

**Bydd cyfarfod ar-lein o'r CYDBWYLLGOR GWASANAETH ADDYSG AR Y CYD  
CONSORTIWM CANOLBARTH Y DE YN CAEL EI GYNNAL YN  
Dydd Mawrth, 25ain Hydref, 2022 at 3.00 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 7 Mehefin 2022 yn rhai cywir.

(Tudalennau 3 -  
10)

**3. DATGANIAD O GYFRIFON AR GYFER Y FLWYDDYN ARIANNOL A  
DDAETH I BEN AR 31 MAWRTH 2022**

Derbyn yr adroddiad gan y Trysorydd.

(Tudalennau 11 -  
112)

**4. ADRODDIAD GAN ARCHWILIO CYMRU - ARCHWILIO'R  
DATGANIAD ARIANNOL**

Trafod Adroddiad Archwilio Cymru

(Tudalennau 113 -  
128)

**5. ADRODDIAD CYLLIDEB 2022-2023**

Derbyn yr adroddiad gan y Trysorydd.

(Tudalennau 129 -  
136)

**6. ADRODDIAD CYNLLUN BUSNES BLYNYDDOL CONSORTIWM  
CANOLBARTH Y DE**

Trafod yr adroddiadau gan y Dirprwy Reolwr-Gyfarwyddwr.

(Tudalennau 137 -  
200)

**7. CYLCH MONITRO AC ADRODD BLYNYDDOL CONSORTIWM  
CANOLBARTH Y DE, 22-23**

Trafod yr adroddiadau gan y Dirprwy Reolwr-Gyfarwyddwr.

(Tudalennau 201 -  
206)

**8. GWYBODAETH I AELODAU (CONSORTIWM CANOLBARTH Y DE)**

Derbyn Llyfryn Sefydlu Aelodau, a gyflwynir gan y Rheolwr-Gyfarwyddwr a'r Dirprwy Rheolwr-Gyfarwyddwr. Bydd hyn yn cynnwys cadarnhau dogfennaeth y Consortiwm.

(Tudalennau 207 -  
224)

**9. DYDDIADAU SESIYNAU YMGYSYLLTU'R AELODAU, 22-23**

Trafod pa mor aml y dylid cynnal sesiynau Sefydlu Aelodau dan arweiniad y Consortiwm yn y dyfodol

(Tudalennau 225 -  
228)

**10. MATERION BRYS**

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

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



## **CENTRAL SOUTH CONSORTIUM JOINT EDUCATION SERVICE.**

**Minutes of the Central South Consortium Joint Education Service Committee meeting held on Tuesday, 7 June 2022 at 2.00 pm.**

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

Councillor R. Lewis (Rhondda Cynon Taf County Borough Council)  
Councillor Jon-Paul Blundell (Bridgend County Borough Council)  
Councillor S. Merry (Cardiff Council)  
Councillor R. Birch (Vale of Glamorgan)

### **Council Officers in attendance: -**

Mr E Cooper Lead Chief Executive, (Merthyr Tydfil Taf County Borough Council)  
Ms S Davies – Service Director, Finance Services (Rhondda Cynon Taf County Borough Council)  
Mr L. Harvey Lead Director of Education (Bridgend County Borough Council)

### **Others in attendance: -**

Ms C Seery, Managing Director Central South Consortium  
Ms L Blatchford Deputy, Managing Director Central South Consortium  
Mr Carwyn Rees, Audit Lead (Audit Wales)

## **1 Welcome & Apologies**

The Chair took the opportunity to welcome Councillors and Officers to the meeting.  
Apologies of absence were received from County Borough Councillor Michelle Jones (Merthyr Tydfil County Borough Council).

## **2 DECLARATION OF INTEREST**

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

## **3 MINUTES**

It was **RESOLVED** to note the minutes of the meeting held on the 17<sup>th</sup> March 2022 as an accurate reflection of the Central South Consortium Joint Education Service Committee.

## **4 TO ELECT A CHAIR**

Members **RESOLVED** to elect County Borough Councillor R Birch as Chair of the Central South Consortium Joint Education Service Committee for the 2022/2023 Municipal Year.

## 5 APPOINTMENT OF VICE CHAIR

Members **RESOLVED** to appoint County Borough Councillor R Lewis as Vice Chair for the Municipal Year 2022/2023.

## 6 CALENDAR OF MEETINGS FOR 2022-2023 MUNICIPAL YEAR

It was **RESOLVED** to agree the proposed dates for the Calendar of Meetings of the Central South Consortium Joint Education Service Committee for the 2022/2023 Municipal Year.

## 7 AUDIT PLAN 2021/2022

The Audit Wales Lead provided Members with a brief overview of the 2021/2022 Audit Plan. It was advised that Audit Wales main responsibility towards the Audit Plan 2021/22 was to Audit the Financial Statements and provide an opinion on their "truth and fairness".

The Audit Wales Lead continued by informing Members of the two main risks which have been identified for this year and these are consistent with other audited bodies. These include a potential weakness in the process of identifying and recording related party transactions at Joint Committee and the potential risk of management override of controls.

The Audit Wales Lead directed Members to paragraph 21 of the report which set out Audit timescales for Audit of Financial Statement Reports and Opinion of Financial Statements. Members were advised of delays in completion of the reports for July and as a result these will be brought to Joint Committee for approval in September 2022.

Members were directed to Paragraph 15 and 16 of the report which highlighted an increase in the Audit fees this year by 3.8%, which was due to a need of continual investment in audit quality and in response to increasing cost pressures.

The Central South Consortium Joint Education Service Committee **RESOLVED** to note the Audit Plan for 2021/22.

## 8 2021-2022 YEAR END POSITION / ANNUAL GOVERNANCE STATEMENT

The Service Director, Finance Services presented a report to Members which provided an overview of the Central South Consortium draft statement of Accounts for 2021/22 which incorporated the 2021/22 Annual Governance Statement along with the draft outturn position for the year.

Members were advised that at the Joint Committee meeting held on the 17<sup>th</sup> March 2022, an update was provided in respect of the approved earmarked reserves and at that point, it was anticipated that a request to maintain the earmarked reserve of £200k will remain to support on-going service remodelling and medium-term planning as highlighted within the year-end position within the report.

The Service Director, Finance Services noted to Members that Appendix 1 of the report assumes approval of this earmarked reserve.

It was noted that Accounts and Audit Regulations require The Statement of Accounts to be certified by 31<sup>st</sup> May after the financial year end and publication of audited accounts by 31<sup>st</sup> July. However, in recognition of challenging timescales, Welsh Government have outlined their expectation for 2021/22 Statement of Accounts requiring certification by 31<sup>st</sup> August and publication of final audited accounts by 30<sup>th</sup> November.

The Service Director, Finance Services advised Members that The Statement of Accounts at Appendix 1 will be subject to external audit as outlined by the Audit Lead Officer from Audit Wales. Once audited, the accounts will be re-presented to the Joint Committee for approval in September 2022.

The Service Director, Finance Services directed Members to table 1 of the report which highlighted the draft 2021/22 outturn position for the Consortium. Members were advised that the Consortium has an underspend of £27k, thus increasing the General Fund balance from £147k to £174k.

To provide further detail, the Service Director, Finance Services advised Members that the net underspend was related to variances such as employee costs which have seen an underspend of £41k due to temporary staff vacancies. Supplies and Services have seen an overspend of £10k due to one-off costs for ICT hardware for new starters, equipment to facilitate hybrid meetings and office equipment purchases in line with the reconfiguration of the office space. However, Support Services have seen an overspend of £7k due to the need for additional services commissioned from the host Authority to meet business need. In addition, there has been an overachievement of £5k relating to unbudgeted income for interest receivable.

The Service Director, Finance Services informed Members that the Annual Governance Statement (AGS) which is incorporated into the Statement of Accounts at Appendix 1 on pages 42-70 was drafted in line with the requirements of the CIPFA document called "Delivering Good Governance in Local Government".

The Annual Governance Statement sets out the framework for governance and internal control for the Joint Committee to carry out its functions and reviews its effectiveness. It outlines the main components of the framework, including the arrangements for Internal Audit and how the Consortium has complied with the various elements of the framework.

The Service Director, Finance Services directed Members to section 6 of the AGS and advised that following an evidence-based review, the conclusions are that the governance arrangements in Central South Consortium remain effective. However, the Service Director, Finance Services recognised the need for improvements in some areas which have been set out in section 7 (pg.66) of the AGS.

Members were advised that progress of the required improvements will be reported to Joint Committee during the course of the Municipal year.

To conclude the Service Director, Finance Services informed Members that the previous Annual Governance Statement progress report was presented to Joint

Committee in December 2021; at that point, of the 10 proposals of improvement, 5 were complete, and 5 were in progress. It was confirmed that an update is provided within the Statement of Accounts whereby 8 recommendations are now complete, with 2 continuing to be progressed as highlighted within Appendix A on page 68 of the Statement of Accounts.

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

- To approve the earmarked reserve request set out at 3.2
- Note the draft Statement of Accounts for the Central South Consortium for the year-ending 31<sup>st</sup> March 2022 (Appendix 1) and the draft outturn position for the year (section 4- Table 1)
- To approve the 2021/22 Annual Governance Statement

## **9 CSC GRANT AWARD REPORT 2022-2023 (RCSIG)**

The Deputy Managing Director CSC presented the report to Members which provided an update on the grants to be received by the Consortium in 2022/23 from the Welsh Government (WG); for which notifications have been received and the methods of allocation of each. Members were informed that Central South Consortium receives 3 separate grants from WG which include the Regional Consortia School Improvement Grant (RCSIG), Pupil Development Grant (PDG) and the Siarter Iaith.

The report aimed to present the details of the award of funding in relation to the Regional Consortia School Improvement Grant (RCSIG) 2022/23.

To provide Members with background information, the Deputy Managing Director CSC advised that once an award of funding is received into the Consortium, the governance process is taken to the CSC Management Board which encompasses 5 Local Authority Directors as well as Members of the Senior Management Team of Central South Consortium. The awards of funding will then be presented along with the proposals for apportionment which are then brought to Joint Committee for approval.

The Deputy Managing Director informed Members of Rhondda Cynon Taf Councils responsibilities as host authority in accepting the terms and conditions of the grants and putting in place arrangements to distribute funding as determined by Members of the Joint Committee, within the Consortium.

Members were advised the appointment of each grant will vary depending on the nature, intended recipients, purposes and the associated terms and conditions as highlighted in the full award of funding letter for the Regional Consortia School Improvement Grant 2022-2023 received from the WG within the report.

The Deputy Managing Director CSC informed Members that the total award of funding for the RCSIG was £48,652,545 which covers the period from the 1<sup>st</sup> April 2022 to the 31<sup>st</sup> March 2023. The purpose of the funding will be targeted towards supporting the delivery of WG aspirations and priorities for schools and education. The terms and conditions of the RCSIG are highlighted within the award of funding letter, which outlines WG's overarching national priorities.

The Deputy Managing Director CSC noted to Members that the RCSIG will support the delivery of Curriculum for Wales and its associated objectives. It was advised that as part of the grant, there is requirements to focus on the 4 enabling objectives as outlined in section 5.1 of the report

The Deputy Managing Director directed Members to table 1 of the report which detailed a breakdown of the appointment of the RCSIG funding in line with the approved CSC 2022/2023 Business Plan. Members were advised that some of the funding is held centrally to fund teams, specific business plan activities and projects. The Deputy Managing Director CSC continued by informing Members of the current 84.9% of delegated funding towards LAs and schools as part of Central South Consortiums Strategy work with Central South Wales Challenge Models.

A Member inquired on the Local Authority Match Funding Contribution and what formula is used to calculate the figure.

The Deputy Managing Director advised that it's a common formula used each year based on IBA and still an expectation within the RCSIG recommendations.

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

- To approve the distribution of the grants as detailed in section 5 of the report.

## **10 CSC GRANT AWARD REPORT 2022-2023 (SIARTER LAITH)**

The Deputy Managing Director CSC presented the report to Members which provided an update on the grants to be received by the Consortium in 2022/23 from the Welsh Government (WG); for which notifications have been received and the methods of allocation of each.

The report aimed to present the details of the award of funding in relation to the Siarter laith 2022/23.

The Deputy Managing Director CSC informed Members that a total grant of £77,800 was received for 2022/23. The funding is targeted towards supporting the priority areas of increasing pupils informal use of the Welsh language by delivering the Siarter laith and its associated programmes.

Members were advised that the funding is retained by the Consortium in order to directly fund a member of staff to ensure that the programmes are delivered effectively.

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

- To approve the distribution of the grant as detailed in section 5 of this report.

## 11 CSC BUSINESS PLAN, 2022-2025

The Managing Director CSC presented the report which was aimed at providing Members with an opportunity to review and scrutinise the final CSC Business Plan 2022-25.

The Managing Director advised Members of Central South Consortiums responsibility in producing a Business Plan yearly; the draft business plan was previously reported to Joint Committee on 22 December 2021 for consideration. At that point, it was agreed that the Business Plan would move to cover from 2022 to 2025.

The Managing Director advised Members that the Business Plan consists of 5 priority areas; these include

- Curriculum, Teaching & Assessment
- Leadership
- Equity & Wellbeing
- School Improvement; and
- Effectiveness and Efficiency of Central South Consortium

The Managing Director informed Members that the purpose of the 2022-23 business plan will be targeted towards guiding CSC work for the next three years and has been developed in conjunction with LAs to ensure that appropriate LA priorities are embedded within the plan.

Members were advised of Central South Consortiums three overarching roles which are woven within the Business Plan 2022-25, these include; providing a regional school improvement service to all schools on behalf of Local Authorities, Providing appropriate Professional Learning opportunity for stakeholders at all levels to support local, regional and national priorities and lastly, working with Welsh Government (WG) and partners to develop, share and implement national policy.

The Managing Director CSC informed Members of the extensive evaluations undertaken within CSC work which in turn shapes the business planning processes. Members were informed of a range of evaluative reports produced throughout the year which will be shared with Joint Committee.

The Managing Director CSC informed Member that the 2022-25 Business plan will guide the work of CSC as the organisation recovers from the Covid-19 Pandemic. Members were advised that the development of the Business Plan 2022-25 prior to publication has been impacted by contributions from a range of Stakeholders as highlighted in section 3.5 of the report.

The Managing Director CSC directed Members to pages 216-254 of the pack which shows the Final Draft Business Plan 2022-25. It lays out in details the actions which CSC will undertake over the coming years.

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

- To approve the content of the Business Plan 2022-25 and instruct Officers to move forward with publication.

## 12 CSC WORKSHOP (MEMBERS) REPORT



The Managing Director informed Members of a proposed workshop scheduled for the 30<sup>th</sup> June 2022 for new Members of the Joint Committee. The Workshop will be held virtually with the intent of giving new Members the opportunity to learn more about Central South Consortium and meet the CSC Team.

The Managing Director advised Members that the invite will be forwarded to Scrutiny Members from each Local Authorities in order to ensure everyone has a better understanding of the work CSC does in supporting all 5 Local Authorities.

The Chair raised concern surrounding the potential repetitiveness of the training session as Scrutiny Members within the Local Authorities have been offered similar sessions.

The Managing Director advised communication with Directors and the Democratic Services teams of the 5 Local Authorities will be undertaken to ensure the content of the training material is not repeated.

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

- To note the date of the proposed workshop

### **13 EXCLUSION TO THE PRESS AND PUBLIC**

To consider passing the under-mentioned resolution:

“That press and public be excluded from the meeting under Section 100A of the Local Government Act 1972 (as amended) for the following items of business on the grounds that it involves disclosure of exempt information as defined in Paragraph 14 of Part 4 of Schedule 12A of the Act.

### **14 2021-2022 FREEDOM OF INFORMATION REQUEST SUMMARY REPORT**

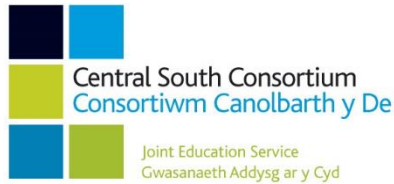
The Joint Education Service Committee considered the Freedom of information requests and Subject Access Requests received and responded to by the Central South Consortium during 2021/22.

After consideration of the information presented by the Deputy Managing Director CSC, it was **RESOLVED** to acknowledge the content of the report.

**This meeting closed at 2.53 pm**

**CLLR R. BIRCH  
CHAIR.**

Tudalen wag



**CENTRAL SOUTH CONSORTIUM  
REPORT FOR JOINT COMMITTEE**

**25<sup>TH</sup> OCTOBER 2022**

**JOINT EDUCATION SERVICE**

**CENTRAL SOUTH CONSORTIUM STATEMENT OF ACCOUNTS FOR THE  
FINANCIAL YEAR ENDED 31<sup>ST</sup> MARCH 2022**

**REPORT OF THE TREASURER**

**Author: Stephanie Davies (Service Director, Finance Services)**

**1. PURPOSE OF REPORT**

- 1.1 This report is intended to ensure that the Joint Committee complies with the legal requirements relating to the production of a “Statement of Accounts” for the financial year ended 31<sup>st</sup> March 2022.

**2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Approve the Statement of Accounts for the financial year 2021/22 (Appendix 1), associated Letter of Representation of the Joint Committee (Appendix 2) incorporating the audit enquiries letter to those charged with governance and management; and
- 2.2 Note the audited final out-turn position for the Joint Committee for the 2021/22 financial year and the level of General Reserve Balances held.

**3. STATUTORY APPROVAL PROCESS**

- 3.1 The Accounts and Audit (Wales) Regulations require the Responsible Financial Officer to certify the unaudited Statement of Accounts by 31<sup>st</sup> May following financial year end.

3.2 The regulations require that the Joint Committee approve the **audited** Statement of Accounts by 31<sup>st</sup> July.

#### **4. IMPACT OF 2022 LOCAL GOVERNMENT ELECTIONS AND COVID-19 ON THE STATUTORY APPROVAL PROCESS**

4.1 The regulations include a provision whereby if the Responsible Financial Officer does not certify the draft accounts by 31<sup>st</sup> May, or publication of audited accounts does not take place by 31<sup>st</sup> July, there is a requirement to publish a statement setting out the reasons for non-compliance. In accordance with these requirements, notices have been published on the website of Rhondda Cynon Taf CBC.

4.2 Further to local government elections and the subsequent timing of the appointment of elected Members to Joint Committees, it was not possible to arrange a Joint Committee to enable certification by 31<sup>st</sup> May as detailed in Accounts and Audit Regulations.

4.3 In addition to the above, in recognition of the on-going impact of Covid-19, Welsh Government outlined its expectation for 2021/22 Statement of Accounts requiring certification by 31<sup>st</sup> August 2022 (unaudited accounts were certified by the Treasurer on 14<sup>th</sup> June 2022) and **publication of final audited accounts by 30<sup>th</sup> November 2022** for all local government bodies in Wales.

#### **5. STATEMENT OF ACCOUNTS**

5.1 Following certification by the Treasurer the Statement of Accounts was submitted to Audit Wales for external audit.

5.2 As part of the external audit process, a number of minor presentational adjustments were made to the final accounts included at Appendix 1.

5.3 The audit adjustments have not affected the general reserve balances, which remain as follows:

	<b>Total £'000</b>
Balance as at 1 <sup>st</sup> April 2021	147
Increase/(Decrease) 2021/22	27
<b>Balance as at 31<sup>st</sup> March 2022</b>	<b>174</b>

#### **6. LETTER OF REPRESENTATION**

6.1 It is normal practice for Audit Wales to request that the Responsible Financial Officer provides a "Letter of Representation", which highlights material issues

relating to the completeness and accuracy of the information included in their financial statements and could, therefore, influence his audit opinion. This is to ensure that the Accounts properly reflect the Joint Committee's financial standing and is consistent with the approach taken by Audit Wales in prior years.

- 6.2 The Letter of Representation for the Joint Committee has been prepared, after full consultation with all relevant officers, and is attached at Appendix 2.

## **7. CONCLUSION**

- 7.1 The completion of the audit process of the statutory accounts provides the Joint Committee with the assurance that the financial affairs of the Committee have been conducted appropriately during the financial year 2021/22.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**25<sup>TH</sup> OCTOBER 2022**

**Report of the Joint Committee**

Author: Stephanie Davies – Service Director – Financial Services

**Item 3 - CENTRAL SOUTH CONSORTIUM STATEMENT OF ACCOUNTS FOR  
THE FINANCIAL YEAR ENDED 31<sup>ST</sup> MARCH 2022**

**List of background papers**

Appendix 1 – Central South Consortium Draft Statement of Accounts 2021/22  
Appendix 2 – Letter of Representation

Officer to Contact :  
Stephanie Davies  
Tel no. 01443 424026

**CENTRAL SOUTH  
CONSORTIUM  
JOINT EDUCATION SERVICE  
JOINT COMMITTEE**

**STATEMENT OF ACCOUNTS**

**2021/22**

<b>Contents</b>	<b>Page</b>
Narrative Report	2
Statement of Responsibilities for the Statement of Accounts	10
Certificate of the Director of Finance and Digital Services	11
Movement in Reserves Statement	12
Comprehensive Income and Expenditure Statement	14
Balance Sheet	15
Cash Flow Statement	16
Expenditure & Funding Analysis Statement	17
Notes to the Core Financial Statements	19
Annual Governance Statement	42
Independent Auditor's Report	71
Glossary of Terms	76



## Narrative Report

### 1. Introduction

The Central South Consortium Joint Education Service was established on 1<sup>st</sup> September 2012 to provide a range of school improvement services operating on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan.

This region is the most populous in Wales. It includes 380 schools and serves 152,141<sup>1</sup> learners – nearly one third of the country's school-age children. The region is home to the highest number and the largest proportion of children living in poverty; it is also home to the capital city and the economic, financial and creative industries of Wales.

The Consortium is managed and administered by the Central South Consortium Joint Committee, under powers conferred by the Local Government (Wales) Act 1994. The Joint Committee is made up of five Members, one from each local authority. Rhondda Cynon Taf CBC became the Host Authority upon formation of the Joint Committee.

The accounts for 2021/22 have been prepared in accordance with:

- The Code of Practice on Local Authority Accounting in the United Kingdom 2021/22 based on International Financial Reporting Standards (IFRS); and
- The Accounts and Audit (Wales) Regulations 2014 (as amended).

The accounts set out on pages 12 to 41 comply with the above.

### 2. Business Plan 2021-2022

The Consortium's role is to challenge and support schools in their work to improve educational outcomes.

The local authorities (through a Joint Committee attended by the Cabinet Member for Education in each authority) agree the business plan and budget for the region and hold the Consortium to account for the impact of its work.

The Consortium receives its core funding from the five local authorities and also receives funding from the Welsh Government to support specific activities in line with national priorities / initiatives.

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<sup>1</sup> Pupil Level Annual School Census (PLASC) 2021 data collections delayed until April 2021

The performance of the schools in the Central South Consortium region are key to the future educational and economic success of Wales.

How well children and young people, particularly the most vulnerable, achieve in this region significantly influences how the country and its education system are perceived within our borders and beyond.

The Consortium's business plan aims to:

- Develop a high-quality education profession
- Develop inspirational leaders to facilitate working collaboratively to raise standards
- Develop strong and inclusive schools committed to wellbeing, equity and excellence
- Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems
- Improve the effectiveness and efficiency of Central South Consortium.

Operational plans underpin each improvement objective.

The Consortium's Business Plan has been compiled in the context of reducing resources, this being consistent with the challenging economic climate facing all public sector organisations in Wales. In line with this, the 2021/22 revenue contributions received by the Consortium from the five-member local authorities reduced by 1% and it is anticipated that the position of the Consortium requiring to operate in an environment of challenging funding levels will continue into the medium term.

Due to the COVID-19 pandemic, Welsh Government cancelled most of the statutory data collections for 2020 and also for 2021. The collections suspended include:

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

Welsh Government continued to collect the Pupil Level Annual School Census (PLASC) and Educated Other Than At School (EOTAS) data collections in both 2020 and 2021. However, the collection in 2021 was delayed until June 2021 with the census date being changed to 20<sup>th</sup> April 2021 for PLASC 2021 and the census window between 19<sup>th</sup> April 2021 and 23<sup>rd</sup> April 2021 for the EOTAS 2021 collection. Analysis of this information was published by Welsh Government in early September 2021. Comparisons to the 2020 data collection should be treated with an element of caution, as not all the validation checks were completed on the 2020 PLASC.

Welsh Government confirmed on 21<sup>st</sup> June 2021 that the [Statistical Releases](#) for NDC Core, NDC non-core, Welsh National Test (WNT), Attendance Primary and Attendance Secondary were suspended for reporting on data from 2020-21. In addition, the Statistical releases related to, “Attainment by eligible for Free School Meals (eFSM) / not eligible for Free School Meals (nFSM) (Foundation Phase (FP)-Key Stage 3 (KS3))” and “Absenteeism by pupil characteristics” were also suspended for 2020-21 data.

The Minister for Education also confirmed on [21<sup>st</sup> June 2021](#) that Welsh Government 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, Welsh Government have suspended Key Stage 4 (KS4) and legacy sixth form performance measures for 2021-22 academic year also. Therefore, there are no performance measures available for KS4 or Post-16 for Summer 2020 and 2021 results, and these will also not be available for results published for Summer 2022.

The Statistical bulletins for GCSE and A Level results will continue to be published for 2020-21 as made available for 2019-20 but they will not contain KS4 or legacy sixth form performance measures and will only include National level data with amended content to previous releases of these bulletins.

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

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

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

### **3. Revenue Income and Expenditure 2021/22**

The Comprehensive Income and Expenditure Statement provides an analysis of the Consortium’s gross revenue expenditure and income in accordance with International Financial Reporting Standards (IFRS).

The Consortium's 2021/22 revenue budget strategy underpinned the following broad objectives:

- Support the delivery of key strategic priorities particularly around the need to build teams of challenge advisors to work with all schools in the region (with more time allocated to the schools most in need);
- Provide timely data analysis to support schools' self-evaluation and improvement planning (including school categorisation judgements);
- Support and fund school-to-school improvement partnerships and broker support between schools;
- Allocate grant funding to schools in the region along with guidance and advice on how grant funding can be used to drive improvement; and
- Work with the Welsh Government to deliver its priorities in the region.

The table shows the budgeted controllable income and expenditure against the actual controllable income and expenditure for the period 1<sup>st</sup> April 2021 to 31<sup>st</sup> March 2022:

	<b>Budget £'000</b>	<b>Actual £'000</b>	<b>Variance £'000</b>
<b>Expenditure</b>			
Employees	3,067	3,026	(41)
Premises	156	155	(1)
Transport	11	9	(2)
Supplies & Services	229	239	10
Third Party Payments	28	33	5
Support Services	119	126	7
	<b>3,610</b>	<b>3,588</b>	<b>(22)</b>
<b>Income</b>			
Local Authority Contributions	3,564	3,564	0
Grants & Other Income	46	51	(5)
	<b>(3,610)</b>	<b>3,615</b>	<b>(5)</b>
<b>Net Expenditure / (Income)</b>	<b>0</b>	<b>(27)</b>	<b>(27)</b>

The reasons for the variances between budgeted and actual expenditure and income were:

- Employees – savings attributable to in-year temporary staff vacancies;
- Supplies & Services – includes one off costs for ICT Hardware and Office Equipment expenditure;
- Support Services – additional services received from the host authority to meet business need; and
- Income – primarily relates to unbudgeted interest earned on personal account balances.

In addition, the following categories of income and expenditure relating to specific grants were processed through the Central South Consortium's accounts during 2021/22:

	<b>Actual £'000</b>
<b>Expenditure</b>	
Employees	3,438
Transport	4
Supplies & Services	88,321
Third Party Payments	2,446
<b>Income</b>	
Grants & Other Income	94,209
<b>Net Expenditure</b>	<b>0</b>

Movement in earmarked reserves (£146k) and interest on the personal account balance (£4k) are included in the tables above but not disclosed in Note 7: Income.

As at 31<sup>st</sup> March 2022, the Central South Consortium held General Reserves of £174k. Movements on reserves are detailed within the Movement in Reserves Statement.

#### **4. Capital Expenditure 2021/22**

There has been no capital expenditure this financial year.

#### **5. Summary of Future Revenue Plans**

The Consortium's Business Plan 2022-25 was noted by Joint Committee on 17<sup>th</sup> March 2022 and sets out the vision, purpose and priorities it aims to deliver within an environment of reducing resources. The 2022-25 Business Plan focuses on the following overarching priorities:

1. Curriculum, Teaching & Assessment
2. Leadership
3. Equity & Wellbeing
4. School Improvement; and
5. Effectiveness and efficiency of Central South Consortium

The priorities included within the Central South Consortium's Business Plan need to be underpinned by robust financial management in ensuring they are affordable, provide value for money and that their impact can be assessed.

The revenue budget is approved annually by the Joint Committee and is included within the Business Plan. Welsh Government also issue annual settlements on grant awards of funding.

A summary of the latest (i.e. 2022/23) revenue budget is as follows (as approved by the Joint Committee on 22<sup>nd</sup> December 2021):

<b>Type of Expenditure</b>	<b>Budget 2022/23 £'000</b>
<b>Expenditure</b>	
Employees	3,131
Premises	159
Transport	12
Supplies & Services	174
Third Party Payments	27
Support Services	141
<b>Total Expenditure</b>	<b>3,644</b>
<b>Income</b>	
Local Authority Contributions	3,625
Grants & Other Income	19
<b>Total Income</b>	<b>3,644</b>
<b>Net Expenditure</b>	<b>0</b>

## 6. Pensions Assets and Liabilities

As a result of International Accounting Standard (IAS) 19 "Employee Benefits", local authorities are required to account for pensions liabilities in respect of the cost of decisions made up to the Balance Sheet date. Please refer to note 15.0 to the Core Financial Statements for further details.

The effect of IAS 19 upon the reserves of the Joint Committee is as follows:

	<b>£'000</b>
Net Assets/(Liabilities) excluding Pensions Reserve	578
Net Assets/(Liabilities) as per Balance Sheet	1,421

## 7. Introduction to Accounting Statements

## **Statement of Responsibilities for the Statement of Accounts**

This sets out the responsibilities of the Council as the administering authority and the Director of Finance and Digital Services for the preparation of the Statement of Accounts. The Statement has to be signed and dated by the presiding Member at the Joint Committee meeting at which the Accounts are approved.

## **Certificate of the Director of Finance and Digital Services**

This is the certificate of the true and fair presentation of the Accounts by the Director of Finance and Digital Services.

## **Movement in Reserves Statement**

This statement shows the movement in the year on the different reserves held by the Joint Committee, analysed into 'usable reserves' (i.e. those that the Joint Committee may use to provide services, subject to the need to maintain a prudent level of reserves and any statutory limitations on their use) and 'unusable reserves'.

## **Comprehensive Income and Expenditure Statement**

This statement is prepared to record income and expenditure on an accruals basis. It includes items such as salaries and wages, running costs of the service and income received. The statement is based upon IFRS.

## **Balance Sheet**

The Balance Sheet shows the value as at the Balance Sheet date of the assets and liabilities recognised by the Joint Committee. The net assets of the Joint Committee (assets less liabilities) are matched by the reserves held by the Joint Committee.

## **Cash Flow Statement**

The Cash Flow Statement shows the changes in cash and cash equivalents of the Joint Committee during the reporting period.

## **Expenditure and Funding Analysis**

The Expenditure and Funding Analysis demonstrates how the funding available to the Joint Committee for the year has been used in providing services in comparison with those resources consumed or earned in accordance with generally accepted accounting practices.

## **Statement of Accounting Policies**

The purpose of this statement is to explain the basis of the figures in the accounts. It outlines the accounting policies adopted.

## **Annual Governance Statement**

The Annual Governance Statement sets out the framework for governance and internal control for the Joint Committee to carry out its functions and reviews its effectiveness. It outlines the main components of the framework, including the arrangements for Internal Audit and how the Consortium has complied with the various elements of the framework.

## **8. COVID-19**

The impact of the COVID-19 virus on the Consortium has been managed and reported in the risk register to reflect the challenges faced in the ongoing delivery of the school improvement service during the pandemic.



## **Statement of Responsibilities for the Statement of Accounts Central South Consortium Joint Education Service**

### **The Council's Responsibilities**

The Council is required:

- To make arrangements for the proper administration of the Joint Committee's financial affairs and to secure that one of its officers has the responsibility for the administration of those affairs. In this Council, that officer is the Director of Finance and Digital Services.
- To manage its affairs to ensure economic, efficient, and effective use of resources and safeguard its assets.

### **The Joint Committee's Responsibilities**

- To approve the accounts.

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Chair of the Central South Consortium Joint Education Service Joint  
Committee**

## The Director of Finance and Digital Services' Responsibilities

The Director of Finance and Digital Services is responsible for the preparation of the Statement of Accounts. In terms of the CIPFA Code of Practice on Local Authority Accounting in the United Kingdom, the Statement of Accounts is required to give a true and fair view of the financial position of the organisation at the accounting date and its income and expenditure for the period ended 31<sup>st</sup> March 2022.

### In preparing the Statement of Accounts, the Director of Finance and Digital Services has:

- Selected suitable accounting policies and then applied them consistently.
- Made judgements and estimates that were reasonable and prudent.
- Complied with the Code.

### The Director of Finance and Digital Services has also throughout the financial year:

- Maintained proper accounting records that were kept up to date.
- Taken reasonable steps for the prevention and detection of fraud and other irregularities.

### Certificate of the Director of Finance and Digital Services as Treasurer of the Joint Committee

I certify that the statement of accounts give a true and fair view of the financial position of the Joint Committee at 31<sup>st</sup> March 2022 and its income and expenditure for the period then ended.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Barrie Davies**

**Director of Finance and Digital Services**

The Pavilions, Cambrian Way, Clydach Vale, Rhondda Cynon Taf  
CF40 2XX

### Movement in Reserves Statement for the Period ended 31<sup>st</sup> March 2021

	General Reserves	Earmarked Reserves	Total Usable Reserves	Total Unusable Reserves	Total Reserves
	£'000	£'000	£'000	£'000	£'000
<b>Notes:</b>	13.1	13.2		14.0	
<b>Balance as at 1<sup>st</sup> April 2020</b>	138	731	869	(1,543)	(674)
<b>Movement in reserves during 2020/21</b>					
<b>Total comprehensive income and expenditure</b>	<b>(1,022)</b>	<b>0</b>	<b>(1,022)</b>	<b>2,166</b>	<b>1,144</b>
<b>Adjustments between accounting basis and funding basis under regulations</b>					
<b>Adjustments involving the Pensions Reserve:</b>					
Reversal of items relating to retirement benefits debited or credited to the Comprehensive Income & Expenditure Statement	1,081	0	<b>1,081</b>	(1,081)	<b>0</b>
Employer's pensions contributions and direct payments to pensioners payable in the year	(191)	0	<b>(191)</b>	191	<b>0</b>
<b>Adjustments primarily involving the Accumulated Absences Account:</b>					
Amount by which officer remuneration charged to the CI&ES on an accruals basis is different from remuneration chargeable in the year in accordance with statutory requirements	9	0	<b>9</b>	(9)	<b>0</b>
<b>Net increase or (decrease) before transfers to Earmarked Reserves</b>	<b>(123)</b>	<b>0</b>	<b>(123)</b>	<b>1,267</b>	<b>1,144</b>
Transfers to or (from) Earmarked Reserves	132	(132)	<b>0</b>	0	<b>0</b>
<b>Increase or (decrease) in the Year</b>	<b>9</b>	<b>(132)</b>	<b>(123)</b>	<b>1,267</b>	<b>1,154</b>
<b>Balance as at 31<sup>st</sup> March 2021</b>	<b>147</b>	<b>599</b>	<b>746</b>	<b>(276)</b>	<b>470</b>

### Movement in Reserves Statement for the Period ended 31<sup>st</sup> March 2022

	General Reserves	Earmarked Reserves	Total Usable Reserves	Total Unusable Reserves	Total Reserves
	£'000	£'000	£'000	£'000	£'000
<b>Notes:</b>	13.1	13.2	13.0	14.0	
<b>Balance as at 1<sup>st</sup> April 2021</b>	<b>147</b>	<b>599</b>	<b>746</b>	<b>(276)</b>	<b>470</b>
<b>Movement in reserves during 2021/22</b>					
<b>Total comprehensive income and expenditure</b>	<b>(1,603)</b>	<b>0</b>	<b>(1,603)</b>	<b>2,554</b>	<b>951</b>
<b>Adjustments between accounting basis and funding basis under regulations</b>					
<b>Adjustments involving the Pensions Reserve:</b>					
Reversal of items relating to retirement benefits debited or credited to the Comprehensive Income & Expenditure Statement	1,695	0	<b>1,695</b>	(1,695)	<b>0</b>
Employer's pensions contributions and direct payments to pensioners payable in the year	(226)	0	<b>(226)</b>	226	<b>0</b>
<b>Adjustments primarily involving the Accumulated Absences Account:</b>					
Amount by which officer remuneration charged to the CI&ES on an accruals basis is different from remuneration chargeable in the year in accordance with statutory requirements	15	0	<b>15</b>	(15)	<b>0</b>
<b>Net increase or (decrease) before transfers to Earmarked Reserves</b>	<b>(119)</b>	<b>0</b>	<b>(119)</b>	<b>1,070</b>	<b>951</b>
Transfers to or (from) Earmarked Reserves	146	(146)	<b>0</b>	0	<b>0</b>
<b>Increase or (decrease) in the Year</b>	<b>27</b>	<b>(146)</b>	<b>(119)</b>	<b>1,070</b>	<b>951</b>
<b>Balance as at 31<sup>st</sup> March 2022</b>	<b>174</b>	<b>453</b>	<b>627</b>	<b>794</b>	<b>1,421</b>

## Comprehensive Income and Expenditure Statement for the Period ended 31<sup>st</sup> March 2022

Year ended 31/03/21 £'000		Year ended 31/03/22 £'000	Note
	<b>Expenditure</b>		
7,029	Employees	8,041	5.0
153	Premises	155	
10	Transport	13	
72,632	Supplies & Services	88,611	6.0
2,854	Third Party Payments	2,478	
112	Support Services	126	
<b>82,790</b>		<b>99,424</b>	
	<b>Income</b>		
(3,599)	Local Authority Contributions	(3,564)	
(78,201)	Grants & Other Income	(94,255)	7.0
<b>(81,800)</b>		<b>(97,819)</b>	
<b>990</b>	<b>Net Cost of Services</b>	<b>1,605</b>	
(1)	Interest Receivable and Similar Income	(4)	
33	Net Interest on Net Defined Asset/Liability	2	15.2
<b>1,022</b>	<b>(Surplus)/Deficit on the Provision of Services</b>	<b>1,603</b>	
(2,166)	Remeasurement of the Net Defined Benefit Liability	(2,554)	15.2
<b>(1,144)</b>	<b>Total Comprehensive Income and Expenditure</b>	<b>(951)</b>	

## Balance Sheet at 31<sup>st</sup> March 2022

31/03/21 £'000		31/03/22 £'000	Note
0	<b>Long-Term Assets</b> Defined Benefit Pension Scheme Asset	843	15.5
<b>0</b>	<b>Total Long-Term Assets</b>	<b>843</b>	
2,051	<b>Current Assets</b> Debtors	1,435	11.0
<b>2,051</b>	<b>Total Current Assets</b>	<b>1,435</b>	
(1,339)	<b>Current Liabilities</b> Creditors	(856)	12.0
<b>712</b>	<b>Net Current Assets</b>	<b>578</b>	
<b>712</b>	<b>Total Assets Less Current Liabilities</b>	<b>578</b>	
(242)	<b>Long-Term Liabilities</b> Defined Benefit Pension Scheme Liability	0	15.5
<b>470</b>	<b>Net Assets/(Liabilities)</b>	<b>1,421</b>	
	<b>Represented by:</b>		
	<b>Usable Reserves</b>		
147	General Reserves	174	13.1
599	Earmarked Reserves	453	13.2
	<b>Unusable Reserves</b>		
(242)	Pensions Reserve	843	15.5
(34)	Short-Term Accumulating Compensated Absence Account	(49)	
<b>470</b>	<b>Total Reserves</b>	<b>1,421</b>	

## Cash Flow Statement for the Period ended 31<sup>st</sup> March 2022

Year ended 31/03/21 £'000		Year ended 31/03/22 £'000	Note
	<b>Operating Activities</b>		
	Cash Outflows		
6,163	Cash Paid to and on Behalf of Employees	6,558	
75,170	Other Operating Cash Payments	91,881	
<b>81,333</b>	<b>Total Cash Outflows</b>	<b>98,439</b>	
	Cash Inflows		
(81,894)	Cash Received for Goods & Services	(97,789)	
(1)	Interest Received	(4)	
<b>(81,895)</b>	<b>Total Cash Inflows</b>	<b>(97,793)</b>	
<b>(562)</b>		<b>646</b>	
<b>(562)</b>	<b>Net (Increase) or Decrease in Cash and Cash Equivalents</b>	<b>646</b>	18.0
	<b>Analysis of Changes in Cash and Cash Equivalents</b>		
(1,422)	Balance as at 1 <sup>st</sup> April	(1,984)	
(562)	Net Cash (Inflows)/Outflows	646	
<b>(1,984)</b>	<b>Cash Balance Owed To/(From) Host Authority</b>	<b>(1,338)</b>	

*All cash transactions are administered by Rhondda Cynon Taf CBC as the Central South Consortium does not operate its own bank account. The cash balance due to/from the host authority is included in debtors at 31<sup>st</sup> March.*

## Expenditure and Funding Analysis Statement for the year ending 31<sup>st</sup> March 2021

	2020/21		
	Net Expenditure Chargeable to the General Fund £'000	Adjustments Between Funding and Accounting Basis £'000	Net Expenditure for the Equivalent Amounts for CI&ES <sup>2</sup> £'000
Employees	6,163	866	7,029
Premises	153	0	153
Transport	10	0	10
Supplies & Services	72,632	0	72,632
Third Party Payments	2,854	0	2,854
Support Services	112	0	112
Income	(81,932)	132	(81,800)
<b>Cost of Services</b>	<b>(8)</b>	<b>998</b>	<b>990</b>
Other Income and Expenditure	(1)	33	32
<b>(Surplus) or Deficit</b>	<b>(9)</b>	<b>1,031</b>	<b>1,022</b>
Opening General Fund at 31 <sup>st</sup> March 2020	(138)		
Add Surplus on General Fund in Year	(9)		
<b>Closing General Fund at 31<sup>st</sup> March 2021</b>	<b>(147)</b>		

<sup>2</sup> CI&ES – Comprehensive Income and Expenditure Statement



## Expenditure and Funding Analysis Statement for the year ending 31<sup>st</sup> March 2022

	2021/22		
	Net Expenditure Chargeable to the General Fund £'000	Adjustments Between Funding and Accounting Basis £'000	Net Expenditure for the Equivalent Amounts for CI&ES <sup>3</sup> £'000
Employees	6,559	1,482	8,041
Premises	155	0	155
Transport	13	0	13
Supplies & Services	88,611	0	88,611
Third Party Payments	2,478	0	2,478
Support Services	126	0	126
Income	(97,965)	146	(97,819)
<b>Cost of Services</b>	<b>(23)</b>	<b>1,628</b>	<b>1,605</b>
Other Income and Expenditure	(4)	2	(2)
<b>(Surplus) or Deficit</b>	<b>(27)</b>	<b>1,630</b>	<b>1,603</b>
Opening General Fund at 31 <sup>st</sup> March 2021	(147)		
Add Surplus on General Fund in Year	(27)		
<b>Closing General Fund at 31<sup>st</sup> March 2022</b>	<b>(174)</b>		

<sup>3</sup> CI&ES – Comprehensive Income and Expenditure Statement

## Notes to the Core Financial Statements

### 1.0 Significant Accounting Policies

#### 1.1 Accruals of Expenditure and Income

The accounts of the Joint Committee have been prepared on an accrual of income and expenditure basis in accordance with the Code of Practice on Local Authority Accounting. This ensures activity is accounted for in the year that it takes place not when cash payments are made or received.

