

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

Rhithwir

Dydd Mawrth, 12fed Rhagfyr, 2023 at 3.30 pm

Dolen gyswllt: Jess Daniel Swyddog Democrataidd a Craffu (07385401877)

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 Còd Ymddygiad y Cyngor.

1. Mae gofyn i Aelodau ddatgan rhif a phwnc yr agendwm y mae eu buddiant yn ymwneud ag e, a mynegi natur y buddiant personol hwnnw; a
2. Lle bo Aelodau'n ymneilltuo o'r cyfarfod o ganlyniad i ddatgelu buddiant sy'n rhagfarnu, **rhaid** iddyn nhw roi gwybod i'r Cadeirydd pan fyddan nhw'n gadael.

### 2. COFNODION

Cadarnhau cofnodion o gyfarfod Cydbwyllgor Gwasanaeth Addysg ar y Cyd Consortiwm Canolbarth y De a gynhaliwyd ar 3 Hydref 2023 yn rhai cywir.

(Tudalennau 3 -  
12)

### 3. MONITRO'R GYLLIDEB 2023/24 - Y NEWYDDION DIWEDDARAF

Derbyn adroddiad ar y cyd gan y Rheolwr-gyfarwyddwr a'r Trysorydd mewn perthynas â Monitro'r Gyllideb ar gyfer 2023/24.

(Tudalennau 13 -  
18)

**4. DIWEDDARIAD ARIANNOL TYMOR CANOLIG (CYLLIDEB DDANGOSOL TAIR BLYNEDD, 24/25 - 26/27) A PHENNU'R GYLLIDEB 2024/25**

Derbyn adroddiad ar y cyd gan y Rheolwr-gyfarwyddwr a'r Trysorydd mewn perthynas â Chynllunio Ariannol Tymor Canolig (2024/25 - 2026/27) a Phennu'r Gyllideb ar gyfer 2024/25.

(Tudalennau 19 -  
26)

**5. ADRODDIAD CYNNYDD: DATGANIAD LLYWODRAETHU BLYNYDDOL 2023/24**

Derbyn adroddiad gan Ddirprwy Reolwr-gyfarwyddwr Consortiwm Canolbarth y De

(Tudalennau 27 -  
30)

**6. ADRODDIAD CRAFFU ACADEMAIDD - HYDREF 2022**

Derbyn adroddiad gan Ddirprwy Reolwr-gyfarwyddwr Consortiwm Canolbarth y De

(Tudalennau 31 -  
70)

**7. CYNLLUN BUSNES CONSORTIWM CANOLBARTH Y DE 2022/25**

Trafod adroddiad a atodiad i'r Cynllun Busnes gan y Dirprwy Reolwr-Gyfarwyddwr

(Tudalennau 71 -  
92)

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

Derbyn adroddiad gan Reolwr-gyfarwyddwr Consortiwm Canolbarth y De

(Tudalennau 93 -  
102)

**9. 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



## **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, 7<sup>th</sup> November 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) (Vice Chair)  
Councillor J-P Blundell (Bridgend CBC)  
Councillor M Jones (Merthyr Tydfil County Borough Council)  
Councillor S Merry (Cardiff Council)

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

Mr L. Harvey Lead Director of Education, Bridgend Council)  
Ms S Davies – Service Director, Finance Services, Rhondda Cynon Taf CBC  
Ms C Seery – Managing Director Central South Consortium  
Ms L Blatchford Deputy Managing Director Central South Consortium  
Ms N Gould Assistant Director for Curriculum and Professional Learning  
Mr R Davies – Audit Wales

### **Apologies for Absence**

Mr E Cooper - Lead Chief Executive, (Merthyr Tydfil County Borough Council)

## **11 DECLARATION OF INTEREST**

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

## **12 MINUTES**

It was **RESOLVED** to approve the minutes of the 23<sup>rd</sup> May 2023 as an accurate reflection of the meeting.

## **13 REPORT OF AUDIT WALES - AUDIT PLAN 2022/23**

The Audit Wales Lead presented the Audit Plan 2022-23 and shared how the plan sets out the work that has been undertaken this year, the timeline for this work and fees. The Audit Wales Lead referenced in relation to Central South Consortium Joint Education Scrutiny Committee the work relates to the audit of the financial statements.

The Audit Wales Lead continued by referring Members to the significant financial statement risks as set out in the report highlighting to Members the two risks are standard. Members were also directed to the audit fees as referenced in the

report noting this has increased this year as a result of inflation and a result of a new auditing standard "ISA315".

Following consideration by Members it was **RESOLVED** to acknowledge the Audit Plan 2022/23 Report, by Audit Wales.

#### **14 REPORT OF AUDIT WALES - AUDIT OF THE FINANCIAL STATEMENTS**

The Audit Wales Lead presented the report and summarised the main findings from the audit of the 2022-2023 accounts. Members were drawn to page 4 of the report, and in particular the level of 'materiality' applied within the report, which had been set at £1.96 million for this year's audit, noting that there were some areas of the accounts, that had a much lower 'materiality' set. Members were informed that there were no misstatements identified in the accounts and no other significant issues arising from the Audit. The Audit Wales Lead praised the finance team on the quality of the accounts.

Following consideration by Members it was **RESOLVED** to acknowledge the Audit of Accounts Report, by Audit Wales.

#### **15 STATEMENT OF ACCOUNTS FOR FINANCIAL YEAR ENDED 31 MARCH 2023**

The Service Director, Finance Services presented the report to Members as the representative of the lead Section 151(S151) officer of the host authority and placed on record her thanks for the efforts from the finance team at Central South Consortium for the very competently prepared and robust financial documents for review.

Members were advised, that in terms of the regulatory background, the Accounts & Audit regulations require draft unaudited accounts to be certified by 31<sup>st</sup> May after year end. Central South consortium met this requirement as draft accounts were presented to the Joint Committee on 23<sup>rd</sup> May and then certified by the Host Authority's S151 officer on 24<sup>th</sup> May. Members were also informed that the regulations require the publication of audited Statements of Account by 31<sup>st</sup> July after year end. As detailed in paragraph 4.3, the Auditor General for Wales has written to all local government audited bodies advising of an extension to audit certification deadlines, for 2022/23 Statement of Accounts, to 30<sup>th</sup> November 2023.

Members were reminded that the detail of the accounts at appendix 1 were presented in draft form at the May Joint Committee. Since that point, the audit has taken place and Members were informed that only a very few minor presentational adjustments were required as a result. The Service Director, Finance Services emphasised for Members this further supports the comments that the finance officers in Central South did an excellent job in ensuring the draft accounts were of very good quality.

Members were advised there has been no change to the outturn position as a result of the audit and general reserves remain as per the draft accounts at £174k. The consortium's accounts were also positively presented at the host

authority's Governance and Audit Committee on 4<sup>th</sup> September which provided an additional layer of assurance over the robustness of the documents presented.

In concluding, the Service Director, Finance Services, acknowledged it was standard practice for Audit Wales to request a Letter of Representation from audited bodies, which was presented at Appendix 2, and detailed the joint Committee's responsibilities and controls that were in place to ensure that the financial statements are not materially misstated, in particular in relation to fraud and related party transactions.

A Member queried whether the level of reserves was standard across other Consortia. The Service Director, Finance Services advised that the levels of reserves at other Consortia were unknown. The Managing Director, Central South Consortium also added that there were no expectations that consortia have a reserve and that a earmarked reserve was introduced to fund any service remodelling of the organisation and maintain good financial management moving forward.

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

- Approve the audited Statement of Accounts for 2022/23 as set out at Appendix 1, together with the Letter of Representation incorporating responses to the Audit Enquiries letter at Appendix 2; and
- Note the final outturn position for the year and the level of General Reserves held.

## 16 BUDGET REPORT 2023-2024

The Service Director, Finance Services advised that the report provided Members with an updated position for the current financial year, a summary of the 23/24 grants allocations and an update on the progress of the 22/23 audit of the annual Statement of Accounts. Members were informed that as the report was written for the previously postponed meeting, the update on the Statement of Accounts has effectively been replaced by items 3, 4 and 5 on the agenda of this meeting.

In relation to the current financial year, Members were reminded that the core budget of the consortium was set in December 2022 based upon a 3% reduction in Local Authority contributions. In approving that budget, Members were also reminded of the use of a small proportion of the service re-modelling earmarked reserve providing one off transitional funding supporting the setting of a balanced budget. The value of the transitional funding was £33k.

The Service Director, Financial Services highlighted the outturn currently shows a nil over or underspend, with a reduced amount required to be drawn down from the earmarked reserve of £27k.

In terms of line-by-line variances, the Service Director, Financial Services highlighted to Members that Employees budgets are underspending by £16k resulting from changes in Improvement Partner (IP) salary costs – budgets are based upon staffing salary points when the budgets are set but are updated with actual salaries during the year. Different IP's will be at different salary progression points. In addition, there are underspends where there have been temporarily vacant posts. There are also savings on an administrative post

where additional support is being bought in from the host authority. Members were advised there is a small overspend on Premises which relates to one-off costs to enable the office accommodation to be fit for purpose for agile working. Supplies and services has one off underspend mainly due to savings on data analytics offset by general office expenses.

The Service Director, Finance Services continued to advise Members that Support services are overspending by just under £23k due to additional services being bought in from the host authority. Income is overachieving its target levels by just over £3k due to income received for inspection work undertaken.

Members were directed to Section 4 of the report which details the grants received for which further information is included within items 8,9 and 10 of this meeting. Members were advised that as this report was drafted for the postponed meeting, it doesn't include the variation at item 10.

Furthermore, Section 5 provided Members with an update on the progress with the audit of the consortium's Statement of Accounts, again written for the postponed meeting but now superseded by items 3, 4 and 5.

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

- 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.
- Note the current grant position for 2023/24.
- Note the current position with the external audit of the 2022/23 Statement of Accounts

## 17 REGIONAL AUDIT REPORT

The Deputy Managing Director outlined the purpose of the report for Members to consider the Internal Audit report issued by the Regional Internal Audit Service to the Central South Consortium during 2022/23.

In relation to the Regional Consortia School Improvement Grant (RCSIG) and Pupil Development Grant (PDG), based on the Internal Audits undertaken no recommendations were made and there were substantial assurances in the system of governance and risk management.

