Bydd cyfarfod rhithwir CYDBWYLLGOR GWASANAETH ADDYSG AR Y CYD CONSORTIWM CANOLBARTH Y DE yn cael ei gynnal Ddydd Iau, 17 Mawrth, 2022 am 11.30am

1. **DATGAN BUDDIANT**

    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 Cydbwyllgor Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De a gynhaliwyd ar 22 Rhagfyr 2021 yn rhai cywir.

    (Tudalennau 3 - 8)

3. **PARTNERIAETH FERN**

    Derbyn cyflwyniad gan Bartner Gwella CCD

4. **MONITRO CYLLIDEB 2021/22 A DIWEDDARIAD YNGLŶN Â'R CYNLLUN ARIANNOL TYMOR CANOLIG**

    Derbyn adroddiad gan Drysorydd a Rheolwr-Gyfarwyddwr Consortiwm Canolbarth y De.

5. **GRANTIAU DYFARNU CYLLID 2021-2022**

    Trafod a chymeradwyo adroddiad Dirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De mewn perthynas â'r amrywiad Dyfarnu Cyllid.

    (Tudalennau 9 - 16)

6. **ADRODDIAD YNGHYLCH EFFEITHIOLRWYDD AC EFFEITHLONRWYDD CCD 2020-21**

    Derbyn adroddiad gan Rheolwr-Gyfarwyddwr Consortiwm Canolbarth y

De.

7. **ADRODDIADAU ARCHWILIO MEWNOL**

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

8. **CYTUNDEB CYFREITHIOL (DIWEDDARIAD AR LAFAR)**

Derbyn diweddariad ar lafar gan Rheolwr-Gyfarwyddwr, Dirprwy Reolwr-Gyfarwyddwr, CCD.

9. **Y DIWEDDARAF YNGHYLCH CYNLLUN BUSNES CONSORTIWM CANOLBARTH Y DE**

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

10. **ADRODDIAD HUNANWERTHUSO CONSORTIWM CANOLBARTH Y DE**

Derbyn adroddiad gan Ddirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De.

11. **CYNLLUN BUSNES (DRAFFT) CONSORTIWM CANOLBARTH Y DE AR GYFER 2022/25**

Derbyn adroddiad drafft gan Rheolwr-Gyfarwyddwr Consortiwm Canolbarth y De.

12. **TRAFOD CADARNHAU'R CYNNIG ISOD YN BENDERFYNIAD:-**

"Bod y cyfarfod hwn yn cadw aelodau o'r wasg ac aelodau o'r cyhoedd allan o ystafell y cyfarfod, dan Adran 100A(4) o Ddeddf Llywodraeth Leol 1972 (fel y'i diwygiwyd), yn ystod trafod yr agendwm nesaf, ar y sail y byddai'n debygol o ddatgelu gwybodaeth eithriedig yn ôl diffiniad paragraff 14 o Ran 4 o Atodlen 12A o'r Ddeddf."

13. **COFRESTR RISG CONSORTIWM CANOLBARTH Y DE**

Derbyn adroddiad gan Ddirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De.

14. **MATERION BRYS**

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

To: Members of the Central South Consortium Joint Education Service Joint Committee

Tudalen wag

RHONDDA CYNON TAF COUNCIL CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE.

Minutes of the virtual meeting of the Central South Consortium Joint Education Service.
Meeting held on Wednesday, 22 December 2021 at 10.00 am.

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

Councillor C. Smith (Bridgend County Borough Council)
Councillor L. Burnett (Vale of Glamorgan)
Councillor S. Merry (Cardiff Council)

Officers in attendance

Mr A Williams, Assistant Director Partnership & Improvement Central South Consortium
Ms Stephanie Davies, Service Director, Finance Services
Ms L Blatchford, Deputy Managing Director Central South Consortium
Ms C Seery, Managing Director Central South Consortium
Ms Sue Walker, Director of Education (Merthyr Tydfil County Borough Council)

34 Apologies

Apologies for absence were received from Cllr J Rosser (Rhondda Cynon Taf County Borough Council), Cllr L Mytton (Merthyr Tydfil County Borough Council), Mr L Harvey, Lead Director of Education (Bridgend County Borough Council) and Mr E Cooper, Lead Chief Executive (Merthyr Tydfil County Borough Council).

35 Chair

In the absence of the Chair, County Borough Councillor J Rosser, County Borough Councillor L Burnett (Vice Chair – Vale of Glamorgan) took the Chair for the duration of the meeting.

36 Declaration of Interest

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

37 Minutes

It was **RESOLVED** to approve the minutes of the 22nd of September 2021 as an accurate reflection of the Central South Consortium Joint Education Service Joint Committee meeting.

38   CSC Staffing Overview

The Managing Director provided Members with an overview of the current staffing structures as well as, roles & responsibilities of staff within Central South Consortium (CSC).

The report highlighted the different structures within the different teams in CSC such as, the Senior Management Team, Senior Leadership Team, Principal Improvement Partner and Improvement Partner Team, Curriculum Team & Professional Learning Team and Business Support Team, as highlighted in Appendix 1-5 of the report.

At present, there is a management of change process underway and a change to the leadership structures primarily due to a significant increase of Curriculum for Wales work. The team are working with School Based Practitioners to increase the leadership capacity to manage the growing workload and ensure sufficient capacity to support schools as they move forward. As part of the current recruitment process, the Managing Director noted the difficulty the team has had in recruiting translators.

Following the report provided by the Managing Director, the Chair commented that she was pleased with the CSC plan and delivery process.

Following discussion, the Central South Consortium Joint Education Service Committee **RESOLVED** to note the content of the report.

39   Annual Governance Statement Progress Report

The Deputy Managing Director provided Members with a progress update on the proposals that were identified in the Annual Governance statement 2020/21 presented to Committee earlier in the year.
Based on the Annual Governance Statement 2020/21, 10 proposals and recommendations for improvement were presented to the Committee.

The Deputy Managing Director referred Members to Appendix 1 of the report which highlighted the issues identified, proposals for improvement, timescale for implementation and progress of the recommendations regarding two areas. The Deputy Managing Director noted that out of 10 recommendations, 5 have been completed and progress on all others remains on track.

The Chair was pleased to see the substantial progress made, however queried whether the impact of Covid-19 has caused a delay in the completion of the recommendations.

The Deputy Managing Director noted that the revision of the Legal Agreement will be delayed and assured Members that the recommendation would be progressed into the next financial year. However, the Deputy Managing Director confirmed that progress has not been impacted by Covid-19.

Following the update, Members of the Joint Committee **RESOLVED** to note progress made towards the recommendations.

40   Central South Consortium Grants Report

The Deputy Managing Director provided the Joint Committee with an update on the Grants to be received by the Consortium in 2021/22. The funding has already been discussed with directors, and apportionment already agreed across the different areas.

The Deputy Managing Director referred Members to section 5 of the report which highlights the distribution of Grants in 2021/22. A total of £5000 of additional funding has been provided by National Academy for Educational Leadership (NAEL) in Wales to support the System Leadership Development Programme; the System Leaders have been appointed and will be a vital tool is supporting S
schools across the region.

As part of the Regional Consortia School Improvement Grant, a revised award of funding has been provided of £4,201,733, thus taking Grant funding for financial year 2021/22 to a total of £51,406,821 as highlighted in Appendix A of the report. Appendix A, provided Members with specific figures of how much is delegated to schools, retained, and retained for specific circumstances. The Deputy Managing Director confirmed to Members the approval of the award funding by the Welsh Government.

The Deputy Managing Director referred Members to the lateness of the award of the Pupil Development Grant (PDG) by Welsh Government which will be distributed to Schools in March 2022.

The Chair thanked the Deputy Managing Director for the report, and it was **RESOLVED** to approve the distribution of Grants as detailed in section 4 of the report.

41   Budget Monitoring 2021/22 and Budget Setting 2022/23

The Service Director, Finance Services provided Members with an update on the projected outturn position for the financial year 2021/22 along with a summary of 2021/22 grant funding. The report also provided Members with the proposed 2022/23 revenue budget and basis of appointment of local authority contribution levels for this period.

The Service Director, Finance Services referred Members to section 3, Table 1 of the report which highlighted variances and the projected outturn position for 2021/22. As shown on the Table 1 there has been a small underspend of £1331, similar to the position reported to Joint Committee in September 2021 of a £776 underspend, demonstrating to Members the stability in the finances of the Consortium. It was highlighted to Members that the main variances such 'Transport' and 'Supplies and Services', showed an underspend due to a reduction of costs mainly as a result of the impacts of Covid-19.

The Service Director, Finance Services drew Member's attention to 'Support Services' variance which has seen an overspend due to requirements for further services being received from the Host Authority.

It was noted that the PDG confirmation had recently been received from the Welsh Government.

Members were referred to section 5, Table 4 of the report which highlights the draft proposed Revenue Budget for 2022/23. Members were reminded of the Joint Committee requirements in approving the Budget in principle by the 31st December 2021 as part of the Legal Agreement.

It was highlighted to Members that the drafted budget 2022/23 is constructed in line with the Medium-Term Financial Plan that was approved by Joint Committee on the 15th July 2021. The option approved on the 15th July was for the Local Authority contribution to cover pay award assumption and the for the Consortium to absorb non-pay inflationary pressures. Table 4 of the report highlights the difference between the current year Revised Budget 2021/22 and the Proposed Budget 2022/23.

Members were referred to Table 5 of the report which highlighted the Proposed Budget 2022/23 construction based upon increases in Local Authority contributions of 1.72%. Members were advised that the report had been shared with Section 151 officers of the 5 Members Authorities and no issues were raised.

It was **RESOLVED:**

- To note the current projected outturn position for 2021/22

- To note the grant funding position for 2021/22

- To agree to the 2022/23 budget in principle subject to confirmation from each of the local authorities of their approval at the next Joint Committee.

42   **Central South Consortium Business Plan 2021/25**

The Managing Director, Central South Consortium (CSC) provided Members of the Joint Committee with an overview of the Central South Consortium Business Plan 2022/2025 report. It is proposed to alter the CSC Business Plan to a three-year Business Plan to run alongside the Corporate Plans in Local Authorities. As there are significant changes; the three-year Business Plan will allow changes to be monitored and impact analysed over a longer time period.

Members of the Committee were taken through Table 1 of the report which highlighted the five priority areas for the Joint Committee's approval. Upon approval, the five priorities will be built into the Business Plan.
The Managing Director (CSC) informed Members of the uncertainty in grant proposals as figures have not yet been provided; 97% of the current Business Plan is funded through Grants.

The aim for the business plan 2022/25 is to retain the five priority areas from 2021/22. The key areas for development include, the provision for high quality education, inspiring leaders, strong and inclusive schools, robust assessment, and accountability arrangements; and lastly to improve the effectiveness and efficiency of CSC working progresses. This is a key area in terms of financial planning and ensuring the correct systems to gather evidence that Local authorities need particularly as we progress into the next progression cycle.

The Managing Director informed Members that they are proposing to change the reporting cycle from termly to quarterly basis to match Local Authority reporting cycles. Dates are being investigated to ensure the new process can work as efficiently as possible.

The Managing Director highlighted the change in processes in 2021, which as a result has seen the involvement of Directors setting the operational plan and Directors invited to an impact review meeting to see how challenges of progress are managed internally to gain an in-depth understanding of priorities.

Flexibility will still be maintained in the operational plans due to the uncertainty surrounding funding and challenges of Covid, as a result a self-evaluation will be undertaken yearly to monitor changing circumstances outside CSC.

The Chair supported of the proposal of a three-year plan as a constructive approach which feeds through to the operational plan and is in-line with Local Authority reporting cycles. This would permit the Scrutiny Committees within Members Authorities to evaluate further.

The Central South Consortium Joint Education Service Committee **RESOLVED** to approve the high-level priorities for the development of the CSC Business Plan.

This meeting closed at 10.37 am   **Cllr L Burnett**
                                                                          Chair.

Tudalen wag

Professional, Approachable, Independent

Internal Audit Draft Report

PUPIL DEVELOPMENT GRANT (PDG) 2020/21

CONSOLIDATED STATEMENT

Report Issue Date	**20th December 2021**
Report Authors	**Andrew Hopkins – Principal Auditor** **Lisa Cumpston – Review Manager**
Report Distribution	**Alyson Price – CSC Business Manager** **Paul Griffiths - Service Director, Finance and Improvement Services.** **Stephanie Davies - Head of Finance, Education and Financial Reporting**

REGIONAL INTERNAL AUDIT SERVICE / GWASANAETH ARCHWILIO MEWNOL RHANBARTHOL

AUDIT OPINION

SUBSTANTIAL ASSURANCE

A sound system of governance, risk management and control exists, with internal controls operating effectively and being consistently applied to support the achievement of objectives in the area audited.

SUMMARY

An audit of the Pupil Development Grant (PDG) claim for 2020/2021 was undertaken by Internal Audit as per the requirements of the Grant Terms and Conditions.

A total of £34,093,962 was received from the Welsh Government (funding letter received July 2020).

This funding was distributed to Councils / CSC as follows:-

Council / CSC	£
Cardiff Council	13,425,941
Rhondda Cynon Taf	9,215,526
The Vale of Glamorgan	3,317,915
Bridgend	5,135,377
Merthyr Tydfil	2,228,898
CSC	770,303
Total	**34,093,962**

FINDINGS

- Each Council has submitted their Local Authority Statement of Expenditure to the grants officer in the CSC.

- Authorised signatories of each Local Authority and Internal Audit Section have signed each Local Authority Statement of Expenditure.

- The Consolidated statement to be returned to WG accurately reflects the funding received / incurred by each Council and the CSC.

CONCLUSION

Based on the findings, substantial assurance can be placed on the control environment.

RECOMMENDATION

No recommendations have been made following this audit.

Tudalen wag

Professional, Approachable, Independent

Internal Audit Draft Report

REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT (RCSIG) 2020/21 CONSOLIDATED STATEMENT

Report Issue Date	**20th December 2021**
Report Authors	**Andrew Hopkins – Principal Auditor**
	Lisa Cumpston – Review Manager
Report Distribution	**Alyson Price – CSC Business Manager**
	Paul Griffiths - Service Director, Finance and Improvement Services.
	Stephanie Davies - Head of Finance, Education and Financial Reporting

REGIONAL INTERNAL AUDIT SERVICE / GWASANAETH ARCHWILIO MEWNOL RHANBARTHOL

AUDIT OPINION

SUBSTANTIAL ASSURANCE

A sound system of governance, risk management and control exists, with internal controls operating effectively and being consistently applied to support the achievement of objectives in the area audited.

SUMMARY

An audit of the Regional Consortia School Improvement Grant (RCSIG) claim for 2020/2021 was undertaken by Internal Audit as per the requirements of the Grant Terms and Conditions.

A total of £43,501,336 was received from the Welsh Government (a total of four funding letters received between July 2020 and March 2021).

This funding was distributed to Councils / CSC as follows:-

Council / CSC	£
Cardiff Council	12,009,649
Rhondda Cynon Taf	8,306,884
The Vale of Glamorgan	4,881,572
Bridgend	4,958,286
Merthyr Tydfil	2,154,014
CSC	11,183,527
CSC (Direct to Schools)	7,404
Total	**43,501,336**

FINDINGS

- Each Council has submitted their Local Authority Statement of Expenditure to the grants officer in the CSC.

- Authorised signatories of each Local Authority and Internal Audit Section have signed each Local Authority Statement of Expenditure.

- The Consolidated statement to be returned to WG accurately reflects the funding received / incurred by each Council and the CSC.
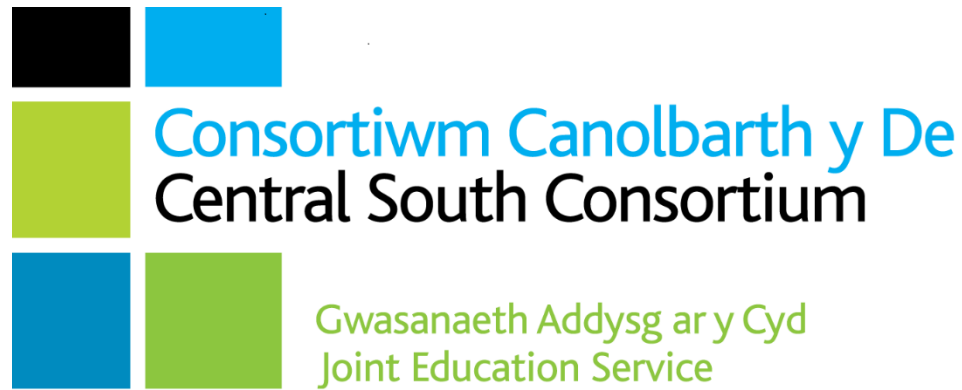
CONCLUSION

Based on the findings, substantial assurance can be placed on the control environment.

RECOMMENDATION

No recommendations have been made following this audit.

Tudalen wag

Effectiveness and Efficiency Report

Central South Consortium

2020-21

CONTENTS

Tudalen 20

1.0   PURPOSE OF REPORT

This report provides an overview of Central South Consortium (CSC) in the academic year 2020-21. 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 2020-21. 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[1] achieved so far.

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, Principal Improvement Partners (PIPs) and LA Director/Chief Education Officers, to discuss progress at a more local level and identify any barriers. Reports are presented on a regular basis to Directors via the CSC Management Board and Partnership group as well as 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. Members of the senior management team and PIPs attend each council's Education Scrutiny Committee meetings at least once per year and attend other scrutiny meetings on request.

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 2020 to March 2021 can be found here. During 2020-21, the Business Plan had five priorities:

1. Develop a high-quality education profession
2. Develop highly effective leadership to facilitate working collaboratively to raise standards
3. Develop strong and inclusive schools committed to excellence, equity and wellbeing
4. Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system
5. Improve the effectiveness and efficiency of CSC

An annual report on the progress and impact of the Business Plan is presented to the CSC Management Board and Joint Committee each year in the summer term.

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[1] CSC are developing a shared definition for the term 'impact', and this will be incorporated into future reports

Scrutiny and challenge are undertaken by the members of the CSC Management Board, that meets 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 2020-21, four of the consortium's main areas of work – Support for Governors, Digital Learning, Early Career Pathways and Leadership Support and Development – 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, WG has cancelled most of the statutory data collections for both 2020 and also for 2021. The collections suspended include:

- Attendance: Primary 2020 and 2021 data collections
- Attendance: Secondary 2020 and 2021 data collections
- National Data Collections (NDC) 2020 and 2021 data collections

The Minister for Education also confirmed on 21 June 2021[2] that WG would not be publishing performance measures related to the 2021 summer examinations series, which covers all school and post-16 performance measures for the 2020-21 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 the 2021-22 academic year also. Therefore, there are no performance measures available for key stage 4 or post-16 for summer 2020 and 2021 results, and these will also not be available for results published for summer 2022.

The Statistical bulletins for GCSE and A Level results will continue to be published for 2020-21 as made available for 2019-20, but they will not contain key stage 4 or legacy sixth form performance measures and will only include national level data with amended content to previous releases of these bulletins.

Therefore, for 2020-21 there are no publicly available performance measures at school, LA or Regional Consortia level that can be included in this report, as was the situation for last year.

The publication of performance data on My Local School is also suspended, with the publication of the national categorisation[3] also being suspended for 2021-22 due to the processes not being held for the academic years 2020-21 and 2021-22. This report does not contain any information for the national categorisation as this was included in the report published last year.

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[2] https://gov.wales/written-statement-school-information-improvement-and-inspection-arrangements-supporting-renewal-and
[3] https://gov.wales/school-categorisations-be-suspended-next-year

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All Estyn inspections were suspended in March 2020[4]; therefore, no analysis is included in this report as no inspections took place between September 2020 and July 2021.

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 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

In 2020-21, the consortium received c. £3.6m contributions from the five LAs across the region. The funding was used to support the core function of school improvement. Each year since 2016, the consortium has delivered the school improvement function for the region, incorporating more than £700k of efficiency savings over that time.

A summary of the financial outputs for 2020-21 by individual LA can be found in table 1. The Principal Improvement Partner (PIP) and Improvement Partner (IP) figures reflect where actual support is deployed. All other costs are apportioned by IBA:

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[4] https://www.estyn.gov.wales/news/estyn-will-not-inspect-maintained-schools-next-academic-year-statement-meilyr-rowlands-hmci

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Table 1: Financial Outputs for 2020-21 by LA

Cost Category	Outturn 2020-21		City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
IBA %			36.19%	15.38%	14.79%	6.34%	27.30%
LA Contributions	**3,599,528**		**1,302,701**	**553,773**	**532,456**	**228,196**	**982,402**
Principal Improvement Partners	470,065		135,360	65,550	63,325	78,390	127,440
Improvement Partners	1,466,411		530,707	225,602	216,917	92,965	400,220
Other Employees	934,616		338,246	143,787	138,252	59,251	255,080
Premises	153,420		55,524	23,603	22,694	9,727	41,872
Transport	4,665		1,688	718	690	296	1,273
Supplies & Services	370,318		134,005	57,441	54,423	23,378	101,071
Commissioning	126,000		45,601	19,385	18,638	7,987	34,389
Support Services	111,833		40,473	17,205	16,543	7,090	30,522
Gross Core Expenditure*	**3,637,328**		**1,281,604**	**553,291**	**531,482**	**279,085**	**991,867**
% SPEND RECEIVED			35.23%	15.21%	14.61%	7.67%	27.27%

*£3,600k of contributions were received from LAs. However, the gross expenditure incurred reached £3,637k. This was net off by £47k of grant funding/school income.

CSC apportioned budget for regional services according to the specific needs of schools. In 2020-21, expenditure (of core budget) in one out of the five LAs was higher than the amounts it had contributed (in line with the consortium core value to deploy resources to the areas of greatest need).

4.2   Additional Funding – Grants

In addition to the core contributions from LAs, the consortium was also in receipt of grant funding from WG. 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 2020-21, the following funding was received:

Table 2: WG Grant Funding

Grant	Total £	Delegated to LAs/schools £	Centrally retained £
RCSIG	43,501,336	39,936,422	3,564,914
PDG	34,093,962	33,905,705	250,479
Total	**77,595,298**	**73,779,905**	**3,815,393**

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).
- Consortium devise Service Level Agreements (SLA) between schools and LAs in relation to 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 'Education in Wales: Our National Mission' report:

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Table 3: Expenditure of the Regional Consortia School Improvement Grant by LA in 2020-21

Cost Category	Outturn 2020-21		City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
			36.19%	15.38%	14.79%	6.34%	27.30%
Curriculum & assessment	189,000		53,000	44,000	64,000	4,000	24,000
Developing a high-quality education profession	36,887,746		13,648,792	5,680,630	5,683,250	2,424,936	9,450,139
Leadership	129,396		42,704	14,030	21,090	13,730	37,843
Strong and inclusive schools committed to excellence equity & wellbeing	33,843,483		13,624,317	5,213,740	3,380,952	2,265,011	9,359,462
Supporting a self-improving system	2,730,279		1,030,433	449,926	287,481	184,973	777,466
Total	**73,779,905**		**28,399,246**	**11,402,326**	**4892,650**	**9,436,773**	**19,648,909**
% spend received			**38.45**	**15.35**	**12.95**	**6.62**	**26.63**

In 2020-21, monetary benefits (in terms of grant spend) of regional working were achieved by Cardiff and Merthyr Tydfil with the additional benefits of working regionally seen in the impact on outcomes across the region. The table below summarises the financial outputs (of both core and grant funding):

Table 4: Actual Total Expenditure by LAs 2020-21

Cost Category	Outturn 2020-2021		City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
			36.19%	15.38%	14.79%	6.34%	27.30%
Gross core expenditure	3,637,328		1,281,604	553,290	531,483	279,083	991,867
Delegated grant	73,779,905		28,399,246	11,402,326	9,436,773	4,892,650	19,648,909
Total expenditure	77,417,233		29,680,850	11,955,616	9,968,256	5,171,733	20,640,777
			38.34%	15.44%	12.88%	6.68%	26.66%

In 2020-21, monetary benefits (in terms of total spend) of regional working were achieved by Cardiff, Merthyr Tydfil and Bridgend.

4.3 Resource Board

In addition to the above budgeted funding, CSC has also developed a process for supporting vulnerable schools which are identified within the financial year. The table below shows how this funding was allocated during 2020-21:

Table 5: Resource Board Allocations 2020-21

Local Authority	£	% Split	No of Schools Supported
Bridgend CBC	2,400	1%	1
Cardiff Council	66,200	35%	31
RCT CBC	53,200	28%	15
Vale of Glamorgan CBC	43,900	24%	15
Merthyr Tydfil CBC	22,100	12%	7
	187,800	100%	69

One project involved colleagues meeting to review mathematics across a cluster of schools to develop a shared understanding of core proficiencies. Colleagues shared and discussed the AoLE documentation and with the support of CSC Strategic Staff, consistency of understanding.

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Cluster colleagues provided examples of activities that could be used:

- to address the different maths proficiencies at the different progression steps and
- as an ideas bank for staff across the cluster.

Learning was shared in professional learning/INSET meetings by teachers with staff in their own schools, and surveys suggest an improved understanding of the core proficiencies across the cluster.

The impact of the activities funded by this budget is evaluated by the school and the individual IP, and, where appropriate, included within local authority performance reports. Processes for brokerage have been further refined and developed within CSC to ensure that a comprehensive summary of the impact of this work will be available in future reports.

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OVERVIEW OF MAIN STRANDS OF ACTIVITY

5.0   Support for Governors

Background and objectives

The past year has given opportunity for existing Central South Consortium (CSC) Governance projects to be further consolidated and new school support processes to be developed. The role and significance of school governance is something that CSC recognises as essential in contributing to strong leadership and effective school improvement.

The aim of CSC's work in relation to governance has been to better equip governors with the necessary knowledge and skill to carry out their roles effectively and self-evaluate robustly to ensure that their work is continually being refined and improved.

It has also been recognised that there are instances when governing bodies need support to ensure that their work is as strategic and impactful as it possibly can be. CSC has developed processes to ensure that we are able to provide support and guidance appropriate to the particular circumstance of each school. The support which is available includes:

- Self-evaluation toolkit
- Governor professional learning
- Governor groups
- Regional Leads for governance

5.1   Self-Evaluation Toolkit

5.1.1   What have we done this year?

The CSC Self-Evaluation Toolkit has been developed in collaboration with LA governor support officers, members of CSC Governor Stakeholder Group and the CSC school improvement team. The CSC Self-Evaluation Toolkit has been used in pilot format by the newly appointed 'Regional Leads for Governance' (RLGs) and feedback has been received on the efficacy of the format and content before making the toolkit widely available for all schools. The intention is that this CSC Self-Evaluation Toolkit will be made available through the CSC website and promoted by improvement partners.

5.1.2   What evidence of impact do we have?

RLGs have reported that the Self-Evaluation Toolkit is effective in identifying strengths and areas for development within a Governing Body (GB). They have identified that it could be used to inform ongoing improvement for governors; for example, as a three-year Action Plan or in a more bespoke approach focused on specific strands within the toolkit.

5.1.3 Next steps

To promote the use of the Governing Body Self-Evaluation Toolkit across CSC. This will be supported by our improvement partners and the CSC communications team

5.2 Governor Professional Learning

5.2.1 What have we done this year?

The delivery of mandatory professional learning for governors is delegated by the five Local Authorities to CSC. A termly timetable of professional learning opportunities is produced by CSC and distributed to governor support officers in the five Local Authorities. LA officers distribute the professional learning timetable to every school governor. In addition to mandatory training, CSC also provides professional learning for governors in relation to key areas of the national reform agenda e.g. Curriculum for Wales updates and Schools as Learning Organisations. During the pandemic, governor professional learning has continued with adaptations to deliver all sessions remotely. The content of the training materials was reflective of the challenges faced by schools due to the pandemic. While the opportunity for face-to-face discussion was not possible, overall the levels of engagement by governors remained strong and in fact superseded previous years. In 2020-21, levels of engagement were 45% higher than the previous 3-year average (see below for details).

5.2.2 What evidence of impact do we have?

Following each professional learning event, attendance registers are collated and course evaluations are completed by delegates. More governors participated in CSC's Governor professional learning offer in 2020-21 compared to any year previously.

Table 6: Governor Attendance

Local Authority	Sum of 16-17	Sum of 17-18	Sum of 18-19	Sum of 19-20	Sum of 20-21	Sum of Total engagements 2016-21
Bridgend	102	151	127	82	214	676
Cardiff	295	377	490	213	459	1834
Merthyr	43	80	75	36	102	336
RCT	178	309	144	116	401	1148
Vale	323	300	340	133	226	1322
Grand Total	941	1217	1176	580	1402	5316

There are 6000 governors across the CSC region. All new governors attend the mandatory professional learning (New Governor, Understanding Data and New Chair of Governors). All other professional learning is available for governors to access when and if they require. Below is a summary of course evaluations:

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Table 7: Analysis of Evaluations Received

Governor PL academic Year 20-21			Percentage of respondents who stated….			
	Number of evaluations received		The PL provided content relevant to their role	They will make adjustments to their practice based on their learning	They will meet with colleagues to discuss the PL	They did not anticipate any barriers to applying their learning
New Governors	179		86.0%	46.9%	33.5%	84.9%
New Chair of Governors	18		88.9%	72.2%	66.7%	77.8%
Using Data	227		82.4%	43.6%	34.8%	85.0%
HT Performance Management	134		73.1%	40.3%	47.0%	85.8%
Total	558		81.5%	44.8%	38.4%	84.9%

- Overall, 81.5% of respondents stated that the professional learning was relevant to their role with 44.8% stating that they would make adjustments to their practice based on their learning. This percentage rose to 72.2% in relation to the new chair of governors training.
- In addition, 38.4% stated that they would meet with colleagues to discuss the PL. This ranged from 33.5% in respect of the new governor training to 66.7% for new chair of governor training.
- 84.9% of respondents did not anticipate any barriers to applying their learning. The most likely barrier was 'not enough time to embed', with 4.3% of respondents stating this as an issue.

In addition to course evaluations, governors were also asked to complete a survey to evaluate the effectiveness of the professional learning offered in meeting their needs as a governor. This survey was analysed, and the information was used to identify next steps in refining the CSC professional learning offer. The majority of responses to online professional learning offer were positive. However, areas for development were identified and refinements will be made as a result e.g. timings of the sessions.

5.2.3   Next steps

Refine the governor survey to help inform the professional learning offer for governors.

5.3   CSC Governor Groups

5.3.1   What have we done this year?

The Governor Stakeholder Group is a core element of the overall management structure of CSC and plays a key role in evaluation and scrutiny of the organisation. The Governor Stakeholder Group is made up of governor representatives of each local authority. The Governor Leads Group is made up of governor support officers from each of the five Local Authorities. Both groups have continued to meet throughout the pandemic to ensure consistency of approach in supporting and developing governance across CSC. Both groups are pivotal in providing strategic and operational direction to our governor development professional learning offer. New 'terms of reference' have been agreed to ensure clarity and consistency of approach in strategic planning across both bodies. This work will develop further into the coming academic year.

5.3.2   What evidence of impact do we have?

During the pandemic, the Governor Leads Group and the Governor Steering Group were effective in providing good communication to schools on the need to move to online professional learning. Their support and encouragement ensured increased attendance at all professional learning events compared to previous years. 82% of governors found this method of delivery effective and positive comments include "the offer has responded well to the pandemic, so I commend officers for that" and "all training sessions that I have attended online have been to a very high standards, really informative and accessible."

5.3.3   Next steps

Further develop collaboration opportunities between the Governor Leads and the Governor Steering Group to inform the strategic direction of governance across the region.

5.4   Regional Leaders of Governance (RLG)

5.4.1   What have we done this year?

To ensure that leadership at all levels is supported, a new Regional Leaders of Governance (RLG) group was created in spring term 2021. These highly effective governors with extensive experience will offer peer-to peer support to governing bodies who are most in need. The need for RLG support is identified and brokered by the school's CSC Improvement Partner in collaboration with the headteacher, the school's Governing Body and the local authority. Thirteen RLGs were appointed following a rigorous recruitment process and will begin deployment at the start of 2021-22 to provide strategic and operational support for schools where governance is an area for improvement.

5.4.2   What evidence of impact do we have?

The impact of the RLG's work will become evident into the coming academic year once deployment has commenced.

5.4.3 Next steps

• **Ensure that the RLGs are appropriately and widely deployed to meet governance needs across schools. This will be delivered as part of the CSC Brokerage process.**
• **Develop the coaching and mentoring skills of the RLG group. This will be achieved through access to a range of professional learning. This will include short twilight sessions and access to the National Coaching and Mentoring Programme.**

Please see case study in Appendix A.

6.0   Digital Learning

"Our children and young people already inhabit a digital world and their personal, social and educational lives are increasingly intertwined with technology in various, rapidly changing forms."[5] (Donaldson, 2015, p. 8)

6.1   Background and Objectives

Provision and standards of digital learning have been high priority for Welsh Government, regional consortia and Local Authorities, as well as all schools across Wales, as detailed in the requirements of Curriculum for Wales. Additionally, the need to support remote and blended learning has been increased due to the response to the pandemic. As schools responded to emerging restrictions, distance and blended learning approaches were required to support the continuation of learning across Wales. Distance learning was delivered during periods where most pupils and staff were working from their homes. Blended learning is an approach that combines face-to-face, distance, digital and online learning experiences. This was necessary during periods of individual, class or year group isolation. Additionally, headteachers and schools also had to consider the significant number of digitally deprived pupils and the complex nature of home situations. Local Authorities retained responsibility for provision of digital devices and connectivity. With this being so, CSC was required to develop an understanding of this work and related implications, in order to best support schools across the region.

Furthermore, Curriculum for Wales (CfW) represents an opportunity to ensure that digital learning is a strong cross-curricular component of education. We recognise the importance of preparing pupils for future employment in a digital world. Curriculum for Wales states that "These are [digital] skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world." (Welsh Government, 2020)

Supporting the system to deliver synchronous and asynchronous learning has been a key objective for CSC. Synchronous learning involves teaching where the teacher is present at the same time as the learner(s). This can take place face- to-face or online. Asynchronous learning is where teaching materials are provided, and learners work through them in their own time. This could include a variety of media, including audio and video clips. Welsh Government have provided guidance on the use of live streaming which was used to support the design of professional learning and supporting materials from CSC. This is in addition to development in the use of digital technology to support communication and collaboration, and a continued commitment to strengthening cross-curricular digital opportunities.

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[5] Donaldson, G., 2015. *Successful Futures: Independent review of curriculum and assessment arrangements in Wales*. Caerdydd: Llywodraeth Cenedlaethol Cymru.

6.2   What have we done this year?

Our initial response to Covid-19 was to offer bespoke support, which we provided to more than 70 schools who had directly requested this from CSC. Each of these schools received tailored support in the use of technology to support distance and blended learning. A broad range of professional learning opportunities complemented this direct support. Examples of such can be found [here](#).

Following previous cluster-based support, CSC developed asynchronous materials to improve understanding of the Digital Competence Framework (DCF). The 'DCF in-depth' was developed in partnership with schools and has been accessed over 1,600 times to date, with many practitioners reporting that the professional learning improved their subject knowledge. These materials have also been the basis for DCF network meetings, attended by 77 practitioners (58 Primary / 17 Secondary / 2 Special schools) who further developed their understanding of effective practice in cross-curricular digital skills. Evaluative data indicates that many practitioners increased their subject knowledge following the networks. A majority of attendees reported their intention to share learning with colleagues at school and most would recommend the professional learning to others.

