemented by informal communications;
- capacity has been built with 'backfilling' in place to support release of named facilitators in schools;
- all parts of the enquiry process feature well in the programme;



- the impact is ascertained and reported;
- programmes are developed jointly by several facilitators alongside a senior leader;
- programmes are facilitated by at least two people and with the support of a senior leader;
- debriefing is undertaken after each session along with an evaluation and planning for the following session/s; and
- hub activity forms part of school self-evaluation and improvement planning processes.

It has been recognised however that further refinement of the model is required to ensure CSC is able to capture the impact of the work of the hub programmes and to increase accountability of hub schools within the self-improving system. In addition, through the LA Performance Reporting systems, concerns have been highlighted regarding the funding for hubs to undertake support for red and amber schools, and the uptake of red and amber schools of the support available.

#### 1.4 LEADERSHIP PROGRAMMES

##### LEADERSHIP PROGRAMMES

During 2016 – 2017, 182 Aspiring Headteachers 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
Improving Leadership skills for Deputy Heads	35	28
Headship Now	42	42
New to Headship	38	18
Strategic Headship	21	12
Consultant Leadership	18	0
Executive Headship	28	14
<b>TOTAL</b>	<b>182</b>	<b>114</b>

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 evidence in relation to the strategic Headship course can be found in the strand evaluation report.

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

*‘By being reflective on my own practice, this will further influence the development of the school’.*

*‘It was encouraged and provided an opportunity for me to be more self reflective’.*

*‘This training was very much focused on developing my role and effectiveness which will impact on leaders, staff and pupils’.*

*‘Will encourage me and SLT to be more considerate and understanding of the staffing structure and looking at the capacity building’.*

*'Increased confidence to challenge and hold staff accountable for pupil outcomes more directly (difficult conversation format)'*

### **Strategic Headship**

The strategic headship programme has allowed 43 delegates the opportunity to recognise their strengths and weaknesses in regards to leadership and address these issues and build upon their personal leadership effectiveness.

The figures show that schools from which the delegates attended the Strategic headship programme, 36.5% of them have reduced their support needs by at least one level. 63.6% of the delegate's schools are now categorised as yellow or above compared with 45.4% the previous year.

When looking at the impact of the strategic headship programme specifically, we have focussed on the delegates from cohort 1 and 2 (22 delegates in total), to allow time for them to implement change.

The data shows:

- 32% of the delegates' schools have reduced their support needs by one level (based on categorisation colours); 4.5% have reduced their support needs by two levels; 4.5% have increased support needs; 59% have maintained same position (as expressed in the categorisation support colour)
- 63.6% are now categorised yellow or above (up from 45.4% in 15/16)
- 36.3% of the delegates schools have an improved judgments on 'capacity to improve'
- 70% of the delegates schools have an improved judgments on standards  
(two of the 22 sample schools are special schools and therefore have no standards judgement in the categorisation process)
- 95.4% of schools are engaged with their SIG compared with 72.7% in 2015/16, with 2 of the delegates taking on the role of the convenor.

### **1.5 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 has been 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.

Peer enquiries are led and owned by schools and evaluated by serving practitioners, challenge advisers, local authorities and Estyn. Currently over half of school across the Central South Wales region have been involved with a peer enquiry, either as a host or as a member of the enquiry team.

Since its inception in January 2015, the CSC peer enquiry process has become incrementally less reliant on central support and funding to operate. In the first phase of the peer enquiry programme, this model was funded to a total of £4,500. This has been reduced over time to only £1,250 per enquiry during phase 4. This has been possible due to the development of a reciprocal model where only the lead enquirer is funded, and the expectation that by undertaking an enquiry, all schools

benefit by being able to then commission an enquiry (or be involved in leading an enquiry) at a later date.

### **Closing the Gap**

Regionally there has been greater impetus in the rate of improvement of e-FSM pupils over the last three years, but more significantly in the last two years. The gaps in performance have narrowed since 2013 in the Foundation Phase and at key stage 2 and 3 against the Core Subject Indicator (CSI) at the expected levels. However despite the improvement in standards of the eFSM pupils, at Key Stage 4 against the level 2+ threshold remains a concern. Here 17 schools remain under the Welsh Government floor target of 32pp for the academic year 2016-17. At the end of each age phase at the expected level +1, there is less evidence of eFSM pupils achieving in line with their peers.

