

**BYDD CYFARFOD O'R GWASANAETH ADDYSG AR Y CYD - CONSORTIWM
CANOLBARTH Y DE YN CAEL EI GYNNAL YN
Virtual
Dydd Mercher, 16eg Rhagfyr, 2020 at 9.30 am**

1. DATGANIAD O FUDDIANT

Derbyn datganiadau o fuddiannau personol gan Gynghorwyr, yn unol â gofynion Côt Ymddygiad y Cyngor.

Nodwch:

1. Mae gofyn i Aelodau ddatgan rhif a phwnc yr agendwm 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, rhaid iddyn nhw roi gwybod i'r Cadeirydd pan fyddan nhw'n gadael.

2. COFNODION

Cadarnhau bod y cofnodion o gyfarfod Cyd-bwyllgor Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De a gynhaliwyd ar 14 Medi 2020 yn rhai cywir.

(Tudalennau 3 - 8)

**3. DYSGU CYFUNOL / DYSGU O BELL YN YSGOL GYFUN GYMRAEG
BRO EDERN**

Derbyn cyflwyniad gan Bennaeth a Charfan Rheoli'r ysgol.

**4. CYMORTH SY'N CAEL EI DDARPARU I YSGOLION GAN
GONSORTIWM CANOLBARTH Y DE YN YSTOD COVID.**

Derbyn diweddariad ar lafar gan Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De

**(Tudalennau 9 -
32)**

**5. CYMORTH I YSGOLION MEWN PERTHYNAS Â DYFEISIAU
DIGIDOL**

Derbyn diweddariad gan Aelodau mewn perthynas â'r strategaethau sy'n cael eu defnyddio yn yr Awdurdodau Lleol

6. CYMORTH TECHNOLEG DIGIDOL GAN GONSORTIWM CANOLBARTH Y DE

Derbyn diweddariad ar lafar gan Ddirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De.

(Tudalennau 33 -
38)

7. ADRODDIAD GRANTIAU CONSORTIWM CANOLBARTH Y DE

Derbyn diweddariad ar lafar gan Ddirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De

(Tudalennau 39 -
44)

8. MONITRO CYLLIDEB 2020/2021 A PHENNU CYLLIDEB 2021/2022

Derbyn Adroddiad ar y Cyd gan y Rheolwr-Gyfarwyddwr a'r Trysorydd mewn perthynas â Monitro Cyllideb 2020/2021 a Phennu Cyllideb 2021/2022

(Tudalennau 45 -
52)

9. CYNLLUN BUSNES CONSORTIWM CANOLBARTH Y DE 2020-2021

Trafod cynigion Dirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De.

(Tudalennau 53 -
66)

10. CYNIGION MEWN PERTHYNAS Â MATERION LLYWODRAETHU

Derbyn diweddariad ar lafar gan Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De

(Tudalennau 67 -
76)

11. 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 paragraff 14 o Ran 4 o Atodlen 12A o'r Ddeddf."

12. COFRESTR RISG CONSORTIWM CANOLBARTH Y DE

Trafod adroddiad Rheolwr-Gyfarwyddwr Consortiwm Canolbarth y De.

(Tudalennau 77 -
84)

13. MATERION BRYD

Trafod unrhyw faterion sydd, yn ôl doethineb y Cadeirydd, yn faterion brys yng ngoleuni amgylchiadau arbennig

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

Tudalen wag

CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE.

Minutes of the virtual meeting of the Central South Consortium Joint Education Service Joint Committee held on Monday, 14 September 2020 at 10.00 am.

County Borough Councillors - Central South Consortium Joint Education Service Joint Committee. Members in attendance:-

Councillor C. Smith (Bridgend County Borough Council)
Councillor J. Rosser (Rhondda Cynon Taf County Borough Council)
Councillor S. Merry (Cardiff Council)
Councillor L. Burnett (Vale of Glamorgan)

Council Officers in attendance:-

Mr P Orders – (Lead Chief Executive, Cardiff Council)
Mr M Tate (Assistant Director of Education, Cardiff Council)
Ms P. Ham (Director of Learning & Skills, Vale of Glamorgan)
Mr L. Harvey (Director of Education, Bridgend Council)
Ms G. Davies (Director of Education & Inclusion Services, Rhondda Cynon Taf County Borough Council)
Mr P. Griffiths (Service Director, Finance and Improvement Services, Rhondda Cynon Taf County Borough Council)
Ms S Davies – Head of Finance: Education & Financial Reporting, Rhondda Cynon Taf County Borough Council

Others in attendance:-

Ms C Seery (Managing Director, Central South Consortium)
Ms L. Blatchford (Deputy Managing Director, Central South Consortium)

15 Announcements and Apologies

It was explained to Members that due to a technical issue the Chair would be late attending the meeting and it was agreed that the Vice Chair, Councillor J Rosser, would Chair the meeting in his absence.

Apologies for absence were received from Cllr L Mytton (Merthyr Tydfil County Borough Council) and Ms S Walker (Chief Education Officer Merthyr Tydfil County Borough Council).

16 Declaration of Interest

In accordance with the Council's Code of Conduct, there were no declarations of interest made pertaining to the agenda.

17 Minutes

It was RESOLVED to approve the minutes of the 15th June 2020 as an accurate reflection of the meeting.

18 Statement of Accounts for the Financial Year Ended 31 March 2020

The Head of Finance, Education and Financial Reporting presented the Central South Consortium Joint Committee with the Statement of Accounts for the financial year ended 31st March 2020, along with the associated Letter of Representation of the Joint Committee.

The Head of Finance drew Members attention to the Accounts and Audit (Wales) Regulations requirement for the Responsible Financial Officer to certify the unaudited Statement of Accounts by 15th June following the financial year-end. The Head of Finance confirmed to Members that the unaudited accounts will be signed by the Treasurer on the 15th June 2020, in line with the Regulations, following their presentation to the Joint Committee on the same day.

It was highlighted that the Statement of Accounts were submitted to Audit Wales for external audit and, as part of the external audit process, a number of minor corrections were made to the final accounts as set out in paragraph 4.2 of the report.

The Head of Finance also referred to the Letter of Representation, attached at Appendix 2 of the Report, and confirmed that this document had been prepared after full consultation with all relevant officers.

Finally the Head of Finance drew Members attention to the audited final outturn position for the 2019/20 financial year and the level of general reserve balances as at 31st March 2020.

Following consideration of the report, Members RESOLVED to:

1. Approve the Statement of Accounts for the financial year 2019/20 (Appendix1), associated Letter of Representation of the Joint Committee (Appendix2) incorporating the audit enquires letter to those charged with governance and management; and
2. Note the audited final out-turn position for the Joint Committee for the 2019/20 financial year and the level of General Reserve Balances held.

19 Audit Plan update

Mr M Jones of Audit Wales presented the 2020 Audit Plan to Members of the Central South Consortium Joint Education Service Joint Committee.

Mr Jones explained that ordinarily the Audit Plan would be presented to the Joint Committee in advance of the audit and went on to note that due to the unprecedented impact of Covid-19 this has resulted in a delay in the Audit Plan being reported.

Mr Jones drew Members attention to the responsibilities of Audit Wales in relation to the audit of the Consortium's financial statements, the financial statement audit risks and the audit fee.

After consideration of the Plan Members RESOLVED to acknowledge the content of the Audit Plan.

20 Report of Audit Wales - Audit of the Financial Statement

Ms A Worthy, Audit Wales, presented Members with the Audit of Accounts Report – Central South Consortium Joint Education Service Joint Committee for the 2019/20 financial year.

Ms A Worthy outlined the purpose of the report, the impact of Covid-19 on this year's audit and confirmed it was the Auditor General's intention to issue an unqualified audit report on the Accounts.

Members were informed that all misstatements identified as part of the audit had been corrected by Management and the 'other significant issue arising from the audit' was noted.

Ms A Worthy took the opportunity to thank Members and Officers of the Central South Consortium for their co-operation during audit which had taken place during an unprecedented period as a result of the Covid-19 pandemic.

Following consideration of the **Report**, Members thanked the Officer from Audit Wales and RESOLVED to accept the Audit of Accounts Report – Central South Consortium Joint Education Service Joint Committee for the 2019/20 financial year.

21 Budget Report 2020/2021

The Head of Finance: Education and Financial Reporting provided Members of the Joint Committee with the Budget Report 2020/2021.

Members were reminded that at the Joint Committee on the 21st January 2020 the revenue budget was agreed **and** were informed that since this time a number of proposed budget virements within categories of expenditure and income have been identified, informed by updated service information, to reflect the actual costs to be incurred during the year. It was explained that the overall effect of the proposed virements would not impact upon the value of contributions from constituent authorities which was shown in table 1 of the report.

The Head of Finance went on to provide the Joint Committee with a summary of the 2020/21 budget, the projected outturn position and reasons for key variances, and also drew Members attention to the 2020/21 grant allocations received by the Consortium from Welsh Government as at July 2020.

It was highlighted to Members that the projected outturn position is a £1.5k underspend (projected as at July 2020) and the Consortium will continue to closely monitor and manage its resources and report updates to the Joint Committee throughout the year.

A Member requested an update on how the Consortium is adapting and operating differently as a result of the pandemic, for example, blended learning, and officers confirmed that an update would be prepared.

Following discussion the Central South Joint Education Service Joint Committee **RESOLVED** to:

1. Note and approve the proposed budget virements within the 2020/21 budget.
2. Note the current outturn position for 2020/2021.
3. Note the current grant position for 2020/2021.
4. To receive an update on how the Consortium is adapting and operating differently as a result of the Covid-19 pandemic.

(To Note: County Borough Councillor C Smith joined the meeting at this point.)

22 CSC Grants Report

The Deputy Managing Director Central South Consortium provided Members of the Joint Committee with an update on the grants to be received by the Consortium in 2020/21, for which notification have been received, and the methods of allocation of each.

Members put forward their views in respect of the 2020/21 grant funding and following consideration of the report Members **RESOLVED** to approve the distribution of the grants as detailed in section 5 of the report.

23 ISOS Progress Report

The Managing Director Central South Consortium explained to Members that the purpose of the report was to update the Joint Committee on the current position following the ISOS review of the Central South Consortium.

The Managing Director Central South summarised the review that took place in October 2018 and presented the Joint Committee with the progress to date:

- Managing Director appointed November 2019;
- Senior Management Team appointed;
- Managing Director and / or members of the senior leadership team attend Local Authority headteacher meetings;

- A three-year funding model has been agreed with Members and Chief Executives;
- Revised Central South Wales Challenge model communicated to schools as well as the expanded role of clusters to further strengthen school to school working; and
- Initial review of governance models.

The Managing Director Central South Consortium continued to explain the next steps including short term priorities which are:

- Consult and agree a revised governance model;
- Implement the Business Plan 2020/21 and provide updates on progress to the next Joint Committee meeting; and
- Respond to COVID and national policy changes.

Members were reminded that the recommendations from the ISOS report are included in the Consortium Business Plan, with this being monitored on an on-going basis, and

Appendix A to the report showing that progress has been made in all areas. The Chair requested clarification on timescales for completion of actions included within Appendix A and the Managing Director explained that the timescales are included within the Business Plan as part of on-going monitoring arrangements with narrative progress updates being provided to Joint Committee.

Members acknowledge that progress has been achieved since the conclusion of the ISOS review and put forward their questions and observations to the Managing Director Central South Consortium.

After consideration of the report Members **RESOLVED** to accept the progress report.

24 Governance Proposal

The Managing Director Central South Consortium thanked Members for the opportunity to discuss the Governance proposal.

The Managing Director highlighted various proposals and asked for Joint Committee Members opinion with regard to the way forward.

After discussion, Members **RESOLVED** that a report be brought to a future meeting of the Central South Consortium Joint Committee outlining Governance proposals and recommendations.

25 Exclusion of the Press and Public

RESOLVED – that the press and public be excluded from the meeting under Section 100(A) of the Local Government Act ,1972 (as amended) for the following item of business on the grounds that it involves the likely disclosure of exempt information as defined in paragraph 14 of part 4 of Schedule 12A of the Act.

26 Teach First Report

Members of the Joint Committee received an overview of the Teach First Cymru Annual Report 2019/20.

Following the update, Members of the Joint Committee made a number of observations and **RESOLVED** to note the Annual Report for 2019/20 and to receive update reports during the year.

27 URGENT BUSINESS

**This meeting closed at Time Not
Specified**

**CLLR C. SMITH
CHAIR.**

CENTRAL SOUTH CONSORTIUM (CSC)

REPORT FOR JOINT COMMITTEE

16th December 2020

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – THE WORK OF CSC DURING COVID-19 PANDEMIC

Author: Louise Blatchford Deputy Managing Director CSC

1. PURPOSE OF REPORT

- To update members on the work of CSC during the COVID 19 pandemic
- To present a detailed overview of the support and guidance provided to schools.

2. RECOMMENDATIONS

- It is recommended that Members:
- Review the report and consider any further activity CSC should undertake to support schools across the region;

3.0 BACKGROUND

School Contacts across CSC 1st September 2020 – 23 October 2020

The Health and Safety protocols that have been introduced across Wales have impacted on the way our staff interact with schools. Working with staff and directors across the five Local Authorities we agreed a visitor protocol for our staff. Our focus throughout the autumn term was to support the wellbeing of staff and learners across the region as well as supporting schools to ensure high quality learning is taking place when learners are in school or self-isolating. There are now more face to face visits taking place and staff are continuing to monitor the wellbeing of leaders and the learning that is taking place across the school.

Welsh Government removed the requirement to categorise schools this academic year. We have ensured that we offer enhanced support to schools that need additional support. Our model of allocating Improvement Partners has been adapted to ensure we offer bespoke support that needs the needs of all schools across the region.

Following the repurposing of schools in March 2020, CSC staff supported Welsh Government and other members of the middle tier to develop materials, guidance and resources to ensure the continuity of learning across Wales. In addition, all middle tier agencies worked with Welsh Government developing strategy and policy.

