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**Appendices attached:** Report on the Efficiency & Effectiveness of the Central South Consortium 2017-2018

## **1. Purpose of the report**

To provide Members with an overview of the report on the Efficiency and Effectiveness of the Central South Consortium 2017-2018.

## **2. Background**

- 2.1 The approach taken by the Central South Consortium to evaluating the impact of its work has been guided by the Research and Evaluation Board chaired by a professor from Cardiff University.
- 2.2 A policy logic model is used as a tool across all strands to evaluate the effectiveness of the Central South Consortium.
- 2.3 The framework identifies a hierarchy to the value for money strands, which also cover the headings developed by Welsh Government for their Outcomes Framework for the Education Improvement Grant.
- 2.4 During 2017-2018 six of the Consortium's main areas of work were selected for focused evaluation:-
  - School Improvement Groups (SIGs)
  - Pathfinders
  - Hubs
  - Peer Enquiry
  - Closing The Gap
  - Work of the Challenge Advisers

## **3. Overview of Performance**

- Standards have continued to improve again in the main measures for every key stage, where current data is comparable with previous years, at a regional level in 2017-2018.
- Performance at regional level continues to exceed the national average for all performance measures for all key stages at the expected level, and nearly all performance measures at the above-expected level.
- The gap in performance between eFSM and nFSM pupils has narrowed for performance measures at key stage 2 and for key stage 3 Core Subject Indicator. The gap in performance between these groups of pupils has increased for key stage 4 Level 2+ Threshold, but performance of both groups of pupils has increased in the most recent, with nFSM pupils improving at a faster rate than eFSM pupils.
- During the most recent year, the proportion of schools in the region inspected who are identified for excellent practice case studies exceeds the national proportion.

- There has been a further increase in the proportion of schools requiring “Green” support as part of the National Categorisation model when compared to the previous year. The proportion of schools requiring “Yellow”, “Amber” and “Red” support has decreased again in the most recent year.
- The Year 11 NEET figure for the region has continued to decrease. The figure in 2016/17 was 1.4% 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 1.6% in 2016/17. This is the second consecutive year that the region has a lower NEET figure than seen nationally, with the region now being 0.2pp below the national figure.

#### 4. Evidence of Impact

##### 4.1 School Improvement Groups (SIGs)

Through SIG working nearly all schools in the region are able to engage with collaborative school improvement **and** 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 17/18 approximately 96% of convenors believe that their SIG has the collective capacity to meet the priorities of the group.

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. Thematic analysis of convenor evaluations from 16/17 and 17/18 show positive qualitative feedback about the impact of SIG work. These thematic evaluations are carried out in addition to the survey and including the following:

- Teacher involvement in SIG work has remains at around 95%
- The involvement of middle leaders in SIG work has increased around 40% from 22% in 16/17 to 63% in 17/18
- Over 50% of SIGs have included joint practice development as an aspect of their SIG work
- Altering practice in school as a result of SIG work has increased from 88% in 16/17 to 94% in 17/18
- 25% of SIGs have involved pupils directly in SIG work with pupils working across schools.

*17 convenors were surveyed in 16/17 and 22 in 17/18; the group was not the same sample.*

- When asked if SIG work had an impact on pupil standards 36% strongly agreed, which is around a 30% increase from the previous year
- Over 80% of SIG convenors agreed or strongly agreed that SIG work has a positive impact on teaching and learning. This is an increase of over 50% from 2016/17
- There has been a 25% increase in the number of SIGs who strongly agree that they distribute SIG leadership beyond the Headteacher
- There has been an increase of over 10% of the SIG convenors who strongly agree that their SIG has the collective capacity to meet the needs of the group, from 41% in 16/17 to 55% in 17/18. In both years over 90% of SIGs either agree or strongly agree with this

Based on **effectiveness** data submitted by SIGs to date there is also strong quantitative evidence of their impact on school improvement:

- 56% of primary SIGs are able to show positive, measurable impact on standards from their collaborative work
- Of these, approximately 30% show a direct impact of their work
- Approximately 25% of SIGs show a more indirect impact of their work
- Approximately 34% of SIGs show proxy indicators of impact. That is to say that impact of work during 17/18 cannot yet be evidenced but is anticipated in the future.
- Around 84% of SIGs report a direct impact on their provision as a result of collaborative SIG work
- Over 68% of SIGs report a direct impact on their leadership capacity as a result of SIG working

## 4.2 Pathfinders

All pathfinder activity is monitored and evaluated, and the evidence to date highlights that this strategy is successful. A baseline is established within the costed plan to ensure progress is measured with evaluations required after two terms in order to monitor progress. Evaluation considers impact against the objectives set out in the costed plan.

**Collaborative advantage** from partnerships in terms of capacity building and leadership:

- Middle leaders have been upskilled in the delivery of training and the mentoring and coaching of other staff. All staff involved in the project reported feeling more confident about leading monitoring activities.
- The Pathfinder work has allowed middle leaders within the school to further develop the school's leadership capacity. During the project, responsibility was passed on to FP Leaders who worked alongside teaching staff in their schools in order to collate work samples for moderation purposes. FP Leaders led the work therefore promoting their middle leadership ability. This was then used back in individual schools where middle leaders were able to reflect on the practices taking place in their own phases, within their school, and further draw upon the work discussed during the pathfinder partnership in order to improve teaching and learning, and the assessment process.
- The senior leadership team provides a clear direction to school improvements. The senior leadership team consists of the headteacher, deputy headteacher and Foundation Phase co-ordinator. Both deputy headteacher and Foundation Phase co-ordinator have been provided with good support from partner schools. As a result, there has been notable progress in strategic leadership. A new TLR post holder is to be appointed before the end of the Spring term. Curriculum leadership teams have outlined tasks

Many pathfinder partnerships can show **added value** and proxy indicators of impact on a number of strategies introduced as a result of partnership working, for example:

- Senior Leaders use a range of strategies (*Professional discussions, phase meetings, peer observations and support programmes*) along with rigorous monitoring and support to manage the performance of all teachers, this is beginning to impact on

learner outcomes. Termly self-evaluation through PPM, PM, IPR ensure all staff are supported and challenged appropriately.

- Overall, there has been good progress in teaching. The challenge advisor has agreed the assessment of teaching undertaken by the SLT. At present teaching is 70% good and 30% adequate. There is more consistency in teaching throughout the school, in particular in planning, the approach to reading and phonics teaching. This has increased from 50/50 adequate good in Nov 16.
- 'The difference in the school since September is tangible. Presentations from key staff and a learning walk showed enthusiasm from both staff and pupils, a culture of learning and strong engagement across the school. Distributed leadership is developing well. There is a clear focus on improving the outcomes of more-able pupils and there is strong impact already. Leaders are clear about the next steps. It is clear that staff are benefitting from newly forged working relationships with other schools and external advisers/consultants and this is impacting on classroom practice'. (Challenge Adviser report)
- As a result, the quality of teaching has improved from 30% good teaching in July 2017, to 55% good teaching in January 2018, to 60% good teaching April 2018.

**Quantitative evidence of the effectiveness** of partnerships is considered on an individual basis as the focus of the work varies according to the needs of each partnership, considering **sustainability**, the use of challenge advisers to broker and support the work ensures that work within schools can continue to be developed.

For example, Teachers from the supported school have had the opportunity to work alongside teachers from the lead school planning, looking at books and observing each other delivering lessons. Teachers have had the opportunity to reflect on their own practice and make changes to their practice. Teachers from the two schools have worked together to create a 'Teaching Toolkit'. As a result, the quality of teaching has improved from 30% good teaching in July 2017, to 55% good teaching in January 2018, to 60% good teaching April 2018.

### 4.3 Hub Programmes

In 2017-18:

- over 20% of CSC schools feature as part of the model to build capacity and provide support to others
- 1072 practitioners attended a professional learning programme run by a Hub school.
- At least one practitioner from 73% of schools in the region have engaged with a Hub professional learning programme. A continuing positive trend since the inception of the model
- Over 183 days of direct, in-school support was facilitated by Hub schools

Across the 3 years of the Hub model there has been a 100% increase in the number of practitioners attending collaborative events.

Refinements to the model in 2017-18 have increased the focus on joint practice development and inquiry-led activity. As more practitioners participate in programmes of joint practice

development, the evidence of the effectiveness of this approach increases. Practitioner feedback following sessions demonstrate the value they place in working collaboratively with other schools to develop their practice.

Evaluation of the work identified that:

- nearly all practitioners reported that the actions they had undertaken as a result of the programme had impacted on standards and pupil 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
- around a half of practitioners reported having undertaken activity to build in school capacity

Feedback from practitioner session evaluations welcomed the opportunity to work collaboratively to develop their practice in support of identified priorities.

Extended opportunities for networks of practitioners to develop practice over a period of time and enhance school-to-school working is a strong feature of the hub model.

#### **4.4 Peer Enquiry**

**Collaborative advantage** from partnerships is evidenced where schools report impact in terms of capacity building and leadership:

- Senior leaders and headteachers becoming part of enquiry teams are all been trained in data analysis, interview techniques, observation protocols and school self-evaluation as well as the lead being trained to coach/mentor host headteachers. Members of enquiry teams report feeling more confident about leading enquiries and analysing school processes.
- The enquiry team and the host school SLT work in close collaboration throughout the process resulting in high calibre discussions about effective practice and two-way sharing of ideas and systems. The nature of the dialogue between experienced, credible school leaders is of immense value to all participants. In the context of trust and openness - and without judgement - any school SLT must benefit from having fresh eyes looking at the school.
- Peer enquiry offers specific lines of enquiry linked to school improvement and an action plan so that the host school has an immediate starting point for improvement. The very act of deciding those lines of enquiry also builds the professional skills of the enquiry team
- All the way along there was this dialogue-it was very positive it was very challenging-it certainly wasn't light touch
- All senior leaders involved in the process focus their attention on school improvements and this contributes to the development and strengthening of a school-led self-improving system.

- The people who undertake the enquiry have credibility straight away. They are doing the job and hopefully will have a track record in securing improvement.
- The enquiry gives concrete suggestions and practical ideas. It is not just identifying strengths and weaknesses like an inspection. There is also likely to be an ongoing dialogue and contacts built. I have taken part in three peer enquiries and have made valuable links that continue.

In line with **added value**, peer enquiries demonstrate impact and proxy indicators of impact on a number of strategies introduced as a result of serving headteachers and senior leaders working in partnership with host schools. For example:

- Just over 50% of all schools in the region have engaged with the peer enquiry model to date since 2015\*.
- Between 2015 – 2018, 77% of all primary schools who have 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, 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, 82% of those schools had improved their key stage 4 level 2 plus against a regional average of 70%.
- Action plans focusing on school improvement are reflected in school SER documentation with quantitative and qualitative targets attached to expected outcomes
- Some challenge advisers conduct reflective conversations with host headteachers upon receipt of the report and Evaluation Framework improvement (EFI) reflect the robust specificity of those conversations
- Many participating headteachers and senior school leaders 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. We have evidence from focus groups, surveys and interviews with senior school leaders to support this.

\*The overall percentage of schools engaged in the peer enquiry process is cited here from its inception in 2015. Engagement of schools/headteachers/senior school leaders is much lower for the year 2017 – 2018.

#### **4.5 Closing The Gap**

The CTG Hubs offer a range of programmes across the region and have been well attended and the end of course evaluations demonstrate impact in the schools of participants. Success of the programme was evident in presentations delivered by delegates during the day of the

course. All delegates who attended the course have implemented strategies and are now in a position to develop the programme across their schools.

There have been four meetings of the eFSM network at which delegates were provided with advice and support in relation to effective PDG spending and examples of good practice.

For the previous three years CSC has closed the gap at a higher rate than the national average. 'There has been improvement in the performance of eFSM pupils since 2012, albeit from a low baseline. The gaps in performance have narrowed in each of the four key stages, with foundation phase having the narrowest gap and key stage 3 evidencing the greatest reduction in the gap since 2012. For every key stage, the performance of eFSM pupils has improved at a faster rate than non eFSM pupils at the expected level, and for most performance measures at key stage 4(\*). In the Foundation Phase, the gap has narrowed to 12.6 pp in 2017 (a reduction from 19.5pp in 2012), whilst in key stage 2 the core subject indicator (CSI) gap has closed to 13.8pp (from 20.6pp in 2012). However, in the most recent academic year at key stage 3, the gap widened slightly to 20.8pp.' (2017/18 Highlight Report: Quarter 3)

There will now no longer be CTG focused hubs however, CSC will implement a Hub and Lead Practitioner model with high quality teaching and learning to be a focus of all of the hubs.

#### 4.6 Challenge Advisers

- Overall inspection outcomes have improved
- Reduction in need for support
- Increase in green category schools

The table below summarises the movement of schools between categories in the last year:

No of Schools	Support	Movement
4	Red	2 schools have been red for 2 consecutive years
9	amber	increase of 3 schools on previous year
2	red	moved from amber to red
5	Amber	moved from yellow to amber
3	Yellow	moved from green to yellow
6	Green	moved from yellow to green
2	Yellow	moved from amber to yellow
1	amber	moved from red to amber

Working closely with LAs we have improved our processes for identifying schools who have received appropriate support but progress remains poor. Termly discussions are part of LA performance meetings about LA statutory powers being used in red and amber schools.

## 5. Conclusions

5.1 Despite the reduced funding there were further improvement in many key performance indicators across schools in the region.

5.2 The Annual Surveys from October 2018 report that:-

- 60% of classroom teachers, up from 50% last year, indicated a greater willingness to lead professional learning
- Some 76% of staff felt that working collaboratively with other schools had improved pupil learning and attainment and 80% of staff felt that working collaboratively with other schools had enhanced classroom practice
- Approximately two thirds of primary staff and just over two thirds of secondary staff who had worked on cross-school projects felt it had improved their overall leadership skills, had helped them lead learning, and provided them with support.
- Two thirds of staff stated they had involvement in action research
- The use of research evidence was reported by three quarters of staff
  
- Pupils were generally positive about school, with over 80% indicating that 'for some' or 'most of the time' they felt positive about learning and their relationships with teachers and classmates
- Of the three aspects covered in the survey (teachers, learning and peers) pupils indicated the highest level of alienation from learning
- There was a positive correlation between social well-being and pupils' level of alienation. Pupils' who stated they rarely or never felt alienated from learning, were more likely to value school in terms of it providing them with social status and approval
- If pupils valued school in terms of their physical well-being, that is as a friendly and welcoming place, they were more likely to be comfortable in taking risks, not worry when they made a mistake and to persevere even when work was difficult
- Overall, primary school pupils were more positive than secondary school pupils about their teachers' ability to support their learning, in respect of finding out what they already know.
- The vast majority of pupils agreed or strongly agreed that they kept on working until they finished even when they found their work was difficult
- Students who agreed or strongly agreed that they have a say in what they learn about in lessons and how they are taught in school were less likely to report that they found it hard to concentrate or were easily distracted. As school years progress, pupils feel they have increasingly less influence over what and how they are taught.

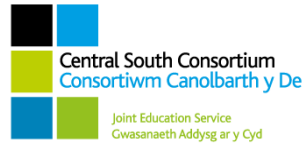
5.3 Further work is need to :-

- Improve the way in which we demonstrate the impact of our work
- Quality assurance provision and ensure that professional learning programmes have clear success criteria to measure impact
- Align fully with the national model for professional learning



- Ensure provision fully meets local, regional and national needs
- Recognise the changing national context and ensure a comprehensive programme of professional learning to prepare all schools for all aspects of education reform
- Further develop and embed a cluster approach
- Refine the Peer Enquiry Model
- Further review the role of Challenge Advisers





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# The Efficiency and Effectiveness of Central South Consortium

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2017 - 2018

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## 1.0 PURPOSE OF REPORT

This report provides an overview of performance and the funding received by Central South Consortium (CSC) in the academic year 2017 – 2018. It is designed to provide Local Authorities (LA), schools, Welsh Government (WG) and other stakeholders with a clear and comprehensive report on the efficiency and effectiveness of the work of CSC.

