

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

Rhithwir

Dydd Mawrth, 3ydd Hydref, 2023 at 3.30 pm

Dolen gyswllt: Gwasanaethau Democrataidd [BusnesyCyngor@rctcbc.gov.uk](mailto:BusnesyCyngor@rctcbc.gov.uk)

Byddwch yn ymwybodol bydd cyfarfod y Pwyllgor dim ond â chworwm pan fydd o leiaf tri Aelod yn bresennol. 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

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 23 Mai 2023 yn rhai cywir.

(Tudalennau 3 -  
10)

### 3. ADRODDIAD CYLLIDEB 2023-2024

Derbyn yr wybodaeth ddiweddaraf gan y Trysorydd.

(Tudalennau 11 -  
16)

### 4. ADRODDIAD ARCHWILIO RHANBARTHOL

Derbyn yr wybodaeth ddiweddaraf gan y Dirprwy Reolwr-Gyfarwyddwr ynghylch:

- Grant Gwella Ysgolion y Consortia Rhanbarthol 2022-2023
- Grant Datblygu Disgyblion 2022-2023

(Tudalennau 17 -  
36)

**5. ADRODDIAD GRANTIAU CONSORTIWM CANOLBARTH Y DE -  
GRANT Y CONSORTIA RHANBARTHOL 2023-2024**

Derbyn yr wybodaeth ddiweddaraf gan y Dirprwy Reolwr-Gyfarwyddwr ynghylch:

- Grant y Consortia Rhanbarthol 2023-2024

(Tudalennau 37 -  
106)

**6. ADRODDIAD GRANTIAU CONSORTIWM CANOLBARTH Y DE -  
SIATER IAITH 2023-2024**

Derbyn yr wybodaeth ddiweddaraf gan y Dirprwy Reolwr-Gyfarwyddwr ynghylch:

- Siarter Iaith 2023-2024

(Tudalennau 107 -  
142)

**7. CYLCHRED MONITRO AC ADRODD BLYNYDDOL CONSORTIWM  
CANOLBARTH Y DE 2023-2024**

Trafod cynnig y Dirprwy Reolwr-Gyfarwyddwr.

(Tudalennau 143 -  
148)

**8. ADRODDIAD BLWYDDYN ARIANNOL CONSORTIWM  
CANOLBARTH Y DE**

Derbyn adroddiad gan y Dirprwy Reolwr-Gyfarwyddwr ar gyflawniad y Consortiwm yn ystod blwyddyn academaidd 2022-2023.

(Tudalennau 149 -  
204)

**9. ADRODDIAD RHANBARTHOL CWRICWLWM I GYMRU  
CONSORTIWM CANOLBARTH Y DE**

Derbyn adroddiad gan Gyfarwyddwr Cynorthwyol y Cwricwlwm a Dysgu Proffesiynol.

(Tudalennau 205 -  
230)

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

Derbyn adroddiad gan y Rheolwr-Gyfarwyddwr.

(Tudalennau 231 -  
236)

**11. MATERION BRYG**

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

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

Tudalen wag

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

Minutes of the virtual meeting of the Central South Consortium Joint Education Service Joint Committee meeting held on Tuesday, 23 May 2023 at 3.30 pm

This meeting was recorded, details of which can be accessed [here](#)

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

Councillor R Birch (Vale of Glamorgan Council) (Chair)  
Councillor R Lewis (Rhondda Cynon Taf County Borough Council)  
Councillor J-P Blundell (Bridgend CBC)  
Councillor M Jones (Merthyr Tydfil County Borough Council)  
Councillor S Merry (Cardiff Council)

### **Officers in attendance**

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

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

Ms L Blatchford Deputy - Deputy Managing, Director, Central South Consortium  
Ms N Gould - Assistant Director for Curriculum and Professional Learning, CSC  
Ms C Brind - Area Lead for Curriculum Reform, CSC

### **Apologies for Absence**

Ms C Seery

#### **1 Declaration of Interest**

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

#### **2 Minutes**

It was **RESOLVED** to approve the minutes of the 28<sup>th</sup> March 2023 as an accurate reflection of the meeting.

#### **3 Calendar of Meetings for the 2023-2024 Municipal Year**

It was **RESOLVED** to agree the proposed dates for the Calendar of Meetings of the Central South Consortium Joint Education Service Joint Committee for the 2023/2024 Municipal Year.

## 4 SUPPORT FOR GOVERNORS

The Assistant Director for Curriculum and Professional Learning, CSC, provided Members with a presentation on the proposed new support plan for governors in the region, and in particular noted the GAP programme, which was a new programme, which had just been launched, ready to start in September. She then took Members through the presentation, which she advised built on the previous report around regional recommendations on support for governors, which had been developed as part of the package for governors.

A Member raised concern that there was not enough financial training for governors to be able to adequately question a school budget.

The Assistant Director for Curriculum and Professional Learning, CSC explained that what had been built on was the core mandatory modules, although she recognised it worked differently in each local authority. There wasn't financial management as such, but what had been weaved through a number of modules, were the roles and responsibilities of governors, which did include where they were involved in financial management, school improvement planning, etc.

The Deputy Managing Director, CSC advised that the individual financial management, and the expectations of the finance teams, were different across each local authority, but there was something that could be taken onboard in terms of the generic ability to be able to question and interrogate budgets, and this was maybe something that could be picked up with the other Directors at the next Management Board meeting.

The Member asked if it was possible to do a comparison of training that Education authorities provided for their governors, to see examples of best practice, that could be shared.

The Assistant Director for Curriculum and Professional Learning, CSC explained that they worked with different local authorities on this and worked quite differently in every local authority, but they did try and ensure they didn't duplicate, and they did bespoke sessions, for individual local authority's or governor associations, so what had been talked about today, was the suite of professional learning that they were responsible for.

The Corporate Director for Education and Family Support (Bridgend) was happy to support the suggestion and take this to the next Director's meeting. He felt that all local authorities, were in different positions, with some having dedicated governor support teams, and some not, so the position was that they relied heavily on CSC for a lot of the professional development training, but he agreed in terms of scrutiny of finances and certainly from a Welsh Government (WG) perspective, the scrutiny and making best use of grant funding in particular e.g., PDG, the more governing bodies could be armed with those skills, the better.

It was **RESOLVED** to note the proposed new process for support to Governors at CSC, having considered the benefits to Governors; and approved the plan for inclusion in operational planning for 2023/24.

## 5 SUPPORT FOR CURRICULUM FOR WALES

The Area Lead for Curriculum Reform, CSC began by introducing herself, before taking Members through the presentation on Curriculum for Wales, and how

Schools were being supported. This included equity and excellence, what was meant by curriculum, implementation, how CSC supported schools, including Improvement Partners (IP's), the Central South Wales Challenge (CSWC), professional learning (PL), bespoke support, the CfW website and Communications.

A Member asked how long the roll-out was going to take?

The Assistant Director for Curriculum and Professional Learning, CSC advised that primary, special and a number of Secondary schools, from Year 7, would be rolled-out from September, so there was the continuation of that now until Year 11, had rolled-out. This year, it would become mandatory for Year's 7 & 8 to roll-out from this September, and would become a year on year, roll-out. As part of one of the elements of CfW there was a mandatory duty that schools kept their curriculum, under review, so in essence CfW was never done, because if you are in the ethos of CfW, you are ensuring your curriculum, teaching, and assessment, always meets the needs of learners e.g., some years small tweaks, some years whole scale change.

A Member asked, in terms of the careers advice, whether schools were signposted to things, going on within the local areas, as well as what the consortium provided, as there maybe different opportunities, depending on location.

The Area Lead for Curriculum Reform, CSC advised she led on careers work related experiences within her role and met regularly with The Cardiff Commitment and also with those in RCT as well and had looked at developing links with the other areas as well. She confirmed that information was shared across the system, and she was regularly in contact with Careers Wales, and all information that was gathered, through conversations with local authorities and Careers Wales, was communicated through newsletters and school bulletins.

A Member asked how much encouragement there was, because each school was developing its own curriculum, in response to the needs of pupils, and was there room in the system, for sharing good practice.

The Assistant Director for Curriculum and Professional Learning, CSC noted that the Area Lead for Curriculum Reform, CSC, had provided some examples of this, with some schools very willing to share emerging practice, and some school more reticent to do that because of the stage of development, they were in. There were a wealth of practitioners and school leaders, in schools, either supporting the writing and delivery of the programme, actually leading some programmes, videos or live sharing of some of their practice, but it looked slightly different in every school. There was plenty of sharing going on, but more needed in the system.

The Corporate Director for Education and Family Support (Bridgend) then provided Members with some examples, acknowledging there was a very healthy system, across the region.

A Member asked how much encouragement was given to try and foster a closer relationship between the primary and secondary phases, with regards to the new curriculum, to ensure a seamless transition for pupils from primary to secondary.

The Assistant Director for Curriculum and Professional Learning, CSC explained

that clusters were really essential in CfW, and some were very neat and other clusters, for example faith schools, may take from 24 different primary schools, so it was different for each cluster. There was an expectation nationally and from Directors, that cluster collaborations were important, and CSC tried to provide as much bespoke support inset days, for example, across clusters. At the highest level of WG legislation, there was a duty on schools to publish the plan of how they develop that shared understanding and progression, within the school, within their cluster and then beyond their cluster.

The Assistant Director for Curriculum and Professional Learning, CSC continued that it was inconsistent, and she could not say that every cluster was working well, at the moment, but there was certainly that awareness, encouragement, and collaboration funding that was provided, to enable cluster working, so it was certainly encouraged at all levels.

The Corporate Director for Education and Family Support (Bridgend) noted that Cardiff did a particularly good job of liaising with employers, because it was about the transition at the top end from schools out, as well. The other end was looking at non-maintained settings, working very closely with childcare providers to make the transition from early years into primary settings, effective, then from primary schools to secondary schools around the transition planning, and then moving into the post-16 environment. There was lots of activities going on, and there were inconsistencies, but all the clusters valued it, and were working towards that goal.

The Chair felt it would be interesting to receive an update, in a year or possibly the year after that, as things were changing and developing, all the time.

It was **RESOLVED** to note the support for curriculum reform in CSC, having considered the benefits to all stakeholders.

## **6 INTERNAL AUDIT REPORT**

The Deputy Managing Director, CSC advised Members that she would be presenting the Internal Audit report and began by taking Members through the background information at section 3, before advising that the Internal Audit report for the general ledger, had concluded that there was substantial assurance with regards to the work of the CSC, before providing Members with a definition of 'substantial assurance'. The Deputy Managing Director, CSC then highlighted a few items from the report itself, including on page 24 of the report, a number of strengths identified and areas for improvement, of which there were none identified in the report.

It was **RESOLVED** that Members had reviewed the regional Internal Audit Report, issued during 2022/23 and determined there were no matters of governance or an internal control nature that required further action or attention.

## **7 DRAFT STATEMENT OF ACCOUNTS 2022/23 (INCORPORATING THE 2022/23 ANNUAL GOVERNANCE STATEMENT) AND 2022/23 YEAR END POSITION**

The Service Director, Finance Services presented Members with the Draft, unaudited Statement of Accounts for 2022/23 that incorporated the outturn for the previous financial year and also the Annual Governance Statement. She continued that the Statement of Accounts were at appendix 1 and required



certification by the host Section 151 officer following presentation at this joint committee. She advised that Accounts and Audit regulations required accounts to be certified by 31<sup>st</sup> May following financial year end and she was pleased to inform Members this challenging timescale would be met, before noting paragraphs 3.2 to 3.5 of the report, in respect of Audit Wales and the timing of the audit of the 2022/23 Statement of Accounts.

The Service Director, Finance Services continued that it was recommended that the Joint Committee approve the Annual Governance Statement, which started on page 42 on Appendix 1, in the Statement of Accounts, with the document prepared in accordance with 'Delivering Good Governance in Local Government: Framework 2016' and had been subject to review and challenge by the Consortium's Senior Management Team. She then drew Members attention to Section 6 of the Annual Governance Statement, which concluded that the overall assessment of the arrangements within the consortium remained effective, providing assurance to Members, before advising of the 4 proposals for improvement, outlined in Section 7 and advising Joint Committee would be updated with progress on these recommendations. She then advised that Appendix A of the AGS, from page 67, provided updates on the 21/22 recommendations, 2 of which were now completed and 2 continuing to be in progress and were picked up in the recommendations at section 7.

The Service Director, Finance Services advised that the unaudited Financial outturn position for 2022/23, was an underspend of £409k and has been transferred to the Service Remodelling earmarked reserve as approved at the meeting of 13<sup>th</sup> Dec 2022. This resulted in General Fund balances remaining at £174k and the Service remodelling earmarked reserve being £609k. She then provided further detail on the reasons for the underspend of £409k, which were detailed from p5 of the accounts at Appendix 1.

A Member noted that the Supplies and Transport costs were small, but asked whether those budget items would recur, year on year, or whether they would come to an end, as a result of changing working practices.

The Service Director, Finance Services advised that in respect of the transport budget, this had increased for 2023/24, with the base reset back to 'business as usual' with more face-to-face meetings taking place.

The Member asked for clarification around the underspend on employment.

The Service Director, Finance Services advised that the underspend had arisen because of temporary vacancies and from maximisation of the grant.

The Deputy Managing Director, CSC explained that as well as maximisation of the grant, there had been a number of vacancies that arisen, and the recruitment process was a lot longer than the 30-day notice period.

The Managing Director, CSC acknowledged that recruitment was becoming more of a challenge, particularly as headteacher pay had increased ahead of Soulbury conditions. The Managing Director, CSC also acknowledged consideration was needed to be given to enhancing attractiveness of the opportunities employment in CSC offers. An advert had gone out to replace some IP's, with 13 applications for those posts, and 7 shortlisted, with 3 appointments to be made. The challenge was around recruiting staff to support the Welsh Medium School sector in particular, and the Managing Director CSC

advised that she felt further recruitment challenges may be ahead and may not be able to fill all vacancies.

The Chief Executive Officer (Merthyr) asked how stretched the organisation was at the moment, in terms of capacity.

The Managing Director, CSC explained that they were fortunate last year, in that they had over recruited into the IP team, but then had staff on long term sick, but had no capacity to backfill in terms of sickness. She continued that they were looking to work differently but didn't necessarily have the capacity to do that.

A Member asked for clarity around where people were coming from.

The Managing Director CSC confirmed that some of them were headteachers, but would probably only stay for 2 years, as they were close to retiring. She noted they had also attracted more people from England, looking to come into the Welsh system, so the application round had a different feel to it.

It was **RESOLVED** to note the Statement of Accounts, Outturns for 22/23, the service remodelling Earmarked reserve, and approve the Annual Governance Statement.

## 8 TERMS OF REFERENCE

The Deputy Managing Director, CSC advised Members that she would be taking Members through the report, which was in regard to the updated terms of reference for the governance structure of CSC. The Deputy Managing Director, CSC then took Members through the background information at section 3, before explaining that the Terms of Reference (TOR) were outlined in section 4, advising of only minor changes, since the report to Members in September 2020, with these changes predominantly to do with increased Membership of groups to ensure groups were quorate and to have the opportunity to have all local authorities represented e.g., governor stakeholder group.

The Deputy Managing Director, CSC advised that the TOR for these particular governance groups, did not align, currently, with the legal agreement, but as the Minister had announced a review of middle tier organisations, it was felt appropriate to wait for the outcome of this, before reverting back to reviewing the legal agreement.

It was **RESOLVED**, following review, to accept the terms of reference for the various governance groups within CSC.

## 9 CENTRAL SOUTH CONSORTIUM RISK REGISTER

The Deputy Managing Director, CSC began by advising that in line with the request from Members, at the meeting held on 28 March 2023, the CSC risk register would become a standing item on the agenda and reviewed and discussed at all meetings. The Deputy Managing Director, CSC then took Members through the background information at section 3, noting that the risk register presented to Members today, only had some slight changes, with regards to the extending of dates to the new financial year, but if there were any areas that Members wished to have as a specific agenda item at a subsequent meeting, please advise.

The Deputy Managing Director, CSC then took Members through the 12 items on the risk register.

The Chair felt there were several items that needed to be monitored on a regular basis, particularly items 1 and 5.

A Member, in reference to succession planning for headteachers, asked how much take up there was for deputy headteachers to go on the NPQH courses.

The Assistant Director for Curriculum and Professional Learning, CSC, advised there were approximately 60 on the current Aspiring Headteacher course, who would look to be part of the NPQH assessment in February, but there was not absolute clarity on where it goes from there, other than there would be a pilot and some interim measures, potentially.

The Member also asked, what the success rate was of passing the course, and how many just had the NPQH and did nothing with it and how many actually utilised it.

The Assistant Director for Curriculum and Professional Learning, CSC acknowledged that they had been doing some work around this recently, looking at people in the system who had attended and gained NPQH, in the last 5 years and looking at how many of those had taken up headship, and although it was a lower number than anticipated, there were substantially more acting headteachers at the moment. She advised that historically, they usually had an 80% – 85% pass rate, although she didn't have the exact figures, but could provide the accreditation rate figures, assessment centre figures, and a flavour of some of the work being done.

The Member asked if the number going through the system e.g., 60, was in line with other years.

The Assistant Director for Curriculum and Professional Learning, CSC acknowledged she was satisfied, but would have to look at this years, as Aspire had been put on hold.

The Corporate Director for Education and Family Support (Bridgend) agreed this was an important question, because what was being seen was a number of deputy headteachers that weren't progressing to headteacher, acknowledging that it was a significant responsibility being a headteacher, above a deputy headteacher, with a small pay difference, so it was an important one for the group to look at and monitor.

The Deputy Managing Director, CSC reminded Members that she had presented a sub report on leadership support and development, at the last meeting, and this provided a detailed breakdown of the comparisons year on year, as well as the number of candidates, advising Members from that report, that at the assessment centre in February 22, 55 candidates were assessed and following moderation, 44 were successful in meeting the standards. She noted that in 2021/22, 56 candidates were assessed, with 45 meeting the standards; in 2020-21, 27 candidates were assessed, with 21 meeting the standards, and year before it was 43 assessed with 37 meeting the standards.

The Managing Director, CSC acknowledged that they were seeing more candidates taking on NPQH and not completing it. Some analysis had been

done of where those candidates were, noting that of the 44 that met the standards in 2022, 7 had a substantive headship, so there was a real challenge with people not taking on substantive headships. She also noted there were 40 acting headteachers across the region, but it was not known if all of those had NPQH. One unintended consequence was that some people going through that process had realised that headship, wasn't for them. She noted that one of the proposals in the new NPQH programme was that people wouldn't keep their NPQH status forever, so if they didn't get a headship, they would have to top it up or let their status lapse. She also felt it was important to work with some of the candidates who were interested, as to why they weren't getting those jobs or being successful at interview, and what was missing from the programme.

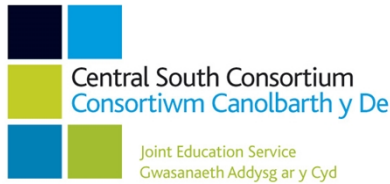
It was **RESOLVED**, following consideration, to approve the corporate risk register for CSC, which aligned to the updated Risk Management Policy.

**10 Urgent Business**

None

**This meeting closed at 5.14 pm**

**Cllr R Birch  
Chair**



**CENTRAL SOUTH CONSORTIUM  
REPORT FOR JOINT COMMITTEE**

**3<sup>RD</sup> OCTOBER 2023**

**JOINT EDUCATION SERVICE**

**REPORT OF THE TREASURER – UPDATE ON 2023/24 BUDGET AND  
2022/23 STATEMENT OF ACCOUNTS**

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

**1. PURPOSE OF REPORT**

To provide Members with;

- 1.1 An update of the projected outturn position for 2023/24 (projected as at August 2023);
- 1.2 A summary of 2023/24 grant funding allocations; and
- 1.3 An update on the progress of the external audit of the 2022/23 Statement of Accounts.

**2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Note the current outturn position for 2023/24 including the approach to funding the cost implications of national pay award agreements should these be above budgeted levels set aside.
- 2.2 Note the current grant position for 2023/24.
- 2.3 Note the current position with the external audit of the 2022/23 Statement of Accounts.

### 3. REVENUE BUDGET 2023/24

- 3.1 The 2023/24 revenue budget was approved by Joint Committee on the 13<sup>th</sup> December 2022. A summary of the budget, projected outturn for the full year (projected as at August 2023) and variances are presented in Table 1.

Table 1 – Projected outturn position 2023/24

<b>Category</b>	<b>Original Budget 2023/24 £</b>	<b>Projected Out-turn 2023/24 £</b>	<b>Variance (Under) / Over spend £</b>
<b>Expenditure</b>			
<b>Employees</b>	<b>3,111,384</b>	<b>3,095,481</b>	<b>(15,903)</b>
<b>Premises</b>			
Rent	88,280	88,200	(80)
Maintenance	153	1,839	1,686
Hire of Venues	15,533	15,532	(1)
Other	0	222	222
<b>Total Premises Cost</b>	<b>103,966</b>	<b>105,793</b>	<b>1,827</b>
<b>Transport</b>	<b>29,000</b>	<b>24,050</b>	<b>(4,950)</b>
<b>Supplies &amp; Services</b>			
Continuing Professional Development / Staff Adverts	28,250	28,266	16
Licences / Mobile & Telephone Charges / Computer Costs – Hardware / Software	73,347	63,435	(9,912)
External Audit & Actuary Fee, Employer Liability & Public Liability Insurance	53,930	53,930	0
Photocopying / Postage / Advertising / Stationery / General Office Expenses	18,377	21,503	3,126
<b>Total Supplies &amp; Services</b>	<b>173,904</b>	<b>167,134</b>	<b>(6,770)</b>
<b>Support Services</b>	<b>150,375</b>	<b>173,011</b>	<b>22,636</b>
<b>Gross Expenditure</b>	<b>3,568,629</b>	<b>3,565,469</b>	<b>(3,160)</b>
<b>Income</b>			
Local Authority	3,516,129	3,516,133	(4)

Category	Original Budget 2023/24 £	Projected Out-turn 2023/24 £	Variance (Under) / Over spend £
Contributions			
Transitional Funding	33,000	26,986	6,014
Grants & Other Income	19,500	22,350	(2,850)
<b>Total Income</b>	<b>3,568,629</b>	<b>3,565,469</b>	<b>3,160</b>
<b>Net Expenditure</b>	<b>0</b>	<b>0</b>	<b>0</b>

3.2 The projected outturn position (projected as at August 2023) for the 2023/24 financial year is on budget with key variances set out below:

- Employees (£16k projected underspend) – partly due to updated Improvement Partner staffing costs for the year and reconfiguration of the Business Support service delivery model (see also Support Services);
- Premises (£2k projected overspend) – additional one-off costs to enable the office accommodation to be fit for purpose for agile working;
- Transport (£5k projected underspend) – the projected outturn reflects a lower estimated expenditure requirement for the year;
- Supplies & Services (£7k projected underspend) – mainly due to one off savings associated with data analytics;
- Support Services - (£23k projected overspend) – increased costs as a result of the business need for further services from the host authority;
- Transitional Funding (projected to be £6k less than budget) - based on the projected use of earmarked reserves to support the delivery of a balanced budget; and
- Grants and Income (projected to be £3k higher than budget) – in respect of unbudgeted income received for inspection work being undertaken by Central South Consortium officers.

3.4 For the purpose of this report employee costs have been projected based on pay awards in line with the planning assumptions / annual budget approved by Joint Committee on the 13<sup>th</sup> December 2022. Members will be aware that negotiations around NJC (2023/24) and Soulbury (2022/23 and 2023/24 respectively) pay awards remain ongoing.

3.5 Members will be aware that the Joint Committee, at its 23<sup>rd</sup> May 2023 meeting, approved a £609k 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 2022/23. Currently, there is £27k forecasted spend against this reserve in 2023/24 i.e. to support the delivery of a balanced budget for the current financial year.

- 3.6 Members are asked to note that the impact of actual pay awards, over and above the assumptions made in 3.4 above, would need to be funded from the designated earmarked reserve and / or the 2023/24 revenue budget.

#### **4 GRANT FUNDED SERVICE 2023/24**

- 4.1 Table 2 sets out the 2023/24 grant allocations received by the Consortium from Welsh Government as at August 2023.

Table 2 – 2023/24 grant allocations

<b>Grant</b>	<b>Total Grant 2023/24 £</b>	<b>Retained to Fund National Priorities 2023/24 £</b>	<b>Delegated to Schools/Local Authorities 2023/24 £</b>
<b>Regional Consortia Grant<sup>1</sup></b> (including match funding)	<b>51,073,011</b>	<b>7,052,960</b>	<b>44,020,051</b>
<b>Welsh Language Framework<sup>2</sup></b>	<b>77,800</b>	<b>77,800</b>	<b>0</b>
<b>Pupil Development Grant<sup>3</sup></b>			
Children Looked After	TBC	TBC	TBC
PDG Consortia Led	TBC	TBC	TBC
PDG Adviser	TBC	TBC	TBC
<b>Total</b>	<b>51,150,811</b>	<b>7,130,760</b>	<b>44,020,051</b>

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

#### **5 2022/23 STATEMENT OF ACCOUNTS**

- 5.1 The Accounts and Audit (Wales) (Amendment) Regulations 2018 require Local Authorities to certify draft Statement of Accounts by 31<sup>st</sup> May and publish audited Statement of Accounts by 31<sup>st</sup> July. Since the onset of COVID-19 in 2020, Welsh Government clarified their expectation for the extension of these timescales.

- 5.2 More recently, in the Auditor General for Wales' letter to Local Government bodies, Welsh Government and the WLGA, dated 23<sup>rd</sup> March 2023, it was

<sup>1</sup> Distribution of grant due to be approved on 3<sup>rd</sup> October 2023

<sup>2</sup> Distribution of grant due to be approved on 3<sup>rd</sup> October 2023

<sup>3</sup> Award of funding letter is yet to be issued by Welsh Government.



explained that the introduction of a revised auditing standard and delays in completing the audit of 2021/22 accounts (as a result of a UK wide technical issue regarding the valuation of local government infrastructure assets) necessitated an extension to audit certification deadlines from 2022/23 Statement of Accounts and up to and including the 2024/25 financial year. Members will note that the Consortium's draft Statement of Accounts for 2022/23 was certified by the Treasurer (i.e. Rhondda Cynon Taf County Borough Council's Deputy Chief Executive and Group Director – Finance, Digital and Frontline Services) on 24<sup>th</sup> May.

- 5.3 The draft unaudited Statement of Accounts was presented to Joint Committee at its meeting of 23<sup>rd</sup> May 2023. Due to the reasons outlined above in paragraph 5.2, the Joint Committee has not received the audited accounts at this meeting. The external audit is currently underway and it is anticipated that the audited Statement of Accounts will be presented to the next Joint Committee alongside the related External Audit report.

## **6 CONCLUSIONS**

- 6.1 The Joint Committee approved the 2023/24 revenue budget on the 13<sup>th</sup> December 2022 and the outturn position for the full year is projected to be on budget.
- 6.2 The Consortium will continue to closely monitor and manage its resources, including the impact of national pay award levels when agreed, and report updates to Joint Committee throughout the financial year.
- 6.3 The 2023/24 Grants Register has been updated to reflect the current grant funding position.
- 6.4 The 2022/23 Statement of Accounts audit is currently underway and it is anticipated that the audited accounts will be reported to the next Joint Committee meeting together with the related External Audit report.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**3<sup>rd</sup> OCTOBER 2023**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

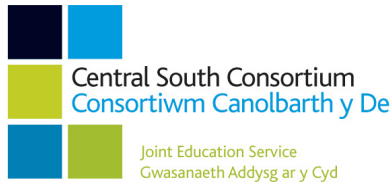
**List of background papers**

Freestanding matter

Officer to Contact :

Stephanie Davies

Tel no. 01443 424026



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

### **JOINT COMMITTEE REPORT**

**3<sup>RD</sup> OCTOBER 2023**

### **2023/24 REGIONAL INTERNAL AUDIT REPORT (2022/2023 GRANT FUNDING)**

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

#### **1. PURPOSE OF REPORT**

- 1.1 To consider the Internal Audit report issued by the Regional Internal Audit Service to the Central South Consortium during 2023/24.

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Review the Regional Internal Audit Report issued during 2022/23 and determine whether there are any matters of governance or an internal control nature that require further action or attention.

#### **3. BACKGROUND INFORMATION**

- 3.1 The Central South Consortium is responsible for putting in place proper arrangements for the governance of its affairs and facilitating the effective exercise of those functions.
- 3.2 One aspect of governance is the system of internal control and the Regional Internal Audit Service undertake audit work each year to independently assess the adequacy of this area from a financial administrative perspective. This work is undertaken in line with the Legal Agreement for the Central South Consortium.
- 3.3 Members will be aware the Central South Consortium is also responsible for undertaking an assessment of its governance arrangements each year, including the system of internal control, the findings from which are set out

in an Annual Governance Statement (AGS). The conclusions from the Regional Internal Audit Service’s work during 2023-24 form part of the AGS for this period (with the AGS being reported to the 20rd May 2024 Joint Committee meeting).

**4. REGIONAL AUDIT REPORT ISSUED IN 2023/24**

4.1 For the 2023/24 financial year, The Regional Internal Audit Service reviewed two grant claims made by Central South Consortium as per the requirements of the respective terms and conditions of the grant. Details of the outcome of the reviews are set out in Table 1 and a copy of the respective reports are included at Appendix 1.

Table 1 – Regional Internal Audit Report Issued in 2023/24

<b>Internal Audit Report Issued</b>	<b>Conclusions</b>	<b>Number of Recommendations Reported</b>	<b>Number of Recommendations Implemented</b>
Regional Consortia School Improvement Grant (RCSIG) claim for 2022/2023  APPENDIX A	Substantial Assurance	0	0
Pupil Development Grant (PDG) claim for 2022/2023  APPENDIX B	Substantial Assurance	0	0

**5. CONCLUSIONS**

5.1 The Regional Internal Audit Service play an important role in providing independent assurance on the systems of internal control operating within the Central South Consortium.

5.2 Based on the work undertaken by the Regional Internal Audit Service during the year, no recommendations for improvement were deemed necessary in respect of the Consortium’s internal control arrangements.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**3<sup>rd</sup> OCTOBER 2023**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

Freestanding matter

Officer to Contact:

Louise Blatchford  
Tel no. 01443 281400

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*Professional, Approachable, Independent*

## Internal Audit Final Report



### CSC - REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT (RCSIG) 2022/23

**Final Report Issue Date** 24<sup>th</sup> July 2023

**Draft Report Issue Date** 21<sup>st</sup> July 2023

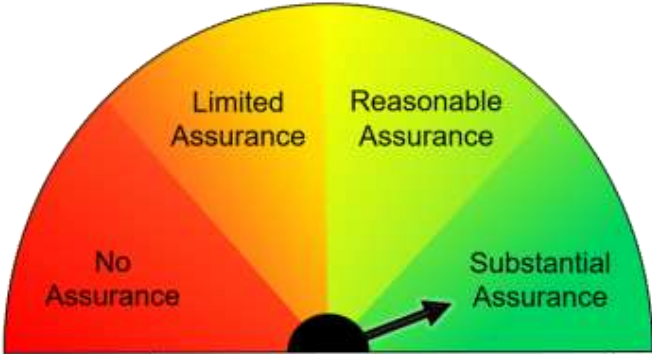
**Report Authors** Andrew Hopkins – Senior Auditor  
Lisa Cumpston - Audit Manager

**Report Distribution** Alyson Price – CSC Business Manager  
Paul Griffiths - Service Director, Finance  
and Improvement Services  
Stephanie Davies - Head of Finance,  
Education and Financial Reporting



**REGIONAL INTERNAL AUDIT SERVICE /  
GWASANAETH ARCHWILIO MEWNOL RHANBARTHOL**



AUDIT OPINION	RECOMMENDATION SUMMARY	
	<b>High Priority</b>	0
	<b>Medium Priority</b>	0
	<b>Low Priority</b>	0
	<b>Total</b>	0
<p><b>SUBSTANTIAL ASSURANCE</b></p> <p>A sound system of governance, risk management and control exists, with internal controls operating effectively and being consistently applied to support the achievement of objectives in the area audited.</p>		
<p><b>STRENGTHS &amp; AREAS FOR IMPROVEMENT</b></p>		
<p>During the audit a number of key strengths and areas of good practice were identified as follows:</p> <ul style="list-style-type: none"> <li>• Verification was obtained from the Financials system that the correct budget amount had been received from Welsh Government (WG).</li> <li>• Central monitoring of the grant is undertaken by the Grant Funding Officer.</li> <li>• Verification was obtained from the Financials system to confirm expenditure incurred by the service as per the Consortium funding profile (Schedule 5).</li> <li>• Sample testing of payments established that all expenditure was deemed appropriate as per terms and conditions of the grant. No issues or discrepancies were identified.</li> <li>• The amount of grant retained (agreed by the Board) was £12,247,799 from the total RCSIG grant the consortium received from the Welsh Government of £48,890,774.</li> <li>• The CSC grant allocation of £12,247,799 in 2022/23 was underspent by £10,691.33.</li> </ul> <p>No key issues were identified during the audit and there are no findings contained within this report.</p>		



<b>CONTENTS</b>		
<b>1</b>	Introduction & Background	<b>4</b>
<b>2</b>	Objectives & Scope	<b>4</b>
<b>3</b>	Audit Approach	<b>5</b>
<b>4</b>	Acknowledgements	<b>6</b>
<b>5</b>	Findings & Recommendations	<b>7</b>
<b>6</b>	Definitions	<b>8</b>

## 1. INTRODUCTION & BACKGROUND

An audit of the Regional Consortia School Improvement Grant (RCSIG) claim for 2022/23 was undertaken as per the requirements of the Grant Terms and Conditions and in accordance with the 2023/24 Internal Audit Plan.

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

Verification was obtained from the Financials system that the correct amount of grant had been received from the Welsh Government.

The total amount of RCSIG grant received from Welsh Government was £48,890,774 of which £12,237,108 was retained by the CSC with the balance being delegated to all the schools in each of the 5 Councils who make up the Consortium (Merthyr Tydfil, Rhondda Cynon Taf, Cardiff, Bridgend and the Vale of Glamorgan).

Grant expenditure amounted to £12,237,108 (Schedule 5) as follows:

<b>Objective</b>	<b>£</b>
Curriculum and Assessment Reform	5,619,680
Professional Learning and Leadership	1,904,350
Modern Foreign Languages	196,877
Other Teaching and Learning PL	238,888
Coding and Digital Skills	89,403
Professional Learning Funding	0
Remote Instruction of language and Literacy	0
Multi Agency Support Approach	0
Education Improvement Grant	3,320,732
Support Collaborative Working	0
Building Capacity in leadership	55,553
Support System preparation for International Tests	0
Variation 1 funding	189,993
Variation 2 funding	621,632
<b>Total</b>	<b>12,237,108</b>

## 2. OBJECTIVES & SCOPE OF THE AUDIT

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

Audit testing was undertaken in respect of financial year 2022/23 and was undertaken remotely using video conferencing and digital solutions as a basis for meetings and sharing documentation.

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

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

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

#### **11. Audit Requirements**

You must:

- i) maintain complete, accurate and valid accounting records identifying all income and expenditure in relation to the purposes;
  - ii) without charge, permit any officer or officers of the Welsh Government, Wales Audit Office or any UK subsidy enforcement body at any reasonable time and on reasonable notice (in exceptional circumstances, such as the prevention or detection of fraud, it may not be practicable to provide you with reasonable notice) being given to you to visit your premises and/or to inspect any of your activities and/or to examine and take copies of your books of account and such other documents or records howsoever stored as in such officer's reasonable view may relate in any way to your use of the Funding. This undertaking is without prejudice and subject to any other statutory rights and powers exercisable by the Welsh Government, Wales Audit Office or any UK subsidy enforcement body or any officer, servant or agent of any of the above;
    - i. retain this letter and all original documents relating to the Funding until we inform you in writing that it is safe to destroy them;
    - ii. provide us with an audit certificate in accordance with the requirements set out in Schedule 5.
- (b) Under paragraph 17 of Schedule 8 to the Government of Wales Act 2006 the Auditor General for Wales has extensive rights of access to documents and information relating to monies provided by the Welsh Government. They and their officials have the power to require relevant persons who control or hold documents to give any assistance, information and explanation that they may require; and to require those persons to attend before them for such a purpose. The Auditor General and their staff may exercise this right at all reasonable times.

