

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2017/ 18

**CHILDREN AND YOUNG PEOPLE
SCRUTINY COMMITTEE**

24th January 2018

AGENDA ITEM 2

**Central South Consortium and its
contribution to raising standards in
Rhondda Cynon Taf schools**

REPORT OF: DIRECTOR OF LEGAL AND DEMOCRATIC SERVICES

**Author: Claire Hendy Democratic Services Officer
Tel: 01443 424081**

1. PURPOSE OF THE REPORT

The purpose of this report is to inform Members of the contribution of the Central South Consortium (CSC) to raising standards in schools across Rhondda Cynon Taf (RCT).

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Receive the content of this report.
- 2.2 Scrutinise and comment on the information provided.
- 2.3 Consider whether they wish to scrutinise in greater depth any matters contained in the report.

3. BACKGROUND

- 3.1 The CSC provides a School Improvement Service to 400 schools across five local authorities: Bridgend, Cardiff, Merthyr Tydfil, RCT, and Vale of Glamorgan.

- 3.2 At the meeting of this Committee held on the 21st September 2015, Members received information from the then Managing Director of the Central South Consortium in respect of raising standards in schools across RCT.

- 3.3 Attached is the report of the newly appointed Managing Director CSC Mr M. Glavin who will also be in attendance at the meeting to answer any queries that the Children and Young People Scrutiny Committee may have. (Appendix 1)



Title: *Central South Consortium's contribution to raising standards in Rhondda Cynon Taf schools.*

Date Written: *9th January 2018*

Authors: *Mike Glavin, Managing Director and Tim Britton, Senior Challenge Adviser (Primary), Sarah Corcoran, Senior Challenge Advisor (Secondary), Central South Consortium*

Background

1. Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 397 schools, 30% of Wales' children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with just over 1 in 4 children claiming free school meals.
2. The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets four times a year and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.
3. Scrutiny Committees in each of the five authorities invite the Lead Officer for the authority to report on the performance of the schools in their authority and the contribution of the consortium at any stage during the year. An annual report from the consortium relating to progress in the previous academic year and priorities for the year ahead is also provided.

Central South Consortium Business Plans

4. The consortium business plan for April 2016 to March 2017 can be found [here](#). It had three priorities:
 - Raising standards particularly in literacy/Welsh/English, numeracy/mathematics and improving the outcomes of the vulnerable learners fastest;
 - Improving the capacity of the system to be self improving, particularly improving leadership and governance, teaching and learning and effective challenge and support;
 - Develop the consortium to as a high performing organisation focusing on performance management, governance and effective use of resources
5. The tables below show outcomes against targets and previous outcomes. Targets met or exceeded are highlighted in green. Outcomes that have improved from the previous academic year are highlighted in yellow.

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
Foundation Phase – FPOI	87.60%	87.80%	87.40%	N/A	88.60%	88.60%
Key Stage 2 - CSI	87.80%	89.70%	88.40%	89.00%	89.45%	90.21%
Key Stage 3 - CSI	83.60%	87.40%	87.50%	83.50%	86.75%	87.89%
Level 2 Threshold including English/Welsh and Mathematics	58.50%	64.10%	65.70%	67.50%	60.90%	54.5%
Level 1 Threshold	94.50%	96.10%	96.50%	96.70%	95.42%	94.3%

Performance in English, Welsh First Language and Mathematics at the Expected Level

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FPOI – LCE	88.70%	89.40%	88.60%	-	89.44%	89.33%
FPOI – LCW	94.00%	93.70%	93.50%	-	93.94%	93.01%
FPOI – Mathematical Development	90.20%	91.20%	89.80%	-	91.14%	91.54%
KS2 – English	89.80%	90.90%	89.80%	89.20%	90.96%	91.48%
KS2 – Cymraeg	93.60%	95.70%	93.20%	93.80%	95.07%	94.09%
KS2 – Mathematics	90.20%	91.80%	90.70%	90.30%	91.67%	92.18%
KS3 – English	87.70%	90.20%	90.80%	91.20%	89.97%	91.27%
KS3 – Cymraeg	92.00%	92.40%	93.30%	95.10%	92.63%	94.66%
KS3 – Mathematics	88.70%	90.80%	91.20%	91.40%	90.50%	90.71%
KS4 Level 2 English	70.20%	71.60%	72.30%	73.10%	71.13%	62.5%
KS4 Level 2 Cymraeg	77.90%	78.40%	78.00%	77.60%	77.52%	79.1%
KS4 Level 2 Mathematics	63.60%	69.10%	71.50%	72.60%	66.49%	62.4%

Performance in English, Welsh First Language and Mathematics at the Expected Level +1

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FPOI – LCE	33.80%	36.30%	34.60%	-	36.22%	39.16%
FPOI – LCW	37.90%	41.20%	42.00%	-	40.12%	40.84%
FPOI – Mathematical Development	34.40%	36.70%	35.30%	-	37.20%	40.65%
KS2 – English	40.70%	42.20%	43.00%	41.40%	43.26%	46.69%
KS2 – Cymraeg	42.00%	43.70%	43.90%	42.70%	44.45%	47.15%
KS2 – Mathematics	42.20%	43.00%	43.50%	42.70%	44.72%	48.95%
KS3 – English	53.40%	59.20%	61.10%	62.80%	58.16%	60.74%
KS3 – Cymraeg	58.30%	64.30%	60.70%	70.30%	63.14%	62.70%
KS3 – Mathematics	59.60%	64.60%	65.90%	66.50%	64.00%	66.44%

Performance in English, Welsh First Language and Mathematics at the Expected Level +2

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
KS3 – English	17.30%	19.30%	21.30%	23.10%	18.70%	21.83%
KS3 – Cymraeg	17.60%	18.50%	19.60%	23.40%	16.07%	19.56%
KS3 – Mathematics	26.60%	26.00%	27.00%	28.50%	30.13%	32.68%

The poverty-related attainment gap

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FSM Gap FP FPOI	-15.1pp	-11.3pp	-13.00pp		-12.8pp	-12.6pp
FSM Gap KS2 CSI	-15.8pp	-13.3pp	-13.50pp	-12.8pp	-14.4pp	-13.8pp
FSM Gap KS3 CSI	-20.7pp	-17.2pp	-15.60pp	-12.3pp	-19.6pp	-20.8pp
FSM Gap KS4 L2 inc EWM	-33.4pp	-27.0pp	-26.60pp	-25.2pp	-29.9pp	-32.4pp
FSM Gap KS4 L1 Threshold	-10.3pp	-9.1pp	-6.70pp	-6.4pp	-6.86 pp	-7.9pp

6. The consortium business plan for April 2017 to March 18 can be found [here](#). It has five priorities:

- Improving outcomes for vulnerable learners through partnership working.
- Developing school-to-school working to deliver curriculum reform.
- Developing leadership, governance and workforce reform.
- Rapid and sustainable intervention.