The Central South Consortium Joint Education Committee **RESOLVED** to note the Internal Audit report issued during 2022/23 and to raise no matters of governance requiring further actions.

## 18 CENTRAL SOUTH CONSORTIUM RISK REGISTER

The Managing Director presented the report to Members to provide an update on the corporate risk register of Central South Consortium.

CSC are currently in the process of reviewing risk mitigations and actions put in place to manage risks with Directors of Education of the five local authorities. At

the next meeting of the Joint Committee in December 2023 there will be an updated version presented. There are currently no significant changes to the risk register to report.

The Managing Director continued by outlining to Members areas that are still being worked on and viewed as areas of concern by CSC drawing Members attention to each of the areas highlighted in red in the report.

A Member queried reference made to the risk outlined in relation to leadership and queried whether this picture remained the same for the future or whether there are expected to be an increase in numbers. The Assistant Director for Curriculum and Professional Learning clarified that the NPQH programme has been paused whilst it is redesigned. The Assistant Director confirmed there are a number of people who would like to participate. It is due for launch next September but due to the pause there is a risk that there is a year where individuals are unable to participate.

Another Member shared from their own experience that assistance and input from Improvement Partners during Estyn inspections was valuable and was concerned that the dilution of this provision would be a detriment. The Assistant Director clarified the role of Improvement Partners to support schools in all School Improvement activity, including going through inspection. There was clarity provided around the discussion from the report around the risk in relation to Improvement Partners acting as peer inspectors to other regions. The Assistant Director outlined that the risk relates to the removal of capacity from within the region for a temporary period and there is no recompense for this. In response to this, Members felt that it would be beneficial to acknowledge the impact of this activity on the consortia and to write a letter to Estyn outlining these concerns.

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

- Consider and approve the corporate risk register for Central South Consortium, which aligns to the updated Risk Management Policy and;
- To send a letter to Estyn outlining concerns regarding the practice of utilising Improvement Partners as peer inspectors with no financial contributions and the impact of the capacity of the Consortia.

## **19 CENTRAL SOUTH CONSORTIUM GRANTS REPORT - REGIONAL CONSORTIA GRANT 2023-2024**

The Deputy Managing Director outlined the purpose of the report was to provide Members with an update on the grants to be received by the Consortium in 2023/24.

Members were informed that the report was due to be presented at the previously postponed meeting and as a result agreement was sought from Members via email due to time constraints.

Members were taken through the detail in the report relating to the Regional Consortia Grant 2023/24 – award dated 18th May 2023. Members were reminded that total of this award of funding is £48,083,989 over the period 1st

April 2023 – 31st March 2024 (£48,652,545 in 2022/23). Members were referred to Table 1 in the report which outlines the grant distribution.

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

Confirm the approval as given via email in relation to the distribution of grants as detailed in section 5 of the report.

## **20 CENTRAL SOUTH CONSORTIUM GRANTS REPORT - SIATER IAITH 2023-2024**

The Deputy Managing Director outlined the purpose of the report was to provide Members with an update on the grants to be received by the Consortium in 2023/24.

Members were informed that the report was due to be presented at the previously postponed meeting and as a result agreement was sought from Members via email due to time constraints.

Members were taken through the detail in the report relating to the Siarter Iaith 2023/24 reminding Members the total grant in 2023/24 is £77,800.

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

Confirm the approval as given via email in relation to the distribution of grants as detailed in section 5 of the report.

## **21 CENTRAL SOUTH CONSORTIUM GRANTS VARIATION REPORT - REGIONAL CONSORTIA GRANT 2023-2024**

The Deputy Managing Director presented the report to provide Members with a further update on the grants received by the Consortium in 2023/24, for which notifications have been received, and the methods of allocation of each.

The Deputy Managing Director provided Members with an overview of the details of the grant which is a variation to the Regional Consortia School Improvement Grant. Members were informed the revised award of funding is £185,425, taking the total award of grant funding for the financial year 2023/24 to £48,269,414. The aim of the additional funding is to further support the following: i) National Support for Curriculum Reform - £39,300 ii) Welsh-medium capacity grant - £146,125.

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

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

## **22 CENTRAL SOUTH CONSORTIUM ANNUAL MONITORING AND REPORTING**



## **CYCLE 2023-2024**

The Deputy Managing Director presented the report to provide Members with the monitoring and reporting cycle for Central South Consortium (CSC) during 2023-2024.

The Deputy Managing Director outlined to Members that CSC started work to review the monitoring and reporting cycle to determine how it could be more effective adding that CSC produce a variety of reports for several different stakeholders and audiences throughout the year.

Members were informed of the background to the report with the Deputy Managing Director sharing workshops had been undertaken previously which resulted in some positive outcomes, however following further feedback from stakeholders and requirements of reporting from Welsh Government a further review was necessary.

Members were directed to sections 4 and 5 of the report which summarised current monitoring and reporting requirements and data sources. It was highlighted to Members that an increasing challenge faced is the sourcing of data.

Members were provided with an overview of the proposed changes to the reporting and monitoring cycle to take effect from September 2023 as outlined in section 6 of the report.

Members were informed that 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.

Following consideration by Members it was **RESOLVED** to note the contents of the report in relation to the proposed monitoring cycle.

## **23 CENTRAL SOUTH CONSORTIUM FINANCIAL YEAR REPORT**

The Deputy Managing Director outlined the purpose of the report to provide Members with the financial year 2022-2023 report on the progress & impact of the Central South Consortium (CSC) Business Plan.

Members were advised that this report is being presented later than previously reported due to the timings of meetings.

The Deputy Managing Director took Members through the contents of report sharing how the report provides information from the Central South Consortium (CSC) Business Plan and how this links and determines priorities in business plan. Through robust self-evaluation CSC identify priorities for improvement.

Members were referred to section 3 which outlines progress made against priorities within 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 was referenced in Table 1 of the report. It was highlighted to Members that very Good or Strong Progress was made in 77% of elements within the business plan. The process of identifying risks within the business plans was also referenced for Members.

Members were also informed that progress with recommendations from published reports also provided within the report and attached appendices.

The Deputy Managing Director continued to outline section 5 and 6 of the report which provided information regarding funding and the approach to value for money and the next steps for self-evaluation. In relation to section 6 Members were assured that all areas for development into the business plan for 2023/24.

In concluding the presentation, Members were informed that there are examples of robust self-evaluation and evidence of progress against the priorities identified. Strong progress has been made against many of the regional recommendations in published reports also.

A Member raised a point around issues linked to behaviour and whether the report recognised the vulnerability of schools around behaviour / attendance issues. The Deputy Managing Director recognised the issues and advised that the matter has been discussed at length with Directors as to how CSC can best support Local Authorities (LA). The Deputy Managing Director welcomed the opportunity to have further discussions at a future meeting in relation to each LA's strategy around these issues and how CSC can best support with these.

Following consideration Members **RESOLVED** to:-

- Note the contents of the report and;
- To receive a further report detailing the Local Authorities strategies to deal with behaviour / attendance / exclusions and how CSC can support these.

24

## **CENTRAL SOUTH CONSORTIUM REGIONAL CURRICULUM FOR WALES REPORT**

The Deputy Managing Director provided an overview and background of the report 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.

The Assistant Director Curriculum & Professional Learning continued providing context of the report and the challenges of writing the report due to lack of information as a result of the impact of action short of strike (ASOS) and non-engagement. Therefore, Members were reminded that this report cannot be read as a full or accurate summary of progress of the majority of schools in the region. Members were informed that this has been raised with Welsh Government and a different structured report is being prepared for the next cycle which takes into account these challenges.

The Assistant Director Curriculum & Professional Learning provided a high level summary of the data as outlined in the Development and Implementation of Curriculum for Wales in CSC schools and CSC Professional Learning and Support for Curriculum for Wales sections of the report.

The impact of Curriculum for Wales was written aligned with the 8 contributing factors as outlined in the report. The Assistant Director shared that these are being revised and moving forward the report will be aligned to new key documents published to report on new criteria on what successful implementation of curriculum for Wales.

A Member queried whether all schools have felt able to cope with the demands of the additional work required to design and implementing the curriculum. The Assistant Director replied that it has been different in each school and cluster depending on a number of issues including number of staff, Welsh Medium schools and the resources available to these. The impact of covid also has had an effect on the pressures in the system. The Assistant Director outlined how CSC has supported with Professional Learning and documents created and shared but also added that schools are understandably reluctant to share work as this has not been tried and tested therefore confidence levels affected as a result. However, the Assistant Director shared this is improving and referenced a recent conference held in July where schools and clusters shared work. It was highlighted there are still pressures in the system to enable schools to engage with professional learning and clusters. The Assistant Director also shared that CSC support for schools on this area is ongoing although the Deputy Director highlighted that the funding for the Curriculum and Professional Learning team is from Welsh Government Grant and therefore the level of support is dependent on the levels of grants awarded in the upcoming years.

Following consideration Members **RESOLVED** to:-

- Note the contents of the report; and
- Request further updates on the progress and support available next term.

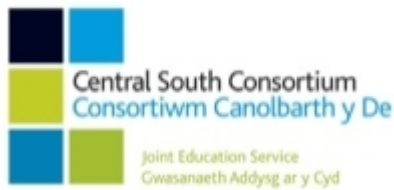
## **25 URGENT BUSINESS**

None.

**This meeting closed at 5.00 pm**

**CLLR R BIRCH  
CHAIR.**

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## **CENTRAL SOUTH CONSORTIUM (CSC) JOINT EDUCATION SERVICE**

### **JOINT COMMITTEE REPORT**

**12<sup>th</sup> December 2023**

### **2023/24 BUDGET MONITORING UPDATE**

#### **JOINT REPORT OF THE MANAGING DIRECTOR AND THE TREASURER:**

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

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

To provide Members with:

- 1.1 An update of the projected outturn position for 2023/24.
- 1.2 A summary of 2023/24 grant funding.

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Note the current projected outturn position for 2023/24.
- 2.2 Authorise the lead Section 151 Officer to allocate any year-end underspend, after taking account of specific financial risks, to the existing Service Remodeling Earmarked Reserve to support the setting and delivery of balanced budgets over the medium-term.
- 2.3 Note the current grant funding position for 2023/24.

