

**BYDD CYFARFOD O'R GWASANAETH ADDYSG AR Y CYD - CONSORTIWM
CANOLBARTH Y DE YN CAEL EI GYNNAL YN
Rhondda Cynon Taf, County Borough Council Offices, Pavilions, Cambrian
Park, Clydach Vale
Dydd Iau, 14eg Mehefin, 2018 at 10.00 am**

1. DATGAN BUDDIANT

Derbyn datganiadau o fuddiannau personol gan Aelodau yn unol â'r Côd Ymddygiad

- 1. Mae gofyn i Aelodau ddatgan rhif a phwnc yr agendwm y mae eu buddiant yn ymwneud ag ef a mynegi natur y buddiant personol hwnnw; a*
2. Lle bo Aelodau'n ymneilltuo o'r cyfarfod o ganlyniad i ddatgelu buddiant sy'n rhagfarnu, mae **rhaid** iddyn nhw roi gwybod i'r Cadeirydd pan fyddan nhw'n gadael.

2. ETHOL CADEIRYDD

Ethol Cadeirydd Cyd-bwyllgor Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De ar gyfer y flwyddyn 2018–2019.

3. PENODI IS-GADEIRYDD

Penodi Is-gadeirydd Cyd-bwyllgor Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De ar gyfer y flwyddyn 2018–2019.

4. COFNODION

Cadarnhau cofnodion o gyfarfod Cyd-bwyllgor Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De a gynhaliwyd ar 15 Mawrth 2018 yn rhai cywir.

(Tudalennau 3 -
10)

5. CALENDR O GYFARFODYDD YN Y FLWYDDYN 2018-2019

Trafod y calendr arfaethedig o gyfarfodydd yn y flwyddyn 2018–2019.

(Tudalennau 11 -
12)

6. PENODI CADEIRYDD Y BWRDD CYNGHORI

Penodi Cadeirydd Bwrdd Cyngori Consortiwm Canolbarth y De.

7. AROLWG BLYNYDDOL CONSORTIWM CANOLBARTH Y DE

Derbyn deilliannau arolwg staff blynyddol eleni.

(Tudalennau 13 -
28)

**8. DATA DANGOSOL YN YSTOD Y FLWYDDYN - CYFLAWNIAD
CONSORTIWM CANOLBARTH Y DE**

Derbyn diweddariad ar lafar gan Gyfarwyddwr Rheoli
Gwasanaeth Addysg ar y Cyd, Consortiwm Canolbarth y De.

(Tudalennau 29 -
30)

9. NEWIDIADAU I FESURAU CYFLAWNIAD

Derbyn diweddariad mewn perthynas â mesurau cyflawniad newydd y
bydd Llywodraeth Cymru yn eu defnyddio.

(Tudalennau 31 -
36)

10. CONSORTIWM CANOLBARTH Y DE - CYNLLUNIO BUSNES

Derbyn diweddariad ar lafar gan Reolwr Gyfarwyddwr Gwasanaeth
Addysg ar y Cyd Consortiwm Canolbarth y De.

(Tudalennau 37 -
280)

11. PAPUR GRANTIAU

Trafod adroddiad y Trysorydd.

(Tudalennau 281 -
292)

12. SEFYLLFA DIWEDD Y FLWYDDYN 2017-2018

Trafod adroddiad y Trysorydd.

(Tudalennau 293 -
374)

13. GWAHARDD AELODAU O'R WASG A'R CYHOEDD

Trafod cadarnhau'r cynnig isod yn benderfyniad:
"Bod y cyfarfod hwn yn cadw aelodau o'r wasg ac aelodau o'r cyhoedd
allan o ystafell y cyfarfod, dan Adran 100A(4) o Ddeddf Llywodraeth
Leol 1972 (fel y'i diwygiwyd), yn ystod trafod yr agendwm nesaf, ar y sail
y byddai'n debygol o ddatgelu gwybodaeth eithriedig yn ôl diffiniad

14. RHEOLIADAU DIOGELU DATA CYFFREDINOL

Derbyn gwybodaeth am y gwaith mae'r consortiwm wedi'i wneud yn
ymwneud â deddfwriaeth Rheoliadau Diogelu Data Cyffredinol a ddaeth
i rym ar 25 Mai 2018.

(Tudalennau 375 -

15. BUSNES BRYS

Trafod unrhyw faterion a ddylai gael eu hystyried yn y cyfarfod ar frys oherwydd amgylchiadau arbennig yn nhyb y Cadeirydd.

At: Pob Aelod o'r Gwasanaeth Addysg ar y Cyd - Consortiwm Canolbarth y De

tudalen wag



Minutes of the Meeting of the Central South Consortium Joint Education Service Committee held at the Merthyr Tydfil County Borough Council Offices, Civic Centre Merthyr Tydfil on Thursday 15th March 2018 at 10:00am

PRESENT

Members of the Committee

Councillor S. Merry (Cardiff City Council)
Councillor J. Rosser (Rhondda Cynon Taf County Borough Council)
Councillor R. Penrose (Vale of Glamorgan County Borough Council)
Councillor C. Smith (Bridgend County Borough Council)
Councillor L Mytton (Merthyr Tydfil County Borough Council)

Council Officers in Attendance

Ms P Ham - Director of Learning & Skills (Vale of Glamorgan County Borough Council)
Ms S Walker – Chief Education Officer (Merthyr Tydfil County Borough Council)
Mrs E Thomas – Director of Education and Lifelong Learning (Rhondda Cynon Taf County Borough Council)
Mr C. Bradshaw – Lead Chief Executive (Rhondda Cynon Taf County Borough Council)
Mr P Griffiths – Service Director, Performance & Improvement (Rhondda Cynon Taf County Borough Council)
Mr L Harvey - Bridgend County Borough Council

Also in Attendance

Ms. L. Blatchford – Business Manager (Central South Consortium)
Ms A, Brychan – Policy and Strategy Officer (Central South Consortium)
Mr A. Williams – Senior Lead for Standards and Improvement Planning
(Central South Consortium)
Mr A Clark – (Central South Consortium)
Mr G Voyle – (Central South Consortium)
Mr O Evans – Director of Teach First Cymru

43 . APOLOGIES FOR ABSENCE

Apologies for absence were received from Mr P Orders (Cardiff City Council)

44. DECLARATION OF INTEREST

Members had no personal interests to declare in matters pertaining to the agenda.

45. MINUTES

RESOLVED to approve as an accurate record, the minutes of the Central South Joint Education Committee Service held on the 15th March 2018 at 10:00am

46. BUSINESS PLAN 2018-19

The Senior Lead for Standards and Improvement Planning presented Members with the Final Business Plan for 2018 – 19 with aid of a power point presentation. Members of the Committee were inform of the aims of the Consortium along with the progress that has been made towards 2020.

Members were informed of the 4 objectives set out in the plan.

- Objective 1 – Developing a high quality education profession
- Objective 2 – To develop inspirational leaders and facilitate their working collaboratively to raise standards
- Objective 3 – To develop strong and inclusive schools committed to excellence, equality and wellbeing
- Objective 4 – To develop robust assessment, evaluation and accountability arrangements supporting a self- improving system.

After a robust discussion and consideration of the plan Members **RESOLVED** to approve the Central South Business Plan for 2018-19

47. MOVING FORWARD

The Senior Leader for Leadership, Strategy & Workforce Reform explained to Members of the Committee the background of the report, it was explained that the discussion paper was originally designed to be used with Central South Consortium staff to check engagement with vision, barriers to achieving that vision and to identify what needs to be changed to secure that vision.

The Senior Leader for Leadership, Strategy & Workforce Reform went on to explain that it was evident that as the school improvement service of five local authorities our vision has to come from the vision of the schools and local authorities themselves. Therefore this paper has become a wider consultation tool. Member were taken through the Moving Forward paper in detail and put their questions and observations forward after in-depth discussion and consideration it was **RESOLVED** to note the content of the Moving Forward Report .

48. CSC DIGITAL STRATEGY REPORT

Members of the Committee were presented with the CSC Digital Strategy Report. The report sets out an ambitious roadmap focusing on an approach to work smarter and faster in allowing technology to act as an enabler in achieving our vision of a school led self improving system.

It was explained that this strategy has been developed with a core consideration of the Central South Consortium's ambition and priorities, communication strategy and RCT CBC digital strategy. It was also explained that to achieve the ambition of the CSC by 2020 we will need to develop a first class infrastructure and invest time and energy into developing a digital workforce.

Members were presented with an overview of the 4 key element:

- Creating a first class digital infrastructure
- Developing a digital workforce
- Effective data and information management
- Developing business intelligence

Members of the Committee were taken through the rest of report by the Operational Manager. He informed Member that by 2020 the following strategy outcomes will be achieved:

1. Run a series of termly perception surveys with system user focusing on a consistent set of themes. This will support the generation of a feedback wheel which will support further development of the system.
2. Develop a communication strategy to support the sharing of feedback and resulting activity.
3. Focus on improving system perception and enhancing analysis
4. Focus on communication of change and ensuring key messages are received and understood.
5. Develop a tailored training programme for CSC customers to support engaging with change in relation to the digital toolkits
6. Creation of a digital operational plan to create a clear and transparent road map to achieving outcomes, impact and report on progress
7. Draw up an effective cloud migration plan to support the achievement of a more agile approach to information management.
8. Fully adopt the new GDPR regulations in line with RCT CBC and CSC policies and procedures.

Members commented that it is a very good report and put forward their questions and observation. After further consideration Members **RESOLVED** to note the content of the report and receive further reports at a later date

49. REPORT OF THE TREASURER – 2017/18 BUDGET MONITORING UPDATE AND MEDIUM TERM FINACIAL FORECAST (2018/19 – 2020/21)

The Committee received an updating report of the projected revenue outturn position for 2017/18 , summary of 2018/19 grant funding and medium term financial forecast covering the period 2018/19 to 2020/21.

Following consideration of the Report it was **RESOLVED** to:

- Note the projected revenue outturn position for 2017/18 and approve an earmark reserve at yearend to support the remodelling of the service over the medium term (paragraph 3.3)
- Note the current grant position for 2017/18
- Note the medium term financial forecast covering financial years 2018/1 to 2020/21
- Approve the proposed approach for funding redundancy costs and instruct the Host Authority's Chief Finance Officer to liaise with local authorities to agree this approach. (paragraphs 5.10 and 5.11 of the report)

50. INTERNAL AUDIT REPORTS 2017/18

The Senior Lead Business and Operations presented Members with the Internal Audit Reports issued by Rhondda Cynon Taf County Borough Council's Internal Audit Service to the Central South Consortium during 2017/18.

Members were informed that Rhondda Cynon Taf County Borough Council's Internal Audit Service undertook four audit reviews of core financial systems during 2017/18 and the Joint Committee is requested to determine whether there are any matters of governance or internal control nature that require further action or attention.

After great consideration Members **RESOLVED** to approve the Internal Audit Reports for 2017/18

51. GRANT FUNDING PROPOSAL FOR 2018-19

Members were presented the report of the Senior Lead Business and Operations updating them on the current position of grant funding to the consortia for 2018/19.

Members of the Committee were informed that Welsh Government has written to Lead Directors and Lead Section 151 officers, outlining changes to the grant funding of Consortia and LA's.

The Senior Lead Business and Operations explained that with the launch of the national strategy 'Education for Wales: Our National Mission', there has been a streamlining of the grant funding process. From 2018/19 there will only be two grants received by Consortia:

- Pupil Development Grant (PDG)
- Regional Consortia School Improvement Grant (RCSIG)

After further debate and consideration of the report Members **RESOLVED** to:

- Acknowledge the content of the report
- Approve the principles of delegation outlined in the paper proposed by the Directors.

52 GRANTS AWARD OF FUNDING APPROVAL REPORT

The Senior Lead Business and Operations present Members with an update with regards to the award of funding from Welsh Government for the 2017/18 financial year.

Following consideration of the report Members **RESOLVED** to

1. Note the award of grant funding
2. Approve the use and distribution of grant funding in accordance with the terms and conditions of the award
3. Recommend that the Lead Chief Executive and S151 Officer approve the receipt of grant funding.

53 VALUE FOR MONEY REPORT

Members of the Central South Consortium Joint Education Service Joint Committee were provided with the Central South Consortium Value for Money Report. The report addresses whether maximum benefit has been achieved from goods and services acquired and provided within resource available.

Members went on to consider the report in depth and **RESOLVED** to approve the following recommendations:

- Priority 'Drive Teams within the business plan should continue to outline bids for funding detailing the overall purpose of the initiative as well as identifying the risks, outcomes measurers and means of verification to ensure an ongoing focus upon value for money. The impact reports can then inform future strategy development.
- Consideration may be given to the processes for capturing value for money within the monitoring dashboard for both areas identified foe strand evaluation in 2017/18 as well as the impact of the business plan.
- Progress has been made to ensure when additional funding/ resource is provided to school in need that expected outcomes are identified to ensure good value for money at the planning stages. This is achieved by the development of the school support plan. Further refinement is required however on the effective brokering of the support for schools from the available Central South Wales Strategy models.
- Continue the work of the Research and Evaluation Board to provide evidence of impact on key areas of strategy within the Central South Wales Challenge (in line with Objective 4 of the CSC Business Plan 2017/18).
- Critically evaluate the impact of all CSWC strategies to ascertain maximum impact. This will include the development of online evaluation processes to inform strategic planning and ensure reporting is more focused on impact. It would then be possible to monitor aims objectives over time and provide evidence of impact in both the school providing support as well as the school/ individuals receiving support .

- There is a need to take a longer term view of the hub model and its impact. A review of the funding methodology for the hub programme should be undertaken and consideration given to the removal of the expectation that all hubs provide support for red and amber schools. Savings realised may then be used to broker effective support from across the region rather than from a narrower number of hub schools.
- Consider the reduction of seed funding for school improvement groups as these networks are now established and effective. This would release capacity to fund clusters to work collaboratively on the Curriculum for Wales with Pioneer schools.
- Explore other types of peer enquiry models, building upon the success of the current peer enquiry model. This may involve specific enquires based on different sectors, such as the Special School Sector or Welsh Medium Sector as well as the exploration of thematic peer enquiries.
- Strand evaluations for 2017/18 should continue for all areas except peer enquiry where robust evaluation processes are now in place.

54. TEACH FIRST CYMRU REPORT

Mr Owen Evans Director Teach First Cymru presented Members with the Quarter 1 Report, which provides Members of the committee with activities and progress made by Teach First Cymru against the contract for the Teach First Leadership Development Programme delivered in the Central South Consortium Region.

After receiving the report Member of the Committee asked a number of questions and the Director of Teach First Cymru duly responded.

Meeting Closed at 11.55am

**Cllr S Merry
Chair**

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MUNICIPAL YEAR 2018-2019

Central South Consortium Education Service Joint Committee 14 June 2018	Agenda Item No. 5
Report of the Managing Director of the Central South Consortium Joint Education Service Committee	Calendar of Meetings for the 2018-19 Municipal Year

1. PURPOSE OF THE REPORT

To consider the proposed calendar of meetings for the 2018-19 municipal year.

2. RECOMMENDATION

That Members of the Central South Consortium Education Service Joint Committee agree the Calendar of Meetings for the 2018/19 municipal year.

3. BACKGROUND

The following suggested dates of quarterly meetings of the Central South Consortium Joint Education Service Committee is proposed. Consideration will need to be given to the venues for each meeting.

The Chairman has the power to call special meetings if a matter requires urgent consideration.

<u>QUARTERLY CYCLE</u>
<p><u>AUTUMN TERM</u></p> <p>13th <u>or</u> 19th <u>or</u> 20th September 2018</p> <p>18th <u>or</u> 19th December 2018</p>
<p><u>SPRING TERM</u></p> <p>26th <u>or</u> 27th <u>or</u> 28th March 2019</p>
<p><u>SUMMER TERM</u></p> <p>11th June <u>or</u> 12th June <u>or</u> 13th June 2019</p>

(All meetings will take place between 10-12pm)

Second Annual Staff Survey

June 2018

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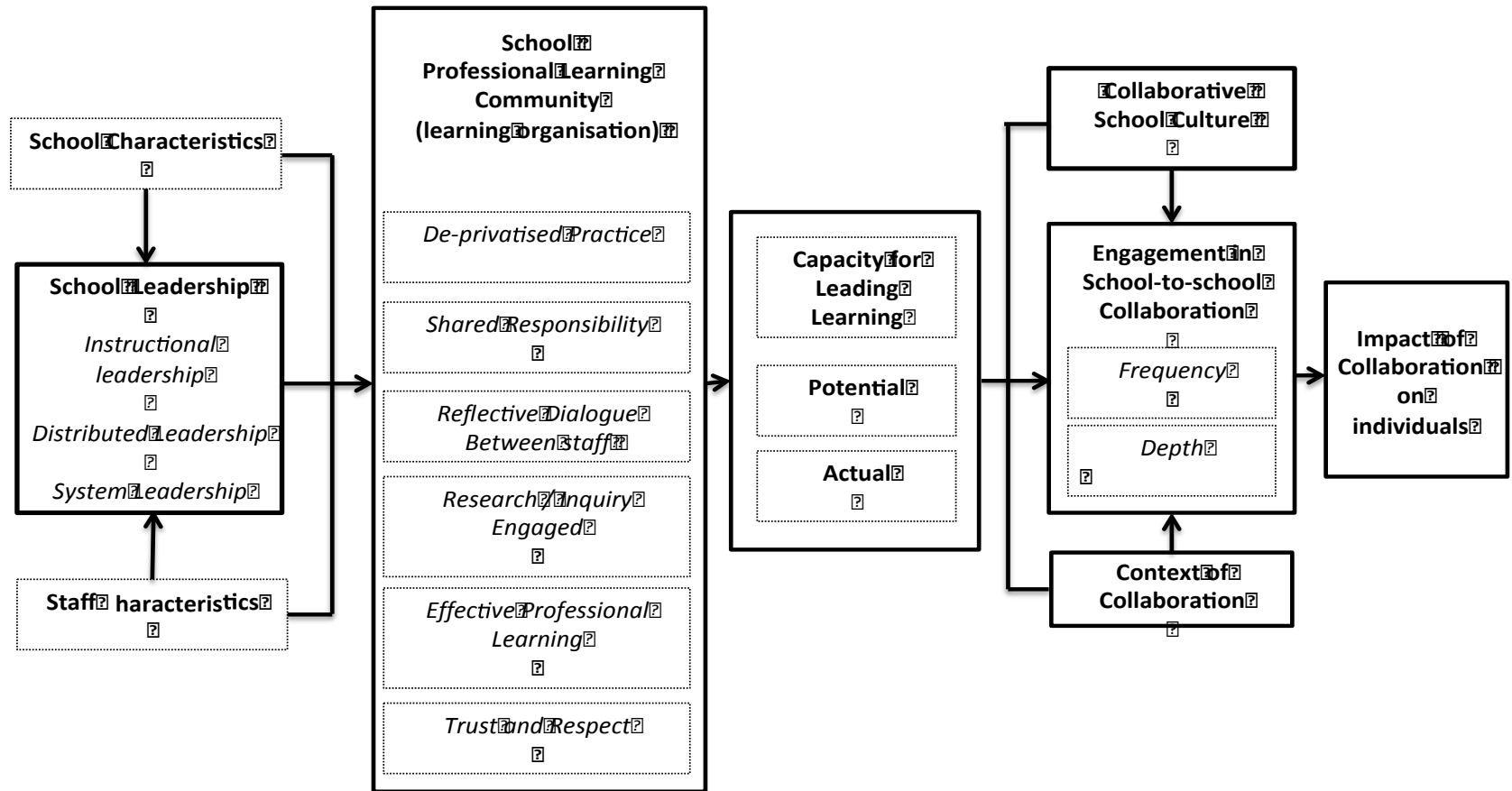
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Who is involved?

- 20% of schools using sample based on KS achievement, FSM, and locality.
- 12 secondary schools, 51 primary
- 863 staff (54% return rate) split equally between phases
- Senior leaders, middle leaders and class teacher
- 95% retention rate of schools from last year

Conceptual Framework

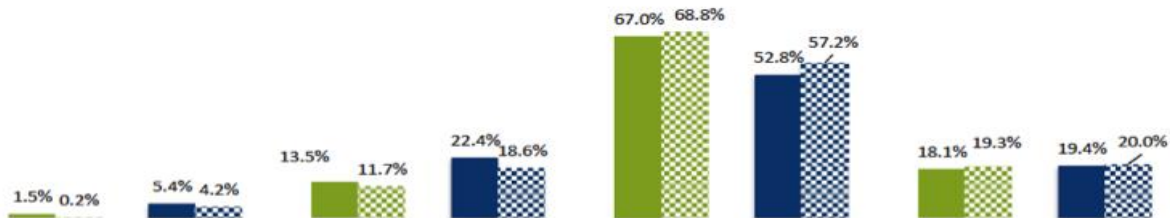
Tudalen 17



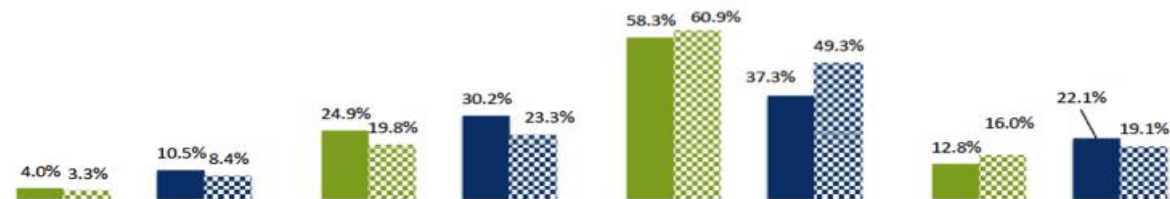
Instructional Leadership

Q7: How effective is the leadership in your school in ensuring that ... (a,b,c)

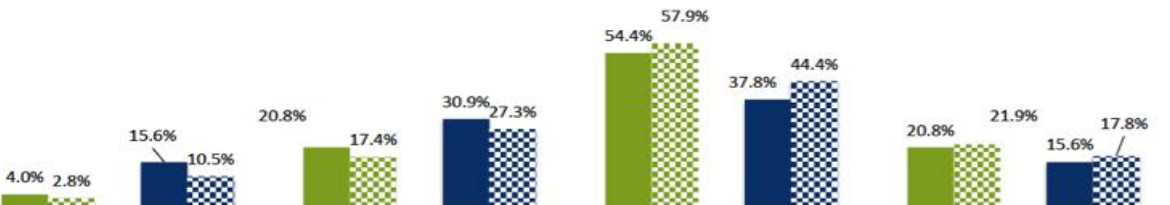
7.a. ... Teachers can use data effectively to improve their teaching



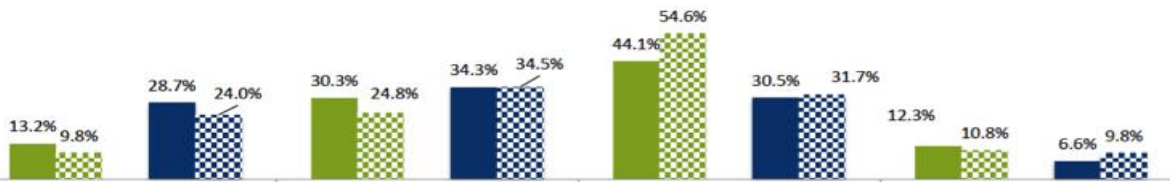
7.b. ... There are well-structured opportunities for professional learning in school



7.d. ... The climate supports people to discuss teaching problems with colleagues



7.e. ... Teachers have time to work together on improving teaching



Poor Satisfactory Good Outstanding
 ■ Primary 2016 ■ Primary 2017 ■ Secondary 2016 ■ Secondary 2017

School leadership

(Instructional and distributed)

- Staff generally very, or ‘overly’, positive
- School culture seems a stronger influence than actual practices in influencing staff perceptions of school leadership
- Secondary staff views of instructional leadership in schools has improved
- Instructional leadership in lower achieving/ low FSM secondary schools still rated ‘poor’ by significant minority

Schools as learning communities

(Collaborative cultures and de-privatising practices)

- Staff hold very positive views about schools' collaborative cultures
- Just over half of teachers discussed specific pupil's learning on a weekly basis
- 25% of all staff had not observed a colleague teach in the last 12 months.
- More class teachers have observed others teach this year, overall 65% compared to 59%, biggest rise is in secondary teachers up to 71% from 52%.
- Overall approximately 40% of staff have been regularly mentored/coached, some 20% only once, and 40% never.

Schools as learning communities

(Professional and organisational learning)

- Significant increase in staff engaging in more extended forms of professional learning, 68% up from 39% last year
- Last year only about a quarter of staff stated they had had any involvement in action research this has increased to two thirds. Engagement in inquiry increased from just around half of staff to around three quarters.
- There is still a gap in the levels of engagement of class teachers and members of SMT in action research and inquiry but this has narrowed.

Schools as learning communities

(Professional and organisational learning)

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d. Involved in the use of action research					
Phase	Never	Once a year	<u>Termly</u>	Monthly	Weekly
Primary	38.2%	24.1%	28.6%	6.3%	2.8%
Secondary	32.6%	27.4%	27.6%	11.3%	1.1%
e. Use of inquiry approach such as lesson study, learning walk etc.					
Phase	Never	Once a year	<u>Termly</u>	Monthly	Weekly
Primary	17.8%	25.3%	44.4%	9.8%	2.8%
Secondary	28.8%	24.2%	34.5%	8.7%	3.9%

Capacity for Leading Learning

(Potential and actual)

- Overall 75% of primary and 57% of secondary staff agreed/strongly agreed that they were now more willing to take on/increase their involvement in leading professional learning with colleagues in their school
- Some 66% of classroom teachers indicated a greater willingness to lead learning, based upon their enhanced understanding of what constituted effective professional learning.
- Some 20% of classroom teachers had been involved in leading an aspect of training or professional learning on at least a termly basis
- More staff engaged in frequently evaluating and improving aspects of teaching and learning

Engagement in collaboration

(Scope and depth)

- Slight decrease in scope - overall percentage of staff who have worked collaboratively reduced from 81% to 64% in primary and from 61% to 57% in secondary.
- Decrease seems due to staff, particularly class teachers, who were involved at a low level last year not being engaged at all this year
- Increase in depth – last year just over a third of staff involved in joint practice development up to 80% and from a fifth involved in inquiry to 70%.

Engagement in collaboration

Q9: In the last 12 months, how often have you worked on a cross-school project, been part of a cross-school group or involved in a professional network with teachers from other schools?

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Secondary schools	Never	Once a year or less	Termly	Monthly	Weekly
Teachers (2016)	50.3%	30.1%	13.7%	2.0%	3.9%
Teachers (2017)	56.6%	16.8%	19.9%	5.1%	1.5%
Middle leaders (2016)	35.3%	24.3%	30.1%	6.6%	3.7%
Middle leaders (2017)	33.5%	30.2%	24.7%	10.4%	1.1%
SMT (2016)	7.5%	17.5%	37.5%	27.5%	10.0%
SMT (2017)	11.1%	13.9%	30.6%	27.8%	16.7%

Individual impact of collaboration

- Two thirds of primary staff felt it had enhanced their classroom practice, compared to just under half of secondary staff
- Over half of primary staff viewed it as having improved pupil learning and attainment, compared to just over 40% of secondary staff.
- One third of staff believed it had helped them in leading learning in their own schools and a fifth felt it had developed them as system leaders.

Curriculum for Wales

- Pattern of responses from primary and secondary staff remained broadly similar with the majority of staff choosing 'some change' (60-66% of primary and 48-70% of secondary).
- Divergence between the two phases at the level of middle leaders. In the primary phase significant shifts in views of middle leaders, with those reporting 'no change' dropping from 45% to 11% and those stating major changes going up to 8% from zero last year. In the secondary phase these significant shifts have not been repeated.
- The data would tend to indicate that to a degree the need to implement the new curriculum has starting to permeate through primary schools but to a degree has stalled amongst middle leaders parts of the secondary phase.

Curriculum for Wales

Q17a: To what extent have the following purposes of Successful Futures influenced your curriculum development and planning this year?

Secondary schools	No change	Little change	Some change	Major change
Teachers (2016)	15.6%	31.2%	46.8%	6.4%
Teachers (2017)	13.3%	28.9%	47.8%	10.0%
Middle leaders (2016)	11.3%	26.3%	57.9%	4.5%
Middle leaders (2017)	24.7%	20.5%	50.0%	4.8%
SMT (2016)	5.0%	20.0%	65.0%	10.0%
SMT (2017)	0.0%	15.2%	69.7%	15.2%

Conclusions and implications

- Leaders still require support to enact instructional and distributed leadership
- Evidence of greater emphasis on de-privatising practice in secondary schools
- Engagement in Inquiry and research have reached a cultural ‘tipping point’
- Focus needs to be on supporting greater depth of the 2/3rd now engaged in inquiry and JPD.

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Central South Consortium - KS4 In-year Collection of Data - Latest Position (Reported April 2018)

Performance Measure	LA	Actual 2017	Target 2018	In Year Collection Apr-17	In-Year Collection Apr-18	difference from this time last year (Apr-18)	distance from target (Apr-18)	difference from actual 2017 (Apr-18)
Level 1	Bridgend	94.1	97.6	95.2	96.0	0.8	-1.6	1.9
Level 1	Vale	95.9	97.2	97.4	97.3	-0.1	0.1	1.4
Level 1	RCT	94.7	98.4	95.6	95.9	0.3	-2.5	1.2
Level 1	Merthyr	95.0	95.9	97.4	95.1	-2.3	-0.8	0.1
Level 1	Cardiff	93.2	98.1	94.7	95.6	1.0	-2.4	2.4
Level 1	Consortium	94.3	97.9	95.6	96.0	0.4	-1.9	1.7
Level 2	Bridgend	67.9		66.2	69.1	3.0	-	1.2
Level 2	Vale	73.8		82.0	76.3	-5.7	-	2.5
Level 2	RCT	63.2		67.9	66.0	-1.8	-	2.8
Level 2	Merthyr	58.8		70.7	63.7	-7.0	-	4.8
Level 2	Cardiff	69.9		72.2	72.6	0.4	-	2.8
Level 2	Consortium	67.6		71.3	70.3	-1.0	-	2.7
Level 2+	Bridgend	53.0	65.4	50.5	56.2	5.7	-9.2	3.2
Level 2+	Vale	60.4	66.8	64.3	65.5	1.2	-1.2	5.1
Level 2+	RCT	49.8	64.1	48.9	54.2	5.3	-9.9	4.4
Level 2+	Merthyr	42.4	52.8	48.8	50.8	2.1	-2.0	8.4
Level 2+	Cardiff	58.5	70.7	56.5	60.9	4.4	-9.8	2.5
Level 2+	Consortium	54.5	66.4	54.1	58.4	4.4	-8.0	3.9
Level 2+ eFSM	Bridgend	29.4	39.4	25.4	26.7	1.3	-12.7	-2.7
Level 2+ eFSM	Vale	30.6	31.5	37.7	26.8	-11.0	-4.7	-3.9
Level 2+ eFSM	RCT	24.2	36.9	28.4	26.2	-2.2	-10.6	2.1
Level 2+ eFSM	Merthyr	23.5	31.5	34.7	23.0	-11.7	-8.5	-0.5
Level 2+ eFSM	Cardiff	33.9	44.7	31.2	36.4	5.2	-8.2	2.6
Level 2+ eFSM	Consortium	29.3	39.4	30.5	30.0	-0.5	-9.4	0.7
L2 English	Bridgend	61.5		60.4	67.9	7.5	-	6.4
L2 English	Vale	69.2		69.4	74.1	4.7	-	5.0
L2 English	RCT	56.4		59.0	65.3	6.3	-	8.9
L2 English	Merthyr	54.9		57.9	60.5	2.6	-	5.6
L2 English	Cardiff	66.2		63.8	70.0	6.2	-	3.8
L2 English	Consortium	62.5		62.4	68.5	6.1	-	6.0
L2 Cymraeg	Bridgend	83.8		58.6	63.0	4.4	-	-20.8
L2 Cymraeg	Vale	79.3		72.7	76.9	4.2	-	-2.4
L2 Cymraeg	RCT	74.7		55.0	62.7	7.7	-	-12.0
L2 Cymraeg	Merthyr	-		-	-	-	-	-
L2 Cymraeg	Cardiff	83.3		76.3	83.3	7.0	-	0.0
L2 Cymraeg	Consortium	79.1		65.0	72.7	7.7	-	-6.3
L2 Mathematics	Bridgend	61.2		60.2	63.3	3.1	-	2.0
L2 Mathematics	Vale	67.3		73.2	71.0	-2.1	-	3.7
L2 Mathematics	RCT	59.3		55.3	61.8	6.5	-	2.5
L2 Mathematics	Merthyr	49.4		60.1	62.5	2.4	-	13.1
L2 Mathematics	Cardiff	65.5		62.8	65.8	3.1	-	0.4
L2 Mathematics	Consortium	62.4		61.7	64.9	3.3	-	2.6
L2 Science	Bridgend	75.7		73.8	57.5	-16.3	-	-18.2
L2 Science	Vale	90.0		93.6	67.0	-26.6	-	-23.1
L2 Science	RCT	78.6		74.6	54.4	-20.3	-	-24.3
L2 Science	Merthyr	69.7		67.0	52.4	-14.6	-	-17.3
L2 Science	Cardiff	81.4		81.4	61.4	-20.0	-	-20.0
L2 Science	Consortium	80.3		79.2	59.2	-20.0	-	-21.1

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Date written: 5th June 2018

Report author: Andrew Williams and Caryl Stokes

Date of meeting where the report is being considered: 14th June 2018

Appendices attached: Summary of changes to the KS4 performance measures

Issue: Changes To Reported Performance Measures

Summary

1. In May 2018, Welsh Government (WG) announced changes to the information that will be reported for schools in Summer 2018 for Key Stage 4 (KS4) performance measures, and also the changes for published information for Foundation Phase (FP) to Key Stage 3 (KS3) following their consultation on ceasing publication of Teacher Assessment data below National level. This report summarises the information that will be made available to schools by WG and Central South Consortium (CSC) for Summer 2018 assessments, and the performance measures that will be reported for Summer 2018 and the changes due for KS4 for Summer 2019 and onwards.

Recommendation

2. CSC will continue to create school level data packs to share with schools, local authorities (LAs) and challenge advisers (CAs) in line with the content of the WG consultation summary of responses. Reporting requirements for KS4 will be amended to include the new measure introduced for KS4 in Summer 2018 reporting. Processes for collecting data for the next academic year to be considered in-light of the changes in performance measures for Summer 2019 reporting.

Background

3. Summer 2017 KS4 Performance Measures included:
 - Level 1 Threshold;
 - Level 2 Threshold;
 - Level 2 Threshold inc EWM;
 - Capped 9 Points Score (5 + 4 others);
 - Level 2 English/Welsh 1st Language (Best) (Language only);
 - Level 2 English (Language only);
 - Level 2 Welsh 1st Language (Language only);
 - Level 2 Mathematics (Best of Mathematics or Mathematics-Numeracy);
 - Level 2 Science (Best).

Key Stage 4 performance measures have been revised and extended for Summer 2018 reporting to include the following measures:

- Capped 9 Points Score (5 + 4 others) - GCSE only requirements for science indicators;
- Level 2 Science – GCSE only requirements for science indicators;
- Skills Challenge Certificate (Foundation and National);

- Welsh BaccaLaureate Measures¹ (Foundation and National).

For Summer 2019 reporting, the performance measures will be changed to the following measures:

- Average Points Literacy (Best of Literature or Language – English or Welsh 1st Language);
- Average Points Numeracy (Best of Mathematics or Mathematics-Numeracy);
- Average Points Science (Best) (GCSE only);
- Revised Capped 9 Points Score (3 Average Points above plus 6 others);
- Skills Challenge Certificate (Foundation and National).

Following the WG announcement in November 2017 regarding early entries, only the results of the first awarding of a complete qualification will count towards the performance measures for Summer 2019 reporting.

The main points in relation to Teacher Assessment given in the WG Summary of Responses document to the consultation² are given below:

- a) Teacher Assessment can be used for information purposes e.g. to develop school improvement policies etc. but not for school accountability purposes below national level.
- b) As part of our engagement with local authorities and consortia we have been advised that there are already systems used by the data units of each LA to analyse this data, so they would not suffer from lack of summary tables and charts fed back to them from Welsh Government. They further advised that as there is probably already some duplication in the All Wales Core Data Sets provided by Welsh Government it will not cause large issues if it is stopped. ***In response, CSC will continue to provide data packs to challenge advisers, schools and local authorities.***
- c) There will be no change to the collection process or, therefore, the information that Welsh Government will hold. Teacher Assessment data should be for the primary purpose of formative assessment within the classroom. Ceasing publication at school and local authority level would mean that the progress of individual pupils will become the focus for Teacher Assessments.
- d) Local authorities will still be required, via their Welsh in Education Strategic Plans (WESPs), to demonstrate how they propose to support and encourage the growth of Welsh-medium education in their areas. The required supporting information will continue to include data relating to the number of pupils receiving Welsh-medium education and the number of pupils assessed in Welsh (first language).

¹ This performance measures includes the Skills Challenge Certificate, Level 2 qualification in either English or Welsh 1st Language, Level 2 qualification in either Mathematics or Mathematics-Numeracy and three other subjects at level 2 or equivalent (with a 40% cap on non-GCSE qualifications).

² WG Consultation “*The Education (Amendments Relating to Teacher Assessment Information) (Wales) Regulations 2018*” <https://beta.gov.wales/education-amendments-relating-teacher-assessment-information-wales-regulations-2018>

- e) The Welsh Government will continue to publish a range of official statistics at a national level and some other geographies in line with the Code of Practice for Statistics. This will support monitoring of national trends and the understanding of performance of different groups of learners.
- f) The Welsh Government will continue to publish data in the following areas for all appropriate geographies:
 - g) Pupil Level Annual School Census
 - h) School attendance and exclusions
 - i) Public examination results at KS4 and above
 - j) For teacher assessments and Welsh National Tests the Welsh Government will publish official statistics for the following geographies only:
 - k) Wales
 - l) Upper Super Output Areas, Middle Super Output Areas and Lower Super Output Areas
 - m) Assembly constituency and Parliamentary constituency
 - n) Any other geography not related to the administration of education in Wales.
 - o) And we will not routinely publish teacher assessment or National Test for the following geographies:
 - p) Schools (including the data on My Local School)
 - q) Local Authorities
 - r) Regional Education Consortia.
 - s) The only exceptions to this will be data relating to the Welsh language.
 - t) Target setting for Autumn 2018 will continue and be completed by 31 Dec 2018 (based on WG Key Dates for data collections 18-19 document)

Key items for schools that will cease:

- School Comparative Report (including National Tests)
- AWCDs - FP, KS2, KS3 performance packs
- NC – primary Step 1 data
- NC – secondary Step 1 data
- My local school updates – FP-KS3

Implementation issues – cost, timescale etc.

4. These changes will be implemented in line with the WG schedule of changes to performance measures.

Links to CSC Business Plan and Risks

5. Objective 4: To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

Background papers

6. Welsh Government Bulletin 5 – [Key Stage 4 Performance Measures](#)
Welsh Government Consultation on “[The Education \(Amendments Relating to Teacher Assessment Information\) \(Wales\) Regulations 2018](#)”

Key Stage 4 Performance Measures

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Summer 2017

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best)

Summer 2018

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others) (*)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best) (*)
- Skills Challenge Certificate (Foundation and National)
- Welsh Baccalaureate Measures (Foundation and National)

Summer 2019 onwards

- Average Points Literacy (Best of Literature or Language (En or Cy))
- Average Points Numeracy (Best of Maths or Maths-Num)
- Average Points Science (Best) (*)
- Revised Average Capped 9 Points Score (3 + 6 others)
- Skills Challenge Certificate (Foundation and National)

Only the results of the first awarding of a complete qualification will count towards performance measures.

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Date written: 31st May 2018

Report author: Mike Glavin

Date of meeting where the report is being considered: 14th June 2018

Appendices attached: Monitoring Impact Summaries 2017-18, and Monitoring Documents 2018-19.

Issue: Business Planning Update

Summary

The first year of implementation of the improved system of business planning was completed at the end of March 2018. Impact review meetings were held with each drive team at the end of the summer, autumn and spring terms and the progress made recorded. Previous reports have provided a summary of progress regarding implementation. This report provides Members with a summary of completion and impact.

The business plan 18/19 runs from 1st April 2018 to 31st March 2019. It was approved by Joint Committee on 15th March 2018. The detailed operational plans that underpin this plan are attached for Members' consideration.

Recommendation

1. That Members note the progress made in implementing the business plan 17/18.
2. That Members determine if there are any aspects of the plan that they wish to explore in greater detail at future meetings.
3. That members consider the operational plans that underpin the Business Plan 18/19

Background

4. Joint Committee agreed the business plan for 17/18 on 14th March 2017.
5. Joint Committee approved a 5% cut to the core contributions to the Consortium as well as a commitment to reduce the centrally retained elements of the Education Improvement Grant. Further efficiency savings have been achieved during 2017/18 as well as further savings through management of change initiatives in 2018/19.
6. 97% of the 2017/18 business plan was funded from grants received from Welsh Government.
7. There were five improvement priorities:
 1. Improving Outcomes For Vulnerable Learners
 2. Transition To The New Curriculum
 3. Leadership and Workforce Reform
 4. Top ensure rapid and sustainable intervention
 5. To Develop Effectiveness And Efficiency In Central South Consortium

8. Improvement planning processes were reviewed and changed. This included greater engagement with staff so that their expertise contributed to the plan and increased ownership. This included a whole staff planning day to which directors, headteachers and wider partners were invited, as well as the redrafting of plans by aspect leads and drive teams.
9. The authors of the plans wrote success criteria and milestones so that there was clarity regarding how progress was measured and leads held to account. Estyn's monitoring visit in September 2017 indicated that further improvement is required in this aspect. This has been addressed in the formation of the business plan 18/19.
10. There was a drive team for each priority facilitating ownership and accountability. Estyn recognised the positive implications of this system within its monitoring report.
11. Key success criteria and actions from the business plan and associated operational plans formed the basis of the organisation's operational monitoring spreadsheet. This was updated through half termly meetings between the drive teams and the operations manager. In addition, each drive team meets with the managing director, senior lead for business & operations and operations manager towards the end of each term for 'impact review meetings'. Estyn commented upon the improved scrutiny.
12. The progress with the business plan is also monitored by Welsh Government through the Challenge & Review sessions.
13. Attached is are view of implementation and impact. It is summarised in the following table.

Priority	Elements	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good
		Red	Amber	Yellow	Green
Priority 1.1	4	2	0	2	0
Priority 1.2	3	1	0	1	1
Priority 1.3	2	0	2	0	0
Priority 1.4	4	0	1	2	1
Priority 1.5	3	1	1	1	0
Priority 1.6	2	0	1	1	0
Priority 2.1	21 (2 blue)	1	3	6	9
Priority 2.2	7	0	1	1	5
Priority 2.3	4	1	0	0	3
Priority 3.1	39	1	5	7	26
Priority 3.2	16	1	2	2	11
Priority 3.3	6	0	1	1	4
Priority 3.4	4	1	1	1	1
Priority 4.1	16	0	1	5	10
Priority 4.2	9	2	0	4	3
Priority 4.3	8	0	1	1	6
Priority 5	19	2	1	2	14

SUMMER TERM SUMMARY 2017/2018								
Priority	Elements	On Track	Not on Track	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good	Progress Not due to have started
Totals	168	155	12	14	41	28	15	69
Percentages	100.00%	92.80%	7.20%	8.40%	24.60%	16.80%	9.00%	41.30%

AUTUMN TERM SUMMARY 2017/2018								
Priority	Elements	On Track	No on Track	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good	Progress Not due to have started
Totals	168	153	15	19	21	54	46	28
Percentages	100.00%	90.50%	9.50%	11%	13%	32%	27%	17%
Change	N/A	-2.30%	2.30%	5	-20	26	31	-41

SPRING TERM SUMMARY 2017/2018								
Priority	Elements	On Track	No on Track	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good	Progress Not due to have started
Totals	168	154	14	13	21	37	94	2
Percentages	100%	92%	8%	7.7%	12.5%	22%	56%	1.2%
Change	N/A	1.50%	1.50%	-6	0	-17	48	-26

14. The grid indicates that:
 Very good or strong progress was made in 78% of elements.
 2 elements were not started and in 13 elements progress was just limited. An explanation is provided on the attached evaluation.
15. The performance indicators against which impact will be measured are provided for completeness in the following tables. However, the actuals for this academic year will not be available until this summer. They will be dropped into the table as they are received.

Key Measure	2015/16 Actuals	2016/17	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
Foundation Phase – FPOI	88.60%	87.40%	86.65%	82.35%	88.60%	N/A
Key Stage 2 - CSI	89.45%	88.40%	89.00%	89.50%	90.21%	N/A
Key Stage 3 - CSI	86.75%	87.50%	83.50%	91.33%	87.89%	N/A
Level 2 Threshold including English/Welsh and Mathematics	60.90%	65.70%	66.44%	67.26%	54.50%	N/A
Level 1 Threshold	95.42%	96.50%	97.88%	98.02%	94.30%	N/A

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

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
FPOI – LCE	89.44%	88.60%	-	-	89.33%	N/A
FPOI – LCW	93.94%	93.50%	-	-	93.01%	N/A
FPOI – Mathematical Development	91.14%	89.80%	-	-	91.54%	N/A
KS2 – English	90.96%	89.80%	92.12%	90.97%	91.48%	N/A
KS2 – Cymraeg	95.07%	93.20%	94.79%	93.94%	94.09%	N/A
KS2 – Mathematics	91.67%	90.70%	90.83%	89.78%	92.18%	N/A
KS3 – English	89.97%	90.80%	93.56%	93.85%	91.27%	N/A
KS3 – Cymraeg	92.63%	93.30%	93.34%	91.62%	94.66%	N/A
KS3 – Mathematics	90.50%	91.20%	91.55%	92.17%	90.71%	N/A
KS4 Level 2 English	71.13%	72.30%	-	-	62.50%	N/A
KS4 Level 2 Cymraeg	77.52%	78.00%	-	-	79.10%	N/A
KS4 Level 2 Mathematics	66.49%	71.50%	-	-	62.40%	N/A

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

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
FPOI – LCE	36.22%	34.60%	-	-	39.16%	N/A
FPOI – LCW	40.12%	42.00%	-	-	40.84%	N/A
FPOI – Mathematical Development	37.20%	35.30%	-	-	40.65%	N/A
KS2 – English	43.26%	43.00%	47.01%	45.38%	46.69%	N/A
KS2 – Cymraeg	44.45%	43.90%	47.19%	47.19%	47.15%	N/A
KS2 – Mathematics	44.72%	43.50%	47.56%	45.68%	48.95%	N/A
KS3 – English	58.16%	61.10%	68.62%	69.49%	60.74%	N/A
KS3 – Cymraeg	63.14%	60.70%	64.40%	56.71%	62.70%	N/A
KS3 – Mathematics	64.00%	65.90%	68.93%	71.55%	66.44%	N/A

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

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
KS3 – English	18.70%	21.30%	28.69%	28.93%	21.83%	N/A
KS3 – Cymraeg	16.07%	19.60%	19.48%	16.06%	19.56%	N/A
KS3 – Mathematics	30.13%	27.00%	32.08%	33.29%	32.68%	N/A

The poverty-related attainment gap

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
FSM Gap FP FPOI	-12.8pp	-13.00pp	-13.3pp	-18.1pp	-12.6pp	N/A
FSM Gap KS2 CSI	-14.4pp	-13.50pp	-10.1pp	-12.6pp	-13.8pp	N/A
FSM Gap KS3 CSI	-19.6pp	-15.60pp	-11.7pp	-9.2pp	-20.8pp	N/A
FSM Gap KS4 L2 inc EWM	-29.9pp	-26.60pp	-31.7pp	-27.9pp	-32.4pp	N/A
FSM Gap KS4 L1 Threshold	-6.86 pp	-6.70pp	-4.2pp	-3.4pp	-7.9pp	N/A

16. The use of drive teams has challenged some staff as it demands monitoring the work of others for whom they do not have direct line management in areas outside their experience. Nearly all staff have risen to the challenge and have as a result gained a more comprehensive understanding of the different aspects of the consortium's work. This was noted by Estyn in its monitoring report on the consortium.
17. The timing of the planning in relation to the receipt of the awards of funding and the associated terms and conditions provided real challenge. The plan had to be presented to Joint Committee in December and yet the funding and associated conditions were not received until much later and not all at once. Where delays or terms resulted in actions having to be deleted, postponed or amended, the changes were recorded throughout the year and the reason for the change noted.
18. The issues regarding the tie in between business planning and the receipt of funding, together with the timings of terms and conditions imposed by Welsh Government policy leads have been explored comprehensively with Welsh Government and progress is being made.
19. There is a continued need to develop some staff's planning skills and their ability to plan how they are to evaluate the impact of their work. Nevertheless, there has been significant improvement and the impact of work is being evaluated far more systematically.
20. There is a growing sense of ownership and purpose with planning as staff become more responsible for the creation, implementation and evaluation of planning.
21. The **Business Plan 2018-2019** was approved by Joint Committee on 15th March 2018.
22. It has four priorities that relate directly to The National Mission.
 1. Priority One: To Develop A High Quality Education Profession
 2. Priority Two: To Develop Inspirational Leaders And To Facilitate Their Working Collaboratively To Raise Standards
 3. Priority Three: To Develop Strong And Inclusive Schools Committed To Excellence, Equity And Wellbeing
 4. To Develop Robust Assessment, Evaluation And Accountability Arrangements Supporting A Self Improving System

23. The detailed operational plans that sit under each of these four priorities are attached for Members' consideration. They are presented on the monitoring templates that will be updated regularly and reviewed at the end of each term in Impact Review meetings, the outcomes of which will be presented to Joint Committee.

Options

24. Members may choose to examine in more detail specific aspects of the plans and their evaluation.

Implementation issues – costs, timescale etc.

25. Timescales and costs are detailed within the operational plans.

Links to CSC Business Plan and Risks

Relate directly to all aspects of the business plan 17/18 and business plan 18/19

Background Papers

26. Self-Evaluation Report
27. Estyn Reports (Inspection and Monitoring Visits)
28. Value for Money report & summary 2016/17 and 2017/18
29. Outcomes Framework

Objective One: Developing a high quality education profession

CSC Lead: Debbie Lewis

Team members: Richard Carbis, Joe Colsey, Gareth Voyle

Associate Head teacher/LA representative(s):
Vanessa McCarthy

To ensure that a high quality education profession is developed across the region we will:

Business Plan Reference	Action	
1.1 - DL	Adoption of the new professional teaching and learning standards –	
	1.1a - Support the adoption of the new professional standards by serving teachers and head teachers	
	1.1b - Review the work of Newly Qualified Teacher mentors and use this learning to improve current practice and support the adoption of the new standards across the profession.	
1.2 - JC	Develop a coherent and comprehensive professional learning offer.	
	1.2a - Improve the professional learning offer to ensure it is fit for purpose and meets the National Approach to Professional Learning	
	1.2b - Develop the workforce strategy to ensure that all practitioners have access to a high quality development offer at every stage of their professional career & that recruitment and retention changes are reflected in the workforce strategy	
1.3 - GV	Increase the capacity of professionals at all levels of the system to become research engaged and well informed through partnerships and collaboration with HEIs.	
	1.3a - Develop and establish research practice partnerships.	
	1.3b - Develop and implement the three areas of the research strategy- awareness and access, critical engagement and utilisation and dissemination and replication.	
	1.3c - Develop cross regional research and inquiry through a collaborative pilot project with EDT.	
1.4 - JC	Build capacity and support for increasing knowledge, understanding and skills with regards to Welsh Language and culture in light of the national commitment to achieve one million speakers by 2050	
	1.4a - Develop appropriate support for schools to ensure the effective implementation of policy.	
	1.4b - Develop support for the CSC team to allow them to build the capacity and confidence of school practitioners across the region	
1.5 - RC	Improve learning, teaching and assessment, focusing on pedagogy in the classroom	
	1.5a - Develop the Learning and Teaching Framework	
	1.5b - Support schools in the transition to the new curriculum	
1.6 - RC	Work with HEIs to develop ITE models in partnership with schools	
	1.6a - Review and evaluate the Teach First programme as an appropriate model for developing a high quality professional workforce	
	1.6b - Develop ITE models in partnership with Universities	
WG Specific Focus	LA Specific Focus	Cross Consortia Focus
Welsh Curriculum for Wales Schools as learning organisations Consortia as a Learning organisations Professional Learning Model	WESP	Professional Learning Model Curriculum for Wales Workforce Reform Welsh Strategic Group

Judgement Criteria

Judgements on progress	Addressing the milestone/key action requirement and success criteria	Improvement Objectives still requiring attention	Impact on standards and/or quality of provision	Work required prior to the next monitoring review
Limited progress	Does not meet the requirement	All or many important Improvement Objectives still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many Improvement Objectives still to consider
Satisfactory progress	Addressed the requirement in majority of respects	A few important Improvement Objectives still require significant attention	Limited impact on standards and/or quality of provision	Majority of Improvement Objectives addressed but still significant work to do in important areas
Strong progress	Addresses the requirement in most respects	Only minor Improvement Objectives still require attention	Positive impact on standards and/or quality of provision	Most Improvement Objectives covered already with little significant work left to do
Very good progress	Addresses the requirement in all respects	No Improvement Objectives require further attention	Very good impact on quality of provision	CSC to maintain and build on improved practice
Not due to have started	Not started will reflect all Improvement Objectives within the plan that occur in the future and would not expect to be completed at the time of monitoring the plan e.g. an action for Jan 18 would not be expected to have progressed in October 17 and would therefore be marked blue to denote 'not started'.			