Revenue from the sale of goods or services is recognised when the Joint Committee transfers the significant risks and rewards of goods, or provides the services to the purchaser, and it is probable that economic benefits or service potential associated with the transaction will flow to the Joint Committee.

Supplies are recorded as expenditure when they are used or consumed.

Expenses in relation to services received (including services provided by employees) are recorded as expenditure when the services are received rather than when payments are made.

Interest receivable on investments and payable on borrowings is accounted for respectively as income and expenditure in the Comprehensive Income and Expenditure Statement on the basis of the effective interest rate for the relevant financial instrument rather than the cash flows determined by the contract. Statutory adjustments relating to interest are reflected in the Movement in Reserves Statement.

#### 1.2 Cash and Cash Equivalents

All cash transactions are administered by Rhondda Cynon Taf CBC as the Central South Consortium does not operate its own bank account.

#### 1.3 Contingent Liabilities

A contingent liability is a possible item of expenditure that arises from past events and whose existence will be confirmed only by the occurrence of one or more uncertain future events not wholly within the organisation's control.

Such contingent liabilities are not reflected in Provisions in the Balance Sheet as it may not be probable that an outflow of resources will be required or the amount of the obligation cannot be measured reliably.

## 1.4 **Reserves**

The Joint Committee sets aside specific amounts as reserves for future policy purposes or to cover contingencies. These are deemed Earmarked Reserves. Earmarked Reserves are created by appropriating amounts from the General Reserves in the Movement in Reserves Statement. When expenditure to be financed from a reserve is incurred, it is charged to the appropriate service in that year. To ensure this is not a charge against General Reserves, the expenditure is funded via an adjustment in the Movement in Reserves Statement.

Certain reserves are kept to manage the accounting processes for retirement and employee benefits and do not represent usable resources for the Joint Committee.

## 1.5 **Employee Benefits**

All costs relating to employee benefits are accounted for on an accruals basis.

### **Pensions**

The Joint Committee participates in two separate pension schemes.

Staff on Teachers Terms & Conditions - This is an unfunded scheme administered by the Teachers' Pension Agency. The Agency sets contribution rates on the basis of a notional fund. Whilst this is a defined benefit scheme, the Teachers Pensions Agency is unable to identify the Joint Committee's share of the underlying assets and liabilities and accordingly, the Joint Committee has accounted for its contributions to the scheme as if it were a defined contribution scheme.

Other employees - Rhondda Cynon Taf CBC administer a fund on behalf of employees under the Local Government Pension Scheme Regulations 1997 (as amended), under which contribution rates are set by the Fund's actuary based on triennial actuarial valuations. Under the regulations, contribution rates are set in order to lead to full funding of the overall liability of the Fund over time. The Local Government Pension Scheme is accounted for as a Defined Benefit Scheme.

- The liabilities of the Rhondda Cynon Taf Pension Fund attributable to the Joint Committee are included in the Balance Sheet on an actuarial basis rolling forward the results from the last full valuation and adjusted to allow for the later calculation date and making allowance for changes due to accrual of new benefits and discharge of liabilities, financial and demographic assumptions, impact of known experience and the impact of events which result in a change in liability.

- Liabilities are discounted to their value at current prices, using a discount rate of 2.7% (2.1% in 2020/21).
- The Rhondda Cynon Taf Pension Fund is a multi-employer scheme. The assets of the Fund are not formally allocated to any employer within the Fund and are not the legal property of any employer within the Fund. For the purpose of completing the calculations for each triennial valuation of the Fund, the actuary calculates a notional allocation of assets for each employer. The assets of the Pension Fund notionally attributed to the Joint Committee are included in the Balance Sheet at their fair value:
 

Quoted Securities	–	Current Bid Price
Unitised Securities	–	Current Bid Price
Property	–	Market Value
- The change in the net pensions asset / liability is analysed into the following components:
  - Current Service Cost – the increase in liabilities as a result of years of service earned this year allocated in the Comprehensive Income and Expenditure Statement to the services for which the employees worked plus administration expenses.
  - Past Service Cost – the increase in liabilities arising from current year decisions whose effect relates to years of service earned in earlier years debited to the (Surplus) or Deficit on the Provision of Services in the Comprehensive Income and Expenditure Statement.
  - Interest Cost – the expected increase in the present value of liabilities during the year as they move one year closer to being paid – credited/debited to the Comprehensive Income and Expenditure Statement.
  - Expected Return on Assets – the annual investment return on the fund assets attributable to the Joint Committee based on an average of the expected long-term return – credited to the Comprehensive Income and Expenditure Statement.
  - Actuarial Gains and Losses – changes in the net pensions liability that arise because events have not coincided with assumptions made at the last actuarial valuation or because the actuaries have updated their financial, demographic or experience assumptions – debited or credited to the Pensions Reserve.
  - Contributions Paid to the Pension Fund – cash paid as employer's contributions to the Pension Fund in settlement of liabilities; not accounted for as an expense in the Comprehensive Income and Expenditure Statement.

In relation to retirement benefits, statutory provisions require the Joint Committee General Reserves to be charged with the amount payable by the Joint Committee to the Pension Fund or directly to pensioners in the year, not

the amount calculated according to the relevant accounting standards. In the Movement in Reserves Statement, this means that there are appropriations to and from the Pensions Reserve to remove the notional debits and credits for retirement benefits and replace them with the cash paid to the Pension Fund and pensioners and any such amounts payable but unpaid at the year-end. The balance that arises on the Pensions Reserve thereby measures the impact to the General Reserves of being required to account for retirement benefits on the basis of cash flows rather than as benefits are earned by employees.

### **Discretionary Benefits**

The Joint Committee is able to make discretionary awards of retirement benefits in the event of early retirements. Any such liabilities arising are accrued in the year of decision to make the award in line with the Local Government Pension Scheme rules.

### **Accumulated Absences**

The Joint Committee accrues for staff holidays earned but not taken at each year-end. The Welsh Government has issued regulations to mitigate the impact of this charge. This Joint Committee has taken advantage of the regulations and charged the additional costs to the Short-Term Accumulating Compensated Absences Account in Unusable Reserves.

## **1.6 Government Grants and Other Contributions**

Grants and other contributions relating to capital and revenue expenditure shall be accounted for on an accruals basis and recognised in the Comprehensive Income and Expenditure Statement when there is reasonable assurance that:

- the conditions for their receipt have been/will be complied with; and
- the grant or contribution will be received.

Monies advanced, where there is no reasonable assurance of the above two criteria, are held as creditors in the Balance Sheet.

Where a revenue grant has been recognised in the Comprehensive Income and Expenditure Statement but not yet used to fund expenditure, it is set aside as an Earmarked Reserve.

Where a claim has yet to be signed off by the Regional Internal Audit Shared Service, Balance Sheet values in relation to grants are included on an unaudited draft claim basis.

For 2020/21, Welsh Government extended the use of the Regional Consortia School Improvement Grant (RCSIG) and Pupil Development Grant (PDG) grants to 31<sup>st</sup> August 2021.

## 1.7 **Leases**

Whether a lease is a finance or operating lease depends upon the substance of the transaction rather than the legal form. Leases are reviewed at inception and classed as finance or operating by reviewing arrangements such as:

- Transfer of ownership at the end of lease contract.
- Option to purchase asset at a price lower than fair value.
- Lease term is for major part of economic life of asset.
- Present value of minimum lease payments amounts to at least substantially all of the fair value of leased asset.
- Leased assets are specialist and only the lessee can use them without major modifications.

### **Finance Leases**

A finance lease is one which transfers substantially all the risks and rewards incidental to ownership of an asset to the lessee.

Where the Joint Committee is lessee, an asset and liability are recognised at lease inception. The asset is subsequently depreciated and revalued as though it were the legal property of the Joint Committee. The liability reduces as lease payments are made.

### **Operating Leases**

An operating lease is deemed to be any lease other than a Finance Lease.

Where the Joint Committee is lessee, lease payments are recognised as an expense in the Comprehensive Income and Expenditure Statement on a straight-line basis unless another systematic basis is more representative of the benefits received.

## 1.8 **Events after the Reporting Period**

Events after the reporting period are those both favourable and unfavourable that occur between the end of the reporting period and the date when the financial statements are authorised for issue.

Two types of events can be identified:

- a) those that provide evidence of conditions existing at the end of the reporting period (adjusting events that shall be recognised in the financial statements); and
- b) those that are indicative of conditions that arose after the reporting period (non-adjusting events that are not reflected in accounting statements but where material, disclosure is made in the Notes to the Core Financial Statements).

## **2.0 Accounting Standards Issued, Not Adopted**

The Code of Practice on Local Authority Accounting in the United Kingdom (the Code) requires the disclosure of information relating to the expected impact of an accounting change that will be required by a new standard that has been issued but not yet adopted. In the interim potentially relevant standards include:

- IFRS 16 *Leases* (but **only** for those local authorities that have decided to adopt IFRS 16 in the 2022/23 year).
- Annual Improvements to IFRS Standards 2018–2020. The annual IFRS improvement programme notes four changed standards:
  - IFRS 1 (First-time adoption) – amendment relates to foreign operations of acquired subsidiaries transitioning to IFRS
  - IAS 37 (Onerous contracts) – clarifies the intention of the standard
  - IFRS 16 (Leases) – amendment removes a misleading example that is not referenced in the Code material
  - IAS 41 (Agriculture) – one of a small number of IFRSs that are only expected to apply to local authorities in limited circumstances.

It is not anticipated that the above amendments will have a material impact on the Consortium's Statement of Accounts.

## **3.0 Critical Judgements in Applying Accounting Policies**

In applying the Accounting Policies set out in note 1.0, the Joint Committee has had to make certain judgements about complex transactions and those involving uncertainty about future events. The critical judgements made in the Statement of Accounts are:

### **3.1 Grants and Contribution Conditions**

Judgements are made in terms of conditions attached to revenue grants. Grants are recognised as income when received/receivable. Unless there are

assumptions that conditions of the grant are breached, a return obligation is not recognised. As a result, any revenue grants received with no expected return obligation that are to be used to fund future years' expenditure are reflected in Earmarked Reserves in the Balance Sheet.

#### **4.0 Assumptions Made About the Future and Other Major Sources of Estimation Uncertainty**

##### Pensions Asset/Liability

- 4.1 Estimation of the net asset/liability to pay pensions depends on a number of complex judgements relating to the discount rate used, the rate at which salaries are projected to increase, changes in retirement ages, mortality rates and expected returns on pension fund assets. AON is engaged to provide the Joint Committee with advice about the assumptions to be applied.

##### COVID impact

The information upon which the actuary bases assumptions on mortality impacted by COVID has moved from a neutral to a negative outlook. This has resulted in an estimated reduction in liabilities of 1%.

##### GMP equalisation and indexation

The disclosures allow for full CPI inflation pension increases to be paid on Guaranteed Minimum Pension (GMP) for those reaching State Pension Age on or after 6<sup>th</sup> April 2016. This is an approximate method of recognising the cost of the Government's commitment to compensate public service scheme members from the removal of the Additional Pension element of the State Pension from this date, and for the outcome of the Lloyds judgement which found GMPs to be illegally sex discriminatory. Government has consulted on its approach to compensating affected members and announced on 23<sup>rd</sup> March 2021 that it would adopt a long-term policy of uprating GMPs in line with CPI for members whose State Pension Age is on or after 6<sup>th</sup> April 2016. The consultation response recognised that this solution will not address all sex inequalities for a minority of member and further guidance is expected from DLUHC on how they propose to deal with this. These inequalities are expected to be small.

In October 2020 a second ruling in the Lloyds bank case clarified that compensation would be required for members who transferred benefits out since May 1990. Government has not yet acknowledged a liability in public service schemes nor indicated an approach in rectifying this. Therefore, no allowance for potential liabilities relating to the second Lloyds ruling is included in the accounts.



### Goodwin Ruling

In June 2020 an Employment Tribunal ruled in relation to the Teacher's Pension Scheme, that provisions for survivor's benefits of a female member in an opposite sex marriage are less favourable than for a female in a same sex marriage or civil partnership, and that treatment amounts to direct discrimination on grounds of sexual orientation. The chief secretary to the Treasury announced in a ministerial statement on 20<sup>th</sup> July 2020 that he believed that changes would be required to other public service pension schemes with similar arrangements. As these changes are yet to be reflected in the LGPS regulations and also on the basis of materiality, allowance has not been made in the calculations.

### McCloud / Sargeant Judgement

The Court of Appeal found that the transitional protection arrangements put in place when firefighters' and judges' pension schemes were reformed were age discriminatory. This has implications for other public sector schemes that were reformed around the same time (including the LGPS) and could potentially lead to members deemed to be discriminated against being compensated. The Supreme Court denied the Government's application for permission to appeal this judgement on 27<sup>th</sup> June 2019. The matter was referred to Employment Tribunals for remedy hearings and the Ministry for Housing, Communities and Local Government (MHCLG) ((now department for Levelling Up, Housing and Communities) (DLUHC)) undertook a consultation on the remedy and confirmed they would be proceeding with the key principles as laid out in the consultation. The figures produced by AON for 2020/21 disclosures included a McCloud underpin liability within current service cost, together with an allowance reflecting service since the scheme reforms (2014 in Wales). The same approach has been adopted for 2021/22. The method used by AON to value the McCloud remedy and therefore disclosed within the Statement of Accounts is closely aligned to that which the DLUHC has confirmed they will proceed.

### Cost Management Process in the LGPS

Legislation requires HM Treasury and the Scheme Advisory Board (SAB) to undertake periodic valuations to monitor the cost of the LGPS to ensure it remains sustainable and affordable. This is referred to as the "Cost Management Process". HM Treasury and the Scheme Advisory Board had paused their reviews following the McCloud judgement in the Court of Appeal. These have now been unpaused and HMT Directions were made over 2021, allowing SAB and HMT reviews to proceed. The outcome of the SAB review has been published and recommended no changes to the provisions of the scheme. It is expected that the outcome of the HMT review will also recommend no changes. The legality of the Government's decision to include

McCloud costs as a member cost within the 2016 HMT process is being challenged by a Judicial Review brought by trade unions. If the Judicial Review is successful, this may cause the 2016 HMT process to be re-run and could result in changes to benefits or member contributions backdated to 1<sup>st</sup> April 2019.

No allowance has been made for the potential cost of improving members benefits under these reviews.

## 5.0 Employees Costs

2020/21 £'000	Salaries & Wages	2021/22 £'000
4,740	Advisors	5,002
728	Administration	845
440	Management	466
217	Finance Team	204
0	Agency	1
35	Employee Insurance	35
3	Employee Advertising	6
<b>6,163</b>	<b>Sub Total</b>	<b>6,559</b>
9	Short-Term Accumulating Compensated Absences Account adjustment	15
857	IAS 19 adjustments	1,467
<b>7,029</b>	<b>Total</b>	<b>8,041</b>

## 6.0 Supplies and Services

2020/21 £'000		2021/22 £'000
119	Office Expenses	150
182	Consultants Fees	594
117	Computer Costs	54
2	Photocopying	7
5	Subscriptions	3
5	Marketing	3
18	Audit Fees	18
10	Telephones	6
1	Postage	0
186	Training	92
	<u>Grants paid to local authorities &amp; schools:</u>	
38,713	Regional Consortia School Improvement Grant (RCSIG)	50,784
32,856	Pupil Development Grant (PDG)	36,380

418	Other	520
<b>72,632</b>	<b>Total</b>	<b>88,611</b>

## 7.0 Income

2020/21 £'000		2021/22 £'000
	<b>Contributions</b>	
(1,303)	Cardiff Council	(1,293)
(982)	Rhondda Cynon Taf CBC	(966)
(554)	Bridgend CBC	(549)
(532)	Vale of Glamorgan Council	(529)
(228)	Merthyr Tydfil CBC	(227)
<b>(3,599)</b>	<b>Total Contributions</b>	<b>(3,564)</b>
	<b>Other Income</b>	
(58)	Other	(55)
(78,143)	Grants	(94,200)
<b>(78,201)</b>	<b>Total Other Income</b>	<b>(94,255)</b>
<b>(81,800)</b>	<b>Total Income</b>	<b>(97,819)</b>

## 7.1 Grant Income

2020/21 £'000		2021/22 £'000
	<b>Grant Programme</b>	
(34,094)	Pupil Development Grant (PDG)	(37,582)
(43,501)	Regional Consortia School Improvement Grant (RCSIG)	(55,866)
(548)	Other	(752)
<b>(78,143)</b>	<b>Total Grant Income</b>	<b>(94,200)</b>
	<b>Allocation</b>	
71,987	Paid to local authorities and schools (Note 6.0)	87,684
6,156	Retained by Central South Consortium	6,516
<b>78,143</b>	<b>Total Allocation</b>	<b>94,200</b>

## 8.0 Related Party Transactions

In accordance with IAS 24, the Joint Committee has a duty to disclose any material transactions with a "related party". This is to ensure that financial statements contain disclosures necessary to draw attention to the possibility that the reported financial position and results may have been affected by the existence of related parties and by material transactions with them.

The Joint Committee transacts with the local authorities and its schools within the Consortium, distributes funding, and provides advisory and inspection services for which it receives income. During the year, material transactions with these related parties arose as follows:

2020/21		Local Authority	2021/22	
Exp. £'000	Inc. £'000		Exp. £'000	Inc. £'000
29,088	(1,412)	Cardiff Council	34,667	(1,293)
20,359	(1,010)	Rhondda Cynon Taf CBC	24,699	(997)
11,545	(554)	Bridgend CBC	13,756	(549)
9,799	(532)	Vale of Glamorgan Council	12,059	(529)
4,937	(247)	Merthyr Tydfil CBC	5,768	(227)

Income received from Rhondda Cynon Taf CBC (£4k) due to interest received and support provided to ALN Transformation regional project (£27k) are included in the table above but are not included in Note 7.0 as they do not form part of the Local Authorities core contributions received.

Welsh Government exerts significant influence through legislation and grant funding. The main grants received are shown in Note 7.1.

All cash transactions are administered by the host authority, Rhondda Cynon Taf CBC, as the Consortium does not operate its own bank account. At 31<sup>st</sup> March 2022, Rhondda Cynon Taf CBC owed the Consortium £1,338k relating to these cash transactions (Rhondda Cynon Taf CBC owed the Consortium £1,984k as at 31<sup>st</sup> March 2021). During 2021/22, Central South Consortium was charged £126k by Rhondda Cynon Taf CBC in respect of Central Establishment Charges (included in the table above, £112k in 2020/21).

Pension contributions are made to both the Rhondda Cynon Taf Pension Fund and the Teachers' Pension Agency, in respect of Joint Committee employees. See notes 15.0 and 16.0 for further information.

Interests of elected Members of the Joint Committee are maintained in a register held by their own Local Authority. Records of interests of Senior Officers are maintained by the Consortium. The following transactions occurred with related parties (by virtue of elected Member interest in them) with whom the Joint Committee has had dealings:

2020/21		Organisation	2021/22	
Exp. £'000	Inc. £'000		Exp. £'000	Inc. £'000
55	0	Cardiff University	7	0
<b>55</b>	<b>0</b>	<b>Total</b>	<b>7</b>	<b>0</b>

The table above does not include payments to/from the Local Authorities or schools within the Consortium, as they are included elsewhere within the notes.

## 9.0 Audit Fees

2020/21 £'000		2021/22 £'000
18	Fees payable to the Auditor General for Wales in respect of external audit	18

## 10.0 Leases

A long term lease arrangement totalling £153k in 2021/22 (£153k in 2020/21) exists between the Joint Committee and Rhondda Cynon Taf CBC in relation to office accommodation at the Valleys Innovation Centre. No termination is contained within the lease agreement and occupation is assumed for as long as the service is required.

The Joint Committee holds no assets on Finance Leases.

## 11.0 Short Term Debtors

An analysis of Short Term Debtors in the Balance Sheet is as follows:

31/03/21 £'000		31/03/22 £'000
1,984	Host Authority	1,338
68	Other Entities and Individuals	97
<b>2,052</b>		<b>1,435</b>
(1)	Provision for Bad Debt	0
<b>2,051</b>	<b>Balance as at 31<sup>st</sup> March 2022</b>	<b>1,435</b>

All cash transactions are administered by Rhondda Cynon Taf CBC as the Central South Consortium does not operate its own bank account. The Host Authority debtor includes the 'cash' balance owed to the Consortium by Rhondda Cynon Taf CBC.

## 12.0 Creditors

An analysis of Short Term Creditors in the Balance Sheet is as follows:

<b>31/03/21 £'000</b>		<b>31/03/22 £'000</b>
(1,079)	Local Authorities and Schools	(348)
(17)	Central Government Bodies	(32)
(209)	Other	(427)
(34)	Employee Absences Accrual	(49)
<b>(1,339)</b>	<b>Balance as at 31<sup>st</sup> March 2022</b>	<b>(856)</b>

## 13.0 Movement on Usable Reserves

	<b>General Reserves £'000</b>	<b>Earmarked Reserves £'000</b>	<b>Total £'000</b>
Balance as at 1 <sup>st</sup> April 2021	147	599	746
Increase/(Decrease)	27	(146)	(119)
<b>Balance as at 31<sup>st</sup> March 2022</b>	<b>174</b>	<b>453</b>	<b>627</b>

### 13.1 General Reserve

The General Reserve is a distributable revenue reserve, which consists of the accumulated surpluses of the Consortium's operations.

	<b>Total £'000</b>
Balance as at 1 <sup>st</sup> April 2021	147
Increase/(Decrease) 2021/22	27
<b>Balance as at 31<sup>st</sup> March 2022</b>	<b>174</b>

### 13.2 Earmarked Reserves

This note sets out the amounts set aside from the General Reserve balance in earmarked reserves to provide financing for future expenditure. All earmarked reserves are deemed to be revenue reserves.

	<b>Balance at 31/03/21 £'000</b>	<b>Transfers Out £'000</b>	<b>Transfers In £'000</b>	<b>Balance at 31/03/22 £'000</b>
Revenue Grant Reserves	393	(393)	253	253

Funding for Specific Projects	206	(6)	0	200
<b>Total</b>	<b>599</b>	<b>(399)</b>	<b>253</b>	<b>453</b>

The Central South Consortium holds an earmarked reserve for the funding of specific projects of which £200k is set aside for ongoing service remodelling and medium-term financial planning (£200k held as at 31<sup>st</sup> March 2021).

#### **14.0 Movements on Unusable Reserves**

Reserve	Pension Reserve £'000	Short-Term Acc Comp Absence Account £'000	Total £'000
Balance as at 1 <sup>st</sup> April 2021	(242)	(34)	(276)
Increase / (Decrease)	1,085	(15)	1,070
<b>Balance as at 31<sup>st</sup> March 2022</b>	<b>843</b>	<b>(49)</b>	<b>794</b>

#### **14.1 Pension Reserve**

The Pension Reserve is the balancing account to offset the inclusion of Pension Liability in the Balance Sheet as required by IAS 19 "Employee Benefits". See note 15.0 for further information.

#### **14.2 Short-Term Accumulating Compensated Absences Account**

The Short-Term Accumulating Compensated Absences Account absorbs the differences that would otherwise arise on the Consortium's Reserves from accruing for compensated absences earned but not taken in the year e.g. annual leave entitlement carried forward at 31<sup>st</sup> March 2022.

### **15.0 Retirement Benefits – Defined Benefit Schemes**

#### **15.1 Participation in Pension Schemes**

As part of their terms and conditions, the employees of Central South Consortium are offered retirement benefits by the Joint Committee. Although these benefits will not be payable until retirement, the Joint Committee has a commitment to make these payments. The liability for these payments needs to be accounted for at the time future entitlement is earned.

The Joint Committee participates in two pension schemes:

- Teachers – Please refer to note 16.0.

- Other employees – The Local Government Pension Scheme administered by Rhondda Cynon Taf CBC. This is a funded defined benefit salary scheme, meaning that the Joint Committee and participants pay contributions into the Fund calculated at a level intended to balance the pensions liabilities with investment assets. The pension costs that are charged to the Joint Committee’s accounts are defined by IAS 19 “Employee Benefits”.

## 15.2 Transactions Relating to Post-Employment Benefits

The cost of retirement benefits is recognised in the Comprehensive Income and Expenditure Account when earned by employees, rather than when benefits are actually paid as pensions. However, the charge required to be made to the General Reserves is based on the cash payable in the year. The difference is reversed out in the Movement in Reserves Statement. The following transactions have been posted in the year:

<b>Comprehensive Income and Expenditure Account</b>	<b>2020/21 £'000</b>	<b>2021/22 £'000</b>
Cost of Services:		
Current Service Cost	1,048	1,693
Past Service Cost	0	0
Settlements and curtailments	0	0
<i>Financing and Investment Income and Expenditure</i>		
Net Interest Expense	33	2
<b>Total Post Employment Benefit Charged to the Surplus or Deficit on the Provision of Services</b>	<b>1,081</b>	<b>1,695</b>
<i>Remeasurement of the Net Defined Benefit Liability Comprising:</i>		
Return on Plan Assets (Excluding the Amount included in the Net Interest Expense)	(7,585)	(94)
Actuarial (Gains) and Losses Arising on Liabilities – Demographic Assumptions	0	(334)
Actuarial (Gains) and Losses Arising on Liabilities – Financial Assumptions	5,736	(2,232)
Actuarial (Gains) and Losses Arising on Liabilities – Experience	(317)	106
Net increase in liabilities from disposals / acquisitions	0	0
<b>Total Post Employment Benefit Charged to the Comprehensive Income and Expenditure Statement</b>	<b>(1,085)</b>	<b>(859)</b>
<i>Movement in Reserves Statement</i>		



Reversal of Net Charges Made to the Surplus or Deficit for the Provision of Services for Post Employment Benefits in Accordance with the Code	(1,081)	(1,695)
<i>Actual Amount Charged Against the General Fund Balance for Pensions in the Year:</i>		
Employers' Contributions Payable to Scheme	191	226

The total remeasurement of the Net Defined Benefit Liability recognised in Other Comprehensive Income and Expenditure to the 31<sup>st</sup> March 2022 is a gain of £2,554k (£2,166k gain in 2020/21).

The cumulative amount of actuarial gains and losses recognised in the Comprehensive Income and Expenditure statement to the year ending 31<sup>st</sup> March 2022 is a gain of £5,273k (£2,719k gain in 2020/21).

The figures above do not include allowance for any membership (or associated assets) relating to members who have joined the employer but have not yet exercised their option to link their past service rights to their current employment.

### 15.3 Reconciliation of Present Value of the Scheme Liabilities

	2020/21 £'000	2021/22 £'000
Opening balance at 1 <sup>st</sup> April	26,254	33,113
Current Service Cost	1,048	1,693
Interest Cost on Defined Obligation	602	695
Contributions by Scheme Participants	260	308
<i>Remeasurement Gains and (Losses):</i>		
Actuarial Gains and (Losses) Arising on Liabilities – Demographic Assumptions	0	(334)
Actuarial Gains and (Losses) Arising on Liabilities – Financial Assumptions	5,736	(2,232)
Actuarial Gains and (Losses) Arising on Liabilities – Experience	(317)	106
Benefits Paid	(470)	(332)
Past Service Costs	0	0
<b>Carried Forward at 31<sup>st</sup> March</b>	<b>33,113</b>	<b>33,017</b>

### 15.4 Reconciliation of Fair Value of the Scheme Assets

	2020/21 £'000	2021/22 £'000
Opening balance at as at 1 <sup>st</sup> April	24,736	32,871
Interest Income	569	693

<i>Remeasurement Gains and (Losses)</i>		
The Return on Plan Assets, Excluding the Amount Included in the Net Interest Expense	7,585	94
Employer Contributions	191	226
Contributions by Scheme Participants	260	308
Benefits paid	(470)	(332)
Net increase in assets from disposals/acquisitions	0	0
<b>Carried Forward as at 31<sup>st</sup> March</b>	<b>32,871</b>	<b>33,860</b>

The expected return on scheme assets is determined by considering the expected returns available on the assets underlying the current investment policy. Expected yields on fixed interest investments are based on gross redemption yields as at the Balance Sheet date.

Expected returns on equity investments reflect long-term real rates of return experienced in the respective markets. The actual return on scheme assets in the year was a gain of £787k (£8,154k gain in 2020/21).

### 15.5 Scheme History

	<b>2020/21 £'000</b>	<b>2021/22 £'000</b>
Present Value of Defined Obligation	(33,113)	(33,017)
Fair Value of Plan Assets	32,871	33,860
<b>Surplus / (Deficit)</b>	<b>(242)</b>	<b>843</b>

The liabilities show the underlying commitments that the Joint Committee has in the long run to pay retirement benefits. The total asset of £843k has a substantial impact on the net worth of the Joint Committee as recorded in the Balance Sheet.

The surplus on the local government scheme may recovered in the form of reduced future contributions.

### 15.6 Local Government Pension Scheme Assets

Local Government Pension Scheme Assets investments as at 31<sup>st</sup> December 2021 (full scheme not Central South Consortium element) are comprised as follows:

	<b>Fair Value of Scheme Assets</b>	
	<b>2020/21 £'000</b>	<b>2021/22 £'000</b>
UK Equities	432,535	443,447
Overseas Equities	2,688,782	2,870,331
UK Fixed Interest Gilts	401,988	563,640

UK Corporate Bonds	575,814	607,650
Property	280,848	317,833
Cash and net current assets	37,085	16,991
<b>Total</b>	<b>4,417,052</b>	<b>4,819,892</b>

## 15.7 Basis for Estimating Assets & Liabilities

### Roll-forward of Assets

The valuation results from the last full valuation of the Fund (or results at the previous accounting date as appropriate) are adjusted to the accounting year-end allowing for:

- Investment returns, and
- Cash-flows including investment returns on those cashflows.

The asset value at the start of the accounting period is accumulated with the Fund investment return over the accounting period. Net cashflows are assumed to be paid half way through the period and accrue half of the Fund investment return over the period.

### Roll-forward of Liabilities

The valuation results from the last full valuation of the Fund (or results at the previous accounting date as appropriate) are adjusted to allow for the later calculation date (by adding interest to the liabilities) and make allowance for changes in liabilities due to:

- The accrual of new benefits and the discharge of liabilities from the payment of benefits.
- The financial and demographic assumptions adopted at the year-end.
- The impact of any known experience affecting the liabilities, such as the impact of actual pension increases on pensions in payment and deferred benefits.
- If applicable, the impact of events which result in a change in the liability such as past service costs, settlements and curtailments.

The full valuation was based on funded benefits and the principal assumptions used by the actuary have been:

	31/03/21	31/03/22
Long-Term Expected Rate of Return on Assets in the Scheme (in line with the discount rate)	4.25%	4.25%
Mortality Assumptions:		
Longevity at 65 for current pensioners:		
Men	21.8	21.6
Women	24.1	23.9
Longevity at 65 for future pensioners:		

Men	22.8	22.6
Women	25.6	25.4
CPI Inflation	2.7%	3.0%
Rate of Increase in Salaries	3.95%	4.25%
Rate of Increase in Pensions	2.7%	3.0%
Rate for discounting scheme liabilities	2.1%	2.7%
Take-up of Option to Convert Annual Pension into Retirement Lump Sum:		
Post-2010 Service	80%	80%
Pre-2010 Service	80%	80%

The estimation of the defined benefit obligations is sensitive to the actuarial assumptions set out in the table above. The sensitivity analyses below have been determined based on reasonably possible changes of the assumptions occurring at the end of the reporting period and assumes for each change that the assumption analysed changes while all the other assumptions remain constant.

	Increase in Assumption £'000	Decrease in Assumption £'000
Longevity (Increase or Decrease in 1 Year)	1,156	(1,123)
Rate of Increase in Salaries (increase or decrease by 0.1%)	66	(66)
Rate of Increase in Pensions (increase or decrease by 0.1%)	627	(627)
Rate for Discounting Scheme Liabilities (increase or decrease by 0.1%)	(693)	693

### **15.8 Contributions for the Accounting Period ending 31<sup>st</sup> March 2023**

The Employer's regular contributions to the Fund for the accounting period ending 31<sup>st</sup> March 2023 are estimated to be £236k (£199k as at 31<sup>st</sup> March 2022).

### **16.0 Retirement Benefits – Defined Contribution Scheme**

Staff employed on Teachers terms and conditions are members of the Teachers' Pension Scheme. The scheme provides teachers with specified benefits upon their retirement and the Joint Committee contributes towards the costs by making contributions based upon a percentage of members' pensionable salary.

The Scheme is technically a defined benefit scheme. However, the Scheme is unfunded and the Department for Education uses a notional fund as the

basis for calculating the employer's contribution rate paid by local authorities. The Council is not able to identify its share of underlying financial position and performance of the Scheme with sufficient reliability for accounting purposes. For the purposes of this Statement of Accounts, it is therefore accounted for on the same basis as a defined contribution scheme.

In 2021/22, the Joint Committee paid £94k to the Teachers' Pension Fund in respect of teachers' retirement benefits, representing 23.68% of pensionable pay (£94k was paid in 2020/21 representing of 23.68% pensionable pay). There were no contributions remaining payable at the year-end.

### **17.0 Events after the Balance Sheet Date**

The Statement of Accounts was authorised for issue by the Joint Committee on 20<sup>th</sup> September 2022. Events taking place after this date are not reflected in the financial statements or notes. Where events taking place before this date provide information about conditions existing at 31<sup>st</sup> March 2022, the figures in the financial statements and notes have been adjusted in all material respects to reflect the impact of this information. There are no events that took place after 31<sup>st</sup> March 2022 requiring disclosure providing information that is relevant to an understanding of the Central South Consortium Joint Education Service's financial position.

### **18.0 Reconciliation of Comprehensive Income and Expenditure Account to Cash flow**

<b>2020/21 £'000</b>		<b>2021/22 £'000</b>
1,022	(Surplus)/Deficit on the Provision of Services	1,603
(600)	(Increase)/Decrease in Creditors	482
(94)	Increase/(Decrease) in Debtors	30
(890)	IAS 19 Transactions	(1,469)
<b>(562)</b>	<b>Cash (Inflow)/Outflow from Revenue Items</b>	<b>646</b>

### **19.0 Contingent Liabilities**

#### **Cost Management Process in the LGPS**

Please refer to Assumptions Made About the Future and Other Major Sources of Estimation Uncertainty (4.0)

Legislation requires HM Treasury and the Scheme Advisory Board (SAB) to undertake periodic valuations to monitor the cost of the LGPS to ensure it remains sustainable and affordable. This is referred to as the "Cost

Management Process". HM Treasury and the Scheme Advisory Board had paused their reviews following the McCloud judgement in the Court of Appeal. These have now been unpaused and HMT Directions were made over 2021, allowing SAB and HMT reviews to proceed. The outcome of the SAB review has been published and recommended no changes to the provisions of the scheme. It is expected that the outcome of the HMT review will also recommend no changes. The legality of the Government's decision to include McCloud costs as a member cost within the 2016 HMT process is being challenged by a Judicial Review brought by trade unions. If the Judicial Review is successful, this may cause the 2016 HMT process to be re-run and could result in changes to benefits or member contributions backdated to 1<sup>st</sup> April 2019.

No allowance has been made for the potential cost of improving members benefits under these reviews.

## **20.0 Officers' Remuneration**

During 2021/22, the Consortium paid 90 employees on average every month (81 in 2020/21). Over the year, salary payments totalled £4,184k (excluding employer's national insurance and pension contributions) (£3,724k in 2020/21).

Under the Accounts and Audit (Wales) Regulations 2014, the Joint Committee must disclose in their accounts the number of employees (excluding specific senior employees who are shown in Note 20.0) whose remuneration in the year fell in each bracket of a scale in multiples of £5,000 commencing at £60,000 (excluding pension contributions). The disclosure includes redundancy payments.

The following salary payments were made within the categories specified:

Remuneration Band	2020/21			2021/22		
	No. of Employees			No. of Employees		
	At 31/03/20	Left in Year	Total	At 31/03/21	Left in Year	Total
£60,000 - £64,999	11	0	11	11	0	11
£65,000 - £69,999	5	0	5	9	0	9
£70,000 - £74,999	2	0	2	5	0	5
£75,000 - £79,999	0	0	0	1	0	1
£80,000 - £84,999	0	0	0	0	0	0
£85,000 - £89,999	1	0	1	0	0	0
£90,000 - £94,999	0	0	0	0	0	0
£95,000 - £99,999	0	0	0	0	0	0

£100,000 - £104,999	0	0	0	0	0	0
£105,000 - £109,999	0	0	0	0	0	0
£110,000 - £114,999	0	0	0	0	0	0
<b>Total</b>	<b>19</b>	<b>0</b>	<b>19</b>	<b>26</b>	<b>0</b>	<b>26</b>

## 21.0 Senior Officers

The following table sets out the remuneration for specific Senior Officers whose salary is less than £150k but greater than £60k. There are no Senior Officers whose salary is greater than £150k. Employer pension contributions and compensatory payment in relation to loss of employment are included.

Post Holder Information	2021/22				
	Salary	Taxable Benefits in Kind	Compensation for loss of employment	Employer's Pension Contributions	Total
	£'000	£'000	£'000	£'000	£'000
Managing Director *	115	0	0	7	122
Deputy Managing Director **	94	0	0	6	100
Assistant Director – Standards & Improvement Planning **	81	0	0	5	86
Assistant Director – Curriculum **	82	0	0	5	87

\* Total amount of salary, fees or allowances paid to or receivable during 2021/2022 excludes £1k that relates to 2020/2021 but was remunerated to the senior officer during 2021/2022 part of which (£2k) will be remunerated to the senior officer during 2022/2023.

\*\* Includes the total amount of salary, fees or allowances paid to or receivable during 2021/2022, part of which (£1k) will be remunerated to the senior officer during 2022/2023.

The comparative figures for 2020/21 are shown in the following table:

Post Holder Information	2020/21				
	Salary	Taxable Benefits in Kind	Compensation for loss of employment	Employer's Pension Contributions	Total
	£'000	£'000	£'000	£'000	£'000
Managing Director ***	113	0	0	7	120
Deputy Managing Director (from 01/04/2020)	92	0	0	6	98
Senior Lead – Standards & Improvement Planning (up to 31/08/2020) / Assistant Director – Standards & Improvement Planning (from 01/09/2020)	80	0	0	5	85
Assistant Director – Curriculum (from 01/01/2021) ****	20	0	0	1	21

\*\*\* Includes the total amount of salary, fees or allowances paid to or receivable during 2020/2021, part of which (£1k) has been remunerated to the senior officer during 2021/2022.

\*\*\*\* The Assistant Director – Curriculum previously held the post of Senior Lead – Curriculum Reform (up to 31<sup>st</sup> December 2020) via a secondment arrangement and is not included in this note as the post-holder was an officer of the employing local authority (Cardiff) rather than the Consortium itself.

The salary for the Director of Finance and Digital Services, who signs the accounts on page 11, is not included in this note as the post-holder is a senior officer of the Host Authority rather than the Consortium itself.

## 22.0 Severance Costs

There has been no cost of severance to the Consortium in respect of employees who have left the employment of the Consortium during the financial year.



## CENTRAL SOUTH CONSORTIUM ANNUAL GOVERNANCE STATEMENT 2021/22

### 1. SCOPE OF RESPONSIBILITY

1.1 The Central South Consortium (CSC) is a Joint Education Service commissioned by five Local Authorities namely:

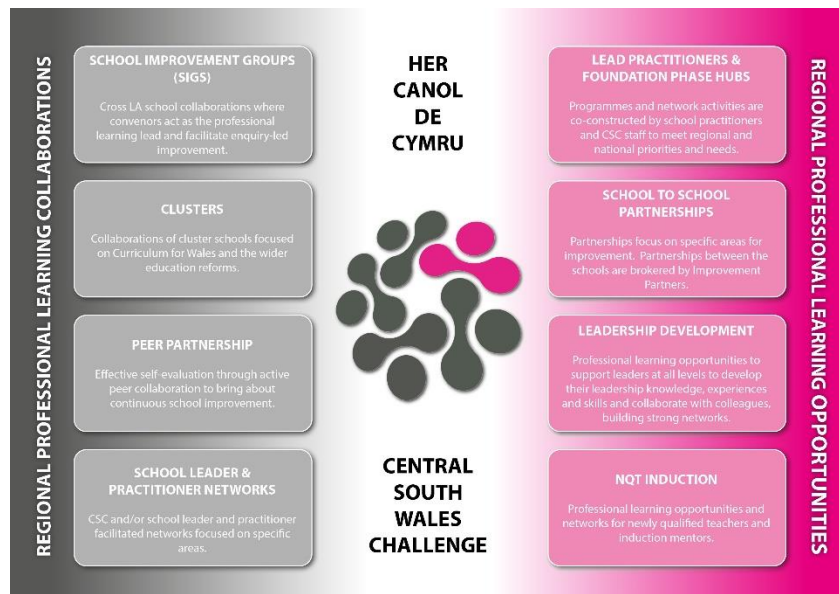
- Bridgend CBC;
- Cardiff CBC;
- Merthyr Tydfil CBC;
- Rhondda Cynon Taf CBC; and
- Vale of Glamorgan CBC.

Central South Consortium covers the needs of 380 schools and 152,141 pupils in the region.

1.2 In January 2014, Central South Wales Challenge was launched with the aim of raising standards across all schools within the region and to stimulate the sharing of expertise amongst schools and joint efforts to innovate to:

- Improve the performance of every school;
- Increase the numbers of good and excellent schools;
- Reduce the gap between high and low performing groups of learners; and
- Improve outcomes for vulnerable groups of pupils.

Subsequently the [Central South Wales Challenge](#) has developed and consists of a number of different strategies:



- 1.3 Rhondda Cynon Taf County Borough Council (RCTCBC) is responsible for ensuring that its business and that of the Joint Education Committee, for which it has administrative responsibility, is conducted in accordance with the law and proper standards, and that public money is safeguarded and properly accounted for, and used economically, efficiently and effectively.
- 1.4 In discharging this overall responsibility, CSC is responsible for putting in place proper arrangements for the governance of its affairs and facilitating the effective exercise of its functions, which includes the arrangements for the management of risk.
- 1.5 The Annual Governance Statement of CSC aims to provide an accurate representation of the governance arrangements in place for financial year ending 31<sup>st</sup> March 2022.

## 2. THE PURPOSE OF THE GOVERNANCE FRAMEWORK

- 2.1 The governance framework comprises the systems, processes, and cultural values by which CSC is directed and controlled, and the activities through which it accounts to and engages with stakeholders. It enables CSC to monitor the achievement of its strategic objectives and to consider whether those objectives have led to the delivery of appropriate, cost-effective services.
- 2.2 The system of internal control is a significant part of that framework and is designed to manage the risk to a reasonable level. It cannot eliminate all risk of failure to achieve aims and objectives and can therefore only provide reasonable and not absolute assurance of effectiveness.
- 2.3 The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of CSC's priorities, to evaluate the likelihood and impact of those risks materialising, and to manage them efficiently, effectively, and economically.
- 2.4 CSC has responsibility for conducting, at least annually, an assessment of its governance framework including the system of internal control. The assessment is informed by the work conducted by external agencies and internal arrangements, including performance management arrangements.
- 2.5 The following paragraphs summarise the overall governance framework and the system of internal control, which has been in place for CSC for the year ended 31<sup>st</sup> March 2022 (and up to the date of approval of the 2021/22 Statement of Accounts).

### 3.0 THE GOVERNANCE FRAMEWORK

3.1 CSC has used the *Delivering Good Governance in Local Government: Framework (2016)* in compiling its Annual Governance Statement. The Framework comprises two Core Principles and five Supporting Principles:

Core principles

- Behaving with integrity, demonstrating strong commitment to ethical values and respecting the rule of law; and
- Ensuring openness and comprehensive stakeholder engagement.

Supporting Principles

- Defining outcomes in terms of sustainable economic, social and environmental benefits;
- Determining the interventions necessary to optimise the achievement of the intended outcomes;
- Developing the entity’s capacity, including the capability of its leadership and the individuals within it;
- Managing risks and performance through robust internal control and strong public financial management; and
- Implementing good practices in transparency, reporting and audit to deliver effective accountability.

