BYDD RHITHWIR CYFARFOD O'R CYDBWYLLGOR GWASANAETH ADDYSG AR Y CYD CONSORTIWM CANOLBARTH Y DE YN CAEL EI GYNNAL YN Dydd Mawrth, 28ain Mawrth, 2023 at 3.30 pm

Dolen gyswllt: Tracy Watson - Uwch Swyddog Democrataidd a Craffu (07747 485567)

Nodwch fod angen i 50% o Aelodau fod yn bresennol er mwyn sicrhau bod y cyfarfod â chworwm. Rhowch wybod i swyddog cyswllt y cyfarfod (manylion uchod) am unrhyw ymddiheuriadau cyn y cyfarfod.

Nodwch y bydd y cyfarfod yn cael ei recordio a'i gyhoeddi (ac eithrio unrhyw eitemau eithriedig). Rhaid i unrhyw Aelodau nad ydyn nhw'n Aelodau o'r Pwyllgor sy'n dymuno mynychu'r cyfarfod yma i arsylwi roi gwybod i swyddog cyswllt y cyfarfod. Bydd y swyddog yma'n gofyn i'r Cadeirydd am ganiatâd..

1. **DATGAN BUDDIANT**

   Derbyn datganiadau o fuddiannau personol gan Aelodau, yn unol â gofynion Cod Ymddygiad y Cyngor.

   Nodwch:

   1. Mae gofyn i Aelodau ddatgan rhif a phwnc yr eitem y mae eu buddiant yn ymwneud ag e 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 13 Rhagfyr 2022 yn rhai cywir.

   (Tudalennau 3 - 10)

3. **MONITRO CYLLIDEB 2022/23 DIWEDDARIAD**

   Derbyn adroddiad gan Drysorydd a Rheolwr-Gyfarwyddwr.

   (Tudalennau 11 - 18)

4. **ADRODDIAD: GRANTIAU CONSORTIWM CANOLBARTH Y DE**

   Derbyn diweddariad gan y Dirprwy Reolwr-Gyfarwyddwr mewn

perthynas â'r amrywiad a dderbyniwyd i Grant Gwella Ysgolion y Consortia Rhanbarthol (RCSIG).

5. **ADRODDIAD ARCHWILIO RHANBARTHOL**

Derbyn adroddiad gan y Dirprwy Rheolwr-Gyfarwyddwr.

6. **ADRODDIAD CRAFFU ACADEMAIDD BLYNYDDOL CONSORTIWM CANOLBARTH Y DE**

Derbyn adroddiad gan y Dirprwy Reolwr-Gyfarwyddwr ar gyflawniad y Consortiwm yn ystod blwyddyn academaidd 2021/2022.

7. **HUNANWERTHUSIAD BLYNYDDOL CONSORTIWM CANOLBARTH Y DE**

Derbyn cyflwyniad ac adroddiad gan y Rheolwr-Gyfarwyddwr.

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

Derbyn adroddiad gan y Rheolwr-Gyfarwyddwr.

9. **MATERION BRYS**

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

Agendwm 2

RHONDDA CYNON TAF COUNCIL CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE JOINT COMMITTEE

Minutes of the virtual meeting of the Central South Consortium Joint Education Service Joint Committee meeting held on Tuesday, 13 December 2022 at 3.30 pm

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

Councillor R Birch (Vale of Glamorgan Council) (Chair)
Councillor M Jones (Merthyr Tydfil County Borough Council)
Councillor R Lewis (Rhondda Cynon Taf County Borough Council)
Councillor S Merry (Cardiff Council)

Officers in attendance:-

Mr E Cooper - Lead Chief Executive, (Merthyr Tydfil County Borough Council)
Ms S Davies - Service Director, Finance Services (Rhondda Cynon Taf County Borough Council)

Others in attendance:-
Ms C Seery - Managing Director, Central South Consortium
Ms L Blatchford Deputy - Deputy Managing, Director Central South Consortium

27   Apologies of Absence

Apologies of absence were received from County Borough Councillor Jon-Paul Blundell (Bridgend County Borough Council) and Mr L Harvey (Bridgend County Borough Council).

28   Declaration of Interest

In Accordance with the Councils Code of Conduct, there were no declarations of interest made parenting to the agenda.

29   Minutes

It was **RESOLVED** to approve the minutes of the meeting held on the 25th October 2022 as an accurate reflection of the Central South Consortium Joint Education Service Joint Committee.

30   Budget Monitoring Update 2022/23

The Service Director, Finance Services presented the report; the report aimed to provide Members with an update on the projected outturn position for 2022/23 and a summary of the 2022/23 grant funding.

The Service Director, Finance Services reminded Members that the budget of £3.6 million was agreed by Joint Committee on the 22nd December 2021. It was noted that the current position shows an underspend of £187k; The Service Director, Finance Services advised Members that the majority of the underspend was due to employee budgets with a projected underspend of £197k, as a result of timing of recruitment and utilisation of external grant funding. There is a projected underspend of £45k on Premises due to rationalisation of accommodation requirements at the Valleys Innovation Centre partly offset by additional costs from the use of external facilities.

The Services Director, Finance Services continued by advising Members that there is a projected overspend of £10k on Transport due the need for more physical/ face to face attendance across schools as part of supporting improvement activities, the timings of which being in line with the lifting of the Covid-19 restrictions. There was a projected overspend of £32k on Supplies and Services mainly due to estimated additional one-off costs to enable investment in ICT hardware and lastly, there was a projected overspend of £12k due to an increase in service level requested to be delivered by the host authority to the Consortium.

Members were directed to paragraph 3.3 of the report; The Service Director, Finance Services requested Members of the Committees to authorise the lead Section 151 Officer to allocate any underspend at year-end, after taking account of specific financial risks, to the existing Service Remodelling Earmarked Reserve to support the setting and delivery of balanced budgets over the medium-term.

Members were directed to section 4 of the report which highlighted the use of the grant funding; the Service Director, Finance Services advised Members that nearly 93% of funds are delegated to schools and Local Authorities.

To conclude, the Service Director, Finance Services advised Members that the projected outturn position for the full year is £18k underspend and the Consortium will continue to closely monitor and manage its resources and report updates to Joint Committee through to year-end.

The Central South Consortium Joint Education Service Joint Committee **RESOLVED** to:

- Note the current outturn projected position for 2022/23

- Authorise the lead Section 151 Officer to allocate any year-end underspend, after taking account of specific financial risks, to the existing Service Remodelling Earmarked Reserves to support the setting and delivery of balanced budgets over the medium term.

- Note the current grant funding position for 2022/23

31 CSC Medium Term Financial Update (Indicative 3-Yr Budget, 2023/24 - 2025/26)

The Service Director, Finance Services presented the report to Members; The report aimed to provide Members with a Medium-Term Financial Plan update for the period 2023/24 to 2025/26 to allow the lead Section 151 Officer to notify the constituent local authorities of the recommended indicative 3 year budget to

inform the medium term financial planning arrangements within each Council.

The Medium-Term Financial Planning (MFTP) 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 Consortium recognises the importance of MFTP and has a sound track record of setting and delivering balanced budgets against a backdrop of reducing funding levels and protecting the delivery of frontline school improvement activities, whilst having robust arrangements to identify and deliver budget savings. The Service Director, Finance Services reminded Members that the latest plan was reported to Joint Committee Meeting on the 15th July 2021 and used to inform the 2022/23 budget setting process, this being approved on the 22nd December 2021 in line with the requirements of the Legal Agreement.

Member were directed to table 1 of the report which detailed the budget pressures, with the majority relating to pay pressures. The Service Director, Finance Services advised Members of the budget pressures for 23/24 in total are £199k and then £134k in 24/25 and £123k in 25/26.

The Service Director, Finance Services directed Members to table 2 of the report which detailed the budget gaps at various model scenarios for Local Authority contribution, ranging from option A (-3%) in 23/24 and then -2% for the following two years to contributions covering employee related costs at option F. The Service Director, Finance Services advised that these various options result in budget gaps over a 3-year period between £711k and £30k.

The Service Director, Finance Services continued by advising Members that the Chief Executives of the constituent Local Authorities have reviewed the information set out in table 1 and 2 of the report and recommended that the Consortium model its medium-term budget planning arrangements on option A (Reduce Local Authority Contributions 23/24 -3%, 24/25 -2% & 25/26 - 2%).

Members were directed to table 4 which highlighted the change in Local Authority contribution levels for 23/24 compared to 22/23, subject to changes in published Indicator Based Assessments. Members were advised that option A will require the Consortium, within the indicative funding allocated, to manage pay and non-pay inflation and deliver budget savings to set a balanced budget. Members were directed to table 5 of the report which aimed to identify budget saving proposals after the review of the Consortium's Revenue Budget for 2022/23.

The Lead Chief Executive (Merthyr Tydfil Council) provided Members with feedback received from an engagement session held with Chief Executives; he advised concerns were raised in regards to the use of Local Authority Annex funding and the possibility of other options within the budget.
A Member raised a query on the impact option A might play in terms of the capacity of the Consortium.

The Managing Director (CSC) advised Members of the work undertaken which looks at the School Improvement team to ensure their role can still be fulfilled. The Managing Director (CSC) advised Members of the use of maximising grant funding to ensure those roles are fulfilled, however Members were advised of the risks involved due to the grant figures possibly changing next year.

The Chair inquired whether the saving plan will come back to Joint Committee as part of the update highlighted in paragraph 4.7 of the report. The Deputy Managing Director advised it would be coming back to Joint Committee.

The Central South Consortium Joint Education Service Joint Committee **RESOLVED** to:

- Consider and approve the Medium-Term Financial Plan update (2023/24 to 2025/26) and instruct the lead Section 151 Officer to notify the constituent local authorities of the recommended indicative 3-year budget to inform the medium-term financial planning arrangements within each Council.

- Authorise the Lead Section 151 Officer to utilise the 'Service Remodelling Earmarked Reserve', as transitional funding, to support the Consortium in setting a balanced and deliverable budget for 2023/24 (and over the medium-term period) where appropriate.

32   Budget Setting 2023/24

The Service Director, Finance Services presented the report; the report aimed to provide Members with the proposed 2023/24 revenue budget and basis of appointment for Local Authority contribution levels for this period.

The Service Director, Finance Services advised Members that 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. In line with the previous report (Medium Term Financial Planning), the 2023/24 Revenue Budget has been constructed based on the 3% decrease in Local Authority core contributions alongside the following parameters:

- Target available funding to key priorities and protect, as far as is practicable, frontline school improvement resources.

- The continued delivery of efficiency savings and;

- The Consortium to fully fund estimated pay and non-pay (i.e. goods and services) related inflation.

The Service Director, Finance Services advised Members that the overall saving requirement for 2023/24 totals £380k, comprising cost pressures in relation to pay (£127k), and non-pay inflation of £27k.
The required budget saving in line with the principles set out in paragraph 3.3, and the MTFP report; the Joint Committee on 13th December 2022, are proposed to be delivered through revisions to staffing arrangements, reduction in accommodation costs and grant utilisation, also a contribution of £33k from the 'Service Remodelling Earmarked Reserve', as transitional funding, to support the Consortium in setting a balanced and deliverable budget for 2023/24 revenue budget, with the requirement for the Consortium to identify further permanent budget savings of £33k during 2023/24.

Members were directed to Table 1 of the report which sets out the draft revenue budget for 2023/24 showing a reduction in gross expenditure of £76k in comparison to 2022/23 in order to achieve a reduction in contributions of 3%

which are shown at Table 2.

The Central South Consortium Joint Education Service Joint Committee **RESOLVED** to:

- Consider and approve the revenue budget for 2023/24.

- Instruct the lead Section 151 Officer to notify constituent local authorities of the approved revenue budget for 2023/24 and for constituent Local Authorities to confirm their approval to the next meeting of the Joint Committee.

33   Central South Consortium Grants Report

The Deputy Managing Director CSC presented a report; the report aimed to provide Members with an update on the grants to be received by the Consortium in 2022/23, for which notifications have been deferred, and the methods of allocation for each.

Members were directed to section 4 of the report; it was noted that the method of apportionment of each grant will vary depending on its nature, intended recipients, its purposes and the associated terms and conditions.
For each grant the following process shall be adopted:

- The Consortium shall prepare a proposed method of distribution taking into account all relevant criteria.

- The Director of Education (or equivalent) of each authority shall approve the basis of apportionment at the Management 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.

The Deputy Managing Director, CSC provides Members with a brief overview of the award of funding received by CSC in 2022/23. This included:

1. **Pupil Development Grant (PDG)**

   A total award of funding of £43,484,273 was provided to CSC. From April 2022, the PDG has been allocated to support:

- Learners who are eligible for free school meals (PLASC 2021) and who are educated in maintained schools
- Eligible learners who are singly registered in pupil referral units (PRUs) and education other than at school (EOTAS)
- Eligible learners in early years settings where the Foundation Phase is delivered
- Looked After Children (LAC), and former LAC who have been adopted from care or who are subject to a special guardianship or residence order aged 3-15
- Employment of PDG Strategic Adviser

2. **PDG Consortia Led Funding**

A total award of funding of £236,273 was provided to CSC; the Deputy Managing Director CSC advised Members that on the 15th July 2022 CSC Management Board approved the £163k of the PDG Consortia Led Funding should be delegated to the Local Authorities to provide targeted support / fund activity at a local level and £73k retained centrally for the RADY and Enabling Equity and Excellence pilot.

3. **Regional Consortia School Improvement Grant – Revised Award of Grant Funding**

The Deputy Managing Director advised Members of an additional revised award of funding of £189,993, thus taking the total award of grant funding for the financial year 2022/23 to £48,842,583.

It was noted that the aim of the additional funding was to further support the following:

- National Professional Qualification for Headship (NPQH) - £9,625
- Welsh-medium capacity grant - £134,118
- Supporting vulnerable learners through teaching and learning - £46,250

Members were advised to note that the revised award of funding of £134,118 has been delegated to schools and the £55,875 retained to manage the programme on behalf of the five Local Authorities.

To conclude, the Deputy Managing Director CSC, directed Members to Table 1 of the report which provided a breakdown of the apportionment of the funding, in line with the approved CSC 2022/23 Business Plan.

Following consideration by Members it was **RESOLVED** to:

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

34   Annual Governance Statement Progress Report

The Deputy Managing Director CSC presented the report; the report aimed to provide the Central South Consortium Joint Education Service Joint Committee with a progress update on the proposals for improvement made within the 2021/22 Annual Governance Statement (AGS).

Members were reminded that the AGS was reported to and approved by Joint Committee at its meeting held on the 25th October 2022. The document described the governance arrangements in place, challenged their effectiveness and set out proposals for improvement.

The Deputy Managing Director CSC advised Members that the AGS 2021/22 made four proposals for improvement and noted the Consortium's Senior Management Team had accepted these and was committed to their implementation during 2022/23 as shown at Appendix 1. It was noted that at present, the Senior Management Team 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.

The Deputy Managing Director CSC informed Members that of the four recommendations for improvement made, two are completed, with progress made of the remaining.

Following consideration by Members it was **RESOLVED** to:

- Seek clarity and explanation where there are areas of concern.

- Form an opinion on the extent of progress that has been made to date in implementing the proposals for improvement reported (Appendix 1).

35   Exclusion of the Press and Public

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.

36   CSC 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: -

- Consider and approve the revised corporate risk register for Central South Consortium, which aligns to the updated Risk Management Policy (September 2022).
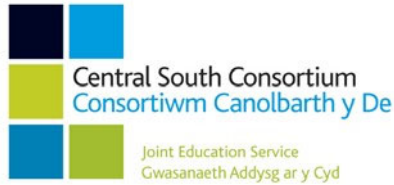
37   Urgent Business

None.

    This meeting closed at 4.25 pm   **Cllr R Birch**
                                                                    Chair

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CENTRAL SOUTH CONSORTIUM

REPORT FOR JOINT COMMITTEE

28th MARCH 2023

JOINT EDUCATION SERVICE

JOINT REPORT OF THE MANAGING DIRECTOR AND THE TREASURER – 2022/23 BUDGET MONITORING UPDATE

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

1.   PURPOSE OF REPORT

To provide Members with:

1.1   An update of the projected outturn position for 2022/23.

1.2   A summary of 2022/23 grant funding.

2.   RECOMMENDATIONS

It is recommended that Members:

2.1   Note the current projected outturn position for 2022/23 (paragraph 3.2) and the allocation of any year-end underspend, after taking account of specific financial risks, to the existing Service Remodeling Earmarked Reserve to support the setting and delivery of balanced budgets over the medium-term (as approved by the Joint Committee on 13th December 2022).

2.2   Note the current grant funding position for 2022/23.

3.   BUDGET MONITORING

3.1   A summary of the 2022/23 projected outturn position is set out in Table 1.

Table 1 – Projected Outturn Position 2022/23

Category	Original Budget 2022/23 £	Projected Out-turn 2022/23 £	Variance (Under) / Overspend £
Expenditure			
Employees	**3,130,925**	**2,872,075**	**(258,850)**
Premises			
Rent	158,816	88,200	(70,616)
Maintenance	150	3,011	2,861
Other	0	21,068	21,068
Total Premises Cost	**158,966**	**112,279**	**(46,687)**
Transport	**12,000**	**20,523**	**8,523**
Supplies & Services			
Continuing Professional Development / Staff Adverts	28,500	21,780	(6,720)
Licenses / Mobile and Telephone Charges / Computer Costs – Hardware / Software	71,507	95,403	23,896
External Audit and Actuary Fee, Employers Liability and Public Liability Insurance	53,020	53,705	685
Photocopying / Postage / Advertising / Stationery / General Office Expenses	20,877	48,742	27,865
Total Supplies & Services	**173,904**	**219,630**	**45,726**
Commissioning	**27,655**	**28,051**	**396**
Support Services	**140,925**	**167,988**	**27,063**
Gross Expenditure	**3,644,375**	**3,420,546**	**(223,829)**
Income			
Local Authority Contributions	3,624,875	3,624,875	0
Grants and Other Income	19,500	19,500	0
Total Income	**3,644,375**	**3,644,375**	**0**
Net Expenditure	**0**	**(223,829)**	**(223,829)**

3.2 The full year projected outturn position (projected as at February 2023) is a £224k underspend (£187k projected underspend reported to the 13th December 2022 Joint Committee meeting). Key variances within the projected outturn position include:

- Employees (£259k projected underspend) – in-year savings due to the timing of recruitment and utilisation of external grant funding, partly offset by additional Improvement Partner capacity to support the ongoing delivery of business requirements (including Curriculum for Wales);

- Premises (£47k projected underspend) – savings due to rationalisation of accommodation requirements at the Valleys Innovation Centre partly offset by additional costs from the use of external facilities;

- Transport (£9k projected overspend) – primarily due to the need for more physical / face-to-face attendance across schools as part of supporting school improvement activities, the timing of which being in line with the lifting of Covid-19 restrictions;

- Supplies and Services (£46k projected overspend) – primarily due to additional one-off costs to enable investment in ICT hardware; and

- Support Services (£27k projected overspend) – increased costs as a result of the business need for further services being received from the host authority.

3.3 For Members information, within the 'Employees' expenditure category at Table 1 above, an estimated 2022/23 pay award for Soulbury pay spines has been incorporated based on the current National Employer's offer, noting that negotiations are on-going.

Earmarked Reserves

3.4 Members will be aware that a £200k earmarked reserve is in place to support the on-going re-modelling of the service over the medium term. Members will also be aware that the 13th December 2022 Joint Committee meeting authorised the lead Section 151 Officer to allocate any under spend at year-end, after taking account of specific financial risks, to the existing Service Remodeling Earmarked Reserve to support the setting and delivery of balanced budgets over the medium-term. Based on this, an updated earmarked reserve position will be incorporated within the 2022/23 year-end report for Members consideration.

4. **GRANT FUNDED SERVICE 2022/23**

4.1 Appendix 1 sets out the grant allocations received by the Consortium from Welsh Government and the projected outturn as at February 2023.

4.2 The Consortium has updated its Grants Register to reflect the position set out in Appendix 1 and will continue to monitor expenditure to ensure the use and effectiveness of grants are maximised across the region.

5. <u>**CONCLUSIONS**</u>

5.1 The projected outturn position for the full year is a £224k underspend (projected as at February 2023). The Consortium will continue to closely monitor and manage its resources and a further update will be incorporated within the 2022/23 year-end report.

5.2 The 2022/23 Grants Register has been updated to reflect the current grant funding position and will continue to be regularly reviewed to ensure resources are maximised for the benefit of the schools and Councils within the Central South Consortium area.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

28th MARCH 2023

CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE JOINT COMMITTEE

List of background papers

Freestanding matter

Officers to Contact:

Mrs. Clara Seery (Tel No. 01443 281400)
Ms. Stephanie Davies (Tel No. 01443 680560)

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	RCSIG			PDG			Siarter Iaith		
	Budget 2022/23	Projected Outturn	Variance (Under) / Overspend	Budget 2022/23	Projected Outturn	Variance (Under) / Overspend	Budget 2022/23	Projected Outturn	Variance (Under) / Overspend
Centrally retained funding									
Employee costs	4,290,590	4,237,245	- 53,345	178,251	162,318	- 15,933	77,800	77,800	-
Non Employee costs	197,011	158,196	- 38,815	-	-	-	-	-	-
Centrally Retained Pan Wales project costs	60,000	56,791	- 3,209	-	-	-	-	-	-
Business Plan Activity	2,213,426	1,836,964	- 376,462	113,361	91,239	- 22,122	-	-	-
	6,761,027	6,289,196	- 471,831	291,612	253,557	- 38,055	77,800	77,800	-
Delegated funding to LAs & Schools									
Central South Wales Challenge Model	488,100	467,700	- 20,400	-	-	-	-	-	-
Collaboration Model	4,639,366	5,186,008	546,642	-	-	-	-	-	-
Support to School Partnerships	186,000	157,889	- 28,111	-	-	-	-	-	-
Curriculum Reform (Network facilitation)	52,500	26,200	- 26,300	-	-	-	-	-	-
Professional Learning funding to schools	3,858,221	3,858,221	-	-	-	-	-	-	-
EIG Element for Schools / PRUs	35,414,430	35,414,430	-	-	-	-	-	-	-
Non Maintained settings - Foundation Phase	314,600	314,600	-	-	-	-	-	-	-
Local authorities (LA) - administration of grant	67,207	67,207	-	-	-	-	-	-	-
LA Annex	98,345	98,345	-	-	-	-	-	-	-
PDG (Schools)			-	40,538,650	40,538,650	-	-	-	-
PDG (Local Authorities)			-	744,192	790,297	46,105	-	-	-
PDG CLA (inc Out of Wales)			-	1,909,819	1,901,769	- 8,050	-	-	-
	45,118,769	45,590,600	471,831	43,192,661	43,230,716	38,055	-	-	-
TOTAL GRANT (INCLUDING LA MATCH FUNDING)	51,879,796	51,879,796	-	43,484,273	43,484,273	-	77,800	77,800	-
				-	-	-	-	-	-
LA MATCH FUNDING	2,989,022	2,989,022	-	-	-	-	-	-	-
TOTAL GRANT (EXCLUDING LA MATCH FUNDING)	48,890,774	48,890,774	-	43,484,273	43,484,273	-	77,800	77,800	-

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CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

28TH MARCH 2022

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 2022/23, 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 2022/23 grants to the Joint Committee.

5.0   2022/23 GRANTS

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

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

5.3.1   The revised award of funding is £48,236, taking the total award of grant funding for the financial year 2022/23 to £48,890,774.

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

i)   National Support for Curriculum Reform - £48,236

5.3.3   Members will note that of the revised award of funding (£48,236), £44,636 is retained for future delegation to schools and £3,600 retained to specific circumstances.
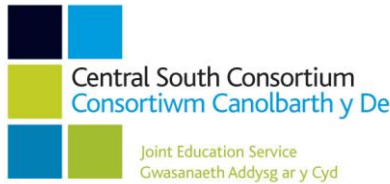
5.3.4   An updated breakdown of the apportionment of the funding, in line with the approved CSC 2022/23 Business Plan, can be found in table 1 below.

Table 1 – Regional Consortia School Improvement Grant 2022/23

	2022/2023 Budget Reported on 13th December 2022	2022/2023 Revised Budget	
Centrally retained funding			
Employee costs	4,290,590	4,290,590	8.3%
Non Employee costs	197,011	197,011	0.4%
Centrally Retained Pan Wales project costs	60,000	60,000	0.1%
Business Plan Activity	2,165,190	2,213,426	4.3%
	6,712,791	**6,761,027**	**13.0%**
Delegated funding to LAs & Schools			
Central South Wales Challenge Model	488,100	488,100	0.9%
Collaboration Model	4,639,366	4,639,366	8.9%
Support to School Partnerships	186,000	186,000	0.4%
Curriculum Reform (Network facilitation)	52,500	52,500	0.1%
Professional Learning funding to schools	3,858,221	3,858,221	7.4%
EIG Element for Schools / PRUs	35,414,430	35,414,430	68.3%
Non Maintained settings - Foundation Phase	314,600	314,600	0.6%
Local authorities (LA) - administration of grant	67,207	67,207	0.1%
LA Annex	98,345	98,345	0.2%
	45,118,769	**45,118,769**	**87.0%**
TOTAL GRANT (INCLUDING LA MATCH FUNDING)	**51,831,560**	**51,879,796**	
LA MATCH FUNDING	2,989,022	2,989,022	
TOTAL GRANT (EXCLUDING LA MATCH FUNDING)	**48,842,538**	**48,890,774**	

	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
	£	£	£	£	£		
Tudalen 22 National Support for Curriculum Reform		35,036			35,036	Engagement in the review of Hwb resources and supporting materials	This is for CSC staff and schools to work with WG on the review of material.
						Participation in the Understanding by Design resource development working group	This will be for schools to participate in the working as advised by WG.
						Engagement in the ALN Curriculum for Wales (CfW) practitioner working group looking at the development of CfW and ALN side by side	This will be for schools to participate in the working party as advised by WG.
		9,600			9,600	Participation in the Camau I'r Dyfodol progression project	Reimbursement costs for participants.
			3,600		3,600	Costs to support RSE resource development work in the spring term.	CSC Lead Practitioner to work with Fitzalan Cluster to develop RSE resources (£300 x 12 days in Spring Term 2023)
TOTAL	**0**	**44,636**	**3,600**	**0**	**48,236**		

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CENTRAL SOUTH CONSORTIUM

REPORT FOR JOINT COMMITTEE

28TH MARCH 2023

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – 2022/23 REGIONAL INTERNAL AUDIT REPORT (2021/2022 GRANT FUNDING)

Author: Louise Blatchford, Deputy Managing Director

1. **PURPOSE OF REPORT**

1.1   To consider the Internal Audit report issued by the Regional Internal Audit Service to the Central South Consortium during 2022/23.

2. **RECOMMENDATIONS**

It is recommended that Members:

2.1   Review the Regional 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 the Regional 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 the Regional Internal Audit Service's work during 2022-23 will form part of the AGS for this period (with the AGS being reported to the 23rd May 2023 Joint Committee meeting).

