

Date written: 25th October 2017

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Date of meeting where the report is being considered: 10th November 2017

Appendices attached:

1. Self Evaluation- Key Aspects
2. Headline Data

Issue: Developing The Business Plan for 2018/2019

Summary

1. The national model requires that a draft business plan for 2018/2019 is presented to Joint Committee in December. The final business plan will be submitted in full to the March Joint Committee meeting.
2. The new business plans needs to take account of:
 - Aspects within existing business plan that were identified to be developed in 18/19
 - The outcomes of self evaluation, including performance analysis
 - Emerging requirements of local authorities
 - National priorities
 - Cross consortia planning
 - Feedback from Estyn
3. Consortia receive revenue funding from the local authorities in order to carry out the challenge and support role on behalf of each authority. Consortia are also funded through grant by Welsh Government to deliver national priorities.
4. 97% of the current business plan is funded by grants. Awards of funding have strict terms and conditions. At this stage it is only possible to plan on the information that we have. If funding is reduced or the terms and conditions do not allow for the actions identified within the business plan to be funded, this will be reported through existing systems.

Recommendation

5. Members provide a steer on the areas for improvement and the proposed priorities before the detailed business planning process takes place.
6. Members note the reduced budget in line with the proposed cuts to the Consortium's revenue contributions.

7. Members note that there remains considerable uncertainty about grant for the 2018/19 financial year and beyond as the Welsh Government has yet to confirm the grant position and requirements of Consortia.

Background

8. The current business plan covers the period 1st April 2017 to 31st March 2018. It has five priorities.
 - a. Improve outcomes for vulnerable learners through partnership working
 - b. Develop school to school working to deliver curriculum reform
 - c. Develop leadership, governance and work force reform
 - d. Rapid and Sustainable Intervention
 - e. Developing effectiveness and efficiency in Central South Consortium
9. For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. These plans also indicate aspects that need to be addressed in 18/19.
10. Key success criteria and actions from the business plan and associated operational plans form the basis of the organisation's operational monitoring approach. Operational plans are updated by aspect leads through half termly meetings between the drive teams and the operations manager. In addition, each drive team meets with the managing director, senior lead for business and operations and the operations manager towards the end of each term for 'impact review meetings'.
11. Following the monitoring visit to the consortium in September 2017, Estyn found that
 - a. Operational plans are more focussed and align better with the three year strategic plan
 - b. The introduction of drive teams for each priority has helped widen the ownership of the consortium's core work and priorities across the whole organisation.
 - c. Improved scrutiny has enabled the consortium to develop a deeper understanding of the work of the organisation and the progress being made against key priorities.
 - d. There has been a positive impact on planning, monitoring and evaluation
 - e. The steps taken in regard to value for money work, whilst in early stages, has the potential to increase the consortium's ability to assess the impact of its plans.
 - f. Objectives and the success criteria and milestones towards these are not defined well enough
 - g. Inconsistencies in evaluation reports

- h. Comments made about progress are not always precise enough and are not always based on deep probing of evidence.
- 12. It is important in developing the new business plan the identified improvements are maintained and the developmental need addressed.
- 13. Estyn recognised the consortium has improved the way in which it monitors and evaluates its work. A summary of evaluation is captured in the consortium's self-evaluation document. Developmental need is highlighted and has to be addressed in the new business plan. Appendix 1 summarised strengths and developmental need identified in key areas.
- 14. Robust data analysis underpins rigorous self-evaluation. Attached in appendix 2 is an overview of CSC headline data. A detailed data commentary for each phase/key stage and for each local authority has been produced.
- 15. Education In Wales: Our National Mission, provided the Welsh Government's action plan for the period 2017-21, contains clear implications for local authorities and consortia. The new business plan will need to outline how the consortium will enable local authorities to ensure their schools are supported and challenged to deliver the national mission in line with key miles.
- 16. Increasingly, consortia are required to work together to deliver key national priorities. This can have significant implications for the CSC business plan. Further, the monitoring and reporting arrangements for these plans are currently outside of the CSC governance arrangements. The new business plan should make the links between cross consortia improvement planning and the CSC business plan. This would bring greater clarity and transparency.
- 17. The following key improvement objectives would facilitate the bringing together of local, regional and national aspects requiring improvement:
 - a. To developing a high-quality education profession
 - b. To develop inspirational leaders and to facilitate them working collaboratively to raise standards.
 - c. To develop strong and inclusive schools that are committed to excellence and wellbeing.
 - d. To develop robust assessment, evaluation and accountability processes that support a self-improving system
- 18. It is proposed to maintain the current system of business planning and monitoring, embedding processes and ensuring consistently high quality implementation.
- 19. Operational plans will be developed with input from staff and stakeholders to deliver four key improvement objectives listed above. Success criteria and milestones will need to be clearly defined.