The main body of the report provides an analysis of the progress made in relation to a number of key strands of work which CSC identified with Local Authorities and schools as priorities within its business plan for 2017-18. It provides an overview of the activities undertaken in relation to each strand, provides quantitative and qualitative information on outputs and outcomes to date and comments on the impact achieved so far. More detailed information on performance measures and funding is then included in a series of annexes to the report.

## 1.1 BACKGROUND

The approach to evaluation of impact has been guided by a Research and Evaluation Board, chaired by a Professor from Cardiff University who reports to both the Directors’ Group and Joint Committee. The Research and Evaluation Board have developed a policy logic model which is used as a tool across all strands of work 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 framework identifies a hierarchy to the Value for Money (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*



The framework also covers the headings developed by Welsh Government for their outcomes framework for the Education Improvement Grant (EIG).

During 2017/18 six of the Consortium’s main areas of work: School Improvement Groups (SIGs), Pathfinders, Hubs, Peer Enquiry, Closing the Gap (CTG) and the work of Challenge Advisers were

selected for focused evaluation. This report will therefore provide a detailed assessment of impact in each of these areas. It will start however by providing an overview of performance and funding in 2017-18.

## 2.0 OVERVIEW OF PERFORMANCE

CSC provide an overview of the performance of key pupil groups at each key stage, inspection outcomes, attendance, exclusions and categorisation outcomes are outlined below. Full analysis of this year's performance data is presented in Annex A.

### Performance by age:

## 2.1 FOUNDATION PHASE (FP)

***Please note that due to revisions to the Foundation Phase Areas of Learning comparisons with previous years should be treated with caution, as they cannot be measured on a comparable basis.***

At the expected level, all performance measures are above the National average for 2018 results. All of the performance indicators in the Foundation Phase (FP) have fallen in the most recent year but, as stated above, comparisons against previous years should be treated with caution. At the above expected level, the consortium exceeds the National average for Language Literacy and Communication – English (LLCE) and Mathematical Development (MDT), but is below the National average for Language Literacy and Communication – Welsh (LLCW) and Personal and Social Development (PSD).

The Foundation Phase Outcome Indicator (FPOI) has fallen to its lowest position over the last three year period, but the decrease seen for CSC is smaller than that seen nationally for this performance measure for the most recent year and also over the last three year period. All five LAs in the Region saw decreases for this performance measure in the 2018, with only RCT seeing a decrease larger than that seen nationally, which has resulted in the LA continuing to be below the national average for this performance measure.

## 2.2 KEY STAGE 2 (KS2)

In all performance measures at KS2, 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. There has been further improvements in the Core Subject Indicator (CSI) for CSC during the latest academic year. Two of the five LAs have improved, with Bridgend, RCT and Merthyr Tydfil decreasing by 1.0pp, 0.8pp and 2.0pp respectively. The rate of improvement in the consortium since 2015 at 2.4pp is greater than that seen across Wales (1.8pp).

## 2.3 KEY STAGE 3 (KS3)

At the expected level, improvements have been made in three main performance measures again during the latest academic year, and all main performance measures are above the Wales average. The greatest improvement in the most recent academic year is seen in mathematics (1.2pp) with the

greatest improvement over the latest three-year period being made in CSI (5.2pp). Performance in both Cymraeg and Science fell over the most recent academic year by 0.6pp and 0.3pp respectively.

At level 6+, improvements of between 1.0pp and 3.3pp have been made in all four of the main measures, and all measure exceed the Wales average at level 6+. The greatest improvement in the most recent academic year (3.3pp) and over the latest three-year period (10.7pp) 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 English (3.2pp). The greatest improvement over the latest three-year period is seen in mathematics (8.1pp). English, mathematics and science continue to be above the Wales average, with Cymraeg falling to 0.5pp below the Wales average.

The CSI has improved year-on-year at the consortium level, with all LAs in the Region improving in the most recent year. The range of improvement over the latest three-year period is from 6.3pp in RCT to 3.9pp in Cardiff. The improvement for the region over the same period is 5.2pp which compares favourably against the Wales improvement of 4.2pp.

## 2.4 KEY STAGE 4 (KS4)

***Please note: Welsh Government introduced key changes to the performance measures data for reporting in 2016/17. Therefore, caution should be used when comparing 2016/17 and 2017/18 data with previous years data for the majority of performance indicators over the last two years.***

The Level 2+ threshold increased from the position seen in 2017, and now stands at 57.6%. All five LAs in the region saw an increase in the most recent year, with improvements of between 0.3pp and 5.9pp being seen across the Region.

Over the latest three-year period, improvement can be seen in both the Vale of Glamorgan and Cardiff LAs, however, the regional picture shows a decrease of 0.9pp over this period, which compares against a National decrease of 2.8pp.

## 2.5 KEY STAGE 5 (KS5)

Increases are evident for all performance measures at Key Stage 5 in the most recent year. The region exceeds the National average for all four performance measures in the most recent year. The Level 3 Threshold for the region has increased for the most recent academic year, to its highest ever position.

## 2.6 Eligible for Free School Meals (eFSM)

The gap between eFSM and non-eFSM has widened for FPOI and KS4 Level 2+ measures but narrowed for KS2 at both expected and above expected level and for KS3 CSI.

The performance of both eFSM and non eFSM has fallen in the most recent year for FPOI, however, the performance of eFSM pupils has fallen at a faster rate than the non eFSM pupils, and therefore, the gap has widened for this performance measure.

The gaps in performance between eFSM and non eFSM pupils has decreased for all performance measures at both the expected level and above-expected level in the most recent year for KS2. The performance of eFSM pupils has increased for all performance measures at both the expected level



and above-expected level in the most recent, but the performance on non eFSM pupils is more variable.

At the KS2 expected level, non eFSM performance fell for all performance measures (with the exception of mathematics, where there was no change in performance). Whilst at the KS2 above expected-level, improvements are seen for English, and mathematics, but drops in performance are seen for Cymraeg and science for non eFSM pupils.

For the KS3 CSI, the gap in performance between eFSM and non eFSM pupils has narrowed to its lowest position seen over the previous four years. In addition, the gap has narrowed whilst performance has increased for both pupil groups in the most recent academic year.

For KS4, the gap in performance between eFSM and non eFSM pupils in the region has increased for Level 2+ Threshold. However, this is seen against improving performance for both groups of pupils, but non eFSM pupils have improved at a faster rate in the most recent which has resulted in the increase of the gap. The national gap in performance seen for this performance measure is narrower than that for the region.

## **2.7 GENDER**

For each key stage, girls continue to out-perform boys at the expected level. At the above-expected level, girls continue to out-perform boys, with the only exception being seen for MDT O5+, Mathematics KS2 L5+ and KS5 3A\*-A grades.

The gap in performance is narrowing for nearly all performance measures for FP and KS5. However, the gap in performance is widening for most performance measures at KS2, KS3 and KS4. At KS2, the performance of girls is increasing, with the performance of boys falling back. At KS3, performance for both boys and girls is increasing, but girls are increasing at a faster rate than boys. For KS4, improvements have been made by both boys and girls for nearly all performance measures, with girls increasing at a faster rate than boys.

## **2.8 INSPECTION OUTCOMES**

There was a slight increase in the number of schools inspected in CSC in 2017/18 compared to the previous academic year. (61 schools in 2017/18 compared to 56 schools in 2016/17.)

The proportion of schools in CSC judged as either excellent or good is above the national proportion for Inspection Area 4 (IA4 – Care, Support and Guidance). However, the Region is below the national proportion of inspections judged as either excellent or good for the remaining four inspection areas. Both the Vale of Glamorgan and Merthyr Tydfil LAs have 100% of schools inspected judged as either excellent or good for all five Inspection Areas in the most recent year.

Central South Consortium has slightly fewer schools not placed into a follow-up activity than the national proportion. The proportion of schools placed into each follow-up activity are similar for CSC and Wales for Estyn Review and Significant Improvement, but CSC has a higher proportion of schools placed into Special Measures than seen nationally.

Nearly four in ten schools inspected in the Region are invited to create an excellent practice case study following their inspection. This compares favourably to the National proportion of schools invited to create a case study of 32.5%.

## **2.9 CATEGORISATION**

There has been an increase in the number of schools whose improvement capacity is judged to be A and a reduction in the proportion of schools whose improvement capacity is B, C or D. Over the two year period (out of the 396 schools in the region where we have published National Categorisation Support Categories), a total of 365 schools have either remained in the same support category or moved up at least one support category, with 24 schools moving down one support category. In addition, 4 schools have moved down two support categories, with 3 schools moving up two support categories.

### **2.12 NOT IN EDUCATION EMPLOYMENT OR TRAINING (NEET)**

The Year 11 NEET figure for the region has continued to decrease. The figure in 2016/17 was 1.4% 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 1.6% in 2016/17. This is the second consecutive year that the region has a lower NEET figure than seen nationally, with the region now being 0.2pp below the national figure.

### **2.13 PUPIL AND STAFF FEEDBACK**

In addition to the performance data available CSC is also collecting qualitative feedback about the impact of key strands of activity through an annual survey completed by staff and pupils in 20% of schools in the region. The highlights from the November 2018 survey include:

#### **Staff Survey:-**

- Some 60% of classroom teachers, up from 50% last year, indicated a greater willingness to lead professional learning
- Some 76% of staff felt that working collaboratively with other schools had improved pupil learning and attainment and 80% of staff felt that working collaboratively with other schools had enhanced classroom practice
- Approximately two thirds of primary staff and just over two thirds of secondary staff who had worked on cross-school projects felt it had improved their overall leadership skills, had helped them lead learning, and provided them with support.
- Two thirds of staff stated they had involvement in action research
- The use of research evidence was reported by three quarters of staff

#### **Pupil Survey:-**

- Pupils were generally positive about school, with over 80% indicating that 'for some' or 'most of the time' they felt positive about learning and their relationships with teachers and classmates

- Of the three aspects covered in the survey (teachers, learning and peers) pupils indicated the highest level of alienation from learning
- There was a positive correlation between social well-being and pupils' level of alienation. Pupils' who stated they rarely or never felt alienated from learning, were more likely to value school in terms of it providing them with social status and approval
- If pupils valued school in terms of their physical well-being, that is as a friendly and welcoming place, they were more likely to be comfortable in taking risks, not worry when they made a mistake and to persevere even when work was difficult
- Overall, primary school pupils were more positive than secondary school pupils about their teachers' ability to support their learning, in respect of finding out what they already know.
- The vast majority of pupils agreed or strongly agreed that they kept on working until they finished even when they found their work was difficult
- Students who agreed or strongly agreed that they have a say in what they learn about in lessons and how they are taught in school were less likely to report that they found it hard to concentrate or were easily distracted. As school years progress, pupils feel they have increasingly less influence over what and how they are taught.

### **3.0 OVERVIEW OF FUNDING**

The Consortium's Funding is made up of two principal sources:

- Core Local Authority Funding with individual local authority contributions determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee.
- Dedicated funding for schools and school improvement routed through consortia by Welsh Government. Major Welsh Government grants such as Regional Consortia School Improvement grant (RCSIG) are administered by consortia and delegated to schools via local authorities. The consortia are able to retain elements of the grants (amounts set in the terms and conditions of each grant) on a regional basis to support local and national school improvement priorities

The recent trends in both of these sources of income for the Consortium are detailed below.

### **3.1 CORE CONTRIBUTIONS**

The original National Model recommended £5.4m of contributions to the Central South Consortium from the Local Authorities but the actual contributions received in 2015-16 were considerably less than this. The Consortium has delivered a further 5% reduction in Local Authority contributions in financial year 2016/17 and 2017/18. as shown in the table below. Therefore, £430k of efficiency savings have been achieved over the last two years. The following strategies have been developed to ensure increased efficiency and effectiveness:

- Efficiency savings from a rigorous approach to budget planning and oversight with a focus on value for money including increasing income from the use of the building in particular.
- Service redesign proposals particularly around the more traditional services provided, literacy, numeracy and Welsh in particular, where there is an opportunity to move to a school-led model by identifying lead practitioners and specialist centres with capacity to support other schools.
- Reviewing the workforce structure as a result of a better information management system, in particular the senior team structure and the numbers of challenge adviser posts to adopt a risk based approach to challenge and support.

The Consortium received c£3.9m contributions from the five Local Authorities in 2017-18. The funding was utilised to support the core function of school improvement. Below is a summary of the financial outputs for 2017- 18 by individual Local Authority, the senior Challenge adviser and challenge adviser figures reflect where actual support is deployed, all other costs are apportioned by IBA :-

Cost Category	Outturn 2017-18		City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
			36.02%	15.59%	14.71%	6.39%	27.29%
<b>LA Contributions</b>	<b>3,985,879</b>		<b>1,435,669</b>	<b>621,381</b>	<b>586,223</b>	<b>254,827</b>	<b>1,087,779</b>
Senior Challenge Advisers	477,431		135,971	68,004	70,361	67,523	135,572
Challenge Advisers	1,631,330		587,587	254,317	239,928	104,295	445,203
Other Employees	1,354,186		487,763	211,111	199,167	86,576	369,569
Premises	493,871		177,887	76,992	72,636	31,574	134,781
Transport	25,404		9,151	3,960	3,736	1,624	6,933
Supplies & Services	474,689		170,978	74,002	69,815	30,348	129,546
<b>Commissioning:-</b>							
Support Services	118,003		42,504	18,396	17,355	7,544	32,204
<b>Gross Core Expenditure*</b>	<b>4,574,914</b>		<b>1,611,839</b>	<b>706,783</b>	<b>672,998</b>	<b>329,485</b>	<b>1,253,809</b>
			<b>% SPEND RECEIVED</b>				
			<b>35.23%</b>	<b>15.45%</b>	<b>14.71%</b>	<b>7.20%</b>	<b>27.41%</b>

*\*£3,986k of contributions were received from LAs however the gross expenditure incurred reached £4,596k. This was net off by £459k of income received in Ty Dysgu and £151k 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 2017 – 2018, expenditure in two out of the five LAs was higher than the amounts they had contributed (in line with the consortium core value to deploy resources to the areas of greatest need).