- Developing effectiveness and efficiency in Central South Consortium.

7. The business plan sets out how we aim to deliver these priorities through effective school self-evaluation and improvement planning, underpinned by building capacity in schools to support other schools through the continued development of the 'Central South Wales Challenge'. This is led by schools and has involved the continued development of evidence based strategies (school improvement groups (SIGs), pathfinder pairings, school improvement hubs and peer enquiry models in which schools can be resourced to work together to share practice across the region.
8. 'Drive Teams' made up from senior leaders from across the consortium ensure that the operational plans for each priority are implemented and that impact is measured. Half termly reviews including an impact review with the Managing Director at the end of each term ensures that monitoring is robust. Outcomes of this process are reported to Joint Committee.

Performance across the Central South region in 2017

9. Since 2012 standards at every key stage have improved faster than the national average. In 2017 the region continued to show strong improvement and was above the national average for the foundation phase, FP and Key Stage Two, KS2, for the second consecutive year. For Key Stage 3 was above the national average again for all measures with the exception of mathematics, which was within 0.1pp of the national figure.
10. Comparisons for standards to previous years for Key Stage 4 are to be treated with an element of caution due to changes in the calculations of the performance measures for 2017 reporting. 2017 data indicates that the region is slightly below the national averages for most Key Stage 4 measures, with a few exceptions of Level 1 Threshold and Capped 9 points score.
11. Outcomes for pupils entitled to free school meals, eFSM, in the region continue to improve for FP, but have fallen slightly for key stages 2 and 3. However, the gap in performance between eFSM and nFSM pupils has narrowed for FP and KS2. At key stage 4, the gap has widened for Level 2 Threshold including English/Welsh and mathematics using the provisional data with eFSM pupils falling at a faster rate than nFSM pupils.
12. In 2016/17 the proportion of schools in inspection categories (SI and SM) is lower than the national proportion in 2016/17 (7.1pp regionally compared to 8.6pp nationally). This proportion is lower than the cumulative proportion seen since 2010

regionally and nationally (7.3pp regionally and 7.4pp nationally). However, based on 2016/17 inspections, more secondary schools went into a category or follow up compared to the national position (55.6pp compared to 53.6pp nationally) whilst primary schools' inspection profile is better than the national picture (21.4pp compared to 29.1pp nationally).

13. Categorisation headlines for the region will be presented to the Scrutiny Committee following the national publication on the 31st January. Draft step 2 statements were written in the summer term. Challenge advisers have visited schools to work with Governors and headteachers to complete this year's categorisation. Regional moderation has been completed. National verification is scheduled for 10th and 11th January 2018.

Performance in Rhondda Cynon Taf Schools

14. Detailed performance has been outlined in separate reports. Headline data is provided below and in Annex A.
15. Across the Foundation Phase, key stage 2 & 3, the performance of our pupils and schools has been relatively consistent, showing, in general, incremental improvement, as there has been over the past five years. Welsh Government is planning curriculum changes for these key stages in the future, as it implements the vision and principles of the Donaldson Review.
 - a. At Foundation Phase, the proportion of pupils aged between 5 and 7 years old who achieved the expected level (Outcome 5 or above) for the Foundation Phase Outcome Indicator has decreased by 0.2 percentage points from 87.2 to 86.9, and remains below the Welsh Average which has increased by 0.3 percentage points. Since 2014, all areas of learning have increased by at least 1.8 percentage points. The greatest improvement is seen in FPOI which has increased by 5.1 percentage points.
 - b. At key stage 2, the proportion of pupils aged between 7 and 11 years old, achieving at least the expected level (Level 4 or above) for the Core Subject Indicator has increased by 1.5 percentage points from 88.5 to 90.0, and is now above the Welsh Average of 89.5 which increased by 0.9 percentage points. Since 2014, all performance measures have improved by at least 3.8 percentage points, with Core Subject Indicator having the largest increase of 5.8 percentage points.
 - c. At key stage 3, the proportion of pupils aged between 11 and 14 years olds achieving at least the expected level (Level 5 or above) for the Core Subject Indicator has increased by 3.4 percentage points from 84.0 to 87.4, which is now in line with the Welsh Average which rose by 1.5 percentage points, from 85.9 to 87.4. Since 2014, all performance measures have increased, with Core Subject Indicator having the largest improvement of 9.0 percentage

points. English has seen the largest improvement (7.1 percentage points) of the core subjects, with mathematics increasing by 6.4 percentage points.

- d. At key stage 4 the changes to the courses and exam specifications means the outcomes from these GCSEs cannot be compared to those of previous years, particularly in mathematics and Welsh/English. In 2017, the changes to the GCSE specifications have disproportionately influenced the achievement of many pupils who suffer from socio-economic disadvantage. Each of the schools has undertaken a thorough analysis of results to identify where the lower than expected outcomes are as a result of these changes and where they are a result of specific issues in their own schools in order to plan for 2017-18.