20. Each of the four key improvement objectives will be underpinned with associated key objectives, as indicated in the following tables. The associated objectives will be delivered through a number of key tasks for the different aspects. These will be developed to construct the detailed operational plans.

| Objective 1: To develop a high-quality education profession | |
|--|---|
| Business Plan Reference | Action |
| 1.1 | Support the adoption of new professional standards by serving teachers and head teachers. |
| 1.2 | Review professional learning across CSC strategies to ensure fit with the national approach to professional learning. |
| 1.3 | Develop the workforce strategy to ensure that all practitioners have access to a high quality development offer at every stage of their professional career & that recruitment and retention challenges are reflected in the workforce strategy |
| 1.4 | Increase the capacity of professionals at all levels of the system to become research engaged and well informed through partnerships and collaboration with HEIs. |
| 1.5 | Further develop support for and access to support for and in Welsh internally and in relation to, for example, LA WESP the national commitment to 1 million speakers and workforce need. |
| 1.6 | Continue to develop the Learning and Teaching Framework, focusing on pedagogy in the classroom. |
| 1.7 | Work with HEIs to develop ITE models in partnership with schools, evaluate and accredit |

| Objective 2: To develop inspirational leaders and to facilitate their working collaboratively to raise standards | |
|---|---|
| Business Plan Reference | Action |
| 2.1 | Support, improve and develop school leadership capacity and effectiveness |
| 2.2 | Consult and develop future collaborative improvement models led by school leaders building on existing developments |
| 2.3 | Support, improve and develop school governance. |
| 2.4 | Develop further support for new school leadership models. |
| 2.5 | Consider the region's governance structure in light of the revised National Model for Regional Working. |
| 2.6 | Consider how HR service for schools can be most effective across the region |

| Objective 3: To develop strong and inclusive schools committed to excellence, equity and well-being | |
|--|--|
| Business Plan Reference | Action |
| 3.1 | Ensure the Professional Learning offer includes provision to develop practitioner awareness of ALN, MAT and CLA & Safeguarding |
| 3.2 | To work with partners on effective measurements of well-being and attitudes to learning. |
| 3.3 | Develop CSC strategy that links with that of LAs to ensure practitioners are aware of ACE |
| 3.4 | Evaluate the impact of Teach First and other models used to support excellence in learning, teaching and leadership in social challenging situations |
| 3.5 | To develop practitioner awareness of the ALN Bill (implications for vulnerable groups) and monitor progress of groups of learners with a particular focus on reducing the attainment gap |
| 3.6 | Ensure accelerated progress in schools causing concern |

| Objective 4: To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system | |
|---|---|
| Business Plan Reference | Action |
| 4.1 | Agree a longer-term model of assessment and evaluation for schools that will clearly identify what schools are accountable for and encourage all schools to pursue the success of all learners in our changing context inc PISA and Post 16 |
| 4.2 | Continue to develop the region's research and organisation capacity in partnership with HEIs to support research and improve practice. |
| 4.3 | To continue to develop the central South Wales challenge models in response to research and evaluation of their own effectiveness. |
| 4.4 | Strengthen the effectiveness of the existing national model governance structure and work with Welsh Government to refine it. |
| 4.5 | Ensure that CSC and its schools embed the principles of schools as learning organisations |

21. The business plan will need to reflect the model upon which CSC is built. That model increasingly gives schools the means and the responsibility for driving improvement in their own schools and in the wider system, encouraging a culture where schools care about the success of all schools as much as they care about their own. Local authorities hold the consortium to account for the impact of the work and act as the 'conscience' of the system

22. Progress against each priority will be reported to the Joint Committee on a termly basis.

In addition we will:

- a. Provide an annual Self Evaluation Report (SER) to the Joint Committee
- b. Provide at least one performance report to the five Scrutiny Committees, ideally in January of each year.
- c. Produce a summary SER each term to the Advisory Board including our live in year evaluations against the priorities

- d. Monitor a monthly dashboard against in year data collections and inspection outcomes.
- e. Review the performance of red and amber schools termly with authorities
- f. Report termly to the Welsh Government's Challenge and Review sessions.

Implementation issues – cost, timescale etc.

23. Proposals for budget setting are outlined in the Report of the Treasurer and represent a 2% cut to the core budget.

| Category | Revised Budget 2017/18 £ | Proposed Budget 2018/19 £ | Budget Increase / (Decrease) £ |
|--|-----------------------------------|------------------------------------|---|
| Expenditure | | | |
| Employees | 3,353,975 | 3,295,043 | (58,932) |
| Repayment of Redundancy Costs (pre-2016) | 100,000 | 100,000 | 0 |
| Apprenticeship Levy | 16,770 | 16,475 | (295) |
| Gross Employees | 3,470,745 | 3,411,518 | (59,227) |
| | | | |
| Premises | 539,475 | 335,500 | (203,975) |
| Transport | 25,000 | 34,333 | 9,333 |
| Supplies and Services | 335,275 | 227,407 | (107,868) |
| Support Services | 122,241 | 120,230 | (2,011) |
| Gross Expenditure | 4,492,736 | 4,128,988 | (363,748) |
| | | | |
| Income | | | |
| Local Authority Contributions | 3,985,879 | 3,906,161 | 79,718 |
| Ty Dysgu Income | 407,020 | 153,036 | 253,984 |
| Grants and Other Income | 99,837 | 69,791 | 30,046 |

| | | | |
|------------------------|------------------|------------------|----------------|
| Total Income | 4,492,736 | 4,128,988 | 363,748 |
| | | | |
| Net Expenditure | 0 | 0 | 0 |

24. At this stage, there is a significant amount of uncertainty with regard to the grant funding mechanisms from Welsh Government and so it is not possible to set out the grant budget position for 2018/19. The Consortium will continue to work closely with Welsh Government to ensure that funding is used effectively to support the strategic priorities set out within the draft business plan.