### 3.2 ADDITIONAL FUNDING - GRANTS

In addition to the core contributions from LAs the Consortium was also in receipt of grant funding from Welsh Government. In 2017-18 the following funding was received:-

Grant	Total £	Delegated £	Centrally Retained £
Education Improvement Grant (EIG)	45,677,495	42,498,340	3,179,155
Pupil Development Grant (PDG)	30,517,400	28,943,650	1,573,750
Year 2 – 6 National Numerical Reasoning Test 2017	5,000	0	5,000
Advisory Team on Delivery of FP Nursery Provision for 3-4 year Olds	3,784	0	3,784
LiDW	£150,462	50,000	100,462
Schools Challenge Cymru	78,945	0	78,945
Support for children and young people's informal use of Welsh	77,800	0	77,800
South Wales Valleys Project	52,500	38,905	13,595
Raising Schools Standards	2,961,911	1,130,000	1,831,911
Pioneer Schools Network & Professional Learning & Curriculum and Development	2,080,714	1,712,465	731,249
<b>Total</b>	<b>81,606,012</b>	<b>74,373,360</b>	<b>7,595,651</b>

In order to manage these grant streams effectively, the Consortium adhere to strict governance arrangements:-

- Initial allocations are provided by Welsh Government and apportionment proposals presented to Directors for challenge and agreement. (Guidance taken from regional finance leads on the impact of proposals)
- Director decisions shared with regional finance group to determine operational processes
- CSC Grants team identify project managers and budget holders (agreement to schemes of delegation)
- Monthly budget monitoring meetings provide evidence for management dashboard to SLT and Directors
- Consortium devise service level agreements between schools and LAs for grant funding initiatives to hold stakeholders to account
- The CSC Grants team work to a grant compliance framework by reviewing school improvement plans against grant terms and conditions

Elements of the above grants were utilised to commission work and support packages for schools across the region. These funds were 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 2017/2018:

Cost Category	Outturn 2017/18	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.02%	15.59%	14.71%	6.39%	27.29%
<b>Regional Support to LAs :</b>						
Support for Vulnerable Schools	205,300	137,748	19,902	6,970	625	40,055
PDG CLA	329,112	116,742	44,474	48,177	21,512	98,207
LIDW	93,360	38,185	13,820	28,180	180	12,995
<b>Specific Projects</b>						
Hubs	1,701,670	557,002	251,251	286,417	120,000	487,000
Pathfinder Support	141,000	59,000	22,000	26,000	16,000	18,000
Peer Enquiry	23,350	3,750	250	4,100	-	15,250
School Improvements Groups	726,560	224,404	88,689	91,734	47,085	274,648
Governor Improvement Groups	6,000	-	-	1,500	4,500	-
Leadership	410,868	140,545	85,780	81,078	22,100	81,365
Literacy	2,775	900	225	75	675	900
Pioneer	1,349,465	418,892	305,000	285,000	40,000	300,573
New Deal Pioneer Network	669,248	216,715	94,700	94,200	45,900	217,733
NQTP Induction	47,750	15,600	5,850	13,650	250	12,400
Digital Competency Framework	78,200	15,200	6,600	24,600	12,600	19,200
Assessment for Learning	51,100	5,325	5,925	20,275	225	19,350
Modern Foreign Languages	11,600	5,100	3,000	2,300	-	1,200
Welsh Linguistic Skills	225,305	73,911	36,330	22,550	25,177	67,337
Welsh Language Charter	19,000	6,750	2,000	2,750	-	7,500
South Wales Valleys Project	38,905	-	3,850	-	19,655	15,400
Closing the Gap	40,350	40,000	-	350	-	-
School Challenge Cymru	303,684	180,466	60,921	61,196	552	549
<b>Specific LA Support</b>						
Collaboration Project	15,000	-	-	-	-	15,000
Celebrating Excellence	18,246	-	-	18,246	-	-
Foundation Phase	1,746	-	-	1,746	-	-
Headteacher Conference	2,500	-	-	2,500	-	-
LA Annex	128,421	46,262	20,023	18,992	8,095	35,049
<b>Total</b>	<b>6,640,515</b>	<b>2,302,497</b>	<b>1,070,590</b>	<b>1,142,586</b>	<b>385,131</b>	<b>1,739,711</b>
<b>% spend received</b>		<b>34.67%</b>	<b>16.12%</b>	<b>17.21%</b>	<b>5.80%</b>	<b>26.20%</b>

### 3.3 IMPACT ANALYSIS OF REGIONAL WORKING

In 2017/2018, monetary benefits of regional working were achieved by Bridgend and Vale of Glamorgan (compared with Merthyr, RCT and Vale of Glamorgan in 2016/2017, 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. The table below summarises the financial outputs:-

Cost Category	Outturn 2017/18	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.02%	15.59%	14.71%	6.39%	27.29%
Gross Core Expenditure	4,574,914	1,611,839	706,783	672,998	329,485	1,253,809
Delegated Grant	6,640,515	2,302,497	1,070,590	1,142,586	385,131	1,739,711
Total Expenditure	11,215,429	3,914,336	1,777,373	1,815,584	714,616	2,993,520
<b>% Spend Received</b>		<b>34.90%</b>	<b>15.85%</b>	<b>16.19%</b>	<b>6.37%</b>	<b>26.69%</b>

#### 4.0 REVIEWING OUR MAIN STRANDS OF ACTIVITY

There are six main strands of activity that have been collectively identified as critical elements which have an impact upon school improvement across the region. We provide below an overview of the objective of each strand, what we have done this year, evidence of impact to date and next steps.

##### 4.1 School Improvement Groups (SIGS)

###### Background and Objectives

All schools have been placed in cross-regional school improvement groups. Each SIG is composed of schools from different local authorities, in different places on their learning journey and with different socio-economic intakes. A headteacher in each group acts as the Convenor. The role of the convenor is facilitating collaborative working and coordinating work across schools in the SIG.

The SIGs have a number of aims but are essentially intended to support schools to work collaboratively in order to focus on and secure improvement in key aspects of school improvement and to deepen and engage in joint practice development between schools in the group. School Improvement Groups (SIGS) are provided with minimal levels of seed funding (£500 per school per primary SIG and £1500 per school per secondary SIG) to facilitate collaborative working.

###### What have we done this year?

Convenors were asked to submit a plan, mid-year evaluation and final evaluation on behalf of the group. Plans are monitored to ensure that they remain focus on local, regional or national priorities. Each SIG provides an evaluation of its work based on the SIG improvement targets set. SIG plans have a keen focus on relevant school improvement priorities and the opportunities for schools to share expertise across LAs showing **efficiency**.

In terms of **sustainability** headteachers who act as convenors to coordinate the work of SIGs on behalf of the region are funded £1,500 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.



## What evidence of impact do we have?

Through SIG working nearly all schools in the region are able to engage with collaborative school improvement **and** 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 17/18 approximately 96% of convenors believe that their SIG has the collective capacity to meet the priorities of the group.

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. Thematic analysis of convenor evaluations from 16/17 and 17/18 show positive qualitative feedback about the impact of SIG work. These thematic evaluations are carried out in addition to the survey and including the following:

- Teacher involvement in SIG work has remains at around 95%
- The involvement of middle leaders in SIG work has increased around 40% from 22% in 16/17 to 63% in 17/18
- Over 50% of SIGs have included joint practice development as an aspect of their SIG work
- Altering practice in school as a result of SIG work has increased from 88% in 16/17 to 94% in 17/18
- 25% of SIGs have involved pupils directly in SIG work with pupils working across schools.

*17 convenors were surveyed in 16/17 and 22 in 17/18; the group was not the same sample.*

- When asked if SIG work had an impact on pupil standards 36% strongly agreed, which is around a 30% increase from the previous year
- Over 80% of SIG convenors agreed or strongly agreed that SIG work has a positive impact on teaching and learning. This is an increase of over 50% from 2016/17
- There has been a 25% increase in the number of SIGs who strongly agree that they distribute SIG leadership beyond the Headteacher
- There has been an increase of over 10% of the SIG convenors who strongly agree that their SIG has the collective capacity to meet the needs of the group, from 41% in 16/17 to 55% in 17/18. In both years over 90% of SIGs either agree or strongly agree with this

Based on **effectiveness** data submitted by SIGs to date there is also strong quantitative evidence of their impact on school improvement:

- 56% of primary SIGs are able to show positive, measurable impact on standards from their collaborative work
- Of these, approximately 30% show a direct impact of their work
- Approximately 25% of SIGs show a more indirect impact of their work
- Approximately 34% of SIGs show proxy indicators of impact. That is to say that impact of work during 17/18 cannot yet be evidenced but is anticipated in the future.
- Around 84% of SIGs report a direct impact on their provision as a result of collaborative SIG work
- Over 68% of SIGs report a direct impact on their leadership capacity as a result of SIG working

For example, one SIG has provided feedback of the impact of their work:-

*“The impact on the pupils has been very positive. They are more aware of their role in their own learning and pupil engagement was positively impacted. The co-construction of success criteria has had a positive impact on the teaching and learning. The children have a better understanding of what*

*it is they are learning and how they are able to attain it. The introduction of random Learning Partners was very positive. Once the children were trained in ‘how to be a good learning partner’ almost all pairings were successful. The introduction of Learning Partners also developed more independence in many of the children. The introduction of the Learning Zones was very powerful concept and accessible to even the younger pupils. It allowed all pupils to reflect on their own learning and what they thought they needed to do to get to their next step. Pupils are more confident and know what they have to do to succeed. There has been a marked improvement in pupils reasoning skills, this was reflected in the WG reasoning tests. 95% of pupils scored +SS85, compared to 87% in 2017. 10% of pupils scored +SS115, an increase of 4% since 2017. There was considerable progress in year 3, the class that has had both the trial year and whole school year of the project. 92% of pupils achieved +SS85 compared to 78% in 2017. 8% scored +SS115, double the number in 2017 of 4%. In year 6 97% of pupils scores +SS85 compared to 65% in 2017 – a 32% improvement. There was also excellent improvement at +SS115 with 20% achieving this level in 2018 compared to 3% in 2017”.*

### **Next Steps**

The **quality** of 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 17/18:

- One SIG has a focus on visits to SIG schools by headteachers with a focus of discussion and sharing remaining at the weakest level of engagement
- A third are working at the next level, evaluating the impact of different or improved approaches to teaching and learning, revision of policies to embed improved approaches
- Around a third are operating at level 3 where they disseminate information back to their home school on different approaches to teaching and learning but cannot evidence the impact of the work on data.
- Around a third of SIGs are operating at the outermost level and deepest form of engagement through being 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

### **Our priorities for the next academic year for SIGs therefore are to:**

- Deepen the joint working for SIGs where schools are only working at outer levels of engagement to date
- Reset SIGs where collaboration is underdeveloped.
- Ensure all SIGs have an effective convenor who will be a professional learning lead will be responsible for working across schools to facilitate joint practice development activities and enquiry.
- Ensure all schools are clear about the respective roles of SIGs and Clusters by developing clear communication around the role of SIGs and clusters in the CSWC.

## 4.2 Pathfinders

### Background and Objectives

Pathfinder pairs are brokered partnerships between two schools where one school supports another to improve. Improvement impact on both schools is measured. They are more intensive pairings of schools that have been created to develop a specific area. The partnerships are facilitated by the challenge adviser of the supported school who provides support and direction to the work as required.

Pathfinder partnerships are created following approval from the resource board. Schools work with challenge advisers to create a costed plan which focusses on the specific identified improvement area. Funding is allocated by the board based on needs identified. 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.

### What have we done this year?

The table below provides an overview of the pathfinder activity this year in each Local Authority:

In cohort 5 there was 31 partnerships, 2 triads and 1 quad.

Cohort 5	Number of Lead School	Number of schools being supported	TOTAL Schools
Bridgend	4	7	11
Cardiff	14	15	29
Merthyr Tydfil	3	4	7
Rhonda Cynon Taf	6	2	8
Vale of Glamorgan	4	9	13
Caerphilly	1	0	1

Activity taking place in each pathfinder partnership varies in terms of content and timescale but is always based on the costed plan that has been approved by the resource board.

### What evidence of impact do we have?

All pathfinder activity is monitored and evaluated, and the evidence to date highlights that this strategy is successful. A baseline is established within the costed plan to ensure progress is measured with evaluations required after two terms in order to monitor progress. Evaluation considers impact against the objectives set out in the costed plan.

**Collaborative advantage** from partnerships in terms of capacity building and leadership:

- Middle leaders have been upskilled in the delivery of training and the mentoring and coaching of other staff. All staff involved in the project reported feeling more confident about leading monitoring activities.
- The Pathfinder work has allowed middle leaders within the school to further develop the school's leadership capacity. During the project, responsibility was passed on to FP Leaders who worked alongside teaching staff in their schools in order to collate work samples for moderation purposes. FP Leaders led the work therefore promoting their middle leadership

ability. This was then used back in individual schools where middle leaders were able to reflect on the practices taking place in their own phases, within their school, and further draw upon the work discussed during the pathfinder partnership in order to improve teaching and learning, and the assessment process.

- The senior leadership team provides a clear direction to school improvements. The senior leadership team consists of the headteacher, deputy headteacher and Foundation Phase co-ordinator. Both deputy headteacher and Foundation Phase co-ordinator have been provided with good support from partner schools. As a result, there has been notable progress in strategic leadership. A new TLR post holder is to be appointed before the end of the Spring term. Curriculum leadership teams have outlined tasks

Many pathfinder partnerships can show **added value** and proxy indicators of impact on a number of strategies introduced as a result of partnership working, for example:

- Senior Leaders use a range of strategies (*Professional discussions, phase meetings, peer observations and support programmes*) along with rigorous monitoring and support to manage the performance of all teachers, this is beginning to impact on learner outcomes. Termly self-evaluation through PPM, PM, IPR ensure all staff are supported and challenged appropriately.
- Overall, there has been good progress in teaching. The challenge advisor has agreed the assessment of teaching undertaken by the SLT. At present teaching is 70% good and 30% adequate. There is more consistency in teaching throughout the school, in particular in planning, the approach to reading and phonics teaching. This has increased from 50/50 adequate good in Nov 16.
- ‘The difference in the school since September is tangible. Presentations from key staff and a learning walk showed enthusiasm from both staff and pupils, a culture of learning and strong engagement across the school. Distributed leadership is developing well. There is a clear focus on improving the outcomes of more-able pupils and there is strong impact already. Leaders are clear about the next steps. It is clear that staff are benefitting from newly forged working relationships with other schools and external advisers/consultants and this is impacting on classroom practice’. (Challenge Adviser report)
- As a result, the quality of teaching has improved from 30% good teaching in July 2017, to 55% good teaching in January 2018, to 60% good teaching April 2018.

**Quantitative evidence of the effectiveness** of partnerships is considered on an individual basis as the focus of the work varies according to the needs of each partnership, considering **sustainability**, the use of challenge advisers to broker and support the work ensures that work within schools can continue to be developed.

For example, Teachers from the supported school have had the opportunity to work alongside teachers from the lead school planning, looking at books and observing each other delivering lessons. Teachers have had the opportunity to reflect on their own practice and make changes to their practice. Teachers from the two schools have worked together to create a ‘Teaching Toolkit’. As a result, the quality of teaching has improved from 30% good teaching in July 2017, to 55% good teaching in January 2018, to 60% good teaching April 2018.

## Next steps

- Pathfinders to be rebranded as school to school support but continue to be brokered by Challenge Advisers as and where needed.
- School to school work to build capacity, strengthen leadership and improve practice at all levels within the linked schools and to mutually benefit from sharing and creating effective practice. Early intervention in those schools most at risk.
- Professional learning alliance hubs to each receive £5k of their budget to support the school to school support agenda through providing support as requested by the Resource Board.

## 4.3 Hub Programmes

### Background and Objectives

The first model of Hub schools within CSC was established in 2014 and included OLEVI Hubs, Hubs and Specialist Centres. The model was re-set in 2016-17 following a review and it was identified that system changes were required in order to meet the needs of the region.

In 2017-18, CSC Hub schools continued to support regional strategy to deliver the school-led professional learning offer as one of the cornerstones of the Central South Wales Challenge. All Hub programmes aligned to a common set of expectations, contributing to a regional offer that comprising of over 200 programmes.

CSC Hub schools:

- Develop the capacity of the system to be self-improving
- Promote school-to-school collaboration
- Develop joint practice development networks and share practice
- Increase inquiry-led and inquiry-informed practice
- Support national and regional improvement priorities
- Provide professional learning opportunities for practitioners across the region
- Deliver time-limited school-to-school intervention and support for vulnerable schools

### What have we done this year?

In 2017-18:

- Hub schools were funded to provide capacity to facilitate inquiry-led professional learning programmes and time-limited intervention and support for vulnerable schools.
- Lead Practitioners were provided with capacity funding to facilitate joint practice development networks in support of priority qualifications improvements.
- 

It was recognised that further refinements and improvements were required during 2017-2018 to increase the effectiveness of Hubs. Many of the professional learning programmes followed an inquiry-led approach. This was in recognition of schools' need to align professional learning with their improvement priorities and to provide greater opportunities to evidence the impact of the professional learning activity.

Schools continued with their Hub status from 2016-17 into 2017-18 with exception of a few schools who voluntarily stepped down from the model. Service level agreements were strengthened this year to increase the accountability of Hub schools for the delivery of professional learning programmes and their role within the school-led self-improving system.

School improvement plans from across the region were analysed and national priorities considered, to ensure that all programmes align with national and regional needs. Hub programmes were co-constructed with strategic advisers to align provision to regional and national needs. Programme session visits were arranged by strategic advisers as part of the evaluation of effectiveness of the offer. Programme highlight reports were completed to monitor activity.