A wide range of webinars and synchronous professional learning opportunities were made available to support adoption of technology for blended learning. Provision included webinars demonstrating effective use of Flipgrid and Microsoft Teams. Approximately 180 attendees accessed this support. Following each synchronous activity, materials were made available on-demand. Resources to support specific digital applications can be found [here](#) and a further selection to support pedagogical approaches [here](#).

A series of webinars was provided to support newly qualified teachers (NQTs) in the use of online and collaborative technology. Approximately 360 attendees accessed this support, which was led by practitioners from across the region. A majority indicated they would make adjustments to their practice following this professional learning and very few reported barriers to implementing change. These practitioners had previously completed a Google Certified Trainer programme during 2019/2020.

Secondary practitioners have been supported through the development of asynchronous units on the effective use of computational thinking strategies across the curriculum. Furthermore, in supporting practitioners through periods of blended learning, [a podcast](#) was released which considered the ways in which digital technology could impact on wellbeing.

6.3   What evidence of impact do we have?

Those accessing professional learning had opportunity to evaluate provision for each programme.

Most attendees for digital professional learning reported that their knowledge of subject matter had been enhanced through engaging with the provision. In addition, many participants (83%) agreed that the professional learning was appropriate to needs and level of skill. Many participants (80%) stated they would recommend the professional learning to others while very few (6%) felt the professional learning was not relevant to them.

Further evaluative data showed many (70%) intended to share their professional learning with colleagues. Around half of the participants indicated their intention to discuss professional learning with senior leaders. This reflects the rapid and significant change driven by the response to Covid-19 and developing approaches to blended learning. Again, a majority stated they would adjust their practice following the professional learning. A small number of respondents indicated their need to further explore applications on offer via the national platform (Hwb) and subsequent professional learning was designed because of such feedback. For example, professional learning was designed and delivered to support practitioners in the use of Adobe Spark, Flipgrid and Mote.

Hwb usage data has increased markedly since the outbreak of the pandemic. All professional learning delivered by CSC's Digital Team aims to promote the platform and its further adoption. This can be illustrated through the following table:

Table 8: Hwb Login Data

Month	CSC region Logins (total)	CSC region Logins (pupils)
March 2019	181,681	131,708
March 2020	613,647	459,235
March 2021	682,636	484,718

The most significant barrier to utilising the professional learning was a lack of time to embed, with 11% reporting this issue. Very few reported further barriers linked to lack of familiarity with the national platform, their own staff role and the age of the pupils taught.

Most respondents felt the professional learning would have at least some impact on their learners, with more than half expecting a high level of impact. Very few expected low or minimal impact on pupils.

Further positive comments in evaluation data included:

- A majority of practitioners reported an appreciation of practical examples of progression in digital competence, which illustrated the increasing skill for each strand of the DCF.
- Again, a majority of practitioners appreciated the wide range of blended learning strategies based on Hwb applications.
- A few respondents were pleased that aspects of online safety were covered through professional learning.

- A minority of practitioners made positive comments relating to the range of media included in professional learning materials.

6.4   Next steps

As the digital skills of the workforce have increased due to the response to the pandemic, we now have opportunity to build on this progress. Cross-curricular digital skills (DCF) need further development regionally, as opportunities for collaboration and data and computational thinking are underdeveloped. This has been highlighted via Estyn inspection reports, monitoring and evaluation activities such as learning walks, book scrutiny and pupil voice undertaken by CSC, and through direct requests from school leaders and coordinators.

Professional discussions with practitioners about digital learning have highlighted the need for exemplification of innovative and creative use of digital skills in cross-curricular contexts. With this being the case, the rich task development will support schools' understanding of the broad possibilities that can be delivered via Hwb applications, aligning to the current curriculum while considering possible opportunities ahead of Curriculum for Wales. Furthermore, there is a distinct lack of supporting materials to support the development of digital skills within the foundation phase. This is particularly true in the Welsh context. Our early years digital project will seek to remedy this lack of support through the provision of broad exemplification materials.

During the pandemic, schools utilised digital applications which included features that made collaboration possible. These applications are familiar to most practitioners; however, the collaborative features are less developed, and supporting resources are required to illustrate their potential.

Further programmes and materials are required to support new and experienced coordinators of digital learning as they seek to develop post-pandemic strategies. Additionally, there is opportunity to consider what effective practice, deployed over the past year, can be used to enhance classroom teaching.

Secondary school colleagues raised the need for supporting resources to strengthen approaches to the new Digital Technology GCSE, and so a collaborative project will begin from the autumn term 2021. This project will create a repository of supporting resources mapped against each unit of the new qualification, support those who are teaching this content for the first time.

Please see Appendix B for case study

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7.0   The Early Career Pathway

7.1   Background and objectives

Our National Mission has one of its major objectives centred on developing a high-quality profession. Outcomes and support for student teachers and newly qualified teachers (NQTs) therefore continue to be a priority for Welsh Government (WG), regional consortia, Higher Education (HE) providers and Initial Teacher Education (ITE) schools across Wales.

Since the publication of the Furlong Report, '*Teaching Tomorrow's Teachers'* (Furlong, J. 2015), ITE in Wales has entered a period of reform. All Higher Education Institution (HEI) providers have been required to set up new ITE Partnerships, to devise new Post Graduate Certificate in Education (PGCE) and Bachelor of Education (BA Ed) with Qualified Teacher Status (QTS) programmes in closer collaboration with schools and consortia and to submit them for accreditation by Education Workforce Council (EWC). The regional consortia ITE leads sit on the Strategic Leadership Boards of the HEIs they work with, and have been contributors in the accreditation process. They also advise on and monitor the selection/deselection and progress of schools within the partnerships.

The legislation for the statutory induction process for NQTs has been amended three times since the start of the Covid pandemic in March 2020. It has also been reviewed twice in the last two years in order to take into account the inability of many NQTs to work enough school based, face-to-face learning sessions to complete induction. Blended learning at-home sessions, staffing 'hubs' and undertaking self-motivated professional learning were able to count as sessions worked, and the total number of sessions required to complete induction was reduced from 380 sessions to 'between 110 and 380'. It was made clear that these changes were only temporary, but it required our external verifiers and induction mentors to provide much more flexible support.

Since the publication of the report, *Learning to be a teacher for Wales: the induction of teachers into the profession (Prof Waters, M. Nov 2020)*, preparations have commenced to review and reform the induction process to be more streamlined with ITE and more appropriately tailored to the needs of novice practitioners. The academic year 2021-22 will be one of capacity building, trialling initiatives and consulting with stakeholders before introducing new induction legislation in 2022-23.

7.2   What have we done this year?

- Created The Early Career Pathway workstream (previously known as ITE and Induction). This meant that strategic planning demonstrated a much clearer 'line of sight' in support of student teachers gaining QTS and going on to become newly qualified teachers.
- Developed a new bridging presentation called *An Introduction to Induction* that was offered both as a facilitated online 'live' session to all students in our ITE Partnerships and as an

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asynchronous recorded session that was made available to students by their universities. The presentation was shared with other regions, and nearly 1000 students across Wales were able to receive consistent messages about induction before they left university.

- Implemented an ITE Graduate Teams space in the summer term 2020, for anyone intending to live/work in the CSC region to meet the induction team, have a chance to ask questions and be given access to our 'ITE Graduate PL Strategy' booklet. This publication was designed to help those students newly awarded QTS to start addressing the development targets they had identified in their Career Entry Profiles. In this first year, nearly 150 ITE graduates engaged with CSC before they formally commenced induction.

- A small group of five students from the Teams site expressed an interest in becoming a focus group for us to ensure that all bridging activity was developed in response to student needs for 2021-22 and also to provide feedback on their journeys as NQTs to inform induction planning. This will be ongoing work into next year.

- Playlists were created that were subsequently made nationally available to all students gaining QTS with practical tips and resources relating to induction: The Process of Commencing Induction; Joining A School; Becoming a Supply Teacher and Preparing for an interview.

- Worked with 10 Lead ITE schools to develop a handbook: *10 Ways to Support ITE in Schools.* The 10 areas were identified through a deep discussion of what issues were common to all schools supporting student teachers, regardless of which ITE partnership they were in. They were: Leadership; Strategic planning; Funding; Supporting theory and practice; Research and enquiry; Wellbeing; Mentoring; QTS Standards; Welsh language development; and Academic assignments. This handbook was shared with all 188 schools supporting ITE in the region and was very well received by headteachers, who appreciated its clarity, consistent key messages and potential to shape school-level planning. Four HEIs also had a section each to outline their particular models. As a result of being shared through CSC communication channels, the handbook also prompted queries from schools who wanted to find out how they could become more involved in ITE.

- With Professor Mick Waters as the keynote speaker, CSC organised and held the first multi-partnership ITE Professional Learning (PL) event, giving four HEIs the chance to showcase elements of their programmes, students the chance to share their experiences and schools to offer insight into their particular ITE initiatives. The ITE Handbook was also launched at this event. Professor Waters said after the event: *'This is the kind of event we need to see more of. It is the first time that different HEI partnerships have shared the same celebratory platform.'*

- The regional professional learning programme Aspire / Anelu was transposed to become a facilitated online programme to enable all NQTs to access it with flexible dates and times offered by the Professional Learning (PL) tutors. To further support NQTs during this time of upheaval, NQTs were offered additional PL tutorials where NQTs could discuss their professional progress against the induction standards.

- Strengthened the PL offer for those NQTs working on supply. All national and regional events were offered as twilights and Saturday sessions. Take-up was much increased on the previous year, with 177 STS NQTs engaging in 'out of hours' sessions.

- PL offer for induction mentors (IMs) was increased this year. As well as the national training, 22 IMs were recruited to undertake the twilight Train the Trainer coaching twilights, and 13 of these went on to complete the L3 accredited coaching programme with 'Results Driven Group'. CSC also held the first IM mini conference where those IMs on the coaching programme presented aspects of their practice.
- Extra support for External Verifiers (EVs), who quality assure (QA) the induction process, took the form of updated national training, lead EV support, monthly bulletins and impact review reports.
- Development of an induction survey as a national group that was sent out to all schools for the attention of NQTs, IMs and EVs. Over 600 responses were received across Wales, with nearly 250 from the CSC region.

7.3   What evidence of impact do we have?

- Due to the holistic approach to communication, engagement with national training has improved. This training plays a crucial role in ensuring that all induction stakeholders understand the induction process. 78% of all NQTs attended compared to 74% the previous year. 48% of all IMs attended compared to 27% the previous year. 100% of EVs attended compared to 96% the previous year.
- Following the national training a regional database was established, which enabled further communication and regional messages to be sent directly, and all attendees were sent an Induction Handbook bespoke to the region to reinforce key messages.
- The compliance to key expectations outlined in national training and regular communications was measured through a series of monthly impact review evaluations, where a random selection of 100 induction profiles were analysed each month. This enabled direct communication to take place with induction stakeholders, to meet the time sensitive requirements of the induction process.
- Networking opportunities were established as a result of the recommendations of the national induction survey. This has resulted in the ability to provide more frequent communications and updates via monthly network meetings with IMs and EVs. A supplementary IM conference and EV monthly information bulletin was also introduced.
- As a result of the request for additional professional learning, a bespoke mentoring programme for IMs was developed, to be launched in the new academic year (Sept 2021) with engagement from Aberystwyth and University of South Wales (USW) universities.
- The national survey completed by NQTs and IMs identified the same six areas as needing further support from their induction team and/or professional learning: Assessment; Curriculum for Wales; managing the learning environment; ALN; blended learning; and wellbeing. As a result, each area has been strengthened within both the national and regional professional learning offers for the next year. In addition, the areas have been discussed with HEI providers to strengthen the coverage of these areas in ITE and to align key messages to coverage for NQTs.

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- Improved communication with NQTs culminated in approximately 250 NQTs working in schools accessing the Aspire / Anelu programme. A further 100 NQTs working on supply accessed the programme through twilights or Saturdays.

  Out of 350 NQTs (including those on supply)
    - 95% agreed strongly that the programme overall enhanced their knowledge of the subject matter (3% disagreed)
    - 94% agreed strongly that the programme content overall was appropriate to their needs and skill level (6% disagreed)
    - 96% agreed strongly that the programme content overall was relevant to their daily work (3% disagreed)
    - 96% would recommend this programme to NQTs in future (3% disagreed)

- Quality Assurance of the newly transposed online professional learning programmes, e-Aspire[6] and e-Anelu, provided evidence of strong facilitation and NQT responses in terms of how the programme affected their professional behaviours and practice. Examples of evaluations by quality assurance leads include:

  'Very good questioning and use of chat bar and jamboards allowed full participation of delegates and allowed reflection on current practice. The level of thinking in some sessions was deep, with facilitators not allowing first answers to go unchallenged.'

  'The impact of the professional learning is evident in the PLEs that are being written this year, relating to the professional learning standard descriptors There are far fewer PLEs not being approved initially by induction mentors.'

- The ITE PL event was attended by 178 practitioners from HEIs, schools, Welsh Government, CSC and Estyn. Comments received included:

  'The opportunities for professional discussions were so useful. It was great to hear about how research will be integrated into the ITE programmes.' Ysgol Ty Coch (RCT)

  'Excellent refresh of ITE as I will be undertaking the role of School Mentor again next year. The speakers were very engaging and thought provoking.' Ysgol Gyfun Gymraeg Rhydywaun (RCT)

  'Particularly enjoyed the OU session on 'lesson study' approaches - am now seriously reflecting on introducing this with whole-school staff to align the approaches for all practitioners regardless of length of career experience.' Pear Tree Federation (Cardiff)

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[6] A: Aspiration for learning, S: Skills needed by learners and teachers, P: Planning, I: Impact, R: Role modelling, E: Empowered thinking for learning

'It was a well-organised event and it was good to see the connectedness of the system in ITE.' Cadoxton Primary (Vale of Glamorgan)

- As a result of all the adaptations to the professional learning offer provided by CSC, and despite the challenges facing NQTs undertaking induction this year, 93% of all eligible NQTs within CSC passed induction, with 7% receiving an extension to continue into the next academic year. There were 0% fails.

7.4   Next steps

- **In accordance with suggestions made in Professor Mick Waters' report on induction,** *Learning to be a teacher for Wales: the induction of teachers into the profession***, it was agreed with Welsh Government that the professional learning offer for NQTs would be extended to six half-day sessions of nationally developed PL, and five full days of a regional offer that would offer NQTs agency to have some choice in the PL they accessed.**
- **It was agreed by the CSC induction team that the five regional days would incorporate a more condensed Aspire/Anelu programme, to retain the most successful activities from last year, but that there would be supplemental sessions with a 'drop down choice' element. The entire regional offer will be facilitated by the PL tutors, so that NQTs are still working in a supportive network while having the chance to engage in wider PL to support their personal development priorities.**
- **The national group also worked with other national groups e.g., the Curriculum for Wales and Wellbeing groups, to ensure that the key messages being shared with more experienced teachers and leaders will be the same for NQTs.**
- **Again, in accordance with the Waters' report suggestions, there will be an enhanced PL offer for induction mentors. They will be invited regionally to engage in the twilight 'Train the Trainer' coaching programme, while experienced IMs will be able to express interest in undertaking the funded National RDG Coaching programme. All IMs will be invited to join the Induction Mentor Development Programme that has been co-produced this year with HEIs. This latter programme builds on existing national training and also on the educative mentoring practices of ITE mentors.**
- **Support for EVs will be strengthened in response to the induction survey findings. There will be a new EV Team Network space, extra support for new EVs and regular bulletins.**
- **In order to strengthen bridging activities between ITE and induction, members of the team will attend HEI tutor staff development meetings to share details of strategic projects. They will also address students within their university time and invited to join the ITE Graduate site.**
- **Three Strategic projects, with Cardiff Metropolitan, Swansea and Yr Athrofa, will take place next year, aligned to the results of CSC's induction survey as well as to the strategic plans of each university.**
- **To build on the ITE Handbook, we will commission 9 Appreciative Enquiries whereby ITE Lead schools will work in triads to visit each other and identify effective ITE practice aligned to the 10 areas of the Handbook. The summative feedback given by the 'lead enquirers' will**

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be shaped into a report that will be shared with all schools supporting student teachers in the region and the HEI providers that manage the partnerships. It will be the first time we will have a region wide picture of good ITE practices.

- **A new Early Career Pathway Focus Group will enable us to capture and articulate even more specifically what the needs of students might be prior to them starting induction and how we might strengthen our support of NQTs in terms of generating new resources e.g. building on Think Like a Teacher.**

- **The annual report to Directors summarised activity in the areas of ITE and induction and made the following recommendations which will be incorporated next year:**
    - o **Consistency of key messages re ITE programmes / ITE providers and the expectations of induction stakeholders**
    - o **Raise awareness of resources and support available to ITE schools / mentors, NQTs and induction mentors with stakeholders e.g., at the CSC professional learning event for Improvement Partners and Strategic Leads**
    - o **To ensure alignment with the new Estyn framework for inspecting ITE Partnerships, and to ensure robust QA, the Strategic Lead to train as an Additional Inspector for ITE Partnerships**
    - o **Consideration to be given to how CSC can support headteachers' recruitment needs and preparedness to employ NQTs who have just gained QTS**
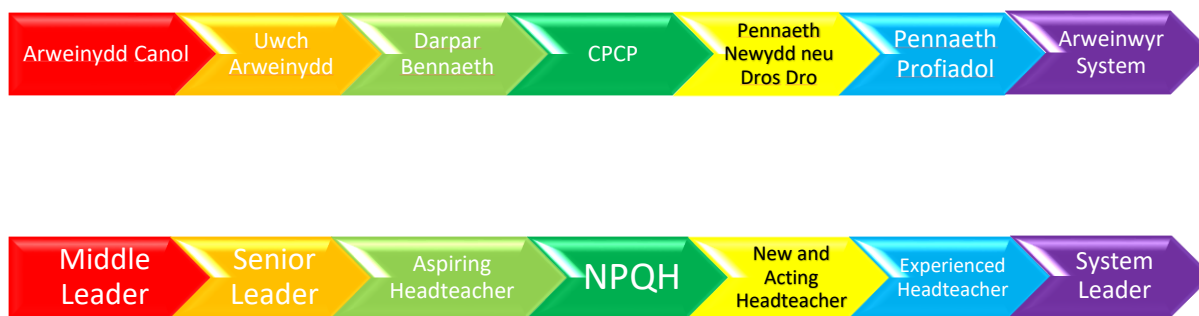
Please see case study in Appendix C.

8.0   Leadership Support and Development

8.1   Background and objectives

In CSC, Leadership is a core element of our Business Plan and sits within Priority 2: "Develop highly effective leadership to facilitate working collaboratively to raise standards". Within this priority a key element is the objective to "Enhance current and future leadership through a comprehensive pathway".

At CSC we have developed a portfolio of endorsed leadership development opportunities based on a national pathway of professional learning.

Arweinydd Canol	Uwch Arweinydd	Darpar Bennaeth	CPCP	Pennaeth Newydd neu Dros Dro	Pennaeth Profiadol	Arweinwyr System

Middle Leader	Senior Leader	Aspiring Headteacher	NPQH	New and Acting Headteacher	Experienced Headteacher	System Leader

This suite of professional learning is equipping our leaders with the knowledge, experiences and skills to be effective in their roles. This ensures that we develop inspirational leaders who are well-prepared and supported to lead their schools through educational reform as set out in the National Mission for education.

The leadership pathway programmes are developed by a cross-regional leadership group and delivered regionally. This year, we have delivered the full suite of professional learning programmes from Middle Leader to Experienced Headteacher, developing the Senior Leader Programme to complete the pathway.

We also facilitate assessment for NPQH (National Professional Qualifications for Headship). In line with recommendations from Our National Mission Oct 2020, we have reviewed and adjusted the delivery of the NPQH so that the 2021 cohort can apply their leadership experience in the context of the new conditions.

8.1.2   The effect of Covid-19 on programmes

Due to Covid-19, all existing programmes were paused in the summer term 2020. During this period, the programmes were developed into online delivery modules. Facilitators were re-trained, and information distributed to participants, who had the option of continuing or postponing their place depending on personal circumstances. All programmes, with the

exception of the Experienced Headteacher Programme (delivered by an external company) restarted in September 2020.

8.1.3   Enrolment on programmes

One of the success criteria that we have identified as part of the leadership aspect of the CSC Business Plan is that "All available places on professional learning pathways are occupied by leaders at the appropriate stage in their career".

As the pathway programmes have a robust application and endorsement process in CSC, we ensure that the leader is accessing the correct programme for the appropriate stage of their career. All applications are reviewed and scored by a panel of senior staff, ensuring that the criteria for each programme is met.

- Middle Leaders: 89 applications received, 78% endorsed, 22% not endorsed.
- Senior Leaders: 87 applications received, 79% endorsed, 21% not endorsed.

If a candidate does not meet the criteria, alternative programmes are suggested which can be a level above or below the programme applied for.

Applications for the programme 2020-21 have exceeded places and are currently fully subscribed. Endorsed participants:

- Middle Leader – 178 (108 in cohort 1 and 70 in cohort 2)
- Senior Leader – 69
- Aspiring Headteacher – 63
- NPQH – 27
- New and Acting Headteacher – 56 (28 cohort in 2 and 28 in cohort 3)
- Experienced Headteacher – 20

8.1.4   Comparison with previous years

As the Middle, Senior and Aspiring headteacher programmes are new, we have no comparable participation data. However, compared to national figures we have equal to or more participants per our school population accessing these programmes than other regions. For example, in NPQH we had 45% of the overall participants nationally.

8.1.5   Programme evaluation

The CSC Business Plan objective that we need to evaluate is to "Enhance current and future leadership through a comprehensive pathway". All programmes are evaluated using an online form after each module for participant feedback. This asks for immediate feedback on the session and is shared with facilitators and supports them in refining their delivery. At the end of the programme, a detailed end-of-programme evaluation following the 'Kirk Patrick' model has been developed. It has been created to capture whether the programmes' aims were met, the impact

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on the participant as a leader and the impact on pupils. These are analysed and inform development and next steps.

All programmes (middle leader through to NPQH) have a core element where the participant undertakes a 'Leadership Experience task'. As well as developing their leadership skills through attendance at the development modules, they also have the opportunity to put this into practice by undertaking this Leadership Experience task. This is a whole-school project that the participant leads on and is linked closely to School Improvement Plans. This project is written up formally and presented to their peers as part of the assessment criteria for the programmes. The impact on pupils and how participants have developed as leaders is evidenced and evaluated. However, for NPQH candidates this element is also formally assessed at the panel interview stage.

8.2   Middle Leaders Development Programme

8.2.1   What have we done this year?

Our first cohort (Cohort 1) of middle leaders, who began the programme pre-Covid and paused for the summer term 2020, restarted the online programme in the autumn term 2020. Of the 108 original participants, 11 chose not to continue due to changes in circumstances and the added pressures of school at the time. All 97 remaining participants completed the programme by the end of the spring term 2021. A new cohort (Cohort 2) started in January 2021 with 70 participants.

As part of a wider strategy to support Merthyr schools, the 'Raising Aspirations, Raising Standards Strategy' (RARS), we also developed a bespoke model of this programme for a cohort of Merthyr secondary school middle leaders. The need to develop leadership skills and collaboration was identified. Working in partnership with local authority officers, improvement partners, school leaders and facilitators, a programme has been developed for delivery in the spring and summer terms 2021.

8.2.2   What evidence of impact do we have?

As of 31st March 2021, the first cohort of the Middle Leader Programme had been completed. This has been formally evaluated and a report was written (see below). Key findings were extremely positive:

• From the data, it was clear that overall participants met the intended aims of the programme.
• 100% of participants would recommend the programme to a colleague.
• 100% of participants stated that the training met their expectations.

8.3.3   Next steps

• **To continue to evaluate the Middle Leaders Programme and make refinements to the programme in light of feedback and educational developments. For example, refining the**

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online delivery to make use of the facilitators developing skills in this area; to include updates to curriculum roll out and the ALN agenda.

- **Submit Middle Leaders Programme for re-endorsement from National Academy Education Leadership (NAEL).**

8.3	Senior Leader Development Programme

8.3.1 Background and objectives

During the autumn term (2020), development of the new Senior Leader Programme continued. A national writing group, which included CSC representatives, was established to create and develop the modules for this programme. Facilitators were trained across our region and the programme was launched in January 2021 with 69 participants.

As this programme also offers participants the support of a leadership coach, we advertised and recruited additional coaches These new coaches were able to access professional development in coaching and mentoring through the new 'National Coaching and Mentoring Programme'. This national programme provides comprehensive training and support for the coaches, ensuring that they are effective in their role. In the spring term 2021, the Senior Leader Programme was also successful in gaining endorsement from National Academy Education Leadership (NAEL).

8.3.2 What evidence of impact do we have?

Delegates on the Senior Leader Programme completed 2 of the 5 modules by March 2021. Although it is too early to evaluate the programme fully, an evaluation of programme feedback to date shows a rating of 4.87/5* with extremely positive comments from participants. Where there were negative comments, they mostly referred to preferring in-person delivery but understanding the current need for training to be online. The programme has also met the threshold criteria for endorsement with NAEL, which reflects the high-quality content and delivery model.

8.3.2 Next steps

- **Evaluate the Senior Leader Programme at the end of Cohort 1.**
- **Evaluate the role of the coach in supporting the participant.**
- **Following evaluation, make amendments to the programme delivery and content as needed.**
- **Develop a longer-term evaluation of the programmes. There is confidence that the programmes have an immediate impact on participants from current evaluation activities. It is, however, important to look at the impact over time on leadership capabilities and pupil outcomes.**

8.4	Aspiring Headteacher Development Programme (Leading to NPQH)

8.4.1 Background and objectives

This is a new programme created by the cross-regional leadership group at the request of Welsh Government, to provide development modules that prepare participants for NPQH assessment and first years of headship. This programme was due to start in March 2020. In agreement with Welsh Government, the Aspiring Headteacher Development Programme was paused until January 2021, to allow for an assessment-only model for NPQH. In total, 63 participants started the programme in the spring term 2021, completing 2 of the development modules and also received the support of a leadership coach. These participants will be assessed for NPQH in January 2022.

8.4.2 What evidence of impact do we have?

The first cohort of the Aspiring Headteacher Development Programme has completed 2 of the 5 modules. Although it is too early to evaluate the programme fully, an evaluation of programme feedback to date shows a rating of 4.69/5* with extremely positive comments from participants.

8.4.3 Next steps

Evaluate the Aspiring Headteacher Development Programme at the end of Cohort 1.

8.5   National Professional Qualification for Headship (NPQH)

8.5.1 Background and objectives

The assessment criteria for NPQH were updated, reflecting the current Covid situation and ensuring the questions asked would demonstrate a candidate's ability to meet the professional leadership standards. As the first cohort of Aspiring Headteachers (leading to NPQH) was paused due to Covid, an assessment-only model for NPQH was agreed with WG. These candidates were deemed as 'assessment ready' and not in need of the preparation the Aspiring Headteacher Development Programme provided. Briefing sessions were held and 27 applications were endorsed, and all allocated a coach. The assessment centre was held successfully online via Teams. 22 out of the 27 candidates met the criteria for assessment and achieved NPQH.

8.5.2 What evidence of impact do we have?

NPQH assessment was successfully delivered online via Teams. 81% of candidates met the criteria (22 met/5 not yet met).

Table 9: National Picture

NPQH 2021	MET	NOT YET MET	% MET
ERW	15	1	94%
GWE	7	2	78%
EAS	6	2	75%
CSC	22	5	81%
Total	50	10	83%

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Of the 5 CSC candidates who had not yet met, there was no pattern in the reasons. All have received detailed feedback.
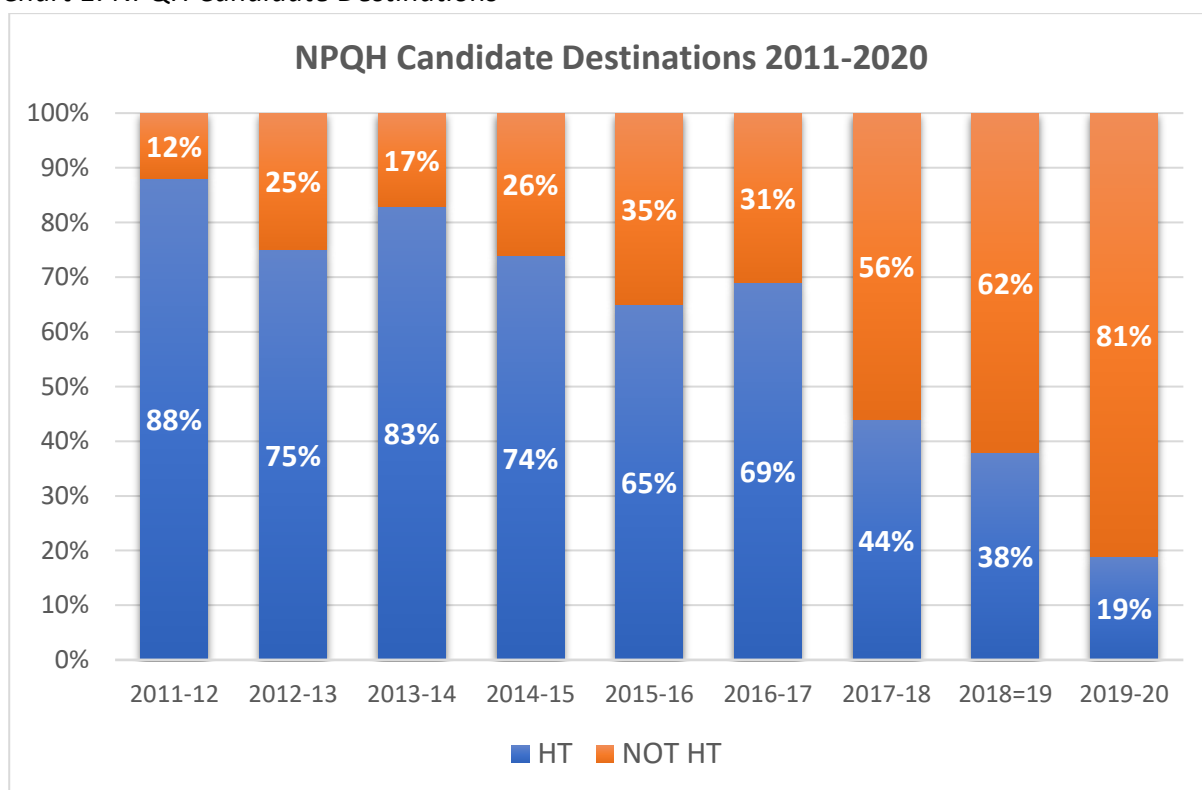
Career Progression

Since 2011, analysis has been carried out of NPQH candidates moving into headship positions.

319 candidates have gained NPQH in CSC since 2011:

- 57% have since gained a headteacher post
- 43% have not gained headship to date and are in other posts for example as deputy headteachers or improvement partners, or have retired.

However, the picture is far more positive if it is broken down into the year groups that the qualification was obtained.

Chart 1: NPQH Candidate Destinations

NPQH Candidate Destinations 2011-2020

Year	HT	NOT HT
2011-12	88%	12%
2012-13	75%	25%
2013-14	83%	17%
2014-15	74%	26%
2015-16	65%	35%
2016-17	69%	31%
2017-18	44%	56%
2018=19	38%	62%
2019-20	19%	81%

If we look at the group that has held NPQH for 3 years or more:

184 candidates have gained NPQH in CSC 2011-17

- 73% have since gained a headteacher post

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- 27% have not gained headship to date and are in other posts for example as deputy headteachers or improvement partners, or have retired.

Conclusion: Candidates with the NPQH are gaining a position as headteacher after a few years of holding the qualification.

8.5.3 Next steps

Review NPQH assessment criteria to ensure it reflects current practice.

8.6	New and Acting Headteacher Programme

8.6.1 Background and objectives

The New and Acting Headteacher Programme started in autumn 2019 with a cohort of 28 headteachers. This was paused in March 2020 and the programme restarted in the autumn term 2020. As the next new cohort (again of 28 headteachers) would also be starting in the autumn term 2020, both cohorts were run simultaneously. Both cohorts have completed 3 of the 5 modules and received the support of a leadership coach. The remaining modules will be completed in the summer term 2021.

8.6.2 What evidence of impact do we have?

Both cohorts 2 and 3 of the New and Acting Headteacher Programme were successfully merged for training and completed 3 of the 5 modules by 31st March. An end-of-programme evaluation will be available in July 2021. However, an evaluation of programme feedback to date showed that 100% agreed/strongly agreed that the content was relevant and engaging. Feedback to date shows a rating of 4.16/5*.

8.6.3 Next steps

- **Review current format of New and Acting Headteacher Programme, acting on feedback.**
- **Submit New and Acting Headteacher Programme for re-endorsement from NAEL.**

8.7	Experienced Headteacher Programme

8.7.1 Background and objectives

The Experienced Headteacher Programme started in January 2020 and was delivered by an external company. This was paused due to Covid and, as it was mostly delivered via residential sessions, it was more difficult to develop into an online programme. As of 31st March 2021, this programme was still being rewritten into online modules and expected to be restarted in the summer term 2021.

8.7.2 What evidence of impact do we have?

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The Experienced Headteacher Programme remains paused so has had little impact on the participants to date.

8.7.3 Next steps

Restart Experienced Headteacher Programme.

8.8 System Leaders Programme

Develop a pilot 'System Leader Programme' in CSC. Based on our own self-evaluation we have identified a need to refine and enhance our support for schools whilst developing the skills of the system leaders.

Please see Appendix D for case study.

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9.0   CONCLUSION

In 2020-21 there was a further 1% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 843, which subsequently reduced spend per pupil.

Table 10: Comparison of Core Expenditure per Pupil From 2016-17 to 2020-21

	2016–2017	**2017–2018**	**2018–2019**	**2019–2020**	**2020–2021**
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853	£3,599,528
Pupil numbers	146,711	147,236	147,697	148,683	149,526
Spend per pupil	£28.60	£27.07	£26.45	£24.96	£23.35

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, 93.2% in 2019-20, however slightly decreasing to 95.1% in 2020-21. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

During 2020-21, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Bridgend, Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

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 Professional Learning.

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 that effective self-evaluation processes are in place. The organisation is currently mapping all self-evaluation processes to ensure that all intelligence is used effectively to support future planning, with the sharing of a self-evaluation report in the spring term 2022.

Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact and effective practice has been highlighted within the separate strand reports. Each area has identified the appropriate next steps to ensure

that the activities undertaken within each strand of work result in improvements in impact at both the programme level as well as a regional level.

10.0 RECOMMENDATIONS

CSC commits to taking the following next steps as identified within the strand evaluations in the report.

10.1 Governors

• Promote the use of the Governing Body Self-Evaluation Toolkit across CSC.
• Refine the governor survey to help inform the professional learning offer for governors moving forward.
• Further develop collaboration opportunities between the Governor Leads and the Governor Steering Group to inform the strategic direction of governance across the region.
• Ensure the RLGs are appropriately and widely deployed to meet governance needs across schools.
• Develop the coaching and mentoring skills of the RLG group.

