



Consortiwm Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service

Appendix A

***Title:*** *Impact of work in the Central South Consortium's business plan on the region and Cardiff County Council*

***Date Written:*** *Friday 12<sup>th</sup> December 2018*

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## 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 391 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 under 1 in 5 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 regularly 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 Senior Challenge Adviser 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 2017 to March 2018 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.

### Local Authority performance

5. The tables below show outcomes against targets and previous outcomes for Cardiff. Targets met or exceeded are highlighted in green. Outcomes that have improved from the previous academic year are highlighted in yellow. However, it should be noted that Welsh Government have introduced key changes to the key stage 4 performance measures in 2016-2017 which affects any possible comparisons that may be made against previous data.

Annex B details the changes to KS4 performance measures going forward. Therefore, caution should be used with comparing 2017-2018 outcomes with previous years.

6. Teacher Assessment can be used for information purposes only e.g. to develop school improvement policies etc., but not for school accountability purposes below national level. All Wales Core Data Sets (Performance) will no longer be provided by WG for foundation phase, Key Stage 2 and Key Stage 3. There will be no change to the collection process and schools still have to report data to Welsh Government. Data will be shared with Local Authorities and Consortia who have systems in place to analyse data, but comparison with other LAs / Consortia will not be possible.

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
Foundation Phase - FPOI	86.01%	88.93%	87.56%	88.47%	86.86%	85.17%	82.05%
Key Stage 2 - CSI	89.74%	89.58%	88.51%	89.38%	90.41%	90.24%	89.72%
Key Stage 3 - CSI	87.89%	86.59%	92.17%	86.19%	89.22%	87.32%	90.63%
Level 2 Threshold including English/Welsh and Mathematics	65.73%	62.53%	68.63%	58.45%	70.23%	60.39%	67.51%
Level 1 Threshold	96.45%	94.36%	97.00%	93.21%	97.40%	94.24%	97.59%

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

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
FPOI - LCE	88.53%	89.56%	89.09%	89.13%	-	86.10%	-
FPOI - LCW	93.70%	93.13%	93.69%	92.12%	-	90.99%	-
FPOI - Mathematical Development	91.20%	91.31%	90.08%	91.18%	-	88.39%	-
KS2 - English	90.90%	91.03%	90.86%	90.76%	91.14%	91.24%	91.17%
KS2 - Cymraeg	96.31%	96.13%	95.04%	92.76%	95.64%	93.87%	95.69%
KS2 - Mathematics	91.49%	91.39%	90.24%	91.60%	90.36%	92.70%	90.62%
KS3 - English	90.33%	90.51%	93.88%	90.76%	91.92%	91.47%	94.02%
KS3 - Cymraeg	93.11%	93.11%	95.47%	95.37%	95.05%	94.62%	93.08%
KS3 - Mathematics	91.86%	90.79%	93.84%	89.27%	92.19%	90.60%	94.22%
KS4 Level 2 English	73.39%	73.18%	74.85%	66.22%	-	67.67%	-
KS4 Level 2 Cymraeg	81.37%	79.78%	76.62%	83.29%	-	86.73%	-
KS4 Level 2 Mathematics	69.82%	67.33%	73.17%	65.46%	-	67.36%	-

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

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
FPOI - LCE	35.24%	36.46%	37.60%	39.77%	-	34.79%	-
FPOI - LCW	39.49%	38.63%	44.59%	40.29%	-	37.71%	-
FPOI - Mathematical Development	35.97%	37.03%	38.10%	41.44%	-	36.18%	-
KS2 - English	42.56%	44.75%	46.82%	46.99%	47.55%	48.93%	48.09%
KS2 - Cymraeg	46.80%	47.58%	52.30%	48.41%	50.52%	44.48%	53.27%
KS2 - Mathematics	42.07%	45.29%	47.40%	49.93%	47.29%	51.12%	47.87%
KS3 - English	61.15%	63.07%	74.76%	62.19%	69.52%	65.53%	73.01%
KS3 - Cymraeg	70.55%	63.42%	69.83%	66.08%	76.77%	70.32%	64.97%
KS3 - Mathematics	69.56%	65.57%	78.03%	66.84%	71.56%	66.79%	76.07%

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

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
KS3 - English	20.46%	21.17%	29.27%	23.67%	31.75%	28.56%	32.42%
KS3 - Cymraeg	19.24%	20.67%	20.91%	23.57%	26.45%	24.95%	15.89%
KS3 - Mathematics	28.12%	32.63%	33.88%	33.04%	33.57%	36.26%	35.71%

## The poverty-related attainment gap

Key Measure	2015/16 Target	2015/16 Actuals	2016/17 Target	2016/17 Actuals	2017/18 Target	2017/18 Actuals	2018/19 Target
FSM Gap FP FPOI	-9.4pp	-11.6pp	-10.7pp	-13.8pp	-10.8pp	-14.2pp	-14.6pp
FSM Gap KS2 CSI	-11.8pp	-13.6pp	-10.8pp	-13.0pp	-8.9pp	-9.6pp	-10.3pp
FSM Gap KS3 CSI	-16.8pp	-20.1pp	-9.5pp	-22.7pp	-13.7pp	-20.7pp	-4.6pp
FSM Gap KS4 L2 inc EWM	-27.7pp	-29.8pp	-28.7pp	-32.8pp	-31.8pp	-30.5pp	-30.9pp
FSM Gap KS4 L1 Threshold	-8.6pp	-10.3pp	-6.5pp	-9.5pp	-6.2pp	-6.8pp	-4.6pp

7. The consortium business plan for April 2018 to March 2019 can be found [here](#).

It has four priorities:

- To develop a high-quality education profession.
- To develop inspirational leaders and to facilitate them working collaboratively to raise standards.
- To develop strong and inclusive schools that are committed to excellence and wellbeing.
- To develop robust assessment, evaluation and accountability processes that support a self-improving system

8. 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), school improvement hubs and peer enquiry models in which schools can be resourced to work together to share practice across the region.
9. '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.
10. Categorisation headlines for the region will be presented to the Scrutiny Committee following the national publication on the 31<sup>st</sup> 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.

### ***Performance in The Cardiff Council Schools***

11. Headline data is provided below and in Annex A
  - a. Provisional results show that performance in the foundation phase Indicator is 85.2%, which is above the Central South Consortium average of 84.7%. Performance is the same as or higher than the Central South Consortium (CSC) averages in all four areas of learning - Language, literacy and communication in English or Welsh (LCE/LCW), mathematical development (MDT) and personal and social development, well-being and cultural diversity (PSD). The 2017/18 reception cohort were the first children to be formally assessed against the revised statutory foundation phase framework. Comparisons of foundation phase outcomes with previous years should, therefore, be avoided as they are not measured on a comparable basis.
  - b. At key stage 2, in Cardiff, 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 0.8 percentage points from 89.4% to 90.2% and is above the National average.
  - c. At key stage 3, in Cardiff, 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 1.1 percentage points from 86.2% to 87.3% and is slightly below the national average.

- d. At key stage 4 the changes to the courses and exam specifications in 2016/17 means the outcomes from this year's GCSEs can only be compared to those last year, particularly in mathematics and Welsh/English. Provisional results show that performance in the Level 2+ (5 GCSEs A\*-C, including Mathematics and English or Welsh) and Level 2 thresholds (5 GCSEs A\*-C) are higher than 2016-17 and above the national averages. Performance in the Level 1 threshold (5 GCSEs A\*-G) is 0.7ppts higher than 2016-17 and above the national averages.

### **Challenge and support provided by the Consortium on behalf of the Cardiff**

12. In 2017-2018 the Cardiff Local Authority contributed £1,435,669 towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for thirteen challenge advisers (7.94 FTE) plus support from Accelerated Progress Leads (0.2 FTE effective from September 2017) and senior Challenge Advisers (2.0 FTE).
13. Nineteen schools were inspected during 2017-2018.
- Of the nineteen schools, eight were asked to write excellent practice case studies. Five schools (Roath Park Primary School, Hawthorn Primary School, Ysgol Gynradd Coed y Gof, Ton yr Ywen and Willows High School ) were judged as adequate and in need of improvement and placed in a follow up category (Estyn Review).
  - Of the schools inspected in previous years Baden Powell Primary School, St Fagans Primary School and Ysgol Gyfun Gymraeg Glantaf remained in Estyn follow up. Trelai Primary School, Eastern High School and Woodlands High School were removed from Special Measures. Radyr Comprehensive School, Whitchurch High School and Riverbank Special School were removed from Estyn Review and Glan-Yr-Afon Primary School was removed from LA Monitoring.
  - At the time of writing this report, Pentyrch Primary School had been removed from Special Measures. St Fagans Primary School and Ysgol Gyfun Gymraeg Glantaf had been removed from Estyn Review since September 2018.
14. Elected Members will be aware that we use a categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve. During 2017-2018, the consortium continued to work closely on behalf of the Local Authority to monitor the progress of the schools in need. Of the 127 schools in the Cardiff, 3 schools required red level of support and 11 schools required amber level of support. There were 65 schools requiring green support and 48 requiring yellow support.
15. 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 within the Central South Consortium.

