

BYDD CYFARFOD O'R GWASANAETH ADDYSG AR Y CYD - CONSORTIWM CANOLBARTH Y DE YN CAEL EI GYNNAL YN

Dydd Iau, 18fed Mawrth, 2021 at 10.00 am

1. DATGANIAD O FUDDIANT

Derbyn datganiadau o fuddiannau personol gan Gynghorwyr, yn unol â gofynion Cod 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 cofnodion o gyfarfod Cyd-bwyllgor Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De a gynhaliwyd ar 16 Rhagfyr 2020 yn rhai cywir.

**(Tudalennau 3 -
10)**

3. RHWYDWAITH YSGOLION ARBENNIG.

Derbyn cyflwyniad gan gynrychiolwyr y Rhwydwaith Ysgolion Arbennig.

4. ADRODDIAD AR Y CYD GAN Y RHEOLWR-GYFARWYDDWR A'R TRYSORYDD - Y NEWYDDION DIWEDDARAF AM Y CYNLLUN ARIANNOL TYMOR CANOLIG A MONITRO CYLLIDEB 2020/21

Trafod adroddiad y Trysorydd

**(Tudalennau 11 -
18)**

5. CYNLLUN ARCHWILIO 2020/2021

Derbyn adroddiad gan Archwilio Cymru sy'n amlinellu'r amserlen Archwilio ar gyfer 2020/2021

(Tudalennau 19 -

- 30)
- 6. ADRODDIAD ARCHWILIO MEWNOL 2020/2021**
Derbyn adroddiad gan y Dirprwy Reolwr-Gyfarwyddwr

(Tudalennau 31 -
38)
 - 7. ADRODDIAD CYNNYDD AGS**
Derbyn adroddiad gan y Dirprwy Reolwr-Gyfarwyddwr

(Tudalennau 39 -
44)
 - 8. EFFEITHLONRWYDD AC EFFEITHIOLRWYDD CONSORTIWM
CANOLBARTH Y DE (2019–2020)**
Trafod adroddiad Dirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth
y De.

(Tudalennau 45 -
98)
 - 9. ADRODDIAD GRANTIAU CONSORTIWM CANOLBARTH Y DE
2020/21**
Trafod a chymeradwyo adroddiad Dirprwy Reolwr-Gyfarwyddwr
Consortiwm Canolbarth y De mewn perthynas â'r amrywiad Dyfarnu
Arian Grant.

(Tudalennau 99 -
104)
 - 10. CYNLLUN BUSNES CONSORTIWM CANOLBARTH Y DE 2020/21**
Trafod adroddiad Dirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth
y De.

(Tudalennau 105 -
118)
 - 11. CYNLLUN BUSNES CONSORTIWM CANOLBARTH Y DE 2021/22**
Trafod adroddiad Dirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth
y De.
 - 12. GRWPIAU LLYWODRAETHU CONSORTIWM CANOLBARTH Y DE
(CYLCH GORCHWYL)**
Derbyn adroddiad gan Reolwr Gyfarwyddwr Consortiwm Canolbarth y
De ynghylch cylch gorchwyl arfaethedig y grwpiau llywodraethu.

(Tudalennau 119 -
124)
 - 13. MATERION BRYD**
Trafod unrhyw faterion sydd, yn ôl doethineb y Cadeirydd, yn faterion bryd yng
ngoleuni amgylchiadau arbennig

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

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CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE.

Minutes of the Central South Consortium Joint Education Service. meeting held on Wednesday, 16 December 2020 at 9.30 am .

County Borough Councillors - Central South Consortium Joint Education Service. 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)

Councillor L. Mytton (Merthyr Tydfil Council)

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)

Ms N Echansis (Head of Education and Early Help , Bridgend 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)

Ms C A Jones (Deputy Head at Ysgol Gyfun Gymraeg Bro.Edern)

28 Declaration of Interest

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

29 Minutes

It was RESOLVED to approve the minutes of the 16th December 2020 as an accurate reflection of the meeting.

30 Blended / Distance Learning at Ysgol Gyfun Gymraeg Bro Edern

The Assistant Head teacher of Ysgol Gyfun Gymraeg Bro Edern thanked Members for the opportunity to provide the Joint Committee with the procedures that had been developed and put in place by the school to enable blended and distant learning.

Members were presented with presentation in relation to how a school has adapted to home learning, the assistant head teacher explained the guidance

they had put in place firstly from March to July 2020.

Members were provided with information for what support staff, pupils and families had available such as practical support ideas, tips for fee online accounts, regular drop in session, pastoral support etc.

Members were also provided with information of what has been provided and developed since September 2020.

Members thanked the Assistant Head teacher for a very informative and enlightening presentation and RESOLVED to acknowledge its content and commented that these good practices would benefit other Authorities in their delivery of blended learning.

31 Central South Consortium Support for Schools during COVID.

The Managing Director Central South Consortium presented Members of the Joint Committee with an overview of the work of the Central South Consortium during the COVID 19 pandemic along with an overview of the support and guidance provided to schools though out these unprecedented times.

Members of the Joint Committee were provided with information regarding school contacts across the Central South Consortium from September to October. It was explained working with staff and directors across the five authorities a visitor protocol for our staff.

It was highlighted that the focus across 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.

The Managing Director Central South Consortium continued and explained the great deal of work that had been done by the consortium with regards to supporting learning and teaching.

Members recognised that the role of the consortia in supporting learning has changed since the initial repurposing of the Schools in March 2020. The initial focus was on distance learning and digital skill acquisition, however this has now moved to blended learning. Members were presented with an overview of the guidance given in respect of Distance learning consideration for Schools Guidance, Blended Learning Guidance along with the roadmap to blended learning.

In respect of continuity of learning during COVID-19 it was explained that the Central South Consortium have produced a Supportive Document for schools that offers operational considerations alongside examples of what schools within the region are trying.

The Central South Consortium has 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. With regards to the COVID -19 Pandemic 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 and blended learning.

The Managing Director Central South continued to update Members of support provided under the following headings:

- Digital support;
- Support for Welsh;
- Early Career Pathway Support;
- Support for Vulnerable Learners;
- Equality & Wellbeing Professional Learning Offer;
- Continuity of Learning Programme;
- Online support for Schools;
- CSC Organisation;
- Barriers to Blended Learning.

In respect of next steps the Managing Director explained that the Consortium is continuing to respond to the issues raised by schools and are supporting staff to work with schools to identify the cause of the barriers to accessing blended learning. Also work across the region to empower schools to support all learners. This involves the issues, leaning from research, providing tangible guidance and support as well as sharing effective school practice.

After in-depth discussion Members of the Joint Committee thanked the officer for all the hard work and RESOLVED to:

- Acknowledge the content of the report and agree to continue to monitor the work carried out.

32 Digital Devices Support for Schools

The Directors and Cabinet Members of each Local Authority provided the Joint Committee with an overview of what strategies have been used to support schools in the role out of digital devices. Each Authority explained the current procedures that were in place and how they would continue to support schools and families through this difficult situation.

After discussion Members RESOLVED to note the information

33 Digital Technology Support from the Central South Consortium

The Deputy Managing Director thanked Members for the Joint Committee for the opportunity to present the report, she continued by introducing Mr M Humphries who hold the position of Strategic Lead for Digital Learning who is in attendance if there any questions that need more in-depth answers.

It was explained that 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 support schools with previously identified needs. It was highlighted that bespoke support was offered to all schools across the region to ensure continuity of learning.

With the increase of demand for the service support the digital team was expanded to include a further Lead Practitioner. The digital support team supported in the use of online collaborative platforms such as Microsoft Teams and Google Classroom. To give idea of support provided it was explained that

between March and July 2020 the team directly supported over 70 individual schools and since September 2020 the team has supported a further 54 schools. The nature of support have been context driven and the majority of requests have be directly linked to blended learning.

The Deputy Managing Director continued and explained the impact to date and highlighted the items of progress to note:

- 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 ;
- Publish guidance has supported schools to review and adapt distance learning provision. Along with this information Members of the Joint Committee were provided with case studies to support the information.

In respect of next steps the 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 change.

In concluding her report the Deputy Managing Director Central South explained that the Consortium continues to support schools and respond to the challenges presented by the pandemic. and a growing e-professional learning offer continues to provide further support and guidance to practioners across the region.

Members put forward their question and observations and REOLVED to:

- Accept the progress made by the Consortium;
- Acknowledge the work of the Consortium to support schools across the regoin.

34 Central South Consortium Grants Report

The Deputy Managing Director Central South Consortium presented Members with update regarding the award of funding from Welsh Government for the 2020/2021 financial year and the use thereof.

After consideration of the report Members RESOLVED to:

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

35 Budget Monitoring 2020/2021 and Budget Setting 2021/2022

The Head of Finance – Education and Financial Reporting (RCT) provided Members with a summary of the 2020/21 current financial year projected outturn

position in table one of section 3 of the report., which showed a small underspend of £1,439, similar to the underspend reported to the Joint Committee at its September meeting.

The Officer highlighted some variances for Members to acknowledge which were:

- £155k projected underspend on Employee costs relating to a part year Accelerated Progress Lead vacancy , and other in year , temporary vacancies such as the Personal Assistant role.
- £176k projected overspends on supplies and services mainly relating to the Improvement Partners pilot scheme: and
- Overachieving income budgets by £22k due to additional income being received from ALN transformation grants for administration support.

The Head of Finance – Education and Financial Reporting reminded Members that the Joint Committee is asked to approve the distribution of an uncommitted earmarked reserve balance of £322k and once approved by Members these funds could be distributed to local authorities before the financial year end.

Members were also provided with an overview of the grants received by the Consortium. However in relation the additional RCSIG grant, details are not included at present and will be presented once approved.

In accordance with the terms of the Joint Committee legal agreement, the Head of Finance – Education and Financial Reporting sought the agreement of the Joint Committee in respect of approving 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.

The Head of Finance –Education and Financial Reporting detailed that the budget has been set based on protecting frontline school improvement resources, targeting available funding to key priorities, delivering efficiency savings and with the consortium funding pay and non-pay related inflation.

It was noted that the resulting 2021/22 local authority contributions were calculated based on 2020/21 Indicator Based Assessments published by Welsh Government and reflected an overall 1% reduction in contribution levels in line with 3 year Indicative Revenue Budget agreed by the Joint Committee in January 2020.

After further discussion Members RESOLVED to:

- Note the current projected outturn position for 2020/ 21
- Note and approve the red-distribution of the un- committed earmarked reserve balance to member local authorities;
- Note the current grant funding position for 2020/21;and
- Approve the budget for 2021/22 in order for member local authorities to approve as appropriate and to confirm their approval to the next meeting of the Joint Committee.

The Deputy Managing Director Central South Consortium provided Members with an overview of the draft business plan for 2021/22. It was explained that the final business plan would be presented to the Joint Committee in March 2021 for approval.

Members were informed that 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 the 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) one received.

The Deputy Managing Director continued and reminded the Joint Committee of the current set up of the Consortium in terms of revenue funding received from the local authorities and funding via grants by Welsh Government. It was highlighted that at the time of writing the paper, there was no agreement on the overall funding envelope available to the Consortia.

The Deputy Managing Director also reminded the Joint Committee that 97% of the current business plan is funded by grants which have terms and conditions which are incorporated into the planning process as well as the national development of success criteria for the enabling objectives and at this stage it is not possible to provide detailed plans as indicative funding allocations have yet to be received.

After a great deal of discussion Members of the Joint Committee RESOLVED to:

- Approve rolling forward the high level business Plan for 2020/21 to 2021/22. And agree operational plans will continue to be developed over the coming months and share in the Spring Term.
- Provide a steer on any particular area for improvement and before the detailed operational planning process takes place.
- Note there remains uncertainty about grants for the 2020/ 21 financial year and beyond as the Welsh Government has yet to confirm the grant position and requirements of Consortia and LA's

37 Governance Proposals

The Managing Director Central South Consortium reminded Member of the independent review that had been carried out in October 2018, within the report Members were reminded that a recommendation was made to review the governance arrangements ensuring that there is effective governance and effective stakeholder involvement.

Members were presented with 3 options for consideration along advantages and disadvantages of each. After in depth discussion on all three option Members of Central South Joint Committee **RESOLVED** to

- Agree model 3 in principle; and
- Agree to review and modify the terms of reference for each group to ensure reflect the purpose of each group, enable effective and timely governance and meet the requirements of the legal agreement.

38 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.

39 Central South Consortium Risk Register

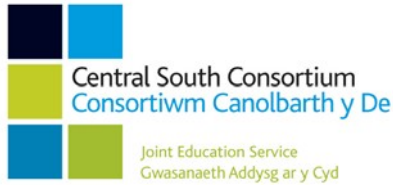
The Deputy Managing Director Central South Consortium provided Members with an update on the current risk register of the Central South Consortium.

Following Consideration of the report Members of the Joint Committee **RESOLVED** to approve the recommended changes to the risk register for the Central South Consortium.

This meeting closed at 11:00am

**CLLR C. SMITH
CHAIR.**

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**CENTRAL SOUTH CONSORTIUM
REPORT FOR JOINT COMMITTEE**

18th MARCH 2021

JOINT EDUCATION SERVICE

**JOINT REPORT OF THE MANAGING DIRECTOR AND THE TREASURER –
2020/21 BUDGET MONITORING AND MEDIUM TERM FINANCIAL PLAN
UPDATE**

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

1. PURPOSE OF REPORT

1.1 To provide Members with an update of:

1.1.1 The projected outturn position for 2020/21 and a summary of 2020/21 grant funding.

1.1.2 The work underway to refresh the Medium Term Financial Plan.

2. RECOMMENDATIONS

It is recommended that Members:

2.1 Note the current projected outturn position for 2020/21.

2.2 Note the current grant funding position for 2020/21.

2.3 Consider and agree the broad parameters for the Consortium to work within to refresh the Medium Term Financial Plan and for an updated position to be reported to the July 2021 Joint Committee.

3. BUDGET MONITORING

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

Table 1 – Projected Outturn Position 2020/21

Category	Revised Budget 2020/21 £	Projected Out-turn 2020/21 £	Variance (Under)/ Over spend £
<u>Expenditure</u>			
Gross Employees	3,029,596	2,880,092	(149,504)
Net Employees	3,029,596	2,880,092	(149,504)
Premises			
Rent	153,250	153,250	0
Maintenance	150	0	(150)
Other	600	170	(430)
Total Premises Cost	154,000	153,420	(580)
Transport	7,000	4,918	(2,082)
Supplies & Services			
Continuing Professional Development / Staff Adverts	35,500	86,660	51,160
Licenses / Mobile and Telephone Charges / Computer Costs – Hardware / Software	63,585	147,028	83,443
Photocopying / Postage / Advertising / Stationery / General Office Expenses	30,760	81,814	51,054
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	368,522	180,657
Commissioning	126,000	125,578	(422)
Support Services	114,566	111,844	(2,722)
Gross Expenditure	3,619,027	3,644,374	25,347
<u>Income</u>			
Local Authority Contributions	3,599,527	3,599,527	0
Grants and Other Income	19,500	46,097	(26,597)

Category	Revised Budget 2020/21 £	Projected Out-turn 2020/21 £	Variance (Under)/ Over spend £
Total Income	3,619,027	3,645,624	(26,597)
Net Expenditure	0	(1,250)	(1,250)

3.2 The full year projected outturn position (projected as at January 2021) is a £1.3k underspend (£1.5k projected underspend reported to the 16th December 2020 Joint Committee meeting). Key variances within the projected outturn position include:

- Employees (£150k projected underspend) – due to in-year staffing vacancies forecasted to year-end;
- Supplies & Services (£181k 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 £27k higher than budget) – primarily in respect of additional unbudgeted income received in relation to administrative support provided to the Additional Learning Needs Transformational Team.

Earmarked Reserves

3.3 In line with the decision approved by the Joint Committee on the 16th December 2020, £322k of the Service Improvement earmarked reserve has been redistributed to Member local authorities and the remaining £10k has been retained by the Consortium to support the delivery of a sensory project. In line with accounting rules, if the sensory project costs are not incurred by 31st March 2021, the Joint Committee will be requested to consider approving an earmarked reserve to support this project work in 2021/22.

3.4 Members will be aware that a £200k earmarked reserve is also in place to support the re-modelling of the service over the medium term. It is anticipated that re-modelling costs will be incurred over this timeframe and the Joint Committee will be requested to consider the carry forward of this funding into 2021/22, as part of the year-end report for 2020/21.

4. GRANT FUNDED SERVICE 2020/21

4.1 Table 2 sets out the grant allocations received by the Consortium from Welsh Government as at January 2021.

Table 2 – 2020/21 project outturn position

	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)	46,263,857	4,719,591	41,544,266
Centrally Retained Salaries	2,937,961	2,937,961	0
Business Plan Activity	1,781,630	1,781,630	0
Central South Wales Challenge Model	859,300	0	859,300
Welsh Government Priority Areas	492,009	0	492,009
Cluster Funding	1,683,861	0	1,683,861
Professional Learning	2,224,249	0	2,224,249
EIG Element	34,916,488	0	34,916,488
Delegated to Schools/PRUs	323,325	0	323,325
Foundation Phase – Non Maintained Settings			
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	80,357,819	4,942,348	75,415,471

- 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. MEDIUM TERM FINANCIAL PLAN UPDATE

- 5.1 Medium Term Financial Planning has been a key part of the Consortium's planning arrangements in recent years, informing service remodeling and the annual budget setting process.
- 5.2 As Members will recall, the 21st January 2020 Joint Committee agreed a 3-year indicative budget based on local authority contributions reducing by 3% in 2020/21, 1% in 2021/22 and 1% in 2022/23, and the Consortium managing pay and non-pay inflation and the delivery of budget savings.
- 5.3 Since this time, the Consortium has worked within the above parameters and it is positive to note the financial position for 2020/21 forecasted to be in line with budget (as set out in Section 3 of this report), a balanced budget set for 2021/22 as agreed by Joint Committee on 16th December 2020 and, in parallel, the continued delivery of high quality school improvement activities throughout an unprecedented period.
- 5.4 Looking ahead, work is underway to update the Consortium's Medium Term Financial Plan for the next 3 years and refresh key assumptions, including, changing service priorities; pay and non-pay inflation forecasts; and budget pressures and saving opportunities.
- 5.5 Linked to the above, the Joint Committee is requested to consider and, if appropriate, support the following key parameters to inform the update process:
 - (a) The need to protect frontline school improvement resources and target available funding to key priorities.
 - (b) The continued delivery of efficiency savings (recognising that the on-going delivery of savings at levels achieved in previous years will be extremely challenging).
 - (c) The Consortium to fully fund:
 - Estimated employee costs and National Insurance Contribution levels; and
 - Estimated non-pay costs (including goods and services inflation).
- 5.6 Subject to Joint Committee's feedback, the Managing Director and lead Section 151 Officer will coordinate the process, in consultation with the Chief Executives of member local authorities, and report an updated Medium Term Financial Plan to the July 2021 Joint Committee and will subsequently serve to inform the 2022/23 budget setting process.

6. CONCLUSIONS

- 6.1 The projected outturn position for the full year is a £1.3k underspend (projected as at January 2021). The Consortium will continue to closely monitor and manage its resources and report updates to the Joint Committee through to financial year-end.
- 6.2 The 2020/21 Grants Register has been updated to reflect the current grant funding position and will continue to be regularly reviewed to ensure resources are maximised for the benefit of the schools and Councils within the Central South Consortium area.
- 6.3 Preparatory work is underway to update the Consortium's Medium Term Financial Plan and, subject to the Joint Committee's consideration of broad parameters to inform the process, an updated Plan will be reported to the July 2021 Joint Committee meeting.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

18th MARCH 2021

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

List of background papers

Freestanding matter

Officers to Contact:

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Stephanie Davies (Tel No. 01443 680560)

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2021 Audit Plan – Central South Consortium Joint Education Service Joint Committee

Audit year: 2020-21

Date issued: March 2021

Document reference: 2320A2020-21

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2021 Audit Plan

About this document

- 1 This document sets out the work I plan to undertake during 2021 to discharge my statutory responsibilities as your external auditor and to fulfil my obligations under the Code of Audit Practice.

My duties

- 2 Each year I audit the Joint Committee's financial statements to make sure that public money is being properly accounted for.

Impact of COVID-19

- 3 The COVID-19 pandemic continues to have a significant impact across the United Kingdom and on the work of public sector organisations. As in 2019-20, it is likely to significantly impact on the preparation of the 2020-21 accounts and my financial audit and performance audit work.
- 4 Recent developments in relation to a vaccine programme indicate that the Welsh Government's restrictions on movement and anticipated sickness absence levels are expected to ease through 2021. However, I recognise that there remains significant uncertainty and I understand that many local government bodies may not be able to prepare accounts in line with the timetable set out in the Accounts and Audit (Wales) Regulations 2014. As well as the delivery of my statutory responsibilities as the Auditor General, my priority is to ensure the health, safety and well-being of Audit Wales staff, their families and those of our partners elsewhere in the public service at this incredibly challenging time.
- 5 Audit Wales staff will continue to work flexibly to deliver the audit work set out in this plan. In response to the government advice and subsequent restrictions, we will continue to work remotely, building on the arrangements made in 2020, until such time that it is safe to resume on-site activities. I remain committed to ensuring that the work of Audit Wales staff will not impede the vital activities that public bodies need to do to respond to ongoing challenges presented by the COVID-19 pandemic.
- 6 Consequently, while this audit plan sets out an initial timetable for the completion of my audit work, the ongoing uncertainties around the impact of COVID-19 on the sector mean that some timings may need to be revisited. My audit team will discuss any amendments required to the proposed timetable with the joint committee as the 2021 position becomes clearer.

