

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

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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 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 key stages foundation phase and key stage 2 for the second consecutive year. 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. 2014 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. Standards for the most vulnerable children in the region continue to improve for foundation phase, but have fallen slightly for key stages 2 and 3. However, the gap in performance between eFSM and nFSM pupils has narrowed for foundation phase and key stage 2. 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 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 Bridgend Council Schools**

14. Detailed performance analysis has been provided in the report: Report to Children and Young People Overview and Scrutiny Committee Report of the Director of Education and Family Support School Standards Report – Foundation phase, key stages 2, 3, 4 and post-16 outcomes for 2016-2017. Headline data is provided below and in annex A.

15.

- a. At Foundation Phase, in Bridgend 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 increased by 2 percentage points from 87.1pp to 89.1pp. This remains above the Welsh average of 87.3pp.
- b. At key stage 2, in Bridgend 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 1.4 percentage points from 87.9pp to 89.4pp. However, Bridgend remains just below the Welsh average by 0.1pp.
- c. At key stage 3, in Bridgend the proportion of pupils aged between 11 and 14 years old achieving at least the expected level (Level 5 or above) for the core subject indicator has increased by 1.6 percentage points from 87.4pp to 89.0pp. Bridgend remains above the Welsh average by 1.6pp.
- 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 maths and Welsh/English. Each of the schools has undertaken a thorough analysis of results to identify where any 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 2017-2018. Performance in 2017 when compared to national performance indicates that Bridgend's results remained above the Welsh average in the level 1 threshold, and level 2 threshold. However, the authority has fallen 1.6pp below the Welsh average in the level 2 inclusive threshold.

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

16. In 2016-2017 Bridgend Local Authority contributed £654,157 towards the core finance functions of the consortium. This included the provision of eleven challenge advisers (3.83 FTE) and a senior challenge adviser.
17. Inspection outcomes within the LA during 2016-2017 were:
- Twelve schools were inspected, five were identified as good (Pencoed Comprehensive, Nottage Primary, Oldcastle Primary, Ysgol Gymraeg Bro Ogwr and Brynteg Comprehensive). Two were identified as excellent capacity to improve (Bryntirion Comprehensive and Ysgol Gymraeg Cynwyd Sant).
  - Coleg Cymunedol Y Dderwen was removed from significant improvement and St Mary's Catholic Primary was removed from local authority monitoring.
  - Five schools were identified as adequate and requiring Estyn follow up (Tremains Primary, Pen y Fai Church in Wales Primary, Archdeacon John Lewis Primary, Llangynwyd Primary and The Bridge PRU.
  - At the end of the academic year there were five schools requiring follow up of Estyn monitoring.
18. 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 2016-2017, the consortium continued to work closely on behalf of the local authority to monitor the progress of the schools in need. No schools required 'red' level of support and fourteen schools required amber level of support. There were twenty nine schools requiring green support and seventeen requiring yellow support.
19. 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.
20. Provisional categorisation outcomes for 2017-2018 identify that improvement has been sustained and continues across the authority within the primary sector and key stage 3. The situation in the secondary sector at key stage 4 is less clear because of the national context. It is possible that schools with lower outcomes may have improved benchmarking. Detailed analysis is taking place and will be extended as data is released. The final categorisation outcomes will become public on the 31<sup>st</sup> January 2018.
21. Other support provided by the consortium to schools in Bridgend has included:

- a. 39 schools, comprising of the primary and secondary sectors within Bridgend have accessed professional development programmes provided by Hub schools across the region. The Bridgend schools involved in providing support as part of the Hub programme in 2016-2017 were:
  - Bryntirion Comprehensive School offering English provision as part of the Hub programme;
  - Cefn Glas Infants offering provision as part of the Foundation Phase Alliance;
  - Pencoed Comprehensive offering English provision as part of the Hub programme, lead practitioner support and acting as a Professional Learning Hub;
  - Porthcawl Primary offering English provision as part of the Hub programme;
  - St Mary's and St Patrick's RC Primary offering provision as part of the Foundation Phase Alliance; and
  - Ysgol Gynradd Cynwyd Sant as a Professional Learning Hub
- b. Seven schools have been part of pathfinder pairings in the local authority, five schools being the supported school and two schools being lead schools. Where these are schools requiring an amber level of support their impact has been monitored as part of the termly amber schools progress reporting.
- c. Nearly all of Bridgend schools have been involved in SIG working, and during 2016-2017 SIGs including Bridgend schools have focused on: literacy, numeracy, teaching and pedagogy, pupil voice, ICT and digital curriculum framework, leadership, science, closing the gap, foundation phase, self-evaluation / lesson study and assessment. 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.
- d. Ten Bridgend schools engaged in the peer enquiry programme, which supported the headteacher working in a triad to review and evaluate focus areas within their school. A detailed report was provided on the strengths and areas for improvement.
- e. The consortium has invested heavily in leadership provision in the 2016-2017 year. For Bridgend schools this has included opportunities to support other schools with leadership capacity, leadership of school to school provision and direct leadership programmes. Of these, 11 headteachers have undertaken the New to Headship programme; 6 headteachers have undertaken the Strategic Headship programme; 3 headteachers have completed the Consultant Headship programme; 7 headteachers have completed the Executive Headteacher programme; 8 senior leaders have completed the Headship NOW programme and there have been 7 successful NPQH applicants.
- f. There has been one Schools Challenge Cymru Adviser in Bridgend and in addition the Foundation Phase, Welsh in Education, Hwb+ and Qualified for Life teams based in school improvement hubs across the region have supported Bridgend schools as part of their grant funded operation. For 2017-2018 CSC have created and developed the role of Accelerated Progress Leads, APLs. These staff work in



