

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

Dydd Mercher, 22ain Rhagfyr, 2021 at 10.00 am

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 bod y cofnodion o gyfarfod Cydbwyllgor Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De a gynhaliwyd ar 22 Medi 2021 yn rhai cywir.

(Tudalennau 3 - 8)

3. TROSOLWG O FATERION STAFFIO CCD

Derbyn adroddiad gan Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De

**(Tudalennau 9 -
18)**

4. ADRODDIAD CYNNYDD Y DATGANIAD LLYWODRAETHU BLYNYDDOL

Derbyn adroddiad gan Ddirprwy Reolwr-Gyfarwyddwr Consortiwm Canolbarth y De

**(Tudalennau 19 -
24)**

5. ADRODDIAD GRANTIAU CONSORTIWM CANOLBARTH Y DE

Derbyn diweddariad gan Ddirprwy Reolwr-Gyfarwyddwr Consortiwm

**(Tudalennau 25 -
30)**

6. MONITRO CYLLIDEB 2021/22 A PHENNU CYLLIDEB 2022/23

Derbyn Adroddiad ar y Cyd gan y Rheolwr-Gyfarwyddwr a'r Trysorydd
mewn perthynas â Monitro Cyllideb 2021/22 a Phennu Cyllideb 2022/23

**(Tudalennau 31 -
38)**

7. CYNLLUN BUSNES CONSORTIWM CANOLBARTH Y DE 2021/25

Derbyn adroddiad gan Reolwr-Gyfarwyddwr Consortiwm Canolbarth y
De

**(Tudalennau 39 -
58)**

8. BUSNES BRYD

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

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



CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE.

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

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

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

Council Officers in attendance:-

Mr E Cooper, Lead Chief Executive, Merthyr Tydfil County Borough Council)
Mr L. Harvey, Lead Director of Education, Bridgend Council)
Ms S Davies, Head of Finance, Education & Financial Reporting Rhondda Cynon Taf

Others in attendance:-

Ms C Seery, Managing Director Central South Consortium
Ms L Blatchford, Deputy Managing Director Central South Consortium
Mr A Williams, Assistant Director Partnership & Improvement Central South Consortium
Mr M Jones, (Audit Wales)

21 Welcome & Apologies

Apologies for absence were received from Cllr J Rosser (Rhondda Cynon Taf County Borough Council) and Cllr L Mytton (Merthyr Tydfil County Borough Council).

Cllr L Burnett (Vice Chair – Vale of Glamorgan) continued to chair today's Meeting.

22 Declaration of Interest

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

23 Minutes

It was **RESOLVED** to approve the minutes of the 15th July 2021 as an accurate reflection of the meeting of the Central South Consortium Joint Education Service Joint Committee.

24 Report of Audit Wales - Audit of the Financial Statement

Mr M Jones, Audit Wales, presented Members with the Audit of Accounts Report – Central South Consortium Joint Education Service Joint Committee for the 2020/21 financial year.

Mr M Jones outlined the purpose of the report and confirmed it was the Auditor General's intention to issue an unqualified audit report on the Accounts.

Members were informed that misstatements identified as part of the audit were detailed at Appendix 3 and all had been corrected by Management.

Mr M Jones took the opportunity to thank Members and Officers of the Central South Consortium for their co-operation during audit praising the quality of the draft accounts provided by Officers.

Following consideration of the Report, Members thanked the Officer from Audit Wales and **RESOLVED** to accept the Audit of Accounts Report – Central South Consortium Joint Education Service Joint Committee for the 2020/21 financial year.

25 Statement of Accounts for the Financial Year Ended 31 March 2021

The Head of Finance, Education and Financial Reporting presented the Central South Consortium Joint Committee with the Statement of Accounts for the financial year ended 31st March 2021, along with the associated Letter of Representation of the Joint Committee.

The Head of Finance, Education and Financial Reporting highlighted to Members sections 3 and 4 of the report covering the impact of Covid-19 on the statutory approval process.

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

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

Both the Managing Director and Deputy Managing Director acknowledged the work undertaken by the Consortium's finance team in obtaining such a positive audit report.

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

- 1) Approve the Statement of Accounts for the financial year 2020/21 (Appendix 1) and the associated Letter of Representation of the Joint Committee (Appendix 2) incorporating the audit enquiries letter to those charged with governance and management; and
- 2) Note the audited final out-turn position for the Joint Committee for the 2020/21 financial year and the level of General Reserve Balances held.

26 Budget Report 2021-2022

The Head of Finance: Education and Financial Reporting provided Members of the Joint Committee with the Budget Report 2021/22. Members were reminded that the 2021/22 revenue budget was agreed by Joint Committee on the 16th December 2020.

The Head of Finance, Education and Financial Reporting outlined a number of proposed budget virements within categories of expenditure and income that have been identified, having been informed by up dated service information, to more accurately reflect the actual costs to be incurred during the year. Members were directed to this information in Table 1 of the report.

A summary of the revised budget and projected outturn for the full year (projected as at August 2021) and variances was presented to Members at Table 2 of the report. It was highlighted to Members that the main variances were contained within 'Supplies and Services' with the Head of Finance, Education and Financial Reporting drawing Members attention to the overspend in IT costs to facilitate digital content and also increased licencing costs. The Head of Finance, Education and Financial Reporting also detailed underspends for services such as photocopying and postage as a result of agile working.

Finally, the Head of Finance, Education and Financial Reporting highlighted to Members Table 3 showing the 2021/22 grant allocations received by the Consortium from Welsh Government as at August 2021. Members noted that to date there had been no confirmation of award of funding for PDG as yet.

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

- 1) Note and approve the proposed budget virements within the 2021/22 budget.
- 2) Note the current outturn position for 2021/22.
- 3) Note the current grant position for 2021/22.

27 Accountability & Improvement Framework

With the aid of a Power Point presentation, the Assistant Director- Partnership & Improvement provided Members with an update on the Accountability and Improvement Framework. He outlined the six principles agreed by the 4 regions and advised Members that these are then interpreted at a local level. He took Members through each principle and highlighted the importance of each. The six principles outlined are:

1. Discussion
2. Overview
3. Broker
4. Termly evaluation
5. Risks to progress
6. Collaboration

He continued by discussing the role of the School Improvement Partner and

Members were advised that the approach is to be a facilitator and allow sharing of expertise around the system. He presented Members with information regarding allocation of support and acknowledged that currently there is an ongoing impact on the position of schools as a result of the Covid-19 pandemic which will determine the right support.

The Assistant Director- Partnership & Improvement outlined the support and challenge functions emphasising the aim is to make sure that the priorities are suitable for each school and focused on achieving the best outcomes. Members were advised of 2 support areas, Core and Enhanced and the differences between these were explained. He explained that the new approach gives the opportunity to work with schools throughout the year producing reports for Governing Bodies when required. He moved on to highlight the importance of having good links with Local Authorities which are even more key given the current Covid-19 context.

Lastly, he covered the deployment aspect detailing how the blended approach ensures that it is not sole responsibility for providing answers but allows the facilitation of conversations and signposting to the best place for support.

Members were invited to ask any questions. The Chair thanked the Officer for a comprehensive and insightful presentation and praised the approach for collaborative working. Comments were made on the challenges presented by ensuring all partners work together without leading to any delays in the process. The Assistant Director- Partnership & Improvement acknowledged previously this had been a barrier but detailed the access that Local Authority Officers now have real time access to key information that allows for active participation in leadership meetings and sharing information widely. He also emphasised the importance of the role of Governors in the process.

The Chair thanked the Officer and **RESOLVED** to acknowledge the information.

28 Central South Consortium Legal Agreement

The Managing Director Central South Consortium took Members through the report outlining the purpose to seek Members' approval to review the legal agreement, considering the revised changes to governance previously approved and to seek Members' approval to delegate decision making for proposed staffing structures to the CSC Management Board and CSC Management team as outlined within the report.

After discussion, Members **RESOLVED** to:-

- 1) Approve a review of the CSC legal agreement to reflect the changes in governance previously agreed by Members in December 2020 with revised terms of reference for governance groups approved in March 2021;
- 2) Approve a full review of the legal agreement is required to reflect the changing education landscape ;
- 3) Approve the proposals for delegated decision making in respect of CSC staffing outlined within the report.

29 Central South Consortium Business Plan Summer Progress Report

The Deputy Managing Director Central South Consortium provided Members of the Joint Committee with an overview of the Central South Consortium Business Plan 2021- 2022 Summer Term Report.

Members were taken through the 5 improvement priorities that align directly to the national priority areas. The Deputy Managing Director drew Members attention to the table outlined at 3.0 which provided an overview of priority areas, actions required and judgement on progress. Members were advised that no priority areas were affected by Covid-19 and the information reflects the current position.

The Deputy Managing Director highlighted the information contained at 4.0 of the report outlining risks identified and the mitigating actions taken. Members attention was also drawn to the information in the appendices relating to a detailed summary of Priority Progress Evaluation.

Following discussion it was **RESOLVED** to note the detailed summary report.

30 Central South Consortium as a Learning Organisation

The Managing Director, Central South Consortium took Members through the report outlining the purpose was to receive an evaluation of the 'Consortium as a Learning Organisation' survey undertaken by Central South Consortium staff and the next steps following the results.