Monitoring Approach

Judgements regarding the extent of progress made against business plan milestones will be made and recorded. The named Aspect lead will use the above structure to make a judgement and enter the corresponding colour into the 'judgement on progress' section and will then record appropriate commentary and list the evidence of progress made. This process will be repeated on a half termly basis and will feed drive team meetings as outlined within the CSC business plan monitoring guidance.

Objective 1.1 - Adoption of the new professional teaching and learning standards

Objective 1.1a - Support the adoption of the new professional standards by serving teachers and head teachers

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Develop school leader and teacher understanding of language and expectations through PL opportunities and inquiry based learning -HT briefing sessions organised to support HT with the new professional standards -PL programmes incorporate PTLs as a key feature of programme design -PTLS used as objectives for PL Programmes -Opportunities for schools to engage with inquiry based learning, with a focus on the PTLs given	Most school 'Leaders and teachers are fully aware of the new professional standards and the values and dispositions within them' (PL 6 readiness tool- 'developing section') A minority of schools are placed in the 'enabling' section of PL 6 on the readiness tool so that many teachers and leaders (within these school) have trialled the new professional standards which can then be rolled out in an expansive manner..' (enabling section) PL programmes have PTLs as a key objective and design feature	April 2019 (readiness tool submitted- Feb 2018, July 2018, Feb 2019, July 2019)		Andrea May	Progress:			Central Budget for Pioneer Regional Sessions (£20k) Central Budget for Headteacher Briefings (£7.5k) Costs for small scale inquiry based learning focusing on PTLs- £10,000 profiled (total of £20k split across request below) PL hub costs- central budget profiled – TBC when SLAs confirmed PL Pioneer central budget profiled (1 element of SLA)	
					Impact:				
Produce exemplification materials for schools on how to use PTLs in an expansive manner and publish this material through L&T APP and other media platforms utilised at CSC -Use PL Pioneer learning from pilot and small group tasks on Professional Standards to share with partner schools -Use NQT mentors to exemplify how the	Exemplification materials available and used in school context Readiness tool PL 6- most schools are placed in 'developing' section A few schools are placed in the 'enabling' section of PL 6 on the readiness tool	April 2019 (readiness tool submitted- Feb 2018, July 2018, Feb 2019,		Andrea May	Progress:			Costs for producing exemplification materials- as above small scale inquiry- £10,000 profiled (see note above)	

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<p>PTLS have been used with NQTs -complete case studies from visits to Pioneer and Partner school</p>		<p>July 2019</p>			<p>Impact:</p>				
<p>Develop knowledge of CSC core team on the use of the new PTLS to support schools effectively with their approaches</p> <ul style="list-style-type: none"> - CSC Staff Development Days opportunities to engage with PTLS - Incorporate activities into work stream when visiting schools assess schools knowledge (Autumn term) and look at how schools are using them (Spring term) - CA's feed into the exemplification materials and suggestions on how schools can use the PTLS effectively 	<p>Core team understand the rationale of the new PTSL and are equipped with materials to support schools</p> <p>Core team offer practice worthy of sharing from visits to schools on how the standards are being used</p>	<p>April 2019</p> <p>Milestones in</p> <ul style="list-style-type: none"> -Autumn term -Spring term 		<p>Andrea May</p>	<p>Progress:</p> <p>Impact:</p>			<p>CPD Budget Line created for PTLS (£3,600?)</p>	
<p>Design and deliver a specific professional development session to support adoption of the new standards</p>	<p>Professional development session delivered</p> <p>School leaders/teachers better equipped to adopt the new standards (use of readiness tool and session feedback to exemplify impact)</p>			<p>Andrea May Pioneer network</p>	<p>Progress:</p> <p>Impact:</p>			<p>PL Pioneer task and finish group to support development-element of SLA costs- £1600 (includes release of staff, venue hire, refreshments, planning time and photocopying)</p> <p>No additional budget identified as needs to be included within the SLA</p>	
<p>Use SIG/Pioneer working model to support adoption of PTS. Issue advice to schools through this network on how to use the standards in an expansive manner.</p>	<p>School leaders/teachers better equipped to adopt the new standards (use of readiness tool and SIG/Pioneer session feedback to exemplify impact)</p>			<p>Andrea May</p>	<p>Progress:</p>			<p>£20k Funding for partner schools-specific element of release of funds to focus on PTLS SIG/Pioneer funding-Spring/Summer work- release costs for all schools-</p>	

					Impact:			<p>£200 x 400= £80,000 plus x2 release costs to support inquiry models- £400 x 400= £160,000 TOTAL: £240,000 (£600 per school)</p> <p>No additional budget identified as needs to be included within the MOU of the funding for partner schools as part of the cluster model</p>	

Objective 1.1b - Review the work of Newly Qualified Teacher mentors and use this learning to improve current practice and support the adoption of the new standards across the profession

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement		
								Budget (Please outline budget required below)	Comments	
Share the information learnt from Induction mentors, NQTs and External Verifiers with appropriate personnel within CSC including Challenge Advisers in order that there is a consistent approach to the professional standards and evidence used to meet the standards	Ensure that lessons learnt are shared to ensure that there is a consistent approach to evidence used to meet the new professional standards	End of Summer term / early Autumn term		Jendy Hillier Heather Jones	Progress:				N/A	
					Impact:					

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Objective 1.2 - Develop a coherent and comprehensive professional learning offer

1.2a - Improve the professional learning offer to ensure it is fit for purpose and meets the National Approach to Professional Learning

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review all current existing models of delivery, identifying strengths and areas for improvement in line with National Approach -engage key stakeholders of CSC in process of consultation -use evaluation materials from CSWC and other models of delivery to identify strengths and weaknesses -consult with internal core team for views of current models and issues -work with cross regional colleagues of expectations for National Professional Learning offer	PL models reviewed Strengths and areas for improvement identified and use to support development of new models	June 2018		Debbie Lewis	Progress:			Central Budget created for Cross Regional Working CPD budget created for professional learning (£?) Core team PL learning costs- maybe profiled in EO4- to keep up to date with current development- £15,000? from CPD budget	
					Impact:				
Develop new models of delivery following review, ensuring approaches are in keeping with the CSC vision for a school led self-improving system	New model developed Most PL delivery is school led	June 2018		Debbie Lewis	Progress:			Delivery model costs- current models -SIGs (£287,625 inc EM & WM) -Hubs (Central Budget Created) -Leadership (See Leadership Plan) -Community of Leaders -RPP (in	
					Impact:				

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								leadership plan)	
Identify regional needs for PL in order to deliver the current and national curriculum <ul style="list-style-type: none"> - Use outcomes of the readiness tool to inform regional professional learning offer - Survey all schools - Use outcomes of other agreed methods to identify needs to support the improvement in the PL e.g. SIP, Data analysis - Use the National Professional Learning opportunities for Curriculum reform document to inform regional offer - 	Regional needs identified	June 2018		Debbie Lewis	Progress:			Snap survey costs- Profiled in EO4	
					Impact:				
Develop professional learning programmes in line with National Approach to PL <ul style="list-style-type: none"> - Assign elements from the identification of needs to appropriate PL hub schools to design suitable programmes for delivery -Provide support to PL hub schools in programme design and facilitation in preparation to deliver PL, ensuring 4 key elements of the PL model are included 	Professional Learning programmes designed in line with National Approach Professional Learning programmes provide opportunities across the career development pathway	July 2018		Debbie Lewis Andrea May	Progress:			Training costs for PL hubs- outside provider needed to support programme design and facilitation- Venue hire Refreshments Resources Professional Learning offer budget created £10k room bookings for hub meetings £5k for training for Hub schools	
					Impact:				

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<p>PL offer published, reflecting regional needs in line with the National Approach to PL</p>	<p>Professional Learning offer published</p> <p>Professional Learning offer taken up by regions schools (use of attendance figures)</p> <p>Readiness tool- Pe, IE, PL, LC</p>	<p>July 2018</p>		<p>Dawn McGowan</p>	<p>Progress:</p> <p>Impact:</p>			<p>£1k for production of limited run of hard copies of the PL offer £1k</p>	
<p>Develop a systematic approach to monitoring, evaluation and quality assurance of all professional learning programmes</p> <ul style="list-style-type: none"> - Identify account managers for professional learning schools - Develop internal endorsement criteria to support programme design - Identify protocols for QA system and process - Identify objectives for PL programmes linked to outcomes for teachers and pupils 	<p>Consistent QA, monitoring and evaluation system in place</p> <p>Account managers and school leads fully involved in process of monitoring, evaluation and QA</p> <p>Impact of professional learning evaluated</p>	<p>September 2018</p> <p>Milestone approach</p> <p>September</p> <p>December 2018</p> <p>March 2019</p> <p>July 2019</p>		<p>Debbie Lewis</p>	<p>Progress:</p>			<p>Training for internal teams and school leads to support monitoring, evaluation and QA- external provision needed, venue hire, resources, refreshment- Professional learning budget within central CPD - £5000?</p> <p>PL model SLA need to identify QA, monitoring and evaluation and as a key activity- overall</p>	

<p>- Develop school leads ability to evaluate and use account managers portfolio to support this</p>	<p>for impact at school, teacher and pupil level</p> <p>Readiness tool PL section-many schools move to 'developing' by April 2019</p>				<p>Impact:</p>			<p>costings of model identified above- costings within SLA dependent on system and process</p> <p>Costs for teacher researchers, Snap survey tools and R&E board strand to support evaluation development- (Profiled within EO4)</p>	
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Objective 1.2b - Develop the workforce strategy to ensure that all practitioners have access to a high quality development offer at every stage of their professional career & that recruitment and retention challenges are reflected in the workforce strategy

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Ensure reducing the workload methodology is incorporated into Leadership and PL offer to support retention within the profession.	Report completed with other regions to evaluate workforce project and use the learning to develop the professional learning offer.			Andrea May	Progress:			Costings profile needed here for cross regional working AFL Budget £10,000	
					Impact:				
Continue to engage in and develop the Discover Teaching recruitment drive.	Review Cross regional plan.			Debbie Lewis	Progress:			N/A	
					Impact:				
Work with the Welsh medium Distributed Hub Gydain Gilydd to develop the non-specialist teacher programme and the learning to support	Learning captured and case study shared with secondary's.			Richard Carbis	Progress:			Gydain Gilydd Budget £50k	

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schools' recruitment strategies.					Impact:				
Ensure that community of leaders programme supports schools to develop effective recruitment policies.	Programme published and expert input secured			Anna Brychan	Progress:			Community of Leaders budget (profiled in EO2)	
					Impact:				
Engage with the recruitment and retention board and use findings and information to inform the development of the professional Learning programmes.	Report compiled and reflected in the professional learning programme development.			Anna Brychan	Progress:			N/A	
					Impact:				
Develop consistent approaches to succession planning working with NAEL associates to develop school's approaches to distributed leadership in order to support schools' succession planning.	Associates complete advice on succession planning and share with stakeholders.			Anna Brychan	Progress:			No budget profiled within this plan. Leadership budgets profiled within EO2	
					Impact:				

Objective 1.3 Increase the capacity of professionals at all levels of the system to become research engaged and well informed through partnerships and collaboration with HEIs

1.3a - Develop and establish research practice partnerships

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Establish and embed research practice partnerships	7 research practice partnerships established across the region Sustainable approaches to collaborative inquiry and a culture of inquiry and research established within the region 1	December 2018		Andrea May Mark Hadfield	Progress:			Support from Mark Hadfield, Cardiff University Contracts profiled in EO4 Central budget created for meetings Research Practice Partnerships to be established as 'inquiry hubs' - total budget required £8k x 7 schools £56k plus additional £7k – Total of £63 (not £90k)	
					Impact:				
Replicate RPP model through appropriate networks to support development of R&I in schools across the region- (link to 1.3b dissemination and replication element of R&I strategy)	RPP model extended to a further 7 schools across the region	January 2019		Andrea May Mark Hadfield	Progress:			£8000 per partnership to be used to support school release and HEI support £56,000 This is not profiled within 2018/19	
					Impact:				
Develop school to school practice sharing (link to 1.3b- awareness and access; critical engagement)	Regions schools supported by RPP to improve their research and inquiry practice-	February 2019		Andrea May Mark Hadfield	Progress:			SLA to reflect this aspect of work- £4000 – not a request for additional budget	

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<p>- Use RPP network to support development of 3 areas of research and inquiry strategy</p>	<p>readiness tool PL7- many schools within 'developing' section</p>				<p>Impact:</p>				
<p>Provide inquiry based learning opportunities within RPP schools programmes to support school leaders and teacher develop their use of research and inquiry- link to 1.3b- replication and dissemination</p>	<p>PL programme established and well attended School leader and teacher skills in using research and inquiry improved- use outcomes of survey</p>	<p>September 2018</p>		<p>Andrea May Mark Hadfield</p>	<p>Progress:</p> <p>Impact:</p>			<p>SLA to reflect this aspect of work- 1 x Inquiry based programme to widen opportunities to partner schools- 6 sessions @ £6K – not a request for additional budget</p>	
<p>Monitor and evaluate the impact of the RPP model</p>	<p>Readiness tool PL7- many schools within the developing section Improved understanding from RPP schools on the use of research and Inquiry- (survey outcomes, focus group) Practitioner research and inquiry is an integrated component of professional learning</p>	<p>Milestones approach September, 2018 December 2018 March 2019</p>		<p>Andrea May Mark Hadfield</p>	<p>Progress:</p> <p>Impact:</p>			<p>SLA to reflect this aspect of work- attendance at RPP meetings, peer evaluation models, support for visits- £2K – not a request for additional budget</p>	

1.3b - Develop and implement the three areas of the research strategy- awareness and access, critical engagement and utilisation and dissemination and replication.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Finalise the CSC research and inquiry strategy, ensuring opportunity for all stakeholders to feed into the process (awareness and access)	Research strategy completed and shared across the region Proxy indicators link to improved outcomes for pupils as research and inquiry influence management and teacher decisions about what works- self evaluating, self-improving system	September 2018		Andrea May Mark Hadfield	Progress:			N/A	
					Impact:				
Complete audit of research and inquiry activities at CSC (awareness)	Audit completed and shared across CSC and region	June 2018		Andrea May Teacher researcher	Progress:			N/A	
					Impact:				

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<p>Further develop the Research and Inquiry toolkit through the new L&T APP (awareness and access, critical engagement) -develop tools to support practitioner research and inquiry - Development of a set of characteristics of effective inquiry, and principles for undertaking ethical inquiry, for use by schools -Production of set of short booklets for leaders of learning on how to design and lead various forms of popular inquiry approaches, such as lesson studies and learning walks, and how to adopt an inquiry based approach to existing practices such as classroom observation and moderation - Case studies of various models of sustainable collaborative inquiry used to inform the ongoing re-alignment of Hubs and SIGs -review of research within the site - -site map to support schools with the aspects most relevant to CfW</p>	<p>Professional Learning aspect of APP developed with supporting tools</p> <p>Tools downloaded from APP for use- analytics from APP used to identify school/teacher downloads</p> <p>Research and Inquiry tools used by teachers and school leaders- CA's consider use of tools within school visits</p> <p>Readiness tool PL 7 show many schools within the 'developing' section by April 2019</p>	<p>Dec 2018</p>		<p>RPP schools</p> <p>Teacher Researchers</p> <p>Andrea May</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>Costing for APP identified in 1.5a</p> <p>Research and Inquiry materials-time for development – no budget required</p>	
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1.3c - Develop cross regional research and inquiry through a collaborative pilot project with EDT									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Develop cross regional collaborative project looking at - what does effective evidence-informed leadership and evidence-informed practice look like? What role can school leaders play in encouraging use of evidence in schools? -Attend cross regional meetings to work collaboratively on agreed project -Use of Bright Spot analysis and materials from rapid reviews	More schools/teachers using research-informed approaches to school improvement and practice-readiness tool PL 7 Schools have access to more evidence based resources to support coping with change and driving improvement.	Dec 2018		Andrea May	Progress:			Costed at £19K across regions EDT budget sits with EAS Cross Regional Budget for attendance at meetings etc created	
					Impact:				
Contribute to work on welsh version of 'teaching as a research engaged profession publication	Schools have a foundation for future relevant research	Dec 2018		Andrea May	Progress:			Costed as part of current contract with EDT. Ongoing costs to update publication and publish a research bulletin- capacity of current team- could utilise teacher researcher if	

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					Impact:			contracts increased – no additional budget identified currently	
Support development of cross regional research policy with GwE -attend sessions with GwE lead -align regional research policy with cross regional -governance structures for CSC to be considered and incorporate CSC vision	Professional behaviour of consortia and schools guided by an evidence based	Dec 2018		Andrea May	Progress:			Cross Regional Budget for attendance at meetings etc created .	
	Practice across the region becomes more evidence informed in terms of decision making Regional schools become research-engaged community of practice				Impact:				

Objective 1.4 Build capacity and support for increasing knowledge, understanding and skills with regards to Welsh Language and culture in light of the national commitment to achieve one million speakers by 2050

1.4a - Develop appropriate support for schools to ensure the effective implementation of policy

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
To further develop cross-curricular work on Welsh and at a National level.	Co-ordination of training and support in place.	From April - March		Richard Carbis	Progress:			£10 000	
					Impact:				
WIEO's to support the improvement in the quality of teaching and learning Welsh in both EM and WM with a focus on methodology.	All EM schools rated according to provision and support provided to those in greatest need WM training available aimed at methodology of language and developing specific skills e.g. extended writing	April - March		Richard Carbis	Progress:			£7 000 profiled	
					Impact:				

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<p>Welsh Language non-specialist subject support provided by Gyda'n Gilydd Uwchradd</p>	<p>The capacity of practitioners that are able to teach through the medium of Welsh in more than one area has been increased across the system.</p>	<p>April - March</p>		<p>Richard Carbis</p>	<p>Progress:</p> <p>Impact:</p>			<p>£15 000 profiled</p>	
<p>Welsh Language Charter English-medium schools</p> <ul style="list-style-type: none"> - Training for Schools - Supporting efforts to achieve the 'Silver Award' - Support WG in their targets for Welsh. - Every school to be engaged in 'Cymraeg Campus' - Training and support available for the bronze award. 	<p>All Schools to have completed Bronze award</p> <p>50% of schools to have completed Silver award</p> <p>All Welsh professional learning programmes support WG target of a million Welsh speakers.</p> <p>Nearly all schools engaged and working towards the bronze award 50% of schools to achieve bronze award by March 31st 2019</p>	<p>Bronze – Summer 2018</p> <p>Silver Spring Term 2019</p> <p>March 31st 2019</p>		<p>Richard Carbis</p>	<p>Progress:</p> <p>Impact:</p>			<p>£10 000 profiled £30 000 profiled</p>	
<p>Welsh Language Charter WM Secondary Schools The Psychology of Language</p> <ul style="list-style-type: none"> - Welsh School Ambassadors 	<p>All Welsh medium secondary schools engaged in developing 'Psychology of Language' Engagement</p>	<p>March 31st 2019</p>		<p>Richard Carbis</p>	<p>Progress:</p>			<p>£20 000</p>	

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	results in improved use of informal Welsh in schools.				Impact:				
Supporting WM schools with focus on: - ADY/ALN - MAT - FP Oracy skills	ALN Forum creates school to school resources MAT forum shares good practice school to school Oracy is a FP focus looking at how to record incidental Welsh and immersing pupils in the language	April – March (ALN/MAT) FP – Summer Term 2018		Richard Carbis	Progress:			£9 000 profiled	
					Impact:				
Hold HOD's network meetings and provide digital support (WM and EM).	Network meetings taken place during the year.	April - March		Richard Carbis	Progress:			£2 000 profiled	
					Impact:				

Welsh Language EM Hubs - Primary - Secondary	Programmes in place Almost all feedback is positive	Summer Term 2018		Richard Carbis	Progress:			Depending on cost per HUB Primary = x4 Secondary = x3 Central Hub Budget	
					Impact:				
Welsh Language Merthyr Partnership	Programmes in place with almost all feedback positive	Summer Term 2018		Richard Carbis	Progress:			£15,000 (Not from Welsh Grant) Depending on cost per HUB 1 x Primary partnership – No budget profiled currently... further info needed	
					Impact:				
New Curriculum WM Support - Cadwyn Cynradd - Gyda'n Gilydd Uwchradd	WM programme of support developing pedagogy with focus on the six areas of learning in place for both Primary and Secondary.	Summer Term 2018		Richard Carbis	Progress:			Cadwyn Cynradd £56 000 profiled Gyda'n Gilydd collaboration fund (Profiled above)	
					Impact:				

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Post 16 Welsh language Support - Include EFSM support - Both WM and EM sector	A Post 16 Network in place Support in place for efsm Schools and gap closed	Autumn Term 2018		Richard Carbis	Progress:			£5 000 Profiled		
					Impact:					
	Undertake WM Immersion Research Project - Research paper completed and shared with 5 Directors	Best practice identified across Wales and research paper shared with LA directors	September 2018		Richard Carbis	Progress:			£2 000 Profiled	
						Impact:				
Further developing KS3 Welsh Language provision in EM Schools	Welsh continuum supporting transition resources in place and model shared across the region.	Autumn Term 2018		Richard Carbis	Progress:			£10 000 Profiled £20 000		
					Impact:					
Welsh Language and DCF HWB playlist HWB DCF/Welsh resources	HWB playlist in place DCF/Welsh resources available and shared	Autumn Term 2018		Richard Carbis	Progress:			£15 000 Profiled		
					Impact:					

Tudalen 68	Welsh Cross-Curricular School to School projects supported by WIEO's	7 Projects identified and costed Resources created and shared for projects Include in performance management	April – March 2019	Richard Carbis	Progress: Impact:	Case Studies		£21 000 Profiled	
	Developing Welsh Language support from WM schools to EM Schools.	15 WM schools providing support to 15 EM schools.	April - March	Richard Carbis	Progress: Impact:	Impact Report		£30 000 Profiled	
	Undertake Regional Book Quiz – EM and WM	Book quiz taken place Improved Welsh Language reading skills	Spring Term 2019	Richard Carbis	Progress: Impact:			£6 500 Profiled	

1.4b - Develop support for the CSC team to allow them to build the capacity and confidence of school practitioners across the region

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Developing Welsh language skills of the workforce - Teaching Assistants (EM/WM) - Teachers (EM) - Headteachers (EM)	An increase of TA's receive training on developing Welsh language skills. Teachers receive training in developing Welsh language skills. Headteachers receive update training on the development of Welsh language skills. All figures are estimates and reflect aspirational targets. Main success Criteria is the development of Welsh Language skills across the five authorities.	March 19		Richard Carbis	Progress:			£10 000 Profiled	
					Impact:				
Support the Welsh Sabbatical programmes including post programme support and participating in teaching students on the course.	Support in place post programme Practitioners identified for Sabbatical courses Lessons taken by WIEO's as part of the sabbatical programmes	March 19		Richard Carbis	Progress:			£5 000 Profiled	
					Impact:				

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<p>Training programme designed and delivered to develop the Welsh Language skills of the CSC workforce.</p>	<p>Training Timetable in place Training completed Welsh language skills of CSC workforce improved</p>	<p>Autumn Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p>			<p>£3 000 Profiled</p>	
					<p>Impact:</p>				
<p>Post 16 pupils to support Welsh Language skills of staff and pupils in the Primary Sector (EM) - Look at linking with Welsh Bacc</p>	<p>A level pupils working with Primary Schools leading to improved capacity of Welsh within a school</p>	<p>Autumn Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p>			<p>£5 000 Profiled</p>	
					<p>Impact:</p>				
<p>WM /Nurseries to support Welsh language immersion in EM settings thus developing capacity in the system. To be a pilot in Merthyr.</p>	<p>Capacity developed in the system through established pilot</p>	<p>Autumn Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p>			<p>£15 000 Profiled</p>	
					<p>Impact:</p>				

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<p>Developing the capacity to support Welsh in Trilingual Schools</p>	<p>Training for Staff in place Curriculum support provided</p>	<p>Autumn Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p>			<p>£15 000 Profiled</p>	
<p>Develop 'Welsh Champions' across the SIG networks to co-ordinate support in Welsh development and provide CPD opportunities</p>	<p>Welsh champion identified by each SIG Each champion has created a strategic development plan including CPD opportunities. Impact of CPD opportunities recorded leading to improved teaching and pupil standards.</p>			<p>Richard Carbis</p>	<p>Progress:</p>			<p>£66 000</p>	
<p>Developing Welsh skills of graduate training programme students Developing programmes of support in Welsh for graduate training programme students</p>	<p>WM GTP students take part in programmes of support improving pedagogy and language skills</p>	<p>Autumn Term</p>		<p>Richard Carbis</p>	<p>Progress:</p>			<p>£50 000</p>	
<p>Impact:</p>									
<p>Impact:</p>									
<p>Impact:</p>									

Objective 1.5 Improve learning, teaching and assessment, focusing on pedagogy in the classroom

1.5a - Develop the Learning and Teaching Framework

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Finalise and launch strategy document, ensuring it encapsulates key elements of CSC vision, in line with National vision	Strategy launched and understood by schools across the region A holistic approach for CSC to ensure learning and teaching is at the heart of all activities. This will support the realisation of the 2020 objectives, vision and ambitions.	September 2018		Andrea May	Progress:			N/A	
					Impact:				
Continue to develop a framework and associated toolkit (The Gallery APP) of effective practice in teaching, learning and assessment to facilitate successful delivery of curricula and underpin key messages -finalise commissioning process -work with commissioned group to ensure bespoke approach -use L&T Core group of teachers to support the development of the APP and shape this -identify project style	Framework completed and used across CSC and its schools to support school improvement for achieving high standards in pupil learning, innovation and best practice in teaching. APP developed and facilitation of ongoing population of materials to support individual staff members and teaching teams to improve classroom pedagogy and evaluate their practice and for schools to create and sustain a culture of	Ongoing Milestones March 2018-start development Pedagogy and		Andrea May	Progress:			Core team support meetings costs-release, development of materials, QA sessions – Central budget for meetings App content development budget £22k 9 schools x £200 x	

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<p>opportunities for schools to engage in -trial prototype with core team before general release</p>	<p>professional learning</p>	<p>Leading and Collaborative Professional Enquiry-first elements to be populated- prototype tested to December 2018</p>			<p>Impact:</p>			<p>monthly sessions Strategic Lead time and blocked work stream Inquiry/project style opportunities for schools to innovate- budget required – Not able to profile at this time Costs of APP are profiled in spend for 2017/18</p>	
<p>Develop quality assurance systems and process to support the development of 'The Gallery' APP -practice worthy of sharing -identify small scale approaches to populating The Gallery</p>	<p>QA systems and processes developed Practice worthy of sharing materials drawn from across the region</p>	<p>June 2018</p>		<p>Andrea May</p>	<p>Progress:</p>			<p>Costs for release of school staff (above) Associate HT costs profiled from central budgets QA meeting costs- venue, refreshments, release-monthly initially- 12 x £400- £5k profiled</p>	
<p>Impact:</p>									

<p>Develop a professional development training module to support the use of the framework and 'The Gallery'</p>	<p>Professional development training module integrated into PL offer</p> <p>Knowledge and understanding of how the Gallery can be used to support improvements in L&T</p>	<p>December 2018</p>		<p>Andrea May</p>	<p>Progress:</p>			<p>Costs for development-commission core team to develop programme and deliver, thus utilising school led model- No additional budget profiled</p>	
					<p>Impact:</p>				

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1.5b - Support schools in the transition to the new curriculum									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Develop professional learning offer and opportunities to support schools in the transition to the new curriculum <ul style="list-style-type: none"> - Use readiness tool - Use other identified needs - HT briefing sessions - Opportunities for JPD/inquiry led activities e.g. pedagogy innovation, small scale action research or inquiry projects- focused on developing pedagogy or outcomes of readiness tool - AfL focused activities to support development of Assessment - Link to 1.2a	Professional Learning opportunities aligned to the new curriculum and meet regional need Readiness tool used to show progress within the PILLARS	July 2018		Andrea May Curriculum for Wales Team	Progress:			Costings for inquiry projects for schools e.g. AfL work using the Reducing workload materials No additional budget identified	
					Impact:				
Consult with regional stakeholders and CSC governance model for move to Cluster model	Consultation results in agreed model Cluster model rolled out across the region	April 2018		Debbie Lewis	Progress:			N/A	
					Impact:				

<p>Further develop the role of the regional pioneer network to support transition to the new curriculum -provide PL opportunities for the discrete networks, particularly with regards to curriculum design and CCPE model of inquiry -support facilitation of co-ordinated activities for pioneer network e.g. work within and across discrete networks; work with cluster of schools -support pioneer network with national expectations as outlined within the core brief</p>	<p>Role of pioneers clarified Work stream of Pioneer network co-ordinated and organised Pioneer network support scaling of CFW across the region Pioneer network develop curriculum as per national remit</p>	<p>December 2018</p>		<p>Andrea May Curriculum for Wales Team</p>	<p>Progress:</p> <p>Impact:</p>		<p>Central Budget for Pioneer network meetings- monthly-half termly 6x £300- venue hire 6 x£500- refreshments/lunch 6 x £500- resource materials and development time TOTAL: £7800 – please use central budget Funding for Partner Schools- COSTS NEEDED HERE Support from Mark Hadfield and Kevin Smith of Cardiff University for Curriculum design and inquiry led learning- this is beyond current R&E remit – Central budget for contract with Cardiff Uni Partner schools budget (profiled elsewhere)</p>	
<p>Monitor and evaluate the impact of the work of the pioneer network and schools move to the new curriculum - Strand of R&E board work - Map networking of pioneer network - Refine reporting mechanisms to support data streamlining - Use SNAP tool to survey schools - Use readiness tool to monitor ongoing work with schools - Develop appropriate communication plans to</p>	<p>Monitoring cycle established for move to the new curriculum Impact of work has ongoing evaluation Outcomes from monitoring and evaluation inform next steps</p>	<p>Milestones for MER through year. July, Feb, July- bring in line with readiness tool submission</p>		<p>Andrea May Curriculum for Wales Team</p>	<p>Progress:</p> <p>Impact:</p>		<p>Support from R&E board and teacher researchers as well as data and intelligence team (Profiled in EO4) Teacher Researcher costs- need to be profiled here or elsewhere (Profiled in EO4) SNAP survey costs (Profiled in EO4) Seconded Teacher</p>	

share effective practice and learning across the region - Utilise highlight reports more effectively to support monitoring - Visits to schools		on						post to support work-costs needed (Profiled in EO4)	
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Objective 1.6 - Work with HEIs to develop ITE models in partnership with schools

1.6a - Review and evaluate the Teach First programme as an appropriate model for developing a high quality professional

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Establish QA process for evaluating the quality of L&T within the model -PDL sessions -BASE sessions -University sessions -Summer Institute -develop BASE schools to support QA and evaluation process	QA process established through partnership working Quality of L&T assessed across all elements of the partnership	July 2019		Andre a May	Progress:			Costings for Teach First within contract-£282k for 2018/19 Strategic lead work stream time to attend sessions to joint QA	
					Impact:				
Explore methods for reviewing and evaluation with rest of partnership -cross reference programme development with Furlong principles -compare Teach First provision with other ITE developing provision -identify evaluation methods for the tiers of the partnership to consider direct and indirect elements of impact -Use VfM methodology -Participant feedback	Evaluation methods established and implemented All partners involved within the evaluation process Outcomes of evaluation realised within Governance and reporting structures	July 2019		Andre a May	Progress:			Support from R&E board-costs profiled for Mark Hadfield and Researcher teams elsewhere	
					Impact:				

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Monitor implementation of Year 2 participants programme alongside Year 1 to ensure sustainability of model	Sustainability and impact of programme identified	July 2019		Andre a May	Progress:			N/A	
					Impact:				

1.6b - Develop ITE models in partnership with Universities									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Evaluate the impact of the <u>Cardiff Metropolitan</u> 2017 – 2018 ITE pilot, using feedback from school facilitators, university tutors, CSC strategic leads, ITE students and learners in the Lead Schools/Alliances	Student teacher evaluations School facilitator and university tutor evaluations QA notes of visit	May 2018		Mandy Esseen	Progress:				NB: There is only £50k available to profile in 2018/19 – please amend the profile here to reflect the available budget
					Impact:				
Create a proposal (and bid for funding) for future ITE pilot work during 2018 – 2019. This will be responsive to the learning gathered from the 2017 – 2018 pilot and also to the needs of ITE partnerships to test elements and resources that will be in the successful new programmes commencing September 2019.	Proposal for pilot work to take place between April 2018 and March 2019 with Cardiff Met and USW plus 20 CSC schools / alliances	April 2018		Mandy Esseen	Progress:			£48,497 in total for all school / HEI ITE work between April 2018 and March 2019	
					Impact:				
Represent the Consortium on the Strategic Leadership Board at Cardiff Metropolitan University	Minutes and discussion points shared with CSC to clarify progress on HEI / school partnership working	All year up to March 2019		Mandy Esseen	Progress:				
					Impact:				
Develop and implement 15 days school based training at Cardiff Met HEI	Work with stakeholders to develop all 15 school led training days to pilot during the academic year 2018 - 2019	March		Mandy Esseen	Progress:			£48,497 for 12 schools/alliances to develop and implement 15 days school based training with Cardiff	

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		2019			Impact:			Met HEI, mentoring and training plus follow up evaluation and report (Not profiled see above)	
Run both the year 1 and year 2 <u>University of South Wales</u> 9 – 14 pilot in Summer Term 2018 in 8 schools (both will happen in the same financial year)	8 schools participating to capture evidence of impact Student learning diaries reflect learning from school based pilot	Feb 2019		Mandy Esseen	Progress:			£50,000 8 schools @5,000 each for planning and implementing phase 1 six week pilot, and separate phase 2 four week placement, mentoring and training plus follow up evaluation and report (Not profiled see above)	
					Impact:				
Evaluate the impact of the first year of the USW 9 – 14 pilot, using feedback from school based ITE mentors, teachers and facilitators, university tutors, CSC strategic leads, ITE students and learners.	Evaluative report written after the first phase of the pilot	Sept 2018		Mandy Esseen	Progress:			N/A	
					Impact:				
Create a series of recommendations for the Year 2 pilot	Evaluations from phase 1 used to refine the second phase in 2019	Sept 2018		Mandy Esseen	Progress:			N/A	
					Impact:				
Write a report on the feasibility of 9 – 14 Initial Teacher Education Programmes,	Final evaluation and recommendations created to communicate the learning gleaned on curriculum design and progression, transition, behaviour management, employability and subject specialism	All year up to March 2019		Mandy Esseen	Progress: This report will be used to communicate key messages about through school learning to Welsh Government			N/A	
					Impact:				

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<p>Represent the Consortium on the Strategic Project Board at Swansea University</p>	<p>Minutes and discussion points shared with CSC to clarify progress on HEI / school partnership working</p>	<p>All year up to March 2019</p>		<p>Mandy Esseen</p>	<p>Progress:</p>			<p>N/A</p>	
<p>Monitor the work of University of Wales, Trinity and St David's in building partnerships with CSC Lead Partner Schools throughout 2018 – 2019 and represent the consortium on the Strategic Leadership Board</p>	<p>Minutes and discussion points shared with CSC to clarify progress on HEI / school partnership working</p>	<p>All year up to March 2019</p>		<p>Mandy Esseen</p>	<p>Progress:</p>			<p>N/A</p>	
<p>Evaluate the success and impact of the ITE/NQT Coaching and Mentoring Programme with senior leaders, the mentoring thematic Estyn team, facilitators and programme participants.</p>	<p>Evaluative report on pilot (that takes place end of March 2018)</p>	<p>May 2018</p>		<p>Mandy Esseen</p>	<p>Progress:</p>			<p>N/A</p>	
<p>Generate a series of recommendations for making the programme Nationalisable, consulting with SLT, Strategy Group and Directors and then presenting to Welsh Government in late June 2018</p>	<p>Recommendations and presentations devised to share with CSC stakeholders and WG</p>	<p>June/July 2018</p>		<p>Mandy Esseen</p>	<p>Progress:</p>			<p>N/A</p>	

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					Impact:				
Develop the programme as a National Model over July/August 2018	Coaching and Mentoring Model released for consultation	Sept 2018		Mandy Esseen	Progress:			N/A	
					Impact:				
Train coaching programme facilitators for consistency	Facilitator training materials for all coaching programme facilitators	Sept/Oct 2018		Mandy Esseen	Progress:			Funding for facilitators – is there an ITE/NQT/mentoring funding stream? Not profiled as yet... further discussions to take place with Anna / Jendy	
					Impact:				
Roll the programme out from Autumn Term 2018 and through 2018 – 2019	ITE/NQT mentors apply to participate in the programme	March 2019		Mandy Esseen	Progress:			N/A	
					Impact:				

Objective 2 - To develop inspirational leaders and to facilitate their working collaboratively to raise standards

CSC Lead: Anna Brychan	Team members: Stuart Sherman, Tim Britton, Mandy Esseen, Sian Johnson	Associate Headteacher/LA representative(s):
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To ensure that standards are raised across the region through the development of inspirational leaders we will:

Business Plan Reference	Action		
2.1	Support, improve and develop school leadership capacity and effectiveness		
2.2	Consult and develop future collaborative improvement models led by school leaders building on existing developments		
2.3	Support, improve and develop school governance.		
2.4	Develop further support for new school leadership models.		
2.5	Consider the region's governance structure in light of the revised National Model for Regional Working.		
2.6	Consider how HR service for schools can be most effective across the region		
	WG Specific Focus	LA Specific Focus	Cross Consortia Focus
	National Academy Framework for governance		<i>Cross consortia working</i>

Judgement Criteria

Judgements on progress	Addressing the milestone/key action requirement and success criteria	Improvement Objectives still requiring attention	Impact on standards and/or quality of provision	Work required prior to the next monitoring review
Limited progress	Does not meet the requirement	All or many important Improvement Objectives still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many Improvement Objectives still to consider
Satisfactory progress	Addressed the requirement in majority of respects	A few important Improvement Objectives still require significant attention	Limited impact on standards and/or quality of provision	Majority of Improvement Objectives addressed but still significant work to do in important areas
Strong progress	Addresses the requirement in most respects	Only minor Improvement Objectives still require attention	Positive impact on standards and/or quality of provision	Most Improvement Objectives covered already with little significant work left to do
Very good progress	Addresses the requirement in all respects	No Improvement Objectives require further attention	Very good impact on quality of provision	CSC to maintain and build on improved practice
Not due to have started	Not started will reflect all Improvement Objectives within the plan that occur in the future and would not expect to be completed at the time of monitoring the plan e.g. an action for Jan 18 would not be expected to have progressed in October 17 and would therefore be marked blue to denote 'not started'.			

Monitoring Approach

Judgements regarding the extent of progress made against business plan milestones will be made and recorded. The named Aspect lead will use the above structure to make a judgement and enter the corresponding colour into the 'judgement on progress' section and will then record appropriate commentary and list the evidence of progress made. This process will be repeated on a half termly basis and will feed drive team meetings as outlined within the CSC business plan monitoring guidance.

Objective 2.1 - Support, improve and develop school leadership capacity and effectiveness									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Continue to develop and offer a high-quality PL programme against all the leadership milestones	PL offer in place against all milestones, published in CSC PL offer: Middle leader, Aspiring Headteacher, NPQH, New Headteacher, Experienced, Executive	September 2018		Jendy Hillier	Progress: The New to Headship and Experienced Headteacher programme delivered from September 2018 will be those developed by the joint consortium process (whether these have been submitted for NAEL endorsement at this point or not)			25 days of Sylvia Jones £17,875 @ £650 (plus oncost) per day PROFILED <ul style="list-style-type: none"> Executive HT – 6 Experienced HT – 6 Support Federation network– 10 NPQH - 50 X £2500 = £125k – Not Profiled as awaiting tender outcome New to Headship - Detail on the delivery of the new to headship programme (10 days’ for experienced headteachers to deliver new to headship programme @ £500 per day to include facilitation training, national network) £25k profiled Aspiring Headteacher – 2 cohorts @ £8k each = £16k profiled Executive Headteacher programme (potentially to start in spring 2019 pre endorsement): £15k profiled (risk of underspend)	No real direction on spend except: <ul style="list-style-type: none"> ensure that region working with National Academy on endorsement ‘Support professional networks’ ‘Mentoring and network support’ 20.03.18 (PLEASE NOTE. These are currently estimates. Funding model not finalised and some costs may be recouped via new Headteacher grant.
	Most programmes achieve target cohort numbers	March 2019			Impact:				
	Most evaluations report positive feedback	March 2019							

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								<p>Experienced Headteacher Detail on the delivery of the executive headship programme (10 days' for experienced headteachers to deliver new to headship programme @ £500 per day to include facilitation training, national network) – need to check if this is a repetition</p> <p>Middle/senior leader programmes – nothing profiled as yet</p>	<p>New executive Headteacher programme also in development – not due for submission until April 2019 but may be agreement to run prior if programme details completed. Cost quotes is an estimate.</p> <p>Experienced Headteacher programme: joint regional model planned for roll out from September 2018 (prior to NAEL endorsement process. Funding model not yet complete so costs estimates)</p> <p>Funded via hub model</p>
Leaders' change management training	Most evaluations report positive feedback	December 2018			<p>Progress: (would be good to do more of these if we can afford them)</p> <p>Impact:</p>			<p>12 x £1,500 change management training days for 25 headteachers in each session plus venue costs £18k profiled)</p>	

<p>Map all CSC leadership provision against NAEL endorsement criteria</p>	<p>All programmes assessed against NAEL endorsement criteria and report shared with stakeholders including hubs to inform development of regional offer</p>	<p>September 2018</p>		<p>Anna Brychan</p>	<p>Progress: All our PL models – CSWC models included – will need to be aware of the developing NAEL endorsement criteria. Grant funding will be attached to endorsed programmes. This brings risk to our capacity to funding other, school-led leadership development. It is also likely that practitioners may prioritise endorsed provision over other offers. Schools will need to consider how they market their offer. Jendy will need to link to Andrea/Debbie to do this. AB to communicate to strategy group and other stakeholders. NOTE: Meeting with Kevin Palmer 12.03,18 indicated that not all programmes would need to meet NAEL endorsement criteria (at least not in the short term) but it would be wise to ensure they are all cast in the language/philosophy/principles of the national learning model – key components: effective collaboration, reflective practice, effective use of data and research evidence, coaching and mentoring. AB & AM to agree process for this.</p>			<p>Staff costs. Will need to engage with strategy group/other stakeholders too. – Central budget created for expert practitioner engagement</p>	
<p>Continue to work with the other consortia on development of national leadership offer & submit joint consortium programmes for endorsement in line with NAEL process and timelines</p>	<p>Submission of NPQH proposal</p>	<p>April 2018</p>		<p>Jendy Hillier</p>	<p>Progress: We need to be aware of the capacity implications of this work. It is least two days out every half term to work with cross consortium colleagues with significant tasks to be completed between meetings.</p>			<p>Cross regional working budget created</p> <p>Also. Do we need to include the budget here re the email re £6k for each programme we put forward</p>	
<p></p>	<p>Submission of new to headship programme</p>	<p>June 2018</p>		<p>Jendy Hillier</p>	<p>Impact:</p>				

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	Submission of experienced Headteacher programme	November 2018		Anna Brychan					
	Submission of executive Headteacher programme	March 2019		Anna Brychan					
	Submission of middle leader programme	June 2019		Anna Brychan					
Work with NAEL to develop and refine and support an associate Headteacher professional learning programme	Process in place to support NAEL associates & plan around regional engagement/ role agreed	June 2018		Anna Brychan	<p>Progress: Will need to consider how the relationship between the associates (NAEL) and the associates (Strategy group) works.</p>			Associate Head teachers have received funding until Dec 2018. Further funding will be subject to NAEL approval	
					<p>Impact:</p>				
Capture learning and assess capacity & lessons learned of the SLE and consultant	Report completed on spend, deployment & lessons learned completed	July 2018		Jendy Hillier	<p>Progress: We need to collate the learning to assess whether there is value in increasing this capacity/deploying it in future. JH & AB to agree model asap (Jendy – can you keep this in your radar so we can plan the how in our 121s)</p>			<p>£15k SLE budget within budget for Vulnerable schools (comes from leadership lines)</p> <p>£5k for training programme Profiled</p>	Probably sensible if the £15k is treated as a contribution to the vulnerable schools pot (alongside the £5k hub savings – that way if the SLEs

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leader programmes to inform future development					Impact:				are not deployed for some reason, the money can come back into that pot and be repurposed)
	Lessons learned used to inform 2018/19 deployment & new model shared with SCAs; training programme agreed and in place	September 2018		Anna Brychan					
	New model and access process shared at SDD	September 2018		Anna Brychan					
Share programme evaluation and impact information with stakeholders in line with relevant evaluation process.	R & E reports on leadership, evaluation - questions on leadership provision agreed and interrogated & shared with stakeholders	March 2019		Anna Brychan	Progress: Use SNAP survey			N/A Need to know the outcomes of the NPQH tender – no budget profiled as yet	
	Internal evaluation process (using NPQH assessors) used to evaluate all other leadership programmes & report	March 2019		Jendy Hillier	Impact:				

	shared with stakeholders.								
Tighten processes to ensure leadership support is provided as part of a holistic improvement support plan, recognising interdependence of all interventions	Leadership information for LA performance reports refined to show cumulative engagement in leadership development across the region	September 2018		Jendy Hillier	Progress:			N/A	
	Strengthen link with SCAs & standards lead to record & report on leadership support/engagement as part of school support offer, moving away from discrete interventions (in ops plan, need timeline to develop plan for this)				Impact:				

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<p>2.1.d. Develop the Community of Leaders programme with a particular focus on leaders' wellbeing</p>	<p>Offer developed and promoted via twitter, engagement/ participation & impact evaluated and shared with stakeholders</p>	<p>September 2018</p>		<p>Anna Brychan</p>	<p>Progress: (focus on leader wellbeing, effective recruitment , developing best practice in lesson obs feedback based on TF model, Jonathan Price, Chief Economist (Andrea Pisa paper) developing links with business/third sector & executive Headteacher network meetings)</p>			<p>£20,000 Community of Leaders Programme</p>	
					<p>Impact:</p>				

Objective 2.2 - Consult and develop future collaborative improvement models led by school leaders building on existing developments									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments

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2.2.a. Develop and pilot WM and Special schools model & evaluate	Pilot schools confirmed; Evaluation model & KPIs developed with schools & senior CSC staff & implemented &	May 2018		Anna Brychan	Progress: Need to link to LA performance meeting schedule.		£13,750 for WM pilot Profiled Funding for special schools via curriculum innovation pot and peer enquiry funding line – No budget profiled yet – Anna can we catch up? 15 days’ Glynis James – £7k	
	Reports shared with stakeholders.	March 2019		Anna Brychan	Impact:			
2.2.b. Work with strategy group to share learning with wider system to inform the development of the CSWC model	Termly reports on model development & implementation shared with stakeholders	May 2018		Anna Brychan	Progress: Amended model agreed and communicated – associate headteacher group		10 associate Headteacher meetings @ £1.2k per meeting Central Budget for Associate Heads £30k (Although further may	

					Impact:			be needed if their remit is changed)	
2.2.c.Further develop the delivery model for Peer Enquiry to enable schools to take leadership of it Match and support 30 peer enquiries	Develop & refine business plan for transferring leadership & management of peer inquiry to schools & report prepared on process, barriers & timelines Consider developing model and training programme to accommodate: i.Training enquirers to conduct PEs in all age schools ii. thematic one-day PEs on e.g. marking policy & produce recommendations iii.% target of non pioneers/non strategy group schools doing peer enquiry iv. Also poss target for upooing % of schools involved – to 65%?	March 2019		Mandy Esseen	Progress:			Funding for 30 peer enquiries - £37,500 profiled	
		June 2018				Impact:			Mark Powell QA role - £5k
		March 2019							

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2.2.d. Support schools to develop further their links with business and third sector organisations (link to Community of Leaders programme in 2.1)	Engage with Business in the Community & third sector organisations to develop relationships with schools & produce report on next steps	December 2018		Anna Brychan	Progress: (in ops plan need ref to engagement with ERS; & engage with Cardiff LA work on business links). Possible links with school-led WM model. Possibly fund pilot models from collaboration funding?			No Budget Profiled – further discussions needed	
					Impact:				
2.2.e. Consider a regional role in the development of collaborative models between secondary schools and FEIs	Determine regional role in developing collaborative models between schools & HEIs & produce recommendations.	October 2018		Anna Brychan	Progress:			N/A	
					Impact:				

Objective 2.3 - Support, improve and develop school governance.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
2.3.a. Work with LAs and Welsh Government to review regional support for governors in line with the new national model and revise as required	New regional model in place	Timeline unknown @ 19.04.18		Anna Brychan	<p>Progress: Note: The 'regional' response to the 'national' model will have to be nuanced to recognise e.g.:</p> <ul style="list-style-type: none"> • Bridgend: No Central Clerking Service. • Cardiff: No Central Clerking but will provide assistance for schools in special measures • Merthyr: Full Clerking Service • RCT: Clerk Primary Schools only • Vale: No Central Clerking but will provide assistance for schools if requested <p>This impact on level of support available to governors on e.g. appointments, elections, complaints, policies and general advice. (where there was little LA/regional service, governors may have turned to the Governors Wales website. This will now disappear)</p>			Currently no budget profiled as this is not as yet a Consortia function	
					<p>Impact:</p>				
Work with GSOs and Governor Steering Group to develop medium term plan for governor support in light of new national model (and	Draft plan in place until 2020	March 2019							

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abolition of Governors Wales)								
<p>2.3.b. Develop and implement annual training and development programme for governors & evaluate</p> <p>Consider the training programme for 18/19 in light of new regs expected to be published in May/June. Expected that all new/federated schools will implement by 2019, all others by 2020 (tailor prog for new schools?)</p>	<p>Programme developed & facilitators clearly identified and published</p> <p>Most evaluation favourable</p>	June 2018		<p>Anna Brychan</p> <p>Progress: Consultant governor/GSO group feel that we should consider a training programme for chairs building on mandatory element – 2 year plan to extend offer? Link to GIGs? Also link to Richard Carbis to address WM training We need to collate all the current information we have about these to make sure we have a comprehensive overview – I know e.g. that Stuart Sherman is interested in the model but unsure whether this has been followed up.</p>			<p>Governor Support officer budget profiled</p> <p>Regional co-ord budget profiled (JS)</p> <p>Governor training budget (£8k)</p> <p>Regional Conference £8k profiled</p>	
	<p>Regional Governor conference held</p>	<p>95% good/excellent evaluations</p> <p>High social media engagement/awareness of conference and content</p>	June 2018					<p>2018 funding in 2017/18 BP</p>
	<p>Governing Body review process developed, personnel trained and deployed. Process evaluated (as part of Cardiff annex)</p>	<p>Process developed, Governors identified and trained and deployed.</p>	May 2018					<p>LA annex – needs to be profiled asap</p>
		<p>Governor reviewers deployed (in Cardiff)</p>	July 2018					
		<p>Report on impact and learning compiled and shared</p>	December 2018					
	<p>Further pilot rolled out based on learning from Cardiff model</p>	<p>Report on impact shared</p>	March 2019		<p>Anna Brychan</p>			<p>£5,000 profiled</p>
	<p>Continue to develop consultant governor offer to schools and broker effectively</p>	<p>Process demonstrates that capacity deployed against strategic assessment of need (resource board records)</p>	March 2019		<p>Anna Brychan</p>	<p>Impact:</p>		<p>On request via resource board</p> <p>Consultant Governors budget in central vulnerable schools budget</p> <p>Based on 2017/18 deployment x number of days @ £xxx per</p>