CSC staff from both improvement and strategic teams worked collaboratively and collegiately across the whole of the Continuity of Learning programme. A summary of the work can be found in **Appendix A**

Appendix B provides a summary of the support provided to schools identified as needing enhanced support, the vast majority were red amber or yellow under the previous categorisation system. There has been a significant increase in contact with schools this half term and the focus particularly in September was wellbeing.

Improvement Partners (IPs) contacted all secondary schools prior to the autumn firebreak to ensure that they are ready to offer blended learning to students who are impacted by partial closures. All schools have supported staff to the skills to use the technology and staff have had time to prepare resources. Schools are monitoring the provision but in too many cases this continues to be focused on compliance and uptake, however more schools are developing systems to monitor learning. During November CSC will be working with schools to look at overcoming barriers to learning.

4.0 SUPPORTING LEARNING & TEACHING: DISTANCE & BLENDED LEARNING GUIDANCE

The role of the consortia in supporting learning has changed since the initial repurposing of Schools in March 2020. The initial focus was on distance learning and digital skill acquisition, however this has now moved to blended learning support.

We recognised the importance of ensuring that support and guidance was evidence based, and a wide variety of research was undertaken and used to develop initially the [Distance Learning Considerations for Schools guidance](#). Schools were requesting access to appropriate resources this led to the development of [A Resource to Support Distance Learning](#). Staff undertook a substantial exercise to curate and collate a wide variety of resources to support schools and parents/carers in distance learning across all subjects and phrases. The CSC website was developed to ensure up-to-date information, resources and guidance were easily accessible to schools.

The [Blended Learning Guidance](#) was then developed to support the planning of learners returning to school. The [Roadmap to blended Learning](#) was produced as a direct identified school need. Leaders and practitioners were not able to be specific about what their professional learning needs were as they were unable to identify the separate required areas of developing approaches to blended learning that the road map covers. To support further, the playlist was collated with examples from the system and the associated webinars allowed schools to share their experiences.

In addition a series of webinars were held across the region to support school leaders in the use of the blended learning guidance and road map.

A [blended learning playlist](#) was developed to support leaders and practitioners in CSC to consider the approaches they use for blended learning. The playlist contains all of the guidance materials produced by CSC, and also schools in the region sharing their experiences. The playlist has been shared with over 5,000 subscribers to the CSC bulletin and have been viewed over 3,000 times

<https://www.cscjes-cronfa.co.uk/go/mrfom1>

Documents within the playlist include:

- Blended Learning Guidance

- Roadmap to Blended Learning

Video footage is also included from a variety of schools from across the region as well as presentations on schools' experiences.

CONTINUITY OF LEARNING DURING COVID - 19

Sustaining learning through a time where schools are concurrently providing learning to learners who are in school and at home either as individuals or as cohort bubbles presents a challenge to all schools. The global research and evidence base for this is limited as it is a new issue and challenge for schools. CSC have produced a [Supportive Document](#) for schools that offers operational considerations alongside examples of what schools within the region are trying.

A series of webinars have taken place to allow schools the opportunity to collaborate and share experiences of work undertaken to date. As the system matures in this way of working and new learning is discovered we will continue to share and scale practice to schools. Ongoing bespoke support to schools as brokered by improvement partners will also continue.

Professional learning around the pedagogy of distance learning, along with the technology use to support it is being researched and developed as an ongoing work stream

4.1 CSC PROFESSIONAL LEARNING OFFER

CSC had already identified the need to provide professional learning (PL) opportunities through digital means and was developing an e-learning strategy. This meant that the systems and processes were quickly developed to produce high quality professional synchronous and asynchronous e-learning.

In direct support of the situation arising from COVID-19 a number of professional learning opportunities were specifically developed based on feedback from practitioners across the system. These focused on well-being, pedagogy and specifically distance/blended learning.

[CSC Professional Learning Offer](#)

Regional professional learning for Curriculum for Wales live events were also paused; however, a number of asynchronous PL resources were made available to senior leaders, practitioners and governors, if they had the time and space to engage with these:

- Bilingual keynote presentation from Feb/March 2020 [Middle Leader Briefings Keynote](#)
- AoLE bilingual workshop materials and presenter notes from middle leader briefings to all schools and improvement partners.
 - [Middle Leader LLC AoLE Workshop](#)
 - [Middle Leader Sci-tech AoLE Workshop](#)
 - [Middle Leader M&N AoLE Workshop](#)
 - [Middle Leader EA AoLE Workshop](#)
 - [Middle Leader H&Wb AoLE Workshop](#)
 - [Middle Leader Hu AoLE Workshop](#)
- Created and published a comprehensive bilingual [Playlist for practitioners](#) to support them in how to engage with reform;
- Created and published a comprehensive bilingual [Playlist for governors](#) to support them in understanding all of the elements of the reform;
- [Curriculum for Wales page](#) created on the CSC website to include information guidance and support; and

- Dispelling misconceptions through frequently asked questions posters published on CSC website. [CfW FAQs posters](#)

4.2 DIGITAL SUPPORT

The CSC team have been supporting schools in the use of online collaborative platforms such as Teams and Google Classroom. There have been frequent requests as schools are adapting to the needs of isolated learners and potential disruption to come. To date the team have supported over 70 individual schools.

Further information can be found in the report “Digital Professional Learning” at **Appendix C**

There continue to be concerns associated with live streaming of lessons, these include issues relating to safeguarding and equity of access. Our staff have been involved in refining the Welsh Government advice and guidance around live streaming which can be [Found Here](#)

Prior to the summer CSC also contributed to the distance learning materials available on Hwb, [found here](#).

4.3 SUPPORT FOR WELSH

To support the professional learning of staff during lockdown, strategic leads of Welsh across the regions developed a Playlist to support staff to develop and refine Welsh language skills through distance learning.

<https://thinqi.easmysid.co.uk/go/iyxx2a>

<https://thinqi.easmysid.co.uk/go/fw6i6>

Professional learning on the use of developing pupils’ speaking and listening skills: Lleisiau Cymru

This resource is intended to provide teachers with ideas on how to support their pupils' Welsh speaking and listening activities remotely using Flipgrid. The playlist is divided into different topics to enable teachers to come up with ideas to develop their learners' speaking and listening skills in more than one area. This is a resource for KS2 but is also relevant for KS3.

<https://hwb.gov.wales/go/bv4ipt>

Hwb Networks:

Two networks to support the teaching of Welsh at key stages 3, 4 and 5 have been developed on Hwb. **Y Pair** is a network to support the teaching of Welsh in Welsh medium schools, whilst **Y Gist** supports colleagues teaching Welsh as a second language.

Resources on Hwb

Activity over the lock down period resulted in the creation and development of over 130 high quality resources on Hwb to support learner to apply and develop their Welsh language skills. This comprehensive bank of resources include useful resources, work packs, and activities that pupils can complete in line with the fundamental principles of distance and blended learning. An attempt has been made to provide models that schools and teachers can adapt to meet the needs of their own learners and communities. The principles of the Welsh Language Charter are underpinned throughout all the resources created. The needs of non-Welsh speaking parents have been taken into account as the work has been developed, with bilingual guidance and overview provided in most cases.

Phase	Number of resources	Sway link to resources
Foundation Phase (Welsh medium)	11	2.1 Foundation Phase - Welsh Medium

Key stage 2 (Welsh medium)	12	2.2 KS2 - Welsh Medium
Primary (English medium)	26	2.3 Primary Welsh Second Language
Secondary (Welsh medium)	31	2.4 KS3 - Welsh Medium 2.4 KS4 - Welsh Medium
Secondary (English medium)	51	2.5 KS3 – Welsh Second Language 2.5 KS4 - Welsh Second Language

Initial feedback from Welsh medium schools is that pupils oral skills are returning quickly however there are more concerns related to their reading and writing skills, and this is an area of focus for support.

5.0 EARLY CAREER PATHWAY SUPPORT

The impact of COVID has been evident throughout the education system, affecting all learners, practitioners and school communities.

The teams at CCS responsible for supporting statutory induction, ITE partnerships and the Teaching Assistant Learning Pathway (TALP) have recognised and supported the specific needs of those early career practitioners and assisting teachers since March 2020. The CSC team focus has been ensuring that these practitioners have had access to advice, support, guidance and professional learning to further develop their knowledge, skills and experiences in planning for and implementing high-quality learning and teaching.

Induction needs and key actions:

- Worked with Welsh Government, Education Workforce Council (EWC) and other regions on amended Statutory Guidance for Newly Qualified Teachers (NQTs);
- *Think Like A Teacher Project* designed for NQTs and ITE students in CSC and EAS who will continue to be affected by COVID;
- NQTs extra support to meaningful and relevant professional learning;
- Weekly online surgery facilitated by CSC staff to meet the needs of 56 short term supply NQTs in the region 45 of whom were able to complete induction by the end of July 2020; and
- CSC flagship NQT professional learning programme developed to e-ASPIRE to be facilitated as a synchronous online programme with interim professional learning tutorials.

6.0 SUPPORTING VULNERABLE LEARNERS

6.1 SUPPORT FOR PDG LAC

An [asynchronous playlist](#) was created to support cluster leads in the development of cluster plans for the use of the PDG LAC grant 2020. This focused on developing strategies for vulnerable pupils during these challenging times.

An [asynchronous playlist](#) was developed to support practitioners with resources, information and guidance on supporting the well-being vulnerable pupils as they returned to school.

The [professional learning offer for PDG LAC](#) was evaluated and revised to respond to the needs of the schools. It was streamlined in discussion with school leaders and CSC staff to focus on the highest quality PL opportunities. External providers were asked to consider revising their training to meet the needs of schools, e.g. asynchronous lectures, Teams live events, etc.

CSC chair the regional LACE meetings that continued throughout this period reflecting on the needs of the PDG LAC pupils. The CSC Strategic Lead for PDG LAC has supported schools and clusters on a bespoke basis responding to individual needs.

6.2 SUPPORT FOR SCHOOLS: VULNERABLE LEARNERS

Priorities/ Concerns

- Enacting Objective 3(within the CSC Business Plan) by providing high quality, effective strategic support for vulnerable learners across the Consortium;
- Increased numbers of poverty affected learners and families;
- Engagement of vulnerable learners during lockdown. Concerns initially centred on learners being digitally disadvantaged and how this could be overcome;
- Vulnerable learners, including free school meals, falling further behind their peers;
- Supporting schools in continuity of learning, i.e. distance/blended/ hybrid learning;
- Schools accessing high-quality professional learning remotely;
- Increases in elective home education students and students on reduced timetables since schools have returned; and
- Poor patterns of attendance becoming entrenched and difficult to break once schools have reopened

Summary of actions/support:

CSC [Strategy for Equity & Excellence](#) developed in collaboration with the local authorities, schools and staff across the consortium. The strategy focuses on developing excellence for all learners through high-quality teaching and learning, inclusion and well-being, and gives a clear and consistent understanding across the consortium. Published September 2020.

Working with external organisations including the Service Children in Education, Young carers and the Child Poverty Action group. This has resulted in a pilot project for governors in RCT linked to poverty proofing.

Collaboration with other regional consortia and Welsh Government on making provision for disadvantaged learners through video tutorials to support the use of online platforms. These tutorials are designed to provide the user with clear, concise and visual support in accessing, completing and returning work set by their teachers. In addition, CSC's digital team have assisted whole school staff, senior leaders and individual practitioners through bespoke programmes of support in order to provide equitable opportunities for teaching and learning for all learners.

Reshape and refocus of the professional learning (PL) offer. All PL opportunities to schools to support vulnerable learners were re-evaluated and revised. Liaison directly with external providers to meet the evolving needs of schools. The offer focuses on well-being of learners and staff, anxiety, psychological first aid, pedagogy – related to the EEF, and distance/blended learning. PL offer where possible as synchronous and asynchronous to maximise participation as time and space of individuals practitioners allows.

New page on the [CSC website](#) related to Equity and Well-being, including information, guidance and support for developing equity and excellence for all learners.

Planning of the additional PDG funding allocated to CSC this year. This funding was allocated to the 5 LA to further support the needs of vulnerable learners during Covid-19.

Bespoke guidance, advice and support offered to clusters and individual schools in relation to vulnerable learners during Covid-19 from CSC staff.

Redesign of a new method of identifying the effectiveness of the pupil deprivation grant (PDG). Adapting the OECD DAC principles, involving CSC principle improvement partners (PIPs)

summarising PDG plans and evaluating with the schools the impact on vulnerable learners. Includes assessing the relevance, effectiveness, impact and sustainability of the school PDG plans and give a clear indication of strong practice in CSC schools to enable the identification of sharing of practice.

Strong partnership working continues with the ALN Regional Transformation Lead in ensuring schools have the knowledge, skills, school environment, PL and support to successfully make this transition. Includes: Strategy for Excellence and Equity, Guidance for Inclusion, and joint PL for schools and CSC staff.

PL for all CSC staff responding to the needs of schools supporting vulnerable learners. PL for local authority officers, largely inclusion teams, focusing on blended learning.

Chairing of attendance, exclusion and EOTAS leads meetings from across the 5 local authorities.

6.3 EQUITY & WELLBEING PROFESSIONAL LEARNING OFFER

Within the CSC professional learning offer for 2020-2021 a section has been devoted to Equity and Well-being, which can be accessed [here](#)

The above professional learning offer was further expanded to focus on vulnerable learners, including:

- Anxiety in Children
- Using oracy to improve well-being and learning
- Supporting well-being
- Psychological First Aid for Children - Supporting Children with Emotional and Behavioural Distress
- Anxiety in Children
- Enhancing Teacher Well-being to Help All Learners

7.0 CONTINUITY OF LEARNING PROGRAMME (Welsh Government)

8.0 ONLINE SUPPORT TO SCHOOLS

8.1 RESOURCES FOR SCHOOLS

A significant role of CSC was to [quality assure resources](#) and to signpost schools to those resources. Teams populated areas of the website curated resources and examples of good practice. In addition, teams provided case studies on good practice from across the region and shared this with the 5,665 subscribers to the CSC bulletin.