3.2 The Core Principles permeate implementation of the Supporting Principles with the need for CSC to be committed to improving governance on a continual basis through a process of evaluation and review.

3.3 CSC has applied these principles to structure its Annual Governance Statement for financial year ending 31<sup>st</sup> March 2022 and to assess the arrangements in place.

3.4 CSC has a range of governance arrangements in place, in line with the ‘Delivering Good Governance in Local Government Framework’, many of which are set out in CSC’s legal agreement and / or are part of the governance arrangements of RCTCBC that have been adopted by CSC. Table 1 provides examples of the key systems, processes and documents in place within CSC during 2021/22.

**Table 1 - Examples of key systems, processes and documents in place within the CSC**

<b>Good Governance Principles</b>	<b>Examples of key systems, processes and documents in place within CSC</b>
Behaving with integrity, demonstrating strong commitment	<ul style="list-style-type: none"> <li>• <a href="#">Rules of Procedure</a> – covering Council, Open Government, Access to Information, Budget and Policy Framework, Executive, Overview and Scrutiny, Officer</li> </ul>

<p>to ethical values and respecting the rule of law</p>	<p>Employment and Contract and Financial Procedure Rules. The rules set out arrangements to be followed by elected Councillors and Officers when conducting the CSC’s business with the aim of publicly demonstrating accountability and openness.</p> <ul style="list-style-type: none"> <li>• <u>Whistle-blowing Policy</u>– promoting the highest possible standards of service and setting out how workers can bring information about a wrongdoing to the attention of CSC.</li> <li>• Anti-fraud, Bribery &amp; Corruption Strategy.</li> <li>• Gifts and hospitality Policy.</li> <li>• <u>Comments, Compliments and Complaints</u> – setting out how the Council / CSC handles and responds to the feedback (complaints, compliments and comments).</li> <li>• Officer Guide.</li> <li>• Staff Handbook.</li> </ul>
<p>Ensuring Openness and comprehensive stakeholder engagement</p>	<ul style="list-style-type: none"> <li>• Forward plans for committee meetings together with the matters to be considered, where appropriate.</li> </ul>
<p>Defining outcomes in terms of sustainable economic, social and environmental benefits</p>	<ul style="list-style-type: none"> <li>• Performance Management Framework.</li> <li>• Business Plan and Operational Delivery Plans.</li> <li>• Regular Performance Reports to Joint Committee (including Risk Register updates).</li> <li>• Risk Management Strategy.</li> <li>• Annual Revenue Budget Strategy.</li> <li>• Medium Term Financial Plan.</li> </ul>
<p>Determining the interventions necessary to optimise the achievement of the intended outcomes</p>	<ul style="list-style-type: none"> <li>• Scrutiny Committees.</li> <li>• Challenge and Review sessions with Welsh Government.</li> </ul>
<p>Developing the entity’s capacity, including the capability of its leadership and the individuals within it</p>	<ul style="list-style-type: none"> <li>• Business Plan</li> <li>• Staff Handbook.</li> <li>• Schemes of Delegation.</li> <li>• Self-evaluation process.</li> <li>• Regional Evaluation &amp; Improvement Session</li> </ul>
<p>Managing risks and performance through robust internal control and strong public</p>	<ul style="list-style-type: none"> <li>• Risk Management Strategy.</li> <li>• Annual Performance Report (including Risk Register updates).</li> <li>• An Internal Audit function.</li> </ul>

financial management	<ul style="list-style-type: none"> <li>• Budget and Policy Framework Procedure Rules and Contract and Financial Procedure Rules.</li> <li>• Medium Term Financial Plan.</li> </ul>
Implementing good practices in transparency, reporting and audit to deliver effective accountability	<ul style="list-style-type: none"> <li>• Statement of Accounts.</li> <li>• Annual Governance Statement.</li> <li>• Production of reports on key areas of business.</li> <li>• Internal Audit.</li> </ul>

### 3.5 Legal Agreement

On the 20<sup>th</sup> April 2015 all parties entered into and signed a revised legal agreement which superseded all previous legal agreements between the Partners. This agreement consolidated the legal arrangements relevant to CSC into one Agreement. From this point forward within the Annual Governance Statement, reference will be made to the ‘Legal Agreement’.

3.5.1 The Legal Agreement for Central South Consortium Joint Education Service Joint Committee provides the governance framework within which the Service operates and allocates responsibility and accountability, as follows:

- The Host Authority;
- The Directors’ Steering Group;
- The Advisory Board;
- Operational Management Group;
- Central South Consortium Joint Education Committee; and
- Financial Management.

3.5.2 The legal agreement is currently under review to bring in line with recent changes to governance arrangements (as outlined in section 5.3.8 below) and will be taken to Joint Committee for consideration.

### 3.6 The Host Authority

The Legal Agreement formally assigns RCTCBC as the Host Authority for CSC. RCTCBC provides all support services (save for the day to day administration undertaken by staff in accordance with their duties) required, including but not limited to:

- Financial (Section 151 Officer as defined by section 151 of the Local Government Act 1972, Accounts, Payroll, Creditors, Debtors, Insurance);
- Human Resources;

- Health & Safety;
- Legal;
- ICT;
- Estates;
- Internal Audit (facilitated by the Regional Internal Audit Service, (RIAS)); and
- Procurement.

The costs of which, where relevant, are charged to Central South Consortium Joint Education Service Joint Committee through Service Level Agreements.

3.7 The Constitution of RCTCBC, which has the financial stewardship of CSC, allocates functions and responsibility within the Authority. It also regulates the behaviour of individuals (Members & Officers) and groups through codes of conduct, protocols and rules of procedure. All functions undertaken by CSC should be done so in accordance with all relevant Policies and Procedure Rules of RCTCBC.

### 3.8 Officer Conduct

To ensure a consistent approach to working practices and processes, all officers are subject to the terms and conditions of employment (which are based on RCTCBC's operating terms and conditions).

### 3.9 COVID-19

On the [18th March 2020](#), an Urgent Decision of the Leader of the RCT CBC set out the current emergency planning arrangements for COVID 19 at UK, Wales and locality levels and the potential implications for Council services.

Further to the arrangements put in place during 2020/21, decision making and governance continued to operate in compliance with CSC's Legal Agreement for 2021/22. Due to social distancing, all meetings arranged under our governance arrangements have met virtually using either Microsoft Teams or Zoom video conferencing. The Senior Management Team and Senior Leadership Team have also met weekly allowing decision making to continue.

The Local Authorities (Coronavirus) (Meetings) (Wales) Regulations 2020 have changed the pre-existing laws to enable fully remote meetings to take place as long as those participating can hear and be heard. It also provides for the distribution and publication of all associated documents via electronic means only. As a result, the Joint Committee will continue its committee functions and, in consultation with the Chairs of the Committees, virtual meetings will continue to be held.

The impact of the COVID-19 virus on CSC has been managed and reported in the risk register to reflect the challenges faced in the ongoing delivery of the school improvement service during the pandemic, with updates also reported to the Joint Committee.

## 4.0 ASSESSING CSC'S GOVERNANCE ARRANGEMENTS

4.1 In line with the Core and Supporting Principles of the Framework, the approach taken to assess CSC's arrangements has been to:

- Set out a brief description of the arrangements and procedures in place together with the key outcomes CSC is aiming to achieve;
- Examine and document the main activities that have taken place around these areas, taking account of supporting evidence from CSC's internal processes and Audit Wales reports published on CSC;
- Form a view on the extent to which the activities comply with the procedures in place; and
- Make proposals for improvement, where appropriate, together with recommended timescales for implementation and responsible officers.

4.2 The assessment of CSC's governance arrangements is set out in Section 5.

## 5.0 ASSESSMENT OF GOVERNANCE ARRANGEMENTS

### 5.1 PROGRESS MADE TO IMPLEMENT RECOMMENDATIONS REPORTED IN THE 2020/21 ANNUAL GOVERNANCE STATEMENT

The 2020/21 Annual Governance Statement made 10 proposals for improvement. An update on progress was reported to Central South Consortium Joint Education Service Joint Committee on 16<sup>th</sup> December 2021 and following consideration the Committee RESOLVED: *to note the progress that has been made to date in implementing the proposals for improvement.*

As at 31<sup>st</sup> March 2022, progress had been made against the 10 proposals:

- 8 proposals for improvement have been implemented.
- 2 proposals for improvement were 'in progress' and will be completed during 2022/23 – it is considered that the part implementation status for these areas did not have an adverse impact on the robustness of CSC's governance arrangements during the year.

Based on the above, it is considered that overall, sufficient progress has been made during 2021/22 in the delivery of the proposals for improvement with the requirement for further work to be completed in 2022/23. A detailed position statement is set out at Appendix A.

## 5.2 BEHAVING WITH INTEGRITY, DEMONSTRATING STRONG COMMITMENT TO ETHICAL VALUES, AND RESPECTING THE RULE OF LAW

### Behaving with integrity

- 5.2.1 CSC follows the Host Authority Constitution which sets down how it should operate, how decisions need to be made and the procedures to be followed to ensure they are efficient, transparent and available to local people. Within the Constitution there are a number of [Rules](#)<sup>4</sup> and [Protocols](#)<sup>5</sup> that aim to ensure both elected Councillors and employees behave with integrity.
- 5.2.2 CSC has put in place procedures to be followed by the Joint Education Committee when conducting meetings and making decisions during the year to publicly demonstrate an accountable, open and honest approach. This has included considering the accuracy of 'meeting minutes'<sup>6</sup>; recording declarations of personal interest; publishing reports on RCT's website prior to meetings taking place; making decisions based on evidenced based reports; and publishing the minutes of meetings. A review of a sample of Joint Education Committee meetings during the year revealed that the above-mentioned procedures had been followed.

### CSC employees

- 5.2.3 CSC Legal Agreement outlines the role of RCTCBC as the host authority. As part of this agreement, CSC adopts the policies of RCT including an Officer Code of Conduct that has been used to create an easy to understand 'Basic Rules – A Guide for Employees' and includes information in relation to, amongst other things, expected behaviour, use of social media, appearance and attendance. The guide is available on-line for all employees.
- 5.2.4 All officers who started employment with CSC were provided with a local induction. In parallel, an Individual Performance development process was in place to support the personal development of officers, this being overseen by management within the CSC and supported by the Human Resources Service within Rhondda Cynon Taf. As a result of the COVID 19 pandemic, the usual performance management processes were suspended during 2020/21 and replaced with virtual discussion and support with team members. During 2021/22 the process was revised and a new Performance Development system was introduced.

### Arrangements in place to tackle potential misappropriation

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<sup>4</sup> Rules – for example, Financial and Contract Procedure Rules

<sup>5</sup> Protocols – for example, Gifts and Hospitality Policy

<sup>6</sup> Meeting minutes – a formal and agreed record of the events that took place at each meeting.



- 5.2.5 In the event that an officer decides to operate outside of the intended terms and conditions of employment, arrangements were in place for officers to “blow the whistle” through RCT’s [Whistleblowing Policy & Procedure](#).
- 5.2.6 In addition to the Whistleblowing arrangements, there were arrangements in place to tackle potential [fraud, bribery and corruption](#).
- 5.2.7 RCTCBC’s Governance and Audit Committee has overall responsibility for overseeing the governance arrangements in place in respect of ‘tackling potential fraud, bribery and corruption’ and ‘whistle-blowing’. Updates received by the Governance and Audit Committee during the year in respect of these arrangements were:

### **Anti-Fraud, Bribery & Corruption**

- 5.2.8 On the 6th December 2021, a progress update was reported against the Anti-fraud, Bribery and Corruption Work Programme for 2021/22. Following this, on the 23rd March 2022, the Anti-fraud Annual Report 2021/22 was reported that outlined the progress made against the Anti-fraud, Bribery and Corruption Work Programme for 2021/22 alongside a proposed work programme for 2022/23. The overall conclusion set out in the March 2022 report, based on the work undertaken during the year, was that the Council has taken necessary preventative steps to raise awareness around vigilance and appropriate sharing of intelligence across the anti-fraud network. Both the December 2021 and March 2022 updates were reviewed and noted by the Governance and Audit Committee.

### **Whistle-Blowing**

- 5.2.9 At the 26<sup>th</sup> April 2021 Audit Committee, Members agreed to approve the proposed update to the Council’s Whistleblowing Policy & Procedure, and instructed the Director of Human Resources to publish and raise awareness of the updated document. In line with this, a Council wide email / notification was circulated to Council staff and whistleblowing continued to be part of staff induction arrangements.
- 5.2.10 At the 23<sup>rd</sup> March 2022 Governance and Audit Committee, the Whistleblowing Annual Report 2021/22 was presented and concluded that the Whistleblowing Policy and Procedure continues to be fit for purpose and that the Council’s whistleblowing arrangements are appropriate. The Governance and Audit Committee resolved to approve the Whistle-blowing Annual Report 2021/22 in line with the requirements placed upon the Council by the Prescribed Persons (Reports on Disclosures of Information) Regulation 2017.

- 5.2.11 Gifts and Hospitality Policy – CSC aligns to the RCT Gifts and Hospitality Policy with arrangements in place, via registers, to record gifts and hospitality in line with the Policy.

### **Demonstrating strong commitment to ethical values**

- 5.2.12 Ethical Values: CSC employees - CSC has described what excellent behaviour looks like for each type of job, for example, '*always treat people with respect*', and this information is used to test candidates suitability for jobs at interview and is used to inform discussions managers have with their staff as part of their development.

### **5.2.13 The Council's supply chains**

The Council plays a significant role in the utilisation of national framework contracts as well as local contractual arrangements, and is responsible for ensuring that its business is conducted in accordance with the law, applies high ethical values, that public money is safeguarded and properly accounted for, and used economically, efficiently and effectively. The Council's Contract Procedure Rules provides the framework to achieve this and the 'Procurement Policy – Social Responsibility' aligns with the three key initiatives issued by Welsh Government, namely Community Benefits; Code of Practice Ethical Employment in Supply Chains; and Opening Doors: the Charter for SME Friendly Procurement.

<https://www.rctcbc.gov.uk/EN/Council/CouncillorsCommitteesandMeetings/DelegatedDecisions/RelatedDocuments/Decisions/2019to2020/ProcurementPolicySocialResponsibility.pdf>

### **Respecting the rule of law**

- 5.2.14 The Managing Director position leads CSC's officers and chairs the Senior Management Team.

## **5.3 ENSURING OPENNESS AND COMPREHENSIVE STAKEHOLDER ENGAGEMENT**

### **Openness**

- 5.3.1 Members of Central South Consortium Joint Education Service Joint Committee are governed by the Code of Conduct of their relevant Council. The Codes of Conduct for Councillors and employees within the Constitution of the Host Authority are built on the principles of openness, transparency and honesty.

### **General Data Protection Regulation**

5.3.2 The General Data Protection Regulation (GDPR) came into force on the 25<sup>th</sup> May 2018. CSC took steps during 2018/19 to demonstrate accountability and transparency when handling and processing personal and sensitive information that it holds in respect of individuals. These arrangements were maintained during 2021/22 by:

- Formally recording the lawful basis upon which data / information is processed within suites of documents called Data Protection Registers; and
- Establishing 'Privacy Notices' that are available on CSC's website setting out how it intends to use information and how it will deliver its services and statutory responsibilities.

An internal group developed relevant policy papers and refined processes and procedures to ensure GDPR compliance, working closely with the RCTCBC Information Management team.

It is considered that the publication of this information continues to support CSC in complying with the GDPR and demonstrates openness and transparency when dealing with its customers.

### **Freedom of Information and Subject Access Requests**

5.3.3 CSC operated a Freedom of Information (FOI) Act 2000 publication scheme in accordance with legislative requirements. FOI updates are provided to Joint Committee on an annual basis and during 2021/22 two FOI requests were received and were responded to within 20 working days. Also one Subject Access Request was received and was also responded to within one calendar month period.

This information is scheduled to be reported to the Joint Committee on 7<sup>th</sup> June 2022.

### **Planning ahead**

5.3.4 CSC consulted with stakeholders on its vision and priorities for 2021/22 and set these out in a document called 'Business Plan 2021/22'; this Plan was agreed by Joint Education Committee on 18<sup>th</sup> March 2021. During 2021/22, the Joint Committee has received business plan priority updates as self-standing agenda items and a review of business plan progress is reported annually (the latest review, relating to 2021/22, was reported to Joint Committee on 17<sup>th</sup> March 2022). Based on the updates provided, it is considered that appropriate and regular information is made available to the Joint Committee to review and challenge performance and hold Management of CSC to account.

Looking ahead, it is likely that there will be uncertainty on future year resource levels provided by the UK Government to Welsh Government due to, amongst other things, the impact of COVID-19. The 15<sup>th</sup> July 2021 Joint Committee meeting agreed an indicative revenue budget across a 3-year time horizon (2022/23 to 2024/25), as part of the Consortium's medium term financial planning arrangements; this position will be refreshed in 2022/23 to continue to support future service planning.

### **Openness – Forward work programmes**

- 5.3.5 CSC had in place a forward work plan of Committee meetings for 2021/22 together with the matters to be considered and, at the 7<sup>th</sup> June 2022 Joint Committee meeting, a forward workplan for the 2022/23 municipal year is scheduled to be reported.

### **Decision making and scrutiny of decisions made**

- 5.3.6 During the year, Central South Consortium Joint Education Service Joint Committee made key decisions, for example, reviewing and agreeing CSC Business Plan, Core Revenue Budget and Annual Governance Statement.

The Central South Consortium Joint Education Service Joint Committee is one of the main decision-making bodies within CSC and throughout 2021/22 received 38 reports, 36 of which were made publicly available prior to the meetings and 2 were excluded from the press / public on the grounds that the items of business involved the likely disclosure of exempt information.

Key decisions were also taken by the Directors of Education from each of the local authorities at the Director Steering Group meetings<sup>7</sup>.

Based on the above information it is considered that the decision-making arrangements that operated during 2021/22 were open and transparent, and compliant with the CSC's Legal Agreement.

Finally, a review of a sample of Joint Education Committee Reports for 2021/22 has confirmed that a consistent format was used.

### **Engagement with stakeholders**

- 5.3.7 The arrangements for engagement with stakeholders were originally as follows:

- **Directors' Steering Group** – The Directors' Steering Group comprises the Directors of Education from each of the five local authorities that make up

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<sup>7</sup> Subsequently known as the CSC Management Board

the CSC. This group is responsible for delegated decision making on behalf of each local authority.

The membership, decision making process, meetings and the terms of reference for the Director's Steering Group are documented within Schedule 2 of the Legal Agreement.

- **Senior Leadership Group** - The Group comprises the senior management team of the CSC as well as Principal Improvement Partners for each local authority,. Senior officers with strategic responsibilities are also part of the leadership group. The objective of the group is to deliver school improvement activities with the aim of raising educational standards.

The membership, decision making process, meetings and the terms of reference for all groups are documented within Schedule 3 of the Legal Agreement.

- **Central South Consortium Joint Education Service Joint Committee**

The Joint Education Committee comprises of one elected Member from each Council and one officer representative with responsibility for Education from each Council.

The Joint Education Committee has the powers of each Council with reference to the provision of a Joint Education Service and its performance as set out in the Legal Agreement and guided by the Welsh Government's 'National Model for Regional working'.

The purpose of the Joint Education Committee is to be responsible for the decision making, approval of the business plan, monitoring and accountability and financial reporting of the CSC arrangements in line with its own business plan.

The membership, decision making process, meetings and the terms of reference for the Joint Education Committee are documented within Schedule 4 of the Legal Agreement.

- 5.3.8 The Joint Committee agreed to commission ISOS to undertake an independent review of the Consortium at its October 2018 meeting. The context to the review was the national changes to the education system and the financial pressures facing schools and Local Authorities. As part of implementing agreed recommendations from the review, the Joint Committee meeting on the 16 December 2020 agreed to amend the Governance structure in order to:-

- consider the benefits of bringing different groups together into one overarching decision making board;

- Review the role being played by Joint Consortium Committee;
- Strengthen its function as a forum to share and problem solve together; and
- Strengthen the connection between clusters, local heads groups and the Consortium.

5.3.9 A revised structure was agreed in order to ensure that all stakeholders have a voice in the system and there are opportunities for each stakeholder group to meet to focus on issues related to the sector. Each group now has a revised terms of reference and will be included in the proposed revised legal agreement (subject to consideration / approval by the Joint Committee). The new governance structure is as follows:

- Joint Committee
- CSC Management Board
- Regional Stakeholder Group
- Senior Leadership Team
- Governor Stakeholder
- Partnership Group

5.3.10 There were a broad range of communication methods on offer to encourage stakeholders to express their views during 2021/22; this included social media, focus group discussions with regional stakeholder groups and the Annual Survey which took place during November 2021.

5.3.11 **Proposal for Improvement**

Undertake a stakeholder survey across the region as part of CSC's business plan priority to improve the effectiveness and efficiency of CSC.

5.4 **DEFINING OUTCOMES IN TERMS OF SUSTAINABLE ECONOMIC, SOCIAL, AND ENVIRONMENTAL BENEFITS**

**Defining outcomes**

5.4.1 CSC's 'Business Plan 2021-2022' was approved by the Joint Education Committee on the 18<sup>th</sup> March 2021 and identified five overarching improvement priorities:-

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

- Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems; and
- Improve the effectiveness and efficiency of CSC.

- 5.4.2 CSC's Revenue Budget for the 2021/22 financial year was approved at the 16<sup>th</sup> December 2020 Joint Committee meeting, aligning resources to business plan priorities.
- 5.4.3 Following approval of the Business Plan and Revenue Budget, Operational Plans were put in place for each priority, in line with resources available, detailing outcome aims, the actions to be delivered with timescales for delivery and performance indicators.
- 5.4.4 A review of performance indicator targets included within the Business Plan identified that there is a clear ambition for the CSC to improve in its priority areas.
- 5.4.5 Throughout 2021/22 action plan progress updates have been made public through Joint Education Committee meetings that also contain information on financial performance, strategic risks and investment linked to Business Plan priorities. This has included preparation for Curriculum Reform.
- 5.4.6 Progress with the Business Plan has also been monitored by Welsh Government as part of Regional Challenge and Review Meetings, including a meeting with Welsh Government officials on 21<sup>st</sup> March 2022. For 2021/22 76.87% of CSC's Business Plan was funded from Welsh Government, 23.10% from EWC and 0.03% from LA contributions (this excludes core contributions from LAs to fund core areas of business).

### **Proposal for Improvement**

- 5.4.7 Further develop the Medium-Term Financial Plan during 2022/23 regarding the needs of schools following the COVID 19 pandemic and the implementation of Curriculum for Wales. This will ensure resources are allocated / categorised over Business Plan priorities.

Propose an amendment to the Legal Agreement to allow for LA priorities and outcomes of self-evaluation to be embedded within the Business Plan of CSC.

## **5.5 DETERMINING THE INTERVENTIONS NECESSARY TO OPTIMISE THE ACHIEVEMENT OF THE INTENDED OUTCOMES**

### **Determining and planning interventions**

- 5.5.1 CSC's Legal Agreement lays down the key requirements to be followed when setting its priorities, reporting the extent of progress made in priority areas and

also the financial planning and management arrangements that support this. These include the requirement to:

- Agree the draft School Improvement Service annual revenue budget by the 31<sup>st</sup> December prior to the start of the financial year and submit to each of the Parties for approval with the business plan to be agreed by the 1<sup>st</sup> February; and
- Publish financial and performance progress updates on a termly basis during the year, which will include explanations of any variances against the profiled budget.

5.5.2 When the above requirements were reviewed for the 2021/22 financial year:

- Performance Reports were presented to the Joint Education Committee and the Local Authority Scrutiny Committees during the year, with performance reports also presented to Welsh Government officials as part of the Challenge and Review meetings. A review of information reported during the year identified that updates on financial performance; progress against Business Plan priorities; and strategic risks were reported to Joint Committee meetings. In addition, the financial and performance information reported also highlighted and explained exceptions, and noted where corrective action would be taken.

5.5.3 Based on the above, it is considered that the information published during the year would provide opportunity for stakeholders to understand CSC's performance and hold it to account.

### **Optimising achievement of intended outcomes**

5.5.4 CSC's Business Plan set out how the agreed 1% decrease in core funding would be delivered and managed during 2021/22.

5.5.5 With this context in mind, CSC took steps to plan the allocation of resources and put in place arrangements to maximise its impact.

### **Maximising impact**

5.5.6 Due to the COVID-19 pandemic, WG has cancelled most of the statutory data collections for both 2020 and 2021. The collections suspended include:

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

5.5.7 WG continued to collect the Pupil Level Annual School Census (PLASC) and Educated Other Than At School (EOTAS) data collections in both 2020 and 2021. However, the collection in 2021 was delayed until June 2021 with the



census date being changed to 20<sup>th</sup> April 2021 for PLASC 2021 and between the census window of 19<sup>th</sup> April 2021 and 23<sup>rd</sup> April 2021 for the EOTAS 2021 collection. Analysis of this information has been published by WG in early September 2021. Comparisons to the 2020 data collection should be treated with an element of caution, as not all the validation checks were completed on the 2020 PLASC.

- 5.5.8 WG confirmed on 21 June 2021 that the Statistical Releases for NDC Core, NDC non-core, WNT, Attendance Primary and Attendance Secondary were suspended for reporting on data from 2020-21. In addition, the Statistical releases related to , “Attainment by eligible for Free School Meals (eFSM)/ not eligible for Free School Meals (nFSM) (Foundation Phase (FP)-Key Stage 3 (KS3))” and “Absenteeism by pupil characteristics” were also suspended for 2020-21 data.
- 5.5.9 The Minister for Education also confirmed on 21 June 2021 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 challenges for qualifications awarded next year, WG have suspended Key Stage 4 and legacy sixth form performance measures for 2021-22 academic year also. Therefore, there are no performance measures available for KS4 or Post-16 for Summer 2020 and 2021 results, and these will also not be available for results published for Summer 2022.
- 5.5.10 The Statistical bulletins for GCSE and A Level result will continue to be published for 2020-21 as made available for 2019-20 but they will not contain Key Stage 4 or legacy sixth form performance measures and will only include National level data with amended content to previous releases of these bulletins.
- Therefore, for 2020-21 there are no publicly available performance measures at School, LA or Regional Consortia level that can be included in this report, as was the situation for last year.
- 5.5.11 The publication of performance data on My Local School is also suspended, with the publication of the national categorisation also being suspended for 2021-22 due to the processes not being held for the academic years 2020-21 and 2021-22 This report does not contain any information for the National Categorisation as this was included in the report published last year.
- 5.5.12 All Estyn inspections were suspended from March 2020 due to the Covid-19 pandemic, however Estyn monitoring visits were resumed in July 2022.

## **5.6 DEVELOPING THE ENTITY'S CAPACITY, INCLUDING THE CAPABILITY OF ITS LEADERSHIP AND THE INDIVIDUALS WITHIN IT**

### **Developing the entity's capacity**

- 5.6.1 CSC aims to ensure that staff have the skills, knowledge and capacity they need to discharge their responsibilities and recognises the value of well-trained and competent people in effective service delivery.
- 5.6.2 The Self Evaluation processes within CSC ensure a rigorous assessment of the current position and areas for improvement. This evaluation is incorporated into service level planning processes as well as ensuring alignment with national and local authority priorities.
- 5.6.3 Effectively managing the workforce – CSC has consistently become more efficient on a year-on-year basis, driven by both proactive and prudent management and also on-going reductions in funding, and at the same time:
- Supported an overall direction of travel of improved performance results in priority within the business plan.
  - Continue to operate a system of agile working arrangements that has taken advantage of digital technology to help CSC to work in new and different ways to meet school needs, reduce costs, support staff productivity and help contribute to a healthy work / life balance for employees.
  - Aligned the on-going modernisation of its arrangements to RCTCBC's Digital Strategy.
  - Aligned to the new CSC Digital Strategy implemented in Autumn Term of 2021

### **5.7 Developing the capability of the entity's leadership and other individuals**

The CSC Legal Agreement sets out the responsibilities of the Managing Director, the Joint Education Committee and CSC Management Board (Schedule 2). A review of a sample of delegated decisions made during the year confirmed that decisions were approved by the designated Joint Education Committee members and employees.

### **Developing the capabilities of councillors**

- 5.7.1 Training on the accountability framework was delivered to Members of the Joint Committee during 2021/22.

### **Developing the capabilities of employees**

- 5.7.2 CSC is committed to staff development, in line with business needs, to help ensure it has a 'fit for purpose' workforce. During the year this has included staff induction sessions, Leadership and Middle Management Development Programmes, Staff Briefings and a range of operational training such as Curriculum for Wales, Diversity and Anti Racism, Enabling Equity and Excellence, Schools as Learning Organisations and Initial Teacher Education SLII (situational leadership), the ALN Bill and Wellbeing. All of which are underpinned by our National Mission.

### **Proposal for Improvement**

- 5.7.3 Develop an induction programme for newly elected Members within the local authorities on the work of Central South Consortium.

## **5.8 MANAGING RISKS AND PERFORMANCE THROUGH ROBUST INTERNAL CONTROL AND STRONG PUBLIC FINANCIAL MANAGEMENT**

### **Managing risk**

- 5.8.1 During 2021/22 CSC continued with the termly updating of its risk change template in line with its business plan monitoring and risk policies.
- 5.8.2 This risk change template is updated by all risk owners and then presented for review by the Senior Leadership Team. Following agreement of the SLT, proposals are presented to Directors for consideration and then to Joint Committee meetings for final review and challenge. During the spring term the risk change template was presented to Directors of Education on the 11 March 2022 and following review the risk register was finalised for 2022/23.
- 5.8.3 New risks were incorporated into the register during the year. For example, the risks associated with the COVID 19 pandemic and Curriculum for Wales. This has been incorporated into the Risk Register, with accompany actions to address, and will be reported and monitored by the Joint Committee.

### **5.8.4 Proposal for Improvement**

- The risk management policy has been reviewed in 2021/22 and proposals for improvement to be presented to governance groups for consideration during the year

### **Managing performance**

- 5.8.5 The 'Determining and planning interventions' section (5.5.1) of this Annual Governance Statement provides an overview of CSC's Performance Management arrangements. Performance at strategic level is driven and

measured through CSC's drive teams. Five drive teams have been established to ensure the effective delivery and impact of the priority plans aligned to the 2021/22 CSC business plan.

### **Robust internal control**

- 5.8.6 The membership and meeting frequency of CSC's Joint Education Committee during 2021/22 was in line with the CSC's Legal Agreement.

### **Internal Audit**

- 5.8.7 The Head of Regional Internal Audit Service is scheduled to present the Internal Audit Annual Report 2021/22, based on the work of Internal Audit during the year, to the Council's Audit Committee in July 2022. The work undertaken by Internal Audit in respect of the CSC during the year is set out at paragraph 5.8.16.

### **Managing data**

- 5.8.8 An Information Management Plan is in place in RCTCBC that sets out the framework, including legal requirements, for information management within the CSC. This work has been reviewed to ensure compliance with GDPR regulations.
- 5.8.9 A review of arrangements in place during 2021/22 identified that they were in line with laid down requirements because:
- Key responsibilities were formally designated within CSC: CSC's designated Senior Information Management Risk Officer (SIRO) was the Managing Director, there was an Information Management & Data Protection Act Officer within the host authority who reports to the Service Director – ICT and Digital Services;
  - An Information Management Board was in operation in RCTCBC, Chaired by the SIRO, with the Board being supported by an Information Management Working Group;
  - Information was available on the RCTCBC website in respect of Data Protection and Freedom of Information, and had in place a Publication Scheme (which has been adopted by CSC) in accordance with the Council's responsibilities under the Freedom of Information Act 2000; and
  - The Host Authority has a Public Sector Network (PSN) plan in place to meet the end of year timeframe for renewal i.e. The 'PSN' is the Council's connection to the wider public sector network (Council to Council, Council to Government

e.g. Department for Work and Pensions) to enable the Council to communicate and share data securely across all public bodies.

### Strong public financial management

5.8.10 Schedule 5 of the Legal Agreement provides the framework within which the finances of the Joint Education Service operate. The Financial Protocol provides the financial framework and relationship between the Parties (the Councils), the Host and CSC. The following areas of business are documented in the Legal Agreement

- General Principles
- Contributions and charging mechanisms;
- Payment arrangements;
- Budgetary control & monitoring;
- Capital Expenditure & long term contracts;
- Annual Accounts & Audit; and
- Financial insolvency.

5.8.11 The Legal Agreement requires the Joint Education Committee to hold at least termly meetings throughout the year. Standard agenda items include a report from the Treasurer.

5.8.12 RCTCBC's Financial Procedure Rules provide guidance in relation to all financial matters. The CSC has adopted Rhondda Cynon Taf's Financial & Contract Procedure Rules – as confirmed in Section 17 (Schedule 4) of the Legal Agreement:

***“Rules and Procedure***

*For the avoidance of doubt the Central South Consortium Joint Education Committee shall, where relevant and subject to the provisions of this Agreement, operate in accordance with the Host's schemes of delegation, Rules of Procedure and policies from time to time.”*

5.8.13 Audit Wales<sup>8</sup> audits CSC's annual statement of accounts and the outcome from the audit being reported to the Joint Committee.

5.8.14 CSC's financial and operational performance is monitored and scrutinised by the Joint Education Committee

The Joint Education Committee receives reports from:

- The Treasurer;
- The Managing Director; and
- Officers, relevant to the operations and governance of the organisation.

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<sup>8</sup> Audit Wales – previously the Wales Audit Office

- 5.8.15 During 2021/22 the role of the Chief Financial Officer at RCTCBC was compliant with the principles of the CIPFA Statement – Role of the Chief Financial Officer in Local Government 2010.

### **Internal Audit**

- 5.8.16 During 2021/22, in line with the agreed Internal Audit Annual Plan, the Regional Internal Audit Service reviewed one core financial system (i.e. the General Ledger) of the Central South Consortium Joint Education Service and two external grants; Regional Consortia School Improvement Grant (RCSIG) and Pupil Development Grant for 2020/21 financial year. It was concluded to be no material weaknesses. This was reported to the Joint Committee meeting held on 17<sup>th</sup> March 2022.

### **External Audit**

- 5.8.17 The latest audited statement of accounts (i.e. for the 2020/21 financial year) received an unqualified audit report (i.e. clean bill of health) and were approved at the meeting of the Joint Education Committee on 22<sup>th</sup> September 2021.
- 5.8.18 CSC has continued to publicly demonstrate its commitment to strong and responsible financial planning and management and has supported this through the delivery of sound financial performance during a period of reducing budgets. This is because:
- CSC has adopted a suite of protocols supporting strong financial planning and management, for example, 'Financial Procedure Rules' and 'Contract Procedure Rules', that were complied with during the year;
  - CSC set a Gross Revenue Budget on 16<sup>th</sup> December 2020 for the financial year 2021/22 of £3,583,032, representing a reduction of 1% compared to the previous year. Financial performance results were publicly reported every term during the year and scrutinised by the Joint Education Committee. The final outturn position, subject to Joint Committee approval at the June 2022 meeting, demonstrates the delivery of a balanced budget for the 2021/22 financial year after setting aside specific earmark reserves to support the completion of activities that have been delayed as a result of COVID 19.
  - CSC is financially stable with General Reserve balances increasing from £147k to £174k (subject to audit); having a track record over a number of years of setting and delivering balanced revenue budgets; and having 'clean bills of health' on its year end accounts when audited by the Audit Wales.
- 5.8.19 The latest Audit Wales report 'Audit of Financial Statements Report and Management Letter' reported to Joint Education Committee on 22<sup>nd</sup> September 2021 concluded that the accounting statements and related notes:

- *Give a true and fair view of the financial position of the Central South CSC Joint Education Service as at 31 March 2021; and of its income and expenditure for the year then ended; and*
- *Have been properly prepared in accordance with legislative requirements and international accounting standards as interpreted and adapted by the Code of Practice on Local Authority Accounting in the United Kingdom 2020-21.*

5.8.20 The Audit Wales report presented on 22<sup>nd</sup> September 2021 did not contain any recommendations for improvement to be addressed by CSC and the Host Authority.

## 5.9 **IMPLEMENTING GOOD PRACTICES IN TRANSPARENCY, REPORTING, AND AUDIT TO DELIVER EFFECTIVE ACCOUNTABILITY**

### **Implementing good practice in transparency and reporting**

5.9.1 CSC has implemented an open and consistent approach to reporting its business, as set out in sections 5.4 and 5.5 of this Annual Governance Statement, with the aim of helping to ensure information is understandable to stakeholders and that they have the opportunity to challenge CSC's performance, plans and decisions.

5.9.2 A review of a sample of information reported to the Joint Education Committee has revealed that:

- Annual Reports and Plans are reported publicly, providing an overview of performance, for example, the Council's audited Statement of Accounts 2020/21 reported and approved by Joint Education Committee on 22<sup>nd</sup> September 2021 in line with the statutory timeframe; and
- Use is made of electronic links within reports to provide the reader with more detailed information should they require it; and
- The minutes of meetings confirm that designated officers attend each meeting to orally present reports and answer questions, and several occasions were noted where updates were delivered via presentations, for example, using slides.

## 6. **OVERALL ASSESSMENT OF THE CONSORTIUM'S ARRANGEMENTS**

6.1 Based on the assessment undertaken, the delivery of the CSC's governance arrangements have been revised, in light of the Covid-19 pandemic, and have remained effective as evidenced through the comprehensive and timely

updates provided to virtual Joint Committee meetings during the year; on-going compliance with the requirements of the Legal Agreement; robust financial planning and management arrangements; and tailored provision to schools, in line with Welsh Government guidance, to ensure schools have been supported throughout the pandemic and with their plans for recovery.

- 6.2 Notwithstanding this overall position, the assessment has identified areas where improvements are deemed necessary to further reinforce the effectiveness of the CSC's current arrangements. These are set out in Section 7.
- 6.3 Looking ahead, the robust governance arrangements in place within the CSC, together with implementing the proposals for improvement set out in Section 7, will be critical in supporting the organisation to re-model itself and also continue to provide an effective school improvement service during the on-going recovery period from COVID 19.



## PROPOSALS FOR IMPROVEMENT

7.1 Further to completing the assessment of the CSC's governance arrangements, Table 1 sets out proposals for improvement.


Core Principle / Area	Paragraph No.	Issue Identified	Proposal for Improvement	Timescale for Implementation	Responsible Officer
<b>ENSURING OPENNESS AND COMPREHENSIVE STAKEHOLDER ENGAGEMENT</b>	5.3.11	Communication with stakeholders	<ul style="list-style-type: none"> <li>Undertake a stakeholder survey across the region as part of CSC's business plan priority to improve the effectiveness and efficiency of CSC.</li> </ul>	Autumn Term 22	Managing Director
<b>DEFINING OUTCOMES IN TERMS OF SUSTAINABLE ECONOMIC, SOCIAL, AND ENVIRONMENTAL BENEFITS</b>	5.4.7	Financial Planning	<ul style="list-style-type: none"> <li>Propose an amendment to the Legal Agreement to allow for LA priorities and outcomes of self-evaluation to be embedded within the Business Plan of CSC.</li> </ul>	Autumn Term 22	Deputy Managing Director
<b>DEVELOPING THE ENTITY'S CAPACITY, INCLUDING THE CAPABILITY OF ITS LEADERSHIP AND THE</b>	5.7.3	Induction of New Members	<ul style="list-style-type: none"> <li>Develop an induction programme for newly elected Members within the local authorities on the work of Central South Consortium</li> </ul>	Summer Term 22	Managing Director

Tudalen 81

<b>INDIVIDUALS WITHIN IT</b>					
<b>MANAGING RISKS AND PERFORMANCE THROUGH ROBUST INTERNAL CONTROL AND STRONG PUBLIC FINANCIAL MANAGEMENT</b>	5.8.4	Risk Management	<ul style="list-style-type: none"> <li>The risk management policy has been reviewed in 2021/22 and proposals for improvement to be presented to governance groups for consideration during the year</li> </ul>	Summer Term 22	Deputy Managing Director

Tudalen 82

7.2 The CSC’s Senior Management Team has accepted the proposals for improvement and is committed to their implementation during 2022/23. The Senior Management Team has also confirmed that an update on progress will be reported to the Central South Consortium Joint Education Service Joint Committee during the year to enable Members to review and scrutinise the extent of progress being made.

Managing Director: Clara Seery 

Section 151 Officer: Barrie Davies 

Chair, Joint Education Committee: Councillor Rhiannon Birch 

13-06-2022

**APPENDIX A**

**PROPOSALS FOR IMPROVEMENT 2020/21 – POSITION STATEMENT**

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

Tudalen 83

Tudalen 84			Establish a working party to review the communications requirements of schools.			2021. CSC communications working party membership agreed.
			<ul style="list-style-type: none"> <li>Relaunch the annual survey with schools.</li> </ul>	November 2021	Assistant Director	<b>Completed</b> – Annual survey of school staff and pupils has been completed by a sample of schools. Analysis will be shared in Summer Term 2022
	5.4.7	Financial Planning	<ul style="list-style-type: none"> <li>Further develop the Medium-Term Financial Plan during 2021/22</li> </ul>	July 2021	Deputy Managing Director	<b>Completed</b> – Medium term financial plan agreed with Joint Committee in July 2021
			<ul style="list-style-type: none"> <li>Review the office accommodation requirements of CSC following the adaptations made to working arrangements due to the COVID 19 pandemic</li> </ul>	September 2021	Managing Director	<b>Completed - Moved to the South wing wef April 22</b>
	5.7.3	Professional Learning	<ul style="list-style-type: none"> <li>Undertake a training programme with Members in the local</li> </ul>	December 2021	Managing Director	<b>Completed</b> – Training has been completed for all

			authorities on the requirements of the 'Draft School Improvement, Accountability and Evaluation Guidance'			Members of CSC Joint Committee as well as additional training sessions in Bridgend, RCT and Vale of Glamorgan.
	5.8.4	Risk Management	<ul style="list-style-type: none"> <li>Review risk management strategies and present proposals to governance groups for consideration</li> </ul>	September 2021	Deputy Managing Director	<b>In Progress –</b> Risk management review has been undertaken. Recommendations for improvement will be incorporated following consultation, in the financial year 2022/23

Tudalen 85

## **The independent auditor's report of the Auditor General for Wales to the members of Central South Consortium Joint Education Service Joint Committee**

### **Report on the audit of the financial statements**

#### **Opinion**

I have audited the financial statements of Central South Consortium Joint Education Service Joint Committee for the year ended 31<sup>st</sup> March 2022 under the Public Audit (Wales) Act 2004.

The Central South Consortium Joint Education Service Joint Committee financial statements comprise the Movement in Reserves Statement, the Comprehensive Income and Expenditure Statement, the Balance Sheet, the Cash Flow Statement and the related notes, including a summary of significant accounting policies.

The financial reporting framework that has been applied in their preparation is applicable law and the Code of Practice on Local Authority Accounting in the United Kingdom 2021/22 based on International Financial Reporting Standards (IFRSs).

In my opinion the financial statements:

- give a true and fair view of the financial position of Central South Consortium Joint Education Service Joint Committee as at 31<sup>st</sup> March 2022 and of its income and expenditure for the year then ended; and
- have been properly prepared in accordance with legislative requirements and the Code of Practice on Local Authority Accounting in the United Kingdom 2021/22.

#### **Basis for opinion**

I conducted my audit in accordance with applicable law and International Standards on Auditing in the UK (ISAs (UK)) and Practice Note 10 "Audit of Financial Statements of Public Sector Entities in the United Kingdom". My responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of my report. I am independent of the Joint Committee in accordance with the ethical requirements that are relevant to my audit of the financial statements in the UK including the Financial Reporting Council's Ethical Standard, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

#### **Conclusions relating to going concern**

In auditing the financial statements, I have concluded that the use of the going concern basis of accounting in the preparation of the financial statement is appropriate.