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								day	
	Model evaluated as part of 2018-19 R& E Board work and learning shared								
Continue to develop the GIG model and evaluate	Increased number of GIGs in place	March 2019		Anna Brychan				£10,000 @ £1,000 per GIG profiled	
	Electronic (?) community in place to support network development	July 2018							
	Model evaluated as part of 2018-19 R& E Board work and learning shared	March 2019							
2.3.c. Support the regional Governors' Steering Group, ensuring that they have structured opportunities to influence the development of governor support services	Meeting agendas and minutes reflect continued engagement with/information sharing about the development of the national model & the regional plan to 2020	March 2019		Anna Brychan	Progress: We need to plan the agendas for the year to include these items at relevant points. e.g. Because the 8 collaboration/federation pilots are due to complete their reports by July 2018, an update on that should be put on the agenda for the next steering committee following. Special schools' model planning to include GIGs as part of their improvement model			N/A	
	Meeting agendas and minutes reflect continued engagement with/information sharing about the GIG model, consultant governor deployment and learning & the development of the review process (part of Cardiff annex)	March 2019							
	Meeting agendas and minutes reflect continued engagement with/information sharing about the eight 2017/18 funded collaborative models which have a specific focus on governors								
					Impact:				

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Objective 2.4 - Develop further support for new school leadership models.										
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement		
								Budget (Please outline budget required below)	Budget Comments	
2.4.a. Work with LAs, diocesan authorities and WG to define and respond to systematic barriers to federation	Meetings held with DfES	Septembers 2018		Anna Brychan	Progress:				N/A	
					Impact:					
2.4.b. Complete report on progress, barriers and update published guidance for schools and governors	Barriers identified & report outlining way forward/recommendations prepared	March 2019		Anna Brychan	Progress:				N/A	
					Impact:					

2.4.c. Develop challenge adviser and wider staff team's understanding of federation to enable them effectively to support and inform schools in this area	SDDs	October 2018		Anna Brychan	<p>Progress:</p>			CPD budget line for federation (£?)	
					<p>Impact:</p>				
2.4.d. Work with LAs and schools to support the growing number of 3-16/18 schools/federations	Link to leadership plan			Anna Brychan	<p>Progress:</p>			£40,000 profiled	
					<p>Impact:</p>				

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Objective 2.5 - Consider how HR service for schools can be most effective across the region									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
2.5.a. Work with LAs and WG to develop effective regional services in light of the national model					Progress: Duplication with EO4 – further discussions to take place			N/A	
					Impact:				
2.5.b. Review regional offer in line with the new national model and revise as required					Progress:			N/A	
					Impact:				

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2.5.c. Work with other consortia to develop and support national recruitment and retention strategies & implement regionally as appropriate (Also link to Discover Teaching Programme in Priority 1)					Progress:			Cross Regional Budget created £22.5k	
					Impact:				

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Performance Measures

Improvement Objective 2 - To develop inspirational leaders and to facilitate their working collaboratively to raise standards		
Performance measures CSC	Baseline	Performance Targets/ 2018-2019

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Objective 3: To develop strong and inclusive schools committed to excellence, equity and well-being

CSC Lead: Andrew Williams	Team members: Kate Rowlands, Sarah Corcoran, Richard George, Dominic Broad	Associate Headteacher/LA representative(s):
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To ensure that we develop strong and inclusive schools across the region we will:

Business Plan Reference	Action	
3.1	Ensure the Professional Learning offer includes provision to develop practitioner awareness of MAT and Closing the Gap. Ensure CSC staff have the necessary understanding on CLA and safeguarding.	
	3.1a - Map the professional learning offer to the workforce in relation to meeting the needs of MAT and eFSM learners, ensuring challenge advisers and strategic team are fully engaged.	
	3.1b - Review quality assurance processes of this provision and ensure that the information gained is used effectively in shaping future provision	
	3.1c - Ensure CSC staff have access to information and training on CLA and safeguarding	
3.2	To work with partners on effective measurements of well-being and attitudes to learning	
	3.2a - Link with LAs, schools and stakeholders to review strategies being used to measure well-being, joining with LA representative inclusion group and WG to partake and inform discussions.	
	3.2b - Ensure that relevant CSC staff are trained to support schools in improving wellbeing and attitudes to work, including the effective brokering of support.	
3.3	Develop CSC strategy that links with that of LAs to ensure practitioners are aware of ACE	
	3.3a - Develop CSC strategy on recognising and addressing adverse childhood experiences, ACEs, ensuring full consultation	
	3.3b - Ensure that relevant CSC staff are well trained to support and challenge schools with regard to their work on ACEs.	
	3.3c - Support schools to ensure high quality provision around ACEs.	
3.4	To develop CSC staff awareness of the ALN Bill (implications for vulnerable groups) and monitor progress of groups of learners with a particular focus on reducing the attainment gap	
	3.4a - Ensure that challenge advisers and strategic staff are fully aware of the implications of the ALN bill and are trained to implement CSC/LA policy and advise on the use of tools and resources	
	3.4b - Ensure data for vulnerable groups continues to be tracked and analysed when making judgements about pupil progress and standards.	
	3.4c - Link with regional ALN transformational lead, supporting her work where required.	
3.5	Ensure accelerated progress in schools causing concern	
	3.5a - Review practice and the associated processes used in the identification of risk, ensuring that best practice from other consortia is considered.	
	3.5b - Evaluate use of Accelerated Progress Leads, APLs, and establish a framework for their work in vulnerable schools.	
	3.5c - Review processes around Schools Causing Concern including an evaluation of support plans, consortium policy and the reporting of progress.	
3.6	Develop and coordinate the support available to schools in their provision for humanities, expressive arts and wellbeing	
	3.6a - Map, coordinate and develop support for schools in their provision for humanities	
	3.6b - Map, coordinate and develop support for schools in their provision for expressive arts	
	3.6c - Map, coordinate and develop support for schools in their provision for wellbeing	
3.7	Ensure that the needs of schools are identified and met effectively.	
	3.7a - Review how regional need is identified, the strategies used to meet that need and the impact of the provision evaluated.	
	3.7b - Ensure that regional need is identified and met within the foundations phase	
	3.7c - Ensure that regional need is identified and met for key priorities such as literacy, numeracy, SRE, closing the gap and DCF.	
WG Specific Focus	LA Specific Focus	Cross Consortia Focus
Well being ACE PDG ALN Schools as learning organisations Consortia as learning organisations	Reducing attainment gap MAT ALN V1 Forms	ALN

Judgement Criteria

Judgements on progress	Addressing the milestone/key action requirement and success criteria	Improvement Objectives still requiring attention	Impact on standards and/or quality of provision	Work required prior to the next monitoring review
Limited progress	Does not meet the requirement	All or many important Improvement Objectives still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many Improvement Objectives still to consider
Satisfactory progress	Addressed the requirement in majority of respects	A few important Improvement Objectives still require significant attention	Limited impact on standards and/or quality of provision	Majority of Improvement Objectives addressed but still significant work to do in important areas
Strong progress	Addresses the requirement in most respects	Only minor Improvement Objectives still require attention	Positive impact on standards and/or quality of provision	Most Improvement Objectives covered already with little significant work left to do
Very good progress	Addresses the requirement in all respects	No Improvement Objectives require further attention	Very good impact on quality of provision	CSC to maintain and build on improved practice
Not due to have started	Not started will reflect all Improvement Objectives within the plan that occur in the future and would not expect to be completed at the time of monitoring the plan e.g. an action for Jan 18 would not be expected to have progressed in October 17 and would therefore be marked blue to denote 'not started'.			

Monitoring Approach

Judgements regarding the extent of progress made against business plan milestones will be made and recorded. The named Aspect lead will use the above structure to make a judgement and enter the corresponding colour into the 'judgement on progress' section and will then record appropriate commentary and list the evidence of progress made. This process will be repeated on a half termly basis and will feed drive team meetings as outlined within the CSC business plan monitoring guidance.

Objective 3.1 - Ensure the Professional Learning offer includes provision to develop practitioner awareness of MAT and Closing the Gap. Ensure CSC staff have the necessary understanding on CLA and safeguarding.

Objective 3.1a - Map the professional learning offer to the workforce in relation to meeting the needs of MAT and eFSM learners, ensuring challenge advisers and strategic team are fully engaged.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
MAT coordinators in every school to undertake a project within their cluster to improve outcomes and provision for MAT learners in their school.	Each school has identified actions to improve their current practice which is bespoke to their setting.	Complete by July 2018		Sue O Halloran	Progress:			53 x £2,500 per cluster Total £132,500 profiled	Should this money be delegated according to the number of schools in each cluster as some clusters have many more schools than others?
					Impact:				
Create a network of MAT coordinators across the region to meet half termly to share good practice in terms of their work/project and receive expert input re MAT provision (e.g. NACE,	MAT coordinators have a clear idea of their role and responsibilities in leading MAT and are able to share good practice in terms of the provision and outcomes in their school.	Summer term activity		Sue O Halloran	Progress:			Cost of NACE engagement? £5k profiled	

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accredited schools, leading practitioners)					Impact:				
Provide a market stall event to share the outcomes of each cluster MAT project and share good practice.	Good practice is effectively shared and opportunities for further school to school working and cross cluster working is identified.	June/July 2018		Sue O Halloran	Progress:			Central Room Bookings budget	
					Impact:				
Release a secondary practitioner to undertake some focussed work with secondary schools in terms of MAT provision and outcomes.	Secondary schools have contributed to the CSC policy and guidance and are making all the relevant links in their schools to improve aspirations and outcomes for learners e.g. SEREN network, PISA focussed work, post 16 provision	Summer term		Sue O Halloran	Progress:			6 days Total £1,080 (Profiled)	
					Impact:				
Provide training opportunities to raise awareness of the SEREN network across the region.	Pupils are appropriately identified for the SEREN network and aspirations are raised amongst KS 4/5 learners. Challenge advisors have a good understanding and positive links are established across the region with SEREN Hubs.	Early summer term ready for Sept cohort		Sue O Halloran	Progress:			Head teacher briefings budget	
					Impact:				

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<p>Provide training to share good practice in terms of improving outcomes and closing the gap for MAT learners who are eFSM.</p>	<p>Schools understand the importance of using the PDG allocation to appropriately to meet the needs and raise the aspirations of MAT learners who are identified as eFSM.</p>	<p>April 2019</p>		<p>Huw Duggan</p>	<p>Progress:</p> <p>Impact:</p>			<p>Dependent on cost of HUB event. £7k committed for all other MAT events within the plan – please break down over the actions identified</p>	
<p>Create a provision map of skills and expertise to identify schools with good practice in tackling the issue of disadvantage in order to ensure more effective brokerage.</p>	<p>A detailed and accurate provision map created to identify good practice in tackling the issue of disadvantage.</p> <p>Provision map effectively used to identify lead schools to support schools in need.</p>	<p>End of Summer Term 2018.</p>		<p>Huw Duggan and Andrea May</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
<p>Identification of effective strategies deployed in key stage 3 to improve the outcomes of eFSM learners, through meeting the aspirational target of 60% of PDG spent within this age phase.</p>	<p>Effective strategies identified and shared with all schools across the region through the various communication channels.</p> <p>Many secondary schools are meeting the WG aspirational targets for PDG spending which is accurately evidenced in the SDP.</p>	<p>Sept 2018</p>		<p>Huw Duggan</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	

Tudalen 111	Continue to develop the programme of regular network meetings for eFSM leads in all schools.	Sharing of up-to-date strategies and expertise in relation to improved pedagogy for eFSM leads. Improved attendance for network meetings	Ongoing		Huw Duggan Hub schools	Progress:			Central Network Meetings Budget	
						Impact:				
	Provide training on the new proforma for PDG reporting for challenge and strategic advisers.	A consistent approach to the completion of the PDG proforma, providing robust and detailed information relating to schools spending and impact of the spend.	Sept 2018 (prior to categorisation)		Huw Duggan	Progress:			Central CPD line for PDG (£1k)	
						Impact:				
	Provide training via Headteacher briefing sessions for school senior leaders on the new proforma for PDG reporting.	A consistent approach to the completion of the PDG proforma, providing robust and detailed information relating to schools spending and impact of the spend.	April 2018		Huw Duggan	Progress:			Central budget for Headteacher briefings	
						Impact:				

Objective 3.1b - Review quality assurance processes of this provision and ensure that the information gained is used effectively in shaping future provision.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Review current processes for quality assurance of professional learning delivery and revise processes and systems in line with findings.	There is a rigorous process to evaluate the quality of CSC provision in terms of meeting the needs of MAT and eFSM learners.	Summer term 2019		Sue O'Halloran Huw Duggan	Progress:			N/A	
					Impact:				
Using the agreed processes, ensure that all activities undertaken in 3.1a are evaluated for the impact on the quality of provision and improved outcomes for MAT and eFSM learners.	CSC has undertaken a robust evaluation of the impact of the work and has identified a range of good practice across the region in terms of meeting the needs of MAT learners.	By March 2019		Sue O'Halloran Huw Duggan	Progress:			N/A	
					Impact:				
Develop a more robust system for evaluating and monitoring the PDG grant which will require CA's to sign off the spend.	All schools have a completed form	April 2018		Huw Duggan	Progress:			N/A	
					Impact:				
CA's to ensure that 60% of PDG is being appropriately allocated with key stage 3 in all secondary schools in the	PDG sign off form reflects target met. CAs have the skills to be able to advise schools	May 2018		Huw Duggan	Progress:			N/A	

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region.					Impact:				
Ensure that closing the gap is included in other areas of training provided by CSC for example modules in leadership programmes.	Provision for eFSM is contained within all training and best practice is known and shared.	July 2018		Huw Duggan	Progress:			N/A	
					Impact:				
Review the impact of the HUB schools, and consider co-constructing training programmes to widen the regional offer with regard to closing the gap.	Improved outcome for eFSM learners in schools accessing Hub training provision	March 2019		Huw Duggan	Progress:			Budget for Closing the Gap schools (£30k as part of the hub programme)	
					Impact:				
Better regional analysis of the gap for contributing factors reporting by subject and progress of various vulnerable groups.	Analysis of progress towards targets and outcomes	Termly		Huw Duggan	Progress:			N/A	
					Impact:				
Ensure the funding from PDG which is going to PRU/ Eotas is being used effectively and impact is reported by LA.	System of collecting this information is in place	June 2018		Huw Duggan	Progress:			Please include breakdown of the PRU / EOTAS funding £223,100	
					Impact:				

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Objective 3.1c – Ensure CSC staff have access to information and training on CLA and safeguarding.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
All Challenge Advisers and strategic staff to receive a 2 hour awareness raising training on CLA and the requirements of the CLA grant	Staff confidence in supporting schools with CLA and able to advise on strategies	17-05-18		Siriol Burford	Progress:			N/A	
					Impact:				
Documents, guidance and case studies on the P drive to enable all staff to access latest information. Regular updates included in the CA bulletin signposting new development and information.	P File populated and accessed by staff	Start May 2018		Siriol Burford	Progress:			N/A	
					Impact:				
As part of the induction process for new staff input will be provided on CLA regional policy and procedures.	New staff aware of regional policies.	Sept 2018		Siriol Burford	Progress:			N/A	
					Impact:				
Raise aware to all strategic and CA staff of the Hwb online safeguarding tool. Provide an opportunity to explore the 360	All staff confident in tools available to manage online safety.	Sept 2018		Jane Grubb	Progress:			N/A	

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self-evaluation programme.					Impact:				
As part of regular CA visits to schools, the CA can question schools about online safety	Increased number of schools engaging with hub and using the safeguarding tool	Review April 2018		Jane Grubb	Progress:			N/A	
					Impact:				

Objective 3.2 - To work with partners on effective measurements of well-being and attitudes to learning
Objective 3.2a - Link with LAs, schools and stakeholders to review strategies being used to measure well-being, joining with LA representative inclusion group and WG to partake and inform discussions.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review current staffing structure to consider the current roles, responsibilities and portfolios and identify if there is a current staff member to lead the development of well-being or if there is a need to recruit.	An identified member of staff to lead the development of well-being.	April 2018		Mike Glavin	Progress:				Further discussions needed on a budget for a lead of Well Being
					Impact:				
Clarify the information for procurement to develop PERMA profiler and gamification	Quality assured profiler tested by teachers and pupils for KS2 & 3	August 2018		Sirol Burford	Progress:				£150k PERMA bid for WG needs to be profiled asap
					Impact:				
Children and young people part of the process for gamification procurement workshop	Improved engagement if gamification is suitable for CYP	June/Jul		Sirol Burford	Progress:				See above

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		2018			Impact:				
Meeting with lead Ed Psy to set up PERMA pilot project in each LA.	Ensure clear strategy for piloting PERMA in secondary & primary in each LA	April 2018		Sirol Burford	Progress:			See above	
					Impact:				
EPS to trial profiler in pilot schools	Schools will be clear on areas of success & areas for improvement in wellbeing	May – July 2018		Sirol Burford	Progress:			See above	
					Impact:				
Develop resources to improve aspects of well-being (CSC, EPS, Schools)	Bank of resources available to help schools improve well-being.	May – July 2018		Sirol Burford	Progress:			See above	
					Impact:				
Conference to be held to showcase the work developed to define well-being across the region.	Knowledge cascaded effectively and improved buy in from many schools.	Sept 2018		Sirol Burford	Progress:			See above	
					Impact:				

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Objective 3.2b - Ensure that relevant CSC staff are trained to support schools in improving wellbeing and attitudes to work, including the effective brokering of support.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
CSC lead draw up plan for upskilling challenge and strategic staff	Plan in place and shared with SMT	April 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Deliver training as part of regular development days PERMA ACE CLA eFSM	CA able to engage with schools and support appropriately.	May 2018 onwards		Andrew Williams	Progress: See 3:1c, 3:3b			CPD Budget Line (Well Being £1k)	
					Impact:				
Create shared folder of information on staff area to store training materials and updates.	Shared folder in place and being updated and accessed	May 2018 onwards		Andrew Williams	Progress:			N/A	
					Impact:				

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Objective 3.3 - Develop CSC strategy that links with that of LAs to ensure practitioners are aware of ACE
Objective 3.3a - Develop CSC strategy on recognising and addressing adverse childhood experiences, ACEs, ensuring full consultation

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgements On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Presentation about ACE informed schools in National steering group for PDG LAC	WG, CSC & LACES to be fully aware of work carried out and link to vulnerable groups of pupils	April 2018		Sirol Burford	Impact:			PDG LAC Training Budget – needs to be profiled £1,600,060	
					Progress:				
Meet with WG ACE Hub with PDG LAC WG lead & regional lead for CSC	Strategy for CSC to create ACE awareness regionally	April 2018		Sirol Burford	Impact:			PDG LAC Training Budget – needs to be profiled	
					Progress:				
Meet with LACES and leads to ensure LA training strategy for practitioners	ACE training available from Sept for the region.	Sept 2018		Sirol Burford	Impact:			PDG LAC Training Budget – needs to be profiled	
					Progress:				
Sporting personalities to meet with CSC and ACE Hub to launch model champions for ACES.	Sporting personalities work in schools highlighting well-being and mental health first aid.	Summer 2018		Sirol Burford	Impact:			PDG LAC Training Budget – needs to be profiled	
					Progress:				

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Objective 3.3b - Ensure that relevant CSC staff are well trained to support and challenge schools with regard to their work on ACEs.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgements on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Ace training session available to all CAs.	CAs aware of how toxic brain stress can affect vulnerable pupils.	Summer 2018		Sirol Burford	Progress			PDG LAC Training Budget – needs to be profiled	
					Impact:				
Well-being lead to discuss relevant questions for schools relating to ACES with CSC staff	Better understanding for CAs & HTs of behavioural issues in schools. Possible reduction in low tariff exclusions.	Summer 2018		Sirol Burford	Progress			PDG LAC Training Budget – needs to be profiled	
					Impact:				
CAs to ask questions in schools relating to ACEs	Less exclusions & more support for CYP who display ACE trauma	Sept 2018		Sirol Burford	Progress			PDG LAC Training Budget – needs to be profiled	
					Impact:				
Schools signposted to training by CAs	A joined up approach where all stakeholders are working together.	Sept 2018		Sirol Burford	Progress			PDG LAC Training Budget – needs to be profiled	
					Impact:				

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Objective 3.3c - Support schools to ensure high quality provision around ACEs..									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
At ACE hub meeting decide on who the lead trainers are, safeguarding, EPS,LACES.	Named trainers to deliver training	Sept 2018		Sirol Burford	Progress				PDG LAC Training Budget – needs to be profiled
					Impact:				
Trainer to be discussed and piloted using PDG LAC provision	PDG LAC grant effectively allocated to support training for schools	Sept 2018		Sirol Burford	Progress				PDG LAC Training Budget – needs to be profiled
					Impact:				
CA to signpost 'readiness tool' for being a trauma informed school	CAs aware of how to use tool	Sept 2018		Sirol Burford	Progress				PDG LAC Training Budget – needs to be profiled
					Impact:				
Training available to all schools	1. ½ day INSET ACE awareness 2. Emotion	Sept 2018 Ongoing		Sirol Burford	Progress				PDG LAC Training Budget – needs to be profiled

	coaching 3. Planning a trauma informed school today				Impact:				
CSC lead available to support red and amber schools to include ACE readiness in SiPs.	Wellbeing included in all red and amber SiPs	Sept 2018 Ongoing		Sirol Burford	Progress			N/A	
					Impact:				

Objective 3.4 - To develop CSC staff awareness of the ALN Bill (implications for vulnerable groups) and monitor progress of groups of learners with a particular focus on reducing the attainment gap

Objective 3.4a - Ensure that challenge advisers and strategic staff are fully aware of the implications of the ALN bill and are trained to implement CSC/LA policy and advise on the use of tools and resources.

Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review staff responsibilities and identify a CSC link	Named ALN link	June 2018		Andrew Williams	Progress:				Do we need an honorarium budget for a member of staff? Could be included within the review of the SMT
					Impact:				
Meet transitional lead monthly	Open dialogue and shared expectations between Lead and CSC	April 2018		Andrew Williams	Progress:				Central budget for room bookings
					Impact:				

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Tudalen 124	Transitional Lead attends termly meetings LA inclusion leads	Shared understanding of the implementation of the new bill	June 2018	Andrew Williams	Progress:			Central budget for room bookings	
					Impact:				
	Updates on ALN bill feature as part of each development day to keep staff informed	CAs kept up to date with ongoing developments	Start 14-06-18	Andrew Williams	Progress:			CPD Budget for ALN (£1k)	
					Impact:				
	ALN transitional lead provide input to all CAs on her role and roll out plan.	CAs understand the bill and WG vision	Start 14-06-18	Andrew Williams	Progress:			CPD Budget for ALN (£?)	
					Impact:				
	ALN transitional lead work with CSC link to identify appropriate questions for CAs to use when in schools.	CSC have an understanding of the position of schools and their confidence in implementing	July 2018	Andrew Williams	Progress:			N/A	
					Impact:				

Objective 3.4b - Ensure data for vulnerable groups continues to be tracked and analysed when making judgements about pupil progress and standards.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review data collection information and dates of data drops	All schools in agreement with the data requested.	July 2018		Caryl Stokes	Progress:			N/A	
					Impact:				
Data team provide school reports identifying attainment of individual pupils	Shared knowledge about progress of vulnerable groups.	Oct 2018		Caryl Stokes	Progress:			N/A	
					Impact:				
CAs focus on pupil progress data during their termly visits	Annual cycle of termly visits includes focus on pupil progress	Jan 2018		Andrew Williams	Progress:			N/A	
					Impact:				

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Book scrutinies including vulnerable groups are focus of termly work.	Book scrutinies occur in schools All CAs confident about carrying out book scrutinies	Jan 2018		Andrew Williams	Progress:			N/A	
					Impact:				

Objective 3.4c - Link with regional ALN transformational lead, supporting her work where required.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Senior lead meet with transitional lead to discuss work plan and time scales.	Shared understanding of work programme.	April 2018		Andrew Williams	Progress: Impact:			Central Room Bookings budget	
Transitional lead meets monthly with CSC ALN link	Shared understanding of development needs	Monthly from May 2018		Andrew Williams	Progress: Impact:			Central Rooms Bookings budget	
Transitional lead delivers training to all strategic and support staff	Staff aware of transitional lead, work plans and roles of CSC.	Sept 2018		Andrew Williams	Progress: Impact:			CPD Budget for ALN (£?)	
Regular updates in CA bulletin	Staff knowledge is current	Monthly from May 2018		Andrew Williams	Progress: Impact:			N/A	
File on P Drive	File regularly updated and accessed by staff	Monthly from May 2018		Andrew Williams	Progress:			N/A	

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					Impact:				
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Objective 3.5 - Ensure accelerated progress in schools causing concern

Objective 3.5a - Review practice and the associated processes used in the identification of risk, ensuring that best practice from other consortia is considered.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review the risk procedures used in each of the 5 LA.	Clarity over each LA coverage of risks	July 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Map the procedures to ensure key elements are being covered	Spreadsheet complete with understanding of coverage.	July 2018		Andrew Williams	Progress:			N/A	
					Impact:				
CAs work in pairs to visit each other's meetings to observe.	Consistent approach across the region	October 2018		Andrew Williams	Progress:			N/A	
					Impact:				

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Senior lead and 1 SCA visit neighbouring consortia to observe processes.	Consistent approach across consortia	February 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Produce a protocol detailing the procedures for each LA.	Protocol adopted by 5 LAs	March 2018		Andrew Williams	Progress:			N/A	
					Impact:				

Objective 3.5b - Evaluate use of Accelerated Progress Leads, APLs, and establish a framework for their work in vulnerable schools.										
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement		
								Budget (Please outline budget required below)	Budget Comments	
Questionnaire for each APL, CA & Senior	Document compiled with all responses with clear areas of success and areas to develop identified.	May 2018		Sarah Corcoran Sam Harris	Progress:				Budget for Accelerated Progress Leads (£123k)	
					Impact:					
Review impact termly as reflected in the EFI	Ensure impact of APL work identified during progress meetings.	Termly from Summer 2018		Sarah Corcoran Sam Harris	Progress:				N/A	
					Impact:					

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	During categorisation identify areas for APLs to focus on.	Categorisation reports have clearly defined areas for development transferred onto support plans with named people	Sept 2018		Sarah Corcoran Sam Harris	Progress:			N/A	
						Impact:				
Tudalen 132	Draw up minimum expectations for the work of APLs and their lines of reporting.	Protocol for work in place as a result of evaluation of impact.	June 2018		Sarah Corcoran Sam Harris	Progress:			N/A	
						Impact:				

Objective 3.5c - Review processes around Schools Causing Concern including an evaluation of support plans, consortium policy and the reporting of progress.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement onProgress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review School Causing Concern protocol cross referencing with current practice and WG guidance.	A protocol is being followed consistently across the service.	Jan 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Challenge Advisers will ensure that all yellow, amber and red schools have a bespoke support package / plan in line with the key areas for development identified through national categorisation. These plans will be devised with the school and include a total number of CA days' support. Support schools and sharing of practice through networks will be identified within these plans.	Clear costed plans in place	Sept 2018		Andrew Williams	Progress:			Central budget for vulnerable schools	
					Impact:				

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	Support plans will signpost schools to relevant CPD opportunities, for identified teachers, Middle Leadership programme	Staff development and building capacity a focus of CSC work	Sept 2018	Andrew Williams	Progress:			N/A	
					Impact:				
	Plans within the secondary phase will have an appropriate focus on the outcomes and provision for all key stages.	Plans focus on improving provision KS 3 as well as outcomes at KS 4	Sept 2018	Andrew Williams	Progress:			N/A	
					Impact:				
	Challenge Advisers will monitor the progress of schools towards intervention plan actions. Where progress is limited or slow, CAs provide a timely alert to PCAs, outlining the reasons why	LAs are fully informed and take appropriate action in line with the SCC protocol.	Sept 2018	Andrew Williams	Progress:			N/A	
					Impact:				
	Progress review meetings will continue in all Amber and Red schools. In secondary schools these will have a balanced focus on outcomes and provision in both KS3 and KS4	Dates for meetings agreed and shared with LA, Schools, CSC and diocese.	Sept 2018	Andrew Williams	Progress:			N/A	
					Impact:				

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	For schools with a designated religious character the appropriate religious authority will be kept informed of any concerns in relation to such schools and will work in partnership with the authority, the CSC and the school	Clear shared actions to enable accountability	Sept 2018	Andrew Williams	<p>Progress:</p>			Faith Schools Cross regional Project £30k	
					<p>Impact:</p>				
	A risk register of schools causing concern will be created and shared with all CSC Directors on a termly basis. This will include schools where progress is considered too slow (either limited / satisfactory)	A shared understanding of the rate of progress of all amber and red schools with a record of CSC LA actions	Oct 2018	Andrew Williams	<p>Progress:</p>			N/A	
					<p>Impact:</p>				
	The progress of these schools and actions taken by the LA and CSC will be closely monitored to improve regional consistency at LA level	Shared discussion at SCA meetings termly on progress of red and amber schools with a consistent approach across authorities.	Termly from Nov 18	Andrew Williams	<p>Progress:</p>			N/A	
					<p>Impact:</p>				

All Challenge Adviser / Strategic activity in green and yellow schools will be recorded through notes of visit reports.	SMT able to monitor involvement in all schools	Sept 2018		Andrew Williams	Progress:			N/A	
					Impact:				

Objective 3.6 - Develop and coordinate the support available to schools in their provision for humanities, expressive arts and wellbeing										
Objective 3.6a - Map, coordinate and develop support for schools in their provision for humanities										
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement		
								Budget (Please outline budget required below)	Budget Comments	
Evaluate the Lead Practitioner Model in conjunction with other consortia representatives to arrive at a more consistent model that reflects work on curriculum for Wales	Matrix of regional and national provision is coherent and consistent Clear guidelines to schools make it possible for LPs to disapply or for new LPs to apply and to understand exactly what is entailed	April 2018		Mandy Esseen	Progress:				Central budget for lead practitioners across all areas	
					Impact:					
Engage all secondary schools in subject networks and development groups, including cross phase subject development where appropriate	Networks data Key practitioners increasingly self-motivated to maintain networks	July 2018		Mandy Esseen	Progress: The network meetings are the gateway for messages of quality provision to be fed either INTO the group or OUT FROM the group				Central Network Meetings budget created	
					Impact					
integrate lead practitioner work with pioneer AOLE groups, teaching standards, learning	Pioneer and non-pioneer schools working more as humanities clusters	Sept 2018		Mandy Esseen	Progress:				N/A	

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	organisations etc.				Impact:				
	Work closely with WJEC to ensure schools are able to use the Lead Practitioners' specialist understanding appropriately in order to have an impact on standards	Hwb resources Minutes of national WJEC meetings	March 2019		Mandy Esseen	Progress:			N/A
						Impact:			
	Develop a regional strategy for disseminating effective practices in learning and teaching in regard to humanities	CSC Strategy for Humanities for consultation	Nov 2018		Mandy Esseen	Progress: Could this be an opportunity to also develop a national policy for non-core learning and teaching to be shared with WG?			N/A
						Impact:			
	Develop a proposal for Lead Practitioners to be able to generate and publish high quality resources that integrate appropriately with the WG timeline for curriculum reform	Resources generated and published by CSC and signposted to Curriculum for Wales	Nov 2018		Mandy Esseen	Progress:			£5,000 for publication costs profiled
						Impact:			
	Work with lead practitioners to develop better coaching skills to support colleagues in humanities in other schools	Coaching and mentoring programme materials	June 2018		Mandy Esseen	Progress: Use the coaching and mentoring programme materials (See Business Plan 1.6) to give LPs coaching training			No Budget profiled
						Impact:			
	Allocate each lead practitioner an area of classroom based, subject specific action research to be shared with all other humanities practitioners	Research areas agreed between LPs, AOLES and WJEC	April 2018		Mandy Esseen	Progress:			N/A

					Impact:				
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Objective 3.6b - Map, coordinate and develop support for schools in their provision for expressive arts									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Tudalen 140 Evaluate the Lead Practitioner Model in conjunction with other consortia representatives to arrive at a more consistent model that reflects work on curriculum for Wales	Matrix of regional and national provision is coherent and consistent Clear guidelines to schools make it possible for LPs to disapply or for new LPs to apply and to understand exactly what is entailed	April 2018		Mandy Esseen	Progress:				Central budget for lead practitioners across all areas
					Impact:				
Engage all secondary schools in subject networks and development groups, including	Networks data Key practitioners increasingly	July 2018		Mandy Esseen	Progress: The network meetings are the gateway for messages of quality provision to be fed either INTO the group or OUT FROM the group			Central Network Meetings budget created	

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cross phase subject development where appropriate	self-motivated to maintain networks				Impact:				
integrate lead practitioner work with pioneer AOLE groups, teaching standards, learning organisations etc.	Pioneer and non-pioneer schools working more as expressive arts clusters	July 2018		Mandy Esseen	Progress:			N/A	
					Impact:				
Work closely with WJEC to ensure schools are able to use the Lead Practitioners' specialist understanding appropriately in order to have an impact on standards	Hwb resources Minutes of national WJEC meetings			Mandy Esseen	Progress:			N/A	
					Impact:				
Work closely with Lead Creative Schools and the Wales Arts Council to share practice and expertise and adopt a consistent approach to the big messages about expressive arts teaching and	Matrix of provision between LPs, Arts Council and Lead Creative Agents	May 2018			Progress:			N/A	

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learning					Impact:				
Develop a regional strategy for disseminating effective practices in learning and teaching in regard to expressive arts	CSC Strategy for Expressive Arts for consultation	Oct 2018		Mandy Esseen	Progress: Could this be an opportunity to also develop a national policy for non-core learning and teaching to be shared with WG?			N/A	
					Impact:				
Develop a proposal for Lead Practitioners to be able to generate and publish high	Resources generated and published by CSC and signposted to Curriculum for	Oct 2018		Mandy Esseen	Progress:			Extra £5,000 for publication costs profiled	

quality resources that integrate appropriately with the WG timeline for curriculum reform	Wales				Impact:				
Work with lead practitioners to develop better coaching skills to support colleagues in expressive arts in other schools	Coaching and mentoring programme materials	June 2018		Mandy Esseen	Progress: Use the coaching and mentoring programme materials (See Business Plan 1.6) to give LPs coaching training			No Budget Profiled	
					Impact:				
Allocate each lead practitioner an area of classroom based, subject specific action research to be shared with all other expressive arts practitioners	Research areas agreed between LPs, AOLEs, WJEC and Lead Creative Practitioners. In this area, the research foci will centre on aspects relating to vulnerable learners	March 2019		Mandy Esseen	Progress: The research should commence in Spring/Summer Term to span two terms with findings written up in the third term (Spring 2019)			N/A	NB: the findings from action research will enable us to feed into the work with vulnerable learners work in 3.7
					Impact:				

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Objective 3.6c - Map, coordinate and develop support for schools in their provision for wellbeing									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Tudalen 144 Evaluate the Lead Practitioner Model in conjunction with other consortia representatives to arrive at a more consistent model that reflects work on curriculum for Wales	Matrix of regional and national provision is coherent and consistent Clear guidelines to schools make it possible for LPs to disapply or for new LPs to apply and to understand exactly what is entailed	April 2018		Mandy Esseen	Progress:			Central budget for lead practitioners across all areas	
					Impact:				
Engage all secondary schools in subject networks and development groups, including cross phase subject development where appropriate	Minutes of meetings QA reports of special events	July 2018		Mandy Esseen	Progress: The network meetings are the gateway for messages of quality provision to be fed either INTO the group or OUT FROM the group			Central Network Meetings budget created	
					Impact:				

<p>Integrate lead practitioner work with pioneer AOLE groups, teaching standards, learning organisations etc.</p>	<p>Matrix of relevant aspects of key documents with health and wellbeing, including findings from University of Sussex, WG and Attainment for All (AFE)</p> <p>Pioneer and non-pioneer schools working more as health and wellbeing clusters</p>	<p>April 2018</p>		<p>Mandy Esseen</p>	<p>Progress:</p>			<p>N/A</p>	
<p>Evaluate ways to make use of the NHS Neath/Port Talbot Healthy Relationships materials.</p>	<p>NHS materials trialled with Bridgend schools in the first instance for feedback</p> <p>Key aspects used to inform CSC Strategy and SRE programme</p>	<p>April 2018</p>		<p>Mandy Esseen</p>	<p>Progress: The use of these materials may be limited to Neath Port Talbot – and therefore Bridgend - only. ME to investigate</p>			<p>£ XX may be needed to gain permission to use the NHS Neath Port Talbot materials – no budget profiled</p>	
<p>Work closely with WJEC to ensure schools are able to use the Lead Practitioners’ specialist understanding appropriately in order to have an impact on standards</p>	<p>Hwb resources</p> <p>Minutes of national WJEC meetings</p>	<p>Through the year to March 2019</p>		<p>Mandy Esseen</p>	<p>Progress:</p>			<p>N/A</p>	
					<p>Impact:</p>				

Tudalen 146	Develop a regional strategy for disseminating effective practices in learning and teaching in regard to health and wellbeing	CSC Strategy for Health and Wellbeing consultation	Sept 2018		Mandy Esseen	<p>Progress: Could this be an opportunity to also develop a national policy for non-core learning and teaching to be shared with WG?</p> <p>Impact:</p>			N/A	
	Develop a proposal for Lead Practitioners to be able to generate and publish high quality resources that integrate appropriately with the WG timeline for curriculum reform	Resources generated and published by CSC and signposted to Curriculum for Wales	Sept 2018		Mandy Esseen	<p>Progress:</p> <p>Impact:</p>			Extra £5,000 for publication costs profiled	
	Work with lead practitioners to develop better coaching skills to support colleagues in health and wellbeing in other schools	Coaching and mentoring programme materials	June 2018		Mandy Esseen	<p>Progress: Use the coaching and mentoring programme materials (See Business Plan 1.6) to give LPs coaching training</p> <p>Impact:</p>			N/A	
	Allocate each lead practitioner an area of classroom based, subject specific action research to be shared with all other health and wellbeing practitioners	Research areas agreed between LPs, AOLES, WJEC and LA agencies representatives	March 2018		Mandy Esseen	<p>Progress:</p>			N/A	

					Impact:				
Develop a bespoke SRE and Good Health school-led programme to address key priorities in delivering consistent Sex and Relationships, Physical and Mental Health Education	Collaborative planning meetings with LPs and LA representatives from health and social care agencies Programme outline created	Early June 2018		Mandy Esseen	<p>Progress: Consultation with stakeholders as the programme is being developed will ensure considerable expertise in the system is called upon</p> <p style="background-color: #cccccc;">Impact:</p>			<p>Total Budget (£50k) required profiling and needs to be spent by July 2018</p> <p>£20,000 profiled for release for teachers and the representatives of appropriate LA agencies</p> <ul style="list-style-type: none"> • resource development • time to facilitate programme • venue hire and hospitality 	This line overlaps with the line in 3.7.c

Objective 3.7 - Ensure that the needs of schools are identified and met effectively.
Objective 3.7a - Review how regional need is identified, the strategies used to meet that need and the impact of the provision evaluated.

Action(s)	Success Criteria	Deadline Date	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
							Budget (Please outline budget required below)	Budget Comments
Evaluate the Lead Practitioner Model in conjunction with other consortia representatives to arrive at a more consistent model for SRE that reflects work on curriculum for Wales Develop a bespoke SRE and Good Health school-led programme to address key priorities in delivering consistent Sex and Relationships, Physical and Mental Health Education	Map of provision developed Short evaluative summary written	May 2018	Mandy Esseen	Progress: Research into SRE provision nationally and internationally will also be used to inform regional understanding of 'what works well' Consultation with stakeholders as the programme is being developed will ensure considerable expertise in the system is called upon				
	Collaborative planning meetings with LPs and LA representatives from health and social care agencies Programme outline created	Early June 2018	Mandy Esseen	Impact:			£30,000 for release for teachers and the representatives of appropriate LA agencies resource development time to facilitate and evaluate the programme venue hire and hospitality – see note above – SRE total project budget is £50k	

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Create resources to support the SRE and Health programme	Resource bank created and shared for quality control and refinement	June 2018	Mandy Esseen	Progress:			See above	
				Impact:				
Pilot the SRE and Health programme in self-selected schools	QA notes of visit	July 2018	Mandy Esseen	Progress:			See above	
				Impact:				
Evaluate the programme pilot	Data collected from delegates and facilitators	August 2018	Mandy Esseen	Progress:			See above	
				Impact:				
Market the SRE and Health programme to all schools	Marketing materials School uptake data	From September 2018	Mandy Esseen	Progress:			See above	
				Impact:				
Identify and support regional needs for English, mathematics and numeracy GCSEs:								
Strategic team produce annual commentary on standards for revised GCSEs	Annual commentary provides benchmark data to support schools in teaching the revised specifications.	Sep-18	Richard George / Cathryn Billington-Richards / Glen Gilchrist	Progress:			N/A	
				Impact:				

Strategic team produce interim commentary on standards for revised GCSEs	Interim commentary provides benchmark data to support school in teaching the revised specifications	Mar-19	Richard George / Cathryn Billington-Richards / Glen Gilchrist	<p>Progress:</p> <p>Impact:</p>			N/A	
Strategic team analyse regional outcomes for revised GCSEs	Leading schools and schools in need of support are identified	Sep-18	Richard George / Cathryn Billington-Richards / Glen Gilchrist	<p>Progress:</p> <p>Impact:</p>			N/A	
Outcomes of the regional analysis inform the development of school-led support strategies	Leading schools are facilitated to support schools in need of support	Jan-19	Richard George / Cathryn Billington-Richards / Glen Gilchrist	<p>Progress:</p> <p>Impact:</p>			N/A	
Strategic team, in collaboration with schools, develop sample examination papers and associated teaching materials	Resources developed and published for schools across the region	Jun-18	Richard George / Cathryn Billington-Richards / Glen Gilchrist	<p>Progress:</p> <p>Impact:</p>			<p>£7k profiled</p> <p>Preparation of papers, teacher release and translation</p> <p>£4.5k Project Kairo</p>	

Facilitate assessment moderation session for English Language and Literature and mathematics/numeracy	Facilitated moderation sessions available for secondary practitioners to improve consistency of assessment across the region	Jul-18	Richard George / Cathryn Billington-Richards / Glen Gilchrist	Progress: Impact:			£3k profiled Room Hire, Preparation of papers, teacher release and translation	
Identify and support regional needs for LLC / English (3-19):								
Undertake cross-phase regional data analysis	Analysis identifies priorities to shape regional strategy	Sep-18	Richard George / Cathryn Billington-Richards / Ruth Best	Progress: Impact:			N/A	
Broker time-limited intervention for most vulnerable schools with leading schools	Most vulnerable schools receive direct support from leading schools. Improvement progress evaluated	Mar-19	Richard George / Cathryn Billington-Richards / Ruth Best	Progress: Impact:			Central budget for vulnerable schools	
Co-construct regional offer for LLC / English with Hub schools to support an effective teaching and learning continuum in English from KS3-KS5	Hub schools professional learning programmes constructed and available	Jun-18	Richard George / Cathryn	Progress:			Central hub budget	

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			Billington-Richards	Impact:				
Facilitate termly middle leader network meetings	Opportunities provided to disseminate information and share effective practice and update on the development of the Curriculum for Wales	Mar-19	Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central budget for network meetings	
				Impact:				
Update Cronfa community with support resources every term	Teaching resources supplemented termly	Mar-19	Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
				Impact:				
Identify and support regional needs for mathematics / numeracy 3-19:								
Strategic team produce annual, cross phase commentary on standards	Annual commentary provides benchmark data to support teaching of mathematics and numeracy.	Sep-18	Richard George / Glen Gilchrist	Progress:			N/A	
				Impact:				
Strategic team analyse regional outcomes	Leading schools and schools in need of support are	Sep-18	Richard George / Glen	Progress:			N/A	

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	identified		Gilchrist	Impact:				
Strategic team broker time-limited interventions to raise standards in mathematics / numeracy	Most vulnerable schools supported to develop pedagogy, leadership and standards in mathematics / numeracy	Mar-19	Richard George / Glen Gilchrist	Progress:			Central budget for vulnerable schools	
				Impact:				
Regional data analysis used to identify regional needs	Regional needs for developing pedagogy and standards within mathematics / numeracy are identified	Oct-18	Richard George / Glen Gilchrist	Progress:			N/A	
				Impact:				
Co-construct hub / lead practitioner programmes to meet regional needs	Professional learning offer created and circulated across region	Apr-18	Richard George / Glen Gilchrist	Progress:			Central budget for curriculum hubs	
				Impact:				
Facilitate regional network meetings	Network meetings disseminate priority information and effective practice. Schools are updated on Curriculum for Wales development by Pioneer Schools.	Mar-19	Richard George / Glen Gilchrist	Progress:			Central budget for network meetings	

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				Impact:				
Facilitate the development of resources to support vulnerable learners	Hub schools develop mathematics resources to support vulnerable learners Resources shared through Cronfa / Hwb communities	Mar-19	Richard George / Glen Gilchrist/Huw Duggan	Progress:			£3k profiled Resources / teacher release and networking opportunities	
				Impact:				
Develop resources to support regional and national priorities in mathematics / numeracy with Hub schools	Supporting resources updated termly through Cronfa / Hwb communities	Mar-19	Richard George / Glen Gilchrist	Progress:			£15k (shared across all subjects) profiled Joint development of regional revision resources for each LA	
				Impact:				
Develop partnerships with Techniquet to support pupil engagement resources	Schools across the region engage with Techniquet MathMagic Teaching resources shared	Feb-19	Richard George / Glen Gilchrist	Progress:			Funding circa £10k profiled for development, teacher release and resource creation	
				Impact:				

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Identify and support regional needs for Science and Technology 3-19:										
Strategic team produce annual, cross phase commentary on standards	Annual commentary provides benchmark data to support schools in teaching science and technology	Sep-18	Richard George / Glen Gilchrist	Progress:				N/A		
				Impact:						
	Strategic team analyse regional outcomes	Leading schools and schools in need of support are identified	Sep-18	Richard George / Glen Gilchrist	Progress:				N/A	
					Impact:					
	Strategic team broker time-limited interventions to raise standards in science and technology	Most vulnerable schools supported to develop pedagogy, leadership and standards in science and technology	Mar-19	Richard George / Glen Gilchrist	Progress:				Central Vulnerable Schools budget	
Impact:										
Regional data analysis used to identify regional needs	Regional needs for developing pedagogy and standards identified	Oct-18	Richard George / Glen Gilchrist	Progress:				N/A		
				Impact:						
Co-construct hub / lead practitioner programmes to meet regional needs	Professional learning offer created and circulated across region	Apr-18	Richard George / Glen Gilchrist	Progress:				Creation of post-16 hubs for science ideally £15k for teacher release and resources (3 x	Hubs GCSE	

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				Impact:			5k) – not funded in 2018/19	
							Central hub and lead practitioner budget	
Facilitate regional network meetings	Network meetings used to disseminate priority information and effective practice.	Mar-19	Richard George / Glen Gilchrist	Progress: Facilitate regional network meetings			Central budget for network meetings	
				Impact:				
Co construct support strategies and resources to support MAT learners	MAT learners supported to raise standards in science and technology	Mar-19	Richard George / Glen Gilchrist	Progress:			£3k profiled	
				Impact:			Resources / teacher release and networking opportunities	
Resources to support regional and national priorities in science and technology are shared across the region by the strategic team	Supporting resources updated termly through Cronfa / Hwb communities	Mar-19	Richard George / Glen Gilchrist	Progress:			£15k (shared across all subjects) see above	
				Impact:			Joint development of regional revision resources for each LA	
Improve the teaching of Modern Foreign Languages (MFL) in line with the terms of the Global Futures Grant: Total budget available is £108k(£30k hubs, £50k salary costs, £28k to profile across all lines below)								
Strategic team produce annual, cross phase commentary on standards	Annual commentary provides benchmark data to support teaching of MFL	Sep-18	Amy Walters-Bresner	Progress:			N/A	
				Impact:				

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Strategic team analyse regional outcomes	Leading schools and schools in need of support are identified	Sep-18	Amy Walters-Bresner	Progress: Impact:			N/A	
Co-Construct programmes to support the development of regional needs with 3 Lead Practitioner schools to support KS2; KS3-4 and Post-16 development	Lead Practitioner schools deliver high quality programmes to support schools across the region	Mar-19	Amy Walters-Bresner	Progress: Impact:				
Outcomes of regional data analysis inform the development of school-led support strategies	Leading schools are facilitated to support schools in need of support	Jan-19	Amy Walters-Bresner	Progress: Impact:			Resource funding to be drawn from GF grant as appropriate Budget £15k unable to profile as total plan over budget - please revise	
Facilitate Lead Practitioner schools to lead a conference/event to encourage year 9 pupil uptake to GCSE	Increased pupil numbers opting for MFL subjects	Dec-18	Amy Walters-Bresner	Progress: Impact:			20K – unable to profile as total plan over budget - please revise	
Facilitate Business Language Champion global languages career sessions with Tim Penn.	Increase in pupil numbers opting for MFL at GCSE across the region.	Jan-19	Amy Walters-Bresner	Progress: Impact:			3k unable to profile as total plan over budget - please revise	

<p>Facilitate Pupil language ambassadors (PLAs) Conference.</p>	<p>Year 9 Pupil language ambassadors are trained and are able to promote whole school the importance of learning a language in their individual schools Increase in pupil numbers opting for MFL at GCSE across the region</p>	<p>Feb-19</p>	<p>Amy Walter s- Bresne r</p>	<p>Progress:</p> <p>Impact:</p>			<p>10k unable to profile as total plan over budget - please revise</p>	
<p>Facilitate MFL Task and Finish Groups for regional practitioners.</p>	<p>Teachers are sufficiently prepared and resourced to deliver the new GCSE in French, German and Spanish and the new As and A Level. Scheme of learning development group has created high quality learning and teaching resources. All playlists available on HWB.</p>	<p>Oct-18</p>	<p>Amy Walter s- Bresne r</p>	<p>Progress:</p> <p>Impact:</p>			<p>4k unable to profile as total plan over budget - please revise</p>	

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Facilitate Cardiff City Stadium Primary Languages Event to support teaching and learning of MFL in KS2	Increase in teacher and pupil awareness of KS2 teaching and learning support across the region.	Jan-19	Amy Walters-Bresner	<p>Progress:</p> <p>Impact:</p>			10k unable to profile as total plan over budget - please revise	
Facilitate Innovative Action Research Projects.	<p>Improvement in standards of teaching and learning by sharing innovative good practise across the region (6 x £1,500)</p> <p>Collaborative support for CSC MFL schools and specialist centres to secure development of practice in key areas of Global Futures.</p>	Mar-19	Amy Walters-Bresner	<p>Progress:</p> <p>Impact:</p>			9k unable to profile as total plan over budget - please revise	
Identify and support regional needs for Welsh Baccaalaureate (WBQ) and the Skills Challenge Cymru:								
Undertake cross-phase regional data analysis	Analysis identifies priorities to shape regional strategy	Oct 19	Richard George / Cathryn Billington-Richards	<p>Progress:</p> <p>Impact:</p>			N/A	