schools considered to be vulnerable. All APLs have significant experience of working to bring about significant improvement in schools facing difficulty. An APL is working with three secondary schools in Bridgend.

- g. 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 progress reviews are 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. Please refer to the point below.
- h. 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.
- i. The consortium has contributed to the preparation and development of Successful Futures in Bridgend. This work includes:
  - Working with the pioneer network to
    1. Contribute to the development of Areas Of Learning and Experience (AoLE)
    2. 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 feature in the professional learning offer from all our hub schools
  - Support 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**

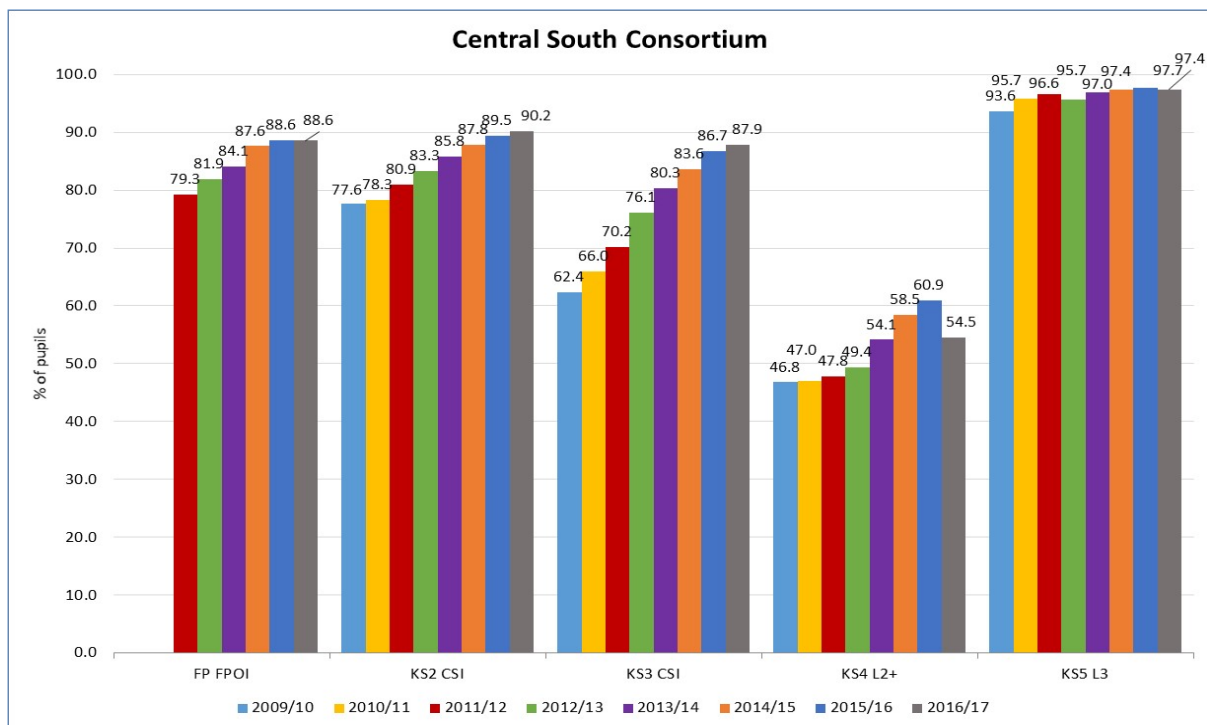
22. Bridgend received additional funding from the Central South Consortium in order to coordinate the sharing of good and excellent practice in relation to teaching and learning. Expected outcomes in relation to foundation phase and key stage 2