### **3. AUDIT APPROACH**

Fieldwork took place following agreement of the audit objectives.

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

This final report contains no audit findings or recommendations for implementation by Management.

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

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

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

#### 4. ACKNOWLEDGMENTS

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

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

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

Any enquires regarding the disclosure or re-issue of this document to third parties should be sent to the Head of the Regional Internal Audit Service via [awathan@valeofglamorgan.gov.uk](mailto:awathan@valeofglamorgan.gov.uk)

## 5. FINDINGS & RECOMMENDATIONS

### RCSIG - ADMINISTRATION / INCOME

**Control Objective: To ensure there are robust controls surrounding the administration of the grant / income received.**

**Strengths:**

- Verification was obtained from the Financials system that the correct budget amount had been received from the Welsh Government.
- Central monitoring of the grant expenditure is undertaken by the Grant Funding Officer.

### RCSIG - EXPENDITURE

**Control Objective: To ensure there are robust controls surrounding the expenditure of the grant.**

**Strengths:**

- Verification was obtained from the Financials system to confirm expenditure incurred by the service as per the Consortium funding profile (Schedule 5).
- Sample testing of payments established that all expenditure was deemed appropriate as per terms and conditions of the grant. No issues or discrepancies were identified.

### 6. DEFINITIONS

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AUDIT ASSURANCE CATEGORY CODE	
<b>Substantial Assurance</b>	A sound system of governance, risk management and control exists, with internal controls operating effectively and being consistently applied to support the achievement of objectives in the area audited.
<b>Reasonable Assurance</b>	There is a generally sound system of governance, risk management and control in place. Some issues, non-compliance or scope for improvement were identified which may put at risk the achievement of objectives in the area audited.
<b>Limited Assurance</b>	Significant gaps, weaknesses or non-compliance were identified. Improvement is required to the system of governance, risk management and control to effectively manage risks to the achievement of objectives in the area audited.
<b>No Assurance</b>	Immediate action is required to address fundamental gaps, weaknesses or non-compliance identified. The system of governance, risk management and control is inadequate to effectively manage risks to the achievement of objectives in the area audited.

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

*Professional, Approachable, Independent*

## Internal Audit Final Report

**2022/23**



# **CENTRAL SOUTH CONSORTIUM (CSC) PUPIL DEVELOPMENT GRANT (PDG) 2022/23**

**Final Report Issue Date** 24<sup>th</sup> July 2023

**Draft Report Issue Date** 21st July 2023


**Report Authors** Andrew Hopkins - Senior Auditor  
Lisa Cumpston - Audit Manager

**Report Distribution** Alyson Price – CSC Business Manager  
Paul Griffiths - Service Director, Finance  
and Improvement Services  
Stephanie Davies - Head of Finance,  
Education and Financial Reporting



**REGIONAL INTERNAL AUDIT SERVICE /  
GWASANAETH ARCHWILIO MEWNOL RHANBARTHOL**



AUDIT OPINION	RECOMMENDATION SUMMARY	
	<b>High Priority</b>	0
	<b>Medium Priority</b>	0
	<b>Low Priority</b>	0
	<b>Total</b>	0
<h3>SUBSTANTIAL ASSURANCE</h3> <p>A sound system of governance, risk management and control exists, with internal controls operating effectively and being consistently applied to support the achievement of objectives in the area audited.</p>		
<h3>STRENGTHS &amp; AREAS FOR IMPROVEMENT</h3>		
<p>During the audit a number of key strengths and areas of good practice were identified as follows:</p> <ul style="list-style-type: none"> <li>• Verification was obtained from the Financials system that the correct budget amount had been received from Welsh Government (WG).</li> <li>• Central monitoring of the grant expenditure is undertaken by the Grant Funding Officer.</li> <li>• Verification was obtained from the Financials system to confirm expenditure incurred by the service as per the Consortium funding profile (Schedule 4).</li> <li>• Sample testing of payments established that all expenditure was deemed appropriate as per the terms and conditions of the grant. No issues or discrepancies were identified.</li> <li>• The amount of grant retained (agreed by the Board) was £759,365 from the total PDG grant that was received by the Consortium from Welsh Government (WG) of £43,484,273.</li> <li>• The CSC grant allocation of £759,365 was fully spent.</li> </ul> <p>No key issues were identified during the audit and there are no findings contained within this report.</p>		



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<b>3</b>	Audit Approach	<b>5</b>
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<b>6</b>	Definitions	<b>8</b>

## 1. INTRODUCTION & BACKGROUND

An audit of the CSC Pupil Development Grant (PDG) grant claim for 2022/23 was undertaken as per the requirements of the Grant Terms and Conditions and in accordance with the 2023/24 Internal Audit Plan.

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

Verification was obtained from the Financials system that the correct amount of grant had been received from the Welsh Government.

The total amount of grant received from Welsh Government was £43,484,273 of which £759,365 was retained by the CSC with the balance being delegated to schools / each of the 5 Councils who make up the Consortium (Merthyr Tydfil, Rhondda Cynon Taf, Cardiff, Bridgend and the Vale of Glamorgan).

Grant expenditure amounted to £759,365 (highlighted on Schedule 4) as follows:

Objective	£
PDG Children Looked After (CLA)	423,092
PDG Consortia Led	236,273
PDG Advisor Grant	100,000
<b>Total</b>	<b>759,365</b>

## 2. OBJECTIVES & SCOPE OF THE AUDIT

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

Audit testing was undertaken in respect of financial year 2022/23 and was undertaken remotely using video conferencing and digital solutions as a basis for meetings and sharing documentation.

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

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

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

### 11. Audit Requirements

You must:

- i) maintain complete, accurate and valid accounting records identifying all income and expenditure in relation to the Purposes;

- ii) without charge, permit any officer or officers of the Welsh Government, Wales Audit Office or any UK subsidy enforcement body at any reasonable time and on reasonable notice (in exceptional circumstances, such as the prevention or detection of fraud, it may not be practicable to provide you with reasonable notice) being given to you to visit your premises and/or to inspect any of your activities and/or to examine and take copies of your books of account and such other documents or records howsoever stored as in such officer's reasonable view may relate in any way to your use of the Funding. This undertaking is without prejudice and subject to any other statutory rights and powers exercisable by the Welsh Government, Wales Audit Office or any UK subsidy enforcement body or any officer, servant or agent of any of the above;
  - i. retain this letter and all original documents relating to the Funding until we inform you in writing that it is safe to destroy them.
  - ii. provide us with an audit certificate in accordance with the requirements set out in Schedule 5.
- (b) Under paragraph 17 of Schedule 8 to the Government of Wales Act 2006 the Auditor General for Wales has extensive rights of access to documents and information relating to monies provided by the Welsh Government. They and their officials have the power to require relevant persons who control or hold documents to give any assistance, information and explanation that they may require; and to require those persons to attend before them for such a purpose. The Auditor General and their staff may exercise this right at all reasonable times.

### 3. AUDIT APPROACH

Fieldwork took place following agreement of the audit objectives.

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

This final report contains no audit findings or recommendations for implementation by Management.

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

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

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

#### 4. ACKNOWLEDGMENTS

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

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

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

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## 5. FINDINGS & RECOMMENDATIONS

### CSC PDG - ADMINISTRATION / INCOME

**Control Objective: To ensure there are robust controls surrounding the administration of the grant / income received.**

**Strengths:**

- Verification was obtained from the Financials system that the correct budget amount had been received from the Welsh Government.
- Central monitoring of the grant expenditure is undertaken by the Grant Funding Officer.

### CSC PDG - EXPENDITURE

**Control Objective: To ensure there are robust controls surrounding the expenditure of the grant.**

**Strengths:**

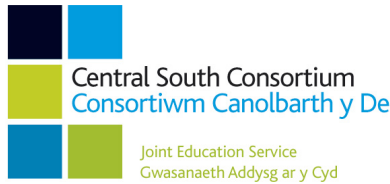
- Verification was obtained from the Financials system to confirm expenditure incurred by the service as per the Consortium funding profile (Schedule 4)
- Sample testing of payments established that all expenditure was deemed appropriate as per terms and conditions of the grant. No issues or discrepancies were identified.

## 6. DEFINITIONS

AUDIT ASSURANCE CATEGORY CODE	
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RECOMMENDATION CATEGORISATION	
Risk may be viewed as the chance, or probability, one or more of the systems of governance, risk management or internal control being ineffective. It refers both to unwanted outcomes which might arise, and to the potential failure to realise desired results. The criticality of each recommendation is as follows:	
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<b>Low Priority</b>	Action that is considered desirable and should result in enhanced control.

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

### **JOINT COMMITTEE REPORT**

**3<sup>RD</sup> OCTOBER 2023**

## **CENTRAL SOUTH EDUCATION CONSORTIUM GRANTS: REGIONAL CONSORTIA GRANT 2023-2024**

### **REPORT OF THE DIRECTORS OF EDUCATION**

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

#### **1. PURPOSE OF REPORT**

- 1.1 To provide Members with an update on the grants to be received by the Consortium in 2023/24, for which notifications have been received, and the methods of allocation of each.

#### **2. RECOMMENDATIONS**

Directors to recommend the following to the Joint Committee;

- 2.1 Approve the distribution of grants as detailed in section 5 of this report.

#### **3.0 BACKGROUND**

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

#### **4.0 METHOD OF APPORTIONMENT**

- 4.1 The method of apportionment of each grant will vary depending on its nature, its intended recipients, its purposes and the associated terms and conditions.
- 4.2 For each grant the following process shall be adopted:
- The Consortium shall prepare a proposed method of distribution taking into account all relevant criteria.
  - The Director of Education (or equivalent) of each authority shall approve the basis of apportionment at the Executive Board of the Central South Joint Education Service. This will ensure appropriate and effective use of grant funding to target school improvement equitably across each of the five authorities areas
  - A report detailing the basis and reasons for the method adopted shall be presented to the Joint Committee for approval.
- 4.3 This report presents details of 2023/24 grants to the Joint Committee.

## **5.0 2023/24 GRANTS**

Grant approval letter has been received detailing the grants coming into the Consortium. The Directors have agreed to maintain the LA disaggregation of the funding and to apply a common formula for the delegation of the LA funding to schools.

### **5.1 Regional Consortia Grant 2023/24 – award dated 18<sup>th</sup> May 2023**

The total of this award of funding is £48,083,989 over the period 1<sup>st</sup> April 2023 – 31<sup>st</sup> March 2024 (£48,652,545 in 2022/23).

The purpose of this funding is to support delivery of Welsh Government (WG) aspirations and priorities for schools and education. Regional consortia and partnerships in Wales and their related local authorities have a significant role to play in improving educational outcomes for all learners in Wales and in delivering our substantial educational reform.

The funding letter outlines WG's overarching national priorities. The Funding must support delivery of Curriculum for Wales and its enabling objectives.

In delivering the Curriculum for Wales, WG continue the need to focus on the four enabling objectives around which this grant is structured:

- 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



- Robust assessment, evaluation and accountability arrangements supporting a self-improving system.

The consortia business plan clearly articulates the contribution towards progress of these measures, including associated outcomes and key performance indicators.

### Grant Distribution

A detailed breakdown of the apportionment of the funding, in line with the approved CSC 2023/24 Business Plan, can be found table 1 below.

Table 1 – Regional Consortia School Improvement Grant 2023/24

Regional Consortia Grant	2023/2024 Budget	
	£	%
<b>Centrally retained funding</b>		
Employee costs	4,836,184	9.5%
Non Employee costs	199,684	0.4%
Centrally Retained Pan Wales project costs	60,000	0.1%
Business Plan Activity	1,957,092	3.8%
National Professional Qualification for Headship (NPQH)	TBC	
	<b>7,052,960</b>	<b>13.8%</b>
<b>Delegated funding to Schools</b>		
Central South Wales Challenge Model	597,300	1.2%
Collaboration Model	3,264,166	6.4%
Support to School Partnerships	163,200	0.3%
Curriculum Reform (Network facilitation)	52,500	0.1%
Welsh-medium Capacity	140,799	0.3%
Professional Learning funding to schools	3,883,594	7.6%
EIG Element for Schools / PRUs (inc WEG)	35,442,360	69.4%
	<b>43,543,919</b>	<b>85.3%</b>
<b>Delegated funding to LAs</b>		
Non Maintained settings - Foundation Phase	311,570	0.6%
Local authorities (LA) - administration of grant	66,562	0.1%
LA Annex	98,000	0.2%
	<b>476,132</b>	<b>0.9%</b>
<b>TOTAL GRANT (INCLUDING LA MATCH FUNDING)</b>	<b>51,073,011</b>	
LA MATCH FUNDING	2,989,022	
<b>TOTAL GRANT (EXCLUDING LA MATCH FUNDING)</b>	<b>48,083,989</b>	

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**3<sup>rd</sup> OCTOBER 2023**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

Freestanding matter

Officer to Contact:

Louise Blatchford  
Tel no. 01443 281400



Llywodraeth Cymru  
Welsh Government

Mr Barrie Davies  
Section 151 Officer  
Rhondda Cynon Taf County Borough Council  
The Pavilions  
Clydach Vale  
Tonypandy  
CF40 2XX

18 May 2023

Dear Mr Davies

**Award of Funding in relation to Regional Consortia School Improvement Grant  
2023 - 2024 - Central South Consortium**

**1. Award of Funding**

- (a) We are pleased to inform you of your funding of up to £48,083,989 (*forty eight million, eighty three thousand, nine hundred and eighty nine pounds*) (the “**Funding**”) is awarded to you for the Purposes (as defined in Condition 4(a)).
- (b) The Funding relates to the period 1 April 2023 to 31 March 2024 and must be claimed in full by 31 March 2024 otherwise any unclaimed part of the Funding will cease to be available to you.
- (c) This letter shall become effective on the date of signature evidencing acceptance by you as set out in the acceptance page below.
- (d) If you have any queries in relation to this award of Funding or the Conditions, please contact the Welsh Government Official who will be happy to assist you.

**2. Statutory authority and Subsidy Control**

- (a) This award of Funding is made on and subject to the Conditions and under the authority of the Minister for Education, one of the Welsh Ministers, acting pursuant to functions transferred under sections 58A and 60 of the Government of Wales Act 2006 and sections 14-17 of the Education Act 2002.

Grants Centre of Excellence  
Standard Grant Letter inc Conditions  
In arrears  
Version 14.0 – December 2022  
For review on or before 01 June 2023

- (b) You must ensure that the use of the Funding is compatible with the Subsidy Control Act 2022 and the applicable agreements contained in the World Trade Organisation rules, UK-EU Trade and Cooperation Agreement and any Free Trade Agreement involving the UK and the Northern Ireland Protocol.

### 3. Interpreting the Conditions

Any reference in the Conditions to:

**'Account'** is the bank account opened and maintained by you with a UK clearing bank, in your own name and in respect of which you have sole signing Rights;

**'Business Day'** is to a day other than a Saturday, Sunday, Christmas Day, Good Friday or a bank holiday in Wales under the Banking and Financial Dealings Act 1971;

**'Conditions'** is to the terms and conditions set out in this letter and the Schedules;

**'Costs Incurred'** is to the cost of goods and/or services you have received regardless of whether you have paid for them by the date of your claim;

**'Costs Incurred and Paid'** is to the invoiced cost of goods and/or services you have received, and which have been paid for by you in cleared funds by the date of your claim;

**'Notification Event'** is to any of the events listed in Schedule 3;

**'Indicative Payment Profile'** is to the indicative payment profile set out in Schedule 4;

**'Personnel'** is to your management/employees and suppliers or any other person appointed or engaged by you in relation to the Purposes;

**'Project Manager'** is to your project manager who is responsible for the day to day management of this award of Funding;

Louise Blatchford  
Central South Consortium  
Valleys Innovation Centre  
Navigation Park  
Abercynon  
Rhondda Cynon Taf  
CF45 4SN  
Tel: 07971 430409

**'Schedule'** is to the schedules attached to this letter;

**'we', 'us', 'our'** is to the Welsh Ministers;

**'Welsh Government Official'** is to

Francesca Jeremy,  
Head of Revenue Funding for Schools  
Education Directorate  
Welsh Government  
Cathays Park  
Cardiff CF10 3NQ  
Tel: 0300 062 8133

or such other Welsh Government official as we may notify you; **'you', 'your'** is to

Rhondda Cynon Taf County Borough Council  
The Pavilions  
Clydach Vale  
Tonypany  
CF40 2XX

**any reference to any legislation** whether domestic or international law will include all amendments to and substitutions and re-enactments of that legislation in force from time to time.

#### **4. Use of the Funding**

- (a) You must use the Funding solely for the purposes set out in Schedule 1 (the **"Purposes"**).
- (b) You must achieve the targets and outcomes set out in Schedule 2 (the **"Targets"**).
- (c) Any change to the Indicative Payment Profile, Purposes or Targets will require our written consent which must be obtained from us in advance of implementing any change. Please note that we are not obliged to give our consent but we will consider all reasonable written requests.
- (d) You must not use any part of the Funding for any kind of activity which in our opinion could bring us into disrepute, including but not limited to (1) party political purposes, (2) the promotion of particular secular, religious or political

views; (3) gambling, (4) pornography, (5) offering sexual services, or (6) any kind of illegal activities.

- (e) You must not use any part of the Funding for: (1) purchasing capital equipment (other than as specified in the Purposes), (2) your legal fees in relation to this letter, (3) Costs Incurred or Costs Incurred and Paid by you in the delivery of the Purposes prior to the period referred to in Condition 1 (b).

## **5. Funding pre-conditions**

- (a) We will not pay any of the Funding to you until you have provided us with the following information and documentation:
  - i) this letter signed by you, which confirms acceptance of the grant funding and confirms you have put in place all staff and other resources as required to commence and complete the Purposes.*
- (b) Where you are required to provide information and documentation to us as evidence that you have satisfied a particular pre-condition, Condition or in support of a claim, the information and documentation must be in all respects acceptable to us. We reserve the right to reject any information and documentation which is for any reason not acceptable to us, and/or request any further or additional information and/or documentation in support of the request for Funding.

## **6. How to claim the Funding**

- (a) The Funding will be paid to you in four instalments in arrears, based on Costs Incurred by you in the delivery of the Purposes, as detailed in the Payment Profile.
- (b) You must claim the Funding in accordance with the dates set out in the Indicative Payment Profile. You must claim the Funding promptly. We reserve the right to withdraw any part of the Funding that you do not claim promptly.
- (c) You must submit your claims for payment of Funding to the Welsh Government Official.
  - i) You must use our claim pro-forma (which is available from the Welsh Government Official) and confirmation that you are operating in all respects in accordance with your constitution; and
  - ii) confirmation that you have appropriate financial, risk and control systems in place before utilising any part of the Funding to provide a grant to or procure any goods or services from third parties.

- (d) Evidence in form and substance satisfactory to us that you have appropriate systems in place to ensure that ongoing due diligence is undertaken in respect of any part of the Funding being utilised by you to provide a grant and/or to procure any goods or services from a third party.
- (e) You must provide us with any other information, document, opinion or assurance which we consider to be necessary or desirable (if we have notified you accordingly) in connection with your claim for the Funding.
- (f) We will aim to pay all valid claims as soon as possible and typically within 20 Business Days of receipt of a valid claim being made in accordance with the provisions of this letter, and provided always that the Funding pre-conditions set out in Condition 5 above have been satisfied and that on both the date of the claim and the date the Funding is to be paid to you:
  - i) the declarations made in Condition 8 below are true and correct and will be true and correct immediately after the relevant Funding has been paid to you; and
  - ii) no Notification Event is continuing or might result from the proposed Funding.
- (g) Any payments will be made to the nominated account and will not be paid into any other bank account.

## **7. Your general obligations to us**

You must:

- (a) safeguard the Funding against fraud generally and, in particular, fraud on the part of your Personnel and notify us immediately if you have reason to suspect that any fraud within your organisation has occurred or is occurring or is likely to occur whether or not it relates to the Funding. You must also participate in such fraud prevention initiatives as we may require from time to time;
- (b) maintain appropriate procedures for dealing with any conflicts of interest in relation to the Funding whether actual, potential or perceived;
- (c) comply with all applicable domestic or international laws or regulations or official directives;
- (d) maintain adequate insurances to cover against the risks which may arise in connection with any property or any activity undertaken in delivery of the Purposes. We reserve the right to require you to provide proof of your insurance;

- (e) maintain appropriate financial, risk and control systems when utilising any part of the Funding for any purpose;
- (f) maintain appropriate financial, risk and due diligence systems when utilising any part of the Funding to provide a grant and/or to procure any goods or services from a third party;
- (g) co-operate fully with the Welsh Government Official and with any other employee of the Welsh Government or consultant appointed by us to monitor your use of the Funding and your compliance with the Conditions;
- (h) inform us immediately if any of the declarations made in Condition 8 is incorrect in any respect or, if repeated at any time with reference to the facts and circumstances then existing, would be incorrect; and,
- (i) notify us of any funding received by you from any source which is procured or utilised in conjunction with the Funding to directly support the Purposes including but not limited to your insurance provider (cancellation/business disruption insurance), the UK Government's Coronavirus Job Retention Scheme and/or any Welsh Government fund/scheme and any other funders. The intention of this Condition is to avoid any duplication of funding in respect of the Purposes.

## 8. Declarations

You declare that:

- (a) you have the power to enter into and to perform the obligations set out in the Conditions and you have taken all necessary action to authorise the entry into and performance of the obligations under the Conditions;
- (b) no limit on your powers will be exceeded as a result of claiming the Funding, or the grant of any security contemplated by the Conditions;
- (c) the entry into and performance by you of any of the transactions contemplated by this letter do not, and will not, contravene or conflict with:
  - i) your constitutional documents;
  - ii) any agreement or instrument binding on you or your assets or constitute a default or termination event (however described) under any such agreement or instrument; or
  - iii) any law or regulation or judicial or official order, applicable to you;
- (d) no Notification Event is continuing or might reasonably be expected to result from the provision of the Funding and no other event or circumstance is outstanding which constitutes (or, with the expiry of a grace period, the giving



of notice, the making of any determination or any combination thereof, would constitute) a default or termination event (howsoever described) under any other agreement or instrument which is binding on you or to which any of your assets is subject;

- (e) no litigation or arbitration or administrative proceeding is current or pending or, so far as you are aware, threatened, which has or could have an adverse effect on your ability to perform and comply with any of the Conditions;
- (f) you have disclosed to us all material facts or circumstances which need to be disclosed to enable us to obtain a true and correct view of your business and affairs (both current and prospective) or which ought to be provided to any person who is considering providing funding to you;
- (g) any information, in written or electronic format, supplied by you to us in connection with the Funding was, at the time it was supplied or at the date it was stated to be given (as the case may be):
  - i) if it was factual information, complete, true and accurate in all material respects;
  - ii) if it was a financial projection or forecast, prepared on the basis of recent historical information and on the basis of reasonable assumptions and was arrived at after careful consideration;
  - iii) if it was an opinion or intention, made after careful consideration and was fair and made on reasonable grounds; and
  - iv) not misleading in any material respect, nor rendered misleading by a failure to disclose other information,  
  
except to the extent that it was amended, superseded or updated by more recent information supplied by you to us.
- (h) you have discussed and agreed the Targets with us and you are confident that they are realistic and achievable;
- (i) there are no conflicts of interest in relation to the Funding whether actual, potential or perceived;
- (j) acceptance of this award of Funding will not result in duplicate funding in respect of the activities required to deliver the Purposes. This includes but is not limited to any payments received by you in relation to the effects of the spread of the Coronavirus (COVID-19) from your insurance provider (cancellation/business disruption insurance), the UK Government's Coronavirus Job Retention Scheme and/or any Welsh Government fund/scheme and any funders.

- (k) You will be deemed to repeat the declarations in this Condition 8 on:
- i) each date on which you submit a claim for payment of Funding pursuant to the Conditions; and
  - ii) each date on which you may have any liability to us under or in relation to the Conditions or the award of Funding,
- and in each case by reference to the facts and circumstances existing on each such date.

## 9. Notification Events and their consequences

- (a) You must notify us immediately if a Notification Event has occurred or is likely to occur but we also reserve the right to notify you where we believe a Notification Event has occurred or is likely to occur.
- (b) We will either:
- i) notify you that we, at our absolute discretion, consider the Notification Event is not capable of remedy; or
  - ii) if we consider, at our absolute discretion, that the Notification Event is capable of being remedied, seek to discuss the Notification Event with you with a view to agreeing a course of action to be taken to address the Notification Event.
- (c) We will be entitled to take any of the actions listed in Condition 9(d) if:
- i) despite our efforts we have been unable to discuss the Notification Event with you; or
  - ii) we notify you that the Notification Event is not, in our opinion, capable of remedy; or
  - iii) a course of action to address and/or remedy the Notification Event is not agreed with you; or
  - iv) a course of action to address and/or remedy the Notification Event is agreed with you but you fail to follow it, or any conditions attached to it are not met (including without limitation the timescale for such course of action) to our satisfaction; or
  - v) the course of action fails to remedy the Notification Event to our satisfaction.
- (d) If any of the circumstances set out in Condition 9(c) occurs we may, at our absolute discretion, by notice to you:
- i) withdraw the award of Funding; and/or
  - ii) require you to repay all or part of the Funding; and/or
  - iii) suspend or cease all further payment of Funding; and/or

- iv) make all further payments of Funding subject to such conditions as we may specify; and/or
  - v) deduct all amounts owed to us under the Conditions from any other funding that we have awarded or may award to you; and/or
  - vi) exercise any other rights against you which we may have in respect of the Funding.
- (e) All repayments of Funding must be made to us within 20 Business Days of the date of our demand.

## **10. Monitoring requirements**

You must:

- (a) provide us with such documents, information and reports which we may reasonably require from time to time in order for us to monitor your compliance with the Conditions.
- (b) meet with the Welsh Government Official and such other of our representatives as we may from time to time reasonably require;
- (c) ensure that the Project Manager (or such other person as we may agree) together with any other person we may require attends all meetings with the Welsh Government Official.

## **11. Audit Requirements**

(a) You must:

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

- iv) provide us with an audit certificate in accordance with the requirements set out in Schedule 5.
- (b) Under paragraph 17 of Schedule 8 to the Government of Wales Act 2006 the Auditor General for Wales has extensive rights of access to documents and information relating to monies provided by the Welsh Government. They and their officials have the power to require relevant persons who control or hold documents to give any assistance, information and explanation that they may require; and to require those persons to attend before them for such a purpose. The Auditor General and their staff may exercise this right at all reasonable times.

## **12. Third party obligations**

- (a) Nothing in the Conditions imposes any liability on us in respect of any liability incurred by you to any third party (including, without limit, your employees and contractors).
- (b) You must indemnify us against any liabilities, claims, proceedings, demands, losses, costs and expenses suffered or incurred by us directly or indirectly arising as a result of or in connection with any failure by you to perform fully or in part any obligation you may have to a third party from time to time.

## **13. Intellectual property rights and publicity**

- (a) Nothing in the Conditions transfers to us any rights in any intellectual property created by you as a result of the Purposes.
- (b) You must acknowledge our support in relation to the Purposes. Such acknowledgement(s) must be in a form approved by us and must comply with the Welsh Government's branding guidelines.
- (c) You agree that from the date of this letter until 5 years from the date of the final payment of Funding we may include details about your organisation and business, the Funding and the Purposes in Welsh Government promotional materials and you further agree to cooperate with our reasonable requests to achieve the production of such materials.

## **14. Information**

- (a) You acknowledge that we are subject to the requirements of the Freedom of Information Act 2000 (the "FOIA"), the Environmental Information Regulations 2004 (the "EIR"), the Data Protection Act 2018 (the "DPA") and the retained EU law version of the General Data Protection Regulation ((EU) 2016/679) (the "UK GDPR").

- (b) You acknowledge that we are responsible for determining in our absolute discretion whether:
  - i) to disclose any information which we have obtained under or in connection with the Funding to the extent that we are required to disclose such information to a person making a disclosure request under the FOIA or the EIR; and/or
  - ii) any information is exempt from disclosure under the FOIA or the EIR.
- (c) You acknowledge that we may share any data you provide to us with fraud prevention agencies and third parties for the purposes of preventing and detecting fraud. Any personal data we collect will be managed in accordance with our Privacy Notice which is available to view here [Privacy notice: Welsh Government grants](#)
- (d) Please refer to Schedule 6 which provides details of your obligations in respect of the UK GDPR

## **15. Buying goods and services**

- (a) If you decide to buy any goods and/or services to deliver the Purposes, they must be purchased in a competitive and sustainable way so as to demonstrate that you have (i) achieved best value in the use of public funds, and (ii) complied with your conflict of interest policy at the relevant time.
- (b) We may from time to time request evidence from you to demonstrate your compliance with this Condition 15. Such evidence may take the form of evidence of your:
  - i) compliance with any procurement regulations, legislation or guidance in place from time to time to which you, or any person carrying out a business or function of the same or similar nature to you, is subject; or
  - ii) compliance with your procurement policy in place at the relevant time; or
  - iii) obtaining a minimum of three written quotations for the relevant goods and/or services.

You must supply such evidence to us promptly following our written request for such evidence.

## **16. Giving notice**

- (a) Where notice is required to be given under the Conditions it must be in writing (this does not include email but may include a PDF copy of a letter attached to an email) and must prominently display the following heading:

**“Notice in relation to the Regional Consortia School Improvement Grant 2023 - 2024 - Central South Consortia”.**

- (b) The address and contact details for the purposes of serving notice under the Conditions are as follows:

You: the Project Manager at the address stated in Condition 3;

Us: the Welsh Government Official at the address stated in Condition 3.

- (c) A notice will be deemed to have been properly given as follows:

Prepaid first class post: on the second Business Day after the date of posting.

By hand: upon delivery to the address or the next Business Day if after 4pm or on a weekend or public holiday.

By email attachment: upon transmission or the next Business Day if after 4pm or on a weekend or public holiday.

## **17. Equality**

You must have in place and apply equality policies covering employment, use of volunteers and provision of services, in accordance with the Equality Act 2010.

## **18. Welsh language**

- a) The Welsh Government is committed to supporting the Welsh language and culture and The Cymraeg 2050: A million Welsh speakers Welsh language strategy (Cymraeg 2050) provides a vision for the growth and further development of the Welsh language.
- b) Where the Purposes include or relate to the provision of services in Wales, they must be provided in Welsh and English unless it would be unreasonable or disproportionate to do so. They must be provided in such a way as to not treat the Welsh language less favourably than English, in accordance with the Welsh Language (Wales) Measure 2011.
- c) Where the provision of services forms part of the Purposes, you must act in accordance with the Welsh Language (Wales) Measure 2011 and the aims of Cymraeg 2050. In practice, this will include the following:

- i) ensure that any written material produced, including digital material, is bilingual;
  - ii) ensure that any signage is bilingual;
  - iii) ensure that any training or public events are held bilingually and
  - iv) actively promote and facilitate the Welsh language (including providing services and increasing opportunities to use the Welsh language) within funded activities.
- d) For general advice on providing services bilingually and for information on which organisations are able to support you, please contact the Welsh language advice service “Helo Blod” on 03000 258888 or e-mail

## **19. Sustainable development**

Your use of the Funding must contribute to the achievement of the Welsh Government’s well-being objectives contained in the Welsh Government’s Programme for Government. You must work in a sustainable way (sustainable development principle) in delivering the Purposes so as to ensure you are working in a preventative, integrated, long-term and collaborative way that involves people that reflect the diversity of Wales. Please refer to Schedule 1 for further information.

## **20. Welsh Ministers’ functions**

You acknowledge that the Welsh Ministers have a range of functions which will continue to accrue and be amended and that decisions in relation to each such function are obliged to be taken in the light of all relevant and to the exclusion of all irrelevant considerations. You agree that nothing contained or implied in, or arising under or in connection with, the Conditions will in any way prejudice, fetter or affect the functions of the Welsh Ministers or any of them nor oblige the Welsh Ministers or any of them to exercise, or refrain from exercising, any of their functions in any particular way.

## **21. General**

- (a) If at any time any of the Conditions are deemed to be or become invalid, illegal or unenforceable in any respect under any law, the validity, legality and enforceability of the remaining provisions will not in any way be affected or impaired.
- (b) No failure or delay on our part to exercise any power, right or remedy under the Conditions will operate as a waiver of any such power, right or remedy or preclude its further exercise or the exercise of any other power, right or remedy. The powers, rights or remedies hereby provided are cumulative and not exclusive of any powers, rights or remedies provided by law.

- (c) Any amendment or variation to the Conditions must be in writing and signed by us and you in the same manner as this letter (or as otherwise agreed by us in writing from time to time).
- (d) You may not assign or otherwise dispose of in any way your rights, benefits, obligations or duties under the Conditions.
- (e) Conditions 7, 9, 11, 13, 14, and 21(e) and such other Conditions which by implication need to continue in force beyond the final payment of Funding will so continue in full force and effect.
- (f) The award of the Funding is to you alone and no one else is entitled to make any claim in respect of the Funding or seek to rely on or enforce any of the Conditions.
- (g) In circumstances where you comprise two or more persons or bodies, the liabilities of such persons or bodies shall be joint and several and the default of one of such persons or bodies shall be deemed to be the default of all.
- (h) The Conditions and any disputes or claim (including any non-contractual disputes or claims) arising out of or in connection with it its formation or its subject matter are to be governed by and construed in accordance with the laws of Wales and England as applied in Wales and the parties hereto submit to the exclusive jurisdiction of the courts of Wales and England.

## **22. How to accept this award of Funding**

- (a) To accept this award of Funding you must sign and return a copy of this letter to the Welsh Government Official. None of the Funding will be paid to you until we have received your signed letter.
- (b) We must receive your signed letter within 10 working days of the date of this letter, or this award of Funding will automatically be withdrawn.

Yours faithfully



**Francesca Jeremy**  
**Head of Revenue Funding for Schools**  
**Education Directorate**  
**under authority of the Minister for Education and Welsh Language**  
**one of the Welsh Ministers**

Grants Centre of Excellence  
Standard Grant Letter inc Conditions  
In arrears  
Version 14.0 – December 2022  
For review on or before 01 June 2023



## SCHEDULE 1 The Purposes

The Purpose of this Funding is to deliver our aspirations and priorities for schools and education in line with Our National Mission: high standards and aspirations for all. All learners should be supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work.

Regional consortia and partnerships in Wales and their related local authorities have a significant role to play in improving educational outcomes for all learners in Wales and in delivering our educational reforms. This Funding will enable you to deliver a range of support that will, in turn, support schools and Pupil Referral Units (PRUs) to:

- enable all learners, in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential, allied to a range of assessment approaches to understand and support this progress
- co-construct a curriculum which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter – qualifications are a key part of this
- ensure the school environment supports learners' and practitioners' well-being
- support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff
- enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation
- embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that
- be at the heart of their communities – we want to build better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training
- listen to children and young people as they engage with their learning and supporting them in achieving their aspirations.

In taking forward the priorities set out in Our Nation Mission: high standards and aspirations for all activity funded through this grant must align with:

- the shared expectations and ways of working set out in [Journey to curriculum rollout, alongside](#) findings from the work of CAMAU and the national monitoring and evaluation programme for curriculum reform
- the jointly agreed policy vision and roles and responsibilities set out in Curriculum for Wales: Implementation Plan

- the approach to school improvement set out in School Improvement Guidance: framework for evaluation, improvement and accountability
- the National Professional Learning Entitlement with all practitioners supported through access to high quality professional learning made available nationally
- the [professional standards for teaching, leadership and assisting teaching](#) and the Schools as Learning Organisations model
- Local Authority Welsh in Education Strategic Plans (WESPs) and the Welsh in Education Workforce plan.