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Broker time-limited intervention for most vulnerable schools with leading schools	Most vulnerable schools receive direct support from leading schools. Improvement progress evaluated	Mar-19	Richard George / Cathryn Billington-Richards	<p>Progress:</p> <p>Impact:</p>			Central budget for vulnerable schools	
Co-construct programmes with WBQ lead practitioner network to support level 2 and level 3 qualifications in association	Lead practitioner-led programmes developed and available to practitioners across the region	Jun-18	Richard George / Cathryn Billington-Richards	<p>Progress:</p> <p>Impact:</p>			Central Lead Practitioner budget	
Develop Partnership with Cardiff University to support teacher conference for WBQ and skills challenges	WBQ teacher conference offered to practitioners Expert input from Cardiff University and practice shared from schools across the region	Jul-18	Richard George / Cathryn Billington-Richards	<p>Progress:</p> <p>Impact:</p>			N/A	
Collaboration with EAS lead practitioner network enhances school provision	Collaboration broadens opportunities for practitioner engagement and	Mar-19	Richard George / Cathryn Billington-Richards	<p>Progress:</p> <p>Impact:</p>			N/A	
Update Cronfa community with support resources every term	Supporting resources updated termly through Cronfa / Hwb communities	Mar-19	Richard George / Cathryn	<p>Progress:</p>			N/A	

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			n Billingt on- Richar ds	Impact:				
Undertake statutory monitoring of Welsh national tests:								
Strategic team identify representative sample of schools for monitoring visits	Moitoring visits scheduled into strategic team diaries	Apr-18	Richar d George / Glen Gilchris t/Cathr yn Billingt on- Richar ds	Progress:				N/A
				Impact:				
Strategic team facillitate and quality assure the disapplication of Welsh national tests	Summative data compiled detailing the disapplication requests / approvals available to directors	Jun-18	Richar d George / Glen Gilchris t	Progress:				N/A
				Impact:				
Strategic team to co-deliver with practitioners supported marking for Yr2-6 numerical reasoning	Summative data compiled detailing engagement with supporting marking service	May-18	Richar d George / Glen Gilchris t	Progress:				N/A
				Impact:				
Strategic team to share information regarding online adaptive testing across the region	Network meetings for mathematics and English successful share priority information	Mar-19	Richar d George / Glen Gilchris t/Cathr yn Billingt on- Richar ds	Progress:				N/A
				Impact:				
Strategic team to provide summative report to directors	Regional summary of Welsh national tests shared with directors.	Jul-18	Richar d George	Progress:				N/A

			/ Glen Gilchris t/Cathr yn Billingt on- Richar ds	Impact:				
Undertake statutory monitoring of KS2/3 teacher assessment:								
Strategic team to support clusters of schools in KS2/3 moderation in English, mathematics and science	KS2 / 3 cluster moderation supported by strategic team	Jun-18	Richar d George / Glen Gilchris t/Cathr yn Billingt on- Richar ds	Progress:			N/A	
				Impact:				
Strategic team to support CSC in the creation of summative monitoring report	Summative monitoring report created, providing recommendations for future arrangements and development needs across the region	Jun-18	Tim Britton	Progress:			N/A	
				Impact:				

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Objective 3.7b - Ensure that regional need is identified and met within the foundations phase									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Identify regional CPD and School support needs	All professional learning offers are matched to regional needs			Liz Riley	<p>Progress: In previous years we have used Estyn recommendations at school level and self-evaluation reports to identify need. The SER route was inefficient as the business cycle and planning for CPD starts in April – too early for SER trawl.</p>			N/A	
					<p>Impact:</p>				
Identify regional need within current system utilising the FP strategic lead knowledge as a driver (this includes knowledge of Estyn Annual Report recommendations)	<p>All professional learning offers are matched to regional needs and include an appropriate mix of:</p> <ul style="list-style-type: none"> • Joint practice development/school to school delivery via the FP Alliance • CPD programmes which allow for direct delivery of 			Liz Riley	<p>Progress: Generic, common themes come through the Estyn Annual report, Foundation Phase Alliance feedback, requests from CAs, Regional overview of FPA strategic lead through contact with schools/headteachers and CSC officers and the data team. Foundation Phase regional need is commonly pedagogically based rather than subject specific and there is an ongoing need in the system to address CPD needs for:</p> <ul style="list-style-type: none"> • Headteacher knowledge of FP pedagogy and practice • The role of teachers and additional adults as facilitators of learning • Observational skills and Assessment • Meeting the needs of NQTS in FP and teachers NEW to the FP (due to movement of KS2 teachers to FP which is frequent) • Active and experiential learning in Y1 and Y2 • Organisation and management of learning in FP departments – timetabling etc. • Outdoor learning provision and practice • FP leadership – specific needs for CPD related to the phase and Networking which is purposeful and has an impact. <p>Child development – particularly writing development</p>			N/A	

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	key FP messages /expectations based on theory and statutory requirement of the curriculum								
					Impact:				
Design CPD programme in partnership with Foundation Phase Alliance Schools	CPD is of high quality and meets the current and emerging needs of the workforce All CPD incorporates the 4 purposes and 12 pedagogical principles in line with Welsh Government expectations			Liz Riley	Progress: FPA CPD is of high quality and has demonstrated good impact. Programmes have been discussed for 2017-18 that incorporate the pedagogical element of the readiness tool.			Central budget for FP Alliance	
					Impact:				
Broker support from FPA to support and challenge practice in vulnerable schools (Red-Amber)	Vulnerable schools across the region access high quality FP support from FPA schools and this has a positive impact on teaching, learning and provision.			Liz Riley	Progress: Current brokerage system is impactful. Suggest direct continuation Reduction in funding by 45k (from 20k per school to 15k per school) still allows deployment of up to 90 days across the system with no foreseeable issues. Strategic lead via panel would still need access to contingency Red/Amber pot if calculated need arises.			Up to 10 days support of regional need to be - will be brokered through resource board and central budget for vulnerable schools	
					Impact:				

<p>CPD and quarterly opportunities for FPA practitioners to support them in their outreach work.</p>	<p>FPA practitioners are skilled and able to carry out complex development work in vulnerable schools</p>			<p>Liz Riley</p>	<p>Progress: Need to develop the school to school model (FPA) appropriately in the areas of</p> <ul style="list-style-type: none"> • School Improvement • Coaching • Reporting • Change management <p>This will ensure that school to school improvement work is sustainable and build capacity within the system.</p> <p>Impact:</p>			<p>£5k profiled to cover coaching, strategic network meetings and FPA CPD work</p>	
<p>Establish termly equitable Foundation Phase Leadership Network opportunities across the region to ensure Welsh Government Action Plan is addressed</p>	<p>FP Leadership Network provides accurate information on current and emerging needs across the system</p> <p>Channels of communication for FP leaders and network opportunities are equitable for all and are efficient and impactful upon raising standards in teaching, learning and provision</p>			<p>Liz Riley</p>	<p>Progress: Cluster networking is patchy and impact not clear. Pure cluster work does promote regional working. No strategic overview of regional FP leader network activity. Past 3 years, no strategic drive for regional leadership networking has been prioritised. Current climate needs strategic steer on key messages re FP and move to Curriculum for Wales. Welsh Government Action Plan requires CSC to report on our strategy and although the FP Alliance meets some of the requirements/expectations, this approach is too narrow in comparison to other consortia.</p> <p>The WG previously allocated 50k to CSC (April 2017) to promote regional and national networking. This was subsumed into the wider HUB model and further funding should be allocated strategically to FP specific networking projects/conferences/cross-consortia work</p> <p>Impact:</p>			<p>Specific finding from WG if further funds are released.</p> <p>No budget identified unless further funds received from WG</p>	

<p>Foundation Phase Assessment and Moderation training for every Y2 teacher (3 days total)</p>	<p>Schools feel supported by CSC in statutory assessment requirements Assessment against the revised outcomes are accurate (nearly all)</p>			<p>Liz Riley</p>	<p>Progress: CSC must provide regional (and national) guidance on making accurate assessment judgements at the end of Foundation Phase</p>			<p>6k profiled</p>	<p>One day Training for up to 150 teachers over 3 days. Delivered in partnership with key schools and strategic advisers at appropriate central venue or LA venue as appropriate</p>
					<p>Impact:</p>				

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Objective 3.7c - Ensure that regional need is identified and met for key priorities such as literacy, numeracy, SRE, closing the gap and DCF.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Improve the teaching of oracy across in the primary and secondary phases:									
Co- construct the professional learning programmes for oracy with hub schools with a particular focus on improving outcomes for vulnerable learners	High quality programmes which align to the emerging principles of the new curriculum available	Jun-18		Richard George / Cathryn Billington-Richards / Ruth Best/ Huw Dugggan	Progress:			Central Hub budget	
					Impact:				
Evaluate the impact of the programmes on teaching and learning of oracy	Teaching and outcomes of oracy in schools attending the programme is improved	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best/Huw	Progress:			N/A	

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				Duggan	Impact:				
Identify & invite 50 nursery practitioners from across the region to work in conjunction with BookTrust Cymru to develop parental engagement with reading of rhymes and stories to improve children's oracy	50 schools take part in the Book Trust Cymru activity	Nov-18		Richard George / Ruth Best	Progress:			£ 6,000 profiled	To provide supply costs to allow nursery teachers to attend initial training and provide additional resources
					Impact:				
Evaluate the impact of the programme on children's oracy skills using teachers' qualitative and quantitative evidence.	Children's oracy skills have improved from established baselines	Mar-19		Richard George / Ruth Best	Progress:			N/A	
					Impact:				

Develop a systematic regional approach to the teaching of vocabulary to improve verbal reasoning skills in both primary and secondary:										
Tudalen 169	Research effective methods of vocabulary acquisition in collaboration with Hub schools	Information gathered is used to inform programmes so they are research based.	Jul-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
						Impact:				
	Co- construct professional learning programmes with hub schools.	High quality programmes which align to the emerging principles of the new curriculum are available	Nov-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
						Impact:				
	Develop a resource to share best practice in the teaching of vocabulary in conjunction with hub schools	High quality vocabulary resource created. Hub schools share resource at regional network meetings	Feb-19		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
						Impact:				

Evaluate the impact of the professional learning programmes	Teaching and outcomes of vocabulary is improved from established baselines in schools attending the programme	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
					Impact:				
Improve the teaching of reading with a focus on higher order reading skills for multimodal reading in the primary sector Improve domain specific reading in the secondary sector:									
Co- construct the professional learning programmes for reading with hub schools.	High quality programmes which align to the emerging principles of the new curriculum are available	Jun-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
					Impact:				
Evaluate the impact of the programmes on teaching and learning of reading.	Improvement in teaching and outcomes of reading in schools attending the programme.	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
					Impact:				

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Improve teachers' knowledge and understanding and delivery of the writing process, including writing across the curriculum:									
Finalise the regional writing toolkit in conjunction with Hub schools.	Regional writing tool kit is completed, refined by communication s team and made available through regional event for literacy leaders	Nov-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			£41,120 £4240 Total £ 45, 960 profiled	1 day x supply cover room hire and refreshments
					Impact:				
Share toolkit online for all schools	Writing toolkit is available on Cronfa for all schools across the region	Dec-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
					Impact:				
Secondary hub school and associated primary school to trial the writing toolkit for 2 terms with a view to hosting an open day in the summer term 2019	The hub school evaluates the toolkit.	Mar-18		Richard George / Cathryn Billington-Richards Ruth Best	Progress:				

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					Impact:				
Co- construct the professional learning programmes with hub schools.	High quality programmes which align to the emerging principles of the new curriculum are available	Jul-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
					Impact:				
Evaluate the impact of the programmes on teaching and learning of writing	There is an improvement in the teaching and outcomes of writing in schools attending the programme.	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
					Impact:				
Improve the leadership of literacy across the region :									
Co- construct the professional learning programmes for leadership of literacy with hub	High quality programmes which align to the emerging principles of the new curriculum	Jul-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	

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schools.	are available				Impact:				
Facilitate hub school development of guidance to support literacy leaders across the region	Guidance for literacy leaders is shared at Hub school programmes and made available online for all schools	Nov-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
					Impact:				
Evaluate the impact of the programmes on leadership of literacy	Improved leadership has had a positive impact on teaching and learning in the school, in schools attending the programme	Mar-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
					Impact:				
Improve the quality of teaching in numerical reasoning and problem solving across the curriculum in all phases:									
Strategic team analyse regional outcomes for numerical reasoning and problem solving	Leading schools and schools in need of support are identified	Sep-18		Richard George / Glen Gilchrist	Progress:			N/A	

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					Impact:				
Outcomes of the regional analysis used to identify regional needs	Regional needs for developing pedagogy and standards are identified	Oct-18		Richard George / Glen Gilchrist	Progress:			N/A	
					Impact:				
Strategic team co-construct hub / lead practitioner programmes to meet regional needs	Professional learning offer created and circulated across region	Apr-18		Richard George / Glen Gilchrist	Progress:			Central Hub Funding/ Lead Practitioner funding	GCSE Grant
					Impact:				
Strategic team co-construct numerical reasoning toolkit with Hub schools	Toolkit shared regionally via network meetings and online via Cronfa system.	Dec-18		Richard George / Glen Gilchrist	Progress:			£5k profiled Teacher release and development of resources.	
					Impact:				

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Provide curriculum support for vulnerable schools:									
In conjunction with challenge advisers, broker support from hub schools and lead practitioners to support and challenge practice in vulnerable (Red/Amber) schools	Vulnerable schools across the region access high quality support from hub schools which has a positive impact on curriculum development	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best Glen Gilchrist	Progress:				Resource Funding in lieu of the Hub SLA direct support days will need to be available throughout the year as requests from challenge advisers occur. – Available through the resource board and central budget for vulnerable schools
					Impact:				
Support the development of the DCF across the region: Please check total profile with RG									
Undertake schools' survey to determine regional progress with DCF	Survey analysis identifies regional priorities for DCF development	May-19			Progress:				N/A
					Impact:				

Tudalen 177	In collaboration with all regional consortia, develop online self-evaluation tools to support school development of digital learning	Online self-evaluation available for schools to identify areas for development. Regional aggregation of data supports the identification of regional priorities	Dec-18	Richard George / Jane Grubb / Alison Howells	Progress:			From Digital Competence Line Approx. £15k profiled annual contribution to hosting costs for all CSC schools	Digital Competence (117,156)
					Impact:				
	Further develop support for senior and middle leaders with Hub schools to continue to embed the DCF across the region	Regional offer aligned to the national Digital Professional Learning Framework Curriculum Hub programmes support new and existing cohorts of schools	Mar-19	Richard George / Jane Grubb	Progress: Cadoxton Primary Darran Park Primary Ysgol Gyfun Rhydywaun partnership			Curriculum Hubs 3 x 15k = £45k profiled	

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					Impact:				
Further develop the school-led regional digital professional learning offer to support the teaching of the DCF	Regional offer aligned to the national Digital Professional Learning Framework Lead practitioner programmes support the development of specific aspects of the DCF	Mar-19		Richard George / Jane Grubb / Alison Howells	Progress: Primary Lead Practitioners x 6 Secondary Lead Practitioners x 4			10 * £7.5k = £75k Profiled	Digital Competence (117,156) LiDW (137,015)
					Impact:				
Further develop coding opportunities in schools across the region as part of the Welsh Government 'Cracking the Code' initiative: Please check total profile with RG									
Continue to facilitate the start-up of 'code clubs' in schools across the region	Additional 50 schools to start-up code clubs	Jun-18		Richard George / Jane Grubb	Progress:			£60k Start up code clubs £10k equipment £12k Lead Code Clubs £5k Training	Coding Grant – £87,867
					Impact:			£13k Equipment £10k Start up code Clubs £2k Tool Kit	In year flexibility - £25,000

Develop a network of lead coding schools	Lead coding schools deliver programmes to support both initial cohort of start-up schools and schools with existing coding practice.	Mar-19		Richard George / Jane Grubb	Progress:			Central budget for network meetings	
					Impact:				
Increase the use of Hwb tools across the region in support of technology enhanced pedagogies and the development of digital competence: Please check total profile with RG									
Further develop lead school programmes to support the use of Hwb and associated tools	Increased Hwb and associated tool usage in schools across the region	Mar-19		Richard George / Jane Grubb / Alison Howells	Progress:			Please check total profile with RG	LiDW (137K) NB A Howells Secondment (60k)
					Impact:				
Provide opportunities for networks of schools to collaborate on innovative use of Hwb tools to develop DCF and use of technology.	Innovation funded schools' collaboration and case study outcomes shared across the region	Mar-19		Richard George / Jane Grubb / Alison Howells	Progress:			£38k profiled from Digital Competence	LiDW
					Impact:				

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Tudalen 180	Promote school completion of Hwb 360 Safe Cymru self-evaluation	Analysis of school evaluations informing regional support strategies.	Mar-19	Richard George / Jane Grubb	Progress:			Please check total profile with RG	LiDW
					Impact:				
	Reduce the impact on attainment of vulnerable learners:								
	Regional/school level data used to identify learning gaps across the region	Gap analysis for the each curriculum area informs regional professional learning offer	Jun-18	Huw Duggan	Progress:			N/A	
					Impact:				
	Identify and broker support for schools to reduce identified learning gaps	Identified schools engaged through collaborative activities within Hub/Lead Practitioner programmes and network meetings	Sep-18	Huw Duggan	Progress:			Central budget for vulnerable schools	
					Impact:				

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Co- construct Hub school professional learning programmes to support reading with vulnerable learners	High quality programmes which align to the emerging principles of the new curriculum are available	Jun-18		Huw Duggan/ Ruth Best/ Cath Billington Richards	Progress:			N/A	
					Impact:				
Evaluate the impact of the professional learning programmes on the teaching and learning of groups of pupils	There is an improvement in the outcomes of vulnerable learners from an established baseline, in schools attending the programme.	Mar-19		Huw Duggan/ Ruth Best/ Cath Billington Richards	Progress:			N/A	
					Impact:				
Evaluate actions, using identified data and provision baseline	Evaluation shows progress in meeting regional needs	Mar-19		Huw Duggan	Progress:			N/A	
					Impact:				

Objective 4: To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

CSC Lead: Louise Blatchford

Team members: Caryl Stokes, Morwen Hudson, Andrea May

Associate Headteacher/LA representative(s):

To ensure that the self-improving system is supported by robust assessment, evaluation and accountability arrangements across the region we will:

Business Plan Reference	Action	
4.1 MH / CS	Agree a longer-term model of assessment and evaluation for schools that will clearly identify what schools are accountable for and encourage all schools to pursue the success of all learners in our changing context, inc PISA and Post 16	
	4.1a - Establish a steering group to contribute to both national and regional consultation(s) on the proposed framework of assessment and evaluation for schools	
	4.1b - Contribute to consultation regarding the framework of assessment and evaluation for schools	
	4.1c - Following publication of the Framework, agree principles for data collection across the region (if required), as well as establish a support programme for CSC staff, schools and governing bodies	
	4.1d - Engage with other consortia to consider joint consortia plan to establish agreed work plan and share best practice	
	4.1e - Review the role of the consortium in relation to the support and challenge of all groups of learners (including MAT)	
	4.1f - Review the role of the consortium in relation to the support and challenge at Post 16	
4.2 AM / LB	To continue to develop the central South Wales challenge models in response to research and evaluation of their own effectiveness	
	4.2a - Continue to drive the CSWC model to further develop the model of a school-led, self-improving system where resources are transferred to school to lead improvement	
	4.2b - Review the model to ensure support and programmes are based upon regional needs analysis in line with the five objectives of the National Mission and in line with the national approach to professional learning (aspect 1.2)	
	4.2c - Consider options for a wider group of education experts to determine regional need and evaluate how effectively that need has been met	
	4.2d - Continue to build capacity to use research and evaluation effectively to provide evidence of impact and value for money	
	4.2e - Review communications plan to ensure effective dissemination of the findings from the Annual Survey of schools	
	4.2f - Consider the CSWC in light of revisions to the National Model of Regional Working	
4.3 LB	Strengthen the effectiveness of the existing national model governance structure and work with Welsh Government to refine it	
	4.3a - Contribute to the consultation regarding the revisions to the national model of regional working	
	4.3b - Review governance models and terms of reference of specific groups within CSC in light of published guidance for future regional working	
	4.3c Work with LAs and schools to develop a governance model that reflects the school-led system model	
	4.3d - Review CSC staffing structures in light of revised role of consortia	
	4.3e - Contribute to the national induction programme for elected members	
4.4 AM	Ensure that CSC and its schools embed the principles of school as learning organisations	
	4.4a - Establish a programme of professional development in line with the principles of CSC developing as a learning organisation liaising with other consortia where possible	
	4.4b - Develop support for schools to implement the principles of schools as learning organisations	
	4.4c - Use exemplars from the Pioneer network to support schools implement the principles of SLO	
	4.4d - Support schools to use self-evaluation tool snapshots to identify priorities for implementing the principles of SLO	
WG Specific Focus	LA Specific Focus	Cross Consortia Focus
Revision to the National Model Assessment & Evaluation Framework School as Learning Organisations		Post 16

Judgement Criteria

Judgements on progress	Addressing the milestone/key action requirement and success criteria	Improvement Objectives still requiring attention	Impact on standards and/or quality of provision	Work required prior to the next monitoring review
Limited progress	Does not meet the requirement	All or many important Improvement Objectives still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many Improvement Objectives still to consider
Satisfactory progress	Addressed the requirement in majority of respects	A few important Improvement Objectives still require significant attention	Limited impact on standards and/or quality of provision	Majority of Improvement Objectives addressed but still significant work to do in important areas
Strong progress	Addresses the requirement in most respects	Only minor Improvement Objectives still require attention	Positive impact on standards and/or quality of provision	Most Improvement Objectives covered already with little significant work left to do
Very good progress	Addresses the requirement in all respects	No Improvement Objectives require further attention	Very good impact on quality of provision	CSC to maintain and build on improved practice
Not due to have started	Not started will reflect all Improvement Objectives within the plan that occur in the future and would not expect to be completed at the time of monitoring the plan e.g. an action for Jan 18 would not be expected to have progressed in October 17 and would therefore be marked blue to denote 'not started'.			

Monitoring Approach

Judgements regarding the extent of progress made against business plan milestones will be made and recorded. The named Aspect lead will use the above structure to make a judgement and enter the corresponding colour into the 'judgement on progress' section and will then record appropriate commentary and list the evidence of progress made. This process will be repeated on a half termly basis and will feed drive team meetings as outlined within the CSC business plan monitoring guidance.

Objective 4.1 - Agree a longer-term model of assessment and evaluation for schools that will clearly identify what schools are accountable for and encourage all schools to pursue the success of all learners in our changing context, inc PISA and Post 16

Objective 4.1a - Establish a steering group to contribute to both national and regional consultation(s) on the proposed framework of assessment and evaluation for schools

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Establish terms of reference and membership for regional assessment / self evaluation steering group	Membership includes representation from the following:(primary, secondary, special & PRUs), challenge adviser team, strategic adviser team & data team	31 st April 2018		Tim Britton & Rich George (supported by Caryl Stokes)	Progress:			N/A	
					Impact:				
Convene initial meeting of the assessment / self evaluation group	Agreed terms of reference and membership published.	May 2018		Tim Britton & Rich George	Progress:			Central Budget for Room Hire Room established (£12.5k EIG & £24k Core)	LB to manage budget lines
					Impact:				

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<p>Develop regional plan to support schools (If national collection is removed)</p>	<p>Regional plan includes:</p> <ul style="list-style-type: none"> Principles of what data should be collected (if national collection is removed) Identification of support schools would need from CSC or elsewhere Consideration of how understanding of stage specific expectations of pupil progress can be achieved and shared Proposals for training methodology 	<p>May half term</p>		<p>Rich George & Tim Britton</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>Headteacher reimbursement costs profiled (£6k – 30days @£200 per day)</p>	
<p>Share plan for comment and publish using appropriate communication channels.</p>	<p>Key stakeholders have opportunity to contribute to the plan (includes SLT & Directors and other appropriate regional groups)</p>	<p>TBC</p>		<p>Rich George & Tim Britton</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>N/A</p>	

<p>Review current data sharing agreements and protocols to determine compliance with proposals.</p> <p>If non compliant, briefing paper prepared for SLT / Directors to consider amendments to data sharing protocols</p>	<p>Steering group proposals are legal and achievable in lie with current (or revised) data sharing protocols and agreements</p>	<p>July 2018</p>		<p>Caryl Stokes</p>	<p>Progress:</p>			<p>N/A</p>	
<p>Impact:</p>									

Objective 4.1b Contribute to consultation regarding the framework of assessment and evaluation for schools

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Share draft framework for assessment with stakeholders and encourage feedback to consultation (either individually or via CSC)	Agenda item at appropriate SLT / Directors / Strategy group meeting Co-ordinated response from CSC	TBC – review in Summer Term		Tim Britton, RG & AM SJ	Progress:			N/A	
					Impact:				
Convene meeting of the CSC assessment steering group to discuss response	Key stakeholders have an opportunity to contribute to consultation	TBC – review in Summer Term		Tim Britton, RG & AM	Progress:			Central Budget for Room Hire Room established (see above)	
					Impact:				
Submit co-ordinated response to Welsh Government	CSC contributes to consultation	TBC – review in Summer		Tim Britton, RG & AM	Progress:			N.A	

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		Term			Impact:				
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Objective 4.1c - Following publication of the Framework, agree principles for data collection across the region (if required), as well as establish a support programme for CSC staff, schools and governing bodies

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Following publication of the Framework, review data sharing agreements and protocols for compliance	Identification of compliance (or otherwise) of current data sharing agreements.	TBC		Caryl Stokes	Progress:			N/A	
					Impact:				
Convene SIRO meeting to review data sharing agreements and protocols	Regional SIRO group approve amendments (if required) to data sharing agreements / protocols	TBC		Mike Glavin	Progress: SIRO meeting need to be added to forward planner			N/A	
					Impact:				

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<p>Ratify Data Sharing Protocols and publish through CSC governance systems</p>	<p>CSC Data sharing protocols / agreements comply with revised framework for assessment</p>	<p>TBC</p>		<p>Mike Glavin</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
<p>Establish training programme for internal staff including challenge advisers and strategic advisers on:</p> <ul style="list-style-type: none"> • Framework for Assessment; • Self-evaluation Framework; and • Effective use of data <p>Guidance materials produced and shared</p>	<p>Shared understanding of the changes to the framework for assessment and the self evaluation guidance.</p> <p>Shared CSC expectation of schools' use of data</p> <p>Shared interpretation of any new data analyses</p> <p>shared understanding of stage specific pupil progress</p> <p>Challenge advisers and strategic advisers are able to support</p>	<p>Summer term 2</p>		<p>Andrew Williams</p> <p>CS & MH</p>	<p>Progress:</p> <p>Add training to CPD forward planner</p>			<p>Central Budget for Room Hire Room established (see above)</p> <p>CPD Budget line (Assessment / self Evaluation Framework - £1k)</p>	

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	schools effectively				Impact:				
Establish training programme for schools on:	School leaders have a sound understanding of how they can use data and how it relates to their own self-evaluation – Guidance materials produced and shared on Cronfa Shared CSC expectation of	Autumn term 1		Andrew Williams	<p>Progress: This will be decided following summer term work. It could be undertaken via CAs as part of categorisation in Autumn term, or delivered through twilight sessions.</p> <p>Calendar of headteacher briefings established</p>			<p>Central budget created for Headteacher Briefings (£7.5k)</p> <p>Room hire costs / materials development (Headteacher briefings budget line)</p>	

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	<p>schools' use of data</p> <p>Shared interpretation of any new data analyses shared understanding of stage specific pupil progress</p>				Impact:			
<p>Establish training programme for governors on:</p> <ul style="list-style-type: none"> • Changes & guidance on self evaluation • Use of data 	<p>Governors have sound understanding of CSC's shared expectations and how they can hold schools to account</p>	<p>April 2019</p>		<p>Tim Farrel</p>	<p>Progress: Annual Calendar of Governor Training sessions needs to be published</p> <p>Impact:</p>			<p>Governor Training Budget (£8k)</p>

	Working party established to provide guidance / exemplification of stage specific definitions of expected progress	Aims of tasks and finish group established. Outcomes of group shared with SLT / Directors where appropriate	Spring 2019		Tim Britton	Progress:			Reimbursement costs for working party (10 staff for 3 days @£200 per day. Total £6k)	
						Impact:				
Tudalen 194	Guidance and materials shared on stage specific definitions of expected progress	Guidance published and exemplar materials shared to support consistency of approach and understand of teacher assessment, expectations and progress	Spring 2019		Tim Britton	Progress:			N/A	
						Impact:				

Objective 4.1d - Engage with other consortia to consider joint consortia plan to establish agreed work plan and share best practice

Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Consider with other MDs the inclusion of a cross regional work stream to produce guidance to schools on the Assessment Framework and self evaluation	Cross regional working party established	Summer Term		Mike Glavin	Progress:			N/A	
					Impact:				
Project Plan developed (in line with CSC BP objectives)	Regional plan considers all priorities from the individual region's business plans	Summer Term		Mike Glavin	Progress:			N/A	
					Impact:				

Tudalen 195

Identify opportunities with other consortia to share and develop best practice	Development of National guidance contributed by all regional consortia	April 2019		Mike Glavin	Progress:			Regional Consortia Budget established (£16k)	
					Impact:				

Objective 4.1e - Review the role of the consortium in relation to the support and challenge of all groups of learners (including MAT)

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Undertake an audit of the current support and challenge undertaken by the consortium in terms of meeting the needs of MAT learners and improving outcomes. Evaluate the effectiveness of this work. <ul style="list-style-type: none"> • HUBS, • professional learning offer, • SIGs, • Working groups and networks • Role of challenge advisers and strategic adviser) • Use of data (see below) 	Evaluation report to SLT in December 2018 ensures the consortium has a clear idea of the current practice and provision for MAT and has identified areas for improvement.	Dec 18		Sue O'Halloran	Progress: The audit undertaken by SOH for ESTYN in terms of CSC current provision for MAT will provide the starting point for this work.			Reference should be made to EO3 (MAT In Year Flexibilities)	
					Impact:				

Tudalen 197

<p>Identify the key strengths and areas for improvement with the current delivery methods with regard to closing the gap and the performance of eFSM Learners, which include evaluating the impact of:</p> <ul style="list-style-type: none"> • Hub programmes • Hub schools • SIG Groups • Role of Challenge Advisers • Role of other stakeholders 	<p>Evaluation report to SLT (date to be agreed) ensures the consortium has a clear idea of the current practice and provision for eFSM and understands which of the areas are having the greatest impact.</p>	<p>To agree with date in P3</p>		<p>Huw Duggan</p>	<p>Progress:</p> <p>Huw Duggan to undertake this work as part of the Research and evaluation board. Utilise current value for money headings to evaluate whether current provision is fit for purpose. This will also link to the provision map objectives as part of priority 3.</p> <p>Closing the Gap hub programmes reviewed and renewed focus for 2018-19. Both hub schools have held meetings with MH and research teams.</p> <p>Impact:</p>			<p>N/A</p>	
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Tudalen 198

<p>Evaluate how the consortium reports on closing the gap data beyond headline figures. To consider;</p> <ul style="list-style-type: none"> • Progress measures across key stages; • Identification of schools which are underperforming; and • Identification of groups of vulnerable learners with in the eFSM bracket. 	<p>Specific performance report on the progress of eFSM learners ensures the consortium has a clear idea of how well data is used beyond regional headline figures. Report provides a greater understanding about strengths and areas for development.</p>	<p>March 19</p>		<p>Huw Duggan</p>	<p>Progress:</p>			<p>N/A</p>	
					<p>Impact:</p>				

Tudalen 199

Tudalen 200

<p>Review closing the gap strategy and revise in light of the National Mission (EO3) Strong and inclusive schools committed to excellence, equity and well-being.</p> <p>Review to include discussions with schools, CSC staff and LAs</p>	<p>Revised strategy published</p>	<p>Dec 18</p>		<p>Huw Duggan</p>	<p>Progress: Add to CPD forward planner</p> <p>Impact:</p>			<p>N/A</p>	
<p>Undertake an audit of the current support and challenge undertaken by the consortium in terms of meeting the needs of LAC learners and improving outcomes. Evaluate the effectiveness of this work.</p> <ul style="list-style-type: none"> • HUBS, • professional learning offer, • SIGs, • Working groups and networks • role of 	<p>Evaluation report to SLT (Dec 2018) ensures the consortium has a clear idea of the current practice and provision for LAC and has identified areas for improvement.</p>	<p>Dec 18</p>		<p>Siriol Burford</p>	<p>Progress:</p>			<p>N/A</p>	

Tudalen 201

<p>challenge advisers and strategic adviser)</p> <ul style="list-style-type: none"> • Use of data (see below) 					<p>Impact:</p>				
<p>Evaluate how the consortium uses available data intelligently to identify schools who are underperforming in terms of higher level outcomes across all key subject/age/phase stages for MAT, e-FSM and LAC learners. (FFT, PISA performance, A/A* outcomes)</p>	<p>Evaluative report to SLT / Directors outlines how well data is used by CSC and schools to track and challenge MAT / eFSM & LAC learners and identifies areas for improvement.</p>	<p>March 19</p>		<p>Andrew Williams</p>	<p>Progress:</p>			<p>N/A</p>	
<p>Impact:</p>									

Objective 4.1f - Review the role of the consortium in relation to the support and challenge at Post 16

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments

Develop subject specific networks to support post-16 provision:

Identify priority A-level subject networks through analysis of ALPS data	Highest-entry number subjects given priority for dedicated A-level lead practitioner networks Additional Lead practitioners identified Termly A Level network meetings offered	Sep-18		Richard George	Progress: Please note that lower entry subject areas will be integrated into existing LP networks (i.e. with KS4 activity)			A Level Improvement budget	
					Impact:				
ALPS data scrutinised to identify and broker intensive support for underperforming departments	Additional intensive network activity to facilitate brokerage of support for underperforming subjects (prioritised on	Jun-18		Richard George	Progress:			£20k profiled	

Tudalen 203

Tudalen 204

	entry numbers)				Impact:				
Establish links with A level managers of regional FE establishments as appropriate.	FE practitioners invited to regional networks to share practice across sectors.	Jul-18		Richard George	Progress:			N/A	
					Impact:				
	Establish links with existing LA 14-19 networks as appropriate.	Regional A-level network activities avoid unnecessary duplication with LA networks	Jul-18		Richard George	Progress:			N/A
Impact:									
Establish links with SEREN Network to enhance support for all post-16 MAT learners	SEREN network opportunities shared through regional A-level networks to enhance pupil opportunities for enrichment and HEI applications	Jul-18		Richard George	Progress:			N/A	
					Impact:				

Develop effective practice to support learner progress tracking:

Tudalen 205	Raise awareness of ALPS connect with schools across the region	Schools using ALPS connect to upload in-year tracking data and performance monitoring	Mar-19		Richard George	<p>Progress: Add training to CPD forward planner</p> <p>Impact:</p>			N/A	
	Establish regional Data Manager network in lead school(s)	Lead school facilitates sharing of information and practice across the region	Jun-18		Richard George	<p>Progress:</p> <p>Impact:</p>			Lead Practitioner funding to facilitate Data Manager network £7,500 profiled	
	Establish regional heads of 6 th form network in collaboration with lead school (s)	Effective practice shared through heads of 6 th networks	Jun-18		Richard George	<p>Progress:</p> <p>Impact:</p>			Lead Practitioner funding for head of sixth network £7,500 profiled	

Develop the role of the consortia to support and challenge post-16 delivery in schools:

Integrate Post-16 support for schools into the role of the Challenge Adviser through establishing a working group to develop CSC staff knowledge and understanding.	Agreed practices developed, agreed and shared with all secondary CAs	Mar-19		Richard George	Progress: Add training to CPD forward planner			N/A	
					Impact:				

Challenge Advisers trained in use of ALPS data	A-level outcome data is scrutinised by CAs to inform support and challenge within schools	Apr-18		Richard George	Progress: Add training to CPD forward planner			ALPS budget profiled (£20k)	
					Impact:				

Develop cross-regional Post-16 Leadership programme:

Cross-regional project group designs and develops structure of programme in line with NAEL guidelines	Cross-regional middle leadership programme offered to aspiring / new / existing heads of sixth form	Apr-19		Richard George	Progress:			A Level Improvement budget Delivery through additional Lead Practitioner schools	
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Tudalen 206

Tudalen 207

					Impact:			network Funding £15,000 – Currently not profiled as further discussions needed with AB to ensure this links with the leadership plan	
Programme outline is tested with post-16 schools across the region	Feedback from all regions refines the programme design	May-18		Richard George	Progress:			N/A	
					Impact:				
Lead school(s) are identified to develop and lead on the programme for CSC	Programme developed by lead school and available to all aspiring, new and existing heads of 6 th form	Oct-18		Richard George	Progress:			N/A	
					Impact:				

Objective 4.2 - To continue to develop the central South Wales challenge models in response to research and evaluation of their own effectiveness

Objective 4.2a - Continue to drive the CSWC model to further develop the model of a school-led, self-improving system where resources are transferred to school to lead improvement

Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgements on Progress	Budget Requirement		
								Budget (Please outline budget required below)	Comments	
Tudalen 208 Identify key learning from consultation process with various stakeholders, identifying ways of involving HTs and teachers in delivery models	Key learning identified HT and key stakeholders involved in consultation of delivery models	October 2018		Anna Brychan Debbie Lewis	Progress:				Seconded Teacher post linked to CSWC (Budget for 1FTE)	
					Impact:					

<p>Ensure model is aligned with key elements and characteristics of Professional Learning and goes beyond sharing of practice</p>	<p>National PL model clear within model. This includes: PTS & SLO dimensions</p> <p>Key characteristics identified and clear across the challenge e.g JPD, Collaborative enquiry, reciprocal learning, coaching, mentoring, use of data, research & enquiry</p>	<p>March 2019</p>		<p>Debbie Lewis Anna Brychan</p>	<p>Progress:</p>				
					<p>Impact:</p>				

Objective 4.2b - Review the model to ensure support and programmes are based upon regional needs analysis in line with the five objectives of the National Mission and in line with the national approach to professional learning (aspect 1.2)

Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Compare and contrast current model with Enabling Objectives and associated actions within the National Mission	Current model compared and comparisons identified Findings shared with SLT	Jan 2018		Debbie Lewis Anna Brychan	Progress:				N/A
					Impact:				

Tudalen 211

Tudalen 213

	of the challenge to ensure VfM				Impact:				
Survey school leaders and practitioners to support the identification of regional needs (overlap to EO1)	<p>School leaders and practitioners surveyed</p> <p>Outcomes of survey used to inform professional learning offer in EO1</p>	Jan 2018		<p>Debbie Lewis Anna Brychan</p>	<p>Progress:</p>			<p>Snap survey costs £8k profiled</p> <p>CSC school and pupil survey costs (see above)</p>	
					Impact:				
Use the new working of CA's to support identification of needs	CAs support identification of needs	Dec 2018		<p>Andrew Williams</p>	<p>Progress:</p>				
					Impact:				

Objective 4.2c - Consider options for a wider group of education experts to determine regional need and evaluate how effectively that need has been met

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Put together options for wider group of experts to determine regional needs and engage all stakeholders in consultation	Options identified Stakeholders engaged in consultation	September 2018		Mike Glavin	Progress:			Central budget created for engagement with expert practitioners (£42k)	
					Impact:				
Use outcomes of consultation to set up groups	Expert groups set up to support determination of regional needs Terms of reference of group established	September 2018		Mike Glavin	Progress:			N/A	
					Impact:				

Tudalen 214

<p>Involve experts in research and evaluation processes to determine if regional needs have been met</p>	<p>Expert group involved in R&E</p> <p>Expert group evaluate process using range of data and report findings</p> <p>Review of process completed</p>	<p>March 2019</p>		<p>Mike Glavin</p>	<p>Progress:</p>			<p>See above (Teacher researchers / Cardiff University Costs)</p>	
					<p>Impact:</p>				

Objective 4.2d - Continue to build capacity to use research and evaluation effectively to provide evidence of impact and value for money									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Continue to use seconded teacher researchers 2 days per week to support capacity building	Teacher researcher seconded	June 2018		Mike Glavin	Progress:				See Above (Teacher Researcher budget)
	Teacher researcher used to support R&E strand work, RPP work and close to practice research projects	December 2018			Impact:				
Continue to use HEI support from Cardiff University to aid in the development of R&E	Cardiff University contract secured	June 2018		Mike Glavin	Progress:				Cardiff University Contract profiled above
	HEI support builds capacity of core teams and HT/practitioners in system evaluation.	March 2019			Impact:				

Tudalen 216

Tudalen 217

<p>Identify methods to use the VfM model within CSWC and other delivery models to effectively provide evidence of impact</p>	<p>Methods identified for elements of the CSWC</p> <p>Impact reports produced align with VfM</p> <p>Impact of elements of CSWC are clearer and reported within LA reports</p>	<p>Miles tones – R&E board dates</p> <p>March 2019</p>		<p>Louise Blatchford</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
<p>Build R&E work into the professional learning opportunities of CSC core team through the role out of Consortia as a Learning Organisation</p>	<p>R&E work is central to the work of the core team and are able to use a range of evaluation methods to report impact</p> <p>Core team have R&E learning opportunities in order to upskills, thus building capacity</p> <p>Report progress and impact using VfM in inquiry based work</p>	<p>March 2019</p>		<p>Debbie Lewis</p>	<p>Progress:</p> <p>Impact:</p>			<p>CPD Budget Line for Professional Learning (£5k)</p>	

Through the R&E board, review current strand work and identify appropriateness moving forward and rotate leads to widen out understanding of R&E across the core team	Strand work reviewed New strand leads identified and supported to develop R&E skills Strand leads able to use a range of data and evaluation methods to report impact of their work using VfM	July 2018		Mike Glavin	Progress:			N/A	
		March 2019			Impact:				

Objective 4.2e - Review communications plan to ensure effective dissemination of the findings from the Annual Survey of schools									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Identify strengths and areas for improvement from current plan	Current plan strengths and area for improvement identified	July 2018		Anna Brychan	Progress:			Annual Survey costs profiled above (4.2b)	
					Impact:				
Incorporate Annual survey outcomes into the development of Consortia as a Learning organisation and regional needs for PL	Outcomes used to identify regional need Outcomes used to support CLO model	Dec 2018		Anna Brychan	Progress: Add training to CPD forward planner			N/A	
					Impact:				

Tudalen 219

Utilise HT briefing forums to update leaders on outcomes of the surveys	HT updated and understand what survey tells us	July 2018		Anna Brychan	Progress: Add to calendar of headteacher briefings			Central Head teacher briefings budget created above	
					Impact:				

Objective 4.2f - Consider the CSWC in light of revisions to the National Model of Regional Working									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Tudalen 221 Following the publication of the revised National Model for Regional Working, provide opportunities for discussion / review of the CSWC models with stakeholders including: <ul style="list-style-type: none"> • SLT • Strategy Group • Directors • RSG • Advisory Board 	Stakeholders have had the opportunity to discuss the CSWC model in light of the revised national model for regional working	TBC		Anna Brycan	Progress: Add to forward planners			N/A	
					Impact:				

<p>Present proposals paper for revisions to the CSWC models with stakeholder groups identified above</p>	<p>Stakeholder groups are consulted on changes to the CSWC models</p>	<p>TBC</p>		<p>Anna Brycan</p>	<p>Progress: Add to forward planners</p>			<p>N/A</p>	
					<p>Impact:</p>				
<p>Prepare communications on revised CSWC models (if appropriate)</p>	<p>Communication channels used to inform all stakeholders esp schools of any changes to the CSWC models in light of the revised national model</p>	<p>TBC</p>		<p>Sian Johnson</p>	<p>Progress:</p>			<p>Central Communications Budget £5k</p>	
					<p>Impact:</p>				

Tudalen 222

Objective 4.3 - Strengthen the effectiveness of the existing national model governance structure and work with Welsh Government to refine it

Objective 4.3a - Contribute to the consultation regarding the revisions to the national model of regional working

Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Attend all WG meetings to ensure views of CSC contribute to the thinking regarding the revised National Model	Revised National Model takes into account the vision of CSC	Unclear as the timelines from WG are yet to be confirmed		Mike Glavin	Progress: Is there a timeline we can include here?			Attending WG meetings (£10k)	
					Impact:				
Provide opportunities for discussion with key stakeholders as the model develops (including SLT, Directors, Strategy Group and Joint Committee)	Engagement of key stakeholders during the consultation process	Unclear as the timelines from WG are yet to be confirmed		Mike Glavin	Progress: No Budget required for this action – forward planners need to be updated to ensure time if given for consultation with key stakeholders			N/A	
					Impact:				

Tudalen 223

Objective 4.3b - Review governance models and terms of reference of specific groups within CSC in light of published guidance for future regional working

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review CSC Governance Structure in light of revised national model & guidance and identify changes required to CSC governance structure	Proposed changes to the CSC governance structure are identified	TBC – need to see WG timeline		Mike Glavin	Progress: Paper required to be used at all stakeholder meetings			N/A	
					Impact:				
Present identified revisions to CSC Governance Structure to Key stakeholder groups (inc Advisory Board, Directors Steering Group and Joint Committee) for consideration	All key stakeholder groups engage with discussion regarding identified proposed revisions to the	TBC – need to see WG timeline		Mike Glavin	Progress: Forward Planners to include opportunities for discussion on possible revisions			N/A	

Tudalen 224

Tudalen 225

	governance structure				Impact:			
Liaise with RCT legal lead (Andy Wilkins) and Lead Section 151 officers to determine any required changes to the legal agreement in light of the revisions to the model xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx xxxxxxxxx	Legal agreement amended (if required) in light of changes to the National Model	TBC – need to see WG timeline		Louise Blatchford	Progress: Impact:			N/A
Chairs of each stakeholder group to review terms of reference of the group and revise accordingly: Directors’ steering Group, Advisory Board, Joint Committee, Strategy Group, Regional Stakeholders Group)	Terms of reference for key stakeholders groups revised and agreed	TBC – need to see WG timeline		Tina Davies	Progress: Forward Planners to be updated with item to review terms of reference Impact:			N/A

Produce communications plan to communicate revised governance structure to CSC stakeholders	Communications plan identifies key communications channels linked to needs of various audiences	TBC – need to see WG timeline		Sian Johnson	Progress:			N/A	
					Impact:				
Communication materials produced	Materials available to stakeholders	TBC		Sian Johnson	Progress:			Central Communication s Budget	
					Impact:				

Objective 4.3c - Work with LAs and schools to develop a governance model that reflects the school-led system model									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Present proposals to Directors' steering group and Joint Committee on proposals for headteacher engagement in a school-led system following workshop in March 2018	Principles agreed regarding headteacher involvement in the governance of CSC in light drive to a school-led system	September 2018		Anna Brychan	Progress:				Facilitator Budget £2k profiled
					Add to Directors' forward planner				
Review Guidance for Revised National Model and cross reference with agreed principles (identified above)	Governance of CSC confirms to Revised National Model for Regional Working as well as commitment from CSC Directors	TBC – depends on WG timeline		Anna Brychan	Progress:				N/A
Publish Revised Governance Model (see 4.3b)	Materials available	TBC		Sian Johnson	Progress:				Central Communications Budget

Tudalen 227

Objective 4.3d - Review CSC staffing structures in light of revised role of consortia									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Identify key changes to the role of Consortia following the publication of the Revised National Model	Paper presented to key stakeholder groups on the changes to the National Model for Regional Working	TBC		Mike Glavin	Progress: Needs adding in to forward planners (can go at the same time as the changes needed for the governance structures)			N/A	
					Impact:				
Review staffing implications of the revised role of Consortia	Evaluation of CSC staffing structure identifies requirements of the Revised National Model	TBC		Louise Blatchford (with SMT)	Progress:			N/A	
					Impact:				
Propose changes required in light of revised role of Consortia to key stakeholder	Key stakeholder groups involved in consultation process	TBC		Louise Blatchford (with SMT)	Progress: Add to forward planners			N/A	

Tudalen 228

Tudalen 229

groups (inc staffing implications)					Impact:				
Liaise with Section 151 officers regarding financial implications	Financial Implications of change identified & shared with S151 officers in line with financial procedure rules	TBC		Alyson Price	Progress: There may be financial implications if additional / reduced posts are required Impact:			N/A	
Liaise with HR and recognised trade unions on any changes to staffing structures identified	Compliance with HR processes	TBC		Louise Blatchford (with SMT)	Progress: Impact:			N/A	
Undertake management of change consultations	Compliance with HR processes	TBC		Louise Blatchford (with SMT)	Progress: Impact:			N/A	
Implementation of revised structure	CSC staffing structure reflects requirements of the Revised National Model for Regional Working	TBC		Mike Glavin	Progress: Likely to be financial implications – yet to be identified Impact:			N/A	

Objective 4.3e - Contribute to the national induction programme for elected members									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Produce planned programme of training for elected members	Programme provides members with training opportunities to ensure clarity on the role and impact of CSC	July 2018		Anna Brychan	Progress:			N/A Funded by WLGA	
					Impact:				
Agree Calendar of training events with WLGA	Training calendar shared with CSC stakeholder groups	May 2018		Anna Brychan	Progress:			N/A	
					Impact:				
Evaluate training programme and identify future training needs	Programme evaluation included within SER	October 2018		Anna Brychan	Progress:			N/A	
					Impact:				

Tudalen 230

Objective 4.4 - Ensure that CSC and its schools embed the principles of school as learning organisations
Objective 4.4a - Establish a programme of professional development in line with the principles of CSC developing as a learning organisation liaising with other consortia where possible

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Visit GwE to discuss and learn from their pilot work for implementing consortia and schools as a learning organisation	Learning points identified to inform regional implementation and support to schools	July 2018		Debbie Lewis	Progress: Andrea May currently working on SLO			CPD budget line for Schools as Learning Organisations (£?)	
					Impact:				
Regional staff to complete consortia as a learning organisation survey to inform organisational development and requirements	90% return rate from organisational staff Outcomes of the 7 dimensions inform organisational planning	September 2018		Debbie Lewis	Progress: Add training to CPD forward planner			N/A	Snap survey tool to be used
					Impact:				

Tudalen 231

Tudalen 232

<p>Use OECD visit to allow reflection on regional capacity to support schools develop as Schools as a Learning organisation and identify areas for improvement and how to do this</p>	<p>Strengths, challenges, weaknesses and opportunities identified for strengthening the support provided to schools across Wales to enable them to develop into learning organisations and ultimately successfully deliver the new curriculum;</p>	<p>September 2018</p>		<p>Debbie Lewis / Andrea May</p>	<p>Progress: Liaising with WG and OECD needed- visits are available for Consortia on request. Note: £120k to profile across all elements of the BP for 4.4 a,b,c & d</p> <p>Impact:</p>			<p>CPD budget for CSC as a learning organisation (£?) None- use SLT focused meeting for discussion</p>	
<p>Work with the other regional consortia to identify the strengths, challenges, weaknesses and opportunities for further improvement in order to inform a programme of professional development</p>	<p>Peer learning among regional consortia staff for further improving the support services provided to schools. Robust and developmental programme of</p>	<p>September 2018 Milestones through 2019</p>		<p>Debbie Lewis / Andrea May</p>	<p>Progress:</p>			<p>Central budget for Cross regional working (see above)</p>	

	professional development and learning available for all consortia staff				Impact:				
Tudalen 233	Establish workshops using the OECD to support the core team in understanding what it means to be a learning organisation	Increased and (more) common understanding of the School as learning organisation in Wales model and its implications for their work in supporting schools in developing into learning organisations.	September 2018	Debbie Lewis	Progress: OECD support available through WG Add training to CPD forward planner			CPD Budget line – CSC as learning Organisation (see above) £2,500 profiled for OECD workshops	
					Impact:				

Review, Identify and establish opportunities for professional learning at CSC	Review completed	September 2018	Debbie Lewis	Impact: Space and time needed for this implementation. Needs to be built into work streams and blocked- professional passport could be considered for consortia colleagues				CPD budget for CSC as a learning organisation (see above) £30,000 PL budget- 130 x £300 pp
	Current opportunities established							
	Comprehensive support package of professional learning available	March 2019						

Objective 4.4b - Develop support for schools to implement the principles of schools as learning organisations									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
This will need an agile approach as the Wales handbook document has not yet been released.									
Tudalen 235 Provide HT workshops or briefing sessions for them to engage in the principles of SLO in line with the National Mission	Increased and (more) common understanding of the School as learning organisation in Wales model and its implications for their work in developing their own school as a learning organisation	September 2018		Andrea May	Progress: Add to headteacher briefings calendar			£4500 (from total £120k budget to be profiled – see above)	
					Impact:				
Raise awareness through bulletin, briefing sessions, CA/SA sessions etc of Schools as a Learning organisation	Awareness raised CA/SA sessions held and CA/SA have greater	September 2018		Andrea May Support from communication teams	Progress: Wales publication due out May/June- dates dependent on this publication Add training to CPD forward planner. This publication has now been changed to autumn term. SLO Conference in July. Blog published in May 2018 circulated through all media and bulletin channels.			CPD budget – schools as learning organisation X 3 sessions- £3,000 profiled	

Wales handbook when published - Attend launch event (no date yet)	understanding of SLO and their role in supporting schools SLO Wales handbook used for awareness raising and copies for all teams Launch event attended	Milestones October 2018 January 2019			Impact:				
Work with OECD to support the development of a programme, considering what the key features of this would need to be	Identify key features of the PL Module Programme of PL developed	September 2018		Andrea May	Progress: Utilise support from WG/OECD to aid CSC development Impact:			N/A	
Use the SIG/Pioneer/Cluster network to support the sharing of practice around the Schools as a Learning Organisation	SLO vision and principles shared across various network	October 2018		Andrea May	Progress: Impact:			Cluster Model for Partner School (Profiled in EO1)	
Use above learning and the SLO Wales handbook, develop a professional learning module with pioneer	Increased and (more) common understanding of the School as learning organisation in Wales model	October 2018		Andrea May	Progress: Cardiff High School are offering a specific programme for schools. Other PL hubs are also offering programmes that cover elements of the 7 dimensions e.g Llanishen Fach, Bishop of Llandaff, Mary Immaculate, Bishop Hedley. Further work on the PL modules will be completed once publication has been released	PL hub offer and programme details		Programme development support costs / Delivery costs Costs for venue, resources, refreshment and	

<p>schools network to support schools in the region gain a greater understanding and work towards implementing the principles</p>	<p>and its implications for their work in supporting schools in developing into learning organisations</p> <p>Readiness tool PL3 movement from focusing to developing for 70% of schools-baseline of 35%</p>				<p>Impact:</p>			<p>preparation time</p> <p>School led costs- £5000 (Part of the £120k to be confirmed)</p>	
<p>Offer PL module as part of the wider professional learning offer</p> <p>Link to EO1</p>	<p>SLO Wales Survey completed across the region</p> <p>Professional Learning Module developed and informs schools practice</p> <p>Readiness tool- PL 3 and others aspects of PL to be utilised in evaluation</p> <p>Schools survey outcomes show year on year improvement</p>	<p>Through PL offer 2018-2019</p>		<p>Andrea May</p>	<p>Progress: This will be dependent on release date of handbook.</p> <p>Cardiff High School are offering a specific programme for schools. Other PL hubs are also offering programmes that cover elements of the 7 dimensions e.g Llanishen Fach, Bishop of Llandaff, Mary Immaculate, Bishop Hedley. Further work on the PL modules will be completed once publication has been released</p>	<p>PL hub offer and programme detail</p>		<p>N/A</p>	
<p>Utilise Education Business Partnerships developments to support HT with understanding of learning</p>	<p>Business aligned to HT to support understanding of learning organisations</p>	<p>October 2018</p>		<p>Andrea May</p>	<p>Progress:</p> <p>Cardiff LA to consider costs for resource- LA Annex perhaps</p> <p>Planned event for October with Cardiff Schools and local businesses. This will act as a springboard to support leadership development opportunities for HT for Cardiff Schools</p>	<p>Cardiff commitment and skills convention meeting notes</p>		<p>N/A</p>	

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organisations, thus supporting leadership capacity *initial pilot in Cardiff LA					Impact:				
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Objective 4.4c - Use exemplars from the Pioneer network to support schools implement the principles of SLO									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Identify practice worthy of sharing from the Pioneer network and wider partners	Practice identified and shared across wider partnerships	September 2018		Andrea May	Progress: PL pioneer team have been organised into groupings. One group have taken this as a focus. These schools will be used to gather practice worthy of sharing from.			Central Pioneer events budget created (£?)	Pioneer schools budget profiled in EO1)
					Impact:				
Publish case study materials through Learning and Teaching app to give exemplars to schools	Case studies and materials published through L&T app	September 2018		Andrea May	Progress:			L&T App costs funded during 2017/18	All associated

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					Impact:			costs of the development of the App to be included within EO1	
Use SIG/Pioneer/Cluster network meetings to share exemplars with schools	Exemplars shared with schools Readiness tool- PL 3 and others aspects of PL to be utilised in evaluation- move from focusing statements to developing/enabling statements- at least 70% schools developing- baseline of 35%	September 2018 Milestone of impact February 2019		Andrea May	Progress:			All network budgets (SIGs, Pioneer, Cluster model) profiled in EO1	
					Impact:				

Objective 4.4d - Support schools to use self-evaluation tool snapshots to identify priorities for implementing the principles of SLO									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Tudalen 240 Work with schools and OECD who have completed the OECD pilot surveys to identify possible methods of how to use the snapshots to identify priorities	Schools identify benefits and improvements of using the survey	July 2018		Andrea May	Progress: Survey schools meeting held 19/4/18. Benefits and improvements identified. 5 schools volunteered to work with CSC further. LMu tasked with gathering case study materials. Meeting dates arranged for these. Some schools to present at SLO event in July.			Release costs for schools to share their views	
	Examples/case studies generated to support schools in using the survey							59 schools	
	Case studies used to support SIG/Pioneer/Cluster engagement sessions in autumn term	October 2018				Impact:			59 x £1000 for survey schools to develop concept for the region and produce case studies= £59,000 profiled
Identified schools support development of concept for CSC through small-scale development projects		December 2018							
Ensure Challenge Adviser work stream considers principles of SLO and build in discussions with schools into work practices	CA work streams adjusted CA feedback through Practice worthy of sharing and development day practice identified with SLO characteristics SER/EFI reports refer to SLO dimensions and characteristics	December 2018		Andrew Williams	Progress: Add training to CPD forward planner			N/A	

	Readiness tool shows development in PL3				Impact:				
CAs and HT to use practice worthy of sharing case studies to support use in schools	Practice worthy of sharing identified across the region Readiness tool shows development in PL3 with at least 50% 'developing' - current baseline 35%	December 2018		Andrew Williams	Progress:				
					Impact:				

Improvement Priority 1	Improving Outcomes for Vulnerable Learners Monitoring Document
Improvement Objective 1.1	VAP Identifying Vulnerable Learners - Effective tracking and assessing of vulnerable learners and EAL learners
Drive Team	Caryl Stokes, Kate Rowlands, Andrew Williams

Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

Improvement Priority:	1.1 VAP Identifying Vulnerable Learners - Effective tracking and assessing of vulnerable learners and EAL learners		
	Impact	Evidence	Overall Judgement on progress
Ensure the Vulnerable Learners' Data Pack, including pupils in special schools, is used effectively by schools and challenge advisers to set targets and track progress of vulnerable learners.	Vulnerable learners data packs developed and staff trained in their use. Challenge advisers' reports indicate that the packs are used effectively to mentor the progress made by vulnerable learners. To Do: No consistent data is used across the special sector. Work is being undertaken to address this.	Use of pack by schools and CAs. Pack used to support SER Training provided to CAs during Induction week on use of the packs with schools.	
Support LAs to review use of Vulnerability Assessment Profile (VAP) across the region, identify commonalities with a view to improving consistency for all schools	Little progress made. The senior representatives from each local authority have been brought together for termly meetings to which the ALN transformational lead has recently been invited. Group have focussed on other pressing issues such as EOTAS rather than VAP.		
Develop guidance for use of VAP for CAs and implement training	Little progress made. Please see comment above.		

