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**Date of meeting where the report is being considered:** 19<sup>th</sup> December 2018

**Appendices attached:**

1. Self-Evaluation- Key Aspects
2. Headline Data

**Issue: Developing The Business Plan for 2019/2020**

### **Summary**

1. The national model requires that a draft business plan for 2019/2020 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 19/20
  - 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 terms and conditions which are incorporated into the planning process as well as the national development of success criteria for the enabling objectives. At this stage it is only possible to plan on the indicative figures provided. 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 to provide a steer on the areas for improvement and the proposed priorities before the detailed business planning process takes place.

6. Members to note the reduced budget in line with the proposed cuts to the Consortium's revenue contributions. This is a proposal at this stage and will be confirmed at the Joint Committee meeting in December;
7. Members note that there remains uncertainty about grant for the 2019/20 financial year and beyond as the Welsh Government has yet to confirm the grant position and requirements of Consortia and LAs in respect of the announcements of increased funding for Professional Learning;
8. Members to note the proposed changes to the development of the operational plans and subsequent monitoring of progress and impact; and
9. Members to note that and recommendations resulting from the ISOS review will not be reflected within the current planning proposals.

## Background

10. The current business plan covers the period 1<sup>st</sup> April 2018 to 31<sup>st</sup> March 2019. It has four priorities based upon the enabling objectives within the document Education in Wales: Our National Mission.
  - a) To develop a high quality education profession;
  - b) To develop inspirational leaders and to facilitate their working collaboratively to raise standards;
  - c) To develop strong and inclusive schools committed to excellence, equity and well-being; and
  - d) To develop robust assessment evaluation and accountability arrangements supporting a self-improving system
11. 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 19/20.
12. 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'.
13. 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.

### **Business Plan Development 2019/20**

- 14. It is important in developing the new business plan the identified improvements are maintained and the developmental need addressed.
- 15. 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.
- 16. 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.
- 17. 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 build upon how the consortium is working with local authorities ensuring all schools are supported and challenged to deliver the national mission in line with key miles.
- 18. Increasingly, consortia are required to work together to deliver key national priorities, the implications of which are built into the business plan proposals. Further, the monitoring and reporting arrangements for these plans are currently outside of the CSC governance arrangements, but are included within the outcomes framework. The business plan links the priorities within cross consortia improvement planning and the regional needs of CSC.

19. It is proposed to continue to follow the key improvement objectives but include two additional improvement priorities outlined below:
- 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;
  - e. To support all schools with the development of a transformational curriculum; and
  - f. To improve the effectiveness and efficiency of CSC.
20. It is proposed to build upon the current system of business planning and monitoring, to ensure increased engagement of all stakeholders in the development of the detailed operational plans that sit beneath the high level objectives. An engagement plan is under development to ensure effective, regular and robust challenge and discussion with all stakeholders. Further information to follow.
21. In addition, it is proposed to develop the operational business plans with LAs during the LA performance meetings in the Spring Term. This will ensure LA priorities are identified and incorporated at an early stage as part of stakeholder engagement.
22. Subsequent LA performance meetings would then include standard agenda items re progress and impact of LA specific priorities and provide additional opportunity to both celebrate and challenge progress.
23. Success criteria and milestones will need to be clearly defined and a revised process of in depth evaluation to inform self-evaluation will be developed to enable effective challenge.
24. Each of the 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.

<b>Objective 1: To develop a high-quality education profession</b>	
<b>Business Plan Reference</b>	<b>Action</b>
<b>1.1</b>	<ul style="list-style-type: none"> <li>• Support schools to embed the Professional Standards to support all practitioners and leaders</li> <li>• Support schools to operate effectively as learning organisations</li> <li>• Develop opportunities for practitioners and leaders to become research-</li> </ul>

	engaged and well informed to learn from excellence at local, national and international levels
<b>1.2</b>	<ul style="list-style-type: none"> <li>• Improve the provision for high quality professional learning through the networks within the CSC self-improving school system</li> <li>• Develop professional learning opportunities to prepare the workforce to enact the Curriculum for Wales and wider reforms</li> </ul>
<b>1.3</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for practitioners to develop and learn Welsh for the classroom</li> <li>• Provide support in both English-medium and Welsh-medium settings for the development of the key language skills, speaking, listening, reading and writing</li> <li>• Support the development of incidental/informal Welsh through supporting and providing training for the Welsh Language Charter and Cymraeg Campus</li> <li>• Provide Welsh Language provision to support the development of the ALN bill</li> </ul> <p>Support the strategic development of Welsh across all local authorities</p>

<b>Objective 2: To develop inspirational leaders and to facilitate their working collaboratively to raise standards</b>	
<b>Business Plan Reference</b>	<b>Action</b>
<b>2.1</b>	<ul style="list-style-type: none"> <li>• Provide mandatory training programme for Higher level teaching assistant.</li> <li>• All HLTAs receive an external verifier</li> <li>• Implement and support the national Teaching Assistant learning pathway</li> <li>• Developing the use of the Professional Learning Passport as a means of recording progress/professional development</li> <li>• All 'Initial Teacher Education' mentors to be trained in coaching and mentoring techniques as well as Higher Education Institutes 'Qualified Teacher Status' criteria</li> <li>• Support schools in training or placing salaried or Part Time student teachers (procurement based on needs analysis)</li> <li>• Support National statutory induction programme to support the Newly Qualified Teacher through their first year</li> <li>• Provide e-learning modules to support the understanding of the professional standards and how to use them</li> <li>• The professional learning offer will support teachers to develop their skills and raise awareness of how to achieve the pedagogical principles</li> </ul>
<b>2.2</b>	<ul style="list-style-type: none"> <li>• Leadership coaches will be identified by Welsh Government however mentoring/coaching will be shared through a national programme delivered regionally</li> <li>• Continue to develop different models for collaboration</li> </ul>
<b>2.3</b>	<ul style="list-style-type: none"> <li>• Deliver the Headteacher learning pathway</li> </ul>

	<ul style="list-style-type: none"> <li>• Focus on developing e-learning modules to support Governing Body</li> <li>• Facilitate the Governing Body steering group to develop effective communication strategies</li> <li>• Extend GIGs (Governing Body Improvement Group) as an exemplar of collaborative leadership</li> </ul>
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<b>Objective 3: To develop strong and inclusive schools committed to excellence, equity and well-being</b>	
<b>Business Plan Reference</b>	<b>Action</b>
<b>3.1</b>	<ul style="list-style-type: none"> <li>• Transformation lead liaises directly with CSC ALN link</li> <li>• Challenge advisers and strategic advisers are trained to be able to provide support for schools</li> <li>• CSC/LA termly review days (where all schools are discussed) include specific agenda item about progress of ALN Act</li> <li>• Incorporate a focus on ALN for challenge advisers' summer term visits.</li> <li>• Incorporate a focus on ALN within new HLTA programmes</li> </ul>
<b>3.2</b>	<p>Regional lead to collaborate with the three other regional leads to develop:</p> <ul style="list-style-type: none"> <li>• an 'All Wales' definition of More Able and Talented learners and guidance to support schools in identifying and supporting MAT learners</li> <li>• a cross regional strategy and delivery plan focused on improving provision and standards for more able and talented learners across all phases</li> <li>• a uniform professional learning programme for MAT leaders to support the identification and provision for more able and talented learners.</li> </ul>
<b>3.3</b>	<ul style="list-style-type: none"> <li>• Implement national model for PDG LAC</li> <li>• Provide support and information for challenge and strategic teams</li> <li>• Consider how the readiness tool can be used to support individual schools within the region</li> </ul>
<b>3.4</b>	<ul style="list-style-type: none"> <li>• Work with other regions to develop a wellbeing toolkit with a part function to measure wellbeing</li> <li>• Fully implement PERMA model</li> <li>• Provide support and information for challenge and strategic teams</li> <li>• Share case studies and develop new relationship and sexual education (RSE) curriculum in conjunction with WG and Cardiff University</li> </ul>
<b>3.5</b>	<p>Co-construct strategy to meet the needs of vulnerable learners with schools that have a proven track record of excellence</p> <p>Re-launch eFSM network meetings</p> <p>Broker school to school support for schools struggling to improve the outcomes and wellbeing of specified vulnerable groups of learners</p>