Appendix 1

Self Evaluation Key Aspects October 2017

The tables below show the positive features and areas for improvement drawn from Central South Consortium's Self Evaluation Report.

School-to-School Support

| Positive Features |
|---|
| The consortium has developed a clear strategy for maximising the potential of school-to-school support, giving a high priority to collaborative professional learning through the Central South Wales Challenge (CSWC). Schools' leaders have played a prominent role in the development of the strategy and the establishment of a professional development programme. |
| Work undertaken to evaluate the impact of school-to-school working across the Central South Wales Challenge is growing in its effectiveness and is supported by increased research capacity. Expectations for schools to evaluate the impact of their school-to-school working are clear with systems and processes for planning and reporting developed in support of this work. |
| Engagement on cross-school working is relatively high with 43% of primary and 35% of secondary being involved at least on a termly basis and 67.2% of SLT members had worked together on at least a termly basis. |
| School based staff perceptions about working collaboratively are very positive with 90% agreeing that sharing knowledge about teaching and learning between schools would improve their schools. |
| The majority of SIGs are working collaboratively with most SIG convenors effectively facilitating the network and sharing information. |
| Peer Enquiry is moving into Phase 4 following evaluations and leaders consider the model to be effective in developing school improvement challenge between peers and enhancing the professional development of those involved. |
| Hub work underwent a reset and a strengthened SLA was devised. The majority of Hubs are better attended since the removal of costs to schools. The provision is more aligned to regional needs. |
| Many Pathfinder collaborations are effective in sharing practice and improving outcomes for learners. |
| Most Pioneer schools are engaging with the curriculum development process but the depth and quality is still variable as schools increase their expertise in classroom action research, reflection and enquiry. Pioneer schools have begun to share practice with each other and have an increased responsibility to share key messages with a SIG. |

| Areas for improvement |
|--|
| To improve the depth of the work undertaken in some SIGs and the 2% that are currently not engaging. |

To introduce follow up visits after a year, to track the progress against the additional lines of enquiry agreed by the Peer Enquiry team. Challenge advisers to broker Peer Enquiries, possibly suggest lines of enquiry and record this in the Evaluation for Improvement document. To develop a robust and supportive system of Peer Enquiry that reflects the vision by schools for schools.

To ensure the Hub model has the capacity and expertise to meet the evolving needs of the Region within the National context and reflect good value for money and improved pupil outcomes.

To effectively broker Pathfinder pairings we require an up to date database of the good practice in the Region, taking into account, the quality of work in some schools is not always maintained and therefore the standard of expertise can dip.

The question of *quality assurance* remains a challenge in relation to Pioneer Schools, whether it is a Digital, Professional or Curriculum Pioneer. This work will continue to require skilful facilitation from CSC as the Region becomes more responsible for the effectiveness of curriculum development.

The expectation that Pioneers will continue their curriculum development work and share key messages in SIGs and eventually with their Clusters brings increased accountability that may not be welcomed in some schools.

School Improvement Service

Positive Features

The service provides sound guidance to support schools' self-evaluation and school improvement planning. Schools have access to a wide range of relevant performance, benchmarking and other comparative data, which includes data at whole-school level, individual pupil level and for specific groups of learners.

The data is used effectively by challenge advisers for validating or challenging the school's view of its standards and capacity to improve and to inform decisions about schools' support needs.

Our framework for challenge and support has been refined and reflects the changes to the National categorisation system and CA deployment.

We show strong commitment to the self-improving school system by increasing opportunities for support in line with the expectations of the national model. Strengths in the approach include: effective practitioners' practice (hubs, Foundation Phase Alliance schools, SIGs, pathfinder partnerships, peer enquiry, effective practice case studies).

Work to support, challenge and intervene in schools causing most concern is robust and underpinned by the consortium's 'Intervention Strategy: Schools Causing Concern.'

The local authorities' use their statutory powers to bring about significant improvement in schools. Greater consistency is now evident. Senior challenge advisers work together to ensure that recommendations made to local authorities with regard to schools causing most concern is consistent across the region.

Local authorities supported by the consortium, hold headteachers and chairs of governors to account robustly where underperformance occurs. The consortium works closely with the directors in each authority to agree with them each year those schools where the concerns are such that the authority is recommended to consider use of their statutory

powers of intervention.

Information about the roles and responsibilities of the local authorities' inclusion officers and staff in the consortium, together with the outcomes of schools' categorisation are shared in line with the agreed principles for joint working. Inclusion services' officers are now more systematically involved in meetings with senior challenge advisers and challenge advisers when reviewing the progress of schools requiring red and amber support. As a result, there are clearer channels for brokering the support of local authorities' services for these schools where relevant and for monitoring progress.

The regional attendance strategy working group also meets monthly and has agreed 'key priorities that will maintain momentum and build further on the improvements in attendance registered to date. These include a focus on: improving the attendance of vulnerable groups; developing guidance on target setting for attendance; strategies that help build capacity and promote consistency in how statutory requirements are implemented in schools across the region.

Overall, mechanisms for establishing good communication with the local authorities' inclusion services and for coordinating joint working are now stronger than was the case at the point when the regional arrangements were established. Communication is significantly improved. There is a much clearer understanding of the need for collaboration between the consortium's school improvement service and those services in the local authority that are vital to school improvement, particularly concerning the achievement of vulnerable groups.