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<p>Review what works in supporting EAL learners to improve in the region and share learning with a view to identifying areas of joint working with impact</p> <ul style="list-style-type: none"> - Bring together EAL leads in each authority to review data and share delivery models - Identify where there is excellent practice and share it/evaluate and visit together - Identify areas which are useful to share, develop and longer term common areas for development <p>-Evaluate against outcomes</p>	<p>Mobility/data project has remained on track. Successful conference held in March ensured that best practice and associated resources were shared with just over one hundred delegates.</p>	<p>Resource pack shared at conference</p>	
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Improvement Priority:	1.2 Improving the outcomes of boys in literacy		
Key action	Impact	Evidence	Overall Judgement on progress
<p>Develop effective school based strategies, based on action research linked to successful practice, to improve boys' literacy across the region.</p>	<p>7 primary schools did not attend the final session of the programme to present the findings of their action research.</p> <p>All practitioners who did attend rated the quality of content and delivery of the hub programme as excellent and all reported that involvement in the programme had had an impact on raising standards in their school. All schools reported that there had been an improvement in standards of writing. Where schools evidenced this through collection of assessment data, at least one sub outcome/level was made during the project by all boys and a majority of boys made progress of more than one sub outcome/level. Practitioners reported that there had been improvements in boys' use of vocabulary; their ability to sustain writing at the required standard over a longer period of time; and their understanding of what makes a good piece of writing.</p> <p>All schools reported that, as result of the introduction of visual literacy strategies, the boys in their focus groups had all improved motivation and as a result were writing at greater length. For nearly all pupils this had led to an improved perception of themselves as writers.</p> <p>Teachers also reported that by being given more freedom they have developed a more creative approach to teaching.</p> <p><u>Building capacity</u> Nearly all practitioners reported that the trialling of visual literacy strategies within their classrooms will now be extended throughout their schools with many of the practitioners leading this in-school implementation. The programme was attended by a number of literacy leaders who have already implemented strategies within their own settings with a positive impact on the school.</p> <p>Data to be collected at the end of the summer term. Full evaluation will take place when data is available. This will occur outside of the planning window for the 17/18 business plan.</p>	<p>Event register</p> <p>Action plans</p>	
<p>Enhance the quality of provision, to improve boys' literacy skills in the early years. (under 5)</p>	<p>57 teachers have been trained with a greater understanding of boys' oracy. 98% of evaluations rated the programme as good or better with particular improvements identified by teachers in their knowledge and understanding of: language development in young children, impact of hearing impairment on language development and development of communication friendly spaces.</p> <p>13 out of the 14 schools have completed the project. All funding has been allocated – the clawed back monies from the school that dropped out has been spent on resources for the remaining schools.</p> <p><u>Impact of the project</u> All practitioners rated the project as excellent and it has had a positive impact on both teaching and learning. All felt that the support and encouragement they had received had been useful in ensuring their action research remained focused and measureable.</p> <p><u>Impact on standards</u> Nearly all schools reported that overall, strategies trialled resulted in a comprehensive improvement in standards of oracy for the targeted pupils. Results are good and in some cases exceptional. Across the thirteen schools, most (90%) pupils made better than expected progress over a 6-10 week period moving at least one sub level, with a majority (60%) making accelerated progress of at least one whole outcome, a year's progress. A minority (30%) made significant increases of 2 outcomes over this short time period which is equivalent to two years progress. All reported that the increased focus on the teaching of rhymes has had a positive impact on the pupils' engagement and confidence when participating in oracy activities, particularly boys. Many conveyed that it had also improved articulation and an increased vocabulary for many pupils Many practitioners cited that parental engagement had improved as a result of the project with home -school links strengthened</p> <p><u>Impact on teaching</u></p>	<p>Action plans</p> <p>Teacher feedback</p> <p>Event register</p>	

	<p>All teachers reported that they had made improvements to their teaching through the use of shared oracy strategies. Most of them now plan specifically for teaching of oracy. There was strong impact on the quality of enhanced provision with a majority of practitioners sharing that they had focused on making their enhanced provision purposeful, offering opportunities for pupils to practise and embed skills. Nearly all teachers reported that they now had an improved understanding of the importance of developing oracy, as it underpins all aspects of literacy.</p> <p>Impact on building capacity In around half of schools, practitioners have already shared strategies with colleagues including senior leaders. Nearly all plan to continue implementing these strategies in their own classes next year and a majority who are literacy or FP leaders are planning to adapt and apply approaches and strategies adopted within this project across the whole phase/school. A few schools will write case studies for CSC and BookTrust Cymru to share practice across the region.</p>		
<p>Improve boys' engagement by making effective links with local communities across the region to raise the profile of boys' literacy.</p>	<p>Limited progress as internal discussions led to conclusion that project was not feasible.</p>		

Improvement Priority:		1.3 Improving the outcomes of more able and talented pupils	
Action	Impact	Evidence	Overall Judgement on progress
Develop policy and procedures for the identification of More Able and Talented Learners <ul style="list-style-type: none"> • Clear definition of MAT – EL + ½ • Linked to LA specific activities 	Draft policy established. Includes definition. MAT audit completed for Estyn. Positive feedback. <u>To Do</u> Consult on draft policy and implement.	Draft policy	
Create questionnaire to identify current practice in schools across the region Identify effective practice of working with MAT pupils (link with teaching & learning) <ul style="list-style-type: none"> • Link to Seren Network • Liaison with NACE 	Draft questionnaire completed. Currently with Research and Evaluation Board for technical review. To be carried forward to next business plan.	Draft Questionnaire	

Improvement Priority:		1.4 eFSM Learners Improving the outcomes of pupils claiming free school meals	
Action	Impact	Evidence	Overall Judgement on progress
Review the CSC guidance on effective PDG spending to include the new Welsh government requirements, and the new common inspection framework, to ensure schools effectively tracking and evidencing impact of PDG spending. This should: <ul style="list-style-type: none"> • Include effective use of EYPDG in Maintained and Non Maintained settings; • Include effective use of PDG in EOTAS provisions across the region; • Ensure secondary schools are spending PDG on more sustainable strategies; • Include the Improvement eFSM /non-eFSM tracking systems; • The roll out use of various guidance documents; • Ensure CA's are sufficiently 	Revised PDG Guidance produced and distributed. Self- evaluation tool developed in line with new common inspection framework and circulated via Cronfa. All CA's completed review of use of PDG in Summer/Spring visits. Options for challenging peer eFSM performance in schools considered by Directors. Further paper required outlining use of CA's and eFSM leads.	Guidance/self-evaluation toolkits. CA Reports Directors' paper	

<p>challenging with schools around their use of PDG.</p>			
<p>Improved Identification and communication of best practice in closing the gap from schools in the region by:</p> <ul style="list-style-type: none"> • Developing a regional data base of eFSM leaders from across the region; • Creating regional network groups to share best practice; • Improved quality assurance of closing the gap programmes offered by the Hub schools; • specifically identified closing the gap hub schools, to lead across the region; • Further roll out of the OLEVI growing aspiration programme. • Increase the number of 'CtG' programmes available in the professional offer. 	<p>Regional database of eSFM leaders is complete and a virtual community created.</p> <p>First primary and secondary network meetings were well attended (35 primary colleagues; 8.75% of primaries regionally and 19 secondary colleagues; 33% of secondary schools regionally)</p> <p>2 CtG Hubs appointed both of which are running programmes and undertaking action research.</p>	<p>Database and Hubs activity.</p>	
<p>IPSOS MORI to conduct further action research project across region in relation to strategies to improve attainment of eFSM pupils, in various areas: Valleys/ Inner Cities / Rural areas.</p>	<p>Report published. Used to inform strategy and practice.</p>	<p>Report</p>	

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<p>Improve oracy across the region in order to improve literacy skills of eFSM learners. This will be achieved through:</p> <ul style="list-style-type: none"> • Cohort 2 of the Valleys Project, with a focus on improving oracy outcomes for pupils in year 5/6. • Development of a regional toolkit for oracy; • Ensuring curriculum hubs offer a range of oracy programmes across the region; • Further involvement of school 21; • Exploring the creation of 'voice 21' hubs to lead on oracy across the region. 	<p>Improved oracy outcomes, and accelerated progress for eFSM pupils in 16 involved in the project. Creation of toolkit, shared with schools.</p> <p>12 schools regionally have completed a draft version of the digital resources "Curriculum & Assessment – Primary LNF oracy." This resource currently contains 37 English and Welsh oracy videos, examples of good strategies to support the teaching of oracy. This is available through the Cronfa system.</p> <p>More oracy programmes offered as part of the professional offer. Creation of regional hubs.</p> <p>All regional hubs offering good Oracy support; (Stacey Primary are offering oracy to support eFSM learners) Evaluations of the programme are positive.</p> <p>Additional oracy conference held with the support of school 21.</p> <p>Valleys project completed and evaluated. Link with school 21 established.</p>	<p>% of pupils making accelerated progress in oracy as part of valleys project.</p> <p>Case studies Digital toolkit. Evaluations of Literacy hubs oracy programmes. Improvement in regional oracy outcomes.</p>	
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Improvement Priority:	1.5 ALN pupils (mainstream) Improving the outcomes of pupils with additional learning needs		
Action	Impact	Evidence	Overall Judgement on progress
<p>Support LAs to map provision across the region, including the use of units and resource bases, to assist LAs in determining the desire and viability for any shared provision. Include consideration of Welsh medium ALN provision.</p>	<p>Strategic group established, includes Director or Assistant Director from each Local Authority. New ALN transformational lead introduced to the group and will attend all future meetings.</p> <p>EOTAS task/finish group established.</p> <p>Sensory Revision review completed across region and results/recommendations presented to Directors. Regional/Welsh Immersion provision reviewed with Directors.</p>	<p>Mapping in place and demonstrating areas where coordinated planning can be delivered Sensory services report EOTAs audits</p>	

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<p>Explore with LAs and schools the potential to further develop partnerships between mainstream schools, resource bases and special schools for improved teaching and learning across the region, and evaluate</p>	<p>Limited progress. Previous section outlining how group has been formed. However significant work required. Appointment of a ALN transformational lead will accelerate progress.</p>		
<p>Support the LA officers and schools to fully implement the ALN bill across the region, ensuring that all consortium staff are fully aware of the implications.</p>	<p>Initial training provided. To be developed further in next business plan.</p>	<p>Training materials</p>	

Improvement Priority:	1.6 LAC Pupils Improving the outcomes of pupils who are looked after		
Action	Impact	Evidence	Overall Judgement on progress
<p>Support LA officers to ensure all LAC children across the region have a single education plan in place, processes to monitor progress and share learning as part of a single regional plan for LAC PDG in line with grant guidance which can demonstrate impact on outcomes;</p>	<p>Lead PDG LAC officer appointed, lead director for aspect, Esther Thomas (RCT), will line manage the member of staff. PDG LAC approved by WG. Plan outlines future direction of the priority. Conference to be organised on 29th January 2018 in Cardiff to raise awareness of strategies needed to meet the wellbeing needs of CLA pupils Successful conference held. Good evaluations received. Significant move towards EAS model. Best practice case studies have been created. Bidding process established and schools supported. Will need to be developed further in new business plan.</p>	<p>Conference feedback</p>	




<p>Support the sharing of effective practice in the use of 'pupil voice' and use the results in defining improvements in support for schools.</p>	<p>Initial meetings with Education Psychology service held. Will need to be developed further in new business plan.</p>	<p>Evidence link between pupil voice survey and new business plan priorities.</p> <p>Establish a process with schools which helps them to define wellbeing and thus create outcomes based on definition.</p>	
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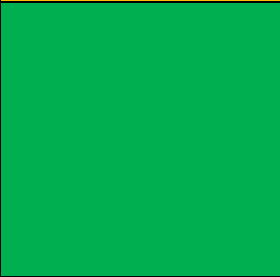
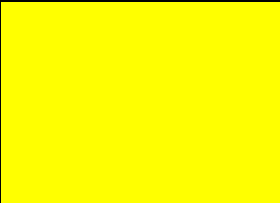
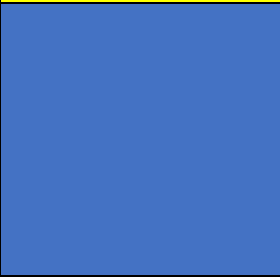

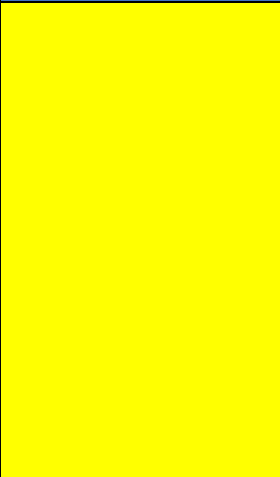
Improvement Priority 2	Transition to the new curriculum
Drive Team	Tim Britton, Mandy Paish, Mandy Esseen

Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

Improvement Priority:	2.1 Improve the quality of teaching, learning and assessment (All Phases)		
Key action	Impact	Evidence	Overall Judgement on progress
2.1a Consult with stakeholders to determine regional needs in teaching and learning that will facilitate transitioning to the new curriculum.	Significant work completed. Pioneer network is now actively engaged with most schools across the consortium. Update of readiness tool has been extensive and provide both a baseline and an induction of where support is needed.	Readiness tools	
2.1a Re-define the CSC teaching, learning and assessment policy/ies.	Team of schools known as the core development team have worked on this. Will align with national documentation in September. T& L strategy has been integrated with the readiness tool.	Policy documentation	
2.1a Develop a framework and associated toolkit of effective practice in teaching, learning and assessment to facilitate successful delivery of curricula and underpin key messages	Developed and an associated app is under development.	Framework Toolkit Regional training registers Planning documentation PILLARS final draft SLT minutes Procurement Materials	
2.1b Utilise school-led professional development structures to support professionals in putting the framework into practice	Moved to new business plan as time needed to develop the framework with schools.	Framework	

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<p>2.1b Provide support and challenge to schools about the changes to self-evaluation reports in line with the new Inspection Framework for Sept 2017 and in light of Successful futures</p>	<p>CSC Staff training day in September. Nearly all CSC staff attended the autumn up-date training. Advice sent out to schools via the CSC Bulletin has mirrored Estyn Guidance of preparing for the new Inspection Framework.</p>	<ul style="list-style-type: none"> • SERs on Cronfa • SDPs on Cronfa • Training day materials 	
<p>2.1c Devise phase specific pilot ITE programmes with HEI partners and alliances of primary and secondary schools</p>	<p>Early indications from 1-1 discussions and EFIs are that CAs in the spring term visits have discussed the changes necessary for the new SER format for autumn 2018 and a few schools have already developed their SERs accordingly.</p>	<ul style="list-style-type: none"> • Programme materials • Marketing materials • MOU agreements between schools and HEIs 	
<p>2.1c Establish ITE programmes with HEI partners and alliances of primary and secondary schools</p>	<p>Completed. There is active engagement with all HEIs and lead partner schools involved.</p>	<ul style="list-style-type: none"> • Programme materials and outlines for facilitators all completed and disseminated to lead partner schools and alliances • Day 1 is completed • Minutes of ongoing meetings Feedback from facilitators and students captured throughout the pilot • Project paperwork; communication to SLT, Directors and Strategy Group • Action plans created for interim ITE leads – AB and DL – in ME’s absence ME attended Cardiff Met planning and evaluation day on 8th February 2018 	

<p>2.1c Evaluate phase specific pilot ITE programmes with HEI partners and alliances of primary and secondary schools</p>	<p>Pilot days have commenced and evaluative activity has begun. Early indications are that these are being positively received. Recommendations will be presented to WG and CSC for adoption in next academic year.</p>	<p>Plans already actioned to capture baseline evidence in advance of future evaluations</p> <p>Evidence of impact of the days collected for future work</p>	
<p>2.1c & d Plan the 9-14 ITE pilot approach with HEI partners and cross phase CSC schools.</p>	<p>Completed. ITE pilots continue to undertake development work. Evaluations need to be completed in the summer term 2018 to measure the impact of this work and plan for the future of HEI and ITE work in both the English and Welsh medium sector.</p>	<ul style="list-style-type: none"> • Programme materials • Marketing materials • Minutes of ongoing meetings 	
<p>2.1c & d Devise the 6 week 9 – 14 experience</p>	<p>Two year pilot is under development but not fully finalised.</p>	<ul style="list-style-type: none"> • Programme planning materials • Marketing materials 	
<p>2.1c & d Implement 6 week carousel enrichment experience in a 9 – 14 context with 2 secondaries, 2 special schools and 4 primaries</p>	<p>Not due to be completed until July 2018.</p>	<ul style="list-style-type: none"> • Programme materials • Feedback from students and facilitators collected throughout the pilot 	
<p>2.1c & d Evaluate the experience with undergraduates, school facilitators, learners and university tutors</p>	<p>Not due to be completed until July 2018 Surveys, interviews and focus groups on Year 2 of this pilot to commence in Spring Term 2019. Evidence gathered will inform the actions and preparations of participants in the interim between summer 2018 and spring 2019.</p>	<ul style="list-style-type: none"> • Evidence of impact of the days collected for future work 	
<p>2.1d Co-construct an accredited ITE mentor programme with HEI partners</p>		<ul style="list-style-type: none"> • Minutes of meetings • Coaching and mentoring guidance booklet • Mentor training materials • Evidence of the impact of the training is gathered for future refinement to become a national model 	

<p>2.1d Plan a cross-consortia two day mentor training programme</p>	<p>Proposal and funding request of 66,000 accepted by Welsh Government. Pilot to take place in March 2018 and so falls outside the time frame of this business plan.</p>	<ul style="list-style-type: none"> • Programme proposal 	
<p>2.1d Welsh medium cross phase schools co-construct an accredited Welsh medium mentor programme with HEI partners</p>	<p>An accredited mentoring programme through the medium of Welsh devised developing the skills of the workforce that will then build on leadership capacity.</p>	<p>Programme created by University of Wales Trinity St David</p>	
<p>2.1e Develop Teach First programme with HEI partner and cross-phase partner schools</p>	<p>Fully operational. Frequent evaluative reports to Directors and Joint Committee</p>	<ul style="list-style-type: none"> • Programme materials • Marketing materials • Evaluative reports 	
<p>2.1e Implement Teach First programme with HEI partner and cross-phase partner schools</p>	<p>Fully operational Frequent evaluative reports to Directors and Joint Committee</p>	<p>Directors report Programme board notes</p>	
<p>2.1e Evaluate Teach First programme with HEI partner and cross-phase partner schools</p>	<p>Evaluative reports recovered quarterly. First year evaluation due in September.</p>	<p>Directors report Discussions with Tech First on evaluation. Programme board notes</p>	
<p>2.1e Develop Welsh medium GTP programme with HEI partner</p>	<p>Despite not many students following the course through the medium of Welsh, students have improved their teaching skills accordingly. The “home” schools are using the course to provide support to other schools within the 5 authorities or to develop internal teaching skills.</p>	<p>Programmes created by the schools. Work with Cardiff MET, communication between Cardiff Met and students.</p>	
<p>2.1f Explore developing a cross consortia action research project focussing on developing the use of AfL as a tool to measure pupils’ progress. A possible focus could be on oracy and arts to develop pupil voice.</p>	<p>Successful cross consortia project with significant engagement of partners e.g. Estyn/Unions has addressed workload issues. However, oracy project not developed.</p>	<ul style="list-style-type: none"> • Pupil, staff and CSC staff questionnaires • Video evidence demonstrating strong progress • Notes from school visits • Consortia project • Termly evaluations of project 	


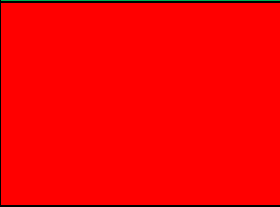
<p>2.1g Engage school to school working models with a HEI (through ITE pilots or separately) to facilitate the review and development of research in all existing PL structures</p>	<p>Completed via HEI ITE Pilots. However, still at early stage of development.</p>	<ul style="list-style-type: none"> Action plans Evaluations and registers Evidence of impact from pilot work to be filtered in to organisational and hub school-level understanding of what works 	
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Improvement Priority:		2.2: Build capacity for improvement through existing school to school models (All Phases)		
Key action	Impact	Evidence	Overall Judgement on progress	
<p>2.2a Review existing schools to school working models to determine their regional role in leading curriculum reform</p>	<p>Hub model reviewed and refined for Financial Year 2018/2019. SIG reviewed and funding refined. Phase 1 utilising SIG networks, implements December 2018 to engage Partner Schools. Review of CSWC challenge undertaken and changes to funding implemented.</p>	<p>Hub R&E report SIG R&E report Strategy Group agendas</p>		
<p>2.2a Review and refine existing school to school working models to ensure that there is a focus on joint practice development, positive engagement through brokerage and evaluated outcomes that evidence value for money.</p>	<p>Professional learning offer reflects regional needs. Nearly all programmes have run with sufficient numbers, the mean number of practitioners per programme has increased and approximately 20% of programmes have waiting lists. Almost 80% of schools in the region have engaged with at least one enquiry led programme. Recommendations from hub evaluation report 2016-2017 of deepening enquiry and strengthening evaluation remain a focus. Brokerage needs further strengthening.</p>	<p>Professional learning offer Programme engagement Hub R&E report Engagement map Hub network agendas Hub Cronfa network area</p>		
<p>2.2a Evaluate all existing school to school working models and develop proposals to refine the overall CSW Challenge model to place greater focus on schools transitioning to the Curriculum for Wales.</p>	<p>Completed Model adopted for 2018-2019</p>			

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2.2a Consult on proposals for future school to school working models	Proposed changes to funding for Hub, SIGs and Clusters were recently disseminated to schools via CSC Communications team. Early indications are that schools are happy with the proposed adaptations and financial arrangements.	Consultation outcomes	
2.2a Finalise model for school to school working	Finalised but to be introduced next academic year.	School to School working model	
2.2a To further develop guidance and resources to support effective system leadership	Refined hub guidance consulted on and disseminated April 2018. Network meetings further refine as a live document. R&E reports are submitted against the four aspects of the CSWC.	Refined guidance	
2.2b Develop the role of hubs in regional evaluations through an extension of the peer enquiry model	Hubs to meet and discuss approach with model. This meeting will take place in April and will occur outside of the window for 2017/2018 business plan. The impact review meeting recognised that this is a two year transitional programme. As a result progress will be marked as Amber.	Support documentation Research outcomes	

Improvement Priority:		2.3: Support curriculum reform across all schools through school to school networks (All Phases)	
Key action	Impact	Evidence	Overall Judgement on progress
2.3a Review current support for new GCSEs and performance measures in subjects in line with emerging performance picture and adjust curriculum hubs support	<p>"Mock" GCSE developed and communicated to school to tackle early entry issues.</p> <p>Marked scripts with itemised data collected and shared with schools so that they have access to a range of papers to exemplify each grade.</p> <p>Analysis report for GCSE performance produced and shared with Directors.</p>	<ul style="list-style-type: none"> • Marked scripts • Itemised level data (links available). • Senior challenge advisers analysis • Directors report (GCSE support and impact) 	
2.3b To further develop mechanisms for effective dissemination of professional learning in home schools	<p>Work undertaken with SIG convenors including model evaluation of impact within self evaluation reports.</p> <p>Network meetings held.</p>	<ul style="list-style-type: none"> • Data per school to school model for school priority • Monitoring reports • Challenge adviser visit notes and progress reports • School improvement plans • School self-evaluation reports 	

<p>2.3b Develop the regional role of pioneer schools</p>	<p>SLAs are appropriate and finalised for Pioneer Schools. Regular network meetings have been established, maintained and well attended.</p> <p>All regional Pioneer Schools are actively engaged in their role to ensure Curriculum For Wales work is shared across all schools in the region. This is being facilitated through the SIG network. 91% of schools have engaged in this work to date.</p> <p>Pioneer Schools have led the development of the readiness tool. This has been accessed by 80% of schools in the first round, Spring 2018. The Readiness Tool gives schools and the region good information on stages of development and performance development needs.</p>	<ul style="list-style-type: none"> • Thematic analysis provided termly by all pioneers schools. • Pioneer analysis collated regionally and outcomes shared with Welsh Government 	
<p>2.3c Develop and progress proposal for external accreditation for enquiry led programmes related to curriculum reform</p>	<p>Action halted due to work currently being undertaken by SG to review existing structures.</p>		
<p>2.3c Outcomes from review of existing school to school working mechanisms are used to inform the development of the first phase of regional networks to support schools in transitioning to the Curriculum for Wales</p>	<p style="text-align: center;">ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		
<p>2.3c Outcomes from wider regional consultation on school to school working are used to inform further iterations of the regional plan for implementing networks to support transition to the new curriculum</p>	<p style="text-align: center;">ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		
<p>2.3c Implement whole scale reform for all schools through developed proposals for networks</p>	<p style="text-align: center;">ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		
<p>2.3c Networks implement activity</p>	<p style="text-align: center;">ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		
<p>2.3c Outcomes from wider regional consultation on school to school working are used to inform further iterations of the regional plan for implementing networks to support transition to the new curriculum</p>	<p style="text-align: center;">ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		

2.3d Quality assure delivery of curriculum reform preparedness in line with other consortia	ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE		
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Improvement Priority 3	Leadership and Workforce Reform
Drive Team	Richard Carbis, Anna Brychan, Joe Colsey,

Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

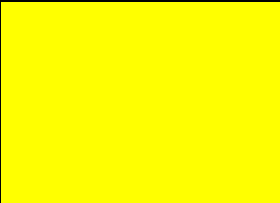







Improvement Priority:	3.1: Develop a 5-year regional workforce recruitment and development plan to address regional need		
Improvement Objective 3.1a: Developing a 5 year workforce recruitment and development plan to address regional need			
Improvement Objective 3.1b: Complete online PLP and share			
Improvement Objective 3.1c: Work with HR teams to review appointment processes and implement improvements			
Key action	Impact	Evidence	Overall Judgement on progress
3.1a Undertake a 5 year workforce needs analysis with a focus on leadership, Welsh and Digital Skills	Work still in progress. Now being informed by the Recruitment and Retention board work. Completion of initial report now planned for end of February. This aspect will be taken forward into the next business plan. Report to be produced to support this work moving forward.	EWC Data	
3.1a Share workforce needs analysis with relevant stakeholders	This aspect will be taken forward into the next business plan. Report to be produced to support this work moving forward. Presentation made to SLT.	Presentation	
3.1a Develop Leadership Programme across the consortia <i>Current programmes:</i> Headship Now New to Headship Strategic headship Consultant leader Executive Headteacher Deputy Headteacher NPQH SLE HLTA	Significant progress made. Cross consortia group well established and systematically working through milestone programmes to create national programmes to be delivered by the 4 consortia. Tenders for accreditation of these programmes invited. <u>To Do</u> Evaluate impact of new leadership programme	New programmes	
3.1b Update on-line Professional Learning Pathway	All consortia now use same nomenclature to match WG leadership matrix	CSC Website	

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3.1b Share Professional Learning Pathway with schools and stakeholders	Completed. Paper version developed and shared. Electronic version in final stages of development.	Pathway on CSC website	
3.1c Work with HR teams in each local authority to review senior leader appointment processes	Achieved via HR Group. Commonality established and training given. However further work needed for genuine regional consistency. HR being considered as part of the review of the national model so will need to feed forward into the business plan.	SLT agenda SLT minutes	
3.1c Formulate a clear, consistent recruitment policy and procedures	Work underway with eTeach, EWC and WG. Work delayed by review of the National Model	SLT agenda SLT minutes	

Improvement Priority:		3.1d: Increase school led provision to support Welsh, DDT and computer science	
Key action	Impact	Evidence	Overall Judgement on progress
Increase school led provision to support the development of the Welsh curriculum.	3 primary hubs established. Demand for programmes offered has been high and effective support has been provided to Red and Amber support schools.	Professional learning offer document Development day brokerage session	
Develop primary professional learning pilot based on secondary Welsh Medium distributed hub model	Cadwyn Cynradd programme successfully completed. 70 practitioners engaged. Feedback positive. 9 schools have delivered 11 programmes. Professional learning offer reflects range of training offered.	Welsh booklet Programme materials Offer Document	
Employ Siarter Iaith officer to support outside classroom use of Welsh in WM schools	Siarter Iaith Officer appointed and working with schools. Appears in all WESPs. 87% of WM schools have received the bronze award with 13% on track to do so. Web diagrams show improvement.	CSC structure	
Siarter Iaith Officer engaged with most Welsh medium schools	Siarter Iaith. Officer appointed and working with schools. Appears in all WESPs. Plus: over 4500 pupils have completed the web diagram with improvement indicated in a number of areas, particularly in oracy.	Web Diagrams (LA level school level and regional) Questionnaires	
Increase provision by Welsh Second Language team of programmes to develop practitioner Welsh language skills	Training delivered. 83 participants in Autumn and Spring Terms. Headteacher training also provided.	Programme reports	

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<p>A transition programme for all clusters supporting the More able and Talented pupils.</p>	<p>9 cluster plans submitted. Same definition of MAT shared by all clusters. Enriched experiences for MAT pupils evident in plans</p>	<p>MAT Transition Programmes</p>	
<p>ITE Mentoring programme put in place and training accredited by Trinity St David University</p>	<p>Programme developed and implementation begun. <u>To Do</u> Will need to evaluate impact.</p>	<p>ITE evaluation forms in response to training</p>	
<p>ALN programme of support for WM ALNCO's</p>	<p>Termly meetings established. A network of expertise has been created. Link with Welsh Government established.</p>	<p>Programme reports</p>	
<p>Network meetings for WM and W2Llanguage subject leaders</p>	<p>Established and used effectively to provide updates, support, advice and to facilitate school to school support.</p>	<p>Minutes of meetings</p>	
<p>Developing incidental Welsh across the curriculum – this would help research work into developing a cross curricular continuum</p>	<p>Over 20 schools were engaged to create resources. <u>To Do</u> Evaluate use and impact of resources in schools.</p>	<p>Resources created.</p>	
<p>For eFSM pupils develop a residential course with the support of the Urdd with the aim of providing Welsh 2nd language Year 10 and 11 pupils with a real interest in the language an opportunity to meet like-minded pupils.</p>	<p>Meeting and investigation of costs undertaken. Little take up from schools. Funding re-allocated.</p>		
<p>Further support for action research on the psychology of language including PCAI and Welsh Language Charter</p>	<p>Schools engaged. Pupil forums and staff meetings successful. All schools included have created plans to support and develop the use of Welsh. Pupils driving this agenda forward.</p>	<p>Minutes of meetings – forum and psychology of language leaders</p>	
<p>Developing the workforce by providing training to agency staff</p>	<p>Action adopted to cover TA Support. Training provided. Positive feedback.</p>	<p>Programme reports</p>	
<p>Teachers working group (WM) looking at the 12 pedagogy principles as identified in Successful Futures</p>	<p>Completed. A network of teachers established and systematically considering the 12 pedagogy principles.</p>	<p>Programme reports</p>	

Pwyllgor gwaith i ddatblygu 'Playlist' sef ffordd i blant a rhieni derbyn mynediad i'r Gymraeg tu hwnt i'r Ysgol/ A Workgroup established to develop a welsh resource accessible to pupils and parents.	Playlist established by DCF team and schools. <u>To Do</u> Evaluate use and impact in schools	Resource Playlist	
Explore pilot of immersion project in RCT and Bridgend	Paper presented to Directors. Immersion group created to explore issues in more detail. Will feed into new business plan.	Directors' paper. Work of group including visits	
Gwaith Pontio Ail iaith Continwmm Cymraeg Ca2 – CA3 Transition project delcired for Welsh 2nd lang KS2 – KS3	Established with the 4 secondary schools in Merthyr. They are working on developing a Welsh language continuum between KS2 and KS3.	SLA's	
Welsh survey undertaken focussing on: Linguistic skills and ability to teach through the medium of	Snap survey used. Better understanding of number of Welsh speakers in the system and the needs of schools. However, limited response from schools.		
Develop leadership support for digital learning	Completed and fully subscribed	Hub school / lead practitioner programmes / prospectus	
Exemplify Digital Learning 'route map' to outline school approaches to development	Cross regional approach to DPLF established and route map published.	Leadership support guidance	
Develop digital Leadership Toolkit in association with Pioneer Schools	Toolkit developed and published on Cronfa. <u>To Do</u> Further develop in line with DPLF in Summer 2018.	Digital Leadership toolkit	
Develop showcase of effective practice in digital learning	Case studies and exemplar materials collated and quality assured.	Examples of digital learning showcases	
Further develop role of Digital Learning Network of schools to lead delivery strategies across the region	Additional LP schools have been identified and programmes are running.	Digital Strategy Group minutes Materials from networks and events	

Increase capacity to support schools' use of the Hwb platform through network of lead practitioners	Completed. Additional LP schools, series of 'teach meets', twilight sessions led by Pioneer/Hub schools.	Lead practitioner programs Lead practitioner programme evaluations Hwb usage statistics	
Develop capacity to support Computer Science in schools	Secondment made and team roles adjusted accordingly.	Secondment of teacher and amendment of team roles	
Develop regional strategy for code clubs	Resource pack and offer created. Partnership developed with national provider. 55 code club 'start ups' operational across the region. 5 lead coding schools' network formed	CSC Code Club strategy Code club data and statistics	
Develop school-led programmes and networks for secondary IT and computer science	2 x LP partnerships developed – now delivering secondary support for IT and computer science at GCSE and Post 16.	Lead Practitioner programmes Primary and secondary network minutes and agendas	
Develop accredited development opportunities for existing teachers to teach Computer Science	Initial discussions held. However, the NNEST Board will take this forward in the national context next year. Regions advised to delay work in this area.	HEI programmes/ development opportunities for Computer Science	

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Improvement Priority:	3.1E: Evaluate regional HEI/schools/ITE pilots to inform 2018/19 model		
Key action	Impact	Evidence	Overall Judgement on progress

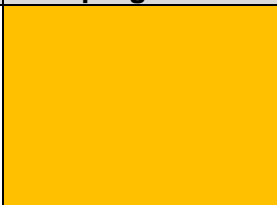




Evaluate regional HEI/schools ITE pilots to inform 2018/2019 model including WM ITE & GTP pilots.	Evaluations completed	Evaluative reports on primary and secondary pilots. Report for Strategy Group. ITE Summary Report for Directors.	
Identify ITE pilots in partnership with schools and universities	Budget from WG released and SLAs finalised with schools. Pilot Plans underway.	Project paperwork; communication to SLT, Directors and Strategy Group Action plans created for interim ITE leads – AB and DL – in ME's absence	
Regional Teach First programme introduced and teachers recruited in line with regional need, with a particular focus on core subjects.	Established. Frequent monitoring with regular reports to Directors and Joint Committee.	25 Teach First graduates placed in schools	
Roll out further ITE pilots in partnership with schools and universities	Completed. Pilots have been rolled out.		

Improvement Priority:	3.2 Build leadership capacity for headship		
Improvement Objective 3.2a: pilot and evaluate new leadership programmes			
Key action	Impact	Evidence	Overall

			Judgement on progress
New programme: Leadership of teaching and learning (OLE/SOLE)	OLE (core & no core): 75 SOLE: 43 Evaluation completed via Snap Survey and individual session feedback. 2 cohorts of each programme completed.	Participant database	
New programme: Leadership of teaching and learning (OLE/SOLE)	Evaluations positive. School (Cardiff High) proposing to continue to offer programme but outside regional offer.	Participant database	
New programme: Welsh Education Leader programme	Adapted due to WG terms and conditions. NAEL Associate Headteacher Programme – Associates selected.	Associate Headteachers	
New Programme: Challenge Partner network model	Developed with Welsh medium and Special Sectors. Model agreed with Directors. To be trialled next academic year.	Welsh Medium Paper Special Schools Paper	

Improvement Priority:	3.2b: Complete evaluation and impact assessment of existing leadership programmes		
Key action	Impact	Evidence	Overall Judgement on progress
Complete evaluation and impact assessment of all existing leadership development programmes and deployment models; <i>Current programmes:</i> Headship Now New to Headship Strategic headship Consultant leader Executive Headteacher Deputy Headteacher NPQH SLE HLTA	Evaluation complete Evaluation process has been further refined for future cohorts. Links to work with NAEL/cross consortia development of milestone leadership programmes Strategic headteacher programme refined in light of R&E Board evaluation process and renamed “experienced headteacher”		
Update and refresh leadership development programmes and deployment model as result of evaluation completed.	This work has had to link directly with the development of national leadership programmes by consortia. Two programmes fully revised and arrangements for HEI accreditation planned.	New programmes	

<p>25 Peer Enquiry completed in 2017-2018.</p>	<p>22 peer enquires completed this financial year with 12 planned for period April to July 2018. To date 50% of CSC schools have engaged with peer enquiry.</p>	<p>Report produced and shared with SLT and Strategy Group</p> <p>Guidance and report template for re-visits</p>	
<p>R& E evaluation process applied to PE</p>	<p>Evaluation completed and used to further refine model</p>	<p>R & E Evaluation Report VFM Report PE Impact Report</p> <p>The digital survey plus the responses</p>	
<p>Publish best practice Peer Enquiry case studies of school improvement and leadership professional development to demonstrate link between SIPs and SERs ;</p>	<p>Case studies developed</p> <p>Evidence of impact on school improvement and on professional development of senior school leaders has been captured and shared on Cronfa.</p>	<p>Research and Evaluation report Peer Enquiry leads management reports</p> <p>Case study evidence</p>	
<p>Write and publish the phase 4 Peer Enquiry Model taking into account other models and recommendations arising from Phase 3</p>	<p>Completed. Phase 4 now embedded successfully.</p>	<p>Model shared with SLT and Strategy Group September 2017</p> <p>Revisits are now commencing and will bring new intelligence to the model</p>	
<p>Develop pathfinder pairings to be used to support leadership development at all levels (Head/Deputy/Middle leaders)</p>	<p>Over 20 pairs of schools engaged. System in place to evaluate impact.</p>	<p>Pathfinder database</p>	

Improvement Priority:	<p>Improvement Objective 3.2c: develop accreditation strategy for leadership programmes.</p> <p>Improvement Objective 3.2d: Develop region wide succession planning</p> <p>Improvement Objective 3.2e: develop recruitment strategy with other consortia</p> <p>Improvement Objective 3.2f: Develop community of leaders programme</p>		
Key action	Impact	Evidence	Overall Judgement on progress
<p>3.2c Develop strategy for accrediting school-led programmes</p>	<p>Refer to 2.3c Strategy Group looked at WBL model. Little appetite. However, two schools have taken up the model. Work of NAEL very likely to impact here.</p>	<p>Strategy group minutes/notes</p>	
<p>3.2d Develop region-wide report and understanding of succession planning.</p>	<p>Whilst work has begun, this aspect will need to be addressed in new business plan.</p>	<p>Report to SLT</p>	
<p>3.2e: Develop recruitment initiatives with other consortia.</p>	<p>Discover teacher project with other consortia has been successful. Evaluation completed by WG. Website and materials accessible.</p>	<p>Teaching Adverts Regional Merchandise</p>	
<p>3.2f Community of Leaders programme to be further developed, to include: Programme of Leadership Seminars Workforce briefings</p>	<p>Programme developed and publicised. Although feedback has been good, relatively small numbers attend. Now includes Mindfulness to address Wellbeing issues.</p>	<p>CSC website</p>	
<p>3.2f Funded programme of study visits (including process to record learning and evaluate impact at school).</p>	<p>No funding available from WG. Not completed.</p>		

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Improvement Priority:	3.3 – develop understanding about different leadership models		
Improvement Objective 3.3a: work with pilot federations to update guidance and share findings			
Key action	Impact	Evidence	Overall Judgement on progress
Collaborate with pilot federations in order to update federations' guidance for all schools and share findings.	Report to Directors complete. Discussion promoted. Barriers identified and communicated to Welsh Government.	Report	
Collaborate with pilot federations in order to update federations' guidance for all schools and share findings.	Report completed and shared. Learning identified.	Report	
Collaborate with pilot federations in order to update federations' guidance for all schools and share findings.	Until issues resolved (identified in above process) delay updating guidance. Existing guidance being used to inform discussions with interested schools. Plan/Criteria established to support schools.	Guidance Plan & Criteria	

Improvement Priority:	Improvement Objective 3.3b: work with authorities on organisational planning Improvement Objective 3.3c: include modules on different leadership models in governor training Improvement Objective 3.3d: Develop and support regional network & increase number of federations		
Key action	Impact	Evidence	Overall Judgement on progress
3.3b Work with authorities to share and develop school organisational planning in line with new leadership models and identify processes for implementation and evaluate.	Met with all local authorities and intelligence gathered. Used to inform report to Directors (see 3.3a)	Allocation of Spend Models	
3.3c Incorporate leadership models into the regional governor training programme (including federations).	Consultant engaged to facilitate training re: Federation for chairs of governors.	Training Model	

<p>3.3d - Develop and support regional network of federated schools and increase the number of federations across the region.</p>	<p>Established regional network of federated schools/collaborations.</p>	<p>Network of schools Calendar of meetings</p>	
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<p>Improvement Priority:</p>	<p>3.4 – Develop capacity in governing bodies</p>		
<p>Improvement Objective 3.4a: evaluate and expand consultant governor programme and refine Improvement Objective 3.4b: increase number of GIGs Improvement Objective 3.4c: Deepen governor knowledge of school led systems Improvement Objective 3.4d: Further develop schools’ link with business</p>			
<p>Key action</p>	<p>Impact</p>	<p>Evidence</p>	<p>Overall Judgement on progress</p>
<p>3.4a - Evaluate and expand regional consultant governor programme; refine deployment model and impact assessment.</p>	<p>Impact statements for previous year collected and collated. New processes developed and communicated.</p>	<p>Impact statements Presentations.</p>	
<p>3.4b - Increase number of governing bodies engaged in Governor Improvement Groups.</p>	<p>GIGs established. Report delayed on lessons, learned to date. Needed to inform next steps.</p>	<p>Report</p>	
<p>3.4c - Deepen knowledge of school-led systems, also focus on DCF, Alps, head teacher PM & leadership appointments, data</p>	<p>Governor conference was successful Training programme developed and delivered. Evaluations positive. Needs to feed into new business plan.</p>	<p>Evaluation forms</p>	
<p>3.4d - ‘Stepping into Business’ primary schools’ business/enterprise programme to be further launched across the region.</p>	<p>Funding not available so not completed.</p>		

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Improvement Priority 4	Improvement Priority 4 To improve rapid and sustainable intervention
Drive Team	Morwen Hudson, Sarah Corcoran, Andrea May, Gareth Voyle

Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

Improvement Priority:			
Key action	Impact	Evidence	Overall Judgement on progress
Recruit additional secondary challenge advisers	Fully recruited team of secondary challenge advisers. A sustainable model has been established in terms of the reduction of consultants. The team is now an extremely experienced and effective team, with the relevant expertise to negotiate change in the secondary system.	Recruitment documentation and contracts.	
Plan handover of schools from Schools Challenge Cymru (SCC) to CSC	There are now support plans and APL person for all vulnerable schools.	CA deployment for Summer term	
Advertise and recruit accelerated progress leads	Team recruited and deployed. Effective in most schools. Some emerging issues/lessons learned in others which will help refine model next year.	Recruitment documentation and contracts.	
Establish secondary challenge adviser forum	The initial day meeting to focus on this work was positively received and needs to continue. Need to establish a framework around the role of the APL. Evaluation of APLs also to be completed. Moving forward, we need to focus on this work moving into the new business plan. CSC as a learning organising, ensuring that teams have sufficient time to meet. With respect of this action we need to ensure that these meetings are set in the diary at least termly to compliment the activity of the new business plan.	Forum Notes	

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Improvement Priority:		4.1b - Ensure every secondary school has an effective partnership with a strong school which demonstrates impact to both schools		
Key action	Impact	Evidence	Overall Judgement on progress	
Complete secondary SIG evaluation and use information to refresh model as required	All secondary SIG are operational Model implemented by financial pressures.	Strategy Group forward plan SIG operational plan and communication plan		
Engage increased numbers of schools with pathfinder partnerships through brokerage by challenge advisers	Eight pathfinder partnership established and evaluated.	Pathfinder agreements SLAs Impact Reports (Feb half term). Request for support documentation Resource Board minutes		
Align the work of hub schools providing red and amber support with pathfinder partnerships	The refinement of the funding model for hubs has enabled the creation of the budget for vulnerable schools. This will be managed by the resource board and support will be brokered via CAs and Senior CAs and detailed within the support plan for the individual schools. The impact of this support will be monitored at the LA Performance meetings with the individual local authorities.	Letters to schools Resource board outcomes		

Improvement Priority:		4.1c Extend the focus on target setting, progress and performance of pupils post sixteen; with local authorities ensure every student has an appropriate place in learning 14-16		
Key action	Impact	Evidence	Overall Judgement on progress	
Collect and publish retention and completion data for schools and local authorities and set appropriate targets	This action has not been completed as WG have not released their new post 16 analysis to the Regional Consortia. Retention and completion data are not standard performance measures available in the public domain which we can process. However work has started using the ALPs data to identify how we can use this analysis to provide evidence of impact across the region. Targets for retention and completion were not part of the target setting collection during Autumn Term 2017, as agreed with Directors in the Autumn Term 2017.	Email from Sian Hughes (WG) to Margaret Parrish (13th November 2017)		
Collect and publish data on A level results A* to A, A* to C and A* to E on a school and authority basis	Revised templates distributed to all relevant schools and the data received collated, analysed and published.	Templates for Summer 2016 are already available, and this information has been collected from all schools over the past		

		6 years (at least). Templates produced, distributed and received back from schools. Analysis created and shared.	
Advisers to provide effective holding schools to account for post 16 progress, effectively identifying excellent practice and brokering across region post 16 challenge.	All schools are held to account for post 16 performance and categorisation reports now include reference to post 16 outcomes and provision. Excellent practice in chemistry, biology and physics has been identified in order to provide post 16 support in subjects. (RG to check and update if necessary). Alps data has been rolled out and is used by all LAs.	Training materials. Development day outline. Categorisation reports	

Improvement Priority:		4.1d Integrate Intervention Strategy for vulnerable schools into Challenge Framework and challenge adviser training including introducing 'School Improvement Forum' meetings and format of support plans and evaluate	
Key action	Impact	Evidence	Overall Judgement on progress
Review intervention strategy	Strategy has been reviewed piloted and measures will be in place ready for September.	Draft protocols for school improvement forums Drop in attainment document. Intervention Strategy	
Up-skill challenge advisers linked to secondary schools through specific training and coaching	Accelerated progress leads now work alongside challenge advisers in our most vulnerable schools. Training provided in areas such as ALPS and PISA.	Training Materials	
Calendar meetings for secondary forum including secondary challenge and strategic advisers	Secondary forums for advisers and APLs will coincide with the development and briefing days for staff. (Linked to 4.1a.4) Ongoing process to be monitored accordingly.	Agendas for development days and briefing days.	
Replace 'red' progress meetings with monthly school improvement forum' meetings	Established. In most schools, members of the School Improvement Forum (SIF) find the process useful and contribute well to the planning of school improvement. This has been used as an effective tool by CAs to upskill leaders at all levels in holding people to account, steering dialogue towards those issues that have the most potential to impact on a school. Progress can be stilted where agendas are rigid and not flexible to need and where CAs/APLs are taking too much of a lead role. The SIF has greatly encouraged schools to remain focused on the SIP		

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Establish protocols for school improvement forum meetings that provide opportunities for schools to demonstrate progress against agreed milestones particularly level 2+ and eFSM learners.	School Improvement Forum protocols operational but being reviewed in light of experience gained as year progresses. These will be incorporated into the intervention strategy. Appendix completed and to be shared with appropriate forums for sign off/discussion. Unverified data is demonstrating progress relating to early entry data. In year data and progress reviews show significant improvement. This will be verified once in-year data is available.	Draft protocols for school improvement forums Appendix within intervention strategy	
Establish an agreed format to support plans, especially for the most vulnerable schools.	Established, providing clarity with regard to support provided. Now need to ensure consistent quality.	Support plan document Minutes of SLT	

Improvement Priority:	4.2a Develop an early warning system/dashboard that identifies potential vulnerability of schools on an LA basis		
Key action	Impact	Evidence	Overall Judgement on progress
Establish risk tool and baselines. Link with other consortia when developing this work and consult.	The original 'risk tool' has been amended in order to address LA needs within the CSC. All LAs now contribute to a 'key information document' by exception in order to provide an overview of concerns and risks in all schools, identify vulnerable schools and provide or broker additional support where necessary to prevent negative impact on standards.	SLT minutes. Risk tool.	
Refinement of systems/information that effectively identifies vulnerable schools.	SLT are now provided with a termly update in relation to judgements on progress. SLT are able to more effectively monitor progress of our most vulnerable schools.	Minutes of SLT Performance and Strat. LA reports. Dashboard.	
Ensure that LA processes and current cycle of meetings feed into the risk tool and consider the implications of that dashboard in terms of action necessary	As risk tool was not developed as one tool but replaced with LA systems, this action was no longer relevant.		
Outcomes from each LA risk tool to feed into cycle of SLT meetings.	As risk tool was not developed as one tool but replaced with LA systems, this action was no longer relevant.		