4. REGIONAL AUDIT REPORT ISSUED IN 2022/23

4.1 For the 2022/23 financial year, The Regional 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 – Regional Internal Audit Report Issued in 2022/23

Internal Audit Report Issued	Conclusions	Number of Recommendations Reported	Number of Recommendations Implemented
Regional Consortia School Improvement Grant (RCSIG) claim for 2021/2022	Substantial Assurance	0	0
Pupil Development Grant (PDG) claim for 2021/2022	Substantial Assurance	0	0

5. CONCLUSIONS

5.1 The Regional Internal Audit Service 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 the Regional 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

28th MARCH 2023

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

List of background papers

Freestanding matter

Officer to Contact:

Louise Blatchford
Tel no. 01443 281400

Tudalen wag

Professional, Approachable, Independent

Internal Audit Final Report

2022/23

RHONDDA CYNON TAF

CENTRAL SOUTH CONSORTIUM (CSC)

REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT (RCSIG)

CONSOLIDATED STATEMENT

Report Issue Date	**15th November 2022**
Report Authors	**Andrew Hopkins – Senior Auditor** **Helen Harbord – Assistant Audit 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**

BRIDGEND County Borough Council
Cyngor Bwrdeistref Sirol MERTHYR TUDFUL MERTHYR TYDFIL County Borough Council

REGIONAL INTERNAL AUDIT SERVICE /
GWASANAETH ARCHWILIO MEWNOL RHANBARTHOL

RHONDDA CYNON TAF
VALE of GLAMORGAN BRO MORGANNWG

AUDIT OPINION	RECOMMENDATION SUMMARY	
	High Priority	0
	Medium Priority	0
	Low Priority	0
	Total	0

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.

STRENGTHS & AREAS FOR IMPROVEMENT

During the audit a number of key strengths and areas of good practice were identified as follows:

- Verification was obtained from the Financials system that the correct budget amount had been received from Welsh Government (WG).

- Central monitoring of the grant expenditure is undertaken by the Grant Funding Officer.

- Each Council has submitted a Local Authority Statement of Revenue Expenditure (Schedule 5) to the grants officer in the Central South Consortium (CSC).

- Authorised signatories from each Local Authority had signed the Local Authority Statement of Revenue Expenditure.

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

No key issues were identified during the audit and there are no findings contained within this report.

CONTENTS

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1. INTRODUCTION & BACKGROUND

An audit of the total CSC Regional Consortia School Improvement Grant (RCSIG) Consolidated Grant Claim for 2021/22 was undertaken as per the requirements of the Grant Terms and Conditions and in accordance with the 2022/23 Internal Audit Plan.

This report sets out the findings of the audit and provides an opinion on the adequacy and effectiveness of internal control, governance and risk management arrangements in place. Where controls are not present or operating satisfactorily, recommendations have been made to allow Management to improve internal control, governance and risk management to ensure the achievement of objectives.

Verification was obtained from the Financials system that grant funding of £55,866,075 had been received from the Welsh Government and retained or appropriately delegated to the schools / councils who make up the consortium (Merthyr, Rhondda Cynon Taf, Cardiff, Bridgend and The Vale), as follows:

Council / CSC	£
Cardiff Council	15,746,549
Rhondda Cynon Taf	10,905,373
The Vale of Glamorgan	6,348,032
Bridgend	6,469,765
Merthyr Tydfil	2,780,520
CSC	13,615,836
Total	**55,866,075**

The grant was underspent by £243,082 and this should be repaid to Welsh Government, as follows:-
- Cardiff £191,439
- Rhondda Cynon Taf £47,872
- Merthyr £3,771

2. OBJECTIVES & SCOPE OF THE AUDIT

The purpose of the audit was to provide assurance on the adequacy and effectiveness of the internal control, governance and risk management arrangements in respect of the CSC Regional Consortia School Improvement Grant (RCSIG) – Consolidated Statement.

Audit testing was undertaken in respect of financial years 2021/22.

The internal control, governance and risk management arrangements were evaluated against the following audit objectives:

Under the conditions of the specific grant determination, the Head of Audit must certify that the conditions of the grant have been complied with.

Section 11 of the offer letter awarded to the Central South Consortium states the following:

11. Audit Requirements

You must:
i)   maintain complete, accurate and valid accounting records identifying all income and expenditure in relation to the Purposes;
ii)   without charge, permit any officer or officers of the Welsh Government, Wales Audit Office or any UK subsidy enforcement body at any reasonable time and on reasonable notice (in exceptional circumstances, such as the prevention or detection of fraud, it may not be practicable to provide you with reasonable notice) being given to you to visit your premises and/or to inspect any of your activities and/or to examine and take copies of your books of account and such other documents or records howsoever stored as in such officer's reasonable view may relate in any way to your use of the Funding. This undertaking is without prejudice and subject to any other statutory rights and powers exercisable by the Welsh Government, Wales Audit Office or any UK subsidy enforcement body or any officer, servant or agent of any of the above;
i.   retain this letter and all original documents relating to the Funding until we inform you in writing that it is safe to destroy them.
ii.   provide us with an audit certificate in accordance with the requirements set out in Schedule 5.

(b) Under paragraph 17 of Schedule 8 to the Government of Wales Act 2006 the Auditor General for Wales has extensive rights of access to documents and information relating to monies provided by the Welsh Government. They and their officials have the power to require relevant persons who control or hold documents to give any assistance, information and explanation that they may require; and to require those persons to attend before them for such a purpose. The Auditor General and their staff may exercise this right at all reasonable times.

3. AUDIT APPROACH

Fieldwork took place following agreement of the audit objectives.

A draft report was prepared and provided to Management for review and comment with an opportunity given for discussion or clarification.

Governance and Audit Committee will be advised of the outcome of the audit and may receive a copy of the Final Report.

Management will be contacted and asked to provide feedback on the status of any agreed recommendation once the target date for implementation has been reached.

Any audits concluded with a no assurance or limited assurance opinion will be subject to a follow up audit.

4. ACKNOWLEDGMENTS

A number of staff gave their time and co-operation during the course of this review. We would like to record our thanks to all of the individuals concerned.

The work undertaken in performing this audit has been conducted in conformance with the Public Sector Internal Audit Standards.

The findings and opinion contained within this report are based on sample testing undertaken. Absolute assurance regarding the internal control, governance and risk management arrangements cannot be provided given the limited time to undertake the audit. Responsibility for internal control, governance, risk management and the prevention and detection of fraud lies with Management and the organisation.

Any enquires regarding the disclosure or re-issue of this document to third parties should be sent to the Head of the Regional Internal Audit Service via cmthomas@valeofglamorgan.gov.uk.

5. FINDINGS & RECOMMENDATIONS

CSC PDG - ADMINISTRATION
Control Objective: To ensure there are robust controls surrounding the administration of the grant.
Strengths: • Verification was obtained from the Financials system that the correct grant amount had been received from the Welsh Government and appropriately distributed / retained. • Central monitoring of the grant is undertaken by the Grant Funding Officer. • The CSC and each partner had appropriately completed Schedule 5 (Local Authority statement of revenue expenditure) highlighting the budget allocation / expenditure details. • Each Schedule 5 had been signed by the appropriate Local Authority Chief Finance Officer / Internal Audit Officer. • An accurate Consolidated statement had been developed by the CSC Grants Officer using each of the 6 Schedules received.

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6. DEFINITIONS

AUDIT ASSURANCE CATEGORY CODE	
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.
Reasonable Assurance	There is a generally sound system of governance, risk management and control in place. Some issues, non-compliance or scope for improvement were identified which may put at risk the achievement of objectives in the area audited.
Limited Assurance	Significant gaps, weaknesses or non-compliance were identified. Improvement is required to the system of governance, risk management and control to effectively manage risks to the achievement of objectives in the area audited.
No Assurance	Immediate action is required to address fundamental gaps, weaknesses or non-compliance identified. The system of governance, risk management and control is inadequate to effectively manage risks to the achievement of objectives in the area audited.

RECOMMENDATION CATEGORISATION	
Risk may be viewed as the chance, or probability, one or more of the systems of governance, risk management or internal control being ineffective. It refers both to unwanted outcomes which might arise, and to the potential failure to realise desired results. The criticality of each recommendation is as follows:	
High Priority	Action that is considered imperative to ensure that the organisation is not exposed to high risks.
Medium Priority	Action that is considered necessary to avoid exposure to significant risks.
Low Priority	Action that is considered desirable and should result in enhanced control.

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Professional, Approachable, Independent

Internal Audit Final Report

2022/23

RHONDDA CYNON TAF

CENTRAL SOUTH CONSORTIUM (CSC)

PUPIL DEVELOPMENT GRANT (PDG)

CONSOLIDATED STATEMENT

Report Issue Date	12th October 2022
Report Authors	Andrew Hopkins – Senior Auditor Helen Harbord – Assistant Audit 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	RECOMMENDATION SUMMARY	
	High Priority	0
	Medium Priority	0
	Low Priority	0
	Total	0

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.

STRENGTHS & AREAS FOR IMPROVEMENT

During the audit a number of key strengths and areas of good practice were identified as follows:

- Verification was obtained from the Financials system that the correct budget amount had been received from Welsh Government (WG).

- Central monitoring of the grant expenditure is undertaken by the Grant Funding Officer.

- Each Council has submitted a Local Authority Statement of Revenue Expenditure (Schedule 4) to the grants officer in the CSC.

- Authorised signatories from each Local Authority had signed the Local Authority Statement of Revenue Expenditure.

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

No key issues were identified during the audit and there are no findings contained within this report.

CONTENTS

Tudalen 39

1. INTRODUCTION & BACKGROUND

An audit of the total CSC Pupil Development Grant (PDG) grant claim for 2021/22 was undertaken as per the requirements of the Grant Terms and Conditions and in accordance with the 2022/23 Internal Audit Plan.

This report sets out the findings of the audit and provides an opinion on the adequacy and effectiveness of internal control, governance and risk management arrangements in place. Where controls are not present or operating satisfactorily, recommendations have been made to allow Management to improve internal control, governance and risk management to ensure the achievement of objectives.

Verification was obtained from the Financials system that the correct amount of grant (£37,581,970) had been received from the Welsh Government and retained / delegated to schools in each of the 5 Councils who make up the Consortium (Merthyr, Rhondda Cynon Taf, Cardiff, Bridgend and The Vale), as follows:

Council / CSC	£
Cardiff Council	14,865,188
Rhondda Cynon Taf	10,441,215
The Vale of Glamorgan	3,705,377
Bridgend	5,478,233
Merthyr Tydfil	2,273,295
CSC	818,661
Total	**37,581,970**

2. OBJECTIVES & SCOPE OF THE AUDIT

The purpose of the audit was to provide assurance on the adequacy and effectiveness of the internal control, governance and risk management arrangements in respect of the CSC Development Grant (PDG).

Audit testing was undertaken in respect of financial years 2021/22.

The internal control, governance and risk management arrangements have been evaluated against the following audit objectives:

Under the conditions of the specific grant determination, the Head of Audit must certify that the conditions of the grant have been complied with.

Section 11 of the offer letter awarded to the Central South Consortium states the following:

11. Audit Requirements

 You must:
 i)   maintain complete, accurate and valid accounting records identifying all income and expenditure in relation to the Purposes;
 ii) without charge, permit any officer or officers of the Welsh Government, Wales Audit Office or any UK subsidy enforcement body at any reasonable time and on reasonable

notice (in exceptional circumstances, such as the prevention or detection of fraud, it may not be practicable to provide you with reasonable notice) being given to you to visit your premises and/or to inspect any of your activities and/or to examine and take copies of your books of account and such other documents or records howsoever stored as in such officer's reasonable view may relate in any way to your use of the Funding. This undertaking is without prejudice and subject to any other statutory rights and powers exercisable by the Welsh Government, Wales Audit Office or any UK subsidy enforcement body or any officer, servant or agent of any of the above;

i. retain this letter and all original documents relating to the Funding until we inform you in writing that it is safe to destroy them.

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A draft report was prepared and provided to Management for review and comment with an opportunity given for discussion or clarification.

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Management will be contacted and asked to provide feedback on the status of any agreed recommendation once the target date for implementation has been reached.

Any audits concluded with a no assurance or limited assurance opinion will be subject to a follow up audit.

4. ACKNOWLEDGMENTS

A number of staff gave their time and co-operation during the course of this review. We would like to record our thanks to all of the individuals concerned.

The work undertaken in performing this audit has been conducted in conformance with the Public Sector Internal Audit Standards.

The findings and opinion contained within this report are based on sample testing undertaken. Absolute assurance regarding the internal control, governance and risk management arrangements cannot be provided given the limited time to undertake the audit. Responsibility for internal control, governance, risk management and the prevention and detection of fraud lies with Management and the organisation.

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6. DEFINITIONS

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RECOMMENDATION CATEGORISATION	
Risk may be viewed as the chance, or probability, one or more of the systems of governance, risk management or internal control being ineffective. It refers both to unwanted outcomes which might arise, and to the potential failure to realise desired results. The criticality of each recommendation is as follows:	
High Priority	Action that is considered imperative to ensure that the organisation is not exposed to high risks.
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Annual Academic Report

Central South Consortium

2021-22

CONTENTS

2

1.0   PURPOSE OF THE REPORT

This Annual Academic Scrutiny report replaces the previous Effectiveness and Efficiency Report, and provides an overview of the work of Central South Consortium (CSC) in the academic year 2021-22 across the region. The report is designed to provide local authorities (LAs), schools, Welsh Government (WG) and other stakeholders with a clear and comprehensive report on the contribution of CSC, working in partnership with local authorities to raise standards in schools across the region.

The report will provide an overview on the progress made within the first six months on the annual business plan (April 2022 to October 2022), as well as progress against recommendations from published reports.

In addition, the report provides an analysis of the progress made in relation to several key strands of work that CSC identified in partnership with LAs and schools as priorities within its Business Plan. Each section of the report provides an overview of the activities undertaken within each strand, provides quantitative and qualitative information on outputs and outcomes, and comments on the impact achieved so far.

In support of this report, a LA Scrutiny report will be provided to each LA for scrutiny by individual education scrutiny members in the respective LAs in the spring term 2023, and will contain specific information relating the work in the authority.

2.0   BACKGROUND

Since 2012, CSC has delivered aspects of school improvement services on behalf of the five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 385 schools, around 32% of Wales's children. It is a growing region with rapidly changing demographic, encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with around 25% claiming free school meals.

The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. 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 2022 to March 2025 can be found here.

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

CSC evaluates its performance through self-evaluation processes that form the basis for business planning and monitoring activities. LA meetings are held regularly with the Executive Leadership Team (ELT), 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 executive leadership team and PIPs attend each council's Education Scrutiny Committee meetings at least once per year and attend other scrutiny meetings on request.

Scrutiny and challenge are undertaken by the members of the CSC Management Board, that meets monthly 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.

3

3.0 OVERVIEW OF PERFORMANCE

3.1 National data collections and published information

Due to the Covid-19 pandemic, Welsh Government (WG) has cancelled most of the statutory data collections for 2020, 2021 and 2022. The collections suspended include:

- Attendance: Primary 2020, 2021 and 2022 data collections
- Attendance: Secondary 2020, 2021 and 2022 data collections
- National Data Collections (NDC): All 2020 and 2021 data collections, and FP and KS2 for 2022

The Minister for Education also confirmed on 21 June 2021[1] 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 has 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 2021-22 as made available for 2020-21 and 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 2021-22 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 the last two years. It is important to note and understand that following Welsh Government's suspension of statutory data collections and publication of outcomes, there will be a reduction in analysis available within CSC. However, schools will have their own internal systems for tracking and analysing pupil performance/outcomes. These form a key focus of discussions with school leaders to enable appropriate support and challenge by CSC to secure school improvement and partnership working.

The publication of performance data on My Local School is also suspended, with the publication of the National Categorisation[2] also being suspended for 2021-22 due to the processes not being held for the academic years 2020-21 and 2021-22.

3.2 Estyn inspections

All Estyn inspections were suspended in March 2020[3]; however, a new pilot framework[4] was introduced in early spring term 2022. The new inspection framework no longer provides judgements for inspection areas as available in previous inspection frameworks. However, information on 'Interesting or Innovative

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[1] https://gov.wales/written-statement-school-information-improvement-and-inspection-arrangements-supporting-renewal-and

[2] https://gov.wales/school-performance-reporting-arrangements-important-update-html (October 2021 update)

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

[4] https://www.estyn.gov.wales/news/owen-evans-her-majestys-chief-inspectors-speech-17-february-2022

Practice Case Studies' is still identified in the new reports, alongside the recording of any statutory and non-statutory follow-up inspection categories. Details can be found in the individual LA Scrutiny Reports.

In Central South Consortium, 30 schools were inspected between February 2022 and July 2022, with 11 of these schools being identified to produce 'Interesting or Innovative Practice Case Studies' following their inspections. Three schools were placed in Estyn follow-up categories: one in Estyn Review, one in significant improvement and one in special measures.

Table 1: Number of schools inspected 2021/22

	Primary	Secondary	Middle	Pupil Referral Units
Bridgend	2	0	0	0
The Vale of Glamorgan	5	2	0	0
Rhondda Cynon Taf	8	0	1	0
Merthyr Tydfil	1	0	0	0
Cardiff	8	2	0	1
CSC	**24**	**4**	**1**	**1**

Estyn resumed their monitoring of schools and Pupil Referral Units (PRUs) in a statutory category (special measures or significant improvement) in autumn 2021. There were six schools in CSC in either special measures or significant improvement during this period, and these six schools were all removed from their statutory category.

In addition, a further eight schools were removed from the follow-up category of 'Estyn Review' during academic year 2021-22, which left only one school in 'Estyn Review' from inspections that took place prior to March 2020.

Given the information given above for the inspections that have taken place in 2022, there are currently four schools in either a statutory or non-statutory follow-up category: two schools in Estyn Review, one school in special measures and one school in significant improvement.

4.0   PROGRESS WITH CSC BUSINESS PLAN APRIL 2022 – OCTOBER 2022

The Business plan for 2022/23 runs from 1st April 2022 until 31st March 2023 and has the following areas of priority:

1. Curriculum, Teaching & Assessment
2. Leadership
3. Equity and Well-being
4. School Improvement
5. Effectiveness and efficiency of CSC

CSC has a thorough cycle of self-evaluation which includes challenging the impact and progress that has been made with the business plan. Members of the senior leadership team within CSC dive forward the work of each priority areas and are known as 'Drive Teams'. On a half yearly basis, the drive team are challenged on their performance by the ELT within CSC as well as Directors of Education form the LAs. A summary of the progress made against the business plan for 2022-23 is outlined below.

Table 2: Summary of progress judgement by individual aspect areas

Priority	Actions	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	[5]Progress Affected By Covid-19
Priority 1.1	2	0	0	1	1	0	0
Priority 1.2	4	0	0	4	0	0	0
Priority 1.3	7	0	1	3	3	0	0
Priority 1.4	1	0	0	0	1	0	0
Priority 1.5	6	1	0	2	1	2	0
Priority 1.6	1	0	0	1	0	0	0
Priority 1.7	3	0	0	2	1	0	0
Priority 1.8	1	0	0	1	0	0	0
Priority 1.9	1	0	0	0	1	0	0
Priority 2.1	12	1	0	9	0	2	0
Priority 2.2	19	0	0	3	12	4	0
Priority 2.3	16	5	1	7	3	0	1
Priority 2.4	6	2	0	4	0	0	0
Priority 2.5	5	0	1	4	0	0	0
Priority 2.6	1	0	0	1	0	0	0
Priority 2.7	1	0	0	1	0	0	0
Priority 2.8	1	1	0	0	0	0	0
Priority 2.9	1	0	0	1	0	0	0
Priority 3.1	1	0	0	1	0	0	0
Priority 3.2	8	1	2	5	0	0	0
Priority 3.3	3	0	1	2	0	0	0
Priority 4.1	2	1	0	0	1	0	0
Priority 4.2	3	0	0	1	2	0	0
Priority 4.3	2	0	0	1	1	0	0
Priority 5.1	4	0	0	2	1	1	0
Priority 5.2	9	0	0	5	4	0	0
Priority 5.3	3	1	0	0	1	1	0
Priority 5.4	6	0	0	1	2	3	0
Priority 5.5	3	0	0	1	1	1	0
Priority 5.6	4	0	0	0	0	4	0
Priority 5.7	2	1	0	1	0	0	0
Total	**138**	**14**	**6**	**64**	**36**	**18**	**1**

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

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[5] *'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 (138).*

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Table 3 below indicates that between April 2022 and October 2022 there has been:

- Very Good or Strong Progress made in 39% of elements within the business plan
- Satisfactory Progress made in 47% of elements
- Limited Progress made in 4% of elements. 1% of these elements have been affected by Covid. Other elements are in the early stages of development or have had limited engagement from schools. These elements are being monitored by CSC in line with the risk management policy
- 13% of elements have Not Yet Started. Some of these elements are based on the timeline of completion being targeted for the spring term 2023. Others are reliant on meetings taking place (which have been planned) or are awaiting reports that are due to be published
- Of 138 elements listed within the Business Plan, 1 has been significantly affected by Covid-19

Table 3: Cumulative progress judgement

Summer / Autumn Term Summary 2022							
Business Plan Actions	Elements	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	[6]Progress Affected By Covid-19
Totals	138	13	6	64	36	18	1
Percentages	100%	10%	4%	47%	26%	13%	1%

4.1   Identification of risks

Following the impact review meetings, operational risks and barriers are identified and shared with members of CSC ELT for consideration. Risk holders review and make recommendations to ELT on how to respond to the risks and the proposed actions for mitigation. Members of ELT then review the corporate risk register to consider making proposals for change to the corporate risk register. CSC Management Board review and make final recommendations to Joint Committee to changes to the CSC risk register at termly meetings.

4.2   April 2022 – October 2022 impact evaluation

Following the impact review meetings in October 2022, drive teams have provided the following evidence to support progress and impact of the work undertaken in the first half of the business plan 2022-2023. The detail provided below provides a high-level summary of progress. Detailed progress and impact have been shared with and challenged by members of ELT as well as Directors of Education in the local authorities.

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[6] *'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 (138).*

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4.2.1 Priority 1: Curriculum, Teaching & Assessment

Curriculum, Teaching & Assessment **Success Measures**	• *A comprehensive offer, informed by partnership working with schools and wider stakeholders, is available to support schools to develop their curriculum in all areas.* • *All Professional Learning (PL) is evaluated using the Kirkpatrick model which informs future planning.* • *Nearly all schools engage in curriculum, teaching and learning PL opportunities.* • *Many practitioners engaged in curriculum, teaching and learning PL report that it will develop their practice/behaviour.* • *There will be an increased level of engagement in CSC Welsh language development PL, and most practitioners engaged report that they have improved Welsh language competence and skills.* • *The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases in line with targets.* • *The majority of schools report that they regularly use enquiry to support school improvement priorities.*

Curriculum, Teaching & Assessment **Emerging Impact**	• A comprehensive and responsive professional learning (PL) offer is in place to support schools. Live and on-demand PL opportunities will continue to be developed to focus on improvement priorities from schools across the region and respond to local, regional, and national priorities. The offer is delivered in partnership with lead practitioners, schools, and local authorities. All PL continues to be informed by wider stakeholder partnership working. • The Kirkpatrick model is embedded in the planning and evaluation of all regional PL and bespoke support. Following the refinement of the process, consistent approaches to Area reports will provide opportunities to consolidate knowledge and further development of PL and bespoke support for schools. • As of October 2022, most schools (344/384) have engaged in regional Curriculum, Teaching and Learning PL opportunities, with 1782 practitioners participating between April and September 2022. • 283 practitioners have engaged in Welsh language development professional learning, and most report that they have improved Welsh language competence and skills. • Since April 2022, 58 schools have achieved progressive levels of Siarter Iaith / Cymraeg Campus.

4.2.2 Priority 2: Leadership

Leadership **Success Measures**	• *All teaching assistants in the region have access to professional learning, guidance and resources, and the annual target of Teaching Assistants gaining HLTA is met.* • *Nearly all early career practitioners across the region have access to the professional learning, collaboration and support they need to be effective in their role and build capacity in the system.* • *Nearly all leaders across the region have access to the professional learning, collaboration and support they need to be effective in their role and build capacity in the system.* • *Successful completion of professional learning pathway programmes by nearly all participants that promote effective practice across the region.*

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	• *All leaders across the region have access to professional learning opportunities to develop their coaching and mentoring skills.*

Leadership **Emerging Impact**	• The ever-evolving Cyfleoedd+ collaboration has been supported in adapting its processes focusing on enhancing leadership capacity, adapting to the change of the Lead HT effectively acting as the Link Improvement Partner and collating evidence of impact. • Four out of five school-to-school collaborations have funding profiled and agreed against their applications with a fifth pending approval. *Section 9 of this report outlines the impact in each strand of the leadership professional learning programme.*

4.2.3   Priority 3: Equity & Well-being

Equity & Well-being **Success Measures**	• *CSC successfully enable all schools to engage with the principles of the Enabling Equity and Excellence and effectively identify and share strong practice to inform professional learning and support.* • *In partnership with all local authorities, CSC successfully develops effective leadership and provision in schools to ensure the progress of vulnerable learners.* • *In partnership with stakeholders, CSC successfully develop and deliver effective professional learning and collaboration to enhance the well-being of the workforce and learners.*

Equity & Well-being
 	
Emerging Impact
	• A comprehensive five-year implementation plan is now in place to address the CSC Enabling Equity and Excellence document. Targeted schools from across the region are beginning to engage with the principles of the Equity and Excellence document through participation in a structured programme of professional learning.
	• 94 governors from schools across the region attended CSC 'Enabling Equity and Excellence' Governor briefing sessions this year. As a result, an increasing number of governors are informed of the CSC's regional approach to achieve equity and excellence and the key role that they play in supporting their schools in this ambitious agenda.
	• Evaluation of the quality of planning and impact of the Pupil Development Grant (PDG) grant by Improvement Partners in partnership with their schools demonstrate that:
	  - Most schools in CSC have effective Early Years Pupil Development Grant (EYPDG) plans with very few deemed as developing.
	  - Many of the EYPDG plans were implemented and adapted effectively with few of the schools developing.
	  - Most schools are effective in planning objectives within their PDG plans with very few developing.
	  - Many PDG plans were implemented and adapted depending on the needs of the pupils with few of the schools developing.
	  - A majority of schools had effective impact with the use of the EYPDG grant with a minority developing. It was felt that for a very few schools it was too early to determine the impact of their work.

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	- A majority of schools had an effective impact with the use of the PDG grant with a minority developing and with very few unable to determine the results yet.
	- Most schools are using available resources effectively.
	• In terms of CLA PDG cluster plans, 84% of evaluations received stated that the plan had been effective in their schools.
	• As a result of their work with Challenge Education, most schools report an increased understanding of their knowledge about improving outcomes for disadvantaged learners. Of the evaluations received:
	    - All schools report that the Raising Achievement of Disadvantage Youngsters (RADY) programme has improved their knowledge of working with disadvantaged learners
	    - All schools report that they are using the knowledge they have gained
	    - All schools have created long- and short-term goals as a result of the work, with the areas that have been influenced including leadership, teaching and learning and staff mindset
	    - All schools wanted to continue to work with Challenge Education for another year to embed the work
	• 16 appreciative enquiries have taken place from across the region, focusing on sharing innovative practice in regards to vulnerable learners, exclusions and the whole-school approach to emotional and mental well-being. An example of this would be the Whitmore cross-authority appreciative enquiry which focused on culture and ethos and how this had reduced exclusions. This was utilised as part of the Curriculum for Wales conference that CSC held for all schools across the region. The introduction of cross-authority appreciative enquiries is beginning to prove beneficial in developing a collective understanding of effective practices.
	• 163 governors from schools across the region attended update sessions regarding the whole-school approach to emotional and mental well-being understanding progress made in the statutory toolkit and guidance published by Welsh Government. Governors have an increased awareness and understanding of the framework and how they can support the schools in their work involving the well-being of the workforce and their learners.