Areas for Improvement

One *Evaluation of Improvement form* used by all CSC staff working with a school.

Continue to evaluate and tighten the current school improvement hubs, curriculum and professional learning hubs, to ensure they deliver a closer match to need, ensure school-to-school support is effectively brokered; and to improve joint practice development models across and within schools and ensure they are well placed to deliver the new curriculum.

Develop and share learning about different leadership models including federations.

Develop regional governor training on new school structure models including collaborations and federations and a deepening knowledge of school led systems.

Simplify the documentation associated with support, monitoring and policies into one document.

Review new approach to vulnerable secondaries and adjust as required.

Further extend the arrangements for the coordination of joint working are now more systematic there is still a need to give priority to the performance of vulnerable groups through the consortium's development programme.

Further improve the support and challenge to schools to ensure parity in the quality of the quality of self-evaluation and school improvement planning across all schools.

Improve learning, teaching and assessment by developing a framework of effective practice and to continue to develop school led professional development that supports the principles of Successful Futures.

Reduce the variations between the different authorities in schools placed in Estyn follow up categories.

Reduce the number of schools identified as requiring follow up after inspection. In some of these cases, intervention has not occurred swiftly enough or the challenges require further time to be addressed because of their scale and complexity.

Standards

Positive Features

The region is above the Wales average for all performance indicators at the expected level (EL) for FP-KS3 again this academic year.

In addition, the region is also above the national average at both the EL+1 (and EL+2 at KS3) for FP-KS3, with the only exceptions being KS3 Ma L5+, KS3 Cy L6+ and KS3 Cy L7+ which were all within 0.2pp of the Wales average.

At KS4, despite the change in performance measures, the region is either above the National average or within 0.2pp of the National figure for nearly all indicators, with L2 English being the only exception.

Nearly all main measures for FP-KS3 continue to show year-on-year improvements.

The gap in performance between eFSM and non-eFSM pupils has narrowed at the expected level for nearly all measures at FP-KS3.

Performance of vulnerable groups of pupils has improved for most performance indicators across FP-KS3.

The performance of more able pupils (EL+1 and EL+2) continues to exceed the National average for the majority of indicators for FP-KS3. At KS4, the proportion of pupils achieving 5A*-A (or equivalent) passes increased in the most recent year.

Girls continue to outperform boys at all key stages for all performance measures (with KS2 Maths L5+ being the only exception). However, the gap between boys and girls performance is narrowing for most measures at the EL.

Improvements in Welsh First Language performance is evident across FP-KS4 at the above expected level.

Area for Improvement

The writing element of both English and Welsh 1st Language continues to be the lowest performing element across the region.

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| The gap in performance between eFSM and non-eFSM pupils has widened for most performance measures at above the expected level. |
| The gap in performance between boys and girls is widening for most measures at the above expected level. |
| The number of schools where fewer than 50% of pupils achieved the L2+ threshold has increased from eight in 2016 to 25 in 2017. |
| The number of secondary schools where fewer than 30% of pupils achieved the L2+ threshold has increased from three in 2016 to four in 2017. |
| The range in performance within the region of L2+ threshold continues to remain an issue. The proportion of pupils achieving this measure range from between 15.9% and 84.8% in 2017. |
| The performance of Level 2 threshold has fallen by 19.6pp in the most recent year, which compares to a national fall of only 13.5pp. Further investigation is required to identify whether this is related to the 40% cap on non-GCSE qualifications introduced in 2017 performance measures. |
| Secondary attendance has fallen by 0.3pp in the most recent year and is now 0.1pp below the national average. |

Leadership and Management

Positive Features

| |
|---|
| The ambition for a sector-led self-improving system is clearly articulated, has been developed effectively in partnership with schools and local authorities. There is a clear line of sight between vision, principle and key documents. |
| Elected members, chief executives and directors provide strong support for the direction of travel in the region. There is a strong emphasis on collective system leadership that permeates the consortium, authorities and schools. |
| There is a strong alignment between the consortium's planned activity and operation and the national model for school improvement |
| The governance model is clear and the legal agreement confirms that the consortium is a joint partnership. There is openness and transparency of decision making. |
| Arrangements for holding the consortium to account through the joint committee and local authorities' scrutiny committees are increasingly robust. Significant progress made towards establishing coordinated scrutiny arrangements between the five authorities. |
| There are clear procedures for performance management in the service. Accountability for performance and its relationship with the work with schools has been successfully established. Arrangements for quality assurance of report writing and work directly with schools strengthened. |
| Self-evaluation draws on suitable evidence to inform judgements and presents an honest and accurate view of strengths and areas needing improvement. Procedures for monitoring progress with business planning and for ensuring compliance with procedures are being strengthened. |
| Joint consortium working now firmly established, based around key national priorities. |

Financial planning and budgetary management are sound. There has been significant progress in providing evidence of value for money.