#### **3. BUDGET MONITORING 2023/24**

3.1 A summary of the 2023/24 projected outturn position is set out 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) / Overspend £</b>
<b><u>Expenditure</u></b>			
<b>Employees</b>	<b>3,111,384</b>	<b>3,070,883</b>	<b>(40,501)</b>
<b>Premises</b>			
Rent	88,280	88,200	(80)
Maintenance	153	6,839	6,686
Hire of Venues	15,533	5,332	(10,201)
Other	0	296	296
<b>Total Premises Cost</b>	<b>103,966</b>	<b>100,667</b>	<b>(3,299)</b>
<b>Transport</b>	<b>29,000</b>	<b>24,915</b>	<b>(4,085)</b>
<b>Supplies &amp; Services</b>			
Continuing Professional Development / Staff Adverts	28,250	20,032	(8,218)
Licenses / Mobile and Telephone Charges / Computer Costs – Hardware / Software	73,347	60,785	(12,562)
External Audit and Actuary Fee, Employers Liability and Public Liability Insurance	53,930	56,665	2,735
Photocopying / Postage / Advertising / Stationery / General Office Expenses	18,377	28,098	9,721
<b>Total Supplies &amp; Services</b>	<b>173,904</b>	<b>165,580</b>	<b>(8,324)</b>
<b>Support Services</b>	<b>150,375</b>	<b>180,543</b>	<b>30,168</b>
<b>Transitional Funding</b>	<b>(33,000)</b>	<b>0</b>	<b>33,000</b>
<b>Gross Expenditure</b>	<b>3,535,629</b>	<b>3,542,588</b>	<b>6,959</b>
<b><u>Income</u></b>			
Local Authority Contributions	3,516,129	3,516,133	(4)
Grants and Other Income	19,500	46,810	(27,310)

<b>Category</b>	<b>Original Budget 2023/24 £</b>	<b>Projected Out-turn 2023/24 £</b>	<b>Variance (Under) / Overspend £</b>
<b>Total Income</b>	<b>3,535,629</b>	<b>3,562,943</b>	<b>(27,314)</b>
<b>Net Expenditure</b>	<b>0</b>	<b>(20,355)</b>	<b>(20,355)</b>

3.2 The full year projected outturn position (as at November 2023) is a £20k projected underspend (£0k was reported to the 7<sup>th</sup> November 2023 Joint Committee meeting). Key variances within the projected outturn position include:

- Employees (£41k projected underspend) – due to updated Improvement Partner staffing costs for the year and reconfiguration of the Business Support service delivery model (see also Support Services);
- Premises (£3k projected underspend) – further utilisation of the Valleys Innovation Centre enabling a reduction in hire costs, partly offset by one-off adaptation costs to create additional meeting space to enable the accommodation to be fit for purpose for agile working;
- Transport (£4k projected underspend) – due to reduction in staff travel;
- Supplies and Services (£8k projected underspend) – mainly due to one-off savings associated with data analytics licenses;
- Support Services (£30k projected overspend) – increased costs as a result of the business need for further services from the host authority;
- Transitional Funding – no requirement to utilise the £33k earmarked reserve allocated to support the delivery of a balanced budget for the current year, this being managed within existing in-year resources; and
- Grants and Income (projected to be £27k higher than budget) – in respect of unbudgeted income received for inspection work being undertaken by Central South Consortium officers, plus anticipated bank interest income.

3.3 Members will be aware that national negotiations for Soulbury (2022/23 and 2023/24) pay awards remain ongoing. For the purpose of this report, such 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.

3.4 As Members will be aware, the financial outlook over the medium term is expected to be very challenging. With this in mind, the Committee is

requested to authorise the lead Section 151 Officer to allocate any underspend at year-end, after taking account of specific financial risks, to the existing Service Remodeling Earmarked Reserve to support the setting and delivery of balanced budgets over the medium-term. For Members information, the audited 2022/23 Statement of Accounts included a Service Remodeling Earmarked Reserve of £609k; for the year to date, there are no costs which require to be funded from this reserve.

#### **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 November 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</b> (including match funding)	<b>51,073,011</b>	<b>7,052,960</b>	<b>44,020,051</b>
<b>Welsh Language Framework</b>	<b>77,800</b>	<b>77,800</b>	<b>0</b>
<b>Pupil Development Grant<sup>1</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's Grants Register reflects the position set out in Table 2, with robust arrangements in place to monitor expenditure and ensure their use and effectiveness is maximised across the region.

#### **5. CONCLUSIONS**

- 5.1 The projected outturn position for the full year is a £20k underspend (as at November 2023) and the Consortium will continue to closely monitor and manage its resources and report updates to Joint Committee through to year-end.
- 5.2 The 2023/24 Grants Register reflects the current grant funding position with robust monitoring arrangements in place to ensure the use of grant funding is optimised across the region.

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<sup>1</sup> Award of funding letter is yet to be issued by Welsh Government.



**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**12<sup>th</sup> DECEMBER 2023**

**CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE**

**List of background papers**

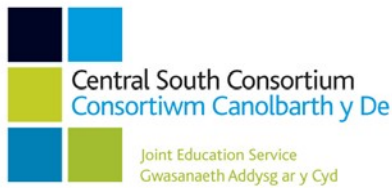
Freestanding matter

Officers to Contact:

Mrs. Clare Seery (Tel No. 01443 281400)

Ms. Stephanie Davies (Tel No. 01443 680560)

Tudalen wag



## **CENTRAL SOUTH CONSORTIUM (CSC) JOINT EDUCATION SERVICE**

### **JOINT COMMITTEE REPORT**

**12<sup>th</sup> December 2023**

#### **MEDIUM TERM FINANCIAL PLAN UPDATE (INDICATIVE 3 YEAR BUDGET - 2024/25 TO 2026/27) AND BUDGET SETTING 2024/25**

#### **JOINT REPORT OF THE MANAGING DIRECTOR AND THE TREASURER:**

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

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

To provide Members with:

- 1.1 A Medium Term Financial Plan update for the period 2024/25 to 2026/27.
- 1.2 The proposed 2024/25 revenue budget and basis of apportionment of local authority contribution levels for this period.

#### **2. RECOMMENDATIONS**

It is recommended that Members:

- 2.1 Consider and approve the Medium Term Financial Plan update (2024/25 to 2026/27) and instruct the lead Section 151 Officer to notify the constituent local authorities of the recommended indicative 3 year budget to inform the medium term financial planning arrangements within each Council.
- 2.2 Subject to 2.1, consider and approve the revenue budget for 2024/25, instruct the lead Section 151 Officer to notify constituent local authorities of the approved revenue budget for 2024/25 (to enable incorporation into the respective budget setting arrangements for each Council) and for constituent local authorities to confirm their approval to the next meeting of the Joint Committee.

### **3. BACKGROUND INFORMATION**

- 3.1 The public sector has faced a sustained period of real term reductions in funding levels for a number of years and unprecedented challenges continue for services across local government as a result of on-going difficult economic conditions, high levels of inflation and the widespread implications of the conflict in Ukraine.
- 3.2 The indicative all Wales settlement level provided by Welsh Government for 2024/25 is currently 3.1% and is informed by and reliant on the forecasted funding level to be provided by the UK Government. It is clear that this position is significantly out of line with inflationary and service pressures being faced across local government.
- 3.3 The Consortium has a sound track record of setting and delivering balanced budgets against a backdrop of reducing funding levels and protecting the delivery of frontline school improvement activities. It will be imperative the Consortium's medium term financial planning is positioned to operate within the above financial outlook, with the continuation of robust arrangements to identify and deliver budget savings over this period.
- 3.4 As Members will be aware, since 2018/19, the Consortium has held an earmarked reserve for service remodelling. The reserve currently stands at £609k and was established to help smooth the delivery of budget savings over a number of years while still allowing for the annual delivery of balanced budgets.

### **4. MEDIUM TERM FINANCIAL PLAN UPDATE - INDICATIVE 3 YEAR BUDGET (2024/25 TO 2026/27)**

- 4.1 Medium Term Financial Planning (MTFP) is an essential component of effective financial management, a cornerstone of good governance and an enabler of service delivery and service improvement within the constraints of available resources.
- 4.2 The Consortium recognises the importance of MTFP and the latest plan was reported and approved at the 13<sup>th</sup> December 2022 Joint Committee meeting and used to inform the 2023/24 budget setting process, in line with the requirements of the legal agreement.
- 4.3 Following on, the Consortium's MTFP has been refreshed using the planning assumptions set out below:

- (a) The recommended 2023/24 Revenue Budget (presented to Joint Committee on the 13<sup>th</sup> December 2022) is used as the baseline year;

(b) Employee costs based on the estimated 2024/25 staffing structure (incorporating the financial impact of the estimated 2022/23 and 2023/24 national pay award offer for Soulbury officers). Over the medium term period, the following pay inflation assumptions have been included:

- a. Pay increases of 5% for 2024/25, 4% for 2025/26 and 4% for 2026/27 financial years respectively.
- b. Pension Fund contribution rates reflecting the outcome of the 2022 Pension Fund Triennial Valuation; and

(c) Non-pay inflation of 3% in financial years 2024/25 and 2025/26 and, for financial year 2026/27, set in line with the Bank of England’s long term monetary policy inflation target of 2%.

4.4 Based on the above assumptions, the forecasted inescapable budget pressures for 2024/25 through to 2026/27 are set out in Table 1.

Table 1 - Updated Inescapable Budget Pressures (2024/25 to 2026/27)

	<b>Inescapable Budget Pressures</b>		
	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
	<b>£k</b>	<b>£k</b>	<b>£k</b>
Pay	110	89	92
Non-pay Inflation	14	14	14
<b>Annual Inescapable Budget Pressures</b>	<b>124</b>	<b>103</b>	<b>106</b>

4.5 The Chief Executives of the constituent local authorities recommend that the Consortium should model its medium term budget planning arrangements for 2024/25 based on a gross 10% reduction to the core budget position. This position reflects the financial challenges faced by constituent local authorities.

4.6 In delivering core budget savings of 10% (circa £350k), that includes the Consortium having to absorb inescapable and inflationary budget pressures, the 2024/25 core contributions from constituent local authorities will reduce by 6.6% in cash terms year on year.