Audit of financial statements

- 7 It is my responsibility to issue a certificate and report on the financial statements. This includes:
- an opinion on the on the 'truth and fairness' of the Joint Committee's financial statements for the financial year ended 31 March 2021; and
 - an assessment as to whether the Joint Committee's Narrative Report and Annual Governance Statement is prepared in line with the CIPFA Code and relevant guidance and is consistent with the financial statements and with my knowledge of the Joint Committee.
- 8 In addition to my responsibilities for auditing the Council's financial statements, I also have responsibility for responding to questions and objections about the accounts from local electors (additional fees will be charged for this work, if necessary).
- 9 I do not seek to obtain absolute assurance on the truth and fairness of the financial statements and related notes but adopt a concept of materiality. My aim is to identify material misstatements, that is, those that might result in a reader of the accounts being misled. The levels at which I judge such misstatements to be material will be reported to the Joint Committee prior to completion of the audit.
- 10 Any misstatements below a trivial level (set at 5% of materiality) I judge as not requiring consideration by those charged with governance and therefore will not report them.
- 11 I will also report by exception on a number of matters which are set out in more detail in our Statement of Responsibilities, along with further information about my work.

Audit of financial statements risks

- 12 The following table sets out the significant risks I have identified for the audit of the Joint Committee.

Exhibit 1: financial statement audit risks

This table summarises the key financial statement audit risks identified at the planning stage of the audit.

Audit risk	Proposed audit response
Significant risks	
<p>The risk of management override of controls is present in all entities. Due to the unpredictable way in which such override could occur, it is viewed as a significant risk [ISA 240.31-33].</p>	<p>My audit team will:</p> <ul style="list-style-type: none"> • test the appropriateness of journal entries and other adjustments made in preparing the financial statements; • review accounting estimates for biases; and • evaluate the rationale for any significant transactions outside the normal course of business.
Other audit risks	
<p>McCloud Judgement</p> <p>In 2015 the Government introduced reforms to public sector pensions, meaning most public sector workers were moved into new pension schemes in 2015.</p> <p>In December 2018, the Court of Appeal ruled that the ‘transitional protection’ arrangements amounted to unlawful discrimination.</p> <p>Consultations on proposed remedies for the Local Government, Police and Fire pensions schemes closed in October 2020.</p> <p>The Government recently announced that for unfunded schemes the underpin will be the deferred choice model for the remedy. No announcement has yet been made on the Local Government Pension Scheme. Final details are expected to be published during 2021.</p>	<p>My audit team will review the provision previously made in relation to the McCloud judgement and monitor progress on the outcome of the consultation to be applied in the LG pension schemes.</p>

Audit risk	Proposed audit response
<p>The impact of the judgement is likely to have a significant impact on the IAS 19 disclosed liabilities.</p>	
<p>COVID-19 Pandemic The COVID-19 pandemic will have an impact on the risks of material misstatement and the shape and approach to my audit. The Welsh Government has extended the deadline by which Central South Consortium must claim grant funding from 31 March 2021 to 31 August 2021. This means that some grant funding will not be spent until after the year-end. This therefore gives rise to an increased risk around the accounting treatment of the grant funding in the Consortium's financial statements.</p>	<p>We will review the grant funding received from the Welsh Government and will confirm the appropriate treatment with the Consortium.</p>
<p>Senior Leadership Team There have been some changes to the Senior Leadership Team at Central South Consortium during 2020/21. Given the sensitive nature of the senior officer remuneration disclosures, there is an increased risk that the disclosures will not be in line with the CIPFA Code of Practice.</p>	<p>My audit team will review that the disclosures are complete and accurate, in line with the relevant guidance.</p>

Statutory audit functions

- 13 In addition to the audit of the accounts, I have statutory responsibilities to receive questions and objections to the accounts from local electors. These responsibilities are set out in the Public Audit (Wales) Act 2004:
- Section 30 Inspection of documents and questions at audit; and
 - Section 31 Right to make objections at audit.
- 14 As this work is reactive, I have made no allowance in the fee table below. If I do receive questions or objections, I will discuss potential audit fees at the time.

Fee, audit team and timetable

- 15 My fees and planned timescales for completion of the audit are based on the following assumptions:
- the financial statements are provided in accordance with a timescale to be agreed taking into account the impact of COVID-19, to the quality expected and have been subject to a robust quality assurance review;
 - information provided to support the financial statements is in accordance with the agreed audit deliverables document;
 - appropriate accommodation and facilities are provided to enable my audit team to deliver the audit in an efficient manner;
 - all appropriate officials will be available during the audit; and
 - you have all the necessary controls and checks in place to enable the Responsible Financial Officer to provide all the assurances that I require in the Letter of Representation addressed to me.
- 16 If I do receive questions or objections, I will discuss potential audit fees at the time.

Fee

- 17 Your estimated fee for 2021 is set out in **Exhibit 2**. There is no change in comparison to your actual 2020 fee.

Exhibit 2: audit fee

This table sets out the proposed audit fee for 2021, alongside the actual audit fee for last year.

Audit area	Proposed fee (£) ¹	Actual fee last year (£)
Audit of accounts ²	17,570	17,570

- 18 Planning will be ongoing, and changes to my programme of audit work, and therefore my fee, may be required if any key new risks emerge. I shall make no changes without first discussing them with Central South Consortium.
- 19 Further information on my [fee scales and fee setting](#) can be found on our website.

¹ Notes: The fees shown in this document are exclusive of VAT, which is not charged to you.

² Payable November 2020 to October 2021.

Audit team

20 The main members of my team, together with their contact details, are summarised in **Exhibit 3**.

Exhibit 3: my audit team

This table lists the members of the local audit team and their contact details.

Name	Role	Contact number	E-mail address
Richard Harries	Engagement Lead	02920 320636	richard.harries@audit.wales
Mike Jones	Audit Manager	02920 320649	mike.jones@audit.wales
Anwen Worthy	Audit Lead	02920 320629	anwen.worthy@audit.wales

Timetable

- 21 The key milestones for the work set out in this plan are shown in **Exhibit 4**. As highlighted earlier, there may be a need to revise the timetable in light of developments with COVID-19.
- 22 The Public Audit (Wales) Act 2004 provides electors with the right to ask questions and to make objections to the Joint Committee's accounts to the Auditor General. The rights to ask questions and make objections at audit are linked to electors' rights to inspect the accounts that are also set out in the 2004 Act. The current COVID restrictions may impose restrictions on the Joint Committee's ability to facilitate the inspection of accounts. Therefore, we have not yet set a date for the exercise of electors' rights and will continue to monitor the situation before confirming a date with you. We anticipate that we will be in a position to agree a date with you in late May 2021.

Exhibit 4: Audit timetable

Planned output	Work undertaken	Report finalised
2021 Audit Plan	February and March 2021	March 2021
Audit of Financial statements work: <ul style="list-style-type: none">• Audit of Financial Statements Report• Opinion on Financial Statements	May and June 2021	July 2021
2022 Audit Plan	February 2022	March 2022

- 23 I can confirm that my team members are all independent of the Joint Committee and your officers. In addition, I am not aware of any potential conflicts of interest that I need to bring to your attention.



Audit Wales
24 Cathedral Road
Cardiff CF11 9LJ

Tel: 029 2032 0500

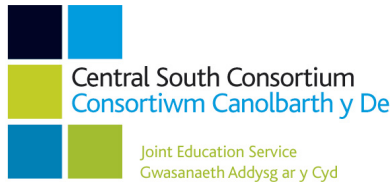
Fax: 029 2032 0600

Textphone: 029 2032 0660

E-mail: info@audit.wales

Website: www.audit.wales

We welcome correspondence and telephone calls in Welsh and English.
Rydym yn croesawu gohebiaeth a galwadau ffôn yn Gymraeg a Saesneg.



**CENTRAL SOUTH CONSORTIUM
REPORT FOR JOINT COMMITTEE**

18TH MARCH 2021

JOINT EDUCATION SERVICE

**REPORT OF THE MANAGING DIRECTOR – 2020/21 INTERNAL AUDIT
REPORT**

Author: Louise Blatchford, Deputy Managing Director

1. PURPOSE OF REPORT

- 1.1 To consider the Internal Audit report issued by Rhondda Cynon Taf County Borough Council's Internal Audit Service to the Central South Consortium during 2020/21.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Review the Internal Audit Report issued during 2020/21 and determine whether there are any matters of governance or an internal control nature that require further action or attention.

3. BACKGROUND INFORMATION

- 3.1 The Central South Consortium is responsible for putting in place proper arrangements for the governance of its affairs and facilitating the effective exercise of those functions.
- 3.2 One aspect of governance is the system of internal control and Rhondda Cynon Taf County Borough Council's Internal Audit Service undertake audit work each year to independently assess the adequacy of this area from a financial administrative perspective. This work is undertaken in line with the Legal Agreement for the Central South Consortium.

- 3.2 Members will be aware the Central South Consortium is also responsible for undertaking an assessment of its governance arrangements each year, including the system of internal control, the findings from which are set out in an Annual Governance Statement (AGS). The conclusions from Internal Audit's work during 2020-21 will form part of the AGS for this period (with the AGS being reported to the 20th May 2021 Joint Committee meeting).

4. INTERNAL AUDIT REPORT ISSUED IN 2020/21

- 4.1 For the 2020/21 financial year, Rhondda Cynon Taf County Borough Council's Internal Audit Service reviewed one core financial system in line with its approved Annual Audit Plan. Details of the outcome of the review are set out in Table 1 and a copy of the full report is included at Appendix 1.

Table 1 – Internal Audit Report Issued in 2020/21

Internal Audit Report Issued	Conclusions	Number of Recommendations Reported	Number of Recommendations Implemented
General Ledger	Effective	0	0

5. CONCLUSIONS

- 5.1 Internal Audit play an important role in providing independent assurance on the systems of internal control operating within the Central South Consortium.
- 5.2 Based on the work undertaken by Rhondda Cynon Taf County Borough Council's Internal Audit Service during the year, no recommendations for improvement were deemed necessary in respect of the Consortium's internal control arrangements.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

18th MARCH 2021

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

List of background papers

Freestanding matter

Officer to Contact:

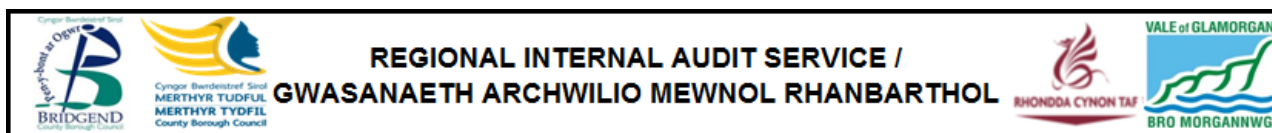
Louise Blatchford
Tel no. 01443 281400

Rhondda Cynon Taf CBC
Internal Audit Final Report

**CSC - GENERAL LEDGER
2020-21**

MANAGEMENT IN CONFIDENCE

Date of Audit:-	February 2021
Auditor(s):-	Huw Griffiths - Auditor Lisa Cumpston - Review Manager
Report Distribution:-	Craig Flynn – Senior Accountant Alyson Price – Business Manager (Also see distribution List at Section 3)
Date of Issue:-	2nd March 2021



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3. Audit Approach	3
4. Audit Opinion	4

1. INTRODUCTION

- 1.1 The Central South Consortium Joint Education Service (CSC) has been set up by the 5 Local Authorities of Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and Vale of Glamorgan, working in partnership to deliver ambitious new arrangements for school improvement.
- 1.2 The Consortium went into operation with effect from September 2012, and covers the needs of all schools and pupils in the region. The purpose of the Consortium has been defined as to raise standards and build upon success through purposeful collaboration between Local Authorities, effective partnership with schools and a rigorous pursuit of excellence.
- 1.3 This Internal Audit review focused on the General Ledger.
- 1.4 The purpose of the General Ledger is to record all financial transactions and provide information for the preparation of Management Accounts, Final Accounts and Financial Returns. In order to maintain proper financial control and protect the integrity of the Ledger, it is essential that adequate accounting routines are in operation.

2. SCOPE & OBJECTIVES

- 2.1 The checklist for the General Ledger comprises of 30 standards. Audit testing was carried out on these standards for a sample of transactions undertaken in 2020-21.
- 2.2 Internal Audit testing was undertaken remotely using video conferencing (e.g. Microsoft Teams) and digital solutions as a basis for meetings and sharing documentation.
- 2.3 The primary purpose of the audit review was to provide management with an opinion on the adequacy and effectiveness of the internal control systems operating within the General Ledger. The objective of the review was to:
 - Assess the standards set out in the checklist and conclude on the adequacy and effectiveness of the controls in operation.

3. AUDIT APPROACH

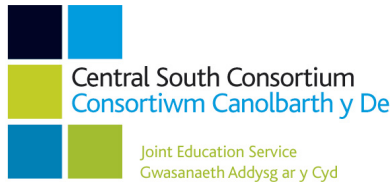
- 3.1 Having agreed the objectives, fieldwork took place.
- 3.2 A draft report was prepared and provided to management for review and comment with an opportunity given for discussion or clarification if required.
- 3.3 This final report has been issued electronically to the following Officers:
 - Managing Director (Central South Consortium)
 - Deputy Managing Director (Central South Consortium)
 - Director of Finance & Digital Services (Rhondda Cynon Taf County Borough Council).
 - Service Director – Finance & Improvement Services (Rhondda Cynon Taf County Borough Council)
- 3.4 The Internal Audit report should be presented to the Central South Consortium Joint Education Service Committee.

4. AUDIT OPINION

- 4.1 Overall the control environment for the CSC General Ledger and Accounting framework is considered effective with Civica Financials being used which meets statutory, management accounting and reporting requirements.
- 4.2 Civica Financials is able to provide revenue, capital and joint committee accounts as required by statute.
- 4.3 The budget for 2020-21 was agreed by the Joint Committee on 21st January 2020 which is later than normally required. However, this delay was in part due to the British Government calling a General Election in December 2019 and consequently the Joint Committee agreed that approval of the 2020-21 budget be deferred until January 2020.
- 4.4 Civica Financials was updated with the agreed budgets to enable accurate budget monitoring to take place. The finalised budget was not uploaded to Financials until September 2020 (core budget) and mid January 2021 for the grants budget, as a number of amendments were required to the original budget (these were reported to the Joint Committee in September 2020) hence the delay in being uploaded.
- 4.5 Ledger input / output is controlled, secure, timely and appropriate to the needs of all users. In particular, Feeders and Journal Transfers are promptly and accurately actioned by officers with delegated responsibility and evidence to support these transactions was always retained.
- 4.6 All transactions in Civica Financials have a clear audit trail, which highlights for each transaction a unique reference number, date / time, and the identity of the individual who carried out the transaction.
- 4.7 Civica Financials is able to apply its own validity tests on data received from feeder systems to ensure codings are correct. Any invalid codes entered into Civica Financials are promptly investigated and rectified from suspense codes by authorised officers to ensure that the budgetary information in the system is accurate and up to date.
- 4.8 There are no findings or recommendations contained in this report.

ACKNOWLEDGEMENTS

A number of staff gave their time and cooperation during the course of this review. Internal Audit would like to record its thanks to all individuals concerned.



CENTRAL SOUTH CONSORTIUM

REPORT FOR JOINT COMMITTEE

16TH DECEMBER 2020

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR: Progress Update - 2019/20 Annual Governance Statement Recommendations

Author: Louise Blatchford (Deputy Managing Director)

1. PURPOSE OF THE REPORT

The purpose of this report is to provide the Central South Consortium Joint Education Service Joint Committee (from hereon Joint Committee) with a progress update on the proposals for improvement made within the 2019/20 Annual Governance Statement.

2. RECOMMENDATIONS

It is recommended that Members review the information contained within the report and:

- 2.1 Seek clarity and explanation where there are areas of concern.
- 2.2 Form an opinion on the extent of progress that has been made to date in implementing the proposals for improvement reported (**Appendix 1**).

3. ANNUAL GOVERNANCE STATEMENT 2019/20

- 3.1 The Central South Consortium's Annual Governance Statement (AGS) relating to the 2019/20 financial year was reported to and approved by the Joint Committee at its meeting held on 14th September 2020. The document described the governance arrangements in place, challenged their effectiveness and set out proposals for improvement.
- 3.2 The Annual Governance Statement 2019/20 made four proposals for improvement and noted that the Consortium's Senior Management Team had

accepted these and was committed to their implementation during 2020/21. At this time, the Senior Management Team also confirmed that an update on progress would be reported to the Joint Committee during the year to enable elected Members to review and scrutinise the extent of progress being made.

- 3.3 In line with the above, the Joint Committee is requested to review the progress up date set out at Appendix 1 and form a view on the extent of progress that has been made to date in implementing the proposals for improvement reported

4. CONCLUSION

- 4.1 A progress update on the proposals for improvement made within the 2019/20 Annual Governance Statement is set out at Appendix 1.
- 4.2 The provision of this information will assist the Joint Committee is assessing the adequacy of the governance arrangements in place for the Central South Consortium.

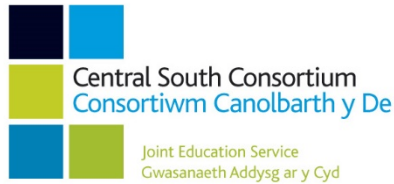
PROPOSALS FOR IMPROVEMENT – PROGRESS UPDATE

Core Principle / Area	Paragraph No.	Issue Identified	Proposal for Improvement	Timescale for Implementation	Responsible Officer	Progress
Ensuring openness and engagement	5.3.12	Build on the work of the independent review of the CSC during 2019/20 to further support decision making arrangements (carry forward from work undertaken during 2019/20)	Finalise the review of the overall governance structure for the CSC to ensure increased engagement in the decision making process from Headteachers across the region in line with the requirements of the revised National Model for Regional Working when published and the recommendations from Joint Committee following the ISOS review	March 2021	Managing Director	Completed Initial Proposals presented to Chief Executives & Directors in August 2020. Formal presentation of proposals to Directors October 2020 and recommendations to Joint Committee for review 18 th November
Defining Outcomes	5.4.6	Further develop Medium Term Service and Financial Planning	Ensure resources are allocated / categorised over Business Plan priorities to demonstrate or otherwise the prioritisation of resources and set out service options in line with indicative funding allocations agreed by Joint Committee.	March 2021	Deputy Managing Director	Completed for core budget Three year funding model agreed with Joint Committee
Developing the capability of entity's	5.7.4	Consortia as a Learning Organisation	Build on the programme of training and support using the information gathered from the	March 2021	Deputy Managing Director	Completed Annual programme of

Core Principle / Area	Paragraph No.	Issue Identified	Proposal for Improvement	Timescale for Implementation	Responsible Officer	Progress
leadership and other individuals			Consortia as a Learning Organisation to drive improvement areas and support distributed leadership and ownership of professional learning (taking into account new support requirements / delivery modules as a result of COVID-19).			professional learning for all staff developed.
Managing Risk	5.8.9	Improve reporting framework for performance and information management systems (carry forward from work undertaken during 2019/20)	<p>The CSC should report on a periodic basis, for example annually, its work and performance around Information Management and provide opportunity for review and scrutiny by the Joint Education Committee. This would include:</p> <ul style="list-style-type: none"> • SIRO schedule should be agreed with RCT CBC; • Update all General Data Protection registers; • Update the Information Sharing Protocols; and • Update all related data retention policies. 	March 2021	Deputy Managing Director	<p>In progress</p> <p>Meeting held with RCT and awaiting confirmation of the role of SIRO i.e. if CSC require our own or if an SLA will cover RCT support. RCT confirmed continuation of support for DPR, Privacy Notices and ISP reviews.</p>

Core Principle / Area	Paragraph No.	Issue Identified	Proposal for Improvement	Timescale for Implementation	Responsible Officer	Progress

Tudalen way



CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

18TH MARCH 2021

CENTRAL SOUTH CONSORTIUM EFFECTIVENESS AND EFFICIENCY REPORT 2019-20

REPORT OF THE DIRECTORS OF EDUCATION

Author: Louise Blatchford, Deputy Managing Director

1.0 Purpose of the report

To provide the Joint Committee with an overview of the report on the Efficiency and Effectiveness of the Central South Consortium 2019-20.

2.0 Background

2.1 The approach taken by the Central South Consortium to evaluating the impact of its work has been guided by the Research and Evaluation Board.