Based upon the work I have performed, I have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on CSEC's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from when the financial statements are authorised for issue.

My responsibilities and the responsibilities for the responsible financial officer with respect to going concern are described in the relevant sections of this report.

### **Other information**

The other information comprises the information included in the financial statements other than the financial statements and my auditor's report thereon. The responsible financial officer is responsible for the other information contained within the annual report. My opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated later in my report, I do not express any form of assurance conclusion thereon.

My responsibility is to read the other information and in doing so, consider whether the other information is materially inconsistent with the financial statements or knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If I identify such material inconsistencies or apparent material misstatements, I am required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work I have performed, I conclude there is a material misstatement of this other information, I am required to report that fact.

I have nothing to report in this regard.

### **Report on other requirements**

#### **Opinion on other matters**

In my opinion, based on the work undertaken in the course of my audit:

- the information contained in the Narrative Report for the financial year for which the financial statements are prepared is consistent with the financial statements and the Narrative Report has been prepared in accordance with the Code of Practice on Local Authority Accounting in the United Kingdom 2021/22;
- The information given in the Governance Statement for the financial year for which the financial statements are prepared is consistent with the financial statements and the Governance Statement has been prepared in accordance with guidance.

#### **Matters on which I report by exception**

In the light of the knowledge and understanding of the Joint Committee and its environment obtained in the course of the audit, I have not identified material misstatements in the Narrative Report or the Governance Statement.

I have nothing to report in respect of the following matters, which I report to you, if, in my opinion:

- proper accounting records have not been kept, or returns adequate for my audit have not been received from branches not visited by my team;
- the financial statements are not in agreement with the accounting records and returns; or
- I have not received all the information and explanations I require for my audit.

## **Responsibilities**

### **Responsibilities of the responsible financial officer for the financial statements**

As explained more fully in the Statement of Responsibilities for the Statement of Accounts, set out on page 10 and 11, the responsible financial officer is responsible for the preparation of the statement of accounts, which give a true and fair view, and for such internal control as the responsible financial officer determines is necessary to enable the preparation of statements of accounts that are free from material misstatement, whether due to fraud or error.

In preparing the statement of accounts, the responsible financial officer is responsible for assessing the Joint Committee's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless deemed inappropriate.

### **Auditor's responsibilities for the audit of the financial statements**

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. I design procedures in line with my responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud.

My procedures included the following:

- Enquiring of management, internal audit and those charged with governance, including obtaining and reviewing supporting documentation relating to CSEC's policies and procedures connected with:
  - identifying, evaluations and complying with laws and regulations and whether they were aware of any instances of non-compliance;



- detecting and responding to the risks of fraud and whether they have the knowledge of any actual, suspected or alleged fraud; and
- the internal controls established to mitigate risks related to fraud or non-compliance with laws and regulations.
- Considering as an audit team how and where fraud might occur in the financial statements and any potential indicators of fraud.
- Obtaining an understanding of CSEC's framework of authority as well as other legal and regulatory frameworks that the body operates in, focusing on those laws and regulations that had a direct effect on the financial statement or that has a fundamental effect on operations.

In addition to the above, my procedures to respond to identified risks included the following:

- reviewing the financial statement disclosures and testing to supporting documentation to assess compliance with relevant laws and regulations discussed above;
- enquiring of management, the Joint Committee and legal advisors about actual and potential litigations and claims;
- reading minutes of meetings and those charged with governance;
- in addressing the risk of fraud through management override of controls, testing the appropriateness of journal entries and other adjustments; assessing whether the judgements made in making the accounting estimates are indicative of a potential bias; and evaluating the business rationale of any significant transactions that are unusual or outside the normal course of business.

I also communicated relevant identified laws and regulations and potential fraud risks to all audit team members and remained alert to any indications of fraud or non-compliance with laws and regulations throughout the audit.

The extent to which my procedures are capable of detecting irregularities, including fraud, is affected by the inherent difficulty in detecting irregularities, the effectiveness of the CSEC's controls, and the nature, timing and extent of the audit procedures performed.

A further description of the auditor's responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of my auditor's report.

## **Certificate of completion of audit**

I certify that I have completed the audit of the accounts of Central South Consortium Joint Education Service Joint Committee in accordance with the requirements of the Public Audit (Wales) Act 2004 and the Auditor General for Wales' Code of Audit Practice.

**Anthony J Barrett**  
**For and on behalf of the Auditor General for Wales**  
**September 2022**

**24 Cathedral Road**  
**Cardiff**  
**CF11 9LJ**

## Glossary of Terms

### Accrual

An accrual is a sum shown in the accounts representing income or expenditure relating to the accounting period, which had not actually been received or paid as at the date of the Balance Sheet.

### Actuary

An actuary is an individual or organisation that calculates insurance premiums and liabilities and pension obligations.

### Audit

An audit is an independent examination of activities.

### Budget

A budget (or estimate) is a plan of income and spending. Actual expenditure is subsequently monitored against this plan.

### Capital Expenditure

Capital expenditure is spending on long-term assets. These are assets that will be used for several years in the provision of services and are items such as buildings, equipment and vehicles.

### Chartered Institute of Public Finance and Accountancy (CIPFA)

CIPFA is responsible for issuing financial guidance to public bodies.

### Creditor

A creditor is an organisation/individual owed money by the Council at the end of the financial year for goods/services received.

### Current Assets

These are short-term assets that are available for the Council to use in the following accounting period.

### Current Liabilities

These are short-term liabilities that are due for payment by the Council in the following accounting period.

### Debtor

A debtor is an organisation/individual who owes the Council money at the end of the financial year for goods/services received.

### Defined Benefit Scheme

A defined benefit pension scheme is one that bases retirement benefits upon Career Average Re-valued Earnings.

### Defined Contribution Scheme

A defined contribution scheme is a type of retirement plan in which the amount of the employer's annual contribution is specified. Benefits are based on the amounts credited to these accounts (through employer

contributions and, if applicable, employee contributions) plus any investment earnings. Only employer contributions to the account are guaranteed, not the future benefits.

**Earmarked Reserves**

These are reserves set aside for a specific purpose.

**Financial Year**

This is the accounting period. For local authorities it starts on 1<sup>st</sup> April and finishes on 31<sup>st</sup> March of the following year.

**International Accounting Standard (IAS)**

Financial Regulations to be followed as set by the International Accounting Standards Board (IASB).

**International Financial Reporting Standards (IFRS)**

International Financial Reporting Standards are produced by the IASB (International Accounting Standards Board) with the aim of ensuring consistency within the countries adopting the standards.

**Leasing**

This is a method of financing expenditure by paying the owner to use property or equipment for a number of years.

**Lessee**

User or renter of the leased asset or property. In case of capital leases, the lessee is also the 'debtor' to the lessor.

**Lessor**

Owner or the title holder of the leased asset or property. The lessor is also the lender and secured party in case of capital leases and operating leases.

**Liability**

A liability is an obligation to transfer economic benefits as a result of past transactions or events.

**Long-Term Asset**

These are assets that are used in the provision of services (usually for more than one year).

**Operating Leases**

These are leases where risks of ownership of the asset remain with the owner.

**Post Balance Sheet Events**

Post Balance Sheet items are those that arise after the Balance Sheet date. These are items that did not exist at the time the Balance Sheet was prepared but should be disclosed if they are relevant to the understanding of the accounts.

**Provision**

A provision is an obligation to transfer economic benefits as a result of past events where a reliable estimate can be made of the obligation, but the amount or timing of which cannot yet be determined accurately.

**Related Party**

A related party exists where there is control or influence by one party over another.

**Welsh Government (WG)**

The Welsh Government is the devolved Government for Wales. The Welsh Government consists of the First Minister, Welsh Ministers, the Counsel General and Deputy Ministers. They are supported by Civil Servants who work across devolved areas of public life such as health, education and the environment.

Tudalen wag

## **APPENDIX 2**

Date/Dyddiad:  
27<sup>th</sup> September 2022  
Please ask for/Gofynnwch am:  
Barrie Davies  
(01443) 424026

Auditor General for Wales  
Wales Audit Office  
24 Cathedral Road  
Cardiff  
CF11 9LJ

Dear Adrian

### **Representations regarding the 2021/22 Central South Consortium – Joint Education Service Joint Committee Financial Statements**

This letter is provided in connection with your audit of the financial statements (including that part of the Remuneration Report that is subject to audit) of Central South Consortium Joint Education Service Joint Committee for the year ended 31<sup>st</sup> March 2022 for the purpose of expressing an opinion on their truth and fairness.

We confirm that to the best of our knowledge and belief, having made enquiries as we consider sufficient, we can make the following representations to you.

#### **Management representations**

#### **Responsibilities**

We have fulfilled our responsibilities for:

- The preparation of the financial statements in accordance with legislative requirements and the Code of Practice on Local Authority Accounting in the United Kingdom 2021-22; in particular the financial statements give a true and fair view in accordance therewith.
- The design, implementation, maintenance and review of internal control to prevent and detect fraud and error.

#### **Information provided**

We have provided you with:

- Full access to:
  - all information of which we are aware that is relevant to the preparation of the financial statements such as books of account and supporting documentation, minutes of meetings and other matters;

- additional information that you have requested from us for the purpose of the audit; and
  - unrestricted access to staff from whom you determined it necessary to obtain audit evidence.
- The results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- Our knowledge of fraud or suspected fraud that we are aware of and that affects Central South Consortium Joint Education Service Joint Committee and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements.
- Our knowledge of any allegations of fraud, or suspected fraud, affecting the financial statements communicated by employees, former employees, regulators or others.
- Our knowledge of all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing the financial statements.
- The identity of all related parties and all the related party relationships and transactions of which we are aware.

## **Financial statement representations**

All transactions, assets and liabilities have been recorded in the accounting records and are reflected in the financial statements.

The methods, the data and the significant assumptions used in making accounting estimates, and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of the applicable financial reporting framework.

Related party relationships and transactions have been appropriately accounted for and disclosed.

All events occurring subsequent to the reporting date which require adjustment or disclosure have been adjusted for or disclosed.

All known actual or possible litigation and claims whose effects should be considered when preparing the financial statements have been disclosed to the auditor and accounted for and disclosed in accordance with the applicable financial reporting framework.

The financial statements are free of material misstatements, including omissions. The effects of uncorrected misstatements identified during the audit are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.



## **Representations by Central South Consortium Joint Education Service Joint Committee**

We acknowledge that the representations made by management, above, have been discussed with us.

We acknowledge our responsibility for ensuring that the Joint Committee maintains adequate accounting records.

We acknowledge our responsibility for the preparation of true and fair financial statements in accordance with the applicable financial reporting framework. The financial statements were approved by Central South Consortium Joint Education Service Joint Committee on 27<sup>th</sup> September 2022.

We confirm that we have taken all the steps that we ought to have taken in order to make ourselves aware of any relevant audit information and to establish that it has been communicated to you. We confirm that, as far as we are aware, there is no relevant audit information of which you are unaware.

We have disclosed the identity of all related parties and all the related party relationships and transactions of which we are aware.

Signed by:

Signed by:

Section 151 Officer

Date:

Joint Committee Chair

Date:

## **Matters in relation to fraud**

International Standard for Auditing (UK and Ireland) 240 covers auditors responsibilities relating to fraud in an audit of financial statements.

The primary responsibility to prevent and detect fraud rests with both management and 'those charged with governance', which for the Central South Education Consortium is the Joint Committee. Management, with the oversight of those charged with governance, should ensure there is a strong emphasis on fraud prevention and deterrence and create a culture of honest and ethical behaviour, reinforced by active oversight by those charged with governance.

As external auditors, we are responsible for obtaining reasonable assurance that the financial statements are free from material misstatement due to fraud or error. We are required to maintain professional scepticism throughout the audit, considering the potential for management override of controls.

### **What are we required to do?**

As part of our risk assessment procedures we are required to consider the risks of material misstatement due to fraud. This includes understanding the arrangements management has put in place in respect of fraud risks. The ISA views fraud as either:

- the intentional misappropriation of assets (cash, property, etc); or
- the intentional manipulation or misstatement of the financial statements.

We also need to understand how those charged with governance exercises oversight of management's processes. We are also required to make enquiries of both management and those charged with governance as to their knowledge of any actual, suspected or alleged fraud, for identifying and responding to the risks of fraud and the internal controls established to mitigate them.

Enquiries of management - in relation to fraud	
Question	2021-22 Response
1. What is management's assessment of the risk that the financial statements may be materially misstated due to fraud and what are the principal reasons?	<p>Good governance flows from a shared ethos and culture, as well as from systems and structures. The Central South Consortium Joint Education Service Joint Committee expects all representatives (i.e. Members and Officers) to conduct their duties with the highest levels of honesty and integrity.</p> <p>Policies underpin the culture in place and the Regional Internal Audit Shared Service test compliance with relevant Policies linked to the core financial systems (in line with the approved Annual Audit Plan).</p> <p>To ensure a consistent approach to working practices and processes, all officers are subject to the Host Authority's terms and conditions of employment. A comprehensive suite of information such as policies and procedures are available for officers on "The Source" such as:</p> <ul style="list-style-type: none"> <li>• Financial Procedure Rules</li> <li>• Contract Procedure Rules</li> <li>• Human Resources policies</li> <li>• Anti-Fraud, Bribery &amp; Corruption Strategy</li> <li>• Whistleblowing Policy</li> <li>• Gifts and Hospitality Policy.</li> </ul> <p>All CSC employees, new and existing, attend annual induction training during the first two weeks of the Autumn term which is a mixture of online and face to face meetings to inform new starters and provide updates for existing staff on all CSC policies and procedures</p> <p><b>Codes and Protocols</b></p> <ul style="list-style-type: none"> <li>• Members' Code of Conduct</li> <li>• Protocol Standard of Conduct to be followed by Members</li> <li>• Officers' Code of Conduct</li> <li>• Protocol for Member/Officer Relations</li> </ul>

	<p>Where Members and/or Officers do not undertake their duties in accordance with the expected standards then governance arrangements are in place within the Consortium to manage this process in an equitable, fair and transparent manner.</p> <p>Taking all of the above into account, our assessment of the risk of fraud arising and having a material impact on the financial statements is considered to be low.</p>
<p>2. What processes are employed to identify and respond to the risks of fraud more generally and specific risks of misstatement in the financial statements?</p>	<p>The Consortium has a number of governance arrangements in place that help in the prevention and detection of fraudulent and/or improper activities. These include:</p> <ul style="list-style-type: none"> <li>• Financial &amp; Contract Procedure Rules</li> <li>• Systems of Internal Control</li> <li>• Recruitment Policies</li> <li>• Whistleblowing Policy</li> <li>• Local procedures within departments, for example, authorisation arrangements and quality assurance processes (a number of which continued to be undertaken remotely during 2021/22 due to revised working arrangements as a result of the pandemic)</li> <li>• An independent Internal Audit Service (the 'scopes' for audit assignments included in the 2021/22 Audit Plan took into account on-going remote working arrangements / potential risks as a result of the pandemic).</li> <li>• An independent Corporate Fraud Team (via the Host Authority)</li> <li>• Combining with Others to Prevent and Fight Fraud and participation in the National Fraud Initiative for example (via the Host Authority).</li> </ul> <p>The Anti-Fraud, Bribery &amp; Corruption Strategy provides a clear path for raising concerns and facilitating 'tip-offs', and the fraud response arrangements outlined enables such information or allegations to be properly dealt with and reported.</p> <p>The Whistleblowing Policy also gives advice on how to raise a concern, as well as providing information on the safeguards and support that are available to those who raise concerns.</p> <p>Given the governance arrangements in place, management can give assurance that the risk of material misstatement is low.</p>

<p>3. What arrangements are in place to report fraud issues and risks to the Audit Committee?</p>	<p>Rhondda Cynon Taf County Borough Council, the host authority, is resolute in its determination to maintain its reputation as a Council that will not tolerate fraud, bribery, corruption or abuse of position for personal gain, wherever it may be found in any area of Council activity.</p> <p><b><u>Arrangements in place to report fraud issues</u></b></p> <p><u>Whistleblowing</u></p> <p>The Council's Whistle-blowing Policy and Procedure was updated and approved during the year (26<sup>th</sup> April 2021 Audit Committee) and staff awareness was undertaken via a Council wide email to employees on 9<sup>th</sup> March 2022 and whistle-blowing was part of staff induction arrangements.</p> <p>The purpose of the Policy is to provide a means by which complaints of malpractice or wrongdoing can be raised by those who feel that other avenues for raising such issues are inappropriate. The Policy confirms that so far as possible, those raising concerns under the Policy will be treated confidentially.</p> <p>Workers are encouraged to report any concerns they have via the Council's <u>Whistleblowing webpage "Get Involved"</u>.</p> <p><u>Anti-Fraud, Bribery &amp; Corruption Strategy</u></p> <p>The purpose of the Strategy is to communicate the Council's main principles for countering fraud, bribery and corruption. It sets out the:</p> <ul style="list-style-type: none"> <li>• Council's zero tolerance approach against fraud, bribery &amp; corruption;</li> <li>• Reporting avenues for suspected irregularities;</li> <li>• Resources that are in place to support a counter fraud, bribery &amp; corruption culture; and</li> <li>• Governance arrangements in respect of reporting to the Governance and Audit Committee.</li> </ul> <p>In the Council's <u>Report It</u> section of the website, instructions for those who wish to raise anti-fraud, bribery or corruption concerns are provided along with the means to complete an on-line form.</p> <p><b><u>Arrangements in place to report to the Governance and Audit Committee:</u></b></p> <p>Anti-fraud, Bribery and Corruption Strategy updates were reported to the Governance and Audit Committee during the year (a mid-year update on <a href="#">6<sup>th</sup> December 2021</a> and a year-end update including a proposed work programme for 2022/23 on <a href="#">23<sup>rd</sup> March 2022</a>).</p> <p>The overall conclusion set out in the March 2022 report, based on the work undertaken during the year, was that the Council has taken necessary preventative steps to raise awareness around vigilance and appropriate sharing of intelligence across the anti-fraud network. This report was endorsed by the Governance and Audit Committee.</p>
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	<p>The <a href="#">23<sup>rd</sup> March 2022</a> Governance and Audit Committee meeting also considered the Whistleblowing Annual Report 2021/22 and concluded that the Whistleblowing Policy and Procedure continues to be fit for purpose and that the Council's whistleblowing arrangements are appropriate.</p> <p>The arrangements in place demonstrate the Council's commitment to promoting the highest standards of service and ensuring that workers know how they can bring matters of alleged wrongdoing to the attention of the Council.</p> <p>Related information is also included under question 5 'Enquiries of management - in relation to fraud'.</p>
<p>4. How has management communicated expectations of ethical governance and standards of conduct and behaviour to all relevant parties, and when?</p>	<p><u>Employees</u></p> <p>The Consortium has a number of recruitment and selection Policies in place that help to ensure that new recruits have the integrity and ethical values of the organisation and also the competencies to undertake the duties required of them.</p> <p>Employees have contracts of employment and competency based job descriptions which set out grade, roles and responsibilities. The Human Resources Service oversees terms and conditions of employment, and the Council, as Host Authority, have a suite of policies and procedures that are available for officers to access.</p> <p>Each new recruit is provided with a the 'Basic Rules – A Guide for Employees' booklet, via The Source that gives each employee information in relation to (amongst other things) expected behaviour, use of social media, appearance and attendance as well as the Consortium's Staff Handbook/HR Charter. The expectations of each employee are set out from the outset.</p> <p>The Host Authority describes what excellent behaviour looks like for each type of job, for example, 'always treat people with respect', and this information is used to test candidates suitability for jobs at interview and is used to inform discussions managers have with their staff as part of their development.</p>
<p>5. Are you aware of any instances of actual, suspected or alleged fraud within the consortium since 1 April 2021</p>	<p>No instances of fraud relating to the financial management of the Joint Committee were reported to and / or investigated by Internal Audit during 2021/22. In addition, no instances of fraud relating to the financial management of the Joint Committee were reported / identified via the Anti-Fraud, Bribery and Corruption Policy and Procedure and/or Whistleblowing Policy during 2021/22</p> <p>To support transparency and openness, the Host Authority's arrangements during 2021/22 included:</p> <p><u>Whistle-blowing arrangements</u></p>

	<p>A new Regulation came into force during April 2017 which placed a requirement upon the Council to report annually on whistle-blowing disclosures. The Regulation required the Council to publish the annual report on its website or by other means appropriate for bringing the report to the attention of the public. For Rhondda Cynon Taf, this requirement was met for the 2021/22 financial year via an Annual Report to the Governance and Audit Committee on 23<sup>rd</sup> March 2022.</p> <p><u>Anti-fraud, Bribery &amp; Corruption arrangements</u></p> <p>As set out for question 3 above, the Anti-Fraud Annual Report for 2021/22 was reported to the Governance and Audit Committee on <a href="#">23<sup>rd</sup> March 2022</a> (and an Anti-Fraud, Bribery and Corruption mid-year update was reported to the Governance and Audit Committee on <a href="#">6<sup>th</sup> December 2021</a>). The year-end update included information on (amongst other things): communication arrangements to help drive proactive preventative and awareness raising measures; a targeted fraud awareness training plan; coordination and recording of fraud referrals; engagement with services within the Council (for example, the Cyber Security Team) and other external bodies to counter fraudulent activities and undertake data matching activities; and financial probity work around the award of Covid-19 business payments..</p> <p>A targeted 'Fraud Awareness – Manager Briefing' was designed and circulated to all service area managers during the year highlighting proactive measures and support, together with the appropriate reporting lines.</p>
6. Are you aware of any fraud within the Consortium since 1 April 2021	Please refer to the response to question 5, above.
7. Are you aware of any instances of actual, suspected or alleged fraud within the Consortium since 1 April 2021	Please refer to the response to question 5, above.

Enquiries of those charged with governance – in relation to fraud	
Question	2021-22 Response
<p>1. How does the Joint Committee, exercise oversight of management's processes for identifying and responding to the risks of fraud within the audited body and the internal control that management has established to mitigate those risks?</p>	<p><u>Joint Committee</u></p> <p>On the 20<sup>th</sup> April 2015 all parties entered into and signed a revised legal agreement which superseded all previous legal agreements between the Partners. This agreement consolidated the legal arrangements relevant to the Central South Consortium into one Agreement.</p> <p>The Legal Agreement for the Joint Education Service provides the governance framework within which the Service operates and allocates responsibility and accountability, as follows:</p> <ul style="list-style-type: none"> <li>• The Host Authority;</li> <li>• The Directors' Steering Group;</li> <li>• The Advisory Board;</li> <li>• Operational Management Group;</li> <li>• Central South Consortium Joint Education Committee; and</li> <li>• Financial Management</li> </ul>
<p>2. Are you aware of any instances of actual, suspected or alleged fraud with the audited body since 1 April 2021</p>	<p>Please refer to response within "Enquiries of Management" section, Question 5.</p>



## Appendix 2

### Matters in relation to laws and regulations

International Standard for Auditing (UK and Ireland) 250 covers auditors responsibilities to consider the impact of laws and regulations in an audit of financial statements.

Management, with the oversight of those charged with governance (Central South Consortium Joint Committee), is responsible for ensuring that the Council's operations are conducted in accordance with laws and regulations, including compliance with those that determine the reported amounts and disclosures in the financial statements.

As external auditors, we are responsible for obtaining reasonable assurance that the financial statements are free from material misstatement due to fraud or error, taking into account the appropriate legal and regulatory framework. The ISA distinguishes two different categories of laws and regulations:

- laws and regulations that have a direct effect on determining material amounts and disclosures in the financial statements;
- other laws and regulations where compliance may be fundamental to the continuance of operations, or to avoid material penalties.

### What are we required to do?

As part of our risk assessment procedures we are required to make inquiries of management and the Joint Committee as to whether the Council is in compliance with relevant laws and regulations. Where we become aware of information of non-compliance or suspected non-compliance we need to gain an understanding of the non-compliance and the possible effect on the financial statements.

Enquiries of management – in relation to laws and regulations	
Question	2021-22 Response
1. How have you gained assurance that all relevant laws and regulations have been complied with?	<p>The accounts are prepared in accordance with the Accounts &amp; Audit Regulations.</p> <p>The Accounts and Audit (Wales) Regulations 2014 (as amended) require the Responsible Financial Officer (for Central South Consortium, the Director of Finance and Digital Services of the Host Authority) to certify unaudited accounts by 31<sup>st</sup> May following financial year-end. The regulations include a provision whereby if the Responsible Financial Officer does not certify the draft accounts by 31<sup>st</sup> May, there is a requirement to publish a statement setting out the reasons for non-compliance. Central South Consortium published such a notice for the 2021/22 accounts in line with the regulations.</p> <p>Welsh Government has clarified its expectation for the timescales of the preparation and publication of statutory financial accounts for 2021/22 by confirming there is no requirement to amend regulations and permitting local authorities to prepare accounts and confirming that local authorities may wish to prepare their accounts to the extended timescale used since the preparation of the 2019-20 accounts. This requires preparation and certification of draft accounts by 31<sup>st</sup> August 2021 and publication of final audited accounts by 30 November 2021 for all local government bodies in Wales. However, the Welsh Government encourages local government bodies to approve earlier wherever possible and engage with external auditors.</p> <p>Audit Wales have not raised any issues of non compliance.</p>
2. Have there been any instances of non-compliance or suspected non-compliance with relevant laws and regulations since 1 April 2021, or earlier with an ongoing impact on the 2021-22 financial statements?	There are no instances of non-compliance with relevant laws and regulations. Joint Committee receives assurance on this from the appointed External Auditor.
3. Are there any potential litigations or claims that would affect the financial statements?	Any potential litigations and/or claims are accounted for in accordance with the Code of Practice and where appropriate, disclosed in the letter of representation.

4. Have there been any reports from other regulatory bodies, such as HM Revenues and Customs which indicate non-compliance?	No.
5. Are you aware of any non-compliance with laws and regulations within the consortium since 1 April 2021	No.

Enquiries of those charged with governance – in relation to laws and regulations	
Question	2021-2022 Response
1. How does the Joint Committee, in its role as those charged with governance, obtain assurance that all relevant laws and regulations have been complied with?	<p>Constituent Local Authorities make appointment of elected members for representation on the Joint Committee.</p> <p>Full Council (Rhondda Cynon Taf CBC) ratifies the appointment of the Section 151 Officer and the Council's Monitoring Officer, whose roles are defined by statute and referenced within the Constitution.</p> <p>Joint Committee receives assurance from the appointed External Auditor.</p>
2. Are you aware of any instances of non-compliance with relevant laws and regulations?	There are no instances of non-compliance with relevant laws and regulations. Joint Committee receives assurance on this from the appointed External Auditor.

## **Appendix 3**

### **Matters in relation to related parties**

International Standard for Auditing (UK and Ireland) 550 covers auditors responsibilities relating to related party relationships and transactions.

The nature of related party relationships and transactions may, in some circumstances, give rise to higher risks of material misstatement of the financial statements than transactions with unrelated parties.

Because related parties are not independent of each other, many financial reporting frameworks establish specific accounting and disclosure requirements for related party relationships, transactions and balances to enable users of the financial statements to understand their nature and actual or potential effects on the financial statements. An understanding of the entity's related party relationships and transactions is relevant to the auditor's evaluation of whether one or more fraud risk factors are present as required by ISA (UK and Ireland) 240, because fraud may be more easily committed through related parties.

#### **What are we required to do?**

As part of our risk assessment procedures, we are required to perform audit procedures to identify, assess and respond to the risks of material misstatement arising from the entity's failure to appropriately account for or disclose related party relationships, transactions or balances in accordance with the requirements of the framework.

Enquiries of management – in relation to related parties	
Question	2021-22 Response
<p>1. Confirm that you have disclosed to the auditor:</p> <ul style="list-style-type: none"> <li>• the identity of any related parties, including changes from the prior period;</li> <li>• the nature of the relationships with these related parties;</li> <li>• details of any transactions with these related parties entered into during the period, including the type and purpose of the transactions.</li> </ul>	<p>Related party transactions are disclosed within the notes to the statement of accounts in accordance with the Code of Practice on Local Authority Accounting.</p>
<p>2. What controls are in place to identify, authorise, approve, account for and disclose related party transactions and relationships?</p>	<p>Governance arrangements are in place to ensure that a Register of Members Interests is in place and also that Declarations of Interest at each committee are asked for as a standard agenda item.</p> <p>Within the Annual Statement of Accounts of the Joint Committee, there is a requirement for the disclosure of “Related Party Transactions”. This relates to payments made to, or income received from, any organisation in which a Member or Chief Officer (i.e. who is a member of the Senior Leadership Team of a Constituent local authority and has a designated role as part of the Consortium’s arrangements), has an interest, financial or otherwise.</p> <p>Independent checks are also undertaken by finance officers against publicly available national databases to minimise the risk of non-disclosure.</p> <p>Additional controls are in place to ensure records of related parties are captured prior to a Member or officer of the Senior Leadership team leaving the local authority.</p> <p>Further additional Controls in place include:</p> <ul style="list-style-type: none"> <li>• Gifts &amp; Hospitality Policy</li> <li>• Contract Procedure Rules</li> <li>• The Anti-Fraud, Bribery &amp; Corruption Strategy</li> </ul>

Enquiries of the those charged with governance – in relation to related parties	
Question	2021-22 Response
1. How does the Joint Committee, in its role as those charged with governance, exercise oversight of management's processes to identify, authorise, approve, account for and disclose related party transactions and relationships?	<p>Governance arrangements are in place to ensure that a Register of Members Interests is in place and also that Declarations of Interest at each committee are asked for as a standard agenda item.</p> <p>Within the Annual Statement of Accounts of the Joint Committee, there is a requirement for the disclosure of "Related Party Transactions". This relates to payments made to, or income received from, any organisation in which a Member of the Joint Committee or Chief Officer (i.e. who is a member of the Senior Leadership Team of a Constituent local authority and has a designated role as part of the Consortium's arrangements) has an interest, financial or otherwise.</p> <p>Additional Controls in place include:</p> <ul style="list-style-type: none"> <li>• Gifts &amp; Hospitality Policy</li> <li>• Contract Procedure Rules</li> <li>• The Anti-Fraud, Bribery &amp; Corruption Strategy.</li> </ul>

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## Audit of Accounts Report – Central South Consortium Joint Education Service Joint Committee

Audit year: 2021-22

Date issued: August 2022

Document reference: 3121A2022

This document has been prepared as part of work performed in accordance with statutory functions.

In the event of receiving a request for information to which this document may be relevant, attention is drawn to the Code of Practice issued under section 45 of the Freedom of Information Act 2000. The section 45 code sets out the practice in the handling of requests that is expected of public authorities, including consultation with relevant third parties. In relation to this document, the Auditor General for Wales and the Wales Audit Office are relevant third parties. Any enquiries regarding disclosure or re-use of this document should be sent to the Wales Audit Office at [infoofficer@audit.wales](mailto:infoofficer@audit.wales).

We welcome correspondence and telephone calls in Welsh and English. Corresponding in Welsh will not lead to delay. Rydym yn croesawu gohebiaeth a galwadau ffôn yn Gymraeg a Saesneg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

# Contents

We intend to issue an unqualified audit report on your Accounts.

## Audit of Accounts Report

Introduction	4
Impact of COVID-19 on this year's audit	4
Proposed audit opinion	5
Significant issues arising from the audit	5
Appendices	
Appendix 1 – Suggested Letter of Representation	6
Appendix 2 – Proposed Audit Report	9

# Audit of Accounts Report

## Introduction

- 1 We summarise the main findings from our audit of your 2021-22 accounts in this report.
- 2 We have already discussed these issues with the relevant officers.
- 3 Auditors can never give complete assurance that accounts are correctly stated. Instead, we work to a level of 'materiality'. This level of materiality is set to try to identify and correct misstatements that might otherwise cause a user of the accounts into being misled.
- 4 We set this level at £1.998 million for this year's audit.
- 5 There are some areas of the accounts that may be of more importance to the reader and we have set a lower materiality level for these, as follows:
  - Transactions with parties related to officers or members: £1,000
  - Senior Officer Remuneration: £1,000
- 6 We have now completed this year's audit.
- 7 In our professional view, we have complied with the ethical standards that apply to our work; remain independent of yourselves; and our objectivity has not been compromised in any way. There are no relationships between ourselves and yourselves that we believe could undermine our objectivity and independence.

## Impact of COVID-19 on this year's audit

- 8 The COVID-19 pandemic has had a continuing impact on how our audit has been conducted. We summarise in **Exhibit 1** the main impacts. Other than where we specifically make recommendations, the detail in **Exhibit 1** is provided for information purposes only to help you understand the impact of the COVID-19 pandemic on this year's audit process.

## Exhibit 1 – impact of COVID-19 on this year’s audit

<b>Timetable</b>	<ul style="list-style-type: none"><li>• We received the draft accounts in June 2022</li><li>• We expect your audit report to be signed in September 2022</li></ul>
<b>Audit evidence</b>	All audit evidence was received electronically, and all discussions with officers at the Consortium and the Host Authority were held via video conferencing.

## Proposed audit opinion

- 9 We intend to issue an unqualified audit opinion on this year’s accounts once you have provided us with a Letter of Representation based on that set out in **Appendix 1**.
- 10 We issue a 'qualified' audit opinion where we have material concerns about some aspects of your accounts; otherwise we issue an unqualified opinion.
- 11 The Letter of Representation contains certain confirmations we are required to obtain from you under auditing standards along with confirmation of other specific information you have provided to us during our audit.
- 12 Our proposed audit report is set out in **Appendix 2**.

## Significant issues arising from the audit

### Uncorrected misstatements

- 13 There are no misstatements identified in the accounts, which remain uncorrected.

### Corrected misstatements

- 14 There was no need to correct any misstatements as a result of our audit work.

# Appendix 1

## Suggested Letter of Representation

Auditor General for Wales  
Wales Audit Office  
24 Cathedral Road  
Cardiff  
CF11 9LJ

[Date]

### Representations regarding the 2021-22 financial statements

This letter is provided in connection with your audit of the financial statements (including that part of the Remuneration Report that is subject to audit) of Central South Consortium Joint Education Service for the year ended 31 March 2022 for the purpose of expressing an opinion on their truth and fairness.

We confirm that to the best of our knowledge and belief, having made enquiries as we consider sufficient, we can make the following representations to you.

### Management representations

#### Responsibilities

We have fulfilled our responsibilities for:

- The preparation of the financial statements in accordance with legislative requirements and the Code of Practice on Local Authority Accounting in the United Kingdom 2021-22; in particular the financial statements give a true and fair view in accordance therewith.
- The design, implementation, maintenance and review of internal control to prevent and detect fraud and error.

### Information provided

We have provided you with:

- Full access to:
  - all information of which we are aware that is relevant to the preparation of the financial statements such as books of account and supporting documentation, minutes of meetings and other matters;

- additional information that you have requested from us for the purpose of the audit; and
- unrestricted access to staff from whom you determined it necessary to obtain audit evidence.
- The results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- Our knowledge of fraud or suspected fraud that we are aware of and that affects Central South Consortium Joint Education Service Joint Committee and involves:
  - management;
  - employees who have significant roles in internal control; or
  - others where the fraud could have a material effect on the financial statements.
- Our knowledge of any allegations of fraud, or suspected fraud, affecting the financial statements communicated by employees, former employees, regulators or others.
- Our knowledge of all known instances of non-compliance or suspected non-compliance with laws and regulations whose effects should be considered when preparing the financial statements.
- The identity of all related parties and all the related party relationships and transactions of which we are aware.

## Financial statement representations

All transactions, assets and liabilities have been recorded in the accounting records and are reflected in the financial statements.

The methods, the data and the significant assumptions used in making accounting estimates, and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of the applicable financial reporting framework.

Related party relationships and transactions have been appropriately accounted for and disclosed.

All events occurring subsequent to the reporting date which require adjustment or disclosure have been adjusted for or disclosed.

All known actual or possible litigation and claims whose effects should be considered when preparing the financial statements have been disclosed to the auditor and accounted for and disclosed in accordance with the applicable financial reporting framework.

The financial statements are free of material misstatements, including omissions. The effects of uncorrected misstatements identified during the audit are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

## **Representations by Central South Consortium Joint Education Service Joint Committee**

We acknowledge that the representations made by management, above, have been discussed with us.

We acknowledge our responsibility for ensuring that the company maintains adequate accounting records.

We acknowledge our responsibility for the preparation of true and fair financial statements in accordance with the applicable financial reporting framework. The financial statements were approved by Central South Consortium Joint Education Service Joint Committee on 7 June 2022.

We confirm that we have taken all the steps that we ought to have taken in order to make ourselves aware of any relevant audit information and to establish that it has been communicated to you. We confirm that, as far as we are aware, there is no relevant audit information of which you are unaware.

We have disclosed the identity of all related parties and all the related party relationships and transactions of which we are aware.

Signed by:

Signed by:

Section 151 Officer

Joint Committee Chair

Date:

Date:



# Appendix 2

## Proposed Audit Report

### The independent auditor's report of the Auditor General for Wales to the members of Central South Consortium Joint Education Service Joint Committee

#### Opinion on financial statements

I have audited the financial statements of Central South Consortium Joint Education Service Joint Committee (CSEC) for the year ended 31<sup>st</sup> March 2022 under the Public Audit (Wales) Act 2004.

CSEC's financial statements comprise the Movement in Reserves Statement, the Comprehensive Income and Expenditure Statement, the Balance Sheet, the Cash Flow Statement, the related notes, including a summary of significant accounting policies.

The financial reporting framework that has been applied in their preparation is applicable law and UK adopted international accounting standards as interpreted and adapted by the Code of Practice on Local Authority Accounting in the United Kingdom 2021-22.

In my opinion the financial statements:

- give a true and fair view of the financial position of Central South Consortium Joint Education Service Joint Committee as at 31 March 2022 and of its income and expenditure for the year then ended; and
- have been properly prepared in accordance with legislative requirements and UK adopted international accounting standards as interpreted and adapted by the Code of Practice on Local Authority Accounting in the United Kingdom 2021-22.

#### Basis of opinion

I conducted my audit in accordance with applicable law and International Standards on Auditing in the UK (ISAs (UK)) and Practice Note 10 'Audit of Financial Statements of Public Sector Entities in the United Kingdom'. My responsibilities under those standards are further described in the auditor's responsibilities for the audit of the financial statements section of my report. I am independent of the CSEC in accordance with the ethical requirements that are relevant to my audit of the financial statements in the UK including the Financial Reporting Council's Ethical Standard, and I have fulfilled my other ethical responsibilities in accordance with these requirements. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

#### Conclusions relating to going concern

In auditing the financial statements, I have concluded that the use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work I have performed, I have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on CSEC's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from when the financial statements are authorised for issue.

My responsibilities and the responsibilities of the responsible financial officer with respect to going concern are described in the relevant sections of this report.

## **Other Information**

The other information comprises the information included in the Financial statements other than the financial statements and my auditor's report thereon. The Responsible Financial Officer is responsible for the other information contained within the annual report. My opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in my report, I do not express any form of assurance conclusion thereon.

My responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If I identify such material inconsistencies or apparent material misstatements, I am required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact.

I have nothing to report in this regard.

## **Report on other requirements**

### **Opinion on other matters**

In my opinion, based on the work undertaken in the course of my audit:

- the information contained in the Narrative Report for the financial year for which the financial statements are prepared is consistent with the financial statements and the Narrative Report has been prepared in accordance with the Code of Practice on Local Authority Accounting in the United Kingdom 2021-22;
- The information given in the Governance Statement for the financial year for which the financial statements are prepared is consistent with the financial statements and the Governance Statement has been prepared in accordance with guidance.

### **Matters on which I report by exception**

In the light of the knowledge and understanding of CSEC and its environment obtained in the course of the audit, I have not identified material misstatements in the Narrative Report or the Governance Statement.

I have nothing to report in respect of the following matters, which I report to you, if, in my opinion:

- adequate accounting records have not been kept, or returns adequate for my audit have not been received from branches not visited by my team;
  - the financial statements are not in agreement with the accounting records and returns;
- or
- I have not received all the information and explanations I require for my audit.

## **Responsibilities**

### **Responsibilities of the responsible financial officer for the financial statements**

As explained more fully in the Statement of Responsibilities for the Statement of Accounts, the responsible financial officer is responsible for the preparation of the statement of accounts, which give a true and fair view, and for such internal control as the responsible financial officer determines is necessary to enable the preparation of statements of accounts that are free from material misstatement, whether due to fraud or error.

In preparing the statement of accounts, the responsible financial officer is responsible for assessing the name of local government body's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless deemed inappropriate.

### **Auditor's responsibilities for the audit of the financial statements**

My objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. I design procedures in line with my responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud.

My procedures included the following:

- Enquiring of management, internal audit and those charged with governance, including obtaining and reviewing supporting documentation relating to CSEC's policies and procedures concerned with:

- identifying, evaluating and complying with laws and regulations and whether they were aware of any instances of non-compliance;
  - detecting and responding to the risks of fraud and whether they have knowledge of any actual, suspected or alleged fraud; and
  - the internal controls established to mitigate risks related to fraud or non-compliance with laws and regulations.
- Considering as an audit team how and where fraud might occur in the financial statements and any potential indicators of fraud.
  - Obtaining an understanding of CSEC's framework of authority as well as other legal and regulatory frameworks that the body operates in, focusing on those laws and regulations that had a direct effect on the financial statements or that had a fundamental effect on operations.

In addition to the above, my procedures to respond to identified risks included the following:

- reviewing the financial statement disclosures and testing to supporting documentation to assess compliance with relevant laws and regulations discussed above;
- enquiring of management, the Joint Committee and legal advisors about actual and potential litigation and claims;
- reading minutes of meetings of those charged with governance;
- in addressing the risk of fraud through management override of controls, testing the appropriateness of journal entries and other adjustments; assessing whether the judgements made in making accounting estimates are indicative of a potential bias; and evaluating the business rationale of any significant transactions that are unusual or outside the normal course of business.

I also communicated relevant identified laws and regulations and potential fraud risks to all audit team members and remained alert to any indications of fraud or non-compliance with laws and regulations throughout the audit.

The extent to which my procedures are capable of detecting irregularities, including fraud, is affected by the inherent difficulty in detecting irregularities, the effectiveness of the CSEC's controls, and the nature, timing and extent of the audit procedures performed.

A further description of the auditor's responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website [www.frc.org.uk/auditorsresponsibilities](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of my auditor's report.

## **Certificate of completion of audit**

I certify that I have completed the audit of the accounts of Central South Consortium Joint Education Service Joint Committee in accordance with the requirements of the Public Audit (Wales) Act 2004 and the Auditor General for Wales' Code of Audit Practice.

Adrian Crompton  
Auditor General for Wales  
[Date]

24 Cathedral Road  
Cardiff  
CF11 9LJ







Audit Wales  
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Cardiff CF11 9LJ

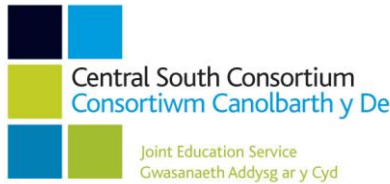
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We welcome correspondence and telephone calls in Welsh and English.  
Rydym yn croesawu gohebiaeth a galwadau ffôn yn Gymraeg a Saesneg.





**CENTRAL SOUTH CONSORTIUM  
REPORT FOR JOINT COMMITTEE**

**25<sup>TH</sup> OCTOBER 2022**

**JOINT EDUCATION SERVICE**

**REPORT OF THE TREASURER – 2022/23 BUDGET MONITORING UPDATE**

**Author: Stephanie Davies – Service Director – Finance Services  
Tel. No. 01443 424026**

**1. PURPOSE OF REPORT**

- 1.1 To provide Members with an update of the projected outturn position for 2022/23 (projected as at August 2022).
- 1.2 To provide Members with a summary of 2022/23 grant funding allocations.

**2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Note the current outturn position for 2022/23.
- 2.2 Note the estimated additional cost implications of the current 2022/23 pay award offers and support the proposed approach to funding the additional costs in 2022/23.
- 2.3 Note the current grant position for 2022/23.