10.2 Digital Learning

• Further develop cross-curricular digital skills (DCF)
• Exemplify innovative and creative use of digital skills in cross-curricular contexts
• Provide materials to support the development of digital skills within the foundation phase
• Highlight the collaborative features of digital technology and develop the skills of practitioners to use these features
• Showcase effective practice of digital learning and develop its use to support future teaching & learning
• Develop resources (in collaboration with schools) to support the new Digital Technology GCSE

10.3 Early Career Pathway

• Further develop professional learning for NQTs in line with Professor Mick Waters' report on induction: *Learning to be a teacher for Wales: the induction of teachers into the profession*'
• Continue to ensure consistency of messaging at national and regional levels
• Develop enhanced professional learning for induction mentors
• Facilitate additional support for external verifiers
• Continue to develop bridging collaborations between ITE and induction
• Develop further collaboration opportunities with HEIs
• Develop the voice of the NQT to inform refinements of the programmes of support
• Incorporate professional learning for CSC staff on the resources and support available to ITE schools/ mentors, NQTs and induction mentors

10.4   Leadership Support and Development

- To continue to develop evaluation processes across all programmes to examine the longer-term impact of programmes of professional learning, including examination of destination data
- Develop programmes of professional learning which reflect the areas for improvement identifies within evaluations
- Review NPQH assessment criteria to ensure that it reflects current practice
- Review, refine and resubmit New and Acting Headteacher Programme for re-endorsement from NAEL
- Restart Experienced Headteacher Programme

Finally, CSC will continue 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 2021-22 should continue for the following areas to track the impact of the initiatives identified:

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

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Case Study – Support for Governors (Reflections of a Governor)

School Context

Caedraw Primary School is a successful school situated at the lower end of Merthyr Tydfil set in pleasant grounds next to St Tydfil's church, near the town centre. The school is positioned within the town area which places it among the 10-20% most deprived areas in Wales. However, a minority of the children in school come from many other areas of Merthyr outside the school's traditional catchment area. There are currently 250 children between 3 and 11 years old on roll, including 33 nursery age children. They are divided into ten classes, two of which are special educational needs resource base classes. Pupils in the resource base classes have a range of social and communication needs.

The average proportion of pupils eligible for free school meals over the last three years is around 20%. This is close to the national average of 21%. Around 12% of children are from a black, Asian or minority ethnic background and 7% speak English as an additional language. The school has identified 22% of its pupils as having additional learning needs, which is above the national average of 20%. Around 6% of these have a statement of special educational needs. The headteacher took up his post in March 2017 and the school was last inspected in May 2018.

Governors have a range of experience and come from a variety of backgrounds. In the most recent Estyn report it said '*Governors are supportive of the school and well-informed about its performance in comparison to similar schools. Most governors visit the school regularly and carry out a purposeful range of activities, for example, learning walks. As a result, governors have a clear understanding of the school's strengths and areas for improvement. They use this information effectively to challenge the school about its performance and members draw on their expertise, such as financial management, to provide additional support for the senior management team'*.

Background

I was lucky enough to be invited to be a member of the working group set up by Central South Consortium to develop a tool for governing bodies to assist them in evaluating their current practice by identifying any strengths alongside any areas for development.

Our school was selected as a pilot to trial the new Self-Evaluation Tool and feed back our conclusions prior to rollout across the consortium. Representatives from the GB attended the Merthyr Tydfil briefing session for pilots and we were ready to get going. Unfortunately, Covid 19 struck and, rightly so, everything of a non-urgent nature was put on hold.

The structure of our Governing Body meetings was already well established a number of years earlier whereby whole GB meetings take place half-termly - each term includes an 'LA Focus' meeting and also a 'School Focus' meeting. There is also a long-established Senior Strategic Leaders Group (SSLG) monthly meeting where the Headteacher, Chair and Vice-Chair of the GB meet to

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discuss priorities and steer the work to be undertaken to ensure that we focus clearly on the most important use of our time.

After many months of delay, the SSLG decided that we would be able to begin the process of self-evaluation via virtual Microsoft Teams meetings rather than 'sit' on the tool for any longer. A timeframe was agreed and a plan was made of how best to set about this task bearing in mind the Covid restrictions and the fact that we had four new governors in place. The only exposure they had had to the working of the GB was through their induction meeting.

Key Decision

The SSLG agreed to undertake the whole of the Self-Evaluation Tool on behalf of the GB in the first instance. The outcomes would then be shared with all governors for further discussion, further comment and further input before final judgements were agreed and formally recorded.

Crucially, furthermore, the SSLG saw this method as a means to evaluating the accuracy of their perceptions of how well the GB was functioning and was viewed as an effective use of our time to collect a benchmark for future improvement.

The important thing to us was to get going and not waste any more valuable time!

Activities

SSLG Activities

January 2021 – Initial meeting held virtually to:

    a. Decide the timeframe to undertake the criteria from the self-evaluation tool.
    b. Agree the method for completion.
    c. Stress the importance of honesty when scoring to ensure a rigorous and robust approach.
    d. Plan next steps.

January 2021 – Online full GB meeting held where the CSC Self-Evaluation Tool was shared and fully explained to members. The decision of how Caedraw was going to approach tackling the tool was explained fully and members were asked for comments.

January 2021 – Two meetings held online where:

    e. Detailed discussions took place on each of the criteria for the Areas of Governance 1 to 8 and subsequently 9 to 17.
    f. Each member of the SSLG had individually scored the criteria from 1 to 4 prior to the session.
    g. Justifications for scores were discussed and agreement reached.
    h. Scores were entered into the tool to serve as a baseline for our improvement.

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February 2021 – Priorities were established and agreed, all of which arose from the criteria where a judgement of 1 was awarded (not yet in place).

February and March 2021 – 'Routes to Improvement' were devised which created an evidence trail of our steps undertaken to address the identified aspects for improvement. This 'Routes to Improvement' identified the method by which we would need to tackle our shortcomings.

Whole GB Activities

April 2021 – Virtual whole GB school focus meeting held where:

a) All actions undertaken to date were shared fully.

b) The Self-Evaluation Tool with scoring included was shared on screen.

c) Opportunities for further clarification, justification and explanations were provided before any alterations would be recorded.

N.B. It is worth noting that no alterations were required with all members fully included and in agreement at this stage of the process.

April 2021 – Having reached agreement from the whole GB it was now deemed appropriate that the 'Action Plan' section of the tool could be completed.

May to September 2021 – Continued actions and reflection.

October 2021 – The SSLG undertook an interim informal reflection by looking at the judgements recorded in January to establish where progress has been achieved to date.

OUR ROUTES TO IMPROVEMENT

These included the following documents which served as an essential part of our process and supported our evidence base:

- A record of the 2 initial discussions gathering the scores allocated together with the justification for these.
- A simple grid illustrating the variety of methods we identified to improve our practice as a GB which proved to be an invaluable reference point.
- A 'New Process' sheet identifying what needed to be newly established and the 'HOW' this would be achieved.
- A table indicating items to be included as 'Standard Agenda Items' from now on as well as a table indicating 'Additional Headings' to be included into the HT report to governors.

Impact

The undertaking of this process using this fantastic resource has placed our GB in an extremely strong position. The accompanying evidence serves us well to demonstrate to others the steps we have undertaken to seek and establish improvement.

The trust and collaboration among members of the GB as a result of undertaking such a thorough, detailed tool has grown. Transparency has been a crucial element throughout.

Our confidence has increased to such an extent that we can categorically state that the GB of Caedraw Primary School is having a positive impact on the work of the school and the pupils.

Our informal revisit of the scoring undertaken in October demonstrated that very good progress has already been achieved with no judgement of 'Not yet in place' now necessary.

The GB will definitely continue to direct its work by focusing on the right things for us in our school through the continued engagement with the CSC Self-Evaluation Tool.

We will continue to share the good practice to other relevant partners such as

- The Central South Consortium
- The Central South Consortium Governor Stakeholder Group
- The Merthyr Tydfil Governors Association
- Merthyr Tydfil Local Authority
- The Cyfarthfa Cluster Governor Improvement Group (GIG)

Next Steps

1. Following the interim informal reflection undertaken in October 2021 we intend to conduct a formal review in February 2022, which will involve all members of the GB, by updating the Self-Evaluation Tool and recording revised scores.
2. We will ensure that the 'new processes' that were adopted become embedded into practice, especially the new Terms of References for individual governors and for our committees.
3. We will repeat the cycle established from year 1 and set a timeframe of dates for action and reflection once again.
4. We will continue to address the lower scoring criteria identified by devising appropriate methods to elicit further improvement.
5. We intend to ensure that a strong evidence base continues to be gathered.
6. We will incorporate the use of the Self-Evaluation Tool into our annual Governor Improvement Plan (GIP) with an accompanying measurable target.

Our overall aim is to continue to work towards functioning as an efficient and effective Governing Body from now on regardless of any changes in membership nor any new Welsh Government or Local Initiatives which come our way. The continued regular use of this Self-Evaluation tool will unquestionably support us to achieve this.

Case Study – Digital Learning (Headteacher Reflections: post review)

Between November and December 2020, we received support from the Digital Team within CSC. The aim was to deepen our understanding of how best to support our learners through digital platforms. (Distance Learning)

Strengths:

- Support from the Digital Team was recommended during Improvement Partner discussion. – Clear communication and expertise in terms of knowing who is available within CSC to support our school needs.
- We were quickly able to discuss the training options to best fit our needs and arrange a date for staff training.
- Training was clear and informative. It demonstrated a variety of options. We were supported in setting up our Classrooms.
- Training was at an appropriate level. It was informal and allowed for developmental dialogue between the CSC Team member and staff.
- The training played a key role in allowing school to broaden our blended learning offer. – To include live sessions and check-ins.
- We were also able to disseminate relevant digital skills and information to upskill our Teaching Assistants. – Allowing them to continue to provide Intervention support during lockdown, via a distance learning approach.
- We quickly developed confidence and our approach to blended and distance learning developed. By January 2021 all teachers and teaching assistants were using a greater range of digital tools to support our children at home. Including live sessions and pre-recorded lessons.
- As a result, in February 2021 we were asked to provide a webinar for Central South on overcoming barriers to Blended Learning.
- We transitioned to using live Pupil Trackers on Hwb, to track engagement during times of distance learning. This resulted in double the levels of engagement across school by February 2021, compared to Summer 2020 (an average of 85%).
- Self-evaluation shows that since returning to school in March 2021 children and teachers continue to use Hwb Classrooms and utilise their new skills and the skills of the children. They access some of their learning in this way in school now too!

Areas for development:

- For us as a school, in the future we need to look at how to continue to develop our digital knowledge and skills so that we can continue to improve the outcomes for pupils.

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Case Study: Early Career Pathway (Think Like a Teacher Programme)

"Observing other teachers is a key part of development; it improves teachers' own self-awareness of their skills and also makes managers more effective at identifying areas for further growth." (Gore, 2013)

Early career teachers can gain much from "experienced teachers who, when planning, often draw on knowledge rooted in their experience" (Mutton et al, 2011)

In light of the above research, an initiative to support student and newly qualified teachers who had had little face-to-face school experience was initiated. Fifteen experienced practitioners worked with members of CSC to create playlists wherein they 'unpicked' the ways in which they plan, deliver, assess and feedback on learning experiences. Additionally, since this was a cross-regional project, a further nine schools from EAS also contributed playlists.

Their honest reflections and the rich resources they created (including videos, voiceover PowerPoints, photographs, recordings of lessons and learners talking) went some way to compensate students and NQTs who had not been able to observe the practice of more experienced teachers.

A guidance document was created to accompany the 24 playlists, summarising them and 'tagging' them with key words for ease of access to the aspects of learning and teaching most relevant to the user at any time.

The audiences for the Think Like A Teacher playlists are:

- Induction mentors wishing to demonstrate practice in relation to coaching/mentoring conversations and target setting
- NQTs seeking to address their targets and the development areas in their Career Entry Profiles
- ITE mentors both in university and schools

The 'Think Like A Teacher Guidance' can be accessed [here].

Case Study - Leadership Support and Development (Example end-of-programme evaluation)

> **Evaluation – Middle Leaders Development Programme**
>
> **Purpose:**
> The National Middle Leaders Development Programme is available to all middle leaders across Wales who have areas of responsibility and/or line manage staff. The programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationships between leadership, successful schools and the wider community.
>
> As part of the professional learning continuum, participants will through this programme:
> - develop an understanding of the role
> - further develop their understanding of the national reform agenda
> - develop their practice within the formal leadership standards
>
> **Delivery method**
> There are core modules (5 days equivalent) that allow the participant to develop the knowledge, skills and understanding to become an effective school leader. The delivery of the Middle Leaders Development Programme includes mentoring, peer support networks and an individual leadership standards self-review. In addition, each participant will undertake a leadership experience task utilising the most recent research findings in developing their leadership skills. This is presented to peers on the programme on day 5.
>
> Starting in September 2019 we had 7 cohorts delivering to 108 participants across CSC – 6 English-medium cohorts and 1 Welsh-medium. The programme was facilitated by trained staff in Cardiff High, Romilly Primary and Ysgol Pencae.
>
> Due to the Covid-19 pandemic, the programme was paused in March and restarted as an online programme in September 2020. Each 'day' of training was divided into 2 two-hour sessions with inter-sessional tasks to complete. All groups finished the 5-day programme by March 2021.
>
> **Participant numbers:**
> Of the 108 original participants, 11 chose not to continue due to changes in circumstances and the added pressures of school at the time.
>
> **Next steps for participants:**
> The programme will offer accreditation options in partnership with UWTSD and Bangor universities starting September 2021 for this cohort.

Participants will embed the skills gained in the programme and progress onto the senior leader development programme when ready.

Evaluation:
Participants complete evaluations following each session that are shared with facilitators to improve content. This report is based on an end-of-programme evaluation that was sent to all participants. A copy of the evaluation can be found here -
https://forms.office.com/Pages/ResponsePage.aspx?id=Ug4_TzS3ZEGUCRtgHRR5k2MTVbIVf oVGrpXL1tblo0dUMjBKVVAyQlJTWkhERVZMNlJZWUw5QTdXVS4u

68 replies were received from 97 participants

Level		Evaluation

1	**Reaction**
	
	 Participant initial reaction to training.
		Candidates were asked to rate how confident they were in their knowledge and understanding of the key aims of the programme.
		   a. The role of the middle leader – 42.6% were confident/ 57.5% were very confident
		   b. The national reform agenda – 8.8% were a little more confident/ 67.6% were confident/ 23.5% were very confident.
		   c. The professional leadership standards – 7.4% were a little more confident/ 61.8% were confident/ 30.9% were very confident.
		
		 From this data it is clear that, overall, participants met the intended aims of the programme.
		
		 Participants were asked what the best part of the programme was. Here is a summary of the common themes:
		
		 • I really enjoyed and valued the discussions at every session and being able to speak to other professionals from different schools to hear their experiences and perspectives.
		 • Opportunity to reflect on practice as a manager and leader in an interactive and informative setting, with innovative and inspiring facilitators.
		 • I thoroughly enjoyed all aspects, but I particularly enjoyed finding out what type of leader I was and how to deal with difficult conversations. I also found the SIP exercise really beneficial.
		 • Working collaboratively with colleagues from a range of different schools and key stages.

		Participants were asked what improvements could be made, here is a summary of the common themes: • It would be good to have a session a year after finishing to discuss and evaluate impact of the programme and see where people have developed. • Perhaps a continuation: what next? • I cannot think of anything that could be done better. It was an excellent course that was superbly run, and I am extremely grateful for the opportunity to have taken part. • The return of face-to-face training, although the Teams sessions were successful. • More time discussing our leadership experience task. **100% of participants would recommend the programme to a colleague.**
2	**Learning** Information effectively understood from activity. Learning intentions met.	**100% of participants stated that the training met their expectations**. Leadership Experience task: As part of the programme, candidates had to complete a 'Leadership Experience task', a project linked to school priorities that they lead. 78% of respondents to the evaluation completed and presented their Leadership Experience task. Due to the disruption in school, 22% were unable to undertake or complete what had been planned. Although this is a key element of learning in the programme, this has been unavoidable and should not be a feature of subsequent cohorts. The leadership tasks covered a wide range of themes including: • Leading practice for new ALN Bill • Developing wellbeing through Covid lockdowns and restrictions • Embedding the four purposes across the school • To develop our partnership and network links with the new ITE programme at UWTSD.

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3	**Behaviour** Professional learning has influenced the behaviour of participants.	Participants were asked to give examples of how they have improved as a leader: • The programme allowed me to learn about action plans as well as how to implement them. • Gave me the confidence to lead and manage a team. Gave me opportunity to reflect my own skills and attributes as well as those that still need further development. • It allowed me to see the place of strategy, the importance of keeping pupils and pupils at the centre of everything a school does and my own strengths and weaknesses as a leader. • I feel more confident with the National Reform Agenda and understand the whole picture of the changes in Wales. • It has provided me with skills needed within my ALNCo role e.g., being an active listener, data analysis within my strategic role and giving feedback etc. **There were many inspirational examples given that show the personal impact that the programme has had on participants.** Of the participants who completed the Leadership Experience task 88% have shared or intend to share their Leadership Experience task with their organisation e.g. Senior Leadership Team/GB/Staff.
4	**Results** The impact professional learning has had on the outcomes of learners.	Participants were asked what impact their Leadership Experience task had on pupils: • The whole school were able to benefit from the actions put in place to deliver effective and high-standard home learning as well as feedback and the ability to improve or work on the next steps. • Better quality differentiation and ALN provision especially for those children with Specific Learning Difficulties (SpLD). • There has been a measurable rise in attainment across the age phases. Also, most pupils when questioned stated that since the introduction of 'Big Maths' they now enjoy mathematics much more than they did before. • None as yet due to lockdown but it's preparing staff for forthcoming new ALN Bill changes.

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		There were many examples given that show the impact (or expected impact) on pupils.

Reflections from a headteacher: Impact of leadership courses within a school

As a school, we have benefitted greatly from the range of leadership courses available. I (as headteacher) have accessed the 'New to Headship Course', my deputy is currently undertaking the 'Aspiring Heads Course leading to the NPQH', one member of staff has completed the 'Middle Leadership Development Programme' and another has just started the MLD Programme.

When I reflect on my first two years as a headteacher, I feel that nothing really prepared me for the role and the day-to-day challenges that it has brought. As such, I feel privileged to have been involved with the 'New to Headship' course and feel that the knowledge and opportunities that this course provided have aided me on my leadership journey.

Through the course, I was provided with opportunities:

- To develop my own skills and knowledge of strategic practices (Inc. strategies and structures) that I have since been able to implement within the school environment and further lead the school on its improvement journey
- To take time for my own learning and professional development and feel supported within my new role
- To build relationships with other headteachers who were in the same situation – the opportunities to network and share experiences have been invaluable as many of us were experiencing similar things

Personally, through discussions with others on the course, I have learnt that:

- It is okay not to know everything and it is okay to ask for help/support and advice
- The importance of prioritising tasks, as it's impossible to get it all done
- That building a team of support around yourself and the school is invaluable practice

Through being able to access the other Leadership Programmes we have been able to develop strength of leadership in the school, which was greatly needed.

My deputy has spoken about the relationships she is building through the 'Aspiring Headteachers' course and the opportunities of networking with other deputies who are on the same leadership journey. She has found the guest speakers (experienced headteachers) very inspiring and has talked about learning from them and the aspiration that this has provided to continue on her leadership journey. She has gained confidence in suggesting ideas to support strategic practices which have been discussed through some of her modules. Most importantly, through discussions with her I feel that this course is providing deputies with an oversight of

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the role of the headteacher and giving them knowledge of process (e.g. budget) that were not on the original NPQH. Through this course, the deputy has gained confidence, knowledge and skills to further support her leadership ability.

Similar things could be said about the Middle Leadership Development Course. The member of staff that attended the course has since progressed to lead one of our main school improvement priorities this year – 'Development of Foundation Phase'. Without the project on the MLD course of leading an aspect of school improvement, I do not believe that she would have had the knowledge, skills or confidence to apply for this temporary TLR within the school.

Overall, although it is still early days I believe that these courses have developed the much-needed skills and knowledge of staff to contribute to and to lead aspects of school improvement. As such, our distributed leadership has improved as priorities are being led and driven from within rather than always coming from the top. I believe these courses have given staff a more confident voice and have made them look at themselves as leaders and capable of influencing the change needed.

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CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

17TH MARCH 2022

CENTRAL SOUTH CONSORTIUM EFFECTIVENESS AND EFFICIENCY REPORT 2020-21

REPORT OF THE DIRECTORS OF EDUCATION

Author: Louise Blatchford, Deputy Managing Director

1.0   Purpose of the report

To provide Members of the Joint Committee with an overview of the report on the Efficiency and Effectiveness of the Central South Consortium 2020-21.

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 2020-2021 four of the Consortium's main areas of work were selected for focused evaluation:

- Support for governors
- Digital Learning
- Early career pathways
- Leadership support and development

3.0   Overview of Performance

3.1   For 2020/21 CSC is not able to provide an overview of the performance of key pupil groups at each key stage.

4.0   Overview of Funding

4.1   In 2020/21, monetary benefits (in terms of total spend) of regional working were achieved by Bridgend, Cardiff and Merthyr Tydfil, but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

5.0   Evidence of Impact (Section 5 page 11)

For each of the areas of focus, the report provides an overview of the following:
- What have we done this year?
- What evidence of impact do we have?
- Evaluation of the work identified
- Next Steps

5.1   Summary of impact:

Support for Governors
- Regional Leaders of Governance have reported that the Self-Evaluation Toolkit is effective in identifying strengths and areas for development within a Governing Body (GB).
- Overall, 81.5% of respondents stated that the professional learning was relevant to their role with 44.8% stating that they would make adjustments to their practice based on their learning.
- Governor Leads Group and the Governor Steering Group were effective in providing good communication to schools on the need to move to online professional learning. More governors participated in CSC's Governor professional learning offer in 2020-21 compared to any year previously.
- "the offer has responded well to the pandemic, so I commend officers for that" and "all training sessions that I have attended online have been to a very high standards, really informative and accessible."

Digital Learning
- Most attendees for digital professional learning reported that their knowledge of subject matter had been enhanced through engaging with the provision. In addition, many participants (83%) agreed that the professional learning was appropriate to needs and level of skill. Many participants (80%) stated they would recommend the professional learning to others while very few (6%) felt the professional learning was not relevant to them.
- Further evaluative data showed many (70%) intended to share their professional learning with colleagues.
- Hwb usage data has increased markedly since the outbreak of the pandemic. All professional learning delivered by CSC's Digital Team aims to promote the platform and its further adoption.

Early Career Pathway
- Due to the holistic approach to communication, engagement with national training has improved.
- Following the national training a regional database was established, which enabled further communication and regional messages to be sent directly, and all

attendees were sent an Induction Handbook bespoke to the region to reinforce key messages.

- As a result of the request for additional professional learning, a bespoke mentoring programme for IMs was developed,
- Improved communication with NQTs culminated in approximately 250 NQTs working in schools accessing the Aspire / Anelu programme. A further 100 NQTs working on supply accessed the programme through twilights or Saturdays.
- *'Particularly enjoyed the OU session on 'lesson study' approaches - am now seriously reflecting on introducing this with whole-school staff to align the approaches for all practitioners regardless of length of career experience.' Pear Tree Federation (Cardiff)*
- As a result of all the adaptations to the professional learning offer provided by CSC, and despite the challenges facing NQTs undertaking induction this year, 93% of all eligible NQTs within CSC passed induction, with 7% receiving an extension to continue into the next academic year. There were 0% fails.

Leadership Support & Development
- Since 2011, analysis has been carried out of NPQH candidates moving into headship positions.

319 candidates have gained NPQH in CSC since 2011:

- 57% have since gained a headteacher post
- 43% have not gained headship to date and are in other posts for example as deputy headteachers or improvement partners, or have retired.

6.0 Conclusions

6.1 In 2020-21 there was a further 1% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 843, which subsequently reduced spend per pupil.

Table 1: Comparison of Core Expenditure per pupil from 2016-17 to 2020-21

	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853	£3599,528
Pupil numbers	146,711	147,236	147,697	148,683	149,526
Spend per pupil	£28.60	£27.07	£26.45	£24.96	£23.35

6.2 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, 93.2% in 2019-20, however slightly decreasing to 95.1% in 2020-21. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

6.3 During 2020-21, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Bridgend, Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

6.4 Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact and effective practice has been highlighted within the separate strand reports.

7.0 Recommendations

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

7.1 Governors

- Promote the use of the Governing Body Self-Evaluation Toolkit across CSC.
- Refine the governor survey to help inform the professional learning offer for governors moving forward.
- Further develop collaboration opportunities between the Governor Leads and the Governor Steering Group to inform the strategic direction of governance across the region.
- Ensure the RLGs are appropriately and widely deployed to meet governance needs across schools.
- Develop the coaching and mentoring skills of the RLG group.

7.2 Digital Learning

- Further develop cross-curricular digital skills (DCF)
- Exemplify innovative and creative use of digital skills in cross-curricular contexts
- Provide materials to support the development of digital skills within the foundation phase
- Highlight the collaborative features of digital technology and develop the skills of practitioners to use these features
- Showcase effective practice of digital learning and develop its use to support future teaching & learning
- Develop resources (in collaboration with schools) to support the new Digital Technology GCSE

7.3   Early Career Pathway

- Further develop professional learning for NQTs in line with Professor Mick Waters' report on induction: *Learning to be a teacher for Wales: the induction of teachers into the profession*'
- Continue to ensure consistency of messaging at national and regional levels
- Develop enhanced professional learning for induction mentors
- Facilitate additional support for external verifiers
- Continue to develop bridging collaborations between ITE and induction
- Develop further collaboration opportunities with HEIs
- Develop the voice of the NQT to inform refinements of the programmes of support
- Incorporate professional learning for CSC staff on the resources and support available to ITE schools/ mentors, NQTs and induction mentors

7.4   Leadership Support and Development

- To continue to develop evaluation processes across all programmes to examine the longer-term impact of programmes of professional learning, including examination of destination data
- Develop programmes of professional learning which reflect the areas for improvement identifies within evaluations
- Review NPQH assessment criteria to ensure that it reflects current practice
- Review, refine and resubmit New and Acting Headteacher Programme for re-endorsement from NAEL
- Restart Experienced Headteacher Programme

7.5   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

7.6   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.

7.7   Strand evaluations for 2021-22 should continue for the following areas to track the impact of the initiatives identified:

7.8   Further strand evaluations should be considered for the following:

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

CENTRAL SOUTH CONSORTIUM

REPORT FOR JOINT COMMITTEE

17TH MARCH 2022

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – 2021/22 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 2021/22.

2.   RECOMMENDATIONS

It is recommended that Members:

2.1   Review the Internal Audit Report issued during 2021/22 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 2021-22 will form part of the AGS for this period (with the AGS being reported to the 24th May 2022 Joint Committee meeting).

4. INTERNAL AUDIT REPORT ISSUED IN 2021/22

4.1   For the 2021/22 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 2021/22

Internal Audit Report Issued	Conclusions	Number of Recommendations Reported	Number of Recommendations Implemented
General Ledger	Substantial Assurance	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

17th MARCH 2022

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

List of background papers

Freestanding matter

Officer to Contact:

Louise Blatchford
Tel no. 01443 281400

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CENTRAL SOUTH CONSORTIUM

REPORT FOR JOINT COMMITTEE

17TH MARCH 2022

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – 2021/22 INTERNAL AUDIT REPORT (2020/2021 GRANT FUNDING)

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 2021/22.

2.   RECOMMENDATIONS

      It is recommended that Members:

2.1   Review the Internal Audit Report issued during 2021/22 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 2021-22 will form part of the AGS for this period (with the AGS being reported to the 24th May 2022 Joint Committee meeting).

4. INTERNAL AUDIT REPORT ISSUED IN 2021/22

4.1 For the 2021/22 financial year, Rhondda Cynon Taf County Borough Council's Internal Audit Service reviewed two grant claims made by Central South Consortium as per the requirements of the respective terms and conditions of the grant. Details of the outcome of the reviews are set out in Table 1 and a copy of the respective reports are included at Appendix 1.

Table 1 – Internal Audit Report Issued in 2021/22

Internal Audit Report Issued	Conclusions	Number of Recommendations Reported	Number of Recommendations Implemented
Regional Consortia School Improvement Grant (RCSIG) claim for 2020/2021	Substantial Assurance	0	0
Pupil Development Grant (PDG) claim for 2020/2021	Substantial Assurance	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

17th MARCH 2022

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

List of background papers

Freestanding matter

Officer to Contact:

Louise Blatchford
Tel no. 01443 281400

Date written: Friday 4th March 2022

Report author: CSC Senior Management Team

Date of meeting where the report is being considered: CSC Management Board 11/03/2022

ISSUE: CCS SELF-EVALUATION REPORT 2021/22

1.0   PURPOSE OF THE REPORT

This report provides stakeholders with an overview of the context of Central South Consortium, as well as a summary of the findings from self-evaluation activity undertaken within CSC. The report presents an evaluation of progress as well as identifies strengths and areas for future development. In addition, the focus areas for inclusion within the 2022-2025 Business Plan are identified for consideration.

2.0   RECOMMENDATIONS

It is recommended members of the management board:

- Note the content of the report
- Comment on the identified areas of focus for inclusion within the CSC Business Plan 2022/2025

3.0   BACKGROUND

The Central South Consortium (CSC), established in September 2012, is a Joint Education Service for five Local Authorities:

- Bridgend
- Cardiff
- Merthyr Tydfil
- Rhondda Cynon Taf
- Vale of Glamorgan

The Consortium acts on behalf of the five Local Authorities to develop a school improvement service that challenges, monitors, and supports schools to raise standards and provide the best provision for all learners in the region. [1].

Education in Wales is undergoing a significant transformation with the introduction of a new Curriculum for Wales from September 2022 and the implementation of the ALN transformation programme. The Journey to rollout identifies what needs to happen nationally to support the realisation of Curriculum for Wales in schools.

The Welsh Government published the Renew and Reform Plan in June 2021, setting out their priorities to support learners' wellbeing and progression in response to the Pandemic. CSC and other partners continue to work closely together to support schools to implement reform, in addition to the remit for consortia as outlined in the legal agreement.

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[1] As set out in the legal agreement April 2015 for the provision of school improvement services

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3.1   CONTEXT

Working with stakeholders from across the region, the vision for CSC remains: *"Empowering schools to improve outcomes for all learners".* This is even more essential in the current climate.

Our Business Plan is designed to meet the priorities of schools, Local Authorities and Welsh Government, against a backdrop of a new curriculum, new accountability frameworks, new approaches to supporting children with additional learning needs, the implementation of schools as learning organisations, and the establishment of a National Professional Learning Charter as well as changes to the way in which Estyn will inspect schools and Local Authorities. The delivery strategy within CSC is outlined within the Central South Wales Challenge and has been developed considering the challenges schools are facing.
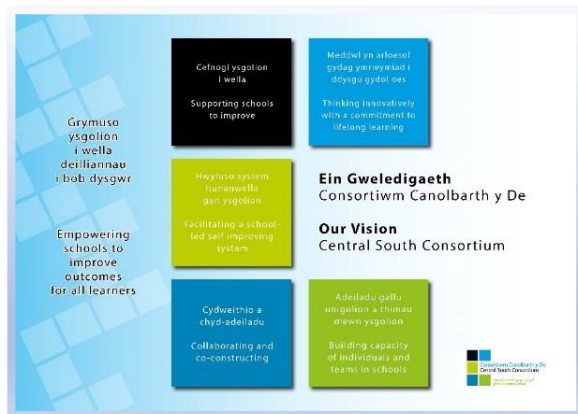
The Central South Wales Challenge (CSWC) was launched in January 2014 to drive school improvement across the region. This strategy developed and led by school leaders from across the region is the CSC's approach to developing a school-led system, designed to meet school improvement needs and priorities of schools. The implementation of this strategy is reviewed annually with our partners.

Further information regarding the region of CSC can be found below:

➢ Nearly one third of all Wales's school age children are in schools in Central South Consortium, with just over 152,000 learners (Pupil Level Annual School Census (PLASC) 2021)

➢ There are just under 400 schools in the region with over 8,000 teachers and nearly 7,500 learning support staff (PLASC 2021)

➢ The pupil teacher ratio in the region is 19:3 which is slightly above the national ratio of 19:2. The regional ratio is the 2nd lowest when compared against the other regional consortia ratios. (PLASC 2021)

➢ In the region, 11% of people aged three or over say they can speak Welsh compared to the Wales average on 19% (Census, ONS, 2011)

➢ The School Workforce Annual Survey (SWAC) Welsh Language ability analysis shows that for CSC just under 50% of staff have Welsh skills of either "No Skills" or "Entry Level" skills. This is the highest proportion across all other Regions in Wales for these skill levels.

➢ The percentage of pupils of compulsory age eligible for free school meals is 25.1% for CSC, which is higher than the national percentage of 22.9%. This level of eligibility is the highest of the four regions (PLASC 2021)

➢ The percentage of pupils aged 5 or over, whose ethnic background was identified as minority ethnic origin is 17.9% in CSC, which compares against a Wales percentage of 12.2% (PLASC 2021)

➢ 2,555 children in the region are looked after (CLA) by an LA, which represents 35.2% of Children Looked After in Wales (31 March 2021 Looked After Children Census)

3.2   CSC INSPECTION

The previous Estyn Inspection was undertaken in February 2016 and provided the following recommendations:

1. Ensure that schools improvement services address the variability of performance across schools and Local Authorities, particularly at key stage 4.
2. Improve the accuracy of the evaluations of schools by challenge advisers to ensure a greater focus on improving teaching and leadership.
3. Strengthen the procedures for monitoring and evaluating the impact of school improvement work
4. Evaluate progress against regional consortium's operational plans more effectively.

A subsequent Estyn monitoring visit took place in September 2017.   During the monitoring visit there was found to be strong progress in addressing three out of the four recommendations, with satisfactory progress made against the recommendation 'Evaluate progress against regional consortium's operational plans more effectively'.

3.3   CENTRAL SOUTH CONSORTIUM PRIORITIES 2021/22

Vision, priorities, objectives, focus and principles

Working with stakeholders from across the region the vision for CSC remains: ***"Empowering schools to improve outcomes for all learners".*** This is even more essential in the current climate.

The Business Plan is designed to meet the priorities of schools, Local Authorities and Welsh Government, against a backdrop of the pandemic, a new curriculum, new accountability frameworks, new approaches to supporting children with additional learning needs, the implementation of schools as learning organisations, the work of the National Academy for Educational Leadership, and a National Approach to Professional Learning (NAPL), as well as changes to the way in which Estyn will inspect schools and Local Authorities. The delivery strategy within CSC is outlined within the Central South Wales Challenge and has been developed considering the challenges schools are facing.

4.0   SELF-EVALUATION INTRODUCTION

Self-evaluation is integral to all aspects of the work of CSC, to ensure Business Plan priorities are appropriate. Self-evaluation and Business Planning processes are comprehensive and have been developed and refined over the past few years.