<b>Objective 4: To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system</b>	
<b>Business Plan Reference</b>	<b>Action</b>
<b>4.1</b>	<ul style="list-style-type: none"> <li>• Contribute to consultations regarding the framework of assessment and evaluation of schools</li> <li>• Agree principles across the region to establish a support programme for all stakeholders</li> <li>• Engage with other consortia to consider the joint consortia plan to establish agreed work, to further plan and share practice</li> </ul> <p>Review the role of the consortium in relation to the support and challenge of all learners, including vulnerable groups, at all key stages</p>
<b>4.2</b>	<ul style="list-style-type: none"> <li>• Work with schools, LAs and other relevant stakeholders to                             <ul style="list-style-type: none"> <li>○ Identify regional need</li> <li>○ Plan and deliver appropriate support</li> <li>○ Undertake regular review of progress</li> <li>○ Evaluate overall impact</li> <li>○ Share findings</li> </ul> </li> <li>• Continue to actively promote action research and evaluation</li> <li>• respond to any revisions to the National Model of Regional Working</li> </ul>
<b>4.3</b>	<ul style="list-style-type: none"> <li>• Continue to contribute to the consultation regarding the revisions to the national model of regional working</li> <li>• Develop a governance model that reflects a school-led system and is in line with future regional working</li> </ul>
<b>4.4</b>	<ul style="list-style-type: none"> <li>• Further establish a programme of professional development in line with the principles of CSC developing as a learning organisation liaising with other consortia</li> <li>• Develop support for the consortium to implement the principles and development of how learning organisations work</li> <li>• Use exemplars from the pioneer network to support CAs and SAs to implement the principles of SLO</li> </ul> <p>Support CAs to use self-evaluation tool snapshots to identify priorities for implementing the principles of CLO</p>

**Objective 5: Provide professional learning opportunities in line with the national priorities to**

<b>ensure all schools engage with the transition to curriculum for Wales and wider reform</b>	
<b>Business Plan Reference</b>	<b>Action</b>
<b>5.1</b>	<ul style="list-style-type: none"> <li>• Co-construct development opportunities linked to curriculum design.</li> <li>• Provide centralised training to ensure quality of curriculum design across the region.</li> </ul>
<b>5.2</b>	<ul style="list-style-type: none"> <li>• Establish cross phase networks around Area of Learning Experiences.</li> <li>• Develop Area of Learning Experiences and other cross-curricular project scaffolds and ‘packages’ to support schools in integrating the curriculum.</li> <li>• Offer the Lead Creative Schools cross-curricular creativity training to all teachers in School improvement Groups to build capacity to be innovative in designing curriculum experiences in line with the national vision.</li> </ul>
<b>5.3</b>	<ul style="list-style-type: none"> <li>• Work within the Cluster model to disseminate the national agenda.</li> <li>• Provide training for all Cluster leads across the region.</li> <li>• Cluster lead to disseminate information to cluster (with a view to school lead sharing with all staff)</li> </ul>
<b>5.4</b>	<ul style="list-style-type: none"> <li>• Engage with other consortia to reflect upcoming national priorities.</li> <li>• School Improvement Group convenors trained to lead enquiry led approaches.</li> <li>• Enquiry training to be delivered by School Improvement Group convenor to all schools within the School Improvement Group.</li> <li>• School Improvement Group member to drive enquiry within their school</li> </ul>

<b>Objective 6: To improve the effectiveness and efficiency of CSC</b>	
<b>Business Plan Reference</b>	<b>Action</b>
<b>6.1</b>	<ul style="list-style-type: none"> <li>• Improve engagement, ownership and understanding with CSC schools and staff</li> <li>• Use outcomes of research and evaluation to underpin the CSC self-evaluation</li> <li>• Annual survey publication to actively inform CSC work and <b>value for money</b></li> <li>• CSC school improvement intelligence to inform focus of research strands</li> <li>• Increase involvement in cross regional research</li> </ul>
<b>6.2</b>	<ul style="list-style-type: none"> <li>• Refine line management process</li> <li>• Use performance management to develop our people to develop our organisation</li> <li>• Facilitate an agile workforce responding to need</li> <li>• Ensure PM meetings are effective in communicating and developing</li> <li>• Use PM process to determine <b>value for money of CSC work</b></li> </ul>
<b>6.3</b>	<ul style="list-style-type: none"> <li>• Improve the information shared within the governance structure to enable JC to be effective in decision making</li> </ul>



	<ul style="list-style-type: none"> <li>• Prioritise meetings and enable appropriate people to attend and disseminate effective information.</li> <li>• Reinforce regional working and enable staff to work across the 5 LAs and across consortia.</li> <li>• <b>Ensure value for money across CSC governance structure</b></li> </ul>
<b>6.4</b>	<ul style="list-style-type: none"> <li>• Developing the use of business intelligence</li> <li>• Align the business planning process with the self-evaluation approach as a means of demonstrating progress and impact</li> <li>• Refine business and system processes to ensure efficiency, effectiveness and <b>value for money within CSC work</b></li> </ul>

25. 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

26. 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; and
  - f. Report termly to the Welsh Government’s Challenge and Review sessions.

**Implementation issues – cost, timescale etc.**

27. Proposals for budget setting are outlined in the Report of the Treasurer and represent a 5% cut to the core budget.

<b>Category</b>	<b>Revised Budget 2018/19 £</b>	<b>Proposed Budget 2019/20 £</b>	<b>Budget Increase / (Decrease) £</b>
<b>Expenditure</b>			
Employees	3,218,125	3,106,886	(111,239)
Repayment of Redundancy Costs (pre-2016)	100,000	0	(100,000)
Apprenticeship Levy	13,948	10,000	(3,948)
<b>Gross Employees</b>	<b>3,332,073</b>	<b>3,116,886</b>	<b>(215,187)</b>
Premises	260,761	235,000	(25,761)
Transport	34,333	35,000	667
Supplies and Services	237,010	227,637	(9,373)
Support Services	120,230	120,230	0
<b>Gross Expenditure</b>	<b>3,984,407</b>	<b>3,734,753</b>	<b>(249,654)</b>
<b>Income</b>			
Local Authority Contributions	3,906,161	3,710,853	195,308
Ty Dysgu Income	19,306	0	19,306
Grants and Other Income	58,940	23,900	35,040
<b>Total Income</b>	<b>3,984,407</b>	<b>3,734,753</b>	<b>249,654</b>
<b>Net Expenditure</b>	<b>0</b>	<b>0</b>	<b>0</b>

28. 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 2019/20. 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.