4.7 Table 2 demonstrates the estimated budget gap as a result of reducing local authority contributions by 6.6% in 2024/25, then 2% for each of the following two years including the impact of inflationary pressures. It summarises the medium term position to assist the Joint Committee with future planning considerations and for constituent local authorities to incorporate into their medium term financial planning as appropriate.

Table 2 – Estimated Budget Gap (2024/25 to 2026/27)

	2024/25	2025/26	2026/27	Cumulative Impact
	£k	£k	£k	£k
Reduction in LA contributions (6.6%, 2%, 2%)	233	66	64	363
Annual Inescapable Budget Pressures	124	103	106	333
<b>Estimated Budget Gap</b>	<b>357</b>	<b>169</b>	<b>170</b>	<b>696</b>

- 4.8 Subject to approval of the above, the change in local authority core contribution levels for 2024/25 compared to 2023/24 is detailed in Table 6.
- 4.9 In considering the recommended way forward, it is important to note that this is an indicative budget through to 2026/27 to aid medium term service planning arrangements and will be kept under review and updated on an on-going basis to take account of, for example, local government settlements, key changes in inflation, any financial implications and also key announcements.
- 4.10 Subject to the consideration of the Joint Committee, the Lead Section 151 Officer will formally notify constituent local authorities.

## **5. REVENUE BUDGET 2024/25**

- 5.1 Under the terms of the Central South Consortium's Legal Agreement, the Joint Committee is required to approve its budget by the 31<sup>st</sup> December for the following financial year in order that constituent local authorities can consider and approve their contributions.
- 5.2 As set out above, the outlook for local authority funding levels is expected to remain very challenging over the medium term.
- 5.3 The 2024/25 Revenue Budget has been constructed based on a 10% base budget reduction (inclusive of inflationary pressures) which results in a 6.6% decrease in Local Authority core contributions alongside the following parameters:
- Target available funding to key priorities and protect, as far as is practicable, frontline school improvement resources;
  - The continued delivery of efficiency savings; and
  - The Consortium to fully fund estimated pay and non-pay (i.e. goods and services) related inflation.

- 5.4 Members will note that reducing contributions by 6.6% will require the Consortium, within the indicative funding allocated, to manage pay / non-play inflation and deliver budget savings to set a balanced budget.

Table 3 - 2024/25 Budget Requirement

	<b>£k</b>
Core Budget 2023/24 <i>(net of £33k transitional funding)</i>	3,536
Inescapable Pressures	124
Core costs 2024/25	3,660
Reduction to Base Budget	(335)
<b>Revised Budget 2024/25</b>	<b>3,325</b>
<b>Funded by:</b>	
General income	(20)
Recognition of interest receivable	(22)
LA Core Contributions	(3,283)
<b>Base Budget 2024/25</b>	<b>(3,325)</b>

- 5.5 A review of the Consortium's 2023/24 Revenue Budget has been undertaken to identify budget saving proposals - these are set out in Table 4 below.

Table 4 - 2024/25 Budget saving proposals

<b>Budget Saving Proposal</b>	<b>Estimated Budget Saving £k</b>	<b>Impact</b>
Reduction in non-employee budgets	(34)	Reduction in general supplies and services, external room hire and staff travel
Reduction to employee costs	(221)	Removal of temporary contracts, reduction of 3FTE posts and other contract changes
Maximisation of grant income	(80)	Risk of reduction of grant in medium term
Recognition of interest receivable	(22)	Prudent budget setting for the medium term on bank interest
<b>Total Budget Savings</b>	<b>(357)</b>	

- 5.6 It is important to note that several of the proposals for consideration above would incur additional costs (over and above a managed reduction in capacity of Central South Consortium) in respect of management of

change processes and redundancy costs. It is proposed that costs in this regard are funded from the earmarked reserve held for such purposes. In addition and for Members information, the financial implications of specific areas of the Consortium's budget for 2024/25 remain subject to confirmation of the outcome of the 2022/23 and 2023/24 national pay award for Soulbury officers, as set out at paragraph 4.3.

- 5.7 The Treasurer has validated the core budget saving proposals and has confirmed that they would be available for release in the 2024/25 financial year. Where full year savings are unachievable due to the timing of implementation, these will be managed through utilisation of the Service Remodelling earmarked reserve to the extent they are not offset by in year underspends.
- 5.8 Bringing together the information set out above, Table 5 sets out the draft revenue budget for 2024/25.

Table 5 – Draft Revenue Budget 2024/25

<b>Category</b>	<b>Original Budget 2023/24</b>	<b>Proposed Budget 2024/25</b>	<b>Budget Increase / (Decrease)</b>
	<b>£</b>	<b>£</b>	<b>£</b>
<b><u>Expenditure</u></b>			
Employees	3,111,384	2,868,820	(242,564)
Premises	103,966	101,592	(2,374)
Transport	29,000	25,750	(3,250)
Supplies and Services	173,904	147,942	(25,962)
Support Services	150,375	180,413	30,038
<b>Gross Expenditure</b>	<b>3,568,629</b>	<b>3,324,517</b>	<b>(244,112)</b>
<b><u>Income &amp; Funding</u></b>			
Local Authority Contributions	3,516,129	3,283,445	(232,684)
Grants and Other Income	19,500	41,072	21,572
Transitional Funding	33,000	0	(33,000)
<b>Total Income &amp; Funding</b>	<b>3,568,629</b>	<b>3,324,517</b>	<b>(244,112)</b>

- 5.9 With regard to funding contributions from each Local Authority, Members will note that these are based on specific Indicator Based Assessments (IBAs) published by Welsh Government (in accordance with the Central South Consortium's Legal Agreement). Table 6 sets out the 2024/25 Local Authority contributions on this basis.
- Table 6 - 2024/25 Local Authority contribution levels



Local Authority	2023/24 Contributions	2023/24 IBAs	2024/25 Contributions (based on 2023/24 IBAs) *	Increase / (Decrease)
	£	%	£	£
Bridgend	535,031	15.22%	499,625	(35,406)
Cardiff	1,299,285	36.95%	1,213,304	(85,981)
Merthyr Tydfil	223,645	6.36%	208,845	(14,800)
Rhondda Cynon Taf	937,125	26.65%	875,110	(62,015)
Vale of Glamorgan	521,042	14.82%	486,561	(34,481)
<b>Total</b>	<b>3,516,128</b>	<b>100.00%</b>	<b>3,283,445</b>	<b>(232,683)</b>

*\*Actual core contributions subject to change based on IBAs published as part of the final 2024/25 Local Government Revenue & Capital Settlement*

- 5.10 Subject to the decision of the Joint Committee, agreed contribution levels for 2024/25 will be notified to constituent local authorities for their approval and confirmation back to the next Joint Committee meeting.
- 5.11 Following on, budget monitoring update reports will be presented to the Joint Committee during 2024/25, in line with the approved revenue budget, as part of existing financial management reporting arrangements.

## **6. CONCLUSIONS**

- 6.1 The Consortium's MTFP has been refreshed and the Chief Executives of constituent local authorities are agreed on a recommended medium-term financial plan, for financial modelling purposes, through to financial year 2026/27 for the Joint Committee's consideration.
- 6.2 A draft 2024/25 Revenue Budget for the Consortium has been prepared and reflects an aggregate 6.6% decrease in constituent local authority contribution levels and allocated on the basis of 2023/24 IBAs, this being in line with the indicative three-year revenue budget presented above.

**LOCAL GOVERNMENT ACT 1972**

**AS AMENDED BY**

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

**RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL**

**12<sup>TH</sup> DECEMBER 2023**

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

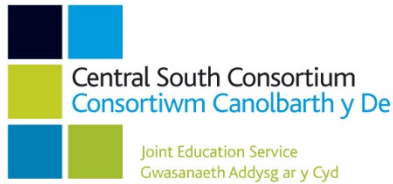
**List of background papers**

Freestanding matter

Officers to Contact:

Mrs. Clara Seery (Tel No. 01443 281400)

Ms. Stephanie Davies (Tel No. 01443 680560)



## **CENTRAL SOUTH CONSORTIUM (CSC) JOINT EDUCATION SERVICE**

### **JOINT COMMITTEE REPORT**

**12<sup>th</sup> December 2023**

#### **Annual Governance Statement Recommendations 2022/23 Progress Update**

#### **REPORT OF THE MANAGING DIRECTOR:**

**Author: Louise Blatchford (Deputy Managing Director)**

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

The purpose of this report is to provide the Central South Consortium Joint Education Service Joint Committee (from hereon Joint Committee) with a progress update on the proposals for improvement made within the 2022/23 Annual Governance Statement.

#### **2. RECOMMENDATIONS**

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

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

#### **3. ANNUAL GOVERNANCE STATEMENT 2022/23**

- 3.1 The Central South Consortium's Annual Governance Statement (AGS) relating to the 2022/23 financial year was reported to and approved by the Joint Committee at its meeting held on 7<sup>th</sup> November 2023. The document described the governance arrangements in place, challenged their effectiveness and set out proposals for improvement.
- 3.2 The Annual Governance Statement 2022/23 made four proposals for improvement and noted that the Consortium's Senior Management Team had accepted these and was committed to their implementation during 2023/24. At

this time, the Executive Leadership Team also confirmed that an update on progress would be reported to the Joint Committee during the year to enable elected Members to review and scrutinise the extent of progress being made.

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

#### **4. CONCLUSION**

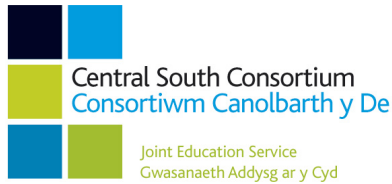
- 4.1 A progress update on the four proposals for improvement made within the 2022-23 Annual Governance Statement is set out at Appendix 1. Progress has been made with all four recommendations.
- 4.2 The provision of this information will assist the Joint Committee is assessing the adequacy of the governance arrangements in place for the Central South Consortium.