### **What evidence of impact do we have?**

In 2017-18:

- over 20% of CSC schools feature as part of the model to build capacity and provide support to others
- 1072 practitioners attended a professional learning programme run by a Hub school.
- At least one practitioner from 73% of schools in the region have engaged with a Hub professional learning programme. A continuing positive trend since the inception of the model
- Over 183 days of direct, in-school support was facilitated by Hub schools

Across the 3 years of the Hub model there has been a 100% increase in the number of practitioners attending collaborative events.

Refinements to the model in 2017-18 have increased the focus on joint practice development and inquiry-led activity. As more practitioners participate in programmes of joint practice development, the evidence of the effectiveness of this approach increases. Practitioner feedback following sessions demonstrate the value they place in working collaboratively with other schools to develop their practice.

Evaluation of the work identified that:

- nearly all practitioners reported that the actions they had undertaken as a result of the programme had impacted on standards and pupil 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
- around a half of practitioners reported having undertaken activity to build in school capacity

Feedback from practitioner session evaluations welcomed the opportunity to work collaboratively to develop their practice in support of identified priorities.

Extended opportunities for networks of practitioners to develop practice over a period of time and enhance school-to-school working is a strong feature of the hub model.

For example, feedback received from one hub :-

*“It has been rewarding for all of our staff involved in the Hub programme to see strategies that have been developed within our own school for all areas of literacy, having an impact upon standards and provision in other schools. The programme has given us an invaluable opportunity to build capacity within our own school through the involvement of a range of staff in the activities offered to practitioners through the programme thus developing their own CPD. The feedback from practitioners has been very positive and hopefully it will be used to continue to develop the programme in the future.”*

### Next steps

- 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 could be used to broker effective support from across the region rather than from reducing the number of Hub schools
- The model will need to be refined further to accommodate emerging priorities in support of curriculum reform

## 4.4 Peer Enquiry

### Background and Objectives

As part of the Central South Wales Challenge schools are encouraged to undertake peer enquiries with other schools within the region. The model is offered to all green, yellow and amber schools. It is an increasingly reciprocal, less centrally reliant and therefore increasingly sustainable model. Peer enquiries can be whole school, or focused on a pre-agreed theme e.g. eFSM provision and outcomes and PDG spend

### What have we done this year?

The consortium has continued to facilitate and broker peer enquiry for schools that want to undertake it. The consortium plays an enabling / brokerage role both through funding the lead enquirer and through matching a commissioning host school with a lead enquirer. The matching of lead and host headteachers is approved by senior challenge advisers. The peer enquiry team consists of a lead Headteacher, a second supporting Headteacher and a third senior school leader (typically the deputy of the lead headteacher). Challenge advisers have played a more active role since the end of 2017 in advising host headteachers to commission an enquiry as part of their self-evaluation processes

The Peer Enquiry process has been further refined and developed for 2017 - 2018 to ensure it has a greater potential impact on school improvement. The following are the key developments:

- Challenge advisers are increasingly playing a role in encouraging headteachers to commission peer enquiries.
- Peer enquiry reports are shared with the host school’s challenge adviser and governing body.
- The further lines of enquiry generated at the end of the process are linked directly to school

improvement with an action plan being agreed between the lead enquirer and host headteacher

- There is a stronger expectation that the impetus to provide evidence of the impact of the enquiry will come from the host Headteacher at a follow up visit
- The lead enquirer can choose their own team to build on the strength of existing partnerships
- Documentation tested during training is shared as a consistent toolkit with all stakeholders
- A professional learning survey is sent to all enquiry team members which has enabled us to trace evidence of impact on professional development

Peer enquiries are led by headteachers who have received centrally delivered training by the Associate Headteacher leading on peer enquiry who is also the QA lead in checking all enquiry reports before they are shared with the host school. Documentation is consistent and evaluations of the impact of the process take place on several levels including interviews with and focus groups of stakeholders along with analysis of school Self Evaluation Reports (SER) and School Improvement Plans (SIPS) and Key Performance Indicators (KPI) linked to further lines of enquiry.

Peer enquiry reports are focused on school improvement through a small number of specific further lines of enquiry that are related to school improvement. The collaborative nature of the model, along with the increasingly reciprocal funding plan demonstrates **efficiency** that includes capacity building of leadership professional learning.

### **Barriers to success this year**

Despite its refinements and past efficacy in making an impact on school improvement and leadership professional development, peer enquiry failed to meet its target in terms of the number of commissioned enquiries for the year 2017 – 2018. Instead of an anticipated 30 enquiries based on the data for 2016 – 2017 (which saw 33 enquiries take place and schools being placed on a reserve list for the next year), only 11 actually took place.

A further 18 peer enquiries were actually commissioned in 2017 - 2018, but these all failed to take place due to:

- Headteachers cancelling due to other pressures such as Estyn visits or other scrutinies
- Schools deferring to later in the year including the Summer Term of 2018 (and therefore the new financial year)
- Headteachers withdrawing for reasons relating to personnel and HR

There is some additional evidence to suggest that peer enquiries may not have taken place or been commissioned as a result of reduced central funding (only the lead enquirer now funded), two extended and unavoidable absences of the strategic lead for peer enquiry (who would have chased schools who deferred or cancelled) or the advice of challenge advisers. This does suggest that the role of the consortium in promoting, supporting, brokering and funding peer enquiries is still an important one. Initially it had been thought that the model was mature enough to ‘float’ out to schools to manage themselves, but 2017 – 2018 does not support this idea.

### **What evidence of impact do we have?**

- Peer enquiries build leadership capacity and focus on school improvement through credible, rigorous discussions with all school stakeholders
- All members of the peer enquiry team plus the host school SLT benefit from sharing and effective practice
- New networks of school partnerships are generated as peer enquiry teams are brokered from a different LA to the host school wherever possible



**Collaborative advantage** from partnerships is evidenced where schools report impact in terms of capacity building and leadership:

- Senior leaders and headteachers becoming part of enquiry teams are all been trained in data analysis, interview techniques, observation protocols and school self-evaluation as well as the lead being trained to coach/mentor host headteachers. Members of enquiry teams report feeling more confident about leading enquiries and analysing school processes.

*I am a better school leader for having led, supported and hosted peer enquiry*

*We've learned so much, 'how to reduce workload', sharing good practice*

- The enquiry team and the host school SLT work in close collaboration throughout the process resulting in high calibre discussions about effective practice and two-way sharing of ideas and systems. The nature of the dialogue between experienced, credible school leaders is of immense value to all participants. In the context of trust and openness - and without judgement - any school SLT must benefit from having fresh eyes looking at the school.
- Peer enquiry offers specific lines of enquiry linked to school improvement and an action plan so that the host school has an immediate starting point for improvement. The very act of deciding those lines of enquiry also builds the professional skills of the enquiry team
- All the way along there was this dialogue-it was very positive it was very challenging-it certainly wasn't light touch
- All senior leaders involved in the process focus their attention on school improvements and this contributes to the development and strengthening of a school-led self-improving system.
- The people who undertake the enquiry have credibility straight away. They are doing the job and hopefully will have a track record in securing improvement.
- The enquiry gives concrete suggestions and practical ideas. It is not just identifying strengths and weaknesses like an inspection. There is also likely to be an ongoing dialogue and contacts built. I have taken part in three peer enquiries and have made valuable links that continue.

In line with **added value**, peer enquiries demonstrate impact and proxy indicators of impact on a number of strategies introduced as a result of serving headteachers and senior leaders working in partnership with host schools. For example:

- Just over 50% of all schools in the region have engaged with the peer enquiry model to date since 2015\*.
- Between 2015 – 2018, 77% of all primary schools who have 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, 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, 82% of those schools had improved their key stage 4 level 2 plus against a regional average of 70%.
- Action plans focusing on school improvement are reflected in school SER documentation with quantitative and qualitative targets attached to expected outcomes
- Some challenge advisers conduct reflective conversations with host headteachers upon receipt of the report and Evaluation Framework improvement (EFI) reflect the robust specificity of those conversations

- Many participating headteachers and senior school leaders 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. We have evidence from focus groups, surveys and interviews with senior school leaders to support this.

\*The overall percentage of schools engaged in the peer enquiry process is cited here from its inception in 2015. Engagement of schools/headteachers/senior school leaders is much lower for the year 2017 – 2018.

*For example, a school has been involved in hosting a 'Peer Enquiry', whereby the school was scrutinised by head teachers and SLT member from other green schools. This has been used to inform self evaluation and future improvement planning. The Peer Enquiry team confirmed the areas highlighted by the school as good or excellent practice and drew our attention to areas for improvement that will be incorporated into our school improvement plan*

### Next steps

- There is no doubt (based on both quantitative and qualitative evidence) that, where entered into with honesty and commitment, peer enquiries have had a significant impact on the collaboration of school leadership teams, on the specificity of 'SMART' targets aimed at school improvement and on the professional learning of all stakeholders including senior leaders aspiring to headship.
- The decision to move towards a reciprocal model at this stage, organised by schools themselves, was perhaps too ambitious. Once funding dwindled to supporting the work of the lead enquirer only, there was a noticeable reduction in the number of schools commissioning enquires during 2017 – 2018. While only 11 peer enquiries actually took place this year, a further 18 were cancelled or postponed. This suggests that the peer enquiry model was not mature enough to be managed without a degree of funding and much stronger and consistent brokerage and support by various consortium stakeholders. Please see 'Barriers to Success' for an exploration of reasons for this.
- Welsh Government is currently working with regions to develop peer involvement in school improvement as part of the draft evaluation and improvement arrangements announced in February 2019. As part of this work, a CSC Peer Evaluation and Improvement Working Group of 8 headteachers is researching current models in order to develop a regional peer review pilot model. These models include versions currently being adopted by EAS, Cyfleoedd+ (5 CSC Welsh Medium Secondary Schools), CSC Special Schools Network and London / Bristol Academies. In these models, headteachers take on the role of working with each other to strengthen school self-evaluation and contribute to the sharpening (identification of support requirements) of support/actions. In line with this development, the CSC peer enquiry model as it stands will cease offering any funding from the end of March 2019.
- Schools can still commission peer enquiries as a separate activity to a peer review in future and will have access to the documentation.

## 4.5 Closing the Gap (CTG)

### Background and Objectives

**This is one of the main priorities in the CSC Business Plan where the aims are to:-**

- Close the gap for eFSM learners in all subject areas

- To improve school use of the Pupil Development Grant (PDG)
- To facilitate and signpost targeted school-to-school support and access to dedicated professional learning in the area of CTG

### **What have we done this year?**

Our overall approach to CTG has been to ensure the work of other strands i.e. Challenge Advisers, SIGs, Hubs and Pathfinder partnerships all make a contribution to CTG.

We have established Closing the Gap (CTG) Hubs within schools who have a proven track record of supporting the most vulnerable learners by evidencing accelerated progress. CSC currently supports two CTG Hubs (one primary and one secondary), who have been commissioned to work collaboratively with schools. The CTG Hubs will be expected to undertake the following:

- Facilitate a CTG programme which promotes strategies that close the gap in order to build capacity across the system
- Share best practices and strategies that has impact on the progress of eFSM children and other vulnerable learners
- Use the Efficiency and Evaluation Framework (EEF) toolkit to create a range of workshops for school staff, that will have impact not just on eFSM pupil, but also on the wider school culture
- Source, create and deliver a coaching-based programme that targets key stage 3 and 4 pupils to raise aspirations, develop self-esteem and improve life skills of those pupil made more vulnerable due to poverty, thereby ensuring that learners are more prepared for exams in key stage 4
- Source a range of whole school training so that the alliance has a common vision, shared values and employs approaches that impact on the progress of all learners but particularly those eligible for free school meals
- Ensure all schools have a strategic PDG spending plan which aims to raise the attainment of all pupils challenge the gap between those eligible for free school meals and those who are not
- Ensure Challenge Advisers, in their work with vulnerable schools, are able to effectively challenge and support schools to create effective PDG spending plans, with specific consideration of clear impact measures
- Expect all schools to identify a member of senior staff with accountability for their school progress in raising the attainment for eFSM learners

In addition to the work of CTG Hubs we have also done the following:

- Challenge Advisers have monitored, supported and reported on schools' PDG spending provided general support for CTG
- Appointed delegate headteachers to work on implementation of CTG strands.
- Supported primary and secondary eFSM networks
- Funded the secondary CTG hubs as lead practitioners to provide additional support to red/amber schools

### **What evidence of impact do we have?**

The CTG Hubs offer a range of programmes across the region and have been well attended and the end of course evaluations demonstrate impact in the schools of participants. Success of the

programme was evident in presentations delivered by delegates during the day of the course. All delegates who attended the course have implemented strategies and are now in a position to develop the programme across their schools.

There have been four meetings of the eFSM network at which delegates were provided with advice and support in relation to effective PDG spending and examples of good practice.

For the previous three years CSC has closed the gap at a higher rate than the national average.

'There has been improvement in the performance of eFSM pupils since 2012, albeit from a low baseline. The gaps in performance have narrowed in each of the four key stages, with foundation phase having the narrowest gap and key stage 3 evidencing the greatest reduction in the gap since 2012. For every key stage, the performance of eFSM pupils has improved at a faster rate than non eFSM pupils at the expected level, and for most performance measures at key stage 4(\*). In the Foundation Phase, the gap has narrowed to 12.6 pp in 2017 (a reduction from 19.5pp in 2012), whilst in key stage 2 the core subject indicator (CSI) gap has closed to 13.8pp (from 20.6pp in 2012). However, in the most recent academic year at key stage 3, the gap widened slightly to 20.8pp.' (2017/18 Highlight Report: Quarter 3)

There will now no longer be CTG focused hubs however, CSC will implement a Hub and Lead Practitioner model with high quality teaching and learning to be a focus of all of the hubs.

### **Next Steps**

The CTG strategy going forward will need to be more contextualized and research-informed in order to identify approaches that meet the needs of schools at different points in their improvement journeys. This has already started with the development of case studies that helps schools at different points to consider what needs to be their next practice.

CSC will also look at developing the following:-

- Ensure challenge advisors continue to focus on the progress of FSM learners.
- Bring clarity and consistency to the consortium and schools use of planning, evaluation and use of data around FSM learners.
- Daniel Sobel to work with a secondary school in each local authority on lowering exclusions and raising attendance for vulnerable pupils.
- To showcase effective practice in schools and highlight successful intervention.
- To work with the literacy and numeracy teams to improve FSM performance in these areas.
- To develop schools as learning organisations linked to FSM and effective PDG spending.
- To ensure that the progress of vulnerable learners is at the heart of all school improvement priorities.

## 4.6 Challenge Advisers (CAs)

### Background and Objectives

Our shared objective, developed in partnership with local authorities and schools in the region, is to continue to transform educational outcomes through improving leadership and teaching and through eradicating the impact of poverty on educational outcomes.

We are doing this by building the capacity of schools to be self-improving. We are developing a culture that embraces innovation and enables teachers and leaders to work together to improve practice in ways that are informed by research and have a positive impact on pupils' achievement and progress.

Our vision is to enable schools themselves to lead this work by increasingly delegating the responsibility and resources backed by a robust system of accountability. We believe that this is vital in order to secure sustainable long-term improvement in the achievement of all children and young people in the region.

A review of the working practices for CAs has resulted in a greater number of CA visits to all our schools, CAs continue to be deployed in geographical clusters where possible. More partner headteachers are now working in the service, this ensures our practice is current and relevant and ensures current school knowledge and practice is built into our service delivery. Also, partner headteachers are building capacity within the system, delivering the model and practice to schools and Headteacher within their own school cluster. The over-arching principle of CSC is to build in-school capacity which is both sustainable and efficient.