Challenge and support provided by the Consortium on behalf of Rhondda Cynon Taf Council

16. In 2016/17 RCT Local Authority contributed £1,149,772 towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for the twenty one challenge advisers (7.59 FTE).
17. Inspection outcomes within the LA during 2016/17 were:
- Seventeen schools were inspected, thirteen required no follow up and of those, six were identified as having excellent practice worthy of a case study. Three required further monitoring by Estyn and one primary school (Cwmbach CiW Primary) required special measures.
 - Seventeen schools were removed from Estyn follow up categories.
 - At the end of 2016/17 five schools in RCT were in a follow up category.
 - 1 special measures- Cwmbach CiW Primary School
 - four schools Estyn Monitoring – Ysgol Gyfun Rhydywaun; Park Lane Special school; Penywaun Primary; Cwmdare Primary.
 - Two schools have since been removed from a follow up category. (Cwmdare Primary School 20/10/17 and Ysgol Gyfun Rhydywaun 24/10/17).
18. Elected Members will be aware that CSC use a national categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve. During 2016/17, the consortium continued to work closely on behalf of the Local Authority to monitor the progress of the schools in need, one school required 'red' level of support and eighteen schools required amber level of support. There were 28 schools requiring green support and 73 requiring yellow support.
19. Provisional categorisation outcomes for 2017/18 identify that improvement has been sustained and continues across the authority in the main. The number of schools requiring a 'red' level of support increased to three and now only six schools require an amber level of support. There are 69 requiring yellow support which is less than last year. This is because the number of schools requiring green support

has risen notably to 46. The final categorisation outcomes will become public on the 31st January 2018.

20. Challenge advisers continue to have a relevant educational background and level of experience and provide good quality support and challenge to schools. They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed. Challenge advisers have continued to commission bespoke support and intervention from the wider support teams and schools within the Central South Consortium.

21. Other support provided by the consortium to schools in RCT has included:
 - a. Fourteen amber/red support schools in RCT accessed support provided by Hub schools across the region in 2016/17.
 - b. Sixteen RCT schools were successfully involved in providing support as part of the Hub programme in 2016/17.
 - c. Eighty RCT schools accessed professional development programmes provided by Hub schools across the region.
 - d. Eleven RCT schools have been part of pathfinder pairings in the local authority, five schools being the lead school and six schools being the supported school. Where these are schools requiring an amber or red level of support their impact has been monitored as part of the termly amber schools progress reporting.
 - e. All of RCT schools have been involved in school improvement group (SIG) working; 102 primary schools, 17 secondary schools one through school and six special/PRU schools are engaged with SIG activity. 12 convenors are from RCT. During 2016/17 SIGs that include RCT schools have focused on a very wide range of relevant and current needs. SIGs are reviewed annually and have to provide a report on their priorities and impact against their priorities twice a year in order to be funded.
 - f. Three RCT schools hosted a peer enquiry, which supported the senior leadership team to review and evaluate focus areas within their school. A detailed report was provided on the strengths and areas for improvement. Three RCT schools contributed a lead enquirer to peer enquiries hosted by schools in other Local Authorities within the Central South Consortium.
 - g. The consortium has invested heavily in leadership provision in the 2016/17 year. For RCT schools this has included opportunities to support another school with leadership capacity, leadership of school to school provision and direct leadership programmes. Of these, nine headteachers have undertaken the New to Headship programme; six headteachers have undertaken the Strategic Headship programme; six headteachers have completed the Consultant Headship programme; eight headteachers have completed the Executive Headteacher programme; 24 senior leaders have completed the Aspiring Headteacher programme and a number of Heads are being funded to mentor other future leaders as part of building leadership capacity.

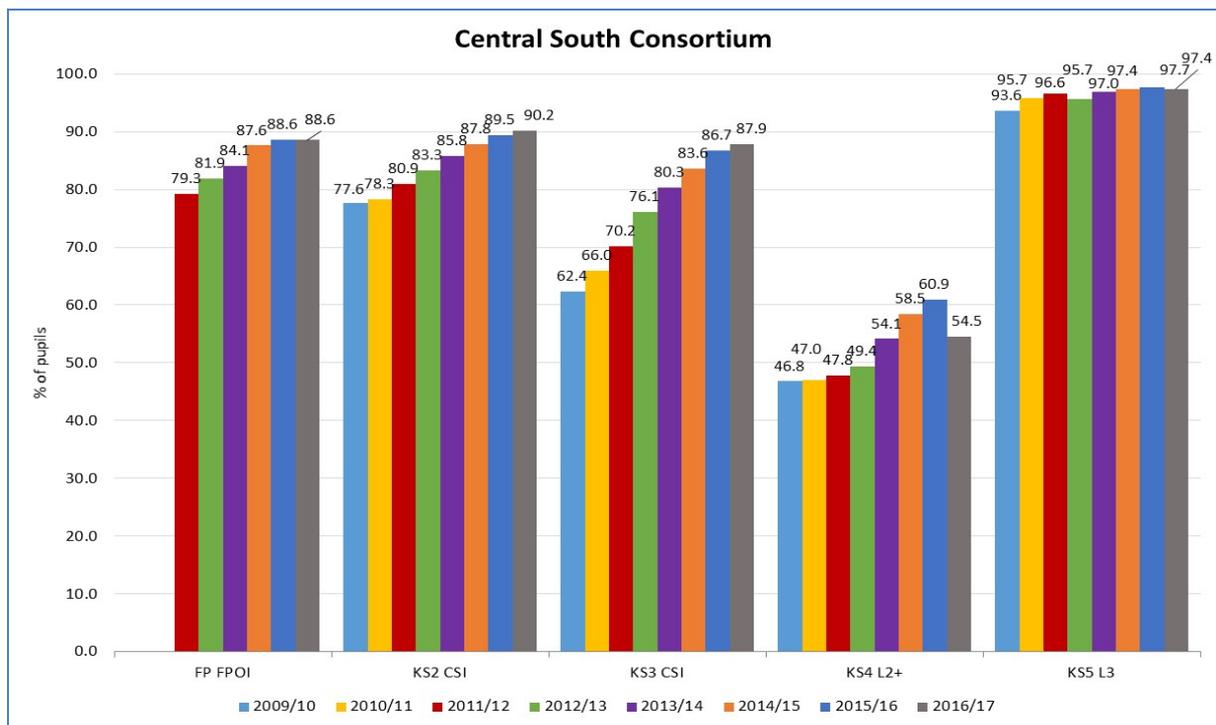
- h. The Foundation Phase, Welsh in Education, Hwb+ and Qualified for Life teams based in school improvement hubs across the region have supported RCT schools as part of their grant funded operation. For 2017/18 CSCJES have created and developed the role of Accelerated Progress Leads, APLs. These staff work in schools considered to be vulnerable. All APLs have experience of working to bring about significant improvement in schools facing difficulty. One APL is working within two secondary and one special school in RCT.
- i. All red and amber support schools have a bespoke package of support which is recorded within a support plan. Key improvement objectives are identified and regular school improvement forums held to judge the impact of the support in enabling the school to meet its objectives. A judgement is made on the extent of the progress the schools have made in meeting each objective. This information is provided to directors in termly progress reports.
- j. Each term CSCJES prepares a detailed report for directors and then meets with them to discuss the aspects of the report that they select. The report contains a detailed breakdown of the support provided within the previous term.
- k. The consortium has contributed to the preparation and development of Successful Futures in RCT. This work includes:
 - Working with the pioneer network to contribute to the development of Areas Of Learning and Experience (AoLEs), and introducing the new professional standards, providing schools with opportunities to familiarise themselves as well as gain understanding of how to put them into practice
 - Supporting schools to carry out small scale action research into some of the pedagogical principles
 - Holding headteacher briefing sessions to give updates and advice regarding engagement
 - Ensuring that Successful Futures features in the professional learning offer from all our hub schools
 - Supporting SiGs that address aspects of the DCF or pedagogical principles in their collaborative work
 - Contributing to a range of Welsh Government groups including Change Board and Programme Board
 - Developing a three year strategy to deliver Successful Futures through SiGs and then clusters
 - Developing a learning and teaching framework with the aim of capturing all the reforms in one area
 - Supporting the innovation in digital competency
 - Facilitating opportunities within the Lead Creative Schools initiative
 - Providing briefings for CSC teams so that all officers can support schools in their preparations