Management of risk processes have been refined and a process for escalating and de-escalating risk judgements established with Directors and Joint Committee

Area for improvement

Vision for school-led system established but now needs to be developed for medium/longer term including review of governance in a school-led system

Further develop organisational support for/access to support for and in Welsh - internally and in relation to e.g. LA WESPs & national commitment to million speakers

Further develop stakeholders involvement in the SER process

Improve effectiveness of Advisory Board by working with new chair, revisit membership and purpose to ensure it offers advice, challenge and support to MD in regard to impact, planning & improving outcomes

The consortium works hard to engage in partnership with schools but work still needed to ensure all teachers understand what the consortium has to offer and gain access to it, linked to effective engagement plan across the organisation (especially governors); also to include communication of the work of the R&E Board

Work with CEOs and Directors to review services beyond the reach of the consortium as part of the regional working review

Implementation of performance management for staff and quality assurance need to be tighter and more systematic to achieve consistency and the ambition of being a high performing organisation

Continue work to strengthen arrangements that promote accountability in the system involving the local authorities and their scrutiny committees and the joint committee

Develop headteacher engagement with the RSG

Appendix 2

Report: Headline Performance FP-KS5 September 2017

Foundation Phase

- At the expected level, all performance measures are either in-line with or above the National average for 2017 results.
- The Regional performance has improved in two of the five performance indicators in the foundation phase, and maintained its' position in the Foundation Phase Indicator.
- Over the latest three-year period, the greatest improvement can be seen in the Foundation Phase Outcome indicator (4.4pp improvement) with both LCE and Mathematical Development (MDT) increasing by 3.7pp over the same period.
- At the above expected level, all performance measures have increased again this academic year, with both MDT and Personal and Social Development (PSD) increasing by 3.4pp.
- Improvement at the above expected level has again exceeded the improvement seen at the expected level for all performance measures.

FPOI:

- The Foundation Phase Indicator (FPOI) has maintained its' 2016 position and continues to perform at its' highest ever performance over the last four years.
- The performance of four of the five LAs in the region exceed the National average of 87.3%, with RCT dropping to below the Wales figure in 2017.

LLCE:

- At the expected level, performance in LCE has decreased slightly across the region (0.1pp) which is against a National increase of the same amount (0.1pp).
- However, when looked at over the latest three-year period, the Region has increased by over twice the national improvement in the same period (3.7pp against a National improvement of 1.5pp).
- At the above-expected level, the performance of the Region now exceeds the National average for the first time in the last three-year period.
- Performance increased for the Region by 2.9pp, which is 1.0pp above the National increase of 1.9pp over the same period.
- Over the latest three-year period, the Region has increased by 8.9pp, which is 3.0pp above the National increase of 5.9pp over the same period.

LLCW:

- At the expected level, despite a decrease in the performance Regionally, CSC continues to exceed the National average for this performance measure.

- The Region has seen a fall in performance of 0.9pp to 93.0%, which is against a National improvement of 0.2pp to 90.9%.
- Over the last three-year period, three of the five LAs have increased by at least the National improvement of 1.1pp, with Merthyr Tydfil's improvement being slightly below the National figure at 0.8pp

Mathematical Development:

- At the expected level, the Region continues to exceed the National average for this performance measure (91.5% compared to 90.3%).
- The improvement seen in the Region in the most recent academic year, matches that seen Nationally (a 0.4pp improvement).
- Over the latest three-year period, the Regional improvement is over twice that seen Nationally (3.7pp compared to 1.6pp).

PSD

- At the expected level, the performance of the Region has increased again, to its new highest performance of 95.1%, and continues to exceed the National average of 94.7%.
- Over the latest three-year period, the improvement in the Region is three-times that seen Nationally over the same period (1.5pp compared to 0.5pp).

Gender

- At the expected level, the gap between the performance of boys and girls has narrowed for all performance measures with the exception of LCW.
- At the above-expected level, the gap between the performance of boys and girls has widened for all performance measures Regionally, with the gap Nationally also widening for LCE and MDT.

eFSM

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

Acquisition of English as an Additional Language

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) is increasing for most performance measures at the expected level and for all performance measure at the above-expected level.

Special Educational Need Provision

- At the expected level, the performance of pupils on the SEN register (SA, SA+ or Statement of Educational Need) has decreased in the most recent year for all performance measures except MDT.

➤ At the above-expected level, the performance of pupils on the SEN register has increased for three of the four performance measures, with only LCW seeing a drop in performance in 2017.

Key Stage 2

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

CSI:

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

English:

- Performance in English at the expected level and above expected level has increased again in 2017, as it has done for the previous five academic years.
- The only drop in performance was seen in Cardiff at the expected level which fell slightly from its' highest attainment of 91.0% in 2016 to 90.8% in 2017.
- Improvements have been made in all three aspects of English in the consortium at both the expected level and above expected level.
- Oracy saw the greatest improvements at both the expected level and above expected level in 2017. Oracy is the highest performing aspect at both the expected and above expected level in the consortium, with writing remaining the lowest performing aspect at both levels.

Cymraeg:

- Performance in Cymraeg fell by 1.00pp to 94.1% in 2017, which is against an improvement across Wales of 0.8pp. However, at the above expected level, the consortium increased by 2.7pp to its highest attainment of 47.1%, which continues to be above Wales (41.5%).
- Drops in performance were seen in both RCT and Cardiff at the expected level, with the Vale of Glamorgan decreasing by 6.3pp at the above-expected level to 50.0% but remaining above the Wales average (41.5%).
- The performance in Cymraeg has dropped for all three aspects in the Region at the expected level in 2017. However, all aspects improved at above expected level.
- Oracy continues to be the highest performance aspect at both the expected and above expected level, with writing remaining the lowest performing aspect at both levels.