This self-evaluation report provides an assessment of the performance of CSC during the financial year 2021/22. The areas identified for further development within this report (as well as the recommendations from the annual effectiveness and efficiency report) will be incorporated into the operational plans for the priority areas within the CSC Business Plan in 2022-25

In order to develop a framework for the report, we have combined Estyn's Guidance for Inspectors: What we Inspect – Local government education services for inspections from 2021, as well as the Guidance for the Inspection of Regional Consortia (Jan 2016)

For the purposes of this report, CSC strategic activity has been subdivided into the following areas:
- Support for School Improvement
- Professional Learning
- Leadership & Safeguarding

4.1   SELF-EVALUATION ACTIVITY

Although a self-evaluation report has not been produced for several years (as it is no longer a requirement for Estyn), CSC has continued to undertake a wide variety of self-evaluation activity.

Each year, a report is taken to governance groups outlining the approach to self-evaluation and reporting on the work of CSC. A copy of the report for 2021/22 can be found here. Further detail can be found in the Evaluation in Central South Consortium: roles & responsibilities report, accessed here.

A more detailed overview provided in Annex A

5.0   FOCUS FOR 2022/23 SUMMARY

As a result of all self-evaluation activity across the organisation the following areas have been identified for inclusion within the Business Plan for 2022/23:

Support for School Improvement

➢ Continue to refine CSC reporting processes to provide assurance to Local Authorities regarding the progress of the region's schools in the absence of categorisation and aggregated pupil level assessment information.
➢ Support all schools to have effective evaluation and improvement processes, which address external and internal accountability measures
➢ Continue to work with LAs to review the Intervention strategy for schools causing concern annually to ensure responsibilities for all parties are clear

- ➤ Refine brokerage to Identify short, medium, and long term expected impact of any brokered support, who will monitor and how it will be recorded
- ➤ Support schools in developing effective practice around exclusions, school refusal, home tuition and reduced timetables.
- ➤ Work with LAs to Identify roles and responsibilities in the adoption of the statutory framework to the whole school approach to mental health and well-being.

Professional Learning

- ➤ Ensure all schools are supported in their preparations for Curriculum for Wales and the wider education reforms through high-quality professional learning, guidance, and resources.
- ➤ Further development and alignment of professional learning, guidance and resources to support all elements and principles of the CSC Enabling Equity and Excellence document.
- ➤ Further develop the effective use of data, evaluation, and intelligence to inform professional learning and support for school improvement.
- ➤ Refine the professional learning and support at all levels along the professional pathway.
- ➤ Further strengthen partnership working with schools, Local Authorities, other middle tier organisations and Welsh Government to ensure a coherent and high-quality professional learning offer to all schools.

Leadership & Safeguarding

- ➤ Maintain a financially viable service that meets the needs of schools and LAs, ensuring our BP is built on the LA priorities and brings the 5 LAs together into one regional service, and that this is reflected in our legal agreement
- ➤ Further develop the evaluation processes to include the views of stakeholders
- ➤ Develop a reporting cycle that meets the needs of LAs in a manageable and meaningful way, ensuring that there are clearly articulated audience and purpose for each report and that this is built into staff workplans not added in an ad hoc manner.
- ➤ Continue to provide support and PL for staff (responding to effective evaluation) across the organisation to ensure we maintain highly effective professional teams that embody the vision of CSC while providing high quality services to schools.
- ➤ Further develop a culture of safeguarding across CSC.

6.0 CONCLUSIONS

CSC has developed a framework for self-evaluation based upon the guidance provided by Estyn on the Inspection of Local Authorities[2].

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[2] It should be noted that this framework does not cover all areas of the LA framework.

As a result of extensive self-evaluation activity, strengths and areas of development have been identified. From this analysis, a series of focus areas have been identified for inclusion within the planning for 2022/23.

Self-evaluation activity will continue across the organisation to ensure any areas of development identified because of evaluation activity, is incorporated into the planning cycles.

7.0 IMPLEMENTATION

The focus areas for 2022/23 will be shared with the drive teams for inclusion with the operational plans, with associated activities to meet the priorities developed. Operational plans will identify the success criteria and milestones for each area of focus to ensure CSC can report on progress with agreed priorities.

In addition, the priorities for Local Authorities as well as national priorities will be incorporated into the operational planning for CSC once success measures have been agreed.

8.0 SCHOOL FOR SCHOOL IMPROVEMENT

Monitoring and reporting schools' progress

➢ How well does the consortium **know its schools**, and **challenge** them on their performance?
➢ How well does the consortium **support schools** to **plan for improvement**?
➢ How well does the consortium **support schools with curriculum reform** and other changes to national policy?
➢ How has the consortium **supported schools during the COVID 19 pandemic** and the following recovery period, and how effective has that been?

Brokering Support

➢ How effective is the **availability** and **quality of support** provided to schools?

Intervention in schools causing concern

➢ How well does the consortium **intervene** in its schools where necessary to **promote good outcomes** for all learners?
➢ How effectively are **schools causing concern** being **monitored** so that shortcomings are identified at an **early stage**?
➢ How **swiftly** and **successfully** are issues addressed in **schools causing concern** as a result?
➢ How many schools are placed in a **statutory category** or in receipt of follow-up activity and the **length of time** they remain in that category?

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<u>Vulnerable Learners</u>

➢ How effective is the **availability** and **quality of support** provided to schools in **reducing the impact of poverty**?
➢ How well do **school improvement services** take account of **learners' wellbeing** and the **progress of vulnerable learners** when considering the nature of **challenge** and **support** to provide to schools and PRUs**?**

<u>Partnership Working</u>
➢ How effective is **CSC's CSWC** in developing **collaborative partnerships?**
➢ How effective is the **professional learning** in CSC **supporting peer partnerships and collaboration?**
➢ How effectively do **CSC and LAs work in partnership** focused on school improvement?
➢ How effectively to **CSC projects** meet **local and national** educational priorities**?**

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8.1   SELF-EVALUATION ASSESSMENT OF CURRENT POSITION

Strand Heading	**Monitoring and reporting schools' progress including:** • Knowing schools well and challenging them on their performance • Supporting schools to plan for improvement • Supporting schools with curriculum reform and other changes to national policy • Supporting schools during the COVID 19 pandemic and the following recovery period
Evaluation	

The consortium has good systems and procedures for understanding, challenging, and supporting all schools in partnership with the Local Authorities. The comprehensive use of these systems and procedures has ensured good outcomes for nearly all learners across the region. Nearly all schools maintain or are developing high quality leadership.

Within the previous inspection framework cycle, most Estyn inspection outcomes in the region have aligned to judgements skilfully made by improvement partners and other front facing consortium staff.

The consortium and Local Authorities have successful systems for sharing data and other information with schools in a timely way that purposefully supports improvement planning (being mindful of the implications of the non-statutory Welsh Government Evaluation, Improvement and Accountability Guidance). Data and information shared with schools reflects changing national guidelines and requirements. Improvement Partners (IPs) use a variety of questions to challenge and monitor schools on their use of school held pupil level evidence to aid improvement; this includes attainment data such as External Examinations Data, pupil progress data, quantitative targets, national test information, attendance information and considers the performance of vulnerable groups.

All schools are supported positively by the consortium in partnership with the Local Authorities to develop meaningful self-evaluation processes that support learning and improvement. A review of self-evaluation processes takes place yearly as part of the Improvement Partners' schedule of key tasks. Where procedures are not focused on learning and improvement, further support is offered via the CSC Professional Learning (PL) Offer or, in consultation with the Local Authority (LA), brokered via school-to-school means and the collaborative components of the revised Central South Wales Challenge (CSWC) model. CSC Improvement Partners and Strategic Advisers (SAs) play an important role in the continued development of self-evaluation, sharing their own expertise and knowledge to powerfully develop school's processes of monitoring, evaluation and reporting as well as ongoing improvement planning. Schools have been supported and challenged to adapt their self-evaluation activities throughout the pandemic which has ensured that needs of all learners were continuing to be addressed.

The improvement partners provide valuable challenge on behalf of the LA to ensure support is appropriate and that there is a measurable impact against the schools' improvement priorities. Improvement Partners provide termly progress evaluations on the school's progress in meeting its improvement priorities informed by first-hand evidence gathering and including the beneficial identification or amending of support as necessary. These evaluations are captured in the School Improvement Partnership Log (SIPL) for the school using either an 'on track' or 'off track' record.

Systems and processes to monitor 'schools causing concern' are strong. Where a school is causing concern, information is collected from a range of triangulated sources including first-hand evidence gathered via improvement partners, strategic advisers, and local authority officer monitoring visits to the school. Decisions about how best to support the schools are

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then made using this information and follow the region's Intervention Strategy guidelines. The decision-making process and subsequent recommendations include input from the local authority's Education Directorates.

All schools receiving enhanced levels of support are required to attend and present at half-termly or termly progress review meetings / school improvement forums. These meetings are attended by Local Authority officers, the Principal Improvement Partners, the school's Improvement Partner, the Headteacher and the Chair of Governors. Progress review meetings are highly effective at ensuring that progress is being made as they focus on reviewing the following:

> - *the judgement of the progress made against each of the Estyn recommendations / further areas to develop since the core inspection or School Improvement Priorities, the actions taken*
> - *evaluation of the impact of those actions on improving outcomes with supporting evidence and next steps. This includes the evaluation of the effectiveness of the support, making revisions, identifying any further actions and commission additional support where necessary. The impact of these focused and robust systems for ensuring progress is clear.*

For example, during the previous Estyn Inspection framework cycle, 41 schools were placed in Estyn Review, or Monitoring categories and this has reduced to 3, including 13 schools that were removed during the last year; and between 2016 and 2021, many of the 157 schools which were in 'red' or 'amber' support categories have moved to receiving core support with only a {very few} (35) schools currently receiving enhanced support.

To help get a more precise overview of all schools, changes have been made to the way in which improvement partners work with all schools. Support takes the form of 'core' or 'enhanced' support that is provided in a fair way that is inversely proportional to needs of the school. All schools receive a basic minimum allocation of days and further time is allocated based on the support needs identified. This minimum is: Primary/Nursery 7, Special/PRU 10, Secondary 10; this is a more responsive and purposeful approach to early identification of support.

A particularly good feature is the way in which Consortium Principal / Improvement Partners and Local Authority Area Leads meet on a regular basis to share intelligence of all schools, identifying any risks, concerns by exception and support actions. This thorough approach enables delivery partners to recognise need for early intervention and possible escalation.

The Local Authorities hold the consortium to account for its work in a worthwhile manner. The consortium attends annual scrutiny meetings with local elected members and attends numerous partnership meetings. The local authority and the consortium hold formal performance meetings, on a termly basis, to monitor performance and drive improvements where required.

Evidence		
IA5/KQ3 Inspection analysis and Case Studies used for Scrutiny Reports ESTYN and categorisation 123/159 inspection outcomes in line with categorisation outcomes. See section 4 LA Performance Reports. CSC Framework for School Improvement Principal Improvement Partner (PIP) QA of SIPL documents	• LA Blended Learning Reports Nov 2020, • LA Distance and Digital Learning Reports June 2020. • Progress of Enhanced Support • School Reports to Chief Execs. • CSC Improvement and Accountability • PIP QA of SIPL documents	• CSC Improvement and Accountability and Evaluation and Evolving Role of IP docs • PIP QA of SIPL documents • Joint visits PIPs & IPs to schools • Minutes / Information Logs from these meetings. • Scrutiny Reports

Joint visits PIPs & IPs to schools Target setting / tracking progress Reporting of priorities to LAs Peer partnerships, Self-Evaluation Peer Group, Reports on Current Education Provision to LA Cabinets 2021	• Joint visits PIPs & IPs to schools • Progress review reports. • Categorisation and Estyn Category / follow-up removal analysis.	• LA Performance Reports and meeting minutes

Strand Heading	Brokering Support

Evaluation

The consortium has developed systems and processes over time to track and monitor the provision of support across all areas of the organisation. However, these processes have on times been fragmented and opportunities to report effectively to stakeholders has been variable.

These include areas such as:

- Support from the strategic team
- School to school support
- Resource board requests for vulnerable schools requiring additional capacity funding
- Regional Leads of Governance

During autumn term 2021, work commenced to centralise all requests for support and harness the use of technology to introduce efficiencies in recording the support priorities, notifications and construction of support plans.

Evidence

• LA performance reports • Minutes of progress meetings	• Brokerage database • Support plans	

Strand Heading	Intervention in schools causing concern

Evaluation

All meetings to review the progress of enhanced support schools in all Local Authorities continue to follow the procedures within the framework. The role of the senior leaders, including the chair of governors in providing evidence relating to progress and pupil outcomes continues to be the focus of all progress meetings. This has contributed to the pace and rate of improvement in most schools. However, in a minority of school's progress remains too slow. These schools are receiving intensive support and where necessary additional leadership capacity has been added including mentoring, support, and a regional leader of governance.

Work to support, challenge and intervene in schools causing most concern is robust drawing on the Central South Wales Challenge and underpinned by the 'Intervention Strategy: Schools Causing Concern.' The Local Authorities' have used their statutory powers to bring about significant improvement in a few schools. Greater consistency is becoming more evident, however, there have been a few schools in the region who have reached stage 3 of the strategy, have not made appropriate

progress, and are not progressed to stage 4. Principal Improvement Partners work together to ensure that recommendations made to Local Authorities regarding schools causing most concern is consistent across the region.

CSC works closely with the directors in each authority to maintain an ongoing dialogue about schools where the concerns are such that the authority is recommended to consider use of their statutory powers of intervention. Schools subject to statutory powers are recorded in the termly LA performance report.

Evidence		
• Intervention strategy for schools causing concern • Framework for school improvement • Improvement, evaluation, and accountability	• LA Performance Reports • Individual school progress reviews	• LA Warning notices • Brokerage spreadsheet • Resource board requests • RLG Deployment

Strand Heading	Vulnerable Learners

Evaluation

How do we identify need?

We have used a broad range of information both during Covid-19 and the following recovery period to inform the nature of support for vulnerable learners across the region. For example, Pupil Deprivation Grant (PDG)/ PDG Children Looked After (CLA) cluster evaluations, local authority generated data reading and writing data, national recommendations and engaging with various stakeholders including the Child Poverty Action Group (CPAG). The Central South Consortium enabling equity and excellence document is integral to supporting schools in realising the national mission however further work needs to be carried out to gain an accurate understanding of the needs in the system and fully support our schools in realising the national ambition of achieving equity and excellence.

What do we provide?

Reviewing and evaluating the use of the PDG and PDG CLA grants indicated that there was a need to identify and share effective practice in relation to vulnerable learners. As a result, Central South Consortium are providing professional learning opportunities to support and challenge schools in raising attainment for disadvantaged youngsters including the Writing Revolution and Reading Reconsidered.

Central South Consortium continue to support schools to identify effective practice in well-being and the support of vulnerable learners. Various initiatives and projects such as the local authority well-being leads meetings and the use of appreciative enquiry help to address the national recommendation in embedding the framework of a whole school approach to mental health and well-being.

Central South Consortium support schools' leaders in developing robust self-evaluation processes with a specific focus on the quality of the provision and practices for inclusion and teaching, and the impact these have on the well-being and outcomes of all learners. For example, the enabling equity and excellence document is used by improvement partners to support effective self-evaluation in schools to improve an aspect of provision. Schools have also been invited to be part of a project linked to the self-evaluation of additional learning needs pupils.

Central South Consortium also work in partnership with Local Authorities and other stakeholders to identify and share effective practice. National, cross-regional, and Local Authority groups meet regularly to identify best practice in relation

to vulnerable learners and have provided national professional learning opportunities where appropriate, these include attendance, exclusion, and well-being officers.

Central South Consortium offer appropriate professional learning to support vulnerable learners. The professional learning offer support to a variety of stakeholders and compliments the professional learning offer provided by Welsh government and Local Authorities. For example, Reading Reconsidered, the Writing Revolution, CLA levels 1,2 and 3 and the middle leadership development. However further work needs to be completed to audit the professional learning offer to ensure it is fit for purpose and is responding to the needs of the system. The professional learning offer needs to support the principles of the enabling equity and excellence document.

Evaluation of engagement and impact

Whilst there is a comprehensive program related to improving outcomes for vulnerable learners including the support from improvement partners, strategic team support specific, and the professional learning offer we acknowledge that evaluating the impact of our work in schools is an area for development.

Evidence		
- PDG Summary Evaluations - PDG LAC Cluster evaluations - Objective 3 - SIPL - Additional Learning Needs (ALN) Readiness survey - PL attendance figures/evaluation of PL (includes next steps) - Evaluation of ALN pilot work with use of their toolkit	- Appreciative inquiry - LA reports - Reading/writing - Attendance - Exclusions - CPAG - ALN pilot	**Various groups** - Project plan (Attendance, Exclusions, Well-being and EOTAS, Enabling) - Equity and Excellence and Equity (EEE) - whole school approach - professional learning - staff well-being) - Whole school approach - National regional and local (nurture, More Able and Talented (MAT), PDG, Well-being, Adoption UK, ALN, CLA, Building blocks). PL evaluations from across CSC. PDG CLA, Reading Reconsidered, the Writing Revolution, leadership pathways.

Strand Heading	**LA / School / CSC Partnership / Joint Working** - Utilising CSC's CSWC to develop collaborative partnerships - Developing professional learning linked to peer partnership and collaboration - Combined CSC and LA partnership approaches focused on school improvement - Combined funding and projects to meet local and national educational priorities

Evaluation
The local authority (LA) and Central South Consortium (CSC) work proactively alongside schools to ensure that they carry out honest and thorough self-evaluation, through rigorous, enquiry-based analysis of the evidence available, as part of a culture of continuous improvement. Most schools identify clear, manageable improvement priorities as a consequence and improvement priorities are drawn together in a single, strategic school development plan. Where the need is greater, the LA and CSC offer more intensive support.

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Strong partnership working is reflected in how CSC and the LA support schools in an 'enhanced support' category. These schools are required to attend and present at either half-termly or termly progress review meetings. These meetings are attended by local authority officers, the principal improvement partner, the school's improvement partner, the headteacher and the chair of governors. Progress review meetings are highly effective at ensuring that progress is being made. The impact of these focused and robust systems for ensuring progress is clear in the reduced number of schools in an Estyn monitoring or statutory category.

The consortium has strong partnerships with Local Authorities to effectively support school improvement. There is close alignment between CSC's and the LA's Business Improvement Plans to ensure objectives appropriately support and challenge school improvement.

Local Authorities utilise CSC funding through the LA Annexe Plans to reflect national and LA specific priorities and the impact of this work evidence strong partnership working through cluster-based approaches to improve learning outcomes.

Communication channels are used effectively between the LA, CSC and schools to develop and widen professional learning for all school-based staff. As a result, school leadership is strengthened, curriculum development and pedagogy are deepened and schools are better able to ensure ongoing, sustained school improvement.

School to school working is being skilfully developed through the work of improvement partners to strengthen schools' self-evaluative processes and improve outcomes for learners. This is demonstrated through strong peer partnership and collaborative approaches which form part of CSC's 'Central South Wales Challenge' model. CSC's work is pivotal in developing school improvement groups (SIGs), cluster working and school leader and practitioner networks.

Local Authority and Scrutiny meetings provide valuable challenge for Consortia to quality assure provision, standards and outcomes across all schools. This process ensures there is clear understanding of local and national educational needs and how CSC and Local Authorities can work in partnership to address those needs effectively.

CSC works effectively with Local Authorities to identify local educational needs through developing LA focussed projects. For example, Consortia is supporting RCT LA in raising standards of writing across both primary and secondary schools. This learning deficit was recognised following the impact of Covid, and funding has been jointly provided by CSC and the LA to support schools in developing writing approaches to improve learner outcomes.

CSC has effective working partnerships with local Health Boards and poverty action groups; as a result, schools are well supported to develop strategies to reduce the impact of poverty and provide appropriate support for vulnerable learners.

Evidence		
• IP support / SIPL evidence logs • Progress Review Reports • Business Plans (CSC / LA) • LA Annexe Plans	• CSC's PL Offer / CSWC • CSWC / PL models	• LA Performance / Scrutiny Reports • LA focussed projects Child Poverty Action Group / NHS health boards

8.2   SUPPORT FOR SCHOOL IMPROVEMENT: STRENGTHS & AREAS FOR DEVELOPMENT

Strand Heading	Monitoring and reporting schools' progress including: • Knowing schools well and challenging them on their performance • Supporting schools to plan for improvement • Supporting schools with curriculum reform and other changes to national policy • Supporting schools during the COVID 19 pandemic and the following recovery period
Strengths	**Areas for Development**
• The agreed purpose of monitoring and reporting schools' progress is focused on empowering schools to improve outcomes for all learners and to develop as learning organisations • First- hand evidence gathering aligned with school MER processes • Sharing of school level intelligence and information with LA partners leading to agreed actions for challenge and support • Supporting school improvement to move out of Estyn categories • Few schools in Estyn Follow up categories • Vulnerable Schools receive a bespoke agile approach supported by additional funding through resource board • All school receive support for priories regardless of support category	• Providing assurance to Local Authorities regarding the progress of the region's schools in the absence of categorisation and aggregated pupil level assessment information. (LA Performance reports, scrutiny reports) • Sharing information with elected members and supporting their understanding • Exemplar SIPLs which allow for flexible consistency • Mechanism for updating CfW development to inform LAs and WG Continue to develop robust evaluation, improvement and accountability arrangements that support a self-improving system • Nearly all schools having timely, broadly evidenced and robust self-evaluation processes as part of a culture of continuous improvement. These to productively inform school improvement priorities and development plans, and respond to the challenges and opportunities of learning and well-being as a result of the Covid pandemic • Nearly all schools having effective evaluation and improvement processes, which address external and internal accountability measures

Strand Heading	Brokering Support
Strengths	**Areas for Development**

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• New centralised database populated by online request form affords improved consistency and efficiency • Automatic notifications to consortium officers improve timely responses to requests • Intended impact / change to behaviours resulting from the support are captured at the request stage to support the evaluation of the work • Project Manager dedicated to monitoring and progressing requests has oversight across all areas • Support plan template has been developed to bring consistency	• Continue to refine and test process stages • Support plan approval / QA • Consistency of evaluation following provision of support • Long term evaluation of related progress in schools • Stakeholder evaluation for refinements to process

Strand Heading	Intervention in schools causing concern
Strengths	**Areas for Development**
• IP Knowledge of schools • Skills, expertise and knowledge of CSC staff team • Impactful school improvement partnership work • Implementation of Intervention strategy by CSC colleagues • Bespoke approach to supporting all school improvement priorities • Brokering appropriate support	• Review how evidence is shared to recommend move to stage 4 of intervention strategy • Improve recording of conversations with LA about need for change in support status • Identify short, medium and long term expected impact of any brokered support, who will monitor and how it will be recorder • Consider a shared responsibility to schools causing most concern in the region

Strand Heading	Vulnerable Learners
Strengths	**Areas for Development**
• There is a shared responsibility and strategy for vulnerable learners across Central South Consortium • Schools acknowledge that equity will be a key driver for schools supporting vulnerable learners • Collaboration with schools, Local Authorities and other stakeholders • Provide a comprehensive overview of the impact of PDG and PDG CLA grants • Quality of support from CSC in terms of professional learning	• Audit of the professional learning offer identify gaps to support the principles of the enabling equity and excellence document • Professional learning linked to supporting pastoral leads in schools • Focus groups about PL linked to various stakeholders linked to EEE and vulnerable learners • Support schools and Local Authorities in effective practice linked to pupils who transition from exclusions school refusal, home tuition and reduced timetables.

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• CSC have a clear regional approach for equity and excellence • Good engagement between LA/CSC/ Transformational Lead in trialling the self-evaluation framework for ALN • Well-received guidance on ALN in mainstream schools	• Identify roles and responsibilities in the adoption of the statutory framework to the whole school approach to mental health and well-being • Continued roll-out of the EEE implementation plan

Strand Heading	LA / School / CSC Partnership / Joint Working • Utilising CSC's CSWC to develop collaborative partnerships • Developing professional learning linked to peer partnership and collaboration • Combined CSC and LA partnership approaches focused on school improvement • Combined funding and projects to meet local and national educational priorities
Strengths	**Areas for Development**
• Quality of CSWC PL and networking Offer, school to school support, development of regional leads of governance/system leaders, PEER enquiry work, facilitation of cluster-based work • Effective partnership working to support school improvement and meet local and national educational priorities • Impactful peer partnership and collaborative models • Support for bespoke educational projects relevant to specific LAs • Commitment to work with tier 1 and tier 2 partners	• Widen the scope of the collaborative models to influence school change and impact school leadership approaches • Closer alignment between LA priorities and CSC Business Plan (improve timelines)

8.3 SUPPORT FOR SCHOOL IMPROVEMENT FOCUS 2022/23

Continue to refine CSC reporting processes to provide assurance to Local Authorities regarding the progress of the region's schools in the absence of categorisation and aggregated pupil level assessment information.

Support all schools to have effective evaluation and improvement processes, which address external and internal accountability measures
Continue to work with LAs to review the Intervention strategy for schools causing concern annually to ensure responsibilities for all parties are clear
Refine brokerage to Identify short, medium, and long term expected impact of any brokered support, who will monitor and how it will be recorded

Support schools in developing effective practice around exclusions, school refusal, home tuition and reduced timetables.

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Work with LAs to Identify roles and responsibilities in the adoption of the statutory framework to the whole school approach to mental health and well-being.

9.0   PROFESSIONAL LEARNING

Supporting school improvement.

- How well does CSC **meet the needs of local schools**?
- How well does CSC **support schools to plan for improvement**?

Supporting schools to share good practice and learn from other schools.

- How well does the regional consortium support schools to **share good practice** and learn from other schools?
- How effectively do local government education services **share good practice**, learn from others, and **contribute to professional learning communities** more widely?

Supporting schools during the COVID 19 pandemic and the following recovery period.

- How well has CSC **adapted to support schools** during the **COVID 19** pandemic?

Supporting schools with national priority areas such as literacy, numeracy, digital competence, Welsh language development and changes to qualifications.

- How effective is the **availability and quality of professional learning and support** provided to schools?
- How effective are **partnership arrangements** with schools?
- How effective is the availability and quality of **support** provided to schools in **changes to qualifications**?

Professional pathways -   Supporting effective professional learning at all levels in schools.

- How well has CSC identified the **overall management development needs of school governors?**

Supporting schools with curriculum reform and other national priority areas such as reducing the impact of poverty.

- How well does CSC **support schools with curriculum reform** and other changes to national policy
- How effective is the availability and quality of support provided to schools in reducing the **impact of poverty**?
- How well do CSC take account of **learners' wellbeing and the progress of vulnerable learners** when considering the nature of challenge and support to provide to schools and PRUs?

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9.1 SELF-EVALUATION ASSESSMENT OF CURRENT POSITION

Strand Heading	• **Supporting school improvement** • **Supporting schools to share good practice and learn from other schools** • **Supporting schools during the COVID 19 pandemic and the following recovery period**
Evaluation	

A wide and varied range of professional learning (PL) is offered to practitioners and leaders at all levels, including school governors. CSC strives to ensure an equitable offer for all schools across the region. All PL is evidence informed, close to practice and aligned to the National Mission, the National Approach to Professional Learning (NAPL) and to the Professional Standards for Teaching and Leadership (PSTL) and the Professional Standards for Assisting Teaching (PSAT). The CSC professional learning (PL) offer is responsive to local, regional and national needs, informed through a wide range of data, intelligence and evaluation.

All schools in the region engage with the **Central South Wales Challenge** (CSWC). The CSWC is a partnership of all schools in the region working together to develop a self-improving system. This is based on improvement being driven 'by schools, for schools' and provides delivery structures and networks through which most regional professional learning opportunities are offered. The CSWC is refined annually to meet the evolving needs of schools and the wider system. It was refined June 2021 to reflect the significant challenges on schools due to COVID, and to promote and support further opportunities for collaboration within and across schools to share good practice and learn from and with one another.

The CSWC includes components that are categorised broadly into two areas:

- **Professional learning collaborations:**
- All schools in the region are allocated collaboration funding to support participation in collaborative working within and beyond their school. Collaborations include:
- Clusters – nearly all schools in the region are engaged in cluster working. Within the evaluations, the professional learning positively influenced the participants and many others in their own settings when the learning had been shared and applied to create goals. In the clusters that can show behavioural changes there are common threads of openness, criticality, reflection and collaboration.
- School improvement groups (SIGs) – during 2020-21 80% of schools are engaged in a SIG. This is an approximate decrease of 10% of schools from previous years, cited by these schools as due to additional pressures on their time in responding to COVID. Participants in SIG, both leaders and practitioners, view themselves as involved in bringing about changes in their practice. Many SIGs report effective collaborative structures where time and support is provided to allow teachers to work together on implementing new practices.
- Networks – these include termly synchronous network meetings focused on Areas of Learning and Experience (Areas), pedagogy, enquiry and qualifications. Networks are co-facilitated by 27 lead practitioners and CSC strategic advisers. Since April 2020, 1300+ practitioners from 65% of schools across the region have engaged with these networks. The networks and related materials are also made available asynchronously for those who are unable to attend the live sessions. The Welsh medium primary and secondary networks, Y Ffed and Gyda'n Gilydd, and the special schools' network also receive additional funding to plan and facilitate PL where their specific needs are not fully met through the CSC PL offer. There are almost 70 school across the region engaged in these networks.
- School-to-school partnerships – during 2020/21, 16 schools across the region supported other schools in areas of school improvement. In all partnership there is evidence of behavioural changes at either practitioner or leadership level.
- Peer partnerships - A few known Central South Consortium (CSC) schools are involving peers to successfully enhance their self-evaluation and school improvement priorities in line with the Welsh Government School

Improvement draft guidance framework for evaluation, improvement and accountability. School awareness has been raised in an appropriate manner through the sharing of the "Developing a Peer Partnership Approach to School Evaluation and Improvement" and associated case studies via the CSC website and conversations between Headteachers and Improvement Partners. Despite the number of significant strategic and operational challenges presented by COVID-19, established partnerships have successfully maintained their evaluative cultures and sustained all levels of collaboration within their networks in adapted ways. Fledgling new peer partnerships are beginning to be brokered.

- The collaboration funding also supports schools to engage with the National Networks, Talk Pedagogy. and self-facilitated networks to promote schools sharing good practice and learning form and with each other. within and beyond their school.

- **Professional learning opportunities**

This includes a wide variety of synchronous and asynchronous PL events and programmes across the professional pathway, from induction to leadership. These are co-constructed and facilitated by lead practitioners and school leaders from across the region in partnership with the CSC curriculum and professional learning team.

Year	No. delegates	Diff previous year	% schools
19/20	8018	n/a	95%
20/21	9500	+18.5%	100%
21/22 Apr - Oct	7857	+ 370% same period 20/21	100%

Engagement in PL events and/or programmes has increased over the past 3 years. Engagement in the summer term 21 significantly increased from previous years due to high engagement in the CSC Curriculum for Wales PL cross-regional programme and regional networks. Around half of participating practitioners engage in asynchronous professional learning opportunities.

An increasing number of regional funded collaboration projects also support PL for schools. During 2021, almost 40 projects were available to all schools across the region total £340,000 of funding for schools to participate in these PL opportunities.

CSC produces a wide variety of PL resources, materials and guidance to support schools and share practice in all areas. This includes guidance documents, online communities, blogs, vlogs, podcasts, poster packs, FAQs, etc. Engagement in these is also increasing.

In direct response to the situation arising from COVID-19, a number of professional learning opportunities, both synchronous and asynchronous, were rapidly developed to support schools in continuity of learning. These focused primarily on:

- well-being
- pedagogy
- the use of digital technology
- specifically distance/blended learning systems and processes.

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A number of regional guidance documents were also produced during 2020 in response to supporting the evolving needs of schools. All documents were aimed to provide synthesised research and ensure consistency in the shared language, knowledge and understanding across the region. In line with the Central South Wales Challenge (CSWC) and our regional strategy for school improvement. Improvement partners and strategic officers used these effectively with schools to support decision making and in brokering professional learning and support as required to meet the needs of the school.

In Feedback received on the professional learning and guidance provided, nearly all practitioners stated that there would be a significant change to practice and that the learning would have a strong impact on pupils in their settings.

Evidence

• Professional learning offer	• CSC RARS Plan	• CSC PL How to guides
• Engagement spreadsheet and analysis	• CSC RCT Literacy Plan	• Blogs
• Evaluation CSWC 20/21	• SIG Evaluation Report 19/20	• Podcasts
• Effectiveness and Efficiency Report 19/20	• Cluster Evaluation Report 19-20	• Blended learning guidance documents
• Effectiveness and Efficiency Report 20/21	• Hubs Evaluation Report 19-20	• Teaching models document
• Local authority termly reports	• Networks booklet 21-22	• Schools' Annual Survey
• Local authority annual reports	• Collaborative project booklet 21-22	• Estyn Narrative: COVID end reform evidence
• CSC Business Plan 20/21 Annual Report	• Lead practitioners and Hub booklet 21-22	• LA reports
• CSC Business Plan 19/20 Annual Report	• Evaluation in CSC: roles and responsibilities Sept 21	• Scrutiny reports
• Curriculum Area Strategies	• CSC Professional Learning Handbook	• Scrutiny presentations
		• Blended learning guidance

Strand Heading	Supporting schools with curriculum reform and other national priority areas such as literacy, numeracy, digital competence, Welsh language development and changes to qualifications

Evaluation

In CSC, all PL relates to supporting schools in the realisation of the new curriculum. There are explicit PL opportunities that are focussed specifically on aspects of Curriculum for Wales, but it is also embedded in all PLO.

Professional learning opportunities and support for schools at all levels are aligned Curriculum for Wales: The journey to curriculum roll-out and the cross-regional Curriculum for Wales professional learning programme. A very few schools (5%) in the region are less engaged in the journey to curriculum roll-out.

Since November 2020, over 80% of schools in the region have engaged in the professional learning programme for Curriculum for Wales (CfW) and the wider reforms.

- Over 2100 senior leaders from 81% of schools have engaged with the senior leaders' programme, including almost 1000 with curriculum design and development modules in summer 2021 modules.
- 3400 middle leaders from CSC schools have engaged with the asynchronous middle leaders' programme.
- 1300 practitioners from 65% of schools across the region have engaged with termly network meetings focused on sharing practice in all Areas of Learning and Experience (Areas), pedagogy and enquiry.

- Over 1000 governors from CSC schools have engaged with the governors' programme.

62 practitioners from 57 schools across the CSC region are currently participating the cross-regional curriculum design PL programme. All PL resources, materials and guidance developed from the programme will be made available to all schools in Wales.

PL evaluations demonstrate changes to practitioner behaviour in preparation for CfW and the wider reforms. School self-evaluation activities demonstrate progress towards the implementation of CfW and the wider reforms. However, many leaders and practitioners report the pressure of time to engage meaningfully in curriculum reform, particularly linked to additional pressures from COVID. This is most acute in Welsh medium schools due to their inability to secure supply cover.

Bespoke support: CSC provides bespoke support to all schools and clusters across the region as required to support their realisation of curriculum reform. This is particularly targeted at schools who are less engaged or have less developed practice.