Members were advised that 'Creating and supporting continuous learning opportunities for all staff' was the lowest key performing dimension in the 2020 survey and the Managing Director highlighted that the 2021 results show an improvement for this area.

The Managing Director continued by taking Members through a comparison of the results from 2020 and 2021 pointing out the key areas that require to be continued to look at as a result of the survey responses this year. These included:

- a. 'Governors are involved in developing the organisation's vision';
- b. 'Mentors/coaches are available to help staff develop their practice';
- c. 'All new staff receive sufficient support to help them in their new role';
- d. 'Staff are encouraged to give feedback to consortia regarding their professional learning';
- e. 'Staff observe each other's practice and collaborate in developing it'; and
- f. 'Leaders develop the potential of others to become future leaders'

The Managing Director informed Members that the intention is to continue to look at the results and to be collaborative ensuring staff have adequate time to complete and understand the language used in the survey. Members were invited to ask questions or provide comment on the report.

One Member noted the content of the report referencing closer working with the organisation and highlighted their agreement with this statement. They referenced good practice in one local authority which provides an updated

'newsletter' style document which provided Members with key information on the service area and a list of key contacts. The Managing Director acknowledged the benefits of such a document and advised Members that they hope to share similar information in the near future.

Following discussion Members **RESOLVED** to note the contents of the report.

31 To consider passing the under-mentioned resolution:

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

32 Central South Consortium Risk Register

Members of the Joint Committee received an update on the current risk register of Central South Consortium.

Following the update, Members of the Joint Committee noted the contents of the report and **RESOLVED** to:-

- 1) Consider and approve the recommended changes from the risk change template to amend the Central South Consortium risk register.

This meeting closed at 11.20 am

**CLLR L. BURNETT
CHAIR.**



CENTRAL SOUTH CONSORTIUM

REPORT FOR JOINT COMMITTEE

16TH DECEMBER 2021

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR: CSC Staffing Overview

Author: Louise Blatchford (Deputy Managing Director)

1. PURPOSE OF THE REPORT

The purpose of this report is to provide the Central South Consortium Joint Education Service Joint Committee (from hereon Joint Committee) with an overview of the current staffing structures and roles and responsibilities of staff within Central South Consortium

2. RECOMMENDATIONS

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

- 2.1 Note the current staffing structures and roles and responsibilities of CSC staff
- 2.2 Note the changes outlined within the report following the management of change process in November 2021.

3. CSC STAFFING STRUCTURES

- 3.1 The staffing structure at CSC was originally proposed by Price Waterhouse Cooper when the consortium was established in September 2021. The structure provides support for the core functions of the national model for regional working (which are in the majority funded from the core contributions of the Local Authorities. In addition, a staffing structure aligned to the national priorities identified by Welsh Government was proposed (funded by grant funding streams).
- 3.2 Over time the staffing structures have been amended following a number of management of changes processes, to ensure CSC continues to have the capacity to support local, regional and national priorities.

- 3.3 The current staffing diagrams are included within this report for Member's information:

Senior Management Team	Appendix 1
Senior Leadership Team	Appendix 2
Principal Improvement Partner & Improvement Partner Team	Appendix 3
Curriculum Team	Appendix 4
Business Support Team	Appendix 5

4. ROLES AND RESPONSIBILITIES

The current roles and responsibilities of the member of the CSC staff can be found on the website in the ['Meet the Team'](#) area of the site. The sections on the website include:

Senior Management [Team](#)

Improvement Partners and Strategic Curriculum [Teams](#)

Business Support [Team](#)

5. MANAGEMENT OF CHANGE

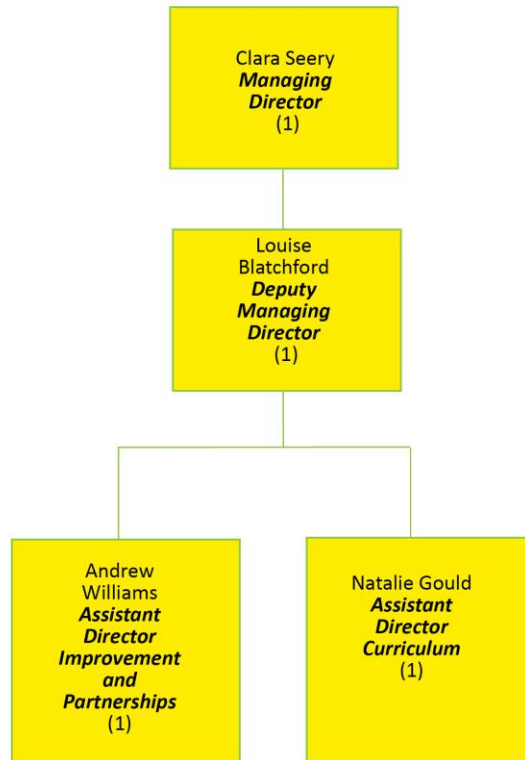
- 5.1 In November 2021 with the support of the CSC Management Board, the senior management of CSC began a management of change process to amend the senior leadership team (SLT) structure and clarify roles and responsibilities of members of the SLT.
- 5.2 Education in Wales continues to change at pace, and this has been impacted significantly by the pandemic. The [Curriculum Implementation Plan](#) sets out the expectations on schools and regional consortia for this term the review as required to ensure CSC's capacity to realise the Government's ambitions and provide direct support and professional learning for schools. There is an increasing need to provide regional and local (school or cluster level) training to support schools move from their current position to full implementation.
- 5.3 The review also clarified and renamed roles to ensure greater clarity on their purpose. All the current strategic team are involved in operational delivery of support across the region, this is in the form of school and cluster-based training and in school support. Leads are also key in identifying and brokering school to school support with is essential within a school lead improvement system. Capacity has been increased to engage in strategic activity with Welsh Government and LAs as well as meeting the needs of schools. There was a need to increase the operational and strategic capacity of the team to ensure that schools are supported to realise the Journey to 2022 as well as work with WG to shape the future agendas. As we move forward this year, we

know that the demands for professional learning will increase and we needed to ensure the capacity to meet the needs of the system.

- 5.4 Alongside this there are changes to the Evaluation, Improvement and Accountability framework from Welsh Government. We have responded to this by altering the way that we support schools. All schools continue to have a named Improvement Partner (IP) and support from a Principal Improvement Partner (PIP), alongside this the IP can broker support from the strategic team and the wider extended team as appropriate. It is essential we can identify practice and to broker support from schools. The newly created Head of Curriculum and Qualifications has overall responsibility for brokerage and will ensure there are effective systems in place to identify, broker and QA any school-to-school support, ensuring that there is a fair and needs driven response to schools.
- 5.5 There is a significant focus on reform and supporting schools to ensure reform is implemented while enabling all learners to achieve. Within CSC we have developed an approach to Excellence and Equity that drives our teaching and learning programmes. This includes focusing on high quality teaching and learning support as well as appropriate pathways from TA to NPQH to ensure that we have high quality staff at all levels in the system.
- 5.6 Following the management of change process, the revised senior leadership team structure was amended. This revised structure will be fully implemented by 1st April 2022. The revised structure diagram can be found in Appendix 6.