Mathematics:

- Performance in the consortium continues to improve at both the expected and above expected levels. Only Merthyr Tydfil saw a fall in performance at the expected level of 0.5pp but remains within 0.2pp of the Wales average for this measure.
- Since 2014, the improvement in the consortium has been greater than the improvement seen nationally.

Science:

- At the expected level performance in the consortium continues to increase (0.3pp), however, the improvement is slightly less than that seen across Wales (0.5pp).
- Performance over the latest 3-year period at the expected level has increased by 2.6pp in the consortium compared against the Wales increase of 1.9pp.
- The Vale of Glamorgan saw a marginal decrease in performance at the expected level in 2017 to 94.9%, however the LA performance is still above the Wales average (92.2%).
- At the above-expected level, improvements have been made in all 5LAs in the consortium, which has resulted in a 4.4pp increase for the consortium. This has extended the difference between the consortium and Wales average for this measure to 1.5pp.
- Science outperforms Mathematics at the expected level, however, this relationship is reversed at the above-expected level.

Gender:

- At the expected level, girls out-perform boys in all indicators for the last four years. The gap in performance has narrowed to its lowest position for all performance measures since 2014 with the exception of Cymraeg, which has increased by 0.3pp in 2017.
- At the above-expected level, girls out-perform boys in all subjects with the exception of Mathematics, where boys out-perform girls for the third time in the last four years.
- The gap in performance at the above-expected level has increased in Cymraeg and Science, with only a slight narrowing in English (0.1pp change). For Mathematics, despite boys out-performing girls, the gap has decreased in 2017 by 0.1pp.

eFSM:

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

Acquisition of English as an Additional Language:

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) is increasing for most performance measures at the expected level and for all performance measure at the above-expected level.

Special Educational Need Provision:

- At the expected level, the performance of pupils on the SEN register (SA, SA+ or Statement of Educational Need) has increased in the most recent year for all performance measures except Cymraeg.
- For all performance measures at the expected level, that gap is wider for the Region than is seen Nationally, with the exception of Cymraeg.

Key Stage 3

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

CSI:

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

English:

- At level 5+, all aspects of English improved last year, with writing again improving most (2.3pp).
- Over the latest three-year period, there have been similar improvements made in all three aspects of English of between 4.6pp and 7.7pp.
- At level 6+, improvements have been made in reading and writing, with oracy falling back slightly (0.1pp) in the most recent academic year.
- Over the latest three-year period, improvements of between 9.9pp and 11.7pp have been made at L6+ for the three aspects, which is greater than the improvement seen at both L5+ and L7+ over the same time period.
- At level 7+, all aspects of English improved last year, with writing improving most (3.9pp).

- Over the latest three-year period, there have been improvements of over 6.5pp in each of the aspects, with reading improving most (7.1pp).
- Oracy continues to be the highest attaining aspect at Level 7+ in the region.

Cymraeg:

- At level 5+, two of the three aspects of Cymraeg increased, with only writing falling back slightly (0.1pp) in the most recent year, with both oracy and reading improving by 2.1pp.
- Over the latest three-year period, there have been improvements in all three aspects, with the greatest improvement seen in writing (3.6pp improvement).
- Oracy continues to be the highest performing aspect at the expected level, with writing continuing to be the lowest performing aspect.
- At level 6+, both oracy and writing have improved in the most recent year, to their highest ever attainments, whilst reading has dropped back to 61.8pp – a fall of nearly 2pp.
- Over the latest three-year period, all aspects have improved, with oracy improving by 8.6pp, to a position where nearly 2 in 3 pupils achieve level 6 or above. However, for writing just under one in 2 pupils achieve Level 6 or above.
- At level 7+, all aspects have improved in the most recent year, with reading improving by 4.3pp.
- Oracy continues to be the highest performing aspect for Cymraeg, with writing continuing to be the lowest performing aspect.
- Over the latest three-year period, improvements have been made for all aspects, with oracy seeing the greatest improvement of 6.8pp.

Mathematics:

- At level 5+, improvements have been made at Regional level in the most recent year, however, both Merthyr Tydfil and Cardiff LA have seen reductions in their proportion of pupils achieving the expected level.
- The greatest improvements can be seen in RCT and Bridgend LAs (1.8pp and 1.7pp improvements respectively).
- The improvement for CSC is below the National improvement seen for the most recent year (0.2pp compared to 0.8pp).
- Over the latest three-year period, CSC has increased at a faster rate than that seen Nationally (4.6pp compared to 4.3pp), with all 5 LAs in the region improving by at least 1.7pp (Cardiff). The greatest improvement can be seen in Bridgend, which increased by 7.7pp.
- At level 6+, improvements have been made in all 5 LAs and also at the Regional level. CSC improved by 2.4pp which is below the National improvement of 2.7pp, but three LAs improved by at least the National rate of improvement.
- Bridgend LA saw the greatest improvement (5.2pp), with Merthyr improving by 3.9pp and RCT improving by 2.7pp.