## **Planning and monitoring requirements**

### Delivery plans

Within the regional consortia and partnerships' business planning for 2023-24, delivery plans will need to clearly articulate the contribution the funded activity will make towards our collective aim of achieving high aspirations for all learners and should include associated outcomes and key performance indicators as set out in consortia / partnership business plans.

You will set out specifically how funding will be used to support the aims and delivery requirements set out in Schedule 2 and confirm staffing capacity to deliver and report on the actions. Delivery plans need to be shared with Welsh Government.

### Joint working

Where appropriate, the regional consortia and partnerships will facilitate schools', funded non-maintained nursery settings' and Pupil Referral Units' (PRU) consideration and use of cluster models, and other forms of collaborative working, to deliver the funding purposes. Through their engagement with schools and PRUs, consortia, partnerships and local authorities should also identify where schools and PRUs have strengths and capacity to support others to improve.

In line with the Minister's requirement for consistency of quality of support to schools and settings across Wales we expect the grantee's approach promote excellence. Consortia, partnerships and local authorities should work collaboratively and with other middle-tier stakeholders to develop their support in a spirit of co-construction.

We welcome proposals for alternative delivery requirements to take forward the aims set out below should the grantee consider an addition or amendment to the detailed actions would be more appropriate to meeting one of the specified aims for their area. Such proposals should be discussed with the relevant Welsh Government policy official and, if agreed, written amendments made to the actions set out in these Terms and Conditions.

### Monitoring and reporting

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Standard Grant Letter inc Conditions  
In arrears  
Version 14.0 – December 2022  
For review on or before 01 June 2023

In addition to the monitoring requirements set out in Section 10, you will be required to:

- provide information in termly reports on progress, and six-monthly monitoring reports to evidence outputs in line with the requirements set out in Schedule 2
- evidence additionality of the funding, value for money, and its impact. This applies to the total funding offered within this award
- ensure suitable representation at six-monthly monitoring meetings with Welsh Government policy officials on specific aspects of the grant.

### Profile of expenditure

The Funding letter confirms how we have determined your regional allocations. In accepting this award of funding, you agree to allocate funds in line with your responses to the grant invitation letter.

For audit purposes you must submit to Welsh Government Officials, in writing, any requests for virement of funding between budget lines.

All variances will be reflected in your financial report updates. Payments, however, will be made in accordance with Schedule 4.

### Minimising administration and management costs

The grant arrangements support efforts to reduce the administration costs of managing the Funding. You will demonstrate and evidence a commitment to maintaining a low level of spend in managing and administering the Funding.

In addition, when passing funding to schools and PRUs you are expected to respond to the Minister's call to ease the burden on schools and should, therefore, maintain funding arrangements in such a way that overall administration of grants to schools from consortia, partnerships and local authorities is streamlined, while maintaining clarity over the purpose of the funding elements.

## **A) Curriculum and assessment support**

Funding for schools and PRUs is to enable practitioners to undertake a range of activities to realise the CfW, including engagement in the work of the National Network for curriculum implementation in order to develop their skills, knowledge and practice. Funding in this area must be used to support schools and PRUs' understanding and approaches in working with the CfW, and through ongoing cycles of curriculum review under the CfW. It should support schools and PRUs to understand and respond to the needs of learners in order to progress. This recognises that learning progression is a critical enabler in realising the ambitions of the CfW.

The process to curriculum realisation in schools and PRUs involves a range of activities, including:

- identifying the unique factors of the school or PRU and how these contribute to the four purposes
- reviewing the vision, values and behaviours to support curriculum realisation
- understanding of curriculum design considerations including mandatory elements and school linguistic policy
- review curriculum design models and investigate the suitability for their specific school or PRU
- considering the role of progression, assessment and pedagogy in their local curriculum and context
- designing, planning and trialling curriculum approaches, evaluating initial designs and developing medium term plans as they work beyond initial implementation and into an ongoing process of review and refinement.

The Funding allocated to regional consortia and partnerships in 2023-24 for curriculum and assessment is set out in Schedule 2, alongside the aims, delivery and reporting requirements.

Funding can also support grant recipients' capacity to further support development of the CfW in schools and PRUs to ensure all practitioners receive the relevant knowledge and skills to effectively realise the CfW in their setting. The Funding includes provision for your organisation's use, which should focus on ensuring a flexible programme of targeted interventions to support the collaborative development of shared understandings on curriculum and assessment, including cross curricula skills. This flexible programme needs to respond to the ongoing and emerging needs of schools and PRUs as they work through curriculum implementation and ongoing development, while having regard to national approaches and the specific delivery requirements set out in Schedule 2.

## **B) High quality teaching and leadership**

In line with the overarching purposes set out above, our vision is that professional learning should:

- benefit and meet the needs of learners
- support the development of the workforce within the context of [schools as learning organisations](#)
- be a continuous and coherent experience over time
- be collaborative
- be evaluative in nature and involve reflection and enquiry into pedagogy

- be enabled by leadership in learning organisations with the support of local, regional, national and international learning communities.

The Funding allocated to regional consortia and partnerships in 2023-24 to develop and deliver professional learning and to enable schools and PRUs to develop reflective, enquiring and collaborative education professionals is grouped under three areas:

1. Professional learning funding for schools and PRUs
2. Professional learning programmes to be delivered nationally, regionally or locally
3. National professional learning projects.

The aims, delivery and reporting requirements for each area are detailed in Schedule 2.

## **1. Professional learning funding for schools**

Schools should use professional learning funding to enable engagement with the National Professional Learning Entitlement and the professional learning offered by regional consortia, local authorities, universities and other stakeholders.

Funding should enable schools and leaders:

- to initiate and encourage continuous, open discussions with staff on professional learning and ensure that the entitlement or expectation indicators are being met or being worked towards, and
- create a climate where professional learning for all is valued and planned for to benefit and meet the needs of all learners.

## **2. Professional learning programmes to be delivered nationally, regionally or locally**

All professional learning programmes funded under this area should adhere to the following principles:

- They should be developed in partnership by all regions and local authorities to ensure equity of offer across Wales.
- They should be delivered through a blend of methods to ensure equity of access to practitioners across Wales.
- They should adhere to quality assurance procedures in line with Welsh Government guidance.
- The professional learning passport should be embedded within all professional learning.
- The professional standards for teaching and leadership and assisting teaching are at the heart of professional learning and are used by practitioners to reflect on their practice.

- All resources developed should be made available nationally in both Welsh and English for Welsh Government to publish on Hwb as part of the National Professional Learning Entitlement.

Regional consortia and local authorities should designate lead contacts for the following areas to facilitate effective joint-working nationally:

- National Professional Learning Entitlement realisation
- Curriculum for Wales professional learning
- Pedagogy and learning design
- Research and enquiry
- Schools as Learning Organisations
- Teaching assistants
- Post-16
- Induction and early career
- Leadership
- Welsh in education

### **3. National professional learning projects.**

The projects included under this area are generally time-limited and funded following proposals from the regional consortia and local authorities or in response to Welsh Government priorities.

## **C) Other**

### **1. Education Improvement Grant for Schools (EIG)**

For the EIG element a minimum 80% delegation must be maintained.

#### **Local Authority Match funding for the consortium**

Local Authorities provide match funding to the Education Improvement Grant for Schools element of the Funding. The 2023-24 level is set at the match funding level to the Education Improvement Grant for Schools for 2017-18. EIG grant includes foundation phase funding.

## SCHEDULE 2 The Targets

This Schedule sets out the aims, delivery requirements and monitoring requirements for the funding.

### A) Curriculum and assessment support

#### 1. Curriculum development support for schools

Area	Available funding (nationally)	Aims	Delivery requirements
Improving knowledge and practice on curriculum design, assessment and progression	£9.346m  (Schools curriculum and assessment reform, including NN and learning progression)	Supporting and funding schools and PRUs to confidently design their curriculum, in line with Journey to Curriculum Rollout, including planning for and assessing progression. This to enable all learners, in particular those from disadvantaged backgrounds, to progress and raise their aspirations to achieve their full potential. In particular, this includes support for the principles and practice of curriculum design, support for understanding, developing, assessing, and communicating	To support schools and PRUs to confidently design their curriculum, the grantee must: <ul style="list-style-type: none"> <li>• Support schools and PRUs to undertake curriculum design and implementation, including developing and embedding learning progression</li> <li>• Support schools and PRUs to engage in practice to develop a shared understanding of progression</li> <li>• Fund and support to appointed schools to engage with the Camau I'r Dyfodol project and supporting others to engage with this learning</li> <li>• Support practitioners in developing their understanding of assessment arrangements as an integral part of curriculum design and for the purpose of supporting individual learner progression.</li> <li>• Raise awareness of, and support schools to engage</li> </ul>

Tudalen 63

Area	Available funding (nationally)	Aims	Delivery requirements
		<p>progress, and support for effective and appropriate use of assessment information (informing next steps, self-evaluation). This should be facilitated by supporting collaboration within and between clusters of schools; engaging with national projects and resources to support curriculum, progression, and assessment; and supporting schools to engage with the materials and approaches developed.</p>	<p>with, nationally produced and available supporting materials for curriculum design, progression, and assessment</p> <ul style="list-style-type: none"> <li>• Support the embedding of ongoing, day to day assessment within learning and teaching in terms of planning and practice, so that practitioners in schools and PRUs better understand the purpose and use of assessment information to inform learning and teaching, as well as wider self-evaluation and improvement, and reporting to parents</li> <li>• Support schools and PRUs to plan for effective transition of learners across the 3-16 continuum, taking account of individual learner needs and next steps in learning to support progression.</li> <li>• In developing their support, the grantee must draw on emerging government policy including published materials.</li> </ul>
<p>Promoting schools' direct engagement in policy and practice discussions through the</p>	<p>Included above (Schools curriculum and assessment reform, including NN</p>	<p>Supporting and funding practitioners from schools, and PRUs to engage with the breadth of planned National Network events. This to support the co-construction of curricula that promote a broad range of</p>	<p>To ensure engagement with the breadth of planned National Network events, the grantee must:</p> <ul style="list-style-type: none"> <li>• Work closely with Welsh Government policy officials to ensure regional and local work aligns and builds-on this offer, without duplication</li> <li>• Fund schools and PRUs to release practitioners to attend National Network events</li> </ul>



Area	Available funding (nationally)	Aims	Delivery requirements
National Network	and learning progression)	knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter. This includes promotion of national events, funding to release practitioners for national events and supporting schools to engage with the thinking of National Network events internally and through local networks. To do this, we would expect the grantee to actively engage with all National Network events.	<ul style="list-style-type: none"> <li>• Fund schools and PRUs to release practitioners be part of National Network policy development (national workshops, thinking time and dissemination)</li> <li>• Actively promote and encourage schools and PRUs to participate in National Network events</li> <li>• Communicate both National Network inputs and outputs to schools and PRUs through social media, websites and local networks, seeking to broaden the range of participation, as well as their involvement in planning and facilitation work</li> <li>• Fund schools and PRUs to release practitioners to engage within their setting or with other schools / PRUs to disseminate outputs and thinking from National Network events; consider questions and issues raised by the National Network and gather thinking and discussions to feed back into National Network conversations.</li> </ul>
Improve literacy, numeracy and digital skills in Wales as set out in the Cross Curriculum Skills	£500k (Literacy and numeracy) £400k (oracy)	Supporting schools and PRUs in their work in ensuring learner progression across the curriculum in the mandatory cross-curricular skills of Digital, Literacy and Numeracy. This to enable all learners, in particular those from	To develop the mandatory cross-curriculum skills, the grantee must: <ul style="list-style-type: none"> <li>• Support schools and PRUs to plan for development of learner progression across the curriculum in the mandatory skills of digital, literacy and numeracy</li> <li>• Provide support on the Literacy and Numeracy Framework and Digital Competence Framework</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
	£100k (digital)	disadvantaged backgrounds, to progress along their own learning pathway. This includes, but is not limited to, provision of support on the Literacy and Numeracy Framework, Digital Competence Framework, as well as ongoing engagement and support for the Welsh Government's Whole School Approach to oracy and reading.	<ul style="list-style-type: none"> <li>• Support all practitioners to understand their role in teaching the Cross Curriculum Skills across all Areas of the curriculum</li> <li>• Ensure ongoing engagement and support for the Welsh Government's Whole School Approach to oracy and reading</li> </ul>
Responding constructively to current and emerging government priorities for school curriculum support.	£462k (Regional support for international languages)  £271k (Building capacity for international languages in	Responding constructively includes ensuring all funded curriculum support for schools and PRUs enables equity through all learners' access to the full benefits of the Curriculum for Wales. As roll-out continues, priorities may change based on feedback from schools and the wider sector. Current priorities include the development of the	In responding constructively to policy initiatives, the grantee must: <ul style="list-style-type: none"> <li>• Ensure that all schools and PRUs reflect the importance of International Languages in Curriculum for Wales as part of their offer to all learners.</li> <li>• Ensure the grantee's representation on the Global Futures Steering Group including at each termly meeting, to support across Wales engagement</li> <li>• Ensure the specific needs of learners, teachers and schools in the grantee's area in relation to International Languages are fed into the aims and actions of the</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
	primary)  £300k (Coding and digital skills)	Welsh language, support for relationships and sexuality education, the development of knowledge and skills in respect of coding and digital technologies, and improving engagement with international languages in Wales	Global Futures Action Plan on an ongoing basis <ul style="list-style-type: none"> <li>• Ensure the grantee's planning for international languages is based on the aims and actions set out in the agreed Global Futures Action Plan.</li> <li>• Provide direction and guidance to schools and PRUs to meet learners needs on computational thinking, coding and emerging digital technologies.</li> <li>• Provide guidance to schools and PRUs on the expectations of the Relationships and Sexuality Education Code and ensure that supporting resources are aligned and, in particular, developmentally appropriate.</li> </ul>

## 2. Regional and local capacity for curriculum development

Area	Available funding (nationally)	Aims	Delivery requirements
Building middle-tier capacity to support schools and PRUs through curriculum reform	£3.4m (Regional support for curriculum and assessment reform)	Taking forward the shared expectations and ways of working set out in the Journey to Curriculum Rollout section of Curriculum for Wales guidance, as well as alignment with the expectations set out in the School Improvement guidance. This to build better relationships between schools and families, communities and employers, to support and promote educational achievement. This includes both how the grantee directs its business and engagement with schools and PRUs across its area, as well as how they support schools and PRUs to go about their business.	<ul style="list-style-type: none"> <li>• Have regard to, model in their provision and be seen to be actioning, the Ways of Working set out in the Curriculum for Wales Implementation Plan</li> <li>• Promote, broker and oversee school-to-school collaboration and cluster working, including professional dialogue to develop a shared understanding of progression.</li> <li>• Support practitioners across schools and PRUs to engage in curriculum reform drawing from: a range of professional learning activities in order to develop their skills, knowledge and practice; support to undertake curriculum design and implementation, including work on learning progression and cross-curricula planning; and support to engage with the National Network for curriculum implementation</li> <li>• Support collaboration within schools, within clusters and with wider networks of schools to take forward collaboration on curriculum and assessment</li> <li>• Through their engagement with schools and PRUs, the grantee also identifies where schools have strengths and capacity to support other schools to improve</li> <li>• Target support to schools and PRUs in more need to ensure all providers can make suitable progress on their</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
			curriculum arrangements <ul style="list-style-type: none"> <li>• Have regard to support provided in other parts of Wales, and work with other regions and local authorities to seek parity of provision under this national programme</li> <li>• Ensure all maintained schools and PRUs are routinely advised on the breadth of support available for the stage of their reform journey, including that available from other sources</li> <li>• In developing their support, grantee must draw on emerging government policy including published materials.</li> </ul>

## B) High quality teaching and leadership

### 1. Professional learning funding for schools

Area	Available funding (nationally)	Aims	Delivery requirements
Enable ambitious professional learning for all	£12m (Professional learning grant)	Funding is to be used by schools to enable practitioners to access the National Professional Learning Entitlement and to	The regional consortia and partnerships are required to pass funding directly to schools and monitor their use of it.  You should consider schools' proposals to utilise the

Area	Available funding (nationally)	Aims	Delivery requirements
practitioners in a school dedicated to being a learning organisation		support professional learning requirements at school level in line with school development plan and the principles of schools as learning organisations model.	<p>professional learning grant to ensure that planned spend is in line with professional learning grant guidance and that the approach is appropriately aligned to the school improvement plan and schools as learning organisations approach.</p> <p>Schools should use the funding to support areas such as:</p> <ul style="list-style-type: none"> <li>• The general <b>release</b> of teachers and TAs to engage in PL activities</li> <li>• The <b>remuneration</b> of individuals, creating roles and posts, to support the co-ordination of PL activities across a school or group of schools.</li> <li>• The <b>release</b> costs for practitioners to engage in research activities and critical enquiry.</li> <li>• The <b>release</b> costs to enable practitioners to collaborate both within school and across clusters and networks of schools.</li> <li>• Supporting the development of <b>roles</b> such as school (or cluster level) Professional Learning Coach</li> </ul>
Support practitioners' understanding of what works in curriculum design by	£3m  (School-led professional learning, enquiry and	Funding must be used to enable schools and settings to engage in enquiry, research and national pedagogy network to develop understanding and approaches to support their learners.	<ul style="list-style-type: none"> <li>• Support at least 300 schools (to include sixth form practitioners) nationally to successfully engage with NPEP as new, experienced or lead enquiry schools.</li> <li>• Support lead cluster networks to develop and deliver the regional professional learning offer to equip the</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
investing in the enquiry and pedagogic skills of all staff	research)	Funding can be used to support school-to-school working to enable schools to deliver professional learning on a cluster, local or regional basis.	<p>wider school network to prepare for and undertake ongoing review of the CfW.</p> <ul style="list-style-type: none"> <li>• Fund school-level engagement with the national pedagogy network.</li> <li>• Collaborate with HEIs and the other regions to identify and fund selected schools in each region / local authority to enable them to participate fully in piloting models to embed research and professional enquiry.</li> <li>• Support schools and PRUs to engage with the professional standards for teaching and leadership and for assisting teaching.</li> </ul>

## 2. Professional learning programmes to be delivered nationally, regionally or locally

Area	Available funding (nationally)	Aims	Delivery requirements
Enable ambitious professional learning for all practitioners in a school	£2,700,000  (Curriculum reform professional learning	To support capacity to further the development of the national CfW professional learning programme and other priority areas as determined by policy.	<ul style="list-style-type: none"> <li>• Support the development and delivery of national professional learning programmes linked to key areas of CfW and other priority areas to be determined with Welsh Government.</li> <li>• Programmes to be co-developed with other</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
dedicated to being a learning organisation	programme)	To continue to work with schools and PRUs to ensure all practitioners receive the relevant knowledge and skills to effectively realise the new purpose-led curriculum in line with Journey to Curriculum Rollout.	stakeholders, where applicable. <ul style="list-style-type: none"> <li>All maintained schools and PRUs should have access to support for learning progression and curriculum reform - and that all are routinely advised on the breadth of support available for the stage of their reform journey.</li> </ul>
Support practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff	£900,000 (Professional learning for developing practice and reflection)	To be used by regions and partnerships to build capacity to engage with universities and other stakeholders to support delivery of Welsh Government-led projects.	<ul style="list-style-type: none"> <li>Implement an agreed national model to enable all schools and practitioners to engage in research and enquiry.</li> <li>Facilitate engagement in the National Pedagogy Project including Talk Pedagogy, research (including listening to learners) and development of national professional learning resources.</li> <li>Support ongoing Schools as Learning Organisations (SLO) implementation and the wider transition to a learning education system.</li> <li>Continue to work with schools at regional and partnership level and in collaboration with Universities across Wales to develop and deliver professional learning to support digital education and learning design.</li> </ul>
Enable	£950,000	To deliver a range of professional	<ul style="list-style-type: none"> <li>Work with other members of the TA professional</li> </ul>



Area	Available funding (nationally)	Aims	Delivery requirements
ambitious professional learning for all practitioners in a school dedicated to being a learning organisation	(Teaching Assistants Learning Pathway)	learning opportunities for teaching assistants at different stages in their careers as part of the Teaching Assistant Learning Pathway (TALP).	<p>learning steering group to refine and deliver the TALP.</p> <ul style="list-style-type: none"> <li>• Deliver the Aspiring Higher Level Teaching Assistant Programme that leads to the assessment of the Higher Level Teaching Assistant (HLTA) Status.</li> <li>• Support the development and delivery of national professional learning programmes linked to key priorities, for example ALN, developing use of Welsh, CfW, and equity</li> </ul>
Enable ambitious professional learning for all practitioners in a school dedicated to being a learning organisation	£650,000 (A Level and Welsh Bacc)	To provide support to improve teaching and learning of A Levels and the Advanced Welsh Baccalaureate in school sixth forms.	<ul style="list-style-type: none"> <li>• Continue delivery of the leadership programme for sixth form leaders including engagement with the VESPA mindset.</li> <li>• Support the roll-out of post-16 NPEP cluster projects.</li> <li>• Develop and deliver professional learning to support the teaching of the Advanced Welsh Baccalaureate.</li> <li>• Support schools to access and make best use of resources to support learner transition.</li> </ul>
Enable ambitious professional learning for all practitioners in a school	£250,000 (Induction / Early Career support package)	To develop a national early career support package to support teachers in the first 4-years of their teaching careers in collaboration with ITE and Masters providers and Welsh	<ul style="list-style-type: none"> <li>• Further develop the national induction professional learning programme for NQTs, induction mentors and external verifiers.</li> <li>• Build on the Camau Nesaf and Camau Pellach programmes and the bank of national resources to develop and deliver a national professional learning</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
dedicated to being a learning organisation		Government.	offer for teachers who have completed induction to include key areas of curriculum reform and specific support in regard to discipline specialisms e.g. for secondary practitioners, ALN.
Embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that (CSC, EAS, GWE and Partneriaeth only)	£850,000 (Future Leadership Programme)  £217,500 (Aspiring Heads Programme)	To deliver the leadership development pathway which offers a range of national programmes for aspiring, middle and experienced leaders.	<ul style="list-style-type: none"> <li>• Deliver provision to equip participants to become inspirational leaders who can work collaboratively and are committed to raising standards and reducing the attainment gap.</li> <li>• Ensure that programmes have either received or are working towards receiving endorsement from the National Academy for Educational Leadership.</li> <li>• Facilitate support of a learning coach or mentor to all participants.</li> <li>• Deliver the Newly Appointed and Acting Headteacher Programmes endorsed by the National Academy for Educational Leadership. Deliver the Aspiring Heads Programme that provides access to the NPQH assessment for leaders who have a high likelihood of progressing into headship within two years.</li> <li>• Take into account any pressure points and areas of need (such as the need for Welsh-medium heads, special schools) when considering candidates for the Aspiring Heads Programme and prioritise appropriately.</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
Embed reflection, self-evaluation and improvement within schools and the importance of good school leadership as a pre-condition for that	£332,500  (National Professional Qualification for Headship (NPQH))	To deliver NPHQ Assessment including access to a Learning Coach	<ul style="list-style-type: none"> <li>• Take into account any pressure points and areas of need (such as the need for Welsh-medium heads, special schools) when considering candidates and prioritise appropriately.</li> <li>• Maintain the NPQH quality threshold and only accept candidates that have a high likelihood of successfully completing and progressing to a headship position (assuming one is available) within 2 years.</li> <li>• Refine programme in line with recommendations from the review of NPQH.</li> </ul>
Cymraeg belongs to us all	£2,500,000  (Welsh in education)	To support the teaching and learning of Welsh and through the medium of Welsh in schools and PRUs.	<ul style="list-style-type: none"> <li>• Work with local authorities on the implementation of Welsh in Education Strategic Plan outcomes that are specifically linked to the regional role of school improvement and delivering professional learning, including analysing SWAC data on Welsh language skills.</li> <li>• Develop and deliver national programmes of professional in the following areas, in line with Welsh Government's <a href="#">Welsh in education workforce plan</a>: <ul style="list-style-type: none"> <li>○ Teaching assistants</li> <li>○ Welsh language skills development to include Sabbatical Scheme post-course support to plan the best use of the skills developed</li> </ul> </li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
			<ul style="list-style-type: none"> <li>○ Expertise in supporting learners with ALN in Welsh-medium schools and PRUs</li> <li>○ Expertise in teaching of Welsh in English-medium schools and PRUs</li> <li>○ Expertise in teaching through the medium of Welsh, including language immersion.</li> <li>○ Strategic development of Welsh in schools as part of all leadership programmes.</li> <li>● Ensure that the challenge and support functions for schools advises school leaders on how to strategically plan to address the objectives of Cymraeg 2050.</li> </ul>
Cymraeg belongs to us all (CSC and EAS only via RCG)	£1,829,316 (Welsh in education grant (WEG))	<p>To support local implementation of the local authority's Welsh in Education Strategic Plan and the Welsh Government's <a href="#">Welsh in education workforce plan</a>.</p> <p>The grant is to support three key areas:</p> <ul style="list-style-type: none"> <li>● Welsh first language</li> <li>● Welsh-medium</li> <li>● Welsh second language</li> </ul>	<p>Funding must be used by regional consortia as follows:</p> <ul style="list-style-type: none"> <li>● Welsh first language funding to be used for latecomers' centres / late immersion provision in schools or delegated to schools in line with current arrangements.</li> <li>● Welsh-medium funding to be delegated to schools or used to provide strategic support for schools to move along the school categories continuum and / or to provide subject / methodology training for the Welsh-medium schools in line with the action in the <a href="#">Welsh in Education Workforce Plan</a> (objective 3.3).</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
		A separate allocations workbook will be shared with consortia.	<ul style="list-style-type: none"> <li>Welsh second language funding to be delegated to schools or used to support professional learning in English-medium schools to improve the teaching of Welsh in those schools and begin the journey of introducing more Welsh across the curriculum in line with the action in the <a href="#">Welsh in Education Workforce Plan</a> (objective 3.2).</li> </ul> <p>It is a matter for local authorities in partnership with the regional consortia / partnerships in their area to discuss how to use this funding strategically (specifically the Welsh-medium and Welsh second language funding) across the region and by working nationally with other regions and stakeholders to remove duplication of effort in order to develop and deliver a comprehensive programme of professional learning in line with the aims of Cymraeg 2050 and the actions in the Welsh in Education Workforce Plan.</p> <p>As a condition of the second language funding, the expectation for it to be delegated to schools will be relaxed and is to be determined on a local / regional level. This is to ensure that the best strategic use is made of the funding to support schools to improve the teaching of Welsh. Local</p>

Area	Available funding (nationally)	Aims	Delivery requirements
			<p>authorities and regional consortia / partnerships will be required to share practice in this area and work with the National Centre for Learning Welsh and Sabbatical Scheme providers on the delivery of Welsh language professional learning in line with the action in the Welsh in Education Workforce Plan</p> <p>Welsh Government requires local authorities and regional consortia / partnerships to work together nationally and with stakeholders to develop professional learning programmes and share expertise to ensure equitable and consistent access for practitioners wherever they are in Wales in line with the National Professional Learning Entitlement.</p>

### 3. National professional learning projects.

Area	Available funding (nationally)	Aims	Delivery requirements
All Age Schools (EAS only)	65,000	To fund the All-age school network to continue with school-based research, supplemented by university-led research into all-age schools in other countries in accordance with the outline plan submitted by the network.	To be passported to Ebbw Fawr school on behalf of all members of the All Age School Network.
Coaching and mentoring (GWE only)	250,000	To continue to develop and embed a coaching and mentoring culture throughout the Welsh education system which provides a toolkit to assist in improving standards of education in Wales.	<ul style="list-style-type: none"> <li>• Deliver a National Coaching &amp; Mentoring Train the Trainer Programme</li> <li>• offer accreditation for up to 70 coaches and Mentors with ILM 5 and 7 as appropriate</li> <li>• Develop coaching to support talent management that will provide leaders with an understanding of how and why coaching helps to not only retain staff but also develop staff along with provision of the necessary coaching tools to enhance staff retention</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
Pedagogy research design (GWE only)	100,000	To explore the 12 pedagogical principles and develop a deep and thorough understanding of them and the research on which they are based.	<p>Through the Collaborative Institute for Education Research, Evidence and Impact (CIERIE), continue to:</p> <ul style="list-style-type: none"> <li>• develop pedagogical narratives in relation to the principles</li> <li>• develop professional learning resources that will support professional reflection and enquiry</li> <li>• fund a PhD studentship over a three-year period, in accordance with the agreed specification.</li> </ul>
Supporting Vulnerable Learners	£75,000	To support the continued delivery of professional learning to support disadvantaged and vulnerable learners.	<ul style="list-style-type: none"> <li>• Continue to develop an integrated programme providing teachers, senior leaders and schools with the tools, knowledge and understanding they need to develop teaching and learning across a range of key areas.</li> <li>• Provision of a license for all schools and settings in Wales.</li> <li>• Produce bilingual resources giving teachers, senior leaders and schools detailed guidance on how to develop and enhance teaching and learning across a range of key areas.</li> <li>• Align the above to other relevant professional learning work strands including ongoing remote asynchronous learning design and national pedagogy developments, the National professional learning entitlement and the wider leadership development programme.</li> <li>• Present an updated proposal to Welsh Government regarding the future development of this programme from 2024 onwards.</li> </ul>



Area	Available funding (nationally)	Aims	Delivery requirements
National Welsh in Education Project Manager (GWE only)	£70,000	To provide a national project manager to support the co-ordination, development and delivery of Welsh in education activities, in accordance with the vision of Cymraeg 2050 and the Welsh in education workforce plan.	Co-ordinate the delivery of national professional learning programmes as outlined under Welsh in Education.
Welsh Medium Pilots (EAS only)	33,442	<ul style="list-style-type: none"> <li>• To fund gap year placements for pupils leaving Welsh-medium education after A-levels to work as teaching assistants in three Welsh-medium primary schools in Torfaen.</li> <li>• To explore using staff from within the region's current Welsh in a Year sabbatical graduate teaching community to assist teaching in Welsh-medium schools on a part-time basis as part of their ongoing professional learning.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To passport funding to Torfaen LA to continue to fund the three gap year placements.</li> <li>• To continue to fund pilot sabbatical placements.</li> </ul>

Area	Available funding (nationally)	Aims	Delivery requirements
Welsh-medium capacity grant	271,000	To support the capacity building of some parts of the Welsh-medium and bilingual education workforce.	To passport funding to schools as outlined in Schedule 5 to continue to deliver the projects during the summer term

Area	Available funding (nationally)	Aims	Delivery requirements
Remote instruction of Language and Literacy (GWE only)	145,000 (72,500 each PLPLD and CAD)	To enhance and improve on the effectiveness of the Remote Instruction of Language and Literacy programme (RILL).	<p>As part of a commitment to ongoing development of research for publication, the funding is to support three projects:</p> <ul style="list-style-type: none"> <li>i. A medium-scale roll out and evaluation of the effectiveness of RILL Cymraeg in schools – to understand the pedagogical implications of teaching language-universal skills. It will provide a 15-week tech-based language and literacy Welsh programme which should lead to greater gains in reading. It will test the effectiveness of RILL in improving Welsh language and reading skills and examine whether targeting reading and language universal skills in one language also allows improvement in the other.</li> <li>ii. Expanding RILL to the whole-class level – to test the effects of complementary, whole-class instruction on all children’s literacy skills. It will develop whole class lessons in Welsh for Welsh schools and test the effectiveness of this whole class approach in developing key language and literacy skills, particularly vocabulary, versus implementation of the RILL without the whole class element.</li> </ul> <p>Children and parents learn together – to investigate the benefits of providing additional instruction in the home environment. It will develop complementary lessons that children can complete at home with the caregiver.</p>

## C) Other

### 1. Education Improvement Grant for Schools (EIG)

Area	Available funding (nationally)	Aims	Delivery requirements
EIG	£115,196,246	To improve educational outcomes for learners. Currently the EIG includes funding to support Foundation Phase, 14-19 Learning Pathways and School Improvement.	<p><b>Foundation Phase</b> You must be able to confirm your distribution formula for the Funding to support schools in accordance with the recommended ratios and non-maintained settings to deliver high quality Foundation Phase.</p> <p><b>Maintained settings</b> The Funding allocation must be used to support the Foundation Phase staff to learner ratios. As part of the delivery of a high quality and effective Foundation Phase curriculum (including payment for supply cover for absences other than for training purposes) settings must be working towards or to achieving the Foundation Phase ratios of 1:8 for Nursery and Reception and 1:15 for Year 1 and Year 2.</p> <p><b>Non-maintained settings</b> The Funding must also be used to support Foundation Phase practitioners in non-maintained settings to deliver high quality education provision.</p> <p>You must ensure schools in your local authority meet the requirements of the Learning and Skills (Wales) Measure 2009 that they offer students a</p>

Area	Available funding (nationally)	Aims	Delivery requirements
			<p>minimum of 25 courses, 3 of which are vocational at KS4 and at post 16 schools must offer a minimum of 30 choices of which 5 must be vocational. The vocational courses for post 16 must fall across the 3 domains, one of which must be mathematics, science and technology domain.</p> <p>You must ensure that all schools have a local curriculum offer that meets the requirements of the Learning and Skills Wales Measure and then confirm in writing to Welsh Government via <u>no later than 9<sup>th</sup> November 2023</u> that all schools within your consortia have met the requirement of the measure.</p> <p>For Welsh-medium Schools and schools providing education through the medium of both English and Welsh, consortia and local authority partnerships must engage with schools that offer courses through the medium of Welsh to confirm their local curriculum offer data, required by the reporting obligation under Section 116B(4) of the Education Act 2002 (See details below), in writing to the Welsh Government via <u>no later than 31 May 2023</u>. Welsh-medium Schools and schools providing <u>education through the medium of both English and Welsh</u>, will need to complete a spreadsheet, which will be provided by the Welsh Government, and consortia and local authority partnerships will need to provide this data to the Welsh Government by 31 May 2023. Officials intend for this data to be used by Cymraeg 2050</p>

Area	Available funding (nationally)	Aims	Delivery requirements
			<p>division to monitor progress against local authority WESPs.</p> <p>Section 116B (4) of the Education Act 2002 sets out that a local authority must provide the Welsh Ministers with a report on courses through the medium of Welsh in accordance with their instructions (“reporting obligation”). The report must: -</p> <ul style="list-style-type: none"> <li>• describe the courses of study included within local curricula established by the authority for that academic year which were to be taught through the medium of Welsh;</li> <li>• describe how many pupils elected to follow such courses and how many pupils were entitled to follow such courses;</li> <li>• explain what the authority plans to do in academic years following that to which the report relates so that registered pupils of schools maintained by the authority are given the opportunity to follow local curricula courses of study which are taught through the medium of Welsh.</li> </ul>

## 2. Support Collaborative Working & Help Develop Capacity in Consortia

Area	Available funding (nationally)	Aims	Delivery requirements
Support Collaborative Working & Help Develop Capacity in Consortia (EAS only)	70,000	Funding to provide additional resource to support collaborative working and help develop capacity in consortia.	Utilise funding in line with aims described.

## 3. Building Capacity in Leadership

Area	Available funding (nationally)	Aims	Delivery requirements
Building Capacity in Leadership (CSC only)	60,000	Funding to provide additional resource to build capacity in leadership.	Utilise funding in line with aims described

#### 4. Professional Teaching Awards Cymru (PTAC)

Area	Available funding (nationally)	Aims	Delivery requirements
Professional Teaching Awards Cymru (PTAC)	20,000	To resource the Professional Teaching Awards Cymru.	Utilise funding in line with aims described. A Meeting will be organised to brief consortia representatives before the Awards open for nominations.