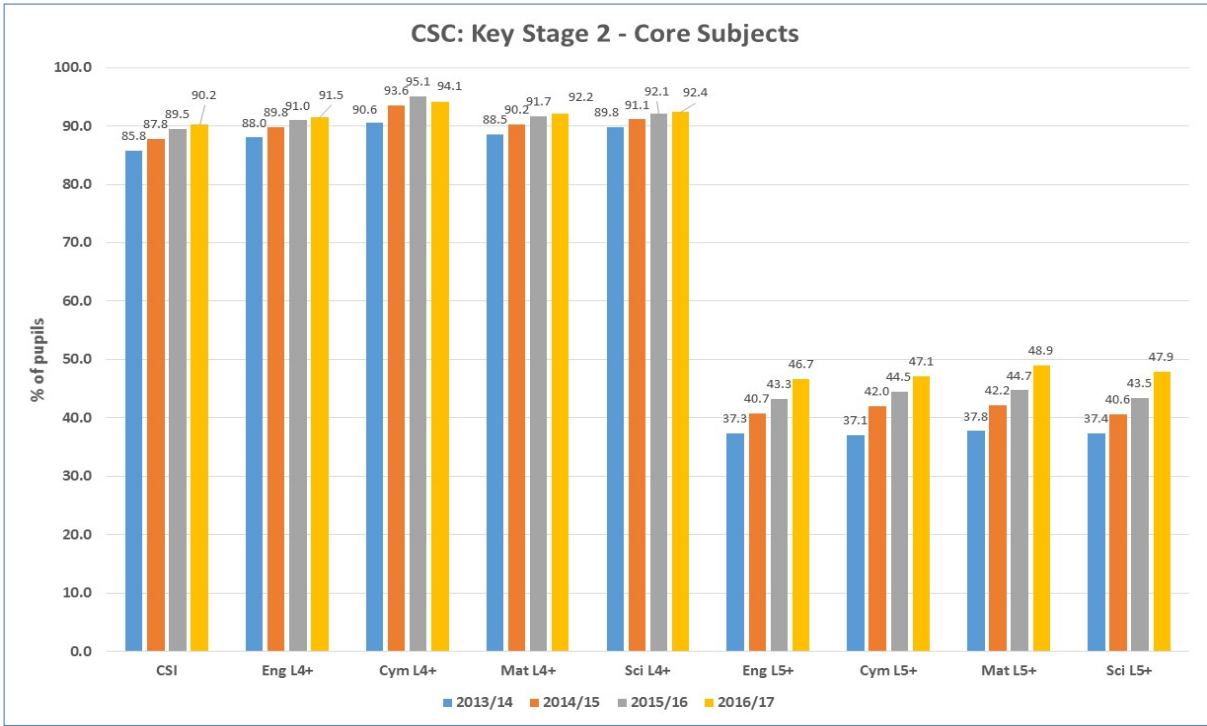
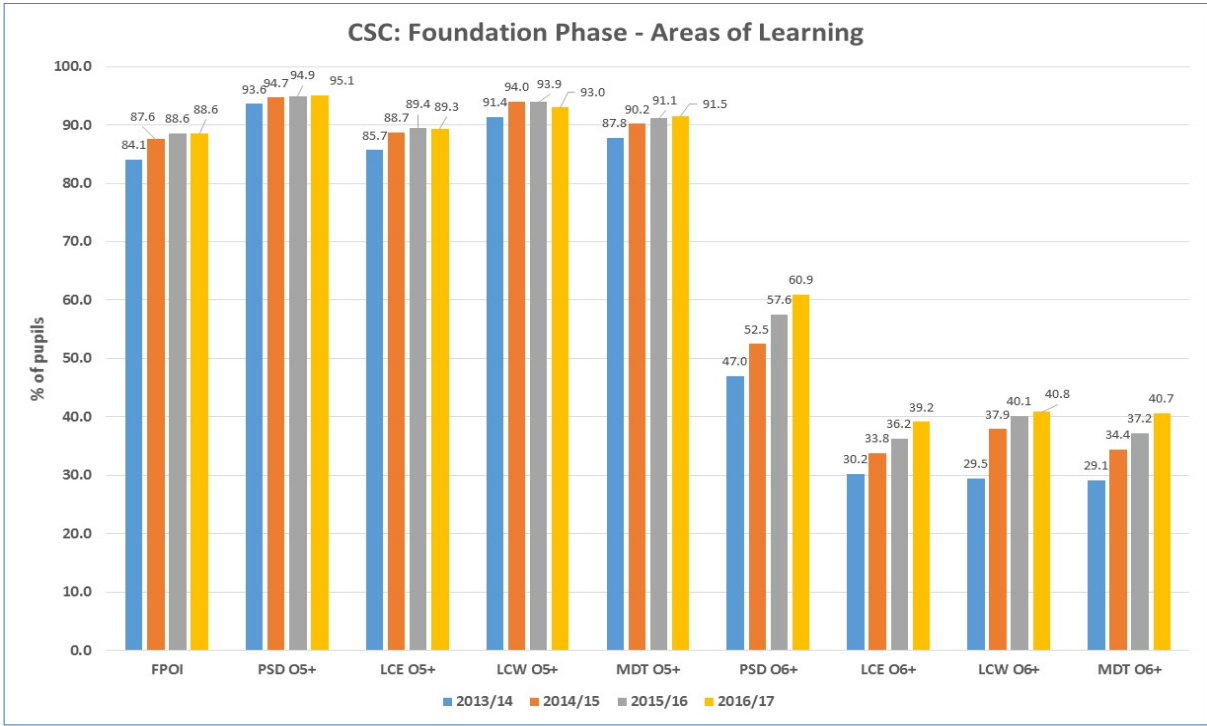
standards were exceeded. All indicators improved when compared to 2016 performance.