- Over the latest three-year period, improvements have been made for all 5 LAs and at Regional level, with four LAs improving by more than the National improvement of 9.2pp. The remaining LA improved by 9.0pp, only 0.2pp below the National improvement.
- At Level 7+, again all 5LAs and the region have improved in the most recent year, with the Regional improvement exceeding that seen Nationally (2.5pp compared with 2.2pp).
- Three of the five LAs improved by more than 2.2pp, with the remaining LAs (The Vale of Glamorgan and Cardiff improving by 1.0pp and 0.4pp respectively.
- Over the latest three-year period, all 5LAs have improved, which has resulted in an improvement Regionally. The Regional improvement exceed that seen Nationally (9.1pp compared to 6.7pp). Four of the five LAs have improved by more than the National rate of improvement with The Vale of Glamorgan improving at a rate nearly twice that seen Nationally (12.1pp compared to 6.7pp).

Science:

- At level 5+, improvements have been made at Regional level that exceed that seen Nationally in the most recent academic year (0.8pp compared to 0.7pp increases respectively). Only the Vale of Glamorgan saw a drop in performance in the most recent year of 0.3pp, with Cardiff maintaining its attainment of 2016. The greatest improvement is seen in RCT which has improved by 1.9pp.
- Over the latest three-year period, the Region has again improved at a faster rate than seen Nationally (4.1pp compared to 3.1pp). All LAs in the Region have improved by at least 3.1pp (the Vale of Glamorgan and Cardiff), with Merthyr Tydfil increasing by over twice the rate seen Nationally (7.6pp).
- At level 6+, all 5LAs improved during the most recent year by at least 0.5pp, which has seen an increase Regionally of 1.4pp. However, this improvement is only half of that seen Nationally (2.6pp). Merthyr Tydfil saw the greatest improvement (4.1pp) with RCT increasing by 0.5pp.
- Over the latest three-year period, the Region has increased by over 10pp, but it is still below the National improvement of 10.9pp. The Vale of Glamorgan increased by 14.3pp for this measure over this time-period, with RCT increasing by 8.1pp.
- At level 7+, improvements have again been made for all LAs within the region of at least 0.9pp (Cardiff). The greatest improvement is seen in the Vale of Glamorgan (3.9pp) and the Regional improvement of 2.3pp is slightly below that seen Nationally (3.0pp).
- Over the latest three-year period, improvements of 8.8pp have been made Regionally, which is slightly above the National improvement of 8.3pp. Four of the five LAs in the region improved by more than the National improvement rate in this time-period, with only Bridgend seeing improvement below the National rate.

Gender:

- At level 5+, girls out-perform boys in all indicators for the last four years. The gap in performance has narrowed to its lowest position for four of the five main performance indicators since 2014 with the exception of mathematics, which has increased to its highest positions over the same time period.
- At level 6+, girls out-perform boys in all of the main performance measures with girls' performance increasing for all four measures, and boys' performance increasing for three of the four indicators. The gap in performance has narrowed for English and science, but has increased in both Cymraeg and mathematics.
- At level 7+, the performance of boys and girls has increased, with girls continuing to out-perform boys for all measures. The gap in performance has narrowed for science, but has increased for the other three main measures.

eFSM:

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

Acquisition of English as an Additional Language:

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) is increasing for all performance measures at the expected level, expected level +1 and at the expected level +2.

Special Educational Need Provision:

- At the expected level, the performance of pupils on the SEN register (SA, SA+ or Statement of Educational Need) has increased in the most recent year for all performance measures with the exception of mathematics, which has reduced by 0.8pp.

➤ At both the expected level +1 and the expected level +2, performance in all main measures has increased in the most recent academic year to their highest ever levels.

Key Stage 4

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

The main changes are:

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

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

Main Headlines:

- The only performance measures that saw improvements in the most recent year are 5A*-A and Level 2 Welsh First Language.
- All other indicators fell in the most recent year, with the biggest fall being seen in Level 2 Threshold, which fell by 19.6pp.

Level 2+

- The L2+ for the consortium decreased by 6.5pp in the most recent year, which has seen the region fall below the national average for the first time in the last three years by 0.2pp.
- However, the region has improved for this performance measure by 0.3pp since 2014, which is against a national decrease of 0.8pp over the same time-period.
- All 5LAs in the region saw performance drop in the most recent year, with Cardiff having the smallest fall (4.2pp).
- However, Merthyr Tydfil saw their attainment fall by 11.5pp in the most recent year, which is their lowest attainment in the last three-year period.
- Only Cardiff LA has improved performance over the latest three-year period – an increase of 4.3pp since 2014.

Level 1:

- Overall the CSC performance for L1 decreased by 1.2pp in the most recent year, which is slightly above the nation fall in performance of 0.9pp.
- The LA performance varied from an increase of 0.4pp in the Vale of Glamorgan, to falls in performance of 2.1pp in RCT and 1.4pp and 1.3pp in Cardiff and Bridgend respectively.

- Over the latest three-year period, Bridgend, the Vale of Glamorgan and Rhondda Cynon Taf increased by 0.7pp, 1.8pp and 1.5pp respectively, with Merthyr and Cardiff seeing falls of 0.4pp and 0.2pp respectively.
- The region increased by 0.7pp over the same period, which exceeds the national improvement of 0.4pp.

Level 2:

- The L2 threshold has seen the greatest drop in performance in the most recent, with a 19.6pp decrease in this performance measure. This compares to a national fall in this measure of 17.1pp.
- All 5LAs in the region decreased for this measure with the drops in performance ranging from 14.0pp in the Vale of Glamorgan to 25.7pp in Merthyr Tydfil.
- Over the latest three-year period, drops are again seen for all 5LAs and therefore for the region, with the national average also falling by 15.4pp in the same period.
- Despite the falls in performance across the region, the region continue to be above the national average for this performance measure.