Challenge Advisers provide challenge and support to each school in the region (with more time allocated to the schools most in need) and provide data analyses to support schools' self-evaluation and improvement planning

### What have we done this year?

Challenge advisers have been required to challenge and support schools across the region either to sustain high outcomes or to improve outcomes for all their learners. Consequently, this has been the driving objective underpinning all visits to all school regardless of their categorisation colour. A range of school improvement tools have been used by challenge advisers to monitor and evaluate performance of all learners, namely:

- Scrutiny of the school's SER and SDP
- Book looks
- Listening to learners
- Learning walks
- Meetings with senior leaders

CAs play a key role in helping schools achieve improved outcomes for learners and in building capacity within a self-improving school system. CAs work mainly in one local authority and are assigned to a number of schools but work in partnership with colleagues in a cluster.

The amount of time a CA spends at each school is determined by the support category in which the school is placed as a result of national categorisation. The CA facilitates the categorisation process for each school to which he/she is attached and is responsible for writing the national categorisation report.

CAs support governors in the performance management of headteachers and in the recruitment of senior posts. Support for schools is largely provided by other schools and the challenge advisers play a key role in brokering the school-to-school support.

- Review, challenge and support meeting with headteacher and governors to identify category
- Authenticate priorities for improvement
- Review headteacher’s performance objectives and agree objectives for 17/18
- Broker additional support and implement as part of school improvement plan
- monitor progress against agreed priorities in school improvement plan
- Review progress against headteacher’s performance objectives
- Review progress of all learners
- Agree pupil level targets
- Agree plans for grant spend

**What evidence of impact do we have?**

- Overall inspection outcomes have improved
- Reduction in need for support
- Increase in green category schools

The table below summarises the movement of schools between categories in the last year:

No of Schools	Support	Movement
4	Red	2 schools have been red for 2 consecutive years
9	amber	increase of 3 schools on previous year
2	red	moved from amber to red
5	Amber	moved from yellow to amber
3	Yellow	moved from green to yellow
6	Green	moved from yellow to green
2	Yellow	moved from amber to yellow
1	amber	moved from red to amber

Working closely with LAs we have improved our processes for identifying schools who have received appropriate support but progress remains poor. Termly discussions are part of LA performance meetings about LA statutory powers being used in red and amber schools.

For example, a school was placed in the red support category in Autumn 2016 following significant underperformance. A new Headteacher was appointed who worked relentlessly to bring about the improvements required but the strategic abilities of the senior and middle leaders remained a barrier. In addition, there were HR issues and concerns around governance. A new school improvement plan was drafted which reflected the school’s position and identified appropriate priorities for improvement. From this, a support package was identified and additional support brokered. The impact of support was monitored regularly by the challenge adviser and senior challenge adviser and amended if necessary. The consultant governor was changed mid-year and one of the senior leaders resigned after a long period of absence enabling the appointment of a temporary assistant

Headteacher. In 2017-2018, sufficient progress had been made in a few key areas and the school was categorised as amber. By the end of the academic year, progress was strong or very good in all improvement priorities and there was confidence that the school no longer required additional support or regular progress meetings, so the school was provisionally categorised as yellow for 2018-2019. The school was inspected by Estyn in October 2018 and was judged as good in all inspection areas.

### **Next steps**

Senior Challenges advisers undertook a strategic review of the work programmes for all challenges advisers during July and August 2018. The result of the review means the way challenge advisers work with schools in academic year 2018-19 will no longer be predominantly driven by written paperwork. Instead, challenge advisers will be more agile, allowing them to spend more time in schools gathering first-hand evidence and producing brief evaluative reports. To this end, the programme of challenge adviser visits will be more frequent albeit with shorter timings. However, there is flexibility to extend and increase timings if the need arises. Therefore, green and yellow schools, will have two visits each half term, amber schools will have one visit per fortnight and red schools, which are the most vulnerable, will have one visit per week

## **5.0 CONCLUSIONS**

The Consortium evaluates financial performance through a self-evaluation report that forms the basis for business planning. Regular reports are prepared for the Directors, Advisory Board and Joint Committee on the performance of the organisation. Also through the LA progress meetings and the management dashboard for performance and termly Welsh Government ministerial challenge and review events.

Scrutiny and Challenge is undertaken by the Directors of Education who meet on a monthly basis to challenge performance and to agree strategy and have an opportunity to challenge findings. A report to the treasurer is a standard item on the agenda for the Joint Committee meeting.

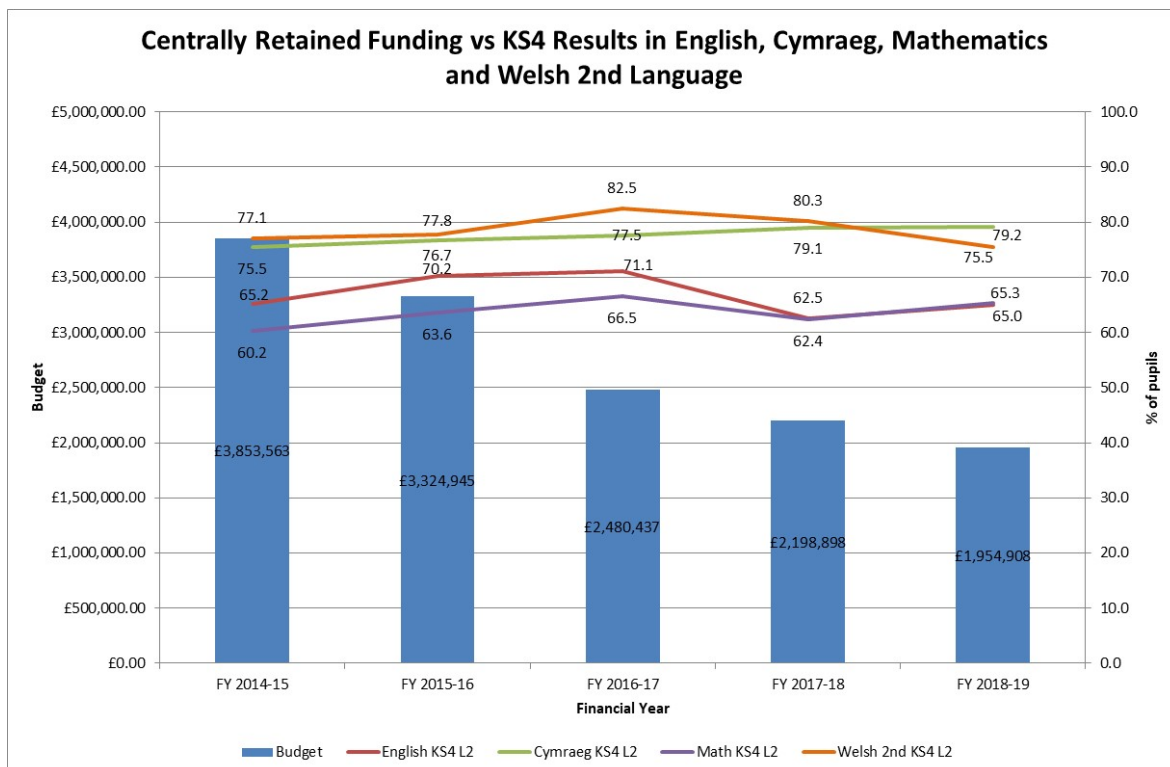
Despite the reduced funding, there were further improvements in many key performance indicators across schools in the region during 2017-2018 building on those of the previous few years. The continued improvements mean that standards have improved again in the main measures for every key stage, where current data is comparable with previous years, at regional level in 2017-2018. 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. Also, performance at the above-expected level exceeds the national average for all performance measures at KS2 and KS3, and the only exceptions being FP LCW O6+, FP PSD O6+, KS3 Cym 7+.

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 Key Stage 2 for 2017/18 performance data. The gap has also narrowed for the main performance measures at KS3. However, the gap in performance is still too high.

In addition, funding for 2017/2018 reduced by 5% from the previous year level, with the region seeing an increase in pupil numbers of 525 pupils, thereby reducing the spend per pupil while maintaining improvements in standards.

	2014 - 2015	2015 – 2016	2016 - 2017	2017 - 2018
LA Contributions	£4,416,486	£4,416,486	£4,195,662	£3,985,879
Pupil Numbers	144,706	145,574	146,711	147,236
Spend per pupil	£30.52	£30.34	£28.60	£27.07

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 94.4% in 2016/2017 to 95.6% in 2017/18 – achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).





During 2017 - 2018, there continued to be some cross subsidisation between the five authorities. Monetary benefits of regional working were achieved by Bridgend and Vale of Glamorgan (compared with Merthyr, RCT and Vale of Glamorgan in 2016/2017, 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.

Combining resources to provide a single service across the region allowing for economies of scale to be realised as well as a consistent service to schools and allows for a more flexible deployment of staff to respond to crisis situation as they arise. Also recognising the importance of providing CPD opportunities and supporting succession planning within the region. Central South Consortium is able to take advantage of the additional services provided through the host authority through the establishment of SLA agreements. The over-arching principle of CSC is to build school capacity which is both sustainable and efficient.

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 accessible, to 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 regional consortia being currently under review both nationally and locally. 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.

Central South Consortium has the confidence to change the way of working in order to maximise the impact of resources. Examples of this include a full review and change to the Hub programme and the networks used to deliver key messages and support. The Peer Enquiry programme is continually reviewed and refined to ensure regional need is being addressed. In addition, a review of the working practices for challenge advisers (CAs) has resulted in a greater number of CA visits to all our schools, activities to monitor standards e.g. book looks and learning walks happen as part of each visit, CAs continue to be deployed in geographical clusters where possible. More partner headteachers are now working in the service, this ensures our practice is current and relevant and ensure current school knowledge and practice is built into our service delivery. Also, partner headteachers are building capacity within the system, delivering the model and practice to schools and Headteacher within their own school cluster.

The process for allocating additional resources has been further improved during 2017/18 within the Resource Board. The Senior Leadership Team review all requests and this has ensured a more, clear, transparent and fair approach to enable CSC to deliver a focused timely bespoke support to schools in need to improvement.

The centralisation of the governor support programme and the employment of CSC governor training officers during 2017 has 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 IT 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.

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
- Increased engagement in professional learning across career phases

The annual survey conducted in November 2018 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 More-able and Talented (MAT) and Children Looked After (CLA)
- 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.

## **6.0 RECOMMENDATIONS**

Priority Drive Teams identified within the business plan (2018-19) should continue to produce detailed costed plans 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 given to the processes for capturing value for money within the monitoring dashboard for both areas identified for strand evaluation in 2018/19 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.

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.

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 2018/19 should continue for all areas.

## APPENDIX A

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

In order to ascertain where CSC provided value for money in 2017 – 2018, 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.

*\*Prior to 2018, 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.*

*2018 data for FP-KS3 is no longer published below National level, so the 2018 data included in this report has not been able to be externally verified.*

*In addition, the eFSM/nFSM is from CSC matched data sources, and may differ from that produced historically due to lower matching rates attainable for the Region.*

***Please note that due to revisions to the Foundation Phase Areas of Learning (AOL) for LLC and MDT in October 2014, which aligned them against the LNF and also made them more demanding, comparisons with previous years should be treated with caution, as they are not measured on a comparable basis.***

### 1.1 FOUNDATION PHASE OUTCOMES

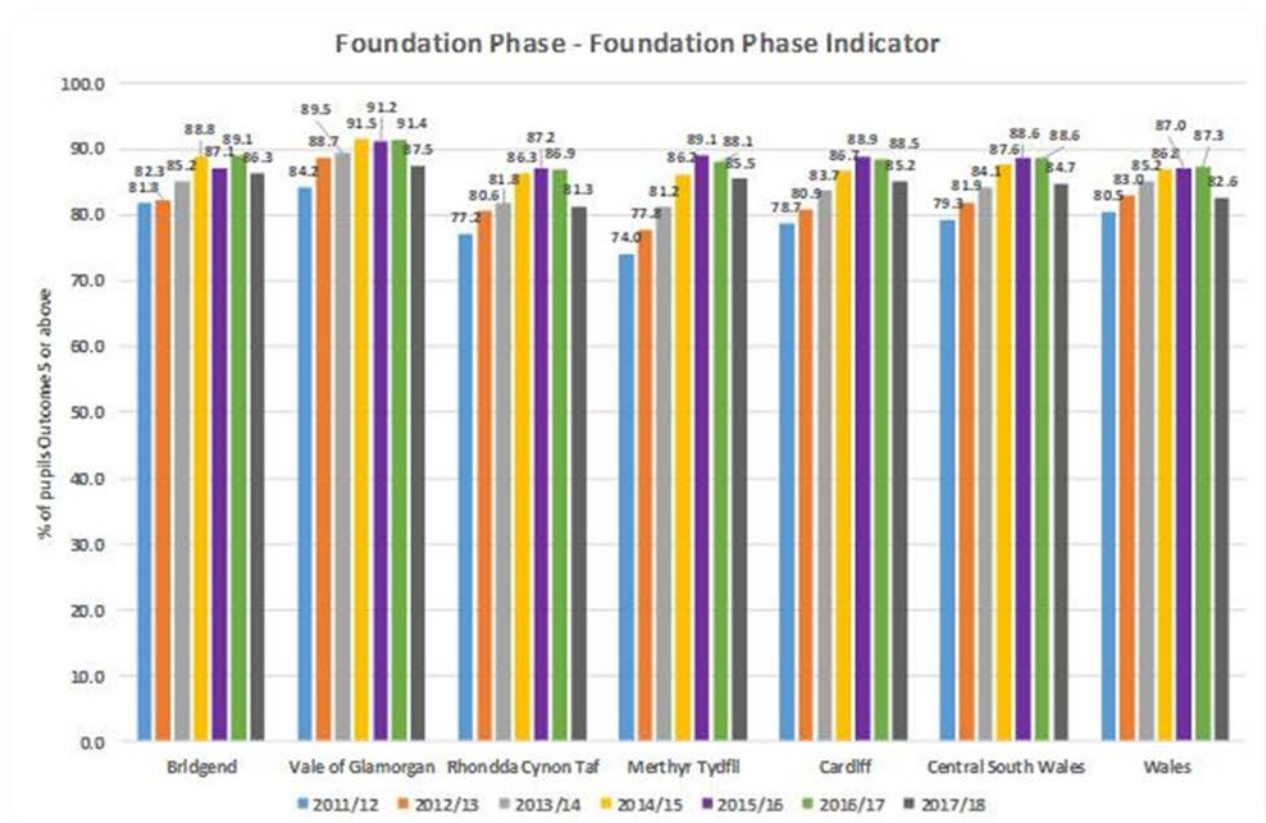
Foundation Phase Outcome 5	2015	2016	2017	2018	Improvement			Overall Improvement for 3 years
					16	17	18	
LLC-E	88.7 (88)	89.4 (88)	89.3 (88.1)	85.9 (84)	0.7	-0.1	-3.4	-2.8
LLC-W	94 (91.3)	93.9 (90.7)	93 (90.9)	89.2 (86.1)	-0.1	-0.9	-3.8	-4.8
MDT	90.2 (89.7)	91.1 (89.9)	91.5 (90.3)	88 (86.6)	0.9	0.4	-3.6	-2.3
PSD	94.7 (94.8)	94.9 (94.5)	95.1 (94.7)	93.9 (93.4)	0.3	0.1	-1.2	-0.8
FPOI	87.6 (86.8)	88.6 (87)	88.6 (87.3)	84.7 (82.6)	1.0	0.0	-3.9	-2.9

Foundation Phase Outcome 6	2015	2016	2017	2018	Improvement			Overall Improvement for 3 years
					16	17	18	
LLC-E	33.8 (34.2)	36.2 (36.2)	39.2 (38.1)	34.4 (33.5)	2.4	2.9	-4.7	0.6
LLC-W	37.9 (36.9)	40.1 (36.2)	40.8 (38.1)	32.6 (33.2)	2.2	0.7	-8.2	-5.3
MDT	34.4 (34.3)	37.2 (36.4)	40.7 (38.7)	34.7 (33.9)	2.8	3.4	-5.9	0.3
PSD	52.5 (56)	57.6 (58.9)	60.9 (61.3)	58.5 (59.4)	5.0	3.4	-2.4	6.0

- At the expected level, all performance measures are above the National average for 2018 results. All of the performance indicators in the Foundation Phase have fallen in the most recent year but, as stated above, comparisons against previous years should be treated with caution.
- At the above expected level, the consortium exceeds the National average for LCE and MDT, but is below the National average for LCW and PSD. Despite the revisions to the AOLs, as detailed above, improvements since 2015 can be seen for LCE, MDT and PSD.