CSC Curriculum for Wales Website: To support practitioners in curriculum design, CSC has developed a specific website. The focus of the website uses the design thinking model aligned to the phases of WGs journey to curriculum roll-out to support schools in the process of curriculum design. All regional Curriculum for Wales PLO, resources, materials and guidance are also available through the website. Engagement and feedback related to this website and the design thinking model has been very positive.

CSC Curriculum for Wales community: There are currently almost 1100 members in this online regional community. It provides an interactive platform for practitioners to access resources, materials, PLO and guidance related to Curriculum for Wales. Members can also participate discussions with other members to share ideas and receive peer support.

CSC collaborative funded projects: There are almost 40 regional collaborative funded projects related to supporting schools in their journey to curriculum roll-out.

Curriculum for Wales survey: Curriculum realisation is a core focus of school improvement conversations in all schools undertaken by CSC Improvement Partners (IPs). During the summer term 2021, IPs worked with school leaders to complete a CfW survey. SWOT analysis reports of the survey for the regional and each local authority were published in autumn 2021 and used to inform PL opportunities. Analysis of the CfW survey, triangulating with IPs perceptions of each school were used effectively to identify schools with less developed practice, providing targeted bespoke support. This intelligence has also been used to identify schools with emerging practice to share across the region and Wales.

Literacy: As result of engaging with professional learning focused on literacy, nearly all participants considered that, 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 modelled and apply it in their own classroom, e.g. The explicit teaching of vocabulary using the frayer model. Around half of practitioners reported that the learning from the programmes has resulted in a more fundamental change to practice. An additional proxy indicator is that many practitioners have expressed that they have developed their own subject knowledge as a result of engaging with the literacy PL . Many participants reported that the learning from the LLC professional learning offer had been communicated in some way to others in their settings and that the learning from the programme has begun to be used in their settings outside of their own classroom. In a 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.

STEM, including numeracy: Most (~91%) of practitioners evaluated that engagement with professional learning enhanced their knowledge and skills and that this would be appropriate for use in their setting. Many (~85%) participants felt that engagement with professional learning was appropriate to their needs and skill level. Schools engaging in formal networking opportunities evaluated that they now more able to appropriately determine curriculum pathways for all learners and provide timely and effective interventions.

Digital competence: Most participants reported the PL enhanced their knowledge of the subject matter. Many (82%) reported that the professional learning was appropriate to needs and skill level and that it was relevant to their daily role. Many responded that they would recommend the professional learning to others. Most practitioners evaluated that they had a clearer understanding of the ways digital can support blended learning, direct teaching and digital competence. Practitioners stated that they particularly valued seeing examples shared from other settings and gaining insight into effective practice within blended learning. Practitioners found video content supported their understanding of the DCF strands with example activities being a popular feature. A few requested further support around the use of digital with younger pupils (FP).

Around half of the practitioners anticipated a moderate to high level of effort being required to put this professional learning into practice. Many planned to use what they had learned in their roles with very few being unsure. Most participants reported that the professional learning would lead to at least some change in their practice. A majority reported the expected a good level of change or significant change. Many planned to use what they had learned in their current role. Many of the practitioners planned to meet with colleagues to discuss their professional learning with around half planning to meet with senior leaders. A majority planned to trial different approaches in their practice based on the professional learning.

Welsh language development: Participants evaluated that the content of the PL programme was appropriate for their needs and skill level. Nearly all participants stated that the programme enhanced their knowledge and skills of how to develop their teaching and learning in this area. Many participants stated that the PL was appropriate to their needs and skills level. In addition, they state that the PL provided content that was relevant to their daily job and enhanced their knowledge of the subject matter. Many practitioners stated that their personal language skills improved and this had therefore influenced their behaviour and has subsequently impacted positively upon the quality of teaching and learning.

Nearly all participants in the network meetings stated that they were confident about their knowledge of the topic and that their own capacity to lead had increased. Many participants stated that the network meetings supported them to meet with colleagues and senior leaders to discuss professional learning and to create a whole school action plan to further develop this area.

Other curriculum areas and qualifications PL: Practitioners' response to the PL received was positive in nearly all cases. 84% of delegates reported that the PL enhanced their knowledge of the subject matter. 77% of delegates felt confident or very confident in their knowledge of the professional learning topic following the programme. Nearly all participants considered that, as result of attending the PL, their practice had changed in some way. 77% reported that the PL was appropriate to their needs and skill level. 75% evaluated that the PL was relevant to their daily work. 72% would recommend the professional learning they accessed to others.

98% of delegates plan to use the professional learning or are already using it in their current role and around half of these felt that it would take a significant effort to be able to do this. 78% of delegates report that the PL is linked to their school improvement plan – this can be taken as a proxy of impact as part of a strategic approach to improvement. Half of delegates felt that the PL would have a significant impact on learners in their setting with a further 38% feeling that there would be some impact.

Evidence

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• Professional learning offer • Engagement spreadsheet and analysis • Evaluation CSWC 20/21 • Effectiveness and Efficiency Report 19/20 • Effectiveness and Efficiency Report 20/21 • Local authority termly reports • Local authority annual reports	• CSC Business Plan 20/21 Annual Report • CSC Business Plan 19/20 Annual Report • Curriculum Area Strategies • CSC RARS Plan • SIG Evaluation Report 19/20 • Cluster Evaluation Report 19/20 • Hubs Evaluation Report 19/20 • Networks booklet 21/22 • Collaborative project booklet 21/22 • Lead practitioners and Hub booklet 21/22	• SIPLs • CFW survey SWOT analysis regional and LA reports • CFW report to WG December 2021 • CfW website • CfW community area • CfW resources and newsletters • Blogs • Podcasts • Schools' Annual Survey reports

Strand Heading	**Professional pathways - Supporting effective professional learning at all levels in schools**

Evaluation: Teaching Assistant Learning Pathway(TALP) PL and support:

Due to COVID-19, all national PL and support for teaching assistants (TAs) and higher level teaching assistants (HLTAs) was through an e-learning offer. The number of TAs applying for selection onto the Aspiring HLTA programme is increasing year on year and there have been noticeable increases in the number of TAs joining the regional PL network and other TALP programmes as a result of effective mutli-stranded communications. The target of 25 TAs successfully gaining HLTA status was exceeded by over 100%, as 54 new HLTAs entered the system during 21/22. Evaluations of all PL was very positive and linked to examples of impact on classroom practice.
 	
• In 2019 -2020:
    o   131 TAs engaged in PL opportunities
    o   27 TAs achieved HLTA status
• 2020 – 2021:
    o   200+ TAs engaged in PL opportunities
    o   31 TAs achieved HLTA status
    o   59 TAs on Cylch 3 of the Aspiring HLTA programme
• 2021 – 2022
    o   54 TAs gained HLTA status
 	
The CSC offer for teaching assistants includes a special schools programme for TA that was co-constructed with 6 special schools. This is currently in its pilot stage for roll-out during 2021/22. Bespoke Foundation Phase and ALN programmes for TAs are currently in development.
 	
A TALP twitter account was created to engage and support TAs with 136 followers in 2020 increasing to 200+ in 2021. A Google classroom was created with 167 TAs actively engaging in 2020 and over 200+ in 2021. This is now being developed into a CSC TA Community.

All schools and cluster can request bespoke PL based on the Assisting Teaching Standards, Curriculum for Wales and aspects of Pedagogy.

Initial Teacher Education (ITE) National and regional professional engagement opportunities

CSC works in very close partnership with ITE providers and ITE schools. The regional consortia ITE lead sits on the Strategic Leadership Boards of the HEIs and has been a contributor in the accreditation process. They also advise on and monitor the selection/deselection and progress of schools within the partnerships.

During 2020/21, 181 schools across the region supported student teachers in partnership with 4 ITE providers to deliver a range of ITE programmes and routes. 20% of these schools are Welsh medium. By November 2021, the number of ITE schools increased to 189.

In 20/21, almost 200 ITE graduates engaged actively with PL in CSC in the Teams network space compared to 147 during 19/20.

Strengthened 'bridging activities' helped mitigate the impact of COVID on the student teacher's opportunity to work face to face in school and learn from other teachers. A more robust Career Entry Profile in the PLP, a richly resourced PL Strategy document and an ITE Graduates Teams space supported pan-Wales activities and region-specific networking for all students during 2020/21.

During 2020, the Cardiff Partnership submitted a modification request to EWC accreditation board to allow placements to take place in Special Education Needs schools. CSC fully supported this request and this was approved.

Induction national and regional professional learning

Engagement in national PL has increased year on year for induction stakeholder groups:

- 100% of all external verifiers (EVs) in both 20/21 and 21/22, an increase of 8% from 19/20
- 65% of all induction mentors (IMs) in 21/22 compared to 48% in 20/21, and 27% in 19/20 - an overall increase of 28% in three years
- 81% of all newly qualified teachers (NQTs) in 221/22 compared to 78% in 20/21, and 72% in 19/20 - an overall increase of 9% in three years

250 NQTs in schools across the region attended the e-Aspire/Anelu programme in 20/21 compared to 220 who attended the face face in 219/20. 177 short-term supply NQTs across the region attended the e-Aspire/Anelu programme compared to 108 19/20. The enhanced programme, together with Think Like A Teacher helped to address the impact of COVID-19 on the early practitioner's limited classroom experiences and opportunities to learn from experienced practitioners.

Evaluations by NQTs were very positive and critically reflective. 93% NQTs indicated that the PL will impact on learning and teaching in their own practice. 97% of attendees stated that the session on managing the learning environment and behaviours and building positive relationships for learning was directly relevant to their current role.

An enhanced PL offer focusing on the skills of the mentor available to IMs has seen engagement rise over time. IMs have recognised and welcomed the increased support and capacity for IMs to create resources, share practice and facilitate PL themselves has also increased.

Enhanced communication and support of EVs has been evidenced through monthly bulletins and regular networking opportunities. The introduction of a 'buddy system' where experienced EVs have been matched with a new EV to coach them through the process of induction has been successful.

New, high quality Welsh resources to support both national and regional PL for Welsh Medium schools have been produced and feedback from school is very positive.

Regular impact reviews of induction profiles demonstrate that levels of meaningful engagement in the statutory process increase over time in response to the support offered by CSC. The number of follow up actions during the moderation

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period in relation to induction profile validation in June/July 2021 was nearly 50% less than the previous year attributed to the ongoing profile reviews raising issues much earlier.

Evidence

• High level impact summary 2019 – 2020 • Director's report 2020 - 2021 • R and E report 2020 – 2021 • Area plan Business Plan 2021 – 2022	• Professional learning offer • Engagement spreadsheets and analysis • Programme evaluation spreadsheets	• QA report on Aspire/Anelu and e-Aspire/e-Anelu • Induction survey analysis • Induction profile impact summary • Moderation and pass data

Evaluation: Leadership

Leadership programmes:

CSC has developed a portfolio of endorsed leadership development opportunities based on a national pathway of professional learning. This suite of professional learning is equipping leaders across the region with the knowledge, experiences, and skills to be effective in their roles. This ensures the development of inspirational leaders that are well prepared and supported to lead their schools through educational reform as set out in Our National Mission.

Leadership PL programmes are shared with schools via the CSC communications strategy. Detailed overviews are shared to support schools identify the most appropriate programme for the individual at the relevant point in their career. Improvement Partners (IPs) also work with schools to identify leaders who would benefit from participation in the leadership programmes.

CSC delivered the full suite of leadership programmes, from middle leader to experienced headteacher. A system leader programme has been developed and is being piloted during 2021/22 to complete the leadership pathway. CSC continues to facilitate assessment for NPQH. In line with recommendations from Our National Mission Oct 2020, the delivery of NPQH has been reviewed and refined to enable the 2021 cohort to apply their leadership experience in the context of the pandemic.

All leadership programmes have received endorsement from the National Academy for Educational Leadership (NAEL), demonstrating the high standard of the programmes provided.

Applications for the programme 2021-22 have exceeded places and are currently fully subscribed. All programmes provide participants with the support of a leadership coach. These coaches are also able to access the national coaching and mentoring programme to ensure they are effective in this role.

All leadership programmes are evaluated using an online form after each module for participant feedback. This immediate feedback on the session is shared with facilitators and supports in refining the programme delivery. Detailed end of programme evaluations are analysed and inform development and next steps.

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National Professional Qualification for Headship:

During 2020/21, NPQH assessment was successfully undertaken online via Teams. 81% of candidates met the criteria (22 met/5 not yet met). A full evaluation report was written and distributed to LA directors. Of the 5 CSC candidates who had not yet met, there was no pattern in the reasons and all received detailed feedback.

Since 2011, analysis has been carried out of NPQH candidates moving into headship positions. For school leaders with NPQH for 3 years or more 73% have since gained a head teacher post and 27% have not gained headship to date.

Coaching and mentoring: CSC has developed a strategy to embed coaching and mentoring (C&M) across the region, strengthening support for participants on the leadership pathway programmes and supporting leaders at all levels in their current role. Since 2020, 122 staff from schools and CSC have completed the national C&M trainer programme to facilitate training across the region. 49/58 clusters now have an identified facilitator with this PL targeted for ALNCOs, IMs and RLGs. A comprehensive package of training is now offered to schools through lead practitioner led PL , and to CSC and LA staff through staff facilitators. Since 2020, 214 additional CSC and school-based staff have enagaged in the C&M PL programme Coaching and mentoring is being strengthened further with 82 participants who have received the training taking their learning further by undertaking a formal qualification. 82 delegates are undertaking ILM L3, 5 or 7.

Evidence

• Efficiency and Evaluation Report • Leadership opportunities document • Programme evaluation forms	• Middle Leaders end of programme evaluation • Senior leaders end of programme evaluation • NPQH report 2021	• NPQH destination report 2011-21 • NAEL endorsement • Case studies from schools

Evaluation: School Governors

School Governors: CSC recognises the role and significance of school governance as essential in contributing to strong leadership and effective school improvement. During 2020/21, existing Central South Consortium (CSC) Governance projects were further consolidated, and new school support processes developed.

The delivery of mandatory PL for governors is delegated by the five Local Authorities to CSC. All new governors have to attend the mandatory professional learning - New Governor, Understanding Data and New Chair of Governors. In addition to the mandatory training, CSC also provides PL for governors in relation to key areas of the national reform agenda e.g., Curriculum for Wales updates and Schools as Learning Organisations. During the pandemic, governor PL has been delivered through a blend of synchronous and asynchronous events. The content of the PL was reflective of the challenges faced by schools. In 20/21 levels of engagement were 45% higher than the previous 3-year average.

Overall, 81.5% of respondents evaluated that the governor PL was relevant to their role, with 44.8% stating that they would adjust their practice based on their learning. This percentage rose to 72.2% in relation to the new chair of governors training. In addition to course evaluations governors were also asked to complete a survey to evaluate the effectiveness of the PL offered in meeting their needs as a governor. This survey was analysed, and the information was used to identify next steps in refining the CSC PL offer. The majority of responses to the online PL offer were very positive. Areas for development were identified and refinements will be made as a result, e.g. timings of the sessions.

A governor self-evaluation toolkit has been developed and piloted across the region. This will be shared with all schools in the spring term 2022.

During 2020/21, Regional Leaders of Governance (RLGs) was established. The support of these experienced governors is brokered by schools in partnership with IPs. Since 2020, 5 RLGs have been deployed to support school governing bodies across the region. All RLGs also support the facilitation of training to governing bodies. 5 RLGs are undertaking

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Strand Heading	Supporting schools with curriculum reform and other national priority areas such as reducing the impact of poverty.

Evaluation

strategies to support national priority areas are clear, coherent and well understood. A clear regional approach is in place through the launch of the Enabling Equity and Excellence document. This document has been refined following beneficial partnership work with all stakeholders, and through support by UCL Institute of Education.

A comprehensive CSC professional learning offer is offered to all schools with a strong focus on vulnerable learners. There is increasing engagement over time from schools with the PL that relates to vulnerable learners. During 2020-21, around half of schools in the region (48.7%) engaged in PL events relating to vulnerable learners. This is an increase of over 12% in the number of participants when compared with 2019-20.

Positive feedback is evident in relation to the PL relating to vulnerable learners. Evaluations from participants from 20/21 PL demonstrate: Most now feel more confident about the subject matter.

- Most report that the PL enhanced their knowledge of the subject matter.
- Many report that the PL was appropriate to their needs and skill level and felt that the professional learning was relevant to their daily work.
- Many would recommend the PL they accessed to others.
- Nearly all (99.45%) plan to use the PL or are already using it in their current role.
- Many (70%) did not recognise there were any barriers to applying what they had learned.
- Majority (65%) report that the PL is linked to their school improvement plan – this can be taken as a proxy of impact as part of a strategic approach to improvement.
- Many (82%) evaluated that the professional learning would have a some or significant impact on learners in their setting.

Evidence

• CSC Business Plan 2021-22	• CSC Enabling Equity and Excellence document • CSC Enabling Equity and Excellence implementation plan	• Professional learning programme and resources • Attendance figures for professional learning • Professional learning evaluations

the national coaching and mentoring programme. They will then facilitate this to other governors in the region. They are also supporting the facilitation of an introduction to coaching available to all schools.

Evidence

• PL evaluations • Governor survey	• PL engagement reports • Governor toolkit	• PLG papers • RLG brokered support plans and evaluations

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9.2   PROFESSIONAL LEARNING: STRENGTHS & AREAS OF DEVELOPMENT

Strand Heading	• **Supporting school improvement** • **Supporting schools to share good practice and learn from other schools** • **Supporting schools during the COVID 19 pandemic and the following recovery period**
Strengths	**Areas for Development**
• Wide variety of PL opportunities aligned to local, regional and national needs and along all milestones of the professional pathway. • Equity of access to high-quality PL for all practitioners and school leaders, including governors. • CSWC enabling a self-improving system for professional learning and collaboration for all schools across the region. • Increased engagement in PL events and/or programmes. • Increased recruitment of CSC staff and lead practitioners to support Welsh Medium schools, particularly for Curriculum for Wales PL and support.	• Further development of CSC staffing capacity, roles and responsibilities to meet regional PL needs, particularly in relation to pressures on school with lead practitioners due to COVID and to meet the needs of schools in curriculum reform. • Further development of PL opportunities to support/align to all areas of the Enabling Equity and Excellence document. • Further refine the Central South Wales Challenge model to meet evolving regional and national needs, e.g. TALP, curriculum reform. • Further refinement of the brokerage systems and processes for supporting schools. • Further develop effective use of PL data, evaluation, and intelligence to inform school improvement PL and support, including shared understanding of 'impact' and strategies for longer term evaluation. • Further ensure coherence between CSC, LA and WG PL opportunities.

Strand Heading	**Supporting schools with curriculum reform and other national priority areas such as literacy, numeracy, digital competence, Welsh language development and changes to qualifications**
Strengths	**Areas for Development**
• Curriculum for Wales embedded in all PL across the region. • Since November 2020, over 80% of schools in the region have engaged in the professional learning programme for Curriculum for Wales (CfW) and the wider reforms. • Development of the design thinking model and the CSC website in providing support for all schools in curriculum design and development. • Regional collaborative projects across all areas of the curriculum. All projects over-subscribed.	• Further development of CSC staffing capacity, roles and responsibilities to meet regional PL needs, particularly in relation to pressures on school with lead practitioners due to COVID and to meet the needs of schools in curriculum reform. • Curriculum team to further support and advice for curriculum

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• PL evaluations strong, with 98% of delegates already using or planning to use the learning in their current role. • Engagement with Welsh language development PL strong with one third of schools engaged between April and December 2021. In programmes that raise practitioner's Welsh language competence, nearly all report improved skills and many plan to change their practice.	reform in all pathways programmes. • Further development of PL for school improvement staff to ensure they continue to develop the knowledge, skills and confidence to support CfW development in schools. • Further development of PL programmes to support curriculum design for schools and clusters.

Strand Heading	Professional pathways - Supporting effective professional learning at all levels in schools
Strengths	**Areas for Development**
• Strengthened 'bridging activities' helped mitigate the impact of COVID on student teachers' opportunity to work face to face in school and learn from other teachers. • An increased number of NQTs (81%, +7% over 2 years) and induction mentors (72%, +45% over 2 years) engaged with CSC PL opportunities ensuring information, resources and support resulted in consistency in terms of process as evidenced by induction profile evaluation, and improvements in practice as evidence by evaluations. • Nearly all (93%) of all eligible NQTs passed induction in the region in 2020/21, with 7% being given an extension and 0% failures. • The target number of TAs gaining HLTA status was achieved and more than doubled with 54 TAs achieving HLTA status, an increase of over 100% from the previous year. • Evaluations from all leadership programmes demonstrates the positive impact on developing the leadership skills of the participants and the impact on learners through the practical leadership experience tasks undertaken. • Evaluations demonstrate that support received from leadership coaches is effective and enhances the leadership programmes offered. • 88 leaders in CSC have gained NPQH in the last 3 years and are yet to be appointed so are in a position to take up headship across the region and beyond.	• Extending reach for TALP PL to increase engagement of teaching assistants in professional learning. • Development of professional pathway for career development of TAs – cross-regional/national . • Professional learning opportunities related to induction statutory reform. • Refine the governor survey to inform the professional learning offer for governors. • Further development of the governor toolkit and planning for PL and support for governing bodies on its implementation.

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Strand Heading	Supporting schools with curriculum reform and other national priority areas such as reducing the impact of poverty.
Strengths	**Areas for Development**
- A clear regional approach in place – Enabling Equity and Excellence. - Increasing engagement from schools in the professional learning programme - 2020/21 +12% in schools attended professional learning on vulnerable learners - Positive feedback received in relation to the professional learning programme - 99.5% using or planning to use the learning in their role.	- Further work to ensure coherence and avoid duplication and gaps in the PL offered by CSC and LAs focusing on well-being and vulnerable learners. - Enabling Equity and Excellence implementation plan to be agreed by CSC governance and implemented. - Further development and alignment of professional learning, guidance and resources to support all elements and principles of the Enabling Equity and Excellence document. - Consideration in developing professional learning linked to supporting pastoral leads in schools.

9.3 PROFESSIONAL LEARNING FOCUS 2022/23

➢ Ensure all schools are supported in their preparations for Curriculum for Wales and the wider education reforms through high-quality professional learning, guidance, and resources.

➢ Further development and alignment of professional learning, guidance, and resources to support all elements and principles of the CSC Enabling Equity and Excellence document.

➢ Further develop the effective use of data, evaluation, and intelligence to inform professional learning and support for school improvement.

➢ Refine the professional learning and support at all levels along the professional pathway.

➢ Further strengthen partnership working with schools, Local Authorities, other middle tier organisations and Welsh Government to ensure a coherent and high-quality professional learning offer to all schools.

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10.0   LEADERSHIP & SAFEGUARDING

<u>**Quality and effectiveness of leaders and manager**</u>

➢ How well have leaders and managers established and communicated a **clear vision** and **appropriate aims**, **strategic objectives**, plans and policies that focus on **meeting all learners' needs**?

➢ How clearly and transparently does the consortium **communicate its vision**, intentions and expected outcomes to schools, learners and other **relevant stakeholders**?

➢ How **aware** are **stakeholders**, including schools, partners, elected members and officers, of (and **fully committed to achieving**) the **targets** for the consortium's education services?

➢ How well do staff at all levels **understand and discharge their roles** and responsibilities?

➢ How well do staff **collaborate** in driving forward **strategic priorities** and plans for education services?

➢ How effective is the **relationship** between the consortium, its schools, and other partners in terms of **their impact on outcomes for learners** in the county?

➢ **How effective has the leadership of elected members and officers been in securing effective and efficient service delivery** that impacts on standards and the quality of education and training for all children and young people?

➢ How well does the consortium's Business Plan set out the consortium's **strategic vision**, aims and priorities and how they comply with the requirements of relevant Welsh Government guidance and respond appropriately to **local, regional, and national priorities**?

➢ How effectively do **elected members** and other **supervisory boards scrutinise** performance, **challenge** underperformance and **inform** the continuous improvement of service delivery and policy development?

➢ How well do leaders and managers **promote**, and provide support for, **staff wellbeing**, including that of headteachers?

<u>**Self-Evaluation processes and improvement planning**</u>

➢ How effectively does the '**golden thread' of education and training** run through the various layers of plans, policy agreements and other initiatives through the regional consortium to local authorities and schools?

➢ How accurately do leaders and managers know the **strengths and weaknesses** of the consortium's education services as a result of well-established **processes for self-evaluation, monitoring and quality assurance**?

➢ How effective is the quality of data / data analysis?

➢ How effective are the consortium's own **monitoring of the impact of its performance management arrangements?**

➢ How well does the csc consortium involve, and take account of the **views of, stakeholders in its self-evaluation and improvement-planning processes**, including children and young people, parents, service deliverers and partners?

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➢ How well has/did the consortium **evaluated its work during the COVID-19** pandemic?

➢ How well has the consortium r**esponded to recommendations from previous inspection reports, thematic reports a**nd other relevant reports from inspectorates and regulators?

Professional learning

➢ How well do staff, at all levels, **keep up to date with knowledge** about their areas of responsibility, including learning from good practice?

➢ How well does the consortium's staff **promote and engage in professional learning** through structured learning opportunities, research, and collaborations with professional networks in Wales, the UK and internationally?

➢ How well do staff develop their **leadership skills** through **structured learning opportunities**?

➢ How well are the consortium's **performance management** arrangements used to **identify** the professional learning **needs** of staff?

➢ How well does the consortium **evaluate** the appropriateness and impact of **professional learning** in motivating staff and improving their performance**?**

Safeguarding

➢ How well does the consortium **promote a culture of safeguarding** in schools and other providers that supports **all learners' wellbeing**?

➢ Does the consortium have appropriate arrangements in place to ensure that **all partnership work** undertaken, co-ordinated or funded by the consortium **adheres to high standards of safeguarding**?

➢ Does the consortium have **robust procedures** for **staff training** and that all staff know how to respond to **child protection** issues? How well does the consortium fulfil its duty to **prevent learners from being drawn into terrorism, by preventing radicalisation and extremism?**

➢ Does the consortium have **robust procedures** for checking the **suitability of staff** and others who are in contact with children, including the maintenance of a record of all staff working with children and the outcomes of **appropriate safer recruitment checks**?

Use of resources

➢ How effectively does the consortium **allocate resources to its priorities**?

➢ How **fairly** does the consortium **fund schools** based on the needs of learners and the contexts of schools?

➢ How effective is the consortium's most recent **review** of its **funding arrangements for schools**?

➢ How well does the consortium deploy and **ensure effective use of specific grant funding** to schools and other providers?

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- ➢ either directly or through a regional consortium or other partnership arrangement?
- ➢ How well does the consortium assure LAs that it is providing **value for money from the regional arrangements**?
- ➢ How effectively does the consortium **deploy its own resources?**
- ➢ How effective is the consortium in **making good use of the funding** it receives?

10.1   SELF-EVALUATION ASSESSMENT OF CURRENT POSITION

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Strand Heading	Quality and Effectiveness of Leaders and Managers
Evaluation	

Vision, aims etc (incl. quality of consultation)

Leaders and managers within CSC have developed in partnership a coherent vision that guides the work of all teams within the organisation. Our guiding principle is to empower schools to improve outcomes for all and this is embodied in our Central South Wales Challenge and in our school improvement work. All staff within the organisation and our stakeholders are aware of our vision, *however we need to ensure that this is clearly demonstrated in our work with schools and LAs*. Our staff work with schools to provide support and challenge, working in partnership with schools to implement the school's individual priorities alongside the LA priorities. The majority of our staff are clear on our objectives, and this is articulated in our internal PL.

PL and internal meetings ensure that our staff have a clear understanding of the needs of each school in the region, and this is shared effectively with LAs to support LAs carry out their statutory functions (this will be covered in area 1)

Professionalism and ways of working (expectations of staff / motivation / professional values / collaboration

Leaders have set high expectations for staff and this is evident in the induction programme and the documentation that supports staff across the organisation. All staff understand their roles and carry out their roles in line with expectations. Line management systems are in place to support staff and there are opportunities to further develop staff skills (PL, national and cross regional working parties, AOEA accreditation, coaching & mentoring training etc). Positive feedback has been received from schools, governors, and LA about the working arrangements that have been put in place. Schools continue to be challenged and supported but in a sensitive way given the current situation. Progress reviews show that schools are making progress. Staff have positive relationships with schools and work well to promote the local and regional agendas. *We need to ensure that there is cross organisational clarity around roles and responsibilities of all staff*. **We now have a who's who document outlining the roles and responsibilities of all staff in the organisation,** *however we need to ensure that this is used more widely and updated regularly and that we clarify any misconceptions staff may have around other people's roles.*

CSC is a collaborative organisation, staff at all levels form part of the Business Plan drive teams. Staff have the opportunity to develop their leadership skills and take responsibility across the organisation. Throughout the year our PL programme enables staff to work collaboratively to review our progress and identify ways forward to overcome barriers to progress. The BP drives our operational work.

Performance development has been developed in conjunction with staff. Clear guidelines and protocols have been developed to promote well-being and ensure effective ways of working in a virtual environment. Many staff follow these protocols. Leaders model the behaviours they expect from staff, leaders are active participants in all staff development and promote the wellbeing of staff, *however leaders do not always follow the well-being protocols themselves.* Staff are engaged in the developments across the organisation and work well together, this can be seen in the professional challenge that is offered through the BP review meetings and the range of working parties that contribute to our developments across the organisation, i.e., SIPL, PD, repository etc.

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Leaders continue to ensure that staff have a voice in guiding the direction of the organisation. We continue to implement the consortia as a learning organisation survey annually and this feeds into our Business Plan and operational ways of working. CSC is an empowering organisation and staff are involved across all of our developments, this has included PD. *We need to ensure that more staff contribute to the surveys and that they can see the impact of their feedback.* This year there was clear feedback to all staff from the CLO working party.

Staff also have access to Welsh language learning and during 2021/22, 2 members of staff have undertaken the advanced course, with a further 4 members of staff undertaking the intermediate course.

Meeting Local (LA Annex), Regional & National Priorities

CSC has a clearly defined Business Planning process that meets the requirements of our legal agreement*; however, we need to ensure that the LA priorities are an integral part of the process at the early planning stage*. This Business Plan guides the work of the organisation and there are clear processes in place that monitor and challenge the progress towards achieving our success criteria. Our Business Plan is underpinned by a series of very detailed operational plans with key milestones, that guide our work and are reviewed regularly. Termly there are formal review meetings that confirm the progress meetings. These are attended by the drive team, CSC senior leaders and more recently LA directors. This is an opportunity to challenge the evidence that is presented by the drive teams*. Our monitoring processes will continue to develop to ensure that our stakeholders are more involved in our monitoring and review processes. We have also agreed to move to a three-year Business Plan to ensure that there is a better focus on sustainable long-term improvements and impact.*

We produce an annual Effectiveness and efficiency report, and this is a comprehensive review of the funding that has been received and focuses on the impact of several strands of our work. This draft report is shared with our stakeholders and their comments and contributions feed into the final draft that is shared with joint committee. Alongside this we also produce a few reports that shares the impact of our work across the region, *however we now need to rationalise these reports and ensure that we produce reports that share the effectiveness of the organisation alongside the progress of schools across each LA*.

We ensure that recommendations from national reports are built into our Business Plan and cross referenced in our work, *however we need to ensure that this is manageable and regularly reviewed.*

Risk Management

Within CSC we have a comprehensive risk register which is reviewed regularly, and mitigations are put in place to address these and to ensure they are monitored regularly. *We now need to ensure that our risk register links to LA and WG registers.* Alongside this formal risk register we also analyse all of the strands of activity within the Business Plan and mitigations are put in place to address these. This may include adding additional PL, reviewing school activity, providing additional resources to support etc. We have responded positively to particular risks associated with covid altering provision to ensure that school staff had access to digital support and learning resources, a range of PL was moved to become asynchronous to allow flexible access. (covered in area 2?) and some PL was paused.

CSC Governance (inc decision making, identification of priorities, programme of work)

In 2021 we implemented our revised governance structure which was developed with stakeholders on the back of the ISOS review. All of the governance groups have clearly defined terms of reference and link back to the CSC management board. A member of the board sits on each of the governance subgroups. We have also instigated a partnership group to bring all stakeholders together on a regular basis. *Our next step is to ensure that there is effective two-way communication between all the groups and that our governance structures support our strategic planning. We need to consider ways to further engage members of our joint committee. We also need to ensure that our staff have a better understanding of the governance and scrutiny arrangements across CSC*. We now have outcomes from governance meetings on SLT agenda

to enable better communication and feedback. Staff at all levels are also welcomed to attend meetings as observers, *however this rarely happens for staff other than SLT.*

Recent changes to the governance structures and organisation within CSC are being embedded and *these will continue to be reviewed to ensure that they are fit for purpose and meet the needs of the organisation and LAs*.

Through our Business Planning processes we review the progress that has taken place in each area, this also gives an opportunity to ensure that our offer meets the strategic priorities of the organisation, the LAs and WG, *moving forward we intend to have closer links to the LA priorities.* Our BP goes through a formal public consultation process.

Scrutiny Arrangements & Effectiveness / Training for Members

Officers attend regular LA scrutiny meetings to present and share the work of the organisation. These sessions provide an opportunity for elected members to question and scrutinise the work of CSC and the impact this has had on their schools. Training and briefing sessions are also held that support the work of scrutiny committees and share our principles and ways of working. This work is also corroborated by schools in scrutiny meetings. *We need to work with our LAs to further develop the information that is shared with scrutiny committees to enable them to hold LA and CSC officers to account for the work in their schools.*

Within CSC we have a series of evaluative reports that are created and feed into the forward planning of our work. These reports are well received at our governance meetings, these included Effectiveness and Efficiency reports, equity and excellence documentation, (covered in section 2)

Staff Wellbeing

Leaders have enabled a range of staff working parties that have shaped our way of working, including promoting wellbeing and ways of working. Staff have access to a wide range of support in terms of wellbeing, occupational health, mentoring and coaching support. We have maintained flexibility in ways of working that promote wellbeing and work life balance.

Evidence		
- Business Plan 2021/22, included LA priorities and this is regularly reported on - Business Plan Implementation Plan - CSWC documentation & website - Governance Structures & terms of reference - LA Estyn reports - HR Charter	- Internal PL and staff supporting documents - Handbook - SI framework - Who's Who? - PL programme - CLO Survey & report analysis - Induction survey report & next steps - Partnership working – scrutiny reports, Estyn letter re blended learning, CSWC, cross regional working, LA reports (changed over time due to feedback)	- LA priorities reported on in the evaluation of the BP Objectives, regional recommendations. - PIPs on SMT in LAs – partnership is seamless - Training materials (Members)

Strand Heading	Self-Evaluation processes and improvement planning
Evaluation	

Understanding of the organisation's strengths and weaknesses

There is a well-established Business Planning process in place that incorporates the golden thread of the priorities outlined within the Business Plan through to the operational and areas plans. Success measures and outcomes are identified within the various levels of planning.

CSC has an annual cycle of self-evaluation activity which involves all internal staff as well as external stakeholders. Self-evaluation processes are in place to capture staff views and identify strengths and areas for development. AS a result of self-evaluation activity, the areas for development transpose into themes within the priority areas of the Business Plan with corresponding outcomes and success measures.