16. Provisional categorisation outcomes for 2018-2019 identify that improvement has been sustained and continues across the authority within both the primary and secondary sector. The final categorisation outcomes will become public on the 31<sup>st</sup> January and therefore we will be presenting verbally on outcomes at the Scrutiny Committee on the 15<sup>th</sup> January 2019.
  17. Other support provided by the consortium to schools in Cardiff has included:
    - a. 104 schools, comprising of the primary and secondary sectors within Cardiff have accessed professional development programmes provided by Hub schools across the region.
    - b. Cardiff schools involved in providing support as part of the Hub programme in 2016-2017 were:
      - Professional Learning – Bishop of Llandaff High School, Cardiff High School, Fitzalan High School, Herbert Thompson Primary School, The Hollies, Llanishen Fach Primary School, Mary Immaculate High School, Tongwynlais Primary School, Ysgol Gymraeg Melin Gruffydd.
      - Foundation Phase Alliance – Ely and Caerau Children's Centre, Grangetown Nursery, Tremorfa Nursery School
      - Welsh 2<sup>nd</sup> language – Adamsdown Primary School, Cardiff High School,
      - Mathematics – Cardiff High School, Coed Glas Primary School,
      - Digital Competence – Ysgol Bro Eder, Ysgol Plasmawr
      - English – Bishop of Llandaff High School, Cardiff High School, Kitchener Primary School, Stacey Primary School
      - Lead Practitioners – Cardiff High (History, RS, Music, PE, D&T, Welsh Baccalaureate), St Illtyd's RC High School (Welsh Baccalaureate)
      - Science – Cardiff High School, Coed Glas Primary School
      - Closing the Gap – Mary Immaculate High School, Windsor Clive Primary School
- The following schools were identified as Welsh Government Pioneer Schools:
- Fitzalan High School, The Hollies, Llysfaen Primary School, Mount Stuart Primary School, Rhydypenau Primary School, St Cadoc's Primary School, St Philip Evans Primary School, Whitchurch Primary School, Ysgol Gyfun Gymraeg Bro Eder, Ysgol Gyfun Plasmawr, Cardiff High School, Herbert Thompson Primary School, Llanishen Fach Primary School.
- b. Nearly all Cardiff schools have been involved in SIG working, and during 2017-2018 SIGs including Cardiff schools have focused on literacy, numeracy, teaching and pedagogy, pupil voice, leadership, ICT and digital curriculum framework (DCF) assessment, science, wellbeing and closing the gap. 54% of SIGs containing schools from Cardiff are able to show positive, measurable impact on standards from their collaborative work. 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;

- c. Three Cardiff schools have engaged in the peer enquiry programme, which supports headteachers working in triads to review and evaluate focus areas in each school and then providing a detailed report on the strengths and areas for improvement;
- d. The consortium has invested heavily in leadership provision in the 2017-2018 year. For Cardiff schools this has included opportunities to support another school with leadership capacity, leadership of school to school provision and direct leadership programmes. Of these, 6 headteachers have undertaken the New to Headship programme; 4 headteachers have completed the Experienced Headship pilot programme; 2 headteachers have completed the Executive Headteacher programme; 5 senior leaders have completed the Aspiring Headteacher pilot programme; 8 deputy headteachers have completed the Improved Leadership Skills for Deputy Headteachers programme and there were 16 successful NPQH candidates.
- e. Support for schools is prioritised following a strategic analysis of regional needs. This is reviewed on a termly basis as information and priorities emerge. Schools receive intensive support for core subjects as agreed with the school's challenge adviser and progress is fed back to school through a strategic evaluation for improvement statement and to the local authority director in the termly performance report. Foundation subject qualifications are supported through Lead Practitioner networks, which provide opportunities for schools to collaborate on joint practice development and share effective strategies and resources. Hub school programmes are aligned to support regional needs and the consortium brokers professional learning opportunities for schools requiring improvement across the regional professional learning offer. Intensive school-to-school support is facilitated through requests for additional capacity funding from Hub schools and lead practitioners to support targeted improvement activities in more vulnerable schools.
- f. 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.
- g. Each term CSC 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.

18. The consortium continues to take a lead role in the development of the Curriculum for Wales; working with Pioneer schools, Welsh Government and in partnership with the other regional consortia across Wales. The work has included:



- a. Supporting the regional Pioneer network to share approaches through regular meetings and events to facilitate broader knowledge of the reform programme
- b. Visiting all Pioneer schools to monitor compliance with their core brief and overall value for money against the grant
- c. Facilitating regional dissemination from Pioneer school practitioners to all partner (non-pioneer) schools, 'Creating the climate for change'
- d. Funding release time for Curriculum for Wales leads in all partner schools to engage
- e. Supporting innovation in networks of schools to work collaboratively in support of curriculum reform. Over 150 schools have benefited from additional bespoke project funding
- f. Providing and collating key information and resources for all schools to begin to consider the implications of reform
- g. Supporting the identification and appointment of additional contributing schools to support the development of AoLE frameworks
- h. Integrating Curriculum for Wales priorities into nearly all Hub programmes
- i. Prioritising the development of digital learning and the integration of the DCF across the curriculum through Curriculum Hub programmes, Lead practitioner sessions, network meetings and teach meets
- j. Coordinating the work of the Professional Learning Pioneers to undertake professional inquiry to test the emerging AoLE frameworks in association with HEI partners
- k. Designing an online readiness tool which supports school self-evaluation of actions and activities to support reform
- l. Analysing regional support priorities emerging from the completion of the readiness tool
- m. Supporting challenge adviser understanding of reform through routine updates and providing a summary of key features of 'readiness' to support their school visits
- n. Refining the professional learning offer to support all schools' readiness
- o. Facilitated 'change management' masterclass sessions for headteachers. 150 senior leaders across the region have benefited from professional input from Agile Change Management Ltd.
- p. Sharing a series of training presentations for use within all schools to disseminate key messages to all staff and providing bespoke support for school Curriculum for Wales leads
- q. Sharing a 'menu of support' to raise awareness of professional learning opportunities for practitioners across the region
- r. Facilitating opportunities for key message updates to headteachers at regional briefing sessions
- s. Supporting middle leader engagement in curriculum reform through termly subject level network meetings
- t. Producing a summary to update school governing bodies, including an overview of suggested questions for governors
- u. Supporting a cross-regional working group to shape consistent priorities across Wales aligning to the National Approach for Professional Learning