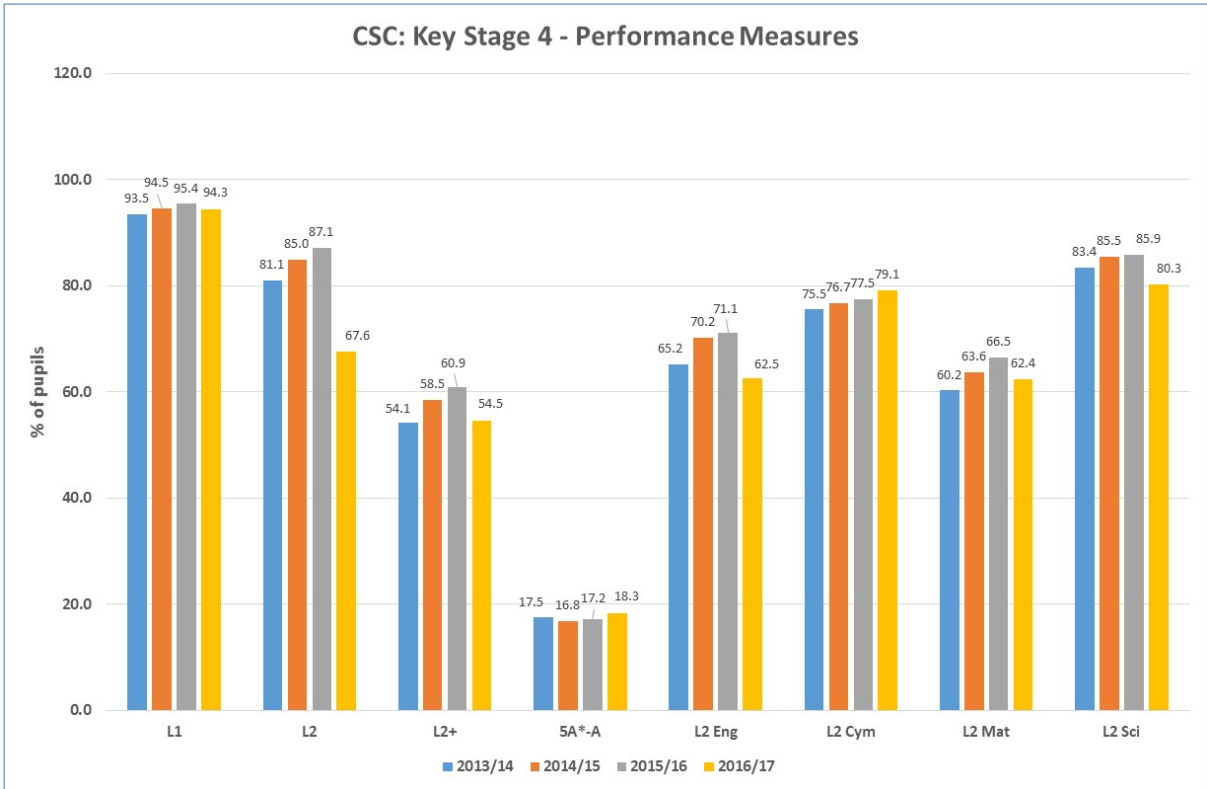
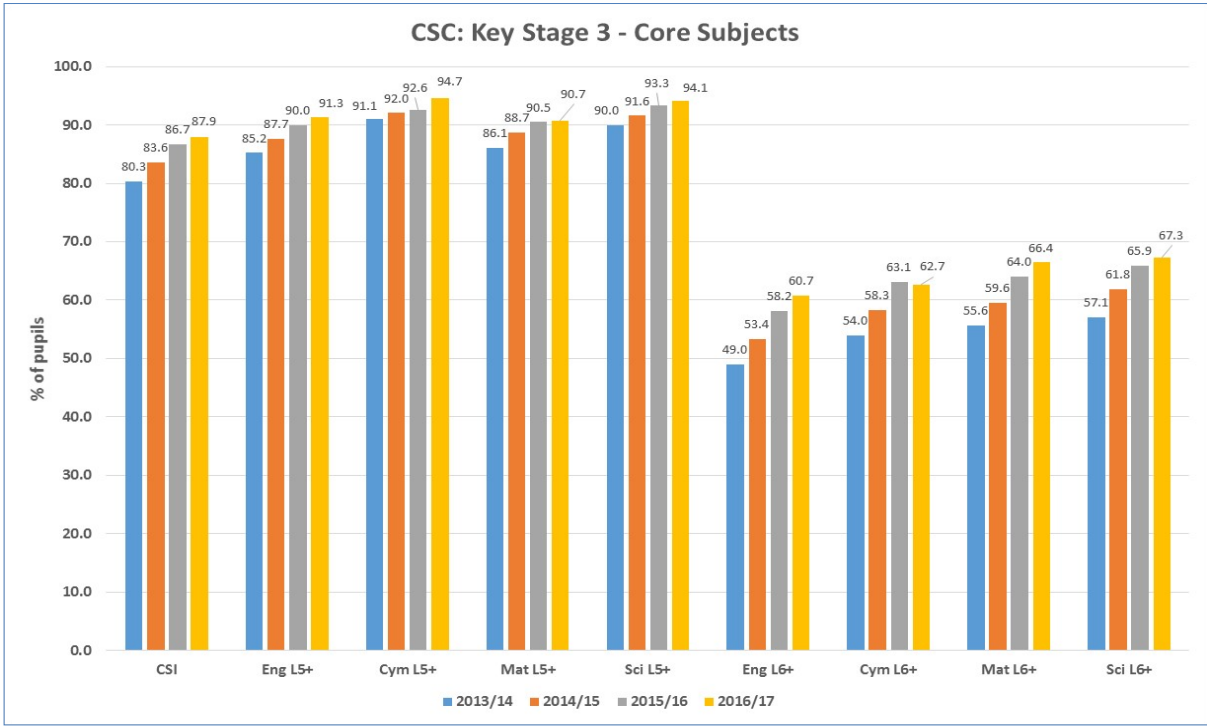
23. Funding was also provided to improve standards in Welsh first language, particularly at the higher than expected levels in key stage 2 and key stage 3. Both key stages expected level +1 performance improved, particularly in key stage 2. Performance is now above the national average in both phases.