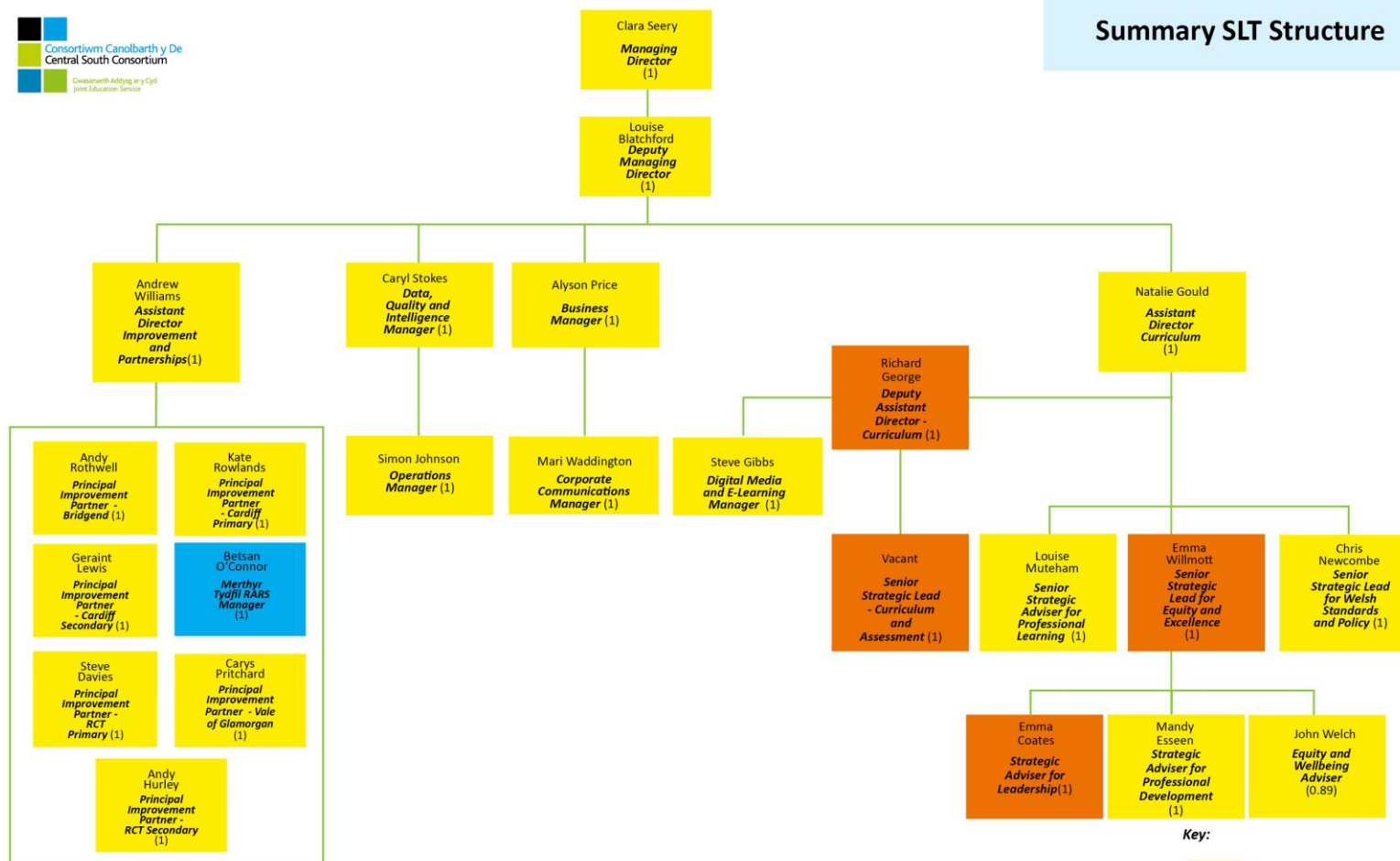
Senior Management Team Structure



- Key:
- Permanent
 - Temporary
 - Secondment
 - Consultants

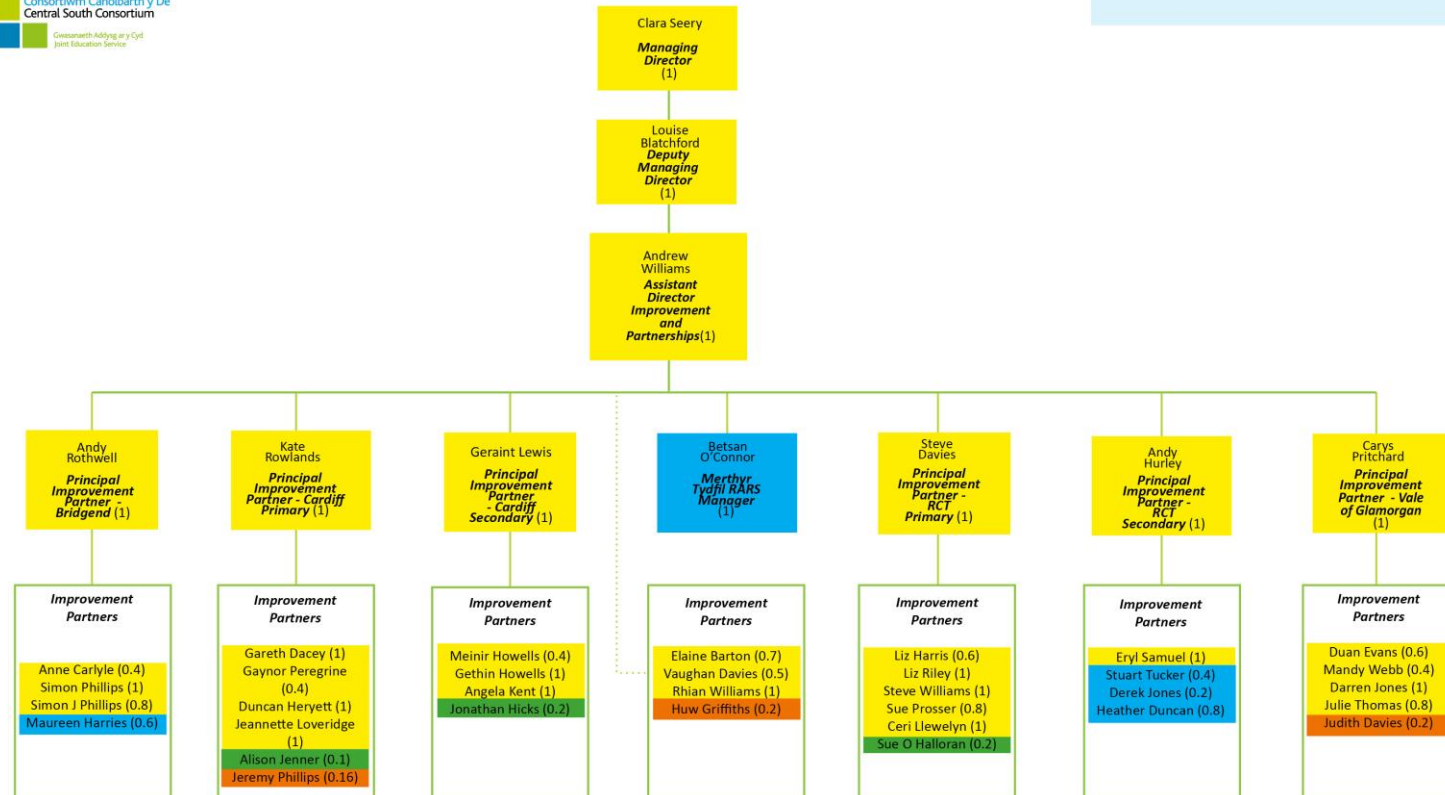
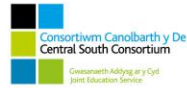
December 2021

Summary SLT Structure



Key:
 Permanent
 Temporary
 Secondment
 Consultants
 December 2021

PIPs and IPs Structure

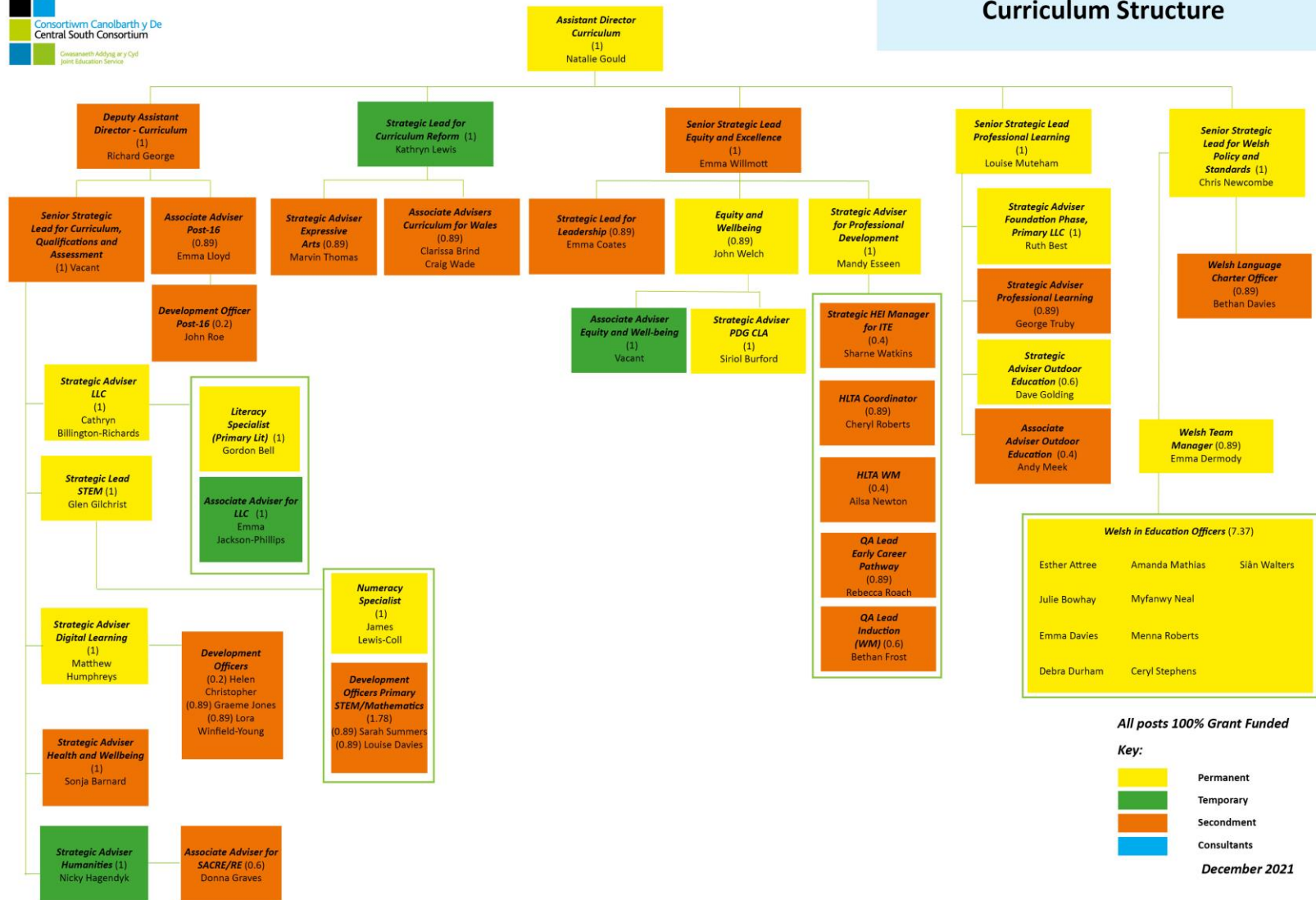
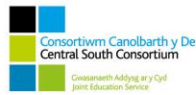