## PROPOSALS FOR IMPROVEMENT – PROGRESS UPDATE

Core Principle / Area	Paragraph No.	Issue Identified	Proposal for Improvement	Timescale for Implementation	Responsible Officer	Progress
Ensuring Openness and comprehensive stakeholder engagement	5.3.11	Communication with stakeholders	<ul style="list-style-type: none"> <li>Analyse the findings from the stakeholder survey and report on next steps to all Governance groups</li> </ul>	Summer Term 23	Managing Director	<b>Partially completed</b> – stakeholder survey has been completed. However due to low return rates (due to ASOS) it is not possible to analyse and provide conclusions and recommendations.
Defining outcomes in terms of sustainable economic, social, and environmental benefits	5.4.7	Financial Planning	<ul style="list-style-type: none"> <li>Consult upon a revision to the legal agreement following a national review of the middle tier by Welsh Government</li> </ul>	Spring Term 24	Managing Director	<b>In progress</b> – the outcomes of the middle tier review will not be published until March 2024. This recommendation will therefore be included for improvement in the financial year 2024/2025
Developing the entity's capacity, including the capability of its leadership and the individuals within it	5.5.2	Business Planning	<ul style="list-style-type: none"> <li>Publish an appendix to the Business Plan 2022/25 to provide an update on progress to date as well as to provide additional context for the year</li> </ul>	September 2023	Deputy Managing Director	<b>In progress</b> – Business Plan appendix has been developed and consulted upon with stakeholders.

			ahead			
<b>Developing the entity's capacity, including the capability of its leadership and the individuals within it</b>	5.7.2	Professional Learning	<ul style="list-style-type: none"> <li>• Arrange a coaching and mentoring program for all staff, focussed on developing anti-racist practices in CSC in order for staff to learn more about anti-racism, increase staff confidence and become champions within the organisation on anti-racism. Also, to contribute towards the Welsh Government priorities related to anti-racist action plan.</li> </ul>	September 2023	Managing Director	<b>In progress</b> – An annual professional learning programme for staff has been developed to meet the strategic needs of the organisation.

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

### **REPORT FOR JOINT COMMITTEE**

**12<sup>TH</sup> DECEMBER 2023**

### **ANNUAL ACADEMIC YEAR REPORT (2022-2023)**

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

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

- 1.1. To provide Members with the academic 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 academic year report includes analysis of the progress against priorities in the first six months of the business plan. In addition, it reports on the progress made against regional recommendations from published reports, the outcomes of the annual survey and an overview of value for money of the CSC professional learning office.

**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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Consortiwm Canolbarth y De  
Central South Consortium



Gwasanaeth Addysg ar y Cyd  
Joint Education Service

# Annual Academic Report Central South Consortium September 2022- July 23

Published November 2023



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## **1.0 PURPOSE OF THE REPORT**

This annual academic report replaces the previous Effectiveness and Efficiency Report and provides an overview of the work of Central South Consortium (CSC) in the academic year 2022-23 across the region. The report is designed to provide local authorities (LAs), schools, Welsh Government (WG) and other stakeholders with a clear and comprehensive report on the contribution of CSC, working in partnership with local authorities to raise standards in schools across the region.

The report will provide an overview on the progress made within the first six months on the annual business plan (April 2023 to October 2023), as well as progress against recommendations from published reports.

In support of this report, a LA Scrutiny report will be provided to each LA for scrutiny by individual education scrutiny members in the respective LAs in the spring term 2024 and will contain specific information relating the work in the authority.

## **2.0 BACKGROUND**

Since 2012, CSC has delivered aspects of school improvement services on behalf of the five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 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, with around 25% claiming free school meals.

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

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

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

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

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

### 3.0 OVERVIEW OF PERFORMANCE

#### 3.1 National data collections and published information

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

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

For 2023 however, the following collections have now been resumed:

- Attendance: Primary data collections
- Attendance: Secondary data collections
- National Data Collections (NDC):KS3 only

The majority of national publications were suspended from Summer 2020 reporting, but performance measures for Summer 2023 results will be reintroduced during Autumn Term 2023. At the time of publication of this report no performance measures are available for the final 2023 results, with the provisional information only being made available at national level.

National examination results released in August 2023 were brought back to be around halfway between the 2019 and 2022 results. Comparison of the results for CSC in 2023 to Wales results showed that CSC either matched or exceeded the national proportions for GCSE %A\*-A, %A\*-C and %A\*-G. For A Level results, CSC exceeded the national proportions for the three measures of %A\*-A, %A\*-C and %A\*-E, with CSC also being above the national proportions for AS Levels (%A, %A-C, %A-E).

#### 3.2 Estyn inspections

All Estyn inspections were suspended in March 2020<sup>1</sup>; however, a new pilot framework<sup>2</sup> was introduced in early spring term 2022. The new inspection framework no longer provides judgements for inspection areas as available in previous inspection frameworks. However, information on 'Interesting or Innovative Practice Case Studies' is still identified in the new reports, alongside the recording of any statutory and non-statutory follow-up inspection categories. Details can be found in the individual LA Scrutiny Reports.

In Central South Consortium, 68 schools were inspected between September 2022 and July 2023, with 18 of these schools being identified to produce 'Interesting or Innovative Practice Case Studies' following their inspections. Twenty-two schools were placed in Estyn follow-up categories: thirteen in Estyn Review (19.1%), two in significant improvement (2.9%) and seven in special measures (10.3%).

Nationally, 262 schools were inspected between September 2022 and July 2023, with 76 schools identified to produce 'Interesting or Innovative Practice Case Studies' following their inspections, this is a slightly higher proportion than seen regionally for 2022/23 (29.0% for Wales in 2022/23 compared to 26.5% for

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<sup>1</sup> <https://www.estyn.gov.wales/news/estyn-will-not-inspect-maintained-schools-next-academic-year-statement-meilyr-rowlands-hmci>

<sup>2</sup> <https://www.estyn.gov.wales/news/owen-evans-her-majestys-chief-inspectors-speech-17-february-2022>

the region for 2022/23). However, when this is extended to all inspections that have taken place since inspections restarted during 2021/22, the regional proportion of schools identified for ‘Interesting or Innovative Practice Case Studies’ of 29.6% exceed the national proportion of 29.2%.

Sixty-two schools were placed in Estyn follow-up categories: 38 schools nationally were placed in the follow-up category of Estyn Review (14.5%), with a further ten schools placed in Significant Improvement (3.8%) and fourteen in Special Measures (5.3%). The regional figures for these proportions of schools in Estyn follow-up categories are higher than those seen nationally for Estyn Review and Special Measures, with the proportion for Significant Improvement being lower than that seen nationally.

**Table 1: Number of schools inspected 2021/22 and 2022/23**

	Primary		Secondary		Middle		Special		Pupil Referral Units	
	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23
<b>Bridgend</b>	2	11	0	1	0	0	0	0	0	0
<b>The Vale of Glamorgan</b>	5	8	2	1	0	0	0	0	0	0
<b>Rhondda Cynon Taf</b>	8	14	0	1	1	2	0	1	0	0
<b>Merthyr Tydfil</b>	1	3	0	0	0	0	0	0	0	1
<b>Cardiff</b>	8	18	2	3	0	0	0	4	1	0
<b>CSC</b>	<b>24</b>	<b>54</b>	<b>4</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>5</b>	<b>1</b>	<b>1</b>

Estyn resumed their monitoring of schools and Pupil Referral Units (PRUs) in a statutory category (special measures or significant improvement) from autumn 2021. During the academic year 2022/23, one school was removed from Estyn Review, with a further three schools remaining in a follow-up category from previous academic years. The follow-up categories for these schools are: one in Estyn Review, one in Significant Improvement and one in Special Measures.

Nationally, twelve schools were removed from previously reported follow-up categories: six from Estyn Review, one from Significant Improvement and five from Special Measures. However, two schools were moved from Significant Improvement to Special Measures, with a further school moving from Estyn Review to Special Measures. Nineteen schools remain in a follow-up category from inspections taken place in previous academic years. The follow-up categories are: six schools in Estyn Review, two schools are in Significant Improvement and eleven schools are in Special Measures.

### **3.3 Not in Education, Employment or Training (NEETs)**

The latest available “Pupil destinations” figures from Careers Wales, show that over the last couple of years, the percentage of pupils in the CSC region “Known to not to be in Education, Training or Employment” has fluctuated from 1.8% in 2019 and 2020, to 1.5% in 2021 and up to 2.0% in 2022. Similar patterns are seen nationally for this data, and CSC has been slightly below the national figure for five of the last seven academic years.

### 3.4 PISA

PISA 2022 results information is not available at the time of drafting the report. The focus of PISA 2022 is mathematics, and the results for PISA 2022 are due to be released in December 2023.