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

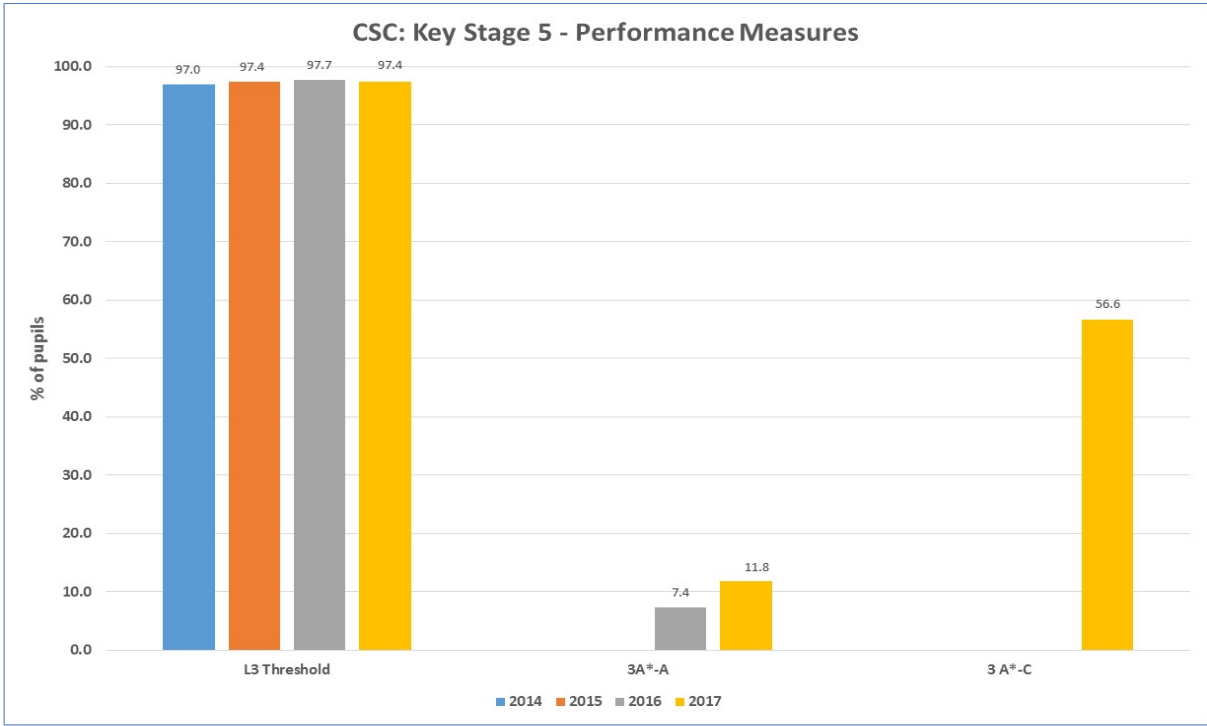
Outcomes in the first three key stages have risen across the region, although not in every local authority, and continue to sit above the national average at Key Stages 1-3. The change in performance measures at Key Stage 4 make direct comparisons to previous years' data problematic.