2.2 During 2019-2020 four of the Consortium's main areas of work were selected for focused evaluation:

- Vulnerable Learners Project
- Peer Engagement & Collaboration Models
- Central South Wales Challenge (Hub Focus)
- Annual Survey

3.0 Overview of Performance

3.1 For 2019/20 CSC is not able to provide an overview of the performance of key pupil groups at each key stage. However, we have continued to include a summary of inspection outcomes and categorisation outcomes. Full analysis of available data is provided within the Appendices.

Categorisation

4.1 385 schools in the region have National Categorisation Support Categories for both 2018-19 and 2019-20. Of these schools:

- 30 schools remained in the same support category.
- 50 schools moved up one support category (from Yellow to Green, from Amber to Yellow or from Red to Amber).
- 3 schools moved up two support groups (2 schools moved from Red to Yellow, and the remaining school moved from Amber to Green).
- 29 schools moved down one support group (either from Green to Yellow, from Yellow to Amber or from Amber to Red).
- 3 schools moved down two support groups, from Green to Amber.

4.2 The proportion of schools receiving Green support has more than doubled during the period 2014/15 to 2019/20 (21.3% pts compared to 53.0% pts), with the proportion of schools receiving Yellow support falling slightly.

4.3 The proportion of schools receiving Amber support has reduced from 28.4% pts to 10.1% pts, with the proportion of schools receiving Red support also reducing from 7.8% pts to 1.8% pts.

5.0 Inspection Outcomes

5.1 All Estyn inspections were suspended in March 2020⁵, therefore analysis included in the report contains information for schools inspected between September 2019 and March 2020. Further details can be found in Appendix B.

5.2 The proportion of schools in CSC judged as either Excellent or Good is above the national proportion for all five Inspection Areas in the most recent year, which reverses the pattern seen in the previous year.

5.3 The highest performing Inspection Areas for the region are Inspection Areas 2 and 4, where just over 90% of schools inspected are judged as either Excellent or Good.

5.4 The lowest performing Inspection Areas within the region are Inspection Areas 1, 3 and 5. However, over three-quarters of the schools inspected are judged as either Excellent or Good.

5.5 The proportion of schools invited to create Excellent Practice Case Study has nearly doubled between 2017-19 and 2019-20 for the region.

6.0 NEETs

6.1 The Year 11 NEET figure for the region has increased in 2018-19 to 1.8%, which is now the same as the national percentage. Whilst the regional figure has increase by 0.4 percentage points in the most recent year, this regional figure remains the second

lowest percentage seen since 2009. In the last four-year period, the proportion has fallen from 3.5% in 2014-15 to 1.4% in both 2016-17 and 2017-18, with an increase seen in 2018-19. The regional decrease over this period is 1.7 percentage points with the National decrease being 1.0 percentage points.

8.0 Overview of Funding

8.1 In 2019-20, monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil, but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

9.0 Evidence of Impact (Section 5 page 15)

- What have we done this year?
- What evidence of impact do we have?
- Evaluation of the work identified
- Next Steps

10.0 Conclusions

10.1 In 2019-20 there was a further 5% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 986, which subsequently reduced spend per pupil.

Table 1: Comparison of Core Expenditure per pupil from 2016-17 to 2019-20

	2016-2017	2017-2018	2018-2019	2019-2020
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853
Pupil numbers	146,711	147,236	147,697	148,683
Spend per pupil	£28.60	£27.07	£26.45	£24.96

10.2 The vision for a school-led, self-improving system has meant that delegation rates to schools for grant-funded activity have increased from a rate of 94.4% in 2016-17 to 95.6% in 2017-18. However, this slightly decreased to 93.2% in 2019-20. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

- 10.3 During 2019-20, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.
- 10.4 A comprehensive analysis of resources provided to schools in individual LAs identifies a cross-subsidisation of core funding. Core funds are directed to schools in inverse proportion to need across the region. However, when consideration is taken of all delegated resources, LAs receive between –1.49pp and +1.66pp when compared to the percentage of funding they contribute to the overall core budget. Schools requiring additional resources due to being categorised as requiring Red and Amber support are balanced by additional funding provided to build capacity and promote school-to-school working.
- 10.5 The process for allocating additional resources has been refined during 2018-19 within the Resource Board. The Senior Leadership Team agree all requests and this has ensured a more clear, transparent and fair approach to enable CSC to deliver a focused, timely and bespoke support to schools in need to improvement. The challenge adviser is key to this process, monitoring the progress and impact of specific support and/or interventions. Systematic reporting on the evaluation and impact of the additional resource is discussed in local authority performance meetings as well as discussed in senior leadership meetings within CSC.
- 10.6 Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact and effective practice can be identified in the following areas:
- Strong and effective strategic wellbeing support has been provided across the five LAs throughout 2019-20. There is a clear and consistent approach to assisting schools and LAs in supporting vulnerable learners.
 - PL (for CLA) has been very well received by staff during 2019-20. According to the evaluations, over 1,000 teachers have benefited positively from the training.
 - Vulnerable learner reviews identified many areas of good practice and this will be used as the basis for further partnership working and guidance for schools;
 - Increased engagement in PL across career phases. During 2019-1920, at least one practitioner from 73% of schools in the region engaged with a Hub PL programme.
 - 1,024 practitioners attended a PL programme facilitated by a hub or lead practitioner, with nearly all participants considered that, as result of attending the programmes, their practice had changed in some way.

- A total of 95% of schools have engaged with the PL offer, with nearly all programmes running.
- Nearly all schools in the region have engaged in purposeful collaborations in clusters to support the development of CfW. Nearly all clusters have identified leads in all areas. Evaluation shows proxy indicators of impact in practitioner learning and, in the most successful cases, changes in behaviour.
- 3,158 practitioners from across the region attended PL related to CfW across the year.
- 84% of schools attended the Spring Term CfW briefings.
- Over 700 TAs have successfully gained HLTA status since it was introduced, with 25 completing during 2019-20.
- 55 schools in CSC were successful in applying to become ITE partner schools with the Open University following a national selection process. Ten of those were also successful in becoming Lead Schools who will be funded to engage in the alternative routes into teaching at strategy level.
- There has been an increased focus on the promotion of informal and incidental Welsh in many schools due to the Siarter Iaith and Cymraeg Campus activity. This activity has increased in the number of schools awarded the Welsh Language Charter.
- Nearly all ALN Cluster Leads (95%+) attended the PL ‘train the trainer’ sessions and most disseminated this within their cluster.
- In spring 2020, most schools in the region undertook a self-evaluation of their preparedness for the ALN Act supported by their IP. Information was gathered on 100% schools in four LAs.
- All leadership pathway programmes in place for 2019-20
- Historical information: 282 candidates have gained NPQH in CSC since 2011.
 - 56% have since gained a headteacher post. Candidates with the NPQH are gaining a position as headteacher after a number of years of holding the qualification.
 - There are 123 teachers in CSC who currently hold the NPQH but are yet to gain a headship.
 - 45 of these teachers have held the qualification for more than 3 years (16% of candidates).
 - 44% are in other posts – DHT, CAs, retired etc.
- All ‘New and Acting Head Teacher programme’ and ‘NPQH’ participants have been allocated a coach. 100% positive feedback from candidates at NPQH assessment centres regarding coaches.
- The quality-assured categorisation reports produced by the Cyfleoedd+ headteachers successfully cleared all moderation stages in 2019-20 and provided accurate and

valuable identification of areas to improve regarding both standards and capacity to improve.

- The Cyfleoedd+ had moved towards collective accountability and had therefore further developed its working protocol
- Pilot schools worked together on peer engagement, enhancing self-evaluation procedures and practices with bespoke, co-constructed models.

10.7 During 2019-20, a full review and change to the Hub programme and the networks used to deliver key messages and support were developed to ensure effective support and PL opportunities for Curriculum Reform and all other aspects of national reform. These changes will be evaluated for impact and reported in 2020-21.

10.8 The annual survey conducted in November 2019 provided evidence of the following:

- Engagement in collaborative research has seen a slight but positive increase over the last four years, to the point where, currently, 40% of staff in both sectors are engaged termly or more frequently in collaborative research. This positive trend arises mainly from the increased involvement of staff in the primary sector, up to 40% from 27%. Secondary staff involvement has also increased, less sharply but from a higher baseline, from 34% to 40%.
- This year, 84% of primary and 70% of secondary staff indicated they had a better understanding of effective PL. Staff also felt they better understood how to lead effective PL.
- Overall, some 42% of primary and 29% of secondary staff had been regularly involved, termly or more often, in leading an aspect of training or PL in the last year, whilst some 48% of primary and 37% of secondary staff had led on evaluating and improving an aspect of teaching.

11.0 Recommendations

11.1 CSC commit to taking the following next steps as identified within the strand evaluations within the report:

- Further embed the learning from the Vulnerable Learners' Project, and continue the strong partnership working with local authorities. Identify and disseminate research and practice to share with schools across the region;
- Further develop the strategy for Equity and Excellence as the basis for school improvement activity;
- Evaluate the pilot peer engagement / collaboration models to inform the next steps with the CSC Peer Engagement Process map. Align this work to the National Evaluation and Improvement Resource (NEIR) following 2019-20 piloting;

- Develop an e-learning strategy for PL, including increasing capacity to the CSC team to lead this;
- Establish more rigour in the hub and LP model to make it easier to monitor impact;
- Further consideration of CSWC evaluations processes and methods to ensure impact is captured; and
- Redesign the Annual Survey questions in line with the reform agenda and associated PL developments.

11.2 In addition, CSC have also identified the following areas for consideration in 2020-21

- Review the Challenge Adviser deployment model in light of the removal of formal categorisation;
- Professional Learning and accreditation for CSC school improvement colleagues;
- Review and propose changes to the way CSC support governors; and
- Support for Continuity of Learning

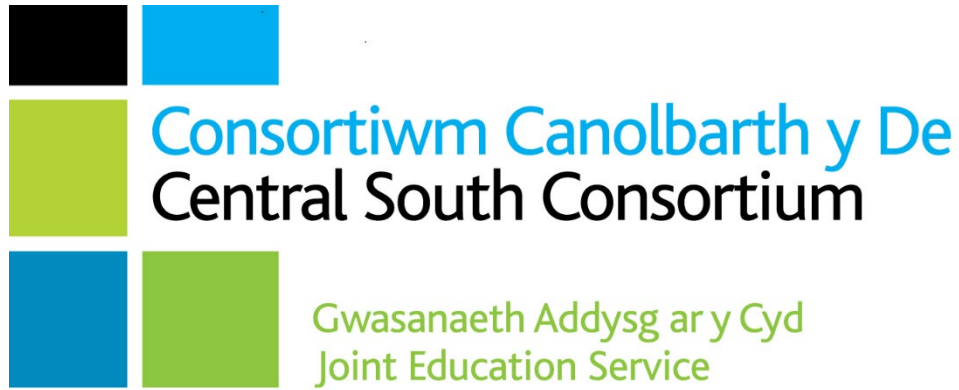
11.3 Finally, CSC propose to provide an annual effectiveness and efficiency report to Members of the Joint Committee in the Autumn Term each year. This report will form the basis of the reports to local authority annual scrutiny committees.

11.4 Strand evaluations for 2020-21 should continue for the following areas:

- Central South Wales Challenge Models;
- Peer Partnerships; and
- Support for Vulnerable Learners

11.5 Further strand evaluations should be considered for the following:

- Support for Governors
- Digital Learning
- Early Career Pathways
- Leadership Support and Development



Effectiveness and Efficiency

Report

Central South Consortium

2019-20



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1.0 PURPOSE OF REPORT

This report provides an overview of Central South Consortium (CSC) in the academic year 2019-20. The report is designed to provide local authorities (LAs), schools, Welsh Government (WG) and other stakeholders with a clear and comprehensive report on the efficiency and effectiveness of the work of CSC and its contribution to school improvement across the region.

The main body of the report provides an analysis of the progress made in relation to a number of key strands of work that CSC identified in partnership with LAs and schools as priorities within its Business Plan for 2019-20. The report provides an overview of the activities undertaken in relation to each strand, provides quantitative and qualitative information on outputs and outcomes, and comments on the impact achieved so far. Additional, detailed information is included in the appendices.

2.0 BACKGROUND

CSC evaluates the organisation's performance through self-evaluation processes that form the basis for business planning and monitoring activities. LA performance meetings are held regularly with the Senior Management Team and/or Principal Improvement Partners (PIPs) and LA Director/Chief Education Officer, to discuss progress at a more local level and identify any barriers. Reports are presented on a regular basis to Directors and the Joint Committee on the progress and performance of the organisation. In addition, reports are presented to WG in accordance with ministerial challenge and review events. PIPs attend each council's Education Scrutiny Committee meetings at least once per year and attend other scrutiny meetings on request.

Scrutiny and challenge are undertaken by the Directors of Education, who meet on a monthly basis to challenge performance, to agree strategy and to have an opportunity to challenge findings. A treasurer's report is a standard item on the agenda for the Joint Committee meeting.

During 2019-20, four of the consortium's main areas of work – Vulnerable Learners Project, Peer Engagement and Collaboration models, Annual Survey and Business Plan progress – were selected for focused evaluation. This report will therefore provide a detailed assessment of impact in each of these areas.

3.0 OVERVIEW OF PERFORMANCE

Due to the COVID-19 pandemic in 2020, WG announced¹ that they would not expect data returns for all statutory data collections that would have been due to take place after March 2020 and before the school summer holidays in 2020. These collections include:

- Attendance: Primary 2020 data collection
- Attendance: Secondary 2020 data collection
- National Data Collections (NDC) 2020 data collection
- Welsh National Test (WNT) 2020 data collection

Pupil Level Annual School Census (PLASC) 2020 and Educated Other Than At School (EOTAS) 2020 data collections took place, with Data Exchange Wales initiative (DEWi) closing for data submissions on the 20 March 2020. Analysis of this information has been published by WG. However, it is important to note that not all validation processes were completed on this data set, and data based on pupil and staff characteristics must be treated with caution and should not be compared to data from previous years for the purpose of comparing trends.

WG confirmed on 7 July 2020 that the Statistical Releases² for NDC Core, NDC non-core, WNT, Attendance Primary and Attendance Secondary were suspended for reporting on data from 2019-20. In addition, the Statistical releases related to “EOTAS”, “Exclusions in Schools”, “Attainment by eligible for Free School Meals (eFSM)/ not eligible for Free School Meals (nFSM) (Foundation Phase (FP)-Key Stage 3 (KS3))” and “Absenteeism by pupil characteristics” were also suspended for 2019-20 data.

The Minister for Education confirmed on 3 July 2020³ that WG would not be publishing performance measures related to the 2020 summer examinations series, which covers all school and post-16 performance measures for the 2019-20 academic year. In addition, given the clear implications that there will be ongoing disruptions for qualifications awarded next year, WG have suspended Key Stage 4 and legacy sixth form performance measures for 2020-21 academic year also.

The Statistical bulletins for GCSE and A Level results will continue to be published for 2019-20 but will not contain Key Stage 4 or legacy sixth form performance measures and will only include National level data with different content to previous releases of these bulletins.

Therefore, for 2019-20 there are no publicly available performance measures at School, LA or Regional Consortia level that can be included in this report.

The publication of performance data on My Local School is also suspended, with the publication of the national categorisation⁴ also being suspended for 2020-21 due to the processes not being held for the academic year 2020-21. Information for 2019-20 National Categorisation is given in Appendix A.

All Estyn inspections were suspended in March 2020⁵; therefore analysis included in the report contains information for schools inspected between September 2019 and March 2020. Further details can be found in Appendix B.

4.0 OVERVIEW OF FUNDING

The consortium's funding is made up of two principal sources:

- Core LA Funding with individual LA contributions determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee.
- Dedicated funding for schools and school improvement activities routed through consortia by WG. Major WG grants, such as the Regional Consortia School Improvement grant (RCSIG), are administered by consortia and delegated to schools via LAs. Consortia are able to retain elements of the grants (amounts set in the terms and conditions of each grant) on a regional basis to support local and national school improvement priorities.

The recent trends in both these sources of income for the consortium are detailed below.

4.1 Core contributions

Each year since 2016, the consortium has delivered the school improvement function for the region, incorporating in excess of £700k of efficiency savings over that time.

In 2019-20, the consortium received c. £3.7m contributions from the five LAs across the region. The funding was used to support the core function of school improvement.

Below is a summary of the financial outputs for 2019-20 by individual LA. The Principal Improvement Partner (PIP) and Improvement Partner (IP) figures reflect where actual support is deployed. All other costs are apportioned by IBA:

Table 1: *Financial Outputs for 2019-20 by LA*

Cost category	Outturn 2019-20	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.20%	15.38%	14.76%	6.33%	27.33%
LA contributions	3,710,853	1,343,329	570,729	547,722	234,897	1,014,176
Principal Improvement Partners	482,730	135,008	64,226	63,362	50,716	134,318
Improvement Partners	1,584,299	573,517	243,665	233,843	100,286	432,988
Other employees	1,078,108	272,883	115,938	111,264	47,717	206,019
Premises	235,000	73,099	31,057	29,805	12,782	55,188

Transport	35,000	8,416	3,576	3,432	1,472	6,354
Supplies & services	631,894	228,659	98,015	92,865	39,892	172,463
Commissioning	0	0	0	0	0	0
Support services	113,824	41,205	17,506	16,800	7,205	31,108
Gross Core Expenditure*	3,756,689	1,332,787	574,023	551,371	260,070	1,038,438
% SPEND RECEIVED		35.48%	15.28%	14.68%	6.92%	27.64%

**£3,711k of contributions were received from LAs. However, the gross expenditure incurred reached £3,757k. This was net off by £46k of grant funding/school income.*

CSC apportioned budget for regional services according to the specific needs of schools identified through the categorisation process. In 2019-20, expenditure in three out of the five LAs was higher than the amounts they had contributed (in line with the consortium core value to deploy resources to the areas of greatest need).

4.2 Additional funding – Grants

With the launch of the national strategy, ‘Education for Wales: Our National Mission’, WG streamlined the grant funding processes. There are now only two grants received by consortia: Regional Consortia School Improvement grant (RCSIG) and Pupil Development Grant (PDG).

In addition to the core contributions from LAs, the consortium was also in receipt of grant funding from WG. In 2019-20, the following funding was received:

Table 2: WG Grant Funding

Grant	Total £	Delegated to LAs/schools £	Centrally retained £
RCSIG	41,891,666	38,439,419	3,452,247
PDG	31,734,150	69,768,765	404,804
Total	73,625,816	69,768,765	3,857,051

To manage these grant streams effectively, the consortium adheres to strict governance arrangements:

- Initial allocations are provided by WG and apportionment proposals presented to Directors and Members of the Joint Committee for challenge and agreement.
- Director/member decisions are shared with the regional finance group, to determine operational processes.
- CSC grants team identifies project managers and budget holders (in line with schemes of delegation).
- Budget monitoring meetings provide evidence for management dashboard to the Senior Leadership Team (SLT) and Directors.
- Consortium devise Service Level Agreements (SLA) between schools and LAs for grant funding initiatives to hold stakeholders to account.
- The CSC grants team works to a grant compliance framework.

Elements of the above grants were used to commission work and support packages for schools across the region. These funds were allocated according to the needs of individual schools, LAs, the region, and nationally.

Initiatives have been split below across the key enabling objectives included in the WG in the 'Education in Wales: Our National Mission' report:

Table 3: Expenditure of the Regional Consortia School Improvement Grant by LA in 2019-20

Cost category	Outturn 2019-20	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.20%	15.38%	14.76%	6.33%	27.33%
Curriculum & assessment	821,170	299,280	150,850	250,370	0	120,670
Developing a high-quality education profession	37,334,906	13,722,810	5,785,508	5,736,904	2,480,559	9,609,125
Leadership	219,798	74,001	21,709	38,720	14,390	70,978
Strong and inclusive schools committed to excellent, equity & wellbeing	31,329,346	12,471,710	4,612,475	3,185,855	2,124,243	8,935,063

Supporting a self-improving system	63,545	23,489	10,966	8,495	6,875	13,720
Total	69,768,765	26,591,290	10,581,508	9,220,344	4,926,067	18,749,556
% spend received		38.11%	15.17%	13.22%	6.63%	26.87%

In 2019-20, monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil, but the additional benefits of working regionally can also be seen in the impact on outcomes across the region. The table below summarises the financial outputs:

Table 4: Actual total expenditure by LAs 2019-20

Cost category	Outturn 2019-2020	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.20%	15.38%	14.76%	6.33%	27.33%
Gross core expenditure	3,756,689	1,245,454	587,063	537,275	282,901	1,103,996
Delegated grant	69,768,765	26,591,290	10,581,508	9,220,344	4,622,067	18,749,556
Total expenditure	73,525,454	27,924,077	11,155,531	9,771,715	4,886,137	19,787,994
% spend received		37.86%	15.19%	13.27%	6.68%	27.00%

4.3 Resource board evaluation

In addition to the above budgeted funding, CSC also has developed a process for supporting vulnerable schools which are identified within the financial year. The table below shows how this funding was allocated during 2019-20:

Local Authority	£	% Split	No of Schools Supported
Bridgend CBC	£ 22,495	10%	6
Cardiff Council	£ 93,343	43%	13
RCT CBC	£ 62,165	29%	16
Vale of Glamorgan CBC	£ 11,050	5%	3
Merthyr Tydfil CBC	£ 26,180	12%	6
	£ 215,233	100%	44

5.0 OVERVIEW OF MAIN STRANDS OF ACTIVITY

5.1 Vulnerable Learners Project

Background and objectives

Outcomes and provision for free school meal pupils continue to be a priority for WG, regional consortia and LAs, as well as all schools across Wales. Our national mission has one of its major objectives centred on closing the gap in the performance of free school meals pupils versus non-free school meals pupils. Headteachers and schools are continuing to highlight the ever-increasing number of vulnerable pupils and how there has never been a more crucial time in ensuring all wellbeing and support processes are as efficient as possible. Curriculum for Wales (CfW) is a prime opportunity to put equity, health and wellbeing at the heart of all schools. We understand that many of our most poverty-stricken pupils are not qualifying for FSM for several reasons but are still being supported by schools as they appreciate that these pupils are vulnerable and need support to reach their potential.

