

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Thursday, 13 February 2020
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Impact of work in the Central South Consortium's business plan on the region and The Vale of Glamorgan Local Authority
Purpose of Report:	To inform Members of the impact of work in the Central South Consortium's business plan on the region and the Vale of Glamorgan
Report Owner:	Paula Ham, Director of Learning and Skills
Responsible Officer:	Carys Pritchard, Senior Challenge Advisor
Elected Member and Officer Consultation:	Councillor Lis Burnett, Deputy Leader and Cabinet Member for Education and Regeneration
Policy Framework:	The recommendations of this report are within existing policy framework and budget.
<p>Executive Summary:</p> <ul style="list-style-type: none"> The work of the Central South Consortium plays a vital role in the delivery of the Council's statutory responsibilities in relation to schools. Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five Authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. This report outlines the impact of work in the Central South Consortium's business plan on the region and the Vale of Glamorgan. The report includes information about performance in schools and evidence of challenge and support provided by the Consortium on behalf of the Vale of Glamorgan. 	

Recommendation

1. That Members note the report outlining the impact of Central South Consortium's work on the region and the Vale of Glamorgan

Reason for Recommendation

1. In order that Members are aware of the impact of Central South Consortium's work on schools in the Vale of Glamorgan.

1. Background

- 1.1 Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five Authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan. This covers 381 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.
- 1.2 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.

2. Key Issues for Consideration

- 2.1 The report attached at Appendix 1, outlines the impact of work in the Central South Consortium's business plan on the region and the Vale of Glamorgan.
- 2.2 It includes information about performance in schools across the foundation phase and in key stages 3, 4 and 5.
- 2.3 It documents the impact of the challenge and support provided by the Consortium on behalf of the Vale of Glamorgan including Estyn inspection findings and outcomes of the categorisation process.
- 2.4 The report outlines the support provided to schools, engagement in school to school working, involvement in leadership provision and work in developing the Curriculum for Wales.
- 2.5 Annex B of the Appendix outlines the national categorisation outcomes for the Vale of Glamorgan for 2018 - 2019 and 2019 - 2020.

3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** This report supports the Council's Wellbeing Outcome 3: An Aspirational and Culturally Vibrant Vale, Corporate Objective 5 'Raising overall standards of achievement' and specifically, addresses these actions:
- Improve standards of achievement for pupils through sharing excellence between schools and the targeting of resources
 - Secure improved outcomes for groups of learners at risk of underachievement, such as those entitled to free school meals
 - Increase the learning opportunities for disadvantaged individuals and vulnerable families
- 3.3** This report recognises the importance of improvement in school outcomes and provisions through good leadership.
- 3.4** The report recognises the importance of involving people with an interest in achieving the outcome and those people reflect the diversity of the area which the report addresses. All relevant stakeholders have been involved in the consultation process through this report.

4. Resources and Legal Considerations

Financial

- 4.1** There are no financial implications arising from this report.

Employment

- 4.2** There are no employment implications arising from this report.

Legal (Including Equalities)

- 4.3** There are no legal implications arising from this report.

5. Background Papers

None.

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

Date Written: *5th December 2019*

Authors: *Andrew Williams (Acting Assistant Director), Carys Pritchard Senior Challenge Adviser 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 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

¹ Source: School census results: as at January 2019

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.

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 and key stage 3 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 and the Capped 9 points score. 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 The Vale of Glamorgan 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 faster rate of decrease of boys in the LA, when compared against girls, has led to an increase in the gap in performance between these two groups of pupils.
- d. The gap in performance between eFSM and nFSM has narrowed in the most recent year, due to an increase in the performance of eFSM pupils, against a fall in performance of nFSM pupils.

Key stage 2:

- a. The percentage of pupils achieving the expected and higher levels is above the national average for all core subjects.
- b. Performance has decreased at all subjects at all levels in the most recent, but performance remains above the national average.
- c. The gap in performance between boys and girls has increased in the most recent year due to the performance of boys falling at a faster rate than girls.
- d. The gap in performance between eFSM and nFSM pupils increased significantly in the most recent year. This is due to the performance of eFSM pupils decreasing at a much faster rate than that seen for nFSM pupils.

Key stage 3

- a. The Vale of Glamorgan performance for the core subject indicator (CSI) was unchanged from 2018 and is above the national average, which decreased in the most recent year.