**3. REVENUE BUDGET 2022/23**

- 3.1 The 2022/23 revenue budget was agreed by Joint Committee on the 22<sup>nd</sup> December 2021.
- 3.2 A summary of the budget, projected outturn for the full year (projected as at August 2022) and variances are presented in Table 1.

Table 1 – Projected outturn position 2022/23

<b>Category</b>	<b>Original Budget 2022/23 £</b>	<b>Projected Out-turn 2022/23 £</b>	<b>Variance (Under) / Over spend £</b>
<b>Expenditure</b>			
Gross Employees	3,120,925	3,084,823	(36,102)
Apprenticeship Levy	10,000	10,000	0
<b>Employees</b>	<b>3,130,925</b>	<b>3,094,823</b>	<b>(36,102)</b>
<b>Premises</b>			
Rent	158,816	88,280	(70,536)
Maintenance	150	150	0
Hire of Venues	0	37,952	37,952
Other	0	136	136
<b>Total Premises Cost</b>	<b>158,966</b>	<b>126,518</b>	<b>(32,448)</b>
<b>Transport</b>	<b>12,000</b>	<b>26,486</b>	<b>14,486</b>
<b>Supplies &amp; Services</b>			
Continuing Professional Development / Staff Adverts	28,500	28,500	0
Licences / Mobile & Telephone Charges / Computer Costs – Hardware / Software	71,507	88,226	16,719
External Audit & Actuary Fee, Employer Liability & Public Liability Insurance	53,020	53,020	0
Photocopying / Postage / Advertising / Stationery / General Office Expenses	20,877	38,740	17,863
<b>Total Supplies &amp; Services</b>	<b>173,904</b>	<b>208,486</b>	<b>34,582</b>
<b>Commissioning</b>	<b>27,655</b>	<b>36,655</b>	<b>9,000</b>
<b>Support Services</b>	<b>140,925</b>	<b>140,925</b>	<b>0</b>
<b>Gross Expenditure</b>	<b>3,644,375</b>	<b>3,633,893</b>	<b>(10,482)</b>
<b>Income</b>			
Local Authority	3,624,875	3,624,875	0

<b>Category</b>	<b>Original Budget 2022/23 £</b>	<b>Projected Out-turn 2022/23 £</b>	<b>Variance (Under) / Over spend £</b>
Contributions			
Grants & Other Income	19,500	19,500	0
<b>Total Income</b>	<b>3,644,375</b>	<b>3,644,375</b>	<b>0</b>
<b>Net Expenditure</b>	<b>0</b>	<b>(10,482)</b>	<b>(10,482)</b>

3.3 The projected outturn position (projected as at August 2022) is a £10.5k underspend and reasons for key variances are set out below:

- Employees (£36k projected net underspend) – savings due to the timing of recruitment partly offset by additional Improvement Partner capacity to support the on-going delivery of business requirements (including Curriculum for Wales);
- Premises (£32k projected net 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 (£14k 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; and
- Supplies and Services (£35k projected overspend) – estimated additional one-off costs to enable investment in ICT hardware and increased costs of translation, advertising and promotional materials.

3.4 Members will note that with regard to the pay award position for the 2022/23 financial year:

- Non-teaching staff - the national employers for all NJC employees have offered a flat rate increase of £1,925 per employee, irrespective of their spinal column point.
- Teaching staff - the Welsh Government, who have devolved responsibility for teachers pay, have offered an increase of 5%. In addition, at the time of writing no Employer pay award offer has been published in respect of Soulbury Officers for the 2022/23 financial year; therefore, for the purposes of forecasting 2022/23 pay expenditure, it has been assumed that the 2022/23 pay award offer for Soulbury officers is in line with that for Teaching staff.

- 3.5 Following on, the estimated increase in the current year pay bill based on the 2022/23 pay award offers (including the assumption in respect of Soulbury officers), as set out in paragraph 3.4, is £58k and noting that this has not been factored into the projected outturn position as per Table 1. The Managing Director and Treasurer have undertaken a review of the projected outturn position for the current year and consider that the estimated in-year pay pressure can be funded from a combination of temporary one-off underspends and ensuring optimisation of 2022/23 grant funding. This approach will also require the Consortium to review all options to reduce expenditure and deliver further efficiency savings to meet the estimated additional in-year costs.
- 3.6 Looking ahead, the Managing Director and Treasurer will complete work during the autumn to refresh the Consortium’s Medium Term Financial Plan for reporting to the December 2022 Joint Committee meeting. This update will include, amongst other things, the on-going (permanent) additional cost implications of the 2022/23 pay award alongside any other proposed workforce considerations, for example, Improvement Partner capacity, for the Committee’s review.
- 3.7 Members will be aware the Joint Committee at its 7<sup>th</sup> June 2022 meeting approved a £200k earmarked reserve to support the remodelling of the service over the medium term with the reserve included in the draft certified Statement of Accounts for 2021/22. Currently, there is no forecast spend against this reserve in 2022/23.

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

- 4.1 Table 2 sets out the 2022/23 grant allocations received by the Consortium from Welsh Government as at August 2022.

Table 2 – 2022/23 grant allocations

<b>Grant</b>	<b>Total Grant</b>	<b>Retained to Fund National Priorities</b>	<b>Delegated to Schools/Local Authorities</b>
	<b>2022/23 £</b>	<b>2022/23 £</b>	<b>2022/23 £</b>
<b>Regional Consortia School Improvement Grant<sup>1</sup></b> (including match funding)	<b>51,641,567</b>	<b>7,799,717<sup>2</sup></b>	<b>43,841,850</b>
<b>Welsh Language Framework<sup>3</sup></b>	<b>77,800</b>	<b>77,800</b>	<b>0</b>

<sup>1</sup> Distribution of grant approved on 7<sup>th</sup> June 2022

<sup>2</sup> Includes £1.065M RCSIG funding yet to be allocated

<b>Pupil Development Grant *</b>	<b>43,484,272</b>	<b>318,980</b>	<b>43,165,292</b>
Main	34,532,200	0	34,532,200
Early Years	6,321,550	0	6,321,550
Children Looked After	2,028,600	118,780	1,909,820
Education Other Than At School	265,650	0	265,650
PDG Consortia Led	236,272	100,200	136,072
Pupil Development Grant Adviser	100,000	100,000	0
<b>Total</b>	<b>95,203,639</b>	<b>8,196,497</b>	<b>87,007,142</b>

\* Award of funding letter is yet to be issued by Welsh Government. Pupil Development Grant funding is based on indicative allocations provided by Welsh Government.

### **Regional Consortia School Improvement Grant 2022/23**

4.2 For Members information, the total award of funding is £48,652,545 for the period 1<sup>st</sup> April 2022 to 31<sup>st</sup> March 2023 and is also subject to Local Authority match funding of £2,989,022 (equating to a total grant of £51,641,567 as per Table 2).

4.3 With specific regard to the Regional Consortia School Improvement Grant, funding will support the Consortium to deliver against Welsh Government national priorities for education, at the centre of which is a transformational curriculum and a focus on four key enabling objectives (the outcomes will be supported by a range of measures and key performance indicators, as outlined in the Consortium's Business Plan):

- Developing and delivering a high-quality education profession;
- Inspirational leaders working collaboratively to raise standards;
- Strong and inclusive schools committed to excellence, equity and well-being; and
- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

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

## **5 CONCLUSIONS**

5.1 The Joint Committee approved the 2022/23 revenue budget on the 22<sup>nd</sup> December 2021. The projected outturn position for the full year is a £10.5k underspend (projected as at August 2022) and the Consortium will

---

<sup>3</sup> Distribution of grant approved on 7<sup>th</sup> June 2022

continue to closely monitor and manage its resources and report up dates to Joint Committee throughout the year.

- 5.2 With regard to 2022/23 pay award offers for non-teaching and teaching staff (including Soulbury officers), the additional full year cost above the budgeted level is estimated to be £58k, noting that this estimate is based on the current pay award offers made. The Managing Director and Treasurer have proposed a one-off arrangement to fund the increase in costs for the 2022/23 financial year, subject to agreement of the Joint Committee.
- 5.3 The 2022/23 Grants Register has been updated to reflect the current grant funding position.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**25<sup>th</sup> OCTOBER 2022**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

Freestanding matter

Officer to Contact :

Stephanie Davies

Tel no. 01443 424026

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## CENTRAL SOUTH CONSORTIUM REPORT FOR JOINT COMMITTEE

25<sup>TH</sup> OCTOBER 2022

### JOINT EDUCATION SERVICE

#### COVERING REPORT OF THE DEPUTY MANAGING DIRECTOR: CSC ANNUAL BUSINESS PLAN 2021 - 2022

**Author: Louise Blatchford, Deputy Managing Director**

#### 1. PURPOSE OF REPORT

To present to Members to consider and ratify “CSC’s Annual Business Plan 2021 - 2022

#### 2. RECOMMENDATIONS

It is recommended that Members:

Consider and approve the Annual Business Plan Report for 2021 – 2022 of Central South Consortium.

#### 3. BACKGROUND INFORMATION

The Business Plan 2021 - 2022 runs from 1 April 2021 to 31 March 2022. The Business Plan 2021-2022 was approved by Joint Committee 18 March 2021. Five Priorities were outlined, closely aligning with Welsh Government’s (WG) national approach. Supporting each priority is a detailed operational plan that is summarised as part of a termly review of progress and impact.

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

**Priority 1:** Develop a high-quality education profession.

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

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

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

**Priority 5:** Improve the effectiveness and efficiency of CSC.

#### **4. CONCLUSIONS**

Following approval of the 'CSC Annual report 2021 - 2022, the report will be shared on the CSC website.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**25<sup>TH</sup> OCTOBER 2022**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

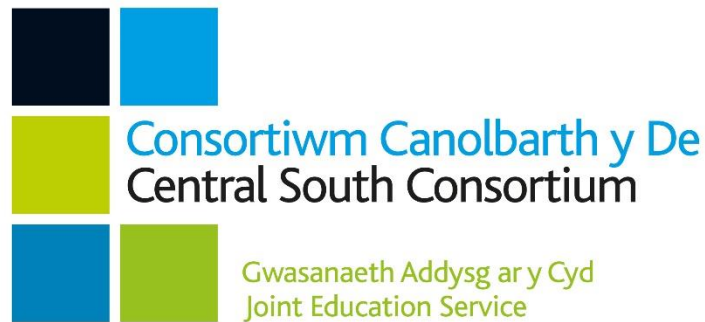
**List of background papers**

CSC Annual Business Plan Report 2021 - 2022

Officer to Contact:

Louise Blatchford  
Tel no. 01443 281411

Tudalen wag



# Central South Consortium: Business Plan 2021- 2022 Annual Report September 2022



## Contents

Section		Page No
1.0	<b>Business Plan Overview</b>	3
2.0	<b>Self-Evaluation Process</b>	3
3.0	<b>Summary of Progress</b>	4
4.0	<b>Identification of Risks</b>	5
5.0	<b>Priority 2021/2022 Impact Evaluation</b>	
	<b>Priority 1:</b> Develop a high-quality education profession.	6
	<b>Priority 2:</b> Develop highly effective leadership to facilitate working collaboratively to raise standards.	7
	<b>Priority 3:</b> Develop strong and inclusive schools committed to excellence, equity and wellbeing.	10
	<b>Priority 4:</b> Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system.	12
	<b>Priority 5:</b> Improve the effectiveness and efficiency of CSC.	13
<b>Appendix A</b>	<b>Progress Judgement Matrix</b>	16
<b>Appendix B</b>	<b>Priority 1: Priority Progress Summary</b>	17
<b>Appendix C</b>	<b>Priority 2: Priority Progress Summary</b>	33
<b>Appendix D</b>	<b>Priority 3: Priority Progress Summary</b>	44
<b>Appendix E</b>	<b>Priority 4: Priority Progress Summary</b>	49
<b>Appendix F</b>	<b>Priority 5: Priority Progress Summary</b>	55

## 1.0 Business Planning Overview 2021/22

The Business Plan 2021/22 runs from 1 April 2021 to 31 March 2022. The Business Plan 2021-2022 was approved by Joint Committee 18 March 2021. Five Priorities were outlined, closely aligning with Welsh Government’s (WG) national approach. Supporting each priority is a detailed operational plan that is summarised as part of a termly review of progress and impact.

### 1.1 Background

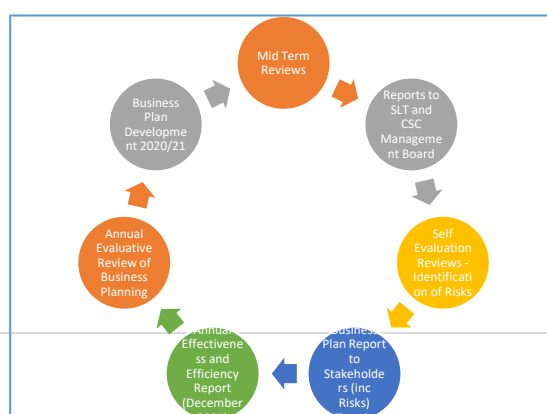
Joint Committee approved a 1.72% increase to the core contributions to the Consortium, as well as the recommendations within the medium-term financial plan for 1.73% increase for 2022/23 and 2023/24. 76.87% of the 2021/22 Business Plan was funded from grants received from Welsh Government (WG) and 23.10% funded from EWC.

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

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

## 2.0 Self-Evaluation Review Process

A termly cycle of business planning has been adopted to ensure efficient evaluation of the CSC Business Plan and related budgets. The evaluative narrative produced at the termly review meetings complements the self-evaluation of aspects not covered in the Business Plan. This activity is undertaken by the leads for each aspect, challenged by the members of the drive team and presented to members of the Senior Management Team and LA Directors, for further scrutiny and challenge.



### 3.0 Summary of Progress

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

**Table 1: Summary of progress judgement by individual aspect areas**

Priority	Actions	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	*Progress Affected By COVID-19
Priority 1.1	2	0	0	0	1	1	0
Priority 1.2	5	0	0	0	3	2	0
Priority 1.3	3	0	0	0	0	3	0
Priority 1.4	4	0	0	0	2	2	0
Priority 1.5	4	0	0	3	1	0	0
Priority 1.6	4	0	0	0	3	1	0
Priority 1.7	6	0	0	2	1	3	0
Priority 2.1	8	0	0	1	0	7	1
Priority 2.2	2	0	0	1	1	0	0
Priority 2.3	5	0	0	0	4	1	0
Priority 2.4	5	0	0	0	0	5	0
Priority 2.5	1	0	0	1	0	0	0
Priority 2.6	1	0	0	1	0	0	0
Priority 3.1	2	0	0	0	1	1	0
Priority 3.2	5	0	0	4	1	0	0
Priority 3.3	11	0	0	6	4	1	1
Priority 4.1	4	0	0	2	2	0	0
Priority 4.2	5	0	0	2	2	1	1
Priority 5.1	18	0	0	3	0	15	0
Priority 5.2	5	0	0	0	1	4	0
Priority 5.3	2	0	1	0	0	1	1
Priority 5.4	10	0	0	0	0	10	0
<b>Total</b>	<b>112</b>	<b>0</b>	<b>1</b>	<b>26</b>	<b>27</b>	<b>58</b>	<b>4</b>

*\*‘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 (112).*

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



**Table 2: Cumulative progress judgement**

Annual Summary 2021/22							
Business Plan Actions	Elements	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	*Progress Affected By COVID-19
<b>Totals</b>	<b>112</b>	<b>0</b>	<b>1</b>	<b>26</b>	<b>27</b>	<b>58</b>	<b>4</b>
<b>Percentages</b>	100%	0%	1%	23%	24%	52%	4%

*\*‘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 (112).*

**The above grids indicate that during 2021 - 22 there has been:**

- Very Good or Strong Progress made in 76% of elements.
- Satisfactory Progress made in 23% of elements. These elements will roll-over into the Business Plan for 2022/23.
- Limited Progress made in 1% of elements. This element was affected by COVID-19. Due to the timing of Performance Development, this element was unable to be completed for this Business Planning cycle.
- Of 112 elements listed within the Business Plan, 4% have been significantly affected by COVID-19. These elements will roll-over into the Business Plan for 2022/23.

#### **4.0 Identification of Risks**

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

Operational risks are managed through the business plan monitoring cycles and discussed with senior leaders in the consortium. Where necessary, these risks are escalated and included within the formal risk register.

As part of the annual review of governance, an updated risk management policy will be presented for consultation with stakeholders in the Autumn term 2022.

## 5.0 Annual Summary 2021/2022 Impact Evaluation

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

<b>Priority 1: Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning Offer (PLO)</i></li> <li>• <i>Professional Learning (PL) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self-evaluation activities</i></li> <li>• <i>An increased number of schools operate as learning organisations</i></li> <li>• <i>Practitioner Welsh language competence and skills are increased</i></li>   <li>• <i>The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases</i></li> <li>• <i>Oracy standards of most learners in primary Welsh second language increases</i></li> <li>• <i>Nearly all student teachers achieving Qualified Teacher Status (QTS) Most Newly Qualified Teachers (NQT) pass induction</i></li> <li>• <i>At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status.</i></li> </ul>
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<b>Priority 1: Impact</b>	<ul style="list-style-type: none"> <li>• All CSC schools have engaged in at least one regional Professional Learning (PL) opportunity during April 21 to March 2022. Total engagement was over 14,500 which is a significant increase from 2020/21 (+53%, +5000 delegates) and more than double that of 2019/20 (+134%, +8300 delegates).</li> <li>• In their evaluations of PL, practitioners stated:             <ul style="list-style-type: none"> <li>• 98% increase in confidence, 25% significantly.</li> <li>• 82% enhanced subject knowledge</li> <li>• 75% linked to school improvement priorities, 15% unsure</li> <li>• 92% will change their practice, 16% significantly.</li> <li>• 94% plan to use their learning</li> <li>• 92% will impact on their learners, 18% significantly</li> </ul> </li> <li>• Information from School Improvement Partnership Log (SIPL) indicates that many schools are developing aspects of the Schools as Learning Organisations (SLO) dimensions. Over 1/3 of schools in the region have completed the SLO survey (using the national online tool) this year. Half of those school stated that it has informed their self-evaluation and improvement planning. CSC ‘SLO Champions’ are being recruited summer 2022 to work with schools to further promote engagement with SLO, share good practice and develop professional learning.</li> <li>• School Workforce Annual Census (SWAC) data for 2021 will be published in July 2022. Engagement with Welsh language development professional learning has been strong with 1610 practitioners from 291 schools engaged between April 2021 and March 2022. 746 practitioners have attended synchronous Welsh Language Development PL events, programmes or networks. In programmes that raise practitioner’s Welsh language competence, nearly all report improved skills and many plan to change their practice. Between April 2021 and March 2022, 50 schools achieved Siarter Iaith/Cymraeg Campus awards, 38 bronze, 9 silver and 3 the gold award. This is a significant increase compared with the 12 schools verified in 2020/21. Due to the continued disruption of Covid-19 and its effect on pupils’ Welsh oracy skills, the support for primary Welsh second language has been</li> </ul>
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	<p>primarily focussed upon developing oracy standards. This will continue to be measured through listening to learners at an individual school level. There is no regional or national data available.</p> <ul style="list-style-type: none"> <li>• The CSC early careers team worked with all HEI partners in further developing the bridging units designed to mitigate against the impact of COVID prior to students commencing induction. The majority of NQTs evaluated that they found the team site useful and felt prepared for induction Summer 2021, approximately 82% of all student teachers intending to work in the region gained QTS with the remainder either leaving their ITE programme or being given an extension.</li> <li>• An increased number of NQT's (81%, +7% over 2 years) and induction mentors (72%, +45% over 2 years) engaged with CSC PL opportunities ensuring information, resources and support resulted in consistency in terms of process as evidenced by induction profile evaluation, and improvements in practice as evidence by evaluations. Nearly all (93%) of all eligible NQTs passed induction in the region with 7% being given an extension and 0% failures.</li> <li>• The target number of TAs gaining HLTA status was achieved and more than doubled with 54 TAs achieving HLTA status, an increase of over 100% from the previous year.</li> </ul>
<p><b>A detailed evaluation of progress against individual aspects of this priority can be found in Appendix B</b></p>	

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

<p><b>Priority 2: Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <i>Successful completion of PL Pathways Programmes by applicants</i></li> <li>• <i>A culture of Coaching and Mentoring in embedded across CSC</i></li> <li>• <i>The development of more effective leaders to support school improvement</i></li> <li>• <i>Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities</i></li> <li>• <i>Self-evaluation processes are clear and robust and contribute effectively to school improvement</i></li> <li>• <i>Strong CSC representation is evidenced in nominations across all 'Teaching Awards Cymru' categories</i></li> </ul>
<p><b>Priority 2: Impact</b></p>	<ul style="list-style-type: none"> <li>• All available places on Professional Learning Pathways are occupied and oversubscribed. A formal endorsement process ensures leaders access the appropriate programme for the stage in their career. All participants to date have completed the programme fully and received national certification.</li> </ul> <p>The Middle and Senior Leader programmes delivered in CSC are national programmes that have been endorsed by the Leadership Academy (NAEL). They are of the highest quality, have been written in partnership with experienced practitioners and delivered by schools in our region. Since 2020, 433 school leaders have accessed the programme. A recent survey of middle leaders showed that 45% of participants had progressed into a role with greater responsibility within 12 months of completing the programme. 100% of these participants stated that the programme helped equip them with the skills needed for their new role. Both the Middle and Senior leader programmes open for applications on June 6<sup>th</sup> ready to start the next cohorts in September.</p>

*“I feel that the Middle Leadership Development Programme was an important factor in my progression in my role at my school. I regularly refer to elements of the course in SLT meetings and during CPD.”*

CSC Middle Leader 2022

In 2021/22 CSC ran the first cohort of the new National Aspiring Head Teacher programme. This is the new development programme that supports participants in preparing for the NPQH assessment centre and gives them the tools and strategies for their first years of headship. 61 aspiring heads took part in the programme from across our region. In CSC 80% of our participants went onto achieve their NPQH, which was well above the national average of 73%. In addition to the 5 development days, they also benefited from the support of one of our experienced coaches. 100% of the participants stated that they found the support of their coach beneficial.

*“Claire was a fantastic leadership coach, continually supporting and mentoring our peer network throughout the process. She provided excellent support and advice and led us through the process exceptionally. We had opportunities to meet virtually and in person. This experience and support from Claire really was an invaluable experience and I will be forever thankful to her for the effort she made.”*

CSC Aspiring Head Teacher 2022

- NPQH - Assessment centre took place in February 2022. 55 candidates assessed (plus 2 WM from EAS). Following regional and national moderation 44 candidates were deemed successful in meeting the standards – 80%. (Appeals deadline April 6th). Many candidates not meeting the standards were not in a role where headship would be their next step and therefore lacked whole school strategic experience. This should not be the case next year as endorsement criteria has been refined.
- Through participation in national leadership programmes and CSC collaboration opportunities such as peer partnerships leaders are exposed to a range of effective self-evaluation strategies that lead to more effective in school improvement.
- A range of coaching and mentoring training is being provided, supporting the development of leaders at all levels. Coaches are being used effectively to support leadership programmes. Formal qualifications in coaching and mentoring are strengthening the impact on individuals and supporting the embedding of a coaching culture across CSC. A longer-term strategy plan has been developed.
- All leadership coaches in place on all national programmes, providing the guidance for practitioners to further develop their skills as leaders of schools. Bespoke modules have been developed to support coaches in each of the professional pathways.

Our National Coaching and Mentoring programme continues to go from strength to strength. To date we have 140 trained facilitators who have then cascaded the training within their networks. Over 250 teachers have been trained in schools by the nominated facilitator. Our Lead Practitioners have delivered the training to 109 teachers and our central staff have delivered the training to 82 CSC and Local authority staff. A total of over 580 in the region who have access the coaching and mentoring training. In the autumn term we focused the facilitator training on training an ALNCO from each of our clusters. These will now be delivering the

	<p>training to other ALNCOs in their cluster ensuring all ALNCOs can develop their coaching and mentoring skills to support them in their role.</p> <p><i>“Amazing cohort and support from the trainers. I looked forward to every week and it has had a profound impact on my personal life and how I am going to achieve what were previously just hopes and dreams.”</i></p> <p style="text-align: right;">Coaching and Mentoring participant Autumn 2021</p> <ul style="list-style-type: none"><li>• National priorities are reflected in governors' training to ensure they are suitably informed to support the response of school leaders to address these priorities.</li><li>• Evaluation of 2020-21 academic year Governor's training was very positive, with over 2500 Governors engaged.</li><li>• Through training, governors understand their role within their settings. The deployment of Regional Leaders of Governance (RLGs) is strengthening school governance through modelling leadership and providing support.</li><li>• A total of 7 RLGs are strategically deployed in supporting Governing Bodies causing concern and initial feedback shows they are having a positive impact on building leadership capacity and competency in identified areas. No RLG deployment has been completed, but ongoing impact is being collected by the Improvement Partners who work closely with the RLGs. This will be demonstrated through school self-evaluation processes including impact reports.</li></ul> <p>RLGs are experience governors with a proven track record of running effective governing bodies. Our 13 RLGs work with school governing bodies, supporting their effectiveness and development; schools can request the support of an RLG through their Improvement Partner. We are currently supporting Governing Bodies, working on a wide range of areas; from restructuring established governing bodies to supporting new governing bodies. Our RLGs are also able to support governing bodies in evaluating their effectiveness using the new governing body self-evaluation toolkit. Many of our RLGs piloted the new self-evaluation toolkit and have helped inform the refinements, so are a great resource to help plan how a governing body could possibly implement the toolkit.</p> <p>Our RLGs also co-facilitate on our Governor Training, bringing their first-hand experiences and expertise to enrich the sessions.</p> <p><i>“Well-presented training. Great to have a governor co-present and offer real examples”</i></p> <p style="text-align: right;">Governor feedback spring 2022</p> <ul style="list-style-type: none"><li>• GB Self Evaluation Toolkit: Development: The final version of the toolkit was launched on March 2nd to all CSC Improvement Partners. the toolkit has been shared with LA governor leads and colleagues. The resource is available to all schools via the Knowledge Bank. WG has requested a copy to add to the resource section of the NEIR.</li><li>• All programmes and training offered is evaluated and influences future provision and practice.</li><li>• Strong CSC representation occurred within the nominations across all ‘Teaching Awards Cymru’ categories.</li></ul>
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A detailed evaluation of progress against individual aspects of this priority can be found in Appendix C

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

<b>Priority 3: Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Nearly all schools demonstrate the use of a wide range of meaningful information and data</i></li> <li>• <i>Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</i></li> <li>• <i>Most schools demonstrate they have effective systems in place to address and mitigate barriers</i></li> </ul>
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<b>Priority 3: Impact</b>	<ul style="list-style-type: none"> <li>• CSC continue to work alongside schools to gain an accurate understanding of standards of quality first teaching, well-being and inclusion. At least most schools demonstrate use of a wide range of information and data including session observations, listening to learners, attendance exclusion and intervention data.</li> <li>• Central South Consortium's work in collaboration with local authorities and other stakeholders indicate many schools have appropriate systems to collect meaningful data to track the progress of vulnerable learners.</li> <li>• Many schools in the region are prioritising improving the standards of well-being of both pupils and staff in mitigating the barriers to learning.</li>   <li>• Following extensive engagement with, and feedback from stakeholders, the Enabling Equity and Excellence (EEE) document has now finalised and released into the system. Initial indications from Improvement Partners (IPs), Local Authority (LA) colleagues and schools indicate that the document has been well received.</li> <li>• A five-year (22-27) EEE implementation plan has been agreed by CSC governance groups which will involve a pilot in the first year.</li> <li>• Nearly all schools and IP's have summarised the PDG plans for 21/22. Due to covid-19 and changing of roles only 6 schools have not completed their summaries. PDG CLA cluster plans are nearly all completed and there has been a collaborative approach to approving the plans with the Looked After Children Education (LACE) Co-ordinator In each local authority.</li> <li>• Work in relation to the piloting the Challenge Education is ongoing. All schools have been visited by the Challenge Education team with online follow-up visits planned in March. Suggestions outlined for Online Raising Attainment for Disadvantaged Youth/Young people (RADY) are also discussed in the support notes.</li> <li>• The Reading Reconsidered and The Writing Revolution Training has been successfully delivered to school with high PDG figures across the region. Positive evaluations received and further work will be undertaken during the next financial year to gather further impact.</li> </ul> <p><b>Evaluation of the Equity and Well-being professional learning programmes</b></p> <p>341 participants have engaged with the professional learning programme for Equity and Wellbeing during the 2021-22 academic year. This included 49 participants from Bridgend, 97 from Cardiff, 14 from Merthyr, 95 from RCT, 84 from the Vale and 2 from</p>
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CSC. The programme comprised of 11 professional learning programmes and a total of 27 events took place.

142 evaluations have been received following attendance on the professional learning programmes. Evaluation of the Equity and Well-being professional learning programmes demonstrate that:

- Most participants report that they now feel more confident about the subject matter.
- Many participants (88.7%) report that the professional learning enhanced their knowledge of the subject matter.
- Many (84.5%) report that the professional learning was appropriate to their needs and skill level and felt that the professional learning was relevant to their daily work.
- Many (86%) would recommend the professional learning they accessed to others.
- Nearly all (97.20%) of delegates plan to use the professional learning or are already using it in their current role.
- Majority (60.5%) of delegates did not feel there were any barriers to applying what they had learned. Not enough time to embed was a barrier for a few of the participants.
- Over a half of delegates (55.5%) report that the professional learning is linked to their school improvement plan.
- The majority of the delegates (68.5%) felt that the professional learning would have a some or significant impact on learners in their setting. Just over a few participants (26.57%) were unsure if the professional learning would have impact on learners in their setting.

#### **Coaching and Mentoring professional learning programme for PDG CLA leads**

A minority of clusters from across the region have engaged with the Coaching and Mentoring professional learning programme for PDG CLA leads. Of the evaluations received following the autumn term professional learning programme:

- All participants report that they are either confident or very confident in knowing what it takes to be an effective coach and mentor.
- All participants report that they are confident or very confident in understanding the role and responsibilities of effective coaches and mentors.
- All participants report that they are confident in using coaching and mentoring models, and the tools and techniques to support it.
- Most participants report that they have been able to practise and are using their mentoring and coaching skills. Most refer to using coaching skills with staff, and a few also refer to using strategies with pupils or parents. Half of the participants refer to applying coaching strategies during performance management discussions. A few report that the use of the strategies is resulting in them encouraging staff to come up with their own solution to challenges.
- All participants report that the training met their expectations. Feedback references the excellent and enthusiastic delivery, methodical structure of the programme, wide range of coaching strategies and the regular opportunities to practise and discuss how they could be used.
- A minority of participants report that they are interested in developing their skills further through undertaking the ILM level 3 qualification.

A detailed evaluation of progress against individual aspects of this priority can be found in Appendix D

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

<b>Priority 4: Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level</i></li> <li>• <i>Fewer schools needing higher level support or causing concern</i></li> <li>• <i>Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools</i></li> <li>• <i>Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress</i></li> <li>• <i>Schools are able to respond appropriately to developing external measures</i></li> <li>• <i>Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners</i></li> <li>• <i>Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice</i></li> <li>• <i>Schools’ improvement plans lead to stakeholders’ wellbeing being improved, in light of the ongoing impact of COVID-19</i></li> <li>• <i>WG policies linked to priority 4 are implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’</i></li> <li>• <i>All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement</i></li> </ul>
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<b>Priority 4: Impact</b>	<ul style="list-style-type: none"> <li>• CSC has worked with all schools offering effective support, feedback and guidance to schools on the content, quality and impact of their self-evaluation arrangements, the appropriate identification of improvement priorities, and on school development plans. As a result, most schools have suitable evaluation and improvement arrangements.</li> <li>• CSC reports to stakeholders on its impact in supporting self-evaluation and improvement planning processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards. As a result, all LAs and wider stakeholders are kept up-to-date about the outcome and emerging impact of support to schools. Subsequently:</li> <li>• There are 6 fewer enhanced support schools since September 2021 and 13 schools have been removed from Estyn category.</li> <li>• Full Estyn inspections have continued to be suspended since March 2020, and the new pilot inspections will not be published until April 2022. However, most schools in category with self-evaluation processes and improvement planning as a recommendation made strong progress, as reported in Progress Meetings.</li> <li>• CSC has effective systems and processes in place to productively monitor and evaluate school processes (captured in School Improvement Partnership Logs). These use a broad range of information to monitor and understand the performance of schools in their area, rather than a narrow focus on pupil</li> </ul>
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	<p>attainment measures. As a result, the information can be shared and reviewed to refine CSC processes.</p> <ul style="list-style-type: none"> <li>• Most schools have established clear and effective processes for internal evaluation and accountability, leading to good progress for most learners.</li> <li>• External performance measures have ceased to be published since March 2020, and the final version of Welsh Government's guidance on the Framework for Evaluation, Improvement and Accountability is yet to be published, so no impact to record at this point.</li> <li>• CSC has worked with all schools offering effective support, feedback and guidance to schools on the content, quality and impact of their self-evaluation arrangements, the appropriate identification of improvement priorities, and on school development plans. As a result, most schools have suitable evaluation and improvement arrangements.</li> <li>• Nearly all school have taken appropriate account of the ongoing impact of Covid-19 in their self-evaluation and improvement planning, resulting in suitable priorities for the year.</li> <li>• Nearly all schools have taken appropriate account of wellbeing in both the range of priorities and as a key element for improvement. The ongoing nature of the Covid-19 pandemic makes it difficult to assess the overall impact on wellbeing at this stage.</li> <li>• Work for Objective 4 has been implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’.</li> <li>• CSC teams are effectively deployed to support all schools’ needs and nearly all schools are on track with most of their improvement priorities. All enhanced support schools and those in need of additional support receive appropriate and bespoke support.</li> </ul>
<p><b>A detailed evaluation of progress against individual aspects of this priority can be found in Appendix E</b></p>	

### 5.5 Priority 5: Improve the effectiveness and efficiency of CSC

<p><b>Priority 5: Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <i>Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%)</i></li> <li>• <i>Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)</i></li> <li>• <i>Communication performance analytics show improvement</i></li> <li>• <i>Social media engagement</i></li> <li>• <i>Website – Google analytics – page views at certain periods of focused campaigns</i></li> <li>• <i>Knowledge Bank: Resources, guidance, updates</i></li> <li>• <i>School / Staff Bulletins – number of clicks and downloads</i></li> <li>• <i>Reporting shows CSC PL has a positive impact on improving outcomes for learners</i></li> <li>• <i>Estyn judgements and requests for case studies are at least comparable with other regions</i></li> </ul>
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<b>Priority 5: Impact</b>	<ul style="list-style-type: none"> <li>• Professional Learning in CSC is developing increasing sustainable change in schools through the effective provision of opportunities for sustained professional learning. Annual survey data analysis shows an increase of primary staff involved in extended forms of professional learning (baseline 2019 termly or more: primary 45%) increased to 48%. Secondary data shows a decrease from 45% to 42%. This is in line with secondary schools having to respond to the changing requirements of CTGs and the challenges of reform. As set out in the hallmarks of well led professional learning from NAEL and in much research, extended professional learning leads to sustainable change in schools.</li> <li>• Professional learning in CSC supports more school staff to use research to make evidence informed improvements. Annual survey data analysis shows an increase of staff using research to support their professional learning on a regular basis (baseline 2019: primary staff 50%, secondary 42%). In 2021 these figures increased to 52% in primary and a more significant improvement in secondary to 47%. An increasingly research informed profession is in line with the principles of the National Approach to Professional Learning and supportive of developing schools is aligned to the requirements of the Curriculum for Wales.</li> <li>• In their evaluations of PL, practitioners stated:             <ul style="list-style-type: none"> <li>• 98% increase in confidence, 25% significantly.</li> <li>• 82% enhanced subject knowledge</li> <li>• 75% linked to school improvement priorities, 15% unsure</li> <li>• 92% will change their practice, 16% significantly.</li> <li>• 94% plan to use their learning</li> <li>• 92% will impact on their learners, 18% significantly</li> </ul> </li> <li>• To ensure that schools and stakeholders are well informed of regional news and opportunities, targeted, timely communications are shared. Engagement with communications in CSC is increasing.             <ul style="list-style-type: none"> <li>• Overall, there is increased interaction with our communication channels such as social media platforms, YouTube and CSC website. From April 2021 to March 2022 there was an increase of over 700 Twitter followers to in excess of 7.9K and YouTube engagement has doubled to over 22,800 minutes watched per month.</li> <li>• We have continued to support teams in managing their strategic area Twitter accounts to target their specific audiences, including reviewing their branding and providing new templates to ensure consistency. Collectively, we now reach over 21,000 followers via Twitter across all CSC accounts. This figure increased by over 1100 over the course of the Spring term 2022.</li> <li>• Facebook fanbase has increased by 10 percent between April 2021 to March 2022 and our messages have been shared across our audiences and followers more than 240 times.</li> </ul> </li> <li>• Professional learning in CSC demonstrated that it is changing practitioner behaviour to make a positive difference on learner outcomes. In practitioner evaluations of professional learning programmes, of the people answering to what extent they felt the professional learning would impact on learners in their setting, 92% report that they anticipate the professional learning having an impact on learners, with 57% expecting a more significant impact. (AM1 column data).</li> <li>• Unable to demonstrate impact due to Estyn suspension of inspection. However, 13 schools have been removed from Estyn category. Only 3 schools remain in a category</li> </ul>
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	<p><b>Engagement with CSC Professional Learning</b></p> <p>Schools were asked if their staff accessed live professional learning provided by CSC, with 313 (86%) schools stating that they did. Across these schools 256 (82% ) said that the PL was disseminated across the school.</p> <p>When asked about accessing asynchronous learning ,the numbers increased slightly to 319 (88%) although the percentage of schools who stated that asynchronous learning was disseminated fell slightly to 78%.</p> <p>Staff across all roles were accessing both live and asynchronous PL with the highest percentage being for teachers (86% and 80% respectively)</p> <p>When asked, 239 (66%) schools stated that they were engaged with leadership training. The most frequently accessed programme was middle leaders’ development with 59% of schools who accessed leadership training using this.</p>
<p><b>A detailed evaluation of progress against individual aspects of this priority can be found in Appendix F</b></p>	

<b>APPENDIX A</b>	
<b>PROGRESS JUDGEMENT MATRIX</b>	
<b>Very Good Progress</b>	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.
<b>Strong Progress</b>	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.
<b>Satisfactory Progress</b>	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.
<b>Limited Progress</b>	The priority action has not been addressed. All or many important aspects are awaiting attention, or the original planned activity is no longer appropriate.
<b>Not Yet Started</b>	The priority action has not been started.
<b>STATUS JUDGEMENT MATRIX</b>	
<b>Risk</b>	Potential risk or barrier identified.
<b>On Track</b>	Action on track for completion.
<b>Completed</b>	Action completed.
<b>Not Due To Have Started</b>	Action not due to have started.
<b>Progress Affected By COVID-19</b>	Action impacted by COVID-19 Pandemic.