<b>Regional Consortia School Improvement Grant</b>	<b>Revised Budget 2019/20 £</b>
Centrally retained funding including literacy and numeracy support, Welsh in Education and Foundation Phase provision	2,424,475
Funding held to support vulnerable Schools	275,000
School Improvement Groups	362,625
Funding for specific school improvement initiatives (according to need)	965,196
Delegated to local authorities for non-maintained settings	342,214
Delegated to local authorities for administration of grant	67,024
Delegated to Schools	34,158,263
<b>Total EIG (incl MF)</b>	<b>38,594,797</b>
Developing a high quality education profession	
<b>Inspirational leaders working collaboratively to raise standards</b>	
<b>Strong and inclusive schools committed to excellence, equity and wellbeing</b>	
<b>Robust assessment, evaluation and accountability arrangements supporting a self-improving system</b>	
<b>Total RCSIG (incl MF)</b>	<b>TBC</b>

### Background Papers

- Business Plan 2018-19
- Outcomes Framework 2018-19

## Foundation Phase

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

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

### FPOI:

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

### LLCE:

- At the expected level, performance in LCE has decreased across the region (3.4pp) which is against a national decrease of 4.1pp.
- When looked at over the latest three-year period, the region has decreased by 2.8pp, which is less than the national decrease (4.0pp) in the same period.
- All five LAs in the region saw decreases in their performance in the most recent year, and only RCT is below the national average in 2018.

## LLCW:

- Central South Consortium continues to exceed the national average at the expected level, despite a decrease in the performance regionally of 3.8pp.
- The national decrease in the most recent year is 4.8pp, and the Vale of Glamorgan and RCT saw decreases larger than that seen nationally for this performance measure. However, all five LAs continue to exceed the national average for this performance measure.
- Over the last three-year period, three of the five LAs have decreased by at least the national reduction of 5.2pp. Merthyr Tydfil and Cardiff saw decreases over this period, but by only 1.5pp and 1.8pp respectively.

## Mathematical Development:

- At the expected level, the region continues to exceed the national average for this performance measure (88.0% compared to 86.6%).
- However, in the most recent year performance has decreased by 3.6pp regionally, compared to a national decrease of 3.7pp.
- The greatest decrease in the region is seen in RCT, which fell by 4.7pp in the most recent year and continues to be below the national average for this performance measure.
- Over the latest three-year period, the regional decrease is 2.3pp, which compared favourably to the national decrease of 3.1pp.

## PSD:

- At the expected level, the performance of the region continues to exceed the national average, despite decreasing by 1.2pp in the most recent year. Only RCT is below the national average in the most recent year, and this LA had a larger decrease in 2018 than that seen nationally (1.7pp decrease compared to 1.2pp decrease).
- Over the latest three-year period, the improvement in the region has fallen by 0.8pp, but this is less than the national decrease of 1.4pp. Merthyr Tydfil has seen an increase in performance over the latest three-year period, with Bridgend and Cardiff only falling by 0.2pp and 0.1pp respectively. RCT has seen the largest decrease over the latest three-year period, with a decrease of 2.2pp.

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

## 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 fallen at a faster rate than the non-eFSM pupils, and therefore, the gap has widened 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 decreasing for all performance measures at the expected level and the above expected level.
- The gap between the performance of pupils with English as an Additional Language (development stages A-E) compared to those pupils where EAL is not applicable is widening for all performance measures at the expected level and 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. The gap in performance between pupils who are on the SEN register and those that are not on the SEN register has increased for all performance measure at the expected level.
- At the above expected level, the performance of pupils on the SEN register has decreased for all performance measures. However, the gap between pupils who are on the SEN register and those that are not on the SEN register has decreased for all performance measures at the above expected level.
- The gap between the two groups of pupils is comparable at both the expected and at the above expected level.

## 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.

### CSI:

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

### English:

- Performance in English at the expected level and above expected level has increased again in 2018, as it has done for the previous six academic years. Drops in performance are seen in Bridgend, RCT and Merthyr Tydfil LAs at the expected level for English overall and also for all the aspects of English.
- At the above expected level, the only decreases are seen the Vale of Glamorgan and RCT for English oracy, which have fallen by 0.5pp and 1.5pp respectively.
- 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 the expected level, with Reading having the greatest improvement at the above expected level in 2018. Oracy is the highest performing aspect at the expected level, with reading now the highest performing aspect at the above expected level in the consortium. Writing continues to remain the lowest performing aspect at both levels.

### Cymraeg:

- Performance in Cymraeg fell by 0.5pp to 93.6% in 2018, which is against a decrease across Wales of 2.0pp. At the above expected level, despite the consortium decreasing by 2.0pp this remains the second highest attainment for this performance measure and continues to be above Wales (40.4%).
- Drops in performance were seen in Bridgend, RCT and Merthyr Tydfil at the expected level, with the Bridgend, RCT and Cardiff decreasing at the above expected level. Despite these falls in performance, all LAs in the region continue to exceed the national average at both the expected and above expected levels.

- The performance in Cymraeg has dropped for all three aspects in the region at both the expected and the above expected levels in 2018, with the only exception being oracy at the expected level.
- Oracy continues to be the highest performance aspect at the expected with reading having the highest performance at the above expected level. Writing continues to remain the lowest performing aspect at both levels.

## Mathematics:

- Performance in the consortium continues to improve at both the expected and above expected levels. Both RCT and Merthyr Tydfil saw a fall in performance at the expected level of 0.8pp and 1.8pp respectively. Both LAs are below the national average for this performance measure.
- Over half of the pupils in the region attain the above expected level in mathematics, this is the first time that the regional figure has exceeded 50%.
- Since 2015, the improvement in the consortium has been greater than the improvement seen nationally.

## Science:

- At the expected level, performance has remained consistent with that seen in the previous year, which is against a slight fall in performance seen nationally (drop of 0.1pp).
- Bridgend, RCT and Merthyr Tydfil saw decreases in performance at the expected level in 2018 to 91.0%, 91.5% and 90.5% respectively. The Vale of Glamorgan and Cardiff LAs continue to exceed the national average for this performance measure.
- Performance over the latest 3 year period at the expected level has increased by 1.3pp in the consortium compared against the Wales increase of 0.7pp.
- At the above expected level, improvements have been made in regional average (0.2pp increase) whilst the national average has remained fairly constant. Two LAs in the region improved for this performance measure: Merthyr Tydfil (increase of 1.8pp) and Cardiff (increase of 0.6pp).
- Performance over the latest three-year period at the above expected level has increased by 7.5pp for the consortium, whilst the national increase is only 5.4pp.
- Science and mathematics performance at the expected level is now comparable, however, mathematics continues to exceed the performance in Science 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 widened in the most recent year for all indicators.