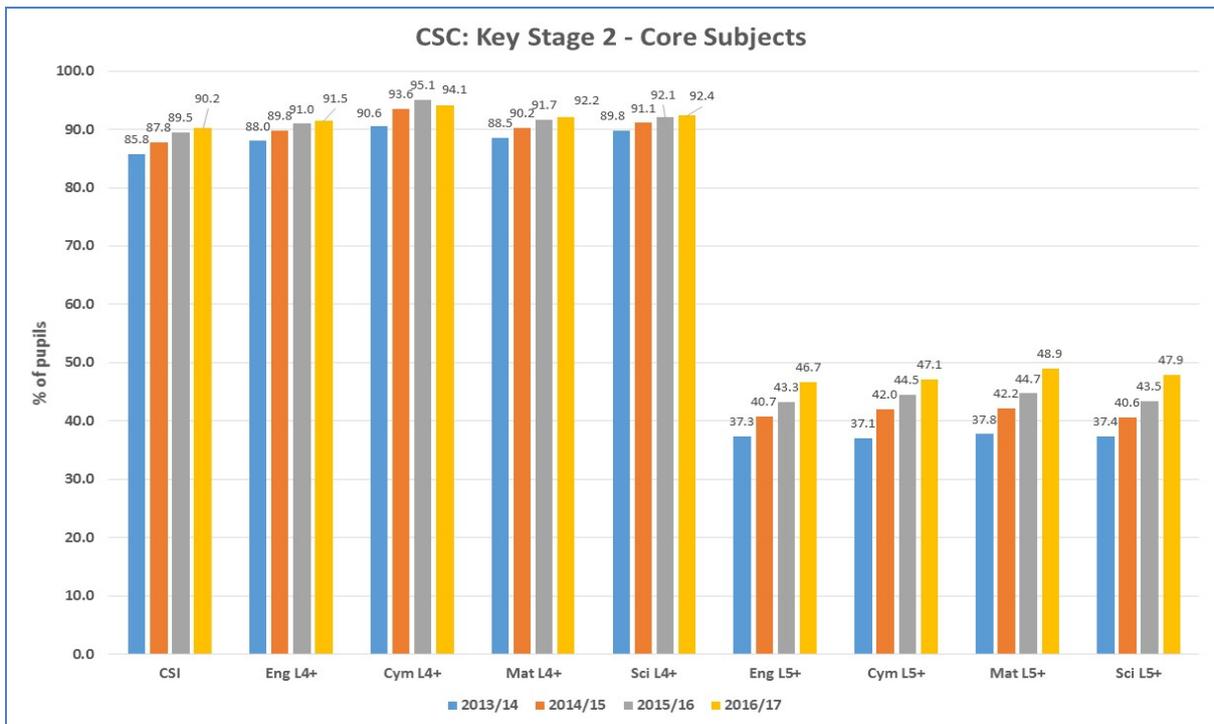
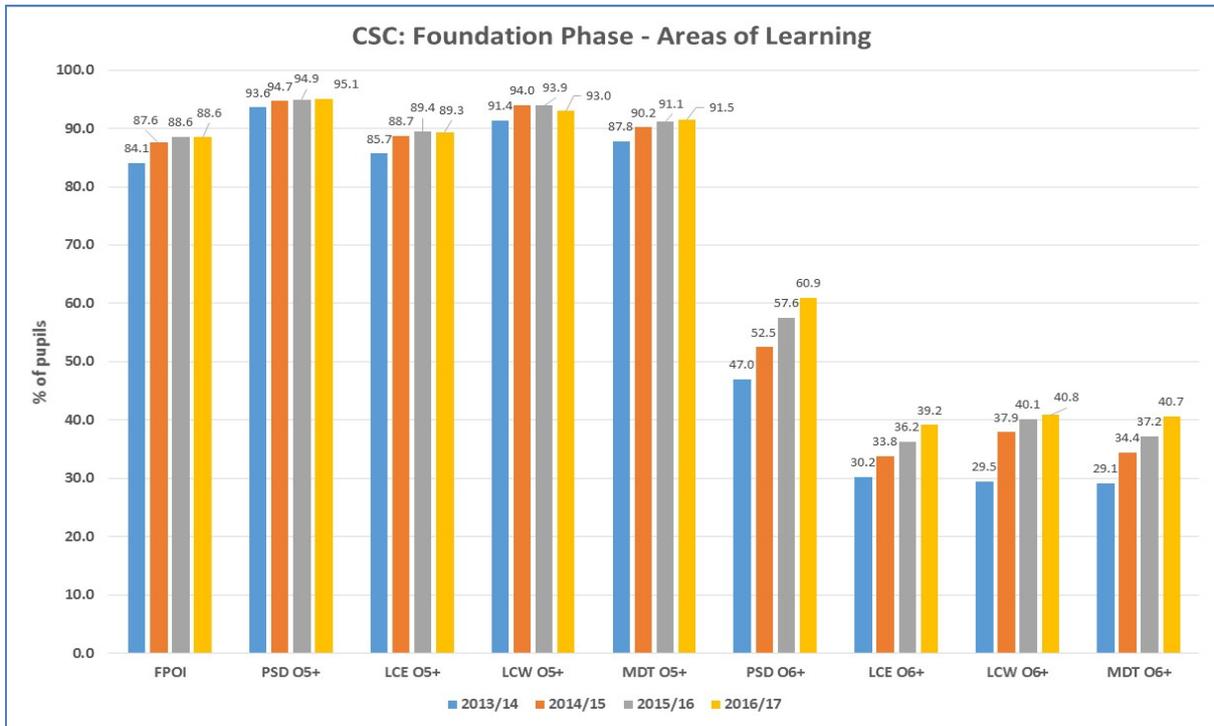
Additional support requested through the Local Authority Annex