4.2.4 Priority 4: School Improvement

School Improvement **Success Measures**	• *Most schools have effective self-evaluation and improvement planning processes, including robust systems for internal/external evaluation and accountability.* • *All schools identify correct improvement priorities.* • *All local authorities are well informed with regards to the effectiveness of self-evaluation and improvement planning processes in their schools.* • *Early intervention strategies are deployed where risks are identified.* • *All schools receive support based on need to enhance their capacity for self-improvement. Support categories reflect the changing needs of schools.* • *The region, LAs, schools and their stakeholders have a shared understanding of accountability measures within Welsh Government framework for improvement and accountability.*

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School Improvement **Impact**	• In discussion with Improvement Partners (IPs), most schools have accurately identified their school improvement priorities and are working in partnership with their IP to achieve these priorities. • All LAs Risk meetings have taken place and schools discussed and agreed. Any relevant bespoke support identified has been requested in order to provide appropriate support to these schools. • Systems are in place to support all schools, however, support categories will continue to be amended to reflect the changing needs of individual schools, as has been the case already in early Autumn Term for some particular schools. This has enabled the changing needs of these schools to be met. • Bespoke Support - As this is a new, revised system it is too early to provide the impact of the support provided, but the new system captures bespoke support accurately and allows monitoring of bespoke support requested. • WG Accountability measures report - this has not yet been published so no impact available to report during Autumn Term Review.

4.2.5 Priority 5: Effectiveness and Efficiency of CSC

Effectiveness & Efficiency of CSC **Success Measures**	• *CSC has processes in place to create and evaluate its Business Plan to meet the needs of all stakeholders.* • *Communication performance measures show improved engagement against agreed targets.* • *Streamlined and effective reporting of CSC's services uses a range of quantitative and qualitative information to provide meaningful evidence for evaluation and improvement (accountability, knowledge and development).* • *Joint Committee ratify CSC's governance recommendations and the progress made against them.* • *All CSC staff are trained (either synchronously or asynchronously) in safeguarding, and CSC is compliant in line with current legislation.*

Effectiveness & Efficiency of CSC **Impact**	• Processes have been implemented ensuring that the needs of stakeholders have been incorporated into the Operational Plans. Actions have been written to achieve the stakeholder's priorities. • External and internal communication continues to promote access to professional learning, resources and support for schools and informs staff in their roles. Dashboard data has demonstrated increases in social media followers and engagement with posts, as well as sustained high levels of access to website and YouTube content during the period. • CSC suite of reporting developed, each with a clear audience and purpose. Revised evaluation roles and responsibilities document shows how data, information and intelligence gathered for these supports their use for accountability, knowledge and development. • All CSC staff are trained in Safeguarding, and CSC is compliant in line with current legislation.

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5.0   PROGRESS WITH RECOMMENDATIONS FROM PUBLISHED REPORTS[7]

As reports are published, CSC have developed a process for ensuring any recommendations relating to the work of CSC are incorporated into the business planning process. As agreed in the CSC Monitoring and Reporting Framework at the Joint Committee meeting on the 25th October 2022, progress with recommendations will be reported twice yearly.

In this report we will be providing a progress update with recommendations from the following reports:

Table 4: Published reports with recommendations for CSC

Report title	Author	Published
Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group	Welsh Government	(Mar 2021)
The Teaching of Welsh History Including Black, Asian and Minority Ethnic History, Identity and Culture	Estyn	(Oct 2021)
Guidance Document: Framework on embedding a whole-school approach to emotional and mental well-being	Welsh Government	(Mar 2021)
The Curriculum for Wales - how are regional consortia and local authorities supporting schools?	Estyn	(Mar 2022)

These publications can be found in **Appendix B**

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[7] As of October 2022

6.0 OVERVIEW OF MAIN STRANDS OF ACTIVITY

As part of an annual cycle of evaluation, all area leads within CSC undertake an evaluation of their support. During 2021/22, the following areas were identified for publication:

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

These publications can be found in **Appendix C**

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

6.1 Governors

- Further develop the knowledge and skills of RLGs through appropriate professional learning.
- Complete a full and formal evaluation of the impact Regional Leads for Governance at the end of the financial year.
- Promote appropriate deployment of RLGs meet governance needs across the region. This will be delivered as part of the new CSC Bespoke process.
- Develop a 3-tiered pathway programme of professional learning for all governors that builds on CSC's existing offer.

6.2 Digital Learning

- Support schools in implementing the curriculum, ensuring all CSC schools have a shared understanding of digital skills within their local curriculum design.
- Facilitate collaboration opportunities to support practitioners across the region to map digital skills across their curriculum.
- Further exemplification of the DCF Citizenship strand.
- Further programmes and materials are required to support schools make provision for Careers and work-related experiences (CWRE) linking with the DCF.
- Focus on supporting the use of digital learning in special schools.
- Further develop resources for the support of the new 'Digital technology' A level.

6.3 Early career pathway

Bridging
- The 'Welcome to the Region' event will be developed further next year.
- Four strategic projects, with Cardiff Metropolitan, Swansea, Yr Athrofa and University of South Wales will take place this year, building on the learning from the projects last year. They will once again be aligned to the strategic plans of each university.
- Building on the 9 Appreciative Enquiries that took place, a further 9 Enquiries will take place with practitioners who are both the senior ITE mentor as well as the NQT induction mentor. This will

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give us a unique opportunity to identify and share the best practices of our most experienced mentors supporting early career teachers.

NQTs
- New Welsh Government guidance includes the introduction of a 13-day professional learning entitlement for NQTs. This will be communicated to schools and all stakeholders in the system.
- It was agreed by the CSC induction team in response to the evaluations of Aspire tutors and NQTs that the Aspire regional professional learning programme would be updated and transposed once more to a face-to-face format that includes materials that address Welsh Government and CSC priorities. The entire regional offer will be facilitated by the Aspire tutors, so that NQTs will still be working in a supportive network.
- Strengthen QA processes of Aspire aligned to the CSC approach to evaluation of impact.
- The national group will work with the Wales Leadership group to build a 'Preparing for Leadership' programme for post-induction practitioners and further post-induction resources will also be developed by CSC to pilot in 2022-23.
- Develop scenario-based learning resources for use with ITE graduates, NQTs and mentors to address common issues, challenges and fears faced by graduates joining the profession.

Induction Mentors
- The enhanced professional learning offer (both national and regional) for induction mentors will continue and guidance will be written for IMs and headteachers about the funded, enhanced role of the IM. The IM coaching strategy will continue to be developed and led by trained IMs.
- Continue to run the IM network meetings with Hot Topics and keynote speakers to support them in the ongoing challenges of their role and to work for consistency of support across the region.
- Pilot cluster working with IMs for enhanced and bespoke support (including new IMs, new IMs in PRUs and experienced IMs who need support with the enhanced expectations of the role).

External Verifiers/External Mentors
- A new External Mentor (EM) role will be introduced with support offered to those EVs who in turn support NQTs working on supply. The number of supply NQTs will increase now as the NQT placement scheme will not continue for another year.
- EMs will receive additional training and support and feedback experiences of this new role to help CSC create resources to further support any new EMs joining the team in future.

6.4   Leadership support and development

Across all programmes, CSC will continue to evaluate and refine programmes in response to evaluation and feedback as well as educational developments. In addition, the quality assurance framework for facilitators will continue to ensure delegates have access to high-quality professional learning.

With a comprehensive programme of PL, it is also essential to continue to build capacity across all programmes to recruit new facilitators onto the specific programmes, ensuring relevant and current experience.

All programme facilitators will encourage the use of the [Professional Learning Passport](#) developed by EWC.

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Develop a longer-term cross-regional evaluation of the programmes. There is continued 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.

Develop a bank of effective leadership coaches that can continue to support the programmes, and ensure that the training for leadership coaches is consistent across Wales.

NPQH Programme
- Contribute to Welsh Government's (WG) independent review of the Aspiring Headteacher programme and NPQH in Autumn term 2022 and respond to recommendations.
- Closely monitor the development of the Aspiring Headteacher - preparation for NPQH Programme to ensure consistency across Wales in line with WG and Ministerial priorities.
- A return to face-to-face facilitation of NPQH assessment process has been agreed for February 2023.
- Develop systems and processes to track leaders' career progression from NPQH to headship.

Experienced Headteacher Programme
- Cohort 1 to complete the current programme via a residential module in November 2022.
- Cross-regional group to evaluate the effectiveness and 'value for money' of the programme.

System Leaders
- Monitor the deployment of System Leaders through the newly developed bespoke system
- Evaluate the impact of system leaders' work in schools
- Recruit 5 new system leaders to reflect demand in the spring term 2023
- Provide an induction programme for new system leaders

7.0   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.

7.1   Core contributions

In 2021-22, 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 2021-22 by individual LA can be found in Table 1. The Principal Improvement Partner (PIP) figures reflect where actual support is deployed. All other costs are apportioned by IBA:

Table 14: Financial Outputs for 2021-22 by LA

Cost Category	Outturn 2021-22	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
IBA %		36.29	15.40	14.84	6.36	27.11
LA Contributions	**3,564,532**	**1,293,205**	**548,784**	**528,828**	**226,641**	**966,074**
Principal Improvement Partners	453,363	135,256	66,578	64,503	56,254	126,752
Improvement Partners	1,436,261	521,219	221,184	213,141	91,346	389,370
Other Employees	1,136,225	412,336	174,979	168,616	72,264	308,031
Premises	155,438	56,408	23,937	23,067	9,886	42,139
Transport	8,663	3,144	1,334	1,286	551	2,349
Supplies & Services	238,931	86,708	36,795	35,437	15,196	64,774
Commissioning	32,949	11,957	5,074	4,890	2,096	8,932

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Support Services	125,651		45,599	19,350	18,647	7,991	34,064
Gross Core Expenditure*	**3,587,481**		**1,272,627**	**549,232**	**529,607**	**255,583**	**976,411**
% SPEND RECEIVED			**35.47**	**15.31**	**14.76**	**7.12**	**27.22**

*£3,564k of contributions were received from LAs. However, the gross expenditure incurred reached £3,587k. This was net off by £23k of grant funding/school income.

CSC apportioned budget for regional services according to the specific needs of schools. In 2021-22, expenditure (of core budget) in two 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).

7.2   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 three grants received by consortia: Regional Consortia School Improvement Grant (RCSIG), Siarter Iaith and Pupil Development Grant (PDG). In 2021-22, the following funding was received:

Table 15: WG Grant Funding

Grant	Total	Delegated to LAs/schools	Centrally retained
	£	**£**	**£**
RCSIG	55,866,055	52,228,613	3,637,442
Siarter Iaith	77,800	0	77,800
PDG	37,581,970	37,074,917	507,053
Total	**93,525,825**	**89,303,530**	**4,222,295**

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:

Table 16: Expenditure of the Regional Consortia School Improvement Grant by LA in 2021-22

Cost Category	Outturn 2021-22	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.29	15.40	14.84	6.36	27.11
Curriculum & assessment	153,300	43,300	40,000	50,000	0	20,000
Developing a high-quality education profession	46,555,431	17,223,868	7,217,554	7,067,277	3,037,531	12,009,203
Leadership	182,638	63,115	37,900	39,490	7,950	34,183
Strong and inclusive schools committed to excellence equity & well-being	37,074,918	14,976,101	5,490,910	3,719,138	2,309,256	10,579,513
Supporting a self-improving system	5,051,985	1.598,218	825,953	784,434	357,712	1,485,668
Total	89,018,272	33,904,602	13,612,317	11,660,338	5,712,449	24,128,566
% spend received		38.09	15.29	13.10	6.42	27.11

In 2021-22, 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 17: Actual Total Expenditure by LAs 2021-22

Cost Category	Outturn 2021-2022		City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
			£	£	£	£	£
Gross core expenditure	3,583,460		1,272,627	549,232	529,607	255,583	976,411
Delegated grant	89,025,771		33,904,602	13,612,317	11,660,338	5,712,449	24,128,566
	92,601,734		**35,177,231**	**14,161,549**	**12,189,945**	**5,968,032**	**25,104,977**

In 2021-22, monetary benefits (in terms of total spend) of regional working were achieved by Cardiff and Merthyr Tydfil.

7.3   Resource Board

In addition to the above 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 2021-22:

Table 18: Resource Board Allocations 2021-22

Local Authority	£	% Split	No of Schools Supported
Bridgend CBC	3,974	3	2
Cardiff Council	25,438	16	19
RCT CBC	68,101	43	13
Vale of Glamorgan CBC	41,950	27	11
Merthyr Tydfil CBC	17,099	11	2
	156,562	**100%**	**47**

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 bespoke support 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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Case Study: Resource Board Funding Example

Following inspection, a school was placed in the follow-up category of Estyn Review. The funding from the resource board (£1,800) related to an Estyn recommendation to improve the effectiveness of staff in leadership roles. The foundation phase lead was subsequently appointed to the school.

Funding from the resource board enabled the foundation phase lead from a nearby school to provide support to the foundation phase lead to ascertain the quality of provision. The support included:
- engagement in a number of learning walks
- drafting an action plan
- support visits
- gathering of evidence and evaluation of impact.

Regular feedback on progress was discussed with the Strategic Lead for the Foundation Phase. Feedback and impact of work was also captured during termly progress meetings involving the Improvement Partner and Principal Improvement Partner.

As a result of this support, the foundation phase leader has developed a suitable understanding of the strategic aspects of the role and through suitable monitoring activities has gained a comprehensive knowledge of the quality of enhanced provision across the phase. The foundation phase leader has taken appropriate action following monitoring activities and continues to lead changes across the phase successfully. The foundation phase lead is starting to be more evaluative when considering and reporting on impact.

As a result of the foundation phase leader's support for practitioners, all pupils, in all year groups across the phase, have increased opportunity to undertake independent learning tasks linked to skills development.

8.0 CONCLUSION

In 2021-22 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 2,615, which subsequently reduced spend per pupil.

Table 19: Comparison of Core Expenditure per Pupil From 2016-17 to 2021-22

	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853	£3,599,528	£3,563,532
Pupil numbers	146,711	147,236	147,697	148,683	149,526	152,141
Spend per pupil	£28.60	£27.07	£26.45	£24.96	£24.07	£23.42

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 95.1% in 2020-21. However slightly increasing to 95.5% in 2021-22. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

During 2021-22, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

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.

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.

CSC has made satisfactory progress against the priorities within the current business plan, with a further report on progress and impact provided in a report at the end of the financial year. Progress against local authority priorities can be found in the individual LA scrutiny reports.

Satisfactory progress has been made against the regional recommendations in published reports. There is a robust process for embedding recommendations into operational planning and further reports will be presented on progress / impact against these recommendations in the summer term 2023.

APPENDIX A: 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.

Tudalen 66

'Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group'

(Welsh Government March 2021)

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Contained within Welsh Government's report were seven recommendations for consortia in relation to:

1. Supporting thorough ongoing training to craft, embed and promote attention to ethnic diversity and inclusivity as part of a whole-school approach for headteachers and leaders.

2. Hosting annual professional learning events for ongoing development of and to promote excellence in education for diversity.

3. Supporting schools by providing links to communities and positive case studies, such as examples of successful school initiatives to promote diversity in their curriculum. In addition, to signpost specialist online platforms geared to deepening diversification in Areas of Learning and Experience, to develop forums for peer-to-peer development and school-to-school sharing of practice in progressing education for diversity.

4. Supporting schools to organise peer-to-peer sessions or classroom-to-classroom sessions as part of teaching, helping to link schools with low-density and high-density ethnic diversity.

5. A specific cross-curricular focus area and network on Education for Diversity in the new curriculum to engage in promoting good practice and sharing resources.

6. Adopting an Ambassador scheme to develop and deliver on this focus during and beyond the implementation of the new curriculum and to stimulate curriculum development and enable critical monitoring and evaluation of progress on this priority. These Ambassadors could be part of a cross-Regional consortia Working Group, charged with promoting, monitoring and evaluation of this priority area.

7. Developing effective partnerships with a range of organisations, to support work and consider wider sources of funding to support work in this priority area.

Progress against recommendations

1. Supporting thorough ongoing training to craft, embed and promote attention to ethnic diversity and inclusivity as part of a whole-school approach for headteachers and leaders.

A range of asynchronous resources and materials have been developed that focus on teaching diversity across the curriculum, including school case studies. Between June to September 2022 around **1,700 practitioners engaged with these resources.**

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities. For example, a professional learning programme focused on diversity across the curriculum, has been developed in collaboration with external organisations and is scheduled to begin in November 2022.

Diversity network meetings are scheduled to run every term from November 2022. Engaging all schools with this provision remains a potential barrier, and additional focus is being given to promotion of the diversity opportunities with schools across the region.

Satisfactory progress has been made to date in developing area/subject-specific professional learning opportunities related to diversity and anti-racism. For example, 17 participants engaged in a programme on anti-racism in RVE and 30 participants engaged in a programme on teaching problematic texts in secondary English classrooms. Providing additional subject/area specific professional learning and resources and engaging schools with this provision remains an area of focus.

Strong progress has been made with a funded collaboration project focused on diversity across the curriculum. This project was oversubscribed, and nearly all participant schools are engaging very positively in the initial planning and research phases of their enquiry.

Strong progress has been made in the provision of professional learning opportunities, funded projects and networks in the Humanities Area. This includes networks for secondary history, secondary Humanities and primary Humanities. In addition, professional learning sessions and a funded project focusing on Welsh (including Black, Asian and Minority Ethnic History). Engaging all schools with this provision remains a potential barrier, and additional focus is being given to promotion of the humanities opportunities with schools across the region.

CSC continues to collaborate with a range of external partners to provide professional learning opportunities in this area.

CSC's Managing Director and Area Lead for Humanities support the Diversity and Anti-Racism Professional Learning (DARPL) programme and regularly attend monthly DARPL meetings. CSC are supporting the planned DARPL research on the medium- and long-term impact of DARPL programmes on practitioners and schools. DARPL events are regularly shared with schools via the CSC school bulletin. CSC continues to support and promote the DARPL programme, including programmes for senior leaders and governors.

One bespoke support request specifically for diversity and anti-racism has been received to date and support is being deployed appropriately.

2. Hosting annual professional learning events for ongoing development of and to promote excellence in education for diversity.

A range of asynchronous resources and materials have been developed that focus on teaching diversity across the curriculum, including school case studies. Between June to September 2022 around **1,700 practitioners engaged with these resources.**

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities. For example, a professional learning programme focused on diversity across the curriculum, has been developed in collaboration with external organisations and is scheduled to begin in November 2022.

Satisfactory progress has been made in developing area/subject-specific professional learning opportunities related to diversity and anti-racism. For example, 17 participants engaged in a programme on anti-racism in RVE and 30 participants engaged in a programme on Anti-Racist Approaches to Teaching 'Of Mice and Men'. Providing additional subject/area-specific professional learning and resources, and engaging schools with this provision remains an area of focus and will feature to a greater extent in future area plans.

3. Supporting schools by providing links to communities and positive case studies, such as examples of successful school initiatives to promote diversity in their curriculum. In addition, to signpost specialist online platforms geared to deepening diversification in Areas of Learning and Experience, to develop forums for peer-to-peer development and school-to-school sharing of practice in progressing education for diversity.

A range of asynchronous resources and materials have been developed focusing on diversity across the curriculum, including school case studies. Between June to September 2022 nearly **1,700 practitioners have engaged with these resources.**

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities.

Diversity network meetings are scheduled termly from November 2022. These network meetings are a forum for school-to-school sharing, led by lead practitioners. Engaging schools with this provision remains a potential barrier, and additional focus is being given to promotion of the opportunities with schools.

An online community area focused on diversity has been created in October 2022 to signpost additional materials and resources available from other organisations. Further awareness raising about this community is planned.

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4. Supporting schools to organise peer-to-peer sessions or classroom-to-classroom sessions as part of teaching, helping to link schools with low-density and high-density ethnic diversity.

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities.

Diversity network meetings are scheduled termly from November 2022. These network meetings are a forum for school-to-school sharing, led by lead practitioners. Engaging schools with this provision remains a potential barrier, and additional focus is being given to promotion of the opportunities with schools.

Strong progress has been made with a funded collaboration project on diversity across the curriculum. This project was oversubscribed, and nearly all participating schools are engaging very positively in the initial planning and research phases of their enquiry. Within the project, opportunities are being explored to connect schools with low- and high-density ethnic diversity.

5. A specific cross-curricular focus area and network on Education for Diversity in the new curriculum to engage in promoting good practice and sharing resources.

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities.

Diversity network meetings are scheduled termly from November 2022. These network meetings are a forum for school-to-school sharing, led by lead practitioners. Engaging schools with this provision remains a potential barrier, and additional focus is being given to promotion of the opportunities with schools.

A range of asynchronous resources and materials have been developed focusing on diversity across the curriculum, including school case studies. Between June to September 2022 nearly **1,700 practitioners have engaged with these resources.**

An online community area focused on diversity has been created in October 2022 to signpost additional materials and resources available from other organisations. Further awareness raising about this community is planned.

Strong progress has been made with a funded collaboration project on diversity across the curriculum. This project was oversubscribed, and most participant schools are engaging very positively in the initial planning and research phases of their enquiry.

6. Adopting an Ambassador scheme to develop and deliver on this focus during and beyond the implementation of the new curriculum and to stimulate curriculum development and enable critical monitoring and evaluation of progress on this priority. These Ambassadors could be part of a cross-Regional consortia Working Group, charged with promoting, monitoring and evaluation of this priority area.

A CSC honorarium post to lead on diversity has been provided to the Area Lead for Humanities. This has resulted in the CSC Area plan focusing to a greater extent on diversity, compared to previous years.

The Area Lead for Humanities attends Welsh Government working party focused on Welsh (including Black) History, and collaborates with other regions, local authorities, Higher Education Institutions and external organisations as appropriate.

Strong progress has been made in Lead Practitioner appointments for diversity. In addition, strong progress has been made with a funded collaboration project on diversity across the curriculum. This project was oversubscribed, and most participant schools are engaging very positively in the initial planning and research phases of their enquiry.

7. Developing effective partnerships with a range of organisations, to support work and consider wider sources of funding to support work in this priority area.

Strong progress has been made in developing effective partnerships with a range of organisations. The Area Lead for Humanities works in close partnership with a range of organisations including Welsh Government, local authorities, and Higher Education Institutions. CSC's Managing Director and Area Lead for Humanities continue to support and partner with the Diversity and Anti-Racism Professional Learning group (DARPL), attending steering group meetings, supporting peer review of materials, and promoting professional learning opportunities within the region. The Area Lead for Humanities is a member of the BAMEed Cymru network.

Professional learning sessions in this area have been designed in collaboration with external organisations. 'Literature Wales' and 'The Black Curriculum' and 'RE Today' have provided professional learning input into relevant programmes and events.

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Empowering schools to improve outcomes for all learners

'The teaching of Welsh history including Black, Asian and Minority Ethnic history, identity and culture'

(Estyn October 2021)

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Contained within Estyn's report were three recommendations for consortia in relation to providing:

1. Suitable professional learning opportunities for teachers to develop their knowledge and understanding of teaching diversity, anti-racism and Black, Asian and Minority Ethnic history and culture within Wales and the wider world.

2. Support for schools to evaluate their current curriculum and provision for local and Welsh history and culture and Black, Asian and Minority Ethnic history and culture and how to plan for improvement.

3. Professional learning opportunities for teachers to develop the teaching of subject-specific skills in history and humanities particularly for non-specialist teachers.

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Progress against recommendations

1. Suitable professional learning opportunities for teachers to develop their knowledge and understanding of teaching diversity, anti-racism and Black, Asian and Minority Ethnic history and culture within Wales and the wider world

A range of asynchronous resources and materials have been developed that focus on teaching diversity across the curriculum, including school case studies. Between June to September 2022 around **1,700** practitioners engaged with these resources.

Strong progress has been made in the appointment of lead practitioner roles in support of diversity. These lead practitioners support the planning of both professional learning and networking opportunities. For example, a professional learning programme focused on diversity across the curriculum has been developed in collaboration with external organisations and is scheduled to begin in November 2022. Diversity network meetings are scheduled to run every term from November 2022. Engaging all schools with this provision remains a potential barrier, and additional focus is being given to promotion of the diversity opportunities with schools across the region.

Satisfactory progress has been made to date in developing area/subject-specific professional learning opportunities related to diversity and anti-racism. For example, 17 participants engaged in a programme on anti-racism in RVE and 30 participants engaged in a programme on teaching problematic texts in secondary English classrooms.

Providing additional subject/area-specific professional learning and resources and engaging schools with this provision remains an area of focus. The Kirkpatrick model is being used to evaluate all PL activity; the evaluative timeline for area reporting is on track.

Strong progress has been made with a funded collaboration project focused on diversity across the curriculum. This project was oversubscribed, and nearly all participant schools are engaging very positively in the initial planning and research phases of their enquiry.

Strong progress has been made in the provision of professional learning opportunities, funded projects and networks in the Humanities Area. This includes networks for secondary History, secondary Humanities, primary Humanities, professional learning sessions and a funded project focusing on Welsh (including Black, Asian and Minority Ethnic History).

CSC continues to collaborate with a range of external partners to provide professional learning opportunities in this area. CSC's Managing Director and Area Lead for Humanities support the Diversity and Anti-Racism Professional Learning (DARPL) programme and regularly attend monthly DARPL meetings. CSC are supporting the planned DARPL research on the medium- and long-term impact of DARPL programmes on practitioners and schools. DARPL events are regularly shared with schools via the CSC school bulletin.

One bespoke support request specifically for diversity and anti-racism has been received to date and support is being deployed appropriately.

2. Support for schools to evaluate their current curriculum and provision for local and Welsh history and culture and Black, Asian and Minority Ethnic history and culture and how to plan for improvement

- Engagement with Humanities professional learning April 2022 to Sept 2022 is at **19.7%** of schools as compared with **15.8%** in the same period last year.

- Capacity within the Humanities Area team has increased through the secondment of a full-time Associate Adviser.

- To date, 10 support requests have been made for Humanities and support is being deployed appropriately.

- All schools involved in the 'Embedding Welsh (including Black, Asian and Minority Ethnic) History' funded collaborative project have engaged strongly with initial audit, research and planning stages of their enquiries.

- Case studies, podcasts and materials from 2020-21 funded projects on Welsh History, Heritage and Diversity are available to all schools on the CSC website.

- **141** practitioners have engaged with a resource to support the evaluation and improvement of diversity within their Humanities curriculum.

- **263** practitioners have engaged with a resource supporting understanding of embedding consideration of diversity within curriculum design.

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3. Professional learning opportunities for teachers to develop the teaching of subject-specific skills in history and humanities particularly for non-specialist teachers.