- The performance of girls has increased for all performance measures at the expected level, but the performance of boys has decreased for all corresponding measures.
- At the above expected level, girls out-perform boys in all subjects with the exception of mathematics, where boys out-perform girls for the third consecutive year.
- The gap in performance at the above expected level has increased in English, with the gap narrowing for all other subjects in the most recent year.

## eFSM:

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

## Acquisition of English as an Additional Language:

- The performance of pupils with acquisition of English as an Additional Language (development stages A-E) is decreasing for most performance measures at the expected level with the exception being mathematics but increasing for all performance measures 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 with the exception of mathematics. However, increases are evident at the above expected level for all subjects for this group of pupils.

## Key Stage 3

- At the expected level, improvements have been made in three main performance measures again during the latest academic year, and all main performance measures are above the Wales average. The greatest improvement in the most recent academic year is seen in mathematics (1.2pp) with the greatest improvement over the latest three-year period being made in CSI (5.2pp). Performance in both Cymraeg and Science fell over the most recent academic year by 0.6pp and 0.3pp respectively.
- At level 6+, improvements of between 1.0pp and 3.3pp have been made in all four of the main measures, and all measure exceed the Wales average at level 6+. The greatest improvement in the most recent academic year (3.3pp) and over the latest three-year period (10.7pp) has been made in English.
- At level 7+, improvements have been made in all four performance indicators in the most recent academic year, with the greatest improvement seen in English (3.2pp). The greatest improvement over the latest three-year period is seen in mathematics (8.1pp). English, mathematics and science continue to be above the Wales average, with Cymraeg falling to 0.5pp below the Wales average.

### CSI:

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

### English:

- At level 5+, all aspects of English improved last year, with reading improving the most (1.0pp). Over the latest three-year period, there have been similar improvements made in all three aspects of English of between 3.8pp and 6.2pp.
- At level 6+, improvements have been made in all aspects of English with oracy improving most in the most recent academic year (4.8pp). Over the latest three-year period, improvements of over 10.0pp have been made at L6+ for all 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 reading improving most (3.6pp). Over the latest three-year period, there have been improvements of over 5.7pp in each of the aspects, with oracy improving most (8.2pp). Oracy continues to be the highest attaining aspect at Level 7+ in the region.

## Cymraeg:

- At level 5+, all of the aspects of Cymraeg decreased in the most recent year.
- Over the latest three-year period, there have been improvements in all three aspects, with the greatest improvement seen in writing (2.0pp 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 reading and writing have improved in the most recent year, to their highest ever attainments, whilst oracy has dropped back to 64.3pp – a fall of only 0.1pp. Over the latest three-year period, all aspects have improved, with writing improving by 10.2pp, to a position where over half of the pupils achieve level 6 or above. Writing continues to be the lowest performing aspect for Cymraeg at Level 6+.
- At level 7+, oracy and reading have improved in the most recent year, with writing decreasing by 1.4pp. Oracy continues to be the highest performing aspect for Cymraeg, with one in four pupils achieving level 7 or above in the region. Writing continues to be the lowest performing aspect with just over 10% of pupils achieving level 7 or above in the region. Over the latest three-year period, improvements have been made for all aspects, with oracy seeing the greatest improvement of 5.5pp.

## Mathematics:

- At level 5+, improvements have been made at regional level in the most recent year, with all 5LAs in the region also increasing. Over 90% of pupils in each LA achieve the expected level or above in mathematics.
- The greatest improvement can be seen in Merthyr Tydfil LA (4.3pp improvement).
- The improvement for CSC is above the national improvement seen for the most recent year (1.2pp compared to 0.7pp), meaning the region now exceeds the national average for the second time in the last three-years.
- Over the latest three-year period, CSC has increased at a faster rate than that seen nationally (3.2pp compared to 2.9pp), with all 5 LAs in the region improving by at least 1.3pp (Cardiff). The greatest improvement can be seen in Merthyr Tydfil, which increased by 5.4pp.
- At level 6+, improvements have been made in 4 LAs, with only Cardiff decreasing slightly (0.1pp) which has resulted in an increase of 1.0pp at the regional level. CSC improved by 1.0pp which is slightly above the national improvement of 0.9pp, with all LAs (except Cardiff) improving by at least the national rate of improvement.

- The Vale of Glamorgan LA saw the greatest improvement (1.8pp), with Bridgend improving by 1.7pp and both RCT and Merthyr Tydfil improving by 1.4pp.
- Over the latest three-year period, improvements have been made for all 5 LAs and at regional level, with three LAs improving by more than the national improvement of 6.8pp. The remaining LA improved by 6.4pp and 4.2pp.
- At Level 7+, all 5LAs and the region have improved in the most recent year, with the regional improvement exceeding that seen nationally (2.0pp compared with 1.9pp).
- Over the latest three-year period, all 5 LAs have improved, which has resulted in an improvement regionally. The regional improvement exceeds that seen nationally (8.1pp compared to 6.4pp). Four of the five LAs have improved by more than the national rate of improvement with The Vale of Glamorgan improving at a rate slightly below that seen nationally (6.2pp).

## Science:

- At level 5+, performance at regional level have fallen back by 0.3pp, but continues to exceed that seen nationally in the most recent academic year (93.8% compared to 93.7%). Merthyr Tydfil and the Vale of Glamorgan saw increases in performance in the most recent year of 2.4pp and 0.6pp respectively. Both RCT and Cardiff LAs are now below the national average for this performance measure.
- Over the latest three-year period, the region has again improved at a faster rate than seen nationally (2.2pp compared to 1.9pp). All LAs in the region have improved by at least 1.3pp, with Merthyr Tydfil increasing by nearly three times the rate seen nationally (5.8pp).
- At level 6+, all LAs with the exception of Cardiff improved during the most recent year by at least 0.3pp, which has seen an increase regionally of 1.2pp. However, this improvement is less than that seen nationally (1.6pp). Bridgend saw the greatest improvement (4.3pp) with Merthyr Tydfil increasing by 0.2pp.
- Over the latest three-year period, the region has increased by 6.7pp, but it is still below the national improvement of 8.5pp. Both Bridgend and the Vale of Glamorgan increased by 10.2pp for this measure over this time-period, with Cardiff having the smallest increase of 2.5pp.
- At level 7+, improvements have again been made for all LAs within the region of at least 0.3pp (Merthyr Tydfil). The greatest improvement is seen in Bridgend (1.9pp) and the regional improvement of 1.3pp is slightly below that seen nationally (1.6pp). However, the region continues to exceed the national average for this performance measure.
- Over the latest three-year period, improvements of 6.6pp have been made regionally, which is slightly below the national improvement of 7.3pp. Two of the five LAs in the region improved by more than the national improvement rate in this time-period.

## Gender:

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

## eFSM:

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

## 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 +2.
- However, at the expected level, performance has only increase in mathematics, and at the expected level +1, performance has increased in English.

