

## Central South Consortium: Business Plan

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## Introduction

Central South Consortium is a Joint Education Service commissioned by five local authorities namely:

- Bridgend
- Cardiff
- Merthyr Tydfil
- Rhondda-Cynon-Taff
- Vale of Glamorgan

The formation of the consortium and move towards regional working represents an ambitious step in the collaboration and delivery of education in South Wales. Up to 2012 the region underperformed at every key stage against the Welsh average, and secondary schools were significantly over represented in the lower bands of schools published by Welsh Government. In 2013, whilst some improvements have been shown, they need to be significantly more marked.

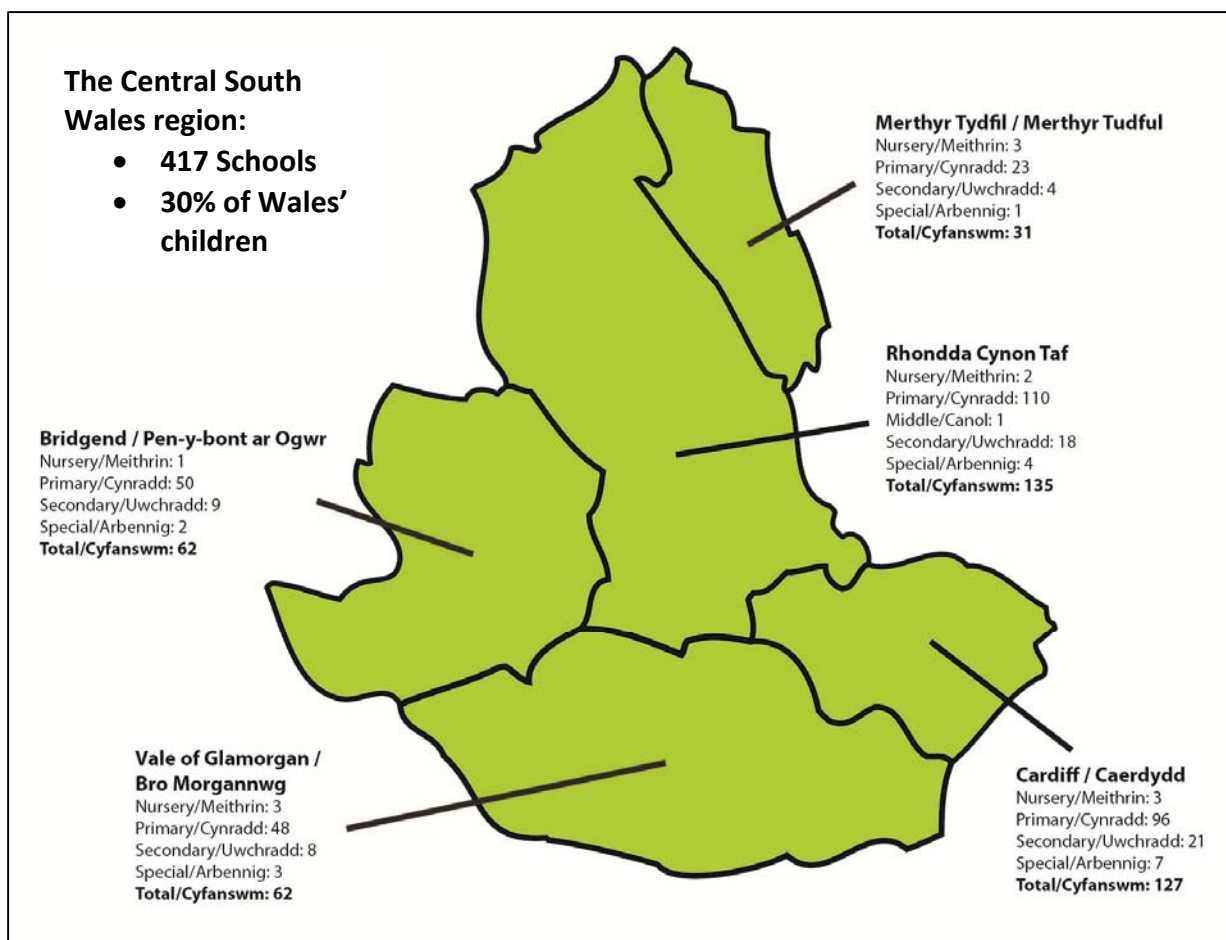
A transformation is needed. Our ambition is to work alongside schools to enable headteachers to lead improvement within and across schools, to develop and share practice and increase opportunities for constructive challenge and disciplined support.

From 2014 onwards the new service must deliver significant and sustained improvements including improvement in schools' banding positions, in literacy and numeracy, in performance against the level 2+ threshold and most crucially in closing the attainment gap for disadvantaged pupils.

The success measures for the schools in the five authorities across Central South are:

- improved outcomes achieved by all children and young people in all schools, and a closing of the gap between the most disadvantaged children and their peers;
- capacity and leadership for improvement increasingly rests within schools in the region; and
- local and regional arrangements that create the conditions that enable schools to lead improvement across all schools.

Over the next three to five years moving to a fully school-led system will involve significant cultural change from all parts of the system in order to build the capacity, confidence and behaviours of schools to lead improvement.



### Looking ahead to 2014/15: The Central South Wales Challenges Vision

The Central South Wales Challenges vision is of a region where improvement activity is led by schools for schools. At the heart of the Challenge Strategy is a systematic shift in ownership of school improvement activity which is built from the school level and grows, encouraged and supported through funding, brokerage and support from the consortium and local authorities working together.

This strategy is led by headteachers from the region. This means that all schools in the region will be placed in school improvement groups and will be supported to identify and grow practice or models of delivery which can be applied across the group.

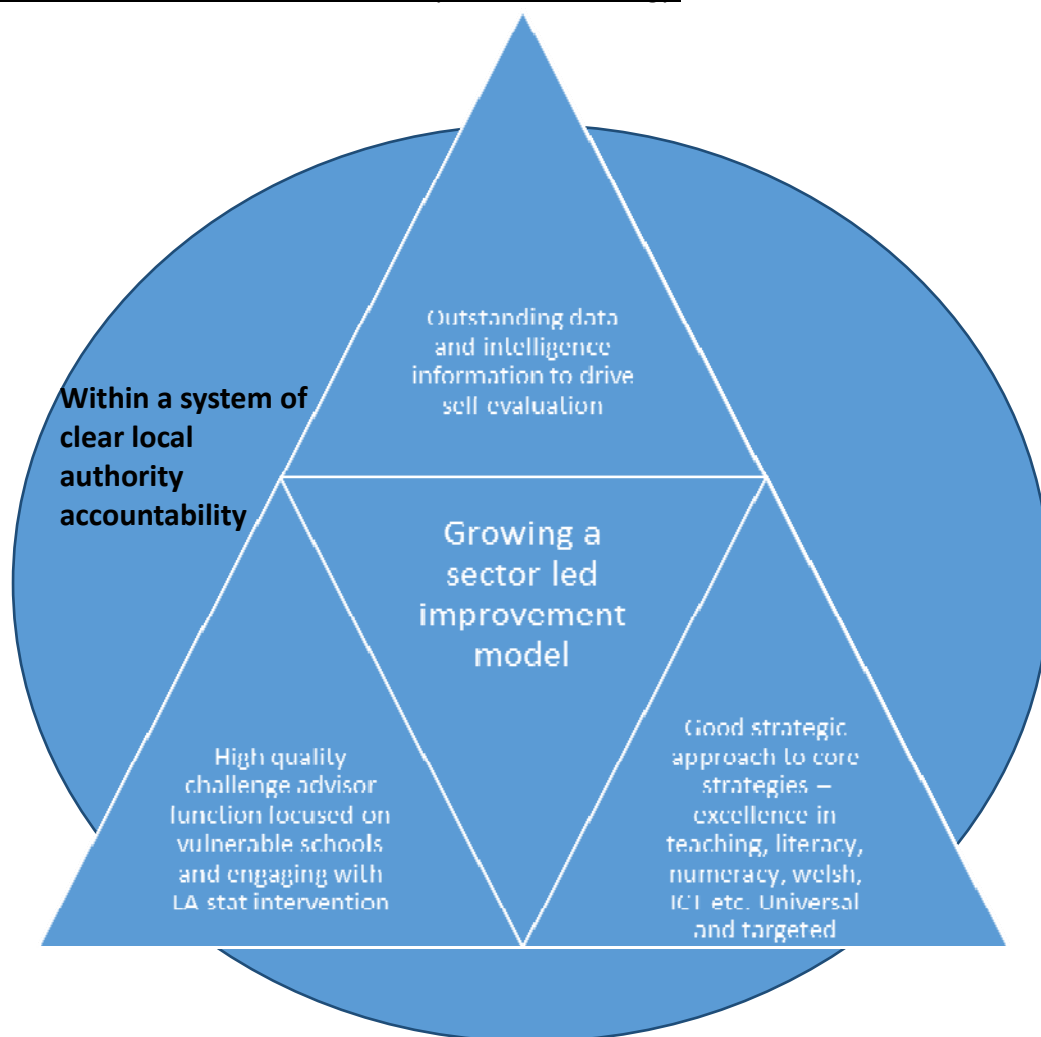
We are conscious of the need for the system to mature so that it becomes an effective sector led model and will support its development through the work of the Consortium.

The Consortium is consulting on a restructure to take effect in the Spring of 2014 which will see some significant changes to the form and function of roles within the organisation. Within this the Consortium role takes five forms:

1. **A significant role in the brokerage, support and facilitation of the clusters and** pathfinders. The consortium will support the brokering, development and growth of the school improvement groups across the region.

2. **Increased capacity for an outstanding data and intelligence function** which supports planning at pupil level, enabling clusters to identify practice and improvement priorities, but also provides and feeds local authorities and the consortium with intelligent analysis to support improvement activity.
3. **A sharper challenge framework led by a smaller number of challenge advisers** focused on effective schools review, improvement planning and progress review. The challenge adviser will facilitate support for schools and be held accountable internally for the progress of the schools that they are supporting.
4. **A slimmer, strategic approach to developing support for schools** with a regional approach to: narrowing the gap; leadership development; teaching and learning; literacy and numeracy; use of emerging technologies; Welsh and the foundation phase. These functions will identify and develop expertise to develop across the region, as well as from the market and broker it as part of the support for schools. They will include subsidised offer of intensive support will be available for vulnerable schools.

Diagram: Central South Wales: School Improvement Strategy.



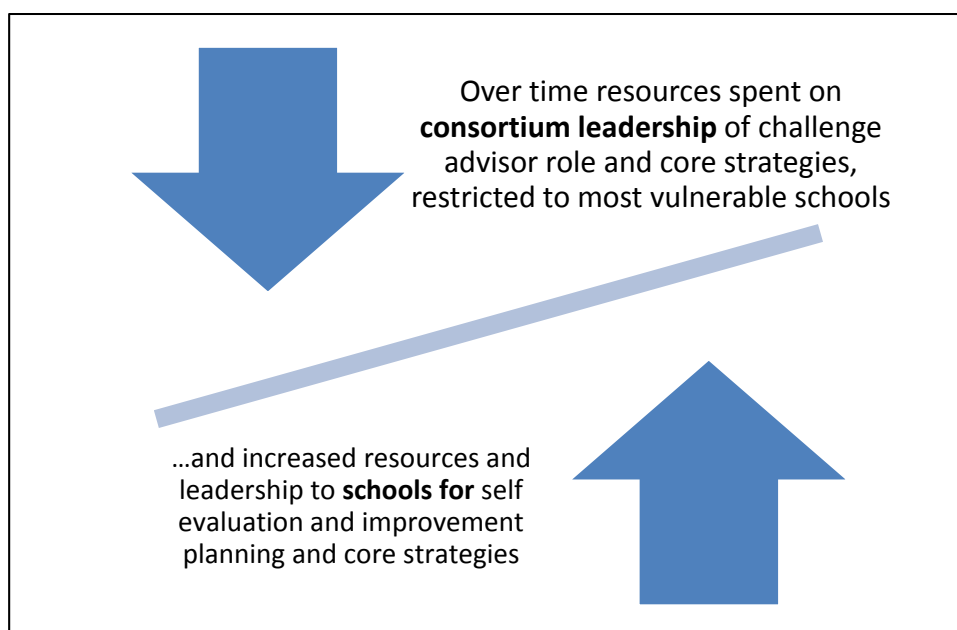
5. Underpinning this approach is **the role of the local authority as the commissioner as well as as the body with accountability for statutory intervention**. To reflect this we have senior challenge adviser posts which are each responsible for delivery in their linked authorities against an agreed commissioning and performance management framework.

#### *Long term vision*

The five functions of the consortium will together build capacity for schools across the region to lead improvement. As this happens, over time we will give more leadership and resources to schools to design and lead their own strategies for improvement and to become more responsible for the improvement of the region as a whole. As we do this we will further reduce the central resource within the challenge framework and within the leadership of regional programmes.

The long- term intention would be a minimal core staff remaining in the consortium providing brokerage and facilitation to schools across the region, liaising with local authorities on performance and delivery whilst schools themselves lead the development of regional approaches and are increasingly concerned with the performance of all schools across the region.

Diagram: Schools will increasingly design and lead their own improvement strategies working together across the region and over time central input will reduce.



#### **Performance and Communications**

The strategy will have a strong element of media and communications underpinning it to share success stories and raise expectations across the region's educational and wider community.

This strategy will be developed through the early part of the 14/15 year and will be assessed through regular performance reviews with local authorities and by the Executive Board and stakeholder groups against a performance framework set out at annex A.

The performance framework outlines the challenges faced by schools and local authorities in the Consortium. It provides a detailed analysis of pupils' performance in 2013 and establishes the case for each priority in this plan:

- **Reducing the impact of poverty:** The gap in attainment between pupils eligible for free school meals and all others is wider than the average for Wales. It grows wider across key stages. By Key Stage 4 the gap is between 36.2% and 27.5%. The Consortium has set a target to reduce this gap by 25% by 2016.
- **Raise standards in English and Welsh first language:** Standards in English and Welsh are rising across the key stages but there is still wide variation between schools and local authorities. In the foundation phase, language, literacy and communication - English improved by 2% and Welsh by 0.3%; at key stage 2 English improved by 2.4% and Welsh by 3.3%; at key stage 3 English improved by 4.7% and Welsh by 5.3%. Standards are close to national average by key stage 3. This rate of improvement is not sustained at Key Stage 4. The performance gap between boys and girls at key stage 4 is 16% in English and 20% in Welsh.
- **Raise standards in numeracy:** Standards in numeracy have seen improvement across the key stages from 1% in the foundation phase to 1.4% at key stage 2; 3.8% at key stage 3 and key stage 4 by 1.4%. The Consortium is looking to achieve 68% grades A\* - C in mathematics in 2015 – an increase of 12%.
- **Improve the proportion of pupils in key stage 4 reaching the Level 2 threshold including English/Welsh and mathematics:** Whilst there have been improvements over recent years, half of pupils leave school without achieving this threshold. This is 3.3% below the average across Wales. The target is to raise attainment for Level 2 inclusive to 60% by 2016.
- **Improve the quality of leadership:** Judgments on the quality of leadership vary widely across local authorities and phases: 88% of primary schools and 80% of secondary schools in one local authority are judged to be good but only to 67% of primary schools and no secondary schools in another. There is a similar variation in prospects for improvement. The target for improvement is to increase overall judgments to a figure of 90% that are good or better by 2016.
- **Improve the quality of teaching and assessment:** The quality of teaching is judged to be good or better in 75% of primary schools and 50% of secondary schools. There is, once again, wide variation across schools and local authorities. The target for improvement is to increase overall judgments to a figure of 90% that are good or better by 2016.
- **Improve attendance rates in primary and secondary schools:** Attendance is improving at a faster rate than nationally and is now at the national average for primary and secondary schools. The target is to achieve a further 1% improvement annually in each phase to 95% by 2016 and to reduce the proportion of persistent absence.