- b. The gap in performance between boys and girls has increased for the CSI in the most recent year, due to the performance of boys decreasing whilst girls' performance increased.
- c. The gap in performance between eFSM and nFSM pupils for the CSI narrowed in the most recent year due to an increase in the performance of eFSM pupils compared to a reduction in the performance of nFSM pupils.
- d. English: Performance has decreased at the expected level but increased at above expected levels. Performance at all levels remains above the national average.
- e. Cymraeg: Performance decreased at all levels in the most recent year, but performance remains above the national average at all levels.
- f. Mathematics: Performance has either remained constant or increased in the most recent year at all levels. Performance at all levels is above the national average for 2019.
- g. Science: Performance in science has fallen at both the expected level and expected level +2, but performance has increased at the expected level +1. The LA continues to exceed the national average for science at all levels.

Key stage 4

- a. Significant changes have been made to the Key Stage 4 (KS4) 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 both the Consortia average and the national average.

- f. Capped 9 Points Score (3+6) is just over 28 points above that seen nationally, which equates to half of one-grade per subject on average above the national average points score.
- g. The average Literacy points score for the LA is 2.9points above the Wales average, which is roughly half of one grade above the national average
- h. The average Numeracy points score for the LA is 3.5 points above the Wales average, which is nearly three-fifths of one-grade above the national average.
- i. The gap in performance of the average Science points score between LA and Wales is 3.0 points, which is half of one-grade above the national average.
- j. LA performance for the Welsh Baccalaureate Skills Challenge Certificate (WB SCC) is 1.9points above the national figure, which is just under one-third of a grade.
- k. The performance of boys in the LA is stronger than the performance of girls, when both groups are compared against the national averages. The performance of boys in the LA is above the corresponding national average for each of the five interim performance measures. The same pattern is evident for girls' performance in the LA when compared against girls' performance nationally.
- l. The gap in performance between boys and girls is smaller for the LA than seen nationally for all five interim performance measures, with the average points in Numeracy being the same for both groups of pupils in 2019.
- 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 five interim performance measures by at least one-point.
- n. The performance of nFSM pupils is above the national average for all interim performance measures, with differences of around half of one-grade for all measures with the exception of WB SCC which is around one-quarter of a grade above the national average.
- 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 WB SCC has a narrower gap than seen nationally, but only by 0.2 points.
- p. No comparisons are included in this section of the report for KS4 legacy measures.

Key stage 5

- a. Level 3 Threshold has fallen in the most recent year to 98.6%, but remains above the national average of 97.9%.
- b. Performance has fallen in the most recent year for 3A*-A grades in the LA, but the LA continues to exceed the regional and national averages, but the gap has narrowed.
- c. Performance in 3A*-C grades has fallen in the most recent year by 2.4pp to 66.2% and continues to exceed both the regional and national averages.
- d. Average wider points score has increased in the most recent year and remains above the score seen in 2017, but below the score seen in 2016. However, the LA continues to exceed both the regional and national averages for this performance measure.
- e. Boys' performance in the LA has fallen for all performance measures except Average Wider Points Score in the most recent year, but performance continues to exceed both the regional and national averages for all measures.
- f. Girls' performance has increased for Level 3 Threshold but has fallen for all other indicators over the most recent academic year. However, girls' performance exceeds the national average for Level 3 Threshold, Average Wider Points Score and 3A*-C grades but is now below the national and regional averages for 3*A-A grades – the first time that this has occurred over the latest three-year period.
- g. The Vale of Glamorgan's A level value-added data shows that performance across the Borough are 'excellent' at Alps Grade 3 (Grade 1 is Outstanding, Grade 9 is Poor).
- h. Nine subjects are in the top quartile of performance across England and Wales with strengths identified in Drama and Theatre Studies, German, Government and Politics, Health and Social Care, Health and Social Care, Physical Education and Psychology. (*)
- i. Less than five subjects are in the lowest quartile of performance, these include Economics, Geology and Media: Communications and Production (*)

(*) Please note that some subjects are not included in this narrative, where the number of pupils entering the subject across the LA are less than 5.

Strengths

- a. In the foundation phase, standards at both the expected and higher than expected outcomes remain above the All-Wales averages.