## 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 Cymraeg and science, which have reduced by 3.8 pp and 1.1pp respectively.
- 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

### Main Headlines:

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

### Level 2+

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

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

### Level 1:

The CSC performance for Level 1 Threshold has improved on the position achieved in 2017. The Vale of Glamorgan and Merthyr Tydfil LAs saw reductions for this performance measure in the most recent year. Increases were seen in the other LAs with Bridgend having an improvement of 0.5pp with Cardiff seeing an improvement of 1.0pp. Nationally, this indicator fell by 0.8pp in the most recent year.

### Level 2:

The Level 2 Threshold has increased in the most recent year to 69.2% from the 2017 figure of 67.6%, an increase of 1.5pp. Four LAs in the region increased for this performance measure with only Merthyr Tydfil seeing a decrease of 0.7pp.



## 5A\*-A:

Continued improvements can be seen for 5A\*-A across the region, with a 2.6pp improvement seen in the most recent year. This means that over 1 in every 5 pupils in the region now achieves 5 A\*-A qualifications for the first time. All LAs either improved or maintained their performance in the most recent year. The national improvement in the most recent year is 1.3pp with an improvement of 1.4pp over the latest three-year period. The regional improvement in the latest three-year period is 4.1pp.

## Level 2 English:

Performance in English has increased by 2.5pp in the most recent year at regional level. All LAs in the region saw improvements in the most recent year with the exception of Merthyr Tydfil which saw a 6.0pp decrease for this performance measure. The greatest increase was seen in the Vale of Glamorgan which increased by 5.4pp in the most recent year for this performance measure. Since 2015, the consortium has seen a reduction in this performance measures of 5.2pp, which compares favourably to the decrease seen nationally of 6.0pp for this measure.

## Level 2 Cymraeg:

The performance for this performance measure has increased in the most recent year by 0.1pp. Performance has fallen in both Bridgend and Rhondda Cynon Taf LAs with decreases of 4.4pp and 3.8pp respectively. However, performance improved for both the Vale of Glamorgan and Cardiff LAs. Nationally, the performance improved by 0.2pp in the most recent year and the region continues to exceed the national average for his performance measure.

## L2 Mathematics:

Performance for this measures has increased when compared to the 2017 achievement both at regional level and also for each LA within the region. The increase for the region is 2.9pp, with Merthyr Tydfil seeing the largest increase of the 5LAs with an improvement of 6.1pp. The improvement seen nationally is 1.1pp and the region now exceeds the national average for the first time in the last four years.

## L2 Science:

Performance has fallen for the second consecutive year for this performance measure. However, direct comparisons between 2016, 2017 and 2018 are not reliable, due to the change to the performance measure in 2018 and the fact that some schools made the change to GCSE only Science in 2017, in advance of the implementation in 2018.

Overall, the region fell by 17.3pp in 2018, following a fall of 5.6pp in 2017. The smallest decrease is seen in Bridgend LA, which dropped by 12.3pp. The largest decrease is seen in the Vale of Glamorgan (20.8pp) with Rhondda Cynon Taf also decreasing by 20.2pp. The decrease seen nationally was 12.6pp since 2017, with a fall of 21.0pp over the latest three-year period, compared to a regional fall of 22.5pp.

## Gender:

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

## eFSM:

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

## Key Stage 5

### Level 3 Threshold:

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

Over the latest three-year period, the region has improved by 0.5pp, with only Rhondda Cynon Taf LA seeing a drop in performance over this same period. However, all LAs in the region saw improvements for this performance measure in the most recent academic year, with the exception of Rhondda Cynon Taf, which fell by 0.1pp.

### Average Wider Points Score

This performance measure increased in the most recent year by 18.7 points to 754.9 points, but this is still well below the highest ever points score achieved in 2016 of 830.2.



Only Bridgend LA saw a fall in this performance measure in the region.

The national increase for this measure was smaller than that seen regionally, 9.5 points, and the region continues to exceed the national average wider points score.

## 3A\*-A:

The regional continues to exceed the national average for this performance measures (15.0% compared to 13.4% nationally), and the region has improved at a faster rate than that seen nationally in the most recent year (3.3pp compared to 2.9pp). Only Bridgend LA saw a decrease in this performance measure for the region.

Over the latest three-year period, the region has improved by 8.3pp, with is above the national improvement of 5.5pp over the same period. All 5 LAs in the region have also improved over this same period, with three of the 4 LAs improving by more than that seen nationally.

## 3 A\*-C:

Following a fall in this performance measure in 2017, the region has improved by 5.3pp in the most recent year, which is a greater increase than seen nationally of 3.3pp. The region continues to exceed the national average for this performance measure, but is still below the highest ever position seen in 2016.

All LAs in the region improved for this performance in the most recent year, but as seen for the region, all LAs remain below the highest ever achievement seen in 2016.

Over the latest three-year period, the region has fallen by 6.6p, which compares favourably against a national decrease of 10.1pp. All 5 LAs in the region have also fallen over the same time period.

## Gender:

Girls out-perform for three of the four performance measures at key stage 5, with the only exception being seen in 3A\*-A, where boys out-perform girls for the second consecutive year, but the gap has narrowed to 0.5pp for this performance measure in 2018.

Nationally, girls out-perform boys for every performance measure, but the gap in performance is smaller for the region than seen nationally.