In February 2019, CSC held a professional learning (PL) event at Cardiff City Stadium for school leaders and practitioners from across the region that focused on vulnerable learners.

What have we done this year?

Following positive feedback from the conference, CSC engaged the 'Inclusion Expert' in a project to support 20 schools from across the consortia. This involved vulnerable learner reviews in these schools and identifying successful practice in teaching and learning for vulnerable pupils. Using experience and expertise in supporting schools across the United Kingdom, a project was planned to gain an understanding of what barriers our schools in CSC were facing.

Vulnerable learner reviews (led by 'Inclusion Expert') were undertaken in the pilot schools. Reviews involved two schools visiting each other's school and, in addition, were supported by members of the CSC strategic team.

What evidence of impact do we have?

As part of the process, schools were asked some self-evaluative questions, identifying where they thought their strengths and weakness were in terms of provision for vulnerable learners.

The lowest scores across the 19 schools were for teacher confidence (3.65 out of 6) linked to differentiation and the effectiveness of support staff (3.65 out of 6). Interestingly, schools within CSC scored an average of 4.9 out of 6 for teachers' attitudes towards challenging pupils. According to the Inclusion Expert staff, this is normally one of the highest scores when reviewing schools across England. In these schools, staff have positive attitudes towards challenging pupils

but are not as confident in supporting them effectively in the classroom. This will be a priority for us as an organisation in objective 3 in 2020-21.

Successful practice was gathered as part of the review, and recommendations were shared with all schools. These recommendations included:

- Consistent use of differentiation across the school.
- Expanding the coaching time in classroom (on a regular and timetabled bases) to support staff in their work with the most vulnerable.
- Developing the learning walks to include a needs-focused approach for ALN or PDG pupils.
- Creating a focus group and developing a weekly positive feedback approach to developing relationships with hard-to-reach families.
- Working with staff to further develop the use of teaching assistants (TAs) in the classroom.
- Using the current shared responsibility (in SLT) for ALN in school and consider how this can be used to increase skills and access to coaching for staff.
- Identifying a trial group of underachieving PDG and/or ALN learners and trial pre-teaching and re-teaching techniques.
- Rationalise the information in the class folders to ensure pupils barriers and strategies are clear and easy to follow (linking to statements where needed).
- Reviewing the induction and training of staff to ensure it meets the main areas of need in the school.
- Establishing an understanding of the vulnerabilities of pupils in the school.
- Reviewing the learning environment of the school.
- Reviewing the intervention protocols in place.
- Reviewing the expectations for highly dysregulated learners.
- Reviewing the attendance procedures.

Next steps

- Continue strong partnership working with LA and cross-consortia staff focused on support schools with regard to vulnerable learners. This includes:
 - Alignment of CSC and LA PL.
 - Establishment of a joint-authority wellbeing review process.
 - Supporting effective monitoring, evaluation and reviewing activities.
 - Interpreting the ALN audit results and reflecting on universal provision within the classroom.
- Explore ways to support schools to encourage effective culture and climate for learning.

- Support schools in developing a whole-school approach to mental health to help learners at this time and to support the realisation of the CfW.
- Identification and dissemination of research and practice to share from schools across the regions and beyond in supporting vulnerable learners.

Headteacher reflections: post review

Strengths:

- The project has supported schools' own self-evaluation processes by providing an external perspective on provision. The thorough report provided helpful evidence to support our own understanding and highlighted some useful areas to build upon and consolidate.
- The project has played a key role in challenging the school to broaden its tracking of the experiences of vulnerable individuals and groups, including more systematic tracking and evaluation of pupil engagement in clubs, groups, sports, trips and visits, as well as formal pupil voice opportunities. Whilst the school believes it knows every child well, the level of scrutiny and intervention in these areas has certainly become a bigger focus following this work.
- The non-judgemental aspect of this project has real potential and, alongside a broader use of peer review, could be incredibly powerful in sharing good practice across schools. The networking opportunities offered to staff to gain insight into other schools' approaches (sometimes with very different contexts too) have been invaluable and provided a PL opportunity for some colleagues (eg ALNCOs) who might not readily get to see a whole-school approach elsewhere.

Areas for development:

- There must be an understanding and expertise in the Welsh system from external providers and clarity about the expectations around school-to-school working.
- If consortia/LA colleagues are involved, it needs to be clear that this process is not part of any categorisation or accountability process.
- The nature of the review needed to be clarified prior to it commencing. Any sense that it feels like an inspection is counterproductive.

5.2 Peer engagement and collaboration models

Background and objectives

Alongside the WG Evaluation and Improvement Arrangements (Draft), CSC, along with the other consortia, developed Peer Engagement approaches in 2019-20 to meet the expectation that self-evaluation by schools involves peers. This aimed to:

- Develop the capacity of schools to self-evaluate effectively in order to further school improvement.
- Evaluate how much input and impact the schools' Improvement Partners (IPs) and peers have to establish whether the IPs and/or peers were the catalyst for change for school improvement, or whether improvements were enabled by schools themselves.
- Continue to develop and support different models for collaboration, learning from their experiences and evaluating them for impact.
- Develop a regional approach to supporting peer engagement and evaluation for school improvement as required by WG that could, in turn, inform the formation of a national model for use across Wales from autumn 2020 onwards.

In previous years, the consortium developed a Peer Enquiry model based on both quantitative and qualitative evidence, where colleagues entered into the arrangement with honesty and commitment. Peer enquiries had a significant impact on the collaboration of school leadership teams, on the specificity of 'SMART' targets aimed at school improvement, and on the PL of all stakeholders including senior leaders aspiring to headship. Only 11 peer enquiries took place in 2017-18; a further 18 were cancelled or postponed. This suggested that the Peer Enquiry model was not mature enough to happen without a degree of funding and required much stronger and consistent brokerage and support by consortium stakeholders. Schools were still able to commission peer engagements as a separate activity to a peer review and continue to have access to the supporting documentation.

What have we done this year?

<i>Collaboration Models</i>	<i>Peer Engagement</i>
<ul style="list-style-type: none"> ▪ The consortium has continued to work with the Cyfleoedd+⁴ network across five Welsh-medium secondary schools in the region to learn about the forms of leadership development and processes that will be required to develop a rigorous Peer Engagement Approach. ▪ The five schools, in partnership with CSC, developed and enacted a working protocol and SLA, focused on the development of effective leadership capacity within the Welsh-medium secondary sector. ▪ In addition, working with the Special Schools Network continued and involved 	<ul style="list-style-type: none"> ▪ As part of the WG 'draft evaluation and improvement arrangements'⁵ announced in February 2019, a CSC Peer Engagement Working Group of eight headteachers built on their research of current models to develop a Peer Engagement Protocol, which formed the basis of piloting across seven groups of partnership schools. ▪ The models' research included versions being adopted at that time by EAS, Cyfleoedd+ (five CSC Welsh-medium secondary schools), CSC Special Schools Network and London/Bristol academies.

the piloting of Peer Engagement approaches to enhance self-evaluation based on Peer Enquiry Models.

- Work on developing opportunities for perspective federations through initial collaboration also continued. The aim was for each application to meet a set criteria that would be used to release appropriate support.

- In these models, headteachers worked with each other to strengthen school self-evaluation and contribute to the sharpening (identification of support requirements) of support/actions.
- The pilot groups of three or more schools had reached the stage of initial progress reporting prior to the national COVID-19 repurposing of schools in March 2020.

What evidence of impact do we have?

Collaboration models

- The quality-assured categorisation reports produced by the Cyfleoedd+ headteachers successfully cleared all moderation stages in 2019-20 and provided accurate and valuable identification of areas to improve regarding both standards and capacity to improve. The host headteachers compiled the first draft Categorisation Reports, and these were quality assured internally by the host headteacher. Two headteachers were assigned to each school – headteacher ‘A’ visited the school to complete the categorisation.
- The Cyfleoedd+ had moved towards collective accountability and had therefore further developed its working protocol and associated SLA for 2020-21.
- Cyfleoedd+ Evaluation report was written by March 2020 (see Case Study). The second and new Lead headteacher for Cyfleoedd+ 2019-20 worked closely with the previous individual in this role

Peer Engagement

- Pilot schools worked together, enhancing self-evaluation procedures and practices with bespoke, co-constructed models.
- Initial Progress Reports were completed by all piloting groups of schools by January 2020.
- The Evaluation HT drew these together into a Peer Engagement Process Map Document.

who was seconded to work with WG for the 2019-20 year.

- 2nd iteration of Special Schools Review process Autumn Term 2019 yielded further learning to influence the regional approach to Peer Engagement and an evaluation of this stream was in progress at the end of the 2019-20 financial year.
- Funding was released for two federations during the year.

Next steps

- Training for the seven groups of peer engagement approaches in the use of the WG National Evaluation and Improvement Resource (NEIR) following 2019-20 piloting.
- Updating of Cyfleodd+ SLA, with new aspects already described.
- Investigate the possibility of supporting the development of a second Welsh-medium Peer Collaboration Model (Cardiff and the Vale of Glamorgan) in 2021-22. This to potentially include linking four Cyfleodd+ headteachers with those four headteachers from the new network.
- Completion of Special School network evaluation.
- Secure Progress Reports from all schools.
- Conduct an Evaluation Day, involving all pilot schools in the summer term 2020 (COVID-19 allowing) to inform the next draft of the CSC Peer Engagement Process Map.
- Share approaches piloted with all CSC schools via the autumn 2020 headteacher briefings. The NEIR was unlikely to be available prior to this sharing of approaches.

5.3 Central South Wales Challenge: focus on hubs

Background

The Central South Wales Challenge (CSWC) is a partnership of all schools in the region working together to develop a self-improving system based on improvement being driven 'for schools by schools'. Since the inception of the CSWC in 2014, it has sought to provide the structures for schools to engage in school-led PL, including collaborative joint practice development and enquiry. Each aspect of the challenge is designed to meet a different school improvement need, operating within a self-improving school system, and schools should access the appropriate amount of PL from each aspect according to their current improvement priorities. It is made up of five component parts:

- Hubs and lead practitioners
- School Improvement Groups
- Clusters
- Peer engagement
- School-to-school partnerships

Hubs and lead practitioners

CSC recognises that practitioners have the biggest influence on each other's practice, and that enquiry approaches to joint practice development will provide the deepest PL experiences for practitioners and leaders. The first model of hub schools within CSC was established in 2014 and included OLEVI¹ Hubs, Hubs and Specialist Centres. Following a review, the model was reset in 2016-17 and was identified that system changes were required to meet the needs of the region. In 2018-19 a number of further refinements were made to the hub model, including an increased focus on collaboration.

What have we done this year?

In 2019-20, the model was further reviewed and refreshed to meet the evolving needs of schools across the region and funding aligned accordingly. There was a full recruitment process to



appoint 10 PL alliance hubs, 5 Foundation Phase hubs and 92 lead practitioners across curriculum areas. See Appendix C.

Hubs and lead practitioners (LP) facilitated PL programmes and networks to support the development of pedagogy, provision, leadership and subject specific areas of development.

- Professional learning alliance (PLA) hubs: facilitated PL on whole-school improvement that supports schools to develop as a learning organisation.
- Foundation Phase hubs: facilitated programmes and networks that support the development of foundation phase pedagogy and provision.
- Lead practitioners: facilitated programmes and networks that support the development of pedagogy and provision in specific subject areas.

The development of PL programmes continued to have a clear focus on value for money, impact, the National Professional to Professional Learning (NAPL), Professional Standards for Teaching & Leadership (PSTL), and Schools as Learning Organisations (SLO). All schools in the region continued to have access to PL programmes and networks through the Professional Learning Offer (PLO) available on Cronfa.

What evidence of impact do we have?

- Over 13% of CSC schools feature as part of the model to build capacity and provide support to others.
- 1,024 practitioners attended a PL programme facilitated by a hub or lead practitioner.
- At least one practitioner from 73% of schools in the region engaged with a Hub or LP professional learning programme, which is a 1% increase from the previous year and a continuing positive trend since the inception of the model.

Lead practitioner programme evaluations:

This report is based upon the primary and secondary lead practitioner. Only around half of the hubs completed the final lead practitioner evaluations due to the impact of COVID-19. Therefore, the evidence base from this aspect is limited.

All LP areas reported a lower uptake of the PL offer. This was significantly more evident with secondary practitioners. Many programmes ran with less than the specified number of delegates and a few programmes were cancelled completely due to low uptake. Furthermore, many areas reported there was some decline in numbers as the programmes progressed.

- Practitioner response to the training received was positive in nearly all cases.
- Practitioners were largely engaged and responded enthusiastically to the programmes.

- Nearly all participants considered that, as result of attending the programmes, their practice had changed in some way.
- In the majority of cases, this change in practice has been to adapt at least one of the strategies that the lead practitioner school demonstrated and apply it in their own classroom. In the minority of cases, the learning from the programmes has resulted in a more fundamental change to practice.
- Nearly all practitioners felt that the learning was well structured and well presented by lead practitioners.
- Most would recommend similar PL activities to a colleague.
- Nearly all practitioners felt that there would be 'some' change to their behaviours post-programme. Around half suggested that the change would be more 'significant'.
- Around half of participants reported that the learning from the course had been communicated in some way to others in their settings and that the learning from the programme had begun to be used in their settings outside of their own classroom.
- In very few cases, training linked to the programme had already taken place in their own settings and, as a result, participants were beginning to see changes across their school.
- Many practitioners felt unsure about how to measure the impact of the learning and would welcome further guidance/support for this.

Hub programme evaluations:

- Across all Culture of Enquiry programmes facilitated by the PLA, all participants reacted positively and engaged to the PL.
- All delegates agreed that the course provided them with the opportunity to reflect on current practice in their own setting.
- In nearly all cases, there was 100% attendance at both parts of the training with no delegate dropouts or absences, which demonstrates positive reaction to the training.
- Delegates found the simplicity of the course very relevant and thought that CSC having a clear vision of what enquiry needs to be was an excellent idea.
- All participants had a clearer understanding of the SLO as a framework and how it can be used to drive school improvement effectively. This improved level of understanding, as well as participation in activities, led to an overall increased level of confidence in school evaluative systems and processes.
- There were strong and robust professional discussions throughout the course that helped shape and improve attitudes of participants.
- The majority of participants had shared their PL with their SLT.

- Most participants agreed/strongly agreed that the course had developed their understanding of the enquiry process and the important role it plays within school improvement systems and processes.
- Many participants had met with their SLT to share and feedback what they had learned.
- The PL positively influenced the participants and many others in their own settings as the learning had been shared and applied to create goals.
- The majority of participants who had created goals identified these will have a direct positive impact on their school.
- The majority of delegates reported that they were actively planning their own approach to enquiry as part of their strategic school improvement plans.
- Nearly all practitioners talked about their focus being on teaching and learning and how their current focus was on pedagogy.
- For a high number of schools, the PL had a direct impact on the school improvement priorities. Some schools are using INSET to create school visions and align their school priorities to the SLO framework. The learning from the programme was reflected in the school documentation, ie SIP for 75% of schools.

PLA evaluation comments from delegates:

“I have learned that to develop schools as a learning organisation effectively, it needs to be integrated into school systems and implemented in line with other changes rather than as an add-on to current systems if it is to be truly effective.”

“This programme has given me a fantastic insight into what makes a school successful with enquiry building – it was great to see where research and enquiry fits into the overall school strategic plan and I have learned how to build a long-term programme of aspiring teachers using several strategies.”

“I now have a clarity in terms of my own understanding of how the national mission and the SLO work together to get the PL blend right.”

“I now have a three-part action plan to follow up on this course. 1. Discuss and plan with other members of SLT how we drive the enquiry approach and embed it in the culture of the school. 2. Form a realistic plan and decide from the outset how we will measure the impact. 3. Discuss whether we should link our enquiry approach formally to performance management systems in the school.”

“Making coaching an integral part of whole-school PL learning offer has supported the enquiry process following the Culture of Enquiry course.”

Next steps

The CSWC model was evaluated and reviewed in December 2019. Although the 2018-19 hub model had ample capacity to support the region, some capacity was underused. The following recommendations for refinement to the CSWC model 2020-21 were planned and agreed through the governance structures of CSC:

- The model remains in line with the self-improving school system.
- Develop an e-learning strategy for PL, including increasing capacity to the CSC team to lead this.
- The model affords greater agility to be proactive in planning known school improvement needs, but also reactive to any emerging needs.
- Further consideration to ensure the programmes and networks meet the needs of school leaders and practitioners across the region, including regarding length of programmes and venues.
- Establish more rigour in the hub and LP model to make it easier to monitor impact.
- Align funding for hubs and LPs with the national pioneer model.
- The SLA for hub schools and lead practitioners to work on a set number of days rather than activities. Schools that operate as part of the model can plan their staffing structures and timetables around a known, regular commitment and ensure good quality backfill, minimising any adverse impact on learners.
- Hubs and Lead Practitioners deployed by the PL and strategic team as required to undertake the following activities in partnership with the CSC team:
 - develop and run PL programmes
 - facilitate networks
 - create resources
 - develop e-learning activities/resources
 - provide support/expertise to schools where need is identified
 - provide support to networks to build capacity
 - undertake research/enquiry on an identified local/regional priority
- Cluster funding formula to be amended to ensure a minimum amount to all schools.
- Further consideration of CSWC evaluations processes and methods to ensure impact is captured.
- Further define and develop the role of the CA in brokerage of the engagement of schools in the CSWC and PL opportunities in their schools.

5.4 Annual survey

Background and objectives

To evaluate the quality of support provided for schools in relation to developing collaborative approaches to PL within and between schools in the central south region.

What have we done this year?

- A comprehensive survey has been completed by 20% of schools, which has run on an annual basis since 2016. The survey focuses on pupil engagement and alienation from school, and staff professional and collaborative learning.
- Each participant school receives a report of their individual results, as well as a comparison to the central south region, and a user guide to support them in utilising the data.
- Support and development of CSC school improvement staff has been provided through PL and training sessions on the annual survey and its results.

What evidence of impact do we have?

In addition to the performance data available, CSC is also collecting qualitative feedback about the impact of key strands of activity through an annual survey completed by staff and pupils in 20% of schools in the region. The highlights from the November 2019 survey include the following.

Staff survey

- This year, 84% of primary and 70% of secondary staff indicated they had a better understanding of effective PL. Staff also felt they better understood how to lead effective PL, but at a slightly lower level: primary 66% and secondary 52%.
- In terms of distributed leadership, the majority of staff in both phases rated their school leaders as good or outstanding. Primary staff tended to be more positive than secondary staff, with senior staff being more positive than class teachers.
- Over the previous years of the survey, primary staff have reported higher levels of discussing research with colleagues than secondary and this gap was maintained this year, with 74% of primary staff compared to 58% of secondary staff stating they had done so on a termly or more regular basis.
- Engagement in collaborative research has seen a slight but positive increase over the last four years, to the point where, currently, 40% of staff in both sectors are engaged termly or more frequently in collaborative research. This positive trend arises mainly from the increased involvement of staff in the primary sector, up to 40% from 27%. Secondary staff involvement has also increased, less sharply but from a higher baseline, from 34% to 40%. Although there was no significant overall change in staff engagement in collaborative research, there was a significant trend for senior leaders in the primary sector to discuss relevant research findings with colleagues more frequently.

- Overall, some 42% of primary and 29% of secondary staff had been regularly involved, termly or more often, in leading an aspect of training or PL in the last year, whilst some 48% of primary and 37% of secondary staff had led on evaluating and improving an aspect of teaching.

Pupil survey

- Overall, pupils were more positive about their school, their classmates and teachers than they were about their learning. Just 83% of pupils indicated that ‘for some’ or ‘most of the time’ they felt positive about learning, whilst 90% felt this about their relationships with teachers and 92% with their classmates.
- The broad trends for pupils’ alienation to increase as their school years progressed were present this year, as they have been in previous years. The degree of ‘linearity’ of this trend varied across the years, but this was most apparent in pupils’ alienation from learning.
- Over the four years of the survey, pupils’ levels of alienation have remained relatively constant with only minor increases or decreases being identified.
- In the 2019 responses, there were no significant differences in alienation due to gender or schools’ performance. In the previous two years, pupils in higher performing schools were more likely to become alienated from teachers and learning.
- Pupil views of their classmates were quite positive overall. In previous years, alienation levels peaked in Year 8, while this year it was in Year 9.
- As with last year’s survey, the proportion of Year 8 pupils who felt alienated from teachers remained very low at just under 3%. It then increased sharply to 12% in Year 9, before dipping to around 6% in Year 10, only to rise again to 10% in Year 11.