<b>APPENDIX B</b>	
<b>Priority 1</b>	<b>To Develop a high-quality education profession</b>
<b>Evaluation of Progress</b>	

<b>Priority 1.1</b>	<b>The professional learning offer responds to the evolving needs of practitioners and leaders across the region in support of national and regional priorities and the impact of COVID-19</b>	
<b>How will we know if we’ve made progress?</b>	<b>Nearly all schools engage in the professional learning offer. PL evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes. School self-evaluation activities demonstrates the longer -term impact of professional learning</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i></li> <li>• <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Nearly all (99%) CSC schools have engaged in at least one regional Professional Learning (PL) opportunity during April 21 and January 22. Total practitioner engagement April 21- 28 Feb 22 was 11,995. During the same period for the previous year, practitioners had engaged in regional PL opportunities, representing 87% of schools.</li> <li>• All PL opportunities are aligned to the National Mission, Central South Wales Challenge (CSWC), Professional Standards for Teaching and Leadership (PSTL)/ Professional Standards for Assisting Teaching (PSAT). The CSC Enabling Excellence and Equity (EEE) document was launched during the autumn term and PLO will be increasingly aligned to this. PL is available at no cost to all practitioners, governors, CSC and Local Authority (LA) staff across the region.</li> <li>• Most (92%) participants reported that they anticipated the professional learning having an impact on their learners, with around half (57%) expecting a significant impact.</li> <li>• The regional Professional Learning Offer (PLO) continues to be published online. Summary PL and networking document published July 8th. Robust Quality Assurance (QA) procedures continue to ensure alignment of regional message with overall regional and national strategy. Processes have been refined across teams to reflect strategic and project team toles and responsibilities</li> </ul>		<ul style="list-style-type: none"> <li>• PLO.</li> <li>• PLO engagement data and analysis.</li> <li>• PL evaluations.</li> <li>• Project booklet, data and evaluations.</li> <li>• CSC BP.</li> <li>• External stakeholder reports.</li> <li>• LA BPs.</li> <li>• CSC regional reports.</li> </ul>

Tudalen 157

<ul style="list-style-type: none"> <li>• PL opportunities are informed and refined using local, regional and national intelligence and evaluation. This has been particularly in relation to COVID and curriculum reform. Around half of participating practitioners engage in asynchronous professional learning opportunities.</li> <li>• Funded Collaboration Project groups have been established and activities commencing.             <ul style="list-style-type: none"> <li>- 34 projects</li> <li>- 619 applications</li> <li>- 474 total schools</li> <li>- £339,000 total funding</li> </ul> </li> <li>• Most recommendations are planned for within the Area plans as appropriate. This includes PL opportunities and projects related to specific recommendations. Clarity of roles and responsibilities is increasing in many areas. Partnership working with LA teams and other partners are improving e.g. Foundation Phase (FP) Building Blocks, Diversity.</li> </ul>	
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Tudalen 158

<b>Priority 1.2</b>	<b>Schools are supported to manage change and develop as learning organisations</b>	
<b>How will we know if we’ve made progress?</b>	<b>Schools in the region demonstrate progress in the seven dimensions of the Schools as Learning Organisations model.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <b><i>An increase in the number of schools operating as learning organisations</i></b></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• A five year (22-27) EEE implementation plan has been agreed by CSC governance groups which will involve a pilot in the first year. To support the implementation of EEE with pilot schools, a core CSC implementation team has been formed. Further work will take place in the summer term to recruit 10 pilot implementation schools. A communications strategy has been agreed and will be incorporated into the project plan for EEE implementation. An audit of CSC professional learning will have been completed by the end of March 22 that will inform the PL offer for 22/23. Sessions on the EEE document for governors have been delivered and were well attended. Further sessions for LA staff are due to take place in April. Recruitment for schools as learning organisations (SLO) Champions took place in the spring term. Whilst some favourable applications were received, applications were limited due to the pressures schools are under. It has been decided to re-advertise in the summer term 22. Improved functionality of the WG SLO survey should encourage the participation of more schools in the completing the survey. However, whilst schools may not be fully engaged with the survey, information from the SIPL indicates that many schools are progressing in the development of the 7 dimensions of SLO.</li> </ul>		<ul style="list-style-type: none"> <li>• E&amp;E Strategy.</li> <li>• EFIs.</li> <li>• CfW survey.</li> <li>• Annual schools' survey.</li> <li>• SLO engagement data.</li> <li>• 'So what' survey.</li> <li>• CfW survey analysis reports.</li> <li>• CSWC evaluation report.</li> <li>• SIG evaluations Cluster evaluations</li> <li>• Network evaluations.</li> </ul>

<ul style="list-style-type: none"> <li>• From the survey, it is reported that all schools across the region are developing/have developed a shared vision. Nearly all schools across the region have made at least satisfactory progress with this, with 75%+ making strong progress in establishing a shared vision.</li> <li>• CSWC roles and responsibilities document is in place.</li> <li>• All evaluative activity to date running to agreed timescales.</li> <li>• PL and collaboration survey launch 17 Feb for completion by 11 March 22. Cluster and school improvement group (SIG) mid-point evaluations have also been shared with approximately 20% returned to date.</li> <li>• The curriculum and PL team are currently evaluating collaborative projects and networks.</li> <li>• Final report will be completed at end of financial year as a cumulative report of all activity within each area as per the agreed roles and responsibilities document.</li> <li>• PL and networks are ongoing.</li> <li>• PL and collaboration survey launch 17th Feb for completion by 11 March - only 1/3 of schools have completed at present. Deadline extended to 8th April and analysis will be undertaken following this.</li> <li>• Enquiry work ongoing. Higher education Institute (HEI) partners and WG collecting and collating the NPEP enquiries as per the timescales in the core brief. Multimedia presentations of findings are now available. Majority of CSC NPEP schools on track in enquiry cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Network engagement data.</li> <li>• NPEP enquiries.</li> <li>• HEI NPEP reports.</li> </ul>
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<b>Priority 1.3</b>	<b>Schools are supported to prepare for the Implementation of Curriculum for Wales and wider reforms</b>	
<b>How will we know if we’ve made progress?</b>	<b>Professional learning opportunities and support for schools at all levels are aligned to the ‘Curriculum for Wales: Journey to 2022- and the national professional learning programme. Nearly all schools engage in the professional learning offer for Curriculum for Wales and the wider reforms. PL evaluations demonstrate changes to practitioner behaviours in preparation for CfW and the wider reforms. School self-evaluation activities demonstrate progress towards the implementation of the CfW and wider reforms</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i></li> <li>• <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>

<ul style="list-style-type: none"> <li>• A majority (82%) of schools have engaged with the curriculum for Wales (CfW) PL programme (Nov 20-Feb 22).</li> <li>• 99.7% have engaged in the CSC professional learning opportunities where CfW is embedded within these.</li> <li>• 76% of schools (2000+ delegates) have participated in Area networks meetings (April 21 - Feb 22).</li> <li>• Nearly all schools identified from CSC CfW survey (summer 21) with 'less developed practice' have received joint visits with CfW advisers and their IP to provide bespoke support and advice on CfW.</li> <li>• September 2021 - Feb 2022:             <ul style="list-style-type: none"> <li>*57 individual school visits by CfW advisers</li> <li>* 11 full cluster visits and INSET sessions, CfW advisers and Area leads</li> </ul> </li> <li>• A very few schools (3%) in the region are not 'on track' in the journey to curriculum roll-out and are receiving bespoke support from CSC.</li> <li>• Blended approach used for all support - facilitating live sessions for schools and clusters and using recorded materials as pre-reading/pre-engagement preparation.</li> <li>• 62 practitioners from 57 schools across the CSC region participated in the cross-regional curriculum design professional learning (PL) programme. All PL resources, materials and guidance developed from the programme will be made available to all schools in Wales.</li> <li>• All schools introduced to the design thinking model and CfW website by CfW advisers and Area leads are appreciative of the clarity and reassurance it gives in modelling the process through to roll-out. Is now being used successfully by a majority of schools to inform wider stakeholders (parents/carers, governors, Estyn) of their progress towards enactment.</li> <li>• 62 practitioners from 57 schools across the CSC region participated in the cross-regional curriculum design professional learning (PL) programme. All PL resources, materials and guidance developed from the programme will be made available to all schools in Wales.</li> <li>• Increased number of practitioners engaging with CfW community area. 1,300+ subscribers.</li> <li>• CfW monthly newsletters = 4300 views.</li> <li>• CfW poster pack = 4800+ views.</li> <li>• Assessment poster pack = 2500+ views.</li> <li>• You tube channel webinars and podcasts = 5300+ views.</li> <li>• Launch of asynchronous module on developing shared understanding of progression created by CSC staff for Expressive Arts, Health and Well-being, Language, Literacy and Communication, Humanities, Mathematics and Numeracy, Science and Technology. Launched 28 Jan 2022 - English medium, 497 views to date, Welsh medium 443 views to date.</li> <li>• A very few schools (3%) in the region are not on track in the journey to curriculum roll-out and are receiving bespoke support from CSC.</li> </ul>	<ul style="list-style-type: none"> <li>• CfW survey analysis.</li> <li>• CfW PLO.</li> <li>• PLO engagement data and analysis.</li> <li>• PLO evaluations.</li> <li>• CfW community area and knowledge bank analytics.</li> </ul>
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<ul style="list-style-type: none"> <li>• Increase in cluster wide CfW support requests. Those receiving support state increased levels of competence and confidence in CfW framework and curriculum design process, and benefits of collaborative working in developing progression models across 3-16 continuum.</li> <li>• Nearly all schools (96%) engage in cluster collaborations, focusing on Curriculum for Wales and the wider reforms.</li> <li>• National network conversations - regional follow up conversations 2nd - 11th March via live network meetings. Materials from the national network conversations used to support regional discussions.</li> <li>• Approximately 65 synchronous network meetings focused on Areas of Learning and Experience (AoLE), pedagogy and enquiry from April 2021 to March 2022. Over 2000 practitioners from 75% of schools across the region have engaged with these networks to date (April 21 - Feb 22). The network and related materials are also made available asynchronously for those who are unable to attend the live sessions. The collaboration funding also supports schools to engage with the National Networks, Talk Pedagogy. and self-facilitated networks within and beyond their school.</li> <li>• Increase in members of CfW community area from 1100 autumn term to 1300+ spring term.</li> <li>• Y Ffedarasiwn practitioners supporting Welsh medium AoLE Lead Practitioners in developing Welsh language PL and materials - limited progress due to availability of Welsh medium AoLE LPs (Covid - capacity and supply teacher barriers).</li> <li>• PL and collaboration survey ready to share with schools - this should provide the evaluative data around the engagement with and impact of enquiry in the region.</li> </ul>	
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<b>Priority 1.4</b>	<b>Support the implementation of national and regional strategies for developing Welsh in all sectors</b>	
<b>How will we know if we’ve made progress?</b>	<b>The PL offer for improving Welsh in all sectors is aligned to national and regional needs, the Welsh Language Competency Framework and the impact of COVID-19. Practitioners report that their confidence and competence in Welsh language skills improve and this is reflected in the SWAC. The use of informal and incidental Welsh in schools across the region increase. School self -evaluation activities in all sectors demonstrates progress towards implementing national and regional strategies for Welsh.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i></li> <li>• <i>Practitioner Welsh Language competence and skills are increased</i></li> <li>• <i>The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases</i></li> <li>• <i>Oracy standards of most learners in primary Welsh second language increases</i></li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• Since April 2021, nearly 1000 practitioners from 247 (63%) schools across the region have engaged in WLD PL.</li> <li>• 374 practitioners have accessed part 1, 252 part 2 and 208 part 3 of the Welsh Language Development asynchronous professional learning. This is an increase of 138 from 2020/21. In programmes that raise practitioner’s Welsh language</li> </ul>	<ul style="list-style-type: none"> <li>• SWAC Data.</li> <li>• PLO and PL evaluations.</li> </ul>	

<p>competence, nearly all report improved skills and many plan to change their practice. School Workforce Annual Census data is available in July 2022. This is of course above the bespoke support given to schools</p> <ul style="list-style-type: none"> <li>• 91 practitioners from 41 schools have attended synchronous Welsh Language Development professional learning in Spring 2022. Many schools have experienced challenges releasing staff from the classroom to engage in live professional learning.</li> <li>• The 2022 cohort of the Leadership of Welsh programme for English medium headteachers and senior leaders has been held successfully. 17 practitioners took part in the programme and nearly all practitioners report that their skills and knowledge has improved and all plan to change their practice. One Headteacher stated, "It has reinvigorated my drive to move Welsh language and culture forward in my school following the pandemic".</li> <li>• Llwyfan Llafar Welsh medium primary &amp; secondary oracy resource published in March 2022 along with associated professional learning. The resource has been accessed 186 times since 7th March 2022 and nearly all schools who attended the launch welcomed the resource and praised its content.</li> <li>• Following primary Welsh Language Immersion professional learning, all schools who responded to our survey use the pack with nearly all grading the resource as 5/5 for its quality. Many schools state that the pack is effective in supporting individuals and groups of pupils and reinforces the work of the immersion unit. Many schools state that the pack has been effective to support pupils to re-engage with Welsh following lockdowns. A recent Estyn thematic review stated that the Language Immersion Pack "develops vocabulary and patterns in a structured manner and applies them with increasing success across the areas of learning".</li> <li>• 517 practitioners have engaged in the asynchronous professional learning for Newly Qualified Teachers.</li> <li>• Target number met for recruitment for the 2021/22 Welsh sabbatical. Spring term post sabbatical network arranged, and practitioners are preparing case studies of best practice to share widely e.g., team teaching and professional learning delivered.</li> <li>• Welsh/English medium partnerships are progressing with their projects and successful network meeting held in the spring term to share journey. One partnership has withdrawn due to capacity issues with 7 remaining. Later in the term schools will present their project and successes will be shared across the region.</li> <li>• Cluster leads network is successful, leads have a clear understanding of their role and expectations. They successfully disseminate updates, current information and best practice within their clusters.</li> <li>• Creation of Welsh Medium secondary immersion resource is continuing, however, due to impact of Covid-19 on Immersion Unit capacity the resource will not be ready for publication until the summer term 2022.</li> <li>• Cardiff University is currently analysing the data to produce the final standardised reading test for publication and is nearing completion. Progress was initially slowed down due to school's capacity to engage in pilots.</li> <li>• Regional LA Welsh medium Additional Learning Needs professional learning directory has been collated and published and is available to practitioners from across the region.</li> </ul>	<ul style="list-style-type: none"> <li>• Welsh in Education Officers (WiEO) knowledge – EFIs.</li> <li>• NQT profiles</li> <li>• Welsh cluster lead evaluations.</li> <li>• Collaboration Impact Report.</li> <li>• Evaluations of impact of standardised tests.</li> <li>• Improvement Partner Feedback</li> <li>• Siarter Iaith / Cymraeg Campus Awards Data.</li> <li>• Book quiz data.</li> </ul>
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<ul style="list-style-type: none"> <li>• Synchronous Welsh across the curriculum professional learning delivered with 50 practitioners taking part. All evaluations state that practitioners plan to change their practice and use the learning in their settings. New asynchronous Welsh across the curriculum professional learning produced and published March 2022 in response to practitioners favouring asynchronous provision for flexibility reasons.</li> <li>• 143 schools have now achieved Siarter Iaith/Cymraeg Campus awards: 105 bronze, 35 silver and 3 gold.</li> <li>• An additional 22% of English medium primary schools achieved the bronze award in 2021/22 which is slightly above the target of 20%.</li> <li>• 11.1% of English medium schools who held the bronze award progressed to silver. Impact of Covid-19 and the need to re-visit previous learning and re-establish routines has impacted on progress to silver.</li> <li>• 44% of Welsh medium secondary schools have achieved the Siarter Iaith bronze award with further verification visits imminent.</li> <li>• In the summer term, it is expected that 70% of Welsh medium primary schools will have achieved the Siarter iaith silver award.</li> <li>• Strong progress is being made with Cymraeg Campus secondary, 56% of English medium secondary schools are now engaged with this programme which is 16% higher than the target set.</li> <li>• The Welsh Language Charter has been adapted to meet the needs of special schools and a pilot is continuing to take place in 7 schools with a view to roll out across the region.</li> <li>• Siarter Iaith and Cymraeg Campus working parties have produced and published the following resources to support schools towards the various awards:             <ul style="list-style-type: none"> <li>• Cymraeg Campus - working towards bronze - 460 accessed</li> <li>• Cymraeg Campus - moving from bronze to silver award - 191 accessed in two weeks</li> <li>• Siarter Iaith - moving from bronze to silver award - 64 accessed in 1 week.</li> </ul> </li> <li>• Darllen Dros Gymru book quiz taken place with 17 Welsh medium schools taking part. 6 schools will go forward to represent the region at national level. 20 English medium schools (an increase of 13 from 2021) registered for Dwlu Darllen which successfully took place in March 2022.</li> <li>• Senior Strategic Lead has supported Local Authorities to finalise their targets for the 2022-2032 Welsh in Education Strategic Plans. All Local Authorities have publicly consulted on their draft plans and Welsh Government is currently reviewing draft documentation. Senior Strategic Lead has supported some Local Authorities to successfully utilise their Welsh Government immersion grant.</li> </ul>	
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<p><b>Priority 1.5</b></p>	<p><b>The Teaching Assistant Learning Pathway (TALP) provides effective pathways for all teaching assistants as part of a national and regional programme</b></p>	
<p><b>How will we know if we’ve made progress?</b></p>	<p><b>The professional learning provision along the TALP responds to the impact of COVID-19 and results in an increase in the number of TAs gaining HLTA status. The regional bespoke programmes are accessed by most TAs working in specific school contexts and reflect national priorities</b></p>	
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <b><i>At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status</i></b></li> </ul>	
<p><b>Evaluation of progress</b></p>		<p><b>Evidence</b></p>
<ul style="list-style-type: none"> <li>• Induction - 108 participants are engaged in the induction programme. Nearly all participants reported at least moderate impact on their practice with many reporting high impact. Next steps – Currently the responsibility for engagement sits at a national level. However, moving forward CSC would like more control over engagement data.</li> <li>• Practising - A very few participants (9) have engaged with this programme due to schools being reluctant to release experienced teaching assistants (TAs) from the classroom during covid. Of the participants who were engaged, nearly all reported that the PL was highly impactful on their practice. The programme was delivered by 2 high schools in the region.</li> <li>• Aspiring HLTA - The PL element of Aspiring HLTA is delivered by 3 schools within the region. Currently Cylch 3 and 4 are still live with 101 participants engaged. Completion information will be available in December 2022 following assessment centre.</li> <li>• There are only 28 TAs currently engaged in the TALP Regional Online Community. Work is currently underway to transfer the community from one online platform to Teams.</li> <li>• Coaching and Mentoring - There were 16 participants who successfully completed the Coaching and Mentoring programme.</li> <li>• Out of the 16 who completed the programme, 2 have gone on and completed national assessor training and will now support work in the region.</li> <li>• Additional Learning Needs (ALN) - This new programme written by 7 schools in region and with contribution from local authority colleagues, focuses on good learning and teaching strategies that have proved effective with ALN pupils. Launch Sept 22.</li> <li>• Special Schools - This new programme written by 7 special schools in the region, supports the work of all teaching assistants currently practising in Special Schools. Pilot completed. Launch Sept 22.</li> <li>• Foundation Phase - This new programme written by 7 primary schools in our region, supports the work of all teaching assistants currently practising in Foundation Phase settings. Launch Sept 22.</li> <li>• Welsh Medium - Due to staffing pressures in schools as a result of Covid-19, many schools have not had capacity to engage with CSC. This remains a key priority for development.</li> </ul>		<ul style="list-style-type: none"> <li>• Programme evaluations.</li> <li>• Engagement analytics.</li> <li>• Bespoke resources.</li> <li>• Feedback from special school facilitators.</li> <li>• Working documents from FP and ALN development group and LA leads.</li> <li>• Resources supporting the TA special school programme.</li> <li>• Resources supporting the TA Foundation Phase programme.</li> </ul>

Tudalen 164

	<ul style="list-style-type: none"> <li>• Resources supporting the TA ALN programme.</li> <li>• Register of HLTAs on twilight coaching programme.</li> <li>• Improvement Partner Feedback.</li> </ul>
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<b>Priority 1.6</b>	<b>Entry into the teaching profession through Initial teacher Education (ITE) and into NQT induction is supported. Professional learning opportunities respond to the challenges presented by COVID-19</b>	
<b>How will we know if we’ve made progress?</b>	<p>Recruitment to the Open University routes results in all targets being met for the salaried and part-time programmes. Ongoing and new PGCE programmes in four ITE partnerships meet the accreditation criteria and are quality assured to capture evidence of impact on schools and student teachers in the region. Nearly all ITE graduates intending to work in the region engage in ‘COVID-19 response bridging’ PL to prepare for induction.</p> <p>The number of induction mentors (IMs) engage in training and PL increases. Most NQTs engage in national training and national / regional PL in order to pass induction. Transition support is provided for nearly all ITE graduates who intend to work within the region aligned to the WG COVID-189 guidance. All induction stakeholders are supported to engage in the statutory process aligned to revised WG COVID-19 related guidance and most IMs and NQTs participate in national training. The regional and national programme of PL provides bespoke support for all IMs and NQTS and reflects national priorities.</p>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i></li> <li>• <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>Nearly all student teachers achieving Qualified Teacher Status (QTS)</i></li> <li>• <i>Most Newly Qualified Teachers (NQT) pass induction</i></li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• All initial teacher education (ITE) Partnerships have been supported in the recruitment of schools. This has resulted in 19 schools being newly endorsed to ITE plus 12 schools adjusting their provision to Lead status.</li> </ul>	<ul style="list-style-type: none"> <li>• PLO Engagement Data.</li> <li>• Practitioner Evaluations.</li> </ul>	

Tudalen 165

<ul style="list-style-type: none"> <li>• Special School placements have been supported within the Cardiff Partnership via the design and provision of two school-led training days led by 5 Special Schools within the region. This has resulted in an increase in ALN inclusion within ITE.</li> <li>• 5 colleagues from CSC attend ITE steering groups and SW is a member of the Open University (OU) QA sub group. CSC contributes to all Strategic/Executive Boards across all 5 Partnerships.</li> <li>• ITE Lead Schools Network has been established with 2 meetings taken place this year. This has included well received PL from Dr Susan Davis who addressed the importance of supporting minority ethnic student teachers. Currently there are 52 participants as part of this network.</li> <li>• 10 Podcasts linked to the 10 Areas of the ITE Handbook have been released.</li> <li>• 8 Appreciative Enquiries have taken place with one more scheduled and early feedback has been positive with Lead Schools from all ITE Partnerships gaining a great deal from the experience. Due to Covid impact, this is not yet fully complete and awaits a full analysis.</li> <li>• 3 Projects have made good progress aligned with ITE and NQT Strategic Plans. This includes:             <ul style="list-style-type: none"> <li>- Cardiff Partnership: Developing a Shared Understanding of the Standards. A resource package of videos and analysis led by 6 CSC schools (plus cross consortia collaboration with EAS) has been created and was shared at the EWC ITE Conference on 28.3.22. This resource is to be used to support ITE and Induction mentor training and student teachers and NQTs.</li> <li>- Athrofa: Improve Not Prove. Working alongside 3 CSC schools (plus cross consortia collaboration with EAS) and 10 CSC schools as participants, is developing a set of principles that can be used to plan ITE programme content that supports the transition from ITE to the induction period.</li> <li>- Swansea Partnership: Purpose Driven Practice. Working alongside 3 CSC schools, an enquiry based project exploring how schools are developing and embedding purpose driven practice and then how students are then ‘enculturated’ into that practise once they are placed in the school.</li> </ul> </li> <li>• All HEIs received a nationally created recorded voice over presentation about induction for their students to listen to – HEIs were asked to send this to students and post it on their VL platforms.</li> <li>• Students were invited to sign up to the region they were going to be working in – CSC created a qualified teachers status (QTS) Team space, containing:             <ul style="list-style-type: none"> <li>- 4 playlists about starting work as a teacher.</li> <li>- Videos from NQTs about how to prepare for a job.</li> <li>- PL document containing a huge range of online learning courses for them to engage in over the summer.</li> <li>- Links to Hwb and EWC websites.</li> <li>- Information was posted about the NQT Induction briefing sessions held in Sept.</li> </ul> </li> <li>• CSC held 6 online drop in sessions between June-August to answer questions about induction.</li> <li>• In Sept, all NQTs are asked to sign up to two new teams:</li> </ul>	<ul style="list-style-type: none"> <li>• Area Networking Evaluations.</li> <li>• Monthly impact review data.</li> <li>• Feedback from Induction Mentors.</li> <li>• Resources from Modules one and two of the Induction Mentor Development Programme (IMDP).</li> <li>• Recording of module 2 of IMDP programme.</li> <li>• Evaluations of modules 1 and 2 of IMDP programme.</li> <li>• Evaluations of summer IM conference.</li> </ul>
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<ul style="list-style-type: none"> <li>- National NQT team for National Core PL.</li> <li>- CSC NQT Network Team to transition into Induction support and regional PL and networking.</li> <li>• 223 QTS graduates joined the team space (an increase on the previous year).</li> <li>• 25 attended the drop in sessions.</li> <li>• 380 NQTs attended the Induction briefing in Sept held in the National NQT team (100% of new starters – 366 new NQTs in Sept 21).</li> <li>• Over 500 NQTs are members of the CSC NQT Network Team (366 new starters and legacy NQTs). Focus groups this year have provided a mixture of feedback about the bridging activities – the majority of NQTs found the team site useful and felt prepared for induction.</li> <li>• Feedback included:             <ul style="list-style-type: none"> <li>- They did not remember having the presentation at University.</li> <li>- Helpful suggestions for considerations to refine/improve the materials.</li> <li>- AN opportunity to visit the school before the summer holiday and meet the IM.</li> <li>- 'Role play week' on ITE to practise having a full timetable.</li> <li>- More information about induction but sent to them in chunks during the year ('Induction on a page' flyer). 265 NQTs attended.</li> </ul> </li> <li>• Aspire Days 2020-21 (.350 new starters = 76%).</li> <li>• 442 NQTs booked to attend Aspire Days 2021-22 (366 new starters = 100%).</li> <li>• Day 5 involves activities to prepare NQTs for post-induction.</li> <li>• National NQT PL (Sept-Dec):             <ul style="list-style-type: none"> <li>- 1 – Briefing – 380 delegates (Sept).</li> <li>- 2 – PLE writing – 318 delegates (Oct).</li> <li>- 3 – The learning environment /Behaviour for Learning 324 delegates (Nov).</li> <li>- 4 – Wellbeing – 324 delegates (Nov).</li> <li>- 5 – Curriculum for Wales – 276 delegates (Dec).</li> <li>- 6 – Assessment for learning – 237 delegates (Dec).</li> </ul> </li> <li>• Each session was offered on multiple dates in English and Welsh, including one after school and Saturday for short term supply.</li> <li>• In evaluations:             <ul style="list-style-type: none"> <li>- 100% agree their knowledge, was enhances with 63% strongly agree.</li> <li>- 100% agree their needs were met, with 50% strongly agree.</li> <li>- 100% would recommend to others with 40% strongly agree.</li> </ul> </li> <li>• Regional NQT Aspire / Anelu programmes:</li> </ul>	
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<ul style="list-style-type: none"> <li>- Led by 17 Aspire schools – 36 tutors.</li> <li>- 442 delegates.</li> <li>- 5 full days (once a month Feb-June) and once a month twilight tutorial.</li> <li>- Offered in English and Welsh cohorts.</li> <li>- Short term supply ffered 5 Saturday sessions.</li> <li>• PL for external verifiers:             <ul style="list-style-type: none"> <li>- 100% of EVs attended national annual event live or accessed recording.</li> <li>- Regional termly network meetings – Dec and March.</li> <li>- Lead EV meetings once a fortnight to support a drive towards consistency in the system.</li> </ul> </li> <li>• In evaluation of annual PL:             <ul style="list-style-type: none"> <li>- 100% agree their knowledge, was enhances with 35% strongly agree.</li> <li>- 100% agree their needs were met, with 45% strongly agree.</li> </ul> </li> <li>• National Induction Mentor PL annual PL Sep 2021:             <ul style="list-style-type: none"> <li>- 154 (90%) attended live or accessed recording.</li> <li>- A further 14 IMs have entered the role during the year and accessed the recording.</li> </ul> </li> <li>• In evaluations:             <ul style="list-style-type: none"> <li>- 100% agree their knowledge, was enhances with 31% strongly agree.</li> <li>- 100% agree their needs were met, with 38% strongly agree.</li> <li>- 100% would recommend to others with 46% strongly agree.</li> </ul> </li> <li>• National Induction Mentor Development programme 3 modules designed in partnership with HEIs.             <ul style="list-style-type: none"> <li>- Module 1 Nov 21 – 57 delegates.</li> <li>- Module 2 Feb 22 – 44 delegates.</li> <li>- Module 3 – April 22.</li> </ul> </li> <li>• Evaluations:             <ul style="list-style-type: none"> <li>- 4.3/ 5 ‘to what extent do you anticipate that the learning will have a positive impact on your practice’.</li> </ul> </li> <li>• National coaching and mentoring programme was offered to all Induction Mentors – 14 undertook the programme.</li> <li>• The regional coaching and mentoring programme for new IMs was delivered in ten twilight sessions Sept-Dec. 18 signed up but only 8 completed the programme with workload pressures. Stated as the reason.</li> <li>• Evaluations:             <ul style="list-style-type: none"> <li>- 4.7/5 ‘did the training meet your needs’.</li> <li>- 4.7/5 ‘Were the resources useful’.</li> </ul> </li> <li>• Induction Mentor termly network meetings were implemented Dec 21 and March 22.             <ul style="list-style-type: none"> <li>- Dec – 45 delegates.</li> </ul> </li> </ul>	
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<ul style="list-style-type: none"><li>- March – 35 delegates.</li><li>• All IMs were given access to the recordings of these sessions.</li></ul>	
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<b>Priority 1.7</b>	<b>Provide regional professional learning in curriculum &amp; assessment, pedagogy and qualifications</b>	
<b>How will we know if we’ve made progress?</b>	<p>Schools implement national and regional strategies in curriculum &amp; assessment, pedagogy and qualifications. The professional learning offer supports new way of working resulting from COVID-19.</p> <p>Nealy all schools engage in the PL offer for curriculum and assessment, pedagogy and qualification. PL evaluations demonstrate changes to practitioner behaviour in relation to curriculum and assessment, pedagogy and qualifications. Schools' self-evaluation activities demonstrate progress towards the development of curriculum &amp; assessment, pedagogy and qualifications</p>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i></li> <li>• <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• A minority of schools have engaged in networks and PL for the development of pedagogy and teaching.</li> <li>• Learning design cohorts 1 and 2 completed with 25 schools funded for leaders of learning to attend. Evaluation (undertaken through focus groups) show all delegates intend to use the learning from the programme and were able to talk confidentially about what they had learned and how they intended to lead change in their setting as a result. HEI engagement (Cardiff Met) in the pedagogy PL offer has increased practitioner critical engagement with research and allowed for further reading and evidence to be signposted that is directly linked to individual school pedagogical foci. Network meeting attendance increased to around 30 delegates - based on feedback these will be split to EM/WM next year with the LPs. Pedagogy stimulus material development ongoing with end of term deadline - these artefacts will be shared with a reflection wrapper through talk pedagogy channels. To date around 1/3 of schools are involved in PL relating explicitly to learning and teaching, with pedagogy featuring as a thread in nearly all PL offered in CSC. Learner voice materials created through pilot project - now in translation and branding to share more widely. Pedagogy paper shared and agreed for next year based on evaluation of activity this year and needs aligned to CfW.</li> <li>• Teams continue to develop PL activities with appointed Lead Practitioners. Networks and e-professional learning opportunities continue to be provided in association with schools. Regional PL and Networking opportunities document re-shared with schools - all networks now operate with a parallel online community to support collaboration and direct communication.</li> <li>• During the period April 21 - February 22, most (90%) of schools have engaged online in regional PL opportunities for the Areas of Learning and experience.</li> <li>• PLO engagement April - February 2022: <ul style="list-style-type: none"> <li>- Expressive Arts: 366 practitioners.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• PLO Engagement Data.</li> <li>• Practitioner Evaluations.</li> <li>• Area Networking Evaluations.</li> <li>• Funded Collaboration Project participation data.</li> </ul>

<ul style="list-style-type: none"> <li>- Health &amp; Wellbeing: 704 practitioners.</li> <li>- Humanities: 222 practitioners.</li> <li>- LLC: 1233 practitioners.</li> <li>- Maths &amp; Numeracy: 661 practitioners.</li> <li>- Science &amp; Technology: 605 practitioners.</li> <li>• Funded Collaboration Project groups established and activities commencing.             <ul style="list-style-type: none"> <li>- 34 projects.</li> <li>- 619 applications.</li> <li>- 474 total schools.</li> <li>- £339,000 total funding.</li> </ul> </li> <li>• Strategic teams have facilitated bespoke cluster and school collaboration sessions for specific AoLE curriculum design</li> <li>• Teams continue to develop PL activities with appointed Lead Practitioners. Networks and e-professional learning opportunities continue to be provided in association with schools. Regional PL and Networking opportunities document re-shared with schools - all networks associated with online communities to support collaboration and direct communication.</li> <li>• During the period April 21 - February 22, many (75%) of schools have engaged online in PL opportunities relating to the development of the cross-curricular skills of literacy, numeracy and digital competence.</li> <li>• PLO engagement April - February 22:             <ul style="list-style-type: none"> <li>- LLC: 1233 practitioners.</li> <li>- Maths &amp; Numeracy: 661 practitioners.</li> <li>- Digital: 746 practitioners.</li> </ul> </li> <li>• These figures do not include engagement with some bespoke LA projects in all three areas.</li> <li>• There is strong engagement in participation in the specific funded collaboration projects across the three areas.</li> <li>• Network sessions for schools on relationships and sexual education (RSE), available to attend in March, co-facilitated by Associate Adviser for Curriculum Reform and school based Lead Practitioner. Thematic workshops on RSE, led by Cardiff University experts available to all schools Jan 2022, attended by 43 schools.</li> <li>• Associate Adviser for Curriculum Reform attending regular WG working group meetings for UNCRC and Human Rights.</li> <li>• Associate Adviser for Curriculum Reform liaising with LAs on CWRE. Network meeting with Careers Wales planned (targeted at primary schools) summer term.</li> <li>• Diversity: Honorary post and one enhanced Lead Practitioner appointed to provide support on Diversity and BAME in the curriculum. Regional officers support the National DARPL development and attend the WG Welsh and Black History working party. CSC officers working with RCT and consultant on diversity projects.</li> <li>• Within Humanities there has been some focus on Diversity through funded projects and network meetings.</li> </ul>	
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<ul style="list-style-type: none"><li>• Co-construction of PL opportunities has commenced with Foundation phase hub and enhanced lead practitioner. Networks and e-professional learning opportunities continue to be developed in association with schools.</li><li>• FP PLO engagement increased during April 21 - February 22: 493 practitioners, representing 109 schools across the region.</li><li>• Following a discussion around the recommendations in the Building Blocks report, agreement was reached by the LA leads who attended the meeting on 10th December, that CSC would proceed with implementing the recommendations 1 and 2 in close liaison with the LAs.</li><li>• Secondary Lead Practitioner networks have been provided. Many subject area networks have increasing levels of practitioner participation and membership of associated online communities continues to increase</li><li>• Full-time secondment of Post-16 Associate Adviser completed. Following the appointment of the Principal Improvement Partner (PIP) CC&amp;A, the line management responsibility for the area will be included in the responsibilities.</li><li>• Sixth form leader networks continued online and have been published for autumn and spring term. Participation in the post-16 leaders’ network is increasing with many (72%) of schools with sixth forms regularly attending.</li><li>• Direct contact to heads of sixth form by the Associate Adviser is leading to increased awareness and confirmed further engagement in the regional offer.</li><li>• Nearly all post-16 project groups have made progress. Additional focus and funding for enquiry-led project work has been welcomed by schools.</li></ul>	
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APPENDIX C	
Priority 2	<b>Develop highly effective leadership to facilitate working collaboratively to raise standards</b>
Evaluation of Progress	

Priority 2.1	<b>Enhance current and future leadership through a comprehensive pathway of professional development.</b>	
How will we know we have made progress	<b>All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.</b>	
Success Measures	<ul style="list-style-type: none"> <li>• Successful completion of Professional Learning Pathways Programmes by applicants.</li> <li>• The development of more effective leaders to support school improvement.</li> </ul>	
Evaluation of progress		Evidence
<ul style="list-style-type: none"> <li>• Middle Leaders Development Programme (MLDP): The programme has successfully achieved re-endorsement from the National Academy for Educational Leadership (NAEL).</li> <li>• Cohort 2 (20/21) - Evaluation report for cohort 2 (70 participants who finished in the summer term) completed. From the data analysed it was clear that overall participants met the intended aims of the programme. There was an improvement on the confidence ratings from cohort 1 for all areas. 100% of participants would recommend the programme to a colleague. 100% of participants stated that the training met their expectations. There were many inspirational examples given that show the personal impact that the programme has had on participants There were many examples given that show the impact (or expected impact) on pupils. Full report available.</li> <li>• Cohort 3 (21/22) - In April a new group started due to demand, running the financial year 2021-22, with 17 being successful in gaining a place on the programme. Further 6 groups started the programme in September. There are 7 groups and 123 participants in total. One group is piloting a twilight model with a group of middle leaders from one school. The programme was paused in January due to covid pressures but will still be completed this academic year.</li> </ul>		<ul style="list-style-type: none"> <li>• MLDP Cohort 2 Evaluations.</li> <li>• Regional Consortia in Wales - Stage 2 endorsement outcome.</li> <li>• SLDP Cohort 1 final evaluation.</li> <li>• End of programme report.</li> <li>• NPQH Evaluation 2011-21.</li> <li>• NPQH Evaluation 2022.</li> <li>• New and Acting Cohort 2 evaluation.</li> <li>• MLDP Merthyr RARS final evaluation.</li> <li>• Innovation Grant Agreement - CSC System Leader.</li> <li>• Innovation Grant Application - CSC System Leader.</li> <li>• System leader Autumn Term Evaluation.</li> </ul>

Tudalen 173

<ul style="list-style-type: none"><li>• Facilitators – Facilitator network meetings have taken place. This is ensuring good practice is shared and issues are resolved quickly.</li><li>• Training materials - An end of programme facilitators meeting evaluated the programme and identified strengths and areas to improve. All training material has been reviewed and updated by a small working group and shared with the facilitation team, ensuring programme remains relevant.</li><li>• Other developments - New online Education Workforce Council (EWC) feature launched. All participants now collate tasks, reflections, Leaderships Standard Review (LSR) etc in their Professional Learning Passport. This will continue with them through all pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants.</li><li>• Senior Leader Development Programme (SLDP): The programme has been endorsed by the National Academy for Educational Leadership (NAEL).</li><li>• Cohort 1 (20-21) - Evaluation report for cohort 1 (68 participants who finished in the summer term) completed. From the data analysed it was clear that overall participants met the intended aims of the programme. 100% of participants would recommend the programme to a colleague. 100% of participants stated that the training met their expectations. 100% of participants completed and presented their Leadership Experience task. There were many inspirational examples given that show the personal impact that the programme has had on participants. There were many examples given that show the impact (or expected impact) on pupils. The report also includes evaluations from the coaches on the programme. There was a range of very positive experiences given by the coaches. These overwhelmingly reflected the impact of being a leadership coach had on developing them as an individual. A case study has been published from one of the coaches. (Full report available).</li><li>• Cohort 2 (21/22) - CSC selection panel have met to endorse the applications - 66 (OUT OF 72) applications were successful. There are 4 cohorts running the academic year 2021-22. 3 out of the 4 cohorts of Senior leader Development programmes were paused for January. All sessions missed have been rearranged will be completed within the original time scales</li><li>• Coaches - Leadership coach network meetings have taken place. Good engagement from all participants reported by facilitators and coaches.</li></ul>	
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<ul style="list-style-type: none"><li>• Facilitators – Facilitator network meetings have taken place. This is ensuring good practice is shared and issues are resolved quickly.</li><li>• Training materials - All training material has been reviewed and updated by a small working group and shared with the facilitation team, ensure programme remains relevant.</li><li>• Other developments - New online EWC feature launched. All participants now collate tasks, reflections, LSR etc in their Professional Learning Passport. This will continue with them through all pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants.</li><li>• Aspiring head teacher Development Programme: Cohort 1 (21/22) - have completed the development part of the programme. All participants were invited to register their intent to undertake National Professional Qualification for Headship (NPQH) assessment. 55 of 61 participants registered, 6 have chosen to postpone to next year. 55 applications have been endorsed by the LA. Briefing sessions held on preparation for the assessment centre. An end of programme evaluation has been completed and feedback acted upon. 100% found the support of the coach beneficial; 100% felt the programme prepared them for NPQH (70% Yes/ 30% Somewhat/0% No); 80% will be applying for headship (20% Maybe). Full report available. Please see NPQH for next steps for this cohort.</li><li>• Cohort 2 (22/23) - 41 candidates endorsed for the programme which began in January. All participants have been allocated a coach.</li><li>• Coaches – All coaches asked to respond to an evaluation form for cohort 1 which will form part of the overall evaluation. Leadership coach network meetings have taken place. Good engagement from all participants reported by facilitators and coaches.</li><li>• NPQH - Assessment centre took place in February 2022. 55 candidates assessed (plus 2 WM from EAS). Following regional and national moderation 44 candidates were deemed successful in meeting the standards – 80%. (Appeals deadline April 6th). Many candidates not meeting the standards were not in a role where headship would be their next step and therefore lacked whole school strategic experience. This should not be the case next year as endorsement criteria has been refined. Full evaluation report written.</li></ul>	
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<ul style="list-style-type: none"><li>• New and Acting Headteacher Development Programme: The programme has successfully achieved re-endorsement from NAEL.</li><li>• Cohort 2 – (19/21) following a pause due to covid this cohort completed the development programme in July 2021. An end of programme evaluation has been completed. 100% of participants stated that the training met the objectives fully or partially. As this is a cohort of new headteachers appointed in September 2019 who then faced a global pandemic in their second term, they have shown tremendous strength and resilience. They have shown commitment to the programme completing their presentations at the end of their second year. The onset of COVID had a negative impact on the support given by coaches. Pressures in their own schools and remote working made it difficult to maintain relationships. This has improved for future cohorts where an online/remote model of support was established at the outset, with training and support given to the coaches in this role.</li><li>• Cohort 3 – (20/22) Cohorts 3 have completed module 4 and are due to complete module 5 in June 2022. Evaluations will be distributed to participants as they finish module 5.</li><li>• Cohort 4 – (21/23) 29 participants began the programme in November, all allocated a coach. They have attended their second module. Excellent feedback from attendees to date. Head teachers from cohort 2 have been used to deliver in regional sessions.</li><li>• Training materials - All programme material has been revised and new programme developed within endorsed guidelines. The programme now consists of national and regional events closely linked to the professional standards.</li><li>• Coaches - Leadership coach network meetings have taken place. Good engagement from all participants reported by facilitators and coaches.</li><li>• Experienced Headteacher Development Programme: This programme is delivered by and external organisation. As the programme was mostly residential it proved difficult to move the provision to an online model. However, this was eventually achieved and re-started this term. All participants were given an opportunity to re-engage this term with 3 out of the original 20 choosing to continue. This programme will be reviewed nationally at the end of the year.</li><li>• Enhanced support schools: 2020-21 - MLDP and SLDP 14 out of 15 participants have completed the programmes.</li></ul>	
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<ul style="list-style-type: none"> <li>Enhanced support schools. 2021-22- 9 places allocated for MLDP. 6 places for SLDP.</li> <li>Merthyr RARS 20/21- programme completed in July and evaluated. 10/12 participants completed the programme. From the data analysed it was clear that overall participants met the intended aims of the programme. There were many inspirational examples given that show the personal impact that the programme has had on participants. Full report available. The development programme will continue into year 2 as a further bespoke package for 6 participants. A proposal has been agreed by CSC/LA and communicated with the schools involved. There was a delay to the start of the programme due to covid disruption.</li> <li>System Leader Development Programme: The System Leader Development Programme has been successful in receiving an 'innovation' grant from National Academy for Educational Leadership (NAEL).</li> <li>The programme was advertised in the autumn term with a number of briefing sessions held. 22 applications received with 14 selected following application and interviews.</li> <li>Autumn term training has been completed. Evaluation of programme to date completed with very positive feedback from all participants and suggestions on further training requirements. Full report available. Additional training developed for the spring term based on this feedback. First deployment of a system leader has taken place.</li> </ul>	
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<b>Priority 2.2</b>	<b>Develop effective collaboration models to increase leadership capacity.</b>	
<b>How will we know we have made progress</b>	<b>Evidence shows that collaboration models have a positive impact on leadership capacity.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>The development of more effective leaders to support school improvement.</li> <li>Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.</li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>Cyfleoedd+ has continued to develop as an effective model for collaboration that enhances leadership capacity, facilitated by close working with CSC. This has included the Lead Headteacher (HT) working with</li> </ul>		<ul style="list-style-type: none"> <li>Minutes of meetings with Cyfleoedd+ Lead HT.</li> </ul>

<p>Ysgol Cwm Rhondda to aid with SLT re-structuring, finance processes and Deputy Headteacher appointment. Draft In-year Evaluation and School Evaluation Response MS Form has been completed by CSC Strategic Lead for Secondary Welsh Medium (WM) Collaboration and shared with Lead Headteacher and Link Improvement Partner (IP). 2021-22 Collaboration Funding has been secured for the Cardiff and Vale WM Secondary Collaboration.</p> <ul style="list-style-type: none"> <li>• Five sets of collaboration have been agreed.</li> </ul>	<ul style="list-style-type: none"> <li>• Cyfleoedd+ SLA and Constitution 2021-22.</li> <li>• HT Records of engagement and support.</li> <li>• Cyfleoedd+ In-Year Evaluation 2021-22 (Jan 2022).</li> <li>• Collaboration bids.</li> </ul>
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<b>Priority 2.3</b>	<b>Strengthen school governance to provide effective leadership, challenge and support.</b>	
<b>How will we know we have made progress</b>	<b>Governors understand and fulfil their role within individual settings effectively.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• The development of more effective leaders to support school improvement.</li> <li>• Self-evaluation processes are clear and robust and contribute effectively to school improvement.</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• GB Self Evaluation Toolkit: Development: The toolkit was piloted by RLGs &amp; members of the stakeholder group. (Please see accompanying evidence). One school has provided a Case Study clearly demonstrating the impact of the toolkit in developing the strategic function of its GB. Feedback from the pilot was acted upon and the toolkit was refined over the year. The content of the toolkit was amended, and questions developed to be more relevant and include challenge and support.</li> <li>• Launch: The final version of the toolkit was launched on March 2nd to all CSC Improvement Partners. the toolkit has been shared with LA governor leads and colleagues. The resource is available to all schools via the Knowledge Bank.</li> <li>• Training: Training has been developed and will be added as a standing feature of the Governing Body termly training calendar. The Strategic Lead has also shared the resource at LA head teachers’ meetings and other governor groups.</li> <li>• Response: There has been a positive response to the resource. WG has requested a copy to add to the resource section of the NEIR. The resource has been shared at ADEW.</li> </ul>	<ul style="list-style-type: none"> <li>• CSC Self-Evaluation Toolkit Case Study.</li> <li>• Engagement data, evaluation data, survey data.</li> <li>• TOR &amp; minutes of both groups.</li> <li>• RLG deployment sheets.</li> <li>• Evaluation of coaching courses Summer term training flyer.</li> </ul>	