## Central South Consortium: SER Summary (December 2018)

Standards
<p><b>Positive Features</b></p> <ul style="list-style-type: none"> <li>• FP at expected level, all performance measures are above National Average. At expected level and expected level +1, the gap between the performance of boys and girls has narrowed for all performance measures.</li> <li>• KS2 – In all performance measures CSC continues to perform above the National Average at both the expected and expected level +1. There has been further improvement in the CSI for CSC during the latest academic year. The rate of improvement in CSC since 2015 at 2.4pp is greater than that seen across Wales 1.8pp.</li> <li>• KS3 – At the expected level, CSC exceeds the National average for all performance measures. At level 6+ improvement of between 1.00pp and 3.3pp has been made in all four of the main measures, and all measures exceed the Wales average. At level 7+ improvement have been made in all 4 performance indicators with the greatest improvement seen in English 3.2pp. The greatest improvement over the latest 3-year period is seen in mathematics 8.1pp. English, mathematics and science continue to be above the Wales average.</li> <li>• KS4 – Nearly all performance measures increased in the past year. Level 2+ increased to 57.6%. All five LAs saw increases ranging from 0.1pp to 5.9pp for this performance measure. There was a 2.6pp improvement in the 5A-A* . Increases was also seen in CSC for L2 English (2.5pp), Cymraeg (0.1pp) and mathematics (2.9pp).</li> <li>• KS5 – The Level 3 Threshold for the region has increased for the most recent academic year, to its' highest ever position with all LAs showing improvements. At 3A*-C CSC has improved by 5.5pp and by 3.3pp for 3A*-A.</li> <li>• The gap in performance between eFSM and non eFSM pupils in the region has increased for Level 2+ Threshold. However, this is seen against increasing performance for both groups of pupils, but non eFSM pupils have improved at a faster rate in the most recent which has resulted in the increase of the gap. The National gap in performance seen for this performance measure is narrower than that for the Region.</li> <li>• Boys/Girls: Girls have outperformed the boys at all expected levels and expected level +1, the only exception being in Maths at KS2 at the expected level +1.</li> </ul>
<p><b>Areas for Improvement (Summary):</b></p> <p><b>Foundation Phase – Key Stage 4:</b></p> <ul style="list-style-type: none"> <li>• To improve the outcomes of the most vulnerable and underperforming groups of learners in the region.</li> <li>• Reduce the variations in the outcomes achieved by all pupils, but eFSM pupils in particular, between similar schools</li> <li>• To continue to work on the gender difference to decrease the gap between boys and girls in all key indicators</li> </ul> <p><b>Key Stage 2 – Key Stage 4:</b></p> <ul style="list-style-type: none"> <li>• Raise the standards of boys in literacy, English and Welsh</li> </ul> <p><b>Key Stage 4:</b></p> <ul style="list-style-type: none"> <li>• Secure further improvement against the level 1 threshold in all local authorities and work with the local authorities to challenge performance in reducing the number of NEETS.</li> <li>• Improve performance further against the level 2+ threshold</li> </ul>
Support for School Improvement
<p><b>Positive Features</b></p> <p><b>Positive Features:</b></p> <ul style="list-style-type: none"> <li>• The framework for challenge and support has been refined further to improve the evaluative narrative in our reports.</li> <li>• Challenge adviser deployment has been altered to enable CAs to develop a full and accurate picture of school needs.</li> <li>• Categorisation enables schools to use the process to inform their own school improvement planning</li> <li>• The majority of recently recruited challenge advisers are serving Headteachers who work with CSC part time supporting schools. This develops capacity within the school workforce and ensures CSC workforce is current and relevant.</li> <li>• Procedures to support, monitor and report progress in red and amber schools is more focused and the reporting to LAs is a regular standard practice. There is close partnership working between LAs and the consortium and action, including the use of statutory powers, is taken more consistently and effectively. Fortnightly meetings are held within the CSC to enable officers working with red and amber schools to preview progress. Accelerated Progress Leads add capacity and expertise to the system and have been able to display impact. <ul style="list-style-type: none"> <li>○ Only 5 primary schools in the region are now identified for red support (1.6%).</li> <li>○ Only 4 secondary schools in the region are identified for red support (7%).</li> <li>○ The number of schools in green category has increased by 9.5%, 37 schools.</li> <li>○ At primary 4 out of the 5 regions increased their schools in green category.</li> </ul> </li> </ul>

- In nearly all cases there is good correlation between inspection judgements and categorisation. Nearly all schools are removed from follow up within the required timescales. Our school to school networks mean the region is well positioned to respond to the opportunity to deliver the new curriculum.
- The consortium has developed a clear strategy for maximising the potential of school-to-school networking and 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 professional learning programmes. The Professional Learning Programmes reflect regional needs and workforce development requirements. These programmes reflect the new standards for Teaching & Leadership and the professional learning needs of the workforce enabling them to realise the Curriculum for Wales.
  - Initial school engagement with SLO has been positive with lead school co-constructing programmes of support for delivery to other schools across the region
  - A comprehensive training programme has included MAT and ACE awareness training.
- A strong and effective collaborative culture has been developed within the region through pathfinders, school improvement groups, hub networks and pioneer networks
- The consortium continues to develop its school-to-school networking, refreshing its 'voice of practice' panel by appointing new members to the region's delegate headteacher panel. This group helps to frame the development of the Central South Wales Challenge models (school-to-school networks) and the professional learning offer available to practitioners across the region.
  - The region is continuing to develop a model which will strengthen the partnership between pioneer schools and partner schools across the region and offer continued access to the expertise and focus on pedagogy that has been built up in the region's SIGs and Hubs.
  - The region has worked in partnership with a number of HEIs to pilot new ITE models in schools prior to the official launch of the new HEI/schools' partnership models for ITE.
  - The region has refined the Aspire Programme in support of NQTs statutory entitlement to professional learning.
  - Engagement in school-to-school working has increased with 83% of all schools being involved on at least a termly basis.
- The consortium is working increasingly closely with the other regions, particularly on leadership and professional learning. This joint work now also extends to support for ITE/NQT. HLTAs and TAs also now follow a nationally agreed Teaching Assistant Learning Pathway (TALP).
- Joint regional work has led to an agreement to use the Professional Learning Pathway.
- The consortium participates in cross-regional activity to develop research and evaluation practice in schools. Research-rich initiatives in schools across the region have contributed to our understanding of the impact of school-to-school working.
- Pioneer schools work has matured to further integrate the development of the AoLE frameworks with collaborative enquiry. The ongoing professional learning needs of teachers is a core feature of the regional professional learning offer
- A third of all schools in the region have engaged in cross-curricular creative learning strategies, working with the Arts Council for Wales
- A Welsh government grant to develop a research led coaching and mentoring programme resulted in a bilingual programme for ITE and NQT mentors accredited by UWTSD
- Considerable improvements in school to school work on closing the gap, building Welsh Language capacity, STEM and Welsh Baccalaureate (See CSC SER 2018 – 2019)

#### **Areas for Development**

- Schools requiring maximum support remained unchanged across the region 9 schools,. The split across the LAs is: Bridgend (2), the Vale of Glamorgan (1), RCT (3) and Cardiff (3).
- Future role of challenge advisers within a revised accountability framework
- Peer review model to be developed from the current peer enquiry model
- Support schools to develop and enact the new curriculum through effective professional learning that is aligned to the national approach to professional learning.
- A continued focus on outcomes for vulnerable learners to narrow the attainment gap and break down the barriers faced by learners. This includes supporting schools with the effective use of the pupil development grant and revised processes to ensure efficient and impactful use of the PDG LAC funding.
- Developing effective strategies to measure and improve learner wellbeing working collaboratively with LAs (RSE, PERMA & SELFIE)
- Working effectively with the ALN transformational lead to provide professional learning across the region
- To continue to work with local authorities and clusters to improve outcomes for children looked after.
- As education reform in Wales continues at a pace, there continues to be tension between the consortium being a school improvement service for local authorities and it being a regional delivery arm of Welsh Government.
- In order to fulfil WGs plan for a million Welsh speakers, development of a bilingual workforce will have to be a key feature of planning
- Agreeing the role of the CSWC school-to-school model with all stakeholders, as intrinsic to effective delivery of professional learning across the region.