### Foundation Phase Outcome Indicator

The Foundation Phase Indicator (FPOI) has fallen to its' lowest position over the last three- year period, but the decrease seen for Central South Consortium is smaller than that seen nationally for this performance measure for the most recent year and also over the last three-year period. All five LAs in the Region saw decreases for this performance measure in the 2018, with only RCT seeing a decrease larger than that seen nationally, which has resulted in the LA continuing to be below the National average for this performance measure.



Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
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
2018	86.3	87.5	81.3	85.5	85.2	84.7	82.6
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 17 to 18	-2.8	-3.9	-5.7	-2.6	-3.3	-3.9	-4.7
Change 15 to 18	-2.6	-4.0	-5.0	-0.7	-1.6	-2.9	-4.2

## 1.2 KEY STAGE 2

Key stage 2 L4+	2015	2016	2017	2018	Improvement			Overall Improvement for 3 years
					16	17	18	
English	89.8 (89.6)	91 (90.3)	91.5 (91.1)	91.6 (91.1)	1.1	0.5	0.1	1.8
Cymraeg	93.6 (90.5)	95.1 (90.8)	94.1 (91.6)	93.6 (89.7)	1.5	-1.0	-0.5	0.0
Mathematics	90.2 (90.2)	91.7 (91)	92.2 (91.6)	92.5 (91.8)	1.4	0.5	0.4	2.3
Science	91.1 (91.4)	92.1 (91.7)	92.4 (92.2)	92.4 (92.1)	1.0	0.3	0.0	1.3
CSI	87.8 (87.7)	89.5 (88.6)	90.2 (89.5)	90.3 (89.5)	1.6	0.8	0.1	2.4

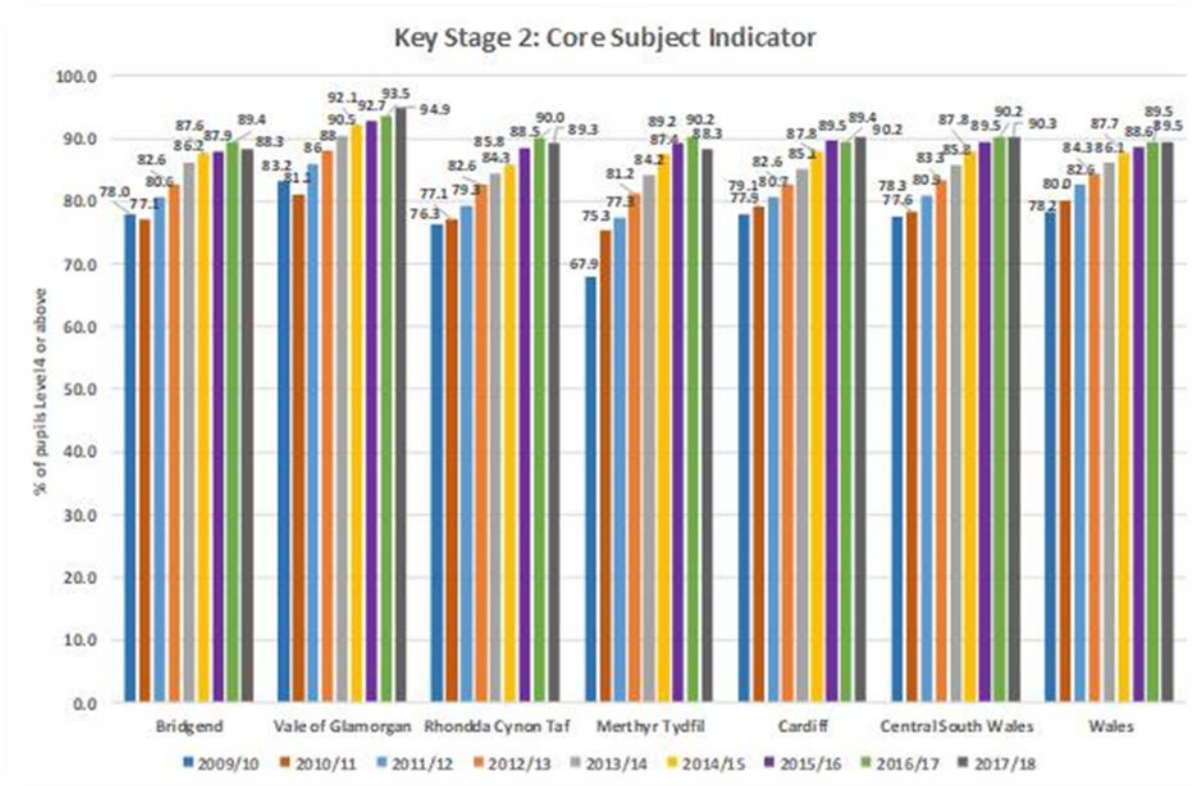
Key stage 2 L5+	2015	2016	2017	2018	Improvement			Overall Improvement for 3 years
					16	17	18	
English	40.7 (40.8)	43.3 (42)	46.7 (44.7)	48.2 (45.9)	2.5	3.4	1.5	7.4
Cymraeg	42 (38)	44.5 (38)	47.1 (41.5)	45.1 (40.4)	2.4	2.7	-2.0	3.1
Mathematics	42.2 (41.3)	44.7 (43.2)	48.9 (47)	50.1 (47.8)	2.5	4.2	1.2	7.9
Science	40.6 (41.1)	43.5 (42.5)	47.9 (46.4)	48.1 (46.5)	2.9	4.4	0.2	7.5

- 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.

### Core Subject Indicator

- There has been further improvement in the CSI for CSC during the latest academic year. Two of the five LAs have improved, with Bridgend, RCT and Merthyr Tydfil decreasing by 1.0pp, 0.8pp and 2.0pp respectively.

- The rate of improvement in the consortium since 2015 at 2.4pp is greater than that seen across Wales (1.8pp).



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+	2015	2016	2017	2018	Improvement			Overall Improvement for 3 years
					16	17	18	
English	87.7 (87.9)	90 (89.2)	91.3 (90.5)	92 (91.2)	2.3	1.3	0.7	4.3
Cymraeg	92 (90.9)	92.6 (92)	94.7 (93.5)	94 (93.8)	0.6	2.0	-0.6	2.0
Mathematics	88.7 (88.7)	90.5 (90.1)	90.7 (90.8)	91.9 (91.6)	1.8	0.2	1.2	3.2
Science	91.6 (91.8)	93.3 (92.8)	94.1 (93.5)	93.8 (93.7)	1.8	0.8	-0.3	2.2
CSI	83.6 (83.9)	86.7 (85.9)	87.9 (87.4)	88.7 (88.1)	3.2	1.1	0.9	5.2

Key Stage 3 L6+	2015	2016	2017	2018	Improvement			Overall Improvement for 3 years
					16	17	18	
English	53.4 (52.6)	58.2 (56.2)	60.7 (58.7)	64.1 (61.6)	4.8	2.6	3.3	10.7
Cymraeg	58.3 (56.2)	63.1 (57.2)	62.7 (62.9)	65.7 (63.8)	4.9	-0.4	3.0	7.4
Mathematics	59.6 (59.5)	64 (62.7)	66.4 (65.4)	67.5 (66.3)	4.4	2.4	1.0	7.9
Science	61.8 (58.6)	65.9 (62.9)	67.3 (65.5)	68.5 (67.1)	4.1	1.4	1.2	6.7

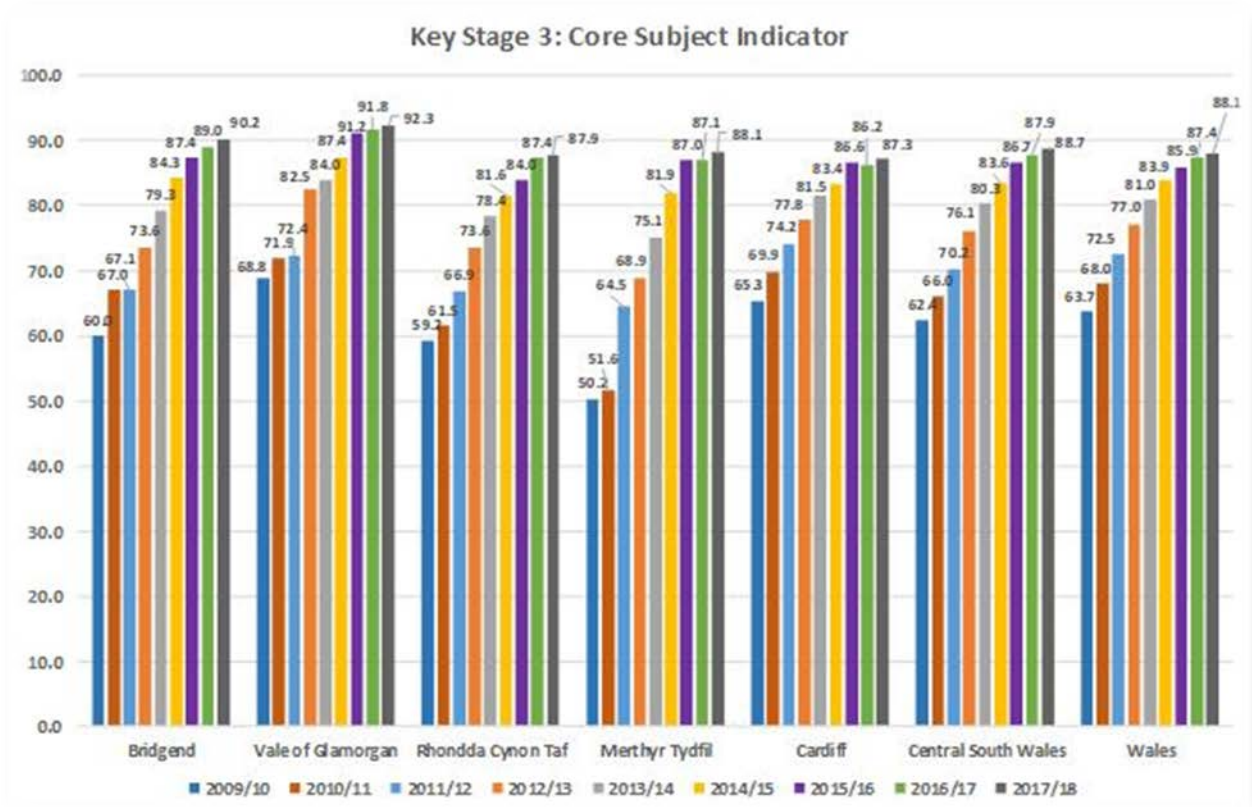
Key Stage 3 L7+	2015	2016	2017	2018	Improvement			Overall Improvement for 3 years
					16	17	18	
English	17.3 (16.6)	18.7 (18.5)	21.8 (20.6)	25.1 (23.4)	1.4	3.1	3.2	7.8
Cymraeg	17.6 (17.4)	16.1 (18.3)	19.6 (19.7)	22 (22.5)	-1.5	3.5	2.5	4.4
Mathematics	26.6 (26.3)	30.1 (28.6)	32.7 (30.7)	34.6 (32.7)	3.6	2.5	2.0	8.1
Science	22.2 (20.7)	25.2 (23.5)	27.5 (26.4)	28.8 (28)	3.0	2.3	1.3	6.6

- At the expected level, improvements have been made in three main performance measures again during the latest academic year, and all main performance measures are above the Wales average. The greatest improvement in the most recent academic year is seen in Mathematics (1.2pp) with the greatest improvement over the latest three-year period being made in CSI (5.2pp). Performance in both Cymraeg and Science fell over the most recent academic year by 0.6pp and 0.3pp respectively.
- At level 6+, improvements of between 1.0pp and 3.3pp have been made in all four of the main measures, and all measure exceed the Wales average at level 6+. The greatest improvement in the most recent academic year (3.3pp) and over the latest three-year period (10.7pp) 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 English (3.2pp). The greatest improvement over the latest three-year period is seen in mathematics (8.1pp). English, mathematics and science continue to be above the Wales average, with Cymraeg falling to 0.5pp below the Wales average.

#### Core Subject Indicator



- The CSI has improved year-on-year at the consortium level, with all LAs in the Region improving in the most recent year. The consortium continues to exceed the Wales average for this performance measure, and the gap in performance has widened this year as the consortium has improved at a faster rate than Wales.
- The range of improvement over the latest three-year period is from 6.3pp in RCT to 3.9pp in Cardiff. The improvement for the region over the same period is 5.2pp which compares favourably against the Wales improvement of 4.2pp.



Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
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
2018	90.2	92.3	87.9	88.1	87.3	88.7	88.1
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 17 to 18	1.1	0.6	0.5	1.1	1.1	0.9	0.7
Change 15 to 18	5.9	4.9	6.3	6.2	3.9	5.2	4.2

## 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.**
- 4. a new Capped 9 Points Score Measure.**

**In addition, changes were made to the qualifications that comprise the Science Level 2 performance measure, with the removal of non-GCSE qualifications from this measure.**

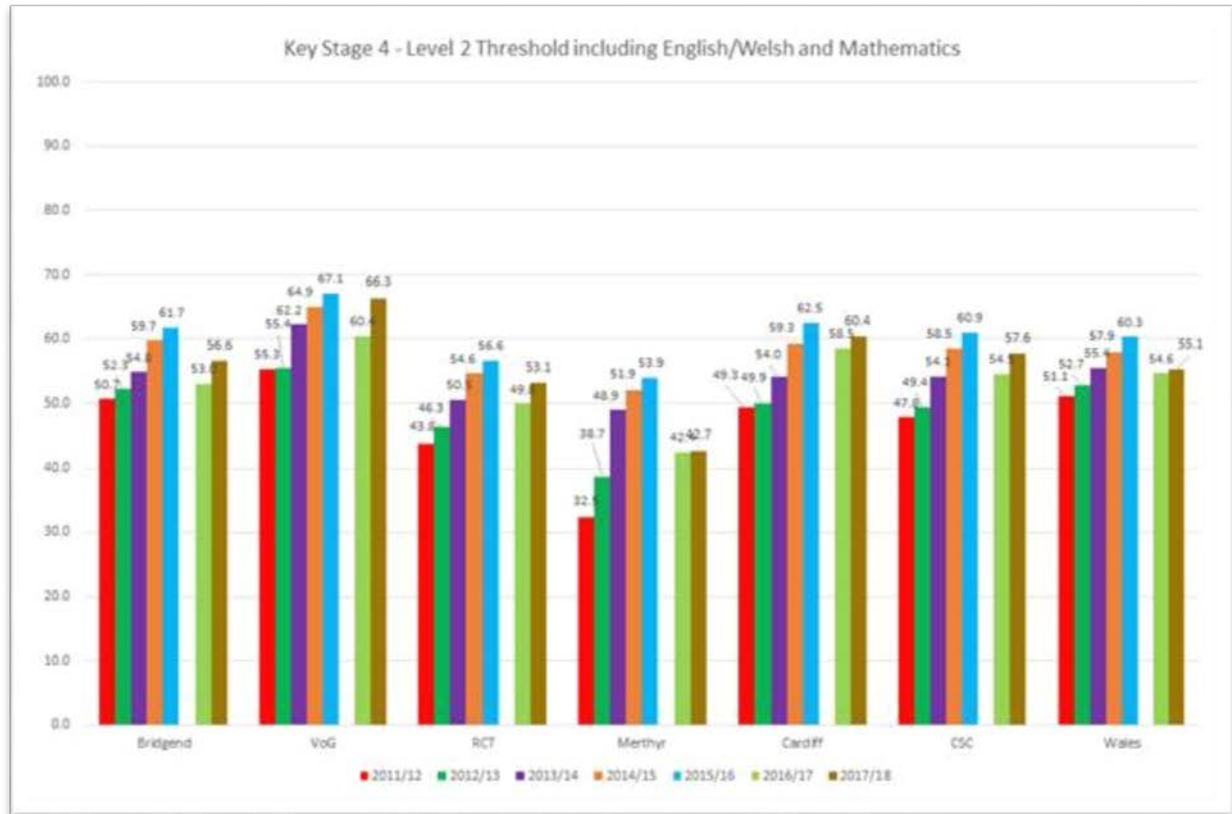
**Therefore, caution should be used when comparing 2016/17 and 2017/18 data with previous years' data for the majority of performance indicators over the last two years.**

	2015	2016	2017	2018	Improvements			Overall improvement
					16	17	18	
<b>Level 1</b>	94.5 (94.4)	95.4 (95.3)	94.3 (94.4)	94.5 (93.7)	0.9	-1.1	0.2	-0.1
<b>Level 2</b>	85 (84.1)	87.1 (84)	67.6 (67)	69.2 (67)	2.1	-19.5	1.5	-15.8
<b>Level 2+</b>	58.5 (57.9)	60.9 (60.3)	54.5 (54.6)	57.6 (55.1)	2.4	-6.4	3.1	-0.9
<b>5 A*-A</b>	16.8 (16.6)	17.2 (15.9)	18.3 (16.8)	20.9 (18)	0.4	1.1	2.6	4.1
<b>Level 2 Eng</b>	70.2 (68.6)	71.1 (69.3)	62.5 (63.7)	65 (62.6)	0.9	-8.6	2.5	-5.2
<b>Level 2 Cym</b>	76.7 (75.2)	77.5 (75.1)	79.1 (74.2)	79.2 (74.3)	0.8	1.5	0.1	2.4
<b>Level 2 Mat</b>	63.6 (64.4)	66.5 (66.9)	62.4 (62.5)	65.3 (63.6)	2.9	-4.1	2.9	1.7
<b>Level 2 Sci</b>	85.5 (84)	85.9 (82.4)	80.3 (75.6)	63 (63)	0.4	-5.6	-17.3	-22.5

- Nearly all performance measures increased during the most recent academic year, with the only exception being Science. Please note that the definition of the performance measure for Science changed in the most recent year and direct comparisons to the previous year are not valid.