#### 5. Multi-agency support approach, Programme Associate salary cost

Area	Available funding (nationally)	Aims	Delivery requirements
Multi-agency support approach (EAS only)	3,636	This funding should be used to engage 'programme associates' for secondary schools in your region who are participating in this approach.	<p>Programme associates should have the necessary skills and experience to effectively carry out the role described in the 'Programme associate specification' produced by Welsh Government.</p> <p>The key features of the role include:</p> <ul style="list-style-type: none"> <li>· Involvement in multi-agency meetings on behalf of Welsh Government, providing an external perspective and advice to support schools' improvement.</li> <li>· Providing feedback to Welsh Government on the progress and effectiveness of the multi-agency approach, via adhoc monitoring meetings with the WG programme leads.</li> </ul>

Tudalen 88



## 6. Support for communications project (EAS only)

Area	Available funding (nationally)	Aims	Delivery requirements
Communications Project	30,000	Funding of £30k is provided to Torfaen local authority to fund a communications project to support Ysgol Gwynllyw; Cwmbran High School and Croesyceiliog School to improve their internal and external communications.	<p>The project aims to:</p> <ul style="list-style-type: none"> <li>• design and create positive messages about teaching and learning, school attendance, and transformation linked to the introduction and roll out of the Curriculum for Wales.</li> <li>• create websites and improve use of social media platforms to communicate effectively with stakeholders, including parents and the wider community.</li> <li>• engage media to communicate positive joint messages relating the LA's schools, including mutually beneficial messaging on ALN, attendance and Curriculum for Wales.</li> <li>• support retention and recruitment to these schools and LA more widely.</li> </ul> <p>By 31 March 2024, the LA should submit a notification to Welsh Government that the project has been implemented and the funding spent. Notification should be sent to</p>

## Reporting requirements

The following provides a template for the grantee's reporting regarding developments in its area, building on the process developed in 2022-23.

These aspects will be reported using the following headings:

- *Intent*: the agreed aims of the activity
- *Implementation*: a narrative and statistical data, if relevant, linked to the delivery requirements
- *Impact*: an analysis of progress and impact.

Each report will build on the previous report.

## Termly reports

<b>Focus</b>
<p>We expect termly reports to be used to inform the Minister on progress, and include an overarching narrative regarding the grantee's analysis of schools' and settings' assessments of their position regarding their reforms. These should focus on overall school and PRU development of CfW, its implementation, professional learning and wider support arrangements in place, including the range of and the impact of that support. This can further include reporting on key support needs in your areas, including but not exclusive to curriculum reform, professional learning, international languages and cross-curricula skills.</p>
<p>Still in early stages, so analysis of Curriculum for Wales roll-out, including school and PRU progress in managing the process of reform and meeting curriculum requirements.</p> <p>For primary settings:</p> <ul style="list-style-type: none"><li>• information on design, and confirmation that curriculum summaries are complete and published</li><li>• those receiving universal support for CfW (use quantifiable language)</li><li>• those receiving bespoke or targeted support for CfW (as above and with examples of what this could be, and why its needed)</li><li>• information on use of professional learning grant at school level to support CfW roll-out</li><li>•</li></ul> <p>For secondary settings:</p> <ul style="list-style-type: none"><li>• information on design, numbers with curriculum summaries completed</li><li>• those receiving universal support for CfW (use quantifiable language)</li><li>• those receiving bespoke or targeted support for CfW (as above and with examples of what this is, and why its needed)</li></ul>

- information on use of professional learning grant at school level to support CfW roll-out

Reporting on any specific challenges for schools and PRUs in respect of progression and assessment, including reasons for challenges. Also reporting on what is working well and why, both in terms of the support offer and in-school curriculum development.

Information on your approach to school and PRU engagement, and reporting levels of school engagement in cluster working and access to support. Information on cluster working to include:

- information on progress to date of working with clusters – different stages
- quantifiable language on engagement and representative examples of local practice / common language
- specific challenges being faced, including reporting on variances in approach

Specific reporting on those schools in receipt of most support, the nature of that support (and whether they are in Estyn categories).

Information relating to working on a national basis to support the development of the professional learning offer for practitioners and equity of access to resources and support as part of the National Professional Learning Entitlement.

Information about the offer, engagement and feedback in respect of the following professional learning support for schools and PRUs:

- School-led professional learning, enquiry and research
- Curriculum reform professional learning programme, including development of national professional learning.
- Professional learning for developing practice and reflection
- Teaching Assistants Learning Pathway
- A Level and Welsh Bacc
- Induction / Early Career support package
- Future Leadership Programme
- National Professional Qualification for Headship (NPQH)
- Welsh in education
- Coaching and mentoring

The second report should evidence outcomes and expected impact (including value for money).

Support for Area specific and cross-curricula learning and teaching, comprising:

- support provided for International Languages based on the actions set out in the Global Futures Action Plan, as well as challenges and further support needed
- updates on support provided for literacy, numeracy and digital, as well as challenges and areas that need further support

- how you are ensuring ongoing engagement with Welsh Government’s whole school approach to oracy and reading, including raising awareness of the toolkit with schools and examples of good practice.

Reporting on National Network activities undertaken by the grantee, including:

- activities to promote National Network events and disseminate the outputs from them, including how you are ensuring regional and local work aligns and builds-on this offer, without duplication
- reporting analysis of trends in respect of National Network engagement by schools and PRUs in their area
- information on planned regional networks including dates, purpose, attendees and outcomes / next steps to ensure ongoing alignment with the national conversations
- identification of next steps in response to national and regional conversations.

Reporting actual spend for funding being passed to schools, and funding retained by the grantee to manage the programme of activity. This information is necessary for both briefing purposes and reporting in the Curriculum for Wales Annual Report.

### Other reporting

In respect of the Professional Learning Grant for schools, all schools will be required to maintain a record of expenditure of the professional learning funding (at school or cluster level). A sample of schools will be required to prepare a more detailed case study for publication on Hwb to exemplify the benefits of the professional learning funding and share innovative practice with other schools.

For the all-age schools, pedagogy research and Welsh in education projects, Welsh Government will work collaboratively with lead officers and relevant schools to monitor activity.

For the Remote instruction of Language and Literacy (GWE only), you will provide six-monthly progress reports and a full report and evaluation for all three projects at the end of the funding period.

More generally, your end of year report will evidence outcomes and expected impact, including value for money, spanning the breadth of the grant award.

### **SCHEDULE 3**

#### **Notification Events**

The Notification Events referred to in Condition 9 are listed below:

1. repayment of any part of the Funding is required in accordance with any relevant legislation;
2. you fail to comply with any of the Conditions;
3. the Funding, in full or in part, is not being used for the Purposes;
4. you fail to achieve any or all of the Targets;
5. there is unsatisfactory progress towards completing the Purposes, including meeting the Targets;
6. you fail to provide information about the Purposes requested by us or any UK subsidy enforcement body or any of its auditors, agents or representatives;
7. we have reason to believe that you and/or any of your Personnel are involved in fraudulent activity or have been involved in fraudulent activity whether or not it relates to or is any way connected to the Funding;
8. we have made an overpayment of Funding to you;
9. there is a duplication of funding in respect of any part of the Purposes. This includes but is not limited to any payments received by you in relation to the effects of the spread of the Coronavirus (COVID-19) from your insurance provider (cancellation/business disruption insurance), the UK Government's Coronavirus Job Retention Scheme and/or any Welsh Government fund/scheme;
10. any declaration made in Condition 8 is, or proves to be, incomplete untrue or misleading, incorrect in any respect or, if repeated at any time with reference to the facts and circumstances then existing, would be incorrect;
11. there has been a modification (qualification, adverse or disclaimer) to the auditor's opinion on your financial statements;
12. an event or circumstance has occurred and is outstanding which constitutes (or, with the expiry of a grace period, the giving of notice, the making of any determination or any combination thereof, would constitute) a default or termination event (howsoever described) under any other agreement or instrument which is binding on you or to which any of your assets is subject;
13. a moratorium in respect of all or any of your debts or assets or a composition or an agreement with your creditors is agreed, applied for, ordered or declared;

14. you stop or suspend payment of any debts or are unable, or admit in writing your inability, to pay your debts as they fall due;
15. the value of your assets is less than your liabilities (taking into account contingent and prospective liabilities);
16. you commence negotiations, or enter into any composition, compromise, assignment or arrangement, with one or more of your creditors with a view to rescheduling any of your indebtedness (because of actual or anticipated financial difficulties).
17. any action, proceedings, procedure or step is taken in relation to you in relation to:
  - (a) the suspension of payments, a moratorium in respect of any indebtedness, winding up, dissolution, administration or reorganisation (using a voluntary arrangement, scheme of arrangement or otherwise); or
  - (b) a composition, compromise, assignment or arrangement with any of your creditors; or
  - (c) the appointment of a liquidator, receiver, administrative receiver, administrator, compulsory manager or other similar officer in respect of you or any of your assets.
18. a statutory demand is issued against you;
19. you cease, or threaten to suspend or cease, to carry on all or a material part of your business;
20. there is a change in your constitution, status, control or ownership and/or your external auditors resign;
21. you fail to comply with any statutory reporting obligations which are applicable to you (including, but not limited to, filing requirements at Companies House, the Charity Commission, the Financial Conduct Authority);
22. there is any change, whether permanent or temporary, in your shareholders, directors, trustees or partners and/or Personnel which may affect your ability to deliver the Purposes;
23. any event occurs or circumstances arise which in our opinion gives reasonable grounds for believing that providing the Funding and/or the continuation of the arrangements contemplated by this letter could bring us into disrepute;
24. any event occurs or circumstances arise which in our opinion gives reasonable grounds for believing that you may not, or may be unable, to perform or comply with any of your obligations under the Conditions.

**SCHEDULE 4**  
**Indicative Payment Profile**  
**(refer to Conditions 5(b), 6(a) and (b))**

<b>Period</b>	<b>Payment amount</b>	<b>Dates for receiving payments</b>
April – June 2023	£10,818,897.50	July 2023
July – September 2023	£9,616,797.80	October 2023
October – December 2023	£10,818,897.50	January 2024
January – March 2024	£16,829,396.20	March 2024
<b>Total</b>	<b>£48,083,989.00</b>	

\*This grant will be paid in arrears based on the figures above.

**SCHEDULE 5  
Audit Certificate**

**Statement of Expenditure  
Regional Consortia Allocation Certificate**

**End of Year income / expenditure report**

a) Total grant received for 2023 - 24 **£40,083,989**

b) Actual Expenditure £

Terms and Conditions reference	Funding Description	Allocation 23/24	Expenditure 23/24
<b>A - Curriculum &amp; Assessment Support</b>	Regional support for curriculum and assessment reform	£1,052,737	
	Schools curriculum and assessment reform, including learning progression	£2,893,789	
	Regional support for Modern languages - (Modern Foreign Languages (Global Futures))	£115,500	
	Modern Foreign Languages – building capacity for MFL in the primary sector including: Regional Consortia support for primary international languages Primary international languages project	£83,909	
	Literacy & Numeracy Grant/ Support for Curriculum Improvements	£125,000	
	Primary LNF Oracy Scheme for Wales	£123,851	
	Digital Competence Framework	£25,000	
	Coding & Digital Skills	£92,889	
	<b>B – Professional Learning and</b>	Professional Learning funding for schools	£3,883,595



Terms and Conditions reference	Funding Description	Allocation 23/24	Expenditure 23/24
<b>Leadership</b>	School-led professional learning, enquiry and research to realise curriculum	£928,885	
	Curriculum reform professional learning programme	£675,000	
	Professional learning for developing practice and reflection	£225,000	
	Teaching Assistants Learning Pathway	£237,500	
	A Level and Welsh Bacc PL	£240,500	
	Induction / Early Career support package	£62,500	
	Future Leadership Programme (Aspiring, middle leaders including Coaching & Mentoring support)	£212,500	
	Aspiring Headteachers Programme	£61,500	
	National Professional Qualification for Headship (NPQH)	TBC	
	Welsh - Professional Development	£774,071	
	Welsh in education grant (WEG)	£1,147,824	
Welsh-medium capacity grant	140,799		
<b>C) Other</b>	Education Improvement Grant for Schools (EIG) - Total	£34,916,640	
	Building Capacity in Leadership	£60,000	
	Professional Teaching Awards Cymru (PTAC)	£5,000	
<b>Total</b>		<b>£48,083,989</b>	

*\*For each variation issued by Welsh Government, you will receive an updated version of this certificate.*

**Grant to be reclaimed by the Welsh Ministers (a-b) £**

I confirm that the agreed aims and objectives have been met.

**Certificate of the Chief Finance Officer**

I certify to the best of my knowledge and belief that:

- the Information given above is correct and that all expenditure correctly records actual amounts incurred by the authority in relation to the Purposes and costs approved by the Welsh Government as being eligible under the grant;
- activity was carried out against the agreed aims and objectives in accordance with the Award letter and associated Terms and Conditions of the grant;
- systems and Controls were in place to ensure that the grant was used solely for the Purposes for which it was given, whether spent directly or passed to other organisations;
- no claims have been made for other funding from the Welsh Government or any other body in respect of the expenditure shown on this statement; and
- monitoring arrangements were in place to ensure that implementation progressed as recorded on any agreed Delivery plan.

I have attached a qualification report outlining why I am unable to certify the above.

**Signature:** .....

**Date:** .....

**Position: Director of Finance (Section 151 Officer)**

**COMPLETE AND RETURN BY 30 SEPTEMBER 2024**

## SCHEDULE 6

### Requirements of the UK GDPR

#### Part 1

Carrying out the Purposes will require the processing of Personal Data on our behalf. We will be the Data Controller and the table below provides details of the permitted processing to be undertaken in carrying out the Purposes.

You must comply with any further written instructions from us in respect of processing on our behalf. Any such further instructions shall be incorporated into the table:

Description	Detail
<b>Legal Basis for Processing</b>	GDPR Article 6(e) Processing is necessary for the performance of a task carried out in the public interest
<b>Subject Matter Of The Processing</b>	In accordance to Schedule 1 of this Grant Offer Letter, the purpose listed for <b>National Professional Qualification for Headship (NPQH)</b> will require the regions to provide personal data to WG. The personal data collected and process will be of individuals who qualify for the programme and in order for WG to issue certification to them.
<b>Duration of the Processing</b>	The duration of the process will be for the time necessary for the production and awarding of the certification for length of time this grant offer letters covers
<b>Location of Processing</b>	The data must be processed within the UK
<b>Nature of the Processing</b>	<b>National Professional Qualification for Headship (NPQH)</b> The nature of the processing is to enable WG as the 'Awarding Body' to moderate, produce and issue certificates to eligible individuals who participate on the NPGH Programme.

Description	Detail
<p><b>Purposes of the Processing</b></p>	<p><b>National Professional Qualification for Headship (NPQH)</b></p> <p>The purpose of the processing will support WG in their commitment to the new Professional Standards for Teaching and Leadership and Our National Mission</p> <p>This is achieved in their administrative role as the 'Awarding Body', to monitor, produce and issue certificates to eligible individuals who participate on the NPGH Programme.</p>
<p><b>Type of Personal Data to be Processed</b></p>	<p>Personal Data of individual who participated on the NPQH Programme, being collected and processed to include:</p> <ul style="list-style-type: none"> <li>▪ Full Name,</li> <li>▪ email address – personal and school</li> <li>▪ Teacher Reference Number</li> <li>▪ Current Job title</li> <li>▪ Assessment Language, Local Authority , Consortia</li> <li>▪ School Name and Address</li> <li>▪ Sector</li> </ul>
<p><b>Categories of Data Subjects</b></p>	<p>Personal Data of Teachers / Head teachers</p>
<p><b>Plan for the return and/or destruction of the data once the processing is complete UNLESS requirement under union or member state law to preserve that type of data</b></p>	<p>WG will retain the personal data required for the certification on National Professional Qualification for Headship (NPQH) programme for <b>3 years</b>, after which time the data will be destroyed</p>

## Part 2

### 1. The definitions set out below for the following terms shall be used in this UK GDPR Schedule:

Data Security Event	means any event that results or may result in unauthorised access to Personal Data held by you under the Award of Funding , and/or actual or potential loss and/or destruction of Personal Data in breach of this Award of Funding including any Personal Data Breach (as defined in the UK GDPR);
Data Protection Impact Assessment	means an assessment by the Controller of the impact of the envisaged Processing on the protection of Personal Data;
Data Protection Legislation	all applicable data protection and privacy legislation in force from time to time in the UK including without limitation the UK GDPR; the DPA 2018 (and regulations made thereunder); the Privacy and Electronic Communications Regulations 2003 (SI 2003/2426) as amended; and the guidance and codes of practice issued by the Commissioner and which are applicable to a party;
Data Subject Access Request	means a request made by or on behalf of a Data Subject in accordance with rights granted pursuant to the Data Protection Legislation to access their Personal Data;
DPA 2018	means the Data Protection Act 2018;
UK GDPR	means the Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data as it forms part of the law of England and Wales, Scotland and Northern Ireland by virtue of section 3 of the European Union (Withdrawal) Act of 2018;
Law	means:  (a) any applicable statute or proclamation or any delegated or subordinate legislation;  (b) any applicable guidance, code of practice, direction or determination with which we and/or you are bound to comply to the extent that the same are

	<p>published and publicly available or the existence or contents of them have been notified to you by us ; and</p> <p>(c) any applicable judgment or order of a relevant court of law which is a binding precedent in England and Wales,</p> <p>in each case in force or applicable in both England and Wales, or in Wales only;</p>
Party	means us or you, together <b>'the Parties'</b> ;
Protective Measures	means appropriate technical and organisational measures which may include pseudonymising and encrypting Personal Data, ensuring confidentiality, integrity, availability and resilience of systems and services, ensuring that availability of and access to Personal Data can be restored in a timely manner after an incident and regularly assessing and evaluating the effectiveness of the measures adopted by it;
Sub-Processor	means any third party appointed to Process Personal Data on your behalf in relation to the Award of Funding;
Business Days	means a day other than a Saturday, a Sunday, Christmas Day, Good Friday or a bank holiday in Wales under the Banking and Financial Dealings Act 1971.

## 2. Protection of personal data

2.1 In this UK GDPR Schedule the following terms shall have the meaning given to them in the UK GDPR: **Controller, Processor, Data Subject, Personal Data, Process, Personal Data Breach, Data Protection Officer.**

2.2 The Parties acknowledge that for the purposes of the Data Protection Legislation we are the Controller and you are the Processor.

2.3 Unless otherwise required to do so by Law (in which case you shall inform us of that legal requirement before Processing, unless law prohibits such information on important grounds of public interest), the only Processing of Personal Data you are authorised to do is described in this UK GDPR Schedule or is the subject of prior written approval by us and may not be determined by you. You will not process the Personal Data for any other purpose or in a way that does not comply with this Award of Funding or the Data Protection Legislation. You must comply promptly with our written instructions requiring you to amend, transfer, delete or otherwise process the Personal Data, or to stop, mitigate or remedy any unauthorised processing.

2.4 You must notify us immediately if you consider that any of our instructions infringe the Data Protection Legislation.

2.5 You must provide all reasonable assistance to us in any on-going Data Protection Impact Assessment prior to and after commencing any Processing. Such assistance may, at our discretion, include:

2.5.1 a systematic description of the envisaged Processing operations and the purpose of the Processing;

2.5.2 an assessment of the necessity and proportionality of the Processing operations in relation to the Purposes;

2.5.3 an assessment of the risks to the rights and freedoms of Data Subjects; and

2.5.4 a systematic description of the measures envisaged to address the risks, including safeguards, security measures and mechanisms to ensure the protection of Personal Data.

2.6 You must in relation to any Personal Data Processed in connection with your obligations under the Award of Funding:

2.6.1 process that Personal Data only in accordance with Condition 2.3 of this UK GDPR Schedule, unless you are required to do otherwise by Law. If you are so required you must promptly notify us before Processing the Personal Data unless prohibited by Law;

2.6.2 ensure that you have in place Protective Measures, which have been reviewed and approved by us as appropriate, to protect against a Data Security Event having taken account of the:

- (i) nature of the data to be protected;
- (ii) harm that might result from a Data Security Event;
- (iii) state of technological development; and
- (iv) cost of implementing any measures;

2.6.3 you must, where you are required under the Award of Funding to notify Data Subjects of the purpose and detail of the Processing to be undertaken, cooperate with us to agree an appropriate notice which complies with the Data Protection Legislation. The notice must have our prior written approval. You must not modify or alter the notice in any way without our prior written consent;



2.6.4 ensure that your Personnel do not Process Personal Data except in accordance with the Award of Funding;

2.6.5 ensure that you take all reasonable steps to ensure the reliability and integrity of any of your Personnel who have access to the Personal Data and ensure that they:

- (i) are aware of and comply with your obligations under the Conditions;
- (ii) are subject to appropriate confidentiality undertakings with you or any Sub-Processor;
- (iii) are informed of the confidential nature of the Personal Data and do not publish, disclose or divulge any of the Personal Data to any third party unless directed in writing to do so by us or as otherwise permitted by the Award of Funding; and
- (iv) have undergone adequate training in the use, care, protection and handling of Personal Data;

2.6.6 not transfer Personal Data outside the UK unless our prior written consent has been obtained or Article 28(3)(a) of the UK GDPR applies.

2.6.7 At our written direction, delete or return Personal Data (and any copies of it) to us on expiry of the Award of Funding unless you are required by Law to retain the Personal Data.

2.7 Subject to Condition 2.8, you must notify us immediately if in connection with the Award of Funding you:

2.7.1 receive a Data Subject Access Request (or purported Data Subject Access Request);

2.7.2 receive a request to rectify, block processing or erase any Personal Data;

2.7.3 receive any other request, complaint or communication relating to either Party's obligations under the Data Protection Legislation;

2.7.4 receive any communication from the Information Commissioner or any other regulatory authority in connection with Personal Data Processed under the Award of Funding;

2.7.5 receive a request from any third party for disclosure of Personal Data where compliance with such request is required or purported to be required by Law; or

2.7.6 become aware of a Data Security Event.

2.8 Your obligation to notify under Condition 2.7 of this UK GDPR Schedule includes the provision of further information to us in phases without undue delay as details become available.

2.9 Taking into account the nature of the Processing, you must provide us with full assistance in relation to either Party's obligations under Data Protection Legislation and any complaint, communication or request made under Condition 2.7 of this UK GDPR Schedule (and insofar as possible within the timescales reasonably required by us) including by promptly providing us with:

2.9.1 full details and copies of the complaint, communication or request;

2.9.2 such assistance as we may reasonably request to enable us to comply with a Data Subject Access Request within the relevant timescales set out in the Data Protection Legislation;

2.9.3 at our request, any Personal Data you hold in relation to a Data Subject;

2.9.4 assistance as we may reasonably request following any Data Security Event;

2.9.5 assistance as we may reasonably request with respect to any request from the Information Commissioner's Office or any consultation by us with the Information Commissioner's Office.

2.10 You must maintain complete and accurate records and information to demonstrate your compliance with this Condition 2 of this UK GDPR Schedule. This requirement does not apply where you employ fewer than 250 staff unless:

2.10.1 we determine that the Processing is not occasional; or

2.10.2 we determine the Processing includes special categories of data as referred to in Article 9(1) of the UK GDPR or Personal Data relating to criminal convictions and offences referred to in Articles 10 of the UK GDPR; or

2.10.3 we determine that the Processing is likely to result in a risk to the rights and freedoms of Data Subjects.

2.11 You must allow for audits of your Data Processing activity by us or our designated auditor.

2.12 You must designate a data protection officer if required by the Data Protection Legislation.

2.13 Before allowing any Sub-Processor to Process any Personal Data related to the Award of Funding you must:

2.13.1 notify us in writing of the intended Sub-Processor and Processing;

2.13.2 obtain our prior written consent;

2.13.2 enter into a written agreement with the Sub-Processor which gives effect to the terms set out in this Condition 2 of this UK GDPR Schedule such that they apply to the Sub-Processor; and

2.13.3 provide us with such information regarding the Sub-Processor as we may reasonably require.

2.14 You shall remain fully liable for all acts or omissions of any Sub-Processor.

2.15 We may at any time on not less than 30 Business Days' notice revise this Condition 2 of this UK GDPR Schedule 6 by replacing it with any applicable controller to processor standard clauses or similar terms forming part of an applicable certification scheme (which shall apply when incorporated by attachment to the Award of Funding).

2.16 The Parties agree to take account of any guidance issued by the Information Commissioner's Office and other guidance where relevant. We may on not less than 30 Business Days' notice to you amend the Award of Funding to ensure that it complies with any guidance issued by the Information Commissioner's Office.

2.17 For the avoidance of doubt, nothing in the Award of Funding shall relieve you of your own direct responsibilities and liabilities under the Data Protection Legislation.

2.18 You agree to indemnify and keep us indemnified against all claims and proceedings and all liability, loss, costs and expenses incurred in connection therewith by us as a result of any claim made or brought by any individual or other legal person in respect of any loss, damage or distress caused to that individual or other legal person as a result of your unauthorised processing, unlawful processing, destruction of and/or damage to any Personal Data process by you, your employees or agents in your performance of the Award of Funding or as otherwise agreed between the Parties.

2.19 The provisions of this Condition 2 of this UK GDPR Schedule shall apply during the continuance of the Award of Funding and indefinitely after its expiry.

**TWO SIGNATORIES ARE REQUIRED**

We declare we are duly authorised to accept the award of Funding in relation to Regional Consortia Grant 2023-2024 and the Conditions relating to the Funding.

\_\_\_\_\_ Signature  
An authorised signatory of Rhondda Cynon Taf County Borough Council

\_\_\_\_\_ Name

\_\_\_\_\_ Job Title

\_\_\_\_\_ Date

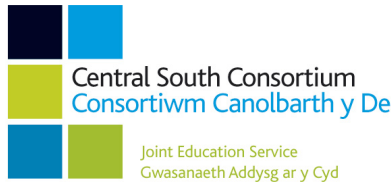
\_\_\_\_\_ Signature  
An authorised signatory of, or on behalf of Rhondda Cynon Taf County Borough Council from within the Central South Consortium

\_\_\_\_\_ Name

\_\_\_\_\_ Job Title

\_\_\_\_\_ Date

**Effective date:** .....



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

### **JOINT COMMITTEE REPORT**

**3<sup>RD</sup> OCTOBER 2023**

## **CENTRAL SOUTH CONSORTIUM 2023/24 GRANTS: SIARTER IAITH**

### **REPORT OF THE DIRECTORS OF EDUCATION**

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

#### **1. PURPOSE OF REPORT**

- 1.1 To provide Members with an update on the grants to be received by the Consortium in 2023/24, for which notifications have been received, and the methods of allocation of each.

#### **2. RECOMMENDATIONS**

Directors recommend the following to the Joint Committee:

- 2.1 Approve the distribution of grant as detailed in section 5 of this report.

#### **3.0 BACKGROUND**

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

#### **4.0 METHOD OF APPORTIONMENT**

- 4.1 The method of apportionment of each grant will vary depending on its nature, its intended recipients, its purposes and the associated terms and conditions.
- 4.2 For each grant the following process shall be adopted:

- The Consortium shall prepare a proposed method of distribution taking into account all relevant criteria.
- The Director of Education (or equivalent) of each authority shall approve the basis of apportionment at the Executive Board of the Central South Consortium Joint Education Service. This will ensure appropriate and effective use of grant funding to target school improvement equitably across each of the five local authority areas.
- A report detailing the basis and reasons for the method adopted shall be presented to the Joint Committee for approval.

4.3 This report presents details of 2023/24 grants to the Joint Committee.

## **5.0 2023/24 GRANTS**

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

### **5.2 Siarter Iaith 2023/24**

5.2.1 The total grant in 2023/24 is £77,800.

5.2.2 The aim of the funding is to support the priority area of increasing pupils' informal use of the Welsh language by delivering the Siarter Iaith and its associated programmes.

5.2.4 The funding is to be retained by the consortium to fund direct staffing costs incurred in delivering the programme.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**3<sup>rd</sup> OCTOBER 2023**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

Freestanding matter

Officer to Contact:

Louise Blatchford  
Tel no. 01443 281400

Tudalen wag





Mr Barrie Davies  
Swyddog Adran 151  
Cyngor Bwrdeistref Sirol Rhondda Cynon Taf  
Y Pafiliynau  
Dyffryn Clydach  
Tonypandy  
CF40 2XX

March 2023

Dear Mr Davies

**Award of Funding in relation to the Informal Welsh Language Use Programme (3-18 year olds)**

**1. Award of Funding**

- (a) We are pleased to inform you that your Application has been successful and funding of up to £77,800 (*seventy seven thousand and eight hundred pounds*) (the “**Funding**”) is awarded to you for the Purposes (as defined in Condition 4(a)).
- (b) The Funding relates to the period 1 April 2023 to 31 March 2024 and must be claimed in full by 31 March 2024 otherwise any unclaimed part of the Funding will cease to be available to you.
- (c) This letter shall become effective on the date of signature evidencing acceptance by you as set out in the acceptance page below.
- (d) If you have any queries in relation to this award of Funding or the Conditions please contact the Welsh Government Official who will be happy to assist you.

**2. Statutory authority and Subsidy Control**

- (a) This award of Funding is made on and subject to the Conditions and under the authority of Minister for Education and Welsh Language one of the Welsh Ministers and in pursuance of functions



transferred under section 58A of the Government of Wales Act 2006.

- (b) You must ensure that the use of the Funding is compatible with the Subsidy Control Act 2022 and the applicable agreements contained in the World Trade Organisation rules, UK-EU Trade and Cooperation Agreement and any Free Trade Agreement involving the UK and the Northern Ireland Protocol.

### 3. Interpreting the Conditions

Any reference in the Conditions to:

**'Account'** is to the bank account opened and maintained by you with a UK clearing bank, in your own name and in respect of which you have sole signing rights or such other account as we may approve for the purpose of the Conditions and at our discretion from time to time;

**'Assurance Statement'** is to the Assurance Statement: counter fraud and governance contained in Schedule 6;

**'Business Day'** is to a day other than a Saturday, Sunday, Christmas Day, Good Friday or a bank holiday in Wales under the Banking and Financial Dealings Act 1971;

**'Conditions'** is to the terms and conditions set out in this letter and the Schedules;

**'Costs Incurred'** is to the cost of goods and/or services you have received regardless of whether you have paid for them by the date of your claim;

**'Costs Incurred and Paid'** is to the invoiced cost of goods and/or services you have received and which have been paid for by you in cleared funds by the date of your claim;

**'Notification Event'** is to any of the events listed in Schedule 3;

**'Indicative Payment Profile'** is to the indicative payment profile set out in Schedule 4;

**'Personnel'** is to your management/employees and suppliers or any other person appointed or engaged by you in relation to the Purposes;



Llywodraeth Cymru  
Welsh Government

**'Project Manager'** is to your project manager who is responsible for the day to day management of this award of Funding:

Bethan Davies / Christopher Newcombe  
Consortiwm Canolbarth y De  
Canolfan Menter y Cymoedd  
Parc Hen Lofa'r Navigation  
Aberpennar  
Abercynon  
CF45 4SN  
Ffôn: 01443 281411

**'Schedule'** is to the schedules attached to this letter;

**'we', 'us', 'our'** is to the Welsh Ministers;

**'Welsh Government Official'** is to

Iestyn Wyn  
Is-adran Cymraeg 2050  
Llywodraeth Cymru  
Parc Cathays  
Caerdydd  
CF10 3NQ  
Ffôn: 03000252674

or such other Welsh Government official as we may notify you;

**'you', 'your'** is to

Consortiwm Canolbarth y De  
Canolfan Menter y Cymoedd  
Parc Hen Lofa'r Navigation  
Aberpennar  
Abercynon  
CF45 4SN

**any reference to any legislation** whether domestic or international law will include all amendments to and substitutions and re-enactments of that legislation in force from time to time.

#### 4. Use of the Funding



- (a) You must use the Funding solely for the purposes set out in Schedule 1 (the “**Purposes**”)
- (b) You must achieve the targets and outcomes set out in Schedule 2 (the “**Targets**”).
- (c) Any change to the Indicative Payment Profile, Purposes or Targets will require our written consent which must be obtained from us in advance of implementing any change. Please note that we are not obliged to give our consent but we will consider all reasonable written requests.
- (d) You must not use any part of the Funding for any kind of activity which in our opinion could bring us into disrepute, including but not limited to (1) party political purposes, (2) the promotion of particular secular, religious or political views; (3) gambling, (4) pornography, (5) offering sexual services, or (6) any kind of illegal activities.
- (e) You must not use any part of the Funding for: (1) purchasing capital equipment (other than as specified in the Purposes), (2) your legal fees in relation to this letter, (3) Costs Incurred or Costs Incurred and Paid by you in the delivery of the Purposes prior to the period referred to in Condition 1 (b).

## 5. Funding pre-conditions

- (a) We will not pay any of the Funding to you until you have provided us with the following information and documentation:
  - i) this letter signed by you;
  - ii) documentary evidence that you have put in place all staff and other resources detailed in the Application as required to commence and complete the Purposes;
  - iii) the completed Assurance Statement;
  - iv) any other information, document, opinion or assurance which we consider to be necessary or desirable (if we have notified you accordingly) in connection with this award of Funding or the Purposes or in connection with the entry into and performance of this award of Funding or its validity and enforceability.



- (b) Where you are required to provide any information and/or documentation to us as evidence that you have satisfied a particular pre-condition, Condition or otherwise in support of a claim, the information and/or documentation must be in form and substance acceptable to us. We reserve the right to reject any information and documentation which is for any reason not acceptable to us, and/or request any further or additional information and/or documentation in support of the request for Funding.

## 6. How to claim the Funding

- (a) You may claim the Funding six monthly in arrears as detailed in the Indicative Payment Profile
- (b) You must claim the Funding in accordance with the dates set out in the Indicative Payment Profile. You must claim the Funding promptly. We reserve the right to withdraw any part of the Funding that you do not claim promptly.
- (c) You must submit your claims for payment of Funding to the Welsh Government Official.
- (d) You must use our claim pro-forma (which is available from the Welsh Government Official) and the information and documentation specified in the Indicative Payment Profile together with:
  - i. Evidence in form and substance satisfactory to us that you have appropriate systems in place to ensure that ongoing due diligence is undertaken in respect of any part of the Funding being utilised by you to provide a grant and/or to procure any goods or services from a third party;
  - ii. You must provide us with any other information, document, opinion or assurance which we consider to be necessary or desirable (if we have notified you accordingly) in connection with your claim for the Funding.
- (g) We will aim to pay all valid claims as soon as possible and typically within 20 Business Days of receipt of a valid claim being made in accordance with the provisions of this letter, and provided always that the Funding pre-conditions set out in Condition 5 above have been satisfied and that on both the date of the claim and the date the Funding is to be paid to you:



- i) the declarations made in Condition 8 below are true and correct and will be true and correct immediately after the relevant Funding has been paid to you; and
- ii) no Notification Event is continuing or might result from the proposed Funding.

(h) Any payments of the Funding will be made to the Account and will not be paid to any other bank account.