### **Leadership & Management of the Service**

#### **Positive Features**

- Realignment of roles and responsibilities in line with regional/ national priorities as well as a continued drive for value for money has led to further changes to the staffing structure. A secure interim structure is in place to continue to deliver effective and efficient service to all stakeholders.
- The region is working increasingly closely with the other regions on a wide variety of collaborative projects including joint work on professional learning and schools as learning organisations.
- Arrangements for holding the consortium to account through the joint committee and local authorities' scrutiny committees continues to be robust and effective as noted in the last Estyn report. The consortium has addressed concerns expressed by Estyn in 2016 'scrutiny chairs remain unclear about which aspects of the consortium's work they can and cannot scrutinise more directly' by convening a meeting of all five chairs of scrutiny (as a group) on a termly basis. This group now has a coordinated scrutiny plan which enables scrutiny chairs to examine the work of the consortium on a regional as well as an individual LA level. For example, at the meeting in November, scrutiny examined the work of CSC in relation to addressing the gender gap. Future agenda items include progress of vulnerable groups.
- Value for money remains at the forefront of all planning and self-evaluation. Annual report was presented to Joint Committee in March 2018 and included recommendations that were incorporated into the business planning process for 2018/19
- 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.
- The Joint Committee and Advisory board provide clear direction to the Consortium's managing director and senior management team
- A climate of challenge and support where schools increasingly accept their prime responsibility for school improvement. Has been successfully created and maintained.
- 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. Coordinated scrutiny arrangements between the five authorities are embedded.
- Suitable Performance management processes enable senior leaders to judge accurately the quality of the work in their teams. There is a clear link between the work of challenge and strategic advisers and their accountability for demonstrating the impact of intervention in schools. There are appropriate arrangements in place across the consortium to manage under performance through agreed informal and formal processes.
- The consortium's self-evaluation process makes effective use of a good range of information. It draws on relevant data at national, regional, local, school and pupil levels, outcomes of schools' and the local authorities' inspections, challenge advisers' and strategic teams' work with schools and an annual survey of schools
- Joint consortium working now firmly established, based on a wide variety of collaborative projects including joint work on professional learning and schools as learning organisations.

- Financial planning and budgetary management are sound. There has been significant progress in providing evidence of value for money, with continued transparency of budgetary decision making.
- Management of risk processes have been refined and a process for escalating and de-escalating risk judgements established with Directors and Joint Committee.
- There is a faster pace of improvement in a majority of red and amber support schools.
- There are improved outcomes and provision in individual schools that have received focused support and brokered school to school support
- The managing director, directors and senior officers together provide clear strategic direction and a business plan that aligns closely with the national model for regional working, the national mission, while maximising the potential of school-to-school support and giving a high priority to collaborative professional learning
- There is increasing evidence that joint planning with head teachers and governors' representatives is having a more discernible influence on decision making about the future direction of the self-improving system.
- Use of evidence of the impact of collaborative working and the deployment of resources has improved. Better processes are in place to provide evidence for value for money. There is good partnership working with the local authorities when determining the deployment of grant to meet national priorities.
- The consortium works successfully within its agreed budget to balance costs against the effectiveness of service delivery and the commitment to a self-improving system. The service's central costs are reduced compared with the position in September 2012, and the consortium continued to achieve cuts to revenue funding for 2017/18. Nevertheless, the service is adequately staffed to deliver the required service and its quality has improved overall.
- Evaluating and reporting on value for money is becoming more systematically used at all levels.
- We have invested significantly in building organisational capacity to evaluate the effectiveness of our school-to-school models & have established a valuable baseline (via our survey) to examine how our learners feel about their learning, how confident and resilient the workforce is, how deeply are practitioners collaborating with each other and sharing practice and how confident they are in relation to the development of the curriculum for Wales. The survey has now been conducted twice with the following headlines emerging:

Highlights from the school staff survey include:

- Generally, staff rated their schools' instructional leadership as effective, with primary staff tending to be slightly more positive than secondary staff.
- Overall, respondents believed that opportunities for well-structured professional learning in their schools had improved since 2016.
- As in 2016, senior staff tended to be more positive than class teachers but the gap between these groups has narrowed
- In secondary schools, class teachers' views of the quality of instructional leadership are now much more closely aligned with the views of those in senior leadership roles.
- The majority of staff rated their schools' distributed leadership as good or outstanding. Primary school staff generally rated their school leaders as better at adopting more distributed approaches than secondary colleagues.
- The most noticeable differences between 2016 and 2017 were in the areas of action research, inquiry, and the use of research evidence. In last year's survey only about a quarter of staff stated they had had any involvement in action research. This has now increased to around two thirds.
- Engagement in inquiry approaches, such as lesson study, has increased from just around half of staff to around three quarters. The use of research evidence was reported by just a third of staff in the previous year. This has now increased to three quarters. An increase was also reported in the use of data, with only 7% of staff stated they had not engaged with data as part of professional development this year, compared with 29% in the previous survey.

#### Areas for Development

- Vision for school-led system established but now needs to be developed for medium/longer term. This will need to take into account the recommendations from the ISOS review. The review will also provide recommendations regarding head teacher involvement in the governance of a school-led system
- Further develop the role and function of the Delegate Head Teacher group. Develop a communication strategy of their roles / functions with all stakeholders.
- To develop opportunities with Welsh first and second language schools to promote the Welsh language by implementing WG initiatives including the new strategy for the Welsh language and including the Welsh Language Charter. – Welsh Strategy Action Plan
- Develop all senior leaders to implement systems to a high standard and to make evidence based judgements consistently
- 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
- Continue work to strengthen arrangements that promote accountability in the system involving the local authorities and their scrutiny committees and the joint committee
- Develop Head Teacher engagement with the RSG
- To improve the sharing of good practice and celebration of success with stakeholders including Joint Committee.
- There will be a need to review processes in light of the development of a National Self Evaluation and Accountability Framework.
- To work with chief executives and directors to review services beyond the reach of the consortium as part of the regional working review.
- Develop a reporting structure that ensures that staff and stakeholders are aware of all cross consortia projects.
- Support the work of the ALN transformation Lead and ensure integration into business planning.
- Further work is needed to gather intelligence on the impact of specific grant spending by school e.g. PDG

### Key Issues

- Boys' performance at the expected level in all indicators in FP, KS2, KS3 and KS4 is weaker than the performance of girls. At KS2,3 & 4 the gap has widened in the most recent year, for the majority of performance measures. The general trend is that CSC boys exceed Wales boys for the majority of performance measures across all five key stages
- To continue to work with local authorities and clusters to improve outcomes for children looked after.
- Across the 5 Key Stages, with the exception of KS2, in the most recent year it can be seen that the gap between efsm & non efsm pupils has widened. At Key Stages 3 & 4 we have seen an increase in performance for both groups of pupils, but non efsm pupils have shown a greater rate of improvement than efsm pupils.
- Performance in science at L2 has fallen for the second consecutive year. However, direct comparisons between 2016, 2017 and 2018 are not reliable due to the change in the performance measure in 2018 and the fact that some schools made the change to GCSE Science in 2017, in advance of the implementation in 2018
- As education reform in Wales continues at a pace, there continues to be tension between the consortium being a school improvement service for local authorities and it being a regional delivery arm of Welsh Government.
- In order to fulfil WGs plan for a million Welsh speakers, development of a bilingual workforce will have to be a key feature of planning
- Funding. Timing of funding and associated terms and conditions is adversely impacting on business planning, as consortia business planning cycles are not aligned to the budget setting processes within Welsh Government. During 2018/19 the extent of funding cuts resulted in a comprehensive review of accommodation and staffing costs, resulting in the relocation of CSC as well as a significant programme of redundancies.
- Agreeing the role of the CSWC school-to-school model with all stakeholders, as intrinsic to effective delivery of professional learning across the region

### Key Areas for Development

Our business planning priorities for 2018/19 reflect the Education in Wales: Our National Mission Enabling Objectives and include:

- Future role of challenge advisers within a revised accountability framework
- Peer review model
- Support schools to develop and enact the new curriculum through effective professional learning that is aligned to the national approach to professional learning. Our school to school networks mean the region is well positioned to respond to the opportunity to deliver the new curriculum.
- Investing in leadership development at system and school level including governance. We continue to work with the national leadership academy to strengthen our leadership programmes, and provide a comprehensive leadership development office against the professional learning pathway.
- Improving outcomes for vulnerable learners focusing on narrowing the attainment gap and breaking down the barriers faced by learners. This includes supporting schools with the effective use of the pupil development grant and revised processes to ensure efficient and impactful use of the PDG LAC funding. In addition, a comprehensive training programme has included MAT and ACE awareness training
- Developing effective strategies to measure and improve learner wellbeing working collaboratively with LAs (PERMA & SELFIE)
- Working effectively with the ALN transformational lead to provide professional learning across the region
- Initial school engagement with SLO has been positive with lead school co-constructing programmes of support for delivery to other schools across the region.