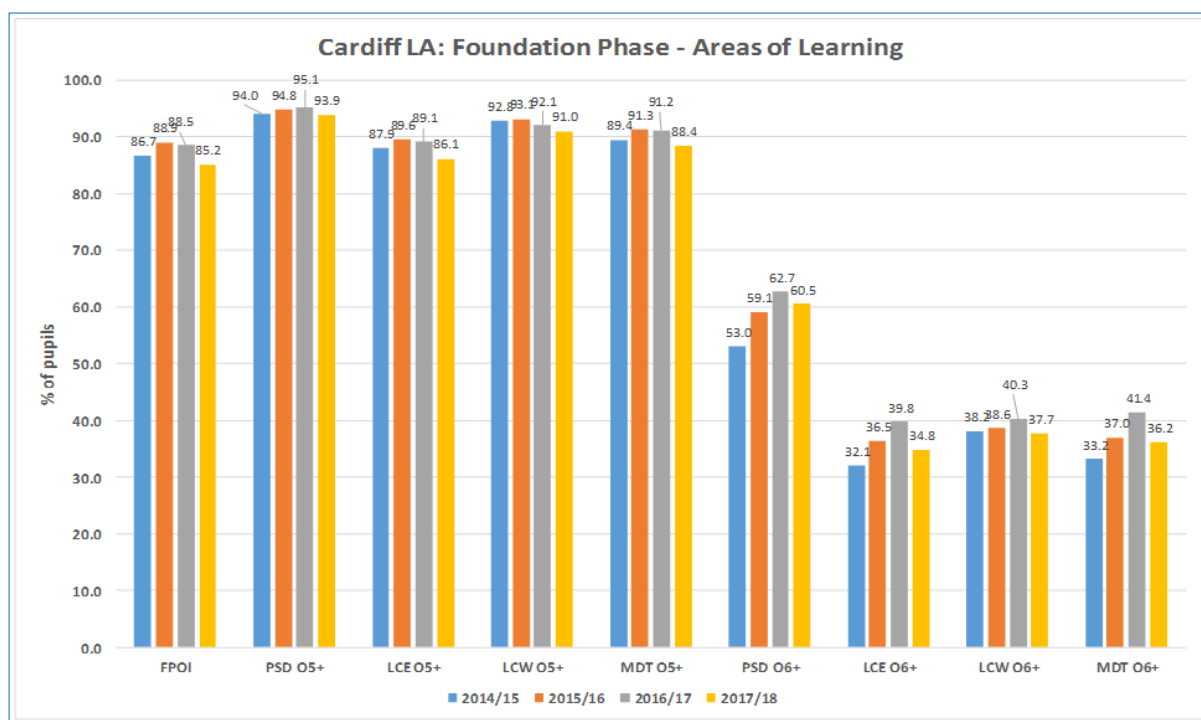
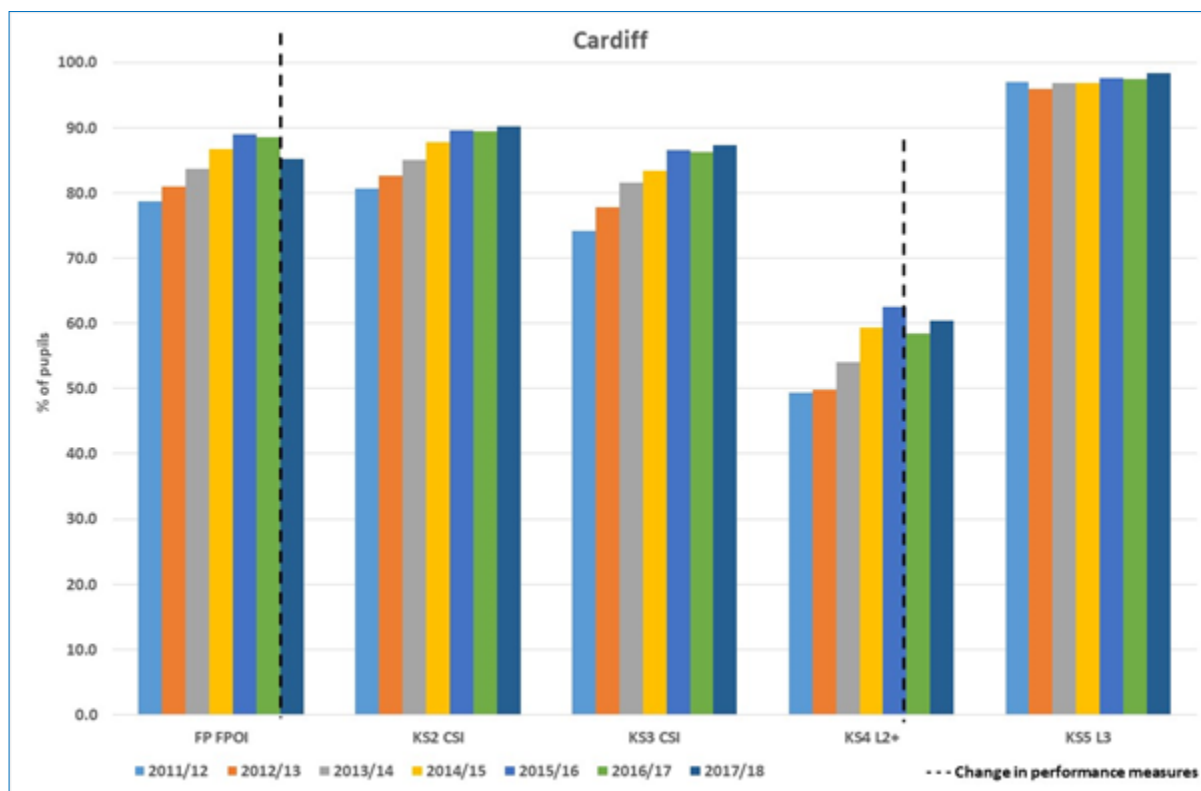
## **Additional support requested through the Local Authority Annex**

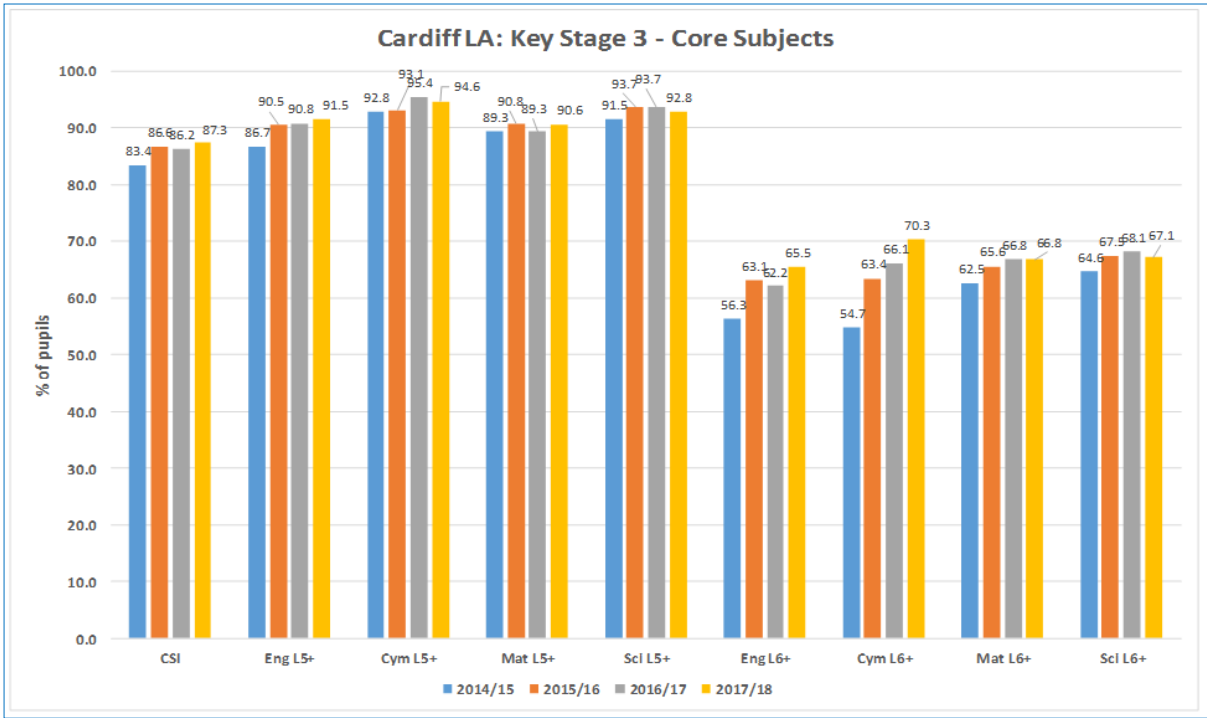
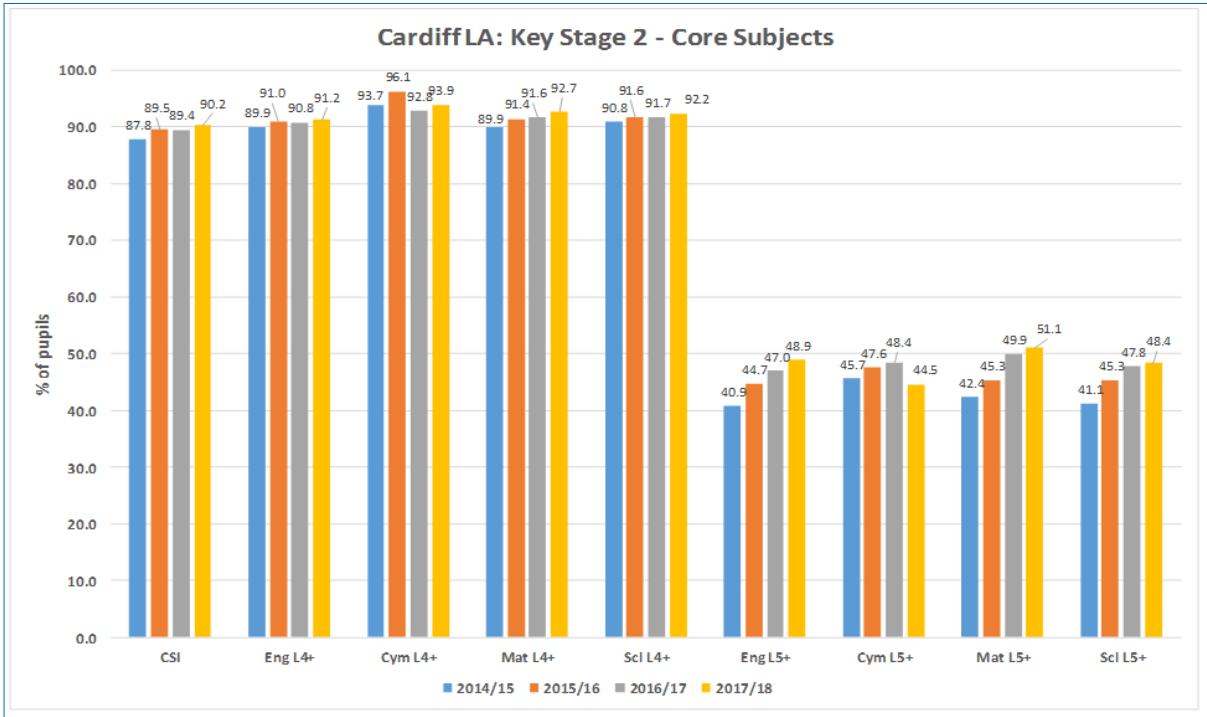
19. In 2017-2018, additional funding was provided to support Cardiff specific priorities via the Local Authority Annex 2016-2017:

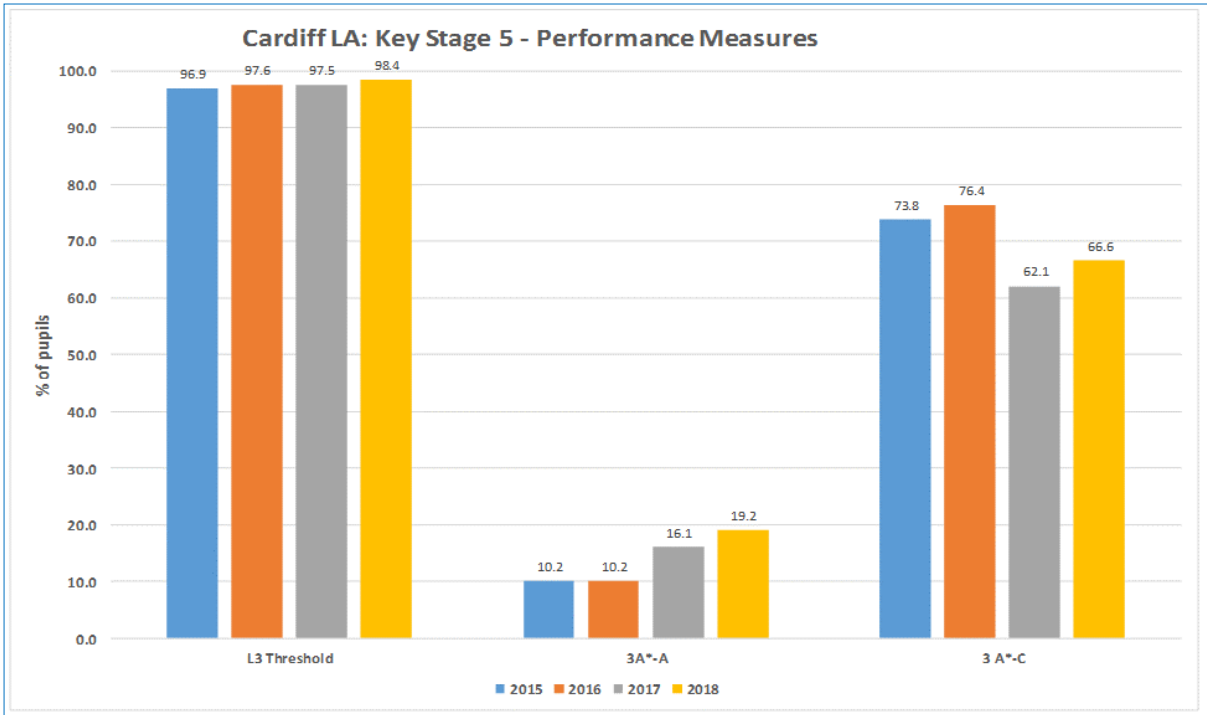
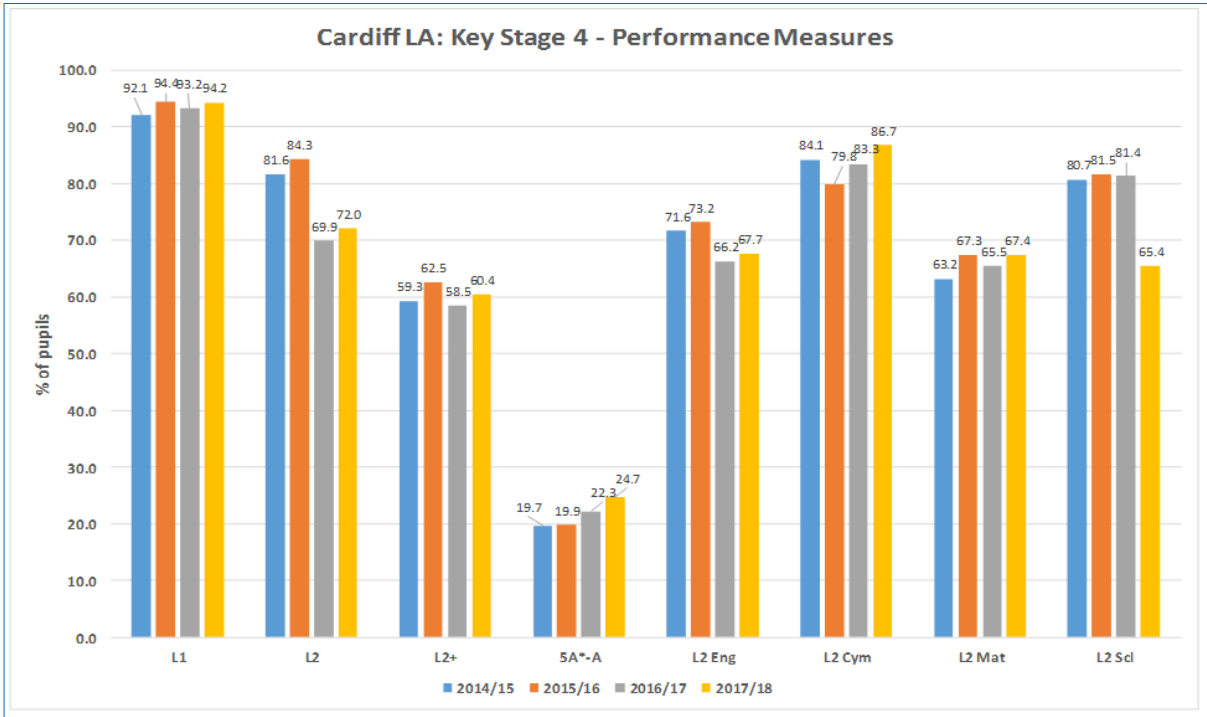
- Secure funding to pilot Capita Analytics to ensure improved targeting of resources for young people at risk of not making a successful transition at Post-16 into further education, training or employment.
- Improved quality and range of support and challenge available to enable improved quality of governance, particularly in relation to holding schools to account for improved outcomes for children and young people.
- Action research with schools, facilitated by Cardiff University, into the use of data in identifying multiple factors and influence on outcomes for young people and interventions that have greatest impact: University of Cardiff, CSC, Cardiff LA