## Priorities for the Consortium

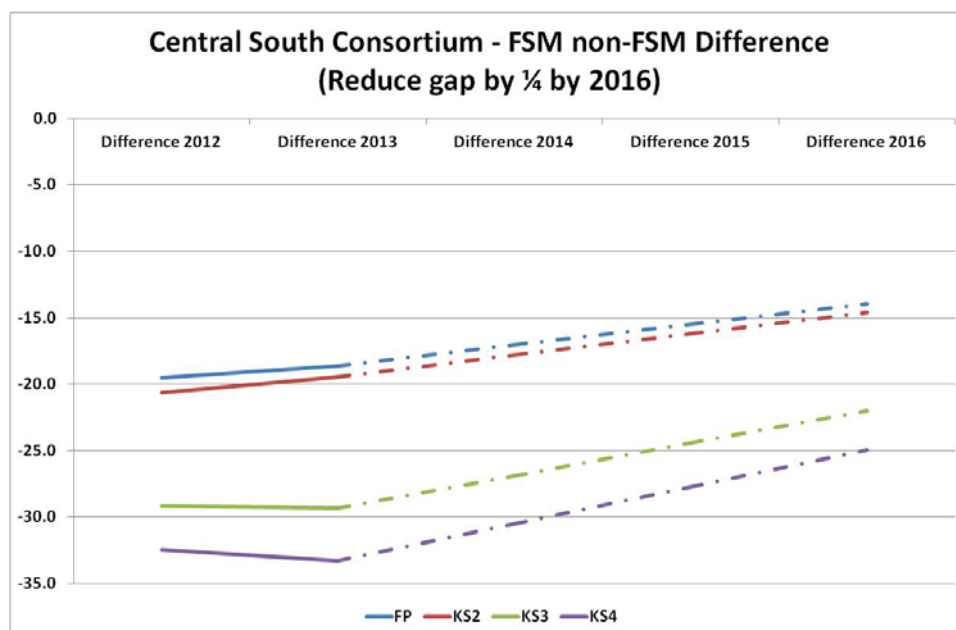
The performance priorities for the region are set out below. A summary of the delivery strategy for each area is set out below it together with the person responsible for delivering each priority in the Consortium. The specific performance figures for each local authority are included in the performance framework for the Consortium.

### Priority outcome 1.

**Reduce the impact of poverty on educational achievement by narrowing the gap between the outcomes achieved by pupils eligible for free school meals (e-FSM) and those not eligible on the basis of improvement by both groups but especially through accelerated progress by e-FSM pupils. In addition improve the outcomes of children who are, or who have been, in the care of the local authority.**

Performance measures include:

- Reduce the gap for the region by one quarter by 2016 whilst also improving standards on average
- All schools have robust spending plans in place that have a clear focus on raising standards and improving wellbeing for e-FSM pupils
- Improve the number of looked after children achieving their expected outcome.



### Actions and arrangements in place to deliver Priority 1.

**Senior Reporting Officer: Programme Manager for Leadership and RLA**

1. Ensure that, by May 2014, all schools have a strategic plan for raising the attainment of all pupils and narrowing the gap between those eligible for free school meals and all other pupils. This plan will set out how schools will make effective, sustainable use of the PDG

grant in 2014-15, based on an accurate assessment of current and future performance for all children across year groups and key stages.

2. Expect schools to designate a member of senior staff with accountability for their school's progress in raising the attainment of eFSM pupils. Enable designated members of staff to contribute to and learn from local and regional networks disseminating best practice. Networks to be operational from June 2014 and to be judged effective and sustainable by July 2015.

3. Identify schools with a sustained track-record of success in raising the attainment of eFSM pupils and, by September 2014, ensure that they are ready to provide leadership across the consortium to implement best practice. Invite these 'leading edge' schools to coordinate local and regional networks, implementing a local (and regional) agenda for change that enables schools to solve common challenges. By July 2015, leading edge schools' leadership of local and regional networks will be judged to be effective and sustainable.

4. Enable Challenge Advisers, in their work with vulnerable schools, to set baseline expectations, agree strategy and spending plans, identify potential leading edge schools, promote the use of evidence-based interventions (Estyn Self-Evaluation framework; Sutton Trust Toolkit), track progress with the implementation of the school's plans, broker additional support and intervention where needed and provide advice and challenge on the school's evaluation of outcomes. Ensure that by September 2015, schools have met the targets set out in their plans.

5. Publish, by October 2014, 20 case studies of effective practice drawn from schools across the region and across all key stages. Ensure that all leading edge schools are involved in the drafting, evaluation and publishing of these case studies. Ensure that these case studies are available to all schools through the local and regional networks and available on the South Central Consortium learning portal.

6. Incorporate improved attainment of pupils with eFSM into the CSC Leadership and Outstanding Teaching frameworks, the numeracy and literacy strategies and the Challenge Framework to ensure that it permeates all of the strategic work across LAs and across the Consortium. By July 2015, all elements of the service will be judged to have made a good or better contribution to improving progress and outcomes for eFSM pupils.

7. Improve, by Autumn 2014, the quality, range, use and impact of data on the performance of targeted groups so that schools, school improvement groups, regional networks and the consortia have better evidence on the challenges still to be faced and the achievements to date.

8. Work with local authorities to improve the quality and impact of schools' work with parents of pupils with eFSM to ensure they are able to support their child's learning. Enable schools to make effective use of programmes and resources targeted on improving parental engagement e.g. the Aspire Pathfinder initiative and Investors in Families Awards.



9. Undertake, by June 2014, detailed data analysis of the performance of vulnerable groups and those pupils who are also eFSM. Ensure that designated staff at LA or Consortium level have access to, and can make strategic use of this data to target pupils who are underperforming: looked after children, pupils with additional learning needs, pupils from ethnic minority communities, very mobile children, poor attenders, pupils at risk of becoming NEET and pupils at risk of exclusion. By September 2015, the progress of these groups will be at or above targets set in September 2014.

10. Agree with the five local authorities by June 2014 the ways in which children looked after in each authority will be identified and provided with further multi-agency support to enable their engagement and achievement in education. By September 2014 all Looked After Children will have a support programme tailored to their needs.

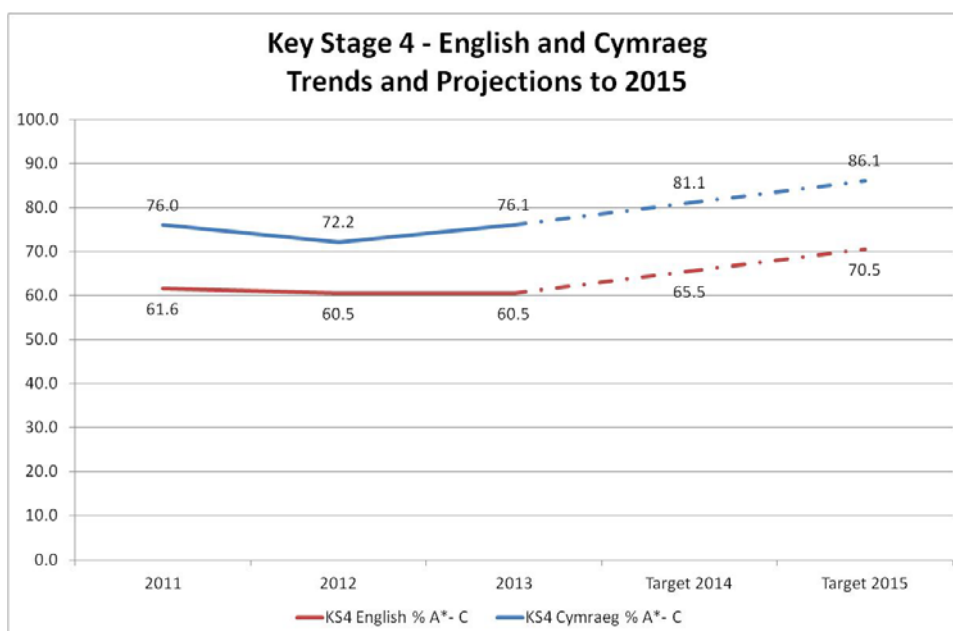
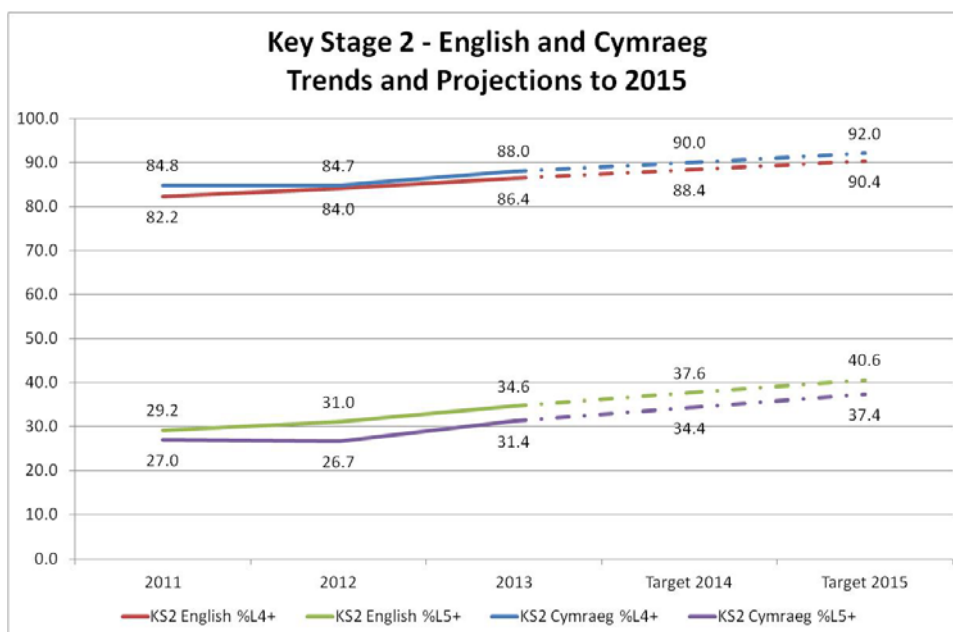
11. Support local authorities to strengthen multi-agency working for vulnerable groups and for the eFSM cohort as a whole, commissioning support at individual pupil's level where necessary. Improve commissioning through improved assessment, better understanding of the resources available and systems that enable swift deployment of services and support. Ensure that Youth Services improve the participation and sustained engagement of young people from deprived communities.

**Priority outcome 2. (Shares a delivery strategy with Priority outcome 3).**

**Raise standards in literacy in English and Welsh first language – specifically in relation to pupils' oracy, reading and writing skills.**

Performance measures include:

- Improve achievement in the Foundation Phase by a further 6% at Outcomes 5 and 6 in language, literacy and communication (English or Welsh)
- Improve Key Stage 2 outcomes at level 4+ by a further 4% and by 6% at level 5+
- Improve Key Stage 3 outcomes at level 5+ by a further 6% and by 8% at level 6+
- Improve the proportion reaching a GCSE grade C or above in English and/or Welsh by 10%
- Improve the performance of minority ethnic pupils at a rate that is higher than that of pupils overall in each local authority.

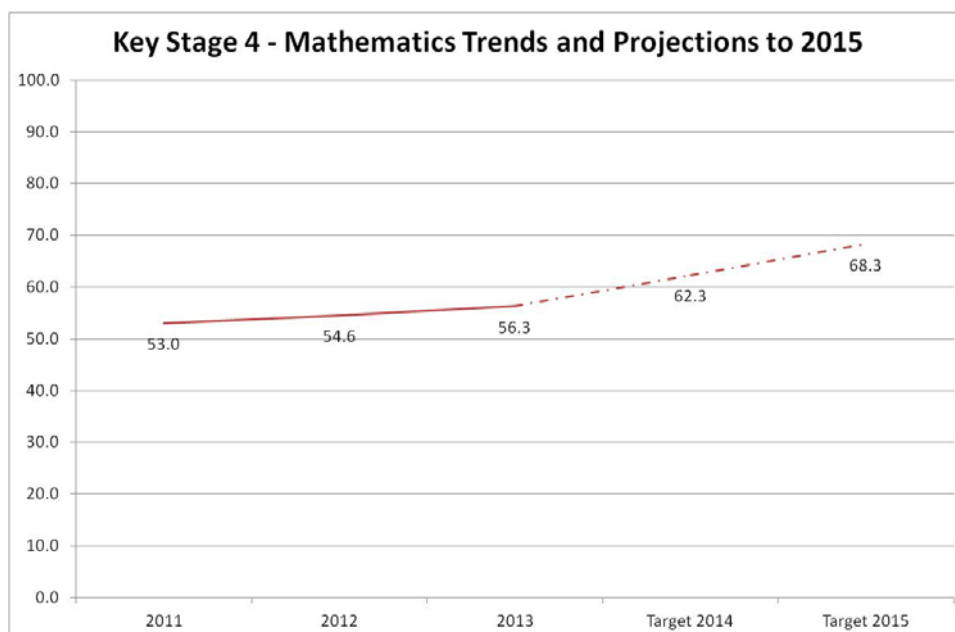
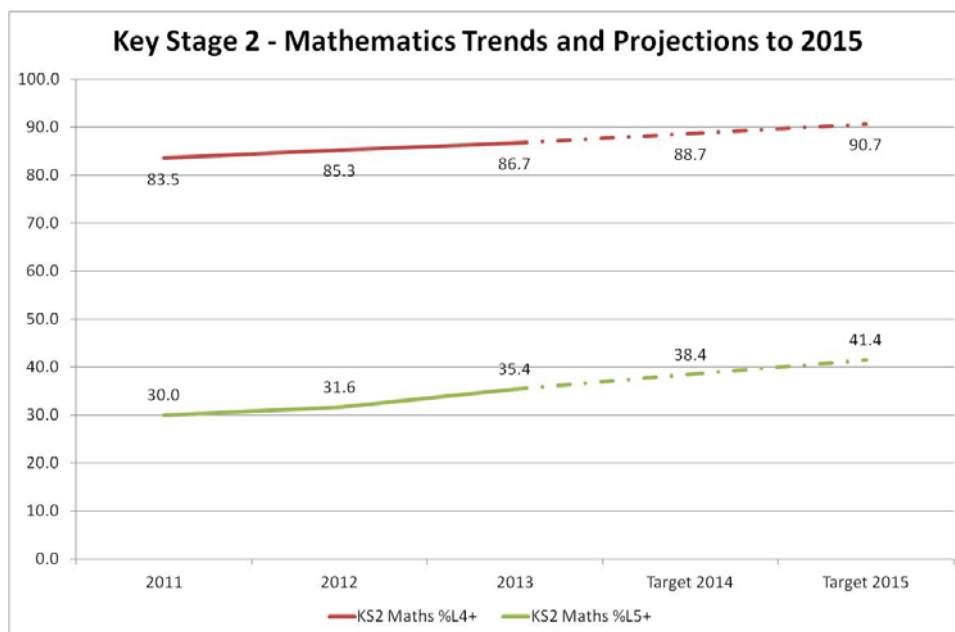


**Priority outcome 3.**

**Raise standards in numeracy – specifically in relation to pupils’ written and mental skills with number and the application of numeracy skills across the curriculum.**

Performance measures include:

- Improve achievement in the Foundation Phase by a further 6% at Outcomes 5 and 6 in mathematical development
- Improve Key Stage 2 outcomes at level 4+ by a further 4% and by 6% at level 5+
- Improve Key Stage 3 outcomes at level 5+ and level 6+ by 8%
- Improve the proportion reaching a GCSE grade C or above by 12% in mathematics
- Improve the performance of minority ethnic pupils at a rate that is higher than that of pupils overall in each local authority.