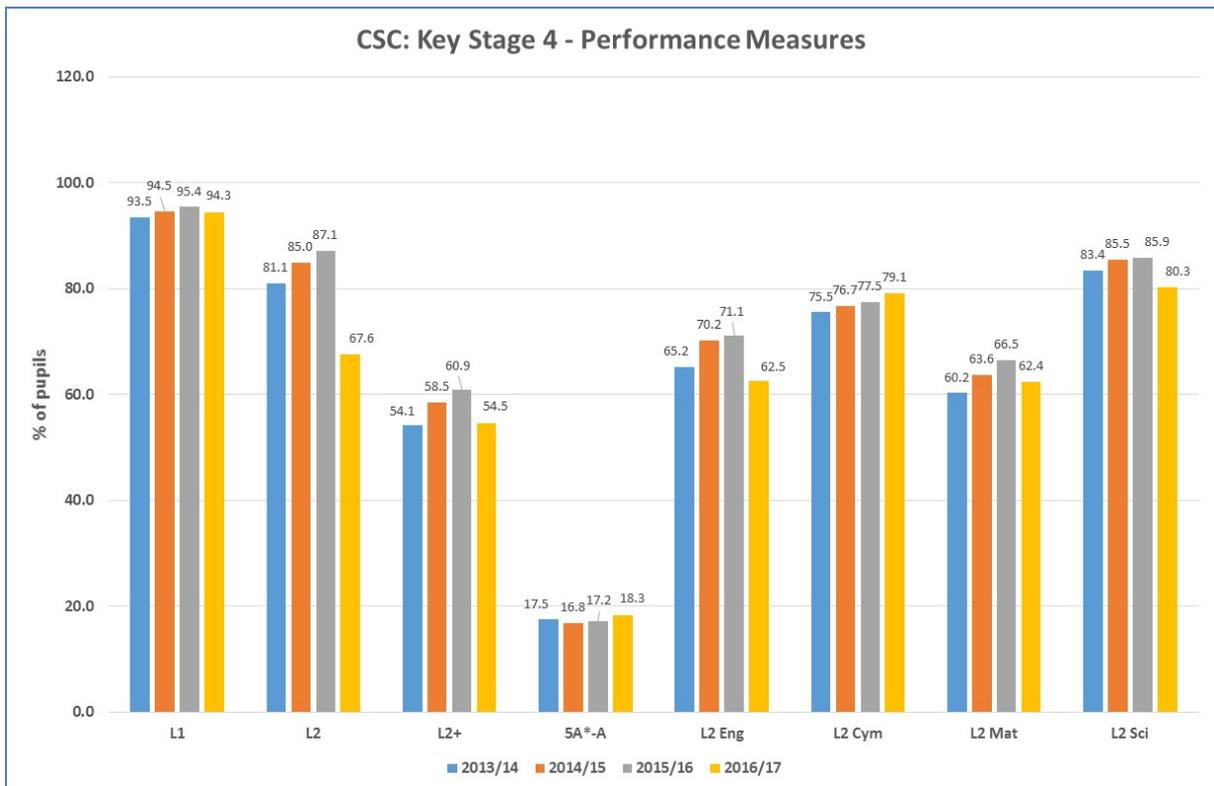
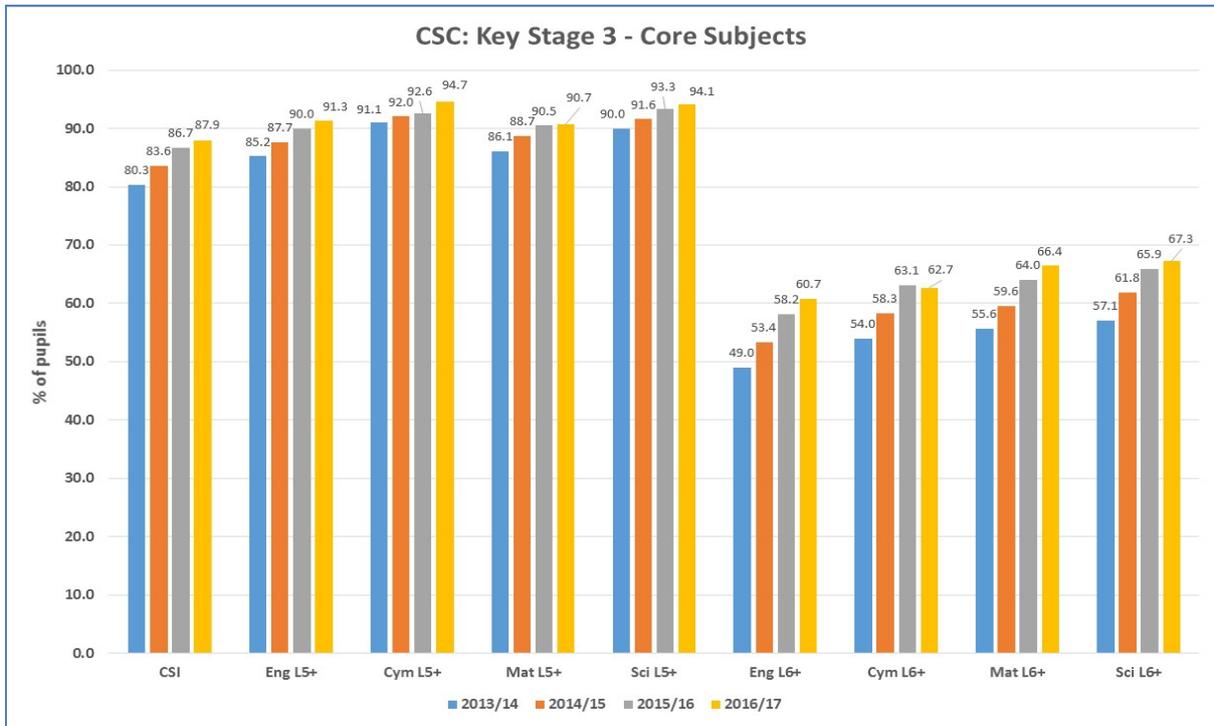
22. RCT received additional funding from the Central South Consortium to focus on the performance of learners eligible for free school meals in secondary schools; the development of leadership within primary schools in RCT; supporting effective reorganizational changes to schools in the Rhondda and Tonyrefail, with a focus on middle leadership of through schools; and upskilling schools in the use of data through PIXL.