5A*-A:

- Improvements can be seen for this performance measure at regional level for the third successive year.
- Three of the 5LAs improved for this performance measure, with Merthyr Tydfil seeing the largest drop in performance of 2.8pp compared to the data for the previous year.
- In the Vale of Glamorgan nearly one-in-four pupils achieve this performance, with Cardiff seeing over one in five pupils achieving the measure.
- Over the latest three-year period, improvements have been made in three of the LAs, which has resulted in the regional average improving by 0.8pp over this period.

National data has not yet been released for this performance measures and further comments will be added when Wales data is available.

Level 2 English:

- The performance in English has fallen by 8.7pp in the most recent year at regional level, with falls in performance seen in each of the 5 LAs in the Region.
- The regional drop in performance is greater than that seen nationally (5.7pp) which has resulted in the region falling below the national average for the first time in the last three years.
- Over the latest three-year period, only Cardiff LA has seen an improvement (0.1pp) with the other LAs seeing falls ranging between 1.8pp and 5.1pp.
- The regional fall in performance over the same period is 2.8pp which is similar to the fall in performance seen nationally of 2.6pp.

Level 2 Cymraeg:

- The improving trend in performance for this measure has continued for the third consecutive year, with the regional performance exceeding the national performance by 5.9pp.
- Only Bridgend LA saw a drop in performance in the most recent year (a drop of 2.0pp) however, the LA continues to exceed the national average for this measure, which fell by 1.9pp in the most recent year.
- Over the latest three-year period, all LAs in the region have seen improvements for this measure, which exceeds the national improvement (which has fallen by 0.5pp).
- The greatest improvement over this time-period is seen in Bridgend, which has increased by 16.8pp, despite the most recent fall in performance.
- Regionally, an improvement of 3.6pp was seen for this measure.

L2 Mathematics:

- In the most recent year, the region has seen a fall for this performance measure of 4.1pp, which compares to a national fall of 4.4pp.
- The regional average of 62.4% is within 0.1pp of the national average of 62.5%.
- All 5LAs in the region fell for this performance measure, with differences ranging from 1.9pp in Cardiff LA to 13.0pp in Merthyr Tydfil LA.
- Over the latest three-year period, improvements have been made in the region of 2.1pp, which compare against the national improvement of 0.8pp. However, three of the LAs have seen the performance drop over the same time-period, with Merthyr Tydfil LA falling by 6.2pp. Both Cardiff LA and Rhondda Cynon Taf LA improved over the same period, with Cardiff improving by 6.3pp.

L2 Science:

- L2 Science has decreased in the most recent year for all 5LAs in the region, which has resulted in a fall in performance at regional level also.
- The greatest fall is seen in Merthyr Tydfil LA (18.8pp), with Bridgend also seeing a drop in performance of 13.7pp.
- Cardiff LA had the least drop in performance and nearly maintained its' highest ever performance of 81.5% attained in 2016.
- The decrease seen regionally is smaller than the decrease seen nationally, and the region continues to exceed the nation level for the fourth consecutive year.
- Over the latest three –year period, the region has seen a fall of 3.2pp, which compares favourable against a national fall in performance of 6.7pp.
- Two of the LAs in the region (the Vale of Glamorgan and Cardiff) saw improvements in performance over the same time-period.

Gender:

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

eFSM:

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

Key Stage 5

L3 Threshold:

- The Level 3 Threshold performance for the region continues to exceed the National average for this performance measure for the third consecutive academic year. However, the Level 3 Threshold has fallen slightly in the most recent year to 97.4% compared to 97.7% in 2016. The fall in performance for the region is smaller than that seen Nationally for the most recent year (-0.3pp compared to -0.9pp Nationally).
- Over the latest three-year period, the region has improved by 0.4pp for this performance measure, whilst the National performance has maintained its' performance on 97.1% over the same period.

Average Wider Points Score

- The average wider points score has fallen in the most recent academic year to 738.2 points, but continues to exceed the National average for this performance measure of 733.0.
- However, over the latest three-year period the region has fallen by 86.2 points compared to the National fall of 71.1 points.

3 A*-A Grades

- Improvements have been made at a regional level for this performance in the most recent year, and the region continues to exceed the National average for this performance measure for the second consecutive year. The region has increased by 4.3pp in 2017 which compares favourably against the National increase of 3.8pp over the same period.
- Over the latest three-year period, the region has increased by 3.4pp, which is over double that seen Nationally over the same period (1.6pp).

3 A*-C Grades

- The region has seen a fall in performance for this performance measure in the most recent year, but the region continues to exceed the National average for this measure.
- The region has exceeded the National average in this performance measure since 2014. However, this performance measure has seen a fall in performance over this three-year period at a Regional level of -13.9pp, which compares favourably to the National decrease for this measure of 14.5pp.

Gender

- The difference in the performance between boys and girls for the region is smaller than that seen Nationally for each of the four main performance measures at Key Stage 5.
- Girls continue to outperform boys for each performance measure, with the only exception being 3 A*-A Grades, where boys have out-performed girls for the second time in the last three-years.