**Actions and arrangements in place to deliver Priority 2 and 3.**

**Senior Reporting Officer: Programme Managers Literacy, Welsh and numeracy.**

1. Implement, by May 2014, the Central South Consortium literacy and numeracy strategy to ensure that improvement targets for 2015 will be met. By September 2014, the consortium will have identified schools requiring intervention and intensive support, those requiring additional support in key areas and schools with the capacity to support school to school development. By September 2015, all schools will have met targets agreed with challenge advisers and the literacy and numeracy teams.

2. By May 2014, Schools in categories C and D will have a School Effectiveness Grant Plan which sets out the improvements in performance and progress that will be achieved by

September 2014 and September 2015. These plans will detail how each school will contribute to and learn from their School Improvement Group to improve outcomes in English and Welsh (as a 1<sup>st</sup> or 2<sup>nd</sup> language) and mathematics, addressing the gap in performance between girls and boys and in ethnic minority communities. Challenge advisers will identify factors leading to schools requiring intervention or intensive support. By September 2015, all schools will have achieved the targets set out in the plan.

3. By September 2014, all schools where standards are well below expectation consistently will have an intervention programme and support plan focused on delivering sustained improvements in planning, teaching and assessment. By September 2015, all schools in this programme will have achieved the targets agreed.

4. The Consortium will, by April 2015, have established one leading edge school from each phase linked to the Central South Wales challenge. Each will have a detailed portfolio of its expertise and achievements in English, Welsh and/or mathematics showing how it can support other schools in the delivery of excellent teaching.

5. The Consortium will ensure that schools and School Improvement Groups have plans and programmes in place to deliver the National Literacy and Numeracy framework through the effective use of the School Effectiveness Grant and Pupil Deprivation Grant. By September 2015, all School Improvement Groups will be confident in commissioning the support and training required and rate that support to be good or better.

6. The Consortium will work in partnership with schools, via School Improvement Groups to ensure that standards of achievement in Welsh as a 1<sup>st</sup> and 2<sup>nd</sup> language are accelerated through improving teachers' confidence and competence in speaking Welsh; making efficient and effective use of Welsh in Education Officers across the consortium and strengthening the Consortium's capacity to provide school to school support. By July 2015, schools and SIGs will report that support for improving standards in Welsh is good or better.

7. By September 2014, schools will have access to improved information on the progress of vulnerable and underachieving groups in literacy and numeracy: pupils from ethnic minorities; those with additional educational needs; pupils at risk of becoming NEET; and, pupils from mobile communities and families. By September 2015, Challenge Advisers will report that schools and School Improvement Groups are making effective use of improved data to target support for underachieving individuals and groups.

8. By September 2015, the quality of teaching in Welsh as a first and second language will be judged to be good or better through improving teachers' own language skills in Welsh and through the provision of intensive Welsh language courses for teachers and teaching assistants in the Foundation Phase and Key Stage 2.

9. Ensure that by October 2014, that schools and School Improvement Groups are making effective use of enriched data and value-added analyses to inform and improve the quality of self-evaluation, intervention and support for underperforming groups: pupils with special educational needs, Looked After Children, minority ethnic pupils and more able and talented pupils in particular. By 2015, all pupils in these groups will have met the targets

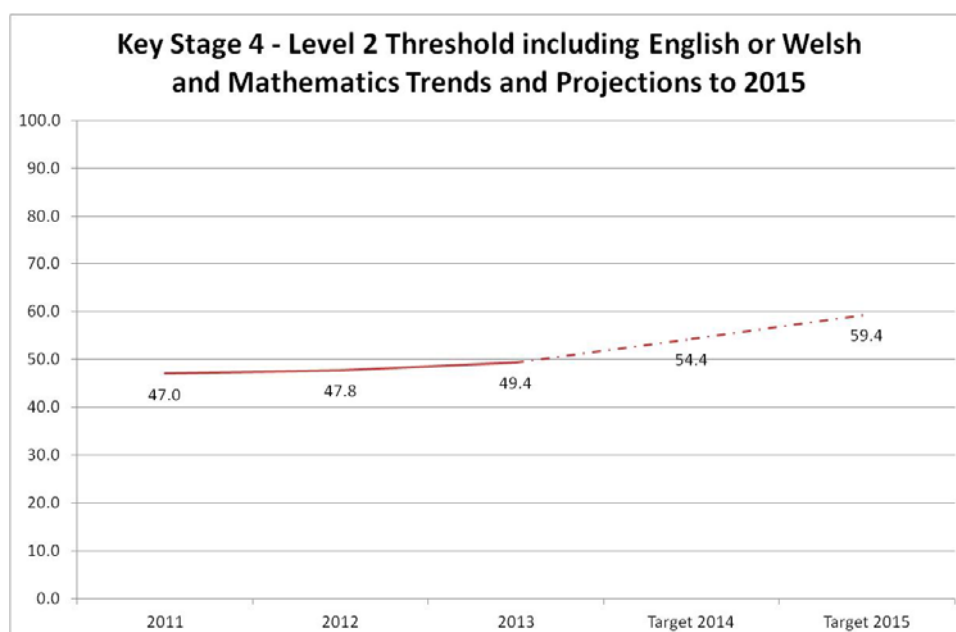
agreed in their own education plans. Challenge Advisers will report that improved systems and performance is robust and sustainable.

#### Priority outcome 4.

**Improve significantly the proportion of pupils at the end of compulsory schooling reaching the level 2 threshold including English/ Welsh and mathematics.**

Performance measures include:

- Achieve by July 2015, an improvement of 10% for the proportion of pupils gaining Level 2 inclusive at GCSE.
- In 2014, improve outcomes for both boys and girls for the level 2+ threshold – by 8% for boys and by 7.8% for girls. Improve performance in mathematics for girls and English/Welsh for boys.



#### **Actions and arrangements in place to deliver Priority 4.**

**Senior Responsible Officer: Head of School Improvement**

1. Schools, with the support of challenge advisers will have an improvement plan supported through funding from SEG, PDG, WEG and 14-19 grants agreed by May 2014 which sets out the improvements in performance and progress that will be achieved by September 2015. These plans will detail how each school will contribute to, and learn from, their School Improvement Group to improve outcomes at Level 2 +, addressing the gap in performance between girls and boys, in ethnic minority communities and other vulnerable groups. By September 2015, all schools will have achieved the targets set out in the plan.

2. The Consortium's intervention programme will work with schools where standards are well below expectation and where that has been little improvement over recent years. Each school in the programme will agree a support plan in partnership with their Challenge adviser. The support provided will focus on delivering sustained improvements in planning,

teaching and assessment. This programme will include support for schools engaged in the Education London Programme, targeted support for Band 4 and 5 schools, and for schools in categories C and D for English, Welsh or mathematics. By September 2015, all schools in this programme will have achieved the targets agreed.

3. The Consortium will, by October 2014, have established L2+ leading edge schools linked to the Central South Wales challenge. Each leading edge school will have a detailed portfolio of its expertise and achievements in English, Welsh, mathematics and numeracy showing how it can support other schools in the delivery of excellent teaching.

4. The Consortium, working through School Improvement Groups, will ensure that schools have access to the full spectrum of support required to achieve Level 2+ outcomes: high quality teaching in all subjects; effective use of assessment to provide feedback to pupils, to support planning and to track progress towards targets; effective intervention and revision programmes for underperforming groups and individual pupils; developing and deploying Outstanding Teachers of literacy and numeracy; targeted support programmes to ensure more able and talented pupils make effective progress. By September 2015, all School Improvement Groups will be confident in commissioning the support and training required and rate that support to be good or better.

5. By September 2014, School Improvement Groups and schools will have access to improved information on the progress of vulnerable and underachieving groups: pupils from ethnic minorities; those with additional educational needs; pupils at risk of becoming NEET; and, pupils from mobile communities and families. A detailed portfolio of services and support available from local authorities, the Consortium and other providers will be in place to support commissioning across the region.

6. By September 2014, School Improvement Groups will have access to a detailed programme of support for the implementation of new GCSE syllabuses from September 2015.

#### **Priority outcome 5.**

**Improve the quality of leadership and the impact of leadership on raising standards of achievement and in building capacity in the system to improve.**

Performance measures include:

- Ensure that leadership and prospects for improvement are judged to be good or better in at least 80% schools by September 2014 and 90% by September 2015.
- Reduce to zero the number of schools requiring either significant improvement or special measures by September 2015.
- Reduce by half the number of schools requiring local authority and Estyn monitoring

**Actions and arrangements in place to deliver Priority 5.**

**Senior Responsible Officer: Programme Manager for Leadership**

1. By September 2014, the national leadership framework will be in use across the Consortium to deliver the performance management, support, intervention and development of school leaders including chairs of governors and governors. By December 2014, all challenge advisers and school leaders will be confident with the provision of the framework and its implications for their work. By September 2015, the implementation of the framework will have achieved the targets set out in this plan.
2. By January 2015, succession planning will be a key element in the work of School Improvement Groups. These groups will be procuring intervention, training and support to meet the needs of their community of schools including aspiring and serving leaders at all levels. By December 2015, the quality of leadership across schools have shown improvement.
3. By July 2014, a revised portfolio of support, mentoring and accreditation will be embedded into the framework for leadership development, delivered through school to school support. Pathfinder schools (and emerging practitioner schools), with a record of excellent leadership will provide learning and development to support teachers and governors in the leadership programme.
4. By September 2014, the Consortium, in partnership with LAs will strengthen its intervention programme where the quality of leadership and/or governance is a cause for concern. Challenge advisers, working with individual headteachers, school leaders and governing bodies will use the national model for the categorisation of schools effectiveness and Estyn criteria for the quality of leadership to identify schools requiring intervention. Intervention programmes will be commissioned through the Consortium in partnership with local authorities and delivered using support from pathfinder schools. Strengthened support from specialist HR teams will enable chairs of governors and challenge advisers to propose swift solutions to leadership capacity where required.
5. By September 2014, the consortium will work with local authorities to design and implement a programme to achieve consistent high quality in the governance of schools. Based on an audit of current practice, this improvement programme will ensure that all governing bodies, chairs of governing bodies and clerks to governing bodies have the skills, knowledge and understanding to undertake their accountabilities for school improvement. This programme will be integrated with the overall leadership development programme and delivered through the framework of school to school support. By December 2015, Estyn outcomes will show impact on the quality of governance.
6. By April 2014, there will be established a headteachers' Strategy Group to steer the development of School Improvement Groups, their procurement work and its relationship to commissioning by the Consortium in partnership with LAs and LA services. School Improvement Groups will be fully operational from September 2014 and judged to be impacting on schools through inspection and outcomes by September 2015.

**Priority outcome 6.****Improve the quality of teaching and assessment and their impact on raising standards at all key stages**

Performance measures include:

- Ensure that teaching and assessment and prospects for their improvement are judged to be good or better in at least 80% of schools by September 2014 and 90% by 2015

**Actions and arrangements in place to deliver Priority 6.**

**Senior Responsible Officer: Programme Manager for Teaching and Learning**

1. By September 2014, implement a Framework for Teaching and Learning, building on the Outstanding and Improving Teacher Programme that sets out the standards, qualities and outcomes expected in good and excellent lessons. Consult on this framework with schools and its use for peer and leadership team lesson observation, learning walks, collection of first-hand evidence and their use in making judgements on the quality of teaching.

2. By December 2014, identify schools across the consortium where teaching is consistently very good and excellent to become lead schools available to School Improvement Groups to improve the quality of their teaching. Develop and implement a practice based programme to engage teachers in developing their own practice by working with Outstanding Teachers. Make best use of HwB+ to enable teachers to access best practice.

3. Enable School Improvement Groups to implement Teach First Cymru in 2014-15; evaluate the impact of this programme and extend its reach where it has proved beneficial.

4. Ensure that, by September 2014 all challenge advisers are working with schools to support and challenge their improvement programme including the regular evaluation of the quality of teaching, tracking of pupil progress and effectiveness of intervention when pupils fall behind. By September 2015, challenge advisers will be judged to be good or excellent for the impact of their work in this area.

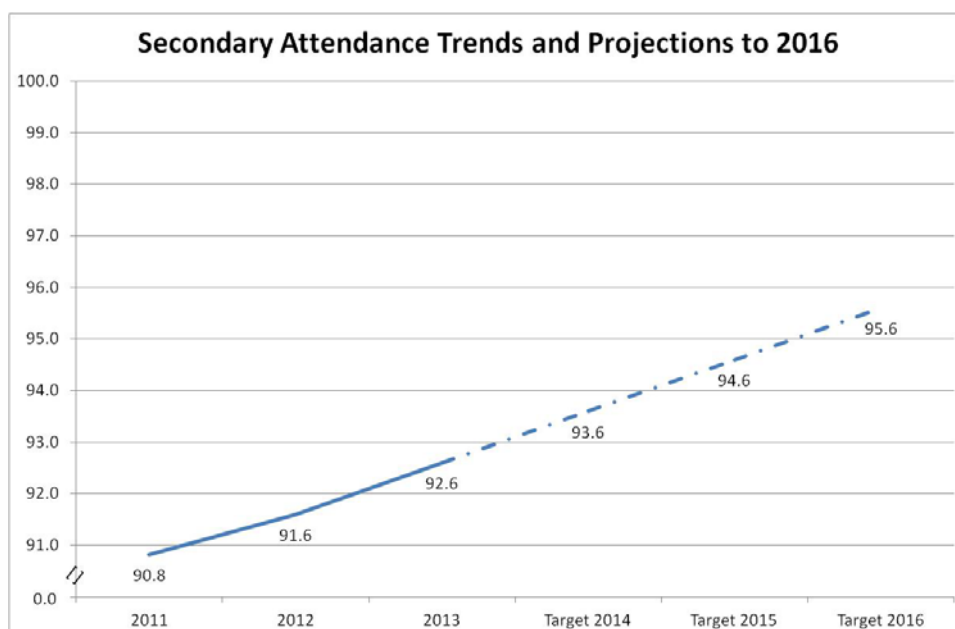
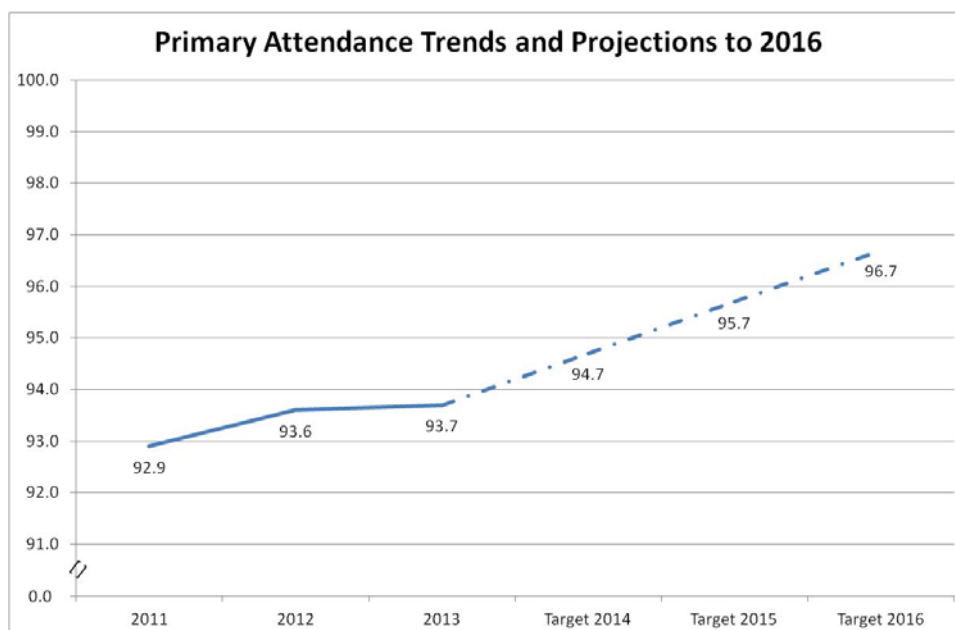
**Priority outcome 7.**

**Improve overall attendance rates in both primary and secondary schools**

Performance Measures include:

- Ensure that overall attendance in secondary schools increases to 93% in 2014, 94% in 2015 and 95% by 2016.
- Reduce rates of unauthorised and persistent absence so that they are at least average for Wales.