Key:

- Permanent
- Temporary
- Secondment
- Consultants

December 2021

Curriculum Structure



All posts 100% Grant Funded

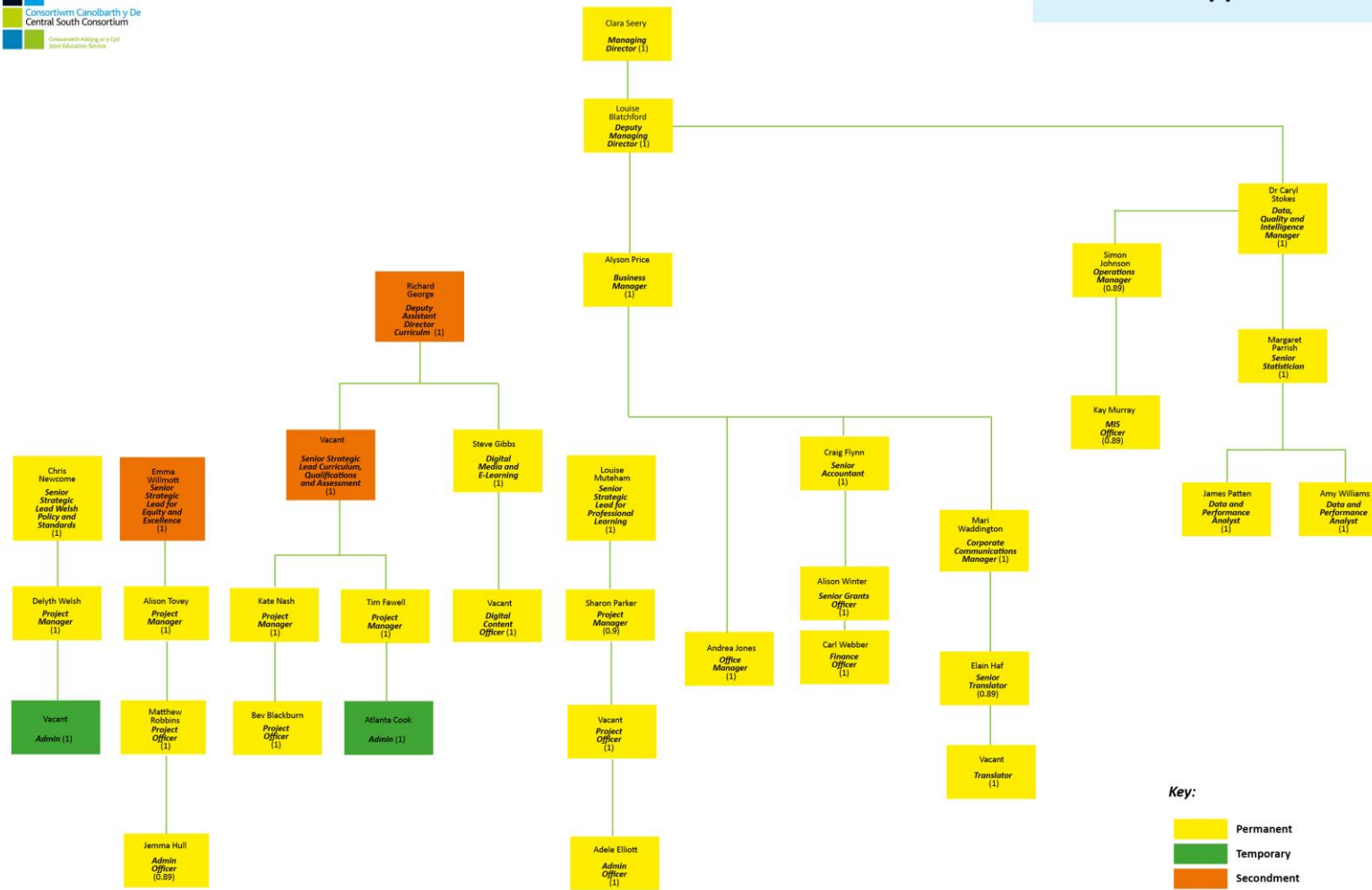
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December 2021

APPENDIX 5

Business Support Structure



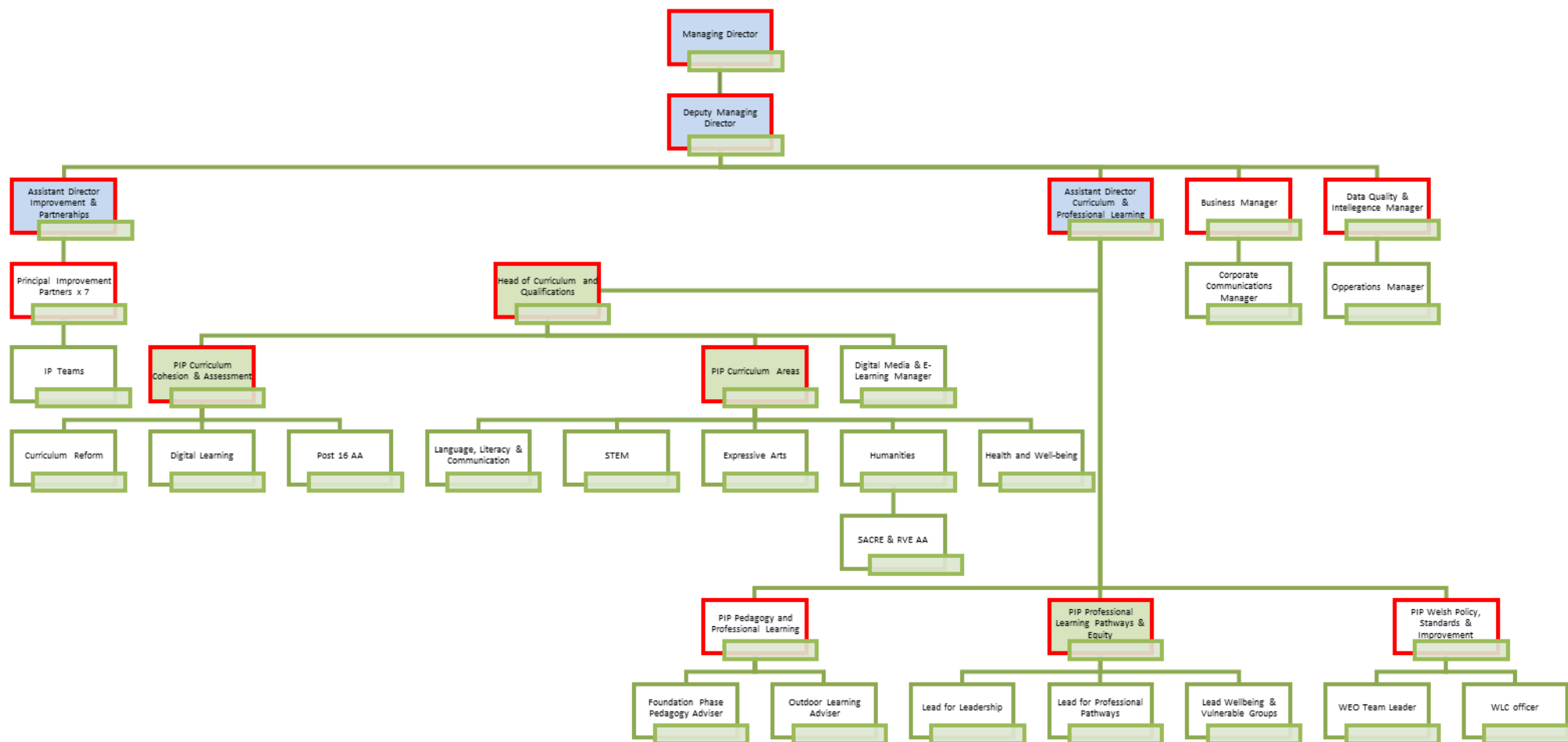
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December 2021

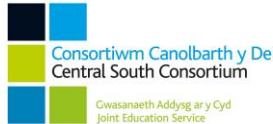
APPENDIX 6

Red Box - SLT
 Blue Box - SMT
 Green Box - New Posts

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CENTRAL SOUTH CONSORTIUM
REPORT FOR JOINT COMMITTEE
16TH DECEMBER 2021
JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR: Progress Update - 2020/21 Annual Governance Statement Recommendations

Author: Louise Blatchford (Deputy Managing Director)

1. PURPOSE OF THE REPORT

The purpose of this report is to provide the Central South Consortium Joint Education Service Joint Committee (from hereon Joint Committee) with a progress update on the proposals for improvement made within the 2020/21 Annual Governance Statement.