The 'Closing the Gap Alliance' was initially conceived as a one-year action based research project; with the principal purpose of identifying and developing appropriate pedagogical skills to further reduce the attainment gap and provide opportunities to support eFSM learners. Six secondary schools and four primary schools were tasked with tackling the underperformance of eFSM pupils and raising the attainment of the more able and talented in order to impact on the expected level +1 outcomes. This was achieved through sourcing whole school training in areas of school improvement, which the Sutton Trust identified as having disproportionate impact on their outcomes for eFSM learners.

This work links to **1.1.2 standards of groups of learners** and **2.1.2 Raising standards in priority areas**, including curriculum support. The University of South Wales initially supported the project by providing training on research methods for eFSM leaders to ensure schools provided accurate and robust evidence of impact. The 'CtG Alliance' schools were chosen using the following criteria:

- Strong evidence in raising the standards of pupils eligible for free school meals;
- Highlighted as having sector leading practice through case studies (Estyn);
- Strong leadership who were represented on the Regional Strategy Group;
- Represented a broad cross-section of schools across the region.

Estyn noted that "the performance of pupils eligible for free school meals has improved at a faster rate than in other regions over the last three years, albeit from a low base." And "At key stage 4, performance in the average capped wider points score has improved well over the last three years."

### **Intermediate Outcomes/ Impact to date**

- Whilst there is emerging evidence of positive impact, especially linked to whole school cultural change in schools that have been categorised as 'green schools', this is yet to be witnessed comprehensively across the alliance schools.
- A majority of the schools can demonstrate an improvement in the standards of eFSM learners at various key stages. Challenge Advisers report good progress of eFSM pupils in five of the schools, with one school reporting a sharp improvement in pupil outcomes.

- In schools where a focus was placed on key stage 3 performance there was the following improvement in eFSM learners attainment: Pencoed comprehensive 1.74%pp; Llantwit Major 0.16%pp; Ferndale Community 5.47%pp; Ysgol Yr Cymmer 10.00%pp; Treorchy Comprehensive 2.5%pp.
- In the two schools where Estyn inspections have taken place, both have made a positive reference to the work that has been undertaken by the schools in relation to the development of policies around vision, values and eFSM learners and the effective leadership of this area at various levels throughout the school.
- Six out of the ten schools have introduced coaching to their staff as a vehicle of improving teaching and learning. Of these schools : ne of the schools have linked the coaching culture to their current performance management objectives for the academic year; one primary school has ensured all of their Year 5 and Year 6 pupils have completed training to undertake coaching and feedback to their peers; two schools have introduced coaching to a range of year groups across their schools, with the emphasis of improving peer-to-peer feedback; one school has amended the marking policy to incorporate growth mindset principles, whereby pupils grade themselves in relation to the effort they have displayed in the task.
- Four of these have introduced the Successful Lives programme. In one school, an action research project was undertaken and the findings indicated that the eFSM learners placed a greater value on the Successful Lives programme than their peers.
- All of the Alliance schools who participated in the Regional Conference either as a keynote speaker or through facilitating a workshops.
- Nearly all have identified the work of the Alliance within their school improvement plans; activities are measureable with appropriate timescales.

### **Challenge Advisers**

The current role of challenge advisers is to:

- provide constructive challenge and support in respect of the quality of the school's self-evaluation and improvement planning;
- challenge and support the headteacher and governing body in their work to evaluate the impact of leadership and governance on outcomes and the capacity of the school to improve;
- broker and coordinate support in liaison with the strategic advisers to meet needs and intervenes where progress remains a concern;
- help to broker appropriate partnerships between schools so that schools increasingly lead the provision of support and to ensure the best practices are made available to a wider number of learners;
- hold schools' leaders to account for creating the conditions that will enable the support to have maximum effect and to be accountable for ensuring that the support is provided as agreed; and
- use in-year tracking data and other evidence to monitor, evaluate and report.

(CSC Framework for challenge and support Sept. 2015)

However the role needs to evolve to reflect the move towards a more school-led improvement system and respond to related comments within the Estyn inspection 2016:

“However, in a few cases, challenge adviser notes of visits to schools do not focus on the most important aspects requiring improvement, such as the quality and consistency of teaching. In addition, in a few instances, reports provided to Estyn in advance of an inspection do not reflect well

enough the findings of the inspection team, especially regarding the evaluation of teaching and leadership.”

This led to recommendation: R2 “Improve the accuracy of the evaluations of schools by challenge advisers in order to ensure a greater focus improving teaching and leadership.”

Through extensive professional development opportunities for challenge advisers and the implementation of revised quality assurance processes by senior challenge advisers, the findings of the research and evaluation report stated that:

‘Challenge adviser notes of their visits to schools now focus clearly on the aspects requiring improvement. Virtually all contain much more detail on the quality and consistency of teaching and leadership; and they identify the areas where further development is needed.