## **7. Your general obligations to us**

You must:

- (a) safeguard the Funding against fraud generally and, in particular, fraud on the part of your Personnel and notify us immediately if you have reason to suspect that any fraud within your organisation has occurred or is occurring or is likely to occur whether or not it relates to the Funding. You must also participate in such fraud prevention initiatives as we may require from time to time;
- (b) maintain appropriate procedures for dealing with any conflicts of interest in relation to the Funding whether actual, potential or perceived;
- (c) comply with all applicable domestic or international laws or regulations or official directives;
- (d) maintain adequate insurances to cover against the risks which may arise in connection with any property or any activity undertaken in delivery of the Purposes. We reserve the right to require you to provide proof of your insurance;
- (e) maintain appropriate financial, risk and control systems when utilising any part of the Funding for any purpose;
- (f) maintain appropriate financial, risk and due diligence systems when utilising any part of the Funding to provide a grant and/or to procure any goods or services from a third party;
- (g) co-operate fully with the Welsh Government Official and with any other employee of the Welsh Government or consultant appointed



by us to monitor your use of the Funding and your compliance with the Conditions;

- (h) inform us immediately if any of the declarations made in Condition 8 is incorrect in any respect or, if repeated at any time with reference to the facts and circumstances then existing, would be incorrect;
- (i) notify us of any funding received by you from any source which is procured or utilised in conjunction with the Funding to directly support the Purposes including but not limited to your insurance provider (cancellation/business disruption insurance), the UK Government's Coronavirus Job Retention Scheme and/or any Welsh Government fund/scheme and any other funders. The intention of this Condition is to avoid any duplication of funding in respect of the Purposes.

## 8. Declarations

You declare that:

- (a) you have the power to enter into and to perform the obligations set out in the Conditions and you have taken all necessary action to authorise the entry into and performance of the obligations under the Conditions;
- (b) no limit on your powers will be exceeded as a result of claiming the Funding, or the grant of any security contemplated by the Conditions;
- (c) the entry into and performance by you of any of the transactions contemplated by this letter do not, and will not, contravene or conflict with:
  - i) your constitutional documents;
  - ii) any agreement or instrument binding on you or your assets or constitute a default or termination event (however described) under any such agreement or instrument; or
  - iii) any law or regulation or judicial or official order, applicable to you;
- (d) no Notification Event is continuing or might reasonably be expected to result from the provision of the Funding and no other event or circumstance is outstanding which constitutes (or, with the expiry of



a grace period, the giving of notice, the making of any determination or any combination thereof, would constitute) a default or termination event (howsoever described) under any other agreement or instrument which is binding on you or to which any of your assets is subject;

- (e) no litigation or arbitration or administrative proceeding is current or pending or, so far as you are aware, threatened, which has or could have an adverse effect on your ability to perform and comply with any of the Conditions;
- (f) you have disclosed to us all material facts or circumstances which need to be disclosed to enable us to obtain a true and correct view of your business and affairs (both current and prospective) or which ought to be provided to any person who is considering providing funding to you;
- (g) any information, in written or electronic format, supplied by you to us in connection with the Funding was, at the time it was supplied or at the date it was stated to be given (as the case may be):
  - i) if it was factual information, complete, true and accurate in all material respects;
  - ii) if it was a financial projection or forecast, prepared on the basis of recent historical information and on the basis of reasonable assumptions and was arrived at after careful consideration;
  - iii) if it was an opinion or intention, made after careful consideration and was fair and made on reasonable grounds; and
  - iv) not misleading in any material respect, nor rendered misleading by a failure to disclose other information,

except to the extent that it was amended, superseded or updated by more recent information supplied by you to us.

- (h) you have discussed and agreed the Targets with us and you are confident that they are realistic and achievable;
- (i) there are no conflicts of interest in relation to the Funding whether actual, potential or perceived;





- (j) acceptance of this award of Funding will not result in duplicate funding in respect of the activities required to deliver the Purposes. This includes but is not limited to any payments received by you in relation to the effects of the spread of the Coronavirus (COVID-19) from your insurance provider (cancellation/business disruption insurance), the UK Government's Coronavirus Job Retention Scheme and/or any Welsh Government fund/scheme and any funders.
- (k) You will be deemed to repeat the declarations in this Condition 8 on:
  - i) each date on which you submit a claim for payment of Funding pursuant to the Conditions; and
  - ii) each date on which you may have any liability to us under or in relation to the Conditions or the award of Funding,and in each case by reference to the facts and circumstances existing on each such date.
- (l) the information contained in the Assurance Statement is complete, true and accurate.

## **9. Notification Events and their consequences**

- (a) You must notify us immediately if a Notification Event has occurred or is likely to occur but we also reserve the right to notify you where we believe a Notification Event has occurred or is likely to occur.
- (b) We will either:
  - i) notify you that we, at our absolute discretion, consider the Notification Event is not capable of remedy; or
  - ii) if we consider, at our absolute discretion, that the Notification Event is capable of being remedied, seek to discuss the Notification Event with you with a view to agreeing a course of action to be taken to address the Notification Event.
- (c) We will be entitled to take any of the actions listed in Condition 9(d) if:
  - i) despite our efforts we have been unable to discuss the Notification Event with you; or
  - ii) we notify you that the Notification Event is not, in our opinion, capable of remedy; or



- iii) a course of action to address and/or remedy the Notification Event is not agreed with you; or
  - iv) a course of action to address and/or remedy the Notification Event is agreed with you but you fail to follow it, or any conditions attached to it are not met (including without limitation the timescale for such course of action) to our satisfaction; or
  - v) the course of action fails to remedy the Notification Event to our satisfaction.
- (d) If any of the circumstances set out in Condition 9(c) occurs we may, at our absolute discretion, by notice to you:
- i) withdraw the award of Funding; and/or
  - ii) require you to repay all or part of the Funding; and/or
  - iii) suspend or cease all further payment of Funding; and/or
  - iv) make all further payments of Funding subject to such conditions as we may specify; and/or
  - v) deduct all amounts owed to us under the Conditions from any other funding that we have awarded or may award to you; and/or
  - vi) exercise any other rights against you which we may have in respect of the Funding.
- (e) All repayments of Funding must be made to us within 20 Business Days of the date of our demand.

## 10. Monitoring requirements

You must:

- (a) provide us with such documents, information and reports which we may reasonably require from time to time in order for us to monitor your compliance with the Conditions including :
  - (b) six monthly reports on targets
  - (c) six monthly financial report
- (b) meet with the Welsh Government Official and such other of our representatives as we may from time to time reasonably require;



- (c) ensure that the Project Manager (or such other person as we may agree) together with any other person we may require attends all meetings with the Welsh Government Official.

## 11. Audit Requirements

- (a) You must:
  - i) maintain complete, accurate and valid accounting records identifying all income and expenditure in relation to the Purposes;
  - ii) without charge, permit any officer or officers of the Welsh Government, Audit Wales or any UK subsidy enforcement body at any reasonable time and on reasonable notice (in exceptional circumstances, such as the prevention or detection of fraud, it may not be practicable to provide you with reasonable notice) being given to you to visit your premises and/or to inspect any of your activities and/or to examine and take copies of your books of account and such other documents or records howsoever stored as in such officer's reasonable view may relate in any way to your use of the Funding. This undertaking is without prejudice and subject to any other statutory rights and powers exercisable by the Welsh Government, Audit Wales or any UK subsidy enforcement body or any officer, servant or agent of any of the above;
  - iii) retain this letter and all original documents relating to the Funding for [ten] years from the date of the last payment of the Funding;
- (b) Under paragraph 17 of Schedule 8 to the Government of Wales Act 2006 the Auditor General for Wales has extensive rights of access to documents and information relating to monies provided by the Welsh Government. They and their officials have the power to require relevant persons who control or hold documents to give any assistance, information and explanation that they may require; and to require those persons to attend before them for such a purpose. The Auditor General and their staff may exercise this right at all reasonable times.

## 12. Third party obligations



- (a) Nothing in the Conditions imposes any liability on us in respect of any liability incurred by you to any third party (including, without limit, your employees and contractors).
- (b) You must indemnify us against any liabilities, claims, proceedings, demands, losses, costs and expenses suffered or incurred by us directly or indirectly arising as a result of or in connection with any failure by you to perform fully or in part any obligation you may have to a third party from time to time.

### **13. Intellectual property rights and publicity**

- (a) Nothing in the Conditions transfers to us any rights in any intellectual property created by you as a result of the Purposes.
- (b) You must acknowledge our support in relation to the Purposes. Such acknowledgement(s) must be in a form approved by us and must comply with the Welsh Government's branding guidelines.
- (c) You must provide the Welsh Government Official with details of all the acknowledgement(s) referred to in Condition 13(b) for our approval before any such acknowledgements are used and you may not use such acknowledgments without our prior written approval. We will endeavour to respond to all written requests for approval within 5 Business Days.
- (d) You agree that from the date of this letter until 5 years from the date of the final payment of Funding we may include details about your organisation and business, the Funding and the Purposes in Welsh Government promotional materials and you further agree to cooperate with our reasonable requests to achieve the production of such materials.

### **14. Information**

- (a) You acknowledge that we are subject to the requirements of the Freedom of Information Act 2000 (the "FOIA"), the Environmental Information Regulations 2004 (the "EIR"), the Data Protection Act 2018 (the "DPA") and the retained EU law version of the General Data Protection Regulation ((EU) 2016/679) (the "UK GDPR").
- (b) You acknowledge that we are responsible for determining in our absolute discretion whether:



- i) to disclose any information which we have obtained under or in connection with the Funding to the extent that we are required to disclose such information to a person making a disclosure request under the FOIA or the EIR; and/or
  - ii) any information is exempt from disclosure under the FOIA or the EIR.
- (c) You acknowledge that we may share any data you provide to us with fraud prevention agencies and third parties for the purposes of preventing and detecting fraud. Any personal data we collect will be managed in accordance with our Privacy Notice which is available to view here [Privacy notice: Welsh Government grants](#)

## 15. Buying goods and services

- (a) If you decide to buy any goods and/or services to deliver the Purposes, they must be purchased in a competitive and sustainable way so as to demonstrate that you have (i) achieved best value in the use of public funds, and (ii) complied with your conflict of interest policy at the relevant time.
- (b) We may from time to time request evidence from you to demonstrate your compliance with this Condition 15. Such evidence may take the form of evidence of your:
- i) compliance with any procurement regulations, legislation or guidance in place from time to time to which you, or any person carrying out a business or function of the same or similar nature to you, is subject; or
  - ii) compliance with your procurement policy in place at the relevant time; or
  - iii) obtaining a minimum of three written quotations for the relevant goods and/or services.

You must supply such evidence to us promptly following our written request for such evidence.

## 16. Giving notice

- (a) Where notice is required to be given under the Conditions it must be in writing (this does not include email but may include a PDF copy



of a letter attached to an email) and must prominently display the following heading:

***“Notice in relation to the Informal Welsh Language Use Programme (3-18 year olds)”.***

- (b) The address and contact details for the purposes of serving notice under the Conditions are as follows

You: the Project Manager at the address stated in Condition 3.

Us: the Welsh Government Official at the address stated in Condition 3.

- (c) A notice will be deemed to have been properly given as follows:-

Prepaid first class post: on the second Business Day after the date of posting.

By hand: upon delivery to the address or the next Business Day if after 4pm or on a weekend or public holiday.

By email attachment: upon transmission or the next Business Day if after 4pm or on a weekend or public holiday.

## **17. Equality**

You must have in place and apply equality policies covering employment, use of volunteers and provision of services, in accordance with the Equality Act 2010.

## **18. Welsh language**

- a) The Welsh Government is committed to supporting the Welsh language and culture and The Cymraeg 2050: A million Welsh speakers Welsh language strategy (Cymraeg 2050) provides a vision for the growth and further development of the Welsh language.



- b) Where the Purposes include or relate to the provision of services in Wales, they must be provided in Welsh and English unless it would be unreasonable or disproportionate to do so. They must be provided in such a way as to not treat the Welsh language less favourably than English, in accordance with the Welsh Language (Wales) Measure 2011.
- c) Where the provision of services forms part of the Purposes, you must act in accordance with the Welsh Language (Wales) Measure 2011 and the aims of Cymraeg 2050. In practice, this will include the following:
  - i) Ensure that any written material produced, including digital material, is bilingual.
  - ii) Ensure that any signage is bilingual.
  - iii) Ensure that any training or public events are held bilingually.
  - iv) Actively promote and facilitate the Welsh language (including providing services and increasing opportunities to use the Welsh language) within funded activities.
- d) For general advice on providing services bilingually and for information on which organisations are able to support you, please contact the Welsh language advice service “Helo Blod” on 03000 258888 or e-mail

## **19. Sustainable development**

Your use of the Funding must contribute to the achievement of the Welsh Government’s well-being objectives contained in the Welsh Government’s Programme for Government. You must work in a sustainable way (sustainable development principle) in delivering the Purposes so as to ensure you are working in a preventative, integrated, long-term and collaborative way that involves people that reflect the diversity of Wales. Please refer to Schedule 1 for further information.

## **20. Welsh Ministers’ functions**

You acknowledge that the Welsh Ministers have a range of functions which will continue to accrue and be amended and that decisions in relation to each such function are obliged to be taken in the light of all relevant and to the exclusion of all irrelevant considerations. You



agree that nothing contained or implied in, or arising under or in connection with, the Conditions will in any way prejudice, fetter or affect the functions of the Welsh Ministers or any of them nor oblige the Welsh Ministers or any of them to exercise, or refrain from exercising, any of their functions in any particular way.

## 21. General

- (a) If at any time any of the Conditions are deemed to be or become invalid, illegal or unenforceable in any respect under any law, the validity, legality and enforceability of the remaining provisions will not in any way be affected or impaired.
- (b) No failure or delay on our part to exercise any power, right or remedy under the Conditions will operate as a waiver of any such power, right or remedy or preclude its further exercise or the exercise of any other power, right or remedy. The powers, rights or remedies hereby provided are cumulative and not exclusive of any powers, rights or remedies provided by law.
- (c) Any amendment or variation to the Conditions must be in writing and signed by us and you in the same manner as this letter (or as otherwise agreed by us in writing from time to time).
- (d) You may not assign or otherwise dispose of in any way your rights, benefits, obligations or duties under the Conditions.
- (e) Conditions 7, 9, 11, 13, 14, and 21(e) and such other Conditions which by implication need to continue in force beyond the final payment of Funding will so continue in full force and effect.
- (f) The award of the Funding is to you alone and no one else is entitled to make any claim in respect of the Funding or seek to rely on or enforce any of the Conditions.
- (g) In circumstances where you comprise two or more persons or bodies, the liabilities of such persons or bodies shall be joint and several and the default of one of such persons or bodies shall be deemed to be the default of all.
- (h) The Conditions and any disputes or claim (including any non-contractual disputes or claims) arising out of or in connection with its formation or its subject matter are to be governed by and construed in accordance with the laws of Wales and England as





applied in Wales and the parties hereto submit to the exclusive jurisdiction of the courts of Wales and England.

## 22. How to accept this award of Funding

- (a) To accept this award of Funding you must sign and return a copy of this letter to the Welsh Government Official. None of the Funding will be paid to you until we have received your signed letter [and the completed Assurance Statement].
- (b) We must receive your signed letter within 14 days of the date of this letter], or this award of Funding will automatically be withdrawn.

Yours faithfully

Signed by: Iestyn Wyn  
Job title: Head of Language Planning  
Department: Adran Cymraeg 2050  
under authority of the Minister for Welsh and Education, one of the Welsh Ministers



## SCHEDULE 1 The Purposes

The purpose of the Funding awarded to you is to enable you to implement the informal use of Welsh programme (3-18 years).

The funding is part of a national programme, which will be funded through the regional consortia, to increase the informal use of Welsh among children and young people.

### **Allocation of responsibilities for the informal use of Welsh programme (3-18 years) (Language Charter)**

	<b>Welsh Government</b>	<b>Consortia</b>
Strategic Planning	<ul style="list-style-type: none"> <li>• Develop an overall vision based on behavioural science.</li> <li>• Develop guidance for the four plans within the programme.</li> <li>• Set targets for the implementation of the informal use of Welsh programme (3-18 years)</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt the vision to meet local needs.</li> <li>• Support schools to deliver the informal use of Welsh programme (3-18 years)</li> <li>• Provide a quarterly progress report against the targets.</li> </ul>
Finance	<ul style="list-style-type: none"> <li>• Provide funding in line with the funding formula based on the number of Welsh-medium schools in each area.</li> <li>• Clearly communicate expectations on spending.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the funding for the purposes of the informal use of Welsh programme (3-18 years) only</li> <li>• Report expenditure quarterly</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Develop a pool of resources suitable for the relevant age groups on Hwb</li> <li>• Managing the overall brand of a Language Charter</li> <li>• Work with external partners to co-create resources</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that schools are aware of the resources available to them</li> <li>• Adapt resources where necessary while adhered to brand guidelines and behavioural science principles.</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>• Develop a national approach to evaluation.</li> <li>• Develop a protocol for self-</li> </ul>	<ul style="list-style-type: none"> <li>• Develop criteria for evaluation and self-evaluation to suit local</li> </ul>



	evaluation for the post-gold period.	circumstances.
Working in partnership	<ul style="list-style-type: none"><li>• Work with external partners to develop a national protocol on providing opportunities for activities.</li></ul>	<ul style="list-style-type: none"><li>• Implement the protocol at a regional level.</li><li>• Develop relationships with local groups to create opportunities for activities at a regional level and/or to help schools provide opportunities.</li></ul>



## SCHEDULE 2

### The Targets

Target	Completion Date	Required evidence
The successful day-to-day implementation of the scheme within the region's schools and their communities.	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly progress report,</li><li>• Examples of good practice.</li></ul>
Support schools in implementing the Siarter Iaith including visits (virtual if necessary) to all schools at least three times a year.	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly progress report,</li><li>• Examples of good practice.</li></ul>
Monitor the regional implementation of the project by receiving termly progress reports on the project in each county.	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly progress report,</li><li>• Examples of good practice.</li></ul>
Help schools to celebrate and advertise successes locally through media and social media.	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly progress report,</li><li>• Examples of good practice.</li></ul>
Facilitate the sharing of good practice between schools within the region through meetings and events and contribute to the national sharing of good practice through stakeholder group meetings and through the HWB website.	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly progress report,</li><li>• Examples of good practice.</li></ul>
Encourage links between schools and regional external partners.	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly progress report,</li><li>• Examples of good practice.</li></ul>
Provide training for school workforces to support the implementation of the Siarter Iaith.	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly progress report.</li><li>• Examples of good practice.</li></ul>
Help schools to help parents	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly</li></ul>



understand the aims of the programme and the role they could play in supporting their children to use Welsh informally at school, at home and in the community.		progress report. <ul style="list-style-type: none"><li>• Examples of good practice.</li></ul>
Work with Welsh Government Siarter Iaith officials and other partners to develop Language Charter resources.	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly progress report.</li><li>• Examples of good practice.</li></ul>
Work with Welsh Government Siarter Iaith officials and any contractors working on our behalf to review existing primary Siarter Iaith resources.	31 March 2024	<ul style="list-style-type: none"><li>• Six monthly progress report.</li></ul>



### **SCHEDULE 3**

#### **Notification Events**

The Notification Events referred to in Condition 9 are listed below:

1. repayment of any part of the Funding is required in accordance with any relevant legislation;
2. you fail to comply with any of the Conditions;
3. the Funding, in full or in part, is not being used for the Purposes;
4. you fail to achieve any or all of the Targets;
5. there is unsatisfactory progress towards completing the Purposes, including meeting the Targets;
6. you fail to provide information about the Purposes requested by us or any UK subsidy enforcement body or any of its auditors, agents or representatives;
7. we have reason to believe that you and/or any of your Personnel are involved in fraudulent activity or have been involved in fraudulent activity whether or not it relates to or is any way connected to the Funding;
8. we have made an overpayment of Funding to you;
9. there is a duplication of funding in respect of any part of the Purposes. This includes but is not limited to any payments received by you in relation to the effects of the spread of the Coronavirus (COVID-19) from your insurance provider (cancellation/business disruption insurance), the UK Government's Coronavirus Job Retention Scheme and/or any Welsh Government fund/scheme;
10. any declaration made in Condition 8 is, or proves to be, incomplete untrue or misleading, incorrect in any respect or, if repeated at any time with reference to the facts and circumstances then existing, would be incorrect;
11. there has been a modification (qualification, adverse or disclaimer) to the auditor's opinion on your financial statements;



12. an event or circumstance has occurred and is outstanding which constitutes (or, with the expiry of a grace period, the giving of notice, the making of any determination or any combination thereof, would constitute) a default or termination event (howsoever described) under any other agreement or instrument which is binding on you or to which any of your assets is subject;
13. a moratorium in respect of all or any of your debts or assets or a composition or an agreement with your creditors is agreed, applied for, ordered or declared;
14. you stop or suspend payment of any debts or are unable, or admit in writing your inability, to pay your debts as they fall due;
15. the value of your assets is less than your liabilities (taking into account contingent and prospective liabilities);
16. you commence negotiations, or enter into any composition, compromise, assignment or arrangement, with one or more of your creditors with a view to rescheduling any of your indebtedness (because of actual or anticipated financial difficulties).
17. any action, proceedings, procedure or step is taken in relation to you in relation to:
  - (a) the suspension of payments, a moratorium in respect of any indebtedness, winding up, dissolution, administration or reorganisation (using a voluntary arrangement, scheme of arrangement or otherwise); or
  - (b) a composition, compromise, assignment or arrangement with any of your creditors; or
  - (c) the appointment of a liquidator, receiver, administrative receiver, administrator, compulsory manager or other similar officer in respect of you or any of your assets.
18. a statutory demand is issued against you;
19. you cease, or threaten to suspend or cease, to carry on all or a material part of your business;



20. there is a change in your constitution, status, control or ownership and/or your external auditors resign;
21. you fail to comply with any statutory reporting obligations which are applicable to you (including, but not limited to, filing requirements at Companies House, the Charity Commission, the Financial Conduct Authority);
22. there is any change, whether permanent or temporary, in your shareholders, directors, trustees or partners and/or Personnel which may affect your ability to deliver the Purposes;
23. any event occurs or circumstances arise which in our opinion gives reasonable grounds for believing that providing the Funding and/or the continuation of the arrangements contemplated by this letter could bring us into disrepute;
24. any event occurs or circumstances arise which in our opinion gives reasonable grounds for believing that you may not, or may be unable, to perform or comply with any of your obligations under the Conditions.





**SCHEDULE 4**  
**Indicative Payment Profile**  
**(refer to Conditions 5(b), 6(a) and (b))**

<b>Instalment number</b>	<b>Maximum amount of instalment</b>	<b>Earliest date for claim</b>	<b>Last date for claim</b>	<b>Documents which must accompany claim pro-forma</b>
1	£38,900	30 September 2023	15 March 2024	Progress report and finance report
2	£38,900	10 March 2023	15 March 2024	Progress report and finance report



Llywodraeth Cymru  
Welsh Government

**SCHEDULE 5  
Audit Certificate**

**Not applicable**



## SCHEDULE 6

### Assurance Statement: Counter fraud and Governance

The Welsh Government has a duty to protect public funds, ensuring they are handled with probity and in the public interest. It is important that people in Wales are able to have confidence in the Welsh Government and the organisations it funds. Welsh Government officials require assurance that reasonable and adequate governance and counter fraud procedures exist in the organisations funded by the Welsh Government.

Are you in receipt of any other funding from any other organisation to support the Purposes? If so please provide details including amounts of other funding, posts funded and source of funding. This includes applications that are pending.	Yes	No	
Please name the personnel within your organisation who has/have specific responsibility for financial management in respect of the Purposes.	Further details can be provided in the table below		
Who is responsible for the supervision of the personnel named above?	Name:	Position:	
You declare that your employees, officials, directors, trustees and board members:	Name:	Position:	
<ul style="list-style-type: none"> <li>• where applicable, fully understand their duties and responsibilities under the relevant legislation relating to companies and charities;</li> <li>• have sufficient knowledge about governance issues to carry out their roles in a manner which is fully compliant with the relevant legislation;</li> <li>• properly scrutinise and oversee the work of those with primary responsibility for your financial management.</li> </ul>			
Please provide details of <b>any other</b> funding, both capital and revenue, (including other Welsh Government funding streams) from any organisation to support the Purposes as detailed in Schedule 1. You must include details of capital items, posts funded, amounts of other funding and source of funding. This includes applications that are pending.			
<b>Type of Funding</b>	<b>Amount of funding</b>	<b>% of post</b>	<b>Source of</b>



<b>and Purpose</b>	<b>received (including pending applications) £</b>	<b>cost/capital item</b>	<b>funding</b>
<i>e.g. 3 full time development officer posts</i>	<i>£150,000</i>	<i>100%</i>	<i>Big Lottery</i>
<i>e.g. Purchase of capital equipment</i>	<i>£30,000</i>	<i>70%</i>	<i>Barclays Bank</i>



Llywodraeth Cymru  
Welsh Government

## **SCHEDULE 7**

**Not applicable**



Llywodraeth Cymru  
Welsh Government

**Schedule 8**  
**Subsidy Control**

Not applicable



Llywodraeth Cymru  
Welsh Government

## TWO SIGNATORIES ARE REQUIRED

We declare we are duly authorised to accept the award of Funding **Informal Welsh Language Use Programme (3-18 year olds)** and the Conditions relating to the Funding.

*Louise Blatchford*

Signature

An authorised signatory **CSCJES / Rhondda Cynon Taf CBC**

Louise Blatchford

Name

Deputy Managing Director CSC Job Title

*Gaynor Davies*

Signature

An authorised signatory of **CSCJES / Rhondda Cynon Taf CBC**

Gaynor Davies Name

Director of Education & Inclusion Services RCTCBC Job Title

*P. Griffiths*

Signature

An authorised signatory of **CSCJES / Rhondda Cynon Taf CBC**

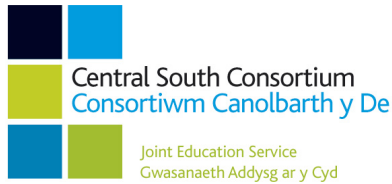
Paul Griffiths Name

Service Director – Finance & Improvement Services RCTCBC Job Title

**Effective date: 28<sup>th</sup> April 2023**

Tudalen wag





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

### **JOINT COMMITTEE REPORT**

**3<sup>RD</sup> OCTOBER 2023**

### **ANNUAL MONITOTING & REPORTING CYCLE 2023-2024**

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

#### **1. PURPOSE OF REPORT**

- 1.1 To provide Members with the monitoring and reporting cycle for Central South Consortium (CSC) during 2023-2024

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Note the contents of the report; and
- 2.2 Consider whether there are any areas of the work of CSC Members would like to see included within the 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 more effective in their intruded audience and purpose.
- 3.2 Following a series of workshops and discussions with stakeholders, CSC developed a reporting cycle for consideration by Members in September 2022, which addressed the following:

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<sup>1</sup> Professor of Teacher Education, Director of Centre for Teachers, and Teaching Research, UCL

- Shared understanding of the purposes of evaluation
  - Shared language to discuss evaluation and impact
  - Development of a Framework for Evaluation
  - Revised Monitoring and Reporting Framework
- 3.3 However, feedback from stakeholders and further expectations on reporting from Welsh Government within the terms and conditions of grant funding for 2023/24 means a further review of this reporting cycle is required.

#### **4. CURRENT MONITORING & REPORTING ARRANGEMENTS (SUMMARY)<sup>2</sup>**

##### **4.1 Ongoing Logs:**

- **School Improvement Partnership log (SIPL)** to record and monitor progress towards school priorities and provide an effective communication tool between CSC and schools.

##### **4.2 Termly Reports<sup>3</sup>:**

- **Local Authority Information Report** to provide officers with a summary of information for all schools in their local authority
- **Termly School Summary report** to governors
- **Curriculum for Wales Reports** to Local Authorities to provide information on the progress of schools regarding the development of Curriculum for Wales
- Schools Causing Concern reports
- All schools risk reports
- Estyn update reports
- Performance report (progress of schools receiving enhanced monitoring)
- Scrutiny reports
- Etc

##### **4.3 Annual reports:**

- **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. This includes a mid-year analysis on progress towards business plan priorities.

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<sup>2</sup> CSC Governance reports have not been included within this summary e.g. Annual Governance Statement, Medium Term Financial Plan, CSWC etc. Internal reporting has also not been included e.g. dashboard, PL dashboard, bespoke support analysis, CLO, area leads reports

<sup>3</sup> The expectations on these differ according to the individual LA requirements

- **Annual Financial Year Report** presented to Members of the Joint Committee in June each year. This includes progress and impact analysis of the financial year's business plan.
- **Local Authority Scrutiny Reports** presented to LAs in the Spring Term following the previous academic year which includes the progress LA priorities
- **PDG Evaluation Report** to both Welsh Government and Local Authorities

#### 4.4 Welsh Government Reports

- **Curriculum for Wales** report provide a termly update to the Minister
- **Global Futures** report to provide an update against consortia actions as outlined in the Global Futures plan
- **Siarter Iaith Framework** update report provides updated data, progress and impact against the framework
- **Welsh cross regional project** report provides an update on progress against the cross regional objectives
- **Regional Consortia Grant** report provides an update (six monthly) against delivery requirements within the grant terms and conditions
- **Regional Consortia Grant** termly report against specific areas within the grant

#### 4.5 Local Authority Reports:

- LA quarterly reports
- WESP quarterly reports
- Progress review reports
- LA Estyn pre inspection reports
- SACRE
- Specific project reports (E.g. Literacy)
- LA Annex
- LA Council Statement
- Etc

### 5. DATA SOURCES

In order to be able to produce these reports there are a variety of different data capture methodologies, in addition to the data and intelligence from improvement partners as well as the curriculum and professional learning team. The surveys required to populate the reporting requirements include:

Title of Survey	Contributor	Purpose	Method
Collaboration	Headteacher	Capture the school's internal and external collaborations	Excel template (Completed by headteachers)

		related to curriculum reform	
Annual School	Sample of schools (teaching staff and pupils)	Capture teaching workforce and learner voice	MS Forms (staff and pupils)
Curriculum for Wales	IP (in discussion with schools)	Capture the progress of schools in curriculum reform related to the Journey to roll out and the 8 contributory factors	Excel template (Completed by IPs)

## 6. PROPOSALS FROM SEPTEMBER 2023<sup>4</sup>

### 6.1 Formal reporting moves to twice yearly (January and July).

**January Report:** Data collections will close in December of the previous calendar year with quality assurance processes taking place in early January. Reports to be published at the end of January each year. Reporting period for this will be from June – December each year.

**July Report:** Data collections will close end the end of May each year with quality assurance processes taking place in early June. Reports to be published at the beginning of July each year. Reporting period for this will be from January – May each year.

6.2 SIPL has been developed to ensure the progress and impact of bespoke support as well as evaluative commentary in respect of curriculum, teaching & assessment / progress of all learners (inc vulnerable learners) / leadership & management / effectiveness of evaluation and improvement activities is captured in the log in a timely manner.

6.3 SIPLs now include all engagement with schools (including CSC brokered support from lead practitioners, school to school, regional leaders of governance, system leaders and external consultants (where applicable)).

6.4 The School Summary report (previously known as the Termly School Summary (TSS)) meets the requirements of WG guidance and includes an evaluative summary. In addition, the report will include guidance to governors on the purpose and use of the document, as well as an executive summary written by the IP.

<sup>4</sup> Dates have been revised to reflect proposals from Directors in the summer term

- 6.5 The local authority information report is further developed to include an executive summary on progress from the PIP, the evaluative commentaries for each schools and the data pack.

## **7. CONCLUSIONS**

- 7.1 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.
- 7.2 CSC to develop and publish a 'Suite of Reports' to outline to different stakeholders the audience, purpose, contents and frequency of the various reports.
- 7.3 Consider the timelines for publication to incorporate data collections, writing of executive summaries, quality assurance, translation etc
- 7.4 The proposals are sustainable and will ensure CSC focuses on support for school improvement whilst remaining accountable for the progress and impact of its work. CSC will continue to work with governance groups to ensure the information presented meets the needs of the various audiences.
- 7.5 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.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**3<sup>rd</sup> OCTOBER 2023**

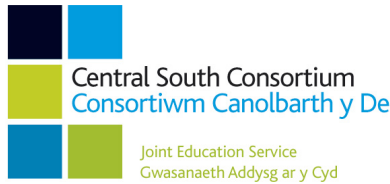
**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

Freestanding matter

Officer to Contact:

Louise Blatchford  
Tel no. 01443 281400



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

### **REPORT FOR JOINT COMMITTEE**

**3<sup>RD</sup> OCTOBER 2023**

### **ANNUAL FINANCIAL YEAR SCRUTINY REPORT (2022-2023)**

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

#### **1. PURPOSE OF REPORT**

- 1.1. To provide Members with the financial year 2022-2023 report on the progress & impact of the Central South Consortium (CSC) Business Plan.

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 1.2. Note the contents of the report; and
- 1.3. Consider any areas of the report where further clarity is required.

#### **3. BACKGROUND INFORMATION**

- 1.4. As part of the annual monitoring and reporting arrangements, CSC provide a report to stakeholders on a biannual basis. The annual financial year report includes analysis of the progress with the business plan as well as progress made against regional recommendations from published reports, overview of funding and value for money as well as the outcomes of self-evaluation.
- 1.5. An appendix to the 2022-2025 business plan will incorporate the outcomes of self-evaluation and will be resented to Members of Joint Committee in December 2023
- 1.6. The annual academic report will be presented to Members of Joint Committee in December 2023.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**3<sup>RD</sup> OCTOBER 2023**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

Freestanding matter

Officer to Contact:

Louise Blatchford  
Tel no. 01443 281400





**Consortiwm Canolbarth y De**  
**Central South Consortium**



**Gwasanaeth Addysg ar y Cyd**  
**Joint Education Service**

# **Financial Year Scrutiny Report**

## **Central South Consortium**

### **2022-23**



## CONTENTS

<b>1.0</b>	<b>Purpose of the report</b>	<b>3</b>
<b>2.0</b>	<b>Background</b>	<b>3</b>
<b>3.0</b>	<b>Progress &amp; Impact of CSC Business Plan 2022/23</b>	<b>4</b>
	<b>Priority 1: Curriculum, Teaching &amp; Assessment</b>	<b>6</b>
	<b>Priority 2: Leadership</b>	<b>7</b>
	<b>Priority 3: Equity &amp; Well-being</b>	<b>8</b>
	<b>Priority 4: School Improvement</b>	<b>10</b>
	<b>Priority 5: Effectiveness &amp; Efficiency of CSC</b>	<b>11</b>
<b>4.0</b>	Progress against regional recommendations from published reports:	<b>12</b>
	Welsh Immersion Education - Strategies and approaches to support 3 to 11-year-old learners	
	All-age schools in Wales - A report on the challenges and successes of establishing all-age schools	
	Raising Awareness of Children's Rights	
	Evaluation of Global Futures: a plan to improve and promote international languages in Wales 2020 to 2022 (summary)	
<b>5.0</b>	<b>Overview of Funding / Value for Money</b>	<b>12</b>
<b>6.0</b>	<b>Self-Evaluation: Next Steps</b>	<b>21</b>
<b>7.0</b>	<b>Conclusion</b>	<b>23</b>
<b>Appendix A</b>	<b>Judgement Matrix</b>	<b>25</b>

## 1.0 PURPOSE OF REPORT

The Annual Financial Year report is designed to provide Local Authorities (LAs), schools, Welsh Government (WG) and other stakeholders with a clear and comprehensive report on the progress & impact of the CSC Business Plan 2022/23 as well as a summary of the value for money provided by CSC.

## 2.0 BACKGROUND

Since 2012, CSC has delivered aspects of school improvement services on behalf of the five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 380 schools, around 32% of Wales's children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty<sup>1</sup>, with around 25% claiming free school meals.

The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets regularly and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.

The consortium Business Plan for April 2022 to March 2025 can be found [here](#).

A midyear report is provided to stakeholders and a copy of that report can be found [here](#). In addition, a report covering the previous academic year is provided to individual LAs and presented to scrutiny committees within each LA.

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

Scrutiny and challenge are undertaken by the members of the CSC Management Board, that meets monthly to challenge performance, to agree strategy and to have an opportunity to challenge findings. A treasurer's report is a standard item on the agenda for the Joint Committee meeting.