2. RECOMMENDATIONS

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

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

3. ANNUAL GOVERNANCE STATEMENT 2020/21

- 3.1 The Central South Consortium's Annual Governance Statement (AGS) relating to the 2020/21 financial year was reported to and approved by the Joint Committee at its meeting held on 22nd September 2021. The document described the governance arrangements in place, challenged their effectiveness and set out proposals for improvement.
- 3.2 The Annual Governance Statement 2020/21 made ten proposals for improvement and noted that the Consortium's Senior Management Team had accepted these and was committed to their implementation during 2021/22. At this time, the Senior Management Team also confirmed that an update on

progress would be reported to the Joint Committee during the year to enable elected Members to review and scrutinise the extent of progress being made.

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

4. CONCLUSION

- 4.1 A progress update on the ten proposals for improvement made within the 2020-21 Annual Governance Statement is set out at Appendix 1. Of the ten recommendations for improvement, five are completed, with progress made on the remaining.
- 4.2 The provision of this information will assist the Joint Committee is assessing the adequacy of the governance arrangements in place for the Central South Consortium.

PROPOSALS FOR IMPROVEMENT – PROGRESS UPDATE

Core Principle / Area	Paragraph No.	Issue Identified	Proposal for Improvement	Timescale for Implementation	Responsible Officer	Progress
Ensuring Openness and comprehensive stakeholder engagement	5.3.9	Revised Governance Framework for CSC	<ul style="list-style-type: none"> Implement the revised governance structure agreed by Joint Committee 	July 2021	Managing Director	Completed – Revised governance structure implemented with agreed terms of reference
			<ul style="list-style-type: none"> Review the Legal Agreement against the revised governance structure 	September 2021	Deputy Managing Director / RCT Legal Team	In progress – Meeting has taken place to agree process with RCT legal team.
		Monitoring and Reporting	<ul style="list-style-type: none"> Develop a monitoring and reporting principles document and share with governance groups for agreement. 	July 2021	Deputy Managing Director	Completed – Paper shared and agreed with Joint Committee in May 2021
			<ul style="list-style-type: none"> Produce an annual forward planner for all governance meetings 			Completed – Forward planner in use within CSC
		Communications with stakeholders	<ul style="list-style-type: none"> Revise the Communications Strategy and share with stakeholder groups. Establish a working party to review the communications requirements of schools. 	September 2021	Communications Manager	Completed – Communications strategy shared and agreed with Joint Committee in May 2021. CSC communications working party membership agreed.

			<ul style="list-style-type: none"> Relaunch the annual survey with schools. 	November 2021	Assistant Director	In progress – Annual survey of school staff and pupils has been completed by a sample of schools. Analysis is ongoing with final reports shared in Spring Term 2022
Defining outcomes in terms of sustainable economic, social and environmental benefits	5.4.7	Financial Planning	<ul style="list-style-type: none"> Further develop the Medium-Term Financial Plan during 2021/22 	July 2021	Deputy Managing Director	Completed – Medium term financial plan agreed with Joint Committee in July 2021
			<ul style="list-style-type: none"> Review the office accommodation requirements of CSC following the adaptations made to working arrangements due to the COVID 19 pandemic 	September 2021	Managing Director	In progress – Negotiations ongoing with RCT corporate estates
	5.7.3	Professional Learning	<ul style="list-style-type: none"> Undertake a training programme with Members in the local authorities on the requirements of the 'Draft School Improvement, Accountability and Evaluation Guidance' 	December 2021	Managing Director	In progress – Training has been completed for all Members of CSC Joint Committee as well as additional training sessions in Bridgend, RCT and Vale of Glamorgan.
	5.8.4	Risk Management	<ul style="list-style-type: none"> Review risk management strategies and present proposals to governance groups for consideration 	September 2021	Deputy Managing Director	In Progress – Risk management review has been undertaken. Recommendations for improvement will be incorporated following consultation, in the financial year 2022/23

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CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

16TH DECEMBER 2021

CENTRAL SOUTH CONSORTIUM GRANTS

REPORT OF THE DIRECTORS OF EDUCATION

Author: Louise Blatchford, Deputy Managing Director

1. PURPOSE OF REPORT

- 1.1 To provide Members with an update on the grants to be received by the Consortium in 2021/22, for which notifications have been received, and the methods of allocation of each.

2. RECOMMENDATIONS

Directors recommend the following to the Joint Committee:

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

3.0 BACKGROUND

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

4.0 METHOD OF APPORTIONMENT

- 4.1 The method of apportionment of each grant will vary depending on its nature, its intended recipients, its purposes and the associated terms and conditions.
- 4.2 For each grant the following process shall be adopted:
- The Consortium shall prepare a proposed method of distribution taking into account all relevant criteria.
 - The Director of Education (or equivalent) of each authority shall approve the basis of apportionment at the Executive Board of the Central South Consortium Joint Education Service. This will ensure appropriate and effective use of grant funding to target school improvement equitably across each of the five local authority areas.
 - A report detailing the basis and reasons for the method adopted shall be presented to the Joint Committee for approval.
- 4.3 This report presents details of 2021/22 grants to the Joint Committee.

5.0 2021/22 GRANTS

- 5.1 Grant approval letters have been received detailing grant levels for the Central South Consortium. The Directors have agreed to maintain the local authority dis-aggregation of the funding and to apply a common formula for the delegation of the local authority funding to schools.
- 5.2 National Academy for Educational Leadership (NAEL) in Wales - Innovative Grant
- 5.2.1 The total award of funding for the National Academy for Educational Leadership (NAEL) in Wales – Innovative Grant for financial year 2021/22 is £5,000.
- 5.2.2 The purpose of the funding is to enable the consortia to lead and deliver the System Leader Development Programme.
- 5.3 Regional Consortia School Improvement Grant – Revised Award of Grant Funding
- 5.3.1 The revised award of funding is £4,201,733 (Appendix A), taking the total award of grant funding for the financial year 2021/22 to £51,406,812.
- 5.3.2 The aim of the additional funding is to further support the following:
- i) Wales Collaborative for Learning Design (WCLD) - £62,500
 - ii) National Professional Qualification for Headship - £189,000
 - iii) Foundation Phase - £3,918,033
 - iv) National Pedagogy Project - £25,00
 - iii) Centre determined grades (CDG) - £7,200

5.3.3 Members will note that of the revised award of funding (£4,201,733), £3,918,033 delegated to schools/LAs, £94,700 retained initially for future delegation to schools / business plan priorities and £189,000 retained to manage the programme on behalf of the five local authorities.

5.3.4 An updated breakdown of the apportionment of the funding, in line with the approved CSC 2021/22 Business Plan, can be found table 1 below.

Regional Consortia School Improvement Grant	2021/2022 Budget	Budget
	£	%
<u>Centrally retained funding</u>		
Centrally retained funding including literacy and numeracy support, Welsh in Education and Foundation Phase provision	3,325,526	6.1%
Business Plan Activity	2,067,902	3.8%
	5,393,428	9.9%
<u>Delegated funding to LAs & Schools</u>		
Central South Wales Challenge Model	551,500	1.0%
Collaboration Model	2,926,581	5.4%
Support to School Partnerships	152,000	0.3%
Curriculum & Assessment Reform (Network / Guidance workstreams)	108,230	0.2%
Curriculum & Assessment Reform	1,523,898	2.8%
Professional Learning - Pioneer Schools	156,600	0.3%
Professional Learning to realise the curriculum	352,800	0.6%
EIG Element for Schools / PRUs	35,015,280	64.4%
Foundation Phase	3,918,033	7.2%
Professional Learning funding to schools	3,817,332	7.0%
Non Maintained settings - Foundation Phase	314,600	0.6%
Local authorities (LA) - administration of grant	67,207	0.1%
LA Annex	98,345	0.2%
	49,002,406	90.1%
TOTAL GRANT (INCLUDING LA MATCH FUNDING)	54,395,834	
LA MATCH FUNDING	2,989,022	
TOTAL GRANT (EXCLUDING LA MATCH FUNDING)	51,406,812	

Annex A

	Delegated to schools/LAs	Retained Initially for future delegation to schools	Retained by CSC for Specific Circumstances	Central Salaries	Total	Areas to include	Provisional Apportionment
	£	£	£	£	£		
Wales Collaborative for Learning Design (WCLD)		62,500			62,500	Enable national equity and access to a core offer of Professional Learning (PL),	Funding to be used to support schools to engage in professional learning / enquiry projects.
National Professional Qualification for Headship (NPQH)			189,000		189,000	Deliver NPQH to support the new Professional Standards for Teaching and Leadership and "Our National Mission".	Commitments for the delivery of the 2021/22 NPQH programme. <ul style="list-style-type: none"> • £3k per candidate for NPQH Assessment only.
Foundation Phase	3,918,033				3,918,033	Children in the early years (up to the age of 7) have been identified as a cohort of learners requiring additional support within the Welsh Government's Renew and Reform Plan. Funding is provided to strengthen the delivery of the Foundation Phase, particularly to ensure children's emotional, physical and learning needs are met.	Funding to be used to provide additional support children in the early years (emotional, physical and learning needs) and strengthen the delivery of the Foundation Phase.