Satisfactory progress has been made in the appointment of regional lead practitioners for humanities. Additional time has been funded for the secondary history lead practitioner. However, to date there remain vacancies for primary and secondary humanities lead practitioner roles.

Capacity within the Humanities Area team has increased through the secondment of a full-time Associate Adviser.

161 practitioners have engaged with resources on 'History in the Curriculum for Wales' that have been published to support subject-specific knowledge and skills.

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Empowering schools to improve outcomes for all learners

'Guidance Document: Framework on embedding a whole-school approach to emotional and mental well-being'

(Welsh Government March 2021)

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Within the guidance document, three recommendations were included for consortia in relation to supporting:

1. School and education setting-based staff's professional development in relation to health and well-being and supporting curriculum development.

2. Consistent professional learning and continuous improvement opportunities not only for teachers, but all layers of school and education setting staff, minimising duplication of effort and achieving economies of scale.

3. Governing bodies to understand their role and responsibilities in relation to learners' health and well-being.

In addition, it was recommended CSC also provide:

4. Expertise for schools on mental health and well-being, including sharing best practice and coordination of training.

5. Necessary challenge and support in meeting schools' mental health and well-being goals.

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Progress against recommendations

1. Support school and education setting-based staff's professional development in relation to health and well-being and supporting curriculum development.

The structure, roles and responsibilities of the CSC curriculum and professional learning (C&PL) team were refined during spring and summer 2022. This was to ensure capacity and depth of expertise to support all schools in the region to implement curriculum reform, including across all disciplines. There are now permanent full-time post of Area Lead for Health and Well-being and Lead for Well-being and Vulnerable Learners.

During the summer term 2022, an Enhanced Lead Practitioner (LP) for mental health and emotional well-being was appointed for 1 day per week, with a further 6 Lead Practitioners related to specific elements of health and well-being. These support the development of professional learning (PL) and/or provide bespoke support to schools across the region in this area.

In June 2022, CSC hosted a virtual Curriculum for Wales conference with record numbers of engagement. A focus of the day was curriculum design and progression including in the Area of Health and Well-being. The exhibition area included 13 resources specifically related to Health and Well-being with 6 schools in the region sharing their emerging practice in this Area.

Good progress has been made in the two regional collaboration projects related to mental health and well-being implemented this year. These projects relate directly to the recommendations set out within the curriculum strand of the whole-school approach self-evaluation toolkit.

In total 24 schools across the region have been selected to receive funding of £1,000 and have positively engaged with the project work to date. Schools figures:

Participating schools are working collaboratively to create a range of professional learning (PL) resources, support materials and case study exemplifications that will be available to all school across the region.

PL and support through cluster work remains strong. Between April and October 2022, a further 10 clusters totally 90 schools have received support in relation to the health and well-being AoLE and curriculum development. Cluster figures:

Feedback and evaluations indicate that the PL has been positively received, most staff feel more confident with identifying the specific health and well-being needs of their learners and understand how to plan for progression to help meet these needs through their cluster/school curriculum design.

A further 8 bespoke support requests have also been received for this area, with support deployed accordingly. The Kirkpatrick model is being used for evaluating all PL activity.

2. Support consistent professional learning and continuous improvement opportunities not only for teachers, but all layers of school and education setting staff, minimising duplication of effort and achieving economies of scale

Progress has been made in the partnership working with external partners in relation to mental health and emotional well-being. This includes:

- CSC Lead for Well-being and Vulnerable Groups is part of the Well-being Partnership Programme. This consists of well-being leads from across Wales working collaboratively to respond to the well-being needs of schools and settings to provide.

- CSC Lead for Well-being and Vulnerable Groups continues to work closely with the relevant local authority (LA) officers across the 5 LAs to plan PL for school staff and avoid duplication.

- CSC Lead for Well-being and Vulnerable Groups working closely with the Implementation Leads responsible for the whole-school approach and its adoption by schools from the 2 health boards in the CSC region.

Emotional well-being support is provided to school across the region on an individual basis delivered via 'Reflective Space' coaching sessions.

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3. Support governing bodies to understand their role and responsibilities in relation to learners' health and well-being

A comprehensive governor training programme is delivered across the academic year and facilitated by Improvement Partners, Regional Leaders of Governance and curriculum and professional learning staff. Specific sessions regarding embedding the whole-school approach to emotional and mental well-being have taken place. These sessions have been co-delivered by the Lead for Well-being and Vulnerable Groups and the Implementation Leads from the health board responsible for the whole-school approach and its adoption by schools. 163 governors have attended these session between March and October 2022.

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4. Provide expertise for schools on mental health and well-being, including sharing best practice and coordination of training.

- Central South Consortium are working in partnership with the Implementation Leads for the 'Framework on Embedding a whole-school approach to emotional and mental well-being' to understand the work that is taking place. Further PL is planned for all staff from CSC to update on the progress of schools in the adoption of the pilot and the expectations for assessing how schools are progressing.

- The Implementation Leads are also supporting training lead governors to understand the requirements for the schools in adopting the statutory framework.

- During the summer term 2022, an Enhanced LP for mental health and emotional well-being was appointed for 1 day per week to support the development of professional learning (PL) and/or provide bespoke support to schools across the region in this area.

- Appreciative enquiries have taken place in school in all LAs identifying innovative practice in relation to well-being and aligned to the areas of the statutory framework. These are available on the CSC website.

- As part of the exclusion leads group work a cross-authority appreciative enquiry took place in the summer term at Whitmore High School, Vale of Glamorgan focusing on the work the school has undertaken on reducing exclusions. This was directly linked to the school's work in supporting pupils' well-being. A video was produced and shared in the CSC Curriculum for Wales Conference June 2022.

- Further attendance, exclusion and well-being appreciative enquiries are in the process of being identified. These visits will be cross-authority and will share innovative practice in these areas.

5. Provide necessary challenge and support in meeting schools' mental health and well-being goals.

Improvement Partners across CSC continue to support and challenge schools with a focus on the well-being of staff and students. This information will be collated in the SIPL and shared in the Evaluative Summary. IPs have been a part of an initial training session with the Implementation Leads for the whole-school approach with further sessions planned.

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Empowering schools to improve outcomes for all learners

'The Curriculum for Wales - How are regional consortia and local authorities supporting schools?'

(Estyn March 2022)

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Contained within Estyn's report were four recommendations for consortia in relation to:

1. Improve the quality and impact of the support for leaders to improve teaching and learning in their schools.

2. Improve the support across all subject disciplines.

3. Provide practical professional learning opportunities that support leaders and teachers to understand better how they can design and deliver their curriculum.

4. Improve evaluation processes so leaders and officers monitor the impact of support for curriculum reform and teaching.

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Progress against recommendations

1. Improve the quality and impact of the support for leaders to improve teaching and learning in their schools.

In line with Welsh Government guidance, in CSC we define a school's curriculum as 'everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and, crucially, why we teach it.' Therefore, curriculum professional learning and support includes the what, i.e. curriculum design, and the how, i.e. pedagogy, underpinned by the why, i.e. our national mission and the four purposes.

Support in preparing for all aspects of Curriculum for Wales (CfW) is embedded in all of CSC professional learning (PL) opportunities with the exception of those related to current qualifications and post-16 education.

To ensure capacity and depth of expertise to support all schools in the region in pedagogy, an Associate Advisers for Curriculum was seconded to the CSC C&PL team in September 2022.

Between April and September 2022, **over 2760 practitioners from schools across the region have engaged in regional professional learning events**, programmes, networks and conferences focused on curriculum, teaching and learning.

In June 2022, CSC hosted a virtual Curriculum for Wales conference with record numbers of engagement. The day included keynote speakers, a live roundtable discussion and an exhibition area including 'by schools for schools' with schools sharing their emerging practice. All materials from the conference have been made available for all schools to access on the CSC website. **612 unique users accessing the platform during the live and on-demand period.**
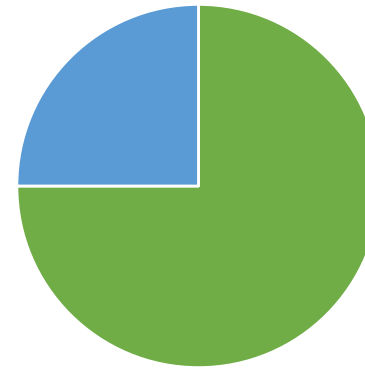
These users represented, amongst others, 289 CSC schools which equates to **75%** of all schools in the region.

CSC 'Leaders of Learning' network meetings were launched in October 2022 with 30 practitioners engaging. The focus of this network is supporting school leaders with strategic oversight and development related to high-quality teaching.

Foundation Learning termly networks are ongoing with **56 practitioners attending the summer term 2022 network** (56 attendees). The focus of this network is supporting primary school practitioners with curriculum, pedagogy and practice related to foundation learning.

Two CSC programmes focused on high-quality teaching were launched in September 2022 = 'Leading Learning' - 40 booked (full) and 'Developing Teaching' - 6 English medium/1 Welsh medium booked to date.

Over 60 practitioners from more than 20 schools from across the region participated in 2 train the trainer training courses on 'Teach Like a Champion', focusing on high-quality teaching.

A refined Central South Wales Challenge (CSWC) was implemented September 2022 with 71 LP appointed to support curriculum, learning and teaching across the region. This includes 2 enhanced LPs for pedagogy.

218 bespoke support requests have been received by the curriculum team since April 2022. Support is being deployed accordingly to meet the needs of individual and groups of schools to improve the quality of curriculum, including teaching.

A number of the CSC C&PL team continue to work with regional partners, Welsh Government and other external partners on identified priorities related to pedagogy.

The CSC Principal Improvement Partner for Pedagogy and Professional Learning continues to work with Welsh Government, HEIs, regional partners and schools on the National Strategy for Education Research and Enquiry and the National Pedagogy Project.

45 funded collaboration projects have been established across nearly all curriculum areas with 423 practitioners from the region participating.

2. Improve the support across all subject disciplines.

The structure, roles and responsibilities of the CSC curriculum and professional learning (C&PL) team were refined during spring and summer 2022. This was to ensure capacity and depth of expertise to support all schools in the region to implement curriculum reform, including across all disciplines. There are a small number of posts where recruitment is currently taking place with the aim of all posts being filled by spring 2023.

A refined Central South Wales Challenge (CSWC) model was implemented September 2022 with 71 Lead Practitioners appointed to support curriculum, learning and teaching across the region within the self-improving system.

There are a wide variety of PL events, programmes, assignments and networks related to all areas of the curriculum. This includes over 50 networks with 24 secondary subject discipline networks are active across the CSC region.

45 funded collaboration projects have been established across nearly all curriculum areas with 423 practitioners from the region participating.

3. Provide practical professional learning opportunities that support leaders and teachers to understand better how they can design and deliver their curriculum.

A refined Central South Wales Challenge (CSWC) model was implemented September 2022 with 71 LP appointed to support curriculum, learning and teaching across the region within the self-improving system. This includes 4 LPs for curriculum design and assessment including 2 from the Welsh Medium sector.

Between April and September 2022, engagement in professional learning related to curriculum reform including curriculum design, development and delivery is at **83%** of schools.

Did not engage in PL related to curriculum reform including curriculum design, development and delivery.

Engaged in PL related to curriculum reform including curriculum design, development and delivery.

17%

83%
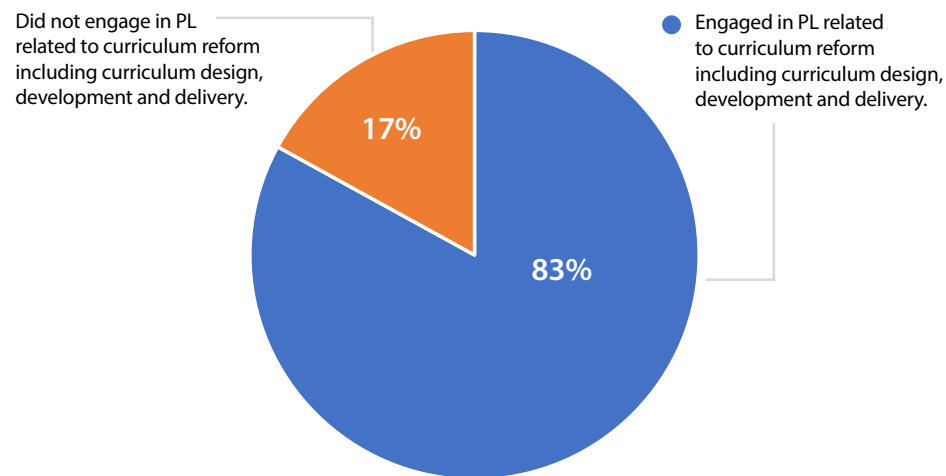
The national programme of professional learning for CfW was refined and relaunched in September 2022 with CSC as key partner in its design, delivery and evaluation.

In June 2022, CSC hosted a virtual Curriculum for Wales conference with record numbers of engagement. A focus of the day was curriculum design and progression. This included keynote speakers and an exhibition area with 'by schools for schools', schools sharing their emerging practice on curriculum design. All materials from the conference have been made available for schools on the CSC website on demand.

The total number of resources that were accessed by delegates across the live and on-demand period exceeded 8700, with just over 2000 of those focused specifically on curriculum design. The webinars were viewed either live or on demand over 3600 times.

Evaluation data received by delegates from the conference shows that **72%** respondents agreed or strongly agreed that the conference met its purpose of supporting schools in further understanding curriculum design.

Respondents who did not agree that the conference met its purpose of supporting schools in further understanding CD

Respondents agreed/strongly agreed that the conference met its purpose of supporting schools in further understanding CD

28%

72%
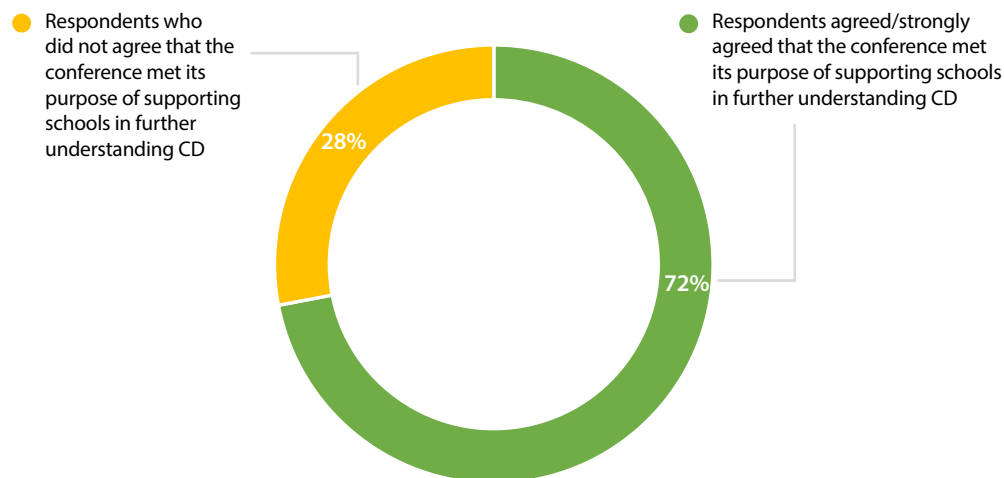
- This is further demonstrated by the feedback that:

  24% of respondents felt either confident or very confident about curriculum design before accessing the conference.

  69% felt either confident or very confident about curriculum design after accessing the conference.

  84% of respondents felt that the materials shared at this conference would positively impact on their practice.

- CSC 'Leaders of Curriculum' network meetings were launched in October 2022 with **98** practitioners engaging. The focus of this network is supporting school leaders with strategic oversight and development planning related to curriculum design and delivery.

- The CSC curriculum team have provided bespoke support to **131** schools in designing and developing their cluster curriculum design between October 2021 to October 2022. 51 bespoke support requests have been received since April 2022 related to curriculum design.

- Bespoke support is offered to all schools through Curriculum for Wales (CfW) half-termly drop-in sessions held in all local authorities across the region. All sessions focus on curriculum and assessment design. **54** schools across the region accessed these between May and October 2022.

- Curriculum for Wales monthly newsletters have received **8,819 views** since launching in April 2021.

- A further **328 members** subscribed to the CSC CfW community between April and November 2022. Total membership is now almost **1700**.

- A number of the CSC C&PL team continue to work with regional partners, Welsh Government and other external partners on identified priorities related to curriculum and assessment design.

- The Principal Improvement Partner for Curriculum Cohesion and Assessment continues to work with regional partners, Welsh Government Curriculum and Assessment Division, Welsh Government Professional Learning Division and local authority partners on identified priorities related to curriculum and assessment design.

4. Improve evaluation processes so leaders and officers monitor the impact of support for curriculum reform and teaching.

Evaluation is a priority within the CSC Business Plan 2022/23. All governance groups and stakeholder groups are involved in this work. This ensures improved understanding, systems and process of effective self-evaluation in all areas of the work of the region including in monitoring the impact of support and professional learning related to curriculum reform and teaching. This work has included:

- CSC staff and stakeholder summer conference
- Partnership working with Professor Caroline Daly
- Revised evaluation roles and responsibilities
- Development and introduction of a 'CSC Framework for Evaluation'
- Shared understanding of and clarity in the purposes of all CSC evaluation, i.e., reporting, knowledge, and development
- Revised cycle of self-evaluation and reporting
- Revised Risk Management Policy and process
- Revised system of planning and evaluating all brokered support
- Refinement of C&PL Area Leads Reports
- Refinement of PL project initiation documents and evaluations processes
- Refinement of CSC Annual Survey
- New CSC and C&PL dashboards
- Refinement of annual scrutiny reports
- Development of a new CSC Stakeholder Survey
- Refinement of SLAs and evaluations for collaborations, cluster and SIGs
- Refinement of SLAs for Lead Practitioners

A suite of reports has been further developed to enable leaders and officers to monitor the impact of support for curriculum reform and teaching. This includes:

- Termly School Summary (TSS)
- Local Authority Information Reports
- Evaluative Summary
- Curriculum for Wales Reports

Updated CSC quality assurance processes have been agreed by all LA directors and shared with all stakeholders. These are starting to be implemented across the region.

Improvement Partners (IPs) are supporting all schools in the implementation of the 'Improvement, Accountability and Evaluation Framework'. All CSC school improvement staff have participated in training to ensure a clear understanding of the framework which enables them to play their part in holding the system to account.

Through a variety of meetings and workshops, during September 2022, information on the framework has also been shared with all headteachers, local authority (LA) officers, elected members and governors.

Self-evaluation discussions with schools and IPs have informed agreed priorities for the academic year. IPs are currently working closely with most schools gathering extensive first-hand evidence to agree appropriate priorities for improvement, broker bespoke support and signpost to PL for schools as appropriate. Where there has been limited access to a school, the LA has been appropriately notified.

IPs have started to work closely with school leaders to support the delivery of effective internal self-evaluation processes and are working with headteachers to ensure that clear and effective accountability processes are in place.

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Empowering schools to improve outcomes for all learners

Tudalen wag

OVERVIEW OF MAIN STRANDS OF ACTIVITY

SUPPORT FOR GOVERNORS

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Background
& objectives

Background and objectives

CSC support for governors recognises that governing bodies play a fundamental role as the first as the first line of accountability for their schools and communities by providing the necessary challenge and support for headteachers to lead their schools effectively. Governors have an enormous capacity to have a positive influence on school improvement. CSC continues to provide a range of evidence informed professional learning opportunities, support and guidance that is easily accessible to governors from schools across the CSC region.

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What have we done this year?

What have we done this year?

CSC Self-Evaluation Toolkit

The CSC Self-Evaluation Toolkit, developed in collaboration with LA governor support officers, members of CSC Governor Stakeholder Group and the CSC school improvement team, has been implemented across the region following a valuable pilot phase. The toolkit is supporting governors in:

- Identifying developmental priorities and skills gaps
- Enabling the most effective allocation of governors to governing body roles/committee memberships based on their skill sets
- Identifying areas of development that could be used to inform the School Development Plan/School Improvement Plan.

Launched in spring 2022, the toolkit has been shared at a variety of forums, including local authority headteacher meetings, governor briefings, improvement partner staff development sessions and via CSC's Regional Leads for Governance (RLGs) through their work with school governing bodies. This CSC Self-Evaluation Toolkit has been made available through the the CSC website and regularly promoted by Improvement Partners in their discussions with school leaders.

Professional Learning

CSC delivers all the mandatory professional learning for governors on behalf of the five local authorities. Local Authority officers are provided with the professional learning offer and distribute this 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, Enabling Equity and Excellence, Well-being and Schools as Learning Organisations. Professional Learning is delivered by our School Improvement Partners in conjunction with our Regional Leaders of Governance (RLGs). This partnership offers the expertise of both the strategic team and highly effective practitioners. CSC have widened the number of Improvement Partners engaged in the delivery of training to ensure equity of workload.

During 2021-2022 CSC delivered the following mandatory Professional Learning sessions:

- **x13** Understanding the role of data
- **x15** New Governor Induction
- **x6** New Chairperson Induction

Additional Professional Learning provided:

- **x3** Enabling Equity & Excellence Update Session
- **x2** ALN Update
- **x6** Introduction to Coaching Skills
- **x3** The Well-being of School Staff - the role that Governors can play
- **x3** Schools as Learning Organisations Update
- **x2** Curriculum for Wales Q&A
- **x1** Developing Welsh in Education
- **x2** Introduction to the Self-Evaluation Toolkit
- **x2** Headteacher Performance Management

During 2021-22, all governor professional learning sessions continued to be delivered remotely in line with governor preference. Delivery of professional learning through the online model is continuing to pay dividends as governor engagement remains positive and is at a three-year high.

Governor Stakeholder Group and Governor Leads Group

The Governor Stakeholder Group is a core element of the overall governance structure of CSC and plays a key role in the evaluation and scrutiny of the organisation. The Governor Steering 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. On a termly basis, the chair of the Governor Stakeholder Group attends a meeting of the Partnership Board with all chairs of the CSC governance groups.

Regional Leaders of Governance (RLGs)

Thirteen Regional Leaders of Governance, who are highly effective governors with extensive experience, are available to provide strategic and operational support for schools where governance is identified as an area for improvement. The school's CSC Improvement Partner, in collaboration with the headteacher, the school's governing body and the local authority, is responsible for identifying and brokering support by an RLG. Deployment of these RLGs has been slower than planned due to the ongoing impact of the pandemic during 2021-22. In 2021-22, 8 schools across the CSC region were supported by Regional Leaders of Governance.

What evidence of impact do we have?

What evidence of impact do we have?

CSC Self-Evaluation Toolkit

RLGs have reported that the Self-Evaluation Toolkit is effective in identifying strengths and areas for development within a governing body. 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. Our RLGs are supporting the rollout of the toolkit to strengthen the school governance. The toolkit is also available on the CSC website and to date there has been favourable engagement with the resource (**345 views**).

Professional Learning

Following each professional learning event, attendance registers are collated and course evaluations are completed by delegates.

As can be seen in Table 5, delivery of professional learning through the online model is continuing to pay dividends as governor engagement remains positive, with attendance in 2021-22 being at its highest over the last three years.

Table 5: Summary of Attendance at Governor Professional Learning

Local Authority	Sum of 2019-2020	Sum of 2020-2021	Sum of 2021-2022
Bridgend	82	214	99
Cardiff	213	459	852
Merthyr Tydfil	36	102	135
RCT	116	401	468
Vale	133	226	354
Total	580	1402	1908

Whilst attendance at governor professional learning is at a three-year high, a concern to note is the number of bookings made that are then not attended. In 2021-22, **39%** of governors who signed up for professional learning sessions did not attend. This information is fed back to local authority leads on a monthly basis.

There are **4962** governors across the CSC region as of 15th February (PLASC 2022).

Table 6: Number of Serving Governors by Local Authority

Local Authority	Serving Governors
Bridgend	758
Cardiff	779
Merthyr Tydfil	1448
RCT	344
Vale	1633
Total	**4962**
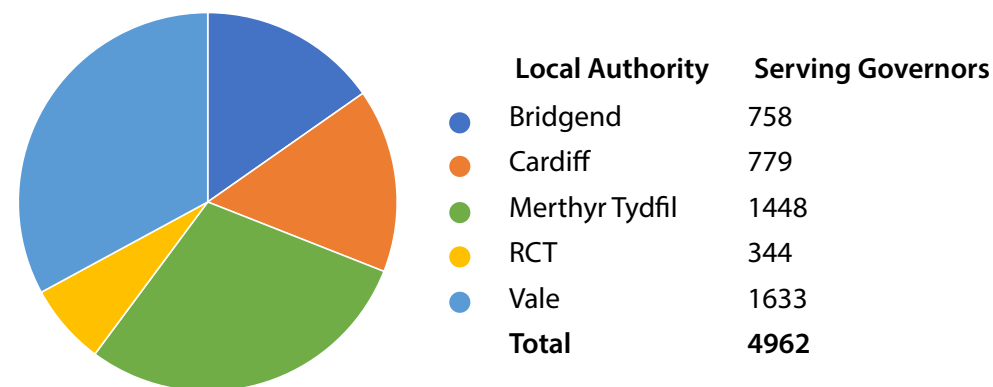
All new governors attend the mandatory professional learning (New Governor, Understanding Data and New Chair of Governors). All other professional learning is available for governors to access when and if they require. Below is a summary of course evaluations:

Table 7: Analysis of Evaluations Received from Governors who have attended Mandatory Professional Learning.

	The PL provided content relevant to their role	They will make adjustments to their practice based on their learning	They did not anticipate any barriers to applying their learning
New Governors	96.5%	93.5%	92.9%
New Chair of Governors	92.8%	85.7%	78.6%
Understanding Data	96.4%	89.7%	73.8%
Average	92.9%	89.7%	81.8%

- Overall, **92.9%** of respondents stated that the professional learning was relevant to their role, with **89.67%** stating that they would make adjustments to their practice based on their learning.

- **81.79%** of respondents did not anticipate any barriers to applying their learning. The most likely barrier was 'not enough time to embed', with 4.7% of respondents stating this as an issue.

Governor Stakeholder Group

In 2021-22, CSC has continued to work with both groups to inform the strategic direction of governance across the region. For example, during the spring term of 2022 the individual 'Terms of Reference' (ToR) for both groups were revisited and meeting agendas structured to meet these requirements. There had been a high focus on professional learning in previous meetings and there was a need to ensure these groups meet the requirements of the ToR and had an impact on the governance of CSC. These meetings have evolved and become more structured; all governance groups now share a common thread of agenda items. In addition, the Governor Stakeholder Group provides support and challenge to the self-evaluation report of CSC and attends a workshop with Chief Executives across the region to review the outcomes of self-evaluation and approve the recommendations for development.

Regional Leaders of Governance (RLGs)

RLGs co-facilitate with Improvement Partners (IPs) some of the governor professional learning sessions bringing their expertise and first-hand experiences. RLGs were enthusiastic to in having the opportunity to collaborate with Improvement Partners in co-facilitating professional learning. RLG engaged with facilitator training in the spring and summer terms of 2022 in order to be able to co-deliver professional learning with IPs. Feedback from Improvement Partners delivering these sessions indicate that the RLGs bring a valuable dimension to discussions which enrich the sessions. This viewpoint is also supported by governors attending the sessions.