Examples of the resources provided to schools can be seen below:

Focus	Date
Stay Safe Stay Learning - Guidance CSC Resources to Support Home Learning: Special /focus bulletin News Item on website	April 2020
Professional Learning Offer on website	April 2020
News and Blogs launched on the website	April 2020

Blogs to support PL	May 2020
Distance Learning webpages developed Distance learning considerations for schools.	May 2020
Developing resources to support pupils to maintain and develop their Welsh language skills: School Bulletin	May 2020
Launched a dedicated Distance Learning Web page www.cscies.org.uk/distance-learning	June 2020
GOVERNORS Playlists Public share link to governor playlist (bilingual): CCD Dysgu Proffesiynol i Lywodraethwyr Cwricwlwm i Gymru / CSC Professional Learning for Governors Curriculum for Wales Public share link to governor playlist (English): https://hwb.gov.wales/share/cd372ad1-f040-4587-ad6c-fe44f08ad718/en Public share link to governor playlist (Cymraeg): https://hwb.gov.wales/share/cd372ad1-f040-4587-ad6c-fe44f08ad718/cy	June 2020
Further Distance Learning resources released	June 2020
PRACTITIONERS Public share link to practitioner playlist (bilingual): CCD Dysgu Proffesiynol i Ymarferwyr Cwricwlwm i Gymru / CSC Professional Learning for Practitioners Curriculum for Wales	June 2020
Supporting staff and pupil well-being resources published including video	June 2020
Professional Learning Bulletin Latest updates, new playlists, web pages and handy Frequently Asked Questions document: Special Bulletin Sent to 5,655 subscribers	June 2020
Publications of Welsh medium resources to support teaching and learning in Mathematics, Design and Technology and Science: School Bulletin 12 June	June 2020
Check In, Catch Up - Prepare For Summer And September' - Special Bulletin Well-being information and links to CSC latest e-learning resources: Special / focus Bulletin:	June 2020

8.2 WEBSITE DEVELOPMENT

Following the repurposing of schools and the significant professional learning needs of schools to develop initial distance and then blended learning, it was quickly determined there required significant development of the CSC website. CSC colleagues worked in partnership with the website developed CDSM to make significant changes to the website and information management

tools.

8.3 ANALYTICS (WEBSITE & SOCIAL MEDIA)

The CSC website has been the main vehicle to support schools during this time.

Social media has played an integral part in CSCs communication and engagement with its schools during the past seven-month period of the pandemic. Online digital communication has been vital to delivering our messages to a wider audience providing the opportunity for an open two-way dialogue.

Our following and friends-base has grown considerably on both our Facebook and twitter accounts. Social media engagement has proven to be one of the main vehicles where our audiences have received our updates and information during this period

The @CSCJES Twitter account has 6,643 followers and is following 1,449 accounts. During the period of the closure of schools, over 19,900 tweets were made.

In addition to the @CSCJES corporate account, there are a further 11 strategic twitter accounts managed by individual team members.

9.0 CSC ORGANISATION

9.1 2020/2021 BUSINESS PLAN

Although the business plan was approved by the Joint Committee in March 2020, the operational plans had to be considerably amended to reflect the changing priorities of the region. With this in mind, the following was reviewed:

- Operational plans and delivery methods
- Costs savings to save £1.2m (clawback from WG)
- Regional PLO to online delivery
- CSWC models (see below)

9.2 PROFESSIONAL LEARNING FOR CSC STAFF

A move to distance learning in the first instance and then blended learning meant a significant work programme of professional development for CSC staff in both the technical delivery of professional learning using on line tools as well as the research and creation of content of such professional learning. As well as the immediate need to develop staff in the summer term, there was also the need to create an induction programme for all staff in September using virtual platforms.

9.3 SUPPORT FOR CSC STAFF WELL BEING

At the heart of the work during the summer period and beyond was the wellbeing not only of Heads and teachers in the system but also that of our own staff. To support this, the following were developed:

- Working from home protocols
- Programme of wellbeing for staff
- Wellbeing bulletin for staff
- Online behaviours

9.4 CENTRAL SOUTH WALES CHALLENGE REORGANISATION

The Central South Wales Challenge (CSWC) is a partnership of all CSC schools that are working together to develop a self-improving system. This is based on improvement being driven for schools

by schools. It provides delivery structures and networks through which the regional professional learning offer is provided.

Due to the challenges facing schools due to COVID-19, the model of the CSWC was significantly refined during April 2020. This was in consultation with the Delegate Headteachers, LA Directors and CSC SLT to ensure the CSWC met the needs of schools at this time. The following were implemented:

- Reduction in the work streams/days required from Hub schools and Lead Practitioners until such a time that their school capacity was secure;
- Revision of the focus of cluster working to pedagogy and/or curriculum, and the removal of the requirement of a cluster plan to an SLA to reduce workload;
- Revision of the focus of SIG working promoting sharing of practice of blended learning, and the removal of the requirement of a SIG plan to an SLA to reduce workload;
- School-to-school support was reduced as required during the summer term due to the pressures on all schools. The CSC strategic team supported individual schools and practitioners as necessary during this time; and
- AoLE regional leads have been incorporated into the CSWC. There are 24 AoLE leads across the six AOLEs, primary and secondary, English and Welsh medium; however there have been challenges in recruitment to all welsh medium areas. Currently there are three vacancies in this area, which we will continue to actively recruit.

9.5 STRATEGIC TEAM RESTRUCTURE & CAPACITY

In order to support schools there has been a realignment of duties across the team with the recruitment of additional central capacity to support the reduced capacity or school to school working during this time.

This has included a secondment for Expressive Arts (part time role) and the engagement of enhanced lead practitioners to provide strategic and school to school support in digital, wellbeing, assessment and enquiry.

10.0 BARRIERS TO BLENDED LEARNING

As part of our ongoing work to support schools across the region Improvement Partners have gathered information on blended learning. This discussion focused on provision for learners where are or may need to self-isolate due to covid-19. IPs discussed the following questions with school leaders:

1. How are you currently delivering remote or blended learning?
2. What are the strengths of your blended learning provision?
3. What barriers have you encountered in delivering blended learning?
4. What support do you require going forward?
5. How are vulnerable learners being supported?

10.1 In Summary the main barriers are:

Access to technology and/or connectivity:

- Schools recognise that there has been a significant focus across the LA on ensuring learners have access to appropriate devices and connectivity. This is less of an issues that it was at the start of lockdown.
- Schools are reporting that families did not consider themselves to be digitally deprived initially because they had internet and a laptop, but this could be a one device shared across the family or were accessing resources via a mobile phone.
- They have also raised the issue of lack of devices in school because they have issued their devices to learners.

Parental support and engagement

- Parents are struggling to support learning when they have to work at home, and often lack confidence to support their children. There are also difficulties where there are multiple children needing support. Younger children need significant support and parents are finding this difficult to manage while working themselves.
- Schools are reporting that parents cannot engage with the materials in some cases due to their own language, literacy or numeracy skills.
- Parents are also finding it difficult to support learners with additional learning needs to access the material or to engage with learning in the home environment.
- On occasion there are technology issues that parents are unable to support their children to resolve

Staff Workload, skills and confidence.

- There is no doubt that this has been a significant learning experience for all staff in schools. There are still staff who do not feel confident in using the tools available to support learning. Staff continue to develop the necessary skills and to engage with a range of online programmes to support learning.
- Staff are struggling to manage planning for pupils in school and a few children isolating. This takes more time and balancing this with a full teaching load is difficult, particularly in smaller schools or departments.
- Staff who are isolating and keen to engage in blended learning also have childcare issues
- Unions are reporting significant increases in teacher stress and workload

Engagement & Motivation

- Many pupils particularly those who benefit from group work and physical learning activities in schools are struggling to engage and stay motivated. Within schools pupils are taught strategies to help them be independent learners and to develop their learning resilience, this is incredibly difficult to replicate on line
- Pupils do not see home as a learning environment and many of our children and young people do not have an appropriate space to engage in learning
- Families are struggling to motivate and engage learners. This is particularly difficult for our youngest learners and for learners with additional needs.

Schools continue to develop their blended learning approaches

- Schools are developing a range of strategies to ensure they are engaging with families. It remains a challenge for schools to reach the traditionally hard to reach families
- Priorities continue to focus on:
 - Managing a small number or individual pupil who is isolating, ensuring they can engage with the learning, and get the right feedback to make progress and not fall behind their peers.
 - Meeting the needs of all pupils particularly pupils with additional needs or EAL
 - Developing effective and manageable quality assurance processes to monitor learning rather than engagement.
 - How to provide to direct teaching experience for pupils isolating

11.0 NEXT STEPS

As we continue to respond to the issues raised by schools we are supporting staff to work with schools to identify the cause of the barriers to accessing blended learning. We will continue to work across the region to empower schools to support all learners. This involves identifying the issues, learning from research, providing tangible guidance and support as well as sharing effective school practice.

11.1 AUTUMN / SPRING TERM PROFESSIONAL LEARNING OFFER

As the situation develops, the team at CSC are continuing to develop the professional learning offer in light of research, requests from schools and the needs of the wider school system.

The professional learning offer is not a static publication, and as professional learning opportunities are developed, these are shared with the school communities via the bulletins and added to the professional learning area of the CSC website which can be accessed [here](#).

11.2 DIRECT TEACHING RESOURCES

We have recently launched our direct [Teaching Resources Repository](#) to support practitioners who are setting work for pupils isolating. These short focused direct teaching resources have been gathered from across the region to support practitioner. This is an example of schools working together to support each other. We expect this resource to grow throughout the year. It will include resources for English, Welsh and maths at all Key stages and Science at KS4 and 5. This is an opportunity for schools to share what they have already produced across the region. We are also working with our special schools to develop appropriate resources for their learners. The regional Welsh in Education team are creating direct teaching resources to help schools to use the resources that were produced as part of the continuity of learning programme in the summer term.

11.3 PROFESSIONAL LEARNING (INTERNAL & EXTERNAL)

We have made sure that bespoke support continues to be available to schools and more and more schools now have capacity to run this internally. We are continuing to offer digital and blended learning support to schools to ensure that staff and learners are confident in using the tools and strategies available.

Where possible training is offered at a range of times and is available asynchronously where possible. But we are also mindful of the work life balance issue and do not want all training to be afterschool, in the evenings or at the weekend. The National Programmes for leadership have recommenced in a virtual environment. Local support for Curriculum for Wales has also restarted and we are working with schools to implement the Journey to 2022.

11.4 MOTIVATION & ENGAGEMENT

We have used the barriers to blended learning schools identified throughout this time as a focus for our pedagogical research and this is informing the development of resources to support schools. For example, schools have identified the challenge of motivating learners who are isolating, this has led to the development of a resource featuring practical strategies that practitioners can employ to improve pupil motivation and engagement.

11.5 IMPROVING TEACHING & LEARNING

Our Equity and Excellence Strategy continues to drive our focus on teaching and learning. This ensures that staff are focusing on pedagogy rather than solely on tools to support learning during periods of isolation. In the spring term the focus of our IP work will be on effective joint monitoring, evaluation and review to support schools to review the quality of learning that is taking place rather

than the provision available. This will build on the work that our Self Evaluation working group have been developing and trialling in their schools.

Support for individual staff has also recommenced. Schools are clear that practitioners need time to refine their offer to support learning. Leaders and practitioners need to know that they have the support of the system to keep refining their offer to pupils and that some of the traditional activities and processes will not happen. We are all concerned about school staff wellbeing and workload, so it is essential that we reduce the demands on schools staff. We continue to work with Estyn and Welsh Government to clarify the accountability systems that will be used to monitor schools next year.

11.6 PEER SUPPORT & ENGAGEMENT

We are continuing to develop our approach to peer engagement, the models we are using are being refined to ensure we have a genuine peer partnership offer. Our IPs will also share effective practice linked to specific barriers to ensure that schools can learn from each other across the region.

11.7 SHARING INFORMATION WITH LAs

We have shared detailed information on individual schools strengths and barriers with LA colleagues to ensure that we can have a joined up approach to supporting learning.


APPENDIX A: CONTINUITY OF LEARNING (CSC support for the National Programme)

D2 Technical Guidance (CSC Digital Technology Strategic Team)

This aspect of the continuity of learning programme was led by Welsh Government and LAs. It related to online safety and digital delivery. CSC involvement came through individual LA strategy groups for individual LAs. CSC provided a perspective on plans for distribution of devices and the knock on effect this would have on the EdTech project delivery.

D3 Communication and collaboration tools (CSC Digital Technology Strategic Team & Senior Lead for Curriculum)

The four regions led on this. Online video tutorials were produced for a range of scenarios and tools within the Hwb platform. CSC focused mainly on the Parents and Carers section but also contributed to the senior leaders and practitioners materials.

<p>In addition to the materials below, a Hwb Tools – Scenario Solution Support spreadsheet was developed that could be used by IPs and Schools</p>	
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Supporting materials were developed for Parents and Carers can be [found here](#) to access online tools to support distance learning. This included:

Accessing Learning	Supporting Learning	Submitting Work
<ul style="list-style-type: none"> • How do I access my child's assigned tasks? • Show me how Hwb works • How can I access specific tools or download them? 	<ul style="list-style-type: none"> • Where can I find additional activities for my children to do? • How do I keep my child safe whilst working online? • How can Hwb tools support learners with ALN? 	<ul style="list-style-type: none"> • How does my child send work back to the teacher? • How can I access feedback?











Supporting materials were developed for school leaders to access online tools to support leadership with [examples found here](#) This included:

Communication	Collaboration
<ul style="list-style-type: none"> • How can I host a meeting online? • How can I communicate with cluster HTs? • How do I communicate with staff? • How can I communicate with governors? • What is the advice from teaching unions during coronavirus crisis? 	<ul style="list-style-type: none"> • How can I create, store or share documents with colleagues? • How can I collaborate with cluster HTs?