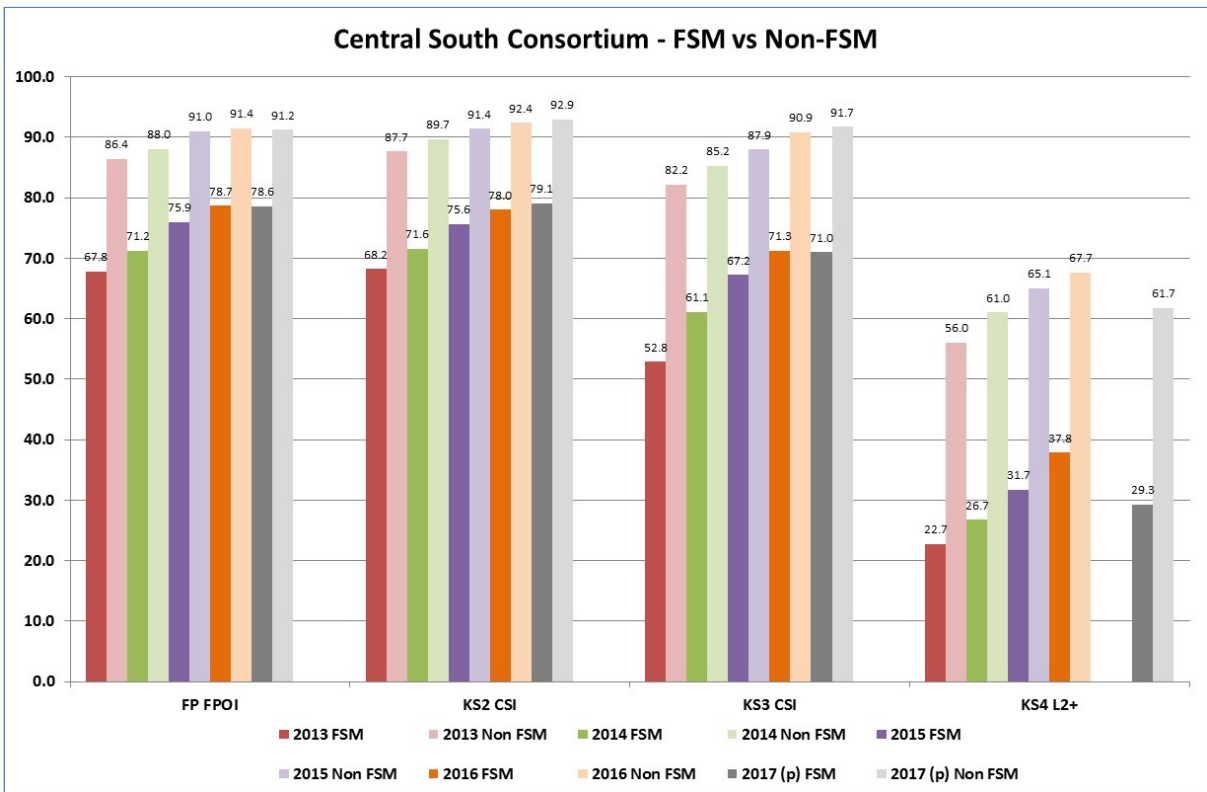


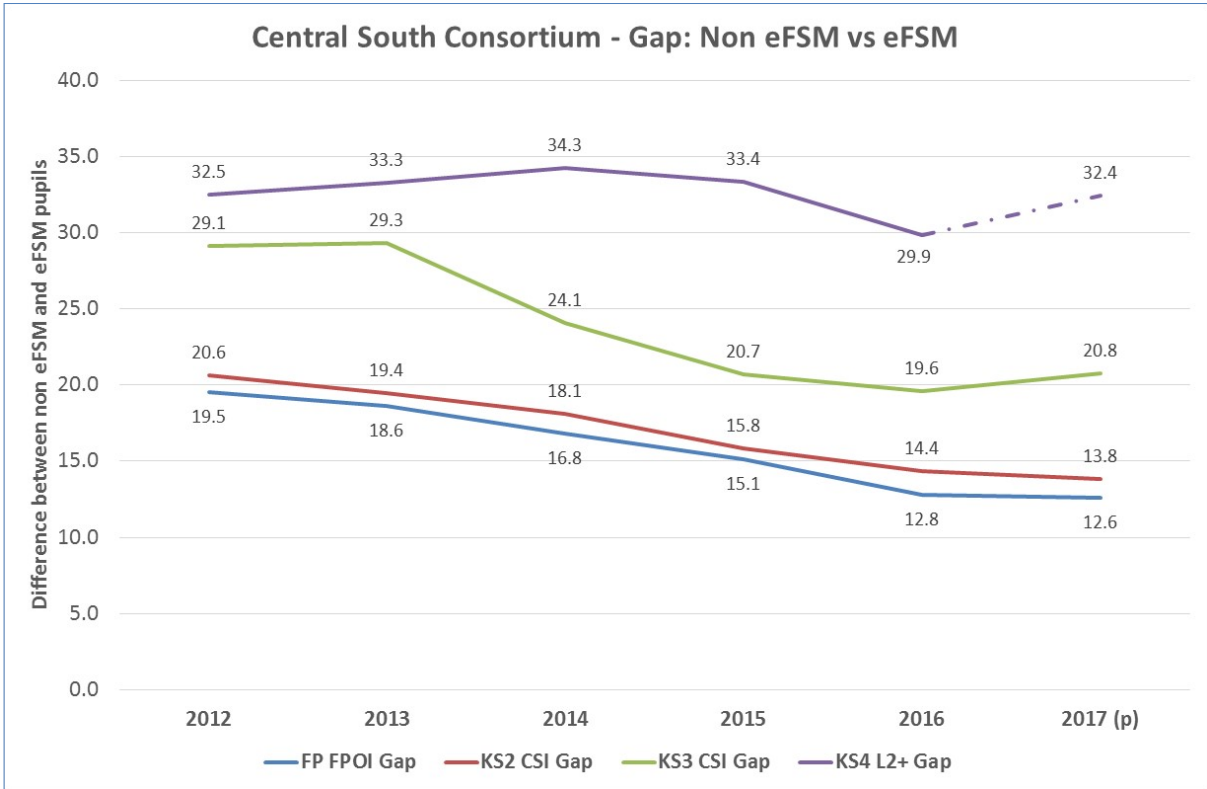


There is further work to do at Key Stage 5 (in school sixth forms) across the region. NB: MTBC has post 16 provision provided by the FE sector which is not included here.