Half-termly network meeting have continued in 2021-22. These meetings allow RLGs to share good practice and updates. RLG's have also been offered places on the National Coaching and Mentoring Programme via Results Driven Group to support their role.

Deployment of RLGs in 8 schools across the CSC region is ongoing and the impact will be evaluated at deployment end.

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Next steps

Next steps

- Further develop the knowledge and skills of RLGs through appropriate professional learning.

- Complete a full and formal evaluation of the impact Regional Leads for Governance at the end of the financial year.

- Promote appropriate deployment of RLGs meet governance needs across the region. This will be delivered as part of the new CSC Bespoke process.

- Develop a 3-tiered pathway programme of professional learning for all governors that builds on CSC's existing offer.

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Case study

Background & Context

- The governing body of the school has undergone significant change in the past few years with an 80% turnover.
- A new chair and vice chair were appointed in September 2021.
- Governors' understanding of their strategic role needed to be developed.
- Governor uptake on mandatory training was very low.
- A new headteacher joined the school during 2021-22.
- The work of the governor committees was underdeveloped.

Support – What did we do?

A Regional Leader of Governance (RLG) was assigned to work with the governing body with the aim of:

- Coaching and mentoring the new chair and vice chair (the RLG is a recognised coach) to develop their confidence and leadership skills
- Building meaningful relationships with the acting and permanent headteacher in order to aid a smooth transition in school leadership
- Strengthening relationships between governors and key stakeholders

As well as meeting regularly with school governors, the RLG met half termly with the stakeholders including the LA Principal Improvement Partner and School Improvement Partner to share progress, barriers and next steps. In addition to the planned meetings, there was also regular and informal contact as when needed between the RLG and Improvement Partner. The RLG also maintained regular contact with CSC governor professional learning teams. CSC officers have also been providing regular updates to the LA governor support officer.

Due to the fragile nature of the governing body and many vacancies, the RLG supported the school to recruit governors and provide appropriate professional learning to the governing body.

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Impact – How do we know it worked?

- Over the course of the year, the RLG has worked closely with all stakeholders and successfully stabilised the governing body. This has involved supporting a new chair and following their subsequent resignation, supporting the governing body to appoint a further chair of governors. The new chair is an experienced governor who understands the statutory responsibility of the governing body.

- Through the RLG's bespoke support, governors are beginning to understand better their strategic role in holding the school to account.

- Nearly all governors have now accessed the mandatory professional learning offer and continue to receive support on how to challenge and support the school effectively.

- The new chair and vice chair are showing confidence in their roles and school governance is beginning to fulfil its legislative and strategic duties. The RLG will continue to support them in meetings in an observation and guidance capacity.

- Relationships between governors and the new headteacher are developing and expectations on accountabilities are clearer for all.

- Working with the chair, the RLG has reviewed and re-organised the work of the committees, modelling effective working practices and challenging school leaders. This has included setting up leadership, finance, curriculum and well-being committees. Each of the committees now has clear terms of reference.

- The RLG has reviewed the support of the governing body clerk and made clear recommendations for improvement.

Next steps

Although significant work has been done to stabilise and develop the governing body during 2021-22, the RLG will now continue to support the school into 2022-23 and build on this important work as follows:

- Develop the strategic role of governors through the newly set up committees.

- Develop governors' understanding of Welsh Government's school improvement guidance and accountability framework and the implications for them as governors.

- Improve the effectiveness of the clerk to governing body.

- Support the chair to fully implement the governors' self-evaluation toolkit.

In addition, the RLG will continue to work closely with relevant stakeholders, including the Improvement Partner and Principal Improvement Partner, to monitor progress.

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"Digital competence is essential for learners to be able to access knowledge. They enable learners to access the breadth of a school's curriculum and the wealth of opportunities it offers, equipping them with the lifelong skills to realise the four purposes. These are skills that can be transferred to the world of work, enabling learners to adapt and thrive in the modern world."

(Welsh Government, 2022)[1]

[1]Hwb.gov.wales. 2022. Developing a vision for curriculum design - Hwb. [online] Available at: <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills> [Accessed 18 October 2022]

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Background & objectives

Background & objectives

Provision and standards of digital learning have been a high priority for Welsh Government, regional consortia and local authorities, as well as all schools across Wales, as detailed in the requirements of the Curriculum for Wales and the Digital Professional Learning Journey.

Digital learning provides pupils with the fundamental skills they need to thrive in an ever-evolving technological world. CSC has a key role to ensure the success of digital learning in schools across the region. Ensuring digital skills gained by the workforce are maintained and increased post-pandemic has been a key objective for CSC. We provide synchronous and asynchronous professional learning to increase knowledge and understanding of:

- Application and development of cross-curricular digital skills
- Application and development of the use of technology to enhance pedagogy

CSC facilitates school-to-school collaboration and networking to develop and share best practice for digital teaching and learning.

Additionally, our network meetings provide opportunities for primary and secondary digital leaders and practitioners across all settings, to receive the most up-to-date national and regional news and support for the use of Hwb tools and resources to disseminate across their schools.

Digital resilience is a crucial element of digital learning to ensure the safe use of all platforms by both teachers and pupils. CSC develop professional learning opportunities in partnership with the Welsh Government digital resilience team, to support schools in considering their approach to online safety. CSC aim to:

- Share effective practice resulting from uptake of national platform resources
- Upskill digital leaders, highlighting responsibility for providing learning opportunities to ensure pupils are digitally resilient. Also, encouraging them to reflect on their practice and disseminate knowledge and understanding with practitioners at their schools so they can apply learning to their own practice

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What have we done this year?

What have we done this year?

We have continued to provide bespoke support to schools across the region that were identified as a development priority. Each of these schools received tailored support in developing digital leaders, provision for cross-curricular digital skills and the use of technology to enhance pedagogy. In addition, we have added to our broad range of professional learning that complements our direct support. The wide range of webinars and asynchronous professional learning opportunities made available to support teaching and learning has been increased. We have increased the range of materials created by schools in partnership with CSC that exemplify application and development of cross-curricular digital skills. Participating schools have applied the learning gained from participating in the projects in their approaches to digital pedagogy. The materials they produced have been shared and are available to all schools across the region. Materials produced by the schools represent digital learning across all age ranges and school settings; this allows effective pedagogy to grow. Examples of such are a podcast exploring how animation can be used to enhance teaching and learning, and ways to enhance teaching and learning of the data and information literacy element of the Digital Competence Framework (DCF) through Humanities, Health and Well-being contexts: see here. Following each synchronous professional learning activity, materials were made available on demand. For example, resources to support specific digital applications can be found here and a further selection to support pedagogical approaches here.

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Our area evaluation and feedback from school practitioners has identified that cross-curricular digital skills, particularly collaboration, and data & computational thinking as defined in the DCF, needed further development regionally. As such, we provided opportunities for practitioners to work in partnership with CSC, to receive professional learning on these aspects of the DCF and exemplify this learning to share with other schools across the region. Additionally, it has been paramount that we considered the effective practice deployed over the past year that can be used to enhance teaching and learning post-pandemic. Therefore, we provided opportunities in our network sessions for schools to share best practice to allow pedagogy to grow. Nearly all attendees reported that the sessions were beneficial to their role in school. A majority told of their intention to share learning with colleagues at school and most would recommend the professional learning to others.

Following direct request from schools, CSC developed asynchronous materials that give guidance on the collaborative features across a range of digital applications. The guidance has been illustrated with exemplar materials from schools across the region. To date, **502 practitioners have engaged with this resource**, which highlights the tools that can be utilised to allow pupils to collaborate. Professional dialogue with digital leaders and the data of Hwb usage, indicates that pupil collaboration increased during the year; pupils are aware of a range of electronic communication methods and can choose the most suitable methods to collaborate for the purpose of their task.

Further professional discussions with practitioners about digital learning, highlighted the need for exemplification of innovative and creative use of digital skills in cross-curricular contexts. We acted upon this by facilitating the schools' collaborative Digital Rich Tasks Project. This project produced a resource for schools by schools exemplifying innovative, cross-curricular rich tasks, drawing on a range of digital skills and real-life contexts. This has been **engaged with 663 times** to date and has demonstrated to participants the broad possibilities that can be delivered via the national platform (Hwb) applications. Participating practitioners have enhanced their pedagogy, having knowledge of 'the best tool for the job' and provided increased opportunities for pupils to access a wide range of applications to apply a broad range of digital skills across the curriculum.

Previously, it was identified that there was a distinct lack of supporting materials to support the development of digital skills within the Foundation Phase, particularly in the Welsh context. The Foundation Phase Digital Project was developed in partnership with schools, including Welsh Medium schools to support the Welsh dimension, and has been **accessed over 500 times** to date. Many practitioners reported that the professional learning improved their subject knowledge and improved their practice.

What evidence of impact do we have?

What evidence of impact do we have?

Those accessing professional learning had the opportunity to evaluate each programme.

- **Nearly all** attendees for digital professional learning reported that their knowledge of subject matter had been enhanced through engaging with the provision.

- **73%** of participants agreed that the professional learning was appropriate to needs and level of skill.

- **67%** of participants reported that the professional learning provided content that is relevant to their daily job.

- **80%** of participants stated they would recommend the professional learning to others while very few (7%) felt the professional learning was not relevant to them.

- Further evaluative data showed **73%** of attendees intended to share their professional learning with colleagues.

- A majority of **60%** indicated their intention to discuss professional learning with senior leaders in school.

As a result, developing approaches to digital learning has been a high priority for participating school leaders with half of schools expressed that they would create short- and long-term goals to change their practice. This demonstrated that provision for cross-curricular digital skills has been monitored, evaluated and actions raised for continuous improvement. These schools have ensured that they plan for a broad and balanced curriculum to develop pupils' digital skills. Where schools have shared the learning across the school, they report the increased use of technology that continues to develop pupil digital skills progressively.

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All professional learning delivered by CSC's Digital Learning team aims to promote the Hwb national platform and its further adoption. Responding to school feedback which indicated the need to further explore applications on offer via Hwb, professional learning was designed and delivered to upskill practitioners across the region in the use of several applications on Hwb. As a result of this, teaching has been enhanced using Hwb tools and has increased opportunities to support all groups of learners across the curriculum.

Hwb usage has continued to increase significantly across the region, which demonstrates practitioners are utilising the professional learning gained from CSC to improve teaching and learning. This is illustrated in the following graphs:

Graph 1: Hwb Login Data
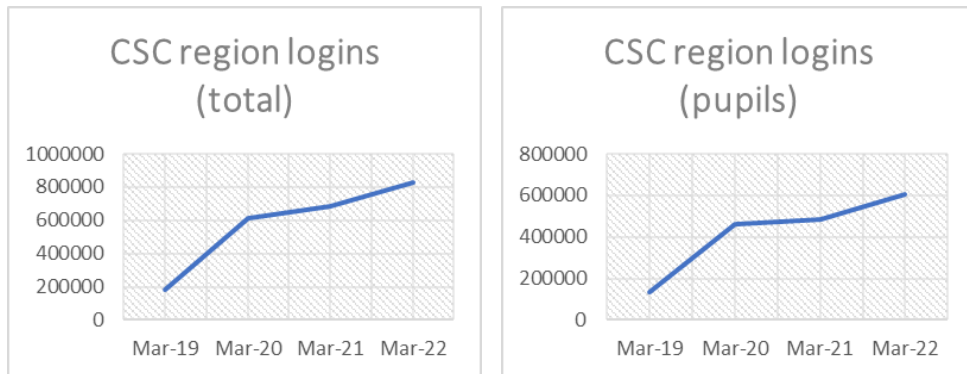
To raise awareness of professional learning and bespoke support opportunities, the dedicated Digital Learning Twitter account is used to communicate directly with practitioners across the region.

The CSC_Digilearn account has 364 followers, with CSC schools mentioning us in their tweets up by 654.5%.

By virtue of interactions on Twitter, practitioners in our schools receive direct links to new items in our professional learning offer and teaching and learning resources that are available to support them directly in the classroom. For example, within two days of promoting the Digital Leadership Level 1 professional learning event on Twitter, **bookings increased by 37%**. As a result, an increased number of practitioners will engage in activities to develop their leadership skills and enhance practice in their setting. All regional professional learning opportunities align with the principles of the Digital Professional Learning Journey and the Professional Standards for Teaching and Leadership. Participating in the offer increased knowledge and understanding of:

- The digital learning and the Digital Competence Framework (DCF) responsibilities within Curriculum for Wales.
- Platforms available through Hwb to improve teaching, learning, and leading of digital skills e.g., 360Cymru and 360safe.
- The provision for cross-curricular digital skills and how their provision can improve outcomes for all learners.

Next steps

Next steps

As schools begin to implement Curriculum for Wales, we have identified the opportunity to build on the progress of schools' curriculum design work by tailoring support for digital learning to local contexts. Digital learning will be integral to the Curriculum for Wales bespoke support offer and wider Curriculum and Assessment networks. Asynchronous learning will continue to be available to focus on progression, aligned with the revised Digital Competence Framework. This will ensure all CSC schools have a shared understanding of digital skills within their local curriculum design.

In addition, collaboration opportunities will be provided to support practitioners across the region to map digital skills across their curriculum. The outcome of this will be shared widely through our networks, and as asynchronous materials on our website. This will allow school leaders to deepen their understanding of the process of planning for cross-curricular digital skills within their local curriculum.

Professional discussions with practitioners about digital learning have highlighted the need to exemplify the DCF Citizenship strand. The Citizenship project will support schools' understanding and approaches to developing the curriculum. School leaders and practitioners will increase their knowledge of this strand of the DCF and have access to a range of innovative resources detailing Citizenship across a range of curriculum areas.

Further programmes and materials are required to support schools make provision for Careers and work-related experiences (CWRE).

> "Learning about CWRE is fundamental to developing skills for work and life. This helps learners to understand the relationship between their learning and the world of work"
>
> (Welsh Government, 2022)

Working in collaboration with external partners we will develop rich and varied examples of how data and information literacy can be developed in real-life contexts to assist schools link CWRE and the DCF.

Digital learning in special schools has been highlighted as an area to support by CSC Improvement Partners. CSC will work in partnership with a lead practitioner to facilitate synchronous professional learning for special school settings. This will enhance the use of Hwb tools to support the needs of all pupils. A special schools' network will produce online resources informed by reading and research.

Secondary school colleagues raised the need for resources to support the new Digital Technology A level. A collaborative project will begin from the autumn term 2022. This project will create a repository of supporting resources mapped against each unit of the new qualification, to support those who are teaching this content for the first time.

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Case study

Background

We are a federation made up of two primary schools. We were placed in Estyn monitoring in 2018 with ICT across the curriculum as one of the recommendations. After a year of being monitored, we were placed into 'in need of significant improvement'. We worked alongside the CSC digital team to address the recommendation. As part of this process a new digital leader was put in place and a baseline was established to determine the support required to address the recommendation.

Outline of bespoke support

Firstly, the new digital leader was supported by the CSC digital officer to establish where the school was in terms of provision, professional learning, staff expertise and resources. Next, in partnership they completed a learning walk and listening to learners' activity to establish a baseline of the teaching and learning taking place in both schools. A staff audit was conducted to assess staff skill levels. Afterwards the results from each activity were collected and analysed. The CSC digital officer worked with the digital leader to plan a professional learning cycle to upskill all staff. CSC supported the digital leader to create and deliver a professional learning session. After this, every six weeks staff collectively reflected upon the learning and how it had impacted on pupil learning. Furthermore, they brought samples of work to demonstrate how the professional learning had been put into practice in the classroom. Monitoring and standardisation of this work was completed, a portfolio was created to demonstrate each area of the Digital Competence Framework (DCF), and the samples of work collected. The benefits of this were that the progression across the school and familiarisation with the DCF strands in their year group was reinforced in a meaningful way.

The support continued with the CSC officer working with the digital leader to ensure that strategic management of the subject was addressing the Estyn recommendation. They met regularly to discuss progress and to plan future next professional learning sessions. The digital officer provided leadership guidance to the digital leader that upskilled the leader to deliver professional learning sessions effectively.

Moreover, CSC and the digital leader worked with classroom practitioners in their planning pairs to ensure, on every new topic, they were supported in planning for their DCF learning opportunities. Training requirements emerged from this which resulted in bespoke professional learning delivered by CSC as required. When Estyn called to inform us of the inspection date, the CSC digital officer attended a staff planning session to allow staff to discuss the digital learning that they intended on showcasing during this week. This allowed staff to demonstrate the massive progress that had been made in this recommendation area. After being removed from Estyn monitoring our digital leader changed and CSC continued to support the new leader taking on the role whilst building upon the progress achieved in this area.

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The strengths of the support

CSC's support was instrumental in ensuring the federation's digital leaders were upskilled and supported in their role, whilst addressing the recommendation from Estyn when we were first placed into monitoring in 2018. The support was always non-judgemental and focused on raising standards in this area. It allowed a safe place for the digital leader to discuss their ideas for addressing the recommendation. We felt CSC didn't tell the leader what to do: they gave them the knowledge, understanding and skills of the area which then allowed them to develop a purposeful and bespoke curriculum for our pupil's that reflected our school and its vision. Also, the content of all the professional learning, shared knowledge of the DCF and exemplification of the tools and applications that can be used to enhance digital learning in the classroom was of high quality.

The CSC digital officer provided skillful coaching to the digital leader. They supported the digital leader with a template to be used for the learning walk and listening to learners' activity and modelled this process effectively. Each time they returned to school, with the digital leader they revisited monitoring activities to help establish the progress that had been made, areas for improvement and to plan a cycle of support responding to the findings.

In addition to developing the digital leader, CSC made time to upskill all teaching staff, allocating one-hour meetings with each planning pair across the federation – staff would attend the meeting and share the digital learning they planned on delivering as part of their topic. Owe allowed the CSC officer to quality assure the planning and suggest other possibilities for DCF activities that hadn't been planned for but would link well with the topic. As a result of this, all staff increased their subject knowledge and skills, they developed ownership for the provision of digital learning, and there were consistencies in approaches across the federation.

During this time a pupil council of digital leaders was created, and the CSC support in developing their role across the school was a strength. CSC supported the leader in setting this up initially, they provided ideas and templates to use for the pupil council. This was helpful to help establish these pupil leaders and the digital leader has now put their own stamp on how to continue their work. It has been hard to develop this role due to the Covid-19 pandemic, but this is a group we will be looking at enhancing moving forward.

Communication between CSC and the school was a strength, all communication was swift and productive. The CSC expertise in this part of our journey has been amazing, their subject knowledge and willingness to impart this knowledge on the digital leader has been extremely helpful in ensuring that this leader will now be able to lead this area with confidence and less support than we have required in the past.
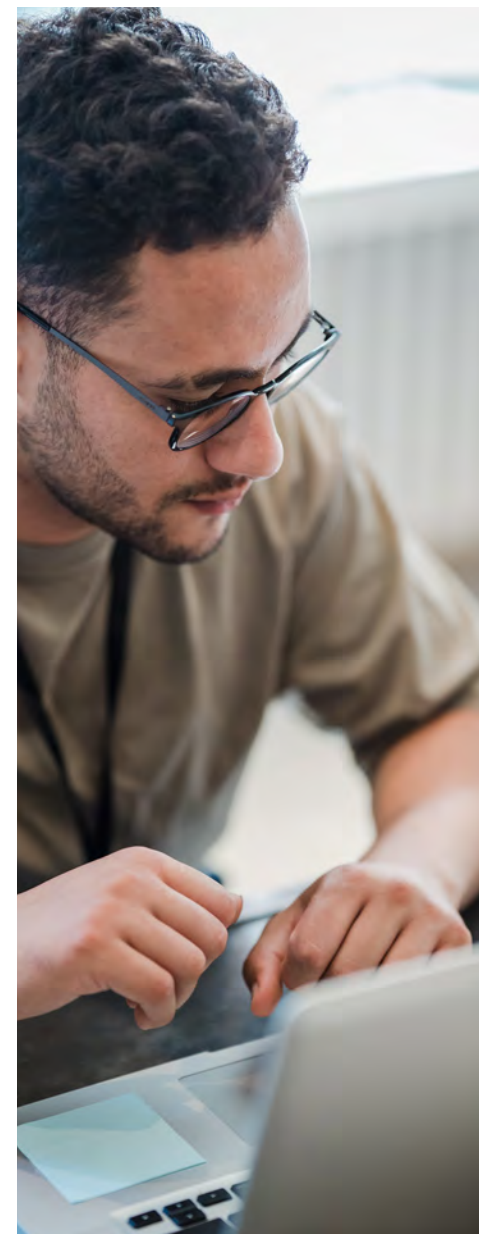
The impact of the support on teachers

The digital leader has developed into a strong leader and has been able to support a new leader taking over the role. The digital leader has been able to model lessons for teachers, complete blocks of sessions which has allowed team-teaching with staff members who requested this type of support and created short instructional videos for staff to reference when teaching digital learning tasks to their class. Due to the leader receiving support from the CSC officer this has provided them with the skills and knowledge to offer this level of support to other staff across the federation.

There has been increased confidence in the staff's knowledge of the DCF and what needs to be covered in the year groups they work within. They have received training in the four strands of the DCF and have a greater understanding of how to create learning opportunities across the curriculum, linking to the four strands of the DCF at the correct stage in learning for their pupils. They have a greater understanding of the different Hwb tools that they can use to support digital learning.

The impact of the support on learners

Nearly all classes are now using digital skills effectively across the curriculum. Teachers recognise the positive impact it has on their pupils learning. Pupils can articulate their digital learning and show people where their work is saved. In Upper KS2 children can select the most appropriate tool to use to represent their learning. Nearly all classes can log into Hwb and create work independently. Nearly all children can upload their work on to seesaw. Also, digital technology is now used to support children who have difficulties with recording their work. Pupil digital leaders are now visible in the school and can support their peers and class teachers; however, this is a pupil group we need to enhance further now that Covid restrictions are not so limiting.

Next steps

- To develop the newly appointed digital leader, sharing the skills and knowledge received from CSC by the old leader to the new leader.
- New digital leader to attend RCT and CSC Network meetings to ensure we continue to develop our digital teaching and learning.
- Continue to develop the role of the pupil council digital leaders and look at them providing an extra-curricular club in this area.
- Develop our computational thinking teaching and learning opportunities.
- Support others across the CSC region by exemplifying our practice in CSC networks and collaborative projects.

We valued the support provided by CSC and continue to engage with them to support our new curriculum design.

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Empowering schools to improve outcomes for all learners

OVERVIEW OF MAIN STRANDS OF ACTIVITY

EARLY CAREER PATHWAY

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Background & objectives

Background & objectives

Developing a high-quality teaching profession is one of the main objectives of the national mission. Supporting 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.

ITE in Wales has undergone some major reforms since the publication of the Furlong Report, 'Teaching Tomorrow's Teachers' (Furlong, J. 2015), which identified that student teachers were not being sufficiently well prepared to become teachers. New ITE partnerships were established with much closer collaboration with schools and consortia. New programmes were jointly developed and then accredited by the Education Workforce Council (EWC) and new leadership structures included school and consortia representatives. The consortia also advise on and monitor the selection/deselection and progress of schools within the partnerships.

As the impact of Covid began to recede during 2021-2022, one positive effect remaining was that the induction process had had to adapt responsively to the needs of NQTs. External verifiers (EVs) and induction mentors (IMs) whose role it is to support NQTs through induction were now using technology and hybrid arrangements to meet with NQTs both online and face-to-face. Another post Covid measure was the introduction of the NQT placement scheme.

If an ITE graduate had not secured employment in a school as a newly qualified teacher, Welsh Government contracted to pay their salary to work in a school as a supernumerary teacher. Schools benefitted from this scheme because it allowed them to build staffing capacity at a time when staff absences were still very high. This placement scheme ran initially for one term but was extended through the whole academic year 2021–2022. It enabled approximately 180 NQTs in CSC to engage fully in the induction process as employed teachers rather than on supply. The impact on induction mentor capacity resulted in strengthened support from the induction team.

NQT induction has also been undergoing a period of reform 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), which has involved much closer cross-regional and national working. An overarching aim is to streamline ITE and induction to become a more seamless pathway that is appropriately tailored to the needs of early career teachers. The academic year 2021-22 has been one of developing an enhanced professional learning offer for NQTs and their induction mentors and consulting with stakeholders before introducing new induction legislation in September and November of 2022-2023.

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What have we done this year?

What have we done this year?

The early career pathway represents the journey taken by an early career teacher starting in ITE resulting in QTS (qualified teacher status), through NQT induction resulting in the assessment of the induction profile that the NQT must complete and on into the post-induction period. CSC has supported the early career pathway through several activities:

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Bridging (period between finishing teacher training and starting first job)

- Worked with ITE partnerships as well as induction leads to co-ordinate bridging activities for all students to create clearer support for student teachers gaining QTS and going on to become newly qualified teachers.

- Updated the bridging presentation 'An Introduction to Induction' that was offered to all students in our ITE Partnerships: Cardiff Metropolitan, Yr Athrofa, Swansea, the Open University and the University of South Wales. The key message was for ITE graduates to liaise with their university tutors on their Career Entry Profile (CEP) which helped them prepare for the first step in their induction profile.

- Promoted the ITE Graduate Teams space as a means 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 2020–2021 150 ITE graduates engaged with CSC before they formally commenced induction and in 2021–2022 this rose to 223. The total number of students awarded QTS in 2022 across Wales was 1131.

- CSC organised a multi-stakeholder ITE professional learning event in May 2021 and responded to the positive feedback from this event by running another one in May 2022. This was a chance for ITE Partnerships, schools, Estyn and Welsh Government to give presentations on aspects of their programmes to share best practice and allow ITE students to have a platform to share their experiences.

- CSC introduced a 'Welcome to the Region' event on 1st September 2022, for 110 ITE graduates who were about to start working in CSC. This was well received by the practitioners and was a chance for them to discuss any anxieties they had about starting work in a school.

- 4 Playlists[2] were shared with all students gaining QTS that addressed some of the key issues relating to induction: The Process of Commencing Induction; Joining A School; Becoming a Supply Teacher and Preparing for an interview. These resources provided information that supported students to transition into their first job.

- CSC used the ITE Handbook: 10 Ways to Support ITE in Schools as a platform to conduct 9 Appreciative Enquiries[3] to inform our learning about ITE provision in schools. Schools chose one aspect from the handbook eg student well-being, as the focus of their enquiry. This allowed ITE Lead schools to share best practice and develop their own provision further.

- Completed research projects working in collaboration with three universities and a range of schools in the region. 1. Understanding the induction standards (Cardiff Metropolitan University) 2. Curriculum for Wales purpose driven lesson planning and practice (Swansea University) 3. Improving not proving assessment and progression (Yr Athrofa). The findings will be published in reports on our website and learning gathered from these projects will inform the next steps for further collaborations and strengthened support for early career teachers.

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[2] A playlist is a presentation tool embedded with rich resources such as powerpoints, videos, images etc

[3] An Appreciate Enquiry is where practitioners visit each other's schools to celebrate their practice and ask questions about a particular aspect of their work

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Newly Qualified Teachers (NQTs)

- The online regional professional learning programme Aspire/Anelu had resources and approaches updated in the light of evaluations by the professional tutors who facilitated the programme and by the NQTs themselves. As well as facilitating the programme, the tutors also offered 'tutorials' that were a successful means for NQTs to have extra support and well-being check-ins from an experienced practitioner in a safe space.