**Actions and arrangements in place to deliver Priority 7.  
Senior Responsible Officer: Head of School improvement**

1. Implement the regional school attendance strategy so that by September 2014, all School Improvement Groups have a detailed analysis of the local challenges faced in improving attendance, have a portfolio of services that can be procured and that the Consortium has commissioned the scale and location of services that will be required to achieve the agreed attendance targets.
2. Agree with local authorities how multi-agency teams can impact on communities and groups where the most persistent absence occurs. Improve the impact of attendance support teams across the Consortium.
3. Ensure that challenge advisers have up-to-date information on attendance in the schools for which they are accountable and that they are in a position to challenge and support action taken by

the school. Ensure that such evidence is enriched by young people's views on why they enjoy or don't enjoy school, and particularly why, for some, attendance is poor. By September 2015, attendance will have improved and be on track to meet targets.

The priorities will be delivered in the main through the delivery model operated by the consortium, but each outcome priority will have specific performance monitoring process which will be reported against. These are set out in draft at Annex A.

## Operating Model

The priorities will be delivered through the effective implementation of the Consortium operating model. This has five parts:

1. The **growth of partnership working across the region** within and between schools through the South Wales challenge.
2. The **development and use of data** across all schools to drive self-evaluation and improvement.
3. The **high quality role of challenge adviser** working closely with all schools, but mostly those in most need to commission support and drive improvement.
4. A **regional programme team** who lead the development of regional strategies to improve leadership, teaching and learning, literacy, numeracy, ICT, Foundation phase and Welsh. This will include programmes for all schools to access as well as a targeted offer for vulnerable schools.
5. **Accountability** will remain with the local authorities who will hold the consortium to account, via their senior challenge adviser, through the performance framework attached and their own local performance agreements.

The section below describes each function briefly.

### 1. The growth of partnership working across the region within and between schools.

#### *The Central South Challenge*

The aim of the Central South Wales Challenge is to stimulate the sharing of expertise amongst schools and joint efforts to innovate in order to:

- improve the performance of every school;
- increase the numbers of good and excellent schools;
- reduce the gap between high and low performing groups of learners; and
- improve outcomes for vulnerable groups of pupils.

The Challenge strategy is based on experiences and research elsewhere that point to five key ideas:

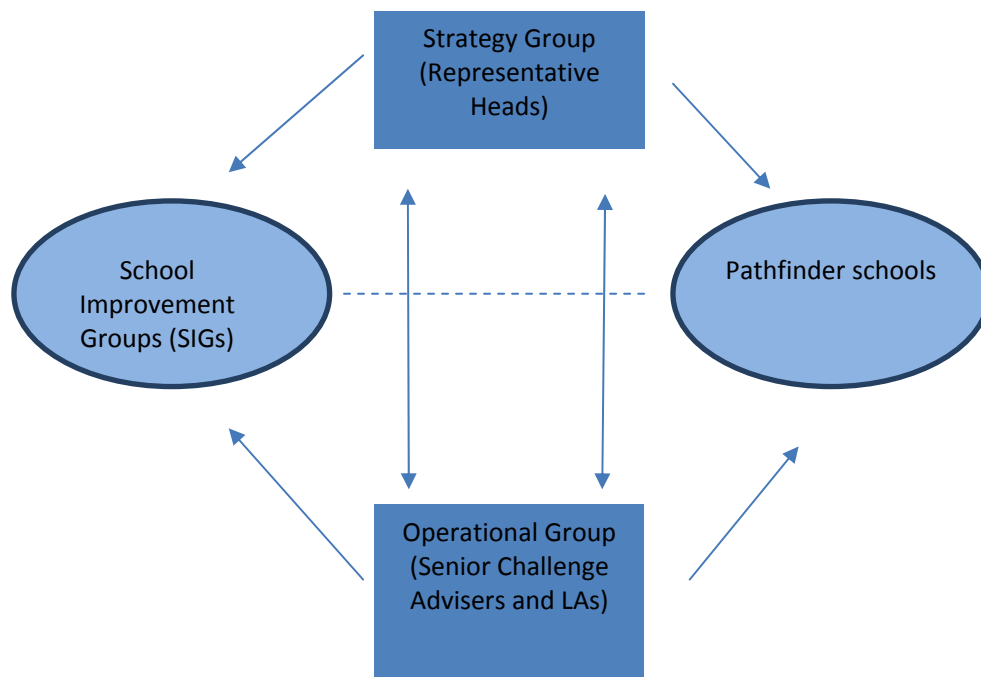
1. **Education systems have untapped potential to improve themselves.**
2. **Networking is a means of sharing effective ways of working.** Pathways have to be created that cross the social boundaries that prevent the movement of ideas.
3. **School partnerships are a powerful means of fostering improvements.** An essential ingredient is an engagement with data that can bring an element of mutual challenge.
4. **Leadership has to come from within schools.** Individually and collectively, schools have to take responsibility for their own improvement.
5. **Local authorities and the Consortium have important roles in making sure this happens.** This requires new thinking and practices amongst the staff involved.

These ideas provide the rationale for the development of a **self-improving school system**. The evidence base is clear and the strategy group for the region have agreed two specific areas of activity:

- The first are the pathfinder schools. These are those schools who would benefit from a well matched partner school to give them additional support and with that it is thought they might make progress quickly. These schools will be matched with a supporting school who has capacity and areas of expertise to support them immediately.
- The second are School Improvement Groups. These are groups of 10 primaries / 6 secondaries from across LAs, building on partnerships which are already working, including schools with varied socio-economic intakes, with approximately a third with real strengths (top quartile), a third with real risks (bottom) and a third roughly in the middle. The clusters will work together to identify and develop practice which will benefit all schools.

Both projects will be funded through resources from the consortium, but resources will follow brief plans setting out practice to be developed and impact on all schools. It is expected that the SIGs will develop at different speeds and in different ways. A team in the consortium will work with the clusters to develop practice, identify what is working well and learn from it.

Diagram: The South Wales Challenge Structure



## 2. Development of data and analysis across the region.

Good and effective use of data is critical to the effective working of school to school partnerships. From Spring 2014 it is proposed that a larger intelligence, data and quality unit is established for the use of challenge advisors, local authorities and commissioning staff. This unit will be responsible for the strategic development of data and intelligence so that the consortium can be proactive in its assessment of the strength of the region, of local authorities and of schools to enable partners and system leaders to be better able to design strategic responses to meet needs.

This includes the collection and analysis of performance data at all levels including progress at the level of subjects and individual pupils and value added data. The unit will manage the system for collating schools' statutory pupil target setting and provide analyses and information as well as wider information about inspection outcomes and analyses of progress in schools in categories, improvement trajectories and progress reports. The unit will maintain excellent systems for the collation and sharing of information for use in improving the quality of the conversations with schools and local authorities.

This unit will also be responsible for the collation and production of information about performance within the organisation including activity data, performance and quality information and will undertake regular surveys and stocktakes of impact of the service with and across stakeholders.

## 3. The challenge framework

A reduced number of high quality 'challenge advisers' will replace the 'system leader' function. Whilst there remains a very minimal statutory function for a 'school improvement partner' of some type in all schools, this role will focus more sharply on the schools which are most vulnerable and will be accountable for their progress working with the headteacher and governing body.

The challenge adviser role is significantly different in the way that these advisers work with schools and require specialist skills and experience. They will operate in a sharper, more facilitative, accountable manner which gets behind the efforts of the high risk schools, provides high quality analysis of data, enables the delivery of a plan of action and is responsible for getting high quality support into schools quickly and efficiently. They will work with the pathfinder status of each school and their SIG to enable access to the development of the best practice that is developing in other schools and will support the school to access high quality support from the market.

For schools where performance is strongest (category A and B), the main focus of the contact with the school will be annually in the autumn term and on those occasions when contributing to headteachers' performance management.

For higher risk schools – those in C and D categories normally, the challenge adviser will:

- make sharp and effective analysis and use of data at whole-school and subject/ area of learning levels, including comparative data and data about the progress of individual pupils;
- support the headteacher to evaluate the performance of each school at least annually. This will lead to the categorisation;
- support the headteacher to ensure that those aspects of the school's work that need to improve are diagnosed accurately and precisely drawing on other expertise to achieve this as required and to agree challenging targets that reflect high expectations;

- be responsible for agreeing with the school's leaders an intervention plan that will meet the identified needs;
- broker the required support and expertise working with the programme managers, the members of the School Improvement Group or partner school, ensuring that only support of the highest quality is employed;
- support the headteacher and senior leaders to ensure that the conditions are created within the school that give the support maximum opportunity to succeed and to ensure the evidence of impact/reporting of progress;
- monitor progress regularly (monthly or fortnightly);
- be accountable within the school improvement service for the effectiveness of the intervention overall and its impact on securing progress as set out in the plan; and
- make recommendations to the local authority in cases where the capacity of the school's senior leaders and/ or governing body is unsatisfactory or where progress has been insufficient.

Whilst the funding system will operate on the principle of maximum delegation to schools, challenge advisers will hold a small budget which can be deployed per school to enable the swift delivery of support or to facilitate match funding from the school to build the capacity for improvement.

Challenge advisers will also be critically important to the development of programmes in the consortium in place to support schools in the region – providing feedback and information about where further support is needed.

#### *High quality skills and continuous professional development*

Challenge advisers will require highly specialist skills and experience. They will have experience of leading education organisations at a senior level, and will be committed to and have experience of growing self improving systems across and within schools.

We will provide a programme of high quality professional development for all our challenge advisers working with other consortia where it is appropriate to do so, but also within the context of the Central South Wales challenge, developing and sharing the skills of brokerage and facilitation within a self improving system.

#### **4. Driving the development of School Improvement Groups to develop capacity for support for all schools by schools across the region**

In the Consortium we will have a slim programme team of experts responsibility for developing our strategies to develop:

- High quality school leadership across the region, leadership of succession planning and incentives to attract the best leaders to the region
- Outstanding teaching and learning through a sustainable structure of teaching schools (based around clusters) with incentives to train to teach and be supported to progress in schools in the region
- A strategy to improve literacy and achievement in English across all schools (in line with the LNF), with a team of specialists part funded through SEG, part match funded.
- A strategy to improve numeracy and achievement in mathematics across all schools (in line with the LNF), with a small team of specialists part funded through SEG, part match funded.

- A programme to improve Welsh in education across the region with a team of specialists (funded through WEG).
- A programme to support the effective delivery of the foundation phase with a small team of specialists (funded through the FP grant).
- A programme to deliver improved use of technology across schools.
- A programme to support the delivery of outdoor education and a safe outdoor curriculum across all schools.

Each programme manager will be responsible for delivering the strategy for the region – set out under priorities – drawing on expertise developing in the region and brokering it across schools.

They will each use the challenge framework, and school improvement groups to develop and procure a programme of support available from the region or the market which is live, cultivated and developed from across schools and is updated and reviewed during the year, as well as a more targeted offer for challenge advisers to draw on in their work with vulnerable schools.

Programmes will be developed through the oversight of the Central South Wales Challenge strategy group and quality assured through this group and may over time be increasingly developed by heads across the region in response to need. The team will be flexible and agile and will be responsive to the changing nature of support needs and capacity for school to school support in the region.

#### *Funding the programme team*

All posts are base funded in the structure and apart from the literacy and numeracy teams, there is no expectation of income to support the teams. Literacy and numeracy teams will be match funded requiring schools in C and D categories to fund part of the intervention required. Any additional efficiencies achieved through commissioning in bulk will be used primarily to keep costs competitive for schools but potentially to develop additional capacity to respond to needs. Challenge advisers will have a small budget for use in match funding with schools to purchase this support.

### **5. Accountability and the role of the Senior Challenge Adviser**

There will be three senior challenge advisers working across the five authorities. The senior challenge adviser is a critical senior leader within the organisation who is responsible for the quality of work in their partner local authority. The senior challenge adviser will lead on the performance expectations and commissioning agreement with each local authority and be accountable for the confidence of that local authority in the work of the consortium as a whole. They will work closely with the designated lead commissioning officer of the local authority to:

- lead the provision of the school improvement service commissioned by the local authority to which s/he is attached;
- line manage, oversee and quality assure the work of an agreed number of challenge advisers and manage their performance;
- develop a secure knowledge of the performance of the schools in the local authority to which s/he is attached, the local authority's context, issues and priorities; and

- be accountable for the progress of the schools in each local authority, the performance review, delivery of statement of action and effectiveness of the support which has been commissioned.

Commissioning agreements will be developed as part of the business plan process and agreed by the end of March 2014.

**Transfer of further functions.**

The national model sets out that consortia will work with local authorities to put in place arrangements for the transition of support for governing bodies, aspects of HR practice which enable schools to progress and leadership of 14-19 and participation in education for young people.

In Central South we will transfer these functions by April 2015 allowing us time to set out a clear specification, delivery model and resources for the successful delivery of these crucial functions. Each function has a Director leading on it and it is proposed that the specifications and timescales are agreed by September 2014.

During the 14/15 year we will work with Welsh Government and local authorities to review the way support is provided for the educational provision of children with additional learning needs and special educational needs to ensure that this supports the development of good practice across and within all schools.