Annex A: Headline results across the Central South region 2016/17

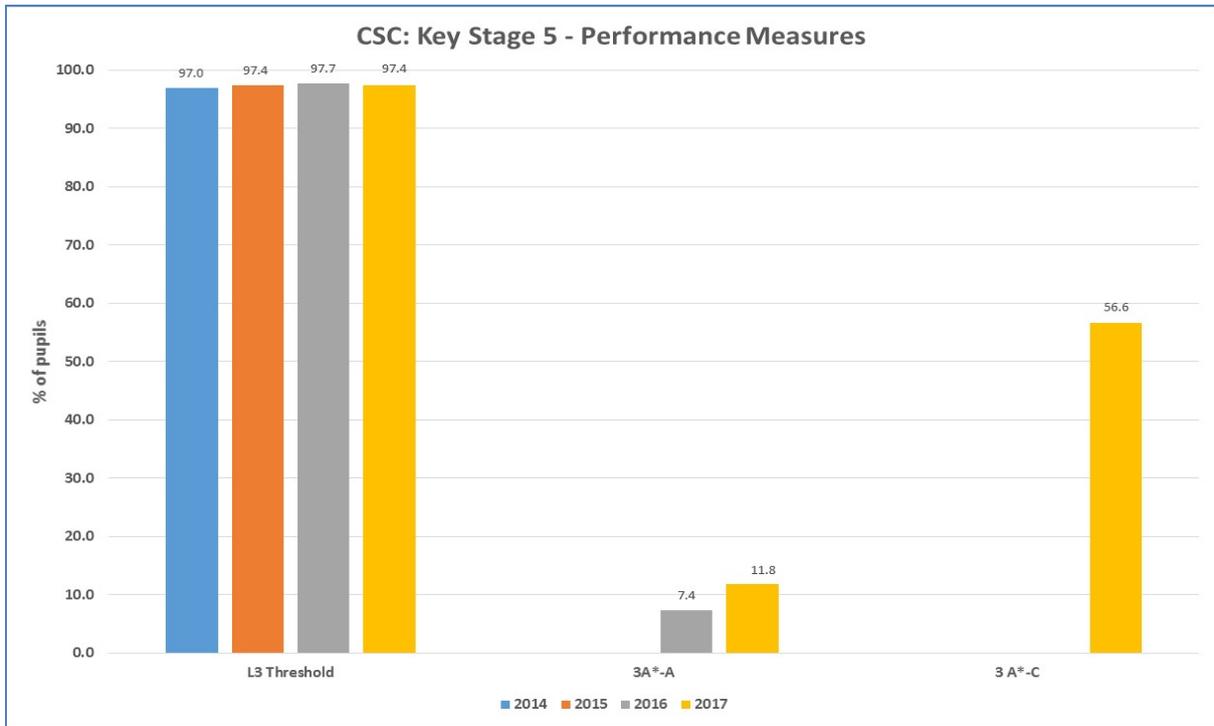
Outcomes in the first three key stages have risen across the region, although not in every local authority, and continue to sit above the national average at Key Stages 1-3. The change in performance measures at Key Stage 4 make direct comparisons to previous years' data problematic.