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Improvement Priority:		4.2b Ensure that issues about head teachers and staff wellbeing are identified early and addressed through effective use of risk management system	
Key action	Impact	Evidence	Overall Judgement on progress
Address risks identified on risk tool above related to head teachers wellbeing	One single risk tool not established (see above) This LA/CSC Meetings/processes in place identify and address wellbeing issues.	Meeting notes	
Respond to concerns raised at the LA forums raising issues through the CSC risk tool	Compared and contrasted different LA approaches. Best practice shared. Decision not to implement one single risk tool.	Meeting notes	
SCAS to attend local authority meetings to ensure awareness of local issues.	SCAs fully integrated into LA meetings and system. Move to deploy many CAs in LA teams has increased CA knowledge of the LA in which they work.	Meeting notes	
Identify excellent practice and share as appropriate	Examples have included categorisation and governor support	Categorisation reports, blogs, case studies	
Link with professional associations and LA support systems so that head teachers are fully aware of the range of support available.	Support services are in place and delivered through LA HT meetings, support programmes and regional headteacher meetings.	Meeting notes	

Improvement Priority:		4.3a: Explore a range of models for challenge adviser deployment, consult, develop proposals and implement	
Key action	Impact	Evidence	Overall Judgement on progress
Explore a range of models from both within and outside of the consortium and compare with existing model. Issues to consider: - <ul style="list-style-type: none"> • Costs • Risks • HR Issues • IT implications • Balance of paper work with 	Model identified and implemented.	Paper to directors, SLT minutes,	

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<ul style="list-style-type: none"> • school improvement • Match to need including size of school • Secondary/primary sector issues/linguistic/special • Admin 			
<p>Consult with a wide range of stakeholders including:-</p> <ul style="list-style-type: none"> • Headteacher • Directors • LA Officers • Elected Members • CAs • Strategic Advisers 	<p>Consultation completed and the model was amended as a result linking with a wide variety of groups</p>	<p>Minutes of meetings. Presentation to staff.</p>	
<p>Develop proposals, review how school need is identified/assessed, ensuring a clear structure. Consider the timing of this in relation to the deployment of CAs. Create flexibility; consider core and additional provision through implementation. Consider the use of support plans that identify provision (and then impact)</p>	<p>Systems around red/amber support schools now embedded and include support plans, school improvement forums and clear/concise reporting in LA progress reviews.</p>	<p>Draft support plan</p>	
<p>From the consultation, outline and present an agreed vision for challenge adviser deployment model and their role. This may include additional provision to SCC schools e.g. Accelerated Progress Leads.</p>	<p>Completed. APL linked to CA's in vulnerable schools. LA teams developed. Need to share innovative practice and evaluate impact of deployment model.</p>		
<p>Implement the new deployment model</p>	<p>Now fully operational</p>		
<p>Review the deployment model and adjust in the light of evaluation.</p>	<p>Consultation completed and the model was amended as a result linking with a wide variety of groups.</p>		



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Improvement Priority:	4.3b: Identify other resources within the system that can potentially support and challenge schools, review effective brokerage and ensure matched with need with evidence of impact		
Key action	Impact	Evidence	Overall Judgement on progress
<p>Identify other resources within the system that can potentially support and challenge schools and ensure matched with need.</p> <ul style="list-style-type: none"> • Develop processes that ensure consideration of capacity and any risk associated with a school providing support to another school • Review effective brokerage • Monitor the impact on schools and determine accountability. • Explore reduction of reliance on CA through extension of school to school/Hub working • Through training and the development of support materials, ensure that CAs fully understand the resources available and how to access those resources. Develop/refine existing processes for the allocation of resources to identified need. 	<p>Brokerage facilitated through training, poster and introduction of resource board. 'Red and Amber' support to become bespoke from next year, having removed expectation on <u>all</u> hubs. Cronfa developed to make it easier for CAs to find best practice/effective support.</p>	<p>Development day notes Performance management objectives</p>	
<p>Undertake a skills audit, to ensure that quality personnel are employed in the role of CAs.</p>	<p>Estyn's monitoring report recognised significant improvement in this area. Training provided to address emerging gaps, though no specific audit completed.</p>		









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Improvement Priority 5	Develop Effectiveness And Efficiency In Central South Consortium
Drive Team	Louise Blatchford, Sian Johnson


Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

Improvement Priority:	5.1: Using Research and Evaluation effectively to provide evidence of Value for Money		
Key action	Impact	Evidence	Overall Judgement on progress
5.1a Establish and review system to collect data and VFM from work streams through research programme	Significant progress made. Comprehensive processes in place resulting in high quality value for money report. (Presented to Joint Committee on 15 th March 2018)	Papers / Minutes of R&E board VfM definitions paper VfM templates for strand leads Estyn monitoring visit report (Oct 2017) Individual strand VfM reports 2016/17 Annual VfM reports 2016/17	
5.1b Work with consortia to develop common approach to evidencing value for money across Wales	Completed. Estyn recognised the potential for the framework. Framework used for strand evaluation reports and final value for money report.	EIG Outcomes Framework document 17/18 VfM report 16/17 Consortia Regional Plan VFM definitions paper Regional Consortia progress plans (Directors Feb 2018) Estyn Report	
5.1c Develop a strategy for supporting access to effective research – in school and across region	Use of SNAP explored, introduced and is now being piloted. Hwb network set up featuring a range of resources and playlists. Schools now have one place to view playlists and access relevant research publications. In addition there is the facility to share information.	https://dysgu.hwb.gov.wales/go/i7v6wp  Info Booklet - Oct 2017.pdf  Staff poster - Oct 2017.pdf Series of infographics and animations have also been developed.	

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		 <p>Joseph Kuck.docx</p> <p>Blog by Alec Clark: Mission Impossible – Will you accept the challenge?</p>	
<p>Develop hubs to engage in research across the majority of programmes.</p>	<p>Impact – work undertaken by the research hubs is systematically shared across the region through online networks and the Annual Symposium. There is further work to do to embed this work and will be included within the BP for 2018/2019.</p>	<p>Communications Action Plan</p> <p>Report to R&E board 4th July</p> <p>R&E Strategy- (MH for electronic copy)</p> <p>Agenda and initial documents for discussion</p>  <p>Research Practice Partnership Update.d</p>  <p>RPP Notes Session 3 22.11.17.docx</p>  <p>SLA RPP v2.docx</p>  <p>Central South Consortium Research</p>  <p>Copy of RPP Project Plan.xlsx</p>  <p>How to carry out a learning walk.docx</p>  <p>Joseph Kuck.docx</p> <p>Blog by Alec Clark: Mission Impossible – Will you accept the challenge?</p>	

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Review opportunities to share learning within CSWC conference	Further opportunities to share results of local research in schools across the region have been established including symposium.	Agenda for Symposium Symposium presentation materials Case Studies	
5.1d Develop the work of the CA as researcher to review impact of strategic support across schools	CAs have greater knowledge and understanding of the context of the strategic leadership courses and are therefore more effective at identifying & brokering support for leadership.	R&E Report – strategic headship. Materials from Anna Brychan.  Prospectus Sept 2017 final 17.08.17 R Pages 8 – 15 contain the leadership programmes in the prospectus Strand evaluation report (Leadership)	

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Improvement Priority:		5.2: Developing the use of data	
Key action	Impact	Evidence	Overall Judgement on progress
5.2a Consult with local authorities and schools to provide an agreed data collection calendar in order to reduce duplication and create efficiencies	Calendar shared on Cronfa with local authorities. Schools are aware in advance of data requirements and so can plan.	https://www.cscjcs-cronfa.co.uk/repository/resource/f5c5348f-aa5d-4eb0-be19-88d7ec8f3893/en <u>Data Commentaries</u>	
5.2b Consider the case for a pupil level database working with other consortia	Despite significant work, a doubling of the estimated costs prevented this project progressing.		
5.2c Develop the use of data commentaries and strategic use of data to drive improvement and evaluate.	Standardised data commentaries produced for all LAs and CSC and these reports used to as the source information for other reporting requirements both within and across the organisation. More efficient completion of SER, VfM, Scrutiny reports by all relevant officers within CSC with all staff able to access latest versions of data and reports.	Provisional Data Grids completed and uploaded to Cronfa. Provisional Trend Slides uploaded to Cronfa (Master Chart PowerPoint Presentation) Draft Provisional Data commentaries produced for all	

		<p>5 LAs and CSC.</p> <p>Provisional commentaries completed for 5 LAs and CSC. Provisional KS4 data currently being added to these.</p> <p>Example scrutiny report:</p>  <p>CSC Merthyr Scrutiny report Octob</p>	
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Improvement Priority:	5.3: Good Governance		
Key action	Impact	Evidence	Overall Judgement on progress
5.3a Improve engagement with scrutiny including, common format of scrutiny reports across region	Processes developed to ensure consistency of reporting across all Scrutiny Committees.	Scrutiny template	
5.3a Shared calendar of scrutiny events	Schedule of meetings established. Joint Committee approval in December 2017. Included within forward planner to enable workload planning.	Joint Committee Scrutiny Report Dec 2017	
5.3b Contribute to national induction programme for new elected members	WLGA have agreed for CSC to deliver module as part of the induction programme for newly elected members. Dates set to provide briefings in each LA.	Training Materials Registers Summary of Evaluations	
5.3c Review governance and further develop the role of Strategy Group in leadership of school led delivery models and increasingly efficient governance	Explored with headteachers and Directors through discussion and a joint workshop. Delayed whilst national model is reviewed.	Governance Statement 15/16# National Model Revised National Model	
5.3d Review core costs	5% efficiency savings achieved. Balanced budget achieved in 2018-2019. Outturn realised opportunity to earmark reserve funding to support the move to alternative accommodation.	Budget reports and business plan to directors (10 th November) Treasury reports to JC	

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5.3d Review accommodation needs	Move to Valley Innovation Centre to realise additional savings to core budget to support school improvement initiatives.	Accommodation report to directors (10 th November)	
5.3d Review IT needs and implement	<p>Significant work completed including Cronfa development desktop replacement, plan for office 365 and development of digital strategy. (Joint Committee March 2018).</p> <p>Improved agility of staff to work across the region. Further work required to improve access to drives (Cloud).</p>	<p>Meeting notes</p> <p>High level information strategy</p> <p>WG presentation</p> <p>Hardware review/outline</p> <p>Digital Strategy</p> <p>ICT SLA</p>	

Improvement Priority:	5.4: Clear and consistent communication and stakeholder management		
Key action	Impact	Evidence	Overall Judgement on progress
5.4a Review stakeholder engagement with a view to targeted effective engagement plan owned across the organisation.	Strategy completed and shared with SLT and Directors. Dashboard developed and shared with Directors.	<p>Strategy and comms dashboard.</p>   <p>CSC Communications Strategy 2017.docx Directors Comms Dashboard Septembe</p> <p>Analytics Evidence</p>	
5.4b Work with Chief Executives and Directors to review services beyond the reach of the consortium as part of regional working review	No impact at this stage. Impact to be realised in 2018-2019 following national review of regional working. This section of the plan has been included within 2018-2019 business plan. (EO4)	Report to Chief Executives / Directors	

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<p>5.4c Develop communication about the use of the research and evaluation</p>	<p>Regular comms in place. Systematic evaluation in place linked to policy logic model. Strand leads shared understanding or evaluation/evidence required for Vfm.</p>	<p> Staff poster - Oct 2017.pdf</p> <p> Info Booklet - Oct 2017.pdf</p> <p>Blog post: http://www.blog-cscjes.org.uk/index.php/en/2017/12/21/the-role-of-research-in-the-self-improving-school-system/</p> <p>Blog post from Alec Clark – Mission Impossible</p> <p>Example social media posts with animation:</p> <p>https://twitter.com/CSCJES/status/943497551243829250</p> <p>https://twitter.com/CSCJES/status/943492570390454274</p> <p>Strand Reports (R&E)</p>	
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CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

14TH JUNE 2018

CENTRAL SOUTH EDUCATION CONSORTIUM GRANTS

REPORT FOR THE DIRECTORS OF EDUCATION

Author: Louise Blatchford, Senior Lead Business and Operations

1. PURPOSE OF REPORT

- 1.1 To provide Members with an update on the grants to be received by the Consortium in 2017/18 and 2018/19, for which notifications have been received, and the methods of allocation of each.

2. RECOMMENDATIONS

Directors to recommend the following to the Joint Committee;

- 2.1 Approve the distribution of grants as detailed in section 4&5 of this report.

BACKGROUND

- 2.2 As host authority Rhondda Cynon Taf will act as 'banker authority', and under the terms of the grant agreements will be responsible for accepting the terms and conditions of grant and putting in place arrangements to distribute the funding, as determined by the Joint Committee, within the Consortium.

3. METHOD OF APPORTIONMENT

- 3.1 The method of apportionment of each grant will vary depending on its nature, its intended recipients, its purposes and the associated terms and conditions.
- 3.2 For each grant the following process shall be adopted:

- The Consortium shall prepare a proposed method of distribution taking into account all relevant criteria.
 - The Director of Education (or equivalent) of each authority shall approve the basis of apportionment at the Executive Board of the Central South Joint Education Service. This will ensure appropriate and effective use of grant funding to target school improvement equitably across each of the five authorities areas
 - A report detailing the basis and reasons for the method adopted shall be presented to the Joint Committee for approval.
- 3.3 This report presents details of 2017/18 and 2018/19 grants to the Joint Committee.

4. **2017/18 GRANTS**

Grant approval letters have been received detailing the grants coming into the Consortium. The Directors have agreed to maintain the LA disaggregation of the funding and to apply a common formula for the delegation of the LA funding to schools.

4.1 Contract for the Delivery of the National Professional Qualification for Headship (NPQH)

The total of the contract award of funding is £150,000 and covers the Academic year 2017/18.

4.1.1 The objectives of the contract are to:

- Deliver the NPQH programme for 2017/18 including the application process, mentoring, rolling update of the ILR, assessment centre and 4 development days;
- Ensure that appropriate resources, including staff resources, are put in place and made available to fully and adequately deliver the NPQH in accordance with agreed timelines;
- Ensure that the consortium contract manager attends all meetings with the Welsh Government as appropriate;
- Ensure that any emergent risks or issues are reported to the Welsh Government in a timely manner including details of changes to cohort numbers or proposed changes to the programme;
- Meet the requirements of Welsh Government confidentiality policy/agreements as applicable;
- Consortia to retain all documentation, information and evidence for all activities relating to the NPQH delivery;
- Provide Welsh Government with documents, information and reports which may reasonably be required from time to time;

4.2 Revised Award of Funding Raising School Standards 2017/18

The total of this award of funding is £517,201, taking the total grant in 2017/18 to £2,879,411.

The increase in funding forms part of the regional school improvement element and is to support (i) Future Leadership programme (£479,701) and (ii) Mentoring & Network Support Programme (£37,500)

4.2.1 The purpose of the funding is to enable CSC to:-

Future Leadership

- To develop the next generation of head teachers and ensure that they are supported and well prepared for the crucial role of headship, are offered a sustained professional development programme to support them in post;
- Develop further the skills, expertise and knowledge of the regions existing cadre of successful leaders to enable them to offer wider system leadership as we move towards a school-led system and new school organisation models such as federations;
- Provide a coherent development along the professional learning pathway from ITE to executive head teacher; including developing coaches and mentors;
- The leadership pathway will help to ensure that all practitioners will have access to development opportunities throughout their career.

Mentoring and Network Support Programme

- Development of coaching and mentoring support for newly appointed and acting head teachers; and
- Support the development of networks to support and develop newly appointed and acting head teachers.

The table below identifies the apportionment of funding for 2017/18.

	Delegated £	Retained £	Total £	Comments
Future Leadership		479,701	479,701	CSC Leadership Programme, Staff Salaries to include Senior Lead Strategy, Leadership & Workforce Reform, APL's, Project Support Leadership & Governance and Governor Support
Mentoring & Network Support	37,500		37,500	To be delegated to schools at a rate of £1,000 per new Headteacher and Acting Headteacher in their first year of a substantive role
Total	37,500	479,701	517,201	

4.3 Revised award of funding Pupil Development Grant 2017/18

The total of this award of funding is £50,000, taking the total grant in 2017/18 to £30,517,400.

In March the Cabinet Secretary for Education set out new grant arrangements, and asked that the Education Directorate explore strengthening the expertise in Consortia and the levels of support available to schools to help meet the needs of these learners, ensuring a dedicated resource within each consortium with specific responsibility for supporting e-FSM learners in schools.

The regional e-FSM strategic leads should have a strategic impact, providing robust, constructive challenge and high quality support to enable head teachers and governing bodies to improve the attainment of these learners. Specific responsibilities would include:

- providing a strategic approach to improve attainment for disadvantaged learners ensuring effective collaboration across education services;
- taking lead responsibility within the consortia to support the needs of head teachers;
- working as part of a wider team sharing expertise; generating ideas; and developing innovative approaches;
- raising awareness of and actively engaging in research;

- assisting head teachers within the consortia, providing challenge; external perspective and support to raise attainment of disadvantaged learners;
- supporting head teachers in their work to review and evaluate the impact of the support provided to disadvantaged learners. Including encouraging school-to-school and cluster reviews, and
- leading the management arrangements to support secondary schools in delivering an aspirational target of at least 60% of PDG being invested at Key Stage 3, to address barriers to learning as they are identified.

4.6 Revised award of funding Pioneer Schools Network, Professional Learning & Curriculum and Design 2017/18 – email dated 20th March 2018

An email from Welsh Government dated 20th March, indicated an extension to the award of funding letter of £19,464.80, bringing the total grant available to £2,080,714.80. CSC have been requested to accept the email as official notification due to the timescales involved and therefore no separate award will be issued by Welsh Government.

The grant funding has been earmarked for identified schools within CSC to fund increased capacity in AoLE Groups for the period September 17 – March 18.

Regional consortia Successful Futures leads, in discussion with the Welsh Government, agreed which schools were to provide additional capacity when required by specific AoLEs. The following funding options were available:

Full engagement

£5,000 for the spring term (2018). This will enable the additional practitioner to fully participate in the work of the AoLE .

Workshop only

£2,500 for the spring term 2018 (this includes T&S) for those practitioners who only attend the AoLE workshops and undertake some pre reading work.

The table below identifies the schools to receive the additional funding and the area of the curriculum that the AoLE will support.

Additional capacity January – March 2018				
Name of school	Region	AoLE	Funding arrangement Jan – March 18	Total
Cardinal Newman RC Comp	CSC	Science	Full	£5,000
Cardiff High School	CSC	Science	Workshop only	£2,500
Tai Centre	CSC	Humanities	Full	£5,000
Y Pant	CSC	Humanities	Full	£5,000
Total Funding				£17,500
Additional capacity Autumn term 2017				
Name of school	Region	AoLE	Funding arrangement Jan – March 18	Total
Cardinal Newman RC Comp	CSC	Science	Release and expenses costs	£572.80
Cardiff High School	CSC	Science	Release and expenses costs	£1,392
Total Funding				£1,965

5. 2018/19 GRANTS

Grant approval letters have been received detailing the grants coming into the Consortium. The Directors have agreed to maintain the LA disaggregation of the funding and to apply a common formula for the delegation of the LA funding to schools.

5.1 Regional Consortia School Improvement Grant 2018/19 – award dated 12th March 2018

The total of this award of funding is £42,193,278 over the period 1st April 2018 – 31st March 2019. A subsequent variation of this award will be made in August 2018 for the period 1st April 2019 to 31st August 2019.

The award incorporates a number of previously stand alone grants namely Raising Schools Standards, Pioneer Schools Network Development and LiDW, together with an allocation for in year flexibilities for individual regional projects agreed with Welsh Government and to be utilised during the Summer Term 2018.

The Core element of the grant is subject to Local Authority match funding of £2,989,022, which represents a cut of 2.35% on the 2017/18 level and requires and assurance by consortia to maintain a minimum delegation rate of 80%.

The Purpose of this funding is to support the regional consortium and the related authorities within the consortium in delivering Welsh Government aspirations and priorities for schools and education outlined within Ambitious and Learning from the national strategy, Prosperity for All, and the plan of action for education, Education in Wales:

Funding will support the CSC to deliver against Welsh Government national priorities for education, at the centre of which is a transformational curriculum and a focus on four key enabling objectives which will support;

- Developing and delivering a high quality education profession;
- Inspirational leaders working collaboratively to raise standards;
- Strong and inclusive schools committed to excellence, equity and well-being;
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The outcomes will be supported by a range of measures and key performance indicators, as outlined in the consortium business plan (the Application). The application will form part of the Draft Education Outcomes Framework at Annex 1A, which both parties will agree.

The Funding will be organised around the following pre-requisites and requirements:

Policy requirements and expectations

The expectations for each policy area will be agreed at the first regular meeting with Welsh Government and will be subject to review on a regular cycle thereafter on a mutually agreed reporting format with frequency of the cycle to be agreed.

Sustainability and citizen-focused

Initiatives supported by the grant must be sustainable, learner focused, and in line with the Well-being of Future Generations Act.

National Model for Regional Working

The expectations set out in the National Model for Regional Working guidance remain the same and should continue to be followed. The national model governance structures will also be used to monitor progress, including wherever appropriate to evidence the Funding requirements.

Joint consortia working

In line with the expectations set out in the National Model for Regional Working there is a requirement to work with regional consortia across Wales to maximise opportunities for sharing good practice and learning across all Education in Wales objectives, and especially those newer in development, such as wellbeing.

Supporting a self-improving system

Where appropriate, Consortia will facilitate, schools, Foundation Phase providers and PRUs' consideration of cluster models, and collaboration across the four consortia regions when determining the most effective use of the Funding to support the delivery of improved outcomes for learners

Equity of approach

Consortia must be able to demonstrate equity of approach across the consortium and its related authorities in delegating the Funding to schools.

Cluster working

Where appropriate consideration should be given to the facilitation of cluster models for schools, Foundation Phase providers and PRUs when determining the most effective use of funding in the support and delivery of improved outcomes for learners.

Challenge Advisers and School Development Plans

Consortia challenge advisers will provide support and challenge to schools to ensure their school development plans appropriately reflect their improvement journey and local priorities.

Grant Distribution

A detailed breakdown of the apportionment of the funding will be reported at a later date subject to Welsh Government acceptance and approval of the CSC Business Plan. The proposals for the core element of the EIG contained within the Business Plan 2018/19 are detailed in the table below.

Education Improvement Grant	Proposed Budget 2018 - 2019 £
Centrally retained funding including literacy and numeracy support, Welsh in Education and Foundation Phase provision	2,792,919
Funding held to support vulnerable schools	273,729
School improvement groups	404,625
Funding for specific school improvement initiatives (according to need)	556,032
Delegated to local authorities for non maintained settings	342,214
Delegated to local authorities for administration of grant	67,024
Delegated to schools	34,158,263
TOTAL GRANT (INCLUDING MATCH FUNDING)	38,594,797

5.2 Pupil Development Grant – Invitation Letter

For information purposes an invitation letter for funding to the value of £31,405,050 has been received for the period 1st April 2018 – 31st March 2019. As part of the terms and conditions CSC will submit a support plan to Welsh Government for approval, upon which an award of funding will be issued and reported to Directors and Joint Committee at a later date.

From April 2018, the PDG will continue to be allocated to support;

- learners who are eligible for free school meals and who are educated in maintained schools;
- eligible learners who are singly-registered in pupil referral units (PRUs) and education other than at school (EOTAS);
- eligible learners in early years settings where the Foundation Phase is delivered ; and
- children looked after (CLA), and former LAC who have been adopted from care or who are subject to a special guardianship or residence order aged 3-15;
- Regional Strategic Adviser for PDG;

In addition the PDG will:

- be increased for the Early Years (EY) PDG from £600 to £700;
- provide a minimum allocation for all schools equivalent to one learner (£1,150);
- be based on a simplified EYPDG formula for schools;
- have an expanded definition – to provide schools with the
- flexibility to support learners who have been e-FSM in the previous two years;
- have guaranteed allocation levels for the next two financial years; and
- use 2016 school census data for allocating funding.

It should be noted that the data set applied by Welsh Government in the calculation of the 2018/19 PDG grant is PLASC 2016 data. The PLASC data from 2017 showed a drop in the overall percentage of eFSM learners and therefore Welsh Government considered there to be an overall benefit to the education system in using PLASC data from 2016 as opposed to the latest verified data available.

In addition, Welsh Government recognised there would be a number of small schools that would not have had any eFSM learners in 2016 and therefore all schools will receive a minimum allocation equivalent to one learner (£1,150)

To support schools in achieving the aims of the national mission and to support the most disadvantaged learners, the definition for eligible expenditure has been revised providing flexibility to support identified

learners and provide a more formal foundation for those leaders already adopting this approach.

The expanded definition is:

‘The PDG should be used to support the needs of all children who are or have been eFSM in the previous two years or are looked after. The PDG is intended to provide support to disadvantaged learners to overcome the additional barriers that prevent those from disadvantaged backgrounds achieving their full potential.’

In light of Welsh Government assurances provided previously by the Cabinet Secretary, PDG will remain for the duration of the Assembly term and allocation levels have been guaranteed for 2018-19 and 2019-20. This commitment will enable schools to continue to make sustainable, long-term decisions on investment that help identify and address barriers to learning.

The table below provides details of the revised funding levels according to category and age of pupils:-

Category/Age Range	Level of funding per pupil
	£
PDG Pupils aged 5-15	1,150
EYPDG Pupils aged 3-4	700
EOTAS Pupils aged 5-15	1,150
EOTAS Pupils aged 3-4 to include Non maintained settings	700
PDG LAC Pupils aged 3-15	1,150

Allocations

CSC’s allocation based on PLASC data for 2016 for 2018-2019 and 2019-2020 to support these learners will be:

	Number of eligible learners	Allocation £
Learners eligible for free school meals (e-FSM)	22,422	25,785,300
Learners in early years settings (EYPDG)	5,173	3,621,100
Learners eligible for FSM in PRUs and EOTAS	194	223,100
Looked after children aged 3-15	1,457	1,675,550
	29,246	31,305,050

For 2018/19 the apportionment of funding is as follows:-

	PDG CLA Regional Strategic Adviser PDG	Delegated Directly to Schools	Centrally Retained LA Level for EOTAS and Non maintained settings	Total
	£	£	£	£
Bridgend		4,291,250	7,700	4,298,950
Cardiff		11,693,900	169,500	11,863,400
Merthyr Tydfil		1,978,600	26,100	2,004,700
RCT		8,469,700	57,650	8,527,350
Vale of Glam.		2,911,050	24,050	2,935,100
CSC	100,000			100,000
To be Allocated	1,675,550*			1,675,550
TOTAL	1,775,550	29,344,500	285,000	31,405,050

*The distribution of the £1150 per LAC pupil will be determined at a later date.

New Schools

The Welsh Government acknowledges new schools will come on stream after the data collection period. There is an expectation on the Consortium to continue to manage funding of schools that are closing; amalgamating or new in a strategic and planned manner.

Having undertaken strategic planning if, in exceptional circumstances, CSC identifies a shortfall a business case may be submitted to Welsh Government requesting additional support for previously unidentified eFSM learners. In accordance with the terms and conditions, this will be submitted as part of the support plan submission each year in readiness for the new academic year.

The short business case will outline the:

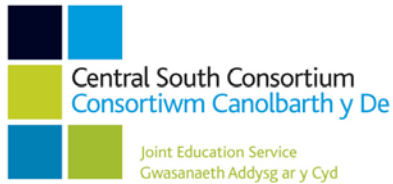
context and specific details of the identified shortfall;

consideration undertaken by the consortia of other options to address any shortfall, including but not limited to the redistribution of allocations no longer required by schools that are due to or have closed;

amount of additional funding requested and the rationale for this (including number of eFSM learners and data source); and

risks associated with the requested additional funding not being approved.

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**CENTRAL SOUTH CONSORTIUM
REPORT FOR JOINT COMMITTEE**

14TH JUNE 2018

JOINT EDUCATION SERVICE

REPORT OF THE TREASURER – 2017/18 YEAR-END POSITION

**Author: Paul Griffiths, Service Director–Performance and Improvement
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1. PURPOSE OF REPORT

- 1.1 To provide Members with the Central South Consortium draft Statement of Accounts for 2017/18 (that incorporates the 2017/18 Annual Governance Statement) along with the draft outturn position for the year.
- 1.2 To seek Joint Committee's approval of the 2017/18 Annual Governance Statement for the Central South Consortium.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note the draft Statement of Accounts for the Central South Consortium for the year-ending 31st March 2018 (Appendix 1) and the draft outturn position for the year (paragraph 4.8 of the report – Table 2).
- 2.2 Approve the draft 2017/18 Annual Governance Statement (as incorporated within the draft 2017/18 Statement of Accounts).
- 2.3 Note the position regarding all member local authorities endorsing the approach to the funding of redundancy costs, as approved at the 15th March 2018 Joint Committee meeting (paragraph 4.10).

3. EARMARKED RESERVES

- 3.1 Members will be aware that at the Joint Committee meeting on the 4th July 2017 an earmark reserve amounting to £44k was approved to support the delivery of school improvement activities during the 2017/18 financial year. As at 31st March 2018, this earmark reserve had been fully spent.
- 3.2 In addition, at the 15th March 2018 Joint Committee meeting Members approved a proposal to create an earmark reserve of £130k to support the remodelling of the service over the medium term; this earmark reserve funding has been included within the Central South Consortium's draft Statement of Accounts for 2017/18.

4. STATEMENT OF ACCOUNTS 2017/18

- 4.1 The draft 2017/18 Statement of Accounts for the Central South Consortium is attached at Appendix 1 and requires certification by the Treasurer of the Joint Committee (i.e. Rhondda Cynon Taf County Borough Council's Section 151 Officer).
- 4.2 There is a laid down statutory timeframe for the certification process as well as for the approval of the audited Statement of Accounts. These are as follows for the 2017/18 financial year:
- The draft Statement of Accounts to be certified by the Treasurer of the Joint Committee by 30th June following financial year-end; and
 - The audited Statement of Accounts to be approved by the Joint Committee by 30th September following financial year-end.
- 4.3 For Members information, up dated legislation became effective as from 31st March 2018 in the form of the Accounts and Audit (Wales) Regulations (as amended) that require local authorities in Wales to produce and publish Statements of Accounts earlier from financial year 2018/19. The revised timescales are set out in Table 1.

Table 1 – revised timescales for the production and publication of Welsh local authority Statement of Accounts

Financial Year	Draft Statement of Accounts certification	Audited Statement of Accounts publication
2017/18	30 th June	30 th September
2018/19	15 th June	15 th September
2019/20	15 th June	15 th September
2020/21	31 st May	31 st July

- 4.4 In line with the information included in Table 1, I can confirm that arrangements are in place for the draft 2017/18 Statement of Accounts to be certified by myself in advance of the 30th June 2018, subject to the Joint

Committee approving the 2017/18 Annual Governance Statement, and that arrangements are also being made, through the proposed calendar of Joint Committee meetings for the 2018/19 Municipal Year, for the audited 2017/18 Statement of Accounts to be approved prior to 30th September 2018. Looking ahead, I consider the Consortium to be well placed to meet the earlier timescales, as set out above, for the production and publication of Statement of Accounts in future years.

- 4.5 The draft Statement of Accounts, at Appendix 1, also incorporates the draft 2017/18 Annual Governance Statement. This document has been compiled in accordance with the 'Delivering Good Governance in Local Government: Framework 2016' and has been subject to review and challenge by the Consortium's Senior Management Team.
- 4.6 Based on the review process undertaken, it is considered that the Consortium's governance arrangements during 2017/18 were fit for purpose and publicly demonstrated how they contributed to the delivery of better outcomes for the region as set out in the Business Plan. This overall conclusion was supported by:
- An open approach to engaging with stakeholders, planning and delivering services, and reporting and scrutiny of the Central South Consortium's performance;
 - Clear arrangements for decision making that were supported by robust service management and financial management arrangements;
 - The reporting of understandable priorities and ambition, as set out in the Central South Consortium's Business Plan, with progress reports demonstrating improvement in outcomes and performance at the same time as maintaining financial stability;
 - Sound arrangements to support elected Councillors and Officers in the effective discharge of their responsibilities and also in maintaining high standards of conduct when undertaking business on behalf of the Central South Consortium;
 - Processes in place to update governance related documents, such as the 'Anti-fraud, Bribery and Corruption Strategy' and 'Whistle-blowing' arrangements, raise awareness of these documents and also publicly reporting on performance in such areas;
 - Developing medium term financial planning arrangements that can be built upon further in 2018/19; and
 - The Central South Consortium having a track record of implementing Annual Governance Statement recommendations in previous years.

- 4.7 With the above information in mind, the Joint Committee is requested to review and if deemed appropriate approve the draft 2017/18 Annual Governance Statement.
- 4.8 In addition to the draft Statement of Accounts, the draft 2017/18 outturn position for the Consortium is a £7k underspend that is proposed to be allocated to the General Fund balance (taking the General Fund balance from £129k as at 1st April 2017 to £136k as at 31st March 2018). A summary of the draft 2017/18 outturn position is set out in Table 2.

Table 2 – draft 2017/18 outturn position

	2017/18 £'000
Controllable Expenditure	
Employees	6,955
Premises	517
Transport	51
Supplies & Services	75,696
Third Party Payments	348
Support Services	118
	83,685
Controllable Income	
Local Authority Contributions	(3,986)
Grants & Other Income	(79,834)
	(83,820)
Net Expenditure	(135)
Less Interest Receivable	(2)
Transfer to Earmarked Reserves	130
Net (Surplus) / Deficit After Transfer of Earmark Reserves	(7)
General Fund Balances at 01/04/17	(129)
General Fund Balances at 31/03/18	(136)

Summary of Redundancy Payments	£'000
Brought Forward Balance at 1 st April 2017 (comprises long term debtor balance of £837k and short term debtor balance of £100k)	937
In Year Costs	162
Contribution Made In-Year	(162)
2017/18 Contribution from Revenue Budget	(100)
Remaining Balance to be Funded at 31 st March 2018 (comprises long term debtor balance of £737k and short term debtor balance of £100k) ¹	837

4.9 Members will note that the outturn position includes redundancy costs of £162k (within the 'Employees Controllable Expenditure' line) that supported agreed changes to the structure of the service and were funded from in-year revenue resources.

4.10 Following on, the total balance of outstanding redundancy costs from restructuring exercises in previous years amounts to £837k as at 31st March 2018 (£737k as at 31st March 2019 further to taking into account the £100k contribution from the Central South Consortium's 2018/19 revenue budget). Members will recall that at the Joint Committee meeting held on the 15th March 2018², an alternative approach to funding redundancy costs was approved, to take effect from the 2019/20 financial year, and as part of the approval the Host Authority's Chief Finance Officer was instructed to liaise with member local authorities to agree this approach. I can confirm that all member local authorities have endorsed the approach and arrangements will be made for this to be incorporated into the Consortium's 2019/20 draft revenue budget when reported to the December 2018 Joint Committee meeting.

¹ Remaining balance to fund – the Consortium's 2018/19 revenue budget includes a £100k budget to contribute to the repayment of the outstanding balance for the 2018/19 financial year. Paragraph 4.10 of this report sets out the arrangements for financial year 2019/20 onwards.

² 15th March 2018 Joint Committee – the Joint Committee approved that the balance of outstanding redundancy costs and also future redundancy costs, should they arise, be funded by member local authorities as part of their medium term financial planning arrangements from financial year 2019/20 onwards.

LOCAL GOVERNMENT ACT 1972
AS AMENDED BY
THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985
RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL
CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

14th June 2018

Report of the Joint Committee

Author: Paul Griffiths, Service Director – Performance and Improvement

Item 12 REPORT OF THE TREASURER – 2017/18 YEAR-END POSITION

List of background papers

Appendix 1 – Central South Consortium Draft Statement of Accounts 2017/18

Officer to Contact :

Paul Griffiths

Tel no. 01443 680609

**CENTRAL SOUTH
CONSORTIUM
JOINT EDUCATION SERVICE
JOINT COMMITTEE**

**DRAFT – SUBJECT TO AUDIT
STATEMENT OF ACCOUNTS**

2017/18

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Narrative Report

1. Introduction

The Central South Consortium Joint Education Service was established on 1st September 2012 to provide a range of school improvement services operating on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan.

This region is the most populous in Wales. It includes 396 schools and serves 146,928¹ learners - a third of the country's school-age children. The region is home to the highest number and the largest proportion of children living in poverty; it is also home to the capital city and the economic, financial and creative industries of Wales.

The Consortium is managed and administered by the Central South Consortium Joint Committee, under powers conferred by the Local Government (Wales) Act 1994. The Joint Committee is made up of five members, one from each Local Authority. Rhondda Cynon Taf CBC became the Host Authority upon formation of the Joint Committee.

The accounts for 2017/18 have been prepared in accordance with:

- The Code of Practice on Local Authority Accounting in the United Kingdom 2017/18 based on International Financial Reporting Standards (IFRS); and
- The Accounts and Audit (Wales) Regulations 2014 (as amended).

The accounts set out on pages 15 to 43 comply with the above.

2. Business Plan 2017-2020

The Consortium's role is to challenge and support schools in their work to improve educational outcomes.

The local authorities (through a Joint Committee attended by the Cabinet Member for education in each authority) agree the business plan and budget for the region and hold the Consortium to account for the impact of its work.

The Consortium receives its core funding from the five local authorities and also receives funding from the Welsh Government to support specific activities in line with national priorities / initiatives.

¹ Pupil Level Annual School Census (PLASC) – January 2017

The performance of the schools in the Central South Consortium region are key to the future educational and the economic success of Wales.

How well children and young people, particularly the most vulnerable, achieve in this region significantly influences how the country and its education system are perceived within our borders and beyond.

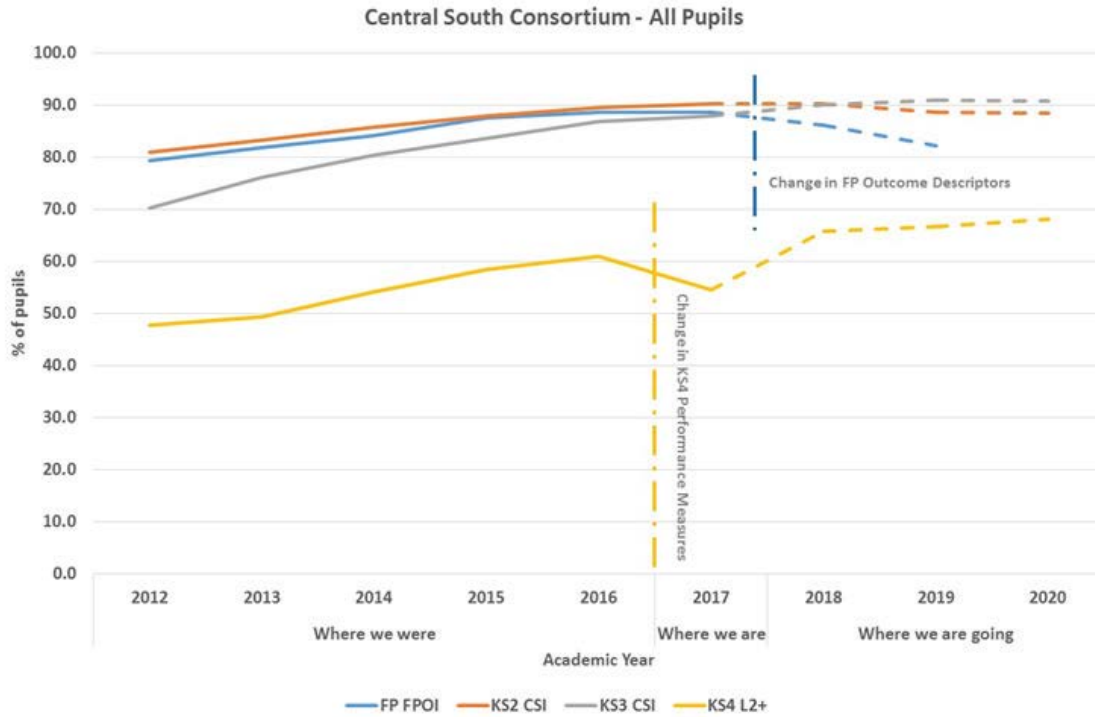
The Consortium's business plan aims to:

- Improve outcomes for vulnerable learners;
- Develop school-to-school working to deliver curriculum reform;
- Develop leadership, governance and workforce reform;
- Deliver rapid and sustainable intervention; and
- Develop effectiveness and efficiency in Central South Consortium.

Operational plans underpin each improvement objective.

The Consortium's Business Plan has been compiled in the context of reducing resources, this being consistent with the challenging economic climate facing all public sector organisations in Wales. In line with this, the 2017/18 revenue contributions received by the Consortium from the five member local authorities reduced by 5% and it is anticipated that the position of the Consortium requiring to operate in an environment of reducing resources will continue into the medium term.

There has been year-on-year improvement in nearly all performance indicators at all phases, creating a significant upward trend. However, Key Stage 4 performance in summer 2017 was lower than anticipated, even when changes to qualifications and performance indicators were taken into consideration.

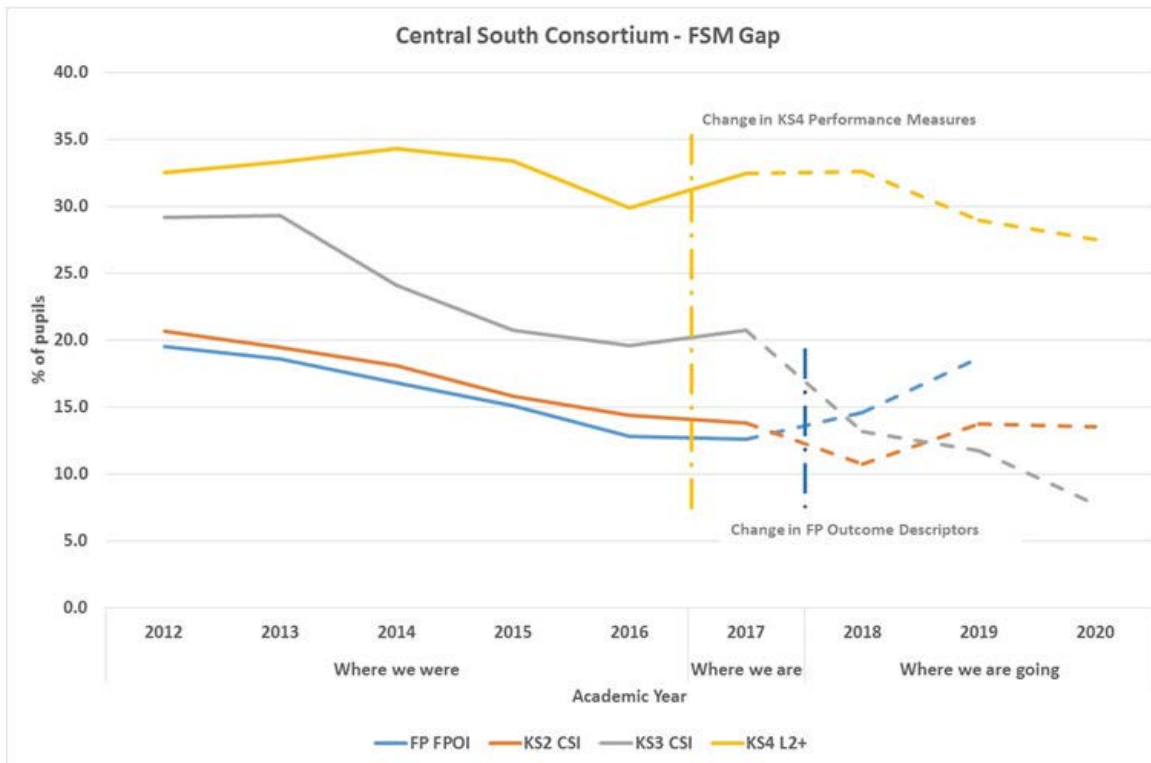
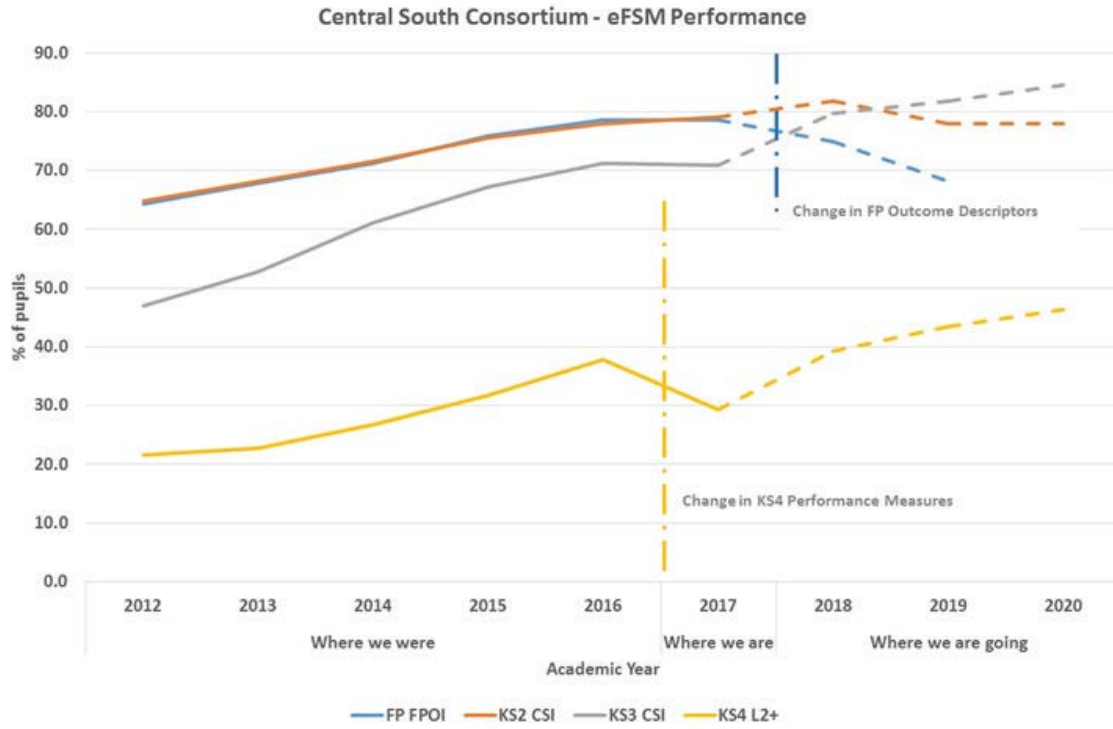


Key:

FPOI – Foundation Phase outcome indicator.

KS2, KS3 and KS4 – Key Stage 2, 3 and 4.

Whilst the performance of pupils entitled to free school meals improved year on year in most performance indicators up to the summer of 2017, the most recent performance shows a drop in outcomes in some key areas. The gap also remains too large overall.



3. Comprehensive Income and Expenditure Statement 2017/18

The Comprehensive Income and Expenditure Statement provides an analysis of the Consortium's gross revenue expenditure and income in accordance with IFRS.

The Consortium's 2017/18 revenue budget strategy underpinned the following broad objectives:

- Support the delivery of key strategic priorities particularly around the need to build teams of challenge advisors to work with all schools in the region (with more time allocated to the schools most in need);
- Provide timely data analysis to support schools' self-evaluation and improvement planning (including school categorisation judgements);
- Support and fund school-to-school improvement partnerships and broker support between schools;
- Allocate grant funding to schools in the region along with guidance and advice on how grant funding can be used to drive improvement; and
- Work with the Welsh Government to deliver its priorities in the region.