## Draft Central South Consortium Business Plan March 2014

**Budget**

The new budget for the organisation is below. This is set at 13/14 levels. The 14/15 ringfenced budget includes £1.2m growth in the budget of the consortium but this will be considered as the functions for HR, governor support and 14-19 move into the organisation. There is commitment to fund the organisation the full ringfenced amount as it develops a regional approach to these additional functions by April 2015.

| <u>Employee Related Budget</u>     | Core                   |           | Non-Core            |                 | Total Cost -<br>Version 2 |
|------------------------------------|------------------------|-----------|---------------------|-----------------|---------------------------|
|                                    | Service -<br>Version 5 | WEG       | Foundation<br>Phase | Other<br>Grants |                           |
| Directors & Support Costs          | 158,457                |           |                     |                 | 158,457                   |
| Operational Staff                  | 3,537,726              | 867,795   | 438,695             |                 | 4,844,216                 |
| Business Support                   | 280,020                | 62,340    | 12,326              | 61,559          | 416,245                   |
| Data and Intelligence Team         | 240,386                |           |                     |                 | 240,386                   |
| Conference Centre Team             | 186,378                |           |                     |                 | 186,378                   |
|                                    | 4,402,967              | 930,135   | 451,021             | 61,559          | 5,845,682                 |
| <b><u>Non Employee Related</u></b> |                        |           |                     |                 |                           |
| Premises                           | 501,229                | 34,971    |                     |                 | 536,200                   |
| Transport                          | 100,116                |           |                     |                 | 100,116                   |
| Supplies and Services              | 365,782                | 25,755    | 600,781             |                 | 992,318                   |
| Commissioning                      | 330,734                |           |                     |                 | 330,734                   |
| SLA's                              | 83,078                 | 31,922    |                     |                 | 115,000                   |
|                                    | 1,380,939              | 92,648    | 600,781             | 0               | 2,074,368                 |
| Total SIS/Commissioning            | 5,783,906              | 1,022,783 | 1,051,802           | 61,559          | 7,920,050                 |
| <b><u>Income</u></b>               |                        |           |                     |                 |                           |
| Funding 13/14 level                | 4,416,486              |           |                     |                 | 4,416,486                 |
| SEG Retained                       | 591,454                |           |                     |                 | 591,454                   |
| Match Funding - Lit/Num            | 305,966                |           |                     |                 | 305,966                   |
| Income Ty Dysgu                    | 280,000                |           |                     |                 | 280,000                   |
| Commissioning - WEG/NQT            | 160,000                |           |                     |                 | 160,000                   |
| Grant Income                       | 30,000                 | 1,022,783 | 1,051,802           | 61,559          | 2,166,144                 |
|                                    | 5,783,906              | 1,022,783 | 1,051,802           | 61,559          | 7,920,050                 |
| Shortfall on Budget                | 0                      | 0         | 0                   | 0               | 0                         |

Note:

- All staff on a range of grades have been budgeted at mid-point of scale

## Draft Central South Consortium Business Plan March 2014

**SEG Budget**

The SEG budget for 14/15 is set out below. The total amount devolved will be 86% as a minimum. Local authorities have retained reduced amounts in 14/15 for supporting looked after children in education, improving the achievement of free school meal children and for grant administration. The consortium has retained an amount to support the literacy and numeracy team, although this will be match funded by agreement.

During 2014/15 local authorities in the region are reviewing their school improvement needs to reduce duplication and in order to ensure that the interface with the consortium is as efficient and effective as possible and it is expected that the amount of SEG retained will reduce further for the 15/16 financial year.

Current SEG plans.

**SEG - Grant 2014/2015**

|   |                   |            |
|---|-------------------|------------|
| WG Grant  | 8,427,727         |            |
| LA Contribution   | 2,425,249         |            |
|   | <b>10,852,976</b> |            |
| Schools Minimum delegation level 80%                            | 7,907,708         |            |
| CSC Retained – CSW challenge and funding for vulnerable schools | 1,500,000         |            |
|   | <b>9,407,708</b>  | <b>87%</b> |
| <b><u>LA Current Requirement</u></b>                            |                   |            |
| Bridgend  | 171,000           |            |
| Cardiff   | 242,400           |            |
| Merthyr   | 71,400            |            |
| RCT   | 200,000           |            |
| Vale  | 132,106           |            |
| CSC   | 36,908            |            |
| SEG retained - Targeted Support Team (may be devolved)          | 591,454           |            |
| <b>Total retained</b>   | <b>1,445,268</b>  | <b>13%</b> |
| <b>TOTAL DELEGATED &amp; RETAINED</b>                           | <b>10,852,976</b> |            |

**PDG**

Total PDG amounts for the region are £21.8m which is significantly greater than £10.2m in 13/14. Our priority 1 to narrow the gap will require all schools to submit their PDG plan and will develop a network of experts and the development of case studies and practice across the region.

### **Performance monitoring**

The Consortium will agree a performance framework as part of its commissioning plan with the five local authorities. In addition it will agree a local performance agreement with each local authority.

The performance frameworks will predominantly include outcome indicators and measurement of the gap in outcomes between children claiming free school meals and their peers, but it will also include in year measures such as the proportion of schools in Estyn categories and analysis of percentage of schools where leadership is a matter of concern. The performance framework will also report against proportions of children attending, excluded and not in education, employment or training as well as achievement by specific groups in each local authority including children in care and children with statements of special educational need.

The Joint Committee will receive an update on performance at its autumn meeting and each local authority will review performance through a termly stocktake with the senior challenge advisor and Managing Director.

Each school in category C and D will have a statement of action with clear objectives and deliverables. This will be monitored termly and a report produced for each local authority agreeing the capacity for improvement in each school.

Internally each member of staff will have a set of SMART performance management objectives set at the start of the academic year and will receive supervision at least once a month with quarterly performance review.

The consortium will have a quality framework detailing expectations of activity levels against the challenge framework, and similar for the programmes of support. Metrics are reported to SMT each fortnight by exception with management action taken and recorded.

The Executive Board will receive a performance and activity report at each meeting detailing activity against plan, funding position and in year progress measures to be agreed.

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**Annex A: Performance framework**

These priorities reflect those of the consortium and set out here are the specific measures against which performance will be measured across the region and where possible in local authorities.

Delivery plans are contained in the main business case.

| <b>Priority outcome 1.</b>  | <b>Outcome measures 2014-15</b>   | <b>Context</b>  |
|---|---|---|
| Reduce the impact of poverty on educational achievement by narrowing the gap between the outcomes achieved by pupils eligible for free school meals (e-FSM) and those not eligible on the basis of improvement by both groups but especially through accelerated progress by e-FSM pupils | Reduce the gap for the region by one quarter by 2016  | 22% of pupils are e-FSM –the highest of the four consortia alongside the EAS but there are significant variations in socio- economic challenge across the region. The proportions by local authority are as follows:<br>Bridgend: 21% (primary 22.6%/ secondary 18.4%)<br>Cardiff: 22.7% (primary 23.9%/ secondary 20.7%)<br>Merthyr: 23.9% (primary 24.6%/ secondary 22.2%)<br>RCT: 24.4% (primary 25.7%/ secondary 22.0%)<br>The Vale: 14.5% (primary 14.4%/ secondary 14.0%) |
|   | Reduce the gap by one quarter by 2016 for the Foundation Phase, KS2, KS3 and KS4                                      | e-FSM pupils achieve outcomes that are lower than those who are non e-FSM in the Foundation Phase and this gap gets wider as pupils move through key stages 2 to 4.   |
|   | The progress referred to above will mean that the gap will be narrower than that nationally for the region as a whole | For the Central South region the gap is wider than that nationally against the FPOI, CSI and L2+ in the Foundation Phase and each of the key stages by 1% (FP and KS2) 0.6% (KS3) and 0.3% (KS4).   |
|   | Reduce the gap in all five local authorities to support the contribution to overall improvement for the region        | In the constituent local authorities the gap in performance is as follows:<br>Bridgend : -16.8% (FP), -19.3% (KS2), -27.3% (KS3) , -31.7% (KS4).<br>Cardiff: -18.4% (FP), -19.5% (KS2), -28.8% (KS3) , -36.2% (KS4).<br>;<br>Merthyr: -23.4% (FP), -21.4% (KS2), -28.3% (KS3) , -33.6% (KS4).<br><br>RCT: -16.3% (FP), -18.9% (KS2), -29.4% (KS3) , -31.7% (KS4).   |

|  |  |  |
|--|--|--|
|  |  | The Vale: -21.5% (FP), -17.7% (KS2), -30.9% (KS3) , -27.5% (KS4).  |
|  | All schools have robust spending plans in place that have a clear focus on raising standards and improving wellbeing for e-FSM pupils  | Analysis of schools' spending plans indicates a mixed picture with some schools identifying appropriate actions but in too many, the intended impact of the resources on improving achievement for this group is unclear.  |
|  | Improve the percentage of looked after children achieving the expected outcome/ level in the FP by twice the rate of other pupils FP- 12% in LLC-E and LLC-W, KS2 by 8% in English and mathematics and KS3 by 16% and the level 2+ at KS4 by 20% | The outcomes achieved by looked after children are significantly lower than those of other pupils at all key stages and especially so in secondary schools. Absence rates are also higher. The outcomes are as follows:<br>Bridgend: 42.9% (FP), 58.8% (KS2), 40.9% (KS3) 12.5% (L2+)<br>Cardiff: 56.3% (FP), 72.7% (KS2), 45.2% (KS3) 10.0% (L2+)<br>Merthyr: -% (FP), -% (KS2), 10.0% (KS3) 10.0% (L2+)<br>RCT: 60.0% (FP), 58.1% (KS2), 30.3% (KS3) 17.2% (L2+)<br>The Vale: 70.0% (FP), 50.0% (KS2), 44.4% (KS3) 23.1% (L2+) |

| <b>Priority outcome 2.</b>  | <b>Outcome measures 2014-15</b>  | <b>Context</b>  |
|---|--|---|
| Raise standards in literacy in English and Welsh first language – specifically in relation to pupils' oracy, reading and writing skills | Secure improvement in each local authority across the region that will contribute to the trajectory below  | In the primary sector there were improvements in all five local authorities in the three core subjects but the rate of improvement varied with a higher percentage improvement registered in the north of the region and a smaller percentage in the three authorities in the south.                                      |
|   | Improve outcomes by a further 6% so that at least 90% reach outcome 5 in LLC-E and LLC-W across the region. In Cardiff and RCT the expected outcomes will be 90%, 92% in Bridgend, 95% in the Vale. In Merthyr a 10% improvement will be expected in order to reach 90%. | Outcomes against outcome 5 improved in LLC-English at the Foundation Phase by just over 2% and in LLC-Welsh by 0.3%. Despite improvement in 2013 at a higher rate in LLC-E and LLC-W than in MTD overall outcomes at outcome 5 are still higher in MTD by between 1% and 2%. In each of the local authorities outcomes in |

|  |   |   |
|--|---|---|
|  |   | <p>LLC-E improved as follows: Bridgend (1.9% ) Cardiff (2.0% ) Merthyr (3.0%) , RCT (2.3% )Vale (2.6%). In LLC-Welsh over the last two years outcomes vary across the region from a drop of 2.7% in Cardiff to rises of 0.6% in Merthyr, 0.8% in the Vale, 1.8% in RCT and 4.7% in Bridgend.</p>  |
|  | <p>Increase the proportion reaching outcome 6 by 6% so that between one-third and two-fifths of pupils achieve this outcome in LLC-E, LLC-W in each of the local authorities and across the region as a whole.</p>  | <p>Performance at outcome 6 improved by 3.2% in LLC-English and in LLC-Welsh for the region. More substantial gains were made at outcome 6 across the five authorities – of the order of between 3%-4%. Nevertheless, the percentage reaching this outcome is generally 1% higher in LLC-English in each local authority than in MTD. Around a quarter of pupils reach outcome 6 in the foundation phase compared with nearly 30% nationally. Performance is a little higher than this figure of one quarter in the Vale, slightly lower in Merthyr and in line with this in Cardiff, Bridgend and RCT and is 16% in Merthyr.</p> |
|  | <p>Improve outcomes by a further 4% to reach 90% (level 4) in English and 92% in Welsh across the region a whole. In Bridgend, Cardiff and RCT 90% of pupils at least will reach level 4 in English; 93% will reach this level in Welsh in Cardiff and RCT and 95% in Bridgend and the Vale. In Merthyr a 6% improvement will be expected in order to achieve similar outcomes.</p> | <p>At KS2 outcomes at level 4+ improved by 2.4% in English and 3.3% in Welsh. In all five local authorities the improvements in English were of the order of 2%- 3%. In Welsh the increase varies from over 3% in the Vale and RCT and Cardiff, over 4% in Bridgend and dropped by 2.3% in Merthyr.</p>   |
|  | <p>Increase the proportion reaching level 5 in each of the core subjects by 6% so that at least 40% of the region’s pupils achieve this. The expected outcomes will be 39% in RCT,</p>  | <p>At level 5 the improvement was 3.6% in English and 4.7% in Welsh across the region. In the Vale and Merthyr improvement was between 1% and 3% in English, over 3% in</p>   |

|  |   |   |
|--|---|---|
|  | <p>40-41% in Cardiff and Bridgend and over 45% in the Vale. In Merthyr a 10% improvement will be required to reach 40%-this is also the case for Welsh in RCT.</p>  | <p>Cardiff and RCT and over 5% in Bridgend. Improvement in Welsh varied widely between 0.8% (Cardiff and over 15% (Bridgend). Around a third of pupils reach level 5 in key stage 2 – a figure that is similar to that nationally. Performance is above the Welsh average in the Vale similar in Bridgend, Cardiff and RCT and just below in Merthyr.</p>   |
|  | <p>Secure improvement in each local authority across the region that will contribute to the trajectory below</p>  | <p>At key stage 3 there were also variations but the extent of improvement at this key stage was generally greater across the region than at KS2.</p>   |
|  | <p>Improve outcomes at level 5+ by a further 8% to reach 90% in English and 95% in Welsh. In Cardiff and the Vale the expected outcomes for English and Welsh will be 57% (requiring a 10% improvement in the Vale) Improvements of 13%, 18% and 12% will be required in Bridgend, Merthyr and RCT respectively to reach 50%.</p>         | <p>At KS3, outcomes at level 5+ improved by 4.7% in English and 5.3% in Welsh. In Cardiff and Merthyr the improvement in English was between 1% and 3.5%, between 4% and 5% in Bridgend, 4% and 6% in RCT and 5% and 9% in the Vale. Improvement in Welsh was more variable – between 0.3% (Cardiff and Bridgend) to 9%/7% (RCT and the Vale). Two-fifths of pupils reach level 6 in English and Welsh. These figures are similar to those nationally. Outcomes are below the national average in English and Welsh in the Vale, Bridgend and RCT and similar in Cardiff.</p> |
|  | <p>Improve outcomes at level 6 by 8% in English and Welsh to reach 50% for the region as a whole. In Cardiff and the Vale the expected outcomes for English and Welsh will be 57% (requiring a 10% improvement in the Vale) Improvements of 13%, 18% and 12% will be required in Bridgend, Merthyr and RCT respectively to reach 50%.</p> | <p>At level 6+ the improvement was 4.6% in English; results were 2.7% lower in Welsh. The improvement was 1% in English in Bridgend, over 6% in English in Cardiff and Merthyr, over 7% in RCT and 11% in the Vale. Outcomes in Welsh fell in Cardiff and Bridgend but improved by 8% and 17% in the Vale and RCT respectively.</p>   |