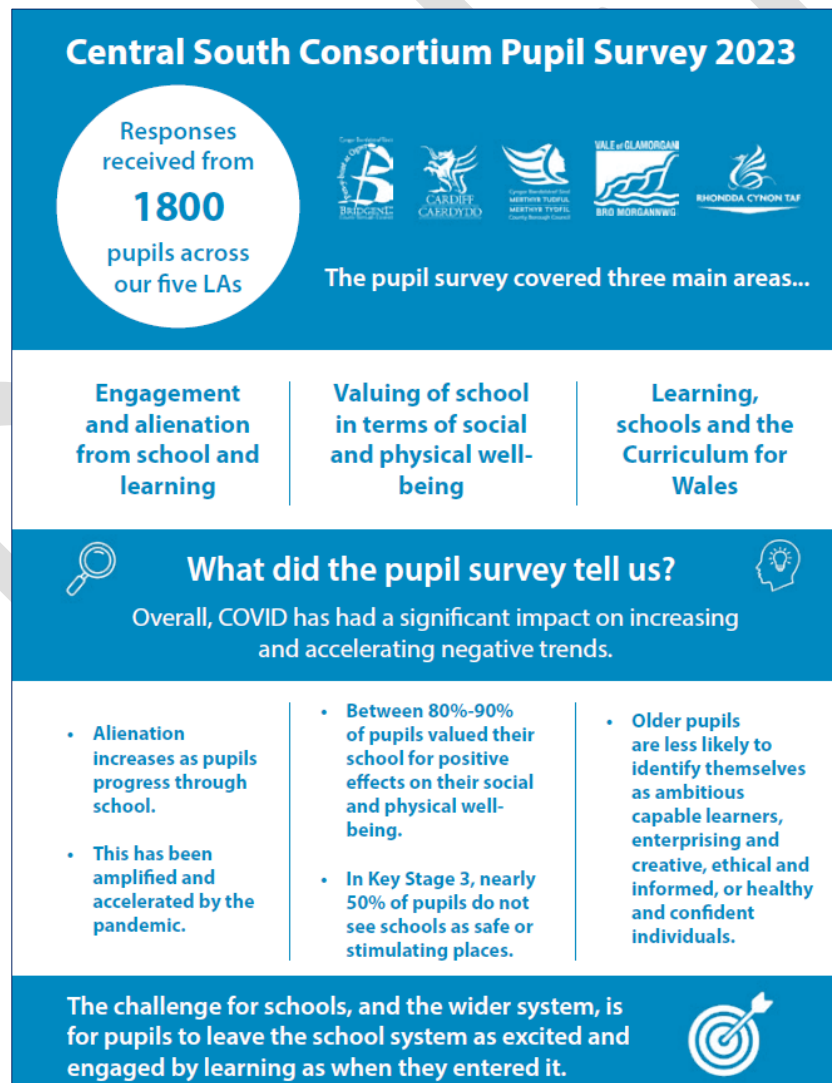
DRAFT

#### 4.0 CSC ANNUAL SURVEY

The Annual School Leaders and Teachers Survey is a key element of the Consortium’s overall evaluation of its impact on pupils, staff and schools. The survey is now in its seventh year and sixth iteration; it was paused in 2020 because of the pandemic. The underlying conceptual framework for the survey was re-focused last year the local system’s capacity to develop the Curriculum for Wales, see Figure 1. The framework links schools’ capacity to develop the Curriculum for Wales, and to improve and be innovative, with becoming learning organisations. High-capacity school’s will have sufficient leadership capacity to meet not only their own needs but also to link with other schools and organisations to create a systemic approach to developing the Curriculum for Wales.

#### 4.1 PUPIL SURVEY

This year’s annual survey involved 1,800 pupils from 37 schools across the five local authorities within the Central South Consortium.



## 4.2 STAFF SURVEY

The annual staff survey included 245 school staff from 33 schools across the region.

**Central South Consortium Staff Survey 2023**

Responses received from **245** school staff across our five LAs

The staff survey covered three main areas...

- Schools as learning organisations
- Schools' leadership capacity and the Curriculum for Wales
- School-to-school working and engagement with external organisations

**What did the staff survey tell us?**

- Staff find their schools' culture to be supportive of innovation and change.
- School leaders need to develop a culture of challenge and honest feedback.
- Continuing involvement in professional learning is an indication of the resilience of the system as whole.
- Staff currently rate their leaders' vision of the CfW highly.
- They are also concerned about whether they have the capacity to develop it in practice.
- Engagement in professional learning amongst SMT and middle leaders has returned to previous levels.
- However, participation of class teachers has lagged behind.
- There is greater emphasis on those who are involved in professional learning to transfer their learning to others.

Executive summaries of both survey reports as well as the full reports will be published shortly.



## 5.0 PROGRESS WITH CSC BUSINESS PLAN APRIL 2023 – OCTOBER 2023

CSC Business plan for 2022-2025 can be found [here](#)

The Business plan [appendix](#) for 2023/24 runs from 1<sup>st</sup> April 2023 until 31<sup>st</sup> March 2024 and has the following areas of priority:

1. Curriculum
2. Professional Learning Pathways
3. Equity and Well-being
4. School Evaluation and Improvement
5. Leadership and governance of CSC

CSC has a thorough cycle of self-evaluation which includes challenging the impact and progress that has been made with the business plan. Members of the senior leadership team within CSC dive forward the work of each priority areas and are known as 'Drive Teams.' On a half yearly basis, the drive team are challenged on their performance by the ELT within CSC as well as Directors of Education from the LAs. A summary of the progress made against the business plan for April 2023- October 2023 is outlined below.

**Table 2: Summary of progress judgement by individual aspect areas**

Priority	Actions	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress
1.1	6	0	0	1	2	3
1.2	22	5	1	12	3	1
1.3	56	14	0	2	27	13
1.4	163	13	6	20	88	36
1.5	21	3	0	4	13	1
1.6	4	0	0	0	3	1
2.1	6	1	0	2	3	0
2.2	2	1	0	0	1	0
2.3	2	0	1	0	1	0
2.4	11	0	0	2	9	0
2.5	6	1	1	3	1	0
2.6	1	0	0	1	0	0
3.1	3	0	2	1	0	0
3.2	8	0	4	4	0	0
3.3	14	0	12	2	0	0
4.1	18	1	15	2	0	0

4.2	19	0	6	12	1	0
4.3	6	0	0	6	0	0
5.1	10	0	2	8	0	0
5.2	3	1	1	1	0	0
5.3	7	2	3	2	0	0
5.4	7	0	0	7	0	0
5.5	6	0	2	3	1	0
5.6	3	0	0	1	2	0
5.7	3	0	2	1	0	0
5.8	1	0	0	1	0	0

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

Table 3 below indicates that between April 2023 and October 2023 there has been:

- Very Good or Strong Progress made in 52% of elements within the business plan.
- Satisfactory Progress made in 24% of elements.
- Limited Progress made in 14% of elements. Some of these elements are in the early stages of development or have been impacted by issues with funding. These elements are being monitored by CSC in line with the risk management policy.
- 10% of elements have Not Yet Started. These elements are based on the timeline of completion being targeted for the Spring term 2024.

**Table 3: Cumulative progress judgement**

Summer / Autumn Term Summary 2023						
Business Plan Actions	Elements	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress
<b>Totals</b>	408	42	58	98	155	55
<b>Percentages</b>	100%	10%	14%	24%	38%	14%

**5.1 Identification of risks**

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

## 5.2 April 2023 – October 2023 Impact Evaluation

Following the impact review meetings in October 2023, drive teams have provided the following evidence to support progress and impact of the work undertaken in the first half of the business plan 2023-2024. The detail provided below provides a high-level summary of progress. Detailed progress and impact have been shared with and challenged by members of ELT as well as Directors of Education in the local authorities.

### 5.2.1 Priority 1: Curriculum

#### Summary of progress / emerging impact and risks

Operational Plan Priority Areas		Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
1.1	<b>Curriculum Professional Learning Opportunities &amp; Bespoke Support</b>	<p>As in previous years this aspect spans all aspects below.</p> <p><b>Strong progress</b> is reported overall in the ongoing development of PL opportunities for curriculum and teaching. PL opportunities are available to support all areas of curriculum development via the <a href="#">CSC website</a>.</p> <p>Bespoke support is available to all schools, clusters, and other groups of schools where the priorities are not fully met by published PL opportunities. Reporting activities for bespoke support have been rationalised to align with SIPL, providing access to all schools and feeding into LA Information and School Summary reports.</p> <p>In response to self-evaluation and stakeholder feedback, a ‘PL, Networking and Collaboration’ compendium document has been prepared and will be shared with schools, IPs and the wider CSC team in the coming weeks.</p> <p><b>Overall engagement data April 23 – August 23:</b></p> <ul style="list-style-type: none"> <li>• <b>293</b> (77%) schools have engaged in regional PL opportunities for curriculum.</li> <li>• <b>151</b> (40%) schools have requested bespoke support for curriculum and teaching over and above the regional PL offer.</li> </ul>	<p><b>Schools’ awareness of PL and bespoke support offer</b> mitigated by production of compendium document and comms process.</p> <p><b>School capacity to prioritise PL</b> mitigated by PL and Collaboration funding. PL offer online or hybrid approaches continue in nearly all areas to ensure availability of asynchronous PL materials.</p> <p><b>A very few funded collaboration projects received fewer expressions of interest.</b> These have either been merged with other project groups with similar</p>

		<ul style="list-style-type: none"> <li>• <b>216</b> (57%) schools are engaging in regional funded collaboration projects related to curriculum and teaching.</li> </ul>	focus or will proceed as planned with a smaller group.
<b>1.2</b>	<b>Cymraeg</b>	<p><b>Satisfactory progress</b> is reported in this aspect overall.</p> <p>55 schools have achieved progressive levels of the Siarter Iaith / Siarter Iaith Cymraeg Campus Framework since April 2023 with five of these being the gold award. The current position is on track in relation to targets set for 2023/24. A plan is in place to target support towards schools who have not yet started their Siarter Iaith Cymraeg Campus journey and to specifically support progress from bronze to silver. Initial responses from many schools have been positive overall.</p> <p>A range of professional learning opportunities align closely with regional needs as identified in the School Workforce Annual Census (SWAC). Engagement with face-to-face Welsh language professional learning for practitioners is gradually increasing, however, asynchronous is more popular. Practitioner evaluations of Welsh language professional learning are very good and nearly all practitioners who attend state that they have improved language competence and skills. Nearly all practitioners state that the professional learning will improve their practice in the classroom and make strong progress in changing their behaviours which is higher than the success measure set for this objective.</p> <p>Asynchronous Welsh language development assignments at three levels have been updated and subsequently accessed 376 times since August 2023. A new asynchronous advanced level assignment has recently been published and accessed 561 times.</p> <p>CSC Leadership of Welsh Programme has been refined by the cross-regional group and will be available as a national programme from Spring 2024. The programme will be submitted for National Academy for Educational Leadership (NAEL) accreditation imminently.</p>	<p><b>Engagement with face-to-face Welsh language development professional learning.</b></p> <p>Mitigating actions:</p> <ul style="list-style-type: none"> <li>• Further promote bespoke Welsh language development for schools/clusters.</li> <li>• Further promote playlist for strategically planning Welsh language professional learning with schools, Improvement Partners and local authorities.</li> <li>• Continue to promote professional learning offer widely.</li> <li>• Collaborate with Improvement Partners regarding schools strategically planning Welsh language professional learning for practitioners and accessing professional learning and support.</li> </ul>