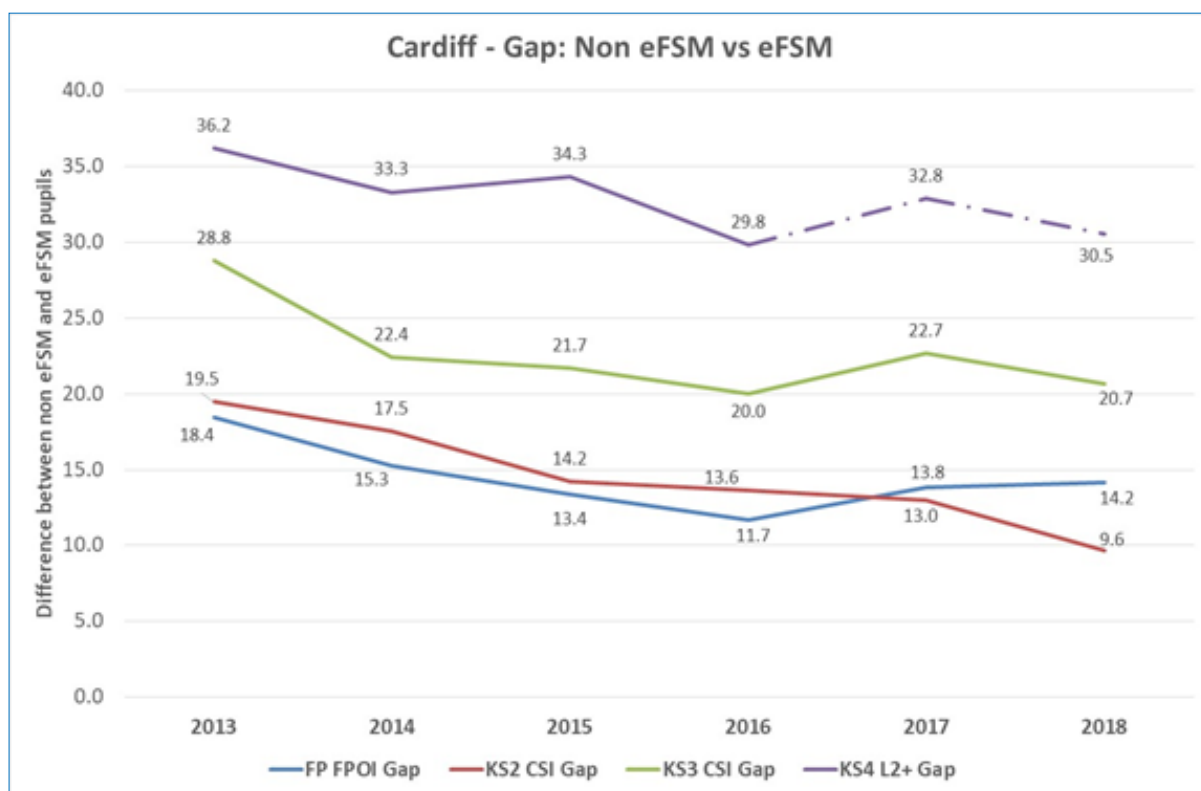
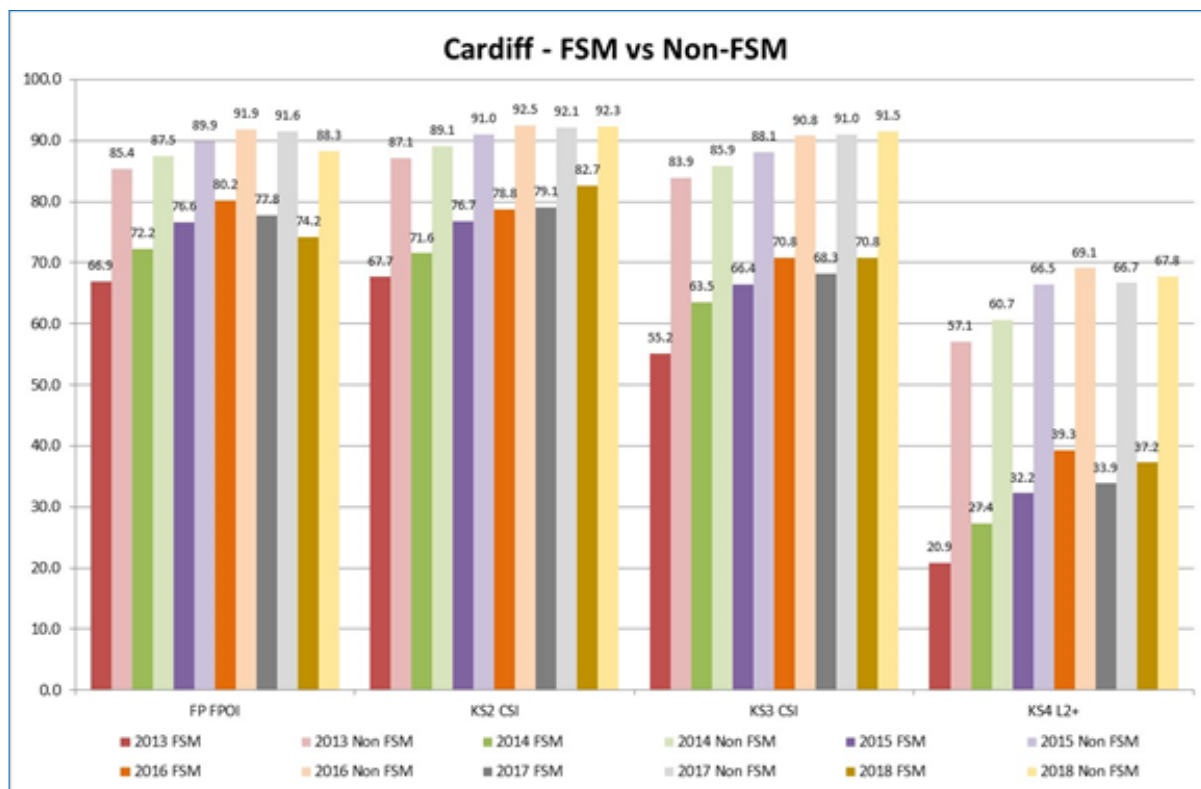
## Annex A: Headline results across the Cardiff LA 2017-2018

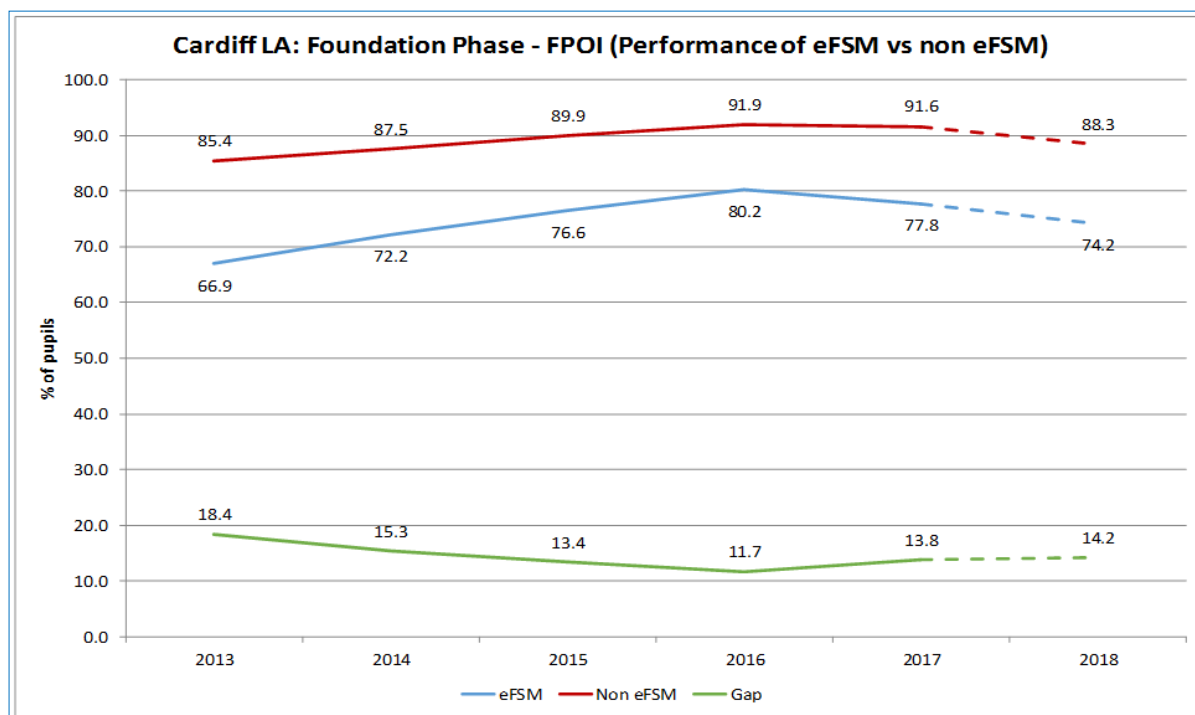
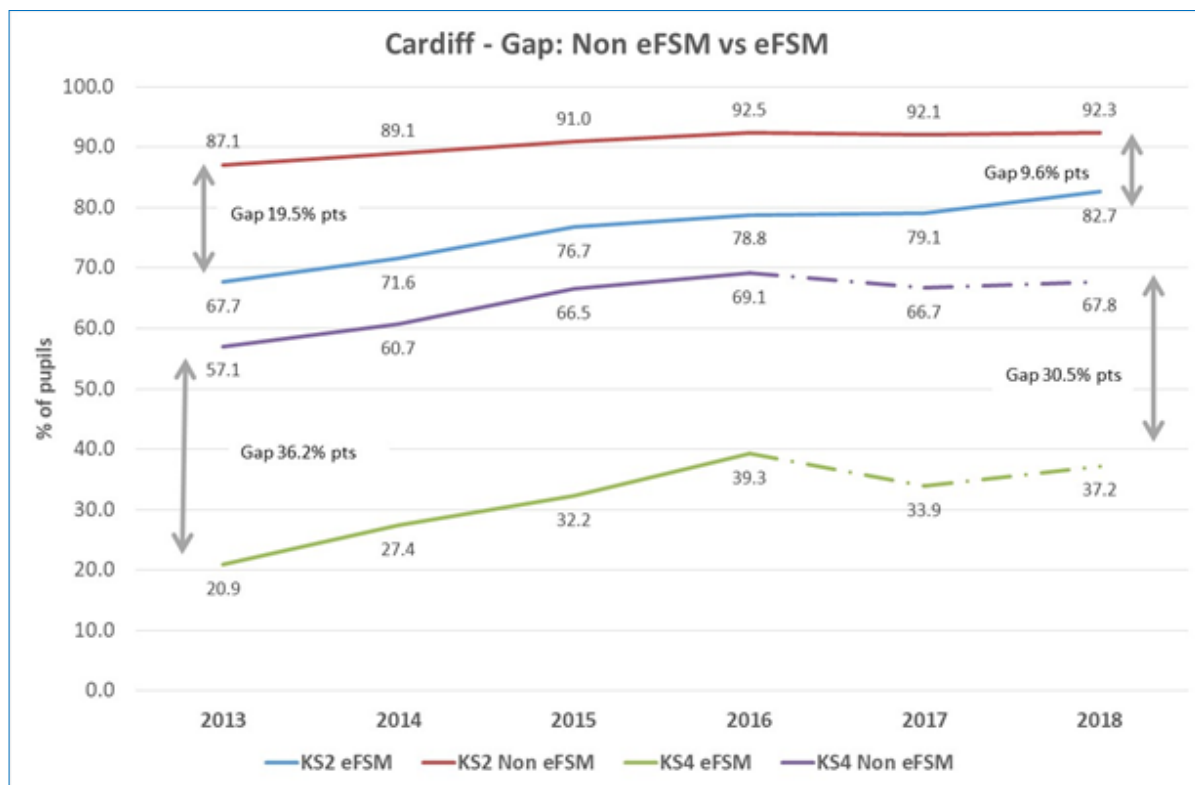
Outcomes in foundation phase reflect the changes to the FP framework which inhibit direct comparisons with previous years. Outcomes in the all other key stages have risen across the local authority. The change in performance measures at Key Stage 4 in 2016-17 make direct comparisons to previous years' data problematic.