The table shows the budgeted controllable income and expenditure against the actual controllable income and expenditure for the period 1st April 2017 to 31st March 2018:

	Budget £'000	Actual £'000	Variance £'000
Expenditure			
Employees	3,496	3,463	(33)
Premises	539	494	(45)
Transport	25	25	0
Supplies & Services	311	475	164
Third Party Payments	0	0	0
Support Services	122	118	(4)
	4,493	4,575	82
Income			
Local Authority Contributions	(3,986)	(3,986)	0
Grants & Other Income	(507)	(596)	(89)
	(4,493)	(4,582)	(89)
Net Expenditure	0	(7)	(7)

The reasons for the variances between budgeted and actual expenditure and income were:

- Employees (£33k underspend) – as a result of vacancy savings within the Business Support Team and the transfer of eligible staff costs to in-

year grant funding received, for example, the Education Improvement Grant (EIG) to optimise the use of external funding;

- Premises (£45k underspend) – due to the actual costs for Non-Domestic Rates being lower than budgeted due to a revaluation of Ty Dysgu (undertaken by the Valuation Office Agency);
- Supplies & Services (£164k overspend) - due to the re-prioritising of expenditure requirements, the transfer of eligible costs to the EIG and the creation of an earmark reserve to support service remodelling over the medium term;
- Support Services (£4k underspend) – as a result of Service Level Agreements for support functions received from the Host Authority being lower than budgeted; and
- Income (actual income £89k higher than budgeted) – due to increased restaurant and conference centre income from higher than forecasted conference centre bookings along with additional income in respect of secondment of Central South Consortium staff.

In addition, the following categories of income and expenditure relating to specific grants were processed through the Central South Consortium's accounts during 2017/18:

	Actual £'000
Expenditure	
Employees	3,492
Premises	23
Transport	26
Supplies & Services	75,351
Third Party Payments	348
Support Services	0
	79,240
Income	
Grants & Other Income	(79,240)
Net Expenditure	0

As at 31st March 2018, the Central South Consortium held General Reserves of £136k. Movements on reserves are detailed within the Movement in Reserves Statement.

4. Capital Expenditure 2017/18

No capital expenditure this financial year.

5. Summary of Future Revenue Plans

The Consortium's Business Plan 2018/2019 was approved by Joint Committee on 15th March 2018 and sets out the vision, purpose and priorities it aims to deliver within an environment of reducing resources. Our ambition is, by 2020 that:

- learners sustain the best educational outcomes in Wales, rivalling parts of the UK;
- the poverty related attainment gap is reduced faster here than anywhere else in Wales; and
- the region is known and recognised for its high quality school-led professional learning and the impact it has on outcomes.

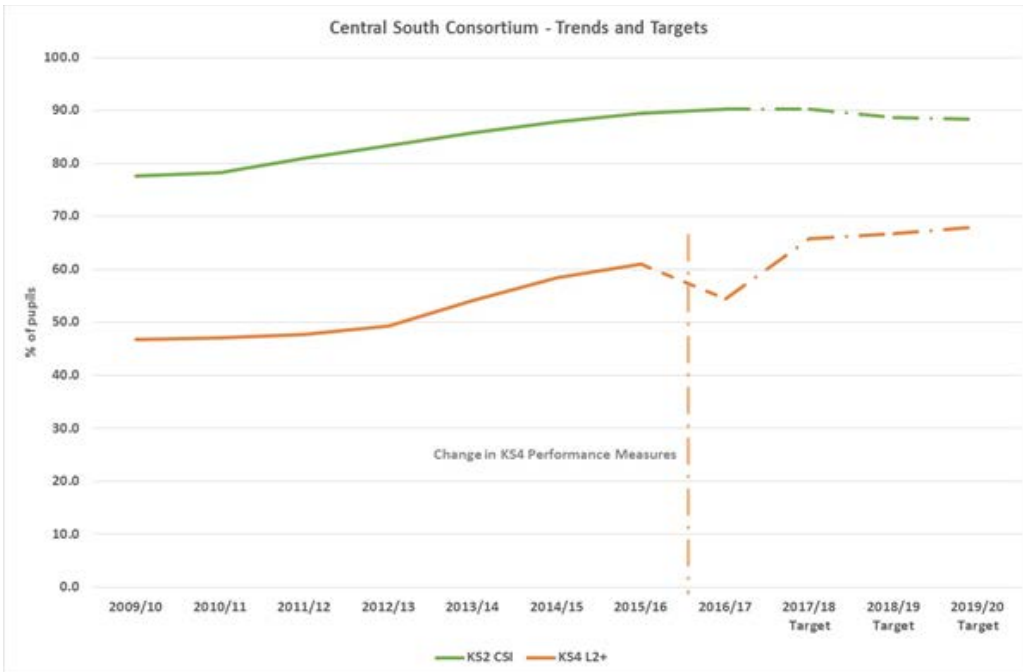
The success of our delivery plan is measured through our targets. These are based on schools' own targets incorporating benchmark measures and informed by additional challenge from the region's challenge adviser workforce.

Performance Measures

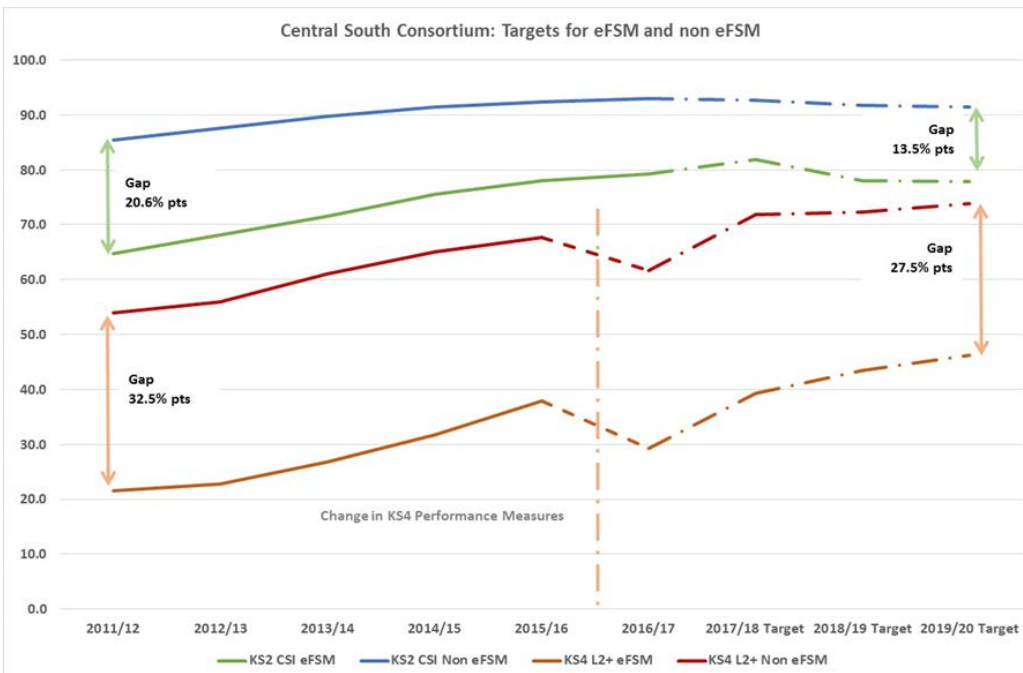
The following chart shows the projected trend in outcomes for both Key Stage 2 Core Subject Indicator² and Key Stage 4 Level 2+ indicator³ for performance up to 2019.

² Key Stage 2 Core Subject Indicator - represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), mathematics and science in combination.

³ Key Stage 4 level 2+ Indicator - a volume of qualifications at Level 2 equivalent to the volume of 5 GCSE's at grade A*-C including English or Welsh First Language and Mathematics



The following chart shows the projected trend for the performance of eFSM pupils and non-eFSM pupils for both Key Stage 2 Core Subject Indicator and KS4 Level 2+ indicator for performance up to 2020.



The priorities included within the Central South Consortium’s Business Plan need to be underpinned by robust financial management in ensuring they

are affordable, provide value for money and that their impact can be assessed.

The revenue budget is approved annually by the Joint Committee and is included within the Business Plan. Welsh Government also issue annual settlements on grant awards of funding.

A summary of the latest revenue budget is as follows (as approved by the Joint Committee on 5th December 2017):

<u>Type of Expenditure</u>	<u>Budget</u> <u>2018/19</u> <u>£'000</u>
Expenditure	
Employees	3,412
Premises	336
Transport	34
Supplies & Services	227
Support Services	120
Total Expenditure	4,129
Income	
LA Contributions	(3,906)
Ty Dysgu Income	(153)
Grants & Other Income	(70)
Total Income	(4,129)
Net Expenditure	0

6. **Pensions Assets and Liabilities**

As a result of International Accounting Standard (IAS) 19 "Employee Benefits", local authorities are required to account for pensions liabilities in respect of the cost of decisions made up to the balance sheet date. Please refer to note 16.0 to the Core Financial Statements for further details.

The effect of IAS 19 upon the reserves of the Joint Committee is as follows:

	£'000
Net Assets/(Liabilities) excluding Pensions Reserve	595
Net Assets/(Liabilities) as per Balance Sheet	(249)

7. Introduction to Accounting Statements

Statement of Responsibilities for the Statement of Accounts

This sets out the responsibilities of the Council as the administering Authority and the Group Director - Corporate and Frontline Services for the preparation of the Statement of Accounts. The Statement has to be signed and dated by the presiding member at the Joint Committee meeting at which the Accounts are approved.

Certificate of the Group Director - Corporate and Frontline Services

This is the certificate of the true and fair presentation of the accounts by the Group Director - Corporate and Frontline Services.

Movement in Reserves Statement

This statement shows the movement in the year on the different reserves held by the Joint Committee, analysed into 'usable reserves' (i.e. those that the Joint Committee may use to provide services, subject to the need to maintain a prudent level of reserves and any statutory limitations on their use) and 'unusable reserves'. The Surplus or Deficit on the Provision of Services line shows the true economic cost of providing the Joint Committee's services, more details of which are shown in the Comprehensive Income and Expenditure Statement.

Comprehensive Income and Expenditure Statement

This statement is prepared to record income and expenditure on an accruals basis. It includes items such as salaries and wages, running costs of the service and income received. The statement is based upon International Financial Reporting Standards (IFRS).

Balance Sheet

The Balance Sheet shows the value as at the Balance Sheet date of the assets and liabilities recognised by the Joint Committee. The net assets of the Joint Committee (assets less liabilities) are matched by the reserves held by the Joint Committee.

Expenditure and Funding Analysis

The Expenditure and Funding Analysis demonstrates how the funding available to the Joint Committee for the year has been used in providing services in comparison with those resources consumed or earned in accordance with generally accepted accounting practices.

Cash Flow Statement

The Cash Flow Statement shows the changes in cash and cash equivalents of the Joint Committee during the reporting period. The statement shows how the Joint Committee generates and uses cash and cash equivalents by classifying cash flows into operating and investing activities. The amount of net cash flows arising from operating activities is a key indicator of the extent to which the operations of the Joint Committee are funded from the recipients of services provided.

Statement of Accounting Policies

The purpose of this statement is to explain the basis of the figures in the accounts. It outlines the accounting policies adopted.

Annual Governance Statement

The Annual Governance Statement sets out the framework for governance and internal control for the Joint Committee to carry out its functions effectively. It outlines the main components of the framework, including the arrangements for Internal Audit and how the Consortium has complied with the various elements of the framework.

8.0 Service Restructure

Redundancy payments totalling £162k were incurred during 2017/18 (£164k incurred in 2016/17); these costs have been funded in year through the revenue account. The Joint Committee agreed to meet the balance through an annual contribution of £100k from the revenue budget until 2025/26.

At the Joint Committee held on the 15th March 2018 an alternative approach, in line with the Legal Agreement, to the funding of the balance of outstanding redundancy costs incurred in previous financial years and future redundancy costs should they arise was agreed. The host authority's Chief Finance Officer has engaged with member local authorities to agree the revised approach and will enable the annual contribution of £100k to be removed from the revenue budget as from the 2019/20 financial year.

Statement of Responsibilities for the Statement of Accounts Central South Consortium Joint Education Service

The Council's Responsibilities

The Council is required:

- To make arrangements for the proper administration of the Joint Committee's financial affairs and to secure that one of its officers has the responsibility for the administration of those affairs. In this Council, that officer is the Group Director – Corporate and Frontline Services.
- To manage its affairs to ensure economic, efficient and effective use of resources and safeguard its assets.

The Joint Committee's Responsibilities

- To approve the accounts.

Signature: _____

Date: _____

**Chair of the Central South Consortium Joint Education Service Joint
Committee**

The Group Director - Corporate and Frontline Services' Responsibilities

The Group Director is responsible for the preparation of the Statement of Accounts. In terms of the CIPFA Code of Practice on Local Authority Accounting in the United Kingdom, the Statement of Accounts is required to give a true and fair view of the financial position of the organisation at the accounting date and its income and expenditure for the period ended 31st March 2018.

In preparing the Statement of Accounts, the Group Director has:

- Selected suitable accounting policies and then applied them consistently.
- Made judgements and estimates that were reasonable and prudent.
- Complied with the Code.

The Group Director has also throughout the financial year:

- Maintained proper accounting records that were kept up to date.
- Taken reasonable steps for the prevention and detection of fraud and other irregularities.

Certificate of the Group Director – Corporate and Frontline Services as Treasurer of the Joint Committee

I certify that the statement of accounts give a true and fair view of the financial position of the Joint Committee at 31st March 2018 and its income and expenditure for the period then ended.

Signed: _____

Date: _____

Christopher D. Lee

Group Director – Corporate and Frontline Services

Bronwydd House

Porth

CF39 9DL

Movement in Reserves Statement for the Period ended 31st March 2017

	General Reserves	Earmarked Reserves	Total Usable Reserves	Total Unusable Reserves	Total Reserves
	£'000	£'000	£'000	£'000	£'000
Notes:	14.1	14.2		15.0	
Balance as at 1st April 2016	129	283	412	(566)	(154)
Movement in reserves during 2016/17					
Total comprehensive income and expenditure	(279)	0	(279)	347	68
Adjustments between accounting basis and funding basis under regulations					
Adjustments involving the Pensions Reserve:					
Reversal of items relating to retirement benefits debited or credited to the Comprehensive Income & Expenditure Statement	743	0	743	(743)	0
Employer's pensions contributions and direct payments to pensioners payable in the year	(465)	0	(465)	465	0
Adjustments primarily involving the Accumulated Absences Account:					
Amount by which officer remuneration charged to the CI&ES on an accruals basis is different from remuneration chargeable in the year in accordance with statutory requirements	18	0	18	(18)	0
Net increase or (decrease) before transfers to Earmarked Reserves	17	0	17	51	68
Transfers to or (from) Earmarked Reserves	(17)	17	0	0	0
Increase or (decrease) in the Year	0	17	17	51	68
Balance as at 31st March 2017	129	300	429	(515)	(86)

Movement in Reserves Statement for the Period ended 31st March 2018

	General Reserves	Earmarked Reserves	Total Usable Reserves	Total Unusable Reserves	Total Reserves
	£'000	£'000	£'000	£'000	£'000
Notes:	14.1	14.2		15.0	
Balance as at 1st April 2017	129	300	429	(515)	(86)
Movement in reserves during 2017/18					
Total comprehensive income and expenditure	(316)	0	(316)	651	335
Adjustments between accounting basis and funding basis under regulations					
Adjustments involving the Pensions Reserve:					
Reversal of items relating to retirement benefits debited or credited to the Comprehensive Income & Expenditure Statement	1,110	0	1,110	(1,110)	0
Employer's pensions contributions and direct payments to pensioners payable in the year	(564)	0	(564)	564	0
Adjustments primarily involving the Accumulated Absences Account:					
Amount by which officer remuneration charged to the CI&ES on an accruals basis is different from remuneration chargeable in the year in accordance with statutory requirements	4	0	4	(4)	0
Net increase or (decrease) before transfers to Earmarked Reserves	234	0	234	101	335
Transfers to or (from) Earmarked Reserves	(227)	227	0	0	0
Increase or (decrease) in the Year	7	227	234	0	0
Balance as at 31st March 2018	136	527	663	(414)	249

**Comprehensive Income and Expenditure Statement for the
Period ended 31st March 2018**

Year ended 31/03/17 £'000		Year ended 31/03/18 £'000	Note
	Expenditure		
7,076	Employees	7,509	3.0
593	Premises	517	4.0
58	Transport	51	5.0
76,894	Supplies & Services	75,499	6.0
1,139	Third Party Payments	348	
152	Support Services	118	
85,912		84,042	
	Income		
(4,076)	Local Authority Contributions	(3,886)	
(81,561)	Grants & Other Income	(79,834)	
(85,637)		(83,720)	7.0
275	Net Cost of Services	322	
0	Interest Receivable and Similar Income	(2)	22.0
1	Interest Payable and Similar Charges	0	22.0
3	Net Interest on Net Defined Liability	(4)	16.2
279	(Surplus)/Deficit on the Provision of Services	316	
(347)	Remeasurement of the Net Defined Benefit Liability	(651)	16.2
(68)	Total Comprehensive Income and Expenditure	(335)	

Expenditure & Funding Analysis Statement at 31st March 2018

	2017/18		
	Net Expenditure Chargeable to the General Fund £'000	Adjustments Between Funding and Accounting Basis £'000	Net Expenditure in the CI&ES £'000
Employees	6,955	554	7,509
Premises	517		517
Transport	51		51
Supplies & Services	75,499		75,499
Third Party Payments	348		348
Support Services	118		118
Income	(83,493)	(227)	(83,720)
Cost of Services	(5)	327	322
Other Income and Expenditure	(2)	(4)	(6)
(Surplus) or Deficit	(7)	323	316
Opening General Fund at 31 st March 2017	129	0	0
Add Surplus on General Fund in Year	7		
Closing General Fund at 31st March 2018	136		

The comparative figures for 2016-17 are shown in the following table:

Expenditure & Funding Analysis Statement at 31st March 2017

	2016/17		
	Net Expenditure Chargeable to the General Fund £'000	Adjustments Between Funding and Accounting Basis £'000	Net Expenditure in the CI&ES £'000
Employees	6,782	294	7,076
Premises	593		593
Transport	58		58
Supplies & Services	76,894		76,894
Third Party Payments	1,139		1,139
Support Services	152		152
Income	(85,619)	(18)	(85,637)
Cost of Services	(1)	276	275
Other Income and Expenditure	1	3	4
(Surplus) or Deficit	0	279	279
Opening General Fund at 31 st March 2016	129	0	0
Less Deficit on General Fund in Year	0		
Closing General Fund at 31st March 2017	129		

Balance Sheet at 31st March 2018

31/03/17		31/03/18	Note
£'000		£'000	
837	Long Term Assets		
	Debtors	737	11.0
	Current Assets		
1	Inventories	1	10.0
17,031	Debtors	23,328	12.0
17,032	Total Current Assets	23,329	
	Current Liabilities		
(17,504)	Creditors	(23,471)	13.0
(472)	Net Current Assets	(142)	
365	Total Assets Less Current Liabilities	595	
	Long-Term Liabilities		
(451)	Defined Benefit Pension Scheme Liability	(346)	16.5
(86)	Net Assets/(Liabilities)	249	
	Represented by:		
	Usable Reserves		
129	General Reserves	136	14.1
300	Earmarked Reserves	527	14.2
	Unusable Reserves		
(451)	Pensions Reserve	(346)	16.5
(64)	Short-Term Accumulating Compensated Absence Account	(68)	
(86)	Total Reserves	249	

Cash Flow Statement for the Period ended 31st March 2018

Year ended 31/03/17 £'000		Year ended 31/03/18 £'000	Note
	Operating Activities		
	Cash Outflows		
6,886	Cash Paid to and on Behalf of Employees	6,955	
87,643	Other Operating Cash Payments	70,571	
1	Interest Paid	0	
94,530	Total Cash Outflows	77,526	
	Cash Inflows		
(78,551)	Cash Received for Goods & Services	(83,795)	
0	Interest Received	(2)	
(78,551)	Total Cash Inflows	(83,797)	
15,979		(6,271)	
15,979	Net (Increase) or Decrease in Cash and Cash Equivalents	(6,271)	19.0
	Analysis of Changes in Cash and Cash Equivalents		
(21,983)	Balance as at 1 st April	(6,004)	
15,979	Net Cash (Inflows)/Outflows	(6,271)	
(6,004)	Cash Balance Owed To/(From) Host Authority	(12,275)	

All cash transactions are administered by Rhondda Cynon Taf CBC as the Central South Consortium does not operate its own bank account. The cash balance due to/from the host authority is included in creditors/debtors at 31st March.

Notes to the Core Financial Statements

1.0 Accounting Policies

The accounts have been prepared in accordance with the Code of Practice on Local Authority Accounting in the United Kingdom (the Code) 2017/18 based on International Financial Reporting Standards (IFRS).

The accounts have been prepared using historic cost basis, except for certain assets and liabilities that are measured at revalued amounts or fair values at the end of each reporting period, as explained in the accounting policies below.

1.1 Accruals of Expenditure and Income

The accounts of the Joint Committee have been prepared on an accrual of income and expenditure basis in accordance with the Code of Practice on Local Authority Accounting. This ensures activity is accounted for in the year that it takes place not when cash payments are made or received.

Revenue from the sale of goods or services is recognised when the Joint Committee transfers the significant risks and rewards of goods, or provides the services to the purchaser, and it is probable that economic benefits or service potential associated with the transaction will flow to the Joint Committee.

Supplies are recorded as expenditure when they are consumed. Where there is a gap between the date material supplies are received and their consumption, they are carried as inventories on the Balance Sheet.

Expenses in relation to services received (including services provided by employees) are recorded as expenditure when the services are received rather than when payments are made.

Interest receivable on investments and payable on borrowings is accounted for respectively as income and expenditure in the Comprehensive Income and Expenditure Statement on the basis of the effective interest rate for the relevant financial instrument rather than the cash flows determined by the contract. Statutory adjustments relating to interest are reflected in the Movement in Reserves Statement.

1.2 Cash and Cash Equivalents

All cash transactions are administered by Rhondda Cynon Taf CBC as the Central South Consortium does not operate its own bank account.

1.3 Inventories

Inventories of stock are measured at the lower of cost and net realisable value. When such inventories are sold, exchanged or distributed, the carrying amount shall be recognised as an expense when the income (if any) is recognised.

1.4 Value Added Tax (VAT)

Income and expenditure excludes any amounts related to VAT, as all VAT collected is payable to Her Majesty's Revenue and Customs and all VAT paid is recoverable from them.

1.5 Reserves

The Joint Committee sets aside specific amounts as reserves for future policy purposes or to cover contingencies. These are deemed Earmarked Reserves. Earmarked Reserves are created by appropriating amounts out of the General Reserves in the Movement in Reserves Statement. When expenditure to be financed from a reserve is incurred, it is charged to the appropriate service in that year. To ensure this is not a charge against General Reserves, the expenditure is funded via an adjustment in the Movement in Reserves Statement.

Certain reserves are kept to manage the accounting processes for retirement and employee benefits and do not represent usable resources for the Joint Committee.

1.6 Income

Income is credited to the year of account to which it relates, regardless of when that income was actually received.

1.7 Cost of Support Services

The costs of support services have been charged to the Consortium in line with agreed Service Level Agreements.

1.8 Employee Benefits

All costs relating to employee benefits are accounted for on an accruals basis.

Pensions

The Joint Committee participates in two separate pension schemes.

Staff on Teachers Terms & Conditions - This is an unfunded scheme administered by the Teachers' Pension Agency. The Agency sets

contribution rates on the basis of a notional fund. Whilst this is a defined benefit scheme, the Teachers Pensions Agency is unable to identify the Joint Committee's share of the underlying assets and liabilities and accordingly, the Joint Committee has accounted for its contributions to the scheme as if it were a defined contribution scheme.

Other employees - Rhondda Cynon Taf CBC administer a fund on behalf of employees under the Local Government Pension Scheme Regulations 1997 (as amended), under which contribution rates are set by the Fund's actuary based on triennial actuarial valuations. Under the regulations, contribution rates are set in order to lead to full funding of the overall liability of the Fund over time. The Local Government Pension Scheme is accounted for as a Defined Benefit Scheme.

- The liabilities of the Rhondda Cynon Taf Pension Fund attributable to the Joint Committee are included in the Balance Sheet on an actuarial basis using the projected unit method i.e. an assessment of the future payments that will be made in relation to retirement benefits earned to date by employees, based on assumptions about mortality rates, employee turnover rates, etc., and projections of earnings for current employees.
- Liabilities are discounted to their value at current prices, using a discount rate of 2.6% (2.6% in 2016/17).
- The Rhondda Cynon Taf Pension fund is a multi-employer scheme. The assets of the Fund are not formally allocated to any employer within the Fund and are not the legal property of any employer within the Fund. For the purpose of completing the calculations for each triennial valuation of the Fund, the actuary calculates a notional allocation of assets for each employer. The assets of the pension fund notionally attributed to the Joint Committee are included in the Balance Sheet at their fair value:

Quoted Securities	–	Current Bid Price
Unlisted Securities	–	Current Bid Price
Property	–	Market Value

- The change in the net pensions liability is analysed into the following components:
 - Current Service Cost – the increase in liabilities as a result of years of service earned this year allocated in the Comprehensive Income and Expenditure Statement to the services for which the employees worked plus administration expenses.
 - Past Service Cost – the increase in liabilities arising from current year decisions whose effect relates to years of service earned in earlier years debited to the Surplus or Deficit on the Provision of

Services in the Comprehensive Income and Expenditure Statement.

- Net Interest – interest on the present value of liabilities and interest on the net changes in those liabilities over the period, calculated using the discount rate at the start of the period, offset by interest applied to assets and the net changes in the assets over the period using the discount rate at the start of the period – represented in the Financing and Investment Income and Expenditure section of the Comprehensive Income and Expenditure Statement.
- Gains or Losses on Settlements and Curtailments – the result of actions to relieve the Council of liabilities or events that reduce the expected future service or accrual of benefits of employees – debited or credited to the Surplus or Deficit on the Provision of Services in the Comprehensive Income and Expenditure Statement.
- Actuarial Gains and Losses – changes in the net pensions liability that arise because events have not coincided with assumptions made at the last actuarial valuation or because the actuaries have updated their financial / demographic or experience assumptions – debited or credited to the Pensions Reserve.
- Contributions Paid to the Pension Fund – cash paid as employer's contributions to the Pension Fund in settlement of liabilities; not accounted for as an expense in the Comprehensive Income and Expenditure Statement.

In relation to retirement benefits, statutory provisions require the Joint Committee Fund Balance to be charged with the amount payable by the Joint Committee to the Pension Fund or directly to pensioners in the year, not the amount calculated according to the relevant accounting standards. In the Movement in Reserves Statement, this means that there are appropriations to and from the Pensions Reserve to remove the notional debits and credits for retirement benefits and replace them with the cash paid to the pension fund and pensioners and any such amounts payable but unpaid at the year-end. The negative balance that arises on the Pensions Reserve thereby measures the beneficial impact to the General Reserves of being required to account for retirement benefits on the basis of cash flows rather than as benefits are earned by employees.

Discretionary Benefits

The Joint Committee is able to make discretionary awards of retirement benefits in the event of early retirements. Any such liabilities arising are accrued in the year of decision to make the award in line with the Local Government Pension Scheme rules.

Accumulated Absences

The Joint Committee accrues for staff holidays earned but not taken at each year-end. The Welsh Government has issued regulations to mitigate the

impact of this charge. This Joint Committee has taken advantage of the regulations and charged the additional costs to the Short-Term Accumulating Compensated Absences Account in Unusable Reserves.

1.9 Government Grants and Other Contributions

Grants and other contributions relating to capital and revenue expenditure shall be accounted for on an accruals basis and recognised in the Comprehensive Income and Expenditure Statement when there is reasonable assurance that:

- the conditions for their receipt have been/will be complied with; and
- the grant or contribution will be received.

Monies advanced, where there is no reasonable assurance of the above two criteria, are held as creditors in the Balance Sheet.

Where a revenue grant has been recognised in the Comprehensive Income and Expenditure Statement but not yet used to fund expenditure, it is set aside as an Earmarked Reserve.

Where a claim has yet to be signed off by the Wales Audit Office, Balance Sheet values in relation to grants are included on an unaudited draft claim basis.

1.10 Leases

Whether a lease is a finance or operating lease depends upon the substance of the transaction rather than the legal form. Leases are reviewed at inception and classed as finance or operating by reviewing arrangements such as:

- Transfer of ownership at the end of lease contract.
- Option to purchase asset at a price lower than fair value.
- Lease term is for major part of economic life of asset.
- Present value of minimum lease payments amounts to at least substantially all of the fair value of leased asset.
- Leased assets are specialist and only the lessee can use them without major modifications.

Finance Leases

A finance lease is one which transfers substantially all the risks and rewards incidental to ownership of an asset.

Where the Joint Committee is lessee, an asset and liability is recognised at lease inception. The asset is subsequently depreciated and revalued as though it were the legal property of the Joint Committee. The liability reduces as lease payments are made.

Operating Leases

An operating lease is deemed to be any lease other than a Finance Lease.

Where the Joint Committee is lessee, lease payments are recognised as an expense in the Comprehensive Income and Expenditure Statement on a straight-line basis unless another systematic basis is more representative of the benefits received.

1.11 Events after the Balance Sheet Date

Events after the reporting period are those both favourable and unfavourable that occur between the end of the reporting period and the date when the financial statements are authorised for issue.

The financial statements are authorised for issue in accordance with the Accounts and Audit (Wales) Regulations 2014 (as amended). The Regulations state that the Statement of Accounts shall be authorised for issue when certified by the Responsible Finance Officer. Certification of unaudited accounts takes place by 30th June following financial year-end.

Regulations require the audited Statement of Accounts to be published by 30th September. The published Statement of Accounts shall reflect events after the reporting period up to the date the accounts were authorised for issue. This is the date the Responsible Finance Officer re-certifies the accounts.

Two types of events can be identified:

- a) those that provide evidence of conditions existing at the end of the reporting period (adjusting events that shall be recognised in the financial statements); and
- b) those that are indicative of conditions that arose after the reporting period (non-adjusting events that are not reflected in accounting statements but where material, disclosure is made in the Notes to the Core Financial Statements).

2.0 Assumptions Made About the Future and Other Major Sources of Estimation Uncertainty

This Statement of Accounts contains estimated figures that are based on assumptions made by the Joint Committee about the future or that are otherwise uncertain. Estimates are made taking into account historical experience, current trends and other relevant factors. However, because assets and liabilities cannot always be determined with certainty, actual results could be materially different from the assumptions and estimates. The items in the Joint Committee's Balance Sheet at 31st March 2018 for which there is a significant risk of material adjustment in the forthcoming financial year are as follows:

2.1 Pensions Liability

- Estimation of the net liability to pay pensions depends on a number of complex judgements relating to the discount rate used, the rate at which salaries are projected to increase, changes in retirement ages, mortality rates and expected returns on pension fund assets. AON Hewitt is engaged to provide the Joint Committee with advice about the assumptions to be applied.
- The effects on the net pensions liability of changes in individual assumptions can be measured, however, the assumptions interact in complex ways.

3.0 Employees Costs

2016/17 £'000	Salaries & Wages	2017/18 £'000
4,945	Advisors	4,956
915	Administration	971
344	Management	466
218	Finance Team	253
50	Catering Staff	50
41	Site Staff	41
14	Cleaning Staff	15
26	Agency	2
164	Employee Redundancy	162
35	Employee Insurance	35
30	Employee Advertising	4
6,782	Sub Total	6,955
18	Short-Term Accumulating Compensated Absences Account adjustment	4
276	IAS 19 adjustments	550
7,076	Total	7,509

4.0 Premises Costs

2016/17 £'000		2017/18 £'000
335	Rent	312
36	Repair and Maintenance	17
39	Electricity and Gas	45
11	Cleaning Materials	8
172	Rates and Water Charges	135
593	Total	517

5.0 Transport

2016/17 £'000		2017/18 £'000
58	Car Allowances	51
58	Total	51

6.0 Supplies and Services

2016/17 £'000		2017/18 £'000
341	Office Expenses	100
475	Consultants Fees	231
0	Grants & Subscriptions	0
6	Office Equipment	17
140	Computer Costs	151
28	Catering Costs	34
49	Photocopying	46
3	Subscriptions	8
51	Marketing	4
20	Audit Fees	17
3	Clothing	2
21	Telephones	20
3	Postage	2
1,058	Training	1,025
	Grants paid to local authorities & schools:	
38,202	Education Improvement Grant (EIG)	39,738
0	Raising Schools Standards Grant (RSSG)	1,681
29,439	Pupil Development Grant (PDG)	29,966
1,549	New Deal	0
0	Pioneer – Block Grant	1,926
583	GCSE	0
4,155	Schools Challenge Cymru (SCC)	0
768	Other	531
76,894	Total	75,499

7.0 Income

2016/17 £'000		2017/18 £'000
	Contributions	
(1,462)	The City of Cardiff Council	(1,400)
(1,117)	Rhondda Cynon Taf CBC	(1,060)
(635)	Bridgend CBC	(606)
(598)	Vale of Glamorgan Council	(572)
(264)	Merthyr Tydfil CBC	(248)
(4,076)	Total Contributions	(3,886)
	Other Income	
(257)	School Income	(67)
(328)	Other	(289)
(80,765)	Grants	(79,240)
(211)	Catering	(238)
(81,561)	Total Other Income	(79,834)
(85,637)	Total Income	(83,720)

7.1 Grant Income

2016/17 £'000		2017/18 £'000
	Grant Programme	
(42,143)	Education Improvement Grant (EIG)	(42,616)
(29,507)	Pupil Development Grant (PDG)	(30,517)
0	Raising Schools Standards Grant (RSSG)	(2,967)
(4,715)	Schools Challenge Cymru (SCC)	(79)
(2,125)	New Deal	0
0	Pioneers – Block Grant	(2,081)
(943)	GCSE	0
(1,332)	Other	(980)
(80,765)	Total Grant Income	(79,240)
	Allocation	
(74,696)	Paid to local authorities and schools (Note 6.0)	(73,842)
(6,069)	Retained by Central South Consortium	(5,398)
(80,765)	Total Grant Income	(79,240)

8.0 Related Party Transactions

In accordance with IAS 24, the Joint Committee has a duty to disclose any material transactions with a “related party”. This is to ensure that financial statements contain disclosures necessary to draw attention to the possibility that the reported financial position and results may have been affected by the existence of related parties and by material transactions with them.

The Joint Committee transacts with the Local Authorities and its Schools within the Consortium, distributes funding, and provides advisory and inspection services for which it receives income. During the year, material transactions with these related parties arose as follows:

2016/17		Local Authority	2017/18	
Exp. £'000	Inc. £'000		Exp. £'000	Inc. £'000
30,259	(1,609)	The City of Cardiff Council	30,426	(1,539)
19,666	(1,257)	Rhondda Cynon Taf CBC	19,232	(1,149)
10,377	(674)	Bridgend CBC	10,581	(625)
8,937	(606)	Vale of Glamorgan Council	9,403	(584)
5,167	(306)	Merthyr Tydfil CBC	4,639	(259)

Welsh Government exerts significant influence through legislation and grant funding. The main grants received are shown in Note 7.1.

All cash transactions are administered by the host authority, Rhondda Cynon Taf CBC, as the Consortium does not operate its own bank account. At 31st March 2018, the RCT owed the Consortium £12,275k relating to these cash transactions (RCT owed the Consortium £6,004k as at 31st March 2017). During 2017/18, Central South Consortium was charged £118k by Rhondda Cynon Taf CBC in respect of Central Establishment Charges (included in the table above, £116k in 2016/17).

Pension contributions are made to both the Rhondda Cynon Taf CBC Pension Fund and the Teachers' Pension Agency, in respect of Joint Committee employees. See notes 16.0 and 17.0 for further information.

Interests of elected Members of the Joint Committee are maintained in a register held by their own Local Authority. Interests of Senior Officers are monitored by the Consortium. The following transactions occurred with related parties (by virtue of elected Member interest in them) with whom the Joint Committee has had dealings:

Organisation	2016/17 £'000	2017/18 £'000
Welsh Joint Education Committee	50	0
Coleg Morgannwg	1	0
The College, Merthyr Tydfil	0	1
Cardiff University	0	70
Total	51	71

The table above does not include payments to/from the Local Authorities or schools within the Consortium, as they are included elsewhere within the notes.

9.0 Audit Fees

2016/17 £'000		2017/18 £'000
20	Fees payable to the Auditor General for Wales in respect of external audit	17

10.0 Inventories

Inventories consist of food stock in respect of the restaurant.

2016/17 £'000		2017/18 £'000
1	Balance as at 1st April	1
28	Purchases	33
(26)	Recognised as an Expense in the Year	(32)
(2)	Written Off	(1)
1	Balance as at 31st March	1

11.0 Long Term Debtors

The Joint Committee has incurred redundancy costs that are being paid off from the Local Authorities' annual contributions at £100k a year until 2025/26. A debtor has been recognised for the amount outstanding at the year-end: £737k in Long Term Debtors at 31st March 2018 (£837k at 31st March 2017) and £100k in Short Term Debtors (£100k at 31st March 2017). £100k is included in the Host Authority balance for short term debtor in relation to redundancy costs. If any additional surplus balances are identified in year this will be increased.

12.0 Short Term Debtors

31/03/17 £'000		31/03/18 £'000
6,171	Host Authority	12,275
0	Local Authorities and Schools	8
10,863	Central Government Bodies	10,985
1	Other Entities and Individuals	61
17,035		23,329
(4)	Provision for Bad Debt	(1)
17,031	Balance as at 31st March	23,328

All cash transactions are administered by Rhondda Cynon Taf CBC as the Central South Consortium does not operate its own bank account. The host authority debtor includes the 'cash' balance owed to the Consortium by Rhondda Cynon Taf CBC.

13.0 Creditors

31/03/17 £'000		31/03/18 £'000
(3)	Host Authority	0
(16,951)	Local Authorities and Schools	(22,693)
(128)	Central Government Bodies	(91)
(359)	Other	(619)
(63)	Employee Absences Accrual	(68)
(17,504)	Balance as at 31st March	(23,471)

14.0 Movement on Usable Reserves

	General Reserves £'000	Earmarked Reserves £'000	Total £'000
Balance as at 1 st April 2017	129	300	429
Increase/(Decrease)	7	227	234
Balance as at 31st March 2018	136	527	663

14.1 CSEC General Reserves

The Fund Balance is a distributable revenue reserve, which consists of the accumulated surpluses of the Consortium's operations.

	Total £'000
Balance as at 1 st April 2017	129
Increase/(Decrease) 2017/18	7
Balance as at 31st March 2018	136

14.2 Earmarked Reserves

This note sets out the amounts set aside from the General Reserves balance in earmarked reserves to provide financing for future expenditure. All earmarked reserves are deemed to be revenue reserves.

	Balance at 31/03/17 £'000	Transfers Out £'000	Transfers In £'000	Balance at 31/03/18 £'000
Revenue Grant Reserves	256	256	397	397
Funding for Specific Projects	44	44	130	130
Total	300	300	527	527

15.0 Movements on Unusable Reserves

Reserve	Pension Reserve	Short-Term Acc Comp Absence Account	Total
	£'000	£'000	£'000
Balance as at 1 st April 2017	(451)	(64)	(515)
Increase / (Decrease)	105	(4)	101
Balance as at 31st March 2018	(346)	(68)	(414)

15.1 Pension Reserve

The Pension Reserve is the balancing account to offset the inclusion of Pension Liability in the Balance Sheet as required by IAS 19 "Employee Benefits". See note 17.0 for further information.

15.2 Short-Term Accumulating Compensated Absences Account

The Short-Term Accumulating Compensated Absences Account absorbs the differences that would otherwise arise on the Consortium's Reserves from accruing for compensated absences earned but not taken in the year e.g. annual leave entitlement carried forward at 31st March 2018.

16.0 Retirement Benefits – Defined Benefit Schemes

16.1 Participation in Pension Schemes

As part of their terms and conditions, the employees of Central South Consortium are offered retirement benefits by the Joint Committee. Although these benefits will not be payable until retirement, the Joint Committee has a commitment to make these payments. The liability for these payments needs to be accounted for at the time future entitlement is earned.

The Joint Committee participates in two pension schemes:

- Teachers – Please refer to note 17.0.
- Other employees – The Local Government Pension Scheme administered by Rhondda Cynon Taf CBC. This is a funded defined benefit salary scheme, meaning that the Joint Committee and participants pay contributions into the Fund calculated at a level intended to balance the pensions liabilities with investment assets. The pension costs that are charged to the Joint Committee's accounts are defined by IAS 19 "Employee Benefits".

16.2 Transactions Relating to Post-Employment Benefits

The cost of retirement benefits is recognised in the Comprehensive Income and Expenditure Account when earned by employees, rather than when benefits are actually paid as pensions. However, the charge required to be made to the general reserves is based on the cash payable in the year. The difference is reversed out in the Movement in Reserves Statement. The following transactions have been posted in the year:

Comprehensive Income and Expenditure Account	2016/17 £'000	2017/18 £'000
Cost of Services:		
Current Service Cost	738	985
Past Service Cost	2	129
Settlements and curtailments	0	0
<i>Financing and Investment Income and Expenditure</i>		
Net Interest Expense	3	(4)
Total Post Employment Benefit Charged to the Surplus or Deficit on the Provision of Services	743	1,110
<i>Remeasurement of the Net Defined Benefit Liability Comprising:</i>		
Return on Plan Assets (Excluding the Amount included in the Net Interest Expense)	(3,484)	(530)
Actuarial (Gains) and Losses Arising on Liabilities – Demographic Assumptions	(517)	0
Actuarial (Gains) and Losses Arising on Liabilities – Financial Assumptions	4,102	448
Actuarial (Gains) and Losses Arising on Liabilities – Experience	(243)	114
	(205)	(683)
Total Post Employment Benefit Charged to the Comprehensive Income and Expenditure Statement	396	459
<i>Movement in Reserves Statement</i>		
Reversal of Net Charges Made to the Surplus or Deficit for the Provision of Services for Post Employment Benefits in Accordance with the Code	(743)	(1,110)
<i>Actual Amount Charged Against the General Fund Balance for Pensions in the Year:</i>		
Employers' Contributions Payable to Scheme	465	564

The total remeasurement of the Net Defined Benefit Liability recognised in Other Comprehensive Income and Expenditure to the 31st March 2018 is a gain of £651k (£347k gain in 2016/17).

The cumulative amount of actuarial gains and losses recognised in the Comprehensive Income and Expenditure statement to the year ending 31st March 2018 is a gain of £330k (£362k gain in 2016/17).

The figures above do not include allowance for any membership (or associated assets) relating to members who have joined the employer but have not yet exercised their option to link their past service rights to their current employment.

16.3 Reconciliation of Present Value of the Scheme Liabilities

	2016/17 £'000	2017/18 £'000
Opening balance at 1 st April	11,523	22,399
Current Service Cost	738	985
Interest Cost on Defined Obligation	631	572
Contributions by Scheme Participants	277	289
<i>Remeasurement Gains and (Losses):</i>		
Actuarial Gains and (Losses) Arising on Liabilities – Demographic Assumptions	(517)	0
Actuarial Gains and (Losses) Arising on Liabilities – Financial Assumptions	4,102	448
Actuarial Gains and (Losses) Arising on Liabilities – Experience	(243)	114
Benefits Paid	(981)	(1,096)
Past Service Costs	2	129
Net increase in liabilities from disposals/acquisitions	6,867	0
Entity combinations	0	0
Curtailments	0	0
Settlements	0	0
Carried Forward at 31st March	22,399	23,840

16.4 Reconciliation of Fair Value of the Scheme Assets

	2016/17 £'000	2017/18 £'000
Opening balance at as at 1 st April	11,003	21,948
Interest Income	628	576
<i>Remeasurement Gains and (Losses)</i>		
The Return on Plan Assets, Excluding the Amount Included in the Net Interest Expense	3,484	530
Other	0	0
Employer Contributions	465	564
Contributions by Scheme Participants	277	289
Benefits paid	(981)	(1,096)
Net increase in assets from disposals/acquisitions	7,072	683
Entity Combinations	0	0
Settlements	0	0
Carried Forward as at 31st March	21,948	23,494

The expected return on scheme assets is determined by considering the expected returns available on the assets underlying the current investment policy. Expected yields on fixed interest investments are based on gross redemption yields as at the Balance Sheet date.

Expected returns on equity investments reflect long-term real rates of return experienced in the respective markets. The actual return on scheme assets in the year was a gain of £1,106k (£4,112k gain in 2016/17).

16.5 Scheme History

	2016/17 £'000	2017/18 £'000
Present Value of Defined Obligation	(22,399)	(23,840)
Fair Value of Plan Assets	21,948	23,494
Surplus / (Deficit)	(451)	(346)

The liabilities show the underlying commitments that the Joint Committee has in the long run to pay retirement benefits. The total liability of £346k has a substantial impact on the net worth of the Joint Committee as recorded in the Balance Sheet.

However, statutory arrangements for funding the deficit mean that the financial position of the Joint Committee remains healthy. The deficit on the local government scheme will be made good by increased contributions over the remaining working life of employees, as assessed by the scheme actuary.

16.6 Local Government Pension Scheme Assets

Local Government Pension Scheme Assets investments as at 31st December 2017 (full scheme not Central South Consortium element) are comprised as follows:

	Fair Value of Scheme Assets	
	2016/17	2017/18
	£'000	£'000
UK Equities	595,905	657,668
Overseas Equities	1,459,349	1,775,137
UK Fixed Interest Gilts	259,370	274,407
UK Index Linked Gilts	0	0
UK Corporate Bonds	255,419	276,825
Overseas Government Bonds	8,326	2,735
Overseas Corporate Bonds	28,693	29,407
Property	167,239	175,043
Cash and net current assets	60,748	62,774
Total	2,835,049	3,253,996

16.7 Basis for Estimating Assets & Liabilities

The Rhondda Cynon Taf Pension Fund employs a building block approach in determining the rate of return on Fund assets. Historical markets are studied and assets with higher volatility are assumed to generate higher returns consistent with widely accepted capital market principles. The assumed rate of return on each asset class is set out within this note. The overall expected rate of return on assets is then derived by aggregating the expected return for each asset class over the actual asset allocation for the Fund as at 31st March 2018.

Liabilities have been assessed on an actuarial basis using the projected unit method, an estimate of the pensions that will be payable in future years dependent on assumptions about mortality rates, salary levels, etc. The Council Fund liabilities have been assessed by AON Hewitt, an independent firm of actuaries, with estimates for the Council Fund being based on the latest full valuation of the scheme based on funded benefits as at 31st March 2016.

The full valuation was based on funded benefits and the principal assumptions used by the actuary have been:

	31/03/17	31/03/18
Long-Term Expected Rate of Return on Assets in the Scheme (in line with the discount rate)	4.5%	4.5%
Mortality Assumptions:		
Longevity at 65 for current pensioners:		
Men	22.8	22.9
Women	24.9	25.0
Longevity at 65 for future pensioners:		
Men	25.0	25.1
Women	27.2	27.3
RPI Inflation	3.1%	3.2%
CPI Inflation	2.0%	2.1%
Rate of Increase in Salaries	3.25%	3.35%
Rate of Increase in Pensions	2.0%	2.1%
Rate for discounting scheme liabilities	2.6%	2.6%
Take-up of Option to Convert Annual Pension into Retirement Lump Sum:		
Post-2010 Service	80%	80%
Pre-2010 Service	80%	80%

The estimation of the defined benefit obligations is sensitive to the actuarial assumptions set out in the table above. The sensitivity analyses below have been determined based on reasonably possible changes of the assumptions occurring at the end of the reporting period and assumes for each change that the assumption analysed changes while all the other assumptions remain constant. The assumptions in longevity, for example, assume that life expectancy increases or decreases for men and women. In practice, this is unlikely to occur, and changes in some of the assumptions may be interrelated. The estimations in the sensitivity analysis have followed the accounting policies for the scheme, i.e. on an actuarial basis using the projected unit credit method. The methods and types of assumptions used in preparing the sensitivity analysis below did not change from those used in the previous period.

	Increase in Assumption £'000	Decrease in Assumption £'000
Longevity (Increase or Decrease in 1 Year)	718	(712)
Rate of Increase in Salaries (increase or decrease by 0.1%)	109	(108)
Rate of Increase in Pensions (increase or decrease by 0.1%)	364	(358)
Rate for Discounting Scheme Liabilities (increase or decrease by 0.1%)	465	(474)

16.8 Contributions for the Accounting Period ending 31st March 2019

The Employer's regular contributions to the Fund for the accounting period ending 31st March 2019 are estimated to be £449k.

17.0 Retirement Benefits – Defined Contribution Scheme

Staff employed on Teachers terms and conditions are members of the Teachers' Pension Scheme. The scheme provides teachers with specified benefits upon their retirement and the Joint Committee contributes towards the costs by making contributions based upon a percentage of members' pensionable salary.

The Scheme is technically a defined benefit scheme. However, the Scheme is unfunded and the Department for Education uses a notional fund as the basis for calculating the employer's contribution rate paid by local authorities. The Council is not able to identify its share of underlying financial position and performance of the Scheme with sufficient reliability for accounting purposes. For the purposes of this Statement of Accounts, it is therefore accounted for on the same basis as a defined contribution scheme.

In 2017/18, the Joint Committee paid £66k to the Teachers' Pension Fund in respect of teachers' retirement benefits, representing 14.1% of pensionable pay (£66k was paid in 2016/17 representing 14.1% of pensionable pay). There were no contributions remaining payable at the year-end.

18.0 Events after the Balance Sheet Date

The draft, unaudited Statement of Accounts will be authorised for issue by the Group Director Corporate & Frontline Services, as Chief Finance Officer, by 30th June 2018. Events taking place after this date are not reflected in the financial statements or notes. Where events taking place before this date provide information about conditions existing at 31st March 2018, the figures in the financial statements and notes have been adjusted in all materials respects to reflect the impact of this information. There are no events that took place after 31st March 2018 requiring disclosure providing information that is relevant to an understanding of the Central South Consortium's financial position.

19.0 Reconciliation of Comprehensive Income and Expenditure Account to Cash flow

2016/17 £'000		2017/18 £'000
279	(Surplus)/Deficit on the Provision of Services	316
8,893	(Increase)/Decrease in Creditors	(5,966)
7,085	Increase/(Decrease) in Debtors	(75)
0	Increase/(Decrease) in Inventories	0
(278)	IAS 19 Transactions	(546)
15,979	Cash (Inflow)/Outflow from Revenue Items	(6,271)

20.0 Officers' Remuneration

During 2017/18, the Consortium paid 103 employees on average every month (106 in 2016/17). Over the year, salary payments totalled £4,310k (excluding employer's national insurance and pension contributions) (£4,365k in 2016/17).

Under the Accounts and Audit (Wales) Regulations 2014, the Joint Committee must disclose in their accounts the number of employees (excluding specific senior employees who are shown in Note 20.1) whose remuneration in the year fell in each bracket of a scale in multiples of £5,000 commencing at £60,000 (excluding pension contributions). The disclosure includes redundancy payments.

The following salary payments were made within the categories specified:

Remuneration Band	2016/17	2017/18		
	No. of Employees	No. of Employees		
	Total	At 31/03/18	Left in Year	Total
£60,000 - £64,999	8	11	0	11
£65,000 - £69,999	1	4	0	4
£70,000 - £74,999	0	1	0	1
£75,000 - £79,999	1	0	0	0
£80,000 - £84,999	1	1	0	1
£85,000 - £89,999	1	0	0	0
£90,000 - £94,999	0	1	0	1
£95,000 - £99,999	0	0	0	0
£100,000 - £104,999	1	0	0	0
£105,000 - £109,999	0	0	0	0
£110,000 - £114,999	1	0	0	0
£115,000+	0	0	1	1
Total	14	18	1	19

20.1 Senior Officers

The following table sets out the remuneration for specific Senior Officers whose salary is less than £150k but greater than £60k. There are no Senior Officers whose salary is greater than £150k. Employer pension contributions are included.