Priority areas for work with schools has been identified through the annual survey, using the pupil and teacher response data to identify areas for PL and adviser work with schools.

Next steps

The survey questions have been redesigned following a review of them in line with the reform agenda and associated PL developments. The question framework and staff and pupil surveys are ready to launch with the sample schools. The information gathered from the CSC survey will be used to inform CSC business planning and self-evaluation activity.

Case Study

Reflections of a headteacher

Litchard Primary School has used the survey tool for a number of years. Initially this was paper based and then moved to an online survey platform.

The first time the school undertook the survey we were unsure how to use it and how it would make a difference to the school. Nevertheless, the school continued to be involved in the annual survey.

In subsequent years, lead staff undertook training. Together with online surveys and more detailed year-on-year analysis with comparisons with other schools, we could focus on areas that we identified required improvement in relation to pupils and staff.

The school identified examples of areas to improve from the pupil survey (2018) – for example, children’s understanding of being “Ethical, informed citizens”. The survey also highlighted pupils’ opinions in relation to the strengths of the school – for example, pupils had positive feelings towards the school especially towards their teachers. To improve children’s understanding of being “Ethical, informed citizens”, the school engaged with the United Nations Rights of the Child Programme, which became a priority in the school development. In the following year’s survey (2019), it was clear that the children’s opinions had significantly improved in relation to ethical issues and being better informed.

In a similar process, the school analysed the data from the staff survey in 2018. An area which was highlighted was the variability of staff collaborating with one another both within and with other schools. Subsequently, the school development plan highlighted this as a priority by making sure all staff had equal opportunities to be involved in pedagogical enquiry with their colleagues. The end impact was every teacher producing a piece of action research regarding their improved practice linked to the new curriculum. The following year’s survey (2019) showed that all teachers had undertaken a range of collaboration activities and the variability of collaboration was significantly reduced across the school. It also demonstrated that the school had improved as a “learning organisation”.

To summarise, the surveys were used effectively at the school to identify and reassure the leadership team and governors of areas the school considered it was doing well with data to support self-evaluation judgements. On the other hand, the surveys identified areas that we had not previously considered or were contrary to the judgements made in our school self-evaluation processes.

6.0 BUSINESS PLAN 2019-20 OVERVIEW

The Joint Committee meets regularly and formally approves the annual Business Plan and budget for the service, holding the service to account in terms of performance and budgetary control. The consortium Business Plan for April 2019 to March 2020 can be found [here](#). During 2019-20, the Business Plan had six priorities:

1. Develop a high-quality education profession.
2. Develop inspirational leaders to facilitate working collaboratively to raise standards.

3. Develop strong and inclusive schools committed to wellbeing, equity and excellence.
4. Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems.
5. Provide PL opportunities to support CfW.
6. Improve the effectiveness and efficiency of CSC.

6.1 Objective 1: To develop a high-quality education profession: Headline Summary

- The PLO, aligned to the NAPL, has been flexible and adaptive to regional and school needs in the context of reform.
- A total of 2,099 practitioners across the region attended PL programmes facilitated by Hub and Lead Practitioner schools.
- A total of 95% of schools have engaged with the PL offer, with nearly all programmes running.
- 3,158 practitioners from across the region attended PL related to CfW across the year.
- 84% of schools attended the Spring Term CfW briefings.
- Practitioner response to the training received was positive in nearly all cases. The practitioners were largely engaged and responded enthusiastically to the programmes. Nearly all participants considered that, as result of attending the programmes, their practice had changed in some way. In a majority of cases, this change in practice has been to adapt at least one of the strategies and applied in their own context.
- The CSC survey shows increased engagement and capacity in enquiry. From the survey we can say engagement in collaborative research has seen a slight but positive increase over the last four years to the point where, currently, 40% of staff in both sectors are engaged termly or more frequently in collaborative research. This positive trend mainly arises from the increased involvement of primary staff, up to 40% from 27%. Secondary staff involvement has also increased, albeit less sharply but from a higher baseline, from 34% to 40%.
- The Professional Teaching and Leadership Standards (PTLS) are interwoven into the CSWC model as appropriate. All schools have access to resources to support the development of this in their settings and with their networks.
- Over 700 TAs have successfully gained HLTA status since it was introduced, with 25 completing during 2019-20.
- 55 schools in CSC were successful in applying to become ITE partner schools with the Open University following a national selection process. Ten of those were also successful in becoming Lead Schools who will be funded to engage in the alternative routes into teaching at strategy level.

- 184 delegates attended the 'Culture of Enquiry' programme, with 100% attending the full programme. Most participants agreed/strongly agreed that the programme had developed their understanding of the enquiry process and the important role it plays within school improvement systems and processes. The majority of delegates (63%) are now actively planning their own approach to enquiry as part of their strategic school improvement plans.
- There has been an increased focus on the promotion of informal and incidental Welsh in many schools due to the Siarter Iaith and Cymraeg Campus activity. This activity has increased in the number of schools awarded the Welsh Language Charter.
- Nearly all ALN Cluster Leads (95%+) attended the PL 'train the trainer' sessions and most disseminated this within their cluster.
- In spring 2020, most schools in the region undertook a self-evaluation of their preparedness for the ALN Act supported by their IP. Information was gathered on 100% schools in four LAs.
- Across the region, 84% evaluated that their progress was at least Strong or better, 1% Limited, 13% Satisfactory and 1% Not Recorded.

6.2 Objective 2: To develop inspirational Leaders to facilitate working collaboratively to raise standards: Headline Summary

- Leadership pathway programmes in place: Middle Leader, Aspiring Headteacher, Newly Appointed/Acting Headteacher and Experienced Headteacher. The programmes have all been endorsed: Aspiring Headteacher and Middle Leader programmes were endorsed by NAEL June 2019. Newly Appointed/Acting Headteacher and Experienced HeadTeacher endorsed previously.
- Middle Leaders: 109 candidates currently undertaking the programme from across the region. Additional 80 applicants received for ALNCO cohort. All cohorts facilitated by PLA schools across the region.
- Historical information: 282 candidates have gained NPQH in CSC since 2011.
 - 56% have since gained a headteacher post. Candidates with the NPQH are gaining a position as headteacher after a number of years of holding the qualification.
 - There are 123 teachers in CSC who currently hold the NPQH but are yet to gain a headship.
 - 45 of these teachers have held the qualification for more than 3 years (16% of candidates).
 - 44% are in other posts – DHT, IPs, retired etc.
- All governor e-learning modules are in place and launched.

- Increased number of delegates (governors) attending statutory training across the CSC region:
 - Statutory Training September 2018 to March 2019 – total governors trained 117.
 - New Governor Induction: 63 governors attended.
 - Understanding Data: 44 governors attended.
 - New Chairperson Induction: 1 governor attended.
 - New Clerk Training: delivered by LA not CSC.
 - Statutory Training September 2019 to March 2020 – Total governors trained 89.
 - New Governor Induction: 46 governors attended.
 - Understanding Data: 31 governors attended.
 - New Chairperson induction: 12 governors attended.
 - New Clerk Training: delivered by LA not CSC.
- All ‘New and Acting Headteacher programme’ and ‘NPQH’ participants have been allocated a coach. 100% positive feedback from candidates at NPQH assessment centre regarding coaches.
- CSC school professionals won a number of the awards, including Headteacher of the Year, Pupils’ Award for Best Teacher and contribution to Welsh, and others.

6.3 Objective 3: To develop strong and inclusive schools committee to excellence, equity and wellbeing: Headline Summary

- Strong and effective strategic wellbeing support has been provided across the five LAs throughout 2019-20. There is a clear and consistent approach to assisting schools and LAs in supporting vulnerable learners, which has included PL opportunities, developing and maintaining wellbeing assessment tools, and fostering effective relationships with LA officers. Examples of the support provided include:
 - Working with the ALN Transformation Lead to lead CSC schools through the transition.
 - Providing PL opportunities for all staff linked to vulnerable learners, including playlists and training from external professionals.
 - Dissemination of strategy documents linked to vulnerable learners.
 - Providing high-level summaries of PDG plans linked to OECD DAC evaluation criteria.
 - Charing of attendance, exclusion and EOTAS leads meetings.
- Meetings have been held to promote the sharing of good practice. Agreement has been made to commit to a project that looks at reducing exclusions across the Consortia. The project was looking at sharing documentation and good practice linked

- to exclusions but was hampered by COVID-19. Meetings continue and a common project to be decided on at the start of 2021.
- A project has been set up across the five LAs looking at sharing good practice. The five LAs are also involved in working with WG on updating documentation for supporting schools with good attendance. The project was to work with WG in examining the documentation for schools involving attendance. Two initial meetings were held but the work was side-lined owing to COVID-19. The group is still meeting with a project focus to be decided in early 2021.
 - Following training, IPs and Strategic Advisers (SAs) are aware of the implications of the ALNET Act and now understand their role in supporting and challenging schools in preparedness for the Act. Two training sessions were held for IPs and SAs (May 2019 and January 2020) and supplementary written guidance was provided (February 2020) to support their work in schools. In doing so:
 - All IPs and SAs have a clear understanding of how they challenge and support whole-school ALN strategic developments.
 - All IPs and SAs have increased understanding of what needs to be in place to secure whole-school leadership for ALN Transformation.
 - All IPs have a joint understanding of what strategic improvements are necessary for schools to successfully prepare for ALN.
 - 97% engagement from ALN Cluster Leads in ALN Transformation Lead led training. 85% engagement from schools in ALN Cluster Leads training. CSC middle leadership course extended to incorporate ALNCOs. The model of support for schools is based on cluster working where the ALN Cluster Leads meets with the ALN Transformation Lead, LA Inclusion Officers and CSC SAs twice a term. The ALN Cluster Leads then coordinate and lead their own cluster meetings with ALNCOs twice a term. The attendance of the ALN Cluster Leads is monitored by the CSC through a dedicated project officer. The attendance at cluster meetings is coordinated and monitored by the ALN Cluster Leads.
 - All 61 clusters have submitted PDG LAC plans. An evaluative report of these plans has been compiled. 59 plans have been submitted in total.
 - PL has been very well received by staff during 2019-20. According to the evaluations, over 1,000 teachers have benefited positively from the training. The cluster evaluations demonstrate that schools have benefited from the levelled CLA friendly schools training. This figure includes all participants including LA officers, CSC staff, and out of region schools. The figures specifically for teachers within schools within the region is 894. This figure includes the Mental Health and PERMA conference but not the EEF literacy conference.

- Improved understanding of the RSE framework and associated pedagogy and T&L strategies to support embedding of it in primary, secondary and special schools. A full report of the RSE programme that includes details of the pedagogy through case studies can be found [here](#).

6.4 Objective 4: To continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system: Headline Summary

- There has been the production of high-quality guidance material and support programmes including sharing of practice, for example schools tracking, and assessment systems have been shared with Joint Committee by Pontypridd High School.
- Regional recommendations to LAs occur during the year regarding schools causing concern, raised from first-hand evidence and as per the protocols in the intervention strategy. Appropriate support plans are in place for all these schools and, where required, LA statement of actions is completed.
- A comprehensive PL offer has been created and made available to all schools in the region. It has been constructed in line with regional and national priorities and supports the realisation of the CSWC. Further work is ongoing to ensure the impact of this offer can be presented.

6.5 Objective 5: To support all schools with the development of a transformational curriculum: Headline Summary

- Previous Pioneer school leads contributed to PL for practitioners across the region. Between April 2019 and December 2019, pioneer school leads were in the final stages of writing the curriculum framework and guidance. In February/March 2020, pioneer leads co-constructed and facilitated middle leader AOLE briefings for practitioners. 84% of schools across the region attended.
- 3,158 practitioners attended CfW PL events across the year. 84% of school attended the spring term CfW briefing sessions.
- Information and guidance prepared for the spring term senior and middle leader briefings have been made available for all practitioners as a professional e-learning resource. Middle leaders can use the information to cascade training across all staff and governors to begin to prepare for CfW. The briefing materials were emailed to Head Teachers and the middle leader briefing and workshop materials were shared through our website (<https://www.cscjes.org.uk/curriculum-for-wales>). We do not have data on how many have engaged with the materials or their impact, as they were made freely available to schools.

- Ten practitioners across the region were identified as Creative Leaders to coach and mentor practitioners in their own and partner schools. 14 partner schools participated in the programme.
- All schools engaged in enquiry-led approaches to developing whole-school, creative cross-curricular learning strategies.
- Nearly all schools in the region have engaged in purposeful collaborations in clusters to support the development of CfW. Nearly all clusters have identified leads in all areas. Evaluation shows proxy indicators of impact in practitioner learning and, in the most successful cases, changes in behaviour. 56% focused on pedagogy. 44% focused on provision. 56% show impact at learning level. 25% show changes in practitioners' behaviour. 19% show an impact on learners' results. Clusters report on the overall impact as a collaborative group. As agreed with Directors, clusters were not asked to send an end of year evaluation due to COVID-19. Therefore, the data listed above is taken from the mid-year evaluations.
- Nearly all SIGs have identified a purposeful focus to support collaborative joint practice development. Proxy indicators of impact in increased learning and changes in behaviour have been demonstrated in mid-term evaluations. 42% focused on pedagogy. 42% focused on provision. 8% focused on leadership. 42% show impact at learning level. 50% show changes in practitioners' behaviour. 8% show an impact on learners' results. Due to COVID-19 and the workload of schools, only a mid-year evaluation was received as much collaborative work was paused while schools and leaders responded to immediate operational needs. SIGs report on the overall impact on the SIG as a collaborative group. The data listed above is from the mid-year evaluation by LA and is of SIGs containing schools from that LA. The identified joint practice development opportunities are based in a worthwhile common need in nearly all cases. In nearly all SIGs, purposeful collaborative planning and co-construction is providing leaders and participants with ownership of the joint practice development. In nearly all cases, the work of the SIG is effectively facilitating professional dialogues around current and future practice.
- Most of the schools in the region (84%) attended the CfW briefing events in spring 2020 to support them in their planning for CfW. Clusters report on the overall impact as a collaborative group. As agreed with Directors, clusters were not asked to send an end of year evaluation due to COVID-19. Therefore, the data above is taken from the mid-year evaluations.

6.6 Objective 6: To improve the effectiveness and efficiency of CSC: Headline Summary

- CSC research and evaluation priorities are linked with the strategic teams' review and CSC Business Plan.

- Research and Evaluation (R&E) team has successfully built capacity, which has resulted in the Kirkpatrick model being used across all PL within CSC and its PL alliance schools. This has enabled effective review of the impact of PL and will feed into all future planning.
- A holistic research approach established in order to focus on improving outcomes for learners.
- Staff are more informed of expectations of the organisation in term of working practices and conduct.
- Individual performance is linked to the improvement of the organisation and its priorities, as well as personal professional development.
- A refined process for business planning has been shared across the organisation.
- Impact reviews are demonstrating a growing ownership of the plans and the system by the drive teams. This is lending itself to a more evaluative approach through the introduction of high-level summaries, outlining developments, improvements, barriers and next steps.

7.0 CONCLUSION

In 2019-20 there was a further 5% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 986, which subsequently reduced spend per pupil.

Table 9: Comparison of Core Expenditure per pupil from 2016-17 to 2019-20

	2016–2017	2017–2018	2018–2019	2019–2020
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853
Pupil numbers	146,711	147,236	147,697	148,683
Spend per pupil	£28.60	£27.07	£26.45	£24.96

The vision for a school-led, self-improving system has meant that delegation rates to schools for grant-funded activity have increased from a rate of 94.4% in 2016-17 to 95.6% in 2017-18, however slightly decreasing to 93.2% in 2019-20. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

During 2019-20, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

A comprehensive analysis of resources provided to schools in individual LAs identifies a cross-subsidisation of core funding. Core funds are directed to schools in inverse proportion to need

across the region. However, when consideration is taken of all delegated resources, LAs receive between –1.49pp and +1.66pp when compared to the percentage of funding they contribute to the overall core budget. Schools requiring additional resources due to being categorised as requiring Red and Amber support are balanced by additional funding provided to build capacity and promote school-to-school working.

CSC continues to provide a regional school improvement service which combines resources allowing for economies of scale to be realised. Regional working also ensures a consistent service to schools and allows for a more flexible deployment of staff to respond to crises as they arise. Operating regionally also encourages the recruitment of high calibre staff, with opportunities for professional development across a wider geographical region and, in addition, access to high-quality PL.

During 2019-20, a full review and change to the Hub programme and the networks used to deliver key messages and support were developed to ensure effective support and PL opportunities for Curriculum Reform and all other aspects of national reform. These changes will be evaluated for impact and reported in 2020-21.

Evaluations of ongoing work are reported to key groups within the governance structure of CSC as part of the work of the Research and Evaluation Board. This enables CSC to respond quickly to any identified concerns with service delivery, and ensures effective self-evaluation processes are in place. The organisation would benefit from mapping all self-evaluation processes to ensure that all intelligence is used effectively to support future planning, and the sharing of a self-evaluation report.

Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact and effective practice can be identified in the following areas:

- Overall improvement in school categorisation profiles.
- Strong and effective strategic wellbeing support has been provided across the five LAs throughout 2019-20. There is a clear and consistent approach to assisting schools and LAs in supporting vulnerable learners, which has included PL opportunities, developing and maintaining wellbeing assessment tools, and fostering effective relationships with LA officers.
- PL (for CLA) has been very well received by staff during 2019-20. According to the evaluations, over 1,000 teachers have benefited positively from the training. The cluster evaluations demonstrate that schools have benefited from the levelled CLA friendly schools training.
- Vulnerable learner reviews identified many areas of good practice and this will be used as the basis for further partnership working and guidance for schools.
- Increased engagement in PL across career phases. During 2019-2020, at least one practitioner from 73% of schools in the region engaged with a Hub PL programme. In

addition, which is a 1% increase from the previous year and a continuing positive trend since the inception of the model.

- 1,024 practitioners attended a PL programme facilitated by a hub or lead practitioner, with nearly all participants considered that, as result of attending the programmes, their practice had changed in some way. In the majority of cases, this change in practice has been to adapt at least one of the strategies that the lead practitioner school demonstrated and apply it in their own classroom. In the minority of cases, the learning from the programmes has resulted in a more fundamental change to practice. Around half of participants reported that the learning from the course had been communicated in some way to others in their settings and that the learning from the programme had begun to be used in their settings outside of their own classroom.
- A total of 95% of schools have engaged with the PL offer, with nearly all programmes running.
- Nearly all schools in the region have engaged in purposeful collaborations in clusters to support the development of CfW. Nearly all clusters have identified leads in all areas. Evaluation shows proxy indicators of impact in practitioner learning and, in the most successful cases, changes in behaviour. 56% focused on pedagogy. 44% focused on provision. 56% show impact at learning level. 25% show changes in practitioners' behaviour. 19% show an impact on learners' results.
- 3,158 practitioners from across the region attended PL related to CfW across the year.
- 84% of schools attended the Spring Term CfW briefings.
- Over 700 TAs have successfully gained HLTA status since it was introduced, with 25 completing during 2019-20.
- 55 schools in CSC were successful in applying to become ITE partner schools with the Open University following a national selection process. Ten of those were also successful in becoming Lead Schools who will be funded to engage in the alternative routes into teaching at strategy level.
- There has been an increased focus on the promotion of informal and incidental Welsh in many schools due to the Siarter Iaith and Cymraeg Campus activity. This activity has increased in the number of schools awarded the Welsh Language Charter.
- Nearly all ALN Cluster Leads (95%+) attended the PL 'train the trainer' sessions and most disseminated this within their cluster.
- In spring 2020, most schools in the region undertook a self-evaluation of their preparedness for the ALN Act supported by their IP. Information was gathered on 100% schools in four LAs.
- All leadership pathway programmes in place for 2019/20: Middle Leader, Aspiring Headteacher, Newly Appointed/Acting Headteacher and Experienced Headteacher. The programmes have all been endorsed: Aspiring Headteacher and Middle leadership

programmes were endorsed by NAEL June 2019. Newly Appointed/Acting Headteacher and Experienced Headteacher endorsed previously.