However there are still a few instances in reports provided to Estyn in advance of an inspection where judgements do not match the findings of the inspection team, especially regarding the evaluation of teaching and leadership’

In addition, ‘Challenge advisers have been given comprehensive information about how and what support can be brokered but it is still not clear how well they are doing this. This is the focus for autumn 2017’.

**APPENDIX F****FUNDING MODEL: THE NATIONAL MODEL**

The National Model required Local Authority minimum contributions for 2016-17 are as per the table below:

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

*\*Standards Spending Assessment (SSA)*

**CONSORTIUM COST SAVINGS**

- The table above highlights a shortfall of £1,275,542 for the funding of the Central South Consortium compared with the National Model requirements.
- In 2016/2017 CSC provided additional services for SACRE, Outdoor Education advisory support, attendance and Children who are Looked After Children.

In 2016/2017 the Consortium received c£4.2m 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.

	<b>Cardiff £</b>	<b>Bridgend £</b>	<b>Vale of Glamorgan £</b>	<b>Merthyr Tydfil £</b>	<b>Rhondda Cynon Taf £</b>
<b>LA</b>	1,504,650	654,157	615,592	271,491	1,149,772
<b>Contributions</b>	35.87%	15.59%	14.67%	6.47%	27.40%

Below is a summary of the financial outputs for 2016- 17 by individual Local Authority:-

Cost Category	Outturn 2016-17	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		35.87%	15.59%	14.67%	6.47%	27.40%
<b>LA Contributions</b>	<b>4,195,662</b>	<b>1,504,650</b>	<b>654,157</b>	<b>615,592</b>	<b>271,491</b>	<b>1,149,772</b>
Senior Challenge Advisers	267,356	111,754	43,867	30,283	39,189	42,263
Challenge Advisers	2,002,558	718,158	312,224	293,817	129,581	548,778
Other Employees	1,333,083	478,071	207,845	195,591	86,260	365,316
Premises	550,575	197,448	85,841	80,781	35,626	150,879
Transport	24,402	8,751	3,805	3,580	1,579	6,687
Supplies & Services	444,349	159,353	69,280	65,195	28,752	121,769
<b>Commissioning:-</b>						
LA Annex	113,698	25,711	35,000	17,517	-	35,470
CDSM Development	45,381	16,275	7,076	6,658	2,936	12,436
Joint Commissioning / Regional Working	8,142	2,920	1,269	1,195	527	2,231
Support Services	118,915	42,645	18,540	17,448	7,696	32,586
<b>Gross Core Expenditure*</b>	<b>4,908,459</b>	<b>1,761,086</b>	<b>784,747</b>	<b>712,065</b>	<b>332,146</b>	<b>1,318,415</b>
<b>% SPEND RECEIVED</b>		<b>35.88%</b>	<b>15.99%</b>	<b>14.51%</b>	<b>6.77%</b>	<b>26.86%</b>

*\*£4,196k of contributions were received from LAs however the gross expenditure incurred reached £4,909k. This was net off by £393k of income received in Ty Dysgu and £320k 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 2016 – 2017, 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. These funds are allocated according to the needs of individual schools, local authorities, the region and nationally.

Initiatives have been split out below into regional support as well as identified LA requirements and those specific funded projects. In 2016/2017:

Cost Category	Outturn 2016-17	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		35.87%	15.59%	14.67%	6.47%	27.40%
<b>Regional Support to LAs :</b>						
Count on Success	23,500	9,000	4,000	2,250	500	7,750
Red and Amber Support	201,152	78,979	60,698	6,855	14,564	40,056
Support for Vulnerable Schools	21,225	12,500	4,100	-	-	4,625
Qualified for Life	40,790	-	500	40,000	-	290
LIDW	50,000	20,000	10,000	10,000	-	10,000
<b>Specific Projects</b>						
Hubs	1,585,995	495,222	176,618	310,123	74,273	529,759
Pathfinder Support	207,500	73,750	35,750	42,000	19,699	36,301
Peer Enquiry	66,234	8,075	25,375	12,700	4,750	15,334
School Improvements Groups	606,500	170,279	79,852	81,993	35,694	238,682
Governor Improvement Groups	18,000	-	-	6,000	6,000	6,000
Leadership	584,982	267,648	81,399	71,264	49,218	115,453
Action Research in Literacy	53,960	13,740	17,240	3,960	14,920	4,100
Aspiration in Maths	5,770	1,920	1,280	320	320	1,930
MFL Innovation Projects	36,754	1,950	8,518	6,000	-	20,286
Welsh Bac	60,000	20,000	10,000	10,000	20,000	-
Hwb Support	50,000	20,000	10,000	10,000	-	10,000
Welsh Language Charter	32,500	11,500	3,000	4,500	1,000	12,500
Closing the Gap	21,280	4,070	4,000	2,000	4,000	7,210
South Wales Valleys Project	54,953	-	-	-	24,423	30,530
<b>Specific LA Support</b>						
Success For All	22,744	10,799	-	-	-	11,945
Merthyr Secondary Support	35,100	-	-	-	35,100	-
<b>Total</b>	<b>3,778,939</b>	<b>1,219,432</b>	<b>532,330</b>	<b>619,965</b>	<b>304,461</b>	<b>1,102,751</b>
<b>% spend received</b>		<b>32.27%</b>	<b>14.09%</b>	<b>16.41%</b>	<b>8.06%</b>	<b>29.18</b>