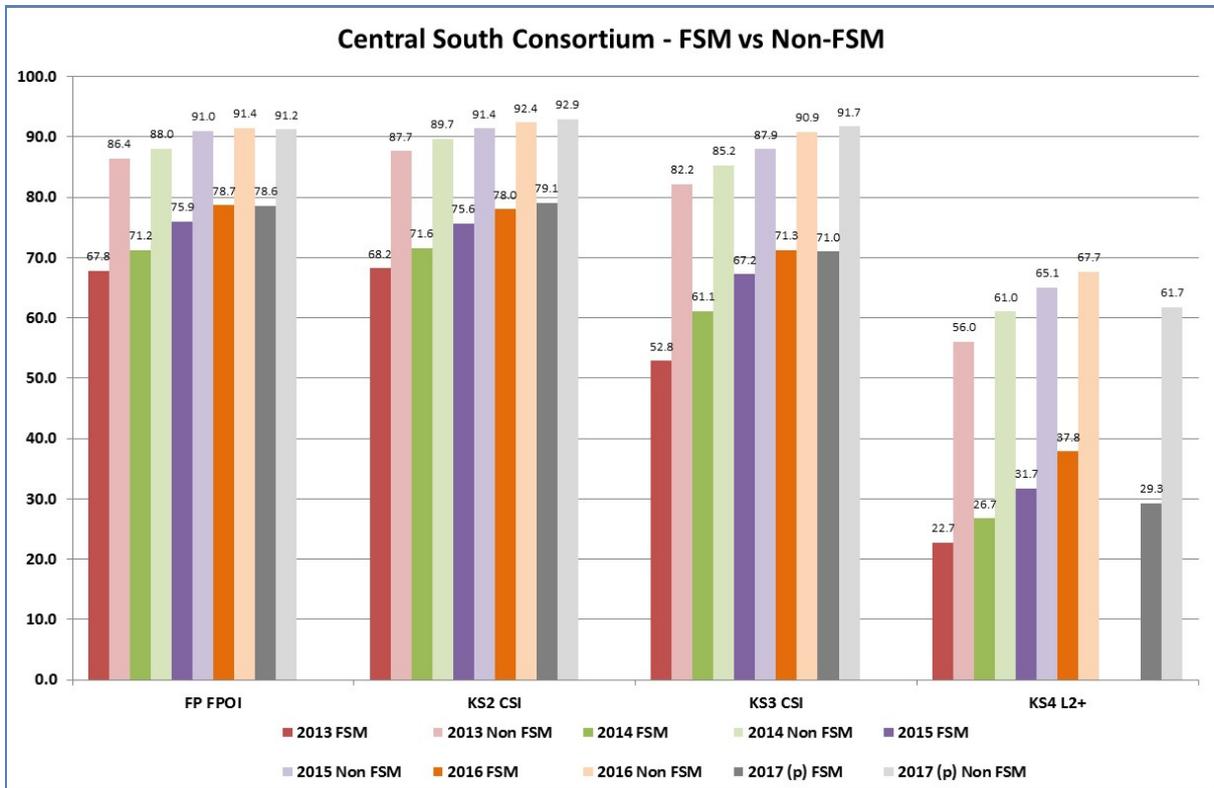


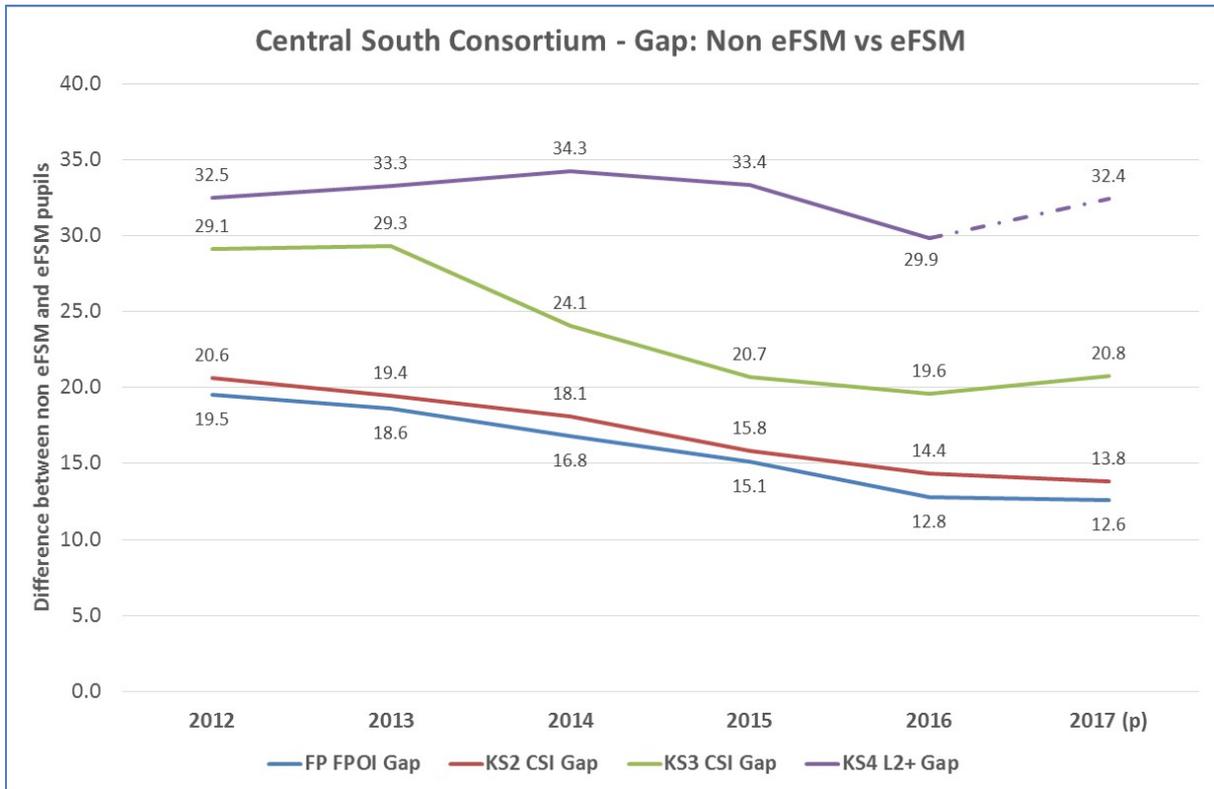


There is further work to do at Key Stage 5 (in school sixth forms) across the region. NB: MTBC has post 16 provision provided by the FE sector which is not included here.

