



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

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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 381¹ schools, 32% 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.

Central South Consortium Business Plans

3. The consortium business plan for April 2019 to March 2020 can be found [here](#)
It has six priorities:
 - Develop a high quality education profession
 - Developing inspirational leaders to facilitate working collaboratively to raise standards
 - Develop strong and inclusive schools committed to wellbeing, equity and excellence.
 - Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems.
 - Provide professional learning opportunities to support the curriculum for Wales.
 - Improve the effectiveness and efficiency of Central South Consortium
4. 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.
5. '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

¹ Source: School census results: as at January 2019

term ensures that monitoring is robust. Outcomes of this process are reported to Joint Committee.

6. 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.

Comparative Data

The content of this report is different to previous years due to Welsh Government (WG) introducing significant changes to how performance measures are reported. 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. It is now inappropriate to publish school level data in a public report.

In 2019, the performance of pupils achieving at least the expected level for Foundation Phase (FP), Key Stage 2 (KS2) and Key Stage 3 (KS3) has fallen in all core subjects, which could reflect the changes to the purpose of assessment data where the focus has shifted back to individual learners and not for school accountability purposes.

Key stage 4 (KS4) and key stage 5 (KS5)

Performance measures for KS4 have changed for 2019 reporting to interim performance measures that are based on average points scores in Literacy, Numeracy, Science, Welsh Baccalaureate Skills Challenge Certificate (WBSCC) and the Capped 9 points score (C9PS). Direct comparisons to data for previous years is not possible for legacy measures that WG have published due to the change to first entry of examinations rather than best grade. No analysis is provided for legacy measures in this report.

Performance in Cardiff Council Schools

Primary

Foundation Phase:

- a. Pupil outcomes in all core areas of learning, at both the expected and higher outcomes are above the national averages.
- b. This year's results in the FP reflect a decrease in the percentage of pupils achieving the expected outcomes across Wales. The Wales average for the Foundation Phase Outcome Indicator (FPOI) has reduced by 2.6pp to 80.0%. The main reason for this is the implementation of new outcomes in the Foundation Phase Assessment Framework that have been used in language and mathematics. The higher expectations to achieve an outcome 5 is the most significant factor in the change to outcome.
- c. The gap in performance between boys and girls for the FPOI has increased due to the performance of boys falling at a faster rate than that seen for girls.
- d. The gap in performance between eFSM and nFSM pupils for FPOI has increased due to the performance of eFSM pupils falling at a faster rate than nFSM pupils.

Key stage 2:

- e. The percentage of pupils achieving the expected and higher levels is above the national average for nearly all core subjects.
- f. Performance has fallen for all core subjects (with the exception of Cymraeg) at both the expected level and above expected level.
- g. The gap in performance between boys and girls for the Core Subject Indicator (CSI) has increased in the most recent year.
- h. The gap in performance between eFSM and nFSM pupils for the CSI has increased in the most recent year with the performance of eFSM pupils falling at a much higher rate than that seen for nFSM pupils.

Key stage 3

- a. Cardiff performance for the CSI dropped this year and is below the national average.
- b. The gap in performance between boys and girls has increased for the CSI due to a much larger fall in performance for boys when compared to girls.

- c. The gap in performance between eFSM and nFSM pupils for the CSI has decreased in the most recent year. This is due to the performance of eFSM improving in the most recent year whilst the performance of nFSM pupils has decreased.
- d. English: The performance has decreased in the most recent year at all levels. However, performance at all levels remains above the National average.
- e. Cymraeg: The performance has decreased in the most recent year at all levels. Performance is above the National average at the expected level and expected level +1, but is below the National average at the expected level +2.
- f. Mathematics: Performance has decreased in the most recent year at the expected level and expected level+2 but has increased at the expected level +1. Performance is either in-line or above National averages at all levels.
- g. Science: Performance has decreased at the expected level in the most recent year but has increased at the above expected levels. Performance is above the National average at the above expected levels, but is below the National average at the expected level.

Key stage 4

- a. Significant changes have been made to the Key Stage 4 performance measures between reporting in 2018 and 2019.
- b. New performance measures have been introduced that use average points scores for interim performance measures of Literacy, Numeracy, Science, Capped 9 Points Score and Welsh Baccalaureate Skills Challenge Certificate.
- c. Each GCSE grade is allocated a points score as follows:
 $A^* = 58, A = 52, B = 46, C = 40, D = 34, E = 28, F = 22, G = 16, U = 0$
- d. Welsh Government also introduced the use of 'first entry' for any qualification for performance measures in 2019, which removes the ability to look at trends where performance measures appear the same between 2018 and 2019.
- e. Local authority performance for the interim performance measures at KS4 show that all indicators are above National average for all measures. LA performance is above the regional performance for four of the five interim measures, with only WB SCC being below the regional average.