- The development of CSC as a learning organisation within Tier 2 is at an early stage.

**Our Business Plan is currently being developed for 2019/20. The draft version continues to have four overarching objectives outlined in Education in Wales: Our National Mission, but also proposes additional objectives**

Each of these is underpinned by a number of key actions that will be developed into operational plans. The actions will be drawn from the following sources:

- Aspects within existing business plan that were identified to be developed in 18/19
- The outcomes of self-evaluation, including performance analysis and intelligence
- Emerging requirements of local authorities
- National priorities
- Cross consortia planning
- Feedback from Estyn

Initial proposals will be discussed with Directors and Joint Committee in December with continued engagement sessions with all stakeholders in the spring term.

Summary of Performance: 2014-2018

Outcomes at the end of:		Foundation Phase					Key Stage 2					Key Stage 3					Key Stage 4				
		% of pupil achieving the expected level (O5+) in FPOI					% of pupil achieving the expected level (L4+) in CSI					% of pupil achieving the expected level (L5+) in CSI					% of pupil attaining Level 2 inclusive (17/18 – 1 <sup>st</sup> Provisional)				
		13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18	13/14	14/15	15/16	16/17	17/18
Wales		85.2	86.8	87.0	87.3	82.6	86.1	87.7	88.6	89.5	89.5	81.0	83.9	85.9	87.4	88.1	55.1	57.9	60.3	54.6	55.1
CSC		84.1	87.6	88.6	88.6	84.7	85.8	87.8	89.5	90.2	90.3	80.3	83.6	86.7	87.9	88.7	54.1	58.5	60.9	54.5	57.6
Central South Wales	Bridgend	85.1	88.8	87.1	89.1	86.3	86.2	87.6	87.9	89.4	88.3	79.3	84.3	87.4	89.0	90.2	54.8	59.7	61.7	53.0	56.5
	The Vale of Glamorgan	89.5	91.5	91.2	91.4	87.5	90.5	92.1	92.7	93.5	94.9	84.0	87.4	91.2	91.8	92.3	62.2	64.9	67.1	60.4	66.3
	Rhondda Cynon Taf	81.8	86.3	87.2	86.9	81.3	84.3	85.8	88.5	90.0	89.3	78.4	81.6	84.0	87.4	87.9	50.5	54.6	56.6	49.8	53.1
	Merthyr Tydfil	81.2	86.2	89.1	88.1	85.5	84.2	87.4	89.2	90.2	88.3	75.1	81.9	87.0	87.1	88.1	48.9	51.9	53.9	42.4	42.6
	Cardiff	83.7	86.7	88.9	89.2	85.2	85.1	87.8	89.5	89.4	90.2	81.5	83.4	86.6	86.2	87.3	54.0	59.3	62.9	58.5	60.4
ERW		85.7	87.1	85.9	85.9		87.3	88.3	88.0	88.8		81.7	84.3	85.6	87.2		57.4	61.0	64.0	57.3	
EAS		88.2	88	88.8	89.2		87.0	88.1	89.9	90.2		79.0	82.2	83.8	86.4		52.2	55.1	55.5	52.9	
GWE		84.5	85.9	86.2	87.0		85.7	88.2	88.8	90.4		83.8	86.1	87.8	88.7		57.0	57.5	59.6	53.6	



**Summary of A Level Performance: 2014-2018**

		<b>Percentage achieving level 3 threshold</b>					<b>Average wider points score</b>					<b>Percentage achieving 3 A*-A</b>		<b>Percentage achieving 3 A*-C</b>	
		<b>Pupils aged 17 who entered two or more A levels or equivalent (17/18 – Provisional)</b>					<b>All Pupils Aged 17 who entered an approved qualification for 16-18 year olds (17/18 – Provisional)</b>					<b>Pupils aged 17 who entered two or more A levels or equivalent (17/18 – Provisional)</b>		<b>Pupils aged 17 who entered two or more A levels or equivalent (17/18 – Provisional)</b>	
		<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>13/14</b>	<b>14/15</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>	<b>16/17</b>	<b>17/18</b>	<b>16/17</b>	<b>17/18</b>
<b>Wales</b>		<b>97.2</b>	<b>97.0</b>	<b>98.0</b>	<b>97.1</b>	<b>97.6</b>	<b>804.1</b>	<b>799.7</b>	<b>823.2</b>	<b>730.6</b>	<b>739.0</b>	<b>10.5</b>	<b>13.4</b>	<b>54.7</b>	<b>58.1</b>
<b>CSC</b>		<b>97.0</b>	<b>97.4</b>	<b>97.7</b>	<b>97.4</b>	<b>97.9</b>	<b>824.4</b>	<b>808.7</b>	<b>830.2</b>	<b>736.1</b>	<b>775.9</b>	<b>11.8</b>	<b>15.1</b>	<b>56.6</b>	<b>62.1</b>
Central South Wales	Bridgend	96.6	97.6	98.3	98.1	98.6	805.8	776.5	806.2	694.7	712.4	9.4	9.3	54.2	56.9
	The Vale of Glamorgan	98.7	98.4	98.3	98.1	98.4	923.3	891.7	897.0	815.2	826.9	15.6	19.3	65.6	67.7
	Rhondda Cynon Taf	96.0	97.0	97.0	96.3	96.1	718.3	730.2	765.7	677.6	743.0	5.5	10.3	45.1	54.6
	Cardiff	96.8	96.9	97.6	97.5	98.6	885.0	866.0	870.0	772.2	802.2	16.1	19.2	62.1	66.9
<b>ERW</b>		<b>97.9</b>	<b>97.2</b>	<b>98.6</b>	<b>97.1</b>		<b>826.0</b>	<b>831.4</b>	<b>828.4</b>	<b>734.7</b>		<b>10.9</b>		<b>56.4</b>	
<b>EAS</b>		<b>96.1</b>	<b>95.6</b>	<b>97.9</b>	<b>96.4</b>		<b>793.3</b>	<b>779.2</b>	<b>828.3</b>	<b>726.6</b>		<b>8.4</b>		<b>51.0</b>	
<b>GWE</b>		<b>97.0</b>	<b>96.9</b>	<b>97.6</b>	<b>97.3</b>		<b>784.1</b>	<b>789.6</b>	<b>800.2</b>	<b>719.7</b>		<b>9.6</b>		<b>52.6</b>	