- 4 Welsh Medium schools reviewed and revised the Anelu programme, producing new Welsh resources pertinent to each day of the programme. This ensured the Welsh programme was not just a translation of the English programme but it was made by Welsh practitioners for Welsh practitioners.

- Produced 'Eich Daith Iaith Cymraeg' (Your Welsh Language Journey) as a collaboration between Cardiff Metropolitan University Welsh Department and the Welsh Team at CSC. It is a bilingual resource to enable NQTs to see what professional learning is available for them in order to help them progress within the Welsh Framework. This has helped NQTs make progress against the Teaching Standard descriptor relating to 'Welsh Language skills', which is part of their profile to complete induction.

Induction Mentors (IMs) In Schools

- Increased the professional learning offer for induction mentors to strengthen the quality of mentoring support to NQTs. Firstly, 16 IMs completed the national coaching programme and 13 of these went on to complete the Level 3 accredited coaching programme with 'Results Driven Group'[4]. A further 16 IMs engaged with the Train the Trainer twilight programme hosted by CSC. This has provided CSC with a team of IMs who can now coach and train other IMs in the system, to strengthen their coaching and mentoring role with NQTs.

- Following positive feedback from the conference in 2021, CSC held another 'mini conference' for 80 IMs in June 2022 to facilitate sharing good practice and networking. Event evaluations indicate that all participants agreed that the event enhanced their knowledge and was relevant to their daily job. One delegate said:

  "I will use the information to develop a more structured programme and experience for my NQTs", another said "This gave me lots of ideas to improve my practice here so I can support my NQTs better".

- Undertook a national induction survey with schools, for the attention of NQTs, IMs and EVs. 280 responses were received across Wales, with over 100 from the CSC region. The responses gave us important information about the progress and challenges of the NQT placement scheme and an insight into NQT well-being and school-based professional learning provision. As a result of the insight gained, CSC continued to support schools that had NQTs on placement.

Information from the survey was shared with IMs in a network meeting to help them consider ways they could support NQTs further through regular meetings and school-based professional learning.

- Introduced the 'Think Like A Mentor' resource which is a collection of 11 playlists created by experienced induction mentors to support other IMs across the region and explore the enhanced IM role being introduced in 2022 – 2023. This resource is effectively supporting new IMs by offering strategies for aspects of their role such as navigating the online profile, keeping to a schedule of monitoring activities during the year and managing large numbers of NQTs in one school.

External Verifiers (EVs)

- Increased support for EVs, who quality assure (QA) the induction process, through updated national training, monthly updates and impact review reports. As a result of this increased support, there has been a significant improvement in the consistency and quality of EVs deployed in CSC.

- New EVs were given the opportunity to buddy with an experienced EV for support and guidance in their role. This support ensured their work was consistent with other EVs and gave them confidence in their role when tackling sensitive or challenging issues.

[4] Results Driven Group is an organisation that offers accredited coaching programmes on behalf of the Welsh Government.

What evidence of impact do we have?

What evidence of impact do we have?

- Engagement with national training has improved. This training plays a crucial role in ensuring that all induction stakeholders (NQTs, IMs and EVs) understand the induction process. Engagement figures for all stakeholders have shown an upward three-year trend.

  Sept. 2022: **95%** NQTs **78%** IMs **100%** EVs

- As a result of an impact survey (January 2022) it was possible to see that a mixed response to the six national PL sessions delivered in term one needed to be addressed. The decision was therefore made to change the model of delivery for 2022-23 to ensure more consistency of experience for all NQTs.

- Following the national training a regional database 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. This supported all stakeholders to adhere to induction processes to improve consistency across the system.

- 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. As a result of this activity, direct communication was able to take place with induction stakeholders, to meet the time sensitive requirements of the induction process. The overall quality of the final profiles was higher than the previous year, with fewer cases of gaps and incomplete profiles. All assessed profiles in summer 2022 passed induction. **No NQTs failed induction 2021-22.**

- As a result of the findings of the national induction survey, CSC was able to offer recommendations to WG as to the benefits of the NQT placement scheme and to lobby for it to be extended beyond one term. The scheme was extended for the whole year which supported approximately 180 NQTs to pass induction within a year, who would otherwise have been working on supply and may have taken longer to complete induction.

- Regular, targeted communications and updates via monthly network meetings with IMs and EVs were timely and responsive to the data acquired from the national survey and internal profile quality assurance. As a result, key induction stakeholders were able to act on information quickly to strengthen support for NQTs (see case study).

- Opportunities for IMs were diversified. As a result of the request for additional professional learning, the bespoke Induction Mentor Development Programme was developed and launched across Wales in September 2021 with engagement from Aberystwyth and University of South Wales (USW) universities. 60 IMs attended from CSC and evaluation comments included:

> "There was lots of advice for new mentors and an opportunity to discuss the role with other mentors from across the region"

> "I found I learned a lot from experienced mentors".

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> "The breakout rooms were a valuable opportunity to talk to other mentors about the role"

This is helping to strengthen the quality of mentors in the region.

- The strategy to build coaching capacity among IMs continued to strengthen the quality of mentors in the region. Mentors' evaluation comments included:

> "1:1 sessions and the twilight programme were excellent – this had a real impact on my leadership style in a short space of time".

- The national NQT PL offer reflected the priorities of Curriculum for Wales, Progression through assessment for learning and well-being. Resources were aligned to those developed by national groups and to the approaches taken in ITE to build on previous learning. Resources also included contributions from schools in the region. CSC NQT evaluations were overwhelmingly positive with **90%+ agreeing or strongly agreeing with the usefulness and relevance of the sessions**. NQTs evaluation comments included:

> "I think that this was one of the best training sessions I have been to for a while. It was engaging and helpful to hear other teacher's opinions on the situations they face in the classroom and how they deal with different aspects of teaching life".

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- NQTs had the opportunity to reflect on their practice and engage in professional dialogue with other NQTs, which supports Professional Learning, one of the Teaching Standard areas they must evidence in their profile.

- Improved communication with NQTs and schools culminated in an increase in attendance to regional professional learning with approximately **317 NQTs attending the Aspire / Anelu programme** (compared to 265 in 2020–2021). Out of 317 NQTs:

  - **96%** agreed strongly that the programme overall enhanced their knowledge of the subject matter (3% disagreed)

  - **95%** 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)

  - **97%** would recommend this programme to NQTs in future (3% disagreed)

- Quality Assurance of the regional online professional learning programmes, e-Aspire[5] 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 include:

> "The professional conversation and sharing of experiences and ideas is really useful, I really enjoy sharing experiences and being able to 'magpie ideas' especially with teachers from across phases."

> "The discussion during the Aspire session was very enlightening in developing new techniques as to how I can incorporate instant feedback in the classroom without disrupting the learning. Additionally, I have learned how feedback can be a useful tool to allow students to self-reflect on the progress they are making and what the next steps they can take in order to make further progress."

> "I really enjoyed the course this morning. I already have ideas on how to implement some of the assessment strategies into my teaching."

- **70%** of all NQT induction profiles assessed summer 2022 specifically cited the impact of the Aspire programme on their practice, which contributed to the high-quality evidence in the profiles.

- During 2021-22, 12 NQTs were supported on a school-based action plan as the first stage of the 'cause for concern' process – one left teaching, one moved to the formal cause for concern action plan and is being supported with an extension period, the other 10 all received enhanced support from the IM, EV and QA Lead for induction and were able to come off the action plan after a review process and went on to successfully complete induction in July 2022.

- As a result of all the adaptations to the professional learning offer provided by CSC and the support from IMs and EVs, and despite the challenges facing NQTs undertaking induction again this year, all completed profiles submitted for assessment passed induction, with 10 NQTs receiving an extension to continue into the next academic year. **There were 0% fails**.

[5] A: Assessment and feedback, S: Skills needed by learners and teachers, P: Planning, I: Impact, R: Role modelling, E: Empowering learners

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Next steps

Next steps

Bridging

- The 'Welcome to the Region' event will be developed further next year.
- Four strategic projects, with Cardiff Metropolitan, Swansea, Yr Athrofa and University of South Wales will take place this year, building on the learning from the projects last year. They will once again be aligned to the strategic plans of each university.
- Building on the 9 Appreciative Enquiries that took place, a further 9 Enquiries will take place with practitioners who are both the senior ITE mentor as well as the NQT induction mentor. This will give us a unique opportunity to identify and share the best practices of our most experienced mentors supporting early career teachers.

NQTs

- New Welsh Government guidance includes the introduction of a 13-day professional learning entitlement for NQTs. This will be communicated to schools and all stakeholders in the system.
- It was agreed by the CSC induction team in response to the evaluations of Aspire tutors and NQTs that the Aspire regional professional learning programme would be updated and transposed once more to a face-to-face format that includes materials that address Welsh Government and CSC priorities. The entire regional offer will be facilitated by the Aspire tutors, so that NQTs will still be working in a supportive network.
- Strengthen QA processes of Aspire aligned to the CSC approach to evaluation of impact.

- The national group will work with the Wales Leadership group to build a 'Preparing for Leadership' programme for post-induction practitioners and further post-induction resources will also be developed by CSC to pilot in 2022-23.
- Develop scenario-based learning resources for use with ITE graduates, NQTs and mentors to address common issues, challenges and fears faced by graduates joining the profession.

Induction Mentors

- The enhanced professional learning offer (both national and regional) for induction mentors will continue and guidance will be written for IMs and headteachers about the funded, enhanced role of the IM. The IM coaching strategy will continue to be developed and led by trained IMs.
- Continue to run the IM network meetings with Hot Topics and keynote speakers to support them in the ongoing challenges of their role and to work for consistency of support across the region.
- Pilot cluster working with IMs for enhanced and bespoke support (including new IMs, new IMs in PRUs and experienced IMs who need support with the enhanced expectations of the role).

External Verifiers/External Mentors

- A new External Mentor (EM) role will be introduced with support offered to those EVs who in turn support NQTs working on supply. The number of supply NQTs will increase now because the NQT placement scheme will not continue for another year. EMs will receive additional training and support and feedback experiences of this new role to help CSC create resources to further support any new EMs joining the team in future.

Case study

🗨 Primary School, Bridgend - Impact statement

As a result of the comprehensive support given to a new induction mentor, two NQTs were given excellent mentoring support and full access to the professional learning available at CSC. The induction profiles of both NQTs were subsequently of a high standard, with deeply reflective accounts of their professional journeys that cited the impact of their professional learning upon their practice.

🗨 Induction mentor and middle - School leader

The induction mentor was new to the role and created a deliberate strategy from the outset to acquire the skills, knowledge and understanding necessary to become a highly effective induction mentor. She therefore accessed every professional learning opportunity offered by CSC, starting by viewing the recording of the new IM conference that had taken place the summer before. She attended the IM briefing in September 2021, three sessions of the Induction Mentor Development Programme and every network meeting.

What does effective mentoring look like?

- Thinking first about what I would need as an NQT
- Keeping in touch with CSC
- Liaising closely with my EV
- Being organised
- Agreeing clear expectations and targets
- Planning to mix mentoring with coaching

What impact did the Aspire programme have back in school?

- The NQTs were in different cohorts, so were able to bring subtly different feedback about learning
- Research projects added into the school's growing suite of action research findings

- The element of agency in the programme resulted in greater independence of the NQTs
- Some great resources on ALN were subsequently adopted for use in the school

What were the biggest challenges you faced as a mentor?

- Ensuring that each NQT had equity despite different contracts
- Developing bespoke pathways to cater to their individual needs
- Looking after their well-being under pressure
- Confidence building
- Finding opportunities for them to develop leadership skills

How has being an induction mentor affected you professionally?

- It was difficult at first to believe that I could support two NQTs to pass induction, but as I immersed myself in professional learning, I realised from speaking to others that I was doing a good job
- I couldn't have done it as well as I did without the wraparound support of CSC
- My ability to organise myself and to start thinking strategically made me a better professional in other aspects of my job
- My headteacher saw something in me that he hadn't before, and I am now going to be doing the CSC leadership programme

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NQT 1 - Employed on a one-year contract with the school

- I trained at Trinity St David's and the information I received from them about induction helped to link the PGCE course with my induction year very well, so I did not feel like I was starting from scratch when I began my first teaching post. It was recommended that I join the CSC QTS Team site at the end of my PGCE and this provided me with the opportunity for a drop-in session where I was given information about what forms needed to be filled in and how to begin induction. I was also invited to visit my school and meet my mentor at the end of the summer term. We stayed connected over the summer and this meant I felt fully prepared to start in September.

- Attending all the NQT professional learning was vital, particularly the briefing as it gave me all the information I needed about the induction process. I really enjoyed the 'Aspire' course and found the playlist resources particularly good. The best feature was the drop-down menu which allowed me time to investigate the resources. It was lovely to talk to other NQTs and discuss different ideas about Assessment for Learning, marking and sharing ideas on professional learning experiences (PLEs). I personally would have liked more on Curriculum for Wales and ALN but I recognise that those are huge topics and there was not time for everything.

- My mentor was great as she was very organised and we had regular meetings where we looked at the standards together.

- She guided me to read the descriptors and write about experiences that would evidence certain descriptors where I had gaps. She made sure I was allowed release time to attend the 'Aspire' course and she arranged opportunities for me in school such as visiting the foundation phase class to see different pedagogy in action which was very helpful. The mentor went to all the training, so she knew what to do and she gave me all the information I needed to complete my induction profile successfully. I liked having targets to work on each term. She set time for me to write PLEs and gave me clear timeframes to write six PLEs each term so I could stay on top of the work and not fall behind.

- My external verifier was lovely, and he did two visits and gave me feedback on my teaching. He and the mentor came to an agreement about my PLEs and how much writing was expected so I knew I had enough evidence to pass.

- If you attend all the sessions and get all the information you need and follow what you are being told then the induction process is a smooth journey – I would tell other NQTs to take responsibility for yourself and be proactive because you are now an adult and a professional and you must be in charge of the process, not expect to be told everything.

NQT 2- Employed at the school via the Welsh Government placement scheme

- I had a very positive experience being mentored through my induction year. I feel that the support and guidance I was given made a big contribution to making my first year of teaching a successful period. Below I have outlined some factors of my experience that I feel were the most beneficial to me in completing my induction.

- My mentor and I would schedule regular meetings to discuss my targets, how I was working towards achieving them and what she could do to support me in this. She was always available for a quick chat or, if I had something more time-consuming to discuss, she was very easy to contact and to make arrangements to meet with. Being able to talk about my development and share my thoughts and concerns regularly, with someone who had been through similar experiences, was a real support and I often felt a sense of relief after meeting. I think that by having these regular meetings, it started to become habit to reflect on what I was doing and what I was working towards professionally and that made it much easier to work on PLEs.

- We would also meet after every professional learning session to discuss what notes we had taken and what we felt we had gained from them. This was good because we were able to share the information we had gained with pinpointed material that was especially relevant to me and my practice. Having a mentor that attended all the PL sessions made me feel like I was getting the most up-to-date information possible, and she was able to ask any questions we had about the PLP and induction as a whole.

- My mentor was very organised, and she gave me a timeline early in the year. We decided on several PLEs I would be able to complete each term and we pinpointed dates that they should be completed by. I found that setting clear expectations and deadlines enabled me to manage my workload, which meant I never felt overwhelmed by the PLEs and I was able to take my time with each one.

- At the end of every term my mentor would read each of my PLEs and provide me with constructive feedback. We would then meet to discuss any queries I had about the feedback or any ideas she had for my development after reading my reflections. I really feel that my mentor took on board the advice and guidance she received in her mentor PL meetings, as she would often quote information given to her and I feel that this meant I was getting the most relevant and useful guidance possible.

- I found a great deal of the professional learning provided by the CSC to be really useful. I was often able to directly take things I learned in the sessions, like techniques and strategies, into practice. I particularly enjoyed hearing other NQTs talk about their experiences and what they were trying out and exploring in their practice. It was nice to hear from people going through the same situation and encountering similar issues as me and see how they were responding to their professional challenges.

- I found it useful when guest speakers would join the meetings – for example, a local ALNCO came to discuss ALN and took time to answer our questions. I took several of her suggestions into my own practice and I saw immediate positive results. As an NQT it could be quite daunting to speak to senior leadership – especially if you're not feeling confident in your practice and you are looking for advice – so having an experienced ALNCO to talk to was incredibly helpful and it gave me the confidence to talk to the ALNCO in my own school.

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LEADERSHIP SUPPORT AND DEVELOPMENT

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Background & objectives

Background & 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.' A key element of this priority is to enhance current and future leadership through a comprehensive pathway'. We have developed a portfolio of leadership development opportunities at CSC, which have all been endorsed by the National Academy for Educational Leadership Academy (NAEL): this reflects their high quality, which has been recognised through robust quality assurance processes.

The suite of professional learning programmes aims to equip our region's leaders with the knowledge, skills, and experiences 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, made up of representatives from each of the consortia in Wales, and delivered regionally. Coaches play an important role in the leadership pathway programmes, with headteachers and deputy headteachers from schools across the region acting as coaches to support our leaders on the pathway. Coaches receive ongoing support from the CSC strategic lead for leadership and attend network sessions on a regular basis to share good practice and offer support. This approach ensures consistency and equity in the delivery of coaching and mentoring to support leadership programmes, with additional specific training in each step of the pathway.

The graphic below illustrates the continuum of leadership programmes offered to colleagues in schools across the Central South region. Click on the image below to find further information on the professional learning available across the region.

Enrolment on programmes

In CSC, we have a robust application and endorsement process for each of the pathway programmes and this ensures that leaders in our region are accessing the correct programme for the appropriate stage of their career. A panel made up of senior staff, reviews and scores each application to ensure that leaders meet the criteria for each programme.

When a candidate demonstrated they did not meet the criteria, feedback was given, and an alternative professional learning route suggested; this may be a level above or below the programme applied for. In addition, unsuccessful applications are contacted the following year and asked if they can resubmit their application.

Evaluations of programmes

All leadership pathway programmes undergo a detailed end-of-programme evaluation following the 'Kirkpatrick'[6] model. The Kirkpatrick model of evaluation seeks to capture how well the programme aims were met, the impact on the participant as a leader and the impact on pupils. These form part of CSC self-evaluation processes and following careful analysis, inform continual development and next steps.

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[6] Further information on the Kirkpatrick Model can be found here

Middle Leaders Development Programme (MLDP)

Middle Leaders Development Programme (MLDP)

The Middle Leaders Development Programme promotes highly effective leadership through self-evaluation and reflection, exploring the relationship between leadership, successful schools and the wider community.

Participants of the programme:

• Develop an understanding of their role as a leader
• Gain a greater understanding of the national reform agenda and its implications for them as a leader
• Develop their practice within the formal leadership standards.

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What have we done this year?

- The MLDP was delivered by schools across the region. All facilitators received training and attended regular network meetings. This ensures good practice is shared and any issues resolved effectively.

- All training materials were evaluated by the CSC Lead of leadership and programme facilitators and the end of the programme with strengths and areas to improve clearly identified.

- Members of the cross-regional leadership group and a selection of facilitators reviewed and updated all training materials to ensure the programme remains relevant.

- In March 2021, due to a high level of interest from schools in our region, an additional application process commenced. The programme was facilitated between April 2021 and February 2022.

- CSC provided funding for 8 schools in the enhanced support category to be part of the MLDP. Although the programmes are free for schools to attend, the additional funding ensures there are no financial barriers to participants attending.

- A new online Education Workforce Council (EWC) feature was launched. All participants are now required to collate tasks, reflections, and their Leadership Standards Review (LSR) in their Professional Learning Passport. This feature continues with participants as they progress through the pathway programmes and supports their reflection against the professional standards. The EWC have held information sessions for facilitators and participants and are a point of contact to support all queries.

Table 8: Comparison of MLDP participants with previous year

Year	Number of applications	Number of participants after endorsement process
2019-2020	108	108
2020-2021	89	70
2021-2022	139	123

It is pleasing to see that the number of participants in the programme has recovered well in 2021-22, compared to the previous year when we believe numbers were affected by the pandemic (Table 8).

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What evidence of impact do we have?

The 2021-22 cohort completed the programme in late summer term 2022 and participant feedback on their engagement with the programme is summarised below:

Impact on individuals as leaders

- **100%** indicated that the professional learning met their expectations, and they would recommend the programme to colleagues. Around half indicated they would have preferred a face-to-face element to the programme.

- **100%** said they had improved as a leader and could give examples. Areas referenced of particular value included:
  - Acquisition of skills needed to put leadership into practice
  - Improved confidence in leading whole-school change
  - Deeper understanding of school budgets
  - Support in managing difficult conversations
  - New skills for mentoring and coaching staff
  - Developing a whole-school perspective
  - Increased awareness of how teaching and learning affects whole-school data

- **96%** said they felt more confident in their role as a middle leader and **68%** said they now felt very confident in their leadership role.

Impact on pupils and school

- Nearly all carried out a leadership experience task linked to a school improvement target.

- **84%** have shared or plan to share their Leadership Experience Task (LET) with colleagues in their organisation and nearly all indicated that the LET had a positive impact on pupils, providing a range of examples.

- Many made reference to being better able to support colleagues in their individual classroom practice.

- Participant feedback comments were very positive and included:

> "My facilitator was extremely approachable as well as knowledgeable, which I felt was very important".

> "The content of this course was varied and extremely interesting".

> "I thought the course was thought-provoking and very engaging. I'd highly recommend".

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A long-term evaluation focusing on the impact on participants from 2019-20 and 2020-21 has been completed. Participant feedback was very positive and summarised below:

Impact on the individual as a leader

- **100%** said they had improved as a leader and could give examples.
- **94%** stated that the programme had improved their confidence as a leader.
- **45%** of participants had moved into a different role or undertaken additional responsibilities since undertaking the programme.
- **100%** of these participants stated that their new role had greater responsibility.
- **100%** stated that the programme helped equip them with the skills needed for the new role.
- **98%** would recommend the programme to a colleague.
- **85%** are interested in undertaking the Senior Leader Development programme.

Impact on pupils and school

- **75%** of participants shared their LET presentation with others in their organisation e.g. Senior Leadership Team, governors and staff.

- **83%** stated that the Leadership Experience Task had an impact on the wider school community, other pupils, classes and a cluster of schools. Some examples of the impact from the LET are as follows:

'The LET has formed the basis of our well-being action plan and has ensured that well-being is at the heart of all we do and is not cast aside by learning catch up.'

'Children are enjoying maths sessions that are more practical and worthwhile to their learning.'

'Many pupils can explain how they demonstrate the 'Four Core Purpose' attributes and how this benefits their learning. They are also able to discuss how the Four Core Purposes will benefit them in real-life situations and when they are older. Teachers are seeing an improvement in key areas e.g resilience, empathy.'

'Pupils benefitted from high impact teaching and learning in the classroom.'

'All teachers have profiled their classes, written action plans for the class and identified individual learners who need to be considered for 1:1 or small group Thrive support. The profile scores for all classes increased showing an improvement in their emotional and social well-being.'

Additional comments about the programme included:

'The MLDP has been the most valuable programme I have taken part in and has played a key part in my development as a leader. I often look back at my notes on some of the modules to help with situations I face in school.'

'The sessions were incredibly useful in helping to build my confidence, and also my knowledge of effective leadership.'

'The course was very beneficial and provided me with avenues for further reading and development in my own time. The course provided an insight into topics that I would never have otherwise thought about e.g. budget.'

Next steps

- To continue to evaluate the Middle Leaders Programme and make refinements to the programme considering feedback and educational developments. For example, with a return to face-to-face in 2022-23, are the modules fit for purpose and do they reflect the most recent changes and support documents such as the school improvement guidance and accountability framework?
- Ensure participants are familiar with and benefit from using the Professional Learning Passport developed by the EWC.
- Quality assure existing facilitators.
- Build capacity by recruiting new facilitators.

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Senior Leader Development Programme (SLDP)

What have we done this year?

- As with the MLDP, the SLDP was also delivered by schools across the region. All facilitators have received training and attend regular network meetings. This ensures good practice is shared and any issues resolved effectively.
- The 4 cohorts of SLDP were scheduled to start in September 2021. However, due to the pandemic it was decided to delay until January 2022. All sessions were rearranged and completed within the original time scales, finishing June 2022.
- All training materials were evaluated by the CSC Lead of leadership and programme facilitators and the end of the programme with strengths and areas to improve clearly identified.
- Members of the cross-regional leadership group and a selection of facilitators reviewed and updated all training materials to ensure the programme remains relevant.
- As part of the programme delivery, all participants on the SLDP were assigned a leadership coach. Coaches are currently serving senior leaders from school across the CSC region.
- All coaches participate in network meetings have taken place. Good engagement from all participants has been reported by facilitators and coaches.

- CSC provided funding for 5 schools in the enhanced support category to be part of the SLDP. Although the programmes are free for schools to attend, the additional funding ensures there are no financial barriers to participants attending.
- A new online Education Workforce Council (EWC) feature was launched. All participants are now required to collate tasks, reflections, Leaderships Standard Review (LSR) etc. in their Professional Learning Passport. This feature will continue with colleagues as the progress through the pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants and are point of contact to support all queries.

Table 9: Comparison of SLDP participants with previous years

Year	Number of applications	Number of participants after endorsement process
2020-2021	88	69
2021-2022	72	66

*The SLDP programme commenced in January 2021 so there is no data available prior to this date

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What evidence of impact do we have?

The Senior Leader Development Programme has met the threshold criteria for endorsement with the National Academy for Educational Leadership (NAEL). This reflects the high-quality content and delivery model.

The number of participants on the SLDP programme has remained largely the same over the last two years. Delegates on the 2021-22 Senior Leader Development programme completed all modules in late summer term 2022. A full and formal evaluation of this programme is currently being undertaken. Of the feedback received from participants thus far:

Impact on the Individual

- **100%** stated that they had improved as a leader. Some examples are shown below:

- **95%** said that the programme has improved their confidence as a senior leader.

- **95%** stated that they felt confident that the programme has equipped them with the knowledge and skills an effective senior leader should know and be able to adopt.

- **95%** also felt confident that the programme has provided them with the leadership behaviour to become an effective senior leader.

- **85%** felt confident that the programme has enhanced their understanding of National Reform and its implications on them as senior leaders.

- **100%** would recommend the programme to a colleague.

'I have become more reflective and been able to look at my own approaches to leadership. This has made me think more about how to balance the approaches and use more direct leadership at times. Added to this, it has clearly demonstrated the need for me to shift from a mentoring role to a coaching role in many situations. I have gained knowledge in areas such as budget, strategic decisions and performance management.'

'The course helped me to be a lot more reflective of my own leadership style and practice. It has helped me to consider my style of leadership moving forward in order to become a more effective and successful leader. The opportunity to network with colleagues in other schools was valuable and essential in order to develop my own confidence in and understanding of what is involved with being a senior leader. These professional connections have continued as I have plans to meet with a digital leader from a cluster partner school to discuss ways forward with digital skills in our schools. I recently applied for, and was offered, a permanent post on our Senior Leadership Team. I was able to reflect on a lot of my own learning and development from the SLDP in my interview and will continue to do so moving forward in my role in September.'