### **Level 2 Threshold inc EWM**

- The Level 2+ threshold increased from the position seen in 2017, and now stands at 57.6%. All five LAs in the region saw an increase in the most recent year, with improvements of between 0.3pp and 5.9pp being seen across the Region.
- Over the latest three-year period, improvement can be seen in both the Vale of Glamorgan and Cardiff LAs, however, the regional picture shows a decrease of 0.9pp over this period, which compares against a National decrease of 2.8pp.



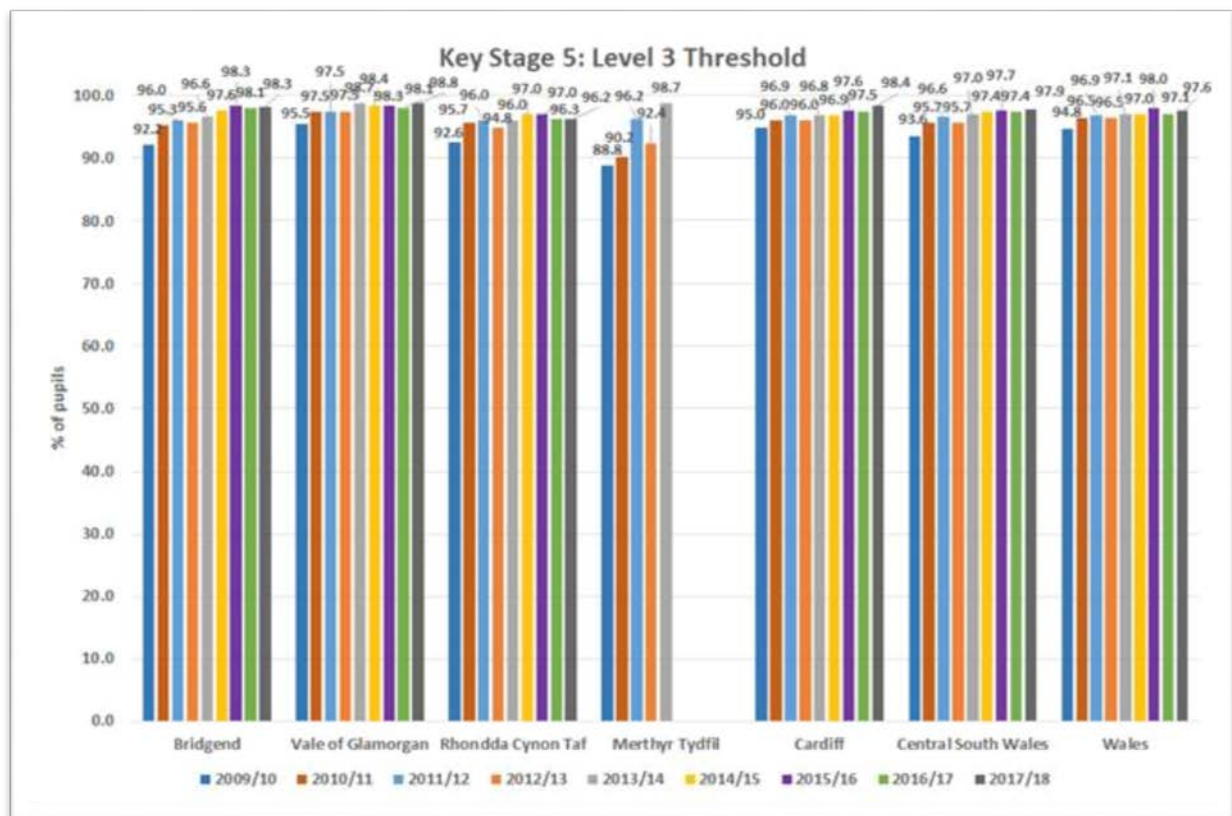
Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2015	59.7	64.9	54.6	51.9	59.3	58.5	57.9
2016	61.7	67.1	56.6	53.9	62.5	60.9	60.3
2017	53.0	60.4	49.8	42.4	58.5	54.5	54.6
2018	56.6	66.3	53.1	42.7	60.4	57.6	55.1
Change 15 to 16	1.9	2.1	2.0	2.0	3.2	2.4	2.3
Change 16 to 17	-8.7	-6.7	-6.7	-11.5	-4.1	-6.4	-5.6
Change 17 to 18	3.6	5.9	3.3	0.3	1.9	3.1	0.5
Change 15 to 18	-3.1	1.4	-1.5	-9.2	1.1	-0.9	-2.8

## 1.5 KEY STAGE 5

	2015	2016	2017	2018	Improvement			Overall Improvement for 3 years
					16	17	18	
<b>Level 3 Threshold</b>	97.4 (97)	97.7 (98)	97.4 (97.1)	97.9 (97.6)	0.3	-0.3	0.5	0.5
<b>Average Wider Points Score</b>	808.7 (799.7)	830.2 (823.2)	736.1 (730.6)	754.9 (740.1)	21.5	-94.1	18.7	-53.8
<b>3 A*-A Grades</b>	6.8 (7.9)	7.4 (6.7)	11.8 (10.5)	15 (13.4)	0.6	4.4	3.3	8.3
<b>3 A*-C Grades</b>	68.5 (68.1)	73 (70.6)	56.6 (54.7)	61.9 (57.9)	4.5	-16.4	5.3	-6.6

- Increases are evident for all performance measures at Key Stage 5 in the most recent year.
- The Region exceeds the National average for all four performance measures in the most recent year.

### Level 3 Threshold



- The Level 3 Threshold for the region has increased for the most recent academic year, to its' highest ever position.
-

Year	Bridgend	VoG	RCT	Merthyr	Cardiff	CSC	Wales
2015	97.6	98.4	97.0	-	96.9	97.4	97.0
2016	98.3	98.3	97.0	-	97.6	97.7	98.0
2017	98.1	98.1	96.3	-	97.5	97.4	97.1
2018	98.3	98.8	96.2	-	98.4	97.9	97.6
Change 15 to 16	0.7	-0.1	0.0	-	0.7	0.3	1.0
Change 16 to 17	-0.3	-0.2	-0.7	-	0.0	-0.3	-0.8
Change 17 to 18	0.2	0.7	-0.1	-	0.9	0.5	0.4
Change 15 to 18	0.6	0.4	-0.8	-	1.5	0.5	0.6

## 1.6 eFSM PERFORMANCE

### FOUNDATION PHASE: Foundation Phase Outcome Indicator

	FPOI O5+			
	eFSM	nFSM	Diff	Wales Diff
2014/15	76.0	91.0	-15.0	-14.9
2015/16	78.7	91.4	-12.8	-14.3
2016/17	78.6	91.2	-12.6	-14.3
2017/18	71.9	88.1	-16.2	-18.2

- The performance of both eFSM and non eFSM has fallen in the most recent year for FPOI, however, the performance of eFSM pupils has fallen at a faster rate than the non eFSM pupils, and therefore, the gap has widened for this performance measure.

### KEY STAGE 2: Core Subject Indicator

	CSI L4+			
	eFSM	nFSM	Diff	Wales Diff
2014/15	74.6	91.4	-16.8	-15.7
2015/16	77.9	92.3	-14.5	-14.3
2016/17	79.1	92.9	-13.8	-15.1
2017/18	80.7	92.5	-11.9	-14.2

- The gaps in performance between eFSM and non eFSM pupils has decreased for all performance measures at both the expected level and above-expected level in the most recent year.
- The performance of eFSM pupils has increased for all performance measures at both the expected level and above-expected level in the most recent, but the performance on non eFSM pupils is more variable.
- At the expected level, non eFSM performance fell for all performance measures (with the exception of Mathematics, where there was no change in performance).
- Whilst at the above expected-level, improvements are seen for English, and Mathematics, but drops in performance are seen for Cymraeg and Science for non eFSM pupils.

### KEY STAGE 3: Core Subject Indicator

	CSI L5+			
	eFSM	nFSM	Diff	Wales Diff
<b>2014/15</b>	67.2	87.9	-20.7	-22.2
<b>2015/16</b>	70.7	90.7	-20.0	-20.4
<b>2016/17</b>	71.0	91.7	-20.8	-20.3
<b>2017/18</b>	72.5	92.4	-19.9	-19.5

- For the Core Subject Indicator, the gap in performance between eFSM and non eFSM pupils has narrowed to its lowest position seen over the previous four years. In addition, the gap has narrowed whilst performance has increased for both pupil groups in the most recent academic year.
- At a subject level, the performance of eFSM pupils has increased for nearly all performance measures at level 5+, level 6+ and level 7+. The only exceptions are Cymraeg L6+ and Science L5+ where performance fell in the most recent year, but both are still above the position seen in 2016.
- For level 5+, the gap in performance has narrowed for English, Cymraeg and mathematics, but widened for Science (where the performance of both eFSM and non eFSM pupils decreased in the most recent academic year).
- For level 6+, the rate of improvement for eFSM pupils exceeded that of non eFSM pupils, resulting in a narrowing of the gap for English, mathematics and science. The gap widened for Cymraeg due to the performance of eFSM pupils falling whilst the performance of non eFSM increased.
- For level 7+, the rate of improvement for eFSM pupils exceeded that of non eFSM pupils in Cymraeg and mathematics, seeing a narrowing of the gap for these measures. However, non eFSM improved at a faster rate than eFSM pupils in English and Science, seeing a widening of the performance gap for these two measures.

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

	L2+ Threshold		Diff (L2+ Threshold)	
	eFSM	Non eFSM	CSC	Wales
<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
<b>2017/18</b>	31.8	65.0	-33.3	-32.2

- The gap in performance between eFSM and non eFSM pupils in the region has increased for Level 2+ Threshold. However, this is seen against increasing performance for both groups of pupils, but non eFSM pupils have improved at a faster rate in the most recent which has resulted in the increase of the gap. The National gap in performance seen for this performance measure is narrower than that for the Region.

## APPENDIX B

### CENTRAL SOUTH CONSORTIUM (INSPECTION OUTCOMES)

In order to ascertain where CSC provided value for money in 2017 – 2018, an analysis of inspection outcomes across the region (2017 – 2018 only) has been produced.

A new inspection framework was introduced in September 2017 for all schools, independent specials colleges, pupil referral units and work-based learning providers. As part of these changes, the areas inspected changed and schools are now judged on the following five inspection areas:

1. Standards
2. Wellbeing and attitudes to learning
3. Teacher and Learning experiences
4. Care, support and guidance
5. Leadership and management.

School continue to be judged on a four-point scale, and these are slightly revised to be:

- **Excellent** – Very strong, sustained performance and practice
- **Good** – Strong features, although minor aspects may require improvement
- **Adequate and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement
- **Unsatisfactory and needs urgent improvement** – Important weaknesses outweigh strengths

The inspection team will consider whether the school requires any follow-up activity, during the inspection, and the three types of follow-up activities are:

- **Estyn Review (formerly Estyn monitoring)**
- **Significant Improvement**
- **Special Measures**

The inspection team may also judge that a school/provider has excellent practice in a particular area of its work. If this is the case, the inspection team will invite the school/provider to write a case study which may be published on the Estyn website.



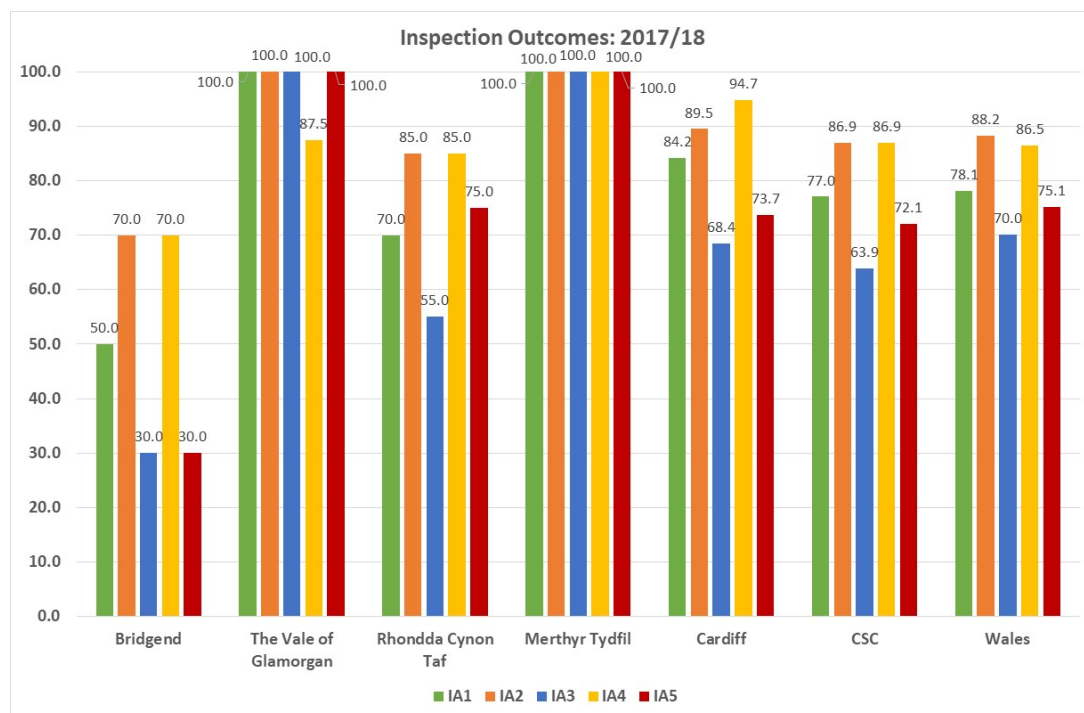
## LOCAL AUTHORITY (INSPECTION OUTCOMES)

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 five academic years.