CSC staff are presented with a summary of the findings from self-evaluation in January each year and during staff sessions, these are further developed to identify the priority areas for improvement with the next Business Planning cycle. *However, this could be further developed to ensure the local authority areas for development are incorporated at an earlier stage as well as the recommendations for improvement from annual reports. This process would further benefit from the refinement of the operational planning templates.*

Processes for self-evaluation, monitoring and QA

An annual cycle of self-evaluation and monitoring and reporting is agreed by the Members of the Joint Committee on an annual basis. This outlines the various self-evaluation activities throughout the year and the processes for reporting progress and impact.

As part of the process for monitoring the progress of the BP, impact review meetings take place on a termly basis with the SLT drive team members and members of the SMT in CSC and recently LA Directors. Evaluation of progress and impact of the actions within the BP are presented and challenged as well as identification of barriers and proposed next steps outlined. *However not all Directors have attended these sessions and so further development of this process needs to take place.*

Reports are compiled following impact review meetings and are presented for challenge at Joint Committee and other CSC governance group meetings. *However, monitoring of performance outside of CSC's governance should be considered as well as engagement with pupil voice.*

In addition to the reporting of progress & impact with the Business Plan, there are other formal processes for challenging performance of the work of the consortium. This includes LA performance reporting, scrutiny reporting on specific themes (such as Curriculum for Wales readiness) as well as reports to WG. Staff at CSC are also encouraged to provide feedback from staff induction & CLO surveys which are used by senior management for improvement planning. *However, not all staff engage with these surveys and so the CLO group are considering other menthids of engagement*

Reporting processes (in relation to corporate performance management)

During COVID, performance management processes were suspended. During this time a working party was established to review the performance development arrangements and present proposals for improvement. Following a period of consultation with CSC staff, members of HR and unions, a revised performance development process was launched in July 2021. All members of CSC staff undertake performance development to ensure the continuous development of individuals. Individual objectives are identified and monitored as part of the cycle of performance development as well as an

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expectation of all staff to engage in appreciative enquiry. *__However, as this is a new performance development process, it is too early to evaluate the impact upon individual and the workforce.__*

On a half termly basis, performance is monitored against Business Plan priorities and reported on a termly basis to relevant governance groups. Each term the senior management team produce a report on the progress made against success measures for priority areas as a result of impact review meetings whereby aspects leads present evidence of progress to members of the drive teams, members of SMT and senior officers in LAs. *__However, although this is presented for challenge and scrutiny to Members of Joint Committee, further work is required to ensure scrutiny by LA scrutiny committees.__*

Engagement with stakeholders in self-evaluation

The development of our Business Plan and performance monitoring arrangements is a collaborative process in which the Local Authority officers are involved. Likewise, Local Authority Directors have recently been invited to attend our Business Planning impact review meetings to provide comment and challenge. *__However (as above) not all Directors have attended these sessions and so further development of this process needs to take place.__*

CSC provides its stakeholders with several governance reports each term to evidence the progress made against our Business Plan and stakeholders are given the opportunity to provide feedback on the reports during governance meetings that are held. **However, further clarification and work is required to ensure that the reports meet the needs of stakeholders and to reduce the amount of reporting undertaken by CSC. Further work is also required with our stakeholders to ensure that we develop an appropriate quality of evidence in reaction to accountability.**

Link between self-evaluation and improvement planning

Comments received during self-evaluation processes are used to plan for improvement within the service. For example, Local Authority Directors have suggested improvements to impact review processes which have been considered and actioned. Likewise, CSC staff feedback has been used to drive improvement to systems and internal processes. *__However, further work is required to ensure that data analysis is used to inform improvement planning in a more systematic way.__*

Business Planning (allocation of resources to priorities & link to LA priorities)

CSC's budget is drafted in parallel with the Business Planning process and prioritised in accordance with the needs identified through self-evaluation activities. These needs represent the specific needs of the region as well as the priorities identified by Welsh Government. Local Authorities' specific needs are incorporated into the Business Plan, *__although further work will need to be undertaken to ensure these priorities are embedded and systematically monitored and progress reported aligned to the needs of the LAs and corporate reporting requirements.__*

Individual priority plans contain relevant detail regarding the resourcing implications for each aspect of the plan. The allocation of resources is linked directly to national needs (as per terms and conditions of grant funding) as well as the specific needs of the region (as identified through effective self-evaluation activity and undertaken in conjunction with stakeholders including: all staff, headteachers (RSG), governors and Directors. Consultation takes place with stakeholders, and in line with the governance arrangements of CSC, the BP is approved by the five Local Authorities' directors and ratified by Joint Committee members, prior to publication. *__However, when reviewing the legal agreement in 2022, further consideration should be given to the timeline for publication of the BP to ensure self-evaluation activities (of both the LA and CSS) and the confirmation of grant funding are known prior to developing the activities within the operational plans.__*

CSC is able to rapidly deploy resources to where they are most required in an efficient way but also drawing from across the regional footprint. For example, a school identifies as requiring support involved:

- *Brokering support from APL and additional coaching for middle leadership*
- *Identifying schools to school support for curriculum, teaching and learning development*
- *Providing an RLG to support the governing body*
- *Providing focused support for specific PL in literacy & numeracy*

- *Directing the IP to oversee, monitor and quality assure the process*

Evaluation of the work of CSC during COVID

The role of the consortia in supporting learning changed since the initial repurposing of Schools in March 2020. The initial focus was on distance learning and digital skill acquisition, to blended learning support. Schools continued to have a named improvement partner throughout the lockdown periods with IPs initially focusing on the wellbeing of HTs, teaching and support staff and children and young people.

CSC repurposed support initially to research and production of Distance Learning Considerations for Schools guidance. And development of appropriate resources this lead A Resource to Support Distance Learning. Staff undertook a substantial exercise to curate and collate a wide variety of resources to support schools and parents/carers in distance learning across all subjects and phrases. The CSC website was developed to ensure up-to-date information, resources and guidance were easily accessible to schools. The Blended Learning Guidance was developed to support the planning of learners returning to school. The Roadmap to blended Learning was produced as a direct identified school need.

Reports were provided to Chief Executives detailing the work undertaken to support schools, Local Authorities and CSC staff during the COVID-19 pandemic, outlining the impact of the work of the consortium. Additional reports & presentations were provided to Estyn, Welsh Government and LAs on the support provided during the pandemic, and the impact of this support. Termly progress / impact reports in respect of the Business Plan were presented to all governance groups across CSC – the progress of specific support in light of COVID-19 is outlined within such reports. ***However, the recommendations from the Estyn thematic review have been incorporated into the operational planning of CSC and further progress reports will be produced later in the year.***

Evidence		
• Cycle of self-evaluation activity • Joint Committee report 'Monitoring and Reporting the work of CSC' May 2021 • Self-Evaluation activity & reports • Impact review meetings – reports • Reports to Chief Execs (re CSC work during COVID)	• LA performance reports • Reports to WG on support for blended learning / distance learning • Presentations to Estyn on the work of consortia during the pandemic	• Estyn thematic report LA & Regional Consortia Approach for Schools and PRUs in response to Covid 19 • Reports to JC re FOI / SAR • RCT Complaints Policy • CSC Performance Development proposals & templates

Strand Heading	Professional learning

Evaluation

Professional Learning of CSC Staff (internal / accredited)

Professional learning activities have been very effective in developing the skills of most staff which enables them to work more productively with schools and Local Authorities on improving processes and outcomes in schools. The extensive uptake of professional learning opportunities, both within CSC and by nearly all schools, is developing skills and knowledge throughout the region. ***However, clearer internal quality assurance processes would improve consistency and develop a stronger focus on the impact of professional learning on outcomes in schools.***

Nearly all staff maintain strong knowledge about their areas of responsibility as a result of a culture of high expectation around professional learning. This is facilitated through CSC's induction programme and new professional development processes, for example. CSC has developed many platforms through which good practice can be shared with the

organisation, including using leading educational experts and reflecting on highly effective school practice. ***However, refinements are required to ensure staff joining mid-year receive a similarly high-quality provision.***

Nearly all relevant staff develop their leadership skills effectively through a variety of structured and purposeful professional learning opportunities. CSC offers a good range of opportunities for professional learning for staff. For example, nearly all staff in CSC have had access to effective coaching and mentoring programmes developing their knowledge and skills in leadership and many school-facing advisors have undertaken AOEA adviser accreditation. ***However, it needs to develop ways to identify how these programmes have improved practice and the support offered to schools.***

CSC involves its LA partners at all stages of its self-evaluation and improvement planning. This provides a clear focus on the priorities of all stakeholders and enables clear scrutiny of impact. ***However, the use of LA priorities earlier in the improvement planning process would improve the efficiency and effectiveness of this process.***

PL for LA Staff / wider stakeholders

Use of research / professional networks

CSC affords an appropriate range of opportunities for staff to have access to professional networks, such as the Education Services and Associate of Education Advisors. ***However, further work is needed on developing greater flexibility of approach for individuals and in ensuring there is enough time to maximise the benefit of this professional learning.***

CSC has developed strong learning communities and has successfully developed a culture of collaboration across most of its partner organisations including its schools, the Local Authorities and for its own staff. The Central South Wales Challenge ensures that there is a strong focus on developing a learning communities and collaboration. Within CSC there is also a strong learning community. For example, CSC strongly promotes the principles of the Consortia as a Learning Organisation approach and staff at all levels work collaboratively with the common focus of school improvement. ***However, CSC could develop an audit of access and awareness of professional learning for other stakeholders and map opportunities to secure even more cohesion.***

Collaborative PL

A particular strength of CSC is the way it shares good practice effectively across its schools, LAs and other key bodies. There are well established platforms for sharing, for examples podcasts, newsletters, bulletins and twitter. Engagement data shows that these are accessed by a large audience. A further strength is the way that CSC learns from a wide field of national and internal experts in a range of areas, drawing on their expertise. For example, during the lockdown period officers from CSC worked with experts from the USA to develop their blended learning guidance for schools. ***However, the Talk Pedagogy platform needs to be fully established to share strong school to school practice more broadly across the region.***

Performance Development arrangements

CSC has developed an innovative performance development model which is strongly focused on the Consortia as a Learning Organisation model and which enables most staff to develop their own learning needs well. ***However, it needs to develop the evaluation of this work to ensure that it focuses well on the outcomes and impact.***

Impact of PL

CSC has a comprehensive programme of professional earning for all staff within the organisation. This includes whole organisation PL as well as bespoke PL for teams and individuals as identified within performance development processes. ***However, more systematic evaluation of the impact of the PI is required.***

Succession Planning

A strength of professional learning is the way that it is linked to succession planning within CSC. For example, the CSC Business Plan identifies how it will develop staff internally and how it uses the Central South Wales Challenge to allow

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school-based staff to gain an insight into the way CSC works. ***However, as the new system of Business Planning and professional development are in their infancy, we are yet to see its full impact.***

Evidence		
• Induction Programme • PL Calendar • Sharing of PL (informal in meetings) • AoEA programme & networks • Support for accredited quals (within HR Charter) • Coaching and mentoring programme	• Welsh Learning (regular & intensive) • Staff accessing external national programmes • Collaboration across PD priorities • Performance Development processes (inclusion of appreciative enquiry)	• CLO survey – (National & Internal) – follow up presentation • Bulletins • Digital Public Services (WG) network • Forward planner

Strand Heading	Safeguarding

Evaluation

Safeguarding Culture

CSC promotes a culture of safeguarding in schools as well as the safeguarding of staff. This can be evidenced by the inclusion of annual training for all staff in the consortium as well as the annual updating of the safeguarding policy. Session are led with staff as part of the induction process on the processes for safeguarding within the consortium, as well as questions included as part of the recruitment process for all school improvement staff.

CSC engages consultants to add capacity to the workforce. Contracts for consultant include expectations regarding DBS status. **However, all staff contracts need to have an expectation added with regards to safeguarding within their contract agreement.**

Safeguarding guidance / policies

Safeguarding is the responsibility of all members of CSC. The organisation has appropriately trained safeguarding leads who have developed an effective policy aligning to the All-Wales guidelines as well as Estyn guidelines on safeguarding. The policy provides appropriate guidance to all staff members with detailed procedures for dealing with safeguarding concerns. This policy is renewed on an annual basis. The organisation has a named lead (and deputy) for safeguarding who are Level 3 trained ***however this training will need to be refreshed in 2022.***

The lead for safeguarding (Deputy Managing Director provides support to managers and teams through the provision of advice and guidance in the application of safeguarding procedures and adherence to policies. The lead (and deputy lead) liaises with the leads in each of the Local Authorities within CSC to ensure local procedures are adhered to.

Professional Learning (Child Protection / Prevent)

Child Protection training is provided to all staff at the beginning of each year (include the details here) as well as PREVENT / Radicalisation training. All staff are expected to attend this training and additional sessions (as well as access to pre-recorded professional learning) are arranged to ensure full compliance with this. ***However, further development of the annual training needs to ensure both greater alignment to the Welsh context and the specific nature of the work of CSC.***

Safer Recruitment

Recruitment to CSC is managed by RCT as the host authority for the region. Criminal record checks are one part of recruitment practices adopted from RCT as well as other pre-employment checks to assess the suitability of individuals. CSC is committed to safe recruitment practices and senior managers recognise that this fits into an overall approach to safeguarding. ***However more specific training on safer recruitment practices is required for all staff in the organisation.***

All staff employed as school facing staff must have a current DBS in place to ensure their suitability to work with children. ***However, this is not automatically refreshed once joining the organisation and relies upon HR support to remind officers to renew to ensure compliance with the regulations.***

Evidence

• CSC Safeguarding policy • Professional Learning programmes (Child Protection / Prevent) • Professional Learning registers of attendance • MD letter to schools (Sept 2021)	• CSC School visit policy • Recruitment processes (RCT as host authority) • DBS Records	• Office Accommodation – Visit protocols / office adaptions & guidance / lone working procedures • Emergency contact logs

Strand Heading	**Use of resources**

Evaluation

Allocation of resources linked to priorities

CSC's budget is drafted in parallel with the Business Planning process and prioritised in accordance with the needs identified through self-evaluation activities. These needs represent the specific needs of the region as well as the priorities identified by Welsh Government. Local Authorities' specific needs are incorporated into the Business Plan, ***although further work will need to be undertaken to ensure these priorities are embedded and systematically monitored and progress reported aligned to the needs of the LAs and corporate reporting requirements.***

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- *Providing focused support for specific PL in literacy & numeracy*
- *Directing the IP to oversee, monitor and quality assure the process*

Effective grant funding for schools

The value of grants from WG for 2021/22 was approximately £92m.   The main grants received by Welsh Government are the Regional Consortia School improvement Grant and the Pupil Development Grant. Schools receive various allocations from these grants based on agreed formulas and PLASC data sets. For example, EIG is based on current year Plasc on a varying lump sum per sector and a £ per pupil.   The Professional Learning Grant is based on a £ per FTE teacher. PDG is based on prior year pupil and £1,150 per eFSM pupil, PDG CLA is based on current LA data set. Collaboration funding is provided based on current year PLASC a £6,000 lump sum and a £100 per FTE teacher.

There is a strong commitment to delegating funding to schools. Terms and conditions for the Education Improvement Grant element of the RCSIG state that delegation must reach a minimum of 80% with CSC consistently reaching over 93%

Sound financial planning

Arrangements to monitor and report expenditure against the revenue budget and grant funding are robust. CSC has effective arrangements to secure comprehensive auditing of accounts and day-to-day processes which have been subject to both external and internal audit with positive results. Arrangements for managing regional grants are robust and ensure consistency of approach to regional funding streams and compliance with terms and conditions.

Budget holders are responsible for ensuring all financial commitments are eligible and aligned to the agreed operational plans and each budget holder operates within a scheme of delegation. A financial timetable ensures regular contact with each budget holder to challenge progress and ensure accountability, as well as Termly impact reviews with the Managing Director, Deputy Managing Director to provide additional challenge. LA Directors are invited to attend these meetings.

Monitoring of the financial position by the Deputy Managing Director, Business Manager and Senior Accountant is regular and provides a clear view of spending against budget. The senior accountant and representative of the Section 151 officer in the host authority work in partnership to ensure confidence in the implementation of all financial procedure rules.

The medium-term financial plan for CSC was approved by Joint Committee on 15 July 21. This document sets out how Medium Term Financial Planning (MTFP) is an essential component of effective financial management, a cornerstone of good governance and an enabler of service delivery and service improvement within the constraints of available resources. The updated MTFP was been constructed using the following planning assumptions: (a) The 2021/22 approved Revenue Budget used as the baseline year; (b) Employee costs based on the current staffing structure in place and a 2% pay award assumption each year for financial years 2022/23, 2023/24 and 2024/25; (c) Other employee related costs: no change to Pension Fund contribution rates over the period to 2024/25 and no change to the funding mix of employee costs between core and external grant; and (d) Non-pay inflation applied using the forecasted Consumer Prices Index rates as included within the latest Bank of England Monetary Policy Report i.e. 2022/23 of 1.9%, 2023/24 of 1.8% and 2024/25 of 1.9%. The Consortium's MTFP has now been refreshed and the Chief Executives of constituent Local Authorities have recommended an indicative revenue budget, for financial modelling purposes, through to financial year 2024/25

Effectiveness and Efficiency / Impact of the work of CSC

Effective arrangements have been implemented which take account of the core funding at a level set by the Welsh Government through the National Model for School Improvement. They involve a proportionate contribution from each of the Local Authorities using agreed indicator-based assessments, published annually by the Welsh Government as part of the local government revenue settlement. The service operates within a budget of £3.6 million (a shortfall of £1.8 with national model), which includes a cut of 5% in 2016 / 17 and further cuts of 5% in 2017 / 18, 2% cut in 2018/19, 3% cut in 2019/20, 5% cut in 2020/21 and 1% cut in 2021/22. The remaining funding comes from Welsh Government education grants, some of which are retained centrally to provide specific support in line with the requirements of the consortium, Local Authorities and schools and delegated funding for services provided by the Local Authorities (including support for

non-maintained foundation phase settings). To ensure compliance with terms and conditions of the specific grants, appropriate SLAs have been devised to include a costed development plan.

The Joint Committee exercises good overall responsibility for approving spending against priorities and arrangements for holding officers to account for the impact of resources on outcomes.

The service regularly reviews its provision to secure improvement and operate as efficiently as possible. Through the commissioning of external evaluation and internal reviews several services have been restructured to realise efficiency savings, improve quality and release funds to schools in line with the commitment to a school-led system. (Examples include management of change and exploring opportunities to generate additional income etc). The service has demonstrated the ability to take difficult decisions in the interests of greater effectiveness and efficiency. Examples include the review of IP deployment model. This has resulted in reducing the number of Improvement Partners from 36.3 FTE to 21.5 FTE and achieving efficiency savings of circa £0.280k over the past 9 years.

In addition, CSC promotes partnership working where possible. Examples include supporting a regional sensory project to raise attainment and exploring and entering SLA arrangements with other Local Authorities outside of the region to further promote and engage in our funded activity to increase economies of scale, e/g Outdoor Education service.

However, further development on how to gather evidence on the impact of the work of the consortium and the reporting mechanisms needs to take place

Internal / External audit

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.   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. Based on the work undertaken, a report is presented to the Joint Committee to outline any issues identified during the year, no recommendations for improvement were deemed necessary in respect of the Consortium's internal control arrangements over recent years.

Audit Wales act as our external Audit service providing an expert opinion on the 'truth and fairness' of the Joint Committee's financial statements for the financial year; 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. They also have responsibility for responding to questions and objections about the accounts from local electors and identify material misstatements that might result in a reader of the accounts being misled. To date no material financial risks have been found and accounts signed off as true and accurate in line with the set deadlines. In September 2021, the Audit Manager praised the accuracy and quality of CSC's work during the public Joint Committee meeting and confirmed the financial statements gave a true and fair view of the financial position of Central South Consortium Joint Education Service Joint Committee as at 31 March 2021 and of its income and expenditure for the year then ended; and have been properly prepared in accordance with legislative requirements and international accounting standards as interpreted and adapted by the Code of Practice on Local Authority Accounting in the United Kingdom 2020-21.

In line with complying with our host authority financial procedure rules we also comply with their Contract Procedure rules to ensure value for money while procuring goods and services.

Responses to COVID 19 pandemic

In response to Welsh Government's challenge to realign resources to fund the additional expense of covid-19, CSC faced the challenge of identifying circa £1m of efficiency savings before receiving the RCSIG grant award for 2020/21. This was

achieved by SMT and the Drive Teams scrutinising the Business Plan to prioritise activity and release funding where possible.

Our seconded staff were also given the opportunity to return to their respective schools while still under our contract to provide direct support to the front-line staff, ensuring learners in our region received optimum support in unprecedented times.

CSC were quick to react to the new requirement of home working and worked closely with RCT IT department to ensure all staff had access to remote IT equipment. The transition to agile working was smooth and managed quickly to support staff with everything they needed to carry out their work at home.   the additional cost of increased agile IT kit was offset by savings achieved from less running costs at the office.

Moving forward and recognising the advantages of agile working, SC are in discussions with RCT Corporate Estates staff to explore possible downsize of office and realignment of fixed desks to a hot desk approach, this way of working will bring further efficiency savings in the future.

Risk Management

The consortium has a risk management policy to ensure that risks are identified and managed appropriately. The approach is embedded within the annual governance cycle to ensure clarity regarding policy and process. A review is included as part of the Business Planning cycle and any amendments to the risks as recorded in the register are presented to Joint Committee for review and approval. ***However, further development is required to align to corporate reporting processes in LAs and the risks identified by LAs / WG in partnership with CSC***

LA Scrutiny of Consortia

The Joint Committee for CSC as well as the Local Authorities scrutiny committees formally scrutinise the impact if CSC in its annual review of effectiveness and efficiency. In addition, there are regular performance meetings with Local Authorities to scrutinise the work of the consortium. These include:

- Senior leaders in LAs meet with Principal Improvement Partners and Improvement partners on a regular basis
- LA Performance Meetings (with senior LA officers)
- School Improvement forums (with senior LA officers)
- The CSC Management board meets on a monthly basis and this includes senior officers from the LA where regular reports are presented for scrutiny on both performance of the work of CSC as well as financial monitoring.
- Regular attendance at LA scrutiny meetings
- Impact review meetings (LA Directors present)

Evidence

• Final Statement of Accounts (2020/21) here • Audit of financial statements (2020/21) here • JC Minutes from Audit report here • Joint Committee Budget reports - September 21 here December 21 here • Joint Committee Grants Report – July 21 here December 21 here • Internal Audit report 2020/21 here	• Resource Board summaries / evaluations here • Framework for school improvement (IP deployment) Guidance on T&Cs for IPs here • LA performance reports (brokered support) here • Effectiveness &Efficiency report 2019/20 here • CSWC evaluation reports (SIGs etc) • Grant letters here	• Aggregated funding spreadsheet 2021/22 here • BP Annual reports / termly reports. BP Summer Progress here BP 2021/25 here • Risk Management protocols & policy/ JC reports here • Management of change documents – justifies staffing structures here

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10.2 LEADERSHIP & SAFEGUARDING: STRENGHTS & AREAS FOR DEVELOPMENT

Strand Heading	Quality and Effectiveness of Leaders and Managers
Strengths	**Areas for Development**
Leaders / Managers have established a clear vision involving all stakeholders over time, which encompasses partnership working *External review of governance taken place and taken forward (also in AGS)* *Professionalism of staff within CSC* *CSC Culture* *PL programmes – including opportunities to develop coaching and wellbeing* *AOEA opportunities to engage more broadly in education.* *Bespoke professional qualifications and opportunities supported financially and with time.* *Welsh language development opportunities.* *Team on CLO* *Staff wellbeing group* *Online protocols / etiquette / protected hour* *Flexibility of working patterns* *Quality of report writing / presentations to scrutiny* *Changes to processes as a result of feedback eg LA priorities within the BP*	Ensure that all staff model the CSC vision in their day to day working and that we develop a regional organisation that works across 5 LAs effectively to support all LAs Further develop our communications to ensure that all corporate key messages are communicated effectively Further develop our evaluation processes right across the organisation, to ensure it is effective, manageable and that it leads the work of the organisation moving forward. We also need to consider how we engage stakeholders in this process. Review how we can tie our governance groups together and ensure that JC hear from schools and staff on a more regular basis on a range of areas including the establishment of HT focus groups. Raise the profile of our governance groups across the organisation ensuring that all staff are aware of the processes, and can have access to the forward planners, agendas etc. Governance feedback now on SLT agenda. Support staff to engage with the organisation ensuring that they have the time and capacity to complete the CLO and induction surveys and ensure that leaders value the feedback from staff. Continue to raise the profile of staff roles within CSC particularly Business Support roles / responsibilities. Including the development of interactive staffing structures / through the lens of a school (onion diagram) – including clear contact information for schools Work with LA teams to develop greater understanding of governance and operational structures and how we provide information to enable LAs to hold us to account. Have greater clarity form LAs on their scrutiny cycle and ensure that our reporting is manageable and concise meeting the needs of LAs and being mindful of staff workload. Continue to create the environment where staff are supported and want to come to work – creating

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	balance for individuals that enables them to manage the pressures of work while maintaining high expectations in a manageable way. Review what does not need to be done moving forward. • Re-energise the staff wellbeing group • Risk management – aligning with LA / WG

Strand Heading	Self-Evaluation processes and improvement planning
Strengths	**Areas for Development**
• Evaluation processes are in place across CSC. • CSC work in a transparent manner in partnership with their stakeholders. • Stakeholders have been involved in implementing the processes that are currently in place. CSC listen and amend process based on stakeholder feedback E.g., Performance Development. • Processes are in place in conjunction with an ongoing training plan to ensure that we comply with FOI/SAR. CSC has improved links with our host authority for advice/guidance regarding FOI/SAR. • CSC has strengthened relationships with stakeholders to ensures that we respond to areas of concern in a timely manner and prevent escalation. • Processes are in place to capture recommendations from thematic reports and as used in development of our Operational Plans. • Robust process in place for dealing with complaints. Formal complaints are dealt with at the informal stage.	• **Joining the local, regional and national priorities (including regional recommendations) to produce a cohesive plan we can monitor and evaluate.** • **Working with JC and other governance structures to develop appropriate quality of evidence regarding accountability.** • Clarity of purpose of CSC – Universal offer in Legal Agreement. • **Clarity of reports – reducing the amount of reporting we do to ensure it meets the needs of stakeholders.** • **Consideration to be given to the monitoring of performance outside of CSC's governance as well as engagement with pupil voice.** • **Ensure that all stakeholders engage in self-evaluation.** • **Ensure the regional recommendations genuinely impact upon our work.** • **Better use of data analysis to inform improvement planning.** • Ensure the regional recommendations genuinely impact upon our work • Ensure the progress against recommendations from Estyn's thematic report on support for schools during COVID are shared

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Strand Heading	Professional Learning
Strengths	**Areas for Development**
- Induction programme (evolved from direct feedback from new starters and internal staff), move to virtual, recording of sessions - High expectations to engage in PL - Shift to PD from PM – engagement with staff to revise the process - Continuation of the CLO survey and additional surveys - Developing skills of staff (within BP process as an example) to support succession planning	- Evaluation, outcome and impact of internal PL & PD (multiple sources of evidence) - Alignment with CLO findings - Evaluation / QA of colleagues – capture, consistency, MER cycle - Quality of induction for new starters that begin mid-year - Time / capacity to access professional networks – designated time or own personal PL? - Talk School Improvement Team (internal) – linking into Talk Pedagogy (direct response from CLO) - PD identifying future career progression

Strand Heading	Safeguarding
Strengths	**Areas for Development**
- Annual programme of professional learning in Child Protection and PREVENT / radicalisation (synchronous and asynchronous PL available to ensure all staff undertake the professional learning) - Safeguarding is embedded into the recruitment process which questions incorporated into all interviews for staff working directly with schools - Regular and timely updates to COVID protocols to ensure the safety of all staff (including school visit protocols and use of office accommodation)	- Level 3 training for safeguarding leads - Commission Child Protection professional learning and co-construct to ensure Welsh / CSC context - Continue to develop the culture of safeguarding across the whole organisation - Review internal recruitment processes in conjunction with RCT as host authority to ensure safer recruitment practices are adhered to. Arrange for further professional learning for CSC staff to ensure greater awareness and understanding of these practices across the organisation. - Refresh all emergency contact information and ensure this access is available to SMT as well as HR personnel. Establish a schedule for refreshing this information. - Liaise with RCT as host authority regarding the rolling refresh of DBS and establish an annual process for ensuring no change to DBS status - Develop, consult and publish lone working protocols (in the use of the Valleys Innovation Centre) to include consistent use of diaries to support safeguarding - Revise staff contracts to include a reference on the expectations of safeguarding within their contract of employment.

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Strand Heading	Use of Resources
Strengths	**Areas for Development**
• Transparent & robust financial management (as confirm by Audit Wales and RCT internal audit teams • Confidence of Section 151 Officers • Maximisation of grant funding to schools / • Regional formula for EIG grant allocations / transparent deployment of resources • Economies of scale from regional working E.g., higher calibre recruitment, comprehensive support across all curriculum areas, focus on areas of the greatest need – collective accountability, broader PL offer, ability to respond to national priorities e.g., Covid-19 • Consistency of approach for all LAs while retaining bespoke support to LAs. • Effective use of resources to respond to the COVID pandemic… continuation of support to schools, named IP for all schools, rapidly adapted to a virtual world • CSWC – broker across a wider range of schools – share good practice across a wider range of schools	• Continue to develop processes to monitor and report the effectiveness and efficiency of CSC and the impact of the work of CSC. • Review the reporting schedule and ascertain whether they are fit for purpose • Refresh the medium-term financial plan to ensure future sustainability • Continue to work with Welsh Government to develop a medium-term financial plan for grant funding • Establish improved processes for dealing with Awards of Funding received in the final quarter of the financial year. • Work with RCT Legal Services to review and amend the legal agreement to align more closely to CSC / LA self-evaluation activity and grant funding notification • Review staffing requirements related to expectations of national priorities • Embed LA priorities (and known regional recommendations from published reports) within CSC BP at the beginning of the planning process • Review systems and processes for risk Management • Create Central repository to improve transparency and access to information

10.3   LEADERSHIP & SAFEGUARDING FOCUS 2022/2023

➢ Maintain a financially viable service that meets the needs of schools and LAs, ensuring our BP is built on the LA priorities and brings the 5 LAs together into one regional service, and that this is reflected in our legal agreement.

➢ Further develop the evaluation processes to include the views of stakeholders.

➢ Develop a reporting cycle that meets the needs of LAs in a manageable and meaningful way, ensuring that there are clearly articulated audience and purpose for each report and that this is built into staff workplans not added in an ad hoc manner.

➢ Continue to provide support and PL for staff (responding to effective evaluation) across the organisation to ensure we maintain highly effective professional teams that embody the vision of CSC while providing high quality services to schools.

➢ Further develop a culture of safeguarding across CSC.

Central South Consortium:

Business Plan 2021- 2022 Autumn Term Report

January 2022

Contents

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1.0   Business Planning Overview 2021/22

The Business Plan 2021/22 runs from 1 April 2021 to 31 March 2022. The Business Plan 2021-2022 was approved by Joint Committee 18 March 2021. 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 to provide an overview of the progress made against the priority areas for the summer and autumn term.

1.1   Background

There are five improvement priorities that relate directly to the national mission but which also embed the local as well as regional priorities (as identified through self-evaluation):

- *Priority 1:* Develop a high-quality education profession.
- *Priority 2:* Develop highly effective leadership to facilitate working collaboratively to raise standards.
- *Priority 3:* Develop strong and inclusive schools committed to excellence, equity and wellbeing.
- *Priority 4:* Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system.
- *Priority 5:* Improve the effectiveness and efficiency of CSC.

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, challenged by the members of the drive team and presented to members of the Senior Management Team and LA Directors, for further scrutiny and challenge.

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3.0   Summary of Progress

A summary of implementation and progress is outlined in the following table:

Table 1: Summary of progress judgement by individual aspect areas

Priority	Actions	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	*Progress Affected By COVID-19
Priority 1.1	2	0	0	1	0	1	0
Priority 1.2	5	0	0	4	1	0	0
Priority 1.3	3	0	0	0	2	1	0
Priority 1.4	4	0	0	4	0	0	0
Priority 1.5	4	0	0	3	1	0	0
Priority 1.6	4	0	0	0	3	1	0
Priority 1.7	7	0	1	2	4	0	0
Priority 2.1	8	0	0	3	5	0	1
Priority 2.2	2	0	0	2	0	0	0
Priority 2.3	5	0	0	4	1	0	0
Priority 2.4	5	0	0	3	2	0	0
Priority 2.5	1	0	0	1	0	0	0
Priority 2.6	1	0	0	1	0	0	0
Priority 3.1	2	0	0	0	1	1	0
Priority 3.2	5	0	0	5	0	0	0
Priority 3.3	11	1	1	7	2	0	0
Priority 4.1	4	0	0	4	0	0	0
Priority 4.2	6	0	0	6	0	0	0
Priority 5.1	18	0	0	1	6	11	0
Priority 5.2	5	0	0	0	3	2	0
Priority 5.3	2	1	0	0	0	1	0
Priority 5.4	10	1	0	1	1	7	0
Total	**114**	**3**	**2**	**52**	**32**	**25**	**1**

*'Progress Affected By COVID-19' judgements are additional judgements made alongside the Progress Judgement (Limited – Very Good) criteria. Therefore, these figures are not included within the Total Actions figure (114).

*(See **Appendix A** for Judgement Matrix)*

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Table 2: Cumulative progress judgement

Business Plan Actions	Elements	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	*Progress Affected By COVID-19
				Summer / Autumn Term Summary 2021/22			
Totals	114	3	2	52	32	25	1
Percentages	100%	3%	2%	46%	28%	22%	1%

'Progress Affected By COVID-19' judgements are additional judgements made alongside the Progress Judgement (Limited – Very Good) criteria. Therefore, these figures are not included within the Total Actions figure (114).

The above grids indicate that by the end of the Autumn Term of 2021 - 22 there has been:

- Very Good or Strong Progress made in 50% of elements.

- Satisfactory Progress made in 46% of elements.

- Limited Progress made in 2% of elements. These elements have been affected by COVID and capacity issues to support schools.

- 3% of elements have Not Yet Started. This was based on the timeline of completion being targeted for the Spring Term 2022.

- Of 114 elements listed within the Business Plan, 1 has been significantly affected by COVID-19.

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 dashboard and progress reports. Risk holders review and make recommendations to Directors for changes/updates to the risk register. CSC Management Board 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. These risks will be monitored as part of the ongoing cycle of review but will not be included within the formal risk register at this stage.