|  |   |   |
|--|---|---|
|  | <p>Improve the proportion reaching a grade C or above by 10% in English/ Welsh to reach 70%, 86% respectively.</p> <p>In each local authority the respective outcomes in English and Welsh will be:</p> <p>Bridgend: 72%, 86%</p> <p>Cardiff: 72%, 92%</p> <p>Merthyr: 57% (E)</p> <p>RCT: 68%, 80%</p> <p>The Vale: 76%, 93%</p>   | <p>At KS4 performance for the proportion achieving a grade C or above was flat in 2013 in English and increased by 3.9% in Welsh.</p> <p>In English performance over three years rose slightly in Bridgend and the Vale, was flat in RCT, fell slightly in Cardiff and significantly in Merthyr. Outcomes in Welsh over this period rose in the Vale and fell in Cardiff and RCT.</p>   |
|  | <p>To increase the percentage reaching the two highest grades at GCSE in English and Welsh by 4% so that outcomes are above the Welsh average</p>   | <p>The percentage of more able pupils achieving an A* or A grade in 2013 was 15.3% in English and 20.3% in Welsh compared with 13% (Eng Lang) and 17% (Eng Lit) and 15% (Cym Lang) and 22% (Cym Lit) nationally.</p>  |
|  | <p>Reduce the gap in outcomes in English and Welsh on the basis of improvement by both groups. (to no more than 5% in the FP and KS2 and 10% at KS3 and KS4).</p>   | <p>There is a gap in the outcomes achieved by boys compared with girls at all stages in English/ Welsh. This is around 10% or less in the Foundation Phase and KS2, widens to around 14% at KS3. At KS4 the gap in performance between boys and girls is 16% in English and 20% in Welsh</p>  |
|  | <p>The proportion of pupils with a reading standardised score of 85 or less should be at least in line with that nationally in each year group. (reduction of at least 2%).</p> <p>In Y2 and Y6 reductions of 1% will be required in Cardiff and RCT, 4% in Merthyr .</p> <p>In Y7 and Y9 reductions of 1% will be required in Cardiff, 2% in Bridgend, 5% in Merthyr and RCT</p> <p><i>Note: this will be subject to review when progress measures are published by the Welsh Government following the 2014 tests.</i></p> | <p>In the national reading tests (English and Welsh) the proportion of pupils with a standardised score of less than 85 was similar to that nationally in Y2 and Y6 but there was a higher proportion than that nationally in Y7 and Y9. In each of the local authorities the proportion was higher than that for Wales in all four year groups in Cardiff and Merthyr, similar in Y2 and Y6 in Bridgend and RCT but higher in Y7 and Y9. The proportion was lower in all year groups in the Vale. The proportion with a standardised score of 115 or above was similar to that nationally in all</p> |

|          |   | <p>year groups. In the Vale the proportion was higher than the Welsh average in all year groups and in RCT in Y2. In Bridgend, Cardiff, Merthyr and RCT outcomes were below the Welsh average by a few percentage points except Y2 in RCT which was above.</p>  |  |               |              |          |       |       |          |   |   |        |       |       |
|----------|---|---|--|---------------|--------------|----------|-------|-------|----------|---|---|--------|-------|-------|
|          | <p>Pupils with a reading standardised score of 115 or more in each year group across the region and in each local authority will make progress at a rate that is at least in line with the Welsh average for these pupils in reading</p>  | <p>Baseline to be established following the national tests in May 2014</p>  |  |               |              |          |       |       |          |   |   |        |       |       |
|          | <p>Pupils with a standardised score of between 75 and 85 in the national reading tests receiving a catch-up intervention will make progress that is at least in line with that of their year group using the progress scores data from the national tests.</p>  | <p>Baseline to be established following the national tests in May 2014</p>  |  |               |              |          |       |       |          |   |   |        |       |       |
|          | <p>Improve the percentage of minority ethnic pupils achieving the expected outcome/ level in the FP, KS2 and KS3 and a grade C or above at KS4 at a rate that is at least in line with that of pupils overall in each local authority</p> <p>FP – 6%<br/>                 KS2 – 4%<br/>                 KS3 – 8%<br/>                 C+ GCSE – 10%</p> | <p>The outcomes achieved by minority ethnic pupils have shown improvement over the last three years. This has meant that the gap with white UK pupils has narrowed against a number of indicators, although this varies between the different indicators and between key stages. The figures by local authority are as set out below:</p> <p>Bridgend (where there are gaps this relates to redacted information owing to small numbers)</p> <table border="1"> <thead> <tr> <th></th> <th>% expt. level</th> <th>Gap White Uk</th> </tr> </thead> <tbody> <tr> <td>FP-LLC-E</td> <td>84.7%</td> <td>-0.5%</td> </tr> <tr> <td>FP-LLC-W</td> <td>-</td> <td>-</td> </tr> <tr> <td>KS2- E</td> <td>83.3%</td> <td>-3.2%</td> </tr> </tbody> </table> |  | % expt. level | Gap White Uk | FP-LLC-E | 84.7% | -0.5% | FP-LLC-W | - | - | KS2- E | 83.3% | -3.2% |
|          | % expt. level   | Gap White Uk  |  |               |              |          |       |       |          |   |   |        |       |       |
| FP-LLC-E | 84.7%   | -0.5%   |  |               |              |          |       |       |          |   |   |        |       |       |
| FP-LLC-W | -   | -   |  |               |              |          |       |       |          |   |   |        |       |       |
| KS2- E   | 83.3%   | -3.2%   |  |               |              |          |       |       |          |   |   |        |       |       |

|          |               |              |               |              |  |  |
|----------|---------------|--------------|---------------|--------------|--|--|
|          |               | KS2 -W       | -             | -            |  |  |
|          |               | KS3 - E      | 81.4%         | 1.4%         |  |  |
|          |               | KS3-W        | -             | -            |  |  |
|          |               | KS4-E        | 51.1%         | -11.5%       |  |  |
|          |               | KS4-W        | -             | -            |  |  |
|          |               | Cardiff      |               |              |  |  |
|          |               |              | % expt. level | Gap White Uk |  |  |
|          |               | FP-LLC-E     | 79.9%         | -6.0%        |  |  |
|          |               | FP-LLC-W     | 83.9          | -3.3%        |  |  |
|          |               | KS2- E       | 83.4%         | -4.3%        |  |  |
|          |               | KS2 -W       | 93.2%         | 4.0%         |  |  |
|          |               | KS3 - E      | 82.6%         | -2.6%        |  |  |
|          |               | KS3-W        | 86.1%         | -2.6%        |  |  |
|          |               | KS4-E        | 56.2%         | -7.2%        |  |  |
|          |               | KS4-W        | 78.1%         | -1.1%        |  |  |
|          |               | Merthyr      |               |              |  |  |
|          |               |              | % expt. level | Gap White Uk |  |  |
|          |               | FP-LLC-E     | 69.8%         | -10.4%       |  |  |
|          |               | FP-LLC-W     | -             | -            |  |  |
|          |               | KS2- E       | 71.4%         | -13.5        |  |  |
| KS2 -W   | -             | -            |               |              |  |  |
| KS3 - E  | 65.8%         | -10.5%       |               |              |  |  |
| KS4-E    | 34.8%         | -13.0%       |               |              |  |  |
| RCT      |               |              |               |              |  |  |
|          | % expt. level | Gap White Uk |               |              |  |  |
| FP-LLC-E | 86.9%         | 3.8%         |               |              |  |  |
| FP-LLC-W | 75.0%         | -9.2%        |               |              |  |  |
| KS2- E   | 87.7%         | 2.3%         |               |              |  |  |
| KS2 -W   | -             | -            |               |              |  |  |
| KS3 - E  | 83.1%         | 3.5%         |               |              |  |  |
| KS3-W    | -             | -            |               |              |  |  |
| KS4-E    | 45.8%         | -12.6%       |               |              |  |  |
| KS4-W    | 55.6%         | -9.5%        |               |              |  |  |
| Vale     |               |              |               |              |  |  |
|          | % expt. level | Gap White Uk |               |              |  |  |

|  |  |          |        |       |
|--|--|----------|--------|-------|
|  |  | FP-LLC-E | 92.2%  | 1.7%  |
|  |  | FP-LLC-W | 100.0% | 8.2%  |
|  |  | KS2- E   | 91.0%  | 0.6%  |
|  |  | KS2 -W   | 100.0% | 6.7%  |
|  |  | KS3 - E  | 80.2%  | -8.6% |
|  |  | KS3-W    | -      | -     |
|  |  | KS4-E    | 62.1%  | -3.3% |
|  |  | KS4-W    | 100.0% | 19.1% |

| Priority outcome 3.  | Outcome measures 2014-15  | Context  |
|--|---|--|
| Raise standards in numeracy – specifically in relation to pupils’ written and mental skills with number and the application of numeracy skills across the curriculum | Secure improvement in each local authority across the region that will contribute to the trajectory above   | In the primary sector there were improvements in all five local authorities but the rate of improvement varied with a higher percentage improvement registered in the north of the region and a smaller percentage in the three authorities in the south.  |
|  | Improve outcomes by a further 6% so that at least 90% reach outcome 5 in MTD across the region. In Cardiff and RCT the expected outcomes will be 90%, 92% in Bridgend, 95% in the Vale. In Merthyr a 10% improvement will be expected in order to reach 90% against these this measure. | Outcomes against outcome 5 improved in MTD by 1%. Performance at outcome 6 improved by 4%. Improvements in each of the local authorities were as follows: Cardiff (0.7%), Merthyr (1.7%), RCT (1.9%), Vale (1.3%). Outcomes dropped in Bridgend by 0.4%. Overall outcomes at outcome 5 are still higher in MTD by between 1% and 2% than in LC-E and LLC-W despite a greater rate of improvement in these in 2013. |
|  | Increase the proportion reaching outcome 6 by 6% so that between one-third and two-fifths of pupils achieve this outcome in MTD in each of the local authorities and across the region as a whole.  | More substantial gains were made at outcome 6 across the five authorities – of the order of between 3%-4%. The percentage reaching this outcome is generally 1% lower in MTD than in LLC-English in each local authority. Around a quarter of pupils reach outcome 6 compared with nearly 30% nationally.  |

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|  |   | Performance is a little higher than this figure of one quarter in the Vale, slightly lower in Merthyr and in line with this in Cardiff, Bridgend and RCT.   |
|  | Improve outcomes by a further 4% to reach 90% (level 4) in mathematics across the region a whole. In Bridgend, Cardiff and RCT 90% of pupils at least will reach level 4 in mathematics. In Merthyr a 6% improvement will be expected in order to achieve similar outcomes. | At KS2 outcomes at level 4+ improved by 1.4% in mathematics.<br>In all five local authorities the improvement in mathematics was between 1% and 2% (less than in the other core subjects) except in the Vale where performance fell by 0.5%.  |
|  | A 6% improvement by 2015 will mean that 40% of the region's pupils will reach level 5 in mathematics. The expected outcomes will be 39% in RCT, 40-41% in Cardiff and Bridgend and over 45% in the Vale. In Merthyr a 10% improvement will be required to reach 40%.        | At level 5 the improvement was 3.8% in mathematics across the region. In the Vale and Merthyr improvement was between 1% and 3% in mathematics, over 3% in Cardiff and RCT and over 5% in Bridgend. Around a third of pupils reach level 5 in key stage 2 – a figure that is similar to that nationally.<br>Performance is above the Welsh average in the Vale similar in Bridgend, Cardiff and RCT and just below in Merthyr. Half of pupils reach level 6 in maths -similar to the position nationally. Performance is above the Welsh average in the Vale and Cardiff in maths. Outcomes are similar to those nationally in maths in Bridgend and RCT. |
|  | Secure improvement in each local authority across the region that will contribute to the trajectory below   | At key stage 3 there were also variations but the extent of improvement at this key stage was generally greater across the region than at KS2.  |
|  | Improve outcomes at level 5+ by a further 8% to reach 91% in mathematics.   | At KS3, outcomes at level 5+ improved by 3.8% in mathematics.<br>In Cardiff and the Merthyr the improvement was between 1% and 3.5%, between 4% and 5%  |

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|  |   | in Bridgend, 4% and 6% in RCT and 5% and 9% in the Vale.  |
|  | Improve outcomes at level 6 by 8% to reach 60% for the region as a whole. The proportion reaching level 6 will be 68% in the Vale and 63% in Cardiff. In Bridgend, Merthyr and RCT improvements of 10%, 14% and 12% will required respectively to reach 60%.  | At level 6+ the improvement was 7.6% in mathematics overall. The improvement was between 1% and 4% lower in Cardiff, RCT and the Vale and 3% higher in Bridgend. In Merthyr outcomes in maths fell by 1.7%.The proportion of pupils reaching level 6 is higher in mathematics than the other two subjects but this is necessary as only 25% of pupils at level 5 nationally go on to achieve a grade C at GCSE.   |
|  | Improve the proportion reaching a grade C or above by 12% in mathematics to reach 68%.<br>In each local authority the respective outcomes will be:<br>Bridgend: 71%<br>Cardiff: 69%<br>Merthyr: 61%<br>RCT: 65%<br>The Vale: 74%  | At KS4 performance for the proportion achieving a grade C or above improved by 1.4% in mathematics. Nevertheless, performance in mathematics remained the lowest of the core subjects. Outcomes increased in Bridgend, Cardiff, Merthyr and RCT and were flat in the Vale.  |
|  | To increase the percentage reaching the two highest grades at GCSE by 4% so as to perform above the Welsh average   | The percentage of more able pupils achieving an A* or A grade in 2013 was 14.6% compared with 14% nationally.   |
|  | The proportion of pupils with a numeracy standardised score of 85 or less should be at least in line with that nationally in each year group. (reduction of at least 2%).<br>In Y2 and Y6 reductions of 1% will be required in Cardiff and RCT, 4% in Merthyr.<br>Increases of 4% will be required in Bridgend in most of these year groups, of 3% in Merthyr in Y2 and Y7 and of 6% in Merthyr and RCT in Y7 and Y9. | In the national numeracy tests the proportion of pupils with a standardised score of less than 85 was similar to that nationally in Y2 and Y6 but there was a higher proportion than that nationally in Y7 and Y9. In each of the local authorities the proportion was slightly higher than that for Wales in all four year groups in Bridgend and Cardiff and significantly higher in Merthyr and in RCT in Y7 and Y9. The proportion was significantly lower in the Vale and slightly lower in RCT in Y2 and Y6. The proportion with a standardised |

|  |   |  |
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|  |   | score of 115 or above was similar to that nationally in years 7 and 9, higher in Y6 and lower in Y2 for the region as a whole. The proportion was generally higher than that nationally in Cardiff and the Vale and close to that nationally in RCT in Y2 and Y6. The proportion was lower in Bridgend and Merthyr and in RCT in Y7 and Y9.                              |
|  | Pupils with a numeracy standardised score of 115 or more in each year group across the region and in each local authority will make progress at a rate that is at least in line with the Welsh average for these pupils in numeracy and numerical reasoning   | Baseline to be established following the national tests in May 2014  |
|  | Pupils with a standardised score of between 75 and 85 in the national reading and numeracy tests receiving a catch-up intervention will make progress that is at least in line with that of their year group using the progress scores data from the national tests.  | Baseline to be established following the national tests in May 2014  |
|  | Improve girls' performance in mathematics so that it is in line with their performance in the other core subjects.  | The gap is much narrower in mathematics – around 3% in the Foundation Phase and KS2, 5% at KS3 and less than 1% at KS4.  |
|  | <p>Improve the percentage of minority ethnic pupils achieving the expected outcome/ level in the FP, KS2 and KS3 and a grade C or above at KS4 at a rate that is at least in line with that of pupils overall in each local authority</p> <p>FP – 6%<br/>           KS2 – 4%<br/>           KS3 – 8%<br/>           C+ GCSE – 12%</p> | <p>The outcomes achieved by minority ethnic pupils have shown improvement over the last three years. This has meant that the gap with white UK pupils has narrowed against a number of indicators, although this varies between the different indicators and between key stages.</p> <p>The figures by local authority are as set out below:<br/>           Bridgend</p> |