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National Pedagogy Project		25,000			25,000	<p>Additional activity to engage with the listening to learners project.</p> <p>Working with practitioners to develop resources to feed into the Talk Pedagogy network.</p> <p>Fund schools to engage in the pedagogy research design project.</p>	<p>Funding used to support</p> <ul style="list-style-type: none"> • Pedagogical principles (£10k) - produce artefacts to support stimulus materials around the pedagogical principles • Pedagogy research work with HEI (£10k) - one cluster to engage with a HEI to go through a learning design process and develop a pedagogical narrative • Listening to learners (£5k)
Centre Determined Grades (CDG)		7,200			7,200	<p>Reimbursement of costs to cover the DDAG members time attending meetings and supporting the wider engagement with other school headteachers and college Principals during the summer 2021 exam series.</p>	<p>Allocations as below for schools/college:</p> <ul style="list-style-type: none"> • 10 days @ £200 per session for Cardinal Newman, Ysgol Garth Olwg and Fitzalan High School • 6 days @ £200 per session for YGG Bro Edern
TOTAL	3,918,033	94,700	189,000	0	4,201,733		

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**CENTRAL SOUTH CONSORTIUM
REPORT FOR JOINT COMMITTEE**

16th DECEMBER 2021

JOINT EDUCATION SERVICE

**JOINT REPORT OF THE MANAGING DIRECTOR AND THE TREASURER
– 2021/22 BUDGET MONITORING UPDATE AND 2022/23 BUDGET
SETTING**

Authors: Clara Seery (Managing Director) and Stephanie Davies (Service Director, Finance Services)

1. PURPOSE OF REPORT

To provide Members with:

- 1.1 An update of the projected outturn position for 2021/22 and a summary of 2021/22 grant funding.
- 1.2 The proposed 2022/23 revenue budget and basis of apportionment of local authority contribution levels for this period.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note the current projected outturn position for 2021/22.
- 2.2 Note the current grant funding position for 2021/22.
- 2.3 Consider and approve the budget for 2022/23 in order for the member local authorities to approve, as appropriate, and to confirm their approval to the next meeting of the Joint Committee.

3. **BUDGET MONITORING 2021/22**

3.1 A summary of the 2021/22 projected outturn position is set out in Table 1.

Table 1 – Projected Outturn Position 2021/22

Category	Revised Budget 2021/22 £	Projected Out-turn 2021/22 £	Variance (Under) / Overspend £
<u>Expenditure</u>			
Employees	3,067,186	3,066,432	(754)
Premises			
Rent	155,855	155,855	0
Maintenance	150	0	(150)
Other	0	123	123
Total Premises Cost	156,005	155,978	(27)
Transport	10,800	9,450	(1,350)
Supplies & Services			
Continuing Professional Development / Staff Adverts	51,774	26,557	(25,217)
Licenses / Mobile and Telephone Charges / Computer Costs – Hardware / Software	94,255	108,668	14,413
External Audit and Actuary Fee, Employers Liability and Public Liability Insurance	53,020	53,520	500
Photocopying / Postage / Advertising / Stationery / General Office Expenses	29,932	33,949	4,017
Total Supplies & Services	228,981	222,694	(6,287)
Commissioning	27,655	27,655	0
Support Services	119,250	126,337	7,087
Gross Expenditure	3,609,877	3,608,546	(1,331)
<u>Income</u>			
Local Authority Contributions	3,563,532	3,563,532	0
Grants and Other Income	46,345	46,345	0
Total Income	3,609,877	3,609,877	0
Net Expenditure	0	(1,331)	(1,331)

3.2 The full year projected outturn position (projected as at November 2021) is a £1.3k underspend (£0.8k projected underspend reported to the 22nd September 2021 Joint Committee meeting). Key variances within the projected outturn position include:

- Transport (£1k underspend) & Supplies & Services (£6k underspend) – projected outturns reflect a lower estimated expenditure requirement for the year partly due to the continued impact of COVID-19; and
- Support Services (£7k projected overspend) – increased costs as a result of the business need for further services being received from the host authority.

3.3 Members will be aware that the audited 2020/21 Statement of Accounts included two specific earmarked reserves, the current position for each is as follows:

- £6k to support school improvement activities – the current commitment against this earmarked reserve is £6k, to support the ongoing delivery of the sensory project.
- £200k to support the re-modelling of the service over the medium term – to date there are no costs which require to be funded from the re-modelling earmarked reserve.

4. **GRANT FUNDED SERVICE 2021/22**

4.1 Table 2 sets out the 2021/22 grant allocations received by the Consortium from Welsh Government as at November 2021.

Table 2 – 2021/22 Grant Allocations

Regional Consortia School Improvement Grant	2021/2022 Budget	
	£	%
<u>Centrally retained funding</u>		
Centrally retained funding including literacy and numeracy support, Welsh in Education and Foundation Phase provision	3,325,526	6.1%
Business Plan Activity	2,067,902	3.8%
	5,393,428	9.9%
<u>Delegated funding to LAs & Schools</u>		
Central South Wales Challenge Model	551,500	1.0%
Collaboration Model	2,926,581	5.4%
Support to School Partnerships	152,000	0.3%

Curriculum & Assessment Reform (Network / Guidance workstreams)	108,230	0.2%
Curriculum & Assessment Reform	1,523,898	2.8%
Professional Learning - Pioneer Schools	156,600	0.3%
Professional Learning to realise the curriculum	352,800	0.6%
EIG Element for Schools / PRUs	35,015,280	64.4%
Foundation Phase	3,918,033	7.2%
Professional Learning funding to schools	3,817,332	7.0%
Non-Maintained settings - Foundation Phase	314,600	0.6%
Local authorities (LA) - administration of grant	67,207	0.1%
LA Annex	98,345	0.2%
	49,002,406	90.1%
TOTAL GRANT (INCLUDING LA MATCH FUNDING)	54,395,834	
LA MATCH FUNDING	2,989,022	
TOTAL GRANT (EXCLUDING LA MATCH FUNDING)	51,406,812	

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

4.3 Members are asked to note that the award of funding in relation to the Pupil Development Grant is yet to be issued by Welsh Government. Allocations included in the respective grant invitation letter dated 8th October 2021 are set out in Table 3 below.

Table 3 – 2021/22 Indicative PDG Allocations

	Number of eligible learners	Indicative Allocation £	Delegated to LA/Schools £	Retained within CSC £
Learners eligible for free school meals (e-FSM)	25,204	28,984,600	28,984,600	0
Learners in early years settings (EYPDG)	5,142	5,913,300	5,913,300	0
Learners eligible for FSM in PRUs and EOTAS	241	277,150	277,150	0

Looked after children aged 3-15	1,764	2,028,600	1,848,204	180,396 ¹
Strategic advisers	n/a	100,000	0	100,000
Consortia led funding	n/a	278,320	178,120	100,200
TOTAL GRANT		37,581,970	37,201,374	380,596

5. REVENUE BUDGET 2022/23

5.1 Under the terms of the Central South Consortium's Legal Agreement, the Joint Committee is required to approve its budget by the 31st December for the following financial year in order that member local authorities can consider and approve their contributions.

5.2 As Members will be aware, the 15th July 2021 Joint Committee meeting approved indicative Revenue Budget levels for the period 2022/23 to 2024/25, to aid the Consortium's medium term service planning arrangements i.e. Local Authority contributions cover the pay award assumption of 2% per annum.

5.3 In line with Joint Committee's approval, the 2022/23 Revenue Budget has been constructed based on a 1.72% increase in contributions and the following parameters have been used to inform the process:

- The need to protect frontline school improvement resources and target available funding to key priorities;
- The continued delivery of efficiency savings; and
- The Consortium to fully fund:
 - Estimated costs of changes to National Insurance Contribution levels; and
 - Estimated non-pay (i.e. goods and services) related inflation.

5.4 The overall saving requirement for 2022/23 totals £41k, comprising cost pressure in relation to changes in Employer National Insurance contribution levels (£32k) and the impact of non-pay inflation (£9k). The required budget savings, in line with the principles set out in paragraph 5.3, are proposed to be delivered through revising non-pay budget areas in line with service needs for the forthcoming year.

5.5 The Treasurer has validated the core budget saving proposals and has

¹ Includes £57.5k for Looked after children educated outside of Wales.

confirmed that they would be available for release in the 2022/23 financial year.

5.6 Bringing together the information set out in paragraphs 5.3 to 5.5, Table 4 sets out the draft revenue budget for 2022/23.