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Impact on pupils and school

- **95%** of participants shared their Leadership Experience Task (LET) presentation with others in their organisation e.g. Senior Leadership Team, governors and staff. Examples of the Leadership Experience Tasks completed by delegates include 'Leading Curriculum Design', 'Developing and Implementing a Consistent Approach to Behaviour in a School' and 'Working towards Anti-Racist Practice (supporting Wales' anti-racist pledge for 2030)'.

- **89%** of participants stated that their LET had a positive impact on pupils in their school with a very few stating that it was too early to measure any impact yet. Some examples of the impact of LETs had on pupils are:

'I have worked with the lowest achieving 40 pupils in each year group across the school, 200 pupils in total. The aim was to raise aspirations, build confidence and help pupils make progress following Covid. The use of the ALPs programme has been extremely effective developing pupils' softer skills of resilience, growth mindset, study skills, etc. I have led 10 progress recovery leaders, 2 in each year group. We have run weekly after-school sessions for over 200 pupils across the school. Between September to December 52% of our pupils went from achieving the lowest Attitude to Learning scores in the year group (3 and 4) to achieving a 1 or a 2. From January to Easter another 64 pupils made progress and came off the programme. It has been a very successful programme developing pupils' attitudes to learning in the classroom following Covid. It has made such a positive impact that it will be staying for the next academic year.'

'The LET has had a significant impact on learners in terms of them developing schema, learning, understanding and applying what has been taught through retrieval and equity and excellence for all learners due to the focus on improving pedagogy and having a shared language. Learners also are confident talking about their learning and understanding how they learn due to the implementation of metacognition and a language of learning with progressive verbs.'

'Improvement in the quality of provision in terms of universal provision in the classroom. Equitable experiences for all pupils in school. Greater understanding of the views and wishes of pupils through a PCP approach.'

Additional comments about the programme included:

'The overall delivery by the facilitators was excellent. Being able to share ideas with other schools was also much needed considering the fact that we haven't been able to do that much sharing over the last few years. Personally, as far as modules went, I enjoyed and had most benefit from Leadership styles and behaviours.'

'The coaching and mentoring session in particular was a highlight but generally the way the facilitators delivered the course was most helpful to me.'

'Being able to have an open and honest dialogue with my peers but to evaluate discussions with the facilitators was excellent, as their insight and depth of knowledge was hugely beneficial and allowed me the opportunity to think more deeply about the various aspects covered in the modules.'

Next steps

- Carry out a full and formal evaluation of the 2021-2022 programme.
- Following evaluation, make amendments to the programme delivery and content as needed.
- Develop a longer-term cross-regional evaluation of the programmes. There is continued 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.
- Ensure participants are familiar with and benefit from using the Professional Learning Passport developed by the EWC.

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Aspiring Headteacher Development Programme (Leading to NPQH)

What have we done this year?

- The Aspiring Headteacher programme was delivered by CSC's Lead for Leadership in partnership with experienced headteachers facilitators from across the region.

- Cohort 1 January 2021 to October 2021 have completed the development part of the programme. All participants were invited in the autumn term of 2021 to register their intent to undertake the National Professional Qualification for Headship (NPQH) assessment in February 2022. 55 out 64 participants registered their interest and were assessed in February 2022. More details on these participants will be covered in the National Professional Qualification for Headship section of this report. Three participants started the development part of the programme but subsequently withdrew. Six participants have chosen to postpone application for assessment for NPQH to a future date.

- Cohort 2 January 2022 to October 2022. 4 participants have completed the development part of the programme. It is expected that participants will move onto the NPQH Assessment Centre in February 2023. Expressions of interest to go forward to the NPQH assessment closes on 24 November 2022.

- As part of the programme delivery all participants on the ASHT were assigned a leadership coach. Coaches are serving headteachers from schools across the CSC region.

- Leadership Coaches supported aspiring headteachers to:
  - Network with aspiring headteachers from across Wales
  - Collaborate with peers through Hwb and Microsoft Teams
  - Become more familiar with the teaching and leadership standards
  - Evidence their leadership practice by using the "Leadership Standards Review, LSR"
  - Prepare for the requirements of the NPQH assessment

Table 10: Comparison of ASHT programme participants with previous years

Year	Number of applications	Number of participants after endorsement process
2020-2021	80	64
2021-2022	44	42

What evidence of impact do we have?

- Participants on the Aspiring Headteacher Development programme 2021-22 completed their final module in October 2022. A full and formal evaluation report via the Kirkpatrick model will be completed later in the autumn term. Of the participants who completed the 2020-21 programme.

- **90%** **moved onto the NPQH assessment.**

Next steps

- Develop a bank of effective leadership coaches that can continue to support the SLDP programme.
- Evaluate the professional learning element of ASHT for 2021-22 cohort.
- Contribute to Welsh Government's (WG) independent review of the ASHT and NPQH in Autumn term 2022 led by Professor Mick Waters.

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NPQH Assessment

What have we done this year?

- During 2021-22, the cross-regional group successfully reviewed and revised the National Professional Qualification for Headship (NPQH) programme to include reference to the National Mission Education Reform Enablers.

- NPQH has been successfully facilitated by CSC online for the past 2 years. The assessment centre will return to an in-person format in February 2023.

- The CSC Lead for Leadership delivered training to panel members and successfully managed the assessment centre timetable and operation. All panel members received induction support and followed a rigorous process, detailing all responses given by the candidates and decisions made by the panel.

- An additional assessment centre opportunity was held in June 2022. This was offered to candidates from the 2020-21 cohort who deferred their assessment from February 2022. However, only 1 candidate decided to take up the opportunity to be assessed in June 2022.

- An evaluation report has been written for CSC and LA directors on the outcomes of the assessment centre. A report has been written on the long-term impact of NPQH, analysing the destinations of all candidates since 2011. This is shared with CSC and LA Directors.

Table 11: Comparison of NPQH participants with previous years

Year	Number of Candidates Assessed	Number of Successful Candidates	Number of Unsuccessful Candidates
2020-2021	27	22	5
2021-2022 (February Assessment Centre)	55	44	11
2021-22 (June Assessment Centre)	1	1	0

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What evidence of impact do we have?

At the assessment centre that took place in February 2022, 55 candidates were assessed. Following regional and national moderation, 44 candidates were successful in meeting the standards and 11 candidates were unsuccessful. An additional candidate was successful at the June 2022 assessment centre. An analysis of the evaluations collected demonstrates a strong satisfaction in the February 2022 NPQH Assessment Centre. This is confirmed by the fact that **80%** of CSC participants met the standard in 2022; the fact that **20%** did not meet the required standard demonstrates the robust nature of the assessment centre process. Assessors and coordinators both reported in moderation that there remain concerns over endorsement of candidates that gain access to the programme. Many candidates not meeting the standards at assessment centre were not in a role where headship would be their next step and therefore lacked whole-school strategic experience. As a result, the endorsement criteria have subsequently been refined to mitigate against the endorsement of candidates where headship is not their next step.

Table 12: CSC NPQH Data 2016-2022

|	Number of candidates assessed	Number of candidates MET	Number of candidates NOT YET MET
2021-2022	56	45	11
2020-2021	27	21	6
2019-2020	43	37	6

The information in Table 12 illustrates that the number of candidates in 2021-22 was more aligned to pre-Covid levels.

CSC has a strong and sustainable collaborative model for the delivery of NPQH across our region. In addition, our impact evaluation model allows us to reflect and refine the programme with our cross-regional counterparts to ensure Wales continues to have high-quality leaders to enrich the lives of all pupils.

Leadership Coaches successfully supported aspiring headteachers to become more familiar with the teaching and leadership standards and to evidence their leadership practice through their use of the Leadership Standards Review (LSR). They also helped candidates prepare for the requirements of the NPQH assessment day. Feedback from the participants indicated engagement with the Peer Support Network and Leadership Coach was a positive feature of the programme. Although participant feedback on this support was mostly positive, it does reference the ongoing challenge caused by the pandemic.

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Next steps

- Contribute to Welsh Government's (WG) independent review of the Aspiring Headteacher programme and NPQH in autumn term 2022 and respond to recommendations.

- Closely monitor the development of the aspiring headteacher - preparation for NPQH programme to ensure consistency across Wales in line with WG and Ministerial priorities.

- Develop a bank of effective leadership coaches that can continue to support NPQH candidates and ensure that the training for leadership coaches is consistent across Wales.

- A return to face-to-face facilitation of NPQH assessment process has been agreed for February 2023.

- Develop systems and processes to track leaders' career progression from NPQH to headship.
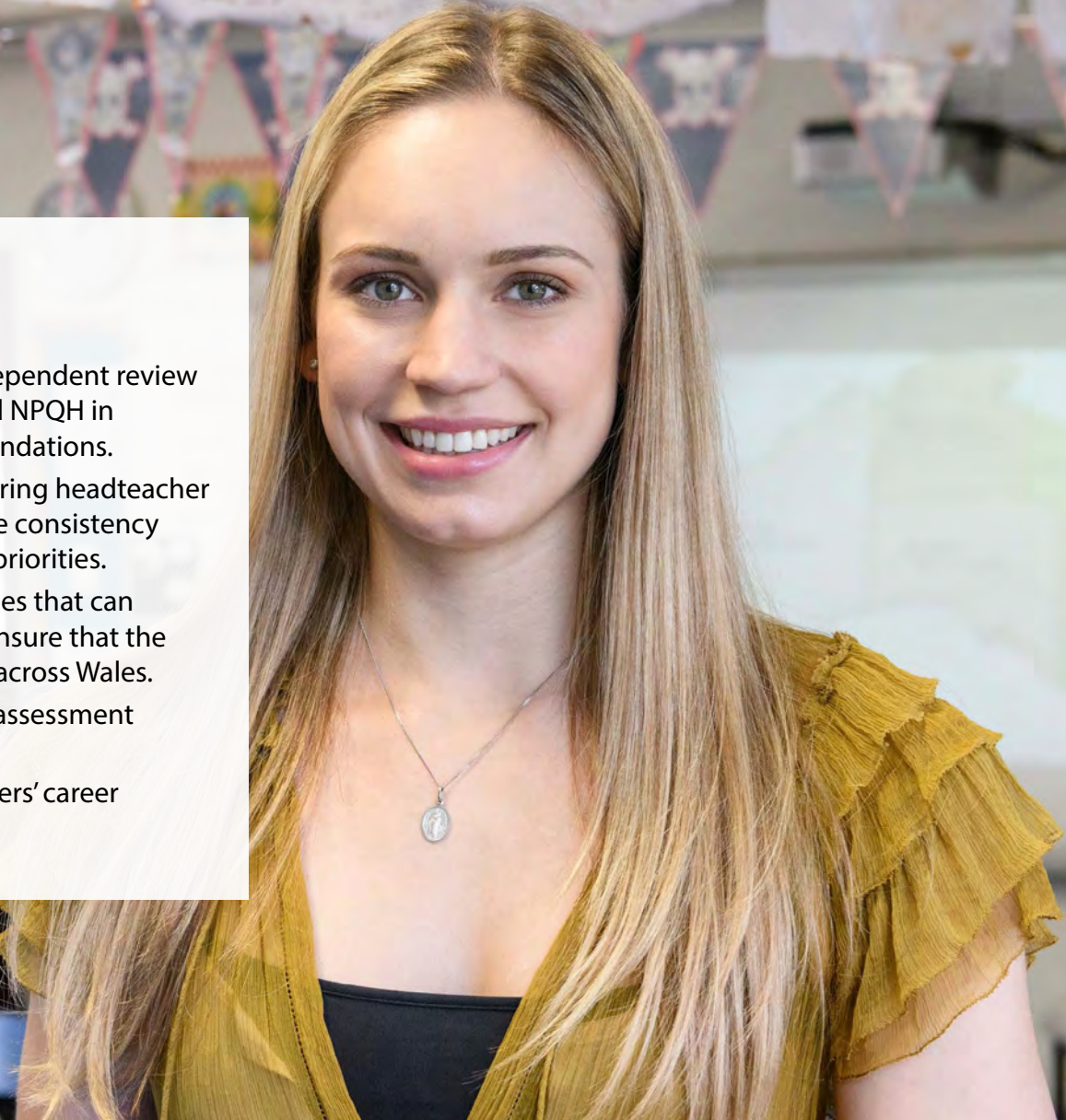
New and Acting Headteacher Programme

What have we done this year?

- The New and Acting Headteacher Programme started in 2019 and has been well received. It is a 2-year rolling programme and is now in its 4th cohort.

- The five modules of the programme have been delivered by a blend of cross-regional leads, keynote speakers and experienced headteachers from the CSC region.

- The programme has been endorsed by the National Academy for Educational Leadership (NAEL).

- The CSC region organised the first of the four national sessions this year. Four of the regional sessions have been delivered by CSC's Lead for Leadership with good practice examples from our region's schools and headteachers enhancing the programme.

- Cohort 3 of the programme completed their final module in June 2022.

- Cohort 4 began the programme in November 2021 and will complete the programme in June 2023. Excellent feedback has been received from the attendees to date.

- Headteachers from cohort 2 of the programme have been used to deliver in regional sessions to cohort 4.

- All programme material has been revised and a new programme developed within endorsed guidelines. The programme now consists of national and regional events closely linked to professional standards for teaching and leadership. For example,
  - A leadership coach has been assigned to all participants of the programme.
  - Leadership coaches have received bespoke training and attend network meetings with participants.
  - Network meetings have taken place with good engagement from all participants reported by facilitators and coaches. Network meetings provide participants with the support and opportunity to discuss with colleagues the issues and challenges that new and acting headteachers face each day.

Table 13: Eligible participants since programme begun

Year	Eligible participants for the programme
December 2019 June 2020 (cohort 2)	33
December 2020 June 2021 (cohort 3)	32
December 2021 June 2022 (cohort 4)	29

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What evidence of impact do we have?

- **100%** of participants agreed that the web-based distance learning modules developed their understanding in relation to their role and many strongly agreed with this.

- **100%** indicated the modules were relevant and engaging.

  Feedback to date shows a rating of **4.6/5***

- As a result of the professional learning, all participants reported action they would take as follows:
  - Evaluate how well the school mission is shared
  - Ensure engagement from wider stakeholders in the vision
  - Explore ways in which collaboration can support the school to move forward
  - Strengthen cluster working to develop our school's curriculum
  - Reflect on effective ways to use 'Schools as a Learning Organisation' to support and guide school improvement.

Next steps

- Begin programme for 2022-23 (cohort 5)
- Develop a bank of effective leadership coaches that can continue to support this programme
- Complete an end-of-programme evaluation for cohort 3
- Review and update training materials with national group
- Complete an end-of-programme evaluation report as cohort 4 finishes module 5 (June 2023)

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Experienced Headteacher Programme

What have we done this year?

The programme is delivered by an external company 'Eliesha Wales'. Participants usually complete a 360^0 review, followed by an in-person debrief session. Participants then attend a 2-day residential meeting in the spring and are allocated a coach, followed by a second residential later in the summer term. However, this programme was significantly affected by the pandemic due to the nature of delivery via an external provider within a residential experience and was placed on hold for the 2021-22 academic year. There were originally four cohorts of 20, across the regions, one of which should have been Welsh Medium. However, only one cohort attended a face-to-face residential which took place a few weeks before lockdown in March 2020. The programme was then paused, and the materials were redesigned to be delivered virtually.

What evidence of impact do we have?

All regions have agreed to enable the current cohort of headteachers to complete the programme before inviting others to join. This will allow it to be fully evaluated and refined based on participant feedback.

Next steps

- Cohort 1 to complete the current programme via a residential module in November 2022.
- Cross-regional group to evaluate the effectiveness and 'value for money' of the programme.

System Leaders Development Programme

System Leaders Development Programme

Developing system leadership is critical to support our schools in curriculum and wider education reform and achieve equity and excellence for all.

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What have we done this year?

- Applications were invited from experienced headteachers across Central South Consortium to develop as System Leaders in September 2021. 22 applications were received for the programme with 14 selected following application and a robust interview process.

- New System Leaders received professional learning from CSC through a comprehensive training schedule in the autumn term 2021 and following their evaluation, received further training in the spring term of 2022. Examples of the professional learning delivered to System Leaders included 'Situational Leadership' and 'Enabling Equity and Excellence'.

- The successfully appointed system leaders were made available for deployment across the region to support schools requiring improvement as part of a regional pilot. They have also represented CSC, as appropriate, on policy development groups and forums, both regionally and nationally. These system leaders all have:
  - a proven track record of excellent leadership whilst developing their school as a learning organisation.
  - trained in coaching and mentoring and have experience of developing a culture in their own settings.
  - experience of managing significant change in their own settings.
  - 5 years' experience as a successful headteacher.

Comparison with previous years

As this is a new programme, no comparative data is available from previous years.

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What evidence of impact do we have?

Impact on Individuals

Following the professional learning provided to newly recruited System Leaders, evaluations indicate a very high degree of satisfaction from participants. Examples of some of the feedback provided by participants are shown below:

> 'I found the 'Enabling equity and excellence document' very useful as a tool that can be used to support school improvement and also the 'adaptive capacity' model.'
>
> 'This was very useful in terms of raising awareness of the most up-to-date advice CSC are providing around the new curriculum, the resources that have been produced and are available to support schools and the professional development opportunities that can be accessed and applied for.'
>
> 'Working with other headteachers and having the time to reflect and discuss issues facing schools at the moment. The session I attended with Alma Harris was really interesting. It has been really beneficial to receive training to develop myself. Recent times have curtailed this and it was lovely to stretch my mind again.'
>
> 'All of the sessions have been extremely beneficial - personally and to support the role. Valuable network links too.'

Impact on Schools

Due to the ongoing challenges of the pandemic, there was a delay in deploying the system leaders. Deployment mainly took place late spring and summer term 2022. Deployment procedures have been developed and to date 6 deployments have taken place. Improvement Partners work closely with their school's system leader to evaluate the impact on leadership in their schools over a period. A formal evaluation capturing the impact system leaders will be completed before the end of the financial year.

Next steps

- Monitor the deployment of System Leaders through the newly developed bespoke system
- Evaluate the impact of system leaders' work in schools
- Recruit 5 new system leaders to reflect demand in the spring term 2023
- Provide an induction programme for new system leaders

There is a valuable core element to each of the programmes (MLDP through to NPQH), where the participant undertakes a 'Leadership Experience task' (LET). As well as developing their leadership skills through attendance at the development modules, participants are also expected to put this into practice by identifying and undertaking a LET. The LET is a whole-school project that the participant leads on and is linked closely to their school's Improvement Plan. They are supported in this work by their internal school mentor on the middle leadership programme and by an external leadership coach on all other programmes. Participants write up this project formally and present to their peers as part of the assessment criteria for the programmes. The impact on pupils and how participants reflect on their development as a leader is evidenced and evaluated. However, for NPQH candidates this element is also formally assessed at the panel interview stage.

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Case study

Reflections of a Senior Leader following participation in the National Senior Leader Development Programme, facilitated by Cardiff High School (2021-22) (A senior leader from a Primary School RCT)

Context

When I embarked on the Senior Leader Development programme in September 2021, I worked as a primary school teacher in a different local authority and had previously accessed middle leader professional learning from a private company many years ago.

I had been a TLR holder for several years, leading on a broad range of school improvement areas, which over time, included health and well-being, Welsh and provision for more able and talented pupils. I was ambitious for a more significant leadership role and whilst I recognised the need to potentially change school and local authority to achieve this, participating in this programme gave me the confidence and reassurance to do so.

In April 2022, I was delighted to be successfully appointed as the school ALNCo in an RCT school and feel I have grown considerably as a leader during this process.

Reaction

One of the best parts of the programme was the discussion with the course presenters, who were both excellent, and the other participants. The programme was delivered online via Teams in half day sessions due to the ongoing impact of the Covid-19 pandemic. Although not ideal, this approach really suited me and we still managed to participate in worthwhile discussion via the breakout rooms.

I would definitely recommend this programme to my colleagues as it really encouraged me to think outside of my comfort zone and to challenge myself, my thinking and my values. The facilitators were really experienced and informative, they continuously questioned us and made us think and access to a leadership coach was really helpful.

I have to say the programme delivery of our cohort was excellent but there seemed to be inconsistencies between what I received and what friends of mine experienced elsewhere, where it appeared more casual with less focus on the presentation at the end.

On reflection, participating in the programme gave me the confidence to apply for new jobs and the coaching and mentoring sessions were particularly useful in supporting this.

Learning

In terms of new learning, each of the modules reflected the national reform agenda and as such, were very relevant to my role and leadership aspirations. We had sessions on vision and values, leading pedagogy, collaborating with others and coaching and mentoring.

We were also encouraged to choose a Leadership Experience Task (LET) that linked to our SIP and for me this related to an important health and well-being target aimed at reengaging children in clubs and reconnecting following lockdowns and learning from home. I not only shared the impact of my work with other participants on the programme, but also with colleagues and governors back in school. Hearing other practitioners LETs was also an extremely valuable experience.

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Behaviour

Most importantly, the programme helped me navigate and understand my own values during a period of significant change in leadership in my then current school. The timing of this support was extremely beneficial to me and gave me a safe space to explore this in more depth, away from school. It helped me recognise my own strengths as a leader, my vision and my values. It has also helped me understand how I effectively support others and how I can further improve this using the coaching and mentoring techniques shared.

Results

This experience was well timed for me as I was ready for the next move and have since taken on more responsibility in a new school where we all share a similar vision and values. I'm now leading colleagues across the school to support children with additional learning needs, ensuring classroom provision, pedagogy and practice is consistent and of a high standard. This is already having a wider positive impact on many pupils.

I would definitely recommend this as a professional learning opportunity for others in a similar situation.

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CENTRAL SOUTH CONSORTIUM

REPORT FOR JOINT COMMITTEE

28TH MARCH 2023

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – CSC Self-Evaluation Presentation

Author: Louise Blatchford, Deputy Managing Director

1. **PURPOSE OF REPORT**

- To provide Members with a presentation on the process of self-evaluation at CSC

- To provide Members with identified strengths and areas for development as a result of self-evaluation activity for consideration.

2. **RECOMMENDATIONS**

    It is recommended that Members:

- Note the process of self-evaluation at CSC; and

- Consider the areas of strengths and areas for development by CSC

- Approve these areas of development for inclusion in operational planning for 2023/24.

3. **BACKGROUND INFORMATION**

- Central South Consortium acts on behalf of the five local authorities within the region 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.

- On an annual basis, the Managing Director presents the outcomes of self-evaluation activity to all governance groups in CSC for consideration and approval.

- In addition, a workshop will be held with Chairs from all governance groups on 31st March 2023 at the Valleys Innovation Centre

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

28TH MARCH 2023

CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

List of background papers

Freestanding matter

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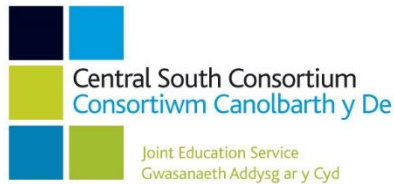
CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

28 MARCH 2023

CENTRAL SOUTH CONSORTIUM RISK REGISTER

REPORT OF THE DIRECTORS OF EDUCATION

Author: Louise Blatchford, Deputy Managing Director

1.0   PURPOSE OF REPORT

1.1   To provide Members with an update on the corporate risk register of Central South Consortium.

2.   RECOMMENDATIONS

Following a meeting of CSC Management Board on the 17th February 2023, Members of the Management Board (which includes the LA Directors and CSC SMT), recommend the following to the Joint Committee:

2.1   Consider and approve the revised corporate risk register for Central South Consortium, which aligns to the updated Risk Management Policy (September 2022)

3.0   BACKGROUND

3.1   The Consortium revised risk management policy was presented to Directors and was accepted and agreed in the October CSC Management board meeting.

3.2   The policy outlines how risks reported in the Operational Plan are categorised into themes and considered how to treat i.e. moved to an issue log to manage locally or escalated to the corporate risk register.

3.3   The approach is embedded within the annual governance cycle to ensure clarity regarding policy and process.

3.4 The core senior leadership team review the risk register regularly and propose changes to the CSC Management Board on a regular basis.

3.5 It is the Joint Committee that determines whether changes to the risk register should be made, following recommendations from the CSC Management Board.

3.6 The fourth quarter of the 2022/23 cycle of business planning for Central South Consortium has included a review of the organisations risk register in light of the revised risk policy   The updated risk register has been recorded within the risk change template which is included as an appendix to this report.

4.0 OPTIONS

4.1 Members of Joint Committee may choose to examine in more detail specific aspects of the risks identified by CSC, related actions and mitigating factors.

5.0 IMPLEMENTATION ISSUES – COSTS, TIMESCALES ETC.

All implementation issues are outlined in relation to specific risks.

6.0 LINKS TO CSC BUSINESS PLAN AND RISKS

Relate directly to all aspects of the Central South Consortium Risk Register reviewed in conjunction with the business plan monitoring process.