		<p>Target numbers, set by Welsh Government were met in recruitment to Welsh Sabbatical for 2023/24. Post sabbatical support is underway for 2022/23 practitioners who returned to school in September 2023.</p> <p>New assessment only route for Welsh medium Qualified Teacher Status (QTS) is making strong progress and will potentially be available from Spring 2024, subject to Education Workforce Council (EWC) approval.</p> <p><b>Engagement data April 2023 – August 2023:</b></p> <ul style="list-style-type: none"> <li>• <b>73</b> schools have engaged in regional PL opportunities.</li> <li>• <b>23</b> schools have requested bespoke support over and above the regional PL offer.</li> <li>• <b>43</b> schools are engaging in regional funded collaboration projects</li> </ul>	<ul style="list-style-type: none"> <li>• Provide guidance for schools to accurately report practitioner Welsh language competence in the 2023 School Workforce Annual Census (SWAC).</li> </ul>
1.3	<b>Curriculum Coherence And Teaching</b>	<p><b>Strong progress</b> is reported in this aspect overall. A comprehensive and adaptive PL offer is in place across all areas that encompass aspects of curriculum design, teaching, and assessment.</p> <p>Bespoke support is available to all schools, clusters, and other groups of schools where the priorities are not fully met by published PL opportunities. There are nine funded project opportunities in this area. All of which have strong engagement.</p> <p><b>Engagement data April 23 – August 23:</b></p> <ul style="list-style-type: none"> <li>• <b>233</b> schools have engaged in regional PL opportunities.</li> <li>• <b>82</b> schools have requested bespoke support over and above the regional PL offer.</li> <li>• A total of <b>79</b> schools are engaging in regional funded collaboration projects</li> </ul>	None reported
1.4	<b>Curriculum Areas and Cross-Curricular Skills</b>	<p><b>Strong progress</b> is reported in this aspect overall.</p> <p>A comprehensive and adaptive PL offer is in place across all six Areas and encompasses the cross-curricular skills.</p>	<b>Digital: resignation of Welsh medium practitioner:</b> mitigated by the iteration of

		<p>Bespoke support is available to all schools, clusters, and other groups of schools where the priorities are not fully met by published PL opportunities.</p> <p>There are 17 funded projects running across the curriculum areas and cross curricular skills. Engagement with the projects is strong.</p> <p><b>Engagement data April 23 – August 23:</b></p> <ul style="list-style-type: none"> <li>• <b>206</b> schools have engaged in regional PL opportunities.</li> <li>• <b>94</b> schools have requested bespoke support over and above the regional PL offer.</li> <li>• <b>165</b> schools engaging in regional funded collaboration projects.</li> </ul>	<p>the network meetings to become bilingual.</p> <p><b>Humanities: ability to appoint to LP roles</b> - we continue to support schools across the region to address the priorities in these areas and will reflect on the CSWC model further.</p> <p><b>Science and Technology: limited practitioner engagement.</b> This is being addressed through partnership working with Technocamps.</p> <p><b>LLC: support for British Sign Language.</b> This action is being monitored closely in relation to WG published resources and will be revisited in November following the publication of WG materials.</p>
1.5	<b>Post 16 Education</b>	<p><b>Strong progress</b> is reported in this aspect overall.</p> <p>PL and bespoke support continue to be available to all schools with sixth forms across the region. Collaborating schools have reported successful improvements in relation to the implementation of VESPA approaches in relation to learner wellbeing, progress, and attainment.</p>	None reported

		<p>CSC takes a lead role in the cross-regional PL programme. 14 CSC school leaders have enrolled to date for the Post-16 Leadership Development programme. Joint <a href="#">cross-regional events</a> have also been developed to reflect national priorities and collaboration across Wales. The first event, related to learner voice and future inspections attracted 17 CSC schools.</p> <p>The Post-16 Leaders Network continues to be well-attended and supports schools' broader awareness of national and regional priorities in the sector. Schools are encouraged to share approaches and effective practice during the sessions.</p> <p><b>Engagement data April 23 – August 23:</b></p> <ul style="list-style-type: none"> <li>• <b>11</b> schools have engaged in regional PL opportunities.</li> <li>• <b>27</b> schools are engaging in regional funded collaboration projects.</li> </ul>	
1.6	<b>Qualifications &amp; PISA</b>	<p>CSC continues to contribute to stakeholder groups with Qualifications Wales and WJEC in terms of subject level specification design. This will support ongoing communications and support for schools. CSC also supports a cross regional group to discuss emerging issues in relation to preparedness for PISA 2025 with Science as the major domain. Secondary network meetings support schools with existing qualifications and emerging messages in relation to qualifications reform.</p> <p><b>Engagement data April 23 – August 23:</b></p> <ul style="list-style-type: none"> <li>• <b>16</b> schools have engaged in regional secondary networking opportunities during the summer term.</li> </ul>	<p><b>Issues identified in relation to schools planning a 3-year KS4 curriculum.</b> Revised qualifications are being designed for 2-year programme for Year 10 and Year 11 only. Awaiting clarification from Welsh Government, Qualifications Wales and WJEC in relation to availability of legacy qualifications.</p> <p><b>PISA results (December 23) may drive political intervention in schools' curriculum development.</b></p>

## 5.2.2 Priority 2: Professional Learning Pathways

### Summary of progress / emerging impact and risks

Priority Themes		Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
2.1	<b>Leadership Pathways</b>	<p><b>Strong progress</b> has been made in ensuring all leaders have access to a range of high quality and relevant professional learning pathway national and regional programmes, coaching and mentoring, collaboration, and support. For those that engage this has led to a positive impact on leadership skills development and accreditation where applicable. Availability of programmes through the medium of Welsh is positively supporting the teaching and learning of Welsh.</p> <p>CSC national leadership pathway programmes are promoted on our website.</p> <p><b>Middle Leader Development Programme -</b> Six facilitator schools worked with 133 participants from CSC schools on this programme as part of our Central South Wales Challenge model. 20 participants accessed the programme through the medium of Welsh.</p> <p>The facilitator network met to reflect and review the content and delivery approaches of all programme modules during the summer term. As a result, the programme content continues to closely align with the national reform agenda and school improvement framework for accountability.</p> <p>The range of positive participant evaluation comments indicates that the MLDP Programme has been highly effective in achieving its aims. The programme has successfully improved nearly all participants' understanding of the roles and responsibilities of a middle leader. All participants indicated they felt more confident in their understanding with many indicating they were very confident.</p> <p><b>Senior Leader Development Programme -</b> Three facilitator schools worked with 57 participants from 48 CSC schools. 10 participants are accessing the programme through the medium of Welsh. 14</p>	<p><b>The Aspiring headteacher programme has ceased to be offered in line with the recommendations for change from Prof Mick Waters 'Learning to be a headteacher for Wales.'</b> This is resulting in period of 10 months without recruitment to an Aspiring headteacher CSC are working closely with the national working party to develop a new development programme from autumn 2024.</p> <p><b>Ensuring adequate funding and sufficient capacity is protected to match the increase in school demand for leadership development professional programmes at all levels.</b> CSC consider funding requests more frequently to match demand.</p>



Priority Themes	Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
	<p>external leadership coaches, who are experienced headteachers from our region, support participants throughout the duration of this programme.</p> <p>The facilitator network met to reflect and review the content and delivery approaches of all programme modules during the summer term. As a result, the programme content continues to closely align with the national reform agenda and school improvement framework for accountability. This network also provided a valuable opportunity to train new facilitators to deliver the programme for the academic year 2023/24.</p> <p>All participants were able to identify the most valuable aspects of the programme to them. The range of positive comments from participants indicates the SLDP programme has been highly effective in achieving its aims.</p> <p><b>Aspiring Headteacher Development Programme -</b> 41 participants from 38 CSC schools are engaged with this 18-month development programme, completing the final module in October 2023. 7 of these are from Welsh medium schools. 4 headteachers facilitated on the programme during this period, ensuring effective and current practice is shared. 13 external leadership coaches are providing valuable support to these candidates throughout the programme leading into NPQH assessment.</p> <p><b>New and Acting Leader Development Programme -</b> 33 new and acting headteachers enrolled on the above programme and benefitted from modules that developed their understanding of measuring and evaluating impact during this period. Supported by 10 leadership coaches, participants were encouraged to reflect on their first year in headship, their personal growth and identify areas for development and future targets.</p> <p><b>System Leaders</b> 11 experienced System Leaders continue to be available for deployment as part of the extended pilot. 5 System Leaders have been deployed over this period and are</p>	

Priority Themes		Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
		supporting schools in developing distributed leadership and robust self-evaluation systems and processes that focus on improving pupil progress and outcomes.	<b>Demand for system leader support is increasing and capacity may become a challenge.</b>
2.2	<b>Governors</b>	<p><b>Strong progress</b> has been made in ensuring all governors have access to a range of high quality and relevant professional learning pathway national and regional programmes, coaching and mentoring, collaboration, and support. 399 governors attended professional learning sessions during the summer term and 47 of these sessions were delivered through the medium of Welsh.</p> <p>Evaluations from those who have engaged indicate the PL has led to a positive impact on their skills development.</p> <p>9 experienced Regional Leaders of Governance (RLGs) continue to be available for deployment across the region. 7 RLGs have supported 10 schools during this period. They are providing valuable support to governing bodies in self-evaluation and in implementing effective governance processes that successfully support their school to achieve its strategic priorities.</p>	
2.3	<b>Coaching and Mentoring</b>	<p><b>Strong progress</b> has been made in providing a range of opportunities for school staff and governors to access the coaching and mentoring programmes. Programmes are available for learners at all levels who want to develop their knowledge and skills in effective coaching and mentoring.</p> <p>10 school staff attended national RDG Coaching and Mentoring training during this period. Following completion of the programme, they are equipped to deliver the training to other staff in their school and clusters across CSC.</p> <p>18 school leaders also attended CSC's Lead Practitioner led coaching and mentoring sessions which further supports our commitment to developing a coaching culture across CSC schools.</p>	

Priority Themes		Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
		<p>In addition, 37 headteachers and deputy headteachers from schools across our region act as coaches to support participants in the leadership pathway programmes.</p> <p>Positive participant feedback identifies that this programme has been very worthwhile. In addition:</p> <ul style="list-style-type: none"> <li>• The range of coaching techniques and strategies shared were relevant to different scenarios in school.</li> <li>• The facilitator's commitment to the programme and teaching/organisation of the sessions was excellent and really inspired participants to put into practice the new skills in own school.</li> <li>• Importantly, the programme gave participants the ability to be more confident in challenging situations but also shared how to get the best out of staff.</li> </ul>	
2.4	<b>Early Career Pathway</b>	<p><b>Strong progress</b> is reported overall towards providing access for all early career practitioners across the region to high quality national and regional professional learning (PL), and mentor support. Early reporting indicates evidence that many (85%) of those engaged in the PL are effectively supported to demonstrate the professional standards for teaching and leadership at Induction level.</p> <p>Early career practitioners engage strongly with the professional learning offer and support provided by CSC.</p> <p>In July 2023, 325 NQTs successfully completed Induction and 214 NQTs will continue with their induction journey into the new academic year 2023-24. There were no fails processed.</p> <p>Evaluations illustrate a high rate of satisfaction with the professional learning provided. For example, most NQTs involved in CSC's regional well attended 'Aspire' programme state the sessions enhanced their knowledge and were relevant and appropriate for their needs.</p>	<p><b>External Verifier (EV) funding for last term has not been released to the consortium.</b> CSC needs to retain and recruit more EVs and External Mentors (EMs), which will be a challenge if funding is not secure. This is not a normal occurrence.</p> <p>Due to the variety of difficulties schools face, <b>inconsistent attendance at professional learning</b> is a potential challenge for the region. This is mitigated by considering moving to a hybrid delivery model.</p>