- b. At key stages 2 and 3, the percentage of pupils achieving the expected and higher than expected levels in all core subjects is above the All-Wales averages.
- c. An increase in the performance of eFSM pupils at the foundation phase outcome indicator and core subject indicator at key stage 3.
- d. At key stage 4, outcomes across all the new interim performance measures are above regional and All-Wales averages.
- e. At key stage 4, the gap in performance between boys and girls is smaller for the Vale than seen nationally. The performance of boys and girls is above the corresponding national average for each of the five interim performance measures.
- f. At key stage 4, the performance of eFSM pupils is above the national average for the five interim performance measures.
- g. At Post-16, overall performance across the main outcome measures remain above national averages.
- h. At Post 16, value added Alps analysis identifies excellent performance across A level.

Areas for Development

- a. Improve the performance of boys across foundation phase and key stages 2 and 3.
- b. Further improve the performance of eFSM pupils across foundation phase and key stages 2 and 3.
- c. Improve the performance of eFSM pupils, particularly in the average points score for Literacy, Numeracy, Science and the Capped 9.
- d. Ensure all pupils have a curriculum that meets their individual needs and affords them the opportunity to gain nine qualifications that contribute to the capped 9 point score
- e. Improve performance across all Welsh Government published indicators at Post 16.

Challenge and support provided by the Consortium on behalf of The Vale of Glamorgan Council

1. In 2018-2019 Vale of Glamorgan Local Authority contributed £574,053 towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for 9 challenge advisers (2.73 FTE) plus support from Accelerated Progress Leads (0.03 FTE effective from September 2017) and senior Challenge Advisers (1 FTE).
2. Ten schools were inspected during 2018-2019.
 - Of the ten schools, three were asked to write excellent practice case studies. Three schools were placed in a follow up category of Estyn Review. No schools in the LA schools were judged as having important weaknesses that outweigh the strengths and therefore placed in the statutory category of Significant Improvement. Similarly, no school has been placed in Special Measures.
 - Of the schools inspected in previous years no remain in an Estyn follow up category.
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 56 schools in The Vale of Glamorgan, no schools required red level of support and two schools required amber level of support. There were thirty-two schools requiring green support and twenty-three 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. Categorisation outcomes for 2019-2020 remains positive across both the primary and secondary sector. We continue to provide the appropriate support to reflect the changing improvement needs of schools. The final categorisation outcomes were published on 31st January and outcomes are included in Annex B.
6. Other support provided by the consortium to schools in Vale of Glamorgan has included:
 - a. 32 schools, comprising of the primary and secondary sectors within Vale of Glamorgan have accessed professional development programmes provided by Hub schools across the region.
 - b. Vale of Glamorgan schools involved in providing support as part of the Hub programme in 2018-2019 were:

- Professional Learning – Cowbridge School, Stanwell School, Ysgol Gymraeg Bro Morgannwg, Cadoxton Primary School, Romilly Primary School and Rhws Primary School
- Foundation Phase Alliance – Cadoxton Primary School
- Welsh 2nd language – Cowbridge School, Sully Primary School
- Mathematics – Stanwell School
- Digital Competence – Cadoxton
- Lead Practitioners – All Saints CIW Primary School (Health and Wellbeing and Learning in Digital Wales (LIDW)), Cowbridge School (History), Llandough Primary (LIDW), Stanwell School (Media Studies, Geography, Performing Arts, Art and Design)

The following schools were identified as Welsh Government Pioneer Schools:

- Albert Primary School
 - Barry Island Primary School
 - Cadoxton Primary School
 - Cowbridge Comprehensive School
 - Rhws Primary School
 - Romilly Primary School
 - St Joseph’s RC Primary School
 - Stanwell School
 - Ysgol Gymraeg Bro Morgannwg
- c. Nearly all Vale of Glamorgan schools have been involved in SIG working, and during 2018-2019 SIGs including Vale of Glamorgan schools have focused on the Curriculum for Wales, Welsh Baccaalaureate, five A*/C, foundation phase, self-evaluation, literacy, numeracy, teaching and pedagogy, pupil voice, leadership, ICT and digital competence framework (DCF), assessment, science, 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.
- d. The consortium has invested heavily in leadership provision in the 2018-2019 year. For Vale of Glamorgan schools this has included opportunities to support another school with leadership capacity, leadership of school to school provision and direct leadership programmes. Of these, one headteacher has undertaken the New to Headship programme; three senior leaders have completed the Aspiring Headteacher pilot programme; four deputy headteachers have completed the Improved Leadership Skills for Deputy headteachers programme and there were four 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 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, £18, 427 of additional funding was provided to support Vale of Glamorgan specific priorities via the Local Authority Annex. Funding has supported the ongoing professional learning of headteachers and relevant staff in developing their understanding on attachment aware and trauma informed interventions.