D4 Guidance to Teachers & Heads (Assistant Director & Senior Lead for Professional Learning)

Activity in this area can be categorised as:

- Ongoing development of guidance and support materials for leaders and practitioners around distance and blended learning.
- Cross regional co-construction of documents

Guidance Documents Produced	
Executive Summary	 Executive Summary FINAL (05.04.20).docx
Distance Learning Strategy	 Distance Learning Strategy FINAL (05.04.20).docx
Distance Learning Overview	 Distance Learning Overview FINAL (05.04.20).docx
Distance Learning Guidance	 Distance Learning Guidance (15.04.20)v2.docx
Distance Learning Considerations	 Distance learning considerations EN.pdf
Distance Learning Considerations (For Schools)	 Distance learning considerations FOR Schools.pdf
Developing Approaches to Distance Learning	 developing approaches to support distance learning.pdf
Distance Learning Principles and Considerations for Planning, Assessment and Feedback	 Distance learning Principles and Considerations for Planning, Assessment and Feedback.pdf
KS 3 Models	 KS3 MODEL-2.docx
Distance Learning Model 5&6	 Distance Learning Model 5 a 6 ENG.docx
Developing Integrated Approaches to Blended Learning	 Developing integrated approaches to blended learning.docx

D5 Guidance to parents & Carers (CSC Digital Technology Strategic Team)

Resulting documentation [found here](#). CSC contributed to the FP and KS2 guidance. Our main role was to consider the issues facing parents and carers in delivering distance learning and supporting their children. The format followed the key areas of WG concern such as wellbeing etc.

D6 Hwb (CSC Digital Technology Strategic Team & Senior Lead Curriculum)

This worked merged with D3.




D7 School Business (Senior Lead Curriculum & Deputy Managing Director)

Estyn were leading on this deliverable, however the region supported the development of the guidance published [D7 'Advice for school and PRU leaders'](#)

D8 Web Based Professional Learning (Managing Director & Assistant Director)

The MD from CSC was the lead for this work which involved:

- Cross agency working with regions, WG, Estyn, NAEL, Quals Wales around systems needs and expectations of professional learning (PL) in the current climate
- Guidance produced for producers of web based PL
- Guidance produced for consumers of web based PL

Action Plan	
Web Based Professional Learning	
Web Based Professional Learning (What to expect)	

D9 Welsh Opportunities for all learners to maintain, develop and use their Welsh language skill (Principal Improvement Partner & Welsh Team)

- The Principal Improvement Partner (PIP) with strategic responsibility for Welsh and the Welsh in Education Manager were members of the collaborative team that provided steer to the project. This team comprised of representatives from Consortia, Welsh Government, Estyn and NAEL. The SCA provided regular to the collaborative team about the development of resources.
- The SCA was chair of the steering group that comprised of representatives from the four regional consortia. The steering group met at least weekly between April and July 2020.
- Members of the steering group were responsible for leading subgroups of staff from the four consortia, as well as from WG, Estyn and NAEL to collate, share and create resources to support learners to develop and use their Welsh language skills. Representatives from the Welsh in Education team and the Welsh language charter officer actively engaged in work associated with D9. A list of staff involved in D9 is included in Appendix A. The groups, based on medium of language and key phase, met regularly on a weekly basis from April – July 2020. Small groups of individuals also met outside the main meeting to work collaborative on tasks and resources.
- Excellent cooperation was evident with all stakeholders involved, with staff from across the four consortia willing to share resources and expertise. This close cooperation ensured a highly successful working partnership that has resulted in a comprehensive range of high-quality resources.
- On a secondary Welsh medium level, two teachers from CSC were also involved in the development of the work.

- Engagement has continued since the reopening of schools. In the secondary sector, close collaboration and the sharing of resources has resulted in the creation of two communities on Hwb: Y Pair and Y Gist. In addition, resources are being launched on 13th October for a new text that is being studied at GCSE (Llyfr Glas Nebo).
- Information has been shared with schools through close collaboration with the communication team at CSC. Updates have been provided in weekly school bulletins and via Twitter (@CSCJES, @CSC_Cymraeg, @SiarterlaithCCD). Termly update meetings have been provided for Welsh Secondary Heads of Department. Information has also been shared via LA Welsh in Education Forums (WEF) and through LA Task Groups e.g. Bridgend WEF task and finish group to support Welsh medium school to engage with parents who don't speak Welsh.

D10 Preparing for the New Curriculum (Assistant Director & Strategic Lead for Curriculum Reform)

This particular work stream included working with Welsh Government, cross-regional colleagues and Estyn as follows:

- Re-evaluate, feed into drafts and give feedback on appropriate changes to the Shared Expectations document to include acknowledgment of Covid-19 impact to timescales and/or processes.
- Revision of the Curriculum for Wales cross-regional professional learning programme for senior leaders and middle leaders' through e-learning. Launched from Oct 2020.
- Formulate and agree a consistent approach to collecting engagement data from distance learning PL (*for regional records only*)
- Formulate and agree a consistent approach to formatively evaluating the quality of online PL and capturing impact (*to improve the quality of PL delivery only*).
- Meetings with CSC Regional AoLE Leads to share D10 outline of work – pausing of Shared Expectations doc, National PL Programme, regional PL sessions. Also to gain feedback from Leads on the effects of the crisis in schools and to identify ways WG and CSC staff could support.

D11 Support remote learning Inc. Post 16 (Senior Strategic Lead for curriculum & Improvement partner)

Regarding D11 (Post-16), the following link contains the resources developed to support practitioners and learners. WG placed it in an area entitled Year 11- bridge to post-16.

<https://hwb.gov.wales/distance-learning/post-16-learning-and-skills/year-11-bridge-to-post-16-learning-and-skills>

Members of the strategic team developed a series of tutorials. The series of these will be continued to support the current Y12 cohort throughout this year.

- Tutorial 1: Preparing for Year 12/sixth form**
- Tutorial 2: Skills reflection and development**
- Tutorial 3: Exploring university options**
- Tutorial 4: Exploring employment options**

The following sections were prepared by other partners, however were discussed at length by the D11(Post-16) group.

<https://hwb.gov.wales/distance-learning/post-16-learning-and-skills/>

<https://hwb.gov.wales/distance-learning/resources/post-16/>

<https://hwb.gov.wales/distance-learning/resources/seren/>

D12 Health & Well Being (Strategic Lead for Humanities, Health & Well Being)

The four leads worked collaboratively across the regions, with Maxine Chichester from the Welsh Government and Mark Campion from Estyn, over a period of a few months early in the summer term.

<https://hwb.gov.wales/distance-learning/supporting-physical-and-mental-well-being-through-distance-learning/>

During our initial research we identified the five ways to well-being (a model used by the NHS and MIND) as an effective approach for supporting mental health and physical well-being. This formed the basis of our work, however, the information in existence was very focused on adults and was not suitable to the COVID situation, with learners facing both lockdown and remote learning. Therefore we developed a new series of practical suggestions, key considerations and advice for practitioners (within a variety for educational settings) to support the mental health and well-being of their learners during this time of the pandemic.

APPENDIX B

Improvement Partner Activity

There have been a range of delivery activities undertaken this term by IPs. These include:

- IPs have worked with Head Teachers to offer timely bespoke support in line with the needs and capacity of each school;
- School support visits and meetings have had as part of their focus monitoring standards through book looks, learning walks and identifying developmental needs across schools;
- The IPs have advised schools as to the planned spend of grants including the PDG, RRRS and have examined how schools have identified pupils' learning needs through a variety of baseline assessments on return to school in September;
- The IPs have worked as the 'conduit' between the schools and CSC in identifying appropriate support, including specific digital training, literacy, numeracy, STEM and leadership;
- CSC's blended learning resources to support schools have been shared by the IPs with their schools;
- The IPs have worked through the School Improvement Plan (SIP) priorities that schools have in place for this academic year and have advised (and refined) some of the targeted actions within those action plans to ensure clear impact is made;
- The process of Headteacher Performance Management has started in some schools and will continue this side of half-term;
- Some IPs have taken part in Headteacher and other senior leadership appointments;
- Regular wellbeing checks have been made with the schools and support provided for schools that have had to manage Covid cases;
- The IPs have identified professional development needs within their schools and have signposted appropriate staff to CSC's leadership development programmes ie. NPQH, Aspiring Heads, Senior Leaders etc.

Strategic Team Activity

Strategic staff have been developing guidance and supporting schools, this has included:

- Guidance on distance, blended and hybrid learning. This has evolved as practice and research has developed initially focusing on distance learning, moving into blended learning and then on to supporting schools to ensure continuity of learning. The team provided a range of digital support for teachers and schools to ensure that staff and learners can access and use on line learning systems;
- The Strategy for Equity and Excellence has now been published and is guiding school improvement and teaching and learning in schools;
- Our regional PL offer has been revised and adapted to ensure it is relevant and accessible for schools. This includes e-learning for all areas of PL. The programme is available on our website and attendance has been excellent. The team have also ensured that colleagues in the service and LAs have a common understanding of blended learning. This has been supported by our blended learning road map and the variety of webinars held;
- A repository of direct teaching resources in specific curriculum areas is being constructed and collated where schools and CSC officers can share their resources with practitioners across the region;
- We have ensured that there is a focus on well-being both in terms of staff and pupil well-being. This has included re-evaluating and reshaping and refocus of the professional learning (PL) offer related to vulnerable learners and well-being. We are also working with on directly with external providers to meet the evolving needs of schools in these high priority areas;
- The team is also continuing to work on national and cross-regional programmes to ensure that our schools have access to national programmes delivered locally. These include Pupil Development Grant (PDG), Professional Learning, leadership, Curriculum For Wales (CFW), Initial Teacher Education (ITE), TALP and induction;
- Our website is continually updated to ensure the most up-to-date information and guidance. This includes a wealth of collated and quality assured resources that are matched to the curriculum to support teachers and parents to support learning across all of the key stages;

- The Welsh in Education Officers have recommenced their direct support in schools. Support for the work in cluster and individual schools on the Welsh Charter, and assessments for Siarter Iaith and Cymraeg Campus have been reinstated. The PL for Welsh Language development have been revised as e-learning;
- Guidance, PL and support for Curriculum for Wales has been further developed across the region. This has included: the cross regional programme developed as e-learning, Areas of Learning Experience (AoLE) network meetings, new resources and bespoke support for individual schools and clusters;
- The team continue to support specific local and national projects including the national Post 16 resource programme;
- School Improvement Groups (SIGs) and cluster collaborative school to school working has been restarted with schools. Service Level Agreements (SLAs) have been issued to release funding to support schools to have meaningful networks focused on developing pedagogy and other shared improvement priorities;
- The CSC school's bulletin, social media platforms and the specific strategic area social media twitter feeds provide ongoing targeted information and guidance to leaders and practitioners across the region;
- National leadership programmes have been restarted in our region to continue to provide high quality professional learning and support for our middle leaders, senior leaders, aspiring headteachers, new and acting head teachers and experienced head teachers. A new assessment only NPQH is also ensuring our leaders are equipped for headships in the near future;
- CSC team members are now part of the National Head Teacher wellbeing group. CSC is providing a wide range of support for head teachers in the short and long term. Immediate emergency support has been provided to our headteachers through professional support and coaching sessions;
- The National Coaching and Mentoring Programme has started in the region, training supervisor coaches from both the CSC team and school leaders and practitioners to facilitate future training and support in the region;
- Guidance, PL and support for NQTs has been significantly revised to meet the present needs, this includes the increased numbers of supply teachers working in the region;
- Guidance, PL and support for Teaching Assistants has been revised including the creation of a Google classroom specifically to enable the PL and networking of teaching assistants (TAs);
- Strong partnership working continues with the ALN Regional Transformation Lead and LA officers in ensuring schools have the knowledge, skills, school environment, PL and support. This has included guidance documents related to inclusion and ALN, and joint PL for schools and CSC staff;
- Bespoke guidance, advice and support offered to clusters and individual schools in relation to vulnerable learners, PDG CLA and PDG;
- Chairing of attendance, exclusion and EOTAS leads meetings from across the 5 local authorities;
- Ongoing partnership working with external organisations including the Service Children in Education, Young carers and the Child Poverty Action group. This has resulted in a Pilot project in RCT linked to poverty proofing commencing this term; and
- Members of the strategic team are also working with colleagues in schools to develop the quality of teaching and learning working with leaders and class teachers.