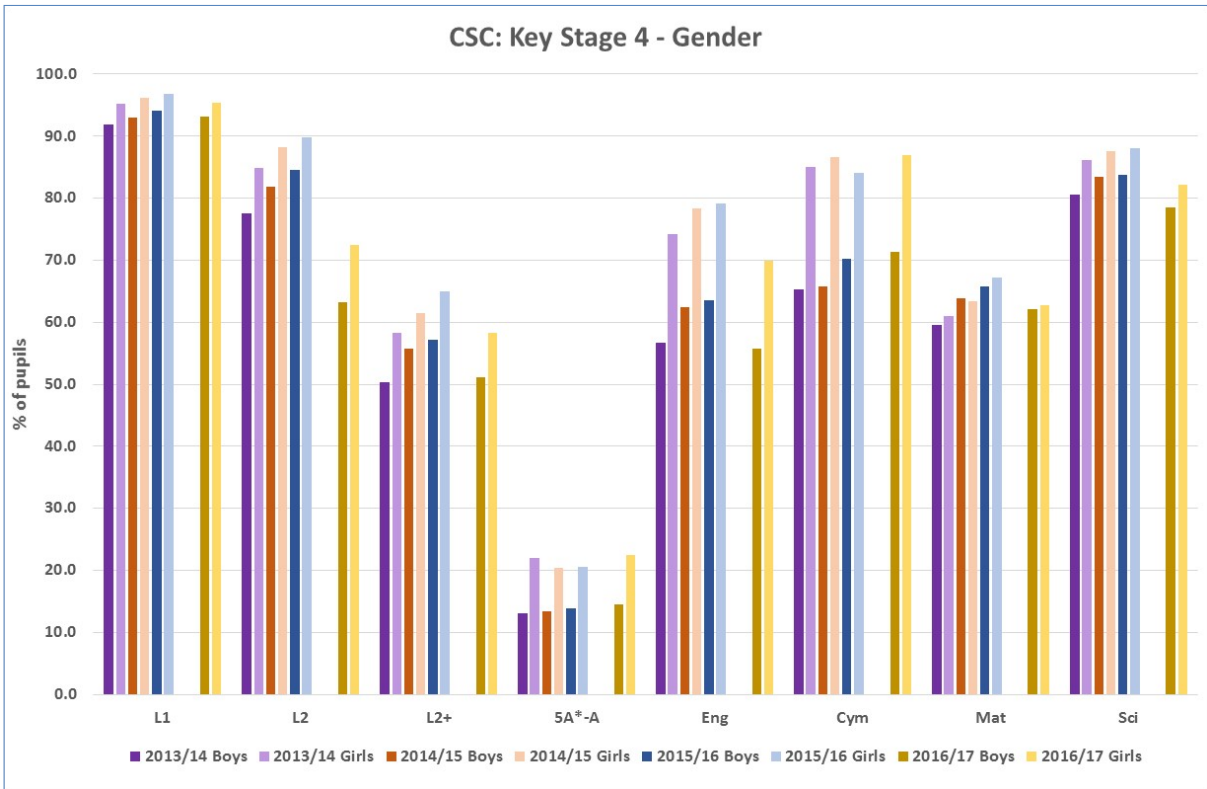


There are mixed results for the performance of children claiming free school meals (e-FSM) across the region, and the gap remains stark compared with children not claiming free school meals (non e-FSM).



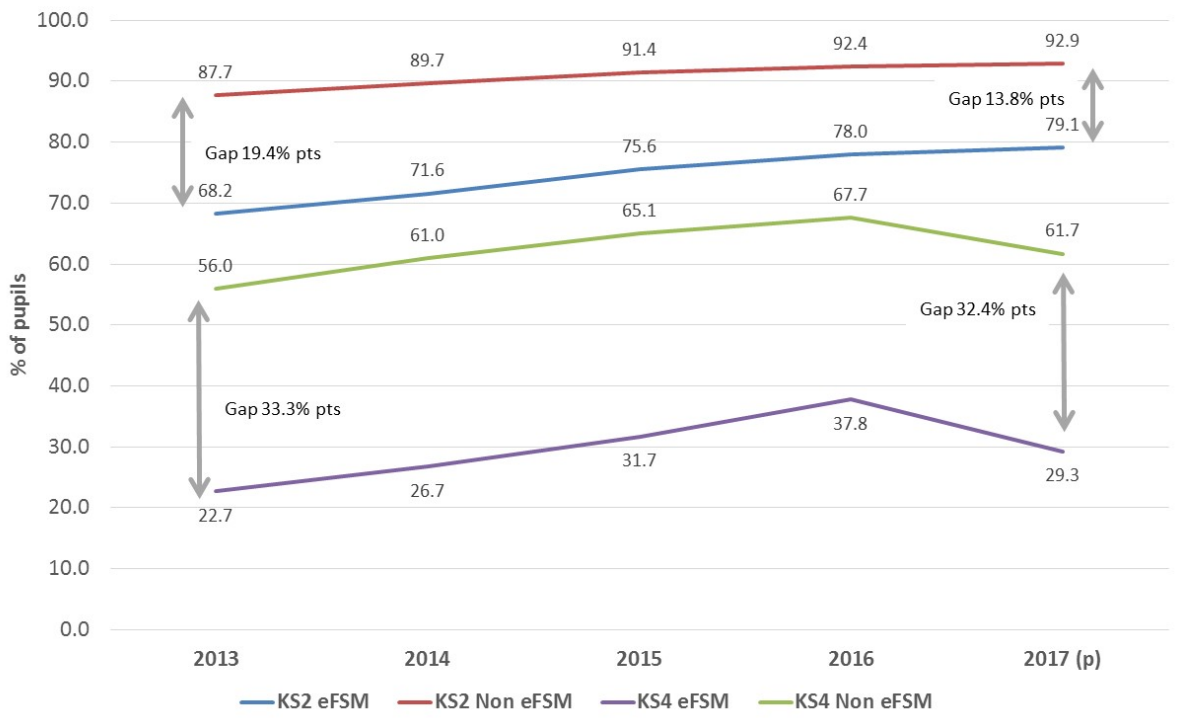


There are particular issues across the region relating to boys' performance in literacy/English/Welsh, and girls' performance in mathematics/numeracy which are first identified within the Foundation Phase and continue to the end of Key Stage 4.



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.

### Central South Consortium - Gap: Non eFSM vs eFSM



**Annex B: Headline results across the Cardiff LA 2016/17**