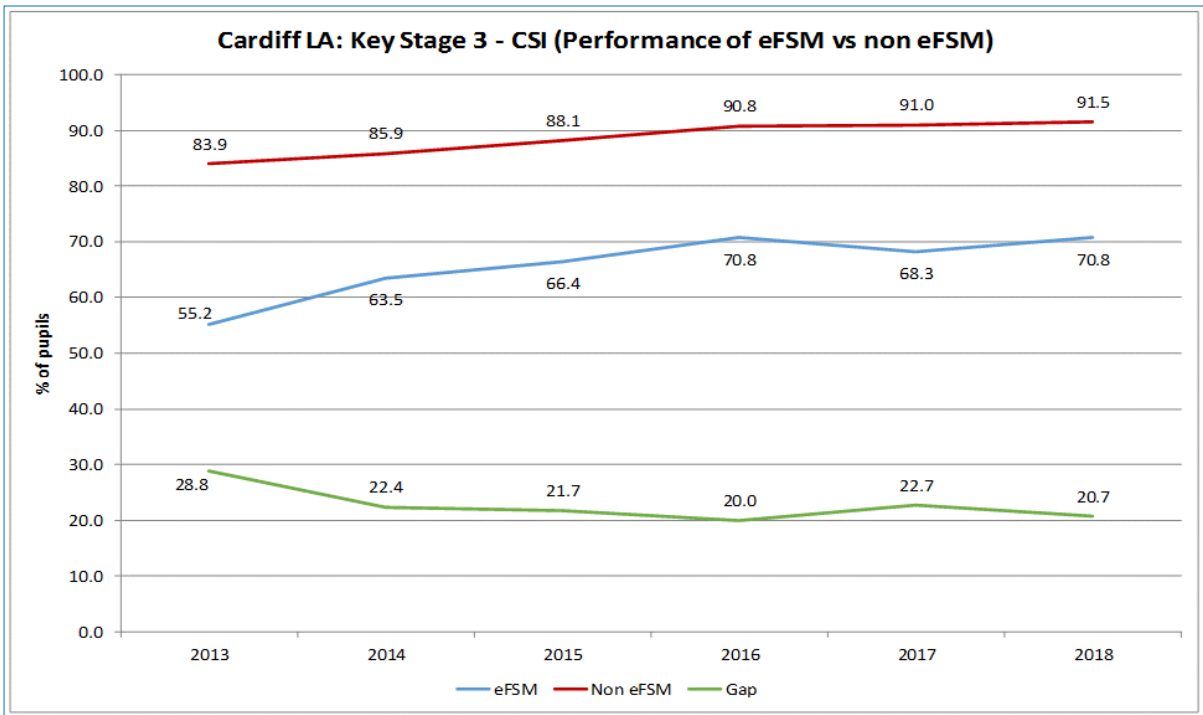
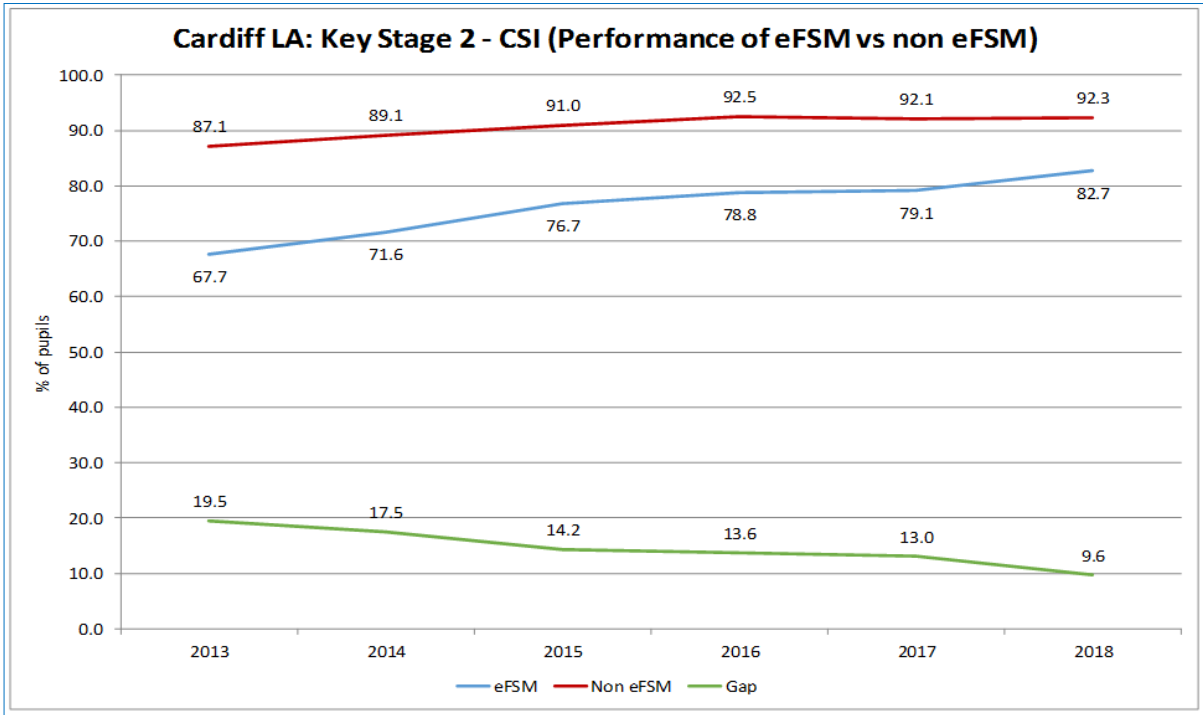