Table 3: Overview of risks identified during impact review meetings (December 2021)

Areas of Potential Risk / Barriers to Progress		
Priority	**Action**	**Progress/Comment**
1.3c	Support the realisation and implementation of Curriculum for Wales through increased opportunities and participation in collaborations, including: • CSWC collaboration components (SIGS, clusters, networks,) • Curriculum projects • CfW CSC community area • National networks • External partnerships	• Nearly all schools and clusters have submitted their SLA for collaboration funding to support their collaborative work in the realisation of Curriculum for Wales. • National network conversations commencing mid-October. Several CSC curriculum & professional learning team members supporting WG with facilitation. • CSC promoting through school bulletin, CfW community area, and social media channels. • CSC supporting schools' involvement through funding released as part of CSWC model. • CSC to facilitate regional network sessions to follow up on national conversations - identification of regional support needs. • Funded collaboration projects across AoLEs in progress. • Y Ffedarasiwn SIG exclusively focussing on CfW AoLE development work. • Supporting regional AoLE Lead Practitioners in the development of Welsh medium PL materials and resources. • 1100+ members of the Curriculum for Wales community area.
1.7e	Support practitioners and leaders to develop high quality curriculum, learning and teaching of the integral skills.	• Internal honorarium post not filled during autumn term. • System focus on high level curriculum design has rightly delayed the specific activity in this area with planned integration with the cross regional curriculum design project during spring term. • Appointment made to Principal Improvement Partner - Curriculum Cohesion and Assessment includes this priority in the JD.
3.3i	To continue to work with Adoption UK on pilot programme and to establish a network for schools to support and share good practice in relation to pupils who have been adopted.	• Adoption UK have experienced difficulties getting into contact with some of the schools that were allocated membership. Reasons for this are being investigated and addressed.

5.0   Summer Term 2021/2022 Impact Evaluation

5.1   Priority 1: To develop a high-quality education profession

Priority 1: Success Measures	*Practitioners in nearly all schools engage in the regional Professional Learning Offer (PLO)* *Professional Learning (PL) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes* *In nearly all schools, the impact of PL is demonstrated within self-evaluation activities* *An increased number of schools operate as learning organisations* *Practitioner Welsh language competence and skills are increased* *The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases* *Oracy standards of most learners in primary Welsh second language increases* *Nearly all student teachers achieving Qualified Teacher Status (QTS)* *Most Newly Qualified Teachers (NQT) pass induction* *At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status.*

Priority 1: Impact	- Nearly all (99%) of CSC schools have engaged in at least one regional Professional Learning (PL) opportunity during April and October 21. This is an increase of 12% of schools for the same period last year. Total practitioner engagement 01 April- 31 Oct 2021 was 7857, compared to 2175 practitioners during the same period the previous year. - Information from School Improvement Partnership Log (SIPL) indicates that many schools are developing aspects of the Schools as Learning Organisations (SLO) dimensions. Reliability of historic data provided by WG regarding engagement of schools prior to 2021-22, and technical challenges with the WG SLO tool have made it difficult for CSC to establish accurate previous and current SLO data. SLO will be a focus for the professional learning and collaboration survey spring 2022. Furthermore, CSC will recruit SLO Champions to work with schools to further promote engagement with SLO, share good practice and develop professional learning. - School Workforce Annual Census data for 2021 will be published in July 2022. Engagement with Welsh language development professional learning has been strong with 374 practitioners from 132 schools engaged between April and December 2021. In programmes that raise practitioner's Welsh language competence, nearly all report improved skills and many plan to change their practice. - Between April and December 2021, 43 schools achieved Siarter Iaith/Cymraeg Campus awards, 31 bronze, 9 silver and 3 the gold award. This is a significant increase in the number of schools being verified compared with the 12 schools verified in 2020/21. Due to the continued disruption of Covid-19 and its effect on pupils' Welsh oracy skills, the support for primary Welsh second language has been primarily focussed upon developing oracy standards. This will continue to be measured through listening to learners at an individual school level. There is no regional or national data available. - The CSC early careers team worked with all HEI partners in further developing the bridging units designed to mitigate against the impact of COVID prior to students

	commencing induction. Summer 2021, approximately 82% of all student teachers intending to work in the region gained QTS with the remainder either leaving their ITE programme or being given an extension.
	• An increased number of NQT's (81%, +7% over 2 years) and induction mentors (72%, +45% over 2 years) engaged with CSC PL opportunities ensuring information, resources and support resulted in consistency in terms of process as evidenced by induction profile evaluation, and improvements in practice as evidence by evaluations. Nearly all (93%) of all eligible NQTs passed induction in the region with 7% being given an extension and 0% failures.
• The target number of TAs gaining HLTA status was achieved and more than doubled with 54 TAs achieving HLTA status, an increase of over 100% from the previous year.
A detailed summary of progress against individual aspects of this priority can be found in Appendix B	

5.2   Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards

| **Priority 2: Success Measures** | • *Successful completion of PL Pathways Programmes by applicants*
• *A culture of Coaching and Mentoring in embedded across CSC*
• *The development of more effective leaders to support school improvement*
• *Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities*
• *Self-evaluation processes are clear and robust and contribute effectively to school improvement*
• *Strong CSC representation is evidenced in nominations across all 'Teaching Awards Cymru' categories* |
|---|---|

| **Priority 2: Impact** | • All available places on Professional Learning Pathways are occupied and oversubscribed. A formal endorsement process ensures leaders access the appropriate programme for the stage in their career. All participants to date have completed the programme fully and received national certification.
• A range of coaching and mentoring training is being provided, supporting the development of leaders at all levels. Coaches are being used effectively to support leadership programmes. Formal qualifications in coaching and mentoring are strengthening the impact on individuals and supporting the embedding of a coaching culture across CSC.
• Through training, governors understand their role within their settings. The deployment of Regional Leaders of Governance (RLGs) is strengthening school governance through modelling leadership and providing support.
• National priorities are reflected in governors' training to ensure they are suitably informed to support the response of school leaders to address these priorities. |
|---|---|
| **A detailed summary of progress against individual aspects of this priority can be found in Appendix C** ||

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5.3 **Priority 3: Develop strong and inclusive schools committed to excellence, equity and wellbeing**

Priority 3: Success Measures	• *Nearly all schools demonstrate the use of a wide range of meaningful information and data* • *Most schools' systems demonstrate vulnerable pupils' progress through analysis of participation, engagement and learning data* • *Most schools demonstrate they have effective systems in place to address and mitigate barriers*

Priority 3: Impact	• Central South Consortium (CSC) continue to work alongside schools to gain an accurate understanding of standards of quality first teaching, well-being and Inclusion. At least most schools demonstrate use of a wide range of information and data including session observations, listening to learners, attendance exclusion and intervention data. • CSC's work in collaboration with local authorities and other stakeholders indicate many schools have appropriate systems to collect meaningful data to track the progress of vulnerable learners. • Many schools in the region are prioritising improving the standards of well-being of both pupils and staff in mitigating the barriers to learning.
A detailed summary of progress against individual aspects of this priority can be found in Appendix D	

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

Priority 4: Success Measures	*CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level* *Fewer schools needing higher level support or causing concern* *Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools* *Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress* *Schools are able to respond appropriately to developing external measures* *Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners* *Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice* *Schools' improvement plans lead to stakeholders' wellbeing being improved, in light of the ongoing impact of COVID-19* *WG policies linked to priority 4 are implemented across the region in accordance with milestones set in 'Education in Wales: Journey to 2022' and 'The Curriculum Implementation Plan'* *All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement*

Priority 4: Impact	- CSC have worked with all schools offering effective support, feedback and guidance to schools on the content, quality and impact of their self-evaluation arrangements, the appropriate identification of improvement priorities, and on school development plans. As a result, most schools have suitable evaluation and improvement arrangements. - CSC reports to stakeholders on its impact in supporting self-evaluation and improvement planning processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards. As a result, all LAs and wider stakeholders are kept up-to-date about the outcome and emerging impact of support to schools. - CSC has effective systems and processes in place to productively monitor and evaluate school processes (captured in SIPLS). These use a broad range of information to monitor and understand the performance of schools in their area, rather than a narrow focus on pupil attainment measures. As a result, the information can be shared and reviewed to refine CSC processes. - Most schools have established clear and effective processes for internal evaluation and accountability, leading to good progress for most learners. - CSC teams are deployed to support schools' needs effectively. All enhanced schools and those in need of additional support receive appropriate support. As a result, nearly all schools are on track with their improvement priorities.
A detailed summary of progress against individual aspects of this priority can be found in Appendix E	

5.5   Priority 5: Improve the effectiveness and efficiency of CSC

Priority 5: Success Measures	*Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%* *Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)* *Communication performance analytics show improvement* *Social media engagement* *Website – Google analytics – page views at certain periods of focused campaigns* *Knowledge Bank: Resources, guidance, updates* *School / Staff Bulletins – number of clicks and downloads* *Reporting shows CSC PL has a positive impact on improving outcomes for learners* *Estyn judgements and requests for case studies are at least comparable with other regions*

Priority 5: Impact	- Professional Learning in CSC is developing increasing sustainable change in schools through the effective provision of opportunities for sustained professional learning. Annual survey data analysis shows an increase of primary staff involved in extended forms of professional learning (baseline 2019 termly or more: primary 45%) increased to 48%. Secondary data shows a decrease from 45% to 42%. This is in line with secondary schools having to respond to the changing requirements of CTGs and the challenges of reform. As set out in the hallmarks of well led professional learning from NAEL and in much research, extended professional learning leads to sustainable change in schools. - Professional learning in CSC supports more school staff to use research to make evidence informed improvements. Annual survey data analysis shows an increase of staff using research to support their professional learning on a regular basis (baseline 2019: primary staff 50%, secondary 42%). In 2021 these figures increased to 52% in primary and a more significant improvement in secondary to 47%. An increasingly research informed profession is in line with the principles of the National Approach to Professional Learning and supportive of developing schools is aligned to the requirements of the Curriculum for Wales. - To ensure that schools and stakeholders are well informed of regional news and opportunities, targeted, timely communications are shared. Engagement with communications in CSC is increasing. Overall, there is increased interaction with, and use of, you tube, twitter and the main CSC website. From April to December there was an increase of over 500 Twitter followers to in excess of 7,700 and you tube engagement has doubled to over 22,000 minutes watched per month. - Professional learning in CSC demonstrated that it is changing practitioner behaviour to make a positive difference on learner outcomes. In practitioner evaluations of professional learning programmes, of the people answering to what extent they felt the professional learning would impact on learners in their setting, 92% report that they anticipate the professional learning having an impact on learners, with 57% expecting a more significant impact. (AM1 column data) - Unable to demonstrate impact due to Estyn suspension of inspection. However, 13 schools have been removed from Estyn category. Only 3 schools remain in a category.
A detailed summary of progress against individual aspects of this priority can be found in Appendix F	

APPENDIX A	12	P a g e

PROGRESS JUDGEMENT MATRIX	
Very Good Progress	The priority action has been addressed in all respects. No aspects require further attention. This has resulted in measurable positive impact to the priority area.
Strong Progress	The priority action has been addressed in most respects. Only minor aspects require attention. It is expected that the work will result in measurable, positive impact to the priority area.
Satisfactory Progress	The priority action has been addressed in many respects. A few important aspects still require significant attention. The impact of the work is not yet strong enough. Many aspects are addressed but there is still significant work to do in important areas.
Limited Progress	The priority action has not been addressed. All or many important aspects are awaiting attention, or the original planned activity is no longer appropriate.
Not Yet Started	The priority action has not been started.
STATUS JUDGEMENT MATRIX	
Risk	Potential risk or barrier identified.
On Track	Action on track for completion.
Completed	Action completed.
Not Due To Have Started	Action not due to have started.
Progress Affected By COVID-19	Action impacted by COVID-19 Pandemic.

APPENDIX B	
Priority 1	**To Develop a high-quality education profession**
Evaluation of Progress	

Priority 1.1	**The professional learning offer responds to the evolving needs of practitioners and leaders across the region in support of national and regional priorities and the impact of COVID-19**
How will we know if we've made progress?	**Neary all schools engage in the professional learning offer. PL evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes. School self-evaluation activities demonstrates the longer -term impact of professional learning**
Success Measures	• ***Practitioners in nearly all schools engage in the regional Professional Learning offer*** • ***Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes*** • ***In nearly all schools, the impact of PL is demonstrated within self- evaluation activities***

Evaluation of progress	**Evidence**
• Nearly all (99%) of CSC schools have engaged in at least one regional Professional Learning (PL) opportunity during April and October 21. Total practitioner engagement 01 April- 31 Oct 2021 was 7857. In comparison to the same period for 2020, 2175 practitioners had engaged in regional PL opportunities, representing 87% of schools. • All PL opportunities are aligned to the National Mission, Central South Wales Challenge (CSWC), Professional Standards for Teaching and Leadership (PSTL)/ Professional Standards for Assisting Teaching (PSAT). The CSC Enabling Excellence and Equity (EEE) document was launched during the autumn term and PLO will be increasingly aligned to this. PL is available at no cost to all practitioners, governors, CSC and Local Authority (LA) staff across the region. • Regional Professional Learning Offer (PLO) continues to be published online. Summary PL and networking document published July 8th. Robust Quality Assurance (QA) procedures continue to ensure alignment of regional message with overall regional and national strategy. Processes have been refined across teams to reflect strategic and project team toles and responsibilities. • PL opportunities are informed and refined using local, regional and national intelligence and evaluation. This has been particularly in relation to COVID and curriculum reform. Around half of participating practitioners engage in asynchronous professional learning opportunities.	• PLO. • PLO engagement data and analysis. • PL evaluations. • Project booklet, data and evaluations. • CSC BP. • External stakeholder reports. • LA BPs. • CSC regional reports.

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• Funded Collaboration Project groups have been established and activities commencing. - 34 projects - 619 applications - 474 total schools - £339,000 total funding • Most recommendations are planned for within the Area plans as appropriate. This includes PL opportunities and projects related to specific recommendations. In some areas, further clarification of roles and responsibilities in the middle tier is required.

Priority 1.2	Schools are supported to manage change and develop as learning organisations
How will we know if we've made progress?	Schools in the region demonstrate progress in the seven dimensions of the Schools as Learning Organisations model.
Success Measures	• *An increase in the number of schools operating as learning organisations*

Evaluation of progress	Evidence
• Enabling Equity and Excellence (EEE) document revised and second iteration published successfully for all schools across the region in October 2022. Document has been promoted at Headteacher meetings in nearly all Local Authorities across the region and implementation plan will commence spring term 2022 (please see objective 3 for further details). • Information from School Improvement Partner Log (SIPL) indicates that whilst many schools are developing aspects of the Schools as Learning Organisations (SLO) dimensions, engagement of schools across the region with the WG SLO survey remains an area for development. Of the schools sampled, many have experienced functionality issues when completing the survey which has led to a reluctance to engage. • Reliability of historic data provided by WG regarding engagement of schools prior to 2021-22 has made it difficult for CSC to establish an accurate baseline. • CSC will continue to promote engagement with the survey, work with WG to resolve functionality issue and improve reliability of data. Furthermore, CSC will recruit SLO Champions in the spring term of 2022 to work with schools to further promote engagement with SLO, share good practice and develop professional learning. • In the June Curriculum for Wales (CfW) survey, many schools report that they have developed a vision of curriculum and the learning and teaching that supports it.	• E&E Strategy. • EFIs. • CfW survey. • Annual schools' survey. • SLO engagement data. • 'So what' survey. • CfW survey analysis reports. • CSWC evaluation report. • SIG evaluations Cluster evaluations • Network evaluations. • Network engagement data.

• School Improvement Group (SIG) and cluster convenors meetings during Oct 21 reiterated the evaluation requirements and roles and responsibilities. Planning for collaborative networks for special schools and Welsh medium schools continues to be supported by CSC staff and funding provided through the Central South Wales Challenge (CSWC). The PL evaluation survey is in draft form to be revised for implementation February 22. • Spirals of enquiry playlist published to schools on 23/11/21 with 60 practitioners engaged to date. 20 delegates attended first enquiry network meeting. Focus for future meetings with enquiry LP (individually and collectively) surveyed and planning for next network meeting ongoing. Enquiry as an integrated aspect of SDP being developed and explored • 16 lead NPEP schools working with 64 partner schools - all SLAs complete. Initial engagement events with HEIs taken place - section three reporting and core brief agreed. All enquiries to date are available to all via Hwb (this is managed by WG leads so engagement data unavailable).	• NPEP enquiries. • HEI NPEP reports.

Priority 1.3	Schools are supported to prepare for the Implementation of Curriculum for Wales and wider reforms	
How will we know if we've made progress?	Professional learning opportunities and support for schools at all levels are aligned to the 'Curriculum for Wales: Journey to 20222- and the national professional learning programme. Nearly all schools engage in the professional learning offer for Curriculum for Wales and the wider reforms. PL evaluations demonstrate changes to practitioner behaviours in preparation for CfW and the wider reforms. School self-evaluation activities demonstrate progress towards the implementation of the CfW and wider reforms	
Success Measures	• *Practitioners in nearly all schools engage in the regional Professional Learning offer* • *Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes* • *In nearly all schools, the impact of PL is demonstrated within self- evaluation activities*	
Evaluation of progress		Evidence

• "Analysis of CfW survey providing intelligence on schools requiring targeted, bespoke support. Visits to schools and conversations with IPs and PIP in progress to triangulate responses from survey and plan support for schools as appropriate.
• Since November 2020, Curriculum for Wales (CFW) cross-regional programme CSC engagement:
   – Senior leaders 2100+, 81% schools, including almost 1000 with curriculum design & development modules.
   – Middle leaders 3400+.
   – Governors 1000+.
		• CfW survey analysis.
		• CfW PLO.
		• PLO engagement data and analysis.
		• PLO evaluations.

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• Since April 2020, over 1300 practitioners from 65% of schools across the region have engaged with termly network meetings focused on sharing practice in all Areas of Learning and Experience (Areas), pedagogy and enquiry. • Significant increase in schools requesting support and PL on CfW - from 36 schools total academic year 2020-2021 to 23 individual schools and 5 full clusters in first two months of academic year 2021-2022. • Blended approach used for all support - facilitating live sessions for schools and clusters and using recorded materials as pre-reading/pre-engagement preparation. • 62 practitioners from 57 schools across the CSC region are currently participating in this cross-regional professional learning (PL) programme. All PL resources, materials and guidance developed from the programme will be made available to all schools in Wales. • Successful launch of CSC's design thinking model, within a new CfW website for access to all CSCs CfW PL support. Model aligned to journey to curriculum roll-out phases and activities. Positive feedback from schools, WG and ESTYN. Through promotion of the website on Twitter, it has received high levels of engagement: - Launch 1st Oct: 15,498 times viewed and 840 people interacted with it. - Reminder tweet 4th oct: 8, 280 times viewed, 583 interactions. - Reminder tweet 12th oct: 1,403 times viewed, 66 interactions • A majority of schools engaging with CfW resources and/or bespoke support to support their realisation of CfW. 36 schools in total Jan - Aug 2021, but 23 individual schools and 5 full clusters already in progress Sept - Oct. • Analysis of CfW survey shows most schools align to the Journey to curriculum roll-out agreed phases and activities. • Increased number of practitioners engaging with CfW community area. 1,100+ subscribers • Working modules and resources created by CSC staff for Expressive Arts, Health and Well-being, International Languages. Development of the remaining three AoLEs for remainder of Autumn term. • Cross-regional project planned for delivery mid-November - March. Schools selected to participate through EOIs. • Nearly all schools and clusters have submitted their SLA (Service Level Agreement) for collaboration funding to support their collaborative work in the realisation of Curriculum for Wales. • National network conversations commencing mid-October. Several CSC strategic team members supporting WG with facilitation. CSC promoting through school bulletin, CfW community area, and social media channels. CSC supporting schools' involvement through funding released as part of CSWC model. CSC to facilitate regional network sessions to follow up on national conversations - identification of regional support needs. • Funded collaboration projects across AoLEs in progress. • Y Ffedarasiwn SIG (School Improvement Group) exclusively focussing on CfW AoLE development work. Supporting regional AoLE Lead Practitioners in the development of Welsh medium PL materials and resources. • 1100+ members of the Curriculum for Wales community area.	• CfW community area and knowledge bank analytics.

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Priority 1.4	Support the implementation of national and regional strategies for developing Welsh in all sectors
How will we know if we've made progress?	The PL offer for improving Welsh in all sectors is aligned to national and regional needs, the Welsh Language Competency Framework and the impact of COVID-19. Practitioners report that their confidence and competence in Welsh language skills improve and this is reflected in the SWAC. The use of informal and incidental Welsh in schools across the region increase. School self -evaluation activities in all sectors demonstrates progress towards implementing national and regional strategies for Welsh.
Success Measures	*In nearly all schools, the impact of PL is demonstrated within self- evaluation activities* *Practitioner Welsh Language competence and skills are increased* *The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases* *Oracy standards of most leaners in primary Welsh second language increases*

Evaluation of progress	Evidence
- Since April 2021, 189 practitioners have accessed part 1, 120 part 2 and 65 part 3 of the Welsh Language Development asynchronous Professional Learning (PL). 374 in total have accessed from 132 schools. - Three levels of synchronous PL have been created to mirror the asynchronous PL. Autumn dates delivered with 42 practitioners engaging. - Recruitment for the 2021/22 Leadership of Welsh programme has taken place and will be delivered in Spring/Summer 2022. - NQT - Synchronous PL dates cancelled due to very low numbers, however, PL adapted to be delivered asynchronously. English Medium (EM) and Welsh medium (WM) asynchronous NQT PL is now available on CSC website and 20 NQTs have engaged so far. - Post sabbatical support for 2021/22 has begun with initial briefing session held, network meetings delivered along with an additional Leadership of Welsh session. 8 Welsh/English Medium partnerships have been successfully established with schools currently undertaking their projects. Network meetings arranged to support and share practice during Spring term. 2021/22 Cluster Leads recruited and 27 attended autumn term meeting. Cluster Leads possess up to date information to share with their clusters. - Welsh leaders' networks are generally well attended, and leaders have valued the opportunity to share/receive good practice. The new Welsh Medium Voice 21 network has been well received with 16 participants attending the first session. - Creation of Welsh Medium secondary immersion resource underway in association with Cardiff Immersion Unit. - Second pilot to standardise Welsh Medium reading test has been completed with Cardiff University now analysing results. Test to be published in Spring 2022 with associated PL.	- SWAC Data. - PLO and PL evaluations. - WiEO knowledge – EFIs. - NQT profiles - Welsh cluster lead evaluations. - Collaboration Impact Report. - Evaluations of impact of standardised tests. - Improvement Partner Feedback - Siarter Iaith / Cymraeg Campus Awards Data. - Book quiz data.

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- Production of regional Welsh Medium Additional Learning Needs (ALN) professional learning offer in progress and awaiting details from some Local Authorities (LAs). - Cardiff University has indicated it does not have capacity to produce a Standardised Spelling Test during 2021/22 financial year and therefore this project will be put forward to the 2022/23 business plan year. - Working parties in both WM/EM sectors have collaborated successfully and have produced a wide variety of resources to support programmes of study e.g., Cornel Cerddi website for WM secondary focussing on GCSE poetry. This website has received praise from Estyn. 15 WM schools have received Siarter Iaith support. 1 WM secondary school - bronze award. 20 EM primary schools - bronze award. 3 EM primary school - silver award. 2 EM primary school - gold award. - Siarter Iaith/Cymraeg Campus working parties have met and have a clear plan and way forward. Resources to be shared in Spring term. - Cymraeg Campus secondary PL has been delivered. 15 practitioners attended. All practitioners that completed the PL evaluation state that they plan to use the information received in their school. - Language Charter has been adapted to meet needs of special schools and pilot taking place. - Asynchronous PL to share best practice towards Cymraeg Campus bronze award created and will be published in spring 2022. - Dates arranged, and information shared with schools regarding the 2022 WM and EM book quizzes. - All LAs have now publicly consulted on their draft WESP for 2022-2032 and are analysing responses. SSL Welsh continues to support LAs.	

Priority 1.5	The Teaching Assistant Learning Pathway (TALP) provides effective pathways for all teaching assistants as part of a national and regional programme	
How will we know if we've made progress?	The professional learning provision along the TALP responds to the impact of COVID-19 and results in an increase in the number of TAs gaining HLTA status. The regional bespoke programmes are accessed by most Tas working in specific school contexts and reflect national priorities	
Success Measures	*At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status*	
Evaluation of progress		Evidence

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- Comprehensive TALP provision with strong appetite for the Aspiring HLTA programme especially: - 32 TAs from Cylch 2 undertook assessment end Oct/beginning Nov. All passed. 27 EM and 5 WM. - New assessor training took place in September. - 78 TAs applied and 59 were successful in their application to join Cylch 3 (51 EM and 8 WM) which commenced w/c 04/10/21 out of which 8 are WM. - 59 TAs applied and 55 were successful in their application to join Cylch 4 - 45 EM and 10 WM. - First cohort of the practising programme commenced in November 21 - only 9 participants. - The special school programme is currently being trialled with approximately 50 TAs (Teaching Assistants) during the autumn term and 8 facilitators will attend an evaluation / next step meeting in early February 2022. - The Foundation Phase programme is going well with 10 experienced practitioners developing modules that were collaboratively agreed as being of core value to TAs. - Meeting with LA ALN leads was very positive and a rough outline of required content was agreed. Follow up with AW and PIPs resulted in careful school selection - 10 schools, from across all LAs, both secondary and primary have engaged. - A bespoke INSET for TAs in Glan Morfa took place in December and there is ongoing interest in routes into teaching for TAs from schools and LAs. - As a result of collaboration with Cardiff LA, a survey has been disseminated to TAs working in Cardiff to ascertain an understanding of career development within TALP and to find out more about the profile of TAs e.g. WM, BAME etc 16 HLTAs started the programme in November. Session 4 on December 8th. Each member of the HLTA programme has been put into coaching triads to coach and be coached by each other. - New WM co-ordinator has engaged with 40 WM schools some excellent WM resources created. and proactivity in reaching out to HLTAs in WM schools to form a resource team. Numbers applying for the HLTA WM programme have more than doubled since Cylch 1. - The WM co-ordinator is participating in the HLTA twilight programme with a view to running a WM cohort in 2022. She is also now a trained HLTA assessor and now facilitates the WM Aspiring HLTA programme.	- Programme evaluations. - Engagement analytics. - Bespoke resources. - Feedback from special school facilitators. - Working documents from FP and ALN development group and LA leads. - Improvement Partner Feedback.

Priority 1.6	Entry into the teaching profession through Initial teacher Education (ITE) and into NQT induction is supported. Professional learning opportunities respond to the challenges presented by COVID-19
How will we know if we've made progress?	Recruitment to the Open University routes results in all targets being met for the salaried and part-time programmes. Ongoing and new PGCE programmes in four ITE partnerships meet the accreditation criteria and are quality assured to capture evidence

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	of impact on schools and student teachers in the region. Nearly all ITE graduates intending to work in the region engage in 'COVID-19 response bridging' PL to prepare for induction.
	The number of induction mentors (IMs) engage in training and PL increases. Most NQTs engage in national training and national / regional PL in order to pass induction. Transition support is provided for nearly all ITE graduates who intend to work within the region aligned to the WG COVID-189 guidance. All induction stakeholders are supported to engage in the statutory process aligned to revised WG COVID-19 related guidance and most IMs and NQTs participate in national training. The regional and national programme of PL provides bespoke support for all IMs and NQTS and reflects national priorities.
Success Measures	• *Practitioners in nearly all schools engage in the regional Professional Learning offer* • *Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes* • *Nearly all student teachers achieving Qualified Teacher Status (QTS)* • *Most Newly Qualified Teachers (NQT) pass induction*

Evaluation of progress	Evidence
• Successful launch of all ITE related strategies: - Schools invited to participate in Appreciative Enquiries. 9 schools working across four ITE partnerships have been placed in 3 triads. Foci to be agreed on 14th Dec 21. First AE to commence in January. - 2 school led training days have been planned for the 21 students who want to pursue a career in special education with Cardiff Met and 6 special schools within the Cardiff Partnership. The schools will also deliver training at the Partnerships' ALN conference. - The ITE Handbook now updated to include 10 school podcasts and a section from USW. - All strategic HEI projects now running with schools on board within agreed expectations and timeframes. Key foci: 1. Purpose driven practice 2: Understanding the standards 3: Improving not proving. • 223 ITE graduates joined the Team Network space in total this year and accessed the professional learning document - an increase of over 50 practitioners coming to work in the region compared to last year. The increase in engagement in induction PL this term will in part be due to such a large number of ITE graduates already knowing what to expect even before registering with EWC. • Dec 21 522 NQTs on general contracts: - 366 NQTs have registered with EWC during autumn term and a further 156 legacy NQTs are still undertaking induction from last year. • Approximately 110 NQTs on short term supply. • NQT engagement in national training has been strong:	• PLO Engagement Data. • Practitioner Evaluations. • Area Networking Evaluations. • Monthly impact review data. • Feedback from Induction Mentors.

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- 89% of eligible NQTs attended national training (session 1) compared to 78% last year. A further 53 NQTs requested the recording. - 318 NQTs attended new CSC regionally delivered session 2. (47 Bridgend / 136 Cardiff / 9 Merthyr / 60 RCT / 66 VoG). - 324 NQTs attended session 3 (51 Bridgend / 147 Cardiff / 15 Merthyr / 60 RCT / 51 VoG). 320 NQTs attended session 4. - (51 Bridgend / 141 Cardiff / 15 Merthyr / 60 RCT / 53 VoG). - A total of 104 NQTs attended CSC sessions from other regions in Wales. - IM and EV engagement is very strong. 71% accessed national PL compared to 48% last year. 100% EV access - the same as last year. - Supporting the placement NQTs has proved complex as information on their contracts and timetables lies with the LA but EV support still comes from CSC. Growing number of causes for concern for placement NQTs. A survey was conducted with all NQTs and IMs about the placement scheme and this has informed the support to be offered in the funded second term. 01/10/21 14 IMs commenced the funded National Coaching for Induction Mentors Programme. Some have dropped out due to school pressures. An invitation to engage in cohort 2 has been sent to IMs with a choice of a January or March start - A further 15 IMs have commenced the twilight coaching programme run by CSC. 57 IMs joined the HEI/consortia IM Professional Development Programme. - WG have announced funding to be released to IMs to engage in PL and to undertake coaching/mentoring activities with NQTs. CSC created a draft MOU for discussion. - The new IM Network has been well attended and was very well received. 48 IMs attended in December out of a possible 218 (22%).	

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Priority 1.7	Provide regional professional learning in curriculum & assessment, pedagogy and qualifications
How will we know if we've made progress?	Schools implement national and regional strategies in curriculum & assessment, pedagogy and qualifications. The professional learning offer supports new way of working resulting from COVID-19.
	Nealy all schools engage in the PL offer for curriculum and assessment, pedagogy and qualification. PL evaluations demonstrate changes to practitioner behaviour in relation to curriculum and assessment, pedagogy and qualifications. Schools' self-evaluation activities demonstrate progress towards the development of curriculum & assessment, pedagogy and qualifications
Success Measures	• *Practitioners in nearly all schools engage in the regional Professional Learning offer* • *Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes* • *In nearly all schools, the impact of PL is demonstrated within self- evaluation activities*

Evaluation of progress	Evidence

• CSC Advisers are co-constructing PL activities with appointed Lead Practitioners.
• PLO engagement April - Oct 21:
  - Pedagogy, Teaching & Learning programmes in PLO - 108 practitioners attended, evaluations collected and will be analysed at end of term.
  - Pedagogy working group has been finalised (9 practitioners involved). PL materials being developed on:
    • Cognitive science and how it is applied to pedagogy
    • Dual coding to explain ideas
    • Teaching models
    • AFL
    • Metacognition and self-regulated learning
    • Child development
• Pedagogy network meetings have been arranged for (Autumn term 2 and Spring term 1). Only 9 of booked 26 delegates attended with primary and secondary mix of practitioners, all keen to engage. Those who didn't attend cited pressure on staffing due to COVID. Lead practitioners report that delegates were receptive to information. 17 delegates currently booked for session on 17/1. 16 delegates booked for session on 17/2.
• Learning design professional learning programme developed, funded programme using expertise from Cardiff Met. Cohort 1 = 17 schools beginning on 13/1/22. Cohort 2 = 11 schools beginning on 3/3/22.
	• PLO Engagement Data.
	• Practitioner Evaluations.
	• Area Networking Evaluations.
	• Funded Collaboration Project participation data.

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- Teams are co-constructing PL activities with appointed Lead Practitioners. Networks and e-professional learning opportunities continue to be developed in association with schools. Regional PL and Networking opportunities document shared with schools - all networks associated with online communities to support collaboration and direct communication.
- During the period April 21-October 21, many (78%) of schools have engaged online in regional PL opportunities for the Areas of Learning and experience.
- PLO engagement April - Oct 21:
  - Expressive Arts: 218 practitioners
  - Health & Wellbeing: 328 practitioners
  - Humanities: 108 practitioners
  - LLC: 538 practitioners
  - Maths & Numeracy: 326 practitioners
  - Science & Technology: 408 practitioners
- Funded Collaboration Project groups established and activities commencing.
  - 34 projects
  - 619 applications
  - 474 total schools
  - £339,000 total funding
  Strategic teams have facilitated bespoke cluster and school collaboration sessions for specific AoLE curriculum design.
- Teams are co-constructing PL activities with appointed Lead Practitioners. Networks and e-professional learning opportunities continue to be developed in association with schools. Regional PL and Networking opportunities document shared with schools - all networks associated with online communities to support collaboration and direct communication.
- During the period April21-October 21, many (75%) of schools have engaged online in PL opportunities relating to the development of the cross-curricular skills of literacy, numeracy and digital competence.
- PLO engagement April - October 21:
- LLC: 538 practitioners
- Maths & Numeracy: 326 practitioners
- Digital: 534 practitioners
- There is strong engagement in participation in the specific funded collaboration projects across the three areas.
- Work continues to engage with aspects of the development of the cross-curing themes, in particular Diversity, RSE and RVE.
- Additional capacity is still required to support the development of the cross-cutting themes with schools.
- Associate Adviser for Curriculum Reform participates in WG and cross-regional working groups with other stakeholders to support the continued development of RSE and UNCRC.

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2 Lead Practitioners appointed in support of RSE. Plans in place to begin specific network sessions for schools during spring term 22. RSE PL and resources are available programmes available. Over 80 schools have participated in RSE programmes during Autumn 21. - WG UNCRC working group at early stages of discussions and will inform regional strategy going forward. - Diversity: Honorarium post and one enhanced Lead Practitioner have been appointed to provide support on Diversity and BAME in the curriculum. Regional officers support the National DARPL development and attend the WG Welsh and Black History working party. - Within Humanities there has been some focus on Diversity through funded projects and network meetings. - Internal honorarium post not filled during autumn term. - System focus on high level curriculum design has rightly delayed the specific activity in this area with planned integration with the cross regional curriculum design project during spring term. - Appointment made to Principal Improvement Partner - Curriculum Cohesion and Assessment includes this priority in the JD. - Co-construction of PL opportunities has commenced with Foundation phase hub and enhanced lead practitioner. Networks and e-professional learning opportunities continue to be developed in association with schools. - FP PLO engagement April - Oct: 288 practitioners, representing 98 schools across the region. - Following a discussion around the recommendations in the Building Blocks report, agreement was reached by the LA leads who attended the meeting on 10th December, that CSC would proceed with implementing the recommendations 1 and 2 in close liaison with the LAs. - KS4 Lead Practitioner networks have been re-established following the LP appointment process. Many subject area networks have increasing levels of practitioner participation and membership associated online communities continues to increase. - Full-time secondment of Post-16 Associate Adviser completed. Following the appointment of the PIP CC&A, the line management responsibility for the area will be included in the responsibilities. - Sixth form leader networks continued online and have been published for autumn and spring term. Participation in the post-16 leaders' network is increasing with many (72%) of schools with sixth forms regularly attending. - Nearly all post-16 project groups have made progress. Additional focus and funding for enquiry-led project work has been welcomed by schools.	