LA	2013/14	2014/15	2015/16	2016/17	2017/18
Bridgend	11	9	7	11	10
The Vale of Glamorgan	12	9	6	9	8
Rhondda Cynon Taf	23	24	19	16	20
Merthyr Tydfil	7	3	5	3	4
Cardiff	16	21	18	17	19
<b>CSC</b>	<b>69</b>	<b>66</b>	<b>55</b>	<b>56</b>	<b>61</b>

As the inspection areas have changed for 2017/18 inspections, no trend information will be provided for these sections.

### 1.1 INSPECTION AREAS 1-5 (ACROSS LOCAL AUTHORITIES WITHIN CSC)



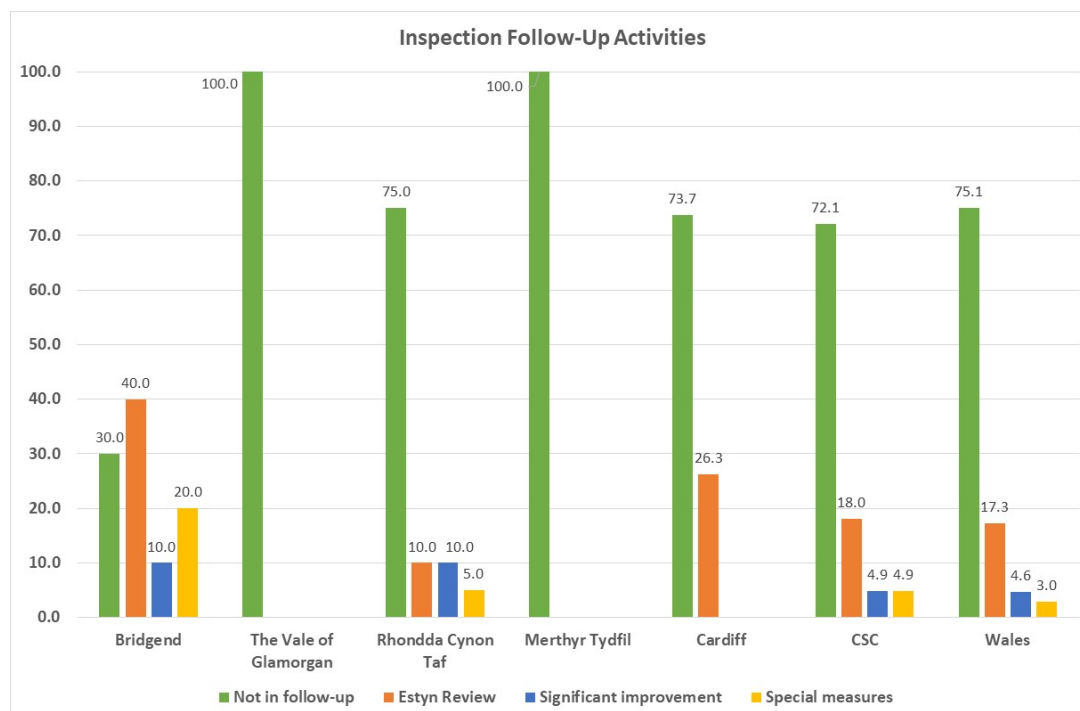
- The proportion of schools in Central South Consortium judged as either “Excellent or Good” is above the National proportion for Inspection Area 4 (IA4 – Care, Support and Guidance). However, the Region is below the National proportion of inspections judged as either “Excellent or Good” for the remaining four inspection areas.
- Both the Vale of Glamorgan and Merthyr Tydfil LAs have 100% of schools inspected judged to be either Excellent or Good for all Inspection Areas in the most recent year.
- Bridgend has the lowest proportion of schools judged to be either “Excellent or Good” in the Region for all five Inspection Areas in 2017/18. For IA3 (Teaching and Learning) and IA5

(Leadership and Management) less than one in three schools inspected were judged as either “Excellent or Good” in 2017/18.

- Central South Consortium is the second lowest Region for the proportion of schools judged as either “Excellent or Good” for Inspection Areas 1, 2, 4 and 5, but is the lowest Region for Inspection Area 3 (Teaching and Learning) for the proportion of schools judged as either “Excellent or Good”.

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).

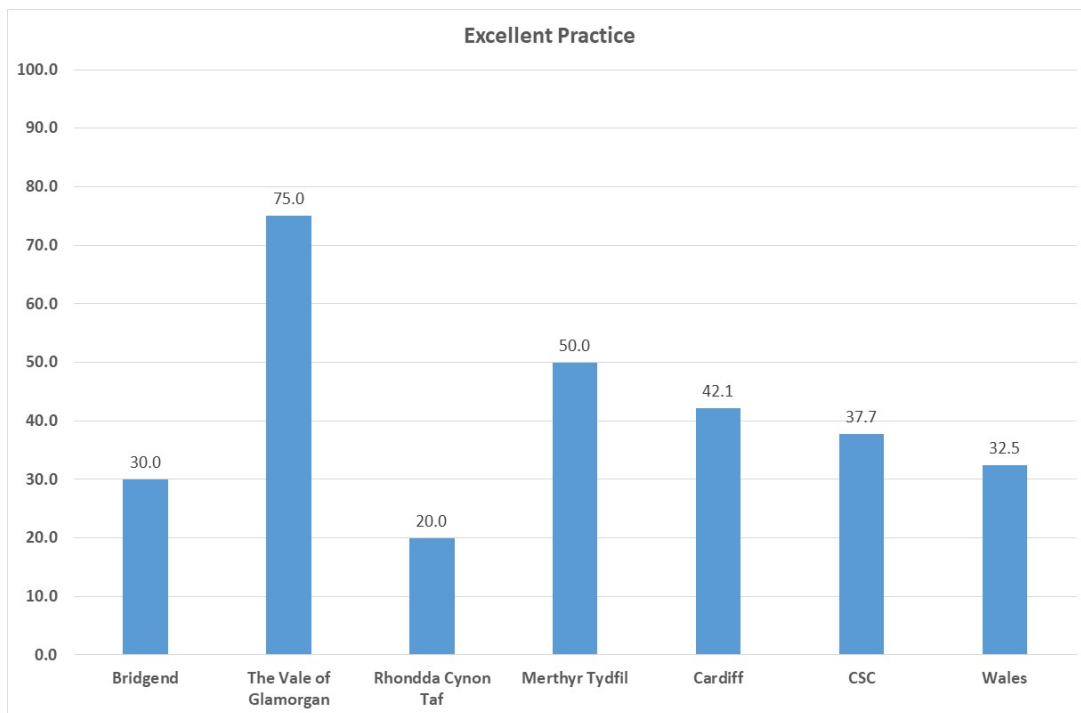
## 1.2 INSPECTION FOLLOW-UP (ACROSS LOCAL AUTHORITIES WITHIN CSC)



- Central South Consortium has slightly fewer schools not placed into a follow-up activity than the National proportion. The proportion of schools placed into each follow-up activity are similar for CSC and Wales for Estyn Review and Significant Improvement, but CSC has a higher proportion of schools placed into Special Measures than seen nationally.
- In four of the five LAs in the Region, the majority of schools are not placed into any follow-up activity following their inspection.
- In Bridgend LA, 70% of schools inspected were placed into a follow-up activity, with:
  - 40% of schools inspected being placed into Estyn Review (over twice the Regional and National proportions for this follow-up activity);
  - 10% of schools inspected being placed in Significant Improvement (over twice the Regional and National proportions for this follow-up activity); and

- 20% of schools inspected being placed in Special Measures (over four-times the Regional average and nearly seven-times the National average for this follow-up activity).
- Both the Vale of Glamorgan and Merthyr Tydfil LAs had no schools placed into a follow-up activity following their inspections.
- In Cardiff LA, over 25% of schools were placed in the follow-up activity of Estyn Review following their inspection, with no schools placed in either Significant Improvement or Special Measures.
- In Rhondda Cynon Taf, 25% of schools were placed into a follow-up activity, with 10% of schools placed in Estyn Review, a further 10% of schools requiring Significant Improvement and a further 5% of schools placed into Special Measures.
  
- Central South Consortium has the second lowest proportion of schools not placed into any follow-up activity when comparisons are made across the Regional Consortia.
- Only EAS has proportionally more schools in each of the follow-up activities than CSC across all Regional consortia.

### 1.3 EXCELLENT PRACTICE CASE STUDY (ACROSS LOCAL AUTHORITIES WITHIN CSC)



- Nearly four in ten schools inspected in the Region are invited to create an excellent practice case study following their inspection. This compares favourably to the National proportion of schools invited to create a case study of 32.5%.
- 75% of schools in the Vale of Glamorgan and 50% of schools in Merthyr Tydfil were invited to create case studies following their inspections in 2017/18.
- Whilst Bridgend had the most schools placed into Estyn follow-up activities, 30% of the schools inspected were requested to create a case study following their inspection.
- Only 20% of schools in RCT were invited to create case studies, the lowest proportion in the Region.
- Central South Consortium has the highest proportion of schools invited to create case studies when compared to the other Regional consortia. The Regional consortia proportions range from 37.7% in Central South Consortium to 25.0% in EAS.

## APPENDIX C

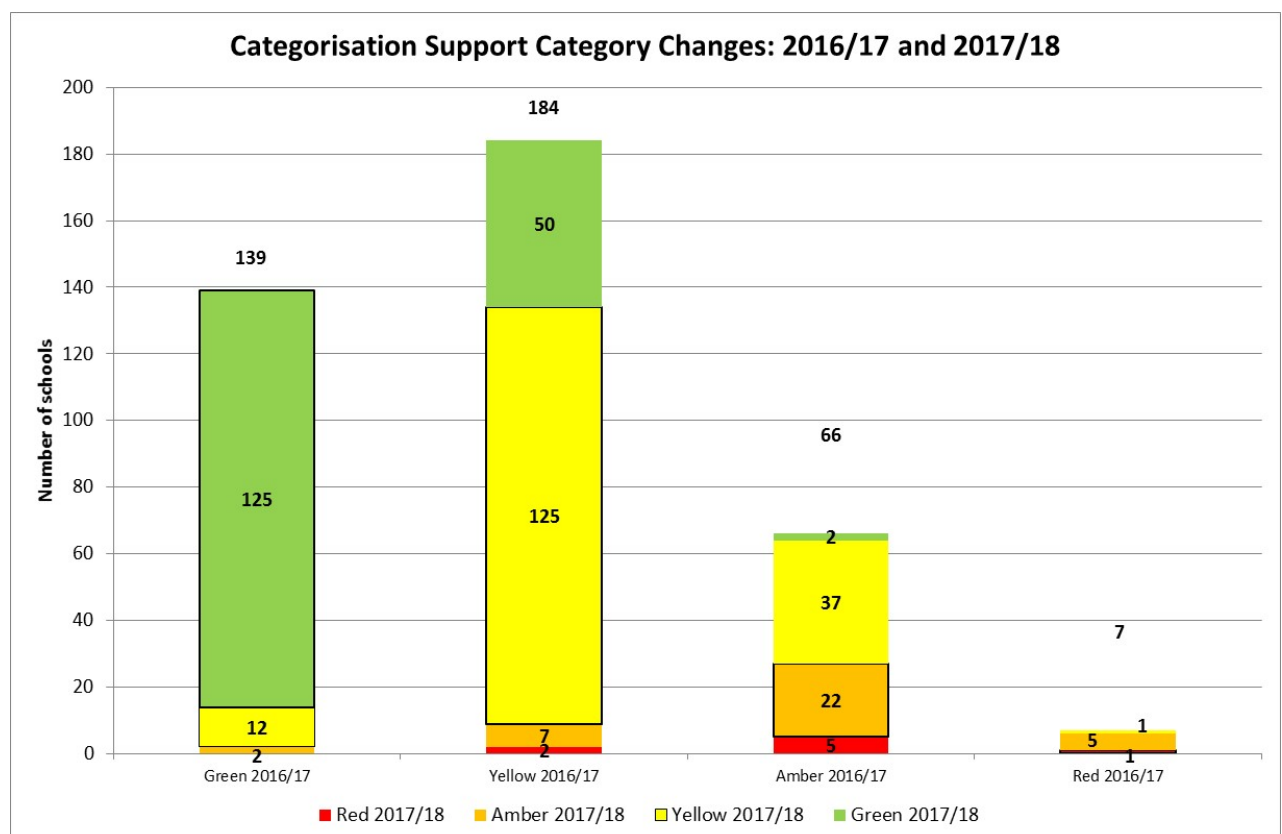
### CATEGORISATION

In order to ascertain where CSC provided value for money in 2017 – 2018, an analysis of categorisation of schools across the region (2017 – 2018 only) has been produced.

396 in the Region have National Categorisation Support Categories for both 2016/17 and 2017/18. Of these schools:

- 24 schools moved down one support group (either from Green to Yellow, from Yellow to Amber or from Amber to Red).
- 4 schools moved down two support groups (1 school Green to Amber and the second school moving from Yellow to Red).
- 273 schools remained in the same support category
- 92 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 2016/17 and 2017/18.



## 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. The gap in performance compares favourable against the gap in performance seen at the National level for all performance measures in the most recent year. However, performance has fallen for both boys and girls in all performance measures in the most recent year.
- At the above-expected level, the gap between the performance of boys and girls has narrowed for all performance measures regionally, with the gap nationally also narrowing for all measures with the exception of PSD. The gap regionally is narrower than that seen nationally for all measures. However, performance for both boys and girls has fallen for all performance measures regionally.

##### KEY STAGE 2

- At the expected level, girls out-perform boys in all indicators for the last four years. The gap in performance has widened in the most recent year for all indicators.
- The performance of girls has increased for all performance measures at the expected level, but the performance of boys has decreased for all corresponding measures.
- 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 consecutive year.
- The gap in performance at the above-expected level has increased in English, with the gap narrowing for all other subjects in the most recent year.

##### KEY STAGE 3

- At level 5+, girls out-perform boys in all indicators for the last four years. The gap in performance has narrowed for the CSI and mathematics, against increasing performances for both boys and girls. However, the gap has increased for English, Cymraeg and science in the most recent year.
- At level 6+, girls out-perform boys in all of the main performance measures with girls' performance increasing or maintaining their position of 2017 for all four measures, and boys' performance increasing for all four indicators. The gap in performance has narrowed for English and mathematics, but has increased in both Cymraeg and science.
- At level 7+, the performance of boys and girls has increased, with girls continuing to out-perform boys for all measures. The gap in performance has increased for all four measures at this level.

##### KEY STAGE 4

- Girls continue to out-perform boys in all key indicators. The greatest difference in performance is in L2 English, with the smallest difference continuing to be seen in Level 2 Mathematics. The gender difference for the Region is smaller than that seen nationally for all performance measures.

## KEY STAGE 5

- Girls out-performance for three of the four performance measures at Key Stage 5, with the only exception being seen in 3A\*-A, where boys out-performance girls for the second consecutive year, but the gap has narrowed to 0.5pp for this performance measure in 2018.
- Nationally, girls out-performance boys for every performance measure, but the gap in performance is smaller for the Region than seen nationally.

### 1.2 NEETs (b)

The Year 11 NEET figure for the region has continued to decrease. The figure in 2016/17 was 1.4% 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 1.6% in 2016/17. This is the second consecutive year that the region has a lower NEET figure than seen nationally, with the region now being 0.2pp below the national figure.

The Year 12 NEETs figure has halved regionally in the most recent year from 1.6% in 2015/16 to 0.8% in 2016/17. The decrease nationally in the most recent year is 0.2pp from 1.2% to 1.0% in 2016/17). The region has a lower NEET figure than that seen nationally for the first time since 2008/09.

The Year 13 NEETs figures has again decreased regionally in the most recent year, with a 0.8pp fall in the regional figure. The National decrease in the most recent year is 0.5pp. The gap between the region and Wales has decreased to 0.1pp in 2016/17, which equals the narrowest previous gap seen in 2012/13.

***(b) Please note that the 2016/17 NEETs data is the latest information available with information for 2017/18 due to be released during Spring Term 2019.***