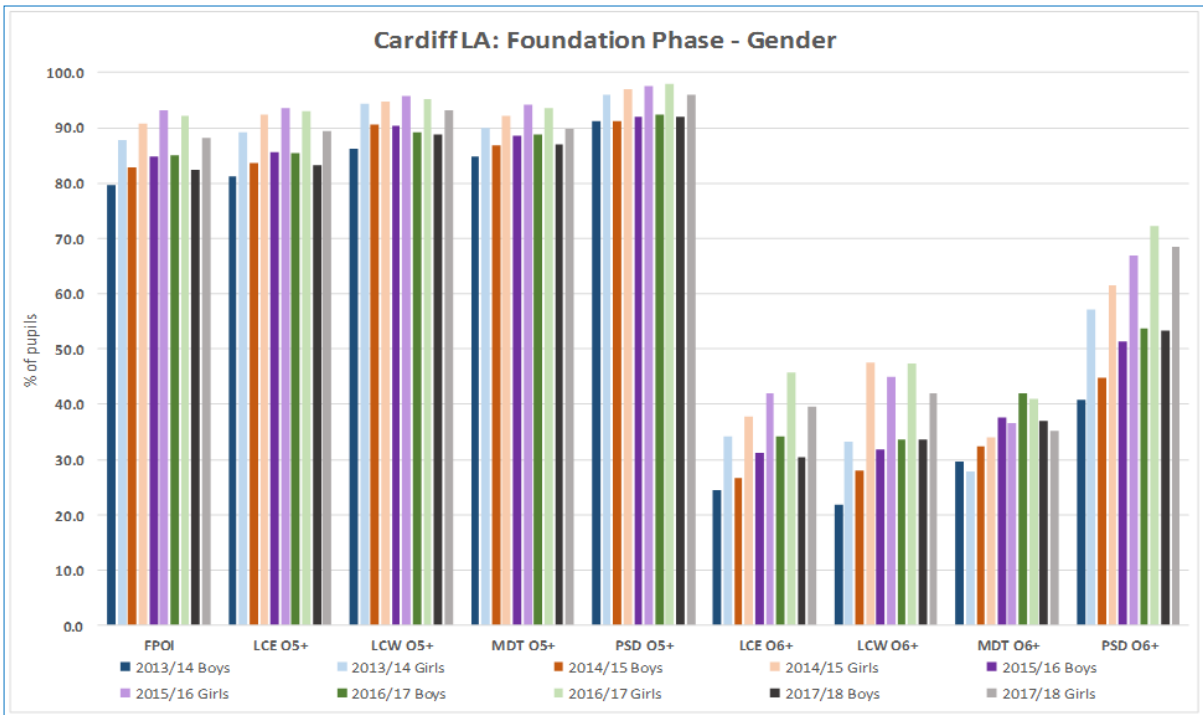
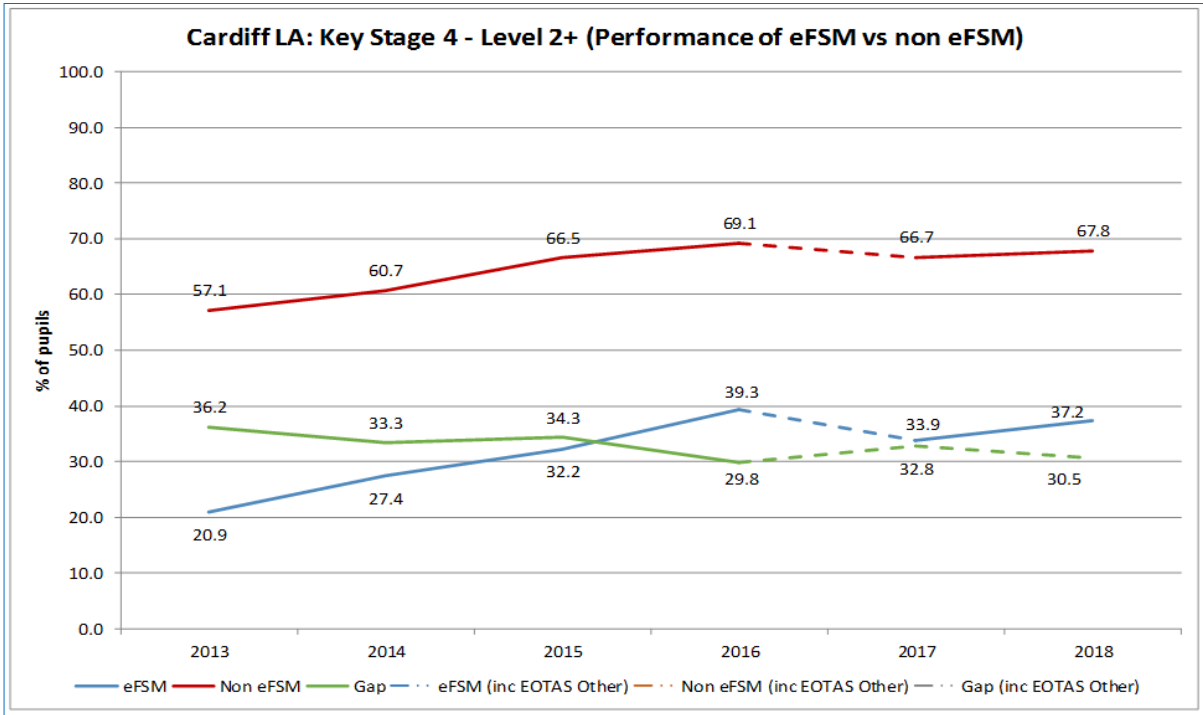


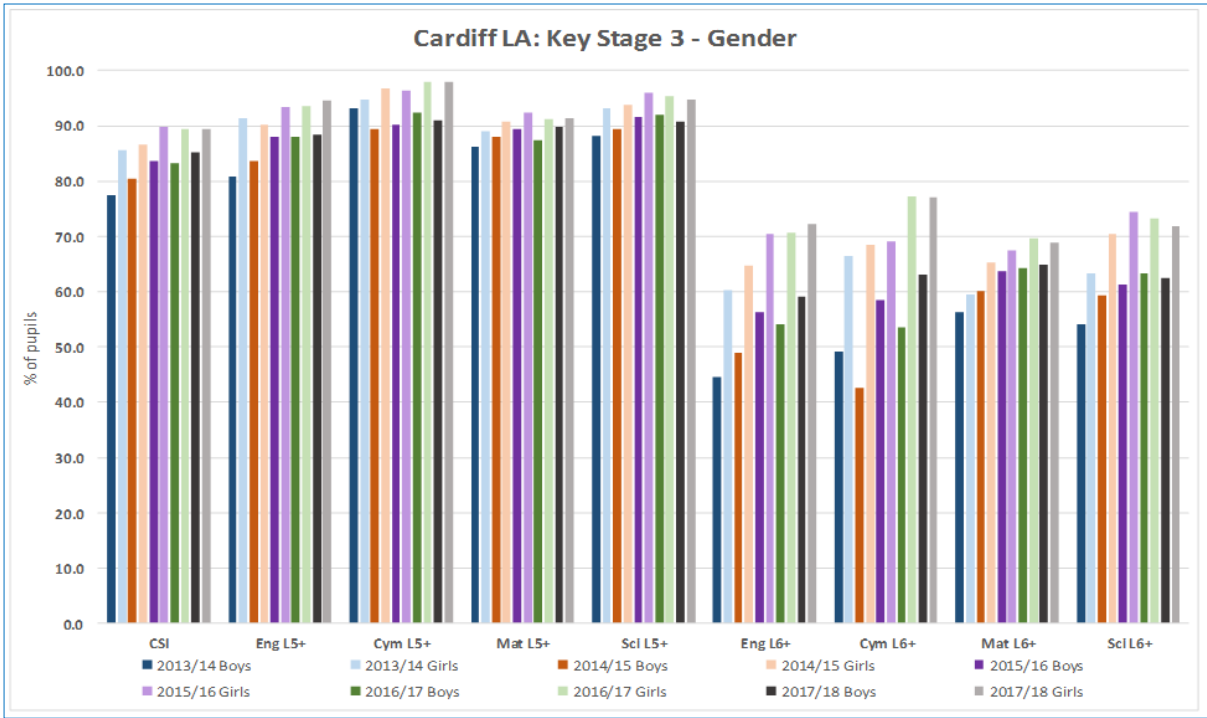
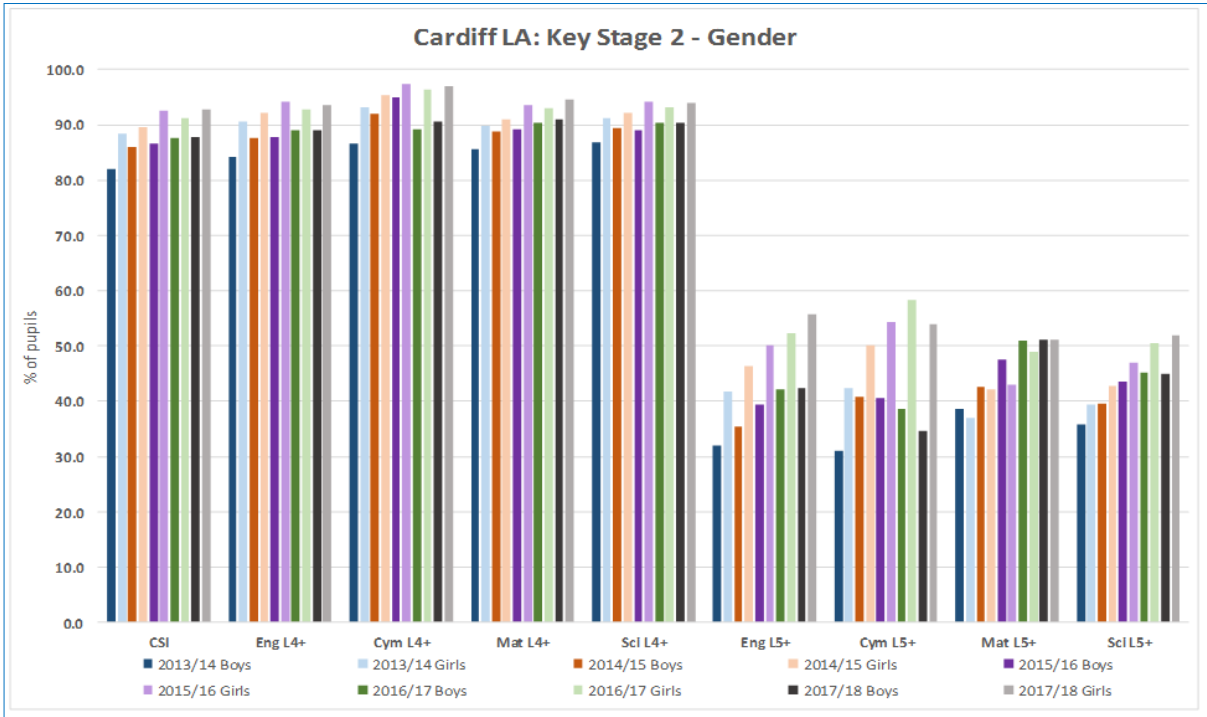