Post Holder Information	2017/18				
	Salary	Taxable Benefits in Kind	Total Remuneration	Total Employer's Pension Contributions	Total Remuneration Including Employer's Pension Contributions
	£'000	£'000	£'000	£'000	£'000
Managing Director	104		104	13	117
Senior Officer – Business & Operations	66		66	8	74
Senior Officer – Strategy, Leadership & Workforce Reform	64		64	7	71
Senior Officer – Teaching & Learning Experiences	114		114	0	114

The salary for the Group Director – Corporate and Frontline Services, who signs the accounts on page 14, is not included in this note as he is a senior officer of the Host Authority rather than the Consortium itself.

The comparative figures for 2016/17 are shown in the following table:

Post Holder Information	2016/17				
	Salary	Taxable Benefits in Kind	Total Remuneration	Total Employer's Pension Contributions	Total Remuneration Including Employer's Pension Contributions
	£'000	£'000	£'000	£'000	£'000
Managing Director	98	0	98	13	111
Assistant Director	66	0	66	9	75
CSW Challenge	106	0	106	17	123
Business Manager	65	0	65	9	74

21.0 Severance Costs

Severance Cost Band	Number of Compulsory Terminations		Number of Other Terminations		Total Number of Terminations		Total Severance Cost	
							£000s	
	16/17	17/18	16/17	17/18	16/17	17/18	16/17	17/18
£0 - £20,000	0	0	3	0	3	0	15	0
£20,001 - £40,000	0	0	3	0	3	0	72	0
£40,001 - £60,000	0	0	0	0	0	0	0	0
£60,001 - £80,000	0	0	1	0	1	0	77	0
£80,001 - £100,000	0	0	0	0	0	0	0	0
£100,001 - £150,000	0	0	0	0	0	0	0	0
£150,001 - £200,000	0	0	0	1	0	1	0	162
Total	0	0	7	1	7	1	164	162

22.0 Interest

Interest is paid daily on the personal account balance due from Rhondda Cynon Taf CBC.

2016/17 £'000	2016/17 Interest rate %		2017/18 £'000	2017/18 Interest rate %
0	0.21	Interest on Personal Account Balance (Received) & Similar	(2)	0.20
1	0.21	Interest on Personal Account Balance Paid & Similar Charges	0	0.20
1			(2)	

CENTRAL SOUTH CONSORTIUM

DRAFT ANNUAL GOVERNANCE STATEMENT 2017/18

1. SCOPE OF RESPONSIBILITY

1.1 The Central South Consortium (CSC) is a Joint Education Service commissioned by five Local Authorities namely:

- Bridgend CBC;
- The City of Cardiff Council;
- Merthyr Tydfil CBC;
- Rhondda Cynon Taf CBC; and
- Vale of Glamorgan Council.

The responsibilities of the CSC combined, cover the needs of 396 schools and approximately 146,928¹ pupils in the region.

1.2 In January 2014, Central South Wales Challenge was launched with the aim of raising standards across all schools within the Region and to stimulate the sharing of expertise amongst schools and joint efforts to innovate to:

- Improve the performance of every school;
- Increase the numbers of good and excellent schools;
- Reduce the gap between high and low performing groups of learners; and
- Improve outcomes for vulnerable groups of pupils.

Subsequently the Central South Wales Challenge has developed and is summarised by the following strategies:

- School Improvement Groups (SIGs);
- Pathfinder Programme;
- Hubs and Pioneer Schools Programme; and
- Leadership & Peer Enquiry.

1.3 Rhondda Cynon Taf County Borough Council is responsible for ensuring that its business and that of the Joint Education Committee, for which it has administrative responsibility, is conducted in accordance with the law and proper standards, and that public money is safeguarded and properly accounted for, and used economically, efficiently and effectively.

1.4 In discharging this overall responsibility, the CSC is responsible for putting in place proper arrangements for the governance of its affairs and facilitating the effective exercise of its functions, which includes the arrangements for the management of risk.

¹ Pupil Level Annual School Census (PLASC) - January 2017

- 1.5 The Annual Governance Statement of the CSC aims to provide an accurate representation of the governance arrangements in place for financial year ending 31st March 2018.

2. **THE PURPOSE OF THE GOVERNANCE FRAMEWORK**

- 2.1 The governance framework comprises the systems, processes and cultural values by which the CSC is directed and controlled, and the activities through which it accounts to and engages with stakeholders. It enables the CSC to monitor the achievement of its strategic objectives and to consider whether those objectives have led to the delivery of appropriate, cost-effective services.
- 2.2 The system of internal control is a significant part of that framework and is designed to manage the risk to a reasonable level. It cannot eliminate all risk of failure to achieve aims and objectives, and can therefore only provide reasonable and not absolute assurance of effectiveness.
- 2.3 The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of the CSC's priorities, to evaluate the likelihood and impact of those risks materialising, and to manage them efficiently, effectively and economically.
- 2.4 The CSC has responsibility for conducting, at least annually, an assessment of its governance framework including the system of internal control. The assessment is informed by the work conducted by external agencies and internal arrangements, including performance management arrangements.
- 2.5 The following paragraphs summarise the overall governance framework and the system of internal control, which have been in place for the CSC for the year ended 31st March 2018 (and up to the date of approval of the 2017/18 Statement of Accounts).

3. **THE GOVERNANCE FRAMEWORK**

- 3.1 The CSC has used the *Delivering Good Governance in Local Government: Framework (2016)* in compiling its Annual Governance Statement. The Framework comprises two Core Principles and five Supporting Principles:

Core principles

- Behaving with integrity, demonstrating strong commitment to ethical values and respecting the rule of law; and
- Ensuring openness and comprehensive stakeholder engagement.

Supporting Principles

- Defining outcomes in terms of sustainable economic, social and environmental benefits;

- Determining the interventions necessary to optimise the achievement of the intended outcomes;
 - Developing the entity’s capacity, including the capability of its leadership and the individuals within it;
 - Managing risks and performance through robust internal control and strong public financial management; and
 - Implementing good practices in transparency, reporting, and audit to deliver effective accountability.
- 3.2 The Core Principles permeate implementation of the Supporting Principles with the need for the CSC to be committed to improving governance on a continual basis through a process of evaluation and review.
- 3.3 The CSC has applied these principles to structure its Annual Governance Statement for financial year ending 31st March 2018 and to assess the arrangements in place.
- 3.4 The CSC has a range of governance arrangements in place, in line with the ‘Delivering Good Governance in Local Government: framework (2016)’, many of which are set out in the CSC’s Legal Agreement. Table 1 provides examples of the key systems, processes and documents in place within the CSC during 2017/18.

Good Governance Principles	Examples of key systems, processes and documents in place within the CSC
Behaving with integrity, demonstrating strong commitment to ethical values and respecting the rule of law	<ul style="list-style-type: none"> • Rules of Procedure – covering Council / CSC, Open Government, Access to Information, Budget and Policy Framework, Executive, Overview and Scrutiny, Officer Employment and Contract and Financial Procedure Rules. The rules set out arrangements to be followed by elected Councillors and Officers when conducting the Council’s / CSC’s business with the aim of publicly demonstrating accountability and openness. • Whistle-blowing Policy – promoting the highest possible standards of service and setting out how workers can bring information about a wrongdoing to the attention of the Council / CSC. • Anti-fraud, Bribery & Corruption Strategy. • Gifts and hospitality Policy. • Comments, Compliments and Complaints – setting out how the Council / CSC handles and responds to the feedback (complaints, compliments and comments). • HR Charter

Good Governance Principles	Examples of key systems, processes and documents in place within the CSC
Defining outcomes in terms of sustainable economic, social and environmental benefits	<ul style="list-style-type: none"> • Performance Management Framework. • Business Plan and Operational Delivery Plans. • Quarterly Performance Reports to Joint Committee (including Risk Register up dates). • Risk Management Strategy. • Annual Revenue Budget Strategy. • Medium Term Financial Plan. • Scrutiny Committees Meetings • Challenge and Review sessions with Welsh Government
Determining the interventions necessary to optimise the achievement of the intended outcomes	
Developing the entity's capacity, including the capability of its leadership and the individuals within it	<ul style="list-style-type: none"> • Business Plan. • HR Charter. • Schemes of Delegation.
Managing risks and performance through robust internal control and strong public financial management	<ul style="list-style-type: none"> • Risk Management Strategy. • Quarterly Performance Report (including Risk Register up dates). • Audit Committee and an Internal Audit function. • Budget and Policy Framework Procedure Rules and Contract and Financial Procedure Rules. • Medium Term Financial Plan.

3.5 Legal Agreement

On the 20th April 2015 all parties entered into and signed a revised legal agreement which superseded all previous legal agreements between the Partners. This agreement consolidated the legal arrangements relevant to the CSC into one Agreement. From this point forward within the Annual Governance Statement, reference will be made to the 'Legal Agreement'.

3.6 The Legal Agreement for the Joint Education Service provides the governance framework within which the Service operates and allocates responsibility and accountability, as follows:

- The Host Authority;
- The Directors' Steering Group;
- The Advisory Board;
- Operational Management Group;

- CSC Joint Education Committee; and
- Financial Management.

3.7 The Host Authority

The Legal Agreement formally assigns Rhondda Cynon Taf County Borough Council as the Host Authority for the CSC. Rhondda Cynon Taf County Borough Council provides all support services (save for the day to day administration undertaken by staff in accordance with their duties) required, including but not limited to:

- Financial (Section 151 Officer as defined by section 151 of the Local Government Act 1972, Accounts, Payroll, Creditors, Debtors, Insurance);
- Human Resources;
- Legal;
- ICT;
- Estates;
- ICT;
- Internal Audit; and
- Procurement.

The costs of which are charged to the CSC Joint Education Service Joint Committee through Service Level Agreements.

3.8 The Constitution of Rhondda Cynon Taf County Borough Council, which has the financial stewardship of the CSC, allocates functions and responsibility within the Authority. It also regulates the behaviour of individuals (Members & Officers) and groups through codes of conduct, protocols and rules of procedure. All functions undertaken by the CSC should be done so in accordance with all relevant Policies and Procedure Rules of Rhondda Cynon Taf County Borough Council.

3.9 Officer Conduct

To ensure a consistent approach to working practices and processes, all officers are subject to the terms and conditions of employment (which are based on Rhondda Cynon Taf County Borough Council's operating terms and conditions) as follows:

- Staff appointed to undertake responsibilities on behalf of the CSC since October 2012, are employed / contracted on the standard terms and conditions of employment of the Host.
- Staff appointed who were previously employed by any of the five partner local authorities prior to October 2012, were upon appointment transferred onto the standard terms and conditions of the Host or if matched to a role, given the option if they so wished to retain the terms and conditions of their home authority.

Regardless of which terms and conditions officers are employed upon, all officers are subject to a common set of operating Employment Policies based on the Host's operating policies and procedures.

4. **ASSESSING THE CSC'S GOVERNANCE ARRANGEMENTS**

4.1 In line with the Core and Supporting Principles of the Framework, the approach taken to assess the CSC's arrangements has been to:

- Set out a brief description of the arrangements and procedures in place together with the key outcomes the CSC is aiming to achieve;
- Examine and document the main activities that have taken place around these areas, taking account of supporting evidence from the CSC's internal processes and Wales Audit Office reports published on the CSC;
- Form a view on the extent to which the activities comply with the procedures in place; and
- Make proposals for improvement, where appropriate, together with recommended timescales for implementation and responsible officers.

4.2 The assessment of the CSC's governance arrangements is set out in Section 5.

5. **ASSESSMENT OF GOVERNANCE ARRANGEMENTS**

5.1 **PROGRESS MADE TO IMPLEMENT RECOMMENDATIONS REPORTED IN THE 2016/17 ANNUAL GOVERNANCE STATEMENT**

5.1.1 The 2016/17 Annual Governance Statement made 7 recommendations. An update on progress was reported to the CSC's Joint Committee on 5 December 2017 and following consideration of the Committee RESOLVED: to note the progress that has been made to date in implementing the proposals for improvement.

As at 31st March 2018, progress made to implement the recommendations included within the 2016/17 Annual Governance Statement was as follows (7 recommendations in total):

- 4 recommendations fully completed;
- 1 recommendation partly completed with further work required during 2018/19; and
- Work on-going for 2 recommendations in respect of continuing to support Officer and elected Member training; these recommendations are scheduled to be implemented by June 2018.

5.1.2 It is considered that sufficient progress has been made in delivering the 2016/17 proposals for improvement with the requirement for further work to be completed in 2018/19. A detailed position statement is set out at Appendix A.

5.2 **BEHAVING WITH INTEGRITY, DEMONSTRATING STRONG COMMITMENT TO ETHICAL VALUES, AND RESPECTING THE RULE OF LAW**

Behaving with integrity

5.2.1 The CSC follows the Host Authority Constitution which sets out how it should operate, how decisions need to be made and the procedures to be followed to ensure they are efficient, transparent and available to local people. Within the Constitution there are a number of [Rules](#)² and [Protocols](#)³ that aim to ensure both elected Councillors and employees behave with integrity.

5.2.2 The CSC has put in place procedures to be followed by the Joint Education Committee when conducting meetings and making decisions during the year to publicly demonstrate an accountable, open and honest approach. This has included considering the accuracy of 'meeting minutes'⁴; recording declarations of personal interest; publishing reports on RCT's website five working days prior to meetings taking place; making decisions based on evidenced based reports; and publishing the minutes of meetings. A review of a sample of Joint Education Committee meetings during the year revealed that the above mentioned procedures had been followed.

CSC employees

5.2.3 The CSC Legal Agreement outlines the role of Rhondda Cynon Taf Council (RCT) as the host authority. As part of this agreement, CSC adopts the policies of RCT including an Officer Code of Conduct that has been used to create an easy to understand 'Basic Rules – A Guide for Employees' and includes information in relation to, amongst other things, expected behaviour, use of social media, appearance and attendance. The guide is available on-line for all employees.

Policies and Registers

5.2.4 A review of Policies and Registers in place during 2017/18 identified the following:

- [Whistle-blowing arrangement](#) - the Council included a payslip insert to all employees in May 2017 providing information on how Council employees

² Rules – for example, Financial and Contract Procedure Rules

³ Protocols – for example, Gifts and Hospitality Policy

⁴ Meeting minutes – a formal and agreed record of the events that took place at each meeting.

could access the Whistle-blowing Policy. The CSC adopted the RCT Whistle-blowing Policy but no referrals were made during 2017/18.

- The CSC adopted the host authority's 'Anti-Fraud, Bribery and Corruption Policy and Procedure' and is based on a series of procedures designed to deter and frustrate, and take effective action against any attempted fraudulent or corrupt acts affecting the CSC. The RCT Audit Committee also supported the requirement to raise awareness, at its meeting on 30th April 2018, and a payroll insert was electronically provided to all employees in May 2018.
- The host authority 'Home web-page' provides instructions for those who wish to raise anti-fraud, bribery or corruption concerns under the [Report It](#) section.
- The CSC adopted the host authority [Complaints & Concerns Policy](#) that sets out a commitment to effectively deal with any complaints or concerns about services provided.
- The CSC adopted the host authority [Gifts and Hospitality Policy](#) and arrangements were in place, via registers, to record gifts and hospitality in line with the Policy.
- The CSC adopts all host authority Policies. Where new policies are revised or introduced they are discussed with the senior leadership team and staff are advised of the policies through staff bulletins.
- Progress has been made in raising awareness and understanding of Council Policies and Strategies. This level of awareness and understanding should also be included within induction arrangements for new staff.

Proposal for Improvement

- 5.2.5 Policies and Strategies – Review the HR Charter and other CSC specific documentation to ensure this includes the references to the Whistle-blowing Policy, Anti-fraud, Bribery and Corruption Strategy, Gifts and Hospitality Policy and induction arrangements.

Demonstrating strong commitment to ethical values

- 5.2.6 Ethical Values: CSC employees - the CSC has described what excellent behaviour looks like for each type of job, for example, '*always treat people with respect*', and this information is used to test candidates suitability for jobs at interview and is used to inform discussions managers have with their staff as part of their development.

Respecting the rule of law

- 5.2.7 The Managing Director leads the CSC's officers and chairs the Senior Leadership Team. The Senior Leadership Team comprises, in addition to other key posts, Senior Officer – Strategy, Leadership and Workforce Reform, Senior Lead – Teaching and Learning Experiences, Senior Lead – Standards and Improvements and Senior Lead - Business and Operations.

5.3 ENSURING OPENNESS AND COMPREHENSIVE STAKEHOLDER ENGAGEMENT

Openness

- 5.3.1 Members of the Joint Education Committee are governed by the Code of Conduct of their relevant Council. The Codes of Conduct for councillors and employees within the Constitution of the Host Authority are built on the principles of openness, transparency and honesty.

During 2017/18, the CSC received 4 Freedom of Information (FOI) requests. However, there is no formal process for reporting these requests to the Joint Committee.

Planning ahead

- 5.3.2 The CSC consulted with stakeholders on its vision and priorities for 2018/19 and set these out in a document called 'Business Plan 2018/19'; this Plan was agreed by Joint Education Committee Council on 15th March 2018.

- 5.3.3 Looking ahead, it is likely that public sector austerity will continue to result in on-going reductions to core funding from the five local authorities. In recent years, the CSC has had a 5% cut to its core funding in 2017/18 with a further 2% cut in 2018/19. It is likely that on-going reductions in core funding will necessitate the CSC to consider the sustainability of the current operating module.

Decision making and scrutiny of decisions made

- 5.3.4 The Joint Education Committee agreed the CSC Business Plan, including the core budget and the budget for the Education Improvement Grant, following scrutiny of the CSC's self-evaluation and identification of improvement priorities.

- 5.3.5 The Joint Education Committee is one of the main decision making bodies within the CSC and throughout 2017/18 received 32 reports, all of which were made publicly available prior to the meetings and no report was excluded from the press / public on the grounds that the items of business involved the likely disclosure of exempt information.

- 5.3.6 Key decisions were also taken by the Directors of Education from each of the local authorities at the Director Steering Group meetings.

- 5.3.7 Based on the above information it is considered that the decision making arrangements that operated during 2017/18 were open and transparent, and compliant with the Council's Constitution.

- 5.3.8 Finally, a review of a sample of Joint Education Committee Reports for 2017/18 has confirmed that a consistent format was used.

Engagement with stakeholders

- 5.3.9 **The Advisory Board** - The purpose of the Advisory Board is to support the Managing Director in ensuring that the strategies of the CSC align themselves with the needs of all Parties to raise educational standards.

The membership, decision making process, meetings and the terms of reference for the Advisory Board are documented within Schedule 2 of each Legal Agreement.

Directors' Steering Group – The Directors' Steering Group comprises the Directors of Education from each of the five local authorities comprising the CSC. This group is responsible for delegated decision making on behalf of each local authority.

The membership, decision making process, meetings and the terms of reference for the Director's Steering Group are documented within Schedule 2 of each Legal Agreement.

Directors and Headteacher representatives from the Central South Wales Strategy Group identified during 2016/17 the need to include Headteachers within the overall governance model of the CSC as part of a school-led self-improving system. Although some progress has been made in this area, the CSC is awaiting the outcomes of the review of the National Model to ensure any recommended revisions to the governance model align with the requirements of the Revised National Model.

Senior Leadership Group - The Group comprises the senior management team of the CSC as well as Senior Challenge Advisers for each local authority. Senior officers with strategic responsibilities are also part of the leadership group. The objective of the group is to deliver school improvement activities with the aim of raising educational standards.

The membership, decision making process, meetings and the terms of reference for all groups are documented within Schedule 3 of the Legal Agreement.

CSC Joint Education Service Joint Committee

The CSC Joint Education Service Joint Committee (hereinafter called the 'Joint Education Committee') comprises of one elected Member from each Council and one officer representative with responsibility for Education from each Council.

The Joint Education Committee has the powers of each Council with reference to the provision of a Joint Education Service and its performance as set out in the Legal Agreement and guided by the Welsh Government's 'National Model for Regional working'.

The purpose of the Joint Education Committee is to be responsible for the decision making, approval of the business plan, monitoring and accountability and financial reporting of the CSC arrangements in line with its own business plan.

The membership, decision making process, meetings and the terms of reference for the Joint Education Committee are documented within Schedule 4 of the Legal Agreement.

- 5.3.10 There were a broad range of communication methods on offer to encourage stakeholders to express their views. This included social media, focus group discussions with strategy groups as well as an annual survey of schools. An updated CSC Communications Strategy was presented to Directors during 2017/18.

Proposal for improvement

- 5.3.11 Review the overall governance structure for the CSC to ensure increased engagement in the decision making process from headteachers across the region in line with the requirements of the revised National Model for Regional Working when this is published.
- 5.3.12 Develop a systematic process whereby Freedom of Information requests are reported to Joint Committee.

5.4 DEFINING OUTCOMES IN TERMS OF SUSTAINABLE ECONOMIC, SOCIAL, AND ENVIRONMENTAL BENEFITS

Defining outcomes

- 5.4.1 The CSC's 'Business Plan – 2017-2020, as approved by Joint Education Committee on the 14th March 2017, set out the vision, purpose and priorities it aims to deliver:

- The CSC's aim is to *"Improve educational outcomes for all pupils, and the outcomes for vulnerable learners fastest. The success of schools in this region is key to the future economic and social success of Wales. We are improving. We need to do more"*.
- The CSC's priorities are to:
 - *Improve outcomes for vulnerable learners;*
 - *Develop school-to- school working to deliver curriculum reform;*
 - *Develop leadership, governance and workforce reform;*
 - *Deliver rapid and sustainable intervention; and*
 - *Develop effectiveness and efficiency in CSC.*

- 5.4.2 The Joint Education Committee approved the 2017/18 Revenue Budget at its meeting on 8th December 2016 and reaffirmed that resources would be targeted in line with the Business Plan priorities.
- 5.4.3 Following approval of the Business Plan and Revenue Budget, Action Plans were put in place for each priority, in line with resources available, that detailed what outcomes were being aimed for, the actions to be delivered with timescales for delivery and performance indicators.
- 5.4.4 A review of performance indicator targets included within the Business Plan identified that there is a clear ambition for the CSC to improve in its priority areas, and where performance is comparable with others, the ambition is for the CSC to be either as good as or better than the Welsh average by 2020.
- 5.4.5 Throughout 2017/18 action plan progress updates have been made public through Joint Education Committee meetings that also contain information on financial performance, strategic risks and investment linked to Business Plan priorities. Monitoring arrangements have been reviewed and simplified with impact reviews embedded into the monitoring cycle.
- 5.4.6 The Outcomes Framework and progress with the Business Plan are also monitored by Welsh Government during the programme of Challenge and Review Sessions. During 2017/18, 97% of the CSC's Business Plan was funded from Welsh Government Awards of Funding. The CSC's first medium term financial forecast, covering financial years 2018/19 to 2020/21, was presented to the Joint Committee on 15th March 2018.

Proposal for Improvement

- 5.4.7 Further develop medium term financial planning during 2018/19 to ensure resources are allocated / categorised over Business Plan priorities to demonstrate or otherwise the prioritisation of resources. Proposals for revisions to service delivery will be discussed with Chief Executives and Directors in light of any published revisions to the National Model for Regional Working.

5.5 DETERMINING THE INTERVENTIONS NECESSARY TO OPTIMISE THE ACHIEVEMENT OF THE INTENDED OUTCOMES

Determining and planning interventions

- 5.5.1 The CSC's Legal Agreement lays down the key requirements to be followed when setting its priorities, reporting the extent of progress made in priority areas and also the financial planning and management arrangements that support this. These include the requirement to:
- Agree the draft School Improvement Service annual revenue budget by the 31st December prior to the start of the financial year and submit to

each of the Parties for approval with the business plan to be agreed by the 1st February; and

- Publish financial and performance progress updates on a termly basis during the year, which will include explanations of any variances against the profiled budget.

5.5.2 When the above requirements were reviewed for the 2017/18 financial year:

- Performance Reports were presented to Joint Education Committee and the Local Authority Scrutiny Committees during the year, with performance reports also presented to the Minister as part of the Challenge and Review meetings. A review of information reported during the year identified that at each Joint Education Committee meeting, Members were provided with updates on financial performance; progress against Business Plan priorities; and strategic risks. With specific regard to financial performance, Business Plan priority and strategic risk up dates, exceptions were highlighted, explained and the corrective action to be taken included within reports.
- Performance reports were also presented to each Local Authority scrutiny committee.

5.5.3 Based on the above, it is considered that the information published during the year would provide opportunity for stakeholders to understand the CSC's performance and hold it to account.

Optimising achievement of intended outcomes

5.5.4 The CSC's Business Plan sets out how the 5% cut to the core budget was managed.

5.5.5 With this context in mind, the CSC took steps to plan the allocation of resources and put in place arrangements to maximise its impact.

The allocation of resources

5.5.6 The CSC's 2017/18 Revenue Budget Setting Report (8th December 2016) set out how the total saving requirement of 5% would be delivered.

Maximising impact

5.5.7 In 2017-2018⁵, Foundation Phase saw continued improvement for most indicators at the expected level for the CSC, but the performance at local authority level was more variable. Only Bridgend CBC saw improvements for all indicators at the expected level; however, at the expected level +1, improvements were seen in nearly all indicators for nearly all local authorities. The improvement at CSC level was either lower or in-line with the

⁵ All performance measures are as reported in the Summer Term 2017. (Academic Year 2016/17)

improvement seen nationally for all performance measures at Foundation Phase for the expected outcomes but was above the improvement seen nationally for nearly all indicators for the above expected outcomes.

For key stage 2, the CSC improved at both the expected level, and above expected level for all indicators with the exception of Welsh 1st Language at the expected level. The improvement for the CSC is less than the improvement seen nationally at the expected level, however, at the above expected level the improvement for the consortium is above the National improvement for all measures except Welsh 1st Language. Improvements were made by nearly all local authorities for nearly all performance measures at the expected outcome. At the above expected level, only the Vale of Glamorgan Council saw a fall in performance in Welsh 1st Language.

For key stage 3, the CSC continued to improve at both the expected level and the expected level +1 for all areas, with the only exception being Welsh 1st Language at the expected level +1. The improvements for the CSC exceed the improvements seen nationally for all core subjects at the expected level with the only exception being Mathematics. Nearly all local authorities have continued to improve in the most recent year for all performance measures at both the expected and expected level +1, with the exceptions being seen in Welsh 1st Language and Science at the expected level in the Vale of Glamorgan Council, Mathematics expected level in both Merthyr Tydfil and Cardiff Councils, English expected level +1 in Science and Welsh 1st Language at the expected level +1 in both the Vale of Glamorgan and Rhondda Cynon Taf Councils.

Please note: Welsh Government have introduced key changes to the performance measures data for reporting in 2016/17, which affects any possible comparisons that may be made against previous data.

The main changes are:

- the introduction of a cap of 40% on non-GCSEs that contribute to threshold measures;
- the removal of literature from the literacy elements in the Capped 9 points score and the Level 2 Threshold including English/Welsh and Mathematics;
- the introduction of new specifications for English, Welsh 1st Language, Mathematics and Mathematics-Numeracy; and
- a new Capped 9 Points Score Measure.

Therefore, caution should be used when comparing 2016/17 data with previous years data.

The only performance measures that saw improvements in the most recent year are 5A*-A and Level 2 Welsh First Language. All other indicators fell in the most recent year, with the biggest fall being seen in Level 2 Threshold, which fell by 19.5pp. The L2+ for the CSC decreased by 6.4pp in the most recent year, which has seen the region fall below the national average for the

first time in the last three years by 0.1pp. However, the region has improved for this performance measure by 0.4pp since 2014, which is against a national decrease of 0.8pp over the same time-period. All 5 local authorities in the region saw performance drop in the most recent year, with decreases ranging between 4.1pp and 11.5pp.

The gap in performance at KS4 between eFSM and non eFSM pupils in the region has increased for all performance measures, with the exception of Level 2 Welsh First Language, in the most recent year. Level 2 Threshold inc EWM has seen an increase in the gap in performance in the most recent year, but this is still smaller than the gap seen in both 2014 and 2015, however, the performance of eFSM pupils for this measure is the lowest seen over the last three years.

There is a significant increase in the number of schools where less than 40% and less than 50% of pupils achieve the level 2+ threshold. The region has not yet achieved its ambition of reducing this to zero (40% or less).

- 5.5.8 The individual Local Authority scrutiny committees have provided review and challenge on performance results during the year, either through their own work programming arrangements or as a result of in-year performance exceptions being scrutinised in more detail.

5.6 **DEVELOPING THE ENTITY'S CAPACITY, INCLUDING THE CAPABILITY OF ITS LEADERSHIP AND THE INDIVIDUALS WITHIN IT**

Developing the entity's capacity

- 5.6.1 The CSC aims to ensure that staff have the skills, knowledge and capacity they need to discharge their responsibilities and recognises the value of well-trained and competent people in effective service delivery.
- 5.6.2 Effectively managing the workforce – the CSC has been required to manage reductions in staff numbers over the past few years as a result of on-going reductions in funding and at the same time:
- Continued to deliver improved performance results in priority areas (see section 5.5.7);
 - More closely managed and supported staff absence through the production of the performance dashboard; and
 - Is operating a system of agile working arrangements that aims to take advantage of digital technology to help the CSC to work in new and different ways to meet school needs, reduce costs and increase productivity. During 2017/18 the CSC invested in further digitisation to further support improvement in productivity, work life balance and utilisation of space within the CSC.

5.7 **Developing the capability of the entity's leadership and other individuals**

5.7.1 The CSC's Legal Agreement sets out the responsibilities of the Managing Director, the Joint Education Committee and the Advisory Group (Schedule 2). A review of a sample of delegated decisions made during the year confirmed that decisions were approved by the designated Joint Education Committee members and employees.

Developing the capabilities of councillors

5.7.2 During 2017/18 there was evidence to confirm that Councillor development needs were supported through the provision of local authority training; it was noted that the training provided related primarily to the roles of Councillors within their host authorities rather than specifically in relation to the CSC.

Developing the capabilities of employees

5.7.3 The CSC is also committed to staff development, in line with business needs, to help ensure it has a 'fit for purpose' workforce. During the year this has included staff induction sessions, Leadership and Middle Management Development Programmes, Staff Briefings and a range of operational training such as Curriculum for Wales, National Mission and Professional Teaching and Learning Standards.

Proposal for Improvement

5.7.4 Design and contribute to a national training programme for newly elected members in relation to their role overseeing the CSC.

5.8 **MANAGING RISKS AND PERFORMANCE THROUGH ROBUST INTERNAL CONTROL AND STRONG PUBLIC FINANCIAL MANAGEMENT**

Managing risk

5.8.1 During 2017/18, the CSC up dated its Risk Policy and presented this to the senior leadership team for approval in readiness for the new academic year. This included the establishment of a risk change template to improve the process and transparency of recording risks experienced by the CSC.

5.8.2 This risk change template is updated by all risk owners and then presented for review by the senior leadership team. This is included within the CSC dashboard on a half termly basis. Following on from this it is issued to both Directors and Joint Committee meetings for final review. Once this process is completed the risk register is finalised.

Proposal for Improvement

- 5.8.3 The CSC's risk policy will need to be reviewed with respect to the ownership of risks for the CSC. At present the majority of risks are owned by the Managing Director. Where risks are associated with drive team priorities these will need to be aligned with the respective leads to ensure strategic alignment with priority plans.

Managing performance

- 5.8.4 The 'Determining and Planning Interventions' section (5.5.1) of this Annual Governance Statement provides an overview of the CSC's Performance Management arrangements. Performance at a strategic level is driven and measured through the CSC's drive teams. Four drive teams have been established to ensure the effective delivery and impact of the four priority plans aligned to the 2017/18 CSC business plan. Each Drive Team is managed by the Senior Leads within the CSC.

Robust internal control

- 5.8.5 The membership and meeting frequency of the CSC's Joint Education Committee during 2017/18 was in line with the CSC's Legal Agreement.

Managing data

- 5.8.6 An Information Management Plan is in place that sets out the framework, including legal requirements, for information management within the CSC. This work has been reviewed to ensure compliance with new GDPR regulations.

- 5.8.7 A review of arrangements in place during 2017/18 identified that they were in line with laid down requirements because:

- Key responsibilities were formally designated within the CSC: The CSC's designated Senior Information Management Risk Officer (SIRO) is the Managing Director, there was a Information Management & Data Protection Act Officer within the host authority who reports to the Head of Information Technology;
- Information was available on the RCT Council website in respect of Data Protection and Freedom of Information, and it had in place a [Publication Scheme](#) (which has been adopted by the CSC) in accordance with the Council's responsibilities under the Freedom of Information Act 2000;
- Information Sharing Protocols were in place for the safe and appropriate sharing of personal information between the CSC and other organisations although these will require review during 2018/19; and
- The Host Authority continued to secure its annual accreditation to the Public Service Network (PSN) in September 2017 i.e. The 'PSN' is the Council's connection to the wider public sector network (Council to Council, Council to Government e.g. Department for Work and Pensions)

to enable the Council to communicate and share data securely across all public bodies.

5.8.8 General Data Protection Regulation (GDPR)

In addition to the normal business of the Information Management requirements placed upon the CSC, the General Data Protection Regulation (Regulation (EU) 2016/679) comes into effect on 25th May 2018.

The GDPR is a regulation intended to strengthen and unify data protection for all individuals within the European Union (EU). The primary objectives of the GDPR are to give individuals greater control of their personal data and to simplify the regulatory environment. When the GDPR takes effect, it will replace the Data Protection Directive 1995 (under which the UK Data Protection Act 1998 was made).

A Report was presented to Senior Leadership Team at the meeting held on 14th May 2018 providing an overview of the preparatory work being undertaken in readiness for the 25th May 2018.

Proposal for Improvement

- 5.8.9 The CSC should report on a periodic basis, for example annually, its work and performance around Information Management and provide opportunity for review and scrutiny by the Joint Education Committee.

A calendar and programme of work should be agreed for future SIRO meetings.

Strong public financial management

- 5.8.10 Schedule 5 of the Legal Agreement provides the framework within which the finances of the Joint Education Service operate. The Financial Protocol provides the financial framework and relationship between the Parties (the Councils), the Host and the CSC. The following areas of business are documented in the Legal Agreement

- General Principles
- Contributions and charging mechanisms;
- Payment arrangements;
- Budgetary control & monitoring;
- Capital Expenditure & long term contracts;
- Annual Accounts & Audit; and
- Financial insolvency.

- 5.8.11 The Legal Agreement requires the Joint Education Committee to hold at least termly meetings throughout the year. Standard agenda items include a report from the Treasurer.

5.8.12 Rhondda Cynon Taf County Borough Council's Financial Procedure Rules provide guidance in relation to all financial matters. The CSC has adopted Rhondda Cynon Taf Council's Financial & Contract Procedure Rules – as confirmed in Section 17 (Schedule 4) of the Legal Agreement:

“Rules and Procedure

For the avoidance of doubt the CSC Joint Education Committee shall, where relevant and subject to the provisions of this Agreement, operate in accordance with the Host's schemes of delegation, Rules of Procedure and policies from time to time.”

5.8.13 The Wales Audit Office audits the CSC's annual statement of accounts.

5.8.14 The CSC's financial and operational performance is monitored and scrutinised by the Joint Education Committee. The Joint Education Committee receives reports from:

- The Treasurer;
- The Managing Director; and
- Officers relevant to the operations and governance of the organisation.

5.8.15 During 2017/18 the role of the Chief Financial Officer at Rhondda Cynon Taf County Borough Council was compliant with the principles of the CIPFA Statement – Role of the Chief Financial Officer in Local Government 2010.

5.8.16 **Internal Audit**

During 2017/18 Internal Audit reviewed the core financial systems of the CSC Joint Education Service and the findings reported to the Joint Education Committee on 15th March 2018. At this meeting, the Joint Education Committee concluded that there were no matters of governance or of an internal control nature that require further action or attention.

5.8.17 **External Audit**

The 2016/17 statement of accounts were audited by the WAO (the WAO issuing an unqualified audit report on the financial statements) and were approved at the meeting of the Joint Education Committee on 15th September 2017.

5.8.18 The CSC has publicly demonstrated its commitment to strong and responsible financial planning and management, and has supported this through the delivery of sound financial performance during a period of reducing budgets. This is because:

- The CSC has adopted a suite of protocols supporting strong financial planning and management, for example, 'Financial Procedure Rules' and 'Contract Procedure Rules', that were complied with during the year;
- The CSC set a Gross Revenue Budget in December 2016 for the financial year 2017/18 of £4,607,779, representing a 5% cut from the previous year.

- Financial performance results were publicly reported every term during the year and scrutinised by the Joint Education Committee. The latest financial performance results, for the period April 2017 to March 2018, forecast that the CSC will deliver a £132,926 under spend on its revenue budget against a total budget of £4,492,736.
- The CSC has kept its finances under on-going review throughout 2017/18.
- The CSC is financially stable as a result of it maintaining an adequate General Reserve balance; having a track record over a number of years of setting and delivering balanced revenue budgets; and having 'clean bills of health' on its year end accounts when audited by the Wales Audit Office.

5.8.19 The latest Wales Audit Office report 'Audit of Financial Statements Report and Management Letter' reported to Joint Education Committee on 15th September 2017 concluded that the accounting statements and related notes:

- *Give a true and fair view of the financial position of the CSC Joint Education Service as at 31 March 2017; and*
- *Have been properly prepared in accordance with the Code of Practice on Local Authority Accounting in the United Kingdom 2016-17.*

5.8.20 The 15th September 2017 Wales Audit Office report also made a number of recommendations and it is noted that these have been addressed by the CSC and the Host Authority. The recommendations were:

- look for methods of decreasing the payback period of the original redundancies (pre-April 2016), for example by increasing the annual repayment of the debtor from £100,000, or even agreeing a lump sum from constituent authorities.
- fund any new redundancies in year, but where that is not possible, ensure the payback period is no longer than 2 to 3 years. This will require recording each additional case individually.

5.9 **IMPLEMENTING GOOD PRACTICES IN TRANSPARENCY, REPORTING, AND AUDIT TO DELIVER EFFECTIVE ACCOUNTABILITY**

Implementing good practice in transparency and reporting

5.9.1 The CSC has implemented an open and consistent approach to reporting its business, as set out in sections 5.4 and 5.5 of this Annual Governance Statement, with the aim of helping to ensure information is understandable to stakeholders and that they have the opportunity to challenge the CSC's performance, plans and decisions.

5.9.2 A review of a sample of information reported to the Joint Education Committee and Local Authority Scrutiny Committees has revealed that:

- Annual Reports and Plans are reported publicly, providing an overview of performance, for example, the Council's audited Statement of Accounts 2016/17 reported and approved by Joint Education Committee on 15th September 2017 in line with the statutory timeframe;
- Use is made of electronic links within reports to provide the reader with more detailed information should they require it; and
- The minutes of meetings confirm that designated officers attend each meeting to orally present reports and answer questions, and a number of occasions were noted where updates were delivered via presentations, for example, using slides.

Proposal for Improvement

5.9.3 As part of the above review, it was noted that the CSC's Annual Governance Statement was incorporated within the Statement of Accounts and was not a standalone document. To increase the prominence / awareness of the Annual Governance Statement, this should be a standalone document on the CSC's website.

Assurance and effective accountability

Internal Audit

5.9.4 The CSC has an SLA with the Host Authority to provide Internal Audit Services. The Council's Internal Audit Service was subject to an external assessment during 2016/17 to determine conformance or otherwise with the Public Sector Internal Audit Standards. The external assessment concluded that the service '*complies with the Standards in all significant areas, the impact of the non-conformances identified is not considered to be significant*'. The outcome of the external assessment was presented in full to the RCT Audit Committee held on [20th March 2017](#) (Appendixes 3A and B).

5.9.5 RCT CBC Internal Audit Service undertake a series of audit reviews within CSC each year to independently assess the adequacy of this area from a financial administrative perspective. This work is undertaken in line with the Legal Agreement for the CSC. In 2017/18 four audit reviews of core financial systems were carried out and findings reported to the Joint Committee on 15th March 2018. The Joint Committee were requested to determine whether there are any matters of governance or of an internal control nature that require further action or attention and concluded that no further action(s) were required.

5.9.6 During 2017/18 the host authority continued to develop the section on its internet site that set out all regulatory reports received by the Council since December 2015.

6. **OVERALL ASSESSMENT OF THE CSC'S ARRANGEMENTS**

6.1 Based on the assessment undertaken, it is considered that the CSC's governance arrangements were fit for purpose and publicly demonstrated how they contributed to the delivery of better outcomes for the area as set out in the Business Plan.

6.2 The overall conclusion has been based upon:

- An open approach to engaging with stakeholders, planning and delivering services, and reporting and scrutiny of the CSC's performance;
- Clear arrangements for decision making that were supported by robust service management and financial management arrangements;
- The reporting of understandable priorities and ambition, as set out in the CSC's Business Plan, with progress reports demonstrating improvement in outcomes and performance at the same time as maintaining financial stability.
- Sound arrangements to support elected Councillors and Officers in the effective discharge of their responsibilities and also in maintaining high standards of conduct when undertaking business on behalf of the CSC;
- Processes in place to update governance related documents, such as the 'Anti-fraud, Bribery and Corruption Strategy' and 'Whistle-blowing' arrangements, raise awareness of these documents and also publicly reporting on performance in such areas;
- Developing medium term financial planning arrangements that can be built upon further in 2018/19; and
- The CSC having a track record of implementing Annual Governance Statement recommendations in previous years.

6.3 Notwithstanding this overall position, the assessment has identified areas where improvements are deemed necessary to further reinforce the effectiveness of the Council's current arrangements. These are set out in Section 7.

7. RECOMMENDATIONS

7.1 Further to completing the assessment of the CSC's governance arrangements, Table 1 sets out recommendations for improvement.

Table 1 – Recommendations for Improvement

Core Principle	Paragraph No.	Issue Identified	Recommendation	Timescale for Implementation	Resp Officer
Ensuring our Policies and Strategies are up to date and relevant	5.2.5	The HR Charter was last up dated in 2016.	The HR Charter and other CSC specific documentation requires reviewing in order to ensure they include references to the Whistle-blowing Policy, Anti-fraud, Bribery and Corruption Strategy, Gifts and Hospitality Policy and induction arrangements.	September 2018	Senior Lead – Business & Operations
Ensuring openness and comprehensive stakeholder engagement	5.3.11	There is a need to increase the level of headteacher engagement in the governance of the organisation.	The Governance structure requires review to ensure increased engagement in the decision making process from headteachers across the region in line with the requirements of the revised National Model for Regional Working when this is published.	September 2018	Senior Lead – Business & Operations
		The need to include FOI updates on the agenda to Joint Committee.	Develop a systematic process whereby Freedom of information Requests are reported to Joint Committee.	September 2018	Managing Director

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Core Principle	Paragraph No.	Issue Identified	Recommendation	Timescale for Implementation	Resp Officer
Medium Term Financial Plan	5.4.7	The need to further develop the medium term financial plan.	Further develop the Medium Term Financial Plan during 2018/19, to ensure resources are allocated / categorised over Business Plan priorities to demonstrate or otherwise the prioritisation of resources. Proposals for revisions to service delivery will be discussed with Chief Executives and Directors in light of any published revisions to the National Model for Regional Working.	December 2018	Senior Lead – Business & Operations
Elected Members Training Programme	5.7.4	Newly Elected members may require further training on the work of the CSC.	Design and contribute to a national training programme for newly elected members in relation to their role overseeing the CSC.	June 2018	Senior Lead – Strategy, Leadership & Workforce Reform
Risk Management	5.8.3	During 2017/18, the CSC up dated its Risk Policy and presented this to the senior leadership team for approval in readiness for the new academic year. However, the majority of risks are owned by the Managing Director.	The CSC's risk policy will need to be improved with respect to the ownership of risks for the CSC. At present the majority of risks are owned by the managing Director. Where risks are associated with drive team priorities these will need to be aligned with the respective leads to ensure strategic alignment with priority plans.	December 2018	Managing Director

Core Principle	Paragraph No.	Issue Identified	Recommendation	Timescale for Implementation	Resp Officer
Information Management	5.8.9	Information Management – no update is reported setting out the CSC’s work and performance in this area.	The CSC should report on a periodic basis, for example annually, its work and performance around Information Management and provide opportunity for review and scrutiny by the Joint Education Committee. A calendar and programme of work should be agreed for future SIRO meetings.	December 2018	Senior Lead – Business & Operations
Implementing good practice in transparency and reporting	5.9.3	The Annual Governance Statement is incorporated within the Statement of Accounts but is not a stand alone document e.g. on the CSC’s website.	To increase the prominence / awareness of the Annual Governance Statement, this should be a standalone document on the CSC’s website.	Autumn 2018	Senior Lead – Business & Operations

7.2 The CSC’s Senior Management Team has accepted the recommendations and is committed to their implementation during 2018/19. The Senior Management Team has also confirmed that an update on progress will be reported to the CSC’s Joint Education Committee during the year to enable Councillors to review and scrutinise the extent of progress being made.

Managing Director: _____ Section 151 Officer: _____

Chair, Joint Education Committee _____

APPENDIX A

POSITION STATEMENT ON PROGRESS MADE TO IMPLEMENT 2016/17 RECOMMENDATIONS

Core Principle	Issue Identified	Recommendation	Timescale for Implementation	Resp Officer	Progress
Behaving with integrity, demonstrating strong commitment to ethical values, and respecting the rule of law	The 'Anti-Fraud, Bribery and Corruption Policy and Procedure' was last up dated in 2013.	The host authority has identified that the Anti-Fraud, Bribery and Corruption Policy and Procedure should be reviewed and up dated, where relevant, and reported to the appropriate Committee for scrutiny and sign-off. This update should then be used to inform a refreshed programme of awareness raising across the Council and will include officers at the CSC.	January 2018	Managing Director	Completed Reported to RCT Audit Committee 27 th November 2017.
	There is a need for a systematic process for the adoption of host authority policies.	Develop a systematic process whereby updates to policies provided by the host authority are discussed at the operational senior leadership team meeting for approval and shared with staff on Cronfa.	September 2017	Senior Lead –Business & Operations	Completed When notified of updated policies from RCT, these are reviewed by SMT and presented to SLT for discussion / comment. Once agreed, they are uploaded to the staff area on Cronfa.

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Core Principle	Issue Identified	Recommendation	Timescale for Implementation	Resp Officer	Progress
Ensuring openness and comprehensive stakeholder engagement	There is a need to increase the level of headteacher engagement in the governance of the organisation.	Review the overall governance structure for the CSC to ensure increased engagement in the decision making process from headteachers across the region as part of a continued drive to a school led self improving system.	September 2017	Managing Director	<p>Partly Completed</p> <p>Meetings have taken place with Directors on the future role of Headteachers regarding governance of the CSC. CSC is awaiting the outcomes of a review of the National Model.</p>
Defining outcomes in terms of sustainable economic, social, and environmental benefits	The need to develop a medium term financial plan	Develop a MTFP in 2017/18, ensuring resources be allocated / categorised over Business Plan priorities to demonstrate or otherwise the prioritisation of resources.	December 2017	Senior Lead –Business & Operations	<p>Completed</p> <p>Medium Term Financial Plan regarding the core budget presented to Joint Committee in December 2017. Due to the uncertainty of Welsh Government grant funding, it has not currently been possible to profile grant funding over the medium term.</p>

Core Principle	Issue Identified	Recommendation	Timescale for Implementation	Resp Officer	Progress
Developing the capability of the entity's leadership and other individuals	Councillor / employee development / training – where operational training is delivered, its impact is not always captured	Where Councillor and employee development / training activity takes place, information should be collected on an on-going basis to help inform future activity and assess the impact on attendees.	September 2017	Senior Lead –Standards & Improvement Planning	Scheduled to be completed during 2018/19 Training programme agreed with WLGA for Summer 2018.
	Newly Elected members may require further training on the work of the CSC	Design and contribute to a national training programme for newly elected members.	September 2017	Senior Lead –Strategy, Leadership & Workforce Reform	Scheduled to be completed during 2018/19 Training programme agreed with WLGA for Summer 2018.
Managing risks and performance through robust internal control and strong public financial management	Information Management – no update is reported setting out the CSC's work and performance in this area.	The CSC should report on a periodic basis, for example annually, its work and performance around Information Management and provide opportunity for review and scrutiny by the Joint Education Committee.	June 2018	Head of Data, Quality & Intelligence Unit	Completed CSC report to the March 2018 Joint Committee in respect of the Information Management Policy.

The independent auditor's report of the Auditor General for Wales to the members of Central South Consortium Joint Education Service Joint Committee

Report on the audit of the financial statements

Opinion

I have audited the financial statements of Central South Consortium Joint Education Service Joint Committee for the year ended 31st March 2018 under the Public Audit (Wales) Act 2004.

The Central South Consortium Joint Education Service Joint Committee financial statements comprise the Movement in Reserves Statement, the Comprehensive Income and Expenditure Statement, the Balance Sheet, the Cash Flow Statement and the related notes, including a summary of significant accounting policies.

The financial reporting framework that has been applied in their preparation is applicable law and the Code of Practice on Local Authority Accounting in the United Kingdom 2017/18 based on International Financial Reporting Standards (IFRSs).

In my opinion the financial statements:

- give a true and fair view of the financial position of Central South Consortium Joint Education Service Joint Committee as at 31st March 2018 and of its income and expenditure for the year then ended; and
- have been properly prepared in accordance with legislative requirements and the Code of Practice on Local Authority Accounting in the United Kingdom 2017/18.

Basis for opinion

I conducted my audit in accordance with applicable law and International Standards on Auditing in the UK (ISAs (UK)). My responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of my report. I am independent of the Central South Consortium Joint Education Service Joint Committee in accordance with the ethical requirements that are relevant to my audit of the financial statements in the UK including the Financial Reporting Council's Ethical Standard, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Conclusions relating to going concern

I have nothing to report in respect of the following matters in relation to which the ISAs (UK) require me to report to you where:

- the use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the responsible financial officer has not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about Central South Consortium Joint Education Service Joint Committee ability to continue to adopt the

going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information

The responsible financial officer is responsible for the other information in the annual report and accounts. The other information comprises the information included in the annual report other than the financial statements and my auditor's report thereon. My opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated later in my report, I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial statements, my responsibility is to read the other information to identify material inconsistencies with the audited financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by me in the course of performing the audit. If I become aware of any apparent material misstatements or inconsistencies I consider the implications for my report.

Report on other requirements

Opinion on other matters

In my opinion, based on the work undertaken in the course of my audit:

- the information contained in the Narrative Report for the financial year for which the financial statements are prepared is consistent with the financial statements and the Narrative Report has been prepared in accordance with the Code of Practice on Local Authority Accounting in the United Kingdom 2018;
- The information given in the Annual Governance Statement for the financial year for which the financial statements are prepared is consistent with the financial statements and the Annual Governance Statement has been prepared in accordance with guidance.

Matters on which I report by exception

In the light of the knowledge and understanding of the council [and the group] and its environment obtained in the course of the audit, I have not identified material misstatements in the Narrative Report or the Annual Governance Statement.

I have nothing to report in respect of the following matters, which I report to you, if, in my opinion:

- adequate accounting records have not been kept;
- the financial statements are not in agreement with the accounting records and returns; or
- I have not received all the information and explanations I require for my audit.

Certificate of completion of audit

I certify that I have completed the audit of the accounts of Central South Consortium Joint Education Service Joint Committee in accordance with the requirements of the Public Audit (Wales) Act 2004 and the Auditor General for Wales' Code of Audit Practice.

Responsibilities

Responsibilities of the responsible financial officer for the financial statements

As explained more fully in the Statement of Responsibilities for the Statement of Accounts, set out on page 13, the responsible financial officer is responsible for the preparation of the statement of accounts, Central South Consortium Joint Education Service Joint Committee, which give a true and fair view, and for such internal control as the responsible financial officer determines is necessary to enable the preparation of statements of accounts that are free from material misstatement, whether due to fraud or error.

In preparing the statement of accounts, the responsible financial officer is responsible for assessing the Central South Consortium Joint Education Service Joint Committee ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless deemed inappropriate.

Auditor's responsibilities for the audit of the financial statements

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of the auditor's responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website www.frc.org.uk/auditorsresponsibilities . This description forms part of my auditor's report.

Anthony J Barrett
For and on behalf of the Auditor General for Wales
XX September 2018

24 Cathedral Road
Cardiff
CF11 9LJ

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