## 1.2 SUMMARY of 2016 – 17 FINANCIAL OUTPUTS

Cost Category	Outturn 2016-17	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		35.87%	15.59%	14.67%	6.47%	27.40%
Gross Core Expenditure	4,908,459	1,761,086	784,747	712,065	332,146	1,318,415
Delegated Grant	3,778,939	1,219,432	532,330	619,965	304,461	1,102,751
Total Expenditure	8,687,398	2,980,518	1,317,077	1,332,030	636,607	2,421,166
<b>% Spend Received</b>		<b>34.31%</b>	<b>15.16%</b>	<b>15.33%</b>	<b>7.33%</b>	<b>27.87%</b>

## 1.3 IMPACT ANALYSIS OF REGIONAL WORKING

In 2016/2017, monetary benefits of regional working were achieved by Merthyr, RCT and Vale of Glamorgan (compared with Merthyr and RCT in 2015 - 2016 and 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 2015 Welsh Government introduced the new Education Improvement Grant which replaced 11 former Education Grants. During 2014 – 2015 the table below highlights the amounts delegated to schools.

<b>2014-15</b>			
<b>GRANT NAME</b>	<b>TOTAL GRANT £</b>	<b>% RETAINED BY CONSORTIUM</b>	<b>% DELEGATED TO LAs / SCHOOLS</b>
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%
	<b>50,883,494</b>		

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 previous allocations of the former grants. This represents an increase in average delegation to LAs / schools from 92% in 2015/2016 to 94.4% in 2016/2017.

<b>Education Improvement Grant</b>	<b>2016-17 (following 5% cut)</b>		
	<b>TOTAL GRANT</b>	<b>% RETAINED</b>	<b>% DELEGATED</b>
Breakdown:	44,443,387*	5.6%	94.4%
School Funding			77.7%
Funding for Specific Circumstances			2.4%
Delegated to LA’s			12.5%
Red & Amber Support			0.4%
SIGS			1.4%

\* As per original Award of Grant Funding (AoF) letter.







**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

**APPENDIX H**

**SUPPORTING DOCUMENTS**

School Improvement Group Evaluation	 SIG Evaluation.docx
Pathfinder Evaluation	 Pathfinder Evaluation Cohort 3.c
EIG Outcomes Framework	 Draft Education Outcomes Framewo
CSC Value for Money Framework	 CSC VfM Framework.docx
Strand Evaluation Reports	 R & E final reports combined.docx
NFER Reports	 NFER WCSC Final Report Oct 2017 AB.

	 The NFER report - precis.docx
IPSOS MORI Report	 Closing the Gap - Ipsos Public Affairs.c
VfM Strand Reports	 Challenge Advisors VfM Overview Stuar  LeadershipVfMOverview_v2_KW_121220  Summary Report Draft Categorisator  VFM Doc SIGs 2016-2017 Louise.dc
Resource Board Information Booklet	 R&E Board Info Booklet - Oct 2017.p
Peer Enquiry 4 Report	 Peer Enquiry 4 draft October 2017.pdf
Joint Committee GCSE Report	 Joint Committee GCSE report 05.12.1
Key Stages 4 & 5 final reports	 Key Stage 5 Final Report January 2018  Key Stage 4 Final Report January 2018
Staff and Pupil surveys	 pupil survey v4 17 may .docx  StaffSurveyreport_MH_v2_30032017.dc

Teach First Report	 Teach First Cymru Interim Report 2.pdf  Teach First Cymru Update - Nov 2017.r
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