- Historical information: 282 candidates have gained NPQH in CSC since 2011.
 - 56% have since gained a headteacher post. Candidates with the NPQH are gaining a position as headteacher after a number of years of holding the qualification.
 - There are 123 teachers in CSC who currently hold the NPQH but are yet to gain a headship.
 - 45 of these teachers have held the qualification for more than 3 years (16% of candidates).
 - 44% are in other posts – DHT, IP, retired etc.
- All 'New and Acting Headteacher programme' and 'NPQH' participants have been allocated a coach. 100% positive feedback from candidates at NPQH assessment centre regarding coaches.
- The quality-assured categorisation reports produced by the Cyfleoedd+ headteachers successfully cleared all moderation stages in 2019-20 and provided accurate and valuable identification of areas to improve regarding both standards and capacity to improve.
- The Cyfleoedd+ had moved towards collective accountability and had therefore further developed its working protocol.
- Pilot schools worked together on peer engagement, enhancing self-evaluation procedures and practices with bespoke, co-constructed models.
- The annual survey conducted in November 2019 provided evidence of the following:
 - Engagement in collaborative research has seen a slight but positive increase over the last four years, to the point where, currently, 40% of staff in both sectors are engaged termly or more frequently in collaborative research. This positive trend arises mainly from the increased involvement of staff in the primary sector, up to 40% from 27%. Secondary staff involvement has also increased, less sharply but from a higher baseline, from 34% to 40%.
 - This year, 84% of primary and 70% of secondary staff indicated they had a better understanding of effective PL. Staff also felt they better understood how to lead effective PL.
 - Overall, some 42% of primary and 29% of secondary staff had been regularly involved, termly or more often, in leading an aspect of training or PL in the last year, whilst some 48% of primary and 37% of secondary staff had led on evaluating and improving an aspect of teaching.

8.0 RECOMMENDATIONS

CSC commit to taking the following next steps as identified within the strand evaluations within the report:

- Further embed the learning from the Vulnerable Learners' Project, and continue the strong partnership working with local authorities. Identify and disseminate research and practice to share with schools across the region;
- Further develop the strategy for Equity and Excellence as the basis for school improvement activity;
- Evaluate the pilot peer engagement / collaboration models to inform the next steps with the CSC Peer Engagement Process map. Align this work to the NEIR following 2019-20 piloting;
- Develop an e-learning strategy for PL, including increasing capacity to the CSC team to lead this;
- Establish more rigour in the hub and LP model to make it easier to monitor impact;
- Further consideration of CSWC evaluations processes and methods to ensure impact is captured; and
- Redesign the Annual Survey questions in line with the reform agenda and associated PL developments.

In addition, CSC have also identified the following areas for consideration in 2020-21

- Review the Improvement Partner deployment model in light of the removal of formal categorisation;
- Professional Learning and accreditation for CSC school improvement colleagues;
- Review and propose changes to the way CSC support governors; and
- Support for Continuity of Learning.

Finally, CSC propose to provide an annual effectiveness and efficiency report to Members of the Joint Committee in the autumn term each year. This report will form the basis of the reports to local authority annual scrutiny committees.

Strand evaluations for 2020-21 should continue for the following areas:

- Central South Wales Challenge Models;
- Peer Partnerships; and
- Support for Vulnerable Learners.

Further strand evaluations should be considered for the following:

- Support for Governors
- Digital Learning

- Early Career Pathways
- Leadership Support and Development

CATEGORISATION

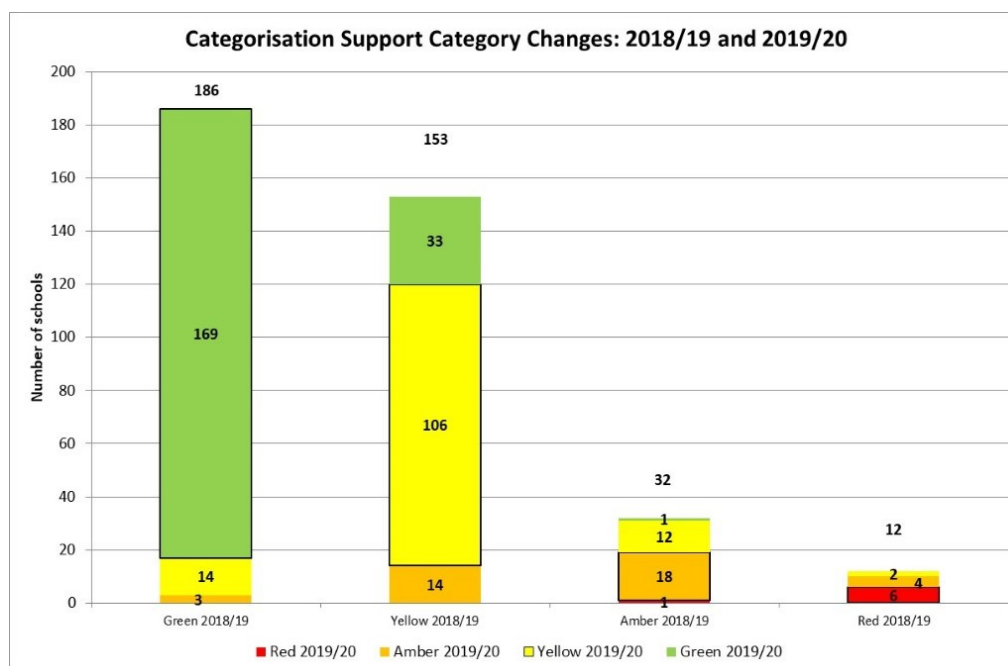
In order to ascertain where CSC provided value for money in 2019-20, an analysis of categorisation of schools across the region (2019-20 only) has been produced.

385 schools in the region have National Categorisation Support Categories for both 2018-19 and 2019-20. Of these schools:

- 29 schools moved down one support group (either from Green to Yellow, from Yellow to Amber or from Amber to Red).
- 3 schools moved down two support groups from Green to Amber.
- 30 schools remained in the same support category.
- 50 schools moved up one support category (from Yellow to Green, from Amber to Yellow or from Red to Amber).
- 3 schools moved up two support groups (2 schools moved from Red to Yellow, and the remaining school moved from Amber to Green).

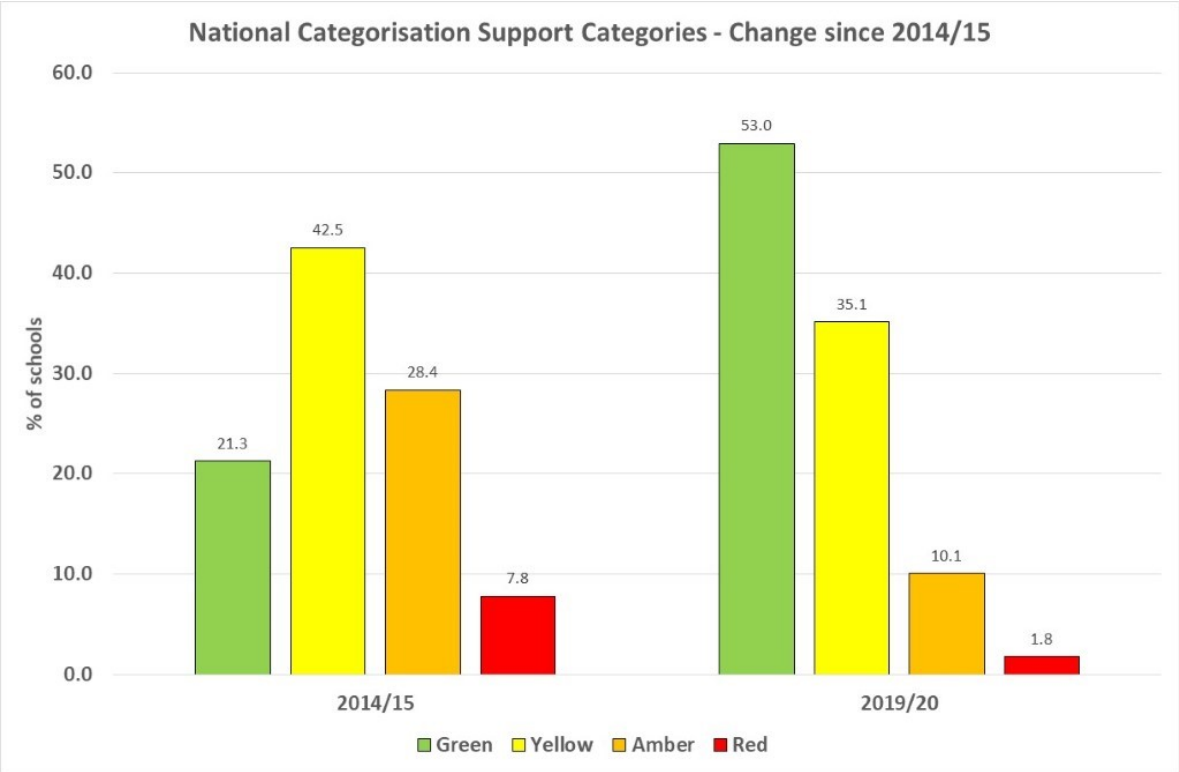
The following charts show the changes in National Categorisation Support Category for schools in CSC between 2018-19 and 2019-20.

Chart 1: Categorisation support category changes 2018-19 and 2019-20



The overall trend in National Categorisation Support Categories from 2014-15 to 2019-20 can be seen in the summary chart provided below:

Chart 2: National categorisation support categories since 2014-15



The proportion of schools receiving Green support has more than doubled over this period (21.3% pts compared to 53.0% pts), with the proportion of schools receiving Yellow support falling slightly. The proportion of schools receiving Amber support has reduced from 28.4% pts to 10.1% pts, with the proportion of schools receiving Red support also reducing from 7.8% pts to only 1.8% pts.

CENTRAL SOUTH CONSORTIUM – INSPECTION OUTCOMES

Due to the COVID-19 pandemic in 2020, Estyn inspections were suspended in March 2020, and therefore all analysis in this report for 2019-20 is based upon inspections carried out between September 2019 and March 2020¹.

A new inspection framework was introduced in September 2017 for all schools, independent specials colleges, pupil referral units and work-based learning providers. As part of these changes, the areas inspected changed and schools are now judged on the following five inspection areas:

- Standard
- Wellbeing and attitudes to learning
- Teacher and learning experiences
- Care, support and guidance
- Leadership and management

Schools continue to be judged on a four-point scale, and these are slightly revised to be:

- **Excellent** – Very strong, sustained performance and practice.
- **Good** – Strong features, although minor aspects may require improvement.
- **Adequate and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement.
- **Unsatisfactory and needs urgent improvement** – Important weaknesses outweigh strengths.

The inspection team will, during the inspection, consider whether the school requires any follow-up activity, and the three types of follow-up activities are:

- **Estyn Review (formerly Estyn Monitoring)**
- **Significant Improvement**
- **Special Measures**

The inspection team may also judge that a school/provider has excellent practice in a particular area of its work. If this is the case, the inspection team will invite the school/provider to write a case study that may be published on the Estyn website.

LOCAL AUTHORITY – INSPECTION OUTCOMES

The number of schools inspected differs every year. The table below shows the number of schools that have been inspected in CSC over the last five academic years.

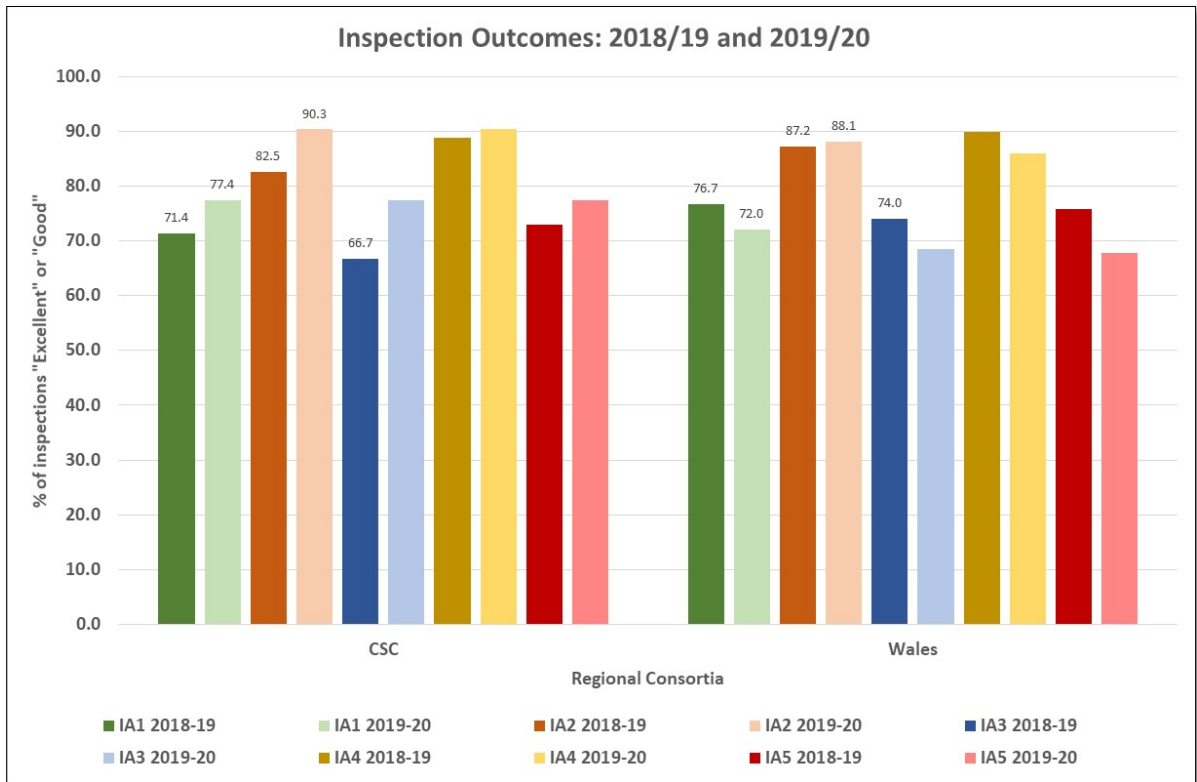
Table 1: CSC number of Inspections

LA	2013– 2014	2014– 2015		2015– 2016	2016– 2017	2017– 2018	2018– 2019	2019– 2020
Bridgend	11	9		7	11	10	7	6
The Vale of Glamorgan	12	9		6	9	8	10	4
Rhondda Cynon Taff	23	24		19	16	20	18	8
Merthyr Tydfil	7	3		5	3	4	7	1
Cardiff	16	21		18	17	19	21	12
CSC	69	66		55	56	61	63	31

Inspection areas 1–5

- The proportion of schools in CSC judged as either Excellent or Good is above the national proportion for all five Inspection Areas in the most recent year, which reverses the pattern seen in the previous year.
- CSC is the highest region for the proportion of schools judged as either Excellent or Good for Inspection Areas 2, 3, 4 and 5, and is the second highest region for Inspection Area 1 for the proportion of schools judged as either Excellent or Good. This is a reversal of the positions seen in the previous, where CSC was the lowest performing region for four of the five inspection areas.
- The highest performing Inspection Areas for the region are Inspection Areas 2 and 4, where just over 90% of schools inspected are judged as either Excellent or Good.
- The lowest performing Inspection Areas within the region are Inspection Areas 1, 3 and 5. However, over three-quarters of the schools inspected are judged as either Excellent or Good.

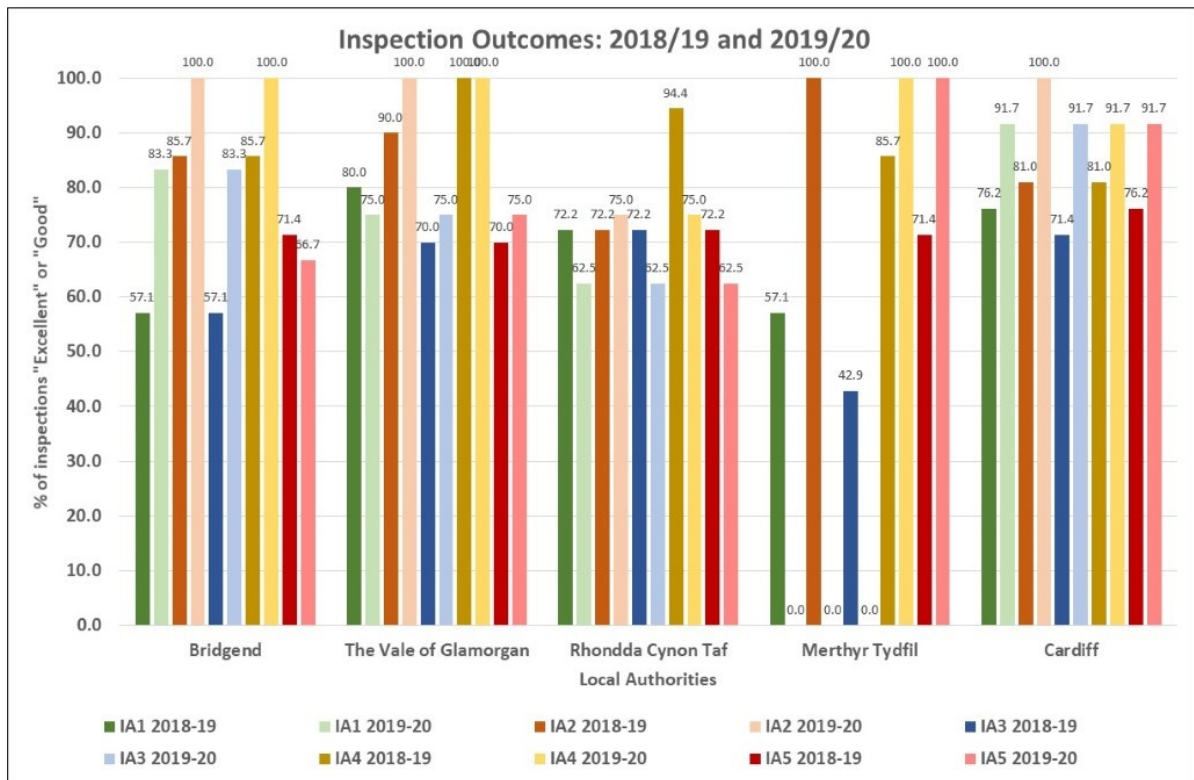
Chart 1: Inspection Outcomes



Across LAs within CSC

- In Bridgend and The Vale of Glamorgan LAs, 100% of schools were graded as either Excellent or Good for Inspection Areas 2 and 4 in the most recent year. In addition, in Cardiff LA 100% of schools were also graded as either Excellent or Good for Inspection Area 2, with Merthyr Tydfil having 100% of schools graded as either Excellent or Good for Inspection Areas 4 and 5.
- Rhondda Cynon Taf LA has the lowest proportion of schools in the region judged as either Excellent or Good for Inspection Areas 4 and 5 in the most recent year. Merthyr Tydfil LA has the lowest proportion of schools in the region judged as either Excellent or Good in Inspection Areas 1, 2 and 3, with no school in the LA being judged above adequate.

Chart 2: Inspection outcomes 2017-18 and 2018-19



The inspection data analysis included in this report has been sourced using the information available from www.data.estyn.gov.uk.

Inspection follow-up

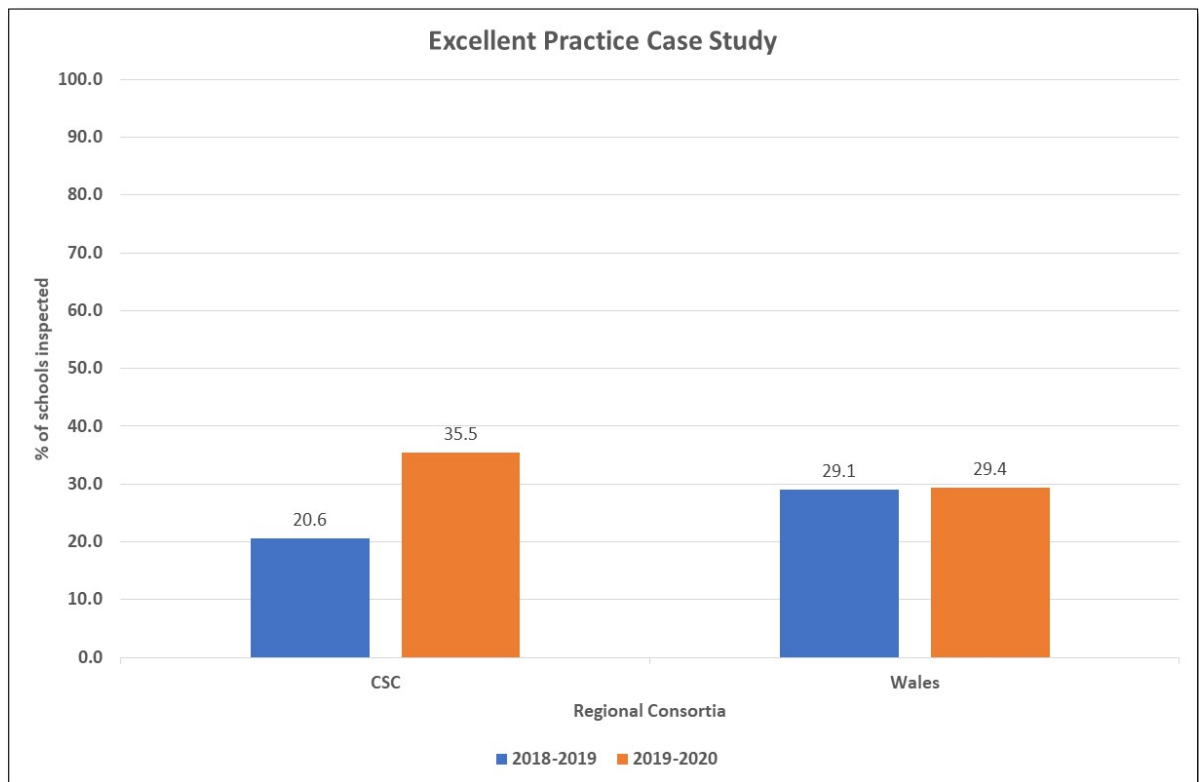
- CSC has the highest proportion of schools not placed in an Estyn follow-up category for any of the regional consortia in Wales, and the CSC proportion exceeds the national proportion seen in the most recent year.
- The proportion of schools in CSC placed in the follow-up category of Estyn Review is lower than the national average in the most recent year.
- In Merthyr Tydfil LA, no schools were placed in any Estyn follow-up category in the most recent year. In Bridgend, The Vale of Glamorgan and Cardiff LAs, the majority of schools were not placed in any Estyn follow-up category, with the remaining schools placed in the follow-up category of Estyn Review.
- The proportion of schools in CSC placed in the Estyn follow-up categories of Significant Improvement and Special Measures are also below the national proportions for the second consecutive year.