|                |  |                |                     |                    |
|----------------|--|----------------|---------------------|--------------------|
|                |  |                | %<br>expt.<br>level | Gap<br>White<br>Uk |
|                |  | FP-MTD         | 90.7%               | 4.2%               |
|                |  | KS2 -<br>maths | 87.9%               | 1.6%               |
|                |  | KS3 –<br>maths | 88.6%               | 6.5%               |
|                |  | KS4 -<br>maths | 50.0%               | -9.8%              |
| <b>Cardiff</b> |  |                |                     |                    |
|                |  |                | %<br>expt.<br>level | Gap<br>White<br>Uk |
|                |  | FP-MTD         | 82.0%               | -5.4%              |
|                |  | KS2 -<br>maths | 83.7%               | -4.2%              |
|                |  | KS3 –<br>maths | 82.3%               | -3.2%              |
|                |  | KS4 -<br>maths | 52.4%               | -5.1%              |
| <b>Merthyr</b> |  |                |                     |                    |
|                |  |                | %<br>expt.<br>level | Gap<br>White<br>Uk |
|                |  | FP-MTD         | 71.7%               | -10.8%             |
|                |  | KS2 -<br>maths | 85.7%               | 1.8%               |
|                |  | KS3 –<br>maths | 73.7%               | -3.4%              |
|                |  | KS4 -<br>maths | 41.3%               | -7.7%              |
| <b>RCT</b>     |  |                |                     |                    |
|                |  |                | %<br>expt.<br>level | Gap<br>White<br>Uk |
|                |  | FP-MTD         | 86.0%               | 0.1%               |
|                |  | KS2 -<br>maths | 90.8%               | 4.5%               |
|                |  | KS3 –<br>maths | 91.5%               | 10.5%              |
|                |  | KS4 -<br>maths | 47.5%               | -5.3%              |
| <b>Vale</b>    |  |                |                     |                    |
|                |  |                | %<br>expt.<br>level | Gap<br>White<br>Uk |



|  |  |  |                |             |
|--|--|--|----------------|-------------|
|  |  |  | level          | Uk          |
|  |  |  | FP-MTD         | 93.2% 1.7%  |
|  |  |  | KS2 -<br>maths | 91.0% 0.7%  |
|  |  |  | KS3 –<br>maths | 85.5% -2.9% |
|  |  |  | KS4 -<br>maths | 59.0% -3.1% |

| Priority outcome 4.   | Outcome measures 2014-15  | Context  |
|---|---|--|
| Improve significantly the proportion of pupils at the end of compulsory schooling reaching the level 2 threshold including English/ Welsh and mathematics | Achieve an improvement of 10% overall against the figures for 2013 for this measure in each local authority in line with aggregated targets. The overall target for the region will be 60% by 2015.<br>Bridgend: 61%<br>Cardiff: 60%<br>RCT: 56%<br>Merthyr: 56% (requiring 16% improvement)<br>Vale: 65% | Although there has been improvement against this measure in all five local authorities there are variations and over the last three years the rate of improvement has been too slow. The rate of improvement in each authority is as below over three years:<br>Bridgend:6.7%<br>Cardiff: 1.5%<br>Merthyr: -0.5%<br>RCT: 2.9%<br>Vale: -0.6% |
|   | Reduce the proportion to four in every ten in line with the aggregated targets for the region as a whole.   | One in every two pupils leaves compulsory schooling without reaching this threshold- a figure that is unacceptably high. The average for the region is 3.3% below that for Wales as a whole (49.4%/ 52.7%).  |
|   | Exceed the Welsh average in each of the five authorities  | In only one of the constituent authorities was the outcome in 2013 above the Welsh average – Vale of Glamorgan (by 2.9%). The outcomes were below the Welsh average in the other authorities as follows:<br>Bridgend (1.7%), Cardiff (2.8%), Merthyr (14.7%), RCT (6.7%).  |
|   | This benchmark will be reached in at least 55 of the 60 secondary schools and by all in the following year  | In 2013 in 22 out of 60 secondary schools less than 40% of pupils reached this threshold: in seven schools   |

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|  |  | <p>this figure was less than 30%.<br/>                 The number of schools with fewer than 40% reaching this threshold by local authority is as follows:<br/>                 Bridgend: 1<br/>                 Cardiff:11<br/>                 Merthyr: 3<br/>                 RCT: 6<br/>                 Vale:2</p>  |
|  | <p>There will an improvement in outcomes in all 60 secondary schools compared with the outcomes in 2013</p>  | <p>In 26 of the 60 secondary schools in 2013 there was a drop in outcomes against this key measure.<br/>                 Bridgend: 3 schools<br/>                 Cardiff: 9<br/>                 Merthyr: 1<br/>                 RCT: 8<br/>                 Vale: 5<br/>                 In over half these were schools that are serving areas of relatively less disadvantage.</p> |
|  | <p>The number of schools where there is a gap of more than 10% will be halved</p>  | <p>Improvement against this measure has not kept pace with that for the level 2 threshold. There is a gap of more than 10% between the level 2+ and level 2 in 55 of the 60 secondary schools. In 27 schools the gap is more than 30%.</p>   |
|  | <p>Outcomes in both English and mathematics will improve. They will accelerate especially in mathematics and narrow the gap for those achieving a grade C or above to less than 3%</p> | <p>In 2013 60.5% of pupils achieved a grade C or above in English compared with 56% in mathematics. In each authority performance was lower in mathematics - the gap was 2.8% in Bridgend, 4.5% in Cardiff, 5.5% in RCT, 3.3% in the Vale. The exception was in Merthyr where the proportion reaching a grade C in English was 1.5% lower than that in mathematics.</p>                |
|  | <p>The gap in performance will be narrowed as above</p>  | <p>Performance in mathematics is lower than that in English in 42 of the 60 secondary schools. In Bridgend, Cardiff and RCT outcomes were higher in mathematics than in English in</p>   |

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|  |   | between one-fifth and a third of schools. In the Vale this was the case in only one out of eight schools. In Merthyr outcomes in mathematics were higher in three of the four schools.   |
|  | The outcomes of both boys and girls will improve in line with schools' aggregated targets for the level 2+ threshold – by 8% for boys and by 7.8% for girls | The gap in performance between the proportion of boys and girls reaching a grade C or above was 16.4% in English (in favour of girls) 16.6% in Welsh (in favour of girls) and 0.4% in mathematics (in favour of boys). In 2013 1210 pupils achieved a grade C or above in English/ Welsh but not mathematics – predominantly girls (841); 689 achieved a grade C in mathematics but not English/ Welsh – predominantly boys (535). |

| Priority outcome 5.   | Outcome measures 2014-15   | Context   |      |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
|---|--|---|------|-----|-----|------|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|----|------|-----|-----|-----|-----|-----|-----|-----|------|
| Improve the quality of leadership and the impact of leadership on raising standards of achievement and in building capacity in the system to improve. | Improve judgements following inspection so that leadership is good or better in at least four out of every five schools and nine out of ten in the following year. | <p>The percentage of schools where leadership and improving quality are judged to be at least good in inspection varies between sectors. Just over three quarters of primary schools and Special schools are judged to have good or better leadership and just under this figure in secondary schools. In each of the local authorities the figures are as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Pri</th> <th>Sec</th> <th>Spec</th> </tr> </thead> <tbody> <tr> <td>Bri</td> <td>88%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>Car</td> <td>73%</td> <td>58%</td> <td>60%</td> </tr> <tr> <td>Mer</td> <td>67%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>RCT</td> <td>76%</td> <td>75%</td> <td>60%</td> </tr> <tr> <td>VoG</td> <td>82%</td> <td>80%</td> <td>100%</td> </tr> </tbody> </table> |      | Pri | Sec | Spec | Bri | 88% | 80% | 100% | Car | 73% | 58% | 60% | Mer | 67% | 0% | 100% | RCT | 76% | 75% | 60% | VoG | 82% | 80% | 100% |
|   | Pri  | Sec   | Spec |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| Bri   | 88%  | 80%   | 100% |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| Car   | 73%  | 58%   | 60%  |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| Mer   | 67%  | 0%  | 100% |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| RCT   | 76%  | 75%   | 60%  |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| VoG   | 82%  | 80%   | 100% |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
|   | Improve judgements following   | The percentage of schools   |      |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |

|     | <p>inspection so that performance and prospects for improvement are good or better in at least four out of every five schools and nine out of ten in the following year</p>   | <p>where current performance and prospects for improvement are judged to be good or better is lower: seven in ten in special schools; two-thirds in primary schools and around half in secondary schools.</p> <p>In each of the local authorities the figures are as follows:</p> <table border="1" data-bbox="995 584 1362 808"> <thead> <tr> <th></th> <th>Pri</th> <th>Sec</th> <th>Spec</th> </tr> </thead> <tbody> <tr> <td>Bri</td> <td>77%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>Car</td> <td>71%</td> <td>42%</td> <td>60%</td> </tr> <tr> <td>Mer</td> <td>60%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>RCT</td> <td>56%</td> <td>38%</td> <td>60%</td> </tr> <tr> <td>VoG</td> <td>77%</td> <td>60%</td> <td>75%</td> </tr> </tbody> </table>  |      | Pri | Sec | Spec | Bri | 77% | 80% | 100% | Car | 71% | 42% | 60% | Mer | 60% | 0%  | 100% | RCT | 56% | 38% | 60% | VoG | 77% | 60% | 75% |     |   |   |   |   |     |   |   |   |   |
|-----|---|--|------|-----|-----|------|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|---|---|-----|---|---|---|---|
|     | Pri   | Sec  | Spec |     |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| Bri | 77%   | 80%  | 100% |     |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| Car | 71%   | 42%  | 60%  |     |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| Mer | 60%   | 0%   | 100% |     |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| RCT | 56%   | 38%  | 60%  |     |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| VoG | 77%   | 60%  | 75%  |     |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
|     | <p>The need to improve aspects of leadership is reflected in the recommendations in fewer inspection reports.</p>   | <p>The need to improve aspects of leadership is the second most commonly occurring recommendation in primary and secondary schools' inspection reports.</p>  |      |     |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
|     | <p>Reduce the number by local authority in order to contribute to the outcomes below.</p>   | <p>There are variations between local authorities in the proportion of schools requiring follow up after inspection<br/>                     Bridgend- 26%; Cardiff 48%; Merthyr- 40%; RCT – 53%; Vale – 33%</p>   |      |     |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
|     | <p>Reduce to zero the number of schools requiring either significant improvement or special measures; in the fourth and fifth years of the inspection cycle. Reduce by half compared with the first three years of the cycle the number of schools requiring either local authority or Estyn monitoring</p> | <p>Over the current inspection cycle 6 primary schools have required significant improvement and 4 special measures; 2 secondary schools have required significant improvement and 2 special measures.</p> <p>In each local authority the figures are as follows:</p> <table border="1" data-bbox="995 1776 1370 2031"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Pri</th> <th colspan="2">Sec</th> </tr> <tr> <th>SI</th> <th>SM</th> <th>SI</th> <th>SM</th> </tr> </thead> <tbody> <tr> <td>Bri</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Car</td> <td>3</td> <td>1</td> <td>2</td> <td>2</td> </tr> <tr> <td>Mer</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> </tr> <tr> <td>RCT</td> <td>1</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>VoG</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> |      | Pri |     | Sec  |     | SI  | SM  | SI   | SM  | Bri | 2   | 0   | 0   | 0   | Car | 3    | 1   | 2   | 2   | Mer | 0   | 2   | 0   | 0   | RCT | 1 | 0 | 0 | 0 | VoG | 0 | 1 | 0 | 0 |
|     | Pri   |  |      | Sec |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
|     | SI  | SM   | SI   | SM  |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| Bri | 2   | 0  | 0    | 0   |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| Car | 3   | 1  | 2    | 2   |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| Mer | 0   | 2  | 0    | 0   |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| RCT | 1   | 0  | 0    | 0   |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |
| VoG | 0   | 1  | 0    | 0   |     |      |     |     |     |      |     |     |     |     |     |     |     |      |     |     |     |     |     |     |     |     |     |   |   |   |   |     |   |   |   |   |

|     | Reduce by half the number of schools requiring local authority and Estyn monitoring  | <p>Over the current inspection cycle 42.5% of primary schools, 48.4% of secondary schools and 23.5% of special schools have required either local authority or Estyn monitoring.</p> <p>In each local authority the figures are as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Pri</th> <th>Sec</th> <th>Spec</th> </tr> </thead> <tbody> <tr> <td>Bri</td> <td>30%</td> <td>20%</td> <td>0%</td> </tr> <tr> <td>Car</td> <td>40%</td> <td>33%</td> <td>40%</td> </tr> <tr> <td>Mer</td> <td>33%</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>RCT</td> <td>56%</td> <td>75%</td> <td>20%</td> </tr> <tr> <td>VoG</td> <td>32%</td> <td>60%</td> <td>25%</td> </tr> </tbody> </table> |      | Pri | Sec | Spec | Bri | 30% | 20% | 0% | Car | 40% | 33% | 40% | Mer | 33% | 100% | 0% | RCT | 56% | 75% | 20% | VoG | 32% | 60% | 25% |
|-----|--|--|------|-----|-----|------|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|------|----|-----|-----|-----|-----|-----|-----|-----|-----|
|     | Pri  | Sec  | Spec |     |     |      |     |     |     |    |     |     |     |     |     |     |      |    |     |     |     |     |     |     |     |     |
| Bri | 30%  | 20%  | 0%   |     |     |      |     |     |     |    |     |     |     |     |     |     |      |    |     |     |     |     |     |     |     |     |
| Car | 40%  | 33%  | 40%  |     |     |      |     |     |     |    |     |     |     |     |     |     |      |    |     |     |     |     |     |     |     |     |
| Mer | 33%  | 100%   | 0%   |     |     |      |     |     |     |    |     |     |     |     |     |     |      |    |     |     |     |     |     |     |     |     |
| RCT | 56%  | 75%  | 20%  |     |     |      |     |     |     |    |     |     |     |     |     |     |      |    |     |     |     |     |     |     |     |     |
| VoG | 32%  | 60%  | 25%  |     |     |      |     |     |     |    |     |     |     |     |     |     |      |    |     |     |     |     |     |     |     |     |
|     | Reduce by half the number of schools in categories C and D   | There are 159 schools in the consortium's two highest risk categories: 44 in category D and 115 in category C. There are more schools in 2013-2014 in category D compared with the previous year and fewer in category A. There are around twice as many schools in the two lowest categories compared with the number in category A.  |      |     |     |      |     |     |     |    |     |     |     |     |     |     |      |    |     |     |     |     |     |     |     |     |
|     | Reduce the number by phase in order to contribute to the outcome above placing particular emphasis on improvement in secondary schools | There are variations between phases: around a third of primary schools are in categories C and D, three fifths of secondary schools and around 10% of special schools/ PRUs.   |      |     |     |      |     |     |     |    |     |     |     |     |     |     |      |    |     |     |     |     |     |     |     |     |

| <b>Priority outcome 6.</b>   | <b>Outcome measures 2014-15</b>   | <b>Context</b>  |
|--|---|---|
| Improve the quality of teaching and assessment and their impact on raising standards at all key stages | Improve judgements following inspection so that teaching and assessment are good or better in at least four out of every five schools and nine out of ten in the following year | The percentage of schools where teaching and assessment are judged to be at least good in inspection varies between sectors. It is highest in special schools where over eight of ten schools are judged good or better. Just over three quarters |