<ul style="list-style-type: none"><li>• Evaluation of 2020-21 academic year Governor's training was very positive, with over 2500 Governors engaged. A survey of In-Person v Online training was sent to all governors measuring the impact and preferred methods of training. The results were analysed and there was a positive response to on-line training with some amendments suggested to timings that were acted upon.</li><li>• The schedule for Autumn and Spring Term Governors' training was organised to run remotely and has been completed successfully. There was a good representation of Improvement Partners (IPs) and PIPs delivering training and RLGs have also attended sessions contributing purposefully to discussions and in their responses to questions asked by Governors. Additional drop-in sessions provided for Governors on Curriculum for Wales (CFW) were arranged and were very well attended with 213 participants; the Q+A format was very successful and will be repeated. ALN, E+E and Self-evaluation Toolkit will be standard items on the training calendar moving forward. Additional 'hot topic' training events planned on wellbeing. A working group has been established to review all mandatory training.</li><li>• The Strategic Lead has worked with EAS and GWE to develop national CfW training for governors that will be included in the spring and summer term calendar.</li><li>• Processes for training have been reviewed in partnership with LAs. A calendar for the summer term has already been developed and distributed. A calendar for the whole academic year will be produced to ensure both CSC and LAs can plan in advance.</li><li>• Regular meetings have been held with both LA leads and Stakeholder governor groups. Members of the group have worked with the strategic lead to revisit the Terms of Reference (TOR). New agendas have been developed to reflect the TOR and ensure the content is closely linked to other governance groups. Both governor groups are kept informed of local and national priorities through presentations and papers. They provide valuable feedback in the form of challenge and support that is enhancing their contribution to school leadership.</li><li>• A total of 7 RLGs are strategically deployed in supporting Governing Bodies causing concern and initial feedback shows they are having a positive impact on building leadership capacity and competency in identified areas. No RLG deployment has been completed, but ongoing impact is being collected by the Improvement Partners who work closely with the RLGs. This will be demonstrated through school self-evaluation processes including impact reports.</li></ul>	
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<ul style="list-style-type: none"> <li>• RLGs are also being deployed to support training. As many RLGs are yet to be deployed it was felt that supporting on training was an effective use of their expertise. All training is now delivered by an improvement Partner and RLG where necessary, who contribute purposefully to discussions and in their responses to questions asked by Governors.</li> <li>• The impact of their use of the self-evaluation toolkit has been piloted and evaluated by RLGs enabling this to be made more widely available subject to final quality assurance by CSC.</li> <li>• 5 RLGs have undertaken the National Coaching and Mentoring Programme, developing their own ability to use a range of coaching techniques to enhance the level of challenge and support in their setting. They are also now able to facilitate the training to other governors. An ‘Introduction to Coaching’ module has been piloted on the governor training calendar with excellent feedback. The ‘Introduction to Coaching and mentoring’ session has now been added as a fixed item on the training calendar moving forward. This coaching programme will support governors in improving the effectiveness of their challenge and support. Sessions will be delivered by Jill Davies and 2 RLGs. Those interested in taking this training further will be offered the National Coaching and Mentoring programme in the autumn term, delivered by our RLG facilitators.</li> </ul>	
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<b>Priority 2.4</b>	<b>Improve the use of coaches and mentors to further develop school leaders.</b>	
<b>How will we know we have made progress</b>	<b>The development of coaches and mentors is effective as one strand of a package of support to improve school leaders.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• A culture of Coaching and Mentoring is beginning to be embedded across CSC.</li> <li>• The development of more effective leaders to support school improvement.</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• All leadership coaches in place on all national programmes, providing the guidance for practitioners to further develop their skills as leaders of schools. Network sessions timetabled termly to enable sharing of good practice and updates. Coaches included in the evaluations of the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• SLDP Coach evaluation.</li> <li>• SLDP programme evaluation (Inc. Coach).</li> <li>• End of course evaluations from RDG.</li> </ul>	

<ul style="list-style-type: none"> <li>• Bespoke modules have been developed to support coaches in each of the professional pathways. Leadership Coaches supporting the national pathway programmes have attended update training. All coaches invited to a network session termly for their programme to receive updates and share good practice, very positive feedback from those coaches who attended on engagement of practitioners. A case study written by one of the coaches has been shared as good practice.</li> <li>• Coaching and mentoring facilitators have been trained via the National Coaching and mentoring Programme - train-the-trainer project. Coaching and mentoring facilitators have then delivered the training to a minimum of 3 people in their networks.</li> <li>• Cohort 1, 2 and 3 - To date cohort 1-3 have delivered to 226 in house coaches, school and CSC staff.</li> <li>• Cohort 3 - 54 facilitators have been recruited for the autumn term, targeting Additional Learning Needs Coordinators (ALNCOs) and Induction Mentors (IMs). 26 ALNCOs, 14 IMs and 5 RLGs identified. These facilitators will be delivering the training in-house in the spring and summer term.</li> <li>• Cohort 4 – A new cohort of 15 facilitators has been recruited. These facilitators will be delivering the training in-house in the summer and autumn term.</li> <li>• 49/58 clusters now have an identified facilitator.</li> <li>• LAs have been provided with a breakdown of facilitator coaches and pathway coaches for their region. An evaluation of the national programme has been provided by Results Driven Group (see evidence). The evaluation findings were overwhelmingly positive with:             <ul style="list-style-type: none"> <li>• 96% indicating that they found the course materials relevant and understandable.</li> <li>• 96% found that the course flowed in a logical sequence.</li> <li>• 100% stated that the knowledge gained was beneficial.</li> </ul> </li> <li>• The National Coaching and Mentoring programme is delivered across CSC using our trained facilitators. Training is delivered to school leaders centrally through PLO and at cluster level by trained facilitators and to leaders as part of the NQT Induction Mentor programme and PDG LAC programme. Training is also delivered to the central CSC team and since the autumn term to Local Authority staff.</li> <li>• Schools - 9 x Lead practitioners have been identified to deliver the CSC professional learning offer from September. 4 cohorts providing training for 80 delegates each term - booked via our professional Learning (PL) offer. 149 leaders trained in autumn and spring term:</li> </ul>	<ul style="list-style-type: none"> <li>• CSC Coaching and Mentoring evaluation.</li> <li>• ILM L3 2020-21.</li> <li>• ILM L3 2021-22.</li> <li>• ILM L5 2021-22.</li> </ul>
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<ul style="list-style-type: none"> <li>• Autumn term - 45 places filled in English medium cohorts (max 60). Very low (2) uptake for WM cohort in the autumn so postponed until spring term. 1 cohort provided training to 20 Children Looked After (CLA) leads.</li> <li>• Spring term – 39 places filled in English medium cohorts (max 60), 5 places on WM cohort (max 20). 1 cohort provided training to 20 Children Looked After (CLA) leads.</li> <li>• HLTA - 1 cohort providing training to 20 Higher Level Teaching Assistant (HLTA).</li> <li>• CSC Staff - 2 cohorts each term providing training to CSC and LA staff. – 82 staff trained over the three terms, 55 CSC/ 27 LA.</li> <li>• An evaluation of the programme has been undertaken (see evidence). There were many examples given that show the variety of ways that participants plan to use the skills they have developed.</li> <li>• 98% of participants would recommend the programme to a colleague.</li> <li>• 98% of participants stated that the training met their expectations.</li> <li>• Leaders across CSC develop the skills of coaching and mentoring (developing as in-house coaches). A culture of coaching and mentoring is beginning to be embedded across the region.</li> <li>• Following completion of the national coaching and mentoring programme coaches are undertaking the ILM qualification, The ILM accreditation is at Level 3, 5 and 7. Across CSC undertaking the ILM we have:              ILM level 3 - 48              ILM Level 5 – 12              ILM Level 7 – 10</li> <li>• To date we have 26 who have obtained the ILM Level 3 and 2 who have obtained ILM Level 7.</li> <li>• This dedication to further developing coaching and mentoring skills is ensuring a high quality of delivery within the system and supporting a culture of coaching and mentoring that is beginning to be embedded across the region.</li> </ul>	
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<b>Priority 2.5</b>	<b>Develop and strengthen effective leadership through peer partnership.</b>
<b>How will we know we have made progress</b>	<b>Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.</b>

<b>Success Measures</b>	<ul style="list-style-type: none"> <li>Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>A few known Central South Consortium (CSC) schools are involving peers to successfully enhance their self-evaluation and school improvement priorities in line with WG School Improvement draft guidance framework.</li> </ul>	<ul style="list-style-type: none"> <li>Developing a Peer Partnership Approach.</li> <li>Case Studies.</li> <li>PPT for Directors.</li> </ul>	

<b>Priority 2.6</b>	<b>Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.</b>	
<b>How will we know we have made progress</b>	<b>Strong representation across the region in all categories of the Professional Teaching Awards Cymru.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>Strong CSC representation is evidenced in nominations across all ‘Teaching Awards Cymru’ categories.</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>Nominations have been received and longlisted. Names have been returned to WG so that shortlisting can take place</li> </ul>	<ul style="list-style-type: none"> <li>N/A – No Evidence Identified.</li> </ul>	

<b>APPENDIX D</b>	
<b>Priority 3</b>	<b>Develop strong and inclusive schools committed to excellence, equity and wellbeing</b>
<b>Evaluation of Progress</b>	

<b>Priority 3.1</b>	<b>Continue to develop CSC's Strategy for Equity and Excellence and further promote with schools and partners in order to drive school improvement</b>	
<b>How will we know we have made progress</b>	<b>Effective partnership working ensures there is a clear understanding of quality-first teaching, well-being and inclusion, the implementation and implications of the ALN Act, and robust self-evaluation systems across schools.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Nearly all schools demonstrate the use of a wide range of meaningful information and data</i></li> <li>• <i>Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</i></li> <li>• <i>Most schools demonstrate they have effective systems in place to address and mitigate barriers to well-being and learning</i></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Develop the CSC Equity and Excellence (E and E) strategy - Following extensive engagement with, and feedback from stakeholders, the Enabling Equity and Excellence (EEE) document has now finalised and released into the system. Initial indications from Improvement Partners (IPs), Local Authority (LA) colleagues and schools indicate that the document has been well received.</li> <li>• A five year (22-27) EEE implementation plan has been agreed by CSC governance groups which will involve a pilot in the first year. To support the implementation of EEE with pilot schools, a core CSC implementation team has been formed. Further work will take place in the summer term to recruit 10 pilot implementation schools. A communications strategy has been agreed and will be incorporated into the project plan for EEE implementation. An audit of CSC professional learning will have been completed by the beginning of March 22. Sessions on the EEE document for governors have been delivered and were well attended. Further sessions for LA staff are due to take place in April.</li> </ul>		<ul style="list-style-type: none"> <li>• CSC Strategy for Equity and Excellence.</li> <li>• Minutes of Meetings.</li> <li>• Presentations.</li> <li>• Special School Bulletin Oct 20<sup>th</sup>.</li> </ul>

Tudalen 184



<b>Priority 3.2</b>	<b>Improve outcomes for vulnerable learners and mitigate impact of Covid 19 through effective strategic support.</b>	
<b>How will we know we have made progress</b>	<p><b>Clear strategic direction in place for the provision for vulnerable learners that is aligned to current learning and local authority priorities.</b></p> <p><b>Professional learning opportunities in place to support schools to further develop their provision and delivers improved outcomes for vulnerable learners.</b></p> <p><b>Schools make effective use of a wide range of meaningful information, including well-being, attendance and exclusion data, to demonstrate vulnerable pupils’ progress.</b></p> <p><b>Clear identification of effective practice that highlight positive outcomes for vulnerable learners.</b></p>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li><b><i>Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</i></b></li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>Nearly all schools and IP's have summarised the PDG plans for 21/22. Due to covid-19 and changing of roles only 6 schools have not completed their summaries. PDG CLA cluster plans are nearly all completed and there has been a collaborative approach to approving the plans with the Looked After Children Education (LACE) Co-ordinator In each local authority.</li> <li>Work in relation to the piloting the Challenge Education is ongoing. All schools have been visited by the Challenge Education team with online follow-up visits planned in March. Suggestions outlined for Online Raising Attainment for Disadvantaged Youth/Young people (RADY) are also discussed in the support notes.</li> <li>Initial work on identification of strong practice in relation to the PDG has focused on gathering the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD DAC) summaries from the improvement partners. Two appreciative inquiry visits have taken place in relation to well-being and the whole school approach and how schools are supporting vulnerable learners.</li> <li>Agreement has been granted by the 5 lead directors in each LA to provide professional learning to family engagement officers and attendance leads across the region. This will focus on addressing poverty and</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the PDG grant including information regarding use and its impact on learners.</li> <li>Appreciative Inquiries highlighting best practice.</li> <li>SIPL (School Improvement Partnership Log) review.</li> <li>Evaluation of the pilot Challenge Education programme.</li> <li>Support materials disseminated to schools.</li> <li>Evaluation of the CPAG work.</li> <li>PL Resources and recording.</li> <li>Post Course Evaluations.</li> </ul>	

<p>will identify schools that have been supporting attendance effectively and share good practice. The Child Poverty Action Group (CPAG) pilot has uncovered some excellent practice and seen some incredible outcomes as a result of working with schools in RCT. We have worked with four RCT schools since starting our Poverty Proofing back in April last year, all within the Aberdare area; Capcoch, Oaklands, Cwmaman and Llwydcoed in that order. Cwmbach Primary and YGG Aberdar have also taken part.</p> <ul style="list-style-type: none"> <li>• The Reading Reconsidered and The Writing Revolution Training has been successfully delivered to school with high PDG figures across the region. Positive evaluations received and further work will be undertaken during the next financial year to gather further impact.</li> </ul>	
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Tudalen 186

<p><b>Priority 3.3</b></p>	<p><b>Work with local authorities, external partners and schools to:</b></p> <ul style="list-style-type: none"> <li>• ensure a consistency of approach for supporting provision for vulnerable learners</li> <li>• address the impact of Covid 19 on vulnerable learners</li> <li>• address the well-being of staff particularly during the current prevailing conditions</li> </ul>	
<p><b>How will we know we have made progress</b></p>	<p><b>Strategic support across CSC and local authorities, including professional learning, is closely aligned with a strong focus on supporting provision for vulnerable learners.</b></p> <p><b>Ongoing support enables schools to be inclusive and to have effective systems in place to support vulnerable learners to achieve positive outcomes on a range of measures</b></p> <p><b>Effective practice disseminated and used to inform future professional learning need.</b></p> <p><b>Appropriate support and resources provided that are tailored to improve health and well-being of staff.</b></p>	
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</li> <li>• Most schools demonstrate they have effective systems in place to address and mitigate barriers to well-being and learning.</li> </ul>	
<p><b>Evaluation of progress</b></p>		<p><b>Evidence</b></p>
<ul style="list-style-type: none"> <li>• To support schools to develop robust self-evaluation processes to monitor effectiveness (Additional Learning Needs (ALN), Black and Minority Ethnic (BAME), well-being provision, family and community engagement).</li> </ul>		<ul style="list-style-type: none"> <li>• ALN self-evaluation tool.</li> </ul>

<p>Small scale ALN pilot (VOG) successfully undertaken. However, intentions for sharing and wide-scale roll-out have been postponed because of capacity issues. Positive feedback has been received from all schools involved in the pilot of the usefulness of the self-evaluation toolkit in informing school improvement planning. Feedback has been shared with ALNCOs and Headteachers. Arrangements for peer collaboration have been delayed because of capacity issues and remain in the early stages of development.</p> <ul style="list-style-type: none"> <li>• Meetings continue with the attendance, exclusion, and well-being leads. The attendance leads are focusing on family engagement, exclusion leads are discussing common areas and an appreciative enquiry has taken place in Whitmore school for the good practice the school have identified linked to reducing exclusion and how the culture and ethos is impacting across the school. The AE has been shared with the school and will be disseminated across the consortium highlighting good practice. The Educated Other Than At School (EOTAS) leads meeting will be scheduled for after Easter.</li> <li>• Professional learning has continued to be provided by CSC in terms of objective 3. This has included:</li> <li>• Coaching and Mentoring Cohort 1 – 14 participants (completed) Cohort 2 – 15 delegates in the process of the training.</li> <li>• Motivational Interviewing Cohort 1 – 13</li> <li>• Mind- staff well-being SLA – 57 Champions – 40</li> <li>• LA uptake: Bridgend – 59 Cardiff - 125 Merthyr – 14 RCT – 112 Vale – 101</li> <li>• All local authorities have identified schools to be a part of the process. Appreciative enquires across the 5 LA's have begun to take place with paperwork being shared with schools for approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of whole school self-evaluation approach to ALN.</li> <li>• PDG plans.</li> <li>• Appreciative Inquiries highlighting best practice.</li> <li>• Analysis of SIPL.</li> <li>• Self-evaluation PowerPoint.</li> <li>• Minutes of meetings with attendance, exclusion, well-being leads and EOTAS leads.</li> <li>• Professional learning programme.</li> <li>• Attendance figures for professional learning events.</li> <li>• Evaluations following professional learning events.</li> <li>• Guidance on provision that would ordinarily be available for ALN pupils in mainstream schools.</li> <li>• Reports of wellbeing reviews undertaken by an Inclusion Expert.</li> <li>• Wellbeing implementation plans following reviews undertaken by an Inclusion Expert.</li> <li>• Evaluations following training.</li> <li>• Meeting agenda.</li> <li>• Recordings of meetings.</li> <li>• Attendance lists.</li> <li>• Networks in place to support adopted learners.</li> <li>• Evaluation of the Coaching and Mentoring programme.</li> <li>• Minutes of the foundation phase cluster meetings.</li> </ul>
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<ul style="list-style-type: none"><li>• Meetings have been held with Nurture International and Cardiff LA (Health and Well-being team). Schools in the Cardiff area have been trained by Nurture International with a view to producing a toolkit. There are six principles that are integral to this work. During the next three years we are hoping to create case studies by working collaboratively with Nurture International, schools and Cardiff LA. At present, we will meet to plan the toolkit and the principles with school staff before the end of March 2022.</li><li>• PDG CLA Cluster leads meetings continue. Bespoke agendas are circulated responding to the needs and providing information and professional learning to the cluster leads.</li><li>• Julie Moseley was invited to our LACES meeting in January 2022 to present the work in our region to the LACES. LACES shared their details with her so that closer communication could be made. A google mail survey has been developed for cluster leads so that the region can prepare for the next financial year. This was distributed in the cluster leads meeting on 8th February 2022. Adoption UK have also been invited to present about the work that is being developed by the 50 schools in the region. The LACES will be invited to the meeting so that can plan with the schools.</li><li>• Coaching and mentoring training continues for the LACE cluster leads. 14 delegates receiving training in this section of the training. The aim is all cluster leads will be trained by the end of the summer term.</li><li>• The lead for equity and well-being is meeting the TA professional learning team to discuss how the training can be amended to incorporate building blocks into their work. The foundation phase lead has disseminated the toolkit as part of the network meetings.</li><li>• 97 leaders have attended the leadership of staff well-being courses. The asynchronous course has been distributed and a flyer of opportunities to all staff has also been disseminated.</li></ul>	<ul style="list-style-type: none"><li>• Foundation phase best practice case studies highlighted and shared.</li><li>• Bulletin/Flyer signposting mental health and wellbeing resources for staff.</li></ul>
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<b>APPENDIX E</b>	
<b>Priority 4</b>	<b>Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system</b>
<b>Evaluation of Progress</b>	

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

Tudalen 189

	<p><b>CSC teams are deployed to support schools’ needs effectively.</b></p> <p><b>CSC provides suitable platforms for the Welsh Government, local authorities, governors and school leaders to impact upon CSC's self-evaluation and improvement planning.</b></p> <p><b>Schools have productive, timely, robust and enquiry-based self-evaluation processes leading to clear improvement plans, which result in strong progress for all learners.</b></p> <p><b>Schools’ improvement plans lead to most stakeholders’ wellbeing being improved.</b></p> <p><b>Schools have effective evaluations of the impact of Covid on learner progress and on school practice, leading to clear plans which build on strong practice.</b></p>
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level</li> <li>• The region, LAs, schools and their stakeholders have a common understanding of how progress can be measured transparently and fairly at an individual school level, in line with national and local priorities</li> <li>• Fewer schools needing higher level support or causing concern</li> <li>• Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools</li> <li>• Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress</li> <li>• Schools are able to respond appropriately to developing external measures</li> <li>• Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners</li> <li>• Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice</li> <li>• Schools’ improvement plans lead to stakeholders’ wellbeing being improved in light of the ongoing impact of COVID-19</li> <li>• WG policies linked to priority 4 are implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’</li> <li>• All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement</li> </ul>

Evaluation of progress	Evidence
<ul style="list-style-type: none"> <li>• All schools have identified priorities following conversations with Improvement Partners (IP).</li> <li>• All enhanced support schools have had progress review meetings.</li> <li>• Self-evaluation is an ongoing conversation with schools.</li> <li>• Most enhanced support schools have made strong progress in self-evaluation and improvement planning priorities.</li> <li>• Support for schools continues to be evaluated to identify effective next steps.</li> <li>• All programmes on leadership pathways are running across region. Improvement planning and self-evaluation are core areas of the training at all levels.</li> <li>• The Enabling Equity and Excellence (EEE) document has been launched (five-year plan). This will be built into leadership programmes accordingly to support evaluation and improvement activities.</li> <li>• The System Leader Programme training included a module on EEE which was positively received.</li> <li>• All schools have reviewed their progress against school improvement priorities with their Improvement Partner, identifying changes necessary in the case of moving off-track to on-track.</li> <li>• IPs have worked with all schools on addressing and, where necessary, refining self-evaluation and improvement planning.</li> <li>• This has led to the effective identification of any support required across a range of school areas, which is being brokered appropriately through the Central South Wales Challenge model.</li> <li>• Most enhanced support schools have made strong progress in self-evaluation and improvement planning priorities.</li> <li>• All leadership programmes have a strong focus on supporting and developing self-evaluation. All programmes are fully subscribed.</li> <li>• CSC has made representations to Estyn to ensure we are able to support schools appropriately for the new inspection framework.</li> <li>• Improvement Partners have supported schools involved in pilot inspections.</li> </ul>	<ul style="list-style-type: none"> <li>• Support identified in school SIP with reference captured in SIPL.</li> <li>• Effective PL identified in SIPL and data regarding schools accessing PL programme.</li> <li>• Support identified in school SIP with reference captured in SIPL (DAL from school discussion meeting).</li> <li>• Narrative identified through SIPL.</li> <li>• Brokerage evident in SIPL or termly data capture completed by IP and SA in LA PR.</li> <li>• Identified in SIPLs (based on a range of shared first evidence) – schools are on/off track with priorities.</li> <li>• Engagement data for leadership programmes.</li> <li>• Brokerage evident in SIPL or termly data capture completed by ST. (possible so what survey).</li> <li>• Practice evident in SIPL or termly data capture completed by IPs.</li> <li>• Support identified through termly data capture (TBA internal PL capture).</li> <li>• Communication identified through CSC bulletin.</li> </ul>

<p><b>Priority 4.2</b></p>	<p>Nearly all schools have effective evaluation and improvement processes, which address external and internal accountability measures.</p>
<p><b>How will we know we have made progress</b></p>	<p>CSC has provided appropriate support where required to establish these processes with schools. CSC build on this broad range of information to support schools and, where necessary, to identify and intervene in schools causing concern, using the full range of statutory powers.</p> <p>CSC has effective systems and processes in place to productively monitor and evaluate school processes. These use a broad range of information to monitor and understand the performance of schools in their area, rather than a narrow focus on pupil attainment measures.</p> <p>CSC supports schools with clear advice and support on external accountability measures.</p> <p>CSC reports to stakeholders on its impact in supporting evaluation and accountability measures and processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards.</p> <p>Schools have established clear and effective processes for internal evaluation and accountability, leading to strong progress for most learners.</p> <p>Schools are able to respond appropriately to developing external measures.</p>
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level</li> <li>• Fewer schools needing higher level support or causing concern</li> <li>• Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools</li> <li>• Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress</li> <li>• Schools are able to respond appropriately to developing external measures</li> <li>• Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners</li> </ul>



	<ul style="list-style-type: none"> <li>• Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice</li> <li>• Schools’ improvement plans lead to stakeholders’ wellbeing being improved, in light of the ongoing impact of COVID-19</li> <li>• WG policies linked to priority 4 are implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’</li> <li>• All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement</li> </ul>
Evaluation of progress	Evidence
<ul style="list-style-type: none"> <li>• Nearly all schools have reviewed their progress against school improvement priorities with their IP, identifying changes necessary in the case of moving off-track to on-track.</li> <li>• Strategies to support schools appropriately in delivering effective internal evaluation and accountability processes have been agreed and implemented.</li> <li>• All enhanced support schools have had regular, effective progress meetings and reports to evaluate progress against priorities.</li> <li>• Intervention strategy for schools causing concern has been reviewed and agreed at the Partnership Board in October 2021 and has been implemented across the region.</li> <li>• Around half of all schools in the region have completed the headteachers declaration.</li> <li>• A minority of all schools have completed at least 1 of the Online Personal Assessments; this is 76% of those that have completed the declaration.</li> <li>• At this point, there is no expectation from Welsh Government (WG) for further action.</li> <li>• CSC has supported schools in an appropriate manner by informing them on the current status with regard to external accountability measures announced by WG beyond the Education Minister's decision that 2021 qualifications data will not be reported or used for external accountability.</li> <li>• Improvement Partners have updated enhanced support schools in an Estyn category or in Estyn Review in a timely manner of the changes of measures being used in the "Judging Sufficient Progress in 2021" document.</li> <li>• IPs have supported schools through Estyn follow up visits and pilot core inspections. Nearly all IPs work closely with schools in reviewing their internal accountability and evaluation processes, in particular in relation to the progress being made by all learners.</li> <li>• CSC has provided appropriate support for enhanced support schools that are working on improving their effective use of broader range of information to inform accountability, effective self-evaluation, and</li> </ul>	<ul style="list-style-type: none"> <li>• Captured through IPs work with schools in SIPL. Schools on/off track with priorities.</li> <li>• LA performance reports and SIPLs support LA to make evidence informed decisions.</li> <li>• Notes of visits in SIPL linked to OPA.</li> <li>• Captured through dialogue with WG.</li> <li>• Information disseminated through bulletin.</li> <li>• Joint Committee Reports.</li> <li>• Termly data capture completed by IPs.</li> </ul>

improvement planning. This has included the brokerage of support from other schools, or the CSC Strategic Team as detailed in Progress Review Reports and Resource Board evaluations of impact.

- CSC has reported to all stakeholders. All schools have identified appropriate priorities for improvement based on their self-evaluation processes and have specified useful success criteria.
- These priorities have been shared with each of the 5 relevant local authorities.
- All Improvement Partners have completed a review of on track/off track progress against each priority, which have been shared with LAs.
- Most Progress Review meetings have taken place effectively and have included the monitoring of progress against recommendations or priorities.
- In most cases Improvement Partners have shared specific updates to LAs to review the effectiveness of leadership, including the quality of self-evaluation and improvement planning and the impact on the progress of learners.
- CSC has clearly communicated its systems and processes for productively monitoring and evaluating school processes for measuring progress against School Development Plan priorities with schools and other stakeholders.

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

Priority 5.1	Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.	
How will we know we have made progress	Clear and robust evaluation processes provide data (including stakeholder feedback) that is used to challenge CSC performance and improve practice. Evidenced based effectiveness and efficiency report detailing the Impact of CSC and its work.	
Success Measures	<ul style="list-style-type: none"> <li>• Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%)</li> <li>• Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)</li> <li>• Reporting shows CSC PL has a positive impact on improving outcomes for learners</li> <li>• Estyn judgements and requests for case studies are at least comparable with other regions</li> </ul>	
Evaluation of progress		Evidence
<ul style="list-style-type: none"> <li>• Develop a training programme for staff on the use of evaluative language - Initial meetings have taken place during the Summer Term 2021.</li> <li>• Establish effective peer moderation across our teams to ensure that there is a consistent use of language - Original task is now refined as establishing peer moderation showed a need for a larger piece of work around impact. The resulting actions will shape much of the work of objective 5 for next year.</li> <li>• To refine the Improvement Partner (IP) deployment model - IPs deployed.</li> <li>• Business Planning (BP) guidance notes produced including definitions - BP guidance notes are in place which include definitions to aid with the consistency of terminology used within reports. The Local Authority (LA) Priorities section of the guidance notes is in the process of being updated due to changes made to the LA Priorities tab within the Operational Plans. Once completed, the revised guidance notes will be circulated to the Drive Teams.</li> </ul>		<ul style="list-style-type: none"> <li>• Two training sessions have been provided for staff and this has resulted in changes to the SIPL format and guidance. The new format will be launched from September and the contents will continue to be reviewed.</li> <li>• Impact document.</li> <li>• Accountably, evaluation and Improvement document.</li> <li>• IP deployment spreadsheet.</li> <li>• Directors’ minutes - (IP Deployment).</li> </ul>

Tudalen 195

<ul style="list-style-type: none"> <li>• To work with Senior Management Team (SMT) to identify areas to be included within the termly dashboard - A dashboard framework has been created outlining the areas of data to be included and has been approved by the Senior Leadership Team (SLT).</li> <li>• To collate all available evidence to provide an internal dashboard in September, January and April - All appropriate data for the Autumn Term has been collated within the dashboard template and shared with SLT. Further work is needed to look at ways in which to automate the data collection process.</li> <li>• Monitoring processes of the business plan are shared with all stakeholders - Templates for the two reports detailing the LA Priorities and Regional Recommendations have been approved and the reports have been generated and shared with the LAs.</li> <li>• Collate and disseminate the range of tools available to staff to support their work with schools - Adaptive capacity working party ongoing - examples have been shared with all staff in PL sessions.</li> <li>• Evaluation for Improvement (EFIs) All school improvement staff trained in new EFI spreadsheet (SIPL - School Improvement Partnership Log) - SIPL running and functional.</li> <li>• LA performance: Deadlines and key dates diarised with all contributors. Senior officers take responsibility for contents of reports - LA reporting cycle being completed in line with forward planner. No issues identified to date.</li> <li>• LA performance: Project management training for all contributors to work with their Project Support Officer (PSO)/data team to plan approach to reporting - New PM structure in place and successful handovers ongoing.</li> <li>• LA performance: Data capture process aligned to feed the information required for reports – Discussions are ongoing with LA partners about the information they require and when they require these. Senior officers are discussing how we can ensure we have an annual overview of required reports.</li> <li>• LA performance: Content shows process, engagement and impact - Content shows process and engagement. Work and discussions are underway to be able to use the information to show any impact from work undertaken.</li> <li>• Work with Joint Committee to refine approach to scrutiny reporting and develop the reports for each LA - Discussion are at an early stage about the requirements of scrutiny reports and how these sit in the overall reporting processes of CSC.</li> <li>• School Annual Survey: Re-engage 20% sample of schools - Sample of schools established and link for survey completion live with participating schools.</li> <li>• School Annual Survey: Staff and pupil survey administered to sample schools - Sample of schools established and link for survey completion live with participating schools. Data shared with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Judgement Criteria.</li> <li>• Minutes from SLT.</li> <li>• Autumn Term Dashboard.</li> <li>• LA Priorities Report Template.</li> <li>• Regional Recommendations Report Template.</li> <li>• Framework for School Improvement.</li> <li>• CSC Staff PL Sessions.</li> <li>• CSWC link to the webpage.</li> <li>• Training session provided on 15 June 2021; session recorded for staff to watch again.</li> <li>• SIPL How to Videos.</li> <li>• Senior officer responsibility of sections.</li> <li>• Project Manager - Teams folder.</li> <li>• Forward Planner.</li> <li>• LA performance reports.</li> <li>• Scrutiny Report.</li> <li>• Contact list of schools in survey.</li> <li>• School Survey Analysis.</li> <li>• Annual Business Plan Report</li> <li>• Strand Leads reports.</li> <li>• Effectiveness and Efficiency report.</li> </ul>
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<ul style="list-style-type: none"> <li>• BP annual report 2021 produced with data quality assured by the data quality and intelligence unit - Completed in Summer Term. Directors have now been invited to the Impact Review Meetings.</li> <li>• To collate all available data and intelligence to produce an annual report on the effectiveness and efficiency of Central South Consortium (CSC) - Report has been presented to the CSC Management Board, Governor Stakeholder Group, SLT and Regional Stakeholder group (RSG), (as well as the Vale scrutiny meeting). Presented to JC in March 2022 and approved.</li> </ul>	
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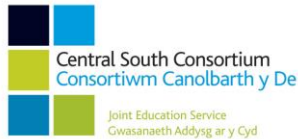
<b>Priority 5.2</b>	<b>Increase awareness of CSC key messages and communication channels.</b>	
<b>How will we know we have made progress</b>	<b>Communication strategy to be enacted by all staff in CSC as a shared responsibility. Targeted and relevant stakeholder engagement with CSC communication channels underpinned by an effective communications strategy.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• Communication performance analytics show improvement</li> <li>• Social media engagement</li> <li>• Website – Google analytics – page views at certain periods of focused campaigns</li> <li>• School / Staff Bulletins – number of clicks and downloads</li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Meet with all new members of staff as part of induction to discuss communications (comms) channels and how we can support in their roles. Monthly meeting with internal teams to discuss project requirements - Regular meetings take place with various teams to discuss comms requirements for all projects.</li> <li>• Regular meetings with IPs/Principal Improvement Partners (PIPs)/Strategic Advisors (SAs) to establish an ongoing dialogue to develop the comms content for schools. School facing staff to promote our comms channels at every opportunity - Ongoing meetings have taken place with all staff to support various campaigns and activity. Increase in content and activity to share across all channel including contributions to Sgwrs podcast and bulletins.</li> <li>• To work with internal staff to maintain an up to date internal and external contact lists of all stakeholders. To work with individuals in specific teams to share area specific contacts as available. - Work in progress to finalise master lists for each specialist area.</li> <li>• Communications analytics reviewed as part of dashboard - Communications analytics headings approved.</li> <li>• To communicate e-learning strategy to schools and CSC staff - All strategic staff and project managers trained in the new professional learning handbook and refined systems and processes.</li> </ul>		<ul style="list-style-type: none"> <li>• Increase in engagement (Dashboard).</li> <li>• Phase one of the campaign 'Here for You' has been launched. All schools have received a hard copy of the leaflet.</li> <li>• Regular meetings are held with school facing staff.</li> <li>• Internal and external lists are being maintained, monitored and updated.</li> <li>• Communications (comms) dashboard headings provided in readiness for the first dashboard next term.</li> <li>• Professional learning handbook.</li> <li>• Engagement sheet.</li> </ul>

<b>Priority 5.3</b>	<b>Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective performance development.</b>	
<b>How will we know we have made progress</b>	<b>CSC develops a flexible and fully informed staff base through an appropriate professional learning programme focussed on delivering information and developing the skills of all staff. Integrated performance development cycle that is focussed on research and evidence-based strategy.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%)</li> <li>• Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)</li> <li>• Communication performance analytics show improvement</li> <li>• Social media engagement</li> <li>• Website – Google analytics – page views at certain periods of focused campaigns</li> <li>• Knowledge Bank: Resources, guidance, updates</li> <li>• School / Staff Bulletins – number of clicks and downloads</li> <li>• Reporting shows CSC PL has a positive impact on improving outcomes for learners</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• Appreciative enquiry launched with CSC staff as part of the Performance Development process - Appreciative enquiry work due to begin with all staff as part of the performance development cycle. Additional sessions on planning and appreciative enquiry provided to business support teams. Final sign off and sharing of all performance development documents.</li> <li>• Research into commonality of effective practice found through appreciative enquiry to be undertaken - Due to the timing of Performance Development (PD) this is unable to be completed for this BP cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Performance development paperwork.</li> <li>• Staff Professional Learning (PL) session agendas.</li> </ul>	
<b>Priority 5.4</b>	<b>Realise the value and relevance of research and evaluation on key aspects of CSC work.</b>	

<p><b>How will we know we have made progress</b></p>	<p><b>Work with a higher education institution to focus on the evaluation of our work focussing on the professional learning that is provided. Evidenced based strategy to secure provision for professional learning that develops sustained highly effective practice.</b></p>	
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%)</li> <li>• Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)</li> <li>• Communication performance analytics show improvement</li> <li>• Social media engagement</li> <li>• Website – Google analytics – page views at certain periods of focused campaigns</li> <li>• Reporting shows CSC PL has a positive impact on improving outcomes for learners</li> </ul>	
<p><b>Evaluation of progress</b></p>		<p><b>Evidence</b></p>
<ul style="list-style-type: none"> <li>• Survey created (summer term) to be completed on a termly basis by Improvement Partners (IPs) (from Autumn) with schools to capture the engagement with Curriculum for Wales and impact of professional learning - Data analysis undertaken - curriculum for Wales team have identified follow up areas to investigate to feed into professional learning offer. Initial draft reports are being written in line with the Organisation for Economic Co-operation and Development (OECD) approach to the Teacher Professional Learning Study.</li> <li>• Impact of PL survey created and shared with schools in February to capture the scope of professional learning undertaken as part of the Central South Wales Challenge (CWSC). - Questions to be used in the survey agreed by SLT and research and evaluation board. Data team working on survey version as an online form. Collaboration funding Service Level Agreement (SLA) included line to complete survey.</li> <li>• To establish focus groups in line with pupil survey data (Pedagogy projects) - Groups linked to learner voice work as part of talk pedagogy.</li> <li>• Align the collection, collation and analysis of evaluation data across the strands of the Central South Wales Challenge (CSWC) - Evaluation roles and responsibilities document completed after SLT and research and evaluation board approval of the paper. Document shared with all staff as essential reading as part of CSC induction week.</li> <li>• CSWC Evaluate the efficacy and impact of the refined model to demonstrate value for money - Evaluation work ongoing to support the production of the CSWC paper.</li> </ul>		<ul style="list-style-type: none"> <li>• Final survey (CfW).</li> <li>• So What' final survey.</li> <li>• Listening to Learners documentation &amp; reports.</li> <li>• Talk Improvement CSC Teams folder.</li> <li>• SLT minutes.</li> <li>• Research and evaluation board minutes.</li> <li>• Evaluation paper - Roles and Responsibility document.</li> <li>• Engagement data sheets.</li> <li>• CSWC evaluation forms.</li> <li>• CSWC report.</li> <li>• Minutes from R&amp;E board, overview reports from new strands.</li> <li>• E&amp;E report.</li> <li>• UCL Phase 2 report.</li> <li>• Engagement data sheets.</li> </ul>

<ul style="list-style-type: none"> <li>• Research and evaluation (R&amp;E) board. Focus of the board to be realigned to priorities for 2021/22 - All strand leads have completed work on the effectiveness and efficiency paper that has been shared with CSC governance.</li> <li>• To evaluate the e-learning strategy - Ongoing evaluation and engagement data captures the difference between e-learning and face to face.</li> <li>• To complete and analyse the Consortia as a Learning Organisation (CLO) - Working group met and discussed data trends. From this a presentation was made to all staff as part of CSC induction week sharing the key findings from the survey. Follow up session for all staff completed on 7/10/21 to share feedback and views on organisational improvements that could be made. Survey from session analysed and proposal for PL for CSC staff for next year shared with SMT.</li> <li>• Meet with all candidates who undertook Association of Education Advisers (AOEA) accreditation to gather their views about the value of the programme - Met with candidates in the Summer Term. Evaluation undertaken.</li> <li>• To evaluate the Enabling Equity and Excellence (EEE) document - Feedback received from UCL. Document now approved and endorsed by University College of London (UCL). It has been shared with all stakeholders and is available to schools in the region.</li> </ul>	<ul style="list-style-type: none"> <li>• PL Evaluations.</li> <li>• CLO report Bangor University.</li> <li>• Analysis of CLO Survey.</li> <li>• Staff questionnaire shows that staff are generally positive about the programme. We are now working with other regional consortia and WG to develop a way forward. AOEA are adapting the programme based on feedback from CSC.</li> <li>• PL impact/engagement survey (so what) will show engagement in the EEE.</li> </ul>
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## **CENTRAL SOUTH CONSORTIUM REPORT FOR JOINT COMMITTEE**

**25<sup>TH</sup> OCTOBER 2022**

### **JOINT EDUCATION SERVICE**

#### **REPORT OF THE DEPUTY MANAGING DIRECTOR: PROPOSED ANNUAL MONITORING & REPORTING CYCLE 2022 - 2023**

**Author: Louise Blatchford, Deputy Managing Director**

#### **1. PURPOSE OF REPORT**

To provide Members with a proposed cycle of monitoring and reporting the work of CSC during 2022 – 2023.

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Consider and approve the proposed monitoring cycle; and
- 2.2 Consider whether there are any areas of the work of Central South Consortium Members would like to see included within the annual reports

#### **3. BACKGROUND INFORMATION**

- 3.1 Central South Consortium produces a variety of reports for several different stakeholders and audiences throughout the year. Following a review of reporting processes within CSC, Professor Caroline Daly<sup>1</sup> worked with members of the executive leadership team in CSC, members of the management board, headteacher and governor stakeholder governance groups and CSC staff to consider how this reporting could be improved.
- 3.2 Following a series of workshops and discussions with stakeholders, CSC have developed a proposed reporting cycle for consideration by Members, which address the following:
  - Shared understanding of the purposes of evaluation
  - Shared language to discuss evaluation and impact
  - Development of a Framework for Evaluation (Appendix A, pg. 3)
  - Revised Monitoring and Reporting Framework (Appendix B, pg. 4)

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<sup>1</sup> Professor of Teacher Education, Director of Centre for Teachers, and Teaching Research, UCL

#### **4. IMPLICATIONS OF THE REVISED MONITORING & REPORTING ARRANGEMENTS**

CSC would produce two annual reports:

**4.1 Annual Academic Year Scrutiny Report** presented to Members of the Joint Committee in December each year and once approved by Members, would be presented to the LA Scrutiny Committees in the Spring Term. Each LA Scrutiny Committee would receive a regional overview as well as an individual appendix on the work in their LA.

**4.2 Annual Financial Year Report** presented to Members of the Joint Committee in June each year.

The proposed annual reports would replace the previous annual Effectiveness and Efficiency Report as well as the annual LA Scrutiny Reports.

Progress with the CSC Business Plan and specific LA priorities would be provided twice per year (in December and June).

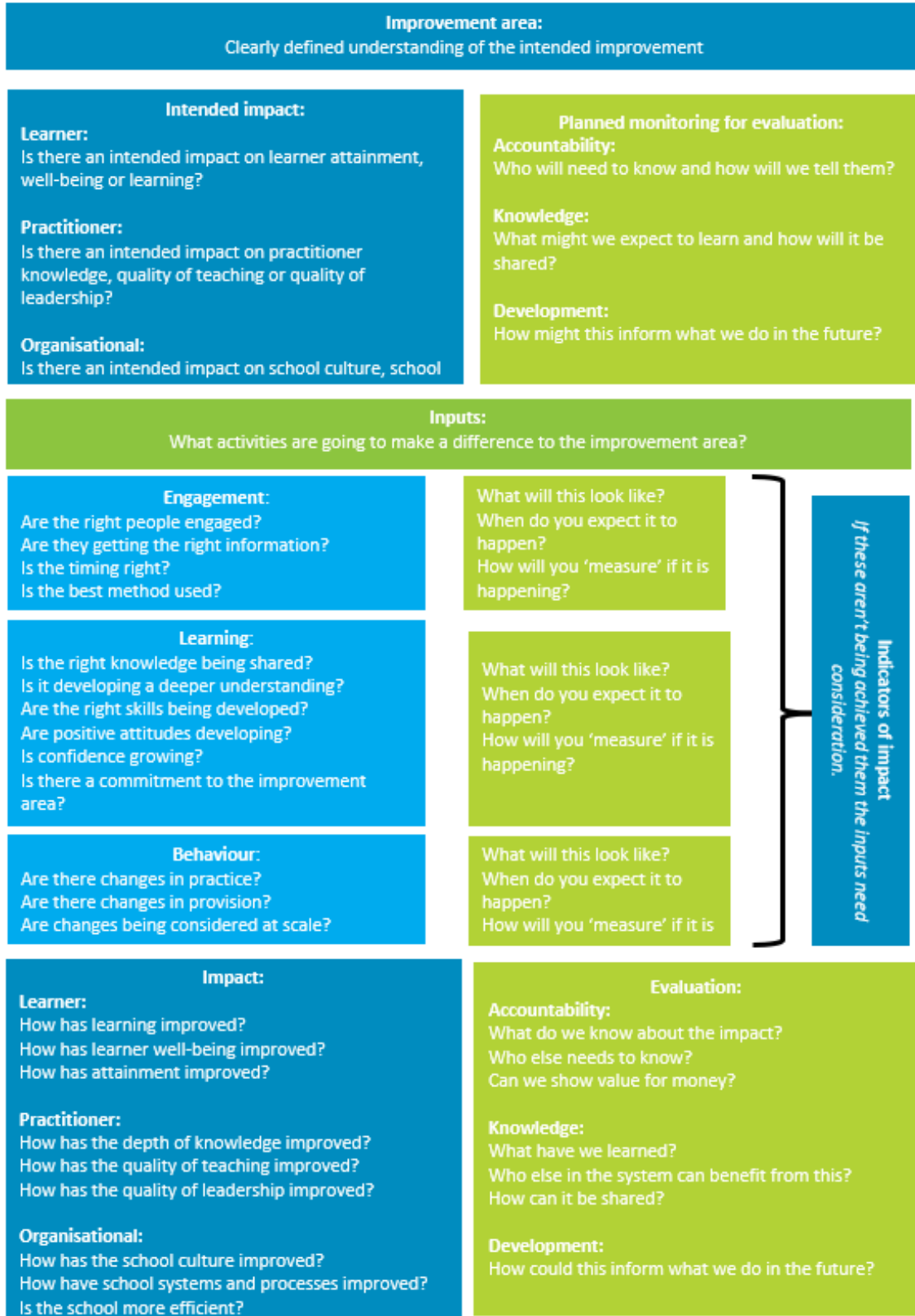
#### **5. CONCLUSIONS**

The proposed changes to the monitoring and reporting cycle would ensure stakeholders are receiving updates in a timely manner and processes will be embedded to ensure effective data capture is in place.