Priority Themes		Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
		<p>CSC provide a range of support to IMs, EMs and EVs including in person cluster network meetings in each Local Authority (LA). Evaluations provided positive feedback and welcomed the continuation of these opportunities to meet and support each other to effectively undertake the role of IM/EM.</p> <p>Strong collaboration with universities is valued by CSC to ensure the early career pathway is coherent. Four developmental projects have been awarded funding following a bidding process and these will produce models/frameworks and resources to support mentors, students and NQTs both in ITE and NQT induction.</p> <p>Positive and valued relationships with ITE providers ensure that QTS graduates are also well supported by CSC. For example, QTS graduates were invited to sign up to a region for support and communications over the summer period, to bridge the transition into employment. 319 QTS graduates joined the CSC QTS team by August. 89 QTS graduates attended a CSC 'Welcome to the region' session (31-8-23) and all members in the regional team have access to the PL offer and other CSC developed resources.</p> <p>Based on a successful pilot undertaken by CSC schools last year, the cross-regional group are conducting an exciting National pilot to explore an enquiry approach to professional learning experiences (PLEs). Six CSC schools have been secured to take part in the pilot and have attended a national training session, as well as being provided with drop-in support sessions and a useful playlist for guidance and support.</p>	
2.5	TALP	<p><b>Satisfactory</b> progress has been made in providing all teaching assistants in the region access to high quality professional learning, guidance and resources, and those who have engaged feel more confident in their roles.</p> <p>CSC offer the three National Programmes to teaching assistants (TAs): The current Induction playlists are available on the CSC website for all new TAs (31 completed the programme between April-July 2023 and another 56 signed up and started the playlists). Updated National Induction materials are being developed by the cross-</p>	<p><b>Release of all TAs from schools across the region to access the PL and support.</b> This is being mitigated by CSC continuing to develop their communications strategy to ensure the professional learning offer is</p>

Priority Themes	Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
	<p>regional group, for use after November. The National Practising Programme and Aspiring HLTA Programme are both widely advertised and offered in-person in Welsh and English. The CSC team provide high quality support and guidance to all delegates signed up to our programmes. Since April, 38 have completed the Aspiring HLTA programme and 31 have gone forward for assessment (2 Bridgend, 14 Cardiff, 6 Merthyr, 6 RCT, 3 Vale) and been awarded HLTA status. CSC have just begun an exciting pilot using the PLP with Aspiring HLTA candidates for collating their assessment evidence (PLRs). Feedback on this development will be provided to EWC and Welsh Government later in the year.</p> <p>To support the WESP, the Welsh Language Competency Framework is being added to the Aspiring HLTA programme materials and all TAs on our programmes are signposted to resources produced by our Welsh team at CSC. This is an area CSC will be looking to develop further.</p> <p>CSC are receiving school requests for bespoke support. These are carefully scoped to ensure the school's needs are met. Further cluster requests have also been received, which will allow the TALP team to reach a larger number of TAs.</p> <p>All TAs in the region are invited to join a TALP Community (currently containing 92 members) which is regularly updated with resources to support TAs to be effective and confident in their role.</p>	<p>widely available and publicised to all schools/TAs through the CSC website, CSC school bulletin, Twitter, TA Community, and Improvement Partner's visits to schools. In addition, CSC will provide a different model of delivery e.g., delivery existing PL to clusters of schools or through bespoke support.</p> <p><b>All elements of the PL are quality assured to ensure fitness for purpose.</b> This is being mitigated by more consistent processes this year.</p> <p><b>All TAs having access to the electronic TALP Community.</b> This is mitigated by promoting access to our community, resources and materials and links to register for professional learning at all PL events.</p>
2.6	<p><b>Schools as Learning Organisations</b></p> <p>A focus on the 7 dimensions of the SLO model are a strong feature in all leadership pathway programme and participants are encouraged to reflect on how these are reflected in their school's strategic improvement planning, their self-evaluation processes and the formal professional leadership standards. The external coaches are required to pick up on these important points during their group coaching sessions and encourage sharing of effective practice. SLO champions have been recruited to support schools and capture good practice.</p>	

### 5.2.3 Priority 3: Equity & Well-being

#### Summary of progress / emerging impact and risks

Priority Themes		Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
3.1	<b>Equity &amp; Excellence</b>	<ul style="list-style-type: none"> <li>The Enabling Equity and Excellence implementation plan is in place; however, <b>limited progress</b> for quarter 1 and 2 as work as not due to start until September.</li> <li>Work ongoing in capturing effective practice with a case study drafted in relation to the use of the Enabling Equity and Excellence in one primary school in the region.</li> <li>Key messages regarding equity project shared by Managing Director with all staff during CSC Professional Learning and Development programme. As a result, all staff have a developing understanding of the importance and expectations of this work.</li> <li>Meetings ongoing to identify actions and to plan a way forward to address equity in CSC. This has resulted in the development of Enabling Equity and Excellence project brief.</li> </ul>	<p><b>Risk:</b></p> <ul style="list-style-type: none"> <li>Proposals regarding Pupil Development Grant (PDG) funding presented to directors in September 2023 but work not approved. As a result, no funding available to support planned school workshops.</li> </ul> <p><b>Actions to mitigate:</b></p> <ul style="list-style-type: none"> <li>To undertake further discussion with lead director</li> <li>To amend the Enabling Equity and Excellence implementation plan considering funding restrictions</li> </ul>
3.2	<b>Vulnerable Learners</b>	<ul style="list-style-type: none"> <li>A well-received session on Equity, PDG and Poverty held for all school facing staff during the CSC professional learning and development week. To complement this session, a comprehensive bank of resources shared with staff to support their engagement with schools.</li> <li>Session delivered to many improvement partners on Equity and Excellence as part of the new Governor Accreditation Programme. Consequently, staff are increasingly engaging with the fundamentals of Equity and Excellence.</li> <li>A further session delivered to the CSC curriculum and professional learning team to increase the team's knowledge and understanding of poverty in the context of equity</li> </ul>	<p><b>Risk:</b></p> <ul style="list-style-type: none"> <li>PDG funding uncertainty; as a result, the planned Raising Achievement of Disadvantaged Youngsters (RADY) work may not take place this financial year.</li> <li>Action short of strike impacting on discussions</li> </ul>

		<p>and excellence (related to Welsh education policy and Our National Mission) and for all staff to consider how their roles and responsibilities supports this agenda.</p> <ul style="list-style-type: none"> <li>• Ongoing discussions with stakeholders across the organisations to amend programmes and to highlight how Equity and Excellence can be embedded in all professional learning programmes. As a result, there is increasing promotion of key messages relation to the PDG and poverty such as in the Aspiring Headteacher Conference in June 2023.</li> <li>• Thinking Differently resources continue to be available for schools, staff, CSC and LA officers.</li> <li>• Findings of discussions between IPs and schools on the use and impact of the PDG collated for 2022-23. Regional PDG evaluation presented to Welsh Government with a visit to a CSC school to exemplify effective practice. LA reports are currently under development.</li> <li>• Increasing engagement and school requests for support from the CSC Lead for Wellbeing and Vulnerable Groups. Bespoke support ongoing in six schools in relation to vulnerable learners.</li> <li>• Ongoing discussions held between Improvement Partners and school leaders on progress of vulnerable leaders. An evaluation of progress for each school in place at the end of the summer term.</li> <li>• All relevant information regarding PDG LAC shared with all clusters. Funding approved by directors September 2023. PDG support plan forwarded to Welsh Government including relevant information regarding Looked After Children.</li> </ul>	<p>between Improvement Partners and schools on the use and impact of the PDG.</p> <p><b>Actions to mitigate:</b></p> <ul style="list-style-type: none"> <li>• Discuss the way forward regarding PDG funding with Lead Director and local authorities.</li> </ul>
3.3	<b>Well-being</b>	<ul style="list-style-type: none"> <li>• CSC school facing staff continue to align schools to LA led wellbeing provision and signpost schools to relevant support.</li> <li>• Regular regional meetings continue to take place involving LA Attendance and Exclusion Leads with the CSC Lead for Wellbeing and Vulnerable Groups. Strong focus on sharing common challenges and identifying solutions.</li> <li>• CSC Lead for Wellbeing and Vulnerable Groups taking an active role in the Bridgend task and finish group looking at attendance. This has led to the development of an attendance campaign in Bridgend LA.</li> <li>• One appreciative inquiry has been undertaken during the summer term linked to the Whole School Approach for Mental Health and Wellbeing. Findings collated in a report and disseminated via school and LA.</li> </ul>	<p><b>Risks:</b></p> <ul style="list-style-type: none"> <li>• Impact of LA wellbeing, attendance and exclusion strategies / processes are not always shared systematically with CSC e.g., no regional overview available of attendance.</li> </ul> <p><b>Actions to mitigate:</b></p> <ul style="list-style-type: none"> <li>• Discuss the way forward regarding PDG funding with</li> </ul>

		<ul style="list-style-type: none"><li>• Wellbeing also a focus in the professional learning programme for governors. For example, a session held with 20 governors from across the region on the Whole School Approach to Mental Health and Wellbeing during the summer term.</li><li>• Improvement Partners continue to have a regular focus on well-being, attendance and exclusions, regularly supported by LA Principal Improvement Partners.</li></ul>	<p>Lead Director and local authorities.</p> <ul style="list-style-type: none"><li>• LA and CSC to discuss the way forward regarding feedback of impact for attendance, exclusions, and