7.0 BACKGROUND PAPERS

Central South Consortium Corporate Risk Register December 2022 **(Appendix A)**

Central South Consortium updated risk register March 2023. **(Appendix B)**

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Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Organisation (View Sources of Strategic Risks for examples)	Current / Existing Controls to Manage the Risk	Assessment of Risk for 2022/23 Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely -	Risk Score (Impact x Likelihood)	Response to Risk	Action(s) Required to Manage the Risk (Mitigate/Reduce/Increase Risk to an Acceptable Level)	Start Date	End Date	Comments	Action Owner	Short Term (Between 1 & 5 years)	Medium Term (Between 5 and 20 years)	Long Term (Between 20 & 35 years)	Risk Owner	Team Members	Key Partners
1	Lack of clarity around short/medium term funding from WG	Delay in receiving confirmation of funding from WG & Local Authority Contributions	Inability to fund planned projects and deliver objectives to meet agreed outcomes.	**POLITICAL** Failing to set a balanced budget. Failing to deliver the Consortium's priorities as set out in the business plan	Continue to work with Welsh Government on long term funding proposals to ensure delivery of business planning over 3 years. Joint Committee agreed to indicative three-year funding model for CSC in January 2020 with respect of LA contributions.	4	4	16	Tolerate	Continue to work closely with WG officials. Medium term grants received in 22/23 however with many TBC and indicative figures to work with.	1st April 2022	31st March 2023	Financial risk and affordability of future service needs, significant risk to ability to afford staffing structure. Due to the current financial climate, CSC are in further discussions regarding LA contributions which may override the previously agreed MTFP	Business Manager	In the short term CSC may not be in position to afford required salary structure	Yes, as this risk could always occur.	Yes, as this risk could always occur.	Deputy Managing Director	Finance Team & RCT Finance team inc Section 151 officer	Welsh Government, Local Authorities
2	Implementation of Curriculum for Wales: Schools' capacity, knowledge and experience to plan a curriculum that ensures progression in knowledge and skills across the 3-16 continuum.	Extensive reform across all areas of education. Impact of COVID in recent years for schools to engage in professional learning. Staffing capacity in schools. Expectation of all teachers as curriculum designers.	Inability to deliver aspects within the Business Plan Priority 1 as well as obligations within grant terms and conditions	**POLITICAL** Failing to deliver: UK, Welsh Government and/or Local Government Policy. The Consortium's priorities as set out in the business plan Projects on time, to cost and to the right quality. The public perception of the organisation's efficiency and effectiveness.	Regional professional learning opportunities informed by intelligence to meet the needs of schools and the system in curriculum design, including: o Schools' improvement priorities o Bespoke support analysis – requests and evaluations o Regional surveys and intelligence, e.g. CfW survey, SIPLs o WG intelligence/ grant T&Cs o National network conversations o Regional recommendations, e.g. Estyn, Children's Commissioner o PL evaluations and reports Regional professional learning opportunities further developed to focus on curriculum design and school sharing their practice, e.g. Curriculum Design Programme, CSC CFW Conference. Restructure of identified areas of the CSC curriculum and professional learning team to ensure expertise and capacity in all areas of the curriculum. Refinement of the Central South Wales Challenge (CSWC) including: o Collaboration funding for all schools to enable collaborative working within and beyond their school. o Lead Practitioners to increase capacity and expertise to support PL and bespoke support for all schools in the region. CSC staff PL programme for all school improvement staff develops knowledge, skills and confidence in understanding and supporting curriculum design. CSC staff to continue partnership working work with WG, regional consortia, local authorities and schools on curriculum PL, guidance and resources.	3	3	9	Treat	Further recruitment in identified areas of the CSC school improvement team and CSWC lead practitioners to ensure expertise and capacity to meet the needs of schools and the system in curriculum design. Refined system of bespoke support to further meet the needs of school and clusters in curriculum design development and delivery. Revision and relaunch of national CfW PL programme, including sharing of practice from schools. Introduction of regular drop-in sessions and/or network meetings related to CFW and priority areas, e.g. leaders of learning and curriculum, RSE, foundation learning, etc. Further refinements to communications on CSC PL and support opportunities to ensure all schools know about CSC support, e.g. video for cluster support offer, special bulletins, networking booklet. Further strengthen partnership working with and reporting to LAs on CfW.	1st April 2022	September 2023	Financial challenges in schools affecting capacity to engage in PL and support, and/or to contribute to the CSWC, e.g. lead practitioners.	Head of Curriculum and Qualifications	Yes, due to timelines of implementation of CfW and impact of COVID	Yes, due to timelines of implementation of CfW and impact of COVID	No	Assistant Director Curriculum & Professional Learning	Curriculum and Professional Learning officers	Welsh Government, Local Authorities, Regions
3	Implementation of Curriculum for Wales: Engagement of all schools within a cluster in curriculum design to ensure progression across the 3-16 continuum	Reluctance of small amount of schools to engage with their cluster. Staffing capacity in schools. Impact of COVID in recent years for schools to engage with their cluster. Qualifications reform.	Inability to deliver aspects within the Business Plan Priority 1	**POLITICAL** Failing to deliver: UK, Welsh Government and/or Local Government Policy. The Consortium's priorities as set out in the business plan Projects on time, to cost and to the right quality. The public perception of the organisation's efficiency and effectiveness.	o CSWC model includes collaboration funding for all schools to enable collaborative working within and beyond their school including their cluster. o PL, resources and bespoke support available to support clusters in curriculum design.	3	2	6	Treat	Refined system of bespoke support to further meet the needs of school and clusters. Further refinements to communications on CSC PL and support opportunities to support cluster working, e.g. video for cluster support offer.	1st April 2022	September 2023		Principal Improvement Partner Pedagogy & Professional Learning	Yes, due to timelines of implementation of CfW and impact of COVID	Yes, due to timelines of implementation of CfW and impact of COVID	No	Assistant Director Curriculum & Professional Learning	Curriculum and Professional Learning officers	Local Authorities
4	Implementation of Curriculum for Wales: Schools' understanding of assessment within Curriculum for Wales, and their capacity, knowledge and experience to plan for assessment	Extensive reform across all areas of education, including Curriculum for Wales and assessment and accountability arrangements. Impact of COVID in recent years for schools to engage in professional learning. Staffing capacity of schools.	Inability to deliver aspects within the Business Plan Priority 1 and 4 as well as obligations within grant terms and conditions	**POLITICAL** Failing to deliver: UK, Welsh Government and/or Local Government Policy. The Consortium's priorities as set out in the business plan Projects on time, to cost and to the right quality. The public perception of the organisation's efficiency and effectiveness.	Regional professional learning opportunities further developed to focus on assessment and school sharing their practice, e.g. Curriculum Design Programme, CSC CFW Conference. CSC staff PL programme for all school improvement staff develops knowledge, skills and confidence in understanding and supporting assessment. CSC staff to continue partnership working work with WG, regional consortia, local authorities and schools on assessment PL, guidance and resources.	4	4	16	Treat	CSC staff and schools' participation in CAMAU project. Development of further PL opportunities related to assessment. Revision and relaunch of national CfW PL programme, including modules for senior and middles leaders on assessment and progression. Introduction of regular drop-in sessions and/or network meetings related to CFW, including assessment. Further strengthen partnership working with LAs to ensure system understanding of assessment in CfW.	1st September 2022	September 2023		Principal Improvement Partner for Curriculum Cohesion and Assessment	Yes, due to timelines of implementation of CfW and impact of COVID	Yes, due to timelines of implementation of CfW and impact of COVID	No	Assistant Director Curriculum & Professional Learning	School Improvement officers	Welsh Government, Local Authorities, Regions
5	Progress and attainment of eFSM pupils compared to non eFSM pupils particularly more able pupils. Availability and reliability of data. Impact of covid on eFSM pupils including: Literacy Numeracy Well-being Attendance Exclusions	Failing to meet the needs of disadvantaged leaners in the region	This will not effect what CSC are doing in terms of objective 3 and its objectives.	**SOCIAL**	Professional learning linked to teaching and learning and improving outcomes for all learners. Writing revolution Reading reconsidered Rady project Improvement partner support and PDG summary (OECD- DAC) Attendance/ Exclusion leads LA partnership working CPAG pilot Price of pupil poverty guides PDG guidance for schools and improvement partners is available PDG week -PL opportunities available for all schools	3	3	9	Treat	An area of the CSC BP is dedicated to addressing this risk in partnership with LAs	April 2021	September 2023		Lead for Well-being & Vulnerable Groups	Short Term (Between 1 & 5 years)	Has the potential to also be a longer term risk		Assistant Director Curriculum & Professional Learning	Senior members of staff in CSC from Priority three drive team	WG Local authorities
6	Difficulty recruiting to posts within CSC	Capacity within the system and uncertainty around the future of regional working	Inability to deliver aspects within the Business Plan as well as obligations within the legal agreement & grant terms and conditions	**REPUTATIONAL & PARTNERSHIP**	Succession planning within CSC Examined alternative provision (finance support from host authority) External translation increased to support reduced internal capacity	4	4	16	Treat	Review of advertising strategy Apprenticeship for Admin Further engagement with democratic services Investigate Graduate recruitment placements within RCT programmes	March 2022	September 2023	This will be dependent upon budget availability and confirmation of MFTP and grant funding	Deputy Managing Director	Short Term (Between 1 & 5 years)			Managing Director	ELT	EWC / RCT / FE / HEI
7	There are insufficient leaders coming forward for headship posts in the region which significantly impacts on the capacity to improve, in the region especially faith, Welsh medium and small schools.	There is a very limited number of senior leaders ready for headship who hold NPQH. No 'Fastrack' route into headship. No easy route for an existing HT from outside of Wales to take up a headship post without NPQH. Endorsement processes for the Aspiring HT programme leading to NPQH, maybe limiting access to certain groups of candidates who may not be able to demonstrate readiness at that point in time. The ambition of senior leaders to aspire to Headship amidst a climate of significant reform.	Lower uptake on 'Aspiring HT' programme that leads to NPQH. Risk of having insufficient high-quality leaders delivering leadership programmes and coaching participants.	**SOCIAL**	All national leadership pathway programmes are in place and quality assured. High uptake of places in Middle, Senior and Aspiring head/NPQH programmes. Continued targeting of WM, Faith and Special schools to programmes. Partnerships developed with Y Fed Gyda'n Gilydd and Cyfleoedd + + to promote WM uptake. All national leadership programmes developed and delivered as e-learning. All national programmes (Middle Leader – Experienced HT) now endorsed by NAEL . System Leaders support schools to develop leadership effectiveness. Continue to ensure high % of success at NPQH through new Aspiring Head Teacher programme. Working to ensure schools are developing good effective succession planning, and focus on challenge and support. Working with IP/PIP to proactively identify schools in need of leadership development. Participants in SLDP upwards on the Leadership Pathway receive coaching from successful HTs from across the region. CSC's contribution to the independent review of Aspiring Headteacher and NPQH programmes (Mick Waters).	3	4	12	Treat	Addressing recommendations from Aspiring HT and NPQH review. Ensuring high-quality MLDP and SLDP to support and nurture leadership ambition for headship. National training for NPQH panel assessors ensures consistency and fairness across Wales An effective training and recruitment programme supports new and existing coaches Development of faith sector specific leadership programmes	Jan 2023 Oct 2023 Jan 2023	July 2026	The risks identified reflect the risk to schools and pupils in the absence of strong leadership rather than a risk to the organisation's ability to deliver the programmes.	Lead for Leadership	5 years *Feedback from MLDP and SLDP programmes has been very positive and participants are indicating a high level of improved confidence * Potential changes to Aspiring leading to NPQH may provide fast track routes into headship * Improved evaluation processes should identify risk areas more quickly			Assistant Director Curriculum & Professional Learning	Cross regional leadership group	WG Schools Cross Regional Leadership Team Improvement Partner Team LAs

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Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Risk Impact on the Organisation (View Sources of Strategic Risks for examples)	Current / Existing Controls to Manage the Risk	Assessment of Risk for 2022/23			Response to Risk	Action(s) Required to Manage the Risk (Mitigate/Reduce/Increase Risk to an Acceptable Level)	Start Date	End Date	Comments	Action Owner	Is this a short, medium and/or long term risk and why?			Risk Owner	Team Members	Key Partners
						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely -	Risk Score (Impact x Likelihood)							Short Term (Between 1 & 5 years)	Medium Term (Between 5 and 20 years)	Long Term (Between 20 & 35 years)			
8	Estyn monitoring of LAs and regional inspection programme identifies areas for improvement that have not been highlighted in self-evaluation reports creating a loss of confidence.	Inconsistent application of the Estyn framework	No direct impact on the delivery of the priorities within the BP	PARTNERSHIP (This may lead to lack of confidence by LAs)	Ensure evaluation and planning processes address areas for improvement robustly and provide evidence of progress and impact. Information sharing sessions to involve PIPs and to be shared across CSC.	4	2	8	Treat	All school facing staff access training It has not been possible for consortia staff to access Estyn training, but this will help mitigate the risk in the summer term. Establish networks to share effective practice from inspections. Establish effective feedback loops from those who have attended the Estyn training to date.	Sept 2022	March 2023	Some of the actions are however outside the control of CSC	Assistant Director Partnerships & Improvement	Short Term (Between 1 & 5 years)			Managing Director	PIPs	Estyn & Local Authorities
9	Under-development of governance/scrutiny	Engagement and turnover of members of governance groups	No direct impact on the delivery of the priorities within the BP	PARTNERSHIP	New governance structures are now in place and will be reviewed throughout the year to ensure that they are fit for purpose and meet the needs of LAs and CSC.	3	3	9	Treat	Develop induction programme for new Members. Establish a Members Booklet. Establish a Partnership Group. Developing relationship with core groups (MD & ELT to meet all Members / Chairs throughout the year)	April 2022	Sep-23		Managing Director				Managing Director	ELT & Directors	Chief Executives
10	Schools causing concern do not make sufficient and appropriate progress in all cases	Leadership unable to make progress against priorities: Lack of engagement in support Lack of appropriate staffing Community / environmental impact upon the school	This will have an impact upon delivering an appropriate curriculum for learners	REPUTATION & PARTNERSHIPS Public perception on the impact of regional working and loss of confidence in CSC ability by partner authorities	Schools identified using a range of risk measures. All schools have additional IP time allocated to ensure appropriate support is identified and correctly brokered. LA Performance meeting continue termly to enable full discussion about any risk schools. Internal systems improved to share information about support in enhanced schools. Termly LA team around school meeting with PIPs. Termly and half termly progress review meetings take place in all enhanced support schools. Usual measures of progress e.g. data and inspections have been suspended therefore there could be the appearance of limited or no progress.	4	1	4	Treat	Continue to work in partnership with LAs to implement stage 3 of the intervention strategy. Enhance the information provided to governing bodies (via Termly School Summary) and ensure the IP links with the governing body to support the use of the TSS	Sept 2021 Jan 2023	Jan 2023	From 2023 there will be a new WG approach to schools causing concern	LA PIPS	Short Term (Between 1 & 5 years)			Assistant Director Partnerships & Improvement	Extended leadership Team	Schools / governing bodies / LAs / WG

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Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Risk Impact on the Organisation (View Sources of Strategic Risks for examples)	Current / Existing Controls to Manage the Risk	Assessment of Risk for 2022/23			Response to Risk	Action(s) Required to Manage the Risk (Mitigate/Reduce/Increase Risk to an Acceptable Level)	Start Date	End Date	Risk Owner
						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely - Almost	Risk Score (Impact x Likelihood)					
1	Lack of clarity around short/medium term funding from WG	Delay in receiving confirmation of funding from WG & Local Authority Contributions	Inability to fund planned projects and deliver objectives to meet agreed outcomes.	**POLITICAL** • Failing to set a balanced budget. • Failing to deliver the Consortium's priorities as set out in the business plan	Continue to work with Welsh Government on long term funding proposals to ensure delivery of business planning over 3 years. Currently awaiting revised indicative funding figures from WG due to proposed changes in the methodology of Regional Consortia funding, early indications are a significant reduction in retained funding. Joint Committee agreed to indicative three-year funding model for CSC in January 2020 with respect of LA contributions however, this was revised in the MTFP report December 23 due to financial austerity cuts in LAs with proposed further cuts to core contributions from 2023/24 to 2025/26	4	4	16	Tolerate	~~Continue to work closely with WG officials. Medium term grants received in 22/23 however with many TBC and indicative figures to work with.~~ Awaiting confirmation from WG on the proposed changes to regional grant funding from 2023/24 which will have an impactful effect on the affordability of CSC's business plan. Early conversations are being held with service leads to manage expectations on the future of the CSWC model and other CSC funded activities identified in the operational plan.	1st April 2022	31st March 2023	Deputy Managing Director
2	**Implementation of Curriculum for Wales:** Schools' capacity, knowledge and experience to plan a curriculum that ensures progression in knowledge and skills across the 3-16 continuum.	Extensive reform across all areas of education. Impact of COVID in recent years for schools to engage in professional learning. Staffing capacity in schools. Expectation of all teachers as curriculum designers.	Inability to deliver aspects within the Business Plan Priority 1 as well as obligations within grant terms and conditions	**POLITICAL** Failing to deliver: • UK, Welsh Government and/or Local Government Policy. • The Consortium's priorities as set out in the business plan • Projects on time, to cost and to the right quality. • The public perception of the organisation's efficiency and effectiveness.	• Regional professional learning opportunities informed by intelligence to meet the needs of schools and the system in curriculum design, including: o Schools' improvement priorities o Bespoke support analysis – requests and evaluations o Regional surveys and intelligence, e.g. CfW survey, SIPLs o WG intelligence/ grant T&Cs o National network conversations o Regional recommendations, e.g. Estyn, Children's Commissioner o PL evaluations and reports • Regional professional learning opportunities further developed to focus on curriculum design and school sharing their practice, e.g. Curriculum Design Programme, CSC CFW Conference. • Restructure of identified areas of the CSC curriculum and professional learning team to ensure expertise and capacity in all areas of the curriculum. • Refinement of the Central South Wales Challenge (CSWC) including: o Collaboration funding for all schools to enable collaborative working within and beyond their school. o Lead Practitioners to increase capacity and expertise to support PL and bespoke support for all schools in the region. • CSC staff PL programme for all school improvement staff develops knowledge, skills and confidence in understanding and supporting curriculum design. • CSC staff to continue partnership working work with WG, regional consortia, local authorities and schools on curriculum PL, guidance and resources.	3	3	9	Treat	• Further recruitment in identified areas of the CSC school improvement team and CSWC lead practitioners to ensure expertise and capacity to meet the needs of schools and the system in curriculum design. • Refined system of bespoke support to further meet the needs of school and clusters in curriculum design development and delivery. • Revision and relaunch of national CfW PL programme, including sharing of practice from schools. • Introduction of regular drop-in sessions and/or network meetings related to CFW and priority areas, e.g. leaders of learning and curriculum, RSE, foundation learning, etc. • Further refinements to communications on CSC PL and support opportunities to ensure all schools know available CSC support, e.g. video for cluster support offer, special bulletins, networking booklet. • Further strengthen partnership working with and reporting to LAs on CfW.	1st April 2022	September 2023	Assistant Director Curriculum & Professional Learning
3	**Implementation of Curriculum for Wales:** Engagement of all schools within a cluster in curriculum design to ensure progression across the 3-16 continuum	Reluctance of small amount of schools to engage with their cluster. Staffing capacity in schools. Impact of COVID in recent years for schools to engage with their cluster. Qualifications reform.	Inability to deliver aspects within the Business Plan Priority 1	**POLITICAL** Failing to deliver: • UK, Welsh Government and/or Local Government Policy. • The Consortium's priorities as set out in the business plan • Projects on time, to cost and to the right quality. • The public perception of the organisation's efficiency and effectiveness.	o CSWC model includes collaboration funding for all schools to enable collaborative working within and beyond their school including their cluster. o PL, resources and bespoke support available to support clusters in curriculum design.	3	2	6	Treat	• Refined system of bespoke support to further meet the needs of school and clusters. • Further refinements to communications on CSC PL and support opportunities to support cluster working, e.g. video for cluster support offer.	1st April 2022	September 2023	Assistant Director Curriculum & Professional Learning
4	**Implementation of Curriculum for Wales:** Schools' understanding of assessment within Curriculum for Wales, and their capacity, knowledge and experience to plan for assessment	Extensive reform across all areas of education, including Curriculum for Wales and assessment and accountability arrangements. Impact of COVID in recent years for schools to engage in professional learning. Staffing capacity of schools.	Inability to deliver aspects within the Business Plan Priority 1 and 4 as well as obligations within grant terms and conditions	**POLITICAL** Failing to deliver: • UK, Welsh Government and/or Local Government Policy. • The Consortium's priorities as set out in the business plan • Projects on time, to cost and to the right quality. • The public perception of the organisation's efficiency and effectiveness.	• Regional professional learning opportunities further developed to focus on assessment and school sharing their practice, e.g. Curriculum Design Programme, CSC CFW Conference. • CSC staff PL programme for all school improvement staff develops knowledge, skills and confidence in understanding and supporting assessment. • CSC staff to continue partnership working work with WG, regional consortia, local authorities and schools on assessment PL, guidance and resources.	4	4	16	Treat	• CSC staff and schools' participation in CAMAU project. • Development of further PL opportunities related to assessment. • Revision and relaunch of national CfW PL programme, including modules for senior and middles leaders on assessment and progression. • Introduction of regular drop-in sessions and/or network meetings related to CFW, including assessment. • Further strengthen partnership working with LAs to ensure system understanding of assessment in CfW.	1st September 2022	September 2023	Assistant Director Curriculum & Professional Learning
5	Progress and attainment of eFSM pupils compared to non eFSM pupils particularly more able pupils. Availability and reliability of data. Impact of covid on eFSM pupils including: Literacy Numeracy Well-being Attendance Exclusions	Failing to meet the needs of disadvantaged leaners in the region	This will not effect what CSC are doing in terms of objective 3 and its objectives.	**SOCIAL**	Professional learning linked to teaching and learning and improving outcomes for all learners. Writing revolution Reading reconsidered Rady project Improvement partner support and PDG summary (OECD- DAC) Attendance/ Exclusion leads LA partnership working Price of pupil poverty guides PDG guidance for schools and improvement partners is available PL opportunities available for all schools Bespoke support for schools and clusters in relation to vulnerable learners - specifically addressing the impact of poverty	4	4	16	Treat	An area of the CSC BP is dedicated to addressing this risk in partnership with LAs	April 2021	September 2023	Assistant Director Curriculum & Professional Learning

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Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Risk Impact on the Organisation (View Sources of Strategic Risks for examples)	Current / Existing Controls to Manage the Risk	Assessment of Risk for 2022/23			Response to Risk	Action(s) Required to Manage the Risk (Mitigate/Reduce/Increase Risk to an Acceptable Level)	Start Date	End Date	Risk Owner
						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely - Almost	Risk Score (Impact x Likelihood)					
6	Difficulty recruiting to posts within CSC	Capacity within the system and uncertainty around the future of regional working	Inability to deliver aspects within the Business Plan as well as obligations within the legal agreement & grant terms and conditions	REPUTATIONAL & PARTNERSHIP	Succession planning within CSC

Examined alternative provision (finance support from host authority)
External translation increased to support reduced internal capacity | 4 | 4 | 16 | Treat | Review of advertising strategy
Apprenticeship for Admin
Further engagement with democratic services
Investigate Graduate recruitment placements within RCT programmes | March 2022 | September 2023 | Managing Director |
| 7 | There are Insufficient leaders coming forward for headship posts in the region which significantly impacts on the capacity to improve, in the region especially faith, Welsh medium and small schools. | There is a very limited number of senior leaders ready for headship who hold NPQH.

No 'Fastrack' route into headship.

No easy route for an existing HT from outside of Wales to take up a headship post without NPQH.

Endorsement processes for the Aspiring HT programme leading to NPQH, maybe limiting access to certain groups of candidates who may not be able to demonstrate readiness at that point in time.

The ambition of senior leaders to aspire to Headship amidst a climate of significant reform. | Lower uptake on 'Aspiring HT' programme that leads to NPQH. Risk of having insufficient high-quality leaders delivering leadership programmes and coaching participants. | SOCIAL | All national leadership pathway programmes are in place and quality assured. High uptake of places in Middle, Senior and Aspiring head/NPQH programmes. Continued targeting of WM, Faith and Special schools to programmes.

Partnerships developed with Y Fed Gyda'n Gilydd and Cyfleoedd + + to promote WM uptake.

All national leadership programmes developed and delivered as e-learning.

All national programmes (Middle Leader – Experienced HT) now endorsed by NAEL .

System Leaders support schools to develop leadership effectiveness.

Continue to ensure high % of success at NPQH through new Aspiring Head Teacher programme.

Working to ensure schools are developing good effective succession planning, and focus on challenge and support.

Working with IP/PIP to proactively identify schools in need of leadership development.

Participants in SLDP upwards on the Leadership Pathway receive coaching from successful HTs from across the region.

CSC's contribution to the independent review of Aspiring Headteacher and NPQH programmes (Mick Waters). | 3 | 4 | 12 | Treat | Addressing recommendations from Aspiring HT and NPQH review.

Ensuring high-quality MLDP and SLDP to support and nurture leadership ambition for headship.

National training for NPQH panel assessors ensures consistency and fairness across Wales

An effective training and recruitment programme supports new and existing coaches

Development of faith sector specific leadership programmes | Jan 2023

Oct 2023

Jan 2023 | July 2026 | Assistant Director Curriculum & Professional Learning |
| 8 | Estyn monitoring of LAs and regional inspection programme identifies areas for improvement that have not been highlighted in self-evaluation reports creating a loss of confidence. | Inconsistent application of the Estyn framework | No direct impact on the delivery of the priorities within the BP | PARTNERSHIP (This may lead to lack of confidence by LAs) | Ensure evaluation and planning processes address areas for improvement robustly and provide evidence of progress and impact. Information sharing sessions to involve PIPs and to be shared across CSC. | 4 | 2 | 8 | Treat | All school facing staff access training It has not been possible for consortia staff to access Estyn training, but this will help mitigate the risk in the summer term

Establish networks to share effective practice from inspections

Establish effective feedback loops from those who have attended the Estyn training to date. | Sept 2022 | March 2023 | Managing Director |
| 9 | Under-development of governance/scrutiny | Engagement and turnover of members of governance groups | No direct impact on the delivery of the priorities within the BP | PARTNERSHIP | New governance structures are now in place and will be reviewed throughout the year to ensure that they are fit for purpose and meet the needs of LAs and CSC. | 3 | 3 | 9 | Treat | Develop Induction programme for new Members

Establish a Members Booklet

Establish a Partnership Group

Developing relationship with core groups (MD & ELT to meet all Members / Chairs throughout the year)

Directors linked to Governance groups | April 2022 | Sep-23 | Managing Director |
| 10 | Schools causing concern do not make sufficient and appropriate progress in all cases | Leadership unable to make progress against priorities:
Lack of engagement in support
Lack of appropriate staffing
Community / environmental impact upon the school | This will have an impact upon delivering an appropriate curriculum for learners | REPUTATION & PARTNERSHIPS
Public perception on the impact of regional working and loss of confidence in CSC ability by partner authorities | Schools identified using a range of risk measures.

All schools have ~~additional~~ IP time allocated to ensure appropriate support is identified and correctly brokered.

When requested LA Performance meeting continue termly to enable full discussion about any risk schools.

Internal systems improved to share information about support in enhanced schools.

Termly LA team around school meeting with PIPs. Termly and half termly progress review meetings take place in all enhanced ~~support~~ monitoring schools.

Usual measures of progress e.g. data and inspections have been suspended therefore there could be the appearance of limited or no progress. | 4 | 1 | 4 | Treat | Continue to work in partnership with LAs to implement stage 3 of the intervention strategy

Enhance the information provided to governing bodies (via Termly School Summary) and ensure the IP links with the governing body to support the use of the TSS | Sept 2021

Jan 2023 | Jan 2023 | Assistant Director Partnerships & Improvement |

Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Risk Impact on the Organisation (View Sources of Strategic Risks for examples)	Current / Existing Controls to Manage the Risk	Assessment of Risk for 2022/23			Response to Risk	Action(s) Required to Manage the Risk (Mitigate/Reduce/Increase Risk to an Acceptable Level)	Start Date	End Date	Risk Owner
						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely - Almost	Risk Score (Impact x Likelihood)					
11	Industrial Action by teaching unions impacting upon the ability of CSC to undertake school improvement functions on behalf of LAs	Industrial action by teaching union (NEU) strike day confirmed as 1st Feb 2023 (Subsequent dates of 14th Feb, 15th - 16th March have been postponed). Action short of strike in place by NAHT from 1st Feb 2023.	This will impact upon the work of all school facing staff, as well as CSC's ability to report progress of schools to governance bodies.	STAKEHOLDER & REPUTATION Confidence of stakeholders to accurately evaluate the progress of schools' improvement journey	IPs continue with the programme of visits and are logging all visits in the SIPL if they are cancelled by Headteachers. A separate log is being kept of all cancelled / postponed visits Bespoke support already brokered is continuing	4	4	16	Treat	Close engagement with LA Directors as well as unions on best approaches to support schools.	Feb 2023	Unclear	Managing Director
12	Wellbeing of CSC Staff	Due to the ongoing uncertainty of the future of regional consortia and workload pressures due to reduction in capacity.	Increased long term sickness rates and work related stress resulting in inability to fulfil obligations within current BP	SOCIAL & REPUTATION Confidence of stakeholders to accurately evaluate the progress of schools' improvement journey	Communication regarding support available through RCT as host authority Line Manager focus on wellbeing Organisation development of further enhanced wellbeing programme	4	3	12	Treat	Area identified through self-evaluation with plans being developed to provide holistic support to staff	Feb 2023	Ongoing	Managing Director

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