Number of Contacts

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total	3043	864	435	330	1030	384

Type of Contact

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Emails	1453	457	183	142	506	165
Face to face	157	72	9	9	60	9
Telephone call	528	111	89	68	135	125
Video Meeting	891	219	153	107	327	85
LA Meeting	12	5	1	4	2	0

Nature of Contact

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Planning visit (plan)	1054	340	150	99	356	109
Training (do)	465	132	73	45	153	62
Monitoring (review)	422	92	83	38	130	79
HTPM	62	31	4	4	21	2
Governing Body	66	13	9	18	24	2
Focused Review	70	22	5	28	10	5
Brokerage	352	159	48	19	77	49
Cluster Working	48	11	6	2	26	3
Joint LA visit	42	15	0	4	23	0
Appointments	124	42	12	11	30	29
Other	1225	291	132	136	527	139

Contacts have been recorded for schools receiving enhanced support only (previously Red, amber or vulnerable yellow)

Welsh government has removed the need to categorise schools across Wales. Within CSC we have a two tier system of support. Enhanced support is provided to school who were previously categorised as Red or Amber and any school, who through close monitoring, is considered to need enhanced support. All schools have a named Improvement Partner who coordinates and brokers appropriate support from within the service or from our school partners. The tables below show the contact with schools accessing enhanced support from CSC. Numbers do not include support from school based staff funded by CSC, e.g. Executive HT or Lead Practitioners

Red & Amber Schools

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total Schools	373	114	54	26	121	58
Red/Amber Schools	48	16	5	9	12	6
% of Schools	12.87%	14.04%	9.26%	34.62%	9.92%	10.34%

Vulnerable Yellow Schools

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total Schools	373	114	54	26	121	58
Vulnerable Yellow Schools	21	8	4	2	3	4
% of Schools	5.63%	7.02%	7.41%	7.69%	2.48%	6.90%

Number of Contacts - Red & Amber Schools

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total	938	324	96	196	220	102
% of All School Contacts	30.85%	37.59%	22.07%	59.39%	21.36%	26.56%

Number of Contacts - Vulnerable Yellow Schools

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Total	202	71	40	16	30	45
% of All School Contacts	6.64%	8.24%	9.20%	4.85%	2.91%	11.72%

Type of Contact

Type of Contact

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Emails	432	178	49	89	82	34
Face to face	71	34	3	9	19	6
Telephone call	158	39	16	35	26	42
Video Meeting	266	68	27	60	91	20
LA Meeting	11	5	1	3	2	0


	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Emails	84	35	12	4	19	14
Face to face	15	9	1	0	2	3
Telephone call	50	10	13	8	2	17
Video Meeting	53	17	14	4	7	11
LA Meeting	0	0	0	0	0	0

Nature of Contact

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Planning visit (plan)	360	127	33	75	93	32
Training (do)	113	35	11	26	27	14
Monitoring (review)	171	57	16	26	47	25
HTPM	18	13	0	1	4	0
Governing Body	47	13	6	10	16	2
Focused Review	36	9	4	17	5	1
Brokerage	89	35	13	13	21	7
Cluster Working	2	1	0	0	0	1
Joint LA visit	39	15	0	4	20	0
Appointments	44	21	4	10	5	4
Other	349	118	32	72	90	37

Nature of Contact

	CSC	Rhondda Cynon Taf	Vale of Glamorgan	Merthyr	Cardiff	Bridgend
Planning visit (plan)	80	30	12	4	16	18
Training (do)	41	11	9	4	6	11
Monitoring (review)	28	3	7	0	1	17
HTPM	0	0	0	0	0	0
Governing Body	3	0	1	2	0	0
Focused Review	3	2	0	0	1	0
Brokerage	22	14	4	0	1	3
Cluster Working	2	0	1	0	1	0
Joint LA visit	2	0	0	0	2	0
Appointments	11	3	0	0	2	6
Other	66	20	15	8	12	11

Digital Professional Learning Report	 <p>CENTRAL SOUTH CONSORTIUM REPORT</p>
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CENTRAL SOUTH CONSORTIUM (CSC)

REPORT FOR JOINT COMMITTEE

16th December 2020

JOINT EDUCATION SERVICE

REPORT OF THE DEPUTY MANAGING DIRECTOR – PROGRESS IN DIGITAL PROFESSIONAL LEARNING

Author: Matthew Humphreys (Strategic Lead for Digital Central South Consortium)

1.0 PURPOSE OF REPORT

1.1 To update members on the professional learning provided by the Digital team of Central South Consortium and to acknowledge progress to date.

2.0 RECOMMENDATIONS

2.1 It is recommended that Members

- Review and accept the progress report; and
- Consider any further activity CSC should undertake to support schools across the region

3.0 BACKGROUND

3.1 During March 2020, in response to Covid-19, planned support for professional learning was adapted to respond to school needs. Throughout the summer term, the digital team continued to provide support to schools with previously identified digital needs. In addition, bespoke support was offered to all schools across the region to ensure continuity of learning.

3.2 In light of increased demand for service support, the digital team was expanded to include a further Lead Practitioner (0.6 FTE). A comprehensive recruitment process took place and a candidate appointed for the remainder of the financial year. The remainder of the team is comprised of the Strategic Lead for Digital Education (Full-time) in addition to three digital officers (Full-time / 0.6 FTE / 0.4 FTE).

3.3 Professional learning, planned for in-person delivery, was adapted into an online format in order to support all schools across the region. Direct school support was provided online from March 2020.

3.4 Over the course of the Summer term 2020, the digital team worked to support Welsh Government's 'Continuity of Learning' programme. This included providing guidance to parents and carers, raising the profile of tools in the system and utilising the Hwb platform to share good practice.

3.5 The digital team supported schools in the use of online collaborative platforms such as Microsoft Teams and Google Classroom. Frequent support requests were made as schools adapted to the needs of isolated learners and potential disruption.

Between March and July 2020, the team directly supported over 70 individual schools.

4.0 SUMMARY OF SUPPORT PROVISION

- 4.1 Since September 2020, the team has directly supported 54 schools (46 Primary / 5 Secondary / 3 Special). The nature of support requests has been context driven with the majority of support request (38) directly linked to blended learning provision. The remaining requests focused on developing digital learning across the curriculum and supporting middle leaders in schools. Support packages have been tailored to suit the particular needs of each setting following an initial scoping meeting. The vast majority of support sessions have been conducted through video conferencing due to the impact of local and national lockdowns, and in compliance with the latest guidance. Additionally, guidance was published to support schools to plan for continuity of learning, and the team continued to respond to ad-hoc support requests through email correspondence and telephone conversations.
- 4.2 Termly primary and secondary digital network meetings have continued. During the autumn term, 12 schools were represented at the secondary digital network meeting with a further 44 engaging with the primary network. Timings were reduced to reflect the added pressure on engagement resulting from the pandemic. These meetings gave opportunity for schools to share their approaches to blended learning and to celebrate effective practice.
- 4.2.1 A series of webinars have been scheduled to support Newly Qualified Teachers in the use of the Hwb platform a total of 60 NQTs engaged with further 100 engagements with the recorded sessions. Further supporting webinars focusing on direct teaching provision have been made available to practitioners.
- 4.2.2 Materials to support a variety of approaches to direct teaching have been uploaded to the [Knowledge Bank area of the CSC website](#) and have had 218 views to date. These materials illustrate the range of tools available to practitioners as they make provision for isolating learners.
- 4.2.3 The online [Professional Learning Offer](#) contains a range of supporting playlists to provide guidance in the use of Hwb applications to develop blended learning approaches. These materials will be supplemented by further practitioner developed materials focusing on digital leadership and pedagogy with modular releases over the course of the financial year.
- 4.3 Welsh Government and the cross regional digital advisors' group has developed and shared a range of blended learning materials to support senior leaders, practitioners, parents and carers. These materials are available via the [Hwb platform](#) and provide guidance and video tutorials to support stakeholders during the current pandemic.
- 4.3.1 Additionally, in collaboration with Welsh Government, the regional consortia have developed a [digital self-review tool](#), hosted on Hwb, to support practitioners in assessing and further developing their current digital strategy. This tool is currently available to all Hwb users as a beta version. Pilot schools from across Wales are informing further improvements to the tool.
- 4.4 CSC have engaged with Local Authorities as part of the EdTech programme through attendance at digital strategy group meetings. Additionally, the digital team continue

to develop closer links with each LA and the termly regional digital meeting will take place during November 2020.

- 4.5 Regional guidance was produced in response to the needs of the system. Guidance provided synthesised research to schools and ensured consistency in the use of language across the region. In line with the Central South Wales Challenge (CSWC) and our regional strategy for empowering schools, all documents have been produced to provide schools with a number of solutions and strategies, rather than a singular approach. Improvement partners and strategic teams use these with schools to support decision making and broker professional learning and support as required.

Publication	Date
Distance Learning Considerations	May 2020
Web based Professional Learning Guidance Published	May 2020
Blended Learning Guidance Published	June 2020
Web Based Professional Learning Guidance published	July 2020
New website section for Blended Learning (was initially Distance Learning)	June 2020
New website section for Professional Learning	June 2020
Continuity of Learning during Covid-19 guidance	October 2020

- 4.6 In direct support of the situation arising from COVID-19 a number of professional learning opportunities were specifically developed in response to school needs. These focused on well-being, pedagogy and distance/blended learning.



Strategic Area	Specific PL to support well-being and distance & blended learning
Digital	<ul style="list-style-type: none"> • Creating playlist to support learning • Developing Interactive quizzing webinar • Google classroom: An introduction • Adobe Spark for Direct teaching (November 2020) • NQT webinar: The Power of Hwb (November 2020)

4.7 DCF in-depth cluster training materials are in the final stages of development and a pilot has been planned for December 2020. The digital team will work with clusters of schools to further enhance understanding of cross-curricular skills development and to support cluster working.

5.0 IMPACT TO DATE

Items of progress to note include:

- Following direct support, schools have been upskilled in the use of Hwb platform applications to support distance learning
- Schools shared approaches and considerations for blended learning at Network meetings
- Hwb platform usage has increased significantly (Appendix A)
- Publish guidance has supported schools to review and adapt distance learning provision

Case Study A	
Case Study B	

6.0 NEXT STEPS

Short term priorities include:

- Complete the DCF in-depth cluster pilot
- Publish Computational Thinking Unplugged to support professional learning
- Support schools in utilising technology for direct teaching
- Respond to emerging school needs and national policy changes

7.0 CONCLUSION

CSC continue to support schools and respond to the challenges presented by the pandemic. The digital team have provided bespoke support for an increased number of schools. A growing [e-professional learning offer](#) continues to provide further support and guidance to practitioners across the region.

APPENDIX A: HWB ENGAGEMENT

Between February and March 2020, 93.78% of schools in the Region saw an increase in the number of logins to Hwb, with 24 schools not seeing any increase in this time period. 369 schools saw an increase in total logins when comparing their average pre-covid logins (Sep 19 – Feb 20) to their logins in March 20.

Local Authority	Jun 20 - Sep 19
Bridgend	751.8
Vale of Glamorgan	472.8
RCT	291.3
Merthyr Tydfil	273.2
Cardiff	552.4
CSC	483.3

Table 1: The % increase in logins from September 2019 to June 2020.

When student logins are compared, just under 90% of schools saw an increase in student logins from February 2020 to March 2020. The average student logins per month has already increased substantially between pre-covid months and March 2020 onwards:

Download Month	Student Logins Total	Student Accounts Total	Average Student Logins
Sep 2019	58630	122527	0.48
Oct 2019	20982	123125	0.17
Nov 2019	113235	125097	0.91
Dec 2019	82110	98364	0.83
Jan 2020	106438	97201	1.10
Feb 2020	124898	98515	1.27
Mar 2020	452246	106677	4.24
Apr 2020	362863	109630	3.31
May 2020	356907	110914	3.22
June 2020	400224	111681	3.58
July 2020	194027	112488	1.72
Grand Total	2272560	1216219	1.87

Table 2: Student logins from September 2019 to July 2020

It should be noted that the figures for April may be reduced due to the Easter holidays and Spring Bank holiday might have reduced the figures for May also. July may also be impacted with the end of terms towards the end of the month.

Figures for the use of Google or Office 365 software show a significant increase in schools utilising the Google suite. This pattern developed in line with school closures and continued towards the end of the Summer Term 2020. Nearly 80% of schools in the region had Office 365 as the most used suite of software in September 2019, with an increase to approximately 85% of schools in February. This fell to just under 60% of schools in July.

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CENTRAL SOUTH CONSORTIUM (CSC)

REPORT FOR JOINT COMMITTEE

16th December 2020

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – Grant Award of Funding Approval

Author: Louise Blatchford, Deputy Managing Director CSC

1 PURPOSE OF THE REPORT

The purpose of the report is to provide Members with an update with regards to the award of funding from Welsh Government for 2020/2021 financial year and the use thereof.

2 RECOMMENDATION

It is recommended that Members;

- Consider and note the award of grant funding;
- Approve the use and distribution of grant funding in accordance with the terms and conditions of the award;
- Recommend that the Lead Chief Executive and S151 Officer approves the receipt of grant funding.

3 BACKGROUND

As host authority Rhondda Cynon Taf 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.

The method of apportionment of each grant will vary depending on its nature, its intended recipients, its purposes and the associated terms and conditions.

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 Directors Group 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.

At the Joint Committee meeting on the 18th February 2014 it was agreed to devolve responsibility for the approval of grants to the Directors Group where the Joint Committee meeting cycle does not align with the grant timetables.

4. AWARD OF GRANT FUNDING

There is one award of grant funding that requires Members approval as required by the legal agreement.

This report presents details of 2020/2021 award of funding letters for:

4.1 REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT

The total of this variation award of funding is £220,513 over the period 1st April 2020 – 31st March 2021. To support the following:-

- £188,250 Accelerated Learning Program;
- £26,000 Collaborative Project to Support Newly Qualified Teachers; and
- £6,262.50 Supporting Adopted Learners.

	Delegated to schools	Retained Initially for future delegation to schools	Retained by CSC for Specific Circumstances	Central Salaries	Total	Areas to include	Provisional Apportionment
	£	£	£	£	£		
Accelerated Learning Program			30,000	158,250	£188,250	<p>CSC to host online repository for schools using a phased approach. The grant is to fund additional capacity, new and distinctive work specifically in relation to the principles of the ALP in any/all and across the middle tier organisations within the region.</p> <p>Enhance capacity to ensure coherence across the region in the delivery of the ALP. Recruit project manager to support the requirements of the grant. Commissioning Budget</p>	<p>£139,750</p> <p>£18,500</p> <p>£30,000</p>
Collaborative Project to Support Newly Qualified Teachers	18,000		8,000		£26,000	<p>Resources developed around planning, delivery, assessment and feedback.</p> <p>Guidance for NQTs, student teachers, school mentors.</p> <p>HEI resources for students.</p> <p>Summative report to WG.</p>	<p>15 schools @ £1,200 per school. school provides a Portfolio of Practice Worth Sharing and contributes to evaluation and final report = £18,000</p> <p>4 ITE providers @ £1,800 for evaluation report of portfolios, resources developed to support student teachers and contribution to summative report to WG = £7,200</p> <p>Translation Costs = £800</p>

Supporting Adopted Learners	6,262.50				£6,262.50	Membership costs for Adoption UK for one year.	10 schools to be supported with LA. This may vary dependent on take up. 50 schools @ £125.25 = £6,262.50
TOTAL	24,262.50		38,000	158,250	£220,512.50		

In addition, the 'Specific conditions of Funding for the period relating to the element which supports the Education Improvement Grant for Schools' under Schedule 1 of the Funding award now includes an addition: "support for schools and local authorities in undertaking certain elements of their statutory duties, including for 14-19 Learning Pathways where:

- You must ensure schools in your local authority meet the requirements of the Learning and Skills (Wales) Measure 2009 that they offer students a minimum of 25 courses, 3 of which are vocational at KS4 and at post 16 schools must offer a minimum of 30 choices of which 5 must be vocational. The vocational courses for post 16 must fall across the 3 domains, one of which must be mathematics, science and technology domain.
- You must ensure that all schools have a local curriculum offer that meets the requirements of the Learning and Skills Wales Measure by 30 April 2021 and then confirm in writing to Welsh Government no later than 31 May 2021 that all schools within your consortia have met the requirement of the measure.