Annex A: Headline results across The Vale of Glamorgan 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.

Final 2019 Results

New Interim Performance Measures

	The Vale of Glamorgan	Central South Consortium	Wales
Capped 9 Points Score	382.2	362.2	353.8
Av Pts Literacy	41.9	39.6	39.0
Av Pts Numeracy	40.6	37.3	37.1
Av Pts Science	39.8	36.7	36.8
Av Pts WB SCC	38.3	37.0	36.4

Key Stage 5 – Final Results

	The Vale of Glamorgan	Central South Consortium	Wales
Level 3 Threshold	98.5	98.3	97.9
Average Wider Points Score	828.9	750.2	741.3
3A*-A	16.6	15.0	13.6
3A*-C	66.2	59.6	58.4

Annex B: National Categorisation outcomes for The Vale of Glamorgan 2018-2019 and 2019

-2020

School	2018/19		2019/20	
	Improvement	Support	Improvement	Support
Cogan Nursery School	A	Green	A	Green
Bute Cottage Nursery School	A	Green	A	Green
Y Daith	C	Amber	C	Amber
Albert Primary School	A	Green	A	Green
Barry Island Primary School	A	Green	A	Green
Cogan Primary School	A	Green	A	Green
Colcot Primary School	A	Green	A	Green
Fairfield Primary School	B	Yellow	B	Yellow
Gladstone Primary School	B	Yellow	B	Yellow
High Street Primary School	B	Yellow	A	Green
Holton Primary School	B	Yellow	B	Yellow
Jenner Park Primary School	A	Green	B	Yellow
Llancarfan Primary School	A	Yellow	A	Yellow
Llanfair Primary School	A	Green	A	Green
Llangan Primary School	A	Green	B	Yellow
Palmerston Primary School	A	Green	A	Green
Rhws County Primary School	B	Yellow	B	Yellow
Sully Primary School	A	Green	A	Green
Victoria Primary School	A	Green	A	Green
St Athan Primary School	A	Green	A	Green
St Illtyd Primary School	B	Yellow	C	Amber
Evenlode Primary School	A	Green	A	Green
Llandough County Primary	B	Yellow	B	Yellow
Y Bont Faen Primary School	B	Yellow	B	Yellow
Ysgol Pen-y-Garth	A	Green	B	Yellow
Ysgol Gymraeg Sant Baruc	A	Green	A	Green
Oak Field Primary And Nursery School	A	Green	C	Amber
Ysgol Iolo Morganwg	B	Yellow	B	Yellow
Ysgol Gymraeg Sant Curig	A	Green	A	Green
Ysgol Gymraeg Gwaun Y Nant	A	Green	A	Green
Cadoxton Primary School	A	Green	A	Green
Romilly Primary School	A	Green	A	Green
Ysgol Gymraeg Dewi Sant	B	Yellow	B	Yellow
Dinas Powys Primary School	A	Green	A	Green
Ysgol y Ddraig	B	Yellow	A	Green
St Nicholas C/W Primary School	B	Yellow	B	Yellow
Peterston-Super-Ely Primary	B	Yellow	B	Yellow
Gwenfo C/W Primary School	B	Yellow	A	Green
St Brides C W Primary School	A	Green	A	Green
Wick And Marcross C/W Primary	B	Yellow	A	Yellow
Pendoylan C/W Primary School	B	Yellow	A	Green
St Andrew's C/W Primary School	A	Green	A	Green
Llansannor C/W Primary School	A	Green	A	Green
St David's Church-In-Wales	A	Green	A	Green
St. Joseph's Rc Primary School	A	Green	A	Green
All Saints Cw Primary School	A	Green	A	Yellow

St Helen's Catholic Primary School	B	Yellow	B	Yellow
Llantwit Major School	B	Yellow	B	Yellow
Cowbridge Comprehensive School	A	Green	A	Green
St Cyres Comprehensive School	B	Yellow	C	Amber
Whitmore High School	B	Yellow	B	Yellow
Pencoedtre High School	B	Amber	B	Yellow
St Richard Gwyn Catholic High School	B	Yellow	B	Yellow
Stanwell School	A	Green	A	Green
Ysgol Gymraeg Bro Morgannwg	B	Yellow	A	Green
Ysgol Y Deri	A	Green	A	Green