- Only Rhondda Cynon Taf LA had schools placed in the Estyn follow-up categories of Significant Improvement or Special Measures in the most recent year.

Excellent practice case study

- The proportion of schools invited to create Excellent Practice Case Study has increased significantly between 2018-19 and 2019-20 for the region.
- In the most recent year, CSC has increased from the lowest proportion of schools identified for Excellent Practice Case Studies (when compared to the other three regions) to the second highest, and exceeds the national proportion.

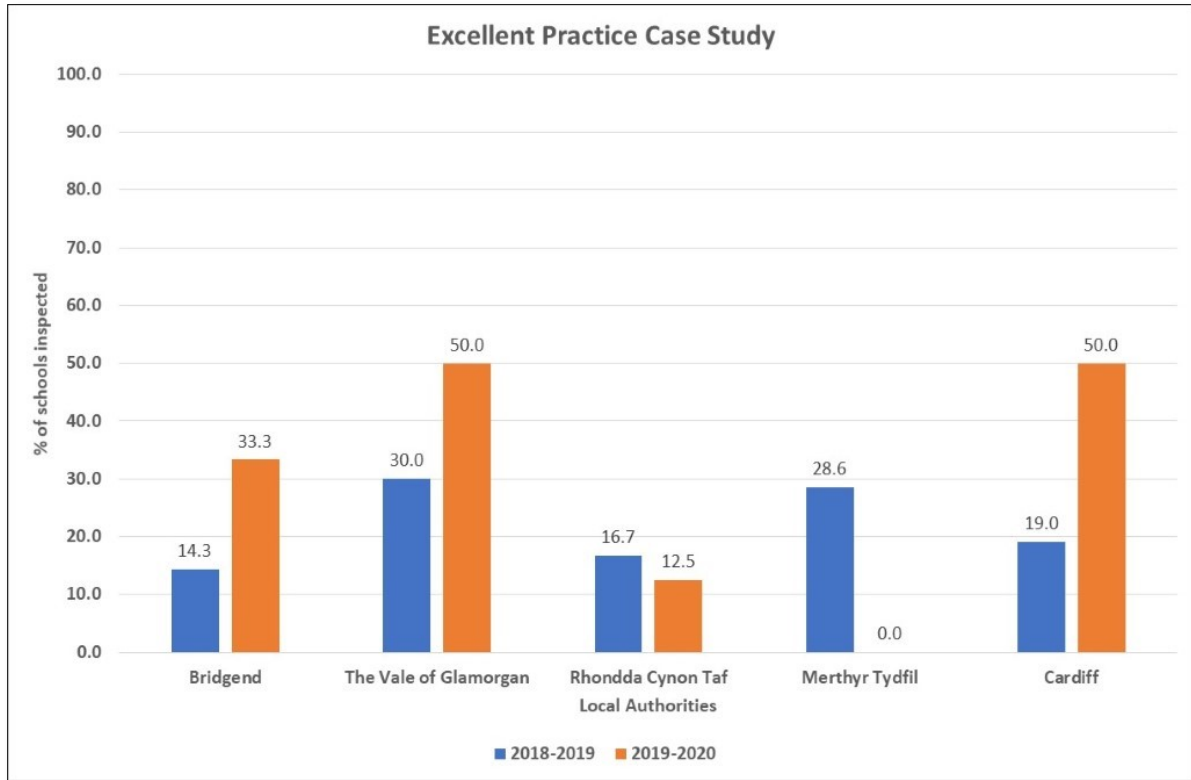
Chart 3: Excellent practice case studies



- The Vale of Glamorgan and Cardiff LAs have the highest proportion of schools identified for Excellent Practice Case Studies in 2018-19, with half of the schools inspected in these LAs identified for case studies.
- In Merthyr Tydfil LA, no school was identified for Excellent Practice Case Studies in the most recent year, a fall from over one-quarter of schools in the previous year.
- Bridgend LA has seen an increase in their proportion of schools identified for Excellent Practice Case Studies, with one-third of schools being identified in the most recent year (an increase from one in seven when compared to the previous year).

- Rhondda Cynon Taf LA has seen a fall in their proportion of schools identified for Excellent Practice Case Studies, with only one in eight schools identified within the LA in 2019-20.

Chart 4: Excellent practice case studies across LAs within CSC



APPENDIX C

HUB LEAD PRACTITIONER SCHOOLS 2019-20

Professional Learning Alliance	Foundation Phase Alliance
<p>Cadoxton Primary School Cardiff High School Gyda'n Gilydd (YG Garth Olwg) Palmerston Primary School Pencoed Primary School Rhydypennau Primary School Romilly Primary School Stanwell School Ysgol Llanhari Ysgol Ty Coch</p>	<p>Brynnau Primary School Cyfarthfa Park Primary School St Mary's and St Patrick's Primary School (£10k) Tongwynlais Primary School Dolau Primary School</p>
Digital Learning	Expressive Arts
<p>All Saints Church in Wales Primary School Barry Island Primary School Bryn Celynnog Comprehensive School Cadoxton Primary School Cardiff High School Cwmclydach Primary School Darran Park Primary School Gwaunfarren Primary School Penybont Primary School Porthcawl Comprehensive School St Cyres School Treorchy Comprehensive School Ysgol Gymraeg Bro Edern Ysgol Gymraeg Melin Gruffydd Ysgol Pencae</p>	<p>Bryn Celynnog Comprehensive School Cantonian High Hawthorn High School Maes yr Haul Primary School Whitchurch High School</p>
Health & Wellbeing	Humanities
<p>All Saints Church in Wales Primary School Cadoxton Primary School Cardiff High School Evenlode Primary Fitzalan High School Gwauncelyn</p>	<p>Archbishop McGrath Bishop Hedley Catholic High School Fitzalan High School Hawthorn High School Pencoed Comprehensive School Rhydypennau Primary School</p>

Radyr Primary School St Cadoc RC Ysgol Nant Caerau	Stanwell School Tonyrefail Whitchurch High School Ysgol Plasmawr
LLC	STEM
Adamsdown Primary School Afon Y Felin Primary Bryn Celynnog Comprehensive School Brynnau Primary School Cardiff High School Cowbridge Comprehensive School Cwmlai Primary School Fitzalan High School Llansannor & Llanharry C/W Primary School Porthcawl Comprehensive School Porthcawl Comprehensive School Porthcawl Primary School The Bishop of Llandaff CIW High School Treorchy Comprehensive School Y Pant Ysgol Gymraeg Bro Edern Ysgol Plasmawr	Bryn Celynnog Comprehensive School Cardiff High School Cilfynydd Primary School Coed Glas Primary School Cowbridge Comprehensive School Porthcawl Comprehensive School Porthcawl Comprehensive School Radyr Comprehensive School Radyr Primary School St Joseph's RC Primary School Stanwell School Whitchurch High School

ADDITIONAL PERFORMANCE MEASURES

NEETs (a)

The Year 11 NEET figure for the region has increased in 2018-19 to 1.8%, which is now the same as the national percentage. Whilst the regional figure has increase by 0.4 percentage points in the most recent year, this regional figure remains the second lowest percentage seen since 2009. In the last four-year period, the proportion has fallen from 3.5% in 2014-15 to 1.4% in both 2016-17 and 2017-18, with an increase seen in 2018-19. The regional decrease over this period is 1.7 percentage points with the National decrease being 1.0 percentage points. Only Bridgend LA saw a decrease in their proportion in the most recent year, with both the Vale of Glamorgan and Merthyr Tydfil LAs seeing their proportions increase by around 1.0 percentage points.

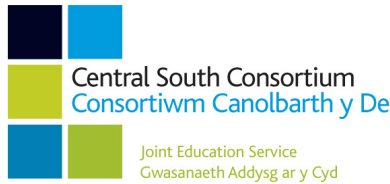
The Year 12 NEETs figure has increased by 0.2 percentage points in the most recent year to 1.0%, which is the second lowest proportion seen in the region since 2009. The regional proportion of 1.0% in 2018-19 exceeds the national proportion for the second successive year, with the gap increasing from 0.1 percentage points in 2017-18 to 0.2 percentage points in 2018-19. Only the LAs of Rhondda Cynon Taf and Cardiff saw increases in their Year 12 proportion of NEETs in 2018-19, with the Vale of Glamorgan LA maintaining their proportion seen in 2017-18 and only Bridgend LA seeing a decrease in their figure.

The Year 13 NEETs figure has decreased by 0.1 percentage points in the most recent year to 2.4%. This is the ninth consecutive decrease in this proportion, with the regional figure in 2018-19 being lower than the National proportion (2.5%) for the first time since 2009. Three of the four LAs in the region saw decreases in their proportions in the most recent year, with only Rhondda Cynon Taf seeing an increase in their proportion from 2.9% in 2017-18 to 3.8% in 2018-19.

(a) Please note that the 2018-19 NEETs data is the latest information available with information for 2019-20 due to be released during Spring Term 2021.

(b) Please note that no comments are included for Merthyr Tydfil LA in either the Year 12 or Year 13 sections above. This is due to tertiary college provision at Post-16 in the LA and the figures included in the NEETs analysis for Years 12 and 13 being based on pupils in Greenfield Special School only.

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CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

18TH MARCH 2021

CENTRAL SOUTH CONSORTIUM GRANTS

REPORT OF THE DIRECTORS OF EDUCATION

Author: Louise Blatchford, Deputy Managing Director

1. PURPOSE OF REPORT

- 1.1 To provide Members with an update on the grants to be received by the Consortium in 2020/21, for which notifications have been received, and the methods of allocation of each.

2. RECOMMENDATIONS

Directors recommend the following to the Joint Committee:

- 2.1 Approve the distribution of grants as detailed in section 4 of this report (and Annex A).

3.0 BACKGROUND

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

4.0 METHOD OF APPORTIONMENT

- 4.1 The method of apportionment of each grant will vary depending on its nature, its intended recipients, its purposes and the associated terms and conditions.
- 4.2 For each grant the following process shall be adopted:
- The Consortium shall prepare a proposed method of distribution taking into account all relevant criteria.
 - The Director of Education (or equivalent) of each authority shall approve the basis of apportionment at the Executive Board of the Central South Consortium Joint Education Service. This will ensure appropriate and effective use of grant funding to target school improvement equitably across each of the five local authority areas.
 - A report detailing the basis and reasons for the method adopted shall be presented to the Joint Committee for approval.
- 4.3 This report presents details of 2020/21 grants to the Joint Committee.

5.0 2020/21 GRANTS

5.1 Grant approval letters have been received detailing grant levels for the Central South Consortium. The Directors have agreed to maintain the local authority dis-aggregation of the funding and to apply a common formula for the delegation of the local authority funding to schools.

5.2 Regional Consortia School Improvement Grant – Revised Award of Grant Funding

5.2.1 The revised award of funding is £422,335 (Appendix A), taking the total award of grant funding for the financial year 2020/21 to £43,274,835..

5.2.2 The aim of the additional funding is to further support the following:

- i) National Professional Qualification for Headship - £175,500
- ii) The National Evaluation and Improvement Resource - £12,000
- iii) Professional Journey - £14,700
- iv) A Level revision resources £9,000
- v) The Well-being Partnership Programme (Coaching and mentoring element) - £38,635
- vi) The Well-being Partnership Programme - (Accreditation) - £22,500
- vii) Wales Collaborative for Learning Design (WCLD) - Remote Asynchronous - £50,000
- viii) WCLD - Synchronous/Live strand - £50,000
- ix) Support for assessment and centre determined grades (CDG) - £50,000

5.2.3 Members will note that of the revised award of funding (£422,235), £1420,735 retained initially for future delegation to schools / business plan priorities and £1,500 retained to manage the programme on behalf of the five local authorities.

Annex A

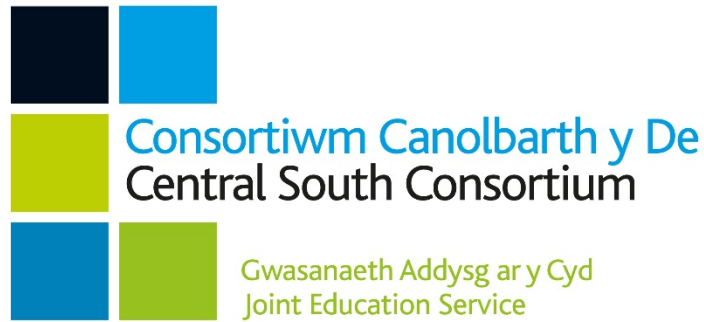
	Delegated to schools	Retained Initially for future delegation to schools	Retained by CSC for Specific Circumstances	Central Salaries	Total	Areas to include	Provisional Apportionment
	£	£	£	£	£		
Tudalen 103 National Professional Qualification for Headship (NPQH)			175,500		175,500	Deliver NPQH to support the new Professional Standards for Teaching and Leadership and “Our National Mission”.	Commitments for the delivery of the 2020/21 NPQH and Aspiring Heads aspects of the programme. <ul style="list-style-type: none"> • £3k per candidate for NPQH Assessment only; and • £1.5k per candidate for development work applicable to the Aspiring Heads programme.
National Evaluation and Improvement Resource (NEIR)			10,500	1,500	12,000	Support the National Evaluation and Improvement Resource (NEIR) develop a resource to support school self-evaluation and improvement.	£1.5k funding allocations per school for develop school case studies on methods of self-evaluation, effective use of data and engaging stakeholders in the self-evaluation process; <ul style="list-style-type: none"> • Eastern High • Cadoxton Primary • Heronsbridge Special • Ysgol Bro Morgannwg • Victoria Primary • Cwmbach Community

							School
Tudalen 104	Professional Learning Journey	14,700			14,700	Region to develop additional case study resources of school development journeys to align to the professional learning journey model to support the wider schools network with preparation for the new curriculum.	Allocations as below for school case studies: <ul style="list-style-type: none"> • Whitmore 10 days • Bishop Hedley 20 days • Bishop Childs 6 days • Windsor Clive 5 days • Gwaelod y Garth 8 days Total 49 days @ £300 per day = £14,700 N.B. This work has already been undertaken by the schools working with WG.
	A Level revision resources	9,000			9,000	Support the delivery of a range of revision resources to support learners studying Government and Politics at A Level.	£9k allocated to Fitzalan High School in line with award of funding.
	The Well-being Partnership Programme (Coaching and mentoring element)	29,635	9,000		38,635	Develop coaching and mentoring support for school leaders. Ensure trained staff have access to qualifications	Funding allocation used to deliver specialist coaching support for head teachers (Chrysalis) and CSC staff; Mental Health Provision aspect (£7.7k); accreditation costs (£22.5k)
	The Well-being Partnership Programme			22,500		22,500	

(Accreditation)							
Wales Collaborative for Learning Design (WCLD) - Remote Asynchronous		50,000			50,000	Develop professional learning strategy linked to learning design and in support of Curriculum for Wales	Funding allocation will provide c30 schools with 10 days capacity at £300 per day to engage. Schools will be invited to express their interest in engaging with this work by the 24 th February 2021.
WCLD - Synchronous/Live strand		50,000			50,000		
Support for assessment and centre determined grades (CDG)			50,000		50,000	Ensure schools are aware of key messages around the assessment process for awarding centre determined grades.	Plans currently being developed with WG - further updates to follow.
TOTAL	0	153,335	267,500	1,500	422,335		

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Central South Consortium (CSC): Business Plan 2020- 2021 Progress Report

January 2021



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1.0 Business Planning Overview 2020/21 Executive Summary

The Business Plan 2020/21 runs from 1 April 2020 to 31 March 2021. The Business Plan 2020-2021 was approved by Joint Committee 15 June 2020. Five Priorities were outlined, closely aligning with Welsh Government's (WG) national approach. Supporting each priority is a detailed operational plan that is summarised as part of a termly review of progress and impact. This report is shared with Directors and Joint Committee to note progress as well as determine future areas for scrutiny and challenge.

1.1 Background

- Joint Committee approved a 3% cut to the core contributions to the Consortium, as well as the recommendation within the medium-term financial plan for a 1% cut in both 2021/22 and 2022/23.
- 97% of the 2020/21 Business Plan was funded from grants received from WG.
- There are five improvement objectives that relate directly to the national mission:
 - **Objective One:** Develop a high-quality education profession.
 - **Objective Two:** Develop highly effective leadership to facilitate working collaboratively to raise standards.
 - **Objective Three:** Develop strong and inclusive schools committed to excellence, equity and wellbeing.
 - **Objective Four:** Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system.
 - **Objective Five:** Improve the effectiveness and efficiency of CSC.
- Improvement planning processes included engagement with all CSC staff to ensure their expertise contributed to the development of the Business Plan and increased ownership. This included a whole staff planning day to which Directors, Head Teachers and wider partners were invited.
- A drive team was established for each objective to take ownership of delivery and achievement.
- Drive teams refined the detail of the Plan, working with specific aspect leads.
- Key outcomes and actions from the Business Plan and associated operational plans formed the basis of the organisation's operational monitoring processes. Monitoring documents act as rolling templates, updated through half-termly meetings between the drive teams, the operations manager, finance representatives and the Senior Management Team.
- To ensure effective monitoring and oversight of the Business Plan, the 2020/21 approach has seen priorities aligned with the budget monitoring process. A finance representative is allocated to

each drive team. This has vastly improved the efficiency of monitoring budgets alongside the Business Plan.

- The progress with the Business Plan and associated finance is also monitored by WG through the Challenge & Review sessions.

2.0 Self-Evaluation Review Process

A termly cycle of business planning has been adopted to ensure efficient evaluation of the CSC Business Plan and related budgets. The evaluative narrative produced at the termly review meetings complements the self-evaluation of aspects not covered in the Business Plan. This activity is undertaken by the leads for each aspect and discussed with the Senior Management Team.



3.0 Summary of Progress

Priority	Elements	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	Progress Affected By COVID-19
1.1	5	0	1	4	0	0
1.2	3	0	1	2	0	0
1.3	1	0	1	0	0	0
1.4	16	0	9	4	3	0
1.5	5	0	0	3	2	0
1.6	1	0	0	1	0	0
1.7	4	0	1	3	0	0
1.8	4	0	0	2	2	0
1.9	26	0	5	18	3	0
1.10	13	1	4	8	0	0
1.11	1	0	0	1	0	0
2.1	8	1	0	7	0	0
2.2	2	1	1	0	0	0
2.3	6	3	0	3	0	0
2.4	5	1	0	3	0	0
2.5	1	0	1	0	0	0
2.6	1	1	0	0	0	0
2.7	1	0	1	0	0	0
2.8	1	0	0	1	0	0
3.1	5	1	0	0	2	2
3.2	4	0	1	2	1	0
3.3	5	3	1	1	0	0
3.4	3	0	0	3	0	0
3.5	9	1	3	3	2	0
3.6	1	0	1	0	0	0
4.1	4	1	1	2	0	0
4.2	2	0	2	0	0	0
4.3	6	0	2	4	0	0
4.4	5	0	2	3	0	0
4.5	6	0	1	2	3	0
5.1	5	3	1	1	0	0
5.2	4	0	3	1	0	0
5.3	5	0	0	5	0	0
5.4	7	6	1	0	0	0
5.5	1	0	1	0	0	0

Autumn Term Summary 2020/21						
Business Plan Actions	Elements	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	Progress Affected By COVID-19
Totals	176	23	45	87	18	2
Percentages	100%	13%	26%	49%	10%	1%

The above grids indicate that as of January 2021 there has been:

- Very Good or Strong Progress made in 59% of elements.
- Limited Progress made in only 13% of elements, of which 13% (3 elements) were not due to have started yet. Of the 13% not started, these were based on the timeline of completion being targeted for the Spring term.
- Only 1% of elements has been significantly affected by COVID-19.