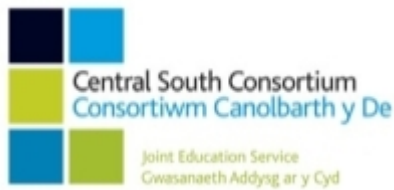
Links to CSC Business Plan and Risks

- Develop a high-quality education profession;
- Develop inspirational leaders and to facilitate their working collaboratively to raise standards;
- Develop strong and inclusive schools committed to excellence, equity and well-being.

Background papers

1. Joint Committee meeting on the 18th February 2014
2. Welsh Government Award of Grant funding letter dated 7th July 2020

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**CENTRAL SOUTH CONSORTIUM
REPORT FOR JOINT COMMITTEE**

16th DECEMBER 2020

JOINT EDUCATION SERVICE

**JOINT REPORT OF THE MANAGING DIRECTOR AND THE TREASURER
– 2020/21 BUDGET MONITORING UPDATE AND 2021/22 BUDGET
SETTING**

**Authors: Clara Seery (Managing Director) and Stephanie Davies (Head of
Finance - Education and Financial Reporting)**

1. PURPOSE OF REPORT

To provide Members with:

- 1.1 An update of the projected outturn position for 2020/21 and a summary of 2020/21 grant funding.
- 1.2 The proposed 2021/22 revenue budget and basis of apportionment of local authority contribution levels for this period.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note the current projected outturn position for 2020/21.
- 2.2 Note and approve the re-distribution of the un-committed earmark reserve balance to member local authorities (paragraph 3.3).
- 2.3 Note the current grant funding position for 2020/21.

- 2.4 Consider and approve the budget for 2021/22 in order for the member local authorities to approve, as appropriate, and to confirm their approval to the next meeting of the Joint Committee.

3. **BUDGET MONITORING 2020/21**

- 3.1 A summary of the 2020/21 projected outturn position is set out in Table 1.

Table 1 – Projected Outturn Position 2020/21

Category	Revised Budget 2020/21 £	Projected Out-turn 2020/21 £	Variance (Under) / Overspend £
<u>Expenditure</u>			
Gross Employees	3,029,596	2,874,194	(155,402)
Net Employees	3,029,596	2,874,194	(155,402)
Premises			
Rent	153,250	153,250	0
Maintenance	150	150	0
Other	600	670	70
Total Premises Cost	154,000	154,070	70
Transport	7,000	6,902	(98)
Supplies & Services			
Continuing Professional Development / Staff Adverts	35,500	88,284	52,784
Licenses / Mobile and Telephone Charges / Computer Costs – Hardware / Software	63,585	132,399	68,814
Photocopying / Postage / Advertising / Stationery / General Office Expenses	30,760	90,307	59,547
External Audit and Actuary Fee, Employers Liability and Public Liability Insurance	53,020	53,020	0
Communication Strategy	5,000	0	(5,000)
Total Supplies & Services	187,865	364,010	176,145
Commissioning	126,000	125,578	(422)
Support Services	114,566	114,566	0

Category	Revised Budget 2020/21 £	Projected Out-turn 2020/21 £	Variance (Under) / Overspend £
Gross Expenditure	3,619,027	3,639,320	20,293
<u>Income</u>			
Local Authority Contributions	3,599,527	3,599,527	0
Grants and Other Income	19,500	41,232	(21,732)
Total Income	3,619,027	3,640,759	(21,732)
Net Expenditure	0	(1,439)	(1,439)

3.2 The full year projected outturn position (projected as at October 2020) is a £1.5k underspend (£1.5k projected underspend reported to the 14th September 2020 Joint Committee meeting). Key variances within the projected outturn position include:

- Employees (£155k underspend) – due to in-year temporary staff vacancies forecasted to year-end;
- Supplies & Services (£176k projected overspend) – estimated additional one-off costs to enable investment in an Improvement Partners pilot project (staff training / accreditation and ICT hardware) to support the Consortium in developing further its school improvement capabilities together with facilitation of a coaching and mentoring program across schools; and
- Income (projected to be £22k higher than budget) – in respect of unbudgeted income forecasted to be received in relation to administrative support to be provided to the Additional Learning Needs Transformational Team.

3.3 Members will be aware that the audited 2019/20 Statement of Accounts included two specific earmarked reserves, the current position for each is as follows:

- £332k to support school improvement activities – the current commitment against this earmarked reserve is £10k, to support the delivery of a sensory project. As there are no further commitments against this reserve, subject to Joint Committee approval, the remaining balance of £322k will be re-distributed to member local authorities in line with current Indicator Based Assessments (IBAs).
- £200k to support the re-modelling of the service over the medium term – to date there are no costs which require to be funded from the re-modelling earmarked reserve.

4. **GRANT FUNDED SERVICE 2020/21**

4.1 Table 2 sets out the 2020/21 grant allocations received by the Consortium from Welsh Government as at October 2020.

Table 2 – 2020/21 Grant Allocations

Grant	Total Grant	Retained to Fund National Priorities	Delegated to Schools/Local Authorities
	2020-21 £	2020-21 £	2020-21 £
Regional Consortia School Improvement Grant (including match funding)	45,621,010	4,885,605	40,735,405
Centrally Retained Salaries	3,164,416	3,164,416	0
Business Plan Activity	1,721,189	1,721,189	0
Central South Wales Challenge Model	859,300	0	859,300
Welsh Government Priority Areas	492,009	0	492,009
Cluster Funding	875,000	0	875,000
Professional Learning	2,224,249	0	2,224,249
EIG Element	34,916,488	0	34,916,488
Delegated to Schools/PRUs			
Foundation Phase – Non Maintained Settings	323,325	0	323,325
Grant Administration	67,021	0	67,021
Allocation of resources to react to specific local need	978,013	0	978,013
Pupil Development Grant	34,093,962	222,757	33,871,205
Main	25,956,650	0	25,956,650
Early Years	5,584,400	0	5,584,400
Children Looked After	1,920,500	122,757	1,797,743
Education Other Than At School	277,150	0	277,150
PDG Consortia Led	255,262	0	255,262
Pupil Development Grant Adviser	100,000	100,000	0
Total	79,714,972	5,108,362	74,606,610

4.2 The Consortium has updated its Grants Register to reflect the position set out in Table 2 and will continue to monitor expenditure to ensure the use and effectiveness of grants are maximised across the region.

5. REVENUE BUDGET 2021/22

- 5.1 Under the terms of the Central South Consortium's Legal Agreement, the Joint Committee is required to approve its budget by the 31st December for the following financial year in order that member local authorities can consider and approve their contributions.
- 5.2 As Members will be aware, the 21st January 2020 Joint Committee meeting approved indicative Revenue Budget levels for the period 2020/21 to 2022/23, to aid the Consortium's medium term service planning arrangements. For the 2021/22 financial year, the agreed local authority contribution level was set at -1% of the 2020/21 level.
- 5.3 Since this time, the Chief Executives of the five member local authorities that comprise the Central South Consortium, in discussion with the Managing Director, having considered budget saving proposals in parallel with the following principles:
- The need to protect frontline school improvement resources and target available funding to key priorities;
 - The continued delivery of efficiency savings; and
 - The Consortium to fully fund pay and non-pay related inflation.
- 5.4 The overall saving requirement for 2021/22 totals £85k, comprising a £36k reduction in local authority contribution levels (i.e. a -1% reduction on the 2020/21 level), an assumed 2.75% pay award (£45k) and the impact of non-pay inflation (£4k). The required budget savings, in line with the principles set out in paragraph 5.3, are proposed to be delivered through realizing cost reductions on part vacant positions and revising non-pay budget areas in line with service needs for the forthcoming year.
- 5.5 The Treasurer has validated the core budget saving proposals and has confirmed that they would be available for release in the 2021/22 financial year.
- 5.6 With specific regard to pay inflation, a 2.75% increase has been incorporated into the Budget in line with the level of pay award for the current year (i.e. 2020/21). It is against this position that the Consortium has sought to balance its Budget and deliver the agreed 1% reduction in contribution levels. Members will note the UK Government announcement on public sector pay as part of the Spending Review ("paused") and also the agreement of annual pay levels for local government being subject to national negotiation between employers and trade unions; these processes will now need to run their course.

5.7 Bringing together the information set out in paragraphs 5.3 to 5.6, Table 3 sets out the draft revenue budget for 2021/22.

Table 3 – Draft Revenue Budget 2021/22

Category	Revised Budget 2020/21	Proposed Budget 2021/22	Budget Increase / (Decrease)
	£	£	£
<u>Expenditure</u>			
Employees	3,019,596	3,057,186	37,590
Apprenticeship Levy	10,000	10,000	0
Gross Employees	3,029,596	3,067,186	37,590
Premises	154,000	156,605	2,605
Transport	7,000	28,000	21,000
Supplies and Services	187,865	189,020	1,155
Commissioning	126,000	27,655	(98,345)
Support Services	114,566	114,566	0
Gross Expenditure	3,619,027	3,583,032	(35,995)
<u>Income</u>			
Local Authority Contributions	3,599,527	3,563,532	35,995
Grants and Other Income	19,500	19,500	0
Total Income	3,619,027	3,583,032	35,995
Net Expenditure	0	0	0

5.8 Members will recall that the 14th September 2020 Joint Committee agreed in-year budget virements to reflect lower expenditure forecasts across Employee, Transport and Supplies and Services categories due to the in-year impact of Covid-19. The estimated reduction in expenditure totaled £126k and the approved virement transferred this sum to the Commissioning budget category for 2020/21. For the 2021/22 budget, this position has reverted to the original core budget level of £27k, with commissioning activities being funded through a mix of core and external grant funding.

5.9 With regard to funding contributions from each Local Authority, Members will note that these are based on specific IBAs published by the Welsh Government (in accordance with the Central South Consortium's Legal Agreement). Table 4 sets out the 2021/22 Local Authority contributions on

this basis.

Table 4 - 2021/22 Local Authority contribution levels

Local Authority	2021/22 Allocation Basis (Based on 2020/21 IBA)		2020/21 Contribution	2021/22 Contribution	Change Increase / (Decrease)
	£'000	%	£	£	£
Bridgend	95,094	15.39%	553,967	548,428	(5,539)
Cardiff Council	223,701	36.19%	1,302,669	1,289,642	(13,027)
Merthyr Tydfil	39,186	6.34%	228,210	225,928	(2,282)
Rhondda Cynon Taf	168,698	27.29%	982,311	972,488	(9,823)
Vale of Glamorgan	91,433	14.79%	532,370	527,046	(5,324)
Total	618,112	100.00%	3,599,527	3,563,532	(35,995)

- 5.10 Subject to the decision of the Joint Committee, agreed contribution levels for 2021/22 will be notified to member local authorities for their approval and confirmation back to the next Joint Committee meeting.

6. CONCLUSIONS

- 6.1 The projected outturn position for the full year is a £1.5k underspend (projected as at October 2020) and the Consortium will continue to closely monitor and manage its resources and report updates to Joint Committee through to year-end.
- 6.2 The 2020/21 Grants Register has been updated to reflect the current grant funding position.
- 6.3 A draft 2021/22 Revenue Budget for the Consortium has been prepared and reflects a -1% reduction in member local authority contribution levels, this being in line with the indicative three-year revenue budget agreed by Joint Committee in January 2020.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

16th DECEMBER 2020

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

List of background papers

Freestanding matter

Officers to Contact:

Mrs. Clare Seery (Tel No. 01443 281400)

Ms. Stephanie Davies (Tel No. 01443 680560)

CENTRAL SOUTH CONSORTIUM (CSC)

REPORT FOR JOINT COMMITTEE

16th December 2020

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – DEVELOPING THE BUSINESS PLAN FOR 2021/2022

Author: Louse Blatchford, Deputy Managing Director CSC

1 PURPOSE OF REPORT

- The national model requires that a draft business plan for 2021/2022 is presented to Joint Committee in December. The final business plan will be submitted in full to the Joint Committee in the meeting in March 2021.
- The business plan for 2021/22 will take account of:
 - Aspects within existing business plan that were identified to be developed in 20/21 but had to be paused due to the impact of Covid-19;
 - The outcomes of self-evaluation processes;
 - Emerging requirements of local authorities;
 - National priorities (including National Mission 2);
 - Cross consortia planning; and
 - Feedback from Estyn (including the Thematic Review Oct 2020 recommendations) once received.
- Consortia receive revenue funding from the local authorities in order to carry out the challenge and support role on behalf of each authority. Consortia are also funded through grant by Welsh Government to deliver national priorities. At the time of writing this paper, there is no agreement on the overall funding envelope available to the Consortia.
- 97% of the current business plan is funded by grants. Awards of funding have terms and conditions which are incorporated into the planning process as well as the national development of success criteria for the enabling objectives. At this stage, it is not possible to provide detailed plans as indicative funding allocations have not been received.

2. Recommendation

- Following discussion with Directors, Members are asked to approve rolling forward the high level Business Plan for 2020/21 to 2021/22. Operational plans will continue to be developed over the coming months and shared in the Spring Term 2021.
- Members to provide a steer on any particular areas for improvement and before the detailed operational planning process takes place.
- Members note that there remains uncertainty about grant for the 2020/21 financial year and beyond as the Welsh Government has yet to confirm the grant position and requirements of Consortia and LAs.

