Central South Consortium and support for the Vale of Glamorgan schools

Presentation to the Vale of Glamorgan Scrutiny Committee
10th November 2014
In summary: Consortium working

• The national model
• Governance and accountability
• What the consortium does
• What support is being provided to the Vale of Glamorgan schools
• Performance to date
• Risks and issues
Background

• Consortia working established by Welsh Government and set up very quickly in September 2012
• Initial consortium staff comprised those in inherited school improvement services
• In November 2013 WG clarified the role of consortium in ‘The National model for regional working.’
• Central South produced a new business case which:
  – Set out the Central South Wales Challenge: a new vision for a self improving school system
  – Amended governance model
  – Removed the LINKS service and restructured literacy and numeracy teams
  – Reduced and reviewed Challenge advisers and their role
Performance of the region to date

- At the Foundation phase schools achieved a 3.2% point improvement, against a national improvement of 2.2% at the expected level. In the Vale of Glamorgan Foundation Phase results role by 0.8 of a % point.
- At Key Stage Two outcomes at level 4+ improved across the region from 82.3% to 85.8% (nationally 86.1%) – a rise of 2% points against 1.8% points nationally. KS2 results rose in the Vale of Glamorgan by 2.5% points at level 4+.
- At Key Stage Three results rose from 76.1% at level 5+ to 80.3% (81% nationally) a rise of 4.2% points against 4% points nationally. On average results rose by 1.5% in the Vale of Glamorgan.
- At Key Stage Four (provisional), all five authorities improved at L2+ by more than the national level of improvement leading to a regional average improvement of 4.6% points vs the national of 2.2% points. The Vale of Glamorgan schools improved by 6.8% points (provisional).
- In mathematics in particular L2 improvement at KS4 in the region was 4.4% points (56.3% to 60.4%) on average against a national average improvement of 1.4% points (60.3 to 61.4%). VoG schools L2 mathematics outcomes improved by 5.9% points (English 5.1% points)
- Attendance also improved in both phases taking the region to above the national average at secondary level with a 2.5% point improvement in some authorities.
Foundation Phase - Foundation Phase Indicator

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Key Stage 2

Key Stage 2 - Core Subject Indicator

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Key Stage 4 - Level 2 Threshold including English/Welsh and Mathematics

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Provisional Key Stage 4 Indicators

2014 KS4 - Level 2 Threshold inc E/W and M

% of pupils

Monmouthshire
Vale of Glamorgan
Ceredigion
Flintshire
Gwynedd
Powys
Swansea
Carmarthenshire
Ceredigion
Neath Port Talbot
Conwy
Cardiff
Bridgend
Cardiff
Wrexham
Isle of Anglesey
Pembrokeshire
Torfaen
Newport
Rhondda Cynon Taf
Caerphilly
Merthyr Tydfil
Blaenau Gwent
Wales
Key Stage 4 - Level 2 Threshold inc EWM - FSM vs Non-FSM

Bridgend LA
The Vale of Glamorgan LA
Rhondda Cynon Taf LA
Merthyr Tydfil LA
Cardiff LA
Central South Consortium
Wales

But much further to go...

Key Stage 4 - Level 2 Threshold including E/W & M

% of pupils

2011 2012 2013 2014 (p) 2015 (Target)

2011 2012 2013 2014 (p) 2015 (Target)
What do consortia do?

• Challenge and support – self evaluation and improvement planning for all schools in partnership with local authorities exercise of statutory duties
• Provision or signposting to support - literacy and numeracy, teaching and leadership plus wider support
• Data and intelligence for local authorities on performance and improvement priorities in schools
• Key link with welsh government in school improvement intelligence and communication
How is Central South Consortium governed?

- Welsh Government challenge and review sessions
- Joint Committee – all Cabinet Members for all five authorities
- Scrutiny - from all five authorities
- Executive Board – steering group made up of reps from joint committee, directors, heads, governors and external experts
- Directors Steering group
- Governors steering group
- Heads steering group
- Operational group
Our priorities

1. Close the gap in outcomes for children in poverty
2. Raise standards in English and Welsh first language
3. Raise standards in Mathematics
4. Improve outcomes at L2+
5. Improve the quality of leadership
6. Improve the quality of teaching and assessment
7. Improve attendance
We want to build a ‘self improving school system’ where

- Schools are communities where joint working is used to improve practice
- Groupings of schools engage in joint practice development
- Where necessary, more intensive partnerships are organised to provide support for schools facing difficulties
- Families and community organisations support the work of schools
- Coordination of the system is provided by school leaders
- Local authorities work together to act as the conscience of the system

Above all - strong sense of common moral purpose - schools care about improvement for all as much as for their own school
Over time resources spent on consortium leadership of challenge advisor role and core strategies, restricted to most vulnerable schools

...and increased resources and leadership to schools for self evaluation and improvement planning and core strategies

Our vision

Now

Sept 16 onwards?

2014/15 and 2015/16
What will the Central South Wales Challenge mean for schools?

• Hubs and specialist schools developing capacity to deliver programmes for teaching and leadership
• Peer review programme as a commissioned programme by schools for schools
• Every school in a partnership that wants one
• Every school in a network sharing and developing practice
• Case studies about what works to engage communities and families and a pledge providing access to community/cultural and business resource to vulnerable children
Improvements in 13/14

- Review of challenge adviser field force and recruitment of serving heads
- Improved challenge framework that places leadership with schools for self evaluation and more potential for innovation
- Improved literacy and numeracy, teaching and leadership support - led from schools
- Better performance management and quality assurance systems in place including consistent advice on intervention
- Stronger governance and transparent accountability
- Better partnership working with authorities
- Regular progress reporting to local authorities
- Advent of CSW challenge and school to school working
Engagement with Vale of Glamorgan schools

• Contributes £653,276 towards the core funding of the consortium
• Receives 9 part time challenge advisers and a part time senior challenge adviser in addition to core costs of consortium
• 32 teachers from 19 vale schools have been on OTP/ITP since it began in January 14
• 23 participants have taken part in leadership programmes (11 in 13/14, 12 so far this year)
• There are 7 literacy and numeracy interventions in place in primary schools and 9 in secondary schools this year.
• There are 7 Vale schools involved in pathfinders and the vast majority of schools are engaging with their SIG
Discussion