Table 4 – Draft Revenue Budget 2022/23

Category	Revised Budget 2021/22	Proposed Budget 2022/23	Budget Increase / (Decrease)
	£	£	£
<u>Expenditure</u>			
Employees	3,057,186	3,120,925	63,739
Apprenticeship Levy	10,000	10,000	0
Gross Employees	3,067,186	3,130,925	63,739
Premises	156,005	158,966	2,961
Transport	10,800	12,000	1,200
Supplies and Services	228,981	173,904	(55,077)
Commissioning	27,655	27,655	0
Support Services	119,250	140,925	21,675
Gross Expenditure	3,609,877	3,644,375	34,498
<u>Income</u>			
Local Authority Contributions	3,563,532	3,624,875	(61,343)
Grants and Other Income	46,345	19,500	26,845
Total Income	3,609,877	3,644,375	(34,498)
Net Expenditure	0	0	0

5.7 With regard to funding contributions from each Local Authority, Members will note that these are based on specific IBAs published by the Welsh Government (in accordance with the Central South Consortium's Legal Agreement). Table 5 sets out the 2022/23 Local Authority contributions on this basis.

Table 5 - 2022/23 Local Authority contribution levels

Local Authority	2022/23 Allocation Basis (Based on 2021/22 IBA)		2021/22 Contribution	2022/23 Contribution	Change Increase / (Decrease)
	£'000	%	£	£	£
Bridgend	98,245	15.40	548,784	558,231	9,447
Cardiff	231,542	36.29	1,293,205	1,315,467	22,262
Merthyr Tydfil	40,572	6.36	226,641	230,542	3,901
Rhondda Cynon Taf	172,997	27.11	966,074	982,704	16,630
Vale of Glamorgan	94,739	14.84	528,828	537,931	9,103
Total	638,095	100%	3,563,532	3,624,875	61,343

- 5.8 Subject to the decision of the Joint Committee, agreed contribution levels for 2022/23 will be notified to member local authorities for their approval and confirmation back to the next Joint Committee meeting.

6. CONCLUSIONS

- 6.1 The projected outturn position for the full year is a £1.3k underspend (projected as at November 2021) and the Consortium will continue to closely monitor and manage its resources and report updates to Joint Committee through to year-end.
- 6.2 The 2021/22 Grants Register has been updated to reflect the current grant funding position.
- 6.3 A draft 2022/23 Revenue Budget for the Consortium has been prepared and reflects an aggregate +1.72% increase in member local authority contribution levels, adjusted for 2021/22 IBA, this being in line with the indicative three-year revenue budget agreed by Joint Committee in July 2021.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

16th DECEMBER 2021

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

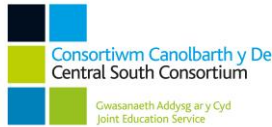
List of background papers

15th July 2021 Central South Consortium – Medium Term Financial Plan Update

Officers to Contact:

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CENTRAL SOUTH CONSORTIUM (CSC)

REPORT FOR JOINT COMMITTEE

16th December 2021

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – DEVELOPING THE BUSINESS PLAN FOR 2022/2025

Author: Louse Blatchford, Deputy Managing Director CSC

PURPOSE OF THE REPORT

1. The regional national model as well as the CSC Legal Agreement, requires a draft business plan for 2022/2025 is presented to Joint Committee in December. The final business plan will be submitted in full to the Joint Committee in the meeting in March 2022.
2. The business plan for 2022/25 will take account of:
 - Aspects within existing business plan that were identified to be developed in 21/22 but had to be paused due to the ongoing impact of Covid-19;
 - The outcomes of self-evaluation processes;
 - Emerging requirements of local authorities;
 - National priorities);
 - Cross consortia planning; and
 - Feedback from Estyn (including the Thematic Review Oct 2021 recommendations) once received.
3. Consortia receive revenue funding from the local authorities in order to carry out the challenge and support role on behalf of each authority. Consortia are also funded through grant by Welsh Government to deliver national priorities. At the time of writing this paper, there is an agreement in place with regard to the core contributions from the local authorities with respect of the core budget (as agreed at the Joint Committee meeting on the 16th December 2020). However, there is no indication currently on the levels of grant funding to consortia, although the Minister and officials have stated consortia will be in receipt of indicative three-year budgets from April 2022.

4. 97% of the current business plan is funded by grants. Awards of funding have terms and conditions which are incorporated into the planning process. At this stage, it is not possible to provide detailed plans for the use of the grant funding as indicative funding allocations have not been received. A paper will be presented to Joint Committee on the 16th December outlining the core budget position for 2021/22.

RECOMMENDATIONS

5. Members of the CSC Joint Committee approve the high-level priorities for the development of the CSC Business Plan (as outlined in paragraph 9). Operational plans will continue to be developed over the coming months and shared in the Spring Term 2022.
6. Members of Joint Committee to provide a steer on any areas for improvement and prior to the detailed operational planning process takes place. Directors will continue to be invited to the development of the operational plans in the Spring Term, as well as to the Impact Review meetings at the end of each term.
7. Members of the board note that uncertainty remains about grant for the 2022/23 financial year as the Welsh Government has yet to confirm the grant position and requirements of Consortia and LAs.

BACKGROUND

8. The current business plan covers the period 1st April 2021 to 31st March 2022. It has five priorities based upon the enabling objectives within the document Education in Wales: Our National Mission.
 - a) Develop a high-quality education profession;
 - b) Develop inspirational leaders and to facilitate their working collaboratively to raise standards;
 - c) To develop strong and inclusive schools committed to excellence, equity and well-being;
 - d) Continue to develop robust assessment evaluation and accountability arrangements supporting a self-improving system; and
 - e) Improve the effectiveness and efficiency of Central South Consortium
9. For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. Directors are members of specific drive teams as outlined in the table below.

Table 1: Summary of Priority Areas in CSC Business Plan

Priority Area	Director	CSC Drive Team Members
Develop a high-quality education profession	Mel Godfrey	Natalie Gould, Richard George, Mandy Esseen, , Chris Newcombe
Develop inspirational leaders to facilitate working collaboratively to rise standards	Paula Ham	Kate Rowlands, Steve Davies, Emma Coates,
Develop strong and inclusive schools committed to wellbeing, equity & excellence	Gaynor Davies	Emma Willmott, John Welch, Carys Pritchard
Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems	Lindsay Harvey	Andy Rothwell, Caryl Stokes, Andy Hurley, Geraint Lewis
Improve the effectiveness and efficiency of CSC	Sue Walker	Andrew Williams, Alyson Price, Louise Muteham, Mari Waddington

10. Key success criteria and actions from the business plan and associated operational plans form the basis of the organisation’s operational monitoring approach. Operational plans are updated by aspect leads through half termly meetings between the drive teams, business manager and the operations manager. In addition, each drive team meets with the managing director, deputy managing director and the operations manager towards the end of each term for ‘Impact Review Meetings’. Directors are invited to attend these meetings.
11. In line with the agreement at the meeting on the 10th September CSC will move to quarterly monitoring and reporting to align with local authority reporting cycles. *(Item 7. Monitoring & Reporting CSC Business Plan (Update))*
12. An updated report will be submitted to the management board at the start of the financial year 2022/23 to outline how CSC will monitor and report on progress in 2022/23.

BUSINESS PLAN DEVELOPMENT 2022-25

13. [Education in Wales: Our National Mission](#), provided the Welsh Government’s action plan for the period 2017-21, contains clear implications for local authorities and consortia. The business plan will build upon how the consortium is working with local authorities ensuring all schools are supported and challenged to deliver the national mission in line with key milestones.
14. The operational business plans for 2022/23 will also consider the publication [Education in Wales: Our National Mission update](#) released in October 2020, as well as the [Journey to 2022](#)
15. Increasingly, consortia work together to deliver key national priorities, the implications of which are built into the business plan proposals. Furthermore, the monitoring and reporting arrangements for these plans are detailed within the terms and conditions of the funding. The business plan links the priorities within cross consortia improvement planning and the regional needs of CSC.
16. It is proposed to continue to follow the key improvement priorities from 2022 to 2025 . This aligns with the announcement of three-year grant funding budgets, and to be able to plan for the medium term.
17. A self-evaluation report will be drafted for review in February 2022 and will be shared with stakeholders on an annual basis.
18. It is proposed to build upon the current system of business planning and monitoring, to ensure increased engagement of all stakeholders in the development of the detailed operational plans that sit beneath the high-level objectives. An engagement plan is now embedded to ensure effective, regular and robust challenge and discussion with all stakeholders. This will include a period of consultation with all schools in the Spring Term as well as engagement with all governance groups.
19. In addition, we will continue to develop the operational business plans with LAs during the Spring Term. This will ensure LA priorities are identified and incorporated at an early stage as part of stakeholder engagement.
20. Success criteria and milestones will be clearly defined and an enhanced process of in-depth evaluation to inform self-evaluation has been developed to enable effective challenge.
21. The business plan will continue to reflect the Vision of CSC and the CSWC delivery strategy. The model gives schools the means and the responsibility for driving improvement in their own schools and in the wider system, encouraging a culture where schools care about the success of all schools as much as they care about their own. However, during the current pandemic, this model continues to require

refinement to reflect the capacity within the system at the current time. A revised proposal for the Central South Wales Challenge 2022/23 will be presented to the CSC Partnership Group in February 2022 for review and agreement.

22. Progress against each priority will be reported to the CSC Management Board as well as Joint Committee on a quarterly basis. In addition, we will:
 - a. Provide at least one performance report to the five Scrutiny Committees, ideally in January of each year;
 - b. Review the performance of schools termly with authorities; and
 - c. Report termly to the Welsh Government's Challenge and Review sessions.