3. Background

- The current business plan covers the period 1st April 2020 to 31st March 2021. It has five priorities based upon the enabling objectives within the document Education in Wales: Our National Mission.
 - a) Develop a high-quality education profession;
 - b) Develop inspirational leaders and to facilitate their working collaboratively to raise standards;
 - c) To develop strong and inclusive schools committed to excellence, equity and well-being;
 - d) Continue to develop robust assessment evaluation and accountability arrangements supporting a self-improving system; and
 - e) Improve the effectiveness and efficiency of Central South Consortium
- For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered.
- Key success criteria and actions from the business plan and associated operational plans form the basis of the organisation's operational monitoring approach. Operational plans are updated by aspect leads through half termly meetings between the drive teams, business manager and the operations manager. In addition, each drive team meets with the managing director, deputy managing director and the operations manager towards the end of each term for 'impact review meetings'.

4. Business Plan Development 2021/22

- Education in Wales: Our National Mission, provided the Welsh Government's action plan for the period 2017-21, contains clear implications for local authorities and consortia. The business plan will build upon how the consortium is working with

local authorities ensuring all schools are supported and challenged to deliver the national mission in line with key milestones.

- The operational business plans for 2021/22 will also take into account the publication Education in Wales: Our National Mission update released in October 2020, as well as any implementation plans once published.
- Increasingly, consortia work together to deliver key national priorities, the implications of which are built into the business plan proposals. Further, the monitoring and reporting arrangements for these plans are detailed within the terms and conditions of the funding. The business plan links the priorities within cross consortia improvement planning and the regional needs of CSC.
- It is proposed to continue to follow the key improvement objectives from 2020/21.
- It is proposed to build upon the current system of business planning and monitoring, to ensure increased engagement of all stakeholders in the development of the detailed operational plans that sit beneath the high-level objectives. An engagement plan is now embedded to ensure effective, regular and robust challenge and discussion with all stakeholders. This will include a period of consultation with all schools in the Spring Term as well as engagement with all governance groups.
- In addition, we will continue to develop the operational business plans with LAs during the LA performance meetings in the Spring Term. This will ensure LA priorities are identified and incorporated at an early stage as part of stakeholder engagement.
- Success criteria and milestones will be clearly defined and an enhanced process of in-depth evaluation to inform self-evaluation has been developed to enable effective challenge.
- The business plan will continue to reflect the Vision of CSC and the CSWC delivery strategy. That model gives schools the means and the responsibility for driving improvement in their own schools and in the wider system, encouraging a culture where schools care about the success of all schools as much as they care about their own. However, during the current pandemic, this model has had to be refined to reflect the capacity within the system at the current time.
- Progress against each priority will be reported to the Joint Committee on a termly basis. In addition, we will:
 - a. Provide at least one performance report to the five Scrutiny Committees, ideally in January of each year;
 - b. Review the performance of schools (previously categorised as red and amber) termly with authorities; and
 - c. Report termly to the Welsh Government's Challenge and Review sessions.

5. Implementation issues – cost, timescale etc.

- Proposals for budget setting will be presented to the Joint Committee in January 2021. In line with the medium term financial plan agreed by Joint Committee, a 1% cut to core funding in 2020/21 will be used for budget setting purposes.
- At this stage, there is a significant amount of uncertainty regarding the grant funding mechanisms from Welsh Government and so it is not possible to set out the grant budget position for 2021/22. The Consortium will continue to work closely with Welsh Government to ensure that funding is used effectively to support the strategic priorities set out within the draft business plan.

6. Background Papers

1. Business Plan 2020/21
2. Summary report re progress with the 2020/21 Business Plan (will be presented to Joint Committee in January 2021)

Priority 1: To develop a high-quality education profession		
SLT Drive Team: Natalie Gould, Richard George, Mandy Esseen & Carys Pritchard	Wider Drive Team: Ruth Best, Cath Billington-Richards, Emma Dermody, Glen Gilchrist, Matthew Humphreys, Kathryn Lewis, Kate Nash & Matthew Robbins	
Objectives	How will we know if we've made progress?	Outcomes
1.1 The regional professional learning offer is available to all schools to support national and regional priorities.	The offer is aligned to the principles of the Central South Wales Challenge model and National Approach to Professional Learning to support national, regional and local authority priorities.	<ul style="list-style-type: none"> The professional learning offer responds to and meets local, regional and national priorities. School engagement in regional professional learning activities increases. School engagement with the National Schools as Learning Organisations tool increases from a benchmark taken in March 2020. Schools' annual survey captures schools' confidence levels of managing change during education reform. All professional learning explicitly references opportunities to progress against the standards. The TA/HLTA workforce is increasingly professionalised, and the increased number of TAs gaining HLTA status eases the
1.2 Schools are supported to manage change and develop as learning organisations.	School engagement in specific aspects of the professional learning offer and CSC school improvement team feedback on progress made.	
1.3 Professional learning opportunities align to the Professional Standards for Teaching and Leadership and Assisting Teacher Standards to improve the quality of teaching.	All professional learning explicitly references opportunities to progress against the standards.	
1.4 A refined Teaching Assistant Learning Pathway (TALP) and NQT induction process facilitates appropriate learning pathways for practitioners.	The TALP and Statutory Induction process increases the number of HLTA accreditations and enables nearly all NQTs to pass induction.	

1.5 Partnership working with ITE providers and schools improves the quality of initial teacher education.	Student teachers achieve QTS within jointly accountable school/HEI partnerships that model the professional standards through enquiry led practice.	<p>pressure on class teachers, class sizes and the effectiveness of learning and teaching strategies to meet the needs of all learners. All NQTs are provided with the support they need to pass induction and are offered high-quality professional learning so as to equip them to thrive as teachers moving forward in their careers.</p> <ul style="list-style-type: none"> • A range of ITE programmes and routes into teaching are delivered in jointly accountable school/HEI partnerships, to ensure that high-calibre student teachers gain QTS and are successfully recruited to meet the needs of schools in the region. • The annual CSC schools' survey demonstrates that schools and practitioners are increasingly evidence-informed and research-engaged. • Schools' engagement in Curriculum for Wales activities increases. Evaluation of the Curriculum for Wales professional learning programme demonstrates changes to professional learning, behaviour and results. • The professional learning offer responds to and meets local, regional and national
1.6 Schools are supported to engage with the National Strategy for Educational Research and Enquiry.	Schools in the region are increasingly evidence-informed and research-engaged.	
1.7 Schools are supported to prepare for the implementation of the Curriculum for Wales.	Schools are supported to develop pedagogy and curriculum aligned to the Curriculum for Wales. Support offered to schools is reflected in engagement with the professional learning offer.	
1.8 Develop and implement a regional professional e-learning strategy.	E-learning and digital professional learning resources are available to all schools as part of the professional learning offer.	
1.9 Provide regional professional learning in pedagogy, curriculum, assessment and qualifications.	Schools implement national and regional strategies in Expressive Arts; Health & Wellbeing; Humanities; Language, Literacy and Communication; Mathematics & Numeracy, Science & Technology and Digital Competence including the foundation phase and post-16.	
1.10 Support the implementation of national and regional strategies for developing Welsh in schools.	The professional learning offer for improving Welsh is aligned to regional needs and the Welsh Language Competency Framework. Practitioners report that their confidence and competence in Welsh language skills improves. The use of informal and incidental Welsh in schools across the region increases.	
1.11 Support the preparation for the Additional Learning Needs and	Schools are supported to enact changes to policy and practice in line with the Additional	

Education Tribunal (Wales) Act.	Learning Needs and Education Tribunal (Wales) Act.	<p>priorities in Expressive Arts; Health & Wellbeing; Humanities; Language, Literacy and Communication; Mathematics & Numeracy, Science & Technology and Digital Competence, which includes the foundation phase and post-16. School engagement in regional professional learning activities increases in each area.</p> <ul style="list-style-type: none">• The School Workforce Annual Census reports an increase of language competence and skills of practitioners.• The number of schools achieving the Welsh Language Charter award increases.• A high-quality ALN professional learning programme is developed in preparation for the inclusion in the 2020-2021 regional professional learning offer.
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Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards		
SLT Drive Team: Kate Rowlands, Steve Davies & Emma Coates	Wider Drive Team: Alison Tovey	
Objectives	How will we know if we've made progress?	Outcomes
2.1 Enhance current and future leadership through a comprehensive pathway.	All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.	<ul style="list-style-type: none"> Professional Learning Pathway completed – to include Senior Leaders programme. Leaders at all levels develop the skills needed to be highly effective in their roles. Staff wishing to seek promotion gain a post. Cyfleoedd+ and Federations become effective models for collaboration if after being monitored and evaluated they are shown to enhance leadership capacity. Nearly all pilot schools demonstrate effective leadership, challenge and support from the Governing Body. All mentors and coaches have access to a range of training and support. Mentors and Coaches develop this role within their own setting and in the wider system. Coaches
2.2 Develop effective collaboration models to increase leadership capacity	Evidence shows that collaboration models have a positive impact on leadership capacity.	
2.3 Strengthen school governance to provide effective leadership, challenge and support.	Governors understand and effectively fulfil their role within individual settings.	
2.4 Improve the use of coaches and mentors to further develop school leaders	The use of coaches and mentors is effective, as one strand of a package of support to improve school leaders	
2.5 Develop and strengthen effective leadership through peer engagement.	Peer engagement has a positive impact on leadership through effective self-evaluation leading to the identification of appropriate improvement priorities.	
2.6 Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.	Strong representation across the region in all categories of the Professional Teaching Awards Cymru.	

		<p>accessing MA qualification with UWTSD.</p> <ul style="list-style-type: none"> Nearly all CSC schools involve peers to successfully enhance their self-evaluation processes as required by the Welsh Government (WG) Evaluation and Improvement Arrangements (Draft). Highly effective practice is identified and acknowledged across the region.
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Priority 3: To develop strong and inclusive schools committed to excellence, equity and wellbeing		
SLT Drive Team: Emma Wilmott & John Welch	Wider Drive Team: Siriol Burford & Gethin Howells	
Objectives	How will we know if we've made progress?	Outcomes
3.1 Improve outcomes for vulnerable learners through effective strategic support	To have used the current learning to provide strategic direction in provision for vulnerable learners.	<ul style="list-style-type: none"> Improved rates of progress for vulnerable learners including FSM, CLA, MAT and ALN. Robust mechanisms in place for school to access and identify how to support vulnerable learners effectively. All CSC staff receive professional learning to
3.2 Ensuring consistency of approach for Central South Consortium and local authorities in supporting provision for vulnerable learners.	Strategic support across the organisation including professional learning for all areas will be aligned and focused to enable schools to be strong and inclusive.	

3.3 To prepare schools for the Additional Learning Needs and Educational Tribunal Wales Act through effective partnership working.	All schools are aware of the new expectations of the Act.	<p>ensure consistency of approach in supporting to improve outcomes for vulnerable learners. The consistent approach will be shared with LA officers to avoid duplication and will strengthen partnership working.</p> <ul style="list-style-type: none"> • Using the information generated by the audit tool and through collaborative working with LA and CSC officers, there is an accurate understanding of schools' preparedness for ALN transformation. The school-named ALNCO has a sufficient skill set to undertake duties as dictated by law by January 2021. ALNCO engagement in professional learning programmes. • Identification of how professional learning provided by CSC centred on CLA pupils is impacting positively on leadership, provision and outcomes for CLA pupils. Continuation of the professional learning provided by CSC to support vulnerable pupils in schools across the consortia.
3.4 The new Teaching and Learning strategy encompasses the wellbeing strategy and reflects the approach of the local authorities including links with attendance and exclusion leads.	There is a clear understanding of quality first teaching across CSC and schools and how that can impact on progress for vulnerable learners.	
3.5 To highlight good practice in supporting children looked after (CLA) through appreciative enquiry	Enquires will highlight positive outcomes for CLA learners and will inform future Professional Learning needs.	

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

SLT Drive Team: Andy Rothwell, Caryl Stokes, Andy Hurley & Geraint Lewis

Wider Drive Team: David George, Jonathan Davies & Richard George

Objectives	How will we know if we've made progress?	Outcomes
4.1 Enable and support schools to access appropriate support to respond to the changing accountability measures	Schools have a good understanding of accountability measures this is reflected in the use of policies and procedures within schools	<ul style="list-style-type: none"> • Schools' use of NEIR visible through improvements in self-evaluation as noted in Estyn outcomes and categorisation process. • Increased collaboration between schools and partners as a result of changes to Central South Wales Challenge results in reduction of the number of schools requiring the highest level of support. • Robust governance across CSC ensures that accountability for services is clear and effective. This results in fewer schools requiring the highest level of support. • Most Welsh Government policies linked to Priority 4 are implemented across the region in accordance with milestones set in 'Education in Wales: Our National Mission'.
4.2 National Evaluation and Improvement Resource (NEIR) is used by schools as an effective tool to support school improvement	Schools use the NEIR in a way that supports school improvement and focuses on improved learner outcomes	
4.3 Continue to develop, establish and embed changes to the Central South Wales Challenge	Relevant support is deployed and progress against the schools' improvement priorities is at least strong, leading to fewer schools needing the highest level of support	
4.4 Strengthen the effectiveness of the existing national governance model/structure	Quality assurance procedures, through the regional governance structure, show positive impact from the range of services that consortia provide	
4.5 Consortium as a Learning Organisation – Developing an enquiry approach to learning	Central South Consortium reflects the principles of CLO in the way it operates	

Priority 5: To improve the effectiveness and efficiency of Central South Consortium (CSC)		
SLT Drive Team: Andrew Williams, Alyson Price, Louise Muteham & Mari Waddington	Wider Drive Team: Samantha Harris & Andrea Jones	
Objectives	How will we know if we've made progress?	Outcomes
5.1 Effectively review the governance structure of Central South Consortium and related change management implications.	Review results in a clear strategic direction which engages all of CSC staff and stakeholders.	<ul style="list-style-type: none"> Evidence-based effectiveness and efficiency report detailing the impact of CSC and its work. Increase in engagement with CSC communication channels, underpinned by an effective communications strategy. Evidence-based strategy to change classroom behaviours and approaches to teaching.
5.2 Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.	Undertake evaluation of the business planning and self-evaluation processes to increase accountability and process efficiency.	
5.3 Increase awareness of CSC key messages and communication channels.	Communication strategy to be developed for CSC to improve engagement on an internal and external basis, supporting the sharing of information relating to best practice, standards and reform.	
5.4 Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective supervision and quality assurance of all staff.	CSC develops a flexible and fully informed staff base through an appropriate professional learning programme focussed on delivering information and developing the skills of all staff.	