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<sup>1</sup> <https://www.childreninwales.org.uk/news/end-child-poverty-child-poverty-statistics/>

### 3.0 PROGRESS WITH CSC BUSINESS PLAN APRIL 2022 – MARCH 2023

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

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

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

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

Priority	Priority Area	No. of Actions	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress
Curriculum, Teaching and Assessment	1.1	2	0	0	1	1	0
	1.2	4	0	0	1	2	1
	1.3	7	0	0	2	5	0
	1.4	1	0	0	0	0	1
	1.5	6	1	0	0	2	3
	1.6	1	0	0	0	0	1
	1.7	3	0	0	0	0	3
	1.8	1	0	0	1	0	0
	1.9	1	0	0	0	0	1
Leadership	2.1	12	0	0	1	7	4
	2.2	19	0	0	0	2	17
	2.3	16	3	3	0	6	4
	2.4	6	1	0	2	2	1
	2.5	5	0	0	0	2	3
	2.6	1	0	0	1	0	0
	2.7	1	0	0	1	0	0
	2.8	1	1	0	0	0	0
	2.9	1	0	0	1	0	0
Equity and Wellbeing	3.1	1	0	0	0	1	0
	3.2	8	0	2	3	3	0
	3.3	3	0	0	2	1	0
School	4.1	2	1	0	0	1	0

<b>Improvement</b>	<b>4.2</b>	3	0	0	0	3	0
	<b>4.3</b>	2	0	0	0	2	0
<b>Effectiveness and efficiency of CSC</b>	<b>5.1</b>	4	0	0	0	1	3
	<b>5.2</b>	9	0	0	1	2	6
	<b>5.3</b>	3	0	0	0	0	3
	<b>5.4</b>	6	0	0	0	2	4
	<b>5.5</b>	3	0	0	0	1	2
	<b>5.6</b>	4	0	0	0	0	4
	<b>5.7</b>	2	1	0	1	0	0
<b>Totals</b>		<b>138</b>	<b>8</b>	<b>5</b>	<b>18</b>	<b>46</b>	<b>61</b>

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

Table 2 below indicates between April 2022 and March 2023 there has been:

- Very Good or Strong Progress made in 77% of elements within the business plan.
- Satisfactory Progress made in 13% of elements.
- Limited Progress made in 4% of elements. One element was delayed due to limited attendance caused by pressures in school. All other elements will continue into next years' operational plans.
- 6% of elements have Not Yet Started. Half (50%) if these elements have been removed from the operation plans as they are no longer required, and budgets have been released where appropriate. Other elements are continuing into next years' operational plans or have not started due to delays with instruction from Welsh Government or internal time constraints.

**Table 2: Cumulative progress judgement**

<b>Annual Summary 2022- 2023</b>						
<b>Business Plan Actions</b>	<b>Elements</b>	<b>Not Yet Started</b>	<b>Limited Progress</b>	<b>Satisfactory Progress</b>	<b>Strong Progress</b>	<b>Very Good Progress</b>
<b>Totals</b>	138	8	5	18	46	61
<b>Percentages</b>	100%	6%	4%	13%	33%	44%

### **3.1 Identification of Risks**

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

### **3.2 April 2022 – March 2023 Impact Evaluation**

Following the final round of impact review meetings, drive teams have provided the following evidence to support progress and impact of the work undertaken in the business plan 2022/2023. The detail

provided below provides a high-level summary of progress. Detailed progress and impact has been shared with and challenged by members of ELT as well as Directors of Education in the Local Authorities.

### 3.2.1 Priority 1: Curriculum, Teaching & Assessment

<p><b>Curriculum, Teaching &amp; Assessment</b></p> <p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <i>A comprehensive offer, informed by partnership working with schools and wider stakeholders, is available to support schools to develop their curriculum in all areas.</i></li> <li>• <i>All PL is evaluated using the Kirkpatrick model which informs future planning</i></li> <li>• <i>Nearly all schools engage in curriculum, teaching and learning PL opportunities.</i></li> <li>• <i>Many practitioners engaged in curriculum, teaching and learning PL report that it will develop their practice/behaviour.</i></li> <li>• <i>There will be an increased level of engagement in CSC Welsh language development PL and most practitioners engaged report that they have improved Welsh language competence and skills.</i></li> <li>• <i>The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases in line with targets.</i></li> <li>• <i>The majority of schools report that they regularly use enquiry to support school improvement priorities.</i></li> </ul>
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<p><b>Curriculum, Teaching &amp; Assessment</b></p> <p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>• A comprehensive and responsive professional learning (PL) offer is in place to support schools. These opportunities continue to be refined and evolve to meet local, regional and national needs. The offer is delivered in partnership with lead practitioners, schools and local authorities. All PL continues to be informed by wider stakeholder partnership working and published research findings.</li> <li>• The Kirkpatrick model is embedded in the planning and evaluation of all regional PL and bespoke support. Following the refinement of the process, consistent approaches to area reports will provide opportunities to consolidate knowledge and further development of PL and bespoke support for schools.</li> <li>• 98.6% of schools have engaged in regional Curriculum, Teaching &amp; Learning PL opportunities to date with 6,005 practitioners participating between April 2022 and February 2023.</li> <li>• 99.7% of schools have engaged in the overall regional PL offer to date with 10,024 practitioners participating between April 2022 and February 2023.</li> <li>• From evaluations received 92.6% of practitioners state that they intend to change their practice as a result of the PL, with 83% agreeing that the PL had enhanced their knowledge of the subject matter.</li> <li>• 652 practitioners have engaged in Welsh language development professional learning which is an increase from 2021/22. Most report that they have improved Welsh language competence and skills.</li> <li>• Since April 2022, 100 schools have achieving progressive levels of Siarter Iaith / Cymraeg Campus which is in line with targets.</li> <li>• Based on the annual school survey, over half of schools use research as part of PL on a regular basis, and over half are now engaged in extended forms of PL. This represents a small increase in the number of schools for both aspects.</li> </ul>
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### 3.2.2 Priority 2: Leadership

<p><b>Leadership</b></p> <p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <i>All teaching assistants in the region have access to professional learning, guidance and resources, and the annual target of Teaching Assistants gaining HLTA is met.</i></li> <li>• <i>Nearly all early career practitioners across the region have access to the professional learning, collaboration and support they need to be effective in their role and build capacity in the system.</i></li> <li>• <i>Nearly all leaders across the region have access to the professional learning, collaboration and support they need to be effective in their role and build capacity in the system.</i></li> <li>• <i>Successful completion of professional learning pathway programmes by nearly all participants that promote effective practice across the region.</i></li> <li>• <i>All leaders across the region have access to professional learning opportunities to develop their coaching and mentoring skills.</i></li> </ul>
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<p><b>Leadership</b></p> <p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>• All Teaching Assistants (TA) in the region have had access to all relevant professional learning guidance and resources. The TA induction programme has been updated following feedback from practitioners and now meets the need of all new TAs. CSC has promoted professional learning as an entitlement for TAs appropriately and in line with NPLE strategy. Further work is being conducted to increase engagement with all TA programmes. All 29 candidates passed the HLTA assessment from Cylch 4 with 8 assessed through the medium of Welsh.</li> <li>• All NQTs eligible for the post induction offer were offered a wide variety of professional learning and support. Evaluations indicate a very positive response to this PL. As a result of improvements in communication with supply agencies, support for supply NQTs has been strengthened which has enabled 84% of supply NQTs to engage with resources and professional learning. Further work is required to overcome barriers to engagement and ensure an improved bespoke professional learning offer for supply NQTs.</li> <li>• All leaders have had access to the national leadership pathway programme. Participant evaluations have indicated that the content of these programmes has met their needs in the current climate of change and the national mission. All schools receive funding to support collaborative activities linked to their school improvement priorities. These include cluster, SIGs and school leader practitioner networks.</li> <li>• Many governors continue to engage with professional learning. Very good progress has been made in developing the mandatory elements of governor training within the new Governor Accredited Pathway to be piloted in Autumn 2023. Improvement Partners continue to offer support to Governing Bodies utilising the self-evaluation toolkit, support for HT Performance Management processes, deployment of regional leaders of governance and other forms of bespoke support.</li> <li>• The ever-evolving Cyfleoedd+ collaboration had been supported in adapting its processes focusing on enhancing leadership capacity, responding to the change of the Lead Headteacher effectively acting as the Link Improvement Partner and collating evidence of impact. Five out of five school to school collaborations have had funding profiled and agreed against their applications.</li> <li>• Nearly all participants have completed their relevant professional learning leadership pathway programmes. The experienced headteacher was postponed due to Covid-19 operational challenges and relaunched in a revised format in Spring 2023. Many candidates successfully met</li> </ul>
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	<p>the standards for NPQH in 2023. There was a higher “not yet met” rate than in previous years due to reasons including the ongoing challenges related to Covid-19.</p> <ul style="list-style-type: none"> <li>• All school leaders including governors and practitioners have access to coaching and mentoring professional learning. Out of 384 schools across the region, 162 schools have engaged in the national coaching and mentoring programme and have at least one coach. A few of these are working towards formal qualification status.</li> </ul>
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**3.2.3 Priority 3: Equity & Wellbeing**

<p><b>Equity &amp; Wellbeing</b></p> <p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <i>CSC successfully enable all schools to engage with the principles of the Enabling Equity and Excellence and effectively identify and share strong practice to inform professional learning and support.</i></li> <li>• <i>In partnership with all Local Authorities CSC successfully develops effective leadership and provision in schools to ensure the progress of vulnerable learners.</i></li> <li>• <i>In partnership with stakeholders CSC successfully develop and deliver effective professional learning and collaboration to enhance the well-being of the workforce and learners.</i></li> </ul>
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<p><b>Equity &amp; Wellbeing</b></p> <p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>• A comprehensive five-year implementation plan is now in place in relation to the Central South Consortium (CSC) Enabling Equity and Excellence document. As part of phase one of the implementation plan, a group of schools from across the region are beginning to engage with the principles of the Equity and Excellence document through participation in a structured programme of professional learning. All CSC staff have engaged with sessions on the Equity and Excellence document. In the collaboration survey, 71% of schools reported they had engaged with the document with 54% of these schools stating that they used it to ask school improvement questions and 34% having used it to support school improvement planning. 53 governors from schools across the region attended CSC ‘Enabling Equity and Excellence’ Governor briefing sessions this year. As a result, an increasing number of governors are informed of the CSC’s regional approach to achieve equity and excellence and the key role that they play in supporting their schools in this ambitious agenda.</li> <li>• Partnership working with CSC and local authority officers in professional learning and support for schools is ongoing, in relation to both vulnerable learners and well-being.</li> <li>• Evaluation of the quality of planning and impact of the Pupil Development Grant (PDG) grant for 2021-22 by Improvement Partners in partnership with their schools demonstrate that: <ul style="list-style-type: none"> <li>- Most schools in CSC have effective Early Years Pupil Development Grant (EYPDG) plans with very few deemed as developing.</li> <li>- Many of the EYPDG plans were implemented and adapted effectively with few of the schools developing.</li> <li>- Most schools are effective in planning objectives within their PDG plans with very few developing.</li> <li>- Many PDG plans were implemented and adapted depending on the needs of the pupils with few of schools developing.</li> </ul> </li> </ul>
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- A majority of schools had effective impact with the use of the EYPDG grant with a minority developing. Very few schools were felt it was too early to determine the impact of their work.
- A majority of schools had an effective impact with the use of the PDG grant with a minority developing and with very few unable to determine the results yet.
- Most schools are using available resources effectively with a few developing
- In terms of PDG for Children Looked After (CLA PDG) cluster plans, 84% of evaluations received stated that the plan had been effective in their schools.
- A group of secondary schools from across the region have been piloting the Raising Achievement of Disadvantaged Youngsters (RADY) programme with Challenging Education. As a result, most schools in the group report an increased understanding of their knowledge about improving outcomes for disadvantaged learners. Of the evaluations received:
  - All schools report that the programme has improved their knowledge of working with disadvantaged learners
  - All schools report that they are using the knowledge they have gained
  - All schools have created long and short-term goals as a result of the work with the areas that have been influenced include leadership, teaching and learning and staff mindset
  - All schools wanted to continue to work with Challenging Education for another year to embed the work.
  - All schools in the region have access to the Challenging Education 'Thinking Differently for Disadvantaged Learners' online professional learning resources.
- 16 appreciative enquiries have taken place from across the region focusing on sharing innovative practice regarding vulnerable learners, exclusions and the whole school approach to emotional and mental well-being. An example of this would be the a cross-authority appreciative enquiry which focused on culture and ethos and how this has reduced exclusions. This was utilised as part of the Curriculum for Wales conference that CSC held for all schools across the region. The introduction of cross-authority appreciative enquiries is beginning to prove beneficial in developing a collective understanding of effective practices.
- 162 governors from schools across the region attended update sessions regarding the 'Whole school approach to emotional and mental well-being', focused on understanding progress made in the statutory toolkit and guidance published by Welsh Government. Governors who engaged reported an increased awareness and understanding of the framework and how they can support the schools in their work involving the well-being of the workforce and their learners.

### 3.2.4 Priority 4: School Improvement

<p><b>School Improvement</b></p> <p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <i>Most schools have effective self-evaluation and improvement planning processes, including robust systems for internal/external evaluation and accountability.</i></li> <li>• <i>All schools identify correct improvement priorities.</i></li> <li>• <i>All Local Authorities are well informed with regards to the effectiveness of self-evaluation and improvement planning processes in their schools.</i></li> <li>• <i>Early intervention strategies are deployed where risks are identified.</i></li> <li>• <i>All schools receive support based on need to enhance their capacity for self-improvement. Support categories reflect the changing needs of schools.</i></li> <li>• <i>The region, LAs, schools and their stakeholders have a shared understanding of accountability measures within Welsh Government framework for improvement and accountability.</i></li> </ul>
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<p><b>School Improvement</b></p> <p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>• The Welsh government framework for accountability drives the work of teams across CSC. All CSC staff received training to ensure a clear understanding of the framework which enables them to play their part in supporting and holding the system to account. Updates have also been provided for Headteachers, stakeholders, LAs, elected members and Governor stakeholder groups. Feedback has also been provided to Welsh Government.</li> <li>• IPs have received extensive training through ongoing PL and briefing sessions to enable them to work effectively in supporting schools' self-evaluation processes.</li> <li>• IPs are gathering first-hand evidence working alongside schools in supporting their self-evaluation and monitoring processes. Overall, Improvement Partners have effectively supported schools with their self-evaluation processes.</li> <li>• All schools have agreed SDP priorities based on self-evaluation and monitoring. IPs have worked with schools to support their self-evaluation activities to inform progress towards achieving priorities. Schools across the region have been supported to ensure that there are processes in place to identify priorities and where necessary they have been supported to improve their self-evaluation. This is a continuing priority.</li> <li>• There is evidence that most schools identified appropriate priorities based on their self-evaluation. All schools have been visited to discuss their priorities for improvement, bespoke support identified, and self-evaluation and monitoring processes are under discussion. Priorities have been collated and shared with LAs. Progress towards meeting these priorities is monitored on a termly basis, brokered support was put in place to address school priorities and individual support packages are evaluated on a termly basis to ensure they are effective in enabling the school to make progress. Regular reports are provided to Local Authorities on the quality of teaching, leadership and curriculum. This informs all LA all-school risk meetings and supports the LA to carry out their statutory functions. There is an extensive summary of key information shared with LAs on a termly basis. As a result, appropriate support and intervention in schools has occurred promoting good outcomes for all learners focusing on high quality education and strong leadership.</li> <li>• Where there are significant challenges identified for individual schools, the school receives support and there are enhanced monitoring processes put in place to ensure the support is effective and enabling the school to make progress. Throughout the year 52 schools were receiving enhanced support.</li> </ul>
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	<ul style="list-style-type: none"> <li>• A new flowchart is in place for escalating concerns - this can be found in Section 2.11 within the Framework for Improvement. Risk meetings have taken place between all PIPs and CSC's AD and across all LAs. All schools causing concern are discussed at LA Information Meetings as appropriate and where needs have been identified, appropriate follow up actions have taken place. Overall, schools that cause concern have been identified, through effective monitoring, providing appropriate and timely advice to enable the trigger of LA intervention where necessary.</li> <li>• The improvement, accountability and evaluation framework continue to be implemented in all schools across the region. However, ASOS has prevented the framework being fully implemented across the region since the end of February 2023 with a number of schools not engaging fully with Improvement Partners and the normal activities such as supported self-evaluation.</li> </ul>
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**3.2.5 Priority 5: Effectiveness and efficiency of CSC**

<p><b>Effectiveness &amp; Efficiency of CSC</b></p> <p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <i>CSC has processes in place to create and evaluate its Business Plan that meets the needs of all stakeholders.</i></li> <li>• <i>Communication performance measures show improved engagement against agreed targets.</i></li> <li>• <i>Streamlined and effective reporting of CSC's services uses a range of quantitative and qualitative information to provide meaningful evidence for evaluation and improvement (accountability, knowledge and development).</i></li> <li>• <i>Joint Committee ratify CSC's governance recommendations and the progress made against them.</i></li> <li>• <i>All CSC staff are trained (either synchronous or asynchronously) in Safeguarding and CSC is compliant in line with current legislation.</i></li> </ul>
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<p><b>Effectiveness &amp; Efficiency of CSC</b></p> <p><b>Impact</b></p>	<ul style="list-style-type: none"> <li>• Welsh Government and Local Authority priorities have been incorporated as actions into the operational plans. 68% of all the priorities have now been fully achieved. Nearly all remaining priorities are underway and will be continuing into next year's business plan.</li> <li>• External and internal communication continues to promote access to professional learning, resources and support for schools and informs staff in their roles. Data analysis has demonstrated increases in social media followers and engagement with posts, as well as sustained high levels of access to website and YouTube content during the period.</li> <li>• CSC suite of reporting developed each with a clear audience and purpose. Revised evaluation roles and responsibilities document shows how data, information and intelligence gathered for these supports their use for accountability, knowledge and development.</li> <li>• All CSC staff are trained in Safeguarding and CSC is compliant in line with current legislation. CSC staff are aware of processes and procedures and are kept up to with regular briefings.</li> <li>• CSC has engaged with an external consultant to review policies and procedures ensuring that matters of diversity are sufficiently and proactively covered. We aim to develop proposals for diversifying our staff and to support with the cultural shift of empowering the organisation to be genuinely anti-racist.</li> </ul>
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#### 4.0 PROGRESS WITH RECOMMENDATIONS FROM PUBLISHED REPORTS<sup>2</sup>

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

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

**Table 3: Published reports with recommendations for CSC**

Report title	Author	Published	Report Location
Welsh Immersion Education - Strategies and approaches to support 3 to 11-year-old learners	Estyn	(Feb 2022)	Appendix B
All-age schools in Wales - A report on the challenges and successes of establishing all-age schools	Estyn	(Jan 2022)	Appendix C
Raising Awareness of Children's Rights	WG / UNCRC	(Nov 2021)	Appendix D
Evaluation of Global Futures: a plan to improve and promote international languages in Wales 2020 to 2022 (summary)	WG	(April 2022)	Appendix E

#### 5.0 OVERVIEW OF FUNDING / VALUE FOR MONEY

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

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

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

##### 5.1 Efficient Use of Core Contributions

In 2022-23, the consortium received c£3.6m contributions from the five LAs across the region. The funding was used to support the core function of school improvement. Each year since 2016, the consortium has delivered the school improvement function for the region, incorporating more than £700k of efficiency savings over that time.

For every £1 of core budget received from LAs, 78 pence is spent on front line delivery.

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<sup>2</sup> As of April 2023

In order to realise our joint ambitions for the region’s learners, the core funding provided by LAs is used to provide:

- Principal Improvement Partners (LA)
- Improvement Partners
- Data Quality and Intelligence Unit (DQIU)
- Information Management
- Communications Team
- Governor Support
- Finance Team
- Outdoor Education
- SACRE (Standing Advisory Councils for Religious Education)
- Project Management

Summaries of the work provided in the areas listed above to support schools across the CSC region, can be found [here](#).

A summary of the financial outputs for 2022-23 by individual LA can be found in the table below. The Principal Improvement Partner (PIP) figures reflect where actual support is deployed. All other costs are apportioned by IBA:

**Table 5: Financial Outputs for 2022-23 by LA**

Cost Category	Outturn 2022-23	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
IBA %	3,625	36.59	15.29	14.83	6.33	26.96
<b>LA Contributions</b>		1,325	554	538	229	977
Principal Improvement Partners	466	133	66	87	59	122
Improvement Partners	1,531	560	234	227	97	413
Other Employees	821	301	126	122	52	221
Premises	113	41	17	17	7	30
Transport	25	9	4	4	2	7
Supplies & Services	594	217	91	88	38	160
Commissioning	28	10	4	4	2	7
Support Services	170	62	26	25	11	46
	3,749	1,334	568	574	266	1,007

<b>% SPEND RECEIVED</b>	35.58	15.14	15.31	7.11	26.87
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\*£3,625k of contributions were received from LAs. However, the gross expenditure incurred reached £3,749k. This was net off by £124k of grant funding/school income.

CSC apportioned budget for regional services according to the specific needs of schools. In 2022-23, expenditure (of core budget) in two out of the five LAs was higher than the amounts it had contributed (in line with the consortium core value to deploy resources to the areas of greatest need).

## 5.2 Local Authority Annex

During the financial year 2022/2023, the budget to support specific priorities within individual local authorities is known as the LA Annex. The budget profile for 2022/2023 can be found in the table below.

**Table 6: Local Authority Annex Budgets (2022/2023)**

<b>Local Authority Annex</b>	<b>IBA</b>	<b>£</b>
Bridgend CBC	15.29%	19,265
Cardiff Council	36.6%	46,116
RCT CBC	29.96%	33,967
Vale of Glamorgan CBC	14.83%	18,686
Merthyr Tydfil CBC	6.33%	7,976
<b>Total</b>	<b>100%</b>	<b>126,010</b>

Principal Improvement Partners work with Directors and school improvement officers in the local authorities to identify the priority areas and evaluate the impact of the initiatives.

## 5.3 Added Value: Grant Funding

LAs fund the core budget for CSC and this represents less than 4% of the total budget available to CSC. Additional funding is received from Welsh Government via specific grant funding streams. With the launch of the national strategy, 'Education for Wales: Our National Mission', WG streamlined the grant funding processes. There are now only three grants received by consortia: Regional Consortia School Improvement Grant (RCSIG), Pupil Development Grant (PDG), and Siarter Iaith.

CSC adds value to the school improvement service commissioned by LAs by using elements of the above grants to fund CSC's delivery strategy of the Central South Wales Challenge as well as commission work and support packages for schools across the region. These funds are allocated according to the needs of individual schools, LAs, the region and nationally and are provided by the curriculum and professional learning team.

In 2022-23, the following funding was received:

**Table 7: WG Grant Funding**

Grant	Total	Delegated to	Centrally retained
	£	£	£
RCSIG	48,891	43,687	5,204
Siarter Iaith	43,484	43,174	310
PDG	78	0	78
<b>Total</b>	<b>92,453</b>	<b>86,861</b>	<b>5,592</b>

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

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

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

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

**Table 8: Expenditure of the Regional Consortia School Improvement Grant by LA in 2022-23**

Cost Category	Outturn 2022-23	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.59	15.29	14.83	6.33	26.96
Curriculum & assessment	0	0	0	0	0	0
Developing a high-quality education profession	38,301	12,917	4,827	5,914	4,829	9,815

Leadership	172	27	36	39	22	48
Strong and inclusive schools committed to excellence equity & wellbeing	43,174	19,795	5,889	3,350	2,071	12,069
Supporting a self-improving system	5,214	1,784	826	788	344	1,471
<b>Total</b>	<b>86,861</b>	<b>24,524</b>	<b>11,578</b>	<b>10,090</b>	<b>7,266</b>	<b>23,403</b>
<b>% spend received</b>		<b>39.75</b>	<b>13.33</b>	<b>11.62</b>	<b>8.37</b>	<b>26.94</b>

In 2022-23, monetary benefits (in terms of grant spend) of regional working were achieved by Cardiff and Merthyr Tydfil with the additional benefits of working regionally seen in the impact on outcomes across the region. The table below summarises the financial outputs (of both core and grant funding):

**Table 9: Actual Total Expenditure by LAs 2022-23**

Cost Category	Outturn 2022-2023	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.59	15.29	14.83	6.33	26.96
Gross core expenditure	3,749	1,334	568	574	266	1,007
Delegated grant	87,408	34,715	11,620	10,299	7,282	26,492
	<b>91,157</b>	<b>39.55</b>	<b>13.37</b>	<b>11.93</b>	<b>8.28</b>	<b>26.88</b>

In 2022-23, monetary benefits (in terms of total spend) of regional working were achieved by Cardiff and Merthyr Tydfil.

### 5.3.1 Bespoke Support

In addition to the above funding, CSC has also developed a process for supporting vulnerable schools which are identified within the financial year. IPs 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.

The table overleaf shows how this funding was allocated during 2022-23:



**Table 10: Bespoke Support Allocations 2022-23**

Local Authority	£	% Split	No of Schools Supported
Bridgend CBC	2	1.38%	2
Cardiff Council	19	13.10%	6
RCT CBC	68	49.90%	20
Vale of Glamorgan CBC	33	22.76%	10
Merthyr Tydfil CBC	23	15.86%	6
	<b>145</b>	<b>100%</b>	<b>44</b>

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

#### **Case Study: Bespoke Support Funding Example**

Following inspection, a school was placed in the follow up category of significant improvement. The funding from the bespoke support request (£7,650) related to an Estyn recommendation to improve leadership at all levels. Following the inspection, a substantive Head of Lower School (HoLS) was appointed to develop the distributed leadership in the lower school (Nursery to Year 6).

Funding from the bespoke support request enabled the leadership team of a cluster primary school to provide support to develop the leadership skills of staff across the lower school and improve standards of teaching and learning. The support included:

- development of self-evaluation processes, including an assessment timetable, book looks, lesson dips, listening to learners and learning walks
- creation of an action plan
- support visits
- providing shared INSET and professional learning opportunities
- gathering of evidence and evaluation of impact.

Regular feedback on progress was discussed with the Improvement Partner and Principal Improvement Partner. Feedback and impact of work was also captured during termly progress meetings involving the Improvement Partner, Principal Improvement Partner, SLT, LA officers and governing body representatives.

As a result of this support, the HoLS has developed a suitable understanding of the strategic aspects of the role and through suitable monitoring activities has gained a comprehensive knowledge of the quality of provision across the lower school. AOLE leaders have taken appropriate action following monitoring activities and continue to lead change across the lower school and into the middle school successfully. The HoLS is more evaluative when considering and reporting on impact to fellow professionals.

As a result of the support for practitioners provided by the school-to-school partners, leadership at the school has improved. The confidence demonstrated by leaders has allowed them to implement new processes which has improved the staffing roles and responsibilities and structuring of the school's non-negotiables. Staff now have a better understanding of middle leadership roles and improved skills to support the development of AoLE groups. Leadership within lower school and elements of the SLT have an improved understanding of pedagogy, curriculum development, transition, local and national priorities.

### **5.3.2 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.

### **5.4 Collaborative Advantage**

This can be defined as the additional benefits of working as a region when compared to working at either LA or individual school level. By working collectively, schools have been able to build capacity within the system by training staff and sharing practice.

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 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.

### **5.5 Additional Examples of Value for Money**

In addition to how CSC provides evidence of the efficient use of resources as well as how added value and collaborative advantage are supported, CSC is also able to provide evidence of value for money in several other areas.

#### **5.5.1 Equity**

CSC provides a universal service to all schools which includes:

- A named Improvement Partner who monitors and reviews the progress of each individual school against their agreed evidence-based improvement criteria.
- All schools will be identified as needing core or enhance support. Enhanced support offers additional monitoring and review for schools that have specific challenges.

- IPs broker and monitor any additional support ensuring that all schools have the right support to address their needs as well and prevent any potential issues from impacting on learners.
- Support for governors to carry out HT performance management in line with national guidance
- Governors have access to all mandatory training, and this is supported by additional training and support. The role of Governors across CSC has been enhanced with the reestablishment of the Governors Steering Group on our governance structure and the establishment of Regional Leaders of Governance.
- Additional support and training is provided to IPs to ensure they can reach the internationally recognised AOEA standards, demonstrating that our staff have the skills, knowledge, and experience to support schools.
- In addition, where further support is required (either identified by CSC, the LA or Estyn, a tiered package of further improvement challenge and monitoring will be provided depending on the level of concern registered. This additional intervention will be focused on schools in most need of support irrespective of in which authority they reside
- IPs coordinate and broker the support going into schools ensuring that it is appropriate to need and that it is addressing a key school/departmental priority.
- School progress is monitored termly in all schools and half termly in schools with additional concerns.

### **5.5.2 Economy**

The national model of regional working was published in 2015 and recommended CSC receive £5.4m to fund the school improvement serviced on behalf of the five LAs. In 2022/23 CSC budget was £3.6m.

CSC have worked to ensure that costs are minimised without reducing the quality of service provided. Over the period of time since the inception of CSC, further efficiency savings have been identified, enabling core contributions to CSC to be reduced without affecting the quality of service provided.

### **5.5.3 Sustainability**

The definition of sustainable is something that can be continued or a practice that can be maintained over time once the resource from CSC (whether financial or leadership) is removed. CSC has developed a sustainable strategy for collaboration in the Central South Wales Challenge (CSWC). An example of this can be seen with the development of the Peer Partnership model. Over time, there has been diminishing financial support and increased leadership of the programme from CSC to schools. By building capacity within the system CSC has been able to provide the structures and processes to enable the strategy to continue without support centrally.

### **5.5.4 Efficiency**

As a region, CSC is able to take advantage of economies of scale and can therefore provide a full and comprehensive professional learning offer across all areas of school improvement. In addition, CSC is provided with Welsh Government grant funding to ensure full coverage of support across all AoLEs within the new curriculum.

The [website](#) developed by CSC ensures schools have access to resources and a comprehensive professional learning offer in one site. This is complemented by the [website](#) specifically for Curriculum for Wales which can be accessed from the main CSC website.

A comprehensive communication strategy is also in place to ensure schools receive timely and appropriate communications aligned to need.

### 5.5.5 Effectiveness

In section 3.0 above, evidence was provided to support the achievement of outcomes and the impact of the work. During recent LA inspections of LAs, Estyn reported that:

*“The local authority has established strong working relationships with principal improvement partners from the regional consortium and there are robust processes for the support and challenge to schools causing concern.”*

*“...improvement partners provide a sound evaluation of progress based on first-hand evidence of provision and leadership in these schools...”*

In addition, during 2022/23 there were 1765 priorities within schools across CSC. By the end of the financial year 1231 priorities were deemed to be on track with 68 not on track. 4 priorities were marked as not yet started, with the remaining priorities being either impacted by “action short of a strike (ASOS)” or not yet evaluated due to new priorities being identified during the academic year. In cases where progress was not on track, this was in nearly all cases as a result of staffing pressures due to Covid, or the long-term absence of a priority lead that reduced schools’ capacity to deliver fully on a priority.

Many of the strategies within the Central South Wales Challenge related to school effectiveness are based upon collaboration and school-to-school working. One of the most frequent research findings across similar collaborative initiatives is that it has led to an increase in leadership capacity, particularly at the middle leadership level. An increase in leadership capacity is a potential proxy for overall gains in pupil achievement.

Leadership roles have been developed in several different strands and at all levels throughout the system and include (although this is not an exhaustive list) SiGs (convenors), Lead Partitioner networks (SMT school members), Peer Partnerships, system leaders etc.

### 5.5.6 Quality

All CSC school improvement colleagues have a depth of knowledge and expertise which is supplemented with extensive professional learning to ensure the highest quality of support to schools.

In addition, all IPs are working towards an internationally recognised AoEA standard demonstrating that CSC staff have the skills, knowledge, and experience to support schools

To ensure the ongoing quality of this service, a comprehensive professional learning offer is in place to ensure school improvement professionals are well trained (as well as experienced) and able to support schools across the region. This is supported by an extensive quality assurance programme which feeds into the performance development or probation arrangements for individual IPs.

As a result of regular sharing of practice, approaches and intelligence, the IP & Curriculum/ PL team feel well supported and learn from each other thereby continually improving and refining their practice; these meetings also provide a greater understanding across the team of the strengths of schools and the challenges they face.

## 6.0 SELF-EVALUATION: NEXT STEPS

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

In order to develop a framework for the report, CSC has combined Estyn’s Guidance for Inspectors: [What we Inspect – Local government education services for inspections from 2022](#), as well as the Guidance for the Inspection of Regional Consortia (Jan 2016). The specific themes within each strand of self-evaluation can be found in the table below.

### 6.1 Focus for 2023/24

As a result of extensive self-evaluation activity, the findings provide an assessment of the performance of CSC during the financial year 2022/23. The areas identified for further development will be incorporated into the operational plans for the priority areas within the CSC business plan in 2023-25

**Table 11: CSC Self-Evaluation Strands (2022/2023)**

Support for School Improvement	Professional Learning	Leadership & Safeguarding
<b>Themes within self-evaluation strands</b>		
<ul style="list-style-type: none"> <li>Monitoring and reporting schools’ progress</li> <li>Providing bespoke support</li> <li>Intervention in schools causing concern</li> <li>Supporting vulnerable learners</li> </ul>	<ul style="list-style-type: none"> <li>Support for school improvement.</li> <li>Support for vulnerable learners.</li> <li>Design of the professional learning offer.</li> <li>Impact of professional learning.</li> <li>Support for Welsh in Education Strategic Plans.</li> </ul>	<ul style="list-style-type: none"> <li>Quality and effectiveness of leaders and manager in CSC.</li> <li>CSC Self-evaluation processes and improvement planning.</li> <li>Professional learning in CSC.</li> <li>Safeguarding in CSC.</li> <li>Use of resources in CSC</li> </ul>
<b>Areas for Development</b>		
<ul style="list-style-type: none"> <li>Continue to evaluate and refine reporting arrangements</li> <li>Continued roll-out of the agreed EEE implementation plan</li> <li>Continue to support schools to develop effective cluster working arrangements</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the volume of PL available for schools and ensure effective communication of the offer.</li> <li>Ensure PL opportunities are available to support all elements of the Enabling Equity and Excellence document.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop professional relationships with elected members / officers in local authorities</li> <li>Embed evaluation framework</li> <li>Rationalisation of reporting</li> <li>Evaluating bespoke support processes</li> </ul>

<ul style="list-style-type: none"> <li>• Follow up aspects arising from quality assurance processes</li> <li>• Widen the profile of CPAG to reduce the impact of poverty across more schools</li> <li>• Further embed Welsh as part of school improvement conversations.</li> <li>• Update school improvement documentation</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure coherence of PL in curriculum design, teaching, and assessment.</li> <li>• Develop the cluster convenor role to further support the 3 – 16 curriculum.</li> <li>• Redevelop PL and support for Teaching Assistants across the region.</li> <li>• Further development of higher-level Welsh language professional learning (gloywi iaith).</li> <li>• Further develop PL and support for leadership beyond the national pathway programmes.</li> <li>• Develop and implement a tiered approach to Governor PL that builds on knowledge, experiences and skills.</li> <li>• Further develop the regional approach for coaching and mentoring.</li> <li>• Improve participation of delegates in evaluation of PL programmes and events.</li> <li>• Continue to develop evaluation and reporting on the outcomes of PL in school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed risk management processes</li> <li>• Promotion of equality diversity and inclusion.</li> <li>• Staff well-being and healthy cultures.</li> <li>• Embed working practices and QA programme.</li> <li>• Evaluation, outcome and impact of internal professional learning and performance development.</li> <li>• Safer recruitment practices.</li> </ul>
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## 7.0 CONCLUSIONS

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

Evaluations of ongoing work are reported to key groups within the governance structure of CSC as part of the work of the Research and Evaluation Board. This enables CSC to respond quickly to any identified concerns with service delivery and ensures that effective self-evaluation processes are in place. However, it is recommended that a further review and refinement of reporting processes / procedures and outputs is undertaken to ensure CSC meets the requirements of stakeholders.

Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact, value for money and effective practice has been highlighted throughout this report. Self-evaluation has identified the appropriate next steps to ensure that the activities undertaken within each strand of work result in improvements in impact at both the programme level as well as a regional level. To further develop self-evaluation, CSC will analyse the stakeholder survey and address areas of development.

CSC has made strong progress against the priorities within the 2022/2023 business plan, with many elements of the plans achieving very good or strong progress. There were only a few elements that made satisfactory progress with very few elements being removed from the plan (due to changing expectations re grant funding from WG).

Impact of the strategies and activities to achieve the priorities outlined in the 2022-2025 business plan has also been demonstrated. With regards to Curriculum, teaching & assessment, all the success measures have been met, with the exception of those schools using enquiry to support school involvement. Currently, around half of the schools' report that they are using enquiry, lower than the majority (over 60%) as set out in the success measure. Further work will continue towards this target during the remainder of the three-year business plan.

Success measures for Leadership have been met and strong progress has been made towards the success measures in Equity and wellbeing. Over the remainder of the 2022/2025 business plan, the engagement of schools to engage with the principles of Enabling Equity and Excellence will remain a priority.

School improvement priorities will continue to be at the forefront of the work of CSC and schools will continue to be supported to ensure they have effective self-evaluation and improvement planning processes and that all schools have agreed SDP based upon self-evaluation and monitoring. During 2022/23, most schools identified appropriate priorities.

CSC has continued to develop as a learning organisation and many of the areas identified for development being achieved. Communication performance measures continue to improve, and the governance of CSC continues to be robust. Changing expectations on reporting however require an additional review of the current 'suite of reports.'

Strong progress has been made against many of the regional recommendations in published reports, although the impact of this work may be seen over a longer period. Many of the strategies and actions identified to support the recommendations will continue into the operational plans for 2023/24. There is a robust process for embedding recommendations into operational planning and further reports will be

presented on progress / impact against these recommendations in the annual cycle of reporting for 2023/2024.

The benefits of regional working have been illustrated within this report as well as the focus on value for money. CSC uses the resources available efficiently to support the needs of the region and is able to add value to school improvement through the effective use of grant funding and the Central South Wales Challenge. CSC provides a universal offer to all schools and importantly additional bespoke support aligned to the specific needs of both local authorities and schools. The models and strategies for school improvement within CSC are always considered for sustainability and quality.

In 2022-23 there was an increase of 1.7% in core funding from the previous year level. In addition, the region had a decrease in pupil numbers of 853, which subsequently impacted on spend per pupil.

**Table 12: Comparison of Core Expenditure per Pupil From 2016-17 to 2022-23**

	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021	2021-2022	2022-2023
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853	£3,599,528	£3,563,532	£3,624,875
Pupil numbers	146,711	147,236	147,697	148,683	149,526	152,141	151,288
Spend per pupil	£28.60	£27.07	£26.45	£24.96	£24.07	£23.42	£23.96

The vision for a school-led, self-improving system has meant that delegation rates to schools for grant-funded activity have increased from a rate of 94.4% in 2016-17 to 95.5% in 2021-22<sup>3</sup>. Slightly decreasing in 2022-23 to 92.7%. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

During 2022-23, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

<sup>3</sup> In 21/22 a significant amount of one-off grant funding (i.e. CR, Support for Exam Years etc) was allocated to regions from Welsh Government for delegation to schools...this distorts the data set for 21/22.



## APPENDIX A: Judgement Matrices

<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.

DRAFT

Tudalen wag

# Welsh immersion education: strategies and approaches to support 3 to 11-year-old learners

Tudalen 179



Consortiwm Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service





## Background & Objectives

This report was in response to a request for advice from the Welsh Government in the Education Minister's annual remit letter to Estyn for 2021-2022. It presents information about effective practice in immersion education. It encompasses immersion approaches in the foundation phase in Welsh-medium and bilingual non-maintained settings and primary schools, in addition to immersion approaches for latecomers to Welsh-medium education for 3 to 11-year-old learners. It reports on the findings from visits to a sample of providers across Wales.

Immersion education principles are relevant to the Welsh Government as using immersion methodology can help to contribute to the targets identified in 'Cymraeg 2050: A million Welsh speakers'. This was outlined specifically when it was stated that 'curriculum planning and pedagogy will be more informed by research and evidence about effective language teaching and learning, including approaches to language immersion' (Welsh Government, 2017).

The report identifies best practice in relation to immersing learners in the Welsh language, while setting the context of the current use of language immersion in Wales. The report builds on work undertaken previously by Estyn, including the recent report Welsh language acquisition (Estyn, 2021) and the report Welsh in key stage 2 and key stage 3 in Welsh-medium or bilingual schools (Estyn, 2018).

Contained within Estyn's [report](#) was 1 recommendation (R4) for Consortia in relation to:

R4 - Strengthen and ensure consistency in the professional learning offer on the principles and methods of immersion education for all practitioners.

# Progress against recommendations

- Following the launch of CSC's primary Welsh language immersion resources in 2021/22, a new secondary Welsh language immersion resource was published in December 2022 and is now available on CSC's website. This resource has been viewed 242 since its launch and nearly all Welsh medium secondary schools state that the resource will be effective in supporting the language immersion of pupils.
- Associated professional learning has been provided during a launch session with nearly all Welsh medium secondary schools in the region in attendance. High quality and age-appropriate resources are now available to support the immersion of pupils in Welsh medium secondary schools.
- Strong feedback has been received and evaluation comments include: "An excellent resource...An outstanding set of resources...really appealing and current material".
- CSC initiated a network for Welsh language immersion practitioners (Immersion unit leads) during 2022/23 focused on sharing practice, pedagogy, resources and supporting collaboration for Welsh language immersion. Immersion practitioners from all local authorities within the region have engaged strongly.
- Most practitioners state that collaboration is effective and promotes professional dialogue, the sharing of best practice and resources for teaching Welsh oracy to late comers.
- All immersion practitioners have access to a support network focused on their specific roles and responsibilities in developing Welsh oracy skills of late comers to Welsh medium education.

- CSC has recently launched Welsh language methodology professional learning for Welsh medium schools. 10 practitioners have already taken advantage of this provision and nearly all practitioners state that the professional learning has improved their knowledge and skills and will impact upon behaviours.



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Tudalen way



# All-age schools in Wales: a report on the challenges and successes of establishing all-age schools



Tudalen 185



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Joint Education Service





## Background & Objectives

This thematic survey is expected to support the Welsh Government by achieving the following objectives:

- To focus on the challenges and successes of the all-age model
- To provide a state of the nation report on all-age schools

The all-age schools sector is a growing sector, with more than double the number of schools open in 2020 compared with 2017. This report is focused on three broad areas:

- The rationale for establishing an all-age school
- Setting up all-age schools
- The impact of an all-age school model

Contained within Estyn's [report](#) was 1 recommendation (R4) for Consortia in relation to: Provide better focused, sector-specific training and support, for example to improve classroom practice across all phases of the school.

# Progress against recommendations

- In line with Welsh Government guidance, in CSC we define a school's curriculum as 'everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and, crucially, why we teach it.' Therefore, curriculum professional learning and support includes the what, i.e. curriculum design, and the how, i.e. pedagogy, underpinned by the why, i.e. our national mission and the four purposes across all phases.
- Support in developing classroom practice is embedded in all of CSC professional learning (PL).
- To ensure capacity and depth of expertise to support all schools in the region in pedagogy, an Associate Advisers for Curriculum was seconded to the CSC C&PL team in September 2022.
- Nearly all schools have engaged with the overall PL with 10,024 practitioners participating between April 2022 and February 2023. Nearly all schools have engaged in regional Curriculum, Teaching & Learning PL opportunities to date with 6,005 practitioners participating during the same period.
- CSC 'Leaders of Learning' network meetings were launched in October 2022 with 30 practitioners engaging. The focus of this network is supporting school leaders with strategic oversight and development related to high-quality teaching.
- Foundation Learning termly networks are ongoing with 56 practitioners attending the summer term 2022 network, 49 in the autumn term 2023 and 26 in the spring term. The focus of this network is supporting primary school practitioners with curriculum, pedagogy and practice related to foundation learning.
- Two CSC programmes focused on high-quality teaching were launched in September 2022:
  - 'Leading Learning' – was completed with 39 delegates attended the programme.
  - 'Developing Teaching' was completed with 18 delegates completing the programme.
- Over 60 practitioners from more than 20 schools from across the region participated in 2 train the trainer training courses on 'Teach Like a Champion', focusing on high-quality teaching.
- A refined Central South Wales Challenge (CSWC) was implemented September 2022 with 71 LP appointed to support curriculum, learning and teaching across the region. This includes 2 enhanced LPs for pedagogy.
- 616 bespoke support requests have been received by the curriculum team since April 2022. Support is being deployed accordingly to meet the needs of individual and groups of schools to improve the quality of curriculum, including teaching.
- A number of the CSC C&PL team continue to work with regional partners, Welsh Government and other external partners on identified priorities related to pedagogy.
- The CSC Principal Improvement Partner for Pedagogy and Professional Learning continues to work with Welsh Government, HEIs, regional partners and schools on the National Strategy for Education Research and Enquiry and the National Pedagogy Project.
- 45 funded collaboration projects have been established across nearly all curriculum areas with 423 practitioners from the region participating.



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Tudalen way

# Raising awareness of children's rights



Tudalen 191



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Joint Education Service





Tudalen 192

## Background & Objectives

***“Wales is a country where children’s rights are a fundamental entitlement. We want to raise awareness of children’s rights to empower all children and young people to exercise their rights as citizens of Wales and the world.”***

Julie Morgan - MS Deputy Minister for Social Services.

The United Nations Convention on the Rights of the Child (UNCRC) is an international agreement that protects the human rights of children under the age of 18. Welsh Government Ministers have a duty to raise awareness of the UNCRC.

There are 54 children’s rights:

- 42 outline children’s rights; and
- 12 are concerned with how governments can ensure that children enjoy these rights

Our raising awareness plan has the following objective: To empower children and young people to exercise their rights as citizens of Wales and the world. This plan sets out how we will raise awareness of the UNCRC in Wales until the end of 2023. The plan will then be evaluated, and a refreshed plan published in January 2024.

Contained within WG / UNCRC’s [report](#) were 2 recommendations (Strand 3 – Education Settings) for Consortia in relation to:

1. Develop a suite of professional learning resources to promote knowledge and understanding of the UNCRC and UNCRPD.
2. Work with our partners to develop a collective vision of how we embed children’s rights within education settings.



# Progress against recommendations

(Developing a suite of resources)

- A range of asynchronous resources and materials have been developed that focus on promoting knowledge and understanding of the UNCRC and UNCRPD and human rights as a cross-cutting theme. Between September 2022 to May 2023, around 600 practitioners have engaged with these resources.
- Strong progress has been made in the appointment of a lead practitioner in support of human rights. The lead practitioner supports the CSC team in the planning of both professional learning and networking opportunities. All resources have been shared on CSCs website.
- Strong progress has been made in the promotion of the mandatory requirement of human rights under the Curriculum and Assessment (Wales) Act 2021.
- Human rights network meetings ran for two terms from November 2022. Recordings and resources from these meetings have been uploaded to CSC website. The sessions promoted knowledge and understanding of the UNCRC and UNCRPD, considerations on how to embed human rights as a cross-cutting theme and signposted to available resources available from the Child Commissioner for Wales, Unicef (Rights Respecting Schools Award), Amnesty International and available resources on HWB.
- Feedback from the network meetings has been very positive, for example practitioners stated that their knowledge and understanding of the UNCRC and UNCRPD had improved and hearing how schools are using pupil voice groups has informed their practice.
- /Users/stevegibbs/Downloads/Untitled design/8.png

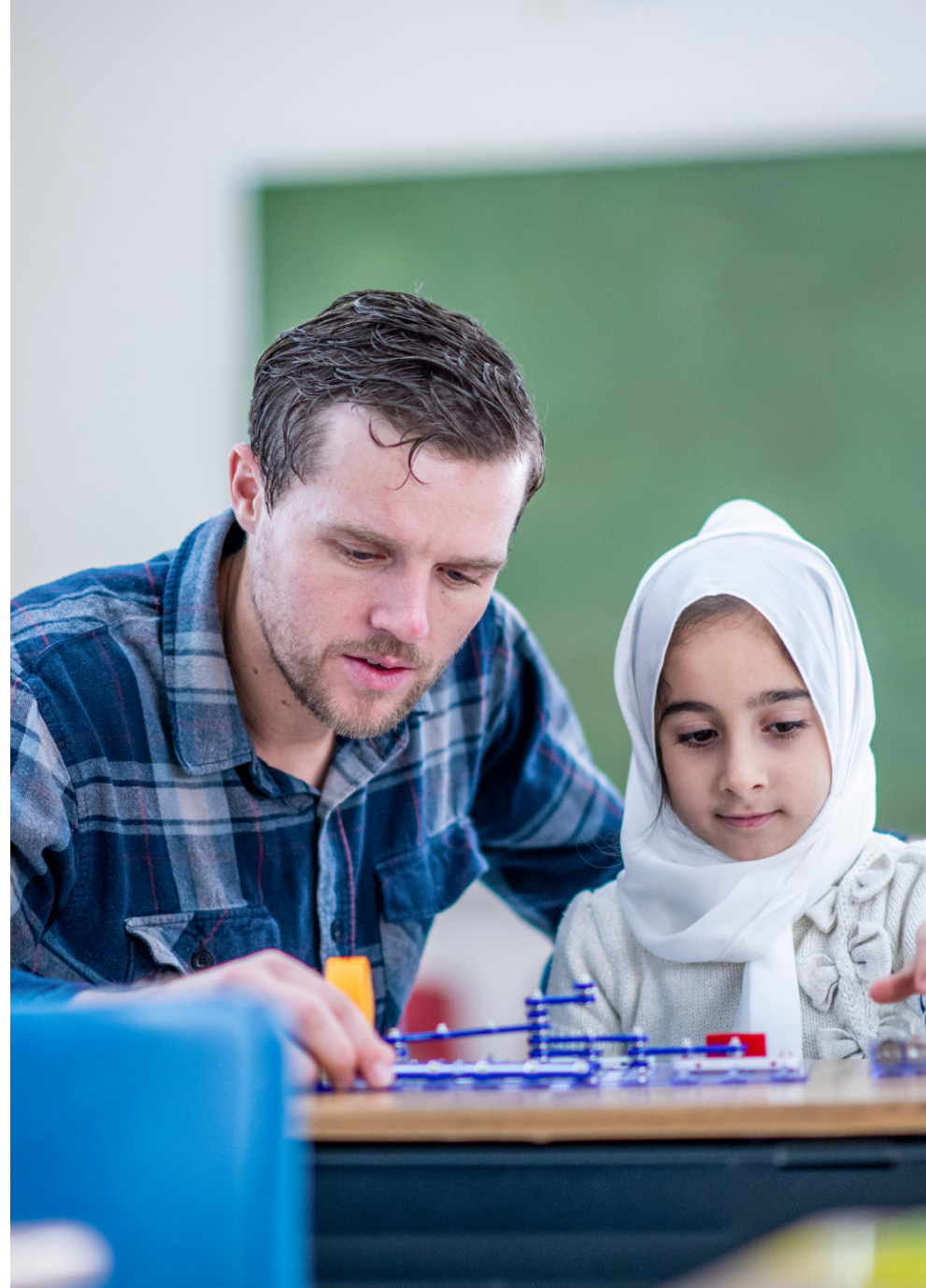


- Engaging all schools with this provision remains a potential barrier, and additional focus is being given to promotion of the human rights opportunities with schools across the region, through a proposed funded project. To address any potential barrier, a 'Human Rights Poster pack', to further promote knowledge and understanding of human rights in CfW and the UNCRC/UNCRPD is due to be published end of summer term 2023.
  - Strong progress has been made providing guidance and support to schools to promote knowledge and understanding of human rights, as set out by the two conventions (the UNCRC and the UNCRPD). Associate advisor has delivered professional learning sessions in schools and settings for practitioners and leaders.
  - Strong progress has been made with primary schools sharing how they have developed and embedded human rights as a cross-cutting theme. These recordings have been shared in the network meetings and on the CSC website.
  - An online CSC community area focused on human rights was created in October 2022 to signpost additional materials and resources to schools. Opportunities for further awareness raising about this community are planned for autumn term 2023.
  - Articles have been published in the Curriculum for Wales newsletter, raising awareness of the mandatory requirements of human rights in Curriculum for Wales, and promoting knowledge and understanding of the UNCRC and UNCRPD. (Also including how schools can develop and embed human rights as a cross-cutting theme. The articles signposted to resources, for example, The Right's Way- a children's rights approach, the Children's Commissioner for Wales, links to Unicef – Rights Respecting Schools Award and other available resources.
- The school bulletin has also been used to promote these links and available resources too.
  - Associate Adviser has promoted the RRSA award in Cardiff in the newsletter and network meeting - Cardiff Council Education Service have entered into a service level agreement with UK committee for UNICEF (UNICEF UK) which will ensure that the UNICEF Rights Respecting Schools Award (RRSA) can be accessed for free across all Cardiff schools during 2022/23.

# Progress against recommendations

(Working with partners on a  
collective vision)

- Strong progress has been made working with partners to develop a collective vision.
- Associate Advisor has been part of a Welsh Government steering group, working with regional consortia, Welsh Government and a representative from the Children's Commissioner for Wales' team on the production of two playlists on the UNCRC/UNCPRD (to be published shortly as agreed by Welsh Government): Promoting knowledge and understanding of children's human rights and Children's human rights in Curriculum for Wales. The collective vision of this group aligns to the suite of professional learning resources that CSC has produced.
- In response to communication from Cardiff LA, the Associate Adviser has promoted the RRSA award in Cardiff in the newsletter and network meeting - Cardiff Council Education Service have entered into a service level agreement with UK committee for UNICEF (UNICEF UK) which will ensure that the UNICEF Rights Respecting Schools Award (RRSA) can be accessed for free across all Cardiff schools during 2022/23.





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# Evaluation of Global Futures: a plan to improve and promote international languages in Wales 2020 to 2022



Tudalen 199



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Joint Education Service



## Background & Objectives

This report presents the results of a small-scale evaluation of Global Futures 2020-2022 carried out by Arad Research on behalf of the Welsh Government.

The main aims of this evaluation were to:

- estimate current international language (IL) provision in primary and secondary schools in Wales
- synthesise the evidence from Global Futures 2015 to 2020 and its impact on schools, providing context for the evaluation of the 2020 to 2022 strategy
- set out how Global Futures 2020 to 2022 can adapt and align with the new curriculum
- outline the next steps for Global Futures

Contained within WG report were 3 strategic aims for Consortia to consider:

Tudalen 200

## Summary of how CSC will support the strategic aims identified within the 'Evaluation of Global Futures' report

Recommendations from the report	To meet these aims, CSC will:
<p>Support the development and delivery of meaningful international language provision in Wales.</p>	<ul style="list-style-type: none"> <li>• Provide specialised professional learning for primary practitioners to develop their own language skills alongside developing an understanding of the pedagogy for delivering languages.</li> <li>• Provide professional learning opportunities and networks for secondary language teachers.</li> <li>• Provide bespoke support for schools and clusters to develop a coherent and progressive languages curriculum.</li> <li>• Share effective practice, teaching models and strategic planning from the region and beyond.</li> </ul>



Recommendations from the report	To meet these aims, CSC will:
<p>Provide practitioners with the skills, knowledge and experiences to plan and deliver international languages provision</p>	<ul style="list-style-type: none"> <li>• Provide specialised professional learning for primary practitioners to develop their own language skills alongside developing an understanding of the pedagogy for delivering languages.</li> <li>• Provide professional learning opportunities and collaboration networks for secondary language teachers</li> <li>• Provide bespoke support for schools and clusters to develop a coherent and progressive languages curriculum</li> <li>• Share effective practice, teaching models and strategic planning from the region and beyond</li> <li>• Develop regional professional learning for ITE and early career teachers to proactively support teachers of the future.</li> <li>• Continue to publicise and facilitate the sign up to the OU TeLT programme</li> <li>• Continue to engage with the Cardiff University mentoring programme</li> </ul>

<p>Challenge the misconceptions around language learning</p>	<ul style="list-style-type: none"> <li>• Disseminate key Welsh Government messages to strengthen the Global Futures brand and reach</li> <li>• Highlight and promote positive language learning experiences through online resources</li> <li>• Exemplify and share effective practice through our CSWC model</li> </ul>
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# Progress against recommendations

(Strategic Aims 1 & 2)

- A range of synchronous and asynchronous professional learning opportunities and resources have been developed to support this aim. Since March 22 engagement in regional languages professional learning has been strong:
  - 77 primary schools have engaged in language acquisition courses for French, German and Spanish.
  - 36 primary schools and 3 secondary schools have engaged in extended professional learning to explore practical approaches to applying languages pedagogy in the classroom.
  - 58 primary and secondary schools have engaged in professional learning to support robust curriculum design and development for international languages.
  - 25 secondary schools have attended a secondary specific network for International Languages. With an additional 6 schools exploring how to make meaningful links across the AOLE.
- International Languages network meetings are scheduled termly. To date 25 secondary schools have attended a secondary specific network for International Languages, 10 primary schools have attended the primary specific network. An additional 6 schools exploring how to make meaningful links across the AOLE.
- Strong progress has been made with a funded collaboration project where 14 primary schools and 6 secondary schools have participated in a research project to explore, in depth, international evidence-based approaches to designing and implementing an international languages curriculum. These approaches are now to be shared through networks and professional learning materials to support the sharing of effective practice.
- Strong progress has been made in the appointment of the lead practitioner roles to support international languages, alongside a permanent associate adviser for International Languages. These lead practitioners support the planning and delivery of professional learning and networking opportunities.
- There are currently 11 active bespoke support plans for international languages. In addition to this support has been provided for 14 clusters focused on planning for progression in languages.
- Online communities provide opportunities for schools to learn from effective practice from the region and beyond. For example, in the secondary community schools can access a series of recordings from schools sharing how to use literature as a stimulus for languages teaching.
- Two specific professional learning programmes have been developed to support ITE and early career teachers. To date, 36 primary practitioners have engaged in the primary specific programme and 3 secondary practitioners have engaged in the secondary specific programme.
- Regional sign up to the OU TELT programme has been strong with 11 primary practitioners completing the course this academic year.
- The Cardiff University mentoring scheme continues to be strongly engaged with as 14 secondary schools engaged this academic year. With an additional 4 secondary schools engaged in producing resources to support this.

# Progress against recommendations

(Challenging misconceptions)

- The associate adviser for International Languages takes an active role in the Global futures steering group and ensures that messages to schools are disseminated via the weekly school bulletin and online communities.
- The regional LLC twitter account (2997 followers) is used to disseminate messaging and promote positive language learning experiences. For example, using songs as a vehicle to experience languages.
- CSC has developed a resource to challenge misconceptions around language learning and support KS3 pupils to understand the career pathways available to them should they opt to study languages at KS4 and KS5. The resource has been successful with 1170 views online.
- The Central South Wales challenge model provides many opportunities to share effective practice across the region. For International Languages there are 6 lead practitioners and two enhanced lead practitioners who provide school to school support, training, and guidance. Network meetings and regional professional learning also draw on the expertise within our schools to exemplify effective practice. For example, in the asynchronous professional learning programme **Understanding how to apply languages pedagogy in the primary classroom** 4 primary schools exemplify the strategies outlined in the programme.



Consortiwm Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service





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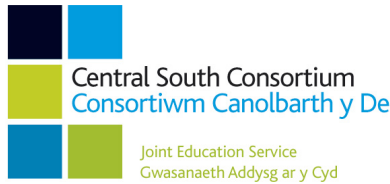
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**Grymuso ysgolion i wella deilliannau i bob dysgwr**

**Empowering schools to improve outcomes for all learners**



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

### **REPORT FOR JOINT COMMITTEE**

**3<sup>RD</sup> OCTOBER 2023**

### **CURRICULUM FOR WALES TERMLY REPORT (SUMMER 2023)**

**Author: Natalie Gould, Assistant Director Curriculum & Professional Learning**

#### **1. PURPOSE OF REPORT**

- 1.1. To provide Members with the summer term 2023 report to Welsh Government (WG) on the preparations for and implementation of Curriculum for Wales (CfW) in all schools in the Central South Consortium (CSC) region.

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 1.2. Note the contents of the report; and
- 1.3. Consider any areas of the report where further clarity is required.

#### **3. BACKGROUND INFORMATION**

- 1.4. CSC receives the Regional Consortia Grant (RCG) from Welsh Government (WG) to support the implementation of CfW.
- 1.5. As part of the monitoring and reporting arrangements within the terms and conditions of the grant, CSC provide a termly report to WG on the preparations for and implementation of CfW.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**3<sup>RD</sup> OCTOBER 2023**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

Freestanding matter

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# Curriculum for Wales

## Termly Report to Welsh Government

### Summer 2023



*Empowering schools to improve outcomes for all learners*

## Introduction

At Central South Consortium (CSC) information and intelligence on the preparations for and implementation of Curriculum for Wales (CfW) in all schools in the region is gathered in a variety of ways. These include:

- discussions with CSC school improvement officers during school visits
- analysis of progress against school improvement priorities
- engagement with and evaluation of professional learning (PL) and bespoke support
- regional networks and focus groups.

Information is also gathered from two key surveys. The CfW survey is a perception survey undertaken for all schools by Improvement Partners in discussion with school leaders. It focuses on the school's implementation of Curriculum for Wales aligned to the Welsh Government document 'Curriculum for Wales: the journey to curriculum roll out'. The CSC Collaboration Survey is a short multi-choice survey undertaken by Headteachers. It focuses on the school's participation in collaborative activities related to school improvement activities for curriculum reform.

This information is used effectively for knowledge, development and evaluation within the region, for example:

- to evaluate the impact of professional learning and support for schools
- to inform the development of further professional learning opportunities
- to target bespoke support to individual school, clusters and groups of schools as required
- to report to Welsh Government, local authorities and CSC governance groups
- to inform CSC self-evaluation and business planning.

During the spring and summer terms of 2023, all these activities were affected by Action Short of Strike (ASOS) and the further non-engagement of Headteachers across the region due the ongoing discussions regarding managing workload and bureaucracy. The undertaking of the surveys was significantly affected. During summer 2023 only 64% (243/380) of schools fully engaged with the CfW surveys, 57% (217/352) as schools who rolled out CfW from September 2022. Only 31% (118/380) of Headteachers completed the Collaboration Survey. Therefore, this report cannot be read as a full or accurate summary of progress of the majority of schools in the region.

N.B. All data related to engagement in PL and bespoke support are accurate as these records are held by CSC.

## Development and Implementation of Curriculum for Wales in CSC schools

All nursery, primary, all-age and special schools; 2 Pupil Referral Units (PRUs) and 27 secondary schools (54%) across the region have implemented CfW from September 2022.

All of these schools have:

- designed, developed and implemented a curriculum considering the CfW framework and the needs of their learners
- published their curriculum summaries.

Nearly all schools:

- are continuing to develop a good understanding of the CfW framework including the four purposes, the statements of what matter and the mandatory elements
- have reviewed their vision, values and behaviours to support curriculum realisation
- continue to review and develop their curriculum models suitable to their school vision.
- continue to review and develop their approaches to assessment and supporting learner progress
- have developed transition plans with their cluster
- are engaging with the '[School improvement guidance: framework for evaluation, improvement and accountability](#)', to support sustainable school improvement.

Many schools:

- continue to consider pedagogy in their context, focusing on further developing high-quality teaching.

### Intent

#### CSC Professional learning

##### ○ Professional learning opportunities

Curriculum reform is embedded in all areas of CSC professional learning, except for those related to current qualifications and post-16 education.

All PL supports relevant Welsh Government policies and priorities including 'Our national mission: high standards and aspirations for all', 'Cymraeg 2025: A million Welsh speakers', and the 'Well-being of Future Generations Act (Wales) 2015'.

A wide variety of data and intelligence is analysed, and research undertaken to identify the PL needs of schools in the region and thus inform the PL offer. PL opportunities are continually considered, planned and published via the CSC website. CSC PL opportunities are varied in their media and delivery to increase the equity of access to practitioners. This includes:

- live or synchronous PL – includes events, programmes, networks and conferences focused on a specific area
- on-demand or asynchronous PL – includes assignments and on-demand recordings of PL focused on a specific area
- resources – includes guidance documents, toolkits, poster packs, blogs, vlogs, podcasts, etc.
- regional collaboration projects – funded opportunities for school practitioners from across the CSC region to collaborate on a particular project focus.

CSC PL opportunities are also available to staff from local authorities and to schools beyond the region.

##### ○ CfW Drop-ins

Between May and December 2022, half termly drop-in sessions were hosted in all local authority locations across the region to further support schools in their work on curriculum roll-out.

##### ○ Design thinking model

CSC has also developed a CfW design thinking model that provides a scaffold for schools in curriculum design and refinement.

- **Self-improving system**

The Central South Wales Challenge (CSWC) is the partnership of all schools and settings across the CSC region working together to develop a self-improving system. Encouraging schools to lead and share practice beyond their school is an on-going priority for CSC and the CSWC model facilitates this across the region.

Working in partnership with the CSC school improvement team, practitioners and school leaders, including governors, contribute to the CSWC in key roles. These include Lead Practitioners, System Leaders and Regional Leaders of Governance.

They collaborate to produce high-quality, evidence informed professional learning and bespoke support that is available to all schools across the region.

- **National and cross-regional PL**

The national programme of PL for Curriculum for Wales was refined and relaunched in September 2022 with CSC as a key partner in its design, delivery and evaluation. The revised programme offers 15 modules at present, including modules on progression and assessment, and on all Areas of Learning and Experience.

CSC actively promotes schools' participation in the National Networks and align regional networks to these accordingly. Also, CSC promotes participation in Talk Pedagogy and the Policy Insight Events. CSC continues to work in partnership with schools, Welsh Government, other regional consortia and partnerships and higher education institutions (HEIs) in the national projects and strategies. These include the Camau i'r Dyfodol project, the National Strategy for Educational Research and Enquiry (NSERE) and the National Professional Enquiry Project (NPEP).

- **Coaching and mentoring (C&M)**

The national programme, which is both endorsed and accredited, and a regional C&M programme continue to be available to all practitioners and school leaders, including governors.

### **CSC Bespoke support**

Bespoke support is available to all schools in the region to support school improvement priorities that are not fully met by the published regional PL opportunities or through the work of the Improvement Partner (IP). This includes support for all areas of curriculum reform. Bespoke support is not limited to schools who need significant support and intervention. Support is available to all schools in the region, including those schools who are most successful and self-improving.

Bespoke support is also available to individual schools, clusters, and other groups of schools working together on shared improvement priorities. The support may be provided by members of the CSC team and/or by system leaders, lead practitioners, regional leaders of governance and other school to school partnerships. CSC ensure that the right support is provided to the school at the right time.

### **Improvement Partners**

All schools have a named Improvement Partner (IP) who supports the schools through appropriate challenge to identify clear manageable improvement priorities and planned actions as a consequence of effective self-evaluation, including those related to curriculum realisation.

### **Collaboration funding\***

All schools in the CSC region receive collaboration funding to support school leaders and practitioners to participate in collaborative school improvement activities. These must be focused on the curriculum and wider reforms with the desired outcome of high standards and aspiration aspirations for all. In 2023/24 a total of £5.02M was delegated to CSC schools. Each school receive a £7k lump sum + £300 per FTE teacher.

CSC also provides additional collaboration funding to facilitate targeted regional networks for special schools and PRUs, Welsh medium primary schools and Welsh medium secondary schools. This additional funding is to support the self-facilitation of PL that meets the specific requirements of the sectors beyond the CSC PL offer.

\* This funding is in addition to the professional learning grant received by all schools from Welsh Government. All schools are expected to sign an SLA to receive collaboration funding. The SLA details the terms and conditions (T&Cs) of the spend related to the relevant grant T&Cs.

## Implementation

### Professional Learning

Between April 2022 and June 2023, 7,375 practitioners from 98% of schools across the region engaged with CSC events, programmes, networks, and conferences focused on curriculum, assessment, teaching and learning. These included PL opportunities focused on:

- Curriculum design and progression
- Pedagogy and teaching
- Assessment
- The 6 Areas of Learning and Experience (Areas)
- All subjects and disciplines
- Cymraeg
- International languages
- The 3 cross-curricular skills
- Well-being
- The mandatory elements of Relationship and Sexuality Education (RSE) and Religion, Values and Ethics (RVE)
- Careers and Work-Related Experiences
- Diversity and Anti-racism
- Human Rights

In July 2023, CSC hosted an in-person Curriculum Conference focussed on the ‘what’ (curriculum content and design), the ‘how’ (pedagogy and teaching) and the ‘how do we know’ (assessment) of CfW. Nearly 200 practitioners attended from over a third of schools across the region. 8 schools and clusters from the region led high-quality workshops, sharing their emerging practice. These workshops were focused on progression, cluster working, Welsh and the cross-curricular skills. Recordings were made of all sessions and these will be made available to all on the CSC website in the autumn term.

This conference built upon the success of CSCs virtual CfW conference June 2022 which saw over 8700 views of the materials by delegates across the live and on demand period), Recordings and materials from this latest conference will be made available through the CSC website during the autumn term 2023 for all schools to access asynchronously.

CSC facilitates over 60 regional networks across all areas of the curriculum. Over 1260 practitioners and school leaders from many schools (89%) across the region have participated in these networks.

CSC 'Leaders of Curriculum' network meetings were launched in October 2022 focusing on strategic oversight and development planning related to curriculum design, assessment, teaching and learning. To date 249 leaders and practitioners from the region have engaged in this network.

Since the launch of the national CfW PL programme, modules have been accessed by over 6,000 practitioners across Wales through a combination of engagement with live sessions and asynchronous recordings.

50 schools across the region attended CfW drop-in sessions, engaging in specific support and guidance to meet their emerging needs.

During 2022/23, 45 funded collaboration projects were facilitated by CSC across nearly all curriculum areas, with 696 practitioners from across the region participating. Projects included:

- Developing approaches to embedding Welsh history, including Black, Asian and Minority Ethnic History, within Humanities
- Voice 21: Oracy
- Physical development in the early years
- Promoting positive mental health and emotional well-being
- Using the EPI approaches to support curriculum design for International Languages
- Developing a responsive mathematics curriculum
- Using computation and computer science to develop scientific thinking skills
- Embedding digital skills across the curriculum.

The CSC CfW monthly newsletter provides bite-sized up-to-date information and guidance for schools. The newsletters have received over 13,300 views since launching in April 2021.

Since 2021, CSC has hosted an online CfW Community area. This collaborative space is used by CSC and schools to share information and resources. There are currently almost 1700 members of this community.

Since April 2022, over 150 staff from schools have completed or are currently enrolled on the National Coaching and Mentoring Programme. A further almost 100 delegates have attended the region programme. 66 staff have taken their training further by undertaking a formal qualification and 82 are undertaking ILM Level 3, 5 or 7.



## Bespoke support

Between April 2022 and June 2023, the CSC curriculum and professional learning team received the following requests for bespoke support related to curriculum, teaching and/or assessment.

- Individual school requests = 617
- Cluster requests = 92
- Other groups of schools' requests = 9
- Total requests = 721

This represents over 140 (>40%) schools in the region requesting bespoke support from CSC.

Areas	Individual school	Clusters	Other groups of schools	Total requests
Curriculum for Wales*	70	20	0	90
Pedagogy/teaching	15	1	0	16
Foundation learning	38	0	1	39
Cymraeg development and/or PL	107	1	1	109
Expressive Arts	22	8	1	31
Health & well-being	9	9	1	19
Humanities	38	14	3	55
Languages, literacy & communication	198	24	0	225
Mathematics & numeracy	67	8	2	77
Science & technology	16	6	0	22
Digital learning	37	1	0	38
Total	617	92	9	721

\*Includes: curriculum design; progression; cohesion; assessment; cross-cutting themes, integral skills.