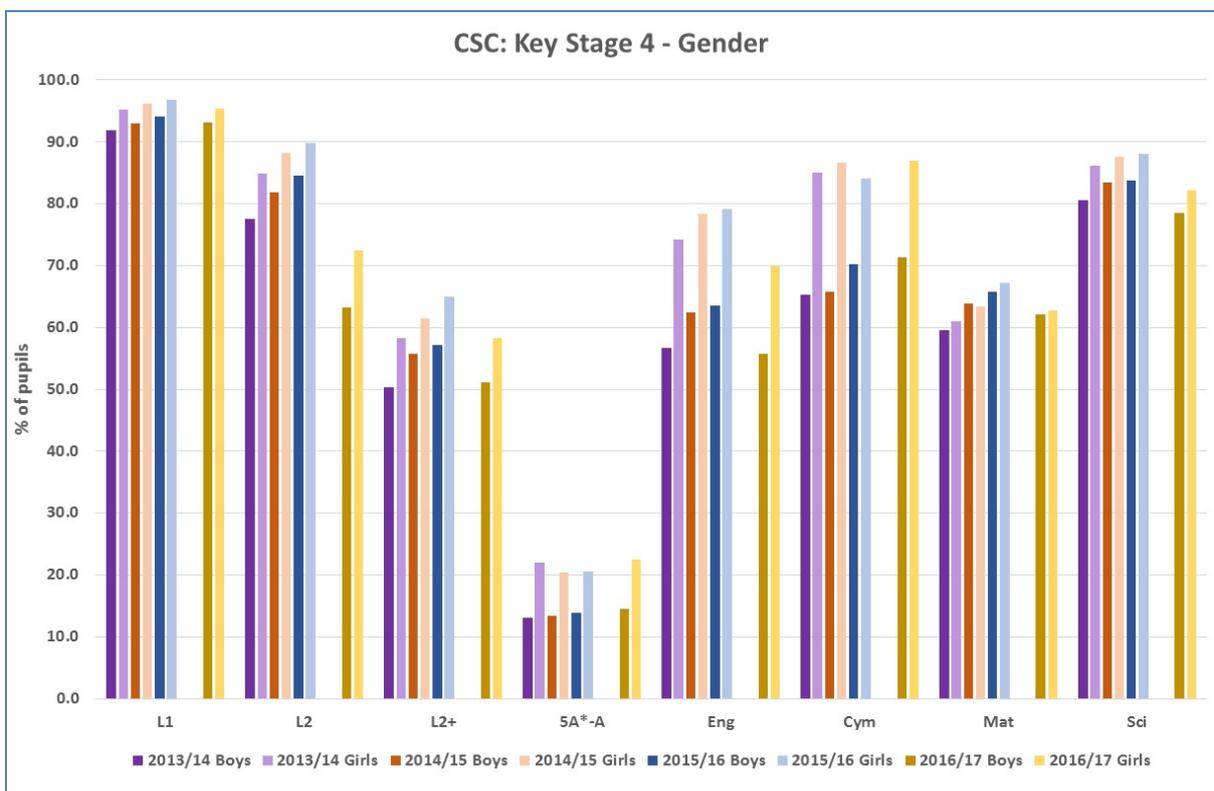


There are mixed results for the performance of children claiming free school meals (e-FSM) across the region, and the gap remains stark compared with children not claiming free school meals (non e-FSM).

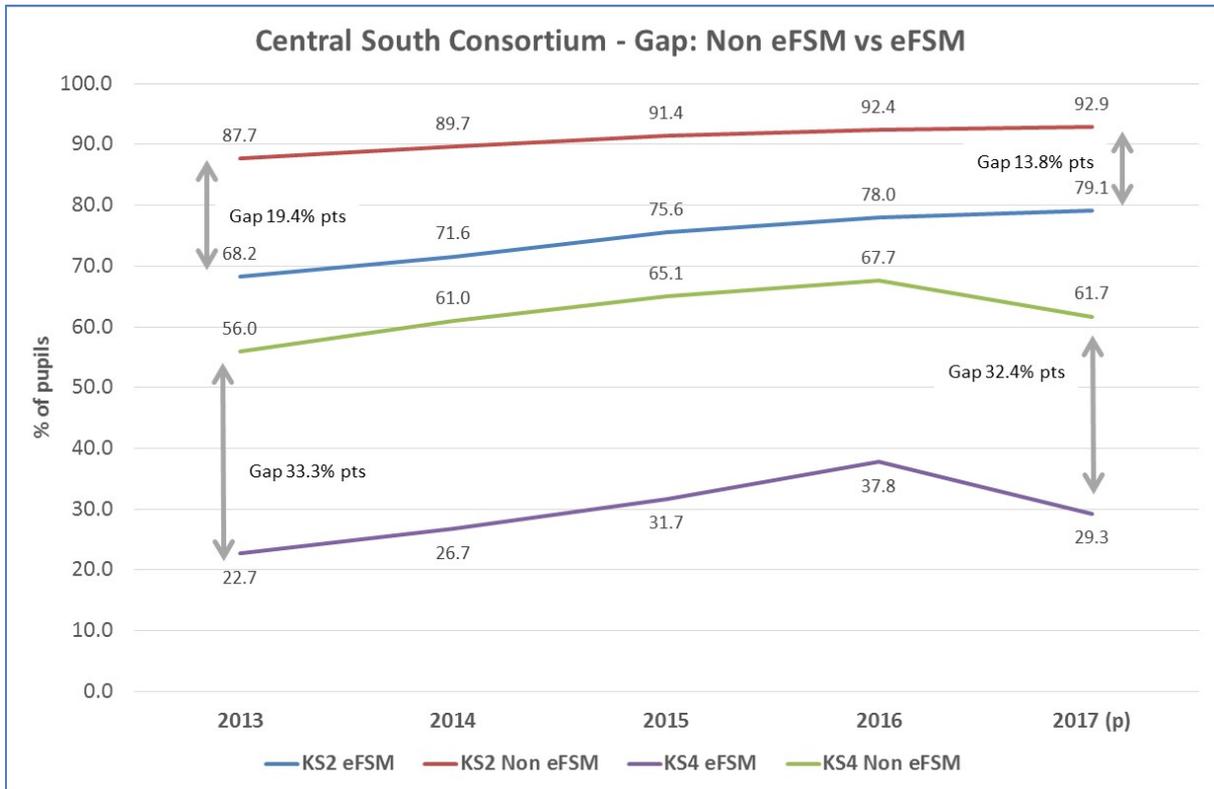




There are particular issues across the region relating to boys' performance in literacy/English/Welsh, and girls' performance in mathematics/numeracy which are first identified within the Foundation Phase and continue to the end of Key Stage 4.



The gap between the performance of pupil's e-FSM and their peers is narrowing for Key Stage 2, but has widened for secondary in the most recent year.



Annex B: Headline results across Rhondda Cynon Taf LA 2016/17