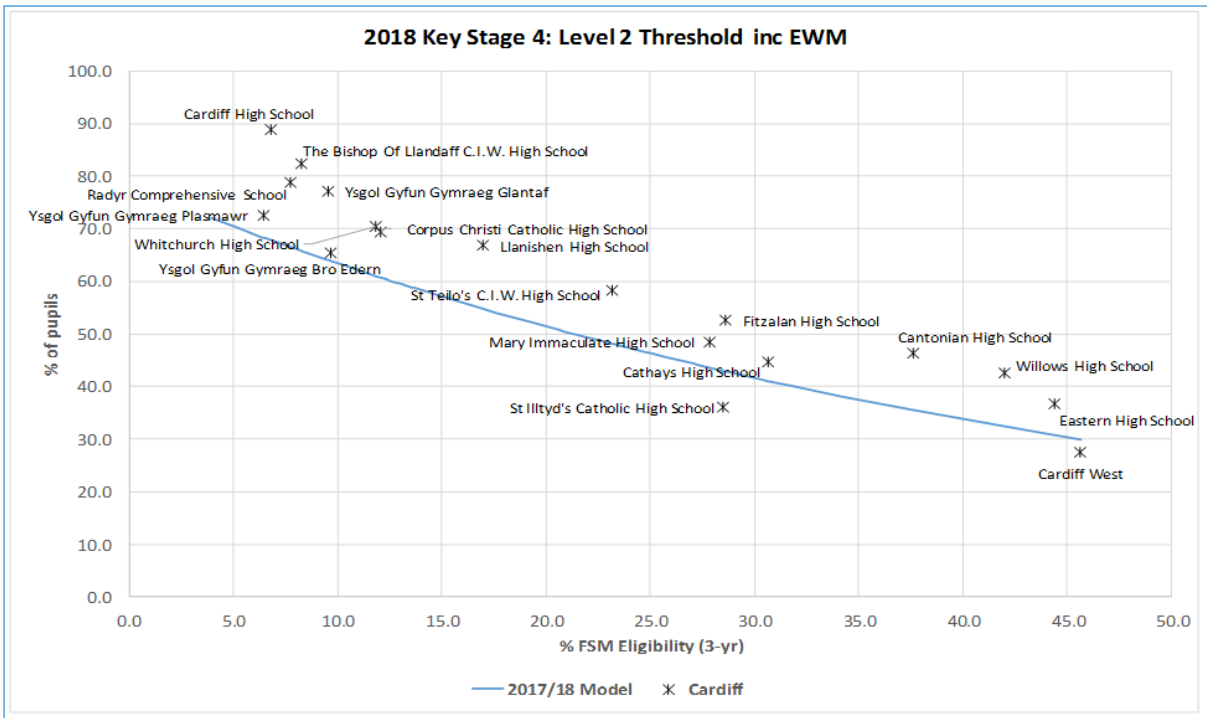
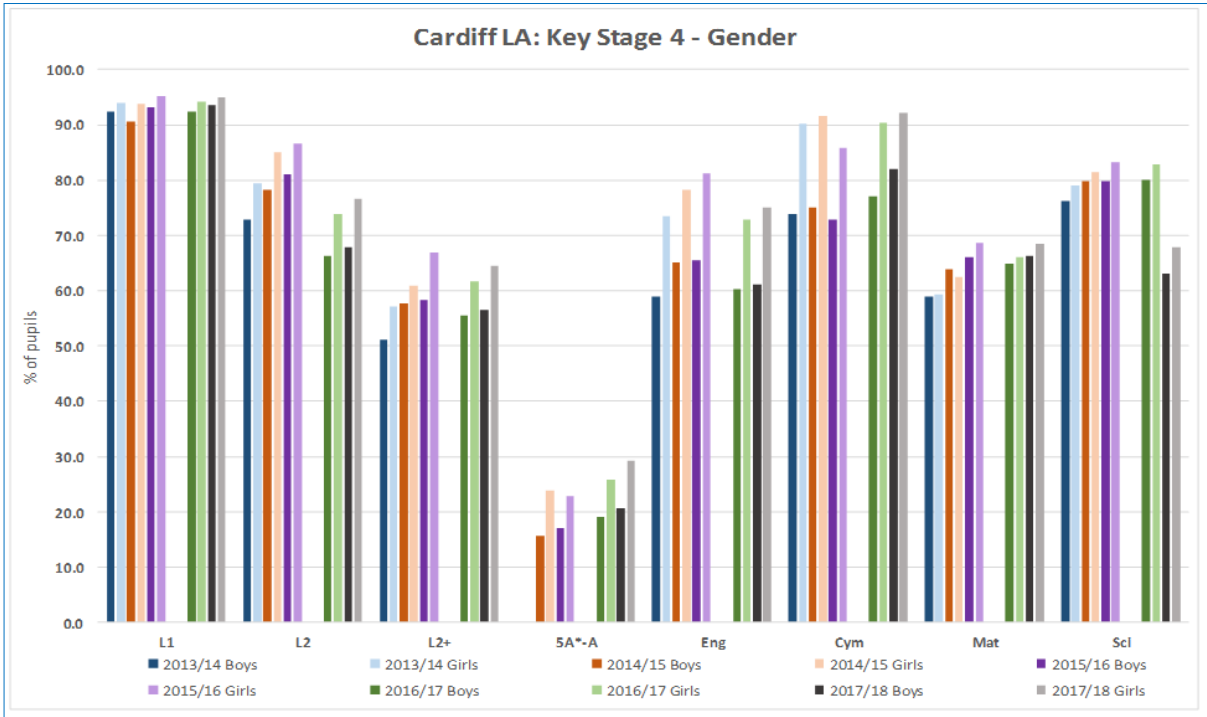




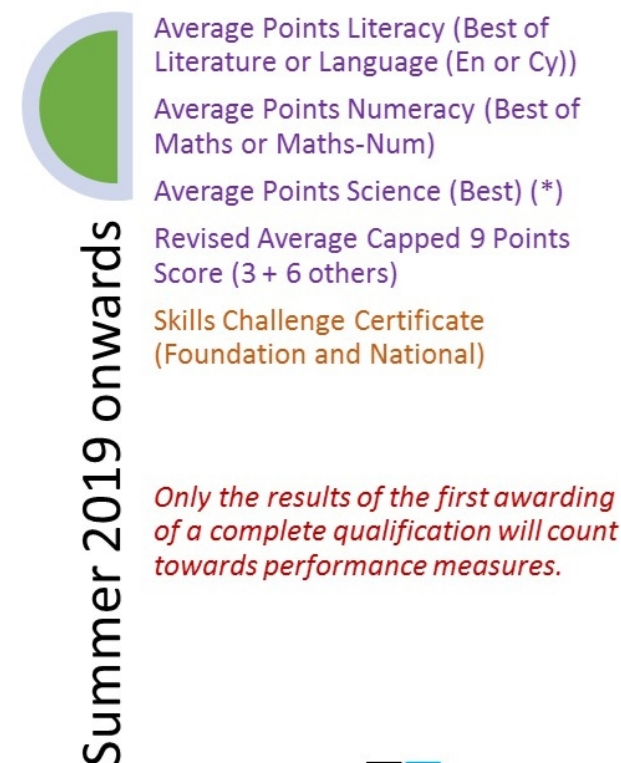
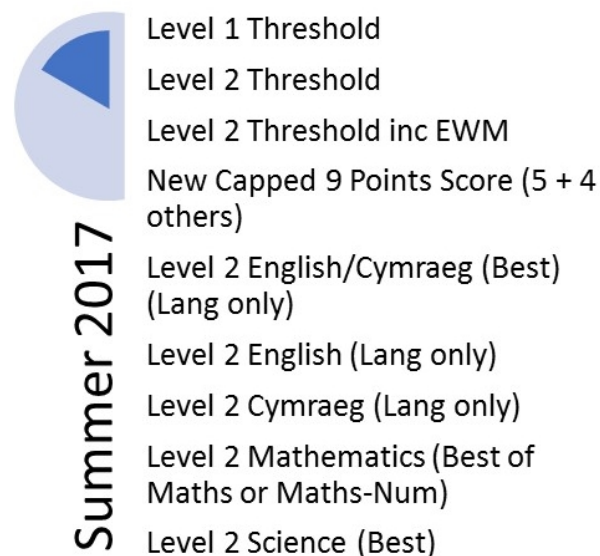








## Annex B: Changes to KS4 Performance Measures



(\*) – 'GCSE only' requirements for science indicators and components of the Capped 9 points score