The proposals are sustainable, and work will continue with governance groups to ensure the information presented meets the needs of the various audiences.

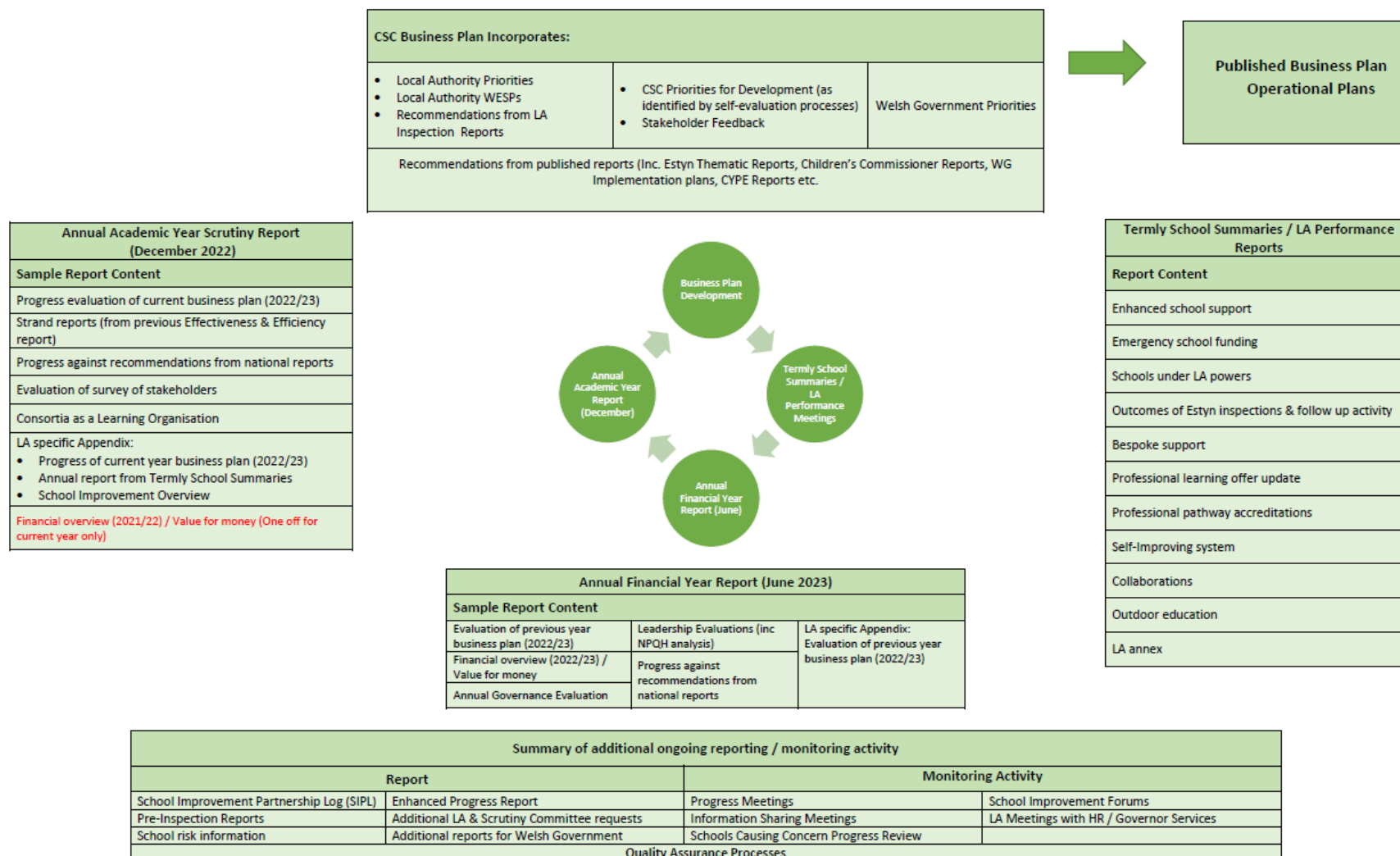
There is a greater understanding of the purpose of evaluation across the region and adoption of the evaluation framework will provide improved use of evaluation for knowledge and development as well as for accountability.

## APPENDIX A: CSC FRAMEWORK FOR EVALUATION



## APPENDIX B: PROPOSED MONITORING & REPORTING FRAMEWORK

### External Monitoring & Reporting 2022/ 2025 (Draft for consultation)



**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**25<sup>TH</sup> OCTOBER 2022**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

Freestanding matter

Officer to Contact:

Louise Blatchford  
Tel no. 01443 281411

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## CENTRAL SOUTH CONSORTIUM REPORT FOR JOINT COMMITTEE

25<sup>TH</sup> OCTOBER 2022

### JOINT EDUCATION SERVICE

#### COVERING REPORT OF THE DEPUTY MANAGING DIRECTOR: CSC MEMBERS' INFORMATION PACK PRESENTATION

**Author:** Louise Blatchford, Deputy Managing Director

#### 1. **PURPOSE OF REPORT**

To present to Members to consider and ratify "CSC's Information for Elected Members' Booklet, October 2022".

#### 2. **RECOMMENDATIONS**

It is recommended that Members:

Consider and approve the content of Central South Consortium's (CSC's) Information for Elected Members' Booklet.

#### 3. **BACKGROUND INFORMATION**

Following the elections in May 2022, CSC developed a booklet to support the professional learning of Members across the CSC region. The booklet will provide Members with an overview of the following:

- Education in Wales: a changing landscape
- CSC improvement Priorities
- The Central South Wales Challenge (CSWC)
- How CSC is funded
- How CSC allocates funding
- How CSC evaluates its work

#### 4. **CONCLUSIONS**

Following approval of the 'Information for Elected Members', the booklet will be shared with democratic services in each for the local authorities within CSC for distribution to Members.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**25<sup>TH</sup> OCTOBER 2022**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

CSC Members' Information Booklet, October 2022.

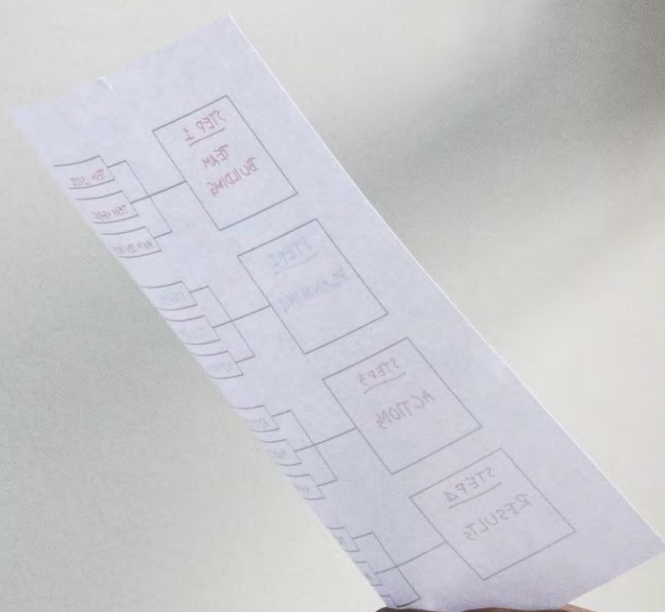
Officer to Contact:

Louise Blatchford  
Tel no. 01443 281411



# Information for Elected Members

October 2022



Consortiwm Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service



Empowering schools to improve outcomes for all learners

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# Contents

- 03** [About us](#)
- 04** [Education in Wales: a changing landscape](#)
- 05** [Improvement priorities 2022-2025](#)
- 06** [The Central South Wales Challenge](#)
- 08** [How is the Central South Consortium funded?](#)
- 09** [How are Consortium funds spent?](#)
- 12** [Evaluating what we do](#)
- 15** [Further information](#)

# About us

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



The consortium acts on behalf of the five local authorities to develop a school improvement service that challenges, monitors, and supports schools to raise standards and provide the best provision for all learners in the region. CSC employs a small core team, supported by schools across the region supporting the commitment to the self-improving system.

The Central South Wales region has the highest school population of any in Wales and continues to be the fastest growing. 152,000 children and young people are served by just under 400 schools; this is approximately a third of Wales' school-age children. The region is home to the highest number of children living in poverty; it is also home to the capital city and the economic, financial and creative industries of Wales.

## Central South Consortium

### Welsh Index of Multiple Deprivation 2020

Nearly one third of all Wales' school age children are in schools in Central South Consortium, with just over 152,000 learners.

There are just under 400 schools in the region with over 8,000 teachers and nearly 7,500 learning support staff.

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

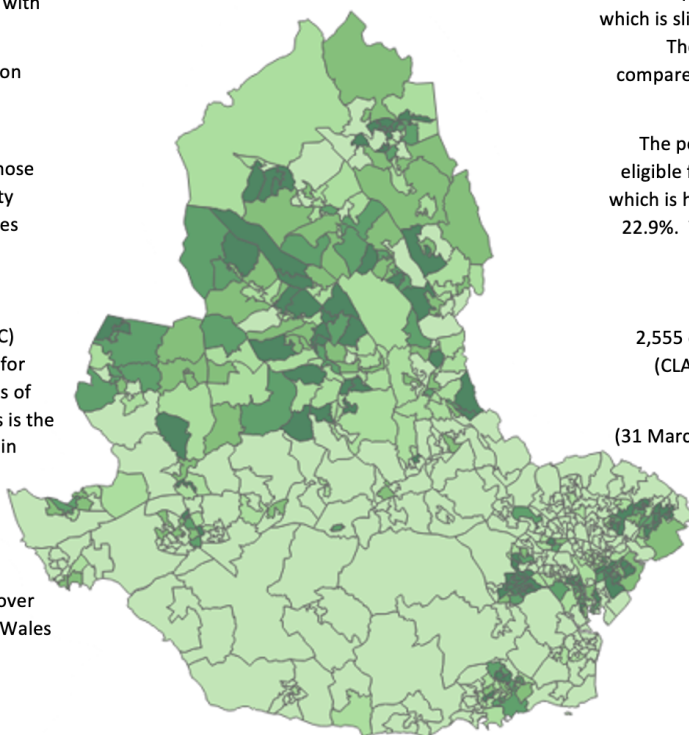
(PLASC 2021)

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

(SWAC 2021)

In the region, 11% of people aged three or over say they can speak Welsh compared to the Wales average on 19%

(Census, ONS, 2011)



The pupil teacher ratio in the region is 19.3 which is slightly above the national ratio of 19.2.

The regional ratio is the 2<sup>nd</sup> lowest when compared against the other regional consortia ratios.

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

(PLASC 2021)

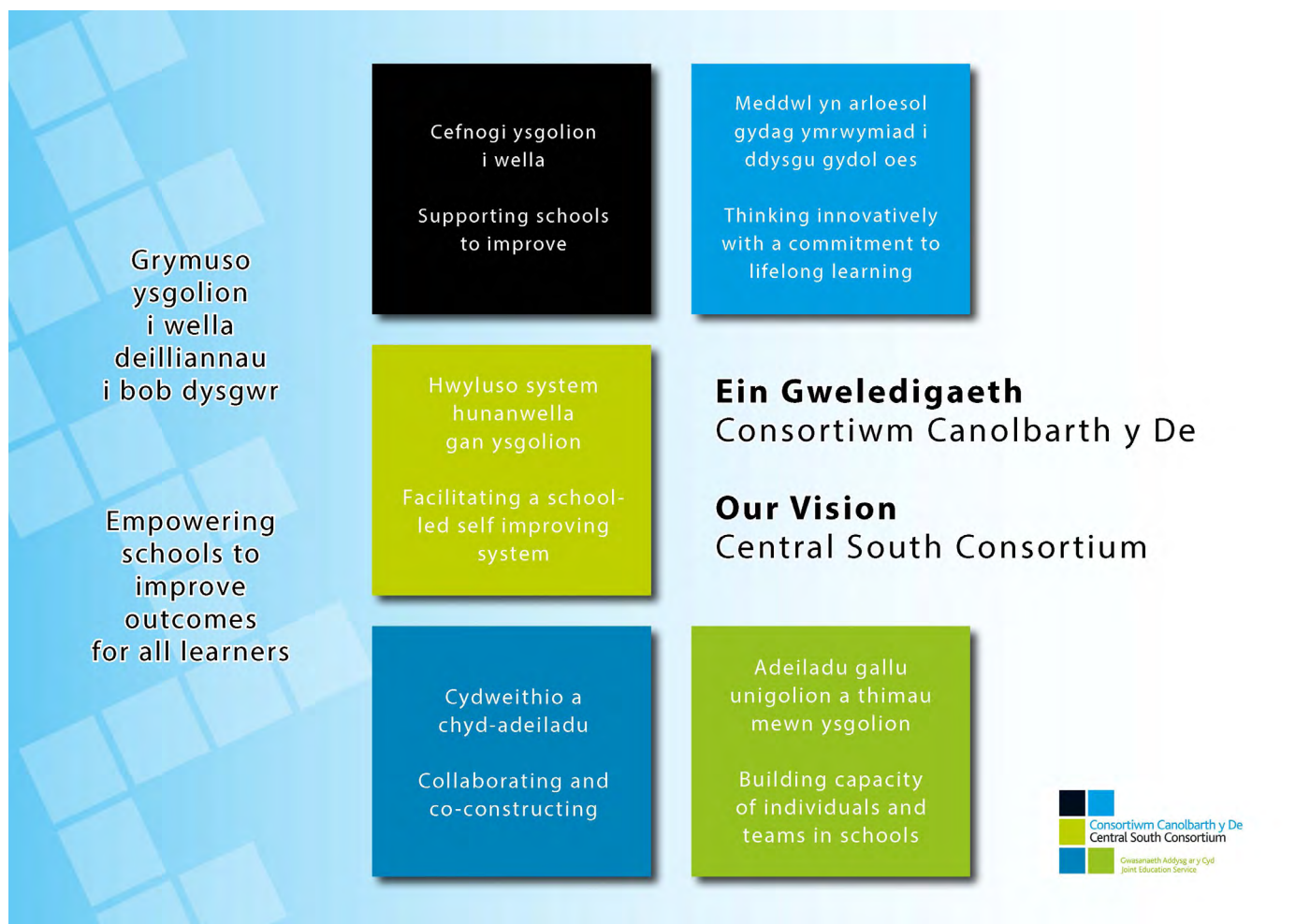
2,555 children in the region are looked after (CLA) by an LA, which represents 35.2% of Children Looked After in Wales

(31 March 2021 Looked After Children Census)

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Working with stakeholders from across the region, the vision for CSC remains:  
**“Empowering schools to improve outcomes for all learners”**



## Education in Wales: a changing landscape

Education in Wales is undergoing a significant transformation with the introduction of a new Curriculum for Wales from September 2022 and the implementation of the ALN transformation programme. The journey to roll-out identifies what needs to happen nationally to support the realisation of Curriculum for Wales in schools. CSC continues to work closely with schools and other partners to support this reform journey.

The [Curriculum for Wales framework and guidance](#) is a clear statement of what is important in delivering a broad and balanced education. The [four purposes](#) are the shared vision and aspiration for every child and young person in Wales. A school’s curriculum is 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. Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all.

Central South Consortium has a key role in supporting all of the schools in our region in the realisation of Curriculum for Wales. We provide [professional learning opportunities](#) and access to support, resources, research and up-to-date information for all schools and individual practitioners to engage purposefully with Curriculum for Wales.

The Welsh Government published the Renew and Reform Plan in June 2021, setting out their priorities to support learners’ well-being and progression in response to the pandemic. We will continue to support schools to use this funding to meet the needs of their learners.

## Improvement priorities 2022-2025

Following analysis of LA priorities, our self-evaluation, requirements within the National Mission and consultation with stakeholders including headteachers and local authority officers, we have identified five improvement priorities. CSC is committed providing a high-quality school improvement service on behalf of all partner LAs. We are also committed to supporting schools to take greater ownership for their own improvement through the continued development of a self-improving system.

The overarching priorities for 2022-2025 have been agreed with the Joint Committee and the detail of each priority is set in the context of Covid.

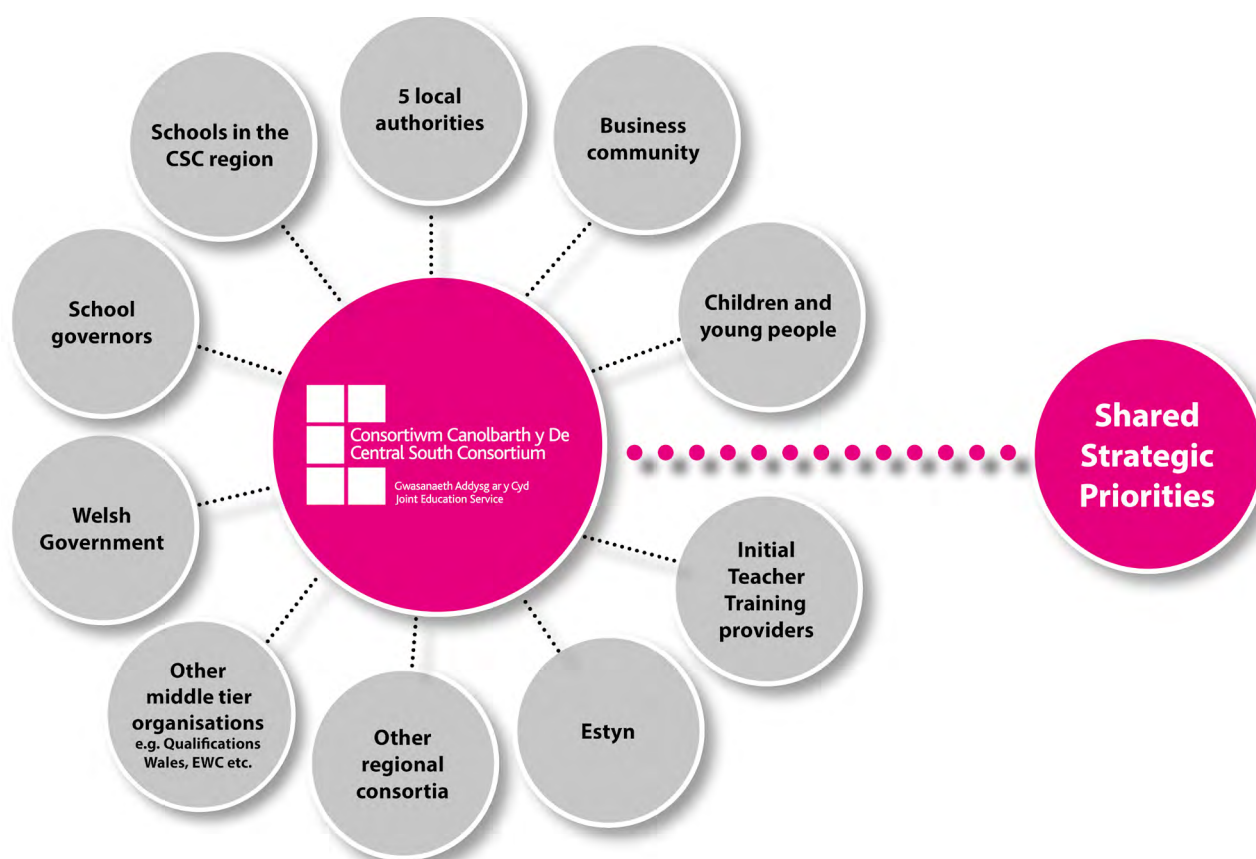
- 1. Curriculum, Teaching & Assessment**
- 2. Leadership**
- 3. Equity & Well-being**
- 4. School Improvement**
- 5. Effectiveness and efficiency of Central South Consortium**

You can find out more about these in our latest [Business Plan](#).

For each of the priorities, there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. Our intention remains to support schools to meet the needs of their learners to enable them to make progress. It is essential that there is continued support for staff and learner well-being.

CSC continues to have a specific role to play in the delivery of the National Transformation agenda, which means that some of the priorities will be led by Welsh Government priorities.

CSC will continue to facilitate partnership working across the region as we recognise that our work cannot be delivered without a productive relationship between schools and the five local authorities that CSC serves. The links and communication fostered with other key partners including Welsh Government, other regional consortia and Estyn are also crucial.



# The Central South Wales Challenge

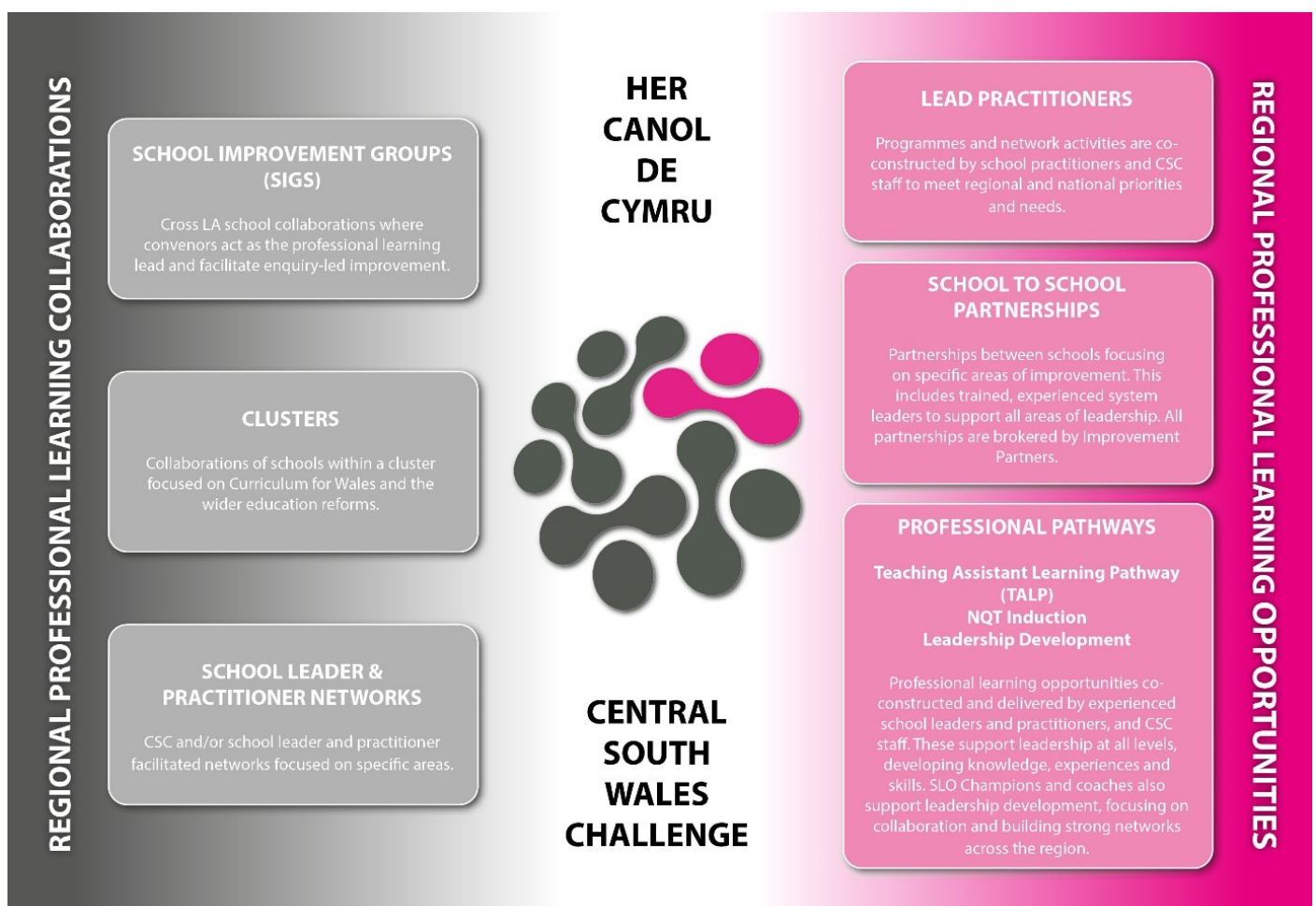


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CENTRAL SOUTH WALES CHALLENGE

The Central South Wales Challenge (CSWC) is a partnership of all schools in the region working together to develop a self-improving system. This is based on improvement being driven for schools by schools. It provides delivery structures and networks through which most regional professional learning opportunities are offered.

Schools should engage with the elements of the model the professional learning that best meets the need of their improvement priorities. This may mean greater and lesser engagement with different aspects of the challenge, or it may mean a more equal engagement in many or all components.

Practitioners and school leaders are funded to work in partnership with CSC officers in the planning and facilitation of professional learning and support across the region. All schools receive collaboration funding from the region to support their participation in collaborations within and beyond their school.



## How is the Consortium funded?

CSC uses all available funding to support the priorities identified by schools, local authorities, regions and Welsh Government within the business plan. The underlying principle is that delegation to schools should be as high as possible.

CSC is funded on an annual basis from the constituent local authorities to fulfil the requirements of the National Model for Regional Working as well as directly from Welsh Government to further support and develop both regional and national priorities.

The Consortium receives two main sources of funding:

- **Core**
- **Grant**

### Core: Local Authority funding

#### Breakdown of Local Authority Contributions (2022/23)

Bridgend	Cardiff	Merthyr Tydfil	Rhondda Cynon Taf	Vale of Glamorgan	Total £
554,243	1,326,342	229,455	977,266	537,569	3,624,875

### Grant funding (Welsh Government)

Historically, there were a number of grants received by CSC from Welsh Government: With the launch of the national strategy, 'Education for Wales: Our National Mission', there has been a streamlining of the grant funding process.

From 2021/22, there are three main grants are awarded to consortia:

- **Regional Consortia School Improvement Grant (RCSIG)**
- **Pupil Development Grant (PDG)**
- **Siarter Iaith**

#### Regional Consortia School Improvement Grant (RCSIG) £48,652,545

Regional Consortia School Improvement Grant The main grant received by regional consortia to support national school improvement priorities is the Regional Consortia School Improvement Grant. This grant incorporates the former Education Improvement Grant (EIG). There is an expectation that the EIG element of the grant is match funded by local authorities and is predominantly delegated to schools in line with grant terms and conditions. In 2022-2023 89.9% of the EIG element of the grant will be delegated directly to schools and 9.9% delegated via the Central South Wales Challenge funding model.

The outline funding envelope from Welsh Government received in 2022 provides allocations for the financial year 2022-2023. Activity within the 2022-2023 business plan is predominantly funded from this grant. Elected Members approve the funding distribution upon receiving recommendations from the CSC Management Board. A detailed overview of the allocation of funding to schools is available on the CSC website. This allows schools to compare allocations and ensure transparency of the use of grant funding.

## **Pupil Development Grant (PDG)** **£TBC**

The Pupil Development Grant (PDG) was launched in 2012 and provides additional funding to schools based on the number of pupils on their roll eligible for Free School Meals or who are Looked After Children. As per 2021/22 allocations, the majority of the grant (99.2%) is delegated to schools. However, 0.8% is retained to provide professional learning opportunities across the region to support children looked-after and previously looked-after adopted children.

## **Siarter Iaith** **£77,800**

Since 2021/2022 Welsh Government have allocated Siarter Iaith funding as a separate grant (previously formed part of RCSIG). The total award of funding is £77,800, over the period 1st April 2022 – 31st March 2023 and is to be used to support the priority area of increasing pupils' informal use of the Welsh language by delivering the Siarter Iaith and its associated programmes.

## **How are Consortium funds spent?**

In order to realise our ambitions for the region's learners, the core funding provided by LAs is used to provide:

### **Principal Improvement Partners (LA)**

Principal Improvement Partners lead the provision of the school improvement service within the local authority to which they are attached. They have a thorough knowledge of the performance of the schools within the local authority and the context, issues and priorities for that local authority. Their work includes focusing on progress of schools towards achieving their priorities for improvement and in partnership with LA colleagues working closely with schools receiving enhanced monitoring.

### **Improvement Partners**

Improvement Partners play a key role in supporting schools achieve their priorities for improvement and in building capacity within a self-improving school system. They work mainly in one local authority and are assigned to a number of schools. Improvement Partners work closely with colleagues from across the 5 authorities to ensure we maintain consistency in our work. Improvement Partners work a minimum number of days with their schools, there is no standard upper limit on the support provided.

### **Data Quality and Intelligence Unit (DQIU)**

The DQIU is responsible for the availability of accurate and timely information to monitor progress at school, local authority and regional level, and where possible relate this to information available at an all Wales level. This intelligence enables the Consortium to track and monitor school progress, and to identify and provide the required support to enable schools to meet their school improvement priorities. The unit supports the whole of the organisation to help to empower schools to improve outcomes for all learners.

### **Information Management**

The Consortium's Operations Manager oversees information management processes. CSC's website was launched in 2016 as our online school improvement tool for all headteachers, teachers, school staff and education professionals in the region. It provides schools with an online system for sharing and accessing information including uploading their reports, plans, data and targets. Schools can access resources in the knowledge bank along with access to professional learning opportunities, communities and good practice.



## Communications Team

The core aim of Consortium communications is that all schools, Consortium staff, local authority officers, governors and everyone who deals with the Consortium has a clear understanding of our vision, aims, values, services and achievements, leading to higher levels of satisfaction, engagement and ultimately contributing to improved pupil outcomes. The team is also responsible for sharing of knowledge across the system including the promotion of case studies and effective practice. This is set in the context of our commitment to the Welsh Language Standards by providing information bilingually to our stakeholders.

## Governor Support

CSC facilitates and delivers an annual regional training programme to school governors across Bridgend, Cardiff, Merthyr, RCT and the Vale of Glamorgan. Also, manages the regional roll out of Governor Improvement Groups (GIGs) designed to facilitate greater co-operation and school-to-school learning between the governors.

## Finance Team

The Finance Team is responsible for ensuring that the financial accounting, reporting and planning requirements for the Consortium are effectively delivered. The team coordinate the allocation of grants to schools, oversee spend according to the business plan and support service level agreements.

## Outdoor Education

The Outdoor Education Coordinator provides support, training and approval for all educational visits in the Central South Wales region. The coordinator ensures that the legal responsibilities and powers of the local authorities are fulfilled with regard to all types of off-site activity and educational visits. Expert advice on risk assessment is provided along with training for school Educational Visit Coordinators (EVCs).

## SACRE (Standing Advisory Councils for Religious Education)

As the region's SACRE, the Consortium has responsibility for advising local authorities on their schools. The Consortium has a duty to publish an annual report that is used to hold local authorities to account regarding their advice on RE and collective worship. The report is shared with Welsh Government and key partners, including schools, teacher-training institutions and councillors.

## Project Management

The project management team provide support to the School Improvement and Curriculum and Professional Learning Teams. The team manages the effective delivery of projects (including Central South Wales Challenge, Curriculum Reform, Governor support, Children Looked After, Numeracy Across the Curriculum, Research and Evaluation and Leadership) along with administration functions such as HR, office management, business desk, event management and website support.

**In addition to the core funding provided by LAs, Welsh Government grant funding is used to enable CSC to provide the following:**

## CSC Curriculum and Professional Learning Team

The Curriculum and Professional Learning team take responsibility for developing professional learning (PL) opportunities in collaboration with Lead Practitioners from across the region in response to local, regional and national priorities. In partnership with schools, local authorities, Welsh Government and other stakeholders, the team profile available PL grants to support schools through:

- PL events and programmes – synchronous (live) and asynchronous (online, on-demand)
- Network meetings
- Funded projects
- Resources and guidance

In addition, bespoke support is provided to schools with specific development priorities over and above the regional offer.

Schools are supported to develop:

- Curriculum and Assessment
- Cymraeg
- Pedagogy, teaching and learning
- Equity and wellbeing
- Professional Pathways , including Leadership, Teaching assistants and NQTs)

### Curriculum reform and development

CSC supports schools in all areas of curriculum reform with the aim of realising our National Mission of 'strong and inclusive schools committed to excellence equity and wellbeing'. This includes working with the other regional consortia and partnerships, local authorities, external agencies and schools to develop national and regional events, programmes, support and guidance for practitioners and school, leaders, including governors. The PL opportunities are wide ranging and comprehensive, with Curriculum for Wales embedded throughout. The CSC team provide and broker specialist bespoke support to clusters, groups of schools and individual schools to meet their specific improvement needs.

### Welsh

CSC provides professional learning and bespoke support to schools in the development of Welsh and supporting the Welsh Government strategy 'Cymraeg 2050: A million Welsh speakers'. This includes:

- Welsh language for the school workforce
- Leadership of Welsh development and policy
- Languages Literacy and Communication (LLC): Welsh in Welsh Medium schools
- LLC: Welsh in English Medium schools
- Welsh culture, history and heritage

### Leadership Development

Developing leadership is a key priority for CSC. The role of school leaders is instrumental in securing the best outcomes for our learners and in developing our leaders of the future, not just in their own schools but across the region.

CSC [professional learning opportunities](#) are aimed at developing leadership at all levels. We provide a wide range of programmes and [support and guidance](#) to develop leadership skills. Leadership Development Pathway Programmes are written by groups of Headteachers and practitioners from across Wales. The programme content draws their expertise in school leadership and ensures that the programme content is grounded in current practice.

These include:

- Middle Leaders Development Programme
- Senior Leadership Development Programme
- Aspiring Headteacher Development Programme
- New & Acting Headteacher Development Programme
- Experienced Headteacher Programme
- National Professional Qualification for Headship (NPQH)
- System Leader Development Programme

CSC also provides support for school leaders, including governors, via regional PL events and programmes, [networking and collaboration opportunities](#), bespoke support and a comprehensive programme of [coaching and mentoring](#).

### Newly Qualified Teacher (NQTs)

The Consortium acts as the Appropriate Body for Central South Wales NQTs; an NQT cannot start their induction until their Appropriate Body has been agreed. As an Appropriate Body, the Consortium undertakes the necessary verification and administrative processes for NQTs. In addition, CSC provides a wide range of professional learning, support and guidance for NQTs and their Induction Mentors. This includes:

- National NQT and IM events and programmes
- CSC NQT Aspire programme, developed and facilitated by schools across the region
- Networking opportunities
- Coaching and mentoring training

### Teaching Assistants and Higher Level Teaching Assistants

Teaching assistants are an essential part of the school workforce; there are 4986 teaching assistants (TA) working in schools within the region as per PLASC 2022. CSC provides a range of professional learning and support opportunities for TAs. This includes working with the other regional consortia and partnerships across Wales to provide a professional learning pathway for teaching assistants (TAs). The Teaching Assistant Learning Pathway (TALP) includes:

- TA Induction programme
- Aspiring TA programme
- Practising TA programme
- HLTA programme

CSC also provides support for TAs via [networking and collaboration opportunities](#) and through a comprehensive programme of [coaching and mentoring](#).

### Qualifications and Post-16 Education

Lead practitioner networks are facilitated to support the existing secondary curriculum development including GCSE/Level 2 qualifications. Schools are encouraged to share effective strategies at subject level. A sixth-form leaders network provides opportunities for schools to develop provision post-16. In addition, CSC contributes to the delivery of the cross-regional post-16 leadership development programme to promote ongoing development in this area. Funded projects support practitioners in sixth forms across the region to collaborate and consider learner wellbeing strategies and systems to raise attainment at A-level / level 3 qualifications. Sharing approaches, and considering improvement to transition arrangements into, throughout and beyond the sixth form is a key priority. CSC support all secondary schools to use Alps data systems to track and monitor student attainment at GCSE and across the sixth form.

### Intervention Budget

The intervention budget provides additional support to schools, Improvement Partners are able to coordinate support for schools that are most in need, examples of support may include a Regional Leader for Governance or a System Leader for a specific number of days, supply cover to release staff for professional learning or funding for a lead practitioner.

## Evaluating what we do

We recognise how important it is that we evaluate the impact of our own work - to ensure that we remain reflective and responsive, and able to adjust practice to need. We do this using a variety of models and first-hand evidence. Teams evaluate their work internally and we formally evaluate practice across the organisation, and this is fed back to local authorities and CSC Joint Committee. Monitoring and evaluation is integrated across all school improvement work in Central South to ensure a robust and holistic understanding of progress. It is a critical, considered synthesis of all the evaluations that allows CSC to consider the outcomes of work following a range of monitoring activities aligned to the agreed success criteria. In Central South Consortium (CSC) we use the Kirkpatrick model to evaluate the depth and efficacy of professional learning and support. This moves from engagement and reaction in activity, to what has been learned, any associated changes in behaviour and then whether the planned results were achieved.

### 2021/2022 In Context

Nearly all (**99%**) of CSC schools have engaged in regional professional learning events, programmes and assignments. This is a total of over **11,000** engagements from school leaders, practitioners and governors.

Curriculum for Wales is embedded in all areas of professional learning and support.

Since April 2020, over **1300** practitioners across the region have engaged with termly network meetings focused on sharing practice in all Areas of Learning and Experience (Areas), pedagogy and enquiry.

More than **2500** school leaders and practitioners from over **80%** of schools across the region have engaged with the cross-regional CfW programme, focused on supporting their schools' journey to curriculum roll-out.

During 2021/22 **20%** more practitioners engaged in professional learning to develop their Welsh language skills and competence than in 2020/21.

CSC has developed a CfW design thinking model to support schools and clusters in curriculum design.

**£5,179,098** was delegated to schools through collaboration funding, enabling school leaders and practitioners to engage in collaborations within and beyond their school on areas of school improvement to meet their specific school needs.

Nearly all schools (**96%**) in the region are engaged in cluster working, collaborating on work focused around the Curriculum for Wales and the wider reforms.

Since September 2021, **242** individual schools and 9 groups/clusters have been provided with bespoke support in relation to their school development priorities from CSC's curriculum team and / or brokered school to school support.

**143** of schools have achieved Siarter Iaith/Cymraeg Campus awards: **105** bronze, **35** silver and **3** gold

High quality professional learning guidance and resources are available in variety of media including blogs, vlogs, newsletters and toolkits.

CSC webinar and podcasts were launched in December 21 with over **5000** engagements with the recordings in 3 months.

**85%** of cluster across the region now have a coaching and mentoring facilitator.

The CfW Newsletter was launched in April 2021, including all up-to-date information to support schools in their journey to curriculum roll-out. This monthly publication has been viewed over **4000** times.

The CSC poster packs on CfW and Assessment have been viewed over **6000** times.

Almost **500** practitioners across the region have participated in almost 40 regional collaboration projects across focused areas of curriculum and pedagogy.

The CSC Curriculum for Wales community area online community provides an interactive platform with materials, professional learning opportunities and messaging related to Curriculum for Wales. The files area also includes resources to support all areas of Curriculum for Wales. The community now has **1200** members from across the region.

Our newly appointed Regional Leaders of Governance (RLGs) have provided high-quality support to governing bodies of **10** schools across the region.

There was an increase of **12%** of schools attended regional PL focused on vulnerable learners, with **99.5%** of participants evaluating that they were using or planning to use the learning in their role.

Over **120** school leaders, practitioners and CSC officers have undertaken the national coaching and mentoring trainer programme. **70%** of these have gone on to complete a formal qualification in coaching and mentoring, strengthening the impact and supporting embedding a coaching culture across the region.

All leadership pathways programmes are oversubscribed, with over **500** participants from across the region receiving national certification for their completion of the programmes.

**50** headteachers and deputy headteachers from schools across the region act as coaches to support participants in the leadership programmes.

The target number of TAs gaining HLTA status was more than doubled, with **54** TAs achieving HLTA status, an increase of over **100%** from the previous year.

More than **215** school leaders, practitioners and CSC officers have undertaken the regionally delivered national coaching and mentoring programme.

CSC further strengthened partnership working with ITE HEIs on the co-construction of bridging units designed to support the induction of newly qualified teachers to mitigate against the impact of COVID.

Nearly all (**93%**) NQTs in schools in the CSC region passed induction, with **7%** granted an extension.

## Further information

**For further information about how the Consortium is funded please contact:**

Louise Blatchford, Deputy Managing Director  
01443 281400 – [louise.blatchford@cscjes.org.uk](mailto:louise.blatchford@cscjes.org.uk)

Alternatively, please access the following channels to find out more about the Consortium:

- Website: [www.cscjes.org.uk](http://www.cscjes.org.uk)
- Twitter: [www.twitter.com/cscjes](http://www.twitter.com/cscjes)
- Facebook: [www.facebook.com/centralsouthconsortium](http://www.facebook.com/centralsouthconsortium)
- YouTube: <https://www.youtube.com/channel/UC7QuJOOOoz42gsBY-2ztI7A>
- Spotify: <https://open.spotify.com/show/78iDNTLHYBemkMF03ul3IZ>
- Weekly e-bulletin: <http://bit.ly/CSCbulletin>

A summary of our communications channels has been shared with schools, with links to the above as well as our area-specific Twitter accounts and key sections of our website: [Here For You](#)



Consortiwm Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service



[@CSCJES](https://twitter.com/CSCJES)



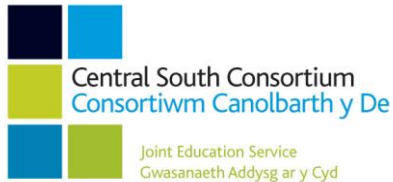
[communications@cscjes.org.uk](mailto:communications@cscjes.org.uk)

**Grymuso ysgolion i wella  
deilliannau i bob dysgwr**

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**Empowering schools to improve  
outcomes for all learners**





## **CENTRAL SOUTH CONSORTIUM REPORT FOR JOINT COMMITTEE**

**25<sup>TH</sup> OCTOBER 2022**

### **JOINT EDUCATION SERVICE**

#### **REPORT OF THE DEPUTY MANAGING DIRECTOR, MEMBERS' WORKSHOP FORWARD PLANNER**

**Author: Louise Blatchford, Deputy Managing Director**

#### **1. PURPOSE OF REPORT**

To provide Members with a verbal update on the proposed workshop dates and areas of focus for Members of Joint Committee and wider Scrutiny Members during the academic Year 2022 – 2023.

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Note the dates for the proposed workshops; and,
- 2.2 Consider whether there are any areas of the work of Central South Consortium Members would like to receive further information on as part of the annual work programme.

#### **3. BACKGROUND INFORMATION**

- 3.1 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.
- 3.2 Following the recent local elections, Central South Consortium propose to invite all new Members and scrutiny Members from the five constituent Local Authorities to a series of workshops over the academic year.

3.3 See Workshop Scheduling Table below:

<b>Date of Workshop</b>	<b>Title of Workshop</b>	<b>Content Overview</b>	<b>Platform (Virtual / Face to Face)</b>
30 <sup>th</sup> June 2022, 10am-Midday.	Understanding CSC	The working of CSC/Legal Agreement/Governance Arrangements	Virtual
20 <sup>th</sup> October 2022,9.30am- 11.30am.	School Improvement	The Role of Improvement Partners & Evaluation, Improvement & Accountability	Virtual
Spring Term 2023, date to be agreed.	TBC	TBC	TBC
Summer Term 2023, date to be agreed.	TBC	TBC	TBC

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

**THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985**

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**25<sup>th</sup> OCTOBER 2022**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

Freestanding matter

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