3.1 Objective 1: To develop a high-quality education profession

Progress Headiness: Strong and Very Good Progress

- Professional Learning Alliance days allocated to workstreams and regular contact provided.
- Foundation Phase Hubs and Lead Practitioners working closely with Strategic Leads to co-construct programmes.
- Leading change workshops as part of the national programme are live on Cronfa (2 x English Medium and 1 x Welsh Medium) to support the development of schools as learning organisations.
- 4 Leading change cohorts now complete with a monthly session planned until February.
- Successful award of funding for the Initial Teacher Education/Newly Qualified Teacher Transition project to be known as Think like a Teacher resulted in effective collaboration between Induction and Initial Teacher Education teams.
- 14 schools in CSC and 9 schools in EAS committing to participate in a project designed to make expert practice explicit to Newly Qualified Teachers and student teachers.
- All targets for CSC relating to the number of secondary and primary salaried Initial Teacher Education students and secondary and primary part-time students have been met for the academic year 2020-2021.
- Initial Teacher Education handbook is in its second iteration and draws upon the expertise of both Initial Teacher Education schools and providers.
- All lead enquirers identified and engaged with National Professional Enquiry Project launch event.
- The Curriculum for Wales (CfW) implementation programme has been revised as an e-learning resource.

- CSC Professional Learning Offer aligns closely with CfW and considers the current COVID-19 situation for schools.
- There is a comprehensive Professional Learning Offer across all areas.
- Network and Areas of Learning and Experience meetings due to be held across areas before the end of the term.
- 467 Areas of Learning Experience Network meeting attendees to date.
- Work has progressed in partnership with CDSM to release software enhancements to support e-learning strategy.
- Online Professional Learning Offer expanded to capture 'coming soon'.
- Focused Professional Learning bulletin 20 October.

Progress Headiness: Limited and Satisfactory

- The Induction programme has now been developed by the National group as an asynchronous online programme for all new Teaching Assistants to access.
- All modules are completed for the Aspiring Higher Level Teaching Assistant Programme, as is the Candidates Handbook and Facilitator Guide.
- Work is ongoing to develop the suite of Assessor resources ready for the end of Cylch 1 in Spring 2021.
- The Facilitators Guide is complete, as is the Candidates Handbook.
- The Aspire professional learning programme has been transposed to an online e-ASPIRE programme. All participating e-ASPIRE schools attended a training session on 12 October and were given access to the first two sessions, a tutor guide and session notes.
- 30 pan-Wales training sessions for Newly Qualified Teachers, Induction Mentors and External Verifiers took place between September and October.
- Additional professional learning offer for Induction Mentors, including Coaching and Mentoring materials, teaching and learning support and Think Like A Teacher portfolio is being developed and will be rolled out in Spring term 2021.
- Peer support through network meetings has been well received by schools and well attended.
- Secondary network meetings have been advertised for Geog, History, RS and Business studies in Autumn term 1, but limited uptake by schools. Meetings have been postponed until later in Autumn term 2.
- Regional oracy and vocabulary strategies and approaches shared through e-learning programme Uptake of programmes remain high.

- A level networks are taking place in response to Estyn recommendation, new network Lead Practitioner established for A-level Psychology and priority for Business shared with existing Lead Practitioner.
- Secondary pilot of Cymraeg Campus ongoing - one school ready to be assessed. Welsh language charter officer leading ongoing regional workstreams on assessment and collation of Starter laith resources.
- Ongoing discussions with Welsh Books Council regarding arrangements for Spring term. Resources purchased for adjudicators.
- Dwlw Darllen to be held virtually during the Spring term.
- In addition to the ongoing creation and sharing of resources in 'Y Pair', a new resource to be published 13th October on a new text to be studied for GCSE: Llyfr Glas Nebo. Primary work to be determined following agreement with the other three regions.
- Resources continue to be created and shared on Hwb. In addition, a new community created on Hwb (Y Gist) to support the creation and sharing of resource. Future projects identified for the primary sector - discussions ongoing with primary colleagues.

3.2 Objective 2: Develop highly effective leadership to facilitate working collaboratively to raise standards

Progress Headiness: Strong and Very Good Progress

- All current national leadership pathway programmes restarted.
- Facilitators retrained in blended model. Days 4 and 5 developed into online modules.
- All modules have been re-written for online delivery. Dates communicated with participants for modules and welcome briefings.
- Bespoke Merthyr Middle Leaders Development Programme project developed and starting Spring 2021.
- Additional 6 cohorts established for Middle and Senior leader programmes due to high demand.
- Additional facilitators identified for Middle Leaders Development Programme/ Senior Leaders Development Programme. Facilitators trained and cohorts allocated for delivery starting in Jan 2021.
- Governor's Self-Evaluation Toolkit has been completed and is ready to pilot with minor refinements needed. However, due to COVID-19 and Governor's support being needed for schools, it has not yet been shared.
- The Governor Training repository has been updated to reflect the implications of COVID-19 on various aspects of school governance e.g. data changes, Headteacher Performance Management.

- The 'Curriculum for Wales' playlist is ready to be shared.
- The 'Governor assignments' are still live on Hwb and have been used by Governors as professional training.
- Leadership coaches identified for leadership pathway programmes and received one day introduction to coaching from Chrysalis.
- 38 CSC participants in cohort 1 undertaking the role of 'supervisor coach' as part of the national Coaching and Mentoring Programme
- Changes to the original structure of the National Coaching Programme will now allow for 'Supervisor Coaches' to deliver the 3 day programme across CSC in spring 2021, training at least 114 participants.
- Successful appointments process completed for Regional Leads for Governance (RLGs) whose work will commence from March 2021.

Progress Headiness: Limited and Satisfactory

- Capacity for collaboration schools to support each other diminished by demands of school operation due to COVID-19.
- The Governor Training repository has been updated to reflect the implications of COVID-19 on various aspects of school governance, e.g. data changes, Head Teacher Performance Management.
- A project has started with an external Governor Consultant (Matt Miller) to develop the work and focus of the Governor Improvement Groups. The pilot will be Merthyr based and dovetails with Merthyr's Raising Aspirations, Raising Standards (RARS) strategy.
- The previous year's ceremony for the Annual Teaching Awards was held virtually in December. There are no plans to hold one in May 2021 as yet.

3.3 Objective 3: Develop strong and inclusive schools committed to excellence, equity and wellbeing

Progress Headiness: Strong and Very Good Progress

- All staff at CSC to receive a Behaviour and relationships workshop from Tom Sherrington 24/9/20.
- Local Authority staff invited to Tom Sherrington training and will involve Local Authority staff in the Monitoring Evaluating and Reviewing training planned for Improvement Partners.
- Equity and Excellence strategy has been designed and has been shared and released for consultation. This document is ready and available for schools and will be used by Improvement Partners to support schools.

- ALN Act. Regional documents have been co-constructed and twice disseminated for consultation regarding the decision making progress in identifying ALN in mainstream schools. This has included health, headteachers ALNCo's and local authority staff.
- Engagement in professional learning. There have 348 professional learning sessions attended under the equity and well-being PDG CLA events up until the 31st December 2020. Evaluations are being analysed.

Progress Headiness: Limited and Satisfactory

- All Improvement Partners and strategic staff aware of the requirements for this year's PDG grant and how CSC as an organisation are going to evaluate the impact on Free School Meal learners. Over 340 summaries have been collated by Improvement Partners. High level summaries of trends and areas of interest to be provided.
- Additional Learning Needs audit information has been distributed to all Principle Improvement Partners for their respective Local Authorities. In the main, the results of the audit are pleasing. However, further work will now need to be undertaken by CSC officers and Local Authority officers to use the results of the survey in order to collaboratively provide support for schools where progress has been judged to be limited or satisfactory.
- Professional Learning delivered to Improvement Partners in September in relation to Objective 3, and vulnerable learners and the role of the improvement partner in ascertaining the quality of provision in lessons for Additional Learning Needs pupils.
- Middle leader programmes paused during the Spring/Summer 2020 have now restarted. Any participants enrolled in the programme prior to lockdown will continue where they left off. The remaining sessions will be facilitated via 'online' sessions. Further cohorts will begin in January 2021.
- New support model pilot, inclusion expert review and development of national e-learning programme not yet started due to COVID-19.

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

Progress Headiness: Strong and Very Good Progress

- Shared form developed by data team for the evaluation of professional learning ready to be launched.
- Evaluation form developed by data team for all programmers/events
- Focus groups of high/low engagement in Professional Learning Offer planned for January 21.

CENTRAL SOUTH CONSORTIUM: Joint Committee Report

- Cardiff Met will play a part in the Daniel Sobel project by chairing a focus group, supporting in the development of the evaluative report and seeing how this can be used to identify effective practice in the use of the pupil development grant and the pupil development grant for children looked after.
- Professional Learning induction completed.
- Situational leadership and coaching conversations provided to all staff. E-professional learning launched. Website updated and shared with schools via regular communications and CSC staff in Professional Learning sessions.
- Leading change modules October/November 20. For National Programme 4: Leading change cohorts now complete with a monthly session planned until February.
- Asynchronous Professional Learning and pedagogy modules ready to launch in January 21.
- CSC Professional Learning playlist launched with updated documents.
- Facilitation training to strategic team completed.
- All school facing staff have received coaching conversation training and situational leadership training.

Progress Headiness: Limited and Satisfactory

- All statutory data collections for 2020 data for Foundation Phase Key Stage 3 were suspended, with Key Stage 4 and 5 data for 2020 issued with restrictions on its' use for accountability purposes.
- Gathering of evidence is somewhat limited as intelligence gathering in schools currently a difficult process, in particular collection of pupil work and listening to learners' activities is difficult.
- Work currently in development to streamline evidence requirements for different reporting requirements both within CSC and within the region.
- Welsh Government have resumed work on the development of the National Evaluation and Improvement Resource (NEIR) to support effective self-evaluation processes in schools.
- Work has been undertaken to ensure the resource links coherently to the Schools as Learning Organisations.
- Professional Learning Journey and is now provisionally set out under 6 headings: Vision, Leadership, Wellbeing, Teaching, Curriculum, Blended Learning.

3.5 Objective 5: Improve the effectiveness and efficiency of CSC

Progress Headiness: Strong and Very Good Progress

- Latest analytics (website / social media) demonstrate growth in engagement across all channels.

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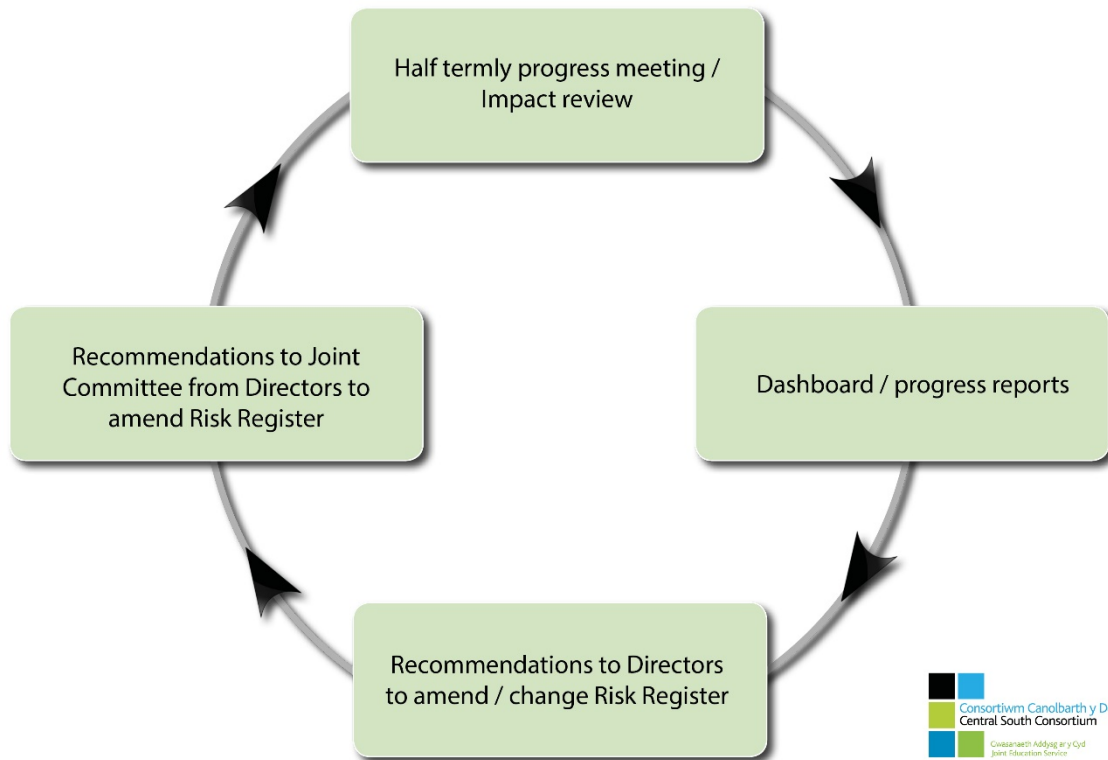
- Guidance policy and twitter guidance updated and included in the Communications Playlist shared with all staff.
- Social media impact report for March - September complete.
- Professional Learning Offer section created within Knowledge Bank with submenus for all Areas of Learning and Experience and strategic areas.

Progress Headiness: Limited and Satisfactory

- Proposals for governance have been approved by Joint Committee in December 2020. Terms of reference for all groups to be developed and shared at Joint Committee meeting in March 2021
- National media campaign on hold indefinitely due to current pandemic.
- CSC Performance Development proposals developed. Will be shared with Unions in January 2021
- The Research & Evaluation Board decided that the annual survey of teachers and pupils would not go ahead this academic year due to the additional pressures put on school staff as a result of the COVID-19 pandemic.

4.0 Identification of Risks

Following the half-termly review and termly impact review meetings, risks and barriers are identified and shared with stakeholders via the progress reports. Risk holders review and make recommendations to Directors for changes/updates to the risk register. Directors review and make final recommendations to Joint Committee to changes to the CSC risk register at termly meetings.



In relation to the actions judged to be potential risks, outlined below is an overview of the specific actions concerned.

Areas of Potential Risk / Barriers To Progress		
Objective	Action	Progress/Comment
1.10d	Strengthen the provision and support for participants following engagement with the Welsh Sabbatical Programme.	CSC plans in place for virtual networking and sharing of impact and best practice for 2019-20 cohort for Spring 2021. 2020-21 cohort: Virtual training session delivered by WiEOs 23/10/2020. Sessions arranged for Spring term, date tbc.
1.10l	Review, through collaboration with EAS, the impact of the Welsh leadership pilot programme for English medium primary schools: Developing Welsh Language and Culture.	Meeting held with NAEL (12.10.20) to evaluate the project and possible plans for development. Working closely with EAS to ensure day 1 and 2 of programme are available online for leaders to access and use with staff. We aim to hold day 2 of the leadership training during Spring 2021 and further meetings with EAS are diarised for January 2021.
2.3d	Review GIGs (Governing Body Improvement Group) to maximise their impact on providing effective leadership, challenge and support.	No progress to date.
2.3f	Further develop the coaching programme for Governors to improve their effectiveness in their challenge and support role.	No progress to date.
2.7a	School to attend joint consortia training with Lyn Sharratt.	Difficulties in organising remote sessions. Regional work party to revise expectations.
3.1d	To use the Inclusion Expert to review secondary schools within CSC.	Not yet started. Due to COVID-19 this action has had to be delayed.
3.5f	Children Looked After Friendly version 2 resource	LA Officers doing last revisions. This was delayed because of COVID-19. Don't know how we will distribute these books yet. Decisions on the distribution and last evaluation. Resource in translation stage.

CENTRAL SOUTH CONSORTIUM (CSC)

REPORT FOR JOINT COMMITTEE

18th March 2021

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 the draft terms of reference for the previously approved governance structure for CSC from April 2021

2. RECOMMENDATIONS

Review and accept the Terms and Conditions for the various governance groups within CSC

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.

During a meeting of the Joint Committee on the 16th December 2020, Members approved the following model:



This model 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. PROPOSED TERMS OF REFERENCE

Joint Committee	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	<ul style="list-style-type: none"> • Local Authority Elected representatives • Lead Chief Executive • Lead Director of Education • CSC Managing Director • Welsh Government Link Official • S151 officer • CSC Senior Management Team (as appropriate)
	Frequency	4 times a year
	Chair	Rotating Lead Authority 2 Year Term
	Purpose of the group:	<ul style="list-style-type: none"> • To support the establishment of effective services delivered by Central South Consortium Joint Education Service (CSCJES). • To ratify consortium targets and priorities and approve the recommended budget for the delivery of the service. • 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. • To track the improvement of all schools and ensure recommended actions are reported to Local Authorities. • 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.

		<ul style="list-style-type: none"> To approve any plans to extend the delivery of service CSCJES offers to within the region
CSC Management Board	Objective	<p>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.</p> <p>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.</p>
	Membership	<ul style="list-style-type: none"> Directors of Education/Chief Education officers from Each LA <p><i>If necessary a substitute can attend but it is essential they are empowered to make decisions.</i></p> <ul style="list-style-type: none"> CSC Managing director CSC Deputy Managing director Director HR Host LA CSC staff as required
	Frequency	8 times per year + termly meeting combined with the partnership group
	Chair	Lead director 2 Year term
	Purpose of the group:	<ul style="list-style-type: none"> To support the development of Consortium Strategic Plans and Operational delivery mechanisms. To consider and monitor the effective deployment of Consortium staff across the five authorities. To consider and agree operational delivery mechanisms and standards. To manage access to Local Authority resource and information necessary for the Consortium to operate. To develop and implement initiatives to raise educational standards. To track the progress of school improvement and to support the Managing director in removing identified obstacles.
Representative Stakeholder Group (RSG)	Objective	<p>The Consortium's shared objective, developed in partnership with schools in the region, is to transform educational outcomes by improving leadership and teaching and by eradicating the impact of poverty on educational outcomes.</p> <p>The RSG is our formal route to consult with school leaders to ensure effective representation of Headteachers across the region.</p>

	Membership	<ul style="list-style-type: none"> • The chairs of the primary and secondary school leaders conferences in each local authority • School leaders representing special schools/PRUs and Welsh medium schools • Other school leaders as appropriate to ensure that all sectors/phases are represented • Managing Director • Deputy Managing director • CSC staff as appropriate • Nominated LA Director <p><i>If necessary a substitute can attend but it is essential they are empowered to make decisions.</i></p>
	Frequency	Half termly
	Chair	Elected by the members – 2 year term
	Purpose of the group:	<ul style="list-style-type: none"> • To represent the views of the wider school leader workforce at RSG meetings • To provide school leader views on organisational and operational models • To consider and advise on the consortium’s business plan • To support the development of a high quality school improvement offer through effective engagement with school leaders • To consider and advise and respond to Welsh Government initiatives to improve standards • To receive reports on the progress of the Consortium against agreed performance targets • To assist in building Consortium capacity and resilience • To report back the discussions of the RSG to the wider school leader workforce in each of the local authorities •
Governor Stakeholder Group (GSG)	Objective	<p>The Consortium’s shared objective, developed in partnership with schools in the region, is to transform educational outcomes by improving leadership and teaching and by eradicating the impact of poverty on educational outcomes.</p> <p>The GSG is our formal route to consult with school governors to ensure effective representation of Governors across the region.</p>
	Membership	<ul style="list-style-type: none"> • The chairs of the governor associations in each local authority • CSC Managing Director • CSC staff as appropriate • CSC Strategic Lead of Governance • Nominated Director

		<i>If necessary a substitute can attend but it is essential they are empowered to make decisions.</i>
	Frequency	Half termly
	Chair	Elected by members – 2 year term
	Purpose of the group:	<ul style="list-style-type: none"> • To represent the views of school governors at GSG meetings and to ensure that there is a two way flow of information between CSC and governance associations. • To provide governors views on organisational and operational models • To consider and advise on the consortium’s business plan • To support the development of a high quality school improvement offer through effective engagement with school governors • To consider and advise and respond to Welsh Government initiatives • To receive reports on the progress of the Consortium against agreed performance targets • To assist in building Consortium capacity and resilience
Partnership Group	Objective	<p>To ensure that all partners are effectively engaged in the work of the consortium.</p> <p>This meeting will replace 3 of the Management Board meetings throughout the year and will provide an opportunity for all aspects of governance to come together to influence the direction of the Consortium</p>
	Membership	<ul style="list-style-type: none"> • 5 LA Directors / Chief Education officers • 1 x Diocese Representative • 1x Chair of RGS Group • 1x Chair of governor stakeholder group • 1 x Welsh Government • 1 x WLGA rep • CSC Managing Director • CSC Deputy Managing director • CSC staff as appropriate <p><i>If necessary a substitute can attend but it is essential they are empowered to make decisions.</i></p>
	Frequency	Termly
	Chair	Chair of the Management Board
	Purpose of the group:	<ul style="list-style-type: none"> • To ensure that there is a two way flow of information between CSC and key stakeholders. • To provide stakeholder views on organisational and operational models

		<ul style="list-style-type: none">• To consider and advise on the consortium’s business plan• To support the development of a high quality school improvement offer through effective engagement with partners
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5. NEXT STEPS

- Agree the Terms of Reference for each group;
- Establish the cycle and calendar of meetings from 1st April 2021; and
- Develop forward planners for each governance group