- f. Capped 9 Points Score (3+6) is 16 points above that seen nationally, which equates to just under one-third of a grade per subject on average above the National figure.
- g. The average Literacy points score for the LA is 1.5points above the Wales average, which equates to around one-quarter of one grade.
- h. The average Numeracy points score for the LA is 1.1 points above the Wales average, which is just under one-fifth of a grade.
- i. The gap in performance of the average Science points score between LA and Wales is 0.6points.
- j. LA performance for the Welsh Baccalaureate Skills Challenge Certificate is 0.3points above the National figure.
- k. The performance of boys in the LA is stronger than the performance of girls, when both groups are compared against the National averages. For each of the new interim measures, girls' performance is either in-line or above that seen Nationally. Boys' performance in the LA is above the National average for all measures.
- l. The gap in performance between boys and girls is smaller for the LA than seen nationally for all five interim performance measures.
- m. The performance of eFSM pupils in the LA is positive when compared to the performance of eFSM nationally, with the LA exceeding the National average for all measures except WB SCC where performance is 0.2points below the National average.
- n. The performance of nFSM pupils is above the National average for all interim performance measures.
- o. The gap in performance between eFSM and nFSM is wider for the LA than seen Nationally for four of the five new performance measures. Only the C9PS has a narrower gap for the LA than seen Nationally.
- p. No comparisons are included in this section of the report for KS4 legacy measures, but the latest LA performance for these measures can be found in Annex A of this report.

Key stage 5

- q. Level 3 Threshold has increased in the most recent year to 98.8% and remains above the National average of 97.8%

- r. Improvements are evident for 3A*-A grades in the LA, which has increased again to 19.8%, the highest level seen since 2016. Performance in this measure continues to exceed the National and regional averages.
- s. Performance in 3A*-C grades has fallen in the most recent year by 0.2pp to 66.4% and continues to be above both the regional and National averages for this performance measure.
- t. Average wider points score has decreased in the most recent year but remains above the regional and National averages.
- u. Boys' performance in the LA is higher than boys' performance seen Nationally, despite performance falling in three of the four measures in the most recent year. Level 3 Threshold was the only indicator where boys' performance increased in 2019.
- v. Girls' performance has increased for three indicators over the most recent academic year with only Level 3 Threshold seeing a fall in performance. However, girls' performance exceeds the National average for four performance measures at both regional and National level in the most recent year.

Strengths

- Foundation Phase outcomes remain above all-Wales averages
- The percentage of pupils achieving the expected and higher levels is above the national average for nearly all core subjects at all key stage.
- Under the new interim performance measures at KS4, the local authority has performed well, generally in line with regional averages and above all-Wales averages except for the Skills Challenge Certificate.
- Under the new interim performance measures at KS4, the gap in performance between eFSM and nFSM is smaller than the national average.
- Under the new interim performance measures, boys' performance at KS4 is better than the all-Wales average.
- All of the main outcome measures at Post-16 remain above national averages

Areas for Development

- Improve the language, literacy and communication performance in the foundation phase.
- Improve performance in the Capped 9 measure ensuring that every learner achieves at least 8.9 on average.
- Improve the Average Wider Point Score at Post-16.
- Improve educational outcomes of boys at all phases and key stages.

- Close the gap in performance between eFSM and nFSM pupils at all phases and stages.

Challenge and support provided by the Consortium on behalf of Cardiff Council

1. In 2018-2019 Cardiff Local Authority contributed £1,413,526 towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for 14 challenge advisers (7.15 FTE) plus support from Accelerated Progress Leads (0.33 FTE effective from September 2018) and senior Challenge Advisers (2 FTE).
2. Twenty-one schools were inspected during 2018-2019.
 - Of these twenty-one schools, four were asked to write excellent practice case studies. Three schools were placed in a follow up category of Estyn Review. One schools in the LA was judged as having important weaknesses that outweigh the strengths and therefore placed in the statutory category of Significant Improvement. One school has been placed in Special Measures.
 - Of the schools inspected in previous years six schools were removed from an Estyn category and two schools remain in an Estyn follow up category – both schools are in Estyn Review.
3. 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 2018-2019, 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 Cardiff, two schools required red level of support and thirteen schools required amber level of support. There were seventy schools requiring green support and forty-two requiring yellow support.
4. 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.
5. Provisional categorisation outcomes for 2019-2020 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 31st January and therefore we will be presenting verbally on outcomes at the Scrutiny Committee on the 14th January 2020.
6. a. Other support provided by the consortium to schools in Cardiff:

- 101 schools, comprising of the primary and secondary sectors within Cardiff have accessed professional development programmes provided by Hub schools across the region.
- Cardiff schools involved in providing support as part of the Hub programme in 2018-2019 were:
 - Professional Learning – The Bishop of Llandaff High School, Cardiff High School, Fitzalan High School, The Hollies, Llanishen Fach Primary School, Mary Immaculate High School, Tongwynlais Primary School, Ysgol Gymraeg Melin Gruffydd
 - Foundation Phase Alliance – Ely & Caerau Integrated Children’s Centre, Grangetown Nursery, Tremorfa Nursery School
 - Welsh 2nd language – Adamstown Primary School, Cardiff High School,
 - English/Literacy - The Bishop of Llandaff High School, Cardiff High School, Kitchener Primary School, Stacey Primary School
 - Mathematics/Numeracy – Cardiff High School, Christ the King RC Primary School, Coed Glas Primary School,
 - Science – Cardiff High School, Coed Glas Primary School,
 - Lead Practitioners – Cardiff High School (D&T, PE, Music, Religious Studies, History), St Illtyd’s RC High School (Welsh Baccalaureate), St Mellons Church in Wales Primary School (LIDW), Ysgol y Deri (LIDW), Ysgol Pencae (LIDW)
 - Closing the Gap - Mary Immaculate High School, Windsor Clive Primary School

The following schools were identified as Welsh Government Pioneer Schools:

- Cardiff High School
 - Fitzalan High School
 - Herbert Thompson Primary
 - Llanishen Fach Primary School
 - Llysfaen Primary School
 - Mount Stuart Primary
 - Rhydypenau Primary School
 - St Cadoc's Catholic Primary School
 - St Philip Evans R.C. Primary School
 - The Hollies School
 - Ty Gwyn Special School (Western Learning Federation)
 - Ysgol Gymraeg Bro Edern
 - Ysgol Gymraeg Plasmawr
- b. Nearly all Cardiff schools have been involved in SIG working, and during 2018-2019 SIGs including the Cardiff schools have focused on the Curriculum for Wales, Welsh Baccalaureate, Foundation Phase, literacy, numeracy, teaching and pedagogy, gender gap, eFSM, increasing A*-C grades/improving outcomes, curriculum change/design, attendance/family engagement, ARR/AFL, peer review/subject review, post-16, SEN, pupil voice, leadership, ICT and digital competency framework (DCF) assessment, wellbeing and closing the gap. SIGs are reviewed annually and

have to provide an impact report against their priorities twice a year in order to be funded;

- c. The consortium has invested heavily in leadership provision in the 2018-2019 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:
 - Ten headteachers have undertaken the New and Acting Headteacher programme;
 - Twelve senior leaders have completed the Aspiring Headteacher pilot programme;
 - Four deputy headteachers have completed the Improved Leadership Skills for Deputy Headteachers programme
 - There were nineteen successful NPQH candidates.
 - d. Seventeen teaching assistants completed the Higher Level Teaching Assistant Qualification, and a further thirteen completed the Aspiring Higher Level Teaching Assistant Qualification;
 - 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 packages 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.
7. 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

8. In 2018–2019, £45,372 of additional funding was provided to support Cardiff specific priorities via the Local Authority Annex:
- Improve the quality of governance and the capacity of governance to hold SLT members to account for school improvement. Improve governors' skills in commissioning investigations.
 - Work with CSC to ensure all Cardiff schools continue their preparations for the new curriculum.

Annex A: Headline results across Cardiff LA 2018-2019

No performance measures for Foundation Phase, Key Stage 2 or Key Stage 3 will be included in this section due to the changes introduced by Welsh Government in relation to using this data for accountability purposes below a National level.

Provisional data for Key Stage 4 is included below as is subject to change when final validated information is published towards the end of the Autumn Term 2019.

Provisional 2019 Results

New Interim Performance Measures

	Cardiff	Central South Consortium	Wales
Capped 9 Points Score	369.3	361.4	353.3
Av Pts Literacy	40.5	39.6	39.0
Av Pts Numeracy	38.2	37.3	37.1
Av Pts Science	37.4	36.7	36.8
Av Pts WB SCC	36.7	37.0	36.4

Legacy Measures

	Cardiff	Central South Consortium	Wales
Level 1 Threshold	93.1	93.1	92.7
Level 2 Threshold inc EWM (*)	58.3	55.0	53.8
5A*-A	23.8	20.4	18.1

(*) including Literature

Please note that the legacy measures are not directly comparable to previous years, and therefore no historical information is provided in this report.

Key Stage 5 – Provisional Results

	Cardiff	Central South Consortium	Wales
Level 3 Threshold	98.8	98.2	97.8
Average Wider Points Score	771.5	740.0	737.3
3A*-A	19.8	14.7	13.1
3A*-C	66.4	58.3	57.6