5.5 Realise the value and relevance of research and evaluation on key aspects of CSC work.	Work with a higher education institution to focus on the evaluation of our work focussing on vulnerable learners and Central South Wales Challenge.	
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CENTRAL SOUTH CONSORTIUM (CSC)

REPORT FOR JOINT COMMITTEE

16th December 2020

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – CENTRAL SOUTH CONSORTIUM GOVERNANCE PROPOSALS

Author: Clara Seery, Managing Director CSC

1. PURPOSE OF THE REPORT

- To update members with a range of Governance Models
- To agree the best model to ensure that CSC governance is fit for purpose

2. RECOMMENDATIONS

- Review and accept the preferred model of governance

3. BACKGROUND

Members agreed to commission ISOS to undertake an independent review of the Consortium at their October 2018 Joint Consortium Committee meeting. The context to the review was the national changes to the education system and the financial pressures facing schools and Local Authorities.

A recommendation from the report was to review the governance arrangements ensuring that there is effective governance and effective stakeholder involvement.

3.1 Current Structure



3.2 Membership of current governance groups

Table 1: Formal Governance Groups

Joint Committee	Directors' Group	Advisory Board (Currently suspended)
<ul style="list-style-type: none"> • Lead member for Education x 5 (voting members) • Lead CEx • Director of Education x 5 • Managing Director & CSC staff as appropriate • WLGA Rep • LA officials as appropriate 	<ul style="list-style-type: none"> • Director of Education/Chief officer x 5 • Managing director • WLGA rep • Director of HR • LA & CSC staff as appropriate 	

Table 2: Wider Governance groups

Representative Stakeholder Group (Head teachers)	Governor Steering Group	CSC Management Group
<ul style="list-style-type: none"> • Chair of each Headteacher association across the region x 10 • Managing Director & CSC staff as appropriate 	<ul style="list-style-type: none"> • Chair of each LA governor association • Managing Director & CSC staff as appropriate 	<ul style="list-style-type: none"> • CSC Senior leaders

3.3 Recommendations from the ISOS report:

- **Consider the benefits of bringing different groups together into one overarching decision making board.** There are currently a number of separate and distinct groups offering advice

and making decisions across the Consortium. It may be necessary to maintain these different groups for a period of time whilst you re-establish momentum but we think there would be benefits in the longer term in bringing these groups together into one single overarching decision making body which would have representatives from each of the groups. In our experience the numbers would need to be kept small (8-12) to make this group effective so you would be unable to have all of the current parties represented in the same way. For example you could nominate 2 Directors, 2 CSC staff, 2 Delegate Heads, 2 Other Heads. You might also want to consider the benefits of having an independent chair for this group.

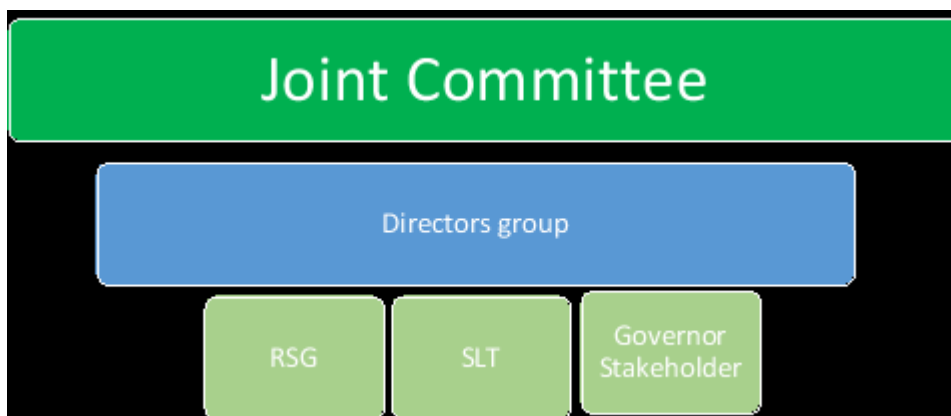
- **Review the role being played by Joint Consortium Committee and strengthen its function as a forum to share and problem solve together.** Whilst recognising the role that the JCC has to play in scrutinising and signing off on key Consortium decisions and documentation there is the potential for it to play a greater role in sharing approaches between Local Authorities and problem-solving issues together. This would help to demonstrate clearly to elected Members the value of regional working. There may also be a need to do more informally with Members to build relationships and deepen their understanding of the way the Consortium currently works so they can provide more informed challenge and support through JCC.
- **Strengthen the connection between clusters, local heads groups and the Consortium.** The local groups of heads that meet together to pull together the views of different heads seem to be providing a relatively effective mechanism at connecting to clusters and bringing in Local Authorities and Senior Challenge Advisers. But it is unclear where that intelligence then goes or how messages from the Consortium are fed down. There does also not appear to be any forum in which these heads are brought together to discuss issues and solutions across Local Authorities. This feels like a missed opportunity as these individuals are influential system leaders and could be advocating on behalf of the region and helping to drive forward implementation if they were well connected in. There seem to us to be two options here i) they could be added to the Delegate Heads Group ii) there could be another representative group of heads that meet less frequently (termly perhaps) and asked to feedback their collective views from heads meetings.

4. OPTIONS

Following consultation with wider stakeholders including the Chief Executives of Central South Consortium, the following proposed models have been developed:

4.1 MODEL 1

In line with the ISOS review this model increases the non-voting members of the Joint Committee (JC) ensuring that there is a fair representation at JC level and that members can access first-hand information and feedback from key stakeholders.



4.1.1 Joint Committee Membership (MODEL 1)

The **Joint Committee** meets termly to agree the strategy and business plan, agrees and monitors budget and performance. The Inter Authority Agreement defines the governance arrangements for the Joint Committee, including its Terms of Reference and Delegated Powers. In doing so it also identifies which matters are specifically to the individual partner authorities to determine.

Table 3: Model 1 Joint Committee Membership (Model 1)

Members	Co-Opted Non-voting Members
<ul style="list-style-type: none"> 5 x Education Portfolio Members (<i>one from each LA</i>) Voting Members 	<ul style="list-style-type: none"> Lead Chief Executive Lead Education Director CSC Managing Director & Deputy with other staff as appropriate CSC staff as appropriate 1 x Diocese Representative 1x Chair of HT stakeholder Group 1x Vice Chair of HT stakeholder Group 1x Special school rep 1x chair of governor stakeholder group 1 x Welsh Government 1x WLGA 1 x Estyn

4.1.2 Advantages

- Brings key stakeholders together to problem solve issues together in line with ISOS recommendations and turns the Joint committee into the overarching management board.
- Ensures that all stakeholders have a voice that is heard first hand by elected members

4.1.3 Disadvantages

- Joint Committee numbers would need to be kept small (10-15) to make this group effective so you would be unable to have all of the current parties represented in the same way. For example you could nominate 2 Directors, 2 CSC staff, 2 Governors, 2 Other Heads.
- Difficult to ensure that these members are representative and that there is a fair representation across the system
- Potentially seen as diluting democratic accountability

4.2 MODEL 2

- Model 2 recognises that the democratic accountability sits with elected members and that the strategic functions for school improvement sit with the Local Authorities.
- This model preserves the current Joint committee structure and creates a CSC management board with increased membership. It gives Headteachers the opportunity to be involved regularly to develop the strategic direction of the organisation, this model recognises the key role of headteachers in a school led improvement system.

The **CSC management board** will be a key driver in ensuring that CSC succeeds in its core business of creating a consistently high performing schools across the region with every school a good school offering high standards of teaching under high quality leadership resulting in all learners achieving their maximum potential. The **MANAGEMENT BOARD**'s main function is to ensure that the Joint Committee's decisions are actioned, that CSC's policies and strategies reflect current priorities, efficiency is promoted and effective partnership working with external bodies is encouraged.



4.2.1 Joint Committee Membership (Model 2)

Table 4: Model 1 Joint Committee Membership (Model 2)

Members	Co-Opted Non-voting Members
<ul style="list-style-type: none"> • 5 x Education Portfolio Members (<i>one from each LA</i>) Voting Members 	<ul style="list-style-type: none"> • Lead Chief Executive • Education Directors • Chair of the Management board • CSC Managing Director & Deputy with other staff as appropriate • S151 officer

4.2.2 CSC Management Board

Membership

- Local Authority- Directors/Chief Education Officers x 5 (Voting Members)
- CSC Managing Director (Voting member)
- CSC Deputy Managing Director
- WLGA representative
- Welsh government Representative
- Director HR host LA
- 1 x Diocese Representative
- 1x Chair of HT stakeholder Group
- 1x Vice Chair of HT stakeholder Group
- 1x Chair of governor stakeholder group
- 1 x Welsh Government
- 1 x Estyn

- CSC Finance Officer(*as an when required*)
- Monitoring Officer (*as and when required*)
- Others (*as and when required*)

4.2.3 Advantages

- Preserves the clear democratic accountability of the Joint Committee
- Provides an management board that represents all key stakeholders and provides them with a voice within the organisation
- Develops a system wide understanding of the organisation and the relationships between partners in the system

4.2.4 Disadvantages

- CSC Management board would need to be kept manageable (10-15) to make this group effective
- The statutory functions in relation to school improvement sit with the LAs and we would

need to ensure that there is an opportunity for Directors to meet to discuss specific LA/CSC related issues, this could be seen as establishing a two tier Management Board.

4.3 MODEL 3

Model 3 recognises that the democratic accountability sits with elected members and that the strategic functions for school improvement sit with the Local Authorities.

This model preserves the current Joint Committee structure and creates a CSC management board with increased membership. This model also recognised the statutory functions of the LAs and retains the Directors group as a key group within the governance structure. It also gives Headteachers the opportunity to be involved regularly to develop the strategic direction of the organisation, this model recognises the key role of headteachers in a school led improvement system.



4.3.1 Joint Committee Membership (Model 3)

Table 5: Model 1 Joint Committee Membership (Model 3)

Members	Co-Opted Non-voting Members
<ul style="list-style-type: none"> 5 x Education Portfolio Members (<i>one from each LA</i>) Voting Members 	<ul style="list-style-type: none"> Lead Chief Executive Lead Director Chair of the Management board CSC Managing Director & Deputy with other staff as appropriate S151 officer

4.3.2 CSC Management Board

Membership

- Local Authority- Director of Education/Chief Education Officer x 5
- CSC Managing Director
- CSC Deputy Managing Director
- Director HR host LA

- CSC Finance Officer(*as and when required*)
- Monitoring Officer (*as and when required*)
- Others (*as and when required*)

Representative Headteachers group

- Chair of each Headteacher association across the region x 10
- Managing Director & CSC staff as appropriate
- Nominated Director

Governor Steering group

- Chair of each LA governor association
- Managing Director & CSC staff as appropriate
- Nominated director

Partnership Group

- 5 LA Directors / Chief Education officers
- 1 x Diocese Representative
- 1x Chair of HT stakeholder Group
- 1x Vice Chair of HT stakeholder Group
- 1x Chair of governor stakeholder group
- 1 x Welsh Government
- 1 x WLGA rep

CSC Management

- CSC Senior leaders

4.3.3. Advantages

- Recognises the democratic accountability of the Joint committee
- Recognises the statutory functions of the LA
- Ensures that key stakeholders are given a voice

4.3.4 Disadvantages

- Capacity – need to ensure we avoid duplication and that there is a clear remit for each

committee and that this is followed.

4.3.5 Meeting Frequency

Model	Joint Committee	Management Board	Partnership Group	RSG	GSG
Current	5 times a year	Monthly		Half Termly	
MODEL 1	5 times a year	Monthly		Termly	Termly
MODEL 2	5 times a year	Monthly		Half termly	Half Termly
MODEL 3	4 times a year	8 times a year	termly	Half termly	Half Termly

5. Preferred Model

MODEL 3 – this model ensures that all stakeholders have a voice in the system and that there are opportunities for each stakeholder group to meet to focus on issues related to their sector.

6. Next steps

- Agree the model in principle
- Review and modify the terms of reference for each group to ensure they
 - reflect the purpose of each group
 - enable effective and timely governance
 - meet the requirements of our legal agreement

Joint Committee - Terms of Reference

Objective	To take overall accountability for the delivery of the Central South Consortium Joint Education Service School Improvement Service on behalf of the region and in line with the introduction of the WG Guidance document on National Model for Regional Working (Guidance document no: 126/2014, Date of issue: February 2014), which sets out the need for close working relationships between the regional consortia (CSC) and the respective Local Authorities (LAs) to ensure that all relevant information about schools is shared in a meaningful context
Membership	Local Authority Elected Representatives Lead Chief Executive Lead Director CSC Managing Director Welsh Government Link Official CSC Senior Management Team (as appropriate)
Frequency	Initial period – bi-monthly
Chair	Rotating Lead Authority (fixed for 2 years maximum)

Purpose of the group:

1. To support the establishment of effective services delivered by Central South Consortium Joint Education Service (CSCJES).
2. To ratify consortium targets and priorities and approve the recommended budget for the delivery of the service.
3. To receive reports from the Managing Director on the performance and quality of the service delivered, expenditure against budget and the overall performance of schools.
4. To track the improvement of all schools and ensure recommended actions are reported to Local Authorities.
5. To ensure that CSC JES is providing sufficient information and direction for Local Authorities to fulfil their statutory obligations for the performance of all schools within the region.
6. To approve any plans to extend the delivery of service CSCJES offers to within the region.

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