IMPLEMENTATION ISSUES – cost, timescale etc.

23. Proposals for budget setting (core budget) will be presented to the Joint Committee in December 2021, in line with the medium-term financial plan agreed by Joint Committee.
24. At this stage, there is an element of uncertainty regarding the grant funding mechanisms from Welsh Government and so it is not possible to set out the grant budget position for 2022/23 at this time. The Consortium will continue to work closely with Welsh Government to ensure that funding is used effectively to support the strategic priorities set out within the draft business plan.

BACKGROUND PAPERS

1. Business Plan 2021/22
2. Summary report (Summer Term) re progress with the 2021/22 Business Plan

Priority 1: To develop a high-quality education profession		
Objectives	How will we know if we've made progress?	Success Measures
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.	Nearly 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 demonstrate the longer-term impact of professional learning.	<ul style="list-style-type: none"> 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
1.2 Schools are supported to manage change and develop as learning organisations.	Schools in the region demonstrate progress in the seven dimensions of the Schools as Learning Organisations model.	
1.3 Schools are supported to prepare for the implementation of Curriculum for Wales and wider reforms.	Professional learning opportunities and support for schools at all levels are aligned to the 'Curriculum for Wales: Journey to 2022' 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 behaviour in preparation for Curriculum for Wales and the wider reforms. School self-	

	evaluation activities demonstrate progress towards the implementation of Curriculum for Wales and the wider reforms.	<ul style="list-style-type: none"> • 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.
1.4 Support the implementation of national and regional strategies for developing Welsh in all sectors.	<p>The professional learning 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.</p> <p>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 increases. School self-evaluation activities in all sectors demonstrate progress towards implementing national and regional strategies for Welsh.</p>	
1.5 The Teaching Assistant Learning Pathway (TALP) provides effective pathways for all assisting teachers as part of a national and regional programme.	The professional learning provision along the Teaching Assistant Learning Pathway responds to the impact of COVID-19 and results in an increase in the number of teaching assistants (TAs) gaining HLTA status. The regional bespoke programmes are accessed by most TAs working in specific school contexts and reflect national priorities.	
1.6 Entry into the teaching profession through Initial Teacher Education (ITE) and into NQT Induction is supported.	Recruitment to the Open University routes results in all targets being met for the salaried and part-time programmes. Ongoing and new	

<p>Professional learning opportunities respond to the challenges presented by COVID-19.</p>	<p>PGCE programmes in four ITE partnerships meet all accreditation criteria and are quality assured to capture evidence 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' professional learning to prepare for induction.</p> <p>The number of Induction Mentors (IMs) engaging in training and professional learning increases. Most NQTs engage in national training and national / regional professional learning in order to pass induction. Transition support is provided for nearly all ITE graduates who intend to work within the region aligned to new Welsh Government COVID-19 guidance. All induction stakeholders are supported to engage in the statutory process aligned to revised Welsh Government COVID-19 related guidance and most IMs and NQTs participate in national training. The regional and national programme of professional learning provides bespoke support for all IMs and NQTs and reflects national priorities.</p>	
<p>1.7 Provide regional professional learning in curriculum & assessment, pedagogy and qualifications.</p>	<p>Schools implement national and regional strategies in curriculum & assessment, pedagogy and qualifications. The professional</p>	

	<p>learning offer supports new ways of working resulting from COVID-19.</p> <p>Nearly all schools engage in the professional learning offer for curriculum & assessment, pedagogy and qualifications. PL evaluations demonstrate changes to practitioner behaviour in relation to curriculum & assessment, pedagogy and qualifications. School self-evaluation activities demonstrate progress towards the development of curriculum & assessment, pedagogy and qualifications.</p>	
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Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards

Objectives	How will we know if we've made progress?	Success Measures
2.1 Enhance current and future leadership through a comprehensive pathway of professional development.	All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.	<ul style="list-style-type: none"> • Successful completion of Professional Learning Pathways Programmes by applicants. • A culture of Coaching and Mentoring is beginning to be 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.
2.2 Develop effective collaboration models to increase leadership capacity.	Evidence shows that collaboration models have a positive impact on leadership capacity.	
2.3 Strengthen school governance to provide effective leadership, challenge and support.	Governors understand and fulfil their role within individual settings effectively.	
2.4 Improve the use of coaches and mentors to further develop school leaders.	The development of coaches and mentors is effective as one strand of a package of support to improve school leaders.	
2.5 Develop and strengthen effective leadership through peer partnership.	Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.	

<p>2.6 Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.</p>	<p>Strong representation across the region in all categories of the Professional Teaching Awards Cymru.</p>	<ul style="list-style-type: none"> • Strong CSC representation is evidenced in nominations across all 'Teaching Awards Cymru' categories.
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Priority 3: To develop strong and inclusive schools committed to excellence, equity and wellbeing

Objectives	How will we know if we've made progress?	Success Measures
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.	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.	<ul style="list-style-type: none"> 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.
3.2 Improve outcomes for vulnerable learners and mitigate impact of Covid 19 through effective strategic support.	<p>Clear strategic direction in place for the provision for vulnerable learners that is aligned to current learning and local authority priorities.</p> <p>Professional learning opportunities in place to support schools to further develop their provision and delivers improved outcomes for vulnerable learners.</p> <p>Schools make effective use of a wide range of meaningful information, including well-being, attendance and exclusion data, to demonstrate vulnerable pupils' progress.</p>	

	<p>Clear identification of effective practice that highlight positive outcomes for vulnerable learners.</p>	
<p>3.3 Work with local authorities, external partners and schools to:</p> <ul style="list-style-type: none"> • 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. 	<p>Strategic support across CSC and local authorities, including professional learning, is closely aligned with a strong focus on supporting provision for vulnerable learners.</p> <p>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.</p> <p>Effective practice disseminated and used to inform future professional learning need.</p> <p>Appropriate support and resources provided that are tailored to improve health and well-being of staff.</p>	

Priority 4: To continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system		
Objectives	How will we know if we've made progress?	Success Measures
<p>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.</p>	<p>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.</p> <p>CSC plans effective support for all enhanced support schools agreed with clear timelines and evaluation processes.</p> <p>CSC maps the school improvement priorities and support needs to its support output clearly, showing strong impact in nearly all cases.</p> <p>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</p>	<ul style="list-style-type: none"> • 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.

	<p>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.</p> <p>CSC delivers effective professional learning offers to support schools' needs.</p> <p>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.</p> <p>CSC supports schools well in developing the NEIR to inform self-evaluation processes and improvement planning, where appropriate.</p> <p>CSC teams are deployed to support schools' needs effectively.</p> <p>CSC provides suitable platforms for the Welsh Government, local authorities, governors and school leaders to impact upon CSC's self-evaluation and improvement planning.</p>	<ul style="list-style-type: none"> • All IPs report effectively on the self-evaluation, improvement planning, progress and standards. • 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 leading to clear improvement plans which result in strong progress for all learners. • Schools have effective evaluations of the impact of Covid on learner progress and on school practice, leading to clear plans for improvement planning which builds on strong practice. • Schools' improvement plans lead to stakeholders' wellbeing being improved, in light of the ongoing impact of Covid.
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	<p>Schools have productive, timely, robust and enquiry-based self-evaluation processes leading to clear improvement plans, which result in strong progress for all learners.</p> <p>Schools' improvement plans lead to most stakeholders' wellbeing being improved.</p> <p>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.</p>	<ul style="list-style-type: none"> • Welsh Government 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.
<p>4.2 Nearly all schools have effective evaluation and improvement processes, which address external and internal accountability measures.</p>	<p>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.</p> <p>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.</p>	

	<p>CSC supports schools with clear advice and support on external accountability measures.</p> <p>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.</p> <p>Progress Measure Reworded - CSC supports effectively national and local representatives, schools and other stakeholder groups to a common understanding of how progress can be measured transparently and fairly at an individual school level, in line with national and local priorities.</p> <p>All stakeholders have a common understanding of how progress is measured.</p> <p>Schools have established clear and effective processes for internal evaluation and accountability, leading to strong progress for most learners.</p>	
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	Schools are able to respond appropriately to developing external measures.	
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Priority 5: To improve the effectiveness and efficiency of Central South Consortium (CSC)

Objectives	How will we know if we've made progress?	Success Measures
5.1 Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.	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.	<ul style="list-style-type: none"> Annual survey data analysis shows an increase of staff involved in extended forms of professional learning (baseline 2019 termly or more: primary 45%, secondary 45%).
5.2 Increase awareness of CSC key messages and communication channels.	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.	<ul style="list-style-type: none"> 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%).
5.3 Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective performance development.	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	<ul style="list-style-type: none"> Communication performance analytics show improved: <ul style="list-style-type: none"> Social media engagement

	is focussed on research and evidence-based strategy.	
5.4 Realise the value and relevance of research and evaluation on key aspects of CSC work.	Work with a higher education institution to focus on the evaluation of our work focussing on the professional learning that is provided. Evidenced based strategy to secure provision for professional learning that develops sustained highly effective practice.	<ul style="list-style-type: none"> • 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 professional learning has a positive impact on improving outcomes for learners. • Estyn judgements and requests for case studies are at least comparable with other regions.

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