APPENDIX C	
Priority 2	**Develop highly effective leadership to facilitate working collaboratively to raise standards**
Evaluation of Progress	

Priority 2.1	Enhance current and future leadership through a comprehensive pathway of professional development.
How will we know we have made progress	**All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.**
Success Measures	• Successful completion of Professional Learning Pathways Programmes by applicants. • The development of more effective leaders to support school improvement.

Evaluation of progress	Evidence
• Middle Leaders Development Programme (MLDP): Cohort 2 - Evaluation report for cohort 2 (who finished in the summer term) completed. From the data analysed it was clear that overall participants met the intended aims of the programme. There was an improvement on the confidence ratings from cohort 1 for all areas. 100% of participants would recommend the programme to a colleague. 100% of participants stated that the training met their expectations. There were many inspirational examples given that show the personal impact that the programme has had on participants There were many examples given that show the impact (or expected impact) on pupils. Full report available. Cohort 3 - All new participants (cohort 3) have started the programme in September. 7 cohorts 123 participants. All training material has been reviewed and updated by a small working group and shared with the facilitation team, ensuring programme remains relevant. New online Education Workforce Council (EWC) feature launched. All participants now collate tasks, reflections, Leaderships Standard Review (LSR) etc in their Professional Learning Passport. This will continue with them through all pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants.	• MLDP Cohort 2 Evaluations. • Regional Consortia in Wales - Stage 2 endorsement outcome. • SLDP Cohort 1 final evaluation. • NPQH Evaluation 2011-20. • New and Acting Cohort 2 evaluation. • MLDP Merthyr RARS final evaluation. • Innovation Grant Agreement - CSC System Leader. • System leader Autumn Term Evaluation

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- Senior Leader Development Programme: Cohort 1 - Evaluation report for cohort 1 (who finished in the summer term) completed. From the data analysed it was clear that overall participants met the intended aims of the programme. 100% of participants would recommend the programme to a colleague. 100% of participants stated that the training met their expectations. 100% of participants completed and presented their Leadership Experience task. There were many inspirational examples given that show the personal impact that the programme has had on participants. There were many examples given that show the impact (or expected impact) on pupils. The report also include evaluations from the coaches on the programme. There was a range of very positive experiences given by the coaches. These overwhelmingly reflected the impact of being a leadership coach had on developing them as an individual. A case study has been published from one of the coaches. (Full report available). Cohort 2 - Applications have closed for Cohort 2 with 72 applications received. CSC selection panel have met to endorse the applications - 66 applications were successful. There will be 4 cohorts running the academic year 2021-22 All training material has been reviewed and updated by a small working group and shared with the facilitation team, ensure programme remains relevant. New online EWC feature launched. All participants now collate tasks, reflections, LSR etc in their Professional Learning Passport. This will continue with them through all pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants.
- Aspiring head teacher Development Programme: Cohort 1 have completed the development part of the programme. All participants have been invited to register their intent to undertake National Professional Qualification for Headship (NPQH) assessment. 56 of 61 participants registered, 3 have chosen to postpone to next year. 56 applications have been endorsed by the LA. Cohort 2 applications received. 44 applications received, 41 endorsed for the programme.
- NPQH: briefing sessions held. 56 candidates to be assessed February 2022.
- New and Acting Headteacher Development Programme: Cohort 2 have now completed the development programme. An end of programme evaluation has been distributed. Cohort 4 names collated from Principal Improvement Partners (PIPs); national registration opened Oct 11th. 29 participants. All programme material has been revised and new programme developed within endorsed guidelines. All new Headteacher allocated a coach. Briefing sessions held. First national day held on 1st Dec and regional day on 8th Dec.

- Experienced Headteacher Development Programme: Participants will be given an opportunity to re-engage this term.
- Enhanced support schools. 2021-22- 9 places allocated for MLDP. 6 places for SLDP. Merthyr RARS programme completed and evaluated. 10/12 participants completed the programme. From the data analysed it was clear that overall participants met the intended aims of the programme. There were many inspirational examples given that show the personal impact that the programme has had on participants. Full report available. The development programme will continue into year 2 as a further bespoke package for 6 participants. A proposal has been agreed by CSC/LA and communicated with the schools involved.
- The System Leader Development Programme has been successful in receiving an 'innovation' grant from National Academy for Educational Leadership (NAEL). The programme has been advertised, briefing sessions held. 22 applications received with 14 selected following application and interviews. The training programme has started and deployment will commence in the spring term.

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Priority 2.2	Develop effective collaboration models to increase leadership capacity.
How will we know we have made progress	Evidence shows that collaboration models have a positive impact on leadership capacity.
Success Measures	• The development of more effective leaders to support school improvement. • Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.

Evaluation of progress	Evidence
• Cyfleoedd+ has continued to develop as an effective model for collaboration that enhances leadership capacity, facilitated by close working with CSC. Cyfleoedd+ Planning Day arranged for 7th October {see Cyfleoedd + 21-09-21 minutes}, CSC Strategic Lead drafting mid-year evaluation to share with Lead Headteacher (HT). Key improvement processes and documents shared with Lead HT (including School Improvement Partnership Log, CSC Evaluation and Accountability, CSC Peer Partnership, CSC School Improvement Framework and CSC Enabling Equity and Excellence). One member school part of the pilot for	• Minutes of meetings with Cyfleoedd+ Lead HT. • Cyfleoedd+ SLA and Constitution 2021-22. • HT Records of engagement and support. • Cyfleoedd+ In-Year Evaluation 2021-22 (Jan 2022). • Collaboration bids.

the National Resource: Evaluation and Improvement. Another Welsh Medium (WM) Secondary collaboration (Cardiff and Vale Schools) has begun making steps towards involving peers in each other's' self-evaluation activities. • Five sets of collaboration have been agreed.	

Priority 2.3	**Strengthen school governance to provide effective leadership, challenge and support.**
How will we know we have made progress	**Governors understand and fulfil their role within individual settings effectively.**
Success Measures	• The development of more effective leaders to support school improvement. • Self-evaluation processes are clear and robust and contribute effectively to school improvement.
Evaluation of progress	**Evidence**
• A meeting was held on the 07/10/21 for all Regional Leaders of Governance (RLGs) to provide feedback on the use and impact of the Self-Evaluation Toolkit. Some key principles were noted that will enhance the work of Governing Bodies (GBs) (please see accompanying evidence). • One school has provided a Case Study clearly demonstrating the impact of the toolkit in developing the strategic function of its GB. • Our intention this academic year is to more widely publicise the toolkit to enable GBs to self-evaluate their leadership impact. • The schedule for Autumn Term Governors' training was organised to run remotely and has been done successfully. There was a good representation of Improvement Partners (IPs) and PIPs delivering training and RLGs have also attended sessions contributing purposefully to discussions and in responding to questions asked by Governors. Additional drop-in sessions provided for Governors on Curriculum for Wales (CFW) were arranged and were very well attended with 213 participants; the Q+A format was very successful and will be repeated. • An initial meeting for the Steering Group has taken place and a joint meeting with Governor Stakeholders took place on the 25/11/21.	• CSC Self-Evaluation Toolkit Case Study. • Engagement data, evaluation data, survey data. • TOR & minutes of both groups. • RLG deployment sheets. • Evaluation of coaching courses.

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• Strategic planning is at its inception linked to widening the scope of Governors' training, discussion around assessment for the Curriculum for Wales (CfW) and how GBs can most effectively support schools at this time.
• The scope of RLG's work has been widened to involve them in the delivery of Governor's training.
• The impact of their use of the self-evaluation toolkit has been evaluated enabling this to be made more widely available subject to final quality assurance by CSC.
• Reports reflecting the impact of the work of RLGs to support school Governance and leadership will be made available through this academic year as this work concludes.
• The Coaching and Mentoring (C&M) Programme has started for this term. However, it is too early to identify the impact of this training.

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Priority 2.4	Improve the use of coaches and mentors to further develop school leaders.
How will we know we have made progress	The development of coaches and mentors is effective as one strand of a package of support to improve school leaders.
Success Measures	• A culture of Coaching and Mentoring is beginning to be embedded across CSC. • The development of more effective leaders to support school improvement.

Evaluation of progress	Evidence
• Leadership coaches in place for SLDP programme and New and Acting HT programme. • Leadership Coaches for the SLDP and New and Acting HT programme have attended update training. All SLDP coaches invited to a network session, very positive feedback from those coaches who attended on engagement of practitioners. A case study written by one of the coaches has been shared as good practice • National Coaching and mentoring facilitators cohort 3 have been recruited. 54 participants for the autumn term. 49/58 clusters now have an identified facilitator. 26/58 Additional Learning Needs Coordinator (ALNCOs) identified. 14/25 IMs identified. 5 RLGs identified. • 9 x Lead practitioners delivering the CSC professional learning offer. 4 cohorts providing training for 80 delegates each term - booked via our professional Learning (PL) offer - currently live on website. 65 places	• SLDP Coach evaluation. SLDP programme evaluation (inc Coach). • ILM L3 2020-21. • ILM L3 2021-22. • ILM L5 2021-22.

> already filled. Very low (2) uptake for WM cohort this term so postponed until spring term. 1 cohort providing training to 20 Children Looked After (CLA) leads this term. 1 cohort providing training to 20 Higher Level Teaching Assistant (HLTA) this term. 1 cohort providing training to 20 Newly Qualified Teacher (NQT) Induction Mentor (IMs) autumn term. 2 cohorts providing training to CSC and LA staff. - 30 in total for the autumn term (20 LA officers/10 CSC staff).
>
> - 12 of the 38 participants in the Institute of Leadership and Management (ILM) Level 3 have completed the programme. New recruitment underway for ILM level 3, 5 and 7. 18 new participants undertaking ILM Level 3, 11 participants undertaking ILM Level 5. 7 participants undertaking ILM Level 7 Coaching and Mentoring and 5 participants undertaking ILM Level 7 Supervision. ILM Level 7 practitioners have been identified for long term support of the programme.

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Priority 2.5	Develop and strengthen effective leadership through peer partnership.
How will we know we have made progress	Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.
Success Measures	• Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.

Evaluation of progress	Evidence
• A few known Central South Consortium (CSC) schools involving peers to successfully enhance their self-evaluation and school improvement priorities in line with Welsh Government (WG) School Improvement draft guidance framework. Final "Developing a Peer Partnership Approach to School Evaluation and Improvement" document shared on CSC website. Evaluation Strategy confirmed as part of the So What? Survey. Final Case Studies signed off by relevant school group leads and have been uploaded to the CSC website. School Bulletin has drawn attention to the Case Studies and appealed to schools to write current examples to share.	• Developing a Peer Partnership Approach. • Case Studies. • PPT for Directors.

Priority 2.6	Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.
How will we know we have made progress	Strong representation across the region in all categories of the Professional Teaching Awards Cymru.
Success Measures	• Strong CSC representation is evidenced in nominations across all 'Teaching Awards Cymru' categories.

Evaluation of progress	Evidence
• Nominations have been received and longlisted. Names have been returned to WG so that shortlisting can take place	•

APPENDIX D	
Priority 3	**Develop strong and inclusive schools committed to excellence, equity and wellbeing**
Evaluation of Progress	

Priority 3.1	Continue to develop CSC's Strategy for Equity and Excellence and further promote with schools and partners in order to drive school improvement
How will we know we have made progress	Effective partnership working ensures there is a clear understanding of quality-first teaching, well-being and inclusion, the implementation and implications of the ALN Act, and robust self-evaluation systems across schools.
Success Measures	• *Nearly all schools demonstrate the use of a wide range of meaningful information and data* • *Most schools' systems demonstrate vulnerable pupils' progress through analysis of participation, engagement and learning data* • *Most schools demonstrate they have effective systems in place to address and mitigate barriers to well-being and learning*

Evaluation of progress	**Evidence**
• Following extensive engagement with, and feedback from stakeholders, the Enabling Equity and Excellence (EEE) document has now finalised and released into the system. Initial indications from Improvement Partners, Local Authority (LA) colleagues and schools indicate that the document has been well received. • The document was released to schools across the region on the 20th of October via a special bulletin. The document has also been presented at LA Headteacher meetings in the Vale of Glamorgan, Bridgend County Borough Council, Merthyr Tydfil County Borough Council and Rhondda Cynon Taff County Borough Council and at a Cardiff Governors Association Conference. Improvement Partners (IPs) and Principal Improvement Partners (PIPs) are beginning to use the document to inform their conversations with schools and Local Authority (LA) colleagues. However further work needs to be carried out to embed its use by IPs and leaders in schools. In order to ensure the effective use of the document by schools, CSC have worked closely with University College London Institute of Education to construct an ambitious	• CSC Strategy for Equity and Excellence • Minutes of Meetings • Presentations • Special School Bulletin Oct 20th

implementation plan that supports all schools in the use of the document via a phased approach over the next 5 years.	

Priority 3.2	**Improve outcomes for vulnerable learners and mitigate impact of Covid 19 through effective strategic support.**
How will we know we have made progress	**Clear strategic direction in place for the provision for vulnerable learners that is aligned to current learning and local authority priorities.** **Professional learning opportunities in place to support schools to further develop their provision and delivers improved outcomes for vulnerable learners.** **Schools make effective use of a wide range of meaningful information, including well-being, attendance and exclusion data, to demonstrate vulnerable pupils' progress.** **Clear identification of effective practice that highlight positive outcomes for vulnerable learners.**
Success Measures	• *Most schools' systems demonstrate vulnerable pupils' progress through analysis of participation, engagement and learning data*

Evaluation of progress	**Evidence**
- A comprehensive induction programme took place in September outlining expectations for improvement partner work. This included a session on the PDG summaries for this year which will again generate Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) evaluations. Terms and conditions were received on 8/10/21 and final PDG support plan to be submitted 5/11/21. Most school plans have been summarised. - Challenge Education have engaged with all of the pilot schools. Initial meetings have been held with some of the pilot schools. Challenge Education provide regular updates and feedback on progress to the lead for Equity and Wellbeing. The lead for equity and well-being has received post-visit notes from the face to face school meetings with 8 schools, with all schools now engaged. - Work is ongoing on an Appreciative Enquiry pilot with RCT with plans in place to complete a visit to a secondary school before half-term. Template to be shared with various partners and used as part of these	• Evaluation of the PDG grant including information regarding use and its impact on learners. • Appreciative Inquiries highlighting best practice. • SIPL (School Improvement Partnership Log) review. • Evaluation of the pilot Challenge Education programme. • Support materials disseminated to schools. • Evaluation of the CPAG work.

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visits moving forward. The template has been shared with the well-being leads and the initial appreciative enquiry took place in a secondary school in RCT. Details of the visit and the report to be shared with the well-being leads on the 10th December 21. A primary school in Merthyr has now been visited and the AE report will be generated by the 10/12/21. The Lead for PDG CLA will complete an AE in relation to cluster work. • Lead for Equity and Well-being has met with a wider stakeholder group regarding poverty and next steps. The price of pupil poverty guides funding has been extended and will be available for schools in CSC. CPAG have offered to be involved in the a professional learning event with the family engagement officers in supporting poverty with their families.	• PL Resources and recording. • Post course evaluations.

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Priority 3.3	**Work with local authorities, external partners and schools to:** **• ensure a consistency of approach for supporting provision for vulnerable learners** **• address the impact of Covid 19 on vulnerable learners** **• address the well-being of staff particularly during the current prevailing conditions**
How will we know we have made progress	**Strategic support across CSC and local authorities, including professional learning, is closely aligned with a strong focus on supporting provision for vulnerable learners.** **Ongoing support enables schools to be inclusive and to have effective systems in place to support vulnerable learners to achieve positive outcomes on a range of measures** **Effective practice disseminated and used to inform future professional learning need.** **Appropriate support and resources provided that are tailored to improve health and well-being of staff.**
Success Measures	• Most schools' systems demonstrate vulnerable pupils' progress through analysis of participation, engagement and learning data • Most schools demonstrate they have effective systems in place to address and mitigate barriers to well-being and learning.
Evaluation of progress	**Evidence**

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• Introductory work on small scale pilots to develop collaborations for self-evaluation for ALN have been initiated in all but one LA. Original timescales for all pilots have changed due to Covid pressures. Interest and engagement remain high. Pilot schools in only one LA have been able to complete initial tasks. • Evaluation framework for pilots created by the CSC data team in consultation with Additional Learning Needs Transformation Lead (ALN TL), PIPs and Senior lead for Equity and Excellence. • Supplementary self-evaluation framework for ALN shared with all ALN Co-ordinators (ALNCos) to support the refinement of whole-school evaluation and improvement processes. Feedback received on the usefulness of the ALN self-evaluation framework to support improvement planning is good. Further work is planned in the new year with pilot schools to scope out peer collaborations. Generic training for ALNCOS on whole school self-evaluation successfully delivered in all but one LA. • Meetings with 3 of these groups are planned for the start of October. Agendas have been set and include subjects like the role of the family engagement officer, relationship policies and the pilots on embedding the whole school approach to mental health and well-being. The absence from work of the PDG CLA Regional Co-ordinator has resulted in no EOTAS leads meetings. • PDG CLA professional learning offer is currently in place giving schools access to opportunities. Appreciative enquiry will be used as will the SIPL and PDG summaries to identify effective practice in using Trauma Informed practice and Thrive principles. 281 professionals have attended professional learning linked to supporting vulnerable learners including CLA pupils. Some courses fully booked including supporting anxiety in children and enhancing teacher well-being to support learners. 70 evaluations have been received. • A comprehensive guidance document is place that has been shared with all ALNCO's and Improvement partners across the region. • Work with local authorities and the Inclusion Expert has been tabled at the well-being leads forum (15th October.21) in order to utilise these reviews in assessing progress in the whole school approach to mental health and well-being. Discussions ongoing between Lead for Equity and Well-being and Inclusion Expert about this support moving forward. Look to start in Jan 22. • All of the Nurture UK modules have been completed, and the four-month review has taken place. • All of the eight-month reviews take place on a school basis. Four of the five schools have evaluated their work with Nurture UK.	• ALN self-evaluation tool. • Examples of whole school self-evaluation approach to ALN. • PDG plans. • Appreciative Inquiries highlighting best practice. • Analysis of SIPL. • Self-evaluation PowerPoint. • Minutes of meetings with attendance, exclusion, well-being leads and EOTAS leads. • Professional learning programme. • Attendance figures for professional learning events. • Evaluations following professional learning events. • Guidance on provision that would ordinarily be available for ALN pupils in mainstream schools. • Reports of wellbeing reviews undertaken by an Inclusion Expert. • Wellbeing implementation plans following reviews undertaken by an Inclusion Expert. • Evaluations following training. • Meeting agendas. • Recordings of meetings. • Evaluation on the impact of emotional coaching. • Networks in place to support adopted learners. • Evaluation of the Coaching and Mentoring programme.

• 2 PDG CLA cluster leads meetings were held. Important messages about appreciative inquiry, Thrive and Motivational Interviewing was cascaded and schools from across the region contacted CSC with a great deal of interest about the courses. • Adoption UK have experienced difficulties getting into contact with some of the schools that were allocated membership. Reasons for this are being investigated and addressed. • Many clusters have engaged in coaching and mentoring training. Initial Coaching and Mentoring sessions have begun with the first cohort of PDG CLA leads. Positive feedback received. Representatives from 39 clusters in attendance. • Clusters are working on plans and how they are going to evaluate the PDG CLA grant. The building blocks document is on the agenda for the well-being leads meeting on the 10th December where next steps will be discussed. • "The various MIND courses are currently being attended by CSC schools' staff, and LA staff. Lead for Equity and Well-being is meeting with various stakeholders about available support. Coaching and mentoring support and opportunities continue to be accessed. 3200 staff across Wales have engaged in the Mind Mental Health Awareness at Work E-Learning. 100% of the places allocated to CSC have been filled and attended by CSC staff schools and LA staff.	• Minutes of the foundation phase cluster meetings. • Foundation phase best practice case studies highlighted and shared. • Bulletin/Flyer signposting mental health and wellbeing resources for staff.

APPENDIX E	
Priority 4	**Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system**
Evaluation of Progress	

Priority 4.1	**Nearly all schools have timely, broadly evidenced and robust self-evaluation processes as part of a culture of continuous improvement. These productively inform school improvement priorities and development plans, and respond to the challenges and opportunities of learning and wellbeing as a result of the Covid pandemic.**
How will we know we have made progress	**CSC will work with all schools through support, feedback and guidance to schools on the content, quality and impact of their self-evaluation arrangements, the appropriate identification of improvement priorities, and on school development plans.** **CSC plans effective support for all enhanced support schools agreed with clear timelines and evaluation processes.** **CSC maps the school improvement priorities and support needs to its support output clearly, showing strong impact in nearly all cases.** **CSC reports to stakeholders on its impact in supporting self-evaluation and improvement planning processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards.** **CSC brokers effective, flexible and timely school to school partnerships to deliver bespoke support for all schools, through the Central South Wales Challenge.** **CSC delivers effective professional learning offers to support schools' needs.** **CSC supports schools well in promoting models of engaging with pupils, parents, staff, governors and their local communities as part of the process of school self-evaluation and improvement planning.** **CSC supports schools well in developing the NEIR to inform self-evaluation processes and improvement planning, where appropriate.**

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	CSC teams are deployed to support schools' needs effectively. **CSC provides suitable platforms for the Welsh Government, local authorities, governors and school leaders to impact upon CSC's self-evaluation and improvement planning.** **Schools have productive, timely, robust and enquiry-based self-evaluation processes leading to clear improvement plans, which result in strong progress for all learners.** **Schools' improvement plans lead to most stakeholders' wellbeing being improved.** **Schools have effective evaluations of the impact of Covid on learner progress and on school practice, leading to clear plans which build on strong practice.**
Success Measures	• CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level • The region, LAs, schools and their stakeholders have a common understanding of how progress can be measured transparently and fairly at an individual school level, in line with national and local priorities • Fewer schools needing higher level support or causing concern • Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools • Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress • Schools are able to respond appropriately to developing external measures • Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners • Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice • Schools' improvement plans lead to stakeholders' wellbeing being improved in light of the ongoing impact of COVID-19 • WG policies linked to priority 4 are implemented across the region in accordance with milestones set in 'Education in Wales: Journey to 2022' and 'The Curriculum Implementation Plan' • All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement

Evaluation of progress	Evidence
• In most schools Improvement Partners (IPs) are providing effective support on self-evaluation processes and improvement priorities for the coming year. • In most schools Improvement Partners have identified support and begun progress review meetings. • In line with the Regional Intervention Strategy, all enhanced support schools have received effective support and meetings scheduled for Autumn have been completed, capturing actions taken by the school, its impact and the intended next steps whilst also brokering support. • All programmes on leadership pathway are running across region. • All leadership programmes have a strong focus on supporting and developing self-evaluation. All programmes are fully subscribed. • The Enabling Equity and Excellence (EEE) document has been finalised (five year plan). This will be built into leadership programmes accordingly to support evaluation and improvement activities. The System Leader Programme training already has a module on EEE included for participants. • Schools in most local authorities (LAs) have received, on request, presentations and resources on effective self-evaluation to their ALNCO forums. • IPs have worked with nearly all schools on addressing and, where necessary, refining self-evaluation and improvement planning. This has led to the effective identification of any support required across a range of school areas, which is being brokered appropriately through the CSWC model. • 6 Central South Consortium (CSC) schools are piloting and will provide narrative case studies for Welsh Government (WG) to use as examples within the National Resource for Evaluation and Improvement (NREI) framework document. • Information and links have been sent to all schools through the CSC school bulletin regarding WG updates on the new Estyn inspection framework and developments from the NREI.	• Support identified in school SIP with reference captured in SIPL. • Effective PL identified in SIPL and data regarding schools accessing PL programme. • Narrative identified through SIPL. • Brokerage evident in SIPL or termly data capture completed by IP and SA in LA PR. • Engagement data for leadership programmes. • Practice evident in SIPL or termly data capture completed by IPs. • Support identified through termly data capture (TBA internal PL capture). • Communication identified through CSC bulletin.

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Priority 4.2	Nearly all schools have effective evaluation and improvement processes, which address external and internal accountability measures.
How will we know we have made progress	CSC has provided appropriate support where required to establish these processes with schools. CSC build on this broad range of information to support schools and, where necessary, to identify and intervene in schools causing concern, using the full range of statutory powers. CSC has effective systems and processes in place to productively monitor and evaluate school processes. These use a broad range of information to monitor and understand the performance of schools in their area, rather than a narrow focus on pupil attainment measures. CSC supports schools with clear advice and support on external accountability measures. CSC reports to stakeholders on its impact in supporting evaluation and accountability measures and processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards. Schools have established clear and effective processes for internal evaluation and accountability, leading to strong progress for most learners. Schools are able to respond appropriately to developing external measures.
Success Measures	- CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level - Fewer schools needing higher level support or causing concern - Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools - Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress - Schools are able to respond appropriately to developing external measures - Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners - Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice

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	• Schools' improvement plans lead to stakeholders' wellbeing being improved, in light of the ongoing impact of COVID-19 • WG policies linked to priority 4 are implemented across the region in accordance with milestones set in 'Education in Wales: Journey to 2022' and 'The Curriculum Implementation Plan' • All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement

Evaluation of progress	Evidence
• Strategies to support schools appropriately in delivering effective internal evaluation and accountability processes have been agreed and implemented. • Progress Review Meeting dates have been diarised with many having taken place effectively. File system has been set up to record reports from progress meetings and progress against priorities. • Intervention strategy for schools causing concern has been reviewed and agreed at the Partnership Board in October 2021. • Collection of effective practice of the use of Online Personalised Assessments (OPA) from schools across the region in progress. • Additional supporting evidence to be captured via intensive support during Spring half terms 1 and 2. • CSC have supported schools in an appropriate manner by informing them that as yet there have been no changes to external accountability measures announced by Welsh Government (WG) beyond the Education Minister's decision that 2021 qualifications data will not be reported or used for external accountability. • Improvement Partners have updated enhanced support schools in an Estyn category or in Estyn Review in a timely manner of the changes of measures being used in the "Judging Sufficient Progress in 2021" document. • Improvement Partners currently identifying examples of the effective use of a broad range of information to inform the brokerage of school to school sharing. • CSC has provided appropriate support for enhanced support schools that are working on improving their effective use of broader range of information to inform accountability, effective self-evaluation and improvement planning. This has included the brokerage of support from other schools or the CSC Strategic Team as detailed in Progress Review Reports and Resource Board Evaluations of Impact. • CSC has reported to all stakeholders Nearly all schools have identified appropriate priorities for improvement based on their self-evaluation processes and have specified useful success criteria. These priorities have been shared with each of the 5 relevant local authorities.	• Captured through IPs work with schools in SIPL. Schools on/off track with priorities. • LA performance reports and SIPLs support LA to make evidence informed decisions. • Notes of visits in SIPL linked to OPA. • Captured through dialogue with WG. • Information disseminated through bulletin. • Captured through IPs work with schools in SIPL. • Joint Committee Reports. • IP evidence captured in SIPLs. • Termly data capture completed by Ips.

• Progress Review Meeting dates have been diarised with many having taken place effectively and have included the monitoring of progress against recommendations or priorities. • CSC has clearly communicated its systems and processes for productively monitoring and evaluation school processes for measuring progress against School Development Plan priorities with schools and other stakeholders.	

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APPENDIX F	
Priority 5	**Improve the effectiveness and efficiency of CSC**
Evaluation of Progress	

Priority 5.1	**Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.**
How will we know we have made progress	**Clear and robust evaluation processes provide data (including stakeholder feedback) that is used to challenge CSC performance and improve practice. Evidenced based effectiveness and efficiency report detailing the Impact of CSC and its work.**
Success Measures	• Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45% • Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%) • Reporting shows CSC PL has a positive impact on improving outcomes for learners • Estyn judgements and requests for case studies are at least comparable with other regions

Evaluation of progress	Evidence
• Initial meetings have taken place during the Summer Term. • Staff PL session 18/11/21. Began dialogue on defining impact. Feedback gathered and shared with SMT and evaluation lead. • IPs deployed. • BP guidance notes are in place and are being utilised by the drive teams to aid with the consistency of terminology used within reports. • A dashboard framework has been created outlining the areas of data to be included and has been approved by the Senior Leadership Team (SLT).	• Two training sessions have been provided for staff and this has resulted in changes to the SIPL format and guidance. The new format will be launched from September and the contents will continue to be reviewed. • Impact document. • Accountably, evaluation and Improvement document. • IP deployment spreadsheet. • Directors' minutes - (IP Deployment).

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• All appropriate data for the Summer Term has been collated within the dashboard template and shared with SLT. Work has begun to collate the data for the January dashboard and to look at ways in which to automate the data collection process. • Templates for the two reports detailing the LA Priorities and Regional Recommendations have been approved and the reports have been generated and shared with the LAs. • Adaptive capacity working party ongoing - suite of tools to be shared more widely in January. • SIPL running and functional. • LA reporting cycle being completed in line with forward planner. • Project manager group working together to identify shared, consistent approach to project planning. • Working party to be convened to consider content and format. • More detailed report highlighting specific impact for each LA is being drafted. • Sample of schools established and link for survey completion live with participating schools. • BP annual report 2021 produced with data quality assured by the data quality and intelligence unit. • Directors have now been invited to the Impact Review Meetings. • Strand leads for 2021 sharing updates in meeting as standing agenda item. Meeting with leads to frame the effectiveness and efficiency report also complete.	• Judgement Criteria. • Minutes from SLT. • Summer Term Dashboard. • LA Priorities Report Template. • Regional Recommendations Report Template. • Framework for school improvement. • CSC Staff PL Sessions. • CSWC link to the webpage. • Training session provided on 15 June 2021, session recorded for staff to watch again. • Senior officer responsibility of sections. • Project Manager - Teams folder. • Forward Planner. • LA performance reports. • Scrutiny Report. • Contact list of schools in survey. • School Survey Analysis. • Annual Business Plan Report. • Strand Leads reports. • Effectiveness and Efficiency report.

Priority 5.2	Increase awareness of CSC key messages and communication channels.
How will we know we have made progress	**Communication strategy to be enacted by all staff in CSC as a shared responsibility. Targeted and relevant stakeholder engagement with CSC communication channels underpinned by an effective communications strategy.**
Success Measures	• Communication performance analytics show improvement • Social media engagement • Website – Google analytics – page views at certain periods of focused campaigns • School / Staff Bulletins – number of clicks and downloads

Evaluation of progress	Evidence
- Meetings and comms briefings have happened during September (induction week). Monthly meeting with internal teams to discuss project requirements. - Ongoing meetings have taken place with all staff to support various campaigns and activity. Increase in content and activity to share across all channels including contributions to Sgwrs podcast and bulletins. - Work in progress to finalise master lists for each specialist area. - Communications analytics headings approved. - All strategic staff and project managers trained in the new professional learning handbook and refined systems and processes.	- Increase in engagement (Dashboard). - Phase one of the campaign 'Here for You' has been launched. All schools have received a hard copy of the leaflet. - Regular meetings are held with school facing staff. - Internal and external lists are being maintained, monitored and updated. - Communications (comms) dashboard headings provided in readiness for the first dashboard next term. - Professional learning handbook. - Engagement sheet.

Priority 5.3	**Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective performance development.**
How will we know we have made progress	**CSC develops a flexible and fully informed staff base through an appropriate professional learning programme focussed on delivering information and developing the skills of all staff. Integrated performance development cycle that is focussed on research and evidence-based strategy.**
Success Measures	- Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45% - Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%) - Communication performance analytics show improvement - Social media engagement - Website – Google analytics – page views at certain periods of focused campaigns - Knowledge Bank: Resources, guidance, updates - School / Staff Bulletins – number of clicks and downloads

	• Reporting shows CSC PL has a positive impact on improving outcomes for learners

Evaluation of progress	Evidence
• Appreciative enquiry work due to begin with all staff as part of the performance development cycle. Additional sessions on planning and appreciative enquiry provided to business support teams. Final sign off and sharing of all performance development documents.	• Performance development paperwork. • Staff Professional Learning (PL) session agendas.

Priority 5.4	Realise the value and relevance of research and evaluation on key aspects of CSC work.
How will we know we have made progress	**Work with a higher education institution to focus on the evaluation of our work focussing on the professional learning that is provided. Evidenced based strategy to secure provision for professional learning that develops sustained highly effective practice.**
Success Measures	• Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45% • Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%) • Communication performance analytics show improvement • Social media engagement • Website – Google analytics – page views at certain periods of focused campaigns • Reporting shows CSC PL has a positive impact on improving outcomes for learners

Evaluation of progress	Evidence
• Data analysis undertaken - curriculum for Wales team have identified follow up areas to investigate to feed into professional learning offer. Initial draft reports are being written in line with the Organisation for Economic Co-operation and Development (OECD) approach to the Teacher Professional Learning Study. • Questions to be used in the survey agreed by SLT and research and evaluation board. Data team working on survey version as an online form. Collaboration funding SLA included line to complete survey.	• Final survey (CfW). • So What' final survey. • Listening to Learners documentation & reports. • Talk Improvement CSC Teams folder. • SLT minutes.

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- Evaluation roles and responsibilities document completed after SLT and research and evaluation board approval of the paper. Document shared with all staff as essential reading as part of CSC induction week. - Evaluation roles and responsibilities have been agreed and shared with team. The revised systems and processes have been shared with all. - Meeting completed and all strand leads aware of responsibilities. Updates as standing agenda item. All leads now working as part of the research and evaluation board and contributing to decision making. - Evaluation roles and responsibilities, along with website design, now clearly demarks modes of professional learning available. PL impact survey also attempts to capture this. Engagement data sheet separates modes of learning. Full analysis of this will take place along with the overall professional learning analysis. - Working group met and discussed data trends. From this a presentation was made to all staff as part of CSC induction week sharing the key findings from the survey. Follow up session for all staff planned on 7/10/21 to share feedback and views on organisational improvements that could be made. Data team have devised a survey to capture this feedback. - Met with candidates in the Summer Term. Evaluation undertaken. - Initial scoping meetings undertaken with University College London (UCL) to discuss a desk study of the Enabling Equity and Excellence document. Subject to contracting work to begin asap. Document live in system following feedback from UCL.	- Research and evaluation board minutes. - Evaluation paper - Roles and Responsibility document. - Engagement data sheets. - CSWC evaluation forms. - CSWC report. - Minutes from R&E board, overview reports from new strands. - E&E report. - PL Evaluations. - CLO report Bangor University. - Analysis of CLO Survey. - Staff questionnaire shows that staff are generally positive about the programme. We are now working with other regional consortia and WG to develop a way forward. AOEA are adapting the programme based on feedback from CSC. - PL impact/engagement survey (so what) will show engagement in the EEE.

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