|     |  | <p>of primary schools are judged to have good or better teaching and around half of secondary schools.</p> <p>In each of the local authorities the figures are as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>Pri</th> <th>Sec</th> <th>Spec</th> </tr> </thead> <tbody> <tr> <td>Bri</td> <td>88%</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>Car</td> <td>73%</td> <td>42%</td> <td>80%</td> </tr> <tr> <td>Mer</td> <td>73%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>RCT</td> <td>78%</td> <td>38%</td> <td>60%</td> </tr> <tr> <td>VoG</td> <td>77%</td> <td>60%</td> <td>100%</td> </tr> </tbody> </table> |      | Pri | Sec | Spec | Bri | 88% | 80% | 100% | Car | 73% | 42% | 80% | Mer | 73% | 0% | 100% | RCT | 78% | 38% | 60% | VoG | 77% | 60% | 100% |
|-----|--|--|------|-----|-----|------|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|----|------|-----|-----|-----|-----|-----|-----|-----|------|
|     | Pri  | Sec  | Spec |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| Bri | 88%  | 80%  | 100% |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| Car | 73%  | 42%  | 80%  |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| Mer | 73%  | 0%   | 100% |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| RCT | 78%  | 38%  | 60%  |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
| VoG | 77%  | 60%  | 100% |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
|     | The need to improve aspects of teaching and assessment is reflected in the recommendations in fewer inspection reports   | The need to improve aspects of teaching and assessment are the third and fourth most commonly occurring recommendations in primary and secondary schools' inspection reports.  |      |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
|     | Improve judgements following inspection so prospects for improvement are good or better in at least four out of every five schools and nine out of ten in the following year                   | In 73.3% of primary schools and 100% of secondary schools the quality of teaching is a key factor in judgements that prospects for improvement are adequate or less.   |      |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
|     | In the fourth and fifth years of the inspection cycle reduce by half compared with the first three years the number of schools where teaching and assessment are judged to be adequate or less | The consortium's Framework for Challenge and Support emphasises the fact that teaching is a key factor affecting the outcomes pupils achieve. Over the first three years of the inspection cycle teaching and assessment were judged to be adequate in 22.5% of primary schools and 41.9% of secondary schools   |      |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |
|     | Reduce the number of schools where teaching is a feature of the statement of action in line with the reduction of the number of schools in categories C and D as set out below.                | <p>Improving aspects of teaching or assessment are features of X statements of action in primary schools in categories C and D and X secondary schools.</p> <p>Quality Unit</p>  |      |     |     |      |     |     |     |      |     |     |     |     |     |     |    |      |     |     |     |     |     |     |     |      |

| Priority outcome 7.  | Outcome measures<br>2014-15   | Context   |
|--|---|---|
| Improve overall attendance rates in both primary and secondary schools | A further 1% improvement at least each year in overall attendance in secondary schools towards an average rate of 95% by 2016.  | Over the last three years there has been a 1.8% improvement in overall attendance rates for secondary schools compared with a 1.2% improvement for Wales. In 2012-2013 attendance in secondary schools reached the Welsh average.   |
|  | Maintain a rate of improvement in each local authority that will contribute to the outcomes above.<br>For each of the next two years:<br>Bridgend: 1.5% per year improvement<br>Cardiff: 1%<br>Merthyr: 1%<br>RCT: 1.5%<br>Vale: 1.5% | Attendance improved in each of the local authorities over this period although the rate of improvement varies between each authority:<br>Bridgend – 1.2%; Cardiff – 2.5%; Merthyr – 1.9%; RCT – 1.3%; Vale – 2%   |
|  | Achieve a further improvement of 1% each year towards an average rate of 95% in 2016  | In primary schools over the last three years there has been 0.8% improvement. This compares with 0.4% for Wales as a whole over this period. Attendance in 2012-2013 in primary schools was 93.7% against the Welsh average 93.7%   |
|  | Maintain a rate of improvement in each local authority that will contribute to the outcomes above.<br>For each of the next two years:<br>Bridgend: 1.2% per year improvement<br>Cardiff: 1%<br>Merthyr: 1%<br>RCT: 1%<br>Vale: 1.2%   | There was also improvement in attendance in primary schools in each of the local authorities but this was generally less than that in secondary schools and there were also variations between authorities: Bridgend – 0.3%; Cardiff- 1.1%; Merthyr – 0.9%; RCT – 1.1%; Vale – 0.5% |
|  | Reduce unauthorised absence at a rate that is better than that nationally (0.2% primary; 0.1% secondary)  | Unauthorised absence is similar to that nationally in Bridgend, RCT and the Vale, much lower in Merthyr and higher in Cardiff. There are different approaches taken to the recording of unauthorised  |

|  |  |   |
|--|--|---|
|  |  | absence. In some local authorities headteachers are asked to treat holidays in term time as unauthorised.   |
|  | Reduce persistent absence at a rate that is at least in line with that nationally (0.2% primary; 1% secondary) | 6.6% of pupils in secondary schools are persistent absentees and 2.8% in primary schools compared with 6.2% and 2.4% respectively for Wales.  |
|  | Improve attendance at a rate that is at least in line with that of all pupils overall.                         | The attendance of certain specific groups is lower than that of all pupils overall – most notably pupils eligible for FSM, with a special educational need, looked after children and gypsy/traveller pupils, boys in Primary schools 93.7% and girls in Primary schools 93.8%, boys in Secondary schools 92.8% and girls in Secondary schools 92.4%. |



## **Annex B: The proposed new structure of the Central South Consortium**

The Joint Education Service was set up in the spring of 2012 for operation by September 2012. The process was carried out very quickly and in the process it is acknowledged in part that there was insufficient focus on quality and the core function of the organisation.

In addition, the organisation was established in two separate parts, a feature that worked against the need for a coherent, interdependent organisation. Therefore the Joint Education Service currently comprises the separately governed parts of the School Improvement Service (SIS) and LINKS. Typically the SIS leads the challenge function; LINKS commissions, brokers and provides the support function.

The longer term vision for the organisation is to move the point of gravity of school improvement back to schools – so that schools can design and lead the school improvement functions which will best enable them to develop an improvement culture across the region. This will take time and will require schools to develop capacity and behaviours to lead the system.

### ***One organisation***

As we move towards this, our proposal is to focus on the need to restructure the organisation to be one organisation which works to build capacity, enable high quality self evaluation through data, apply robust challenge where needed and good quality support for all schools. We will restructure the organisation to focus around the five areas of the consortium's function, namely:

1. **A CSW challenge programme function.**
2. **An enhanced data and intelligence function.**
3. **A slimmer and higher quality challenge adviser workforce.**
4. **A programme function which develops and grows practice across the region.**
5. **Senior challenge advisers** responsible for quality and impact on behalf of local authorities.

### ***What does this mean in practice?***

The restructure has a significant effect on staff and ways of working across the consortium. This is set out in our restructure proposals document which was consulted on from the 19<sup>th</sup> February. The most significant changes, subject to consultation, include:

- There will be a new post of Managing Director.
- The LINKS brand and function will cease to exist, but schools will still be able to access support from the programme function of the organisation.
- The temporary role of head of LINKS will be replaced with a senior programme manager role also responsible for the regional leadership programme which will report to the head of school improvement.
- There will be a new post of business manager which will incorporate the new expanded data and quality team and the current finance, communications and conference function.
- There will be new posts of programme managers for teaching and learning, literacy, numeracy, Welsh, foundation phase, ICT and outdoor education.

- There will be a reduced number of staff providing direct support to targeted schools for the development of literacy, numeracy, welsh and foundation phase. Most of these posts are supported by grant funding.
- The combined resources of the LINKS and the targeted literacy and numeracy teams will be brought together and there will need to be a process through which both teams are able to apply for roles in the new structure.
- There will be a new temporary post as Central South Wales Challenge programme manager which will be offered as a temporary secondment.
- The number of senior challenge advisers will also reduce from 5 to 3 with two challenge advisers covering more than one authority. These posts will not hold schools as challenge advisers themselves but will be a critical part of the senior management team and the accountability function responsible for delivery for local authorities.
- The number of system leaders will reduce from 33 to 27, 6 of which are temporary secondees.
- The name system leader will be replaced by the team to challenge adviser. Current system leaders will either move onto new contracts as challenge advisers or will be offered the opportunity to seek voluntary severance.
- All challenge advisers will participate in continuous professional development and will develop their commissioning role in drawing in and reviewing support to schools.
- The strategic lead role of system leaders will cease to exist.
- There will be increased revenue resources for the development of a school led system and for challenge advisers to use when commissioning support for C and D category schools.
- The school effectiveness grant will be devolved as much as possible at least 86% will be devolved to support the work of schools.

A restructure was outlined on the 18<sup>th</sup> February and subject to consultation the process will conclude by 1<sup>st</sup> June 2014. A period of transition will follow with the new structure completely in place by September.

## **Annex C: Governance Agreement**

Governance has been agreed across the five authorities, is in line with the national model and is set out in this statement.

### Principles

- The service works for, and on behalf of, the five authorities and their schools who commission jointly with the aim of developing a strong and leading schooling improvement model which improves standards in schools within the five local authorities.
- The long-term aim of the consortium is to hand over responsibility and leadership for system-wide school improvement to schools in the region to be organised to meet the stipulations of the regulators and inspectorates, with facilitation provided by a smaller consortium workforce.
- The Joint Committee is responsible for agreeing the business plan and for holding the Executive Board and managing director to account.
- The existence of CSC as a service serving five councils does not remove the primary responsibility for providing education for its learners from each individual council.
- The accountability, governance and commissioning arrangements need to ensure that each council has complete confidence that their statutory functions will be met as a result of the activity taking place on their behalf by CSC.
- The service engages with schools on behalf of the authority as defined in the commissioning agreement (reviewed annually), in response to schools and their individual needs and in response to the pre and post- inspection needs of schools.
- Any changes in the strategic direction are taken by the Joint Committee. Change may be proposed by the local authorities or the CSC Joint Education Service. Operational management of the CSC rests with the Managing Director held to account by the Executive Board.
- Both directors of education and practitioners within the CSC will inform each other promptly about any issues or developments relevant to each school.
- The operational practice comprises of core activities which may be varied by local agreement as part of each annual commissioning plan to reflect the local authorities' needs and circumstances, recognising that this may incur additional costs.

### **Accountability**

#### **The Joint Committee**

Legal responsibility for the CSC is held by the Joint Committee as delegated through the legal agreement agreed by each local authority's Cabinet.

The Joint Committee is responsible for agreeing the business plan and budget, reviewing the performance of the service on behalf of the five local authorities. The Joint Committee meets every term to review progress.

Representatives on the Joint Committee include:

- The Leader of each constituent local authority, or his/her delegated nominee – normally the Cabinet Member with responsibility for education;
- The lead chief education officer for the region that year;

- The managing director of the Consortium;
- The chair of the Executive Board of the Consortium.

Meetings of the Joint committee will be open to the public. Voting rights will be held only by Elected Members.

The Joint Committee will be chaired by one of the Cabinet Members of the five Councils. The five authorities will appoint one member to the role of chair for a period of 12 months from the date of appointment, rotated in a specific order. The consortium will provide secretariat to the Joint Committee and deliver the services at no additional charge to the local authorities. Agendas are agreed through dialogue between the chair and the managing director of the Consortium.

### **The Executive Board**

The managing director is appointed by, and accountable to, the Executive Board who reports to the Joint committee. The Executive Board is accountable for operational delivery of the organisation. The Executive Board will comprise:

- The Managing Director;
- A nominee of Welsh Government;
- The lead director of the consortium;
- A representative Cabinet Member from the Joint Committee who acts as champion in the region (who is not the chair of the Joint Committee);
- Five external experts nominated from a pool agreed with Welsh Local Government Association and Welsh Government one of whom is a serving headteacher from the region;

One of the external experts chairs the Executive Board. The executive board will have delegated responsibility for the implementation of strategy, business planning, budget, performance, risk and remuneration and appointment of the managing director and senior team.

### **Steering groups**

The senior management team of the consortium will be advised in its development of strategy and operational practice by three groups:

- The directors' group will meet fortnightly as part of their commitment to ensure that agreed operational protocols are in place, with the overall aim of efficient delivery of service across the region. The directors' group will be chaired by a lead director who will set the agenda. This role will rotate on an annual basis.
- The headteachers' group will meet each half term time to consider the work of the Consortium. It will consist of headteachers nominated to represent their own local authority. The headteachers' group will consist of a headteacher per sector for each authority. The group will be chaired by a nominated headteacher which may again revolve as agreed amongst the group.
- A governors' group which also meets each half term to consider the work of the Consortium. It will also operate with a representative per sector and per local authority and will be chaired by a nominated governor.

The managing director will attend and report to each group seeking their views on strategy, operational practice and performance. The outcomes from these groups will be reported to the Executive Board and formally in the business plan.

## **Business plan and agreement**

The strategic direction for the Consortium will be set through the agreement of the business plan by March. This will include:

- thorough contextual analysis of the summer's results, the initial findings of the system leader's/challenge adviser's strategic conversation with each school;
- a thorough review of progress and performance;
- latest policy expectations;
- proposals about deliverables during the year and expected outcomes as a result;
- a submission from each local authority setting out the strategic priorities of the authority, demand and need analysis and performance/quality expectations; and
- affordability from the revenue expectations of local authorities and the Welsh Government for the future financial year.

The business plan will be published by March each year and will set the budget expectations for the following financial year.

Should any functions be significantly changed (i.e. position of the traded services) or new functions be commissioned from local authorities to the CSC within year, clear plans for the delivery of these against budget will be required to come to the Joint Commissioning Group for agreement.

New strategies which are not contained in the commissioning plan, or development of significant detail or changed budget proposals will also require the approval of the Joint Commissioning Group.

## **Hosted arrangement**

The consortium is hosted by one authority – RCT – for the purposes of an employing authority and provision of back office functions (HR, finance, legal and IT). The legal agreement sets out the financial agreements that the host may enter into for the provision of services in the delivery of host functions. All staff will be employed under RCT terms and conditions and the main operating procedures (HR, procurement, contract procedure) belong to that of the host.

In signing the legal agreement, the five local authorities are committed to one authority becoming the formal authority (employer in law) and will work towards ensuring that is achieved. The local authorities must agree that all staff are transferred to the host who at the point of transfer shall become the employer in law.

## **Scrutiny**

The managing director of the Consortium will be expected to provide a report to each Scrutiny committee of each local authority on the performance and budgetary position of the Consortium and the future business plan proposals. This would ideally take place in the autumn term to inform business planning.

## **Funding arrangements**

The CSC is funded by the five member local authorities and the funding model is based on the IBA. The model allows for an element of 'pooling' within the service in order to provide the scale to deliver a high quality effective service model. All five authorities have made a commitment to work together in this way for the long term. The funding for the model of delivery will be agreed as set out above as part of the overall commissioning plan for the financial year ahead. The operational

costs of the service are met from a combination of services commissioned by each local authority, and services commissioned by schools. The financial contribution of each local authority will be set out in separate service level agreement.

The managing director of the Consortium is responsible for the provision of financial reports to the Executive Board and Joint Committee which provide financial information to inform decision making and will be supported to do so by the finance function of the host authority through a service level agreement.

Through the legal agreement the host authority is the banker organisation for the consortium. As such the host authority also carries out Section 151 responsibilities for the consortium and provides financial auditing and assurance.

### **Legal basis**

The accountability framework for the Consortium is underpinned by a legal agreement between the five Cabinets. This legal agreement provides the delegated authority to the joint commissioning group and through them, the managing director, for the operation of the Consortium.

The new governance model will require the current legal agreement to be changed. The changes are not significant but material enough. Principal changes will include:

- Membership and functions of the Joint Committee
- The Executive Board and its responsibilities
- The commissioning framework's proposals enabling local authorities to set out their own commissioning intentions and the development of a single commissioning plan for the Consortium.
- Revenue funding proposals to be (potentially) agreed through an annual service level agreement with each authority and not mandated in the legal agreement.
- Section 151 officer responsibilities
- Any new functions which are not included within the commission plan.