## Progress of schools

### ○ Primary schools

All nursery, primary and all-age schools across the region have designed, developed and implemented a curriculum considering the Curriculum for Wales framework and the needs of all learners. The curriculum in all these schools will be kept under review and further developed and refined through a range of activities within the school's self-evaluation cycle.

All of these schools have published their curriculum summary, and nearly all have developed transition plans with their cluster.

Between April 2022 and June 2023:

- nearly all nursery, primary and all-age schools engaged with CSC professional learning opportunities related to curriculum
- CSC received 890 bespoke support requests related to curriculum and/or teaching and assessment in primary schools, either as an individual school and/or cluster or other group of schools. This represents 83% nursery or primary schools across the region
- CSC received 21 bespoke support requests related to curriculum and/or teaching and assessment in all-age schools either as an individual school and/or cluster or other group of schools. This represents 86% all-age schools across the region.

Areas	Nursery/primary schools	All-age schools
Curriculum for Wales*	148	3
Pedagogy/teaching	19	0
Foundation learning	31	3
Cymraeg development and/or PL	81	3
Expressive Arts	81	2
Health & well-being	72	0
Humanities	124	1
Languages, literacy & communication	166	4
Mathematics & numeracy	90	3
Science & technology	41	1
Digital learning	37	1
Total	890	21

\*Includes: curriculum design; progression; cohesion; assessment; cross-cutting themes, integral skills.

○ **Secondary schools and PRUs**

● **Schools who have implemented CfW from September 2022**

2 Pupil Referral Units (PRUs) and 27 secondary schools (54%) across the region have implemented CfW from September 2022. All have designed, developed, and implemented a curriculum for Year 7 considering the CfW framework and the needs of all learners. They are also designing, planning and trialling a curriculum with a view to year-on-year roll-out.

These schools are further developing their approaches to curriculum, teaching and assessment as appropriate to their school vision, ensuring they are meeting the needs of their pupils in supporting learner progress. During this academic year they have refined their Year 7 curriculum as part of their school's self-evaluation processes to inform the design, planning and development of the curriculum to be rolled out to Year 8 September 2023.

● **Schools who will be implementing CfW from September 2023**

All of these schools have been designing and trialling a curriculum for Years 7 and 8 for implementation in September 2023. During the summer term of 2023 each of the governing bodies (management committee in the case of the PRU) formally adopted their respective curricula and curriculum summaries were published.

Between April 2022 and June 2023:

- nearly all secondary schools, and PRUs engaged with CSC professional learning opportunities related to curriculum
- CSC received 118 bespoke support requests related to curriculum and/or teaching and assessment in secondary schools either as an individual school and/or cluster or other group of schools. This represents 98% secondary schools across the region
- CSC received bespoke support requests related to curriculum and/or teaching and assessment for 4 out of the 5 PRUs in the region.

Areas	Secondary schools	Special schools/PRUs
Curriculum for Wales*	23	3
Pedagogy/teaching	1	0
Foundation learning	0	0
Cymraeg development and/or PL	5	2
Expressive Arts	13	0
Health & well-being	10	2
Humanities	17	2
Languages, literacy & communication	20	3
Mathematics & numeracy	15	2
Science & technology	9	1
Digital learning	5	2
Total	118	17

### Intent

CSC professional learning opportunities to support schools with progression and assessment are varied and continually considered to meet the needs of schools as they design and deliver a curriculum that meets the needs of their learners and enables all learners to make progress along the 3-16 continuum. CSC professional learning events are evidence informed and promote national messaging related to assessment and progression.

The offer includes PL events, programmes and networks (regional and national) which increasingly focus on schools sharing their emerging practice. A wide variety of resources are also available to support schools in assessment and progression including poster packs, newsletters, podcasts, blogs and vlogs. All these PL resources are available asynchronously and easily accessible by all schools.

The 'Leaders of Curriculum' network provides a collaborative community for school leaders and focuses on strategic support for curriculum design, delivery, progression and assessment. Opportunities are provided for leaders to receive guidance, and to reflect on their practices. Also, for schools to share their emerging practice and approaches to progression and assessment.

An assessment poster pack focused on all aspects of assessment within CfW with links to further guidance and research embedded is available for all schools.

The CSC Areas of Learning and Experience progression maps that were co-constructed with schools are available for all schools to use.

CSC works in partnership with the cross-regional group on the national CfW PL programme. This has included a recently developed module on 'Assessment and Progression' focussing on understanding of the framework and guidance in relation to mandatory and statutory duties, and the sharing of emerging practice with video case studies from schools across Wales.

CSC has available expertise to support all disciplines, subjects and Areas through the CSC curriculum and professional learning team and/or school-based lead practitioners.

## Implementation

### What's working well

- Professional learning – Nearly all schools and PRU's in the region have engaged with universal support through PL opportunities related to curriculum design, development, assessment and progression. One such event, CAMAU: Progression and assessment was informed by the 'Assessing for the Future' resource and workshops developed by CAMAU. There were over 150 attendees and the supporting resources and recording have been accessed over 650 times. Research from the four phases of the Camau i'r Dyfodol project will continue to inform our professional learning offer for progression.
- Sharing practice – A number of schools across the region have shared their emerging practice in curriculum design, development, progression and assessment with other schools through regional conferences, programmes and networks. Also, through PL resources, e.g., podcasts, blogs and vlogs. All these PL resources are available asynchronously and easily accessible to all schools.
- Bespoke cluster support – 27 clusters (47%), totalling over 200 schools, have been supported with their cluster collaborations as they develop a shared understanding of progression to support their curriculum design, planning and development along the 3-16 continuum.
- AoLE progression maps – These co-constructed resources have been used extensively by schools as they provide a starting point for discussions at school and cluster level regarding progression and curriculum sequencing.
- Regional networks – Over 175 leaders have engaged with the 'Leaders of Curriculum' network meeting, providing a collaborative community with strategic support and curriculum development planning for school leaders related to curriculum design, delivery, progression and assessment.
- Regional School Improvement Groups (SIGs) – A majority of schools across the region are also collaborating on CfW with schools from their sector across local authority areas. Many of these self-facilitating SIGs are focusing on progression.
- Assessment poster pack – This resource, focused on all aspects of assessment within CfW, has been viewed over 4,500 times.

## Challenges

- Planning for learner progress using the principles of progression.
- Pressures on secondary schools not being able to release subject specialists to support cluster working on progression due to their need to prioritise current examination classes.
- Understanding of disciplinary progression as an approach to the planning of authentic links and connections within and across Areas.
- Concerns over tracking systems and data to use and track progress of learners, particularly for the transition between Year 6 and Year 7. This is more of a concern with larger clusters (of 10 or more schools) who have previously relied on quantitative data for tracking due to lack of time to consider individual qualitative learner data.
- Understanding of assessment in CfW with regard to summative assessment.
- Concerns over schools developing purposeful assessment practices to ensure progression of individual and groups of learners, including formative assessment processes.
- The need to publish a shared understanding of progression document has been perceived as an additional burden for a number of schools. Reassurance has been given to schools, following WG guidance, that this does not need to be an additional plan and can be included in other relevant school/cluster plans, e.g. transition plan, school development plan.

## Cluster working

### Intent

Supporting collaboration across clusters continues to be a priority. A wide range of support is provided to enable primary and secondary leaders and teachers to engage in regular professional dialogue and to identify common priorities for the learners within their locality. This includes bespoke professional learning and support available to all clusters from the CSC curriculum team to meet their specific improvement needs.

All clusters receive £1.5k additional funding for a 'cluster convenor' to act on behalf of the cluster in coordinating and evaluating their cluster collaboration.

All schools continue to receive collaboration funding to support clusters to work together effectively on curriculum realisation.

### Implementation

Cluster working has developed considerably during the course of the 2022-2023 academic year. Nearly all schools across the region are engaging in cluster working, with nearly all of these collaborating on school improvement activities related to curriculum realisation.

The CSC curriculum team have supported 27 clusters focused predominantly on developing a shared understanding of progression in all disciplines, subjects and Areas across the 3-16 learning continuum. This includes deepening practitioners' knowledge and understanding of:

- the Curriculum for Wales model, framework and guidance
- developing practitioners' awareness and understanding of a wide range of curriculum design models and approaches
- mentoring and coaching for school and cluster leaders in consideration of how to align chosen approaches to each cluster vision for curriculum
- supporting individual schools to accurately identify and prioritise school needs, assimilating those with cluster needs and priorities.

Over one third of schools in the region have a trained trainer in coaching and mentoring who can lead this professional learning for the cluster as desired.



## Challenges

- Schools' ability to provide the appropriate time and space for practitioners to collaborate to develop a shared understanding of progression. This due to capacity issues, quality and availability of supply cover, and budget restraints to release staff.
- Some clusters function in more challenging circumstances where transition of pupils is from a very large number and geographical spread of primary schools, e.g., Church-in-Wales.
- A very few need to further develop relationships and understanding between secondary practitioners and primary colleagues in relation to the 3-16 learning continuum.
- Secondary schools not being able to release subject specialists to support cluster working due to their need to prioritise current examination classes.

## Examples of effective cluster working

### ○ Radyr Cluster, Cardiff

The Radyr cluster have been working in partnership to ensure a well-planned and purposeful curriculum across the 3-16 continuum. The schools within the cluster have a shared vision of Curriculum for Wales, which informs the development of their curriculum and enables them to offer the best opportunities for their learners. In their cluster INSET day, CSC were able to facilitate discussions to ensure breadth and depth of understanding within the Areas and to support practitioners agree the 'non-negotiables' for the cluster.

### ○ Corpus Christi, Cardiff

Very effective collaboration has been developed across the Corpus Christi Catholic High School cluster. The cluster have developed approaches to curriculum design and progression and pedagogy. They are currently considering cluster approaches to assessment. They have undertaken considerable work on progression in LLC: English. Much of this work has been supported by the CSC curriculum team.

The recent (March 23) Estyn inspection of Corpus Christ Catholic High School stated: *'In collaboration with its partner primary schools, the school has developed a clear vision for the development of Curriculum for Wales. The importance of good teaching and subject knowledge is at the core of this vision and leaders are developing valuable learning opportunities for pupils.'*

### ○ Ferndale Cluster, RCT

The Ferndale cluster INSET day, allowed practitioners from across the cluster to deepen their knowledge and understanding of the Curriculum for Wales framework. The day provided the opportunity for practitioners across the schools to network and collaborate, allowing meaningful discussions to take place within all the Areas. This day was facilitated by the CSC curriculum team. The cluster are continuing their collaborative work, supported by CSC Area Leads, and will participate in further discussions to ensure practitioners can collectively plan and deliver a high-quality curriculum for all learners.

- **YGG Llangynwyd, Bridgend**

All schools in the cluster have worked in partnership on curriculum design and developing a shared understanding of progression. They have collaborated on developing a cluster continuum and a focus on high-quality teaching, prioritising professional learning and dialogue involving all staff as key. The CSC curriculum team have supported the cluster in this.

The recent (March 23) Estyn inspection of YGG Llangynwyd stated: *‘Staff work beneficially with staff in the partner primary schools to ensure progression for pupils.’*

- **Porthcawl Cluster, Bridgend**

The Porthcawl cluster joined together for an INSET day to help them consolidate their understanding of the Curriculum for Wales framework and further develop a shared understanding of progression within the cluster. The day allowed practitioners to secure a deeper understanding of the framework within each of the Areas and identify the concepts and big ideas. Practitioners began their discussions on agreeing ‘non-negotiables’ within the Areas. The schools within the cluster are committed to continuing their work on curriculum planning with the support of CSC Area Leads, to ensure the development of a high-quality curriculum for all learners.

## Schools in receipt of most need of support

### Intent

As detailed on page 2, information and intelligence on the preparations for and implementation of Curriculum for Wales in all schools in the region is gathered in a variety of ways by CSC. If from this information there are concerns on the progress of a school, or on a particular aspect of their curriculum realisation, targeted support will be planned and implemented to meet the needs of the school and monitor and report on their progress. This support is intended to restore the schools' capacity to be self-improving.

### Implementation

Currently across the CSC region there are 4 schools in Estyn review, 2 schools requiring significant improvement and 6 schools in special measures.

A further 33 schools receive 'enhanced monitoring'. This regional intervention is where schools are identified as at risk of a concern or are causing a concern. Additional support and monitoring are planned and implemented to meet the needs of the school.

For these schools where there are concerns related to curriculum realisation, targeted bespoke support is carefully scoped, planned and implemented by the CSC curriculum team in partnership with the Improvement Partners and school leaders. Opportunities to review the impact of the support is included within all plans which are adapted accordingly in response to identified need.



Examples of targeted bespoke support:

- **Primary school in Merthyr**

The school's Estyn inspection in November 2022 identified that the school was in need of significant improvement. A robust support plan was created that targeted the areas of improvement for curriculum, teaching and learning. Professional learning for senior leaders and practitioners that focused on curriculum design and development was planned. This PL was delivered through INSETs and twilight sessions, bespoke specialist support from CSC Area Leads and the curriculum team, and asynchronous professional learning resources. Through participation in professional dialogue, senior leaders were expertly coached and mentored to support them to enact change and make improvements following this PL.

Leaders received support from CSC Area Leads to plan sequenced learning by selecting curriculum content from within and across Areas that meet the needs of their learners and enables progression along the continuum. Clear actions and timescales were given for leaders to disseminate key messages and work alongside practitioners as they planned and designed their curriculum.

As a result of the support, the quality and coherence of the school's curriculum has improved and school leaders and practitioners have an improved understanding of how to plan with clearer progression of knowledge, skills and experiences.

- **Primary school in Cardiff**

This school was placed in enhanced monitoring in 2022 and support for the school for curriculum design and development was brokered by the school's Improvement Partner with the CSC curriculum team.

Clear areas of development to support the school with curriculum realisation were identified through a scoping meeting with the Acting Headteacher and School Improvement Partner and a support plan was drawn up to meet the needs of the school.

Support was provided through whole school INSET days, meetings with senior leaders and Areas leads. Specialist support for all Areas of the curriculum, including RSE and RVE, was delivered by CSC Area Leads and curriculum advisors.

Initially the professional learning for leaders and practitioners was focused on consolidating an understanding of the CfW framework, the principles of curriculum design and developing a shared understanding of progression. This support was built on by the CSC Area Leads who worked closely with the school leaders and practitioners to deepen their understanding of the Areas and guide the development of curriculum content using the statements of what matters to select appropriate knowledge, skills and experiences and sequence them to enable learner progression.

Overall, the quality of the curriculum has improved, and practitioners are developing an improved understanding of progression across the learning continuum. The majority of staff have improved their planning with clearer progression of knowledge, skills and experiences.

## Impact – The 8 contributory factors

Welsh Government’s ‘School improvement guidance: framework for evaluation, improvement, and accountability’ includes eight contributory factors, each describing the key attributes that schools successfully realising the curriculum will possess.

*‘These [contributory factors] describe the factors that support reform and which, where absent, are likely to act as barriers to success. The factors cover learner progress and the curriculum itself, as well as wider processes and priorities.’*

(Welsh Government, 2022)

Successful curriculum realisation will be supported by schools:

1. Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
2. Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.
3. Ensuring the school environment supports learners’ and practitioners’ well-being.
4. Supporting practitioners’ understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
5. Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
6. Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.
7. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
8. Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

As detailed on page 2, a wide variety of information and intelligence is used by CSC to consider the progress of schools’ realisation of Curriculum for Wales. Pages 21 and 23 consider this information and intelligence in relation to the 8 contributory factors. **Also, please note the comments on page 2 regarding the impact of ASOS and managing workload and bureaucracy on reporting the progress of schools in curriculum realisation during spring and summer 2023. Therefore, the following information is only based on schools who rolled-out CfW from September 2022 and completed the surveys.** As a result, we are unable to report progress between autumn 2022 and summer 2023 in relation to these factors in schools across the region.

**Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.**

- 20% of schools state they have developed a curriculum that fully enables all learners to progress in the ways described in the principles of progression with a further 68% acknowledge they still have minor areas to further develop in this.
- Only 9% of schools state they have fully developed assessment approaches, with 72% stating they have only minor areas to further develop in their approaches.
- 17% of schools state they have fully developed tracking systems to monitor the progress of pupils with a further 67% stating they have minor areas to further develop in relation to tracking.
- In relation to enabling learners from disadvantaged backgrounds to make progress and raising their aspirations, 48% of schools state they had engaged with the CSC Enabling Equity and Excellence document; of those, all state they are using it to support school improvement.

**Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.**

- All schools who have implemented CfW have published their curriculum summaries.
- 96% of school state they have implemented curriculum and assessment arrangements to comply with the mandatory requirements of CfW. 71% of schools state they have minor areas to develop related to the mandatory elements.
- 32% of schools state they have fully developed their curriculum to promote a board range of knowledge, skills and experiences, with a further 59% stating minor areas to develop in this.
- 81% schools state that they are progressing with curriculum design and development as a cluster. 60% state that they are collaborating with other schools in their local authority and 45% with other school across the CSC region in the development of their curriculum.
- 83% of schools state that they are engaged with CSC regional networks to support their curriculum development, with 37% stating they are engaged with national networks.

**Ensuring the school environment supports learners' and practitioners' well-being.**

*This contributory factor will be a focus during 2023/24.*

**Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.**

- 67% of schools state they are working within their cluster on developing high quality teaching.
- 83% of schools state that their school is engaged in enquiry.

**Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.**

- 34% of schools state they have completed the SLO survey, and this has informed their self-evaluation, with a further 35% of schools stating that they are developing the dimensions of SLO but not using the SLO survey.
- 97% of schools state their staff are engaging with the National Professional Learning Entitlement.
- 84% of schools state that coaching and mentoring is being used to support the PL and development of all staff.

**Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.**

- CSC improvement partners support all schools with their improvement processes.
- 61% of schools state they are involved with self-evaluation and improvement activities with colleagues beyond their schools.

**Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.**

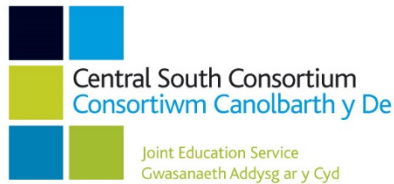
- 91% of schools state they have either fully developed and/or have minor areas to further develop in terms of engagement with parents/carers.
- 84% schools state they have either fully developed and/or have very minor areas to improve in relation to engagement with the wider community, including employers and trainers.
- 72% of schools state they have worked with their cluster on transition planning.

**Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.**

- 38% of schools state they have fully developed systems and processes in place for listening to learners with a further 53% stating they have only minor areas to develop in this.

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

### **JOINT COMMITTEE REPORT**

**3<sup>RD</sup> OCTOBER 2023**

### **CENTRAL SOUTH CONSORTIUM RISK REGISTER**

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

#### **1.0 PURPOSE OF REPORT**

1.1 In line with the request from members of the Joint Committee at the meeting held on 28 March 2023, the CSC risk register will now be a standing item on the JC agenda at all meetings. The report will provide Members with an update on the corporate risk register of Central South Consortium.

#### **2. RECOMMENDATIONS**

- 2.1 Consider and approve the corporate risk register for Central South Consortium, which aligns to the updated Risk Management Policy.
- 2.2 Consider whether any areas identified in the register require further consideration.

#### **3.0 BACKGROUND**

- 3.1 The Consortium revised risk management policy was presented to Directors and was accepted and agreed in October 2022 CSC Management board meeting.
- 3.2 The policy outlines how risks reported in the Operational Plan are categorised into themes and considered how to treat i.e. moved to an issue log to manage locally or escalated to the corporate risk register.
- 3.3 The approach is embedded within the annual governance cycle to ensure clarity regarding policy and process.

- 3.4 The executive leadership team review the risk register regularly and propose changes to the CSC Management Board on a regular basis.
- 3.5 It is the Joint Committee that determines whether changes to the risk register should be made, following recommendations from the CSC Management Board.

The second quarter of the 2023/24 cycle of business planning for Central South Consortium has included a review of the organisations risk register. Proposals for changes to the risk register will be taken to the CSC Management Board in October, with recommendations presented to Members of Joint Committee in December 2023.

The current risk register is included as an appendix to this report.

#### **4.0 OPTIONS**

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

#### **5.0 IMPLEMENTATION ISSUES – COSTS, TIMESCALES ETC.**

- 4.2 All implementation issues are outlined in relation to specific risks.

#### **6.0 LINKS TO CSC BUSINESS PLAN AND RISKS**

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

#### **7.0 BACKGROUND PAPERS**

- 4.4 Central South Consortium Risk Register May 2023 (**Appendix A**)

Central South Consortium Corporate Risk Register

Risk No.	Description of Risk	Risk Cause	Risk Impact on Delivering the Consortium's Business Plan Objectives.	Risk Impact on the Organisation (View Sources of Strategic Risks for examples)	Current / Existing Controls to Manage the Risk	Assessment of Risk for 2022/23			Response to Risk	Action(s) Required to Manage the Risk (Mitigate/Reduce/Increase Risk to an Acceptable Level)	Start Date	End Date	Risk Owner
						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely - Almost	Risk Score (Impact x Likelihood)					
1	Lack of clarity around short/medium term funding from WG	Delay in receiving confirmation of funding from WG & Local Authority Contributions	Inability to fund planned projects and deliver objectives to meet agreed outcomes.	<p><b>POLITICAL</b></p> <ul style="list-style-type: none"> <li>Failing to set a balanced budget.</li> <li>Failing to deliver the Consortium's priorities as set out in the business plan</li> </ul>	<p>Continue to work with Welsh Government on long term funding proposals to ensure delivery of business planning over 3 years. Currently awaiting revised indicative funding figures from WG due to proposed changes in the methodology of Regional Consortia funding, early indications are a significant reduction in retained funding. Joint Committee agreed to indicative three-year funding model for CSC in January 2020 with respect of LA contributions however, this was revised in the MTFP report December 23 due to financial austerity cuts in LAs with proposed further cuts to core contributions from 2023/24 to 2025/26</p>	4	4	16	Tolerate	<p>Awaiting confirmation from WG on the proposed changes to regional grant funding from 2023/24 which will have an impactful effect on the affordability of CSC's business plan. Early conversations are being held with service leads to manage expectations on the future of the CSWC model and other CSC funded activities identified in the operational plan.</p>	1st April 2022	31st March 2024	Deputy Managing Director
2	Implementation of Curriculum for Wales: Schools' capacity, knowledge and experience to plan a curriculum that ensures progression in knowledge and skills across the 3-16 continuum.	Extensive reform across all areas of education. Impact of COVID in recent years for schools to engage in professional learning. Staffing capacity in schools. Expectation of all teachers as curriculum designers.	Inability to deliver aspects within the Business Plan Priority 1 as well as obligations within grant terms and conditions	<p><b>POLITICAL</b></p> <p>Failing to deliver:</p> <ul style="list-style-type: none"> <li>UK, Welsh Government and/or Local Government Policy.</li> <li>The Consortium's priorities as set out in the business plan</li> <li>Projects on time, to cost and to the right quality.</li> <li>The public perception of the organisation's efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Regional professional learning opportunities informed by intelligence to meet the needs of schools and the system in curriculum design, including: <ul style="list-style-type: none"> <li>Schools' improvement priorities</li> <li>Bespoke support analysis – requests and evaluations</li> <li>Regional surveys and intelligence, e.g. CFW survey, SIPs</li> <li>WG intelligence/ grant T&amp;Cs</li> <li>National network conversations</li> </ul> </li> <li>Regional recommendations, e.g. Estyn, Children's Commissioner <ul style="list-style-type: none"> <li>PL evaluations and reports</li> </ul> </li> <li>Regional professional learning opportunities further developed to focus on curriculum design and school sharing their practice, e.g. Curriculum Design Programme, CSC CFW Conference.</li> <li>Restructure of identified areas of the CSC curriculum and professional learning team to ensure expertise and capacity in all areas of the curriculum. <ul style="list-style-type: none"> <li>Refinement of the Central South Wales Challenge (CSWC) including: <ul style="list-style-type: none"> <li>Collaboration funding for all schools to enable collaborative working within and beyond their school.</li> <li>Lead Practitioners to increase capacity and expertise to support PL and bespoke support for all schools in the region.</li> </ul> </li> <li>CSC staff PL programme for all school improvement staff develops knowledge, skills and confidence in understanding and supporting curriculum design.</li> <li>CSC staff to continue partnership working with WG, regional consortia, local authorities and schools on curriculum PL, guidance and resources.</li> </ul> </li></ul>	3	3	9	Treat	<ul style="list-style-type: none"> <li>Further recruitment in identified areas of the CSC school improvement team and CSWC lead practitioners to ensure expertise and capacity to meet the needs of schools and the system in curriculum design.</li> <li>Refined system of bespoke support to further meet the needs of school and clusters in curriculum design development and delivery.</li> <li>Revision and relaunch of national CFW PL programme, including sharing of practice from schools.</li> <li>Introduction of regular drop-in sessions and/or network meetings related to CFW and priority areas, e.g. leaders of learning and curriculum, RSE, foundation learning, etc.</li> <li>Further refinements to communications on CSC PL and support opportunities to ensure all schools know available CSC support, e.g. video for cluster support offer, special bulletins, networking booklet.</li> <li>Further strengthen partnership working with and reporting to LAs on CFW.</li> </ul>	1st April 2022	September 2023	Assistant Director Curriculum & Professional Learning
3	Implementation of Curriculum for Wales: Engagement of all schools within a cluster in curriculum design to ensure progression across the 3-16 continuum	Reluctance of small amount of schools to engage with their cluster. Staffing capacity in schools. Impact of COVID in recent years for schools to engage with their cluster. Qualifications reform.	Inability to deliver aspects within the Business Plan Priority 1	<p><b>POLITICAL</b></p> <p>Failing to deliver:</p> <ul style="list-style-type: none"> <li>UK, Welsh Government and/or Local Government Policy.</li> <li>The Consortium's priorities as set out in the business plan</li> <li>Projects on time, to cost and to the right quality.</li> <li>The public perception of the organisation's efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>CSWC model includes collaboration funding for all schools to enable collaborative working within and beyond their school including their cluster. <ul style="list-style-type: none"> <li>PL, resources and bespoke support available to support clusters in curriculum design.</li> </ul> </li> </ul>	3	2	6	Treat	<ul style="list-style-type: none"> <li>Refined system of bespoke support to further meet the needs of school and clusters.</li> <li>Further refinements to communications on CSC PL and support opportunities to support cluster working, e.g. video for cluster support offer.</li> </ul>	1st April 2022	September 2023	Assistant Director Curriculum & Professional Learning
4	Implementation of Curriculum for Wales: Schools' understanding of assessment within Curriculum for Wales, and their capacity, knowledge and experience to plan for assessment	Extensive reform across all areas of education, including Curriculum for Wales and assessment and accountability arrangements. Impact of COVID in recent years for schools to engage in professional learning. Staffing capacity of schools.	Inability to deliver aspects within the Business Plan Priority 1 and 4 as well as obligations within grant terms and conditions	<p><b>POLITICAL</b></p> <p>Failing to deliver:</p> <ul style="list-style-type: none"> <li>UK, Welsh Government and/or Local Government Policy.</li> <li>The Consortium's priorities as set out in the business plan</li> <li>Projects on time, to cost and to the right quality.</li> <li>The public perception of the organisation's efficiency and effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Regional professional learning opportunities further developed to focus on assessment and school sharing their practice, e.g. Curriculum Design Programme, CSC CFW Conference.</li> <li>CSC staff PL programme for all school improvement staff develops knowledge, skills and confidence in understanding and supporting assessment.</li> <li>CSC staff to continue partnership working with WG, regional consortia, local authorities and schools on assessment PL, guidance and resources.</li> </ul>	4	4	16	Treat	<ul style="list-style-type: none"> <li>CSC staff and schools' participation in CAMAU project.</li> <li>Development of further PL opportunities related to assessment.</li> <li>Revision and relaunch of national CFW PL programme, including modules for senior and middle leaders on assessment and progression.</li> <li>Introduction of regular drop-in sessions and/or network meetings related to CFW, including assessment.</li> <li>Further strengthen partnership working with LAs to ensure system understanding of assessment in CFW.</li> </ul>	1st September 2022	September 2023	Assistant Director Curriculum & Professional Learning
5	Progress and attainment of eFSM pupils compared to non eFSM pupils particularly more able pupils. Availability and reliability of data. Impact of covid on eFSM pupils including: Literacy Numeracy Well-being Attendance Exclusions	Failing to meet the needs of disadvantaged learners in the region	This will not effect what CSC are doing in terms of objective 3 and its objectives.	<b>SOCIAL</b>	<p>Professional learning linked to teaching and learning and improving outcomes for all learners. Writing revolution Reading reconsidered Rady project Improvement partner support and PDG summary (OECD- DAC) Attendance/ Exclusion leads LA partnership working Price of pupil poverty guides PDG guidance for schools and improvement partners is available PL opportunities available for all schools Bespoke support for schools and clusters in relation to vulnerable learners - specifically addressing the impact of poverty</p>	4	4	16	Treat	<p>An area of the CSC BP is dedicated to addressing this risk in partnership with LAs</p>	April 2021	September 2023	Assistant Director Curriculum & Professional Learning

Central South Consortium Corporate Risk Register

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						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely - Almost	Risk Score (Impact x Likelihood)					
6	Difficulty recruiting to posts within CSC	Capacity within the system and uncertainty around the future of regional working	Inability to deliver aspects within the Business Plan as well as obligations within the legal agreement & grant terms and conditions	REPUTATIONAL & PARTNERSHIP	Succession planning within CSC Examined alternative provision (finance support from host authority) External translation increased to support reduced internal capacity	4	4	16	Treat	Review of advertising strategy Apprenticeship for Admin Further engagement with democratic services Investigate Graduate recruitment placements within RCT programmes	March 2022	September 2023	Managing Director
7	There are Insufficient leaders coming forward for headship posts in the region which significantly impacts on the capacity to improve, in the region especially faith, Welsh medium and small schools.	There is a very limited number of senior leaders ready for headship who hold NPQH. No 'Fastrack' route into headship. No easy route for an existing HT from outside of Wales to take up a headship post without NPQH. Endorsement processes for the Aspiring HT programme leading to NPQH, maybe limiting access to certain groups of candidates who may not be able to demonstrate readiness at that point in time. The ambition of senior leaders to aspire to Headship amidst a climate of significant reform.	Lower uptake on 'Aspiring HT' programme that leads to NPQH. Risk of having insufficient high-quality leaders delivering leadership programmes and coaching participants.	SOCIAL	All national leadership pathway programmes are in place and quality assured. High uptake of places in Middle, Senior and Aspiring head/NPQH programmes. Continued targeting of WM, Faith and Special schools to programmes.  Partnerships developed with Y Fed Gyd'n Gilydd and Cyfleoedd + + to promote WM uptake.  All national leadership programmes developed and delivered as e-learning.  All national programmes (Middle Leader – Experienced HT) now endorsed by NAEL.  System Leaders support schools to develop leadership effectiveness.  Continue to ensure high % of success at NPQH through new Aspiring Head Teacher programme.  Working to ensure schools are developing good effective succession planning, and focus on challenge and support.  Working with IP/PIP to proactively identify schools in need of leadership development.  Participants in SLDP upwards on the Leadership Pathway receive coaching from successful HTs from across the region.  CSC's contribution to the independent review of Aspiring Headteacher and NPQH programmes (Mick Waters).	3	4	12	Treat	Addressing recommendations from Aspiring HT and NPQH review.  Ensuring high-quality MLDP and SLDP to support and nurture leadership ambition for headship.  National training for NPQH panel assessors ensures consistency and fairness across Wales  An effective training and recruitment programme supports new and existing coaches  Development of faith sector specific leadership programmes	Jan 2023 Oct 2023 Jan 2023	July 2026	Assistant Director Curriculum & Professional Learning
8	Estyn monitoring of LAs and regional inspection programme identifies areas for improvement that have not been highlighted in self-evaluation reports creating a loss of confidence.	Inconsistent application of the Estyn framework	No direct impact on the delivery of the priorities within the BP	PARTNERSHIP (This may lead to lack of confidence by LAs)	Ensure evaluation and planning processes address areas for improvement robustly and provide evidence of progress and impact. Information sharing sessions to involve PIPs and to be shared across CSC.	4	2	8	Treat	All school facing staff access training. It has not been possible for consortia staff to access Estyn training, but this will help mitigate the risk in the summer term  Establish networks to share effective practice from inspections  Establish effective feedback loops from those who have attended the Estyn training to date.	Sept 2022	March 2024	Managing Director
9	Under-development of governance/scrutiny	Engagement and turnover of members of governance groups	No direct impact on the delivery of the priorities within the BP	PARTNERSHIP	New governance structures are now in place and will be reviewed throughout the year to ensure that they are fit for purpose and meet the needs of LAs and CSC.	3	3	9	Treat	Develop Induction programme for new Members  Establish a Members Booklet  Establish a Partnership Group  Developing relationship with core groups (MD & ELT to meet all Members / Chairs throughout the year)  Directors linked to Governance groups	April 2022	Sep-23	Managing Director
10	Schools causing concern do not make sufficient and appropriate progress in all cases	Leadership unable to make progress against priorities: Lack of engagement in support Lack of appropriate staffing Community / environmental impact upon the school	This will have an impact upon delivering an appropriate curriculum for learners	REPUTATION & PARTNERSHIPS	Schools identified using a range of risk measures.  All schools have additional IP time allocated to ensure appropriate support is identified and correctly brokered.  When requested LA Performance meeting continue termly to enable full discussion about any risk schools.  Internal systems improved to share information about support in enhanced schools.  Termly LA team around school meeting with PIPs. Termly and half termly progress review meetings take place in all enhanced support monitoring schools.  Usual measures of progress e.g. data and inspections have been suspended therefore there could be the appearance of limited or no progress.	4	1	4	Treat	Continue to work in partnership with LAs to implement stage 3 of the intervention strategy  Enhance the information provided to governing bodies (via Termly School Summary) and ensure the IP links with the governing body to support the use of the TSS	Sept 2021 Jan 2023	March 2024	Assistant Director Partnerships & Improvement

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Central South Consortium Corporate Risk Register

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						Impact (1 to 5) Trivial - Major	Likelihood (1 to 5) Highly Unlikely - Almost	Risk Score (Impact x Likelihood)					
11	Industrial Action by teaching unions impacting upon the ability of CSC to undertake school improvement functions on behalf of LAs	Industrial action by teaching union (NEU) strike day confirmed as 1st Feb 2023 (Subsequent dates of 14th Feb, 15th - 16th March have been postponed). Action short of strike in place by NAHT from 1st Feb 2023.	This will impact upon the work of all school facing staff, as well as CSC's ability to report progress of schools to governance bodies.	<b>STAKEHOLDER &amp; REPUTATION</b>  Confidence of stakeholders to accurately evaluate the progress of schools' improvement journey	IPs continue with the programme of visits and are logging all visits in the SIPL if they are cancelled by Headteachers.  A separate log is being kept of all cancelled / postponed visits  Bespoke support already brokered is continuing	4	4	16	Treat	Close engagement with LA Directors as well as unions on best approaches to support schools.	Feb 2023	Unclear	Managing Director
12	Wellbeing of CSC Staff	Due to the ongoing uncertainty of the future of regional consortia and workload pressures due to reduction in capacity.	Increased long term sickness rates and work related stress resulting in inability to fulfil obligations within current BP	<b>SOCIAL &amp; REPUTATION</b>  Confidence of stakeholders to accurately evaluate the progress of schools' improvement journey	Communication regarding support available through RCT as host authority  Line Manager focus on wellbeing  Organisation development of further enhanced wellbeing programme	4	3	12	Treat	Area identified through self-evaluation with plans being developed to provide holistic support to staff	Feb 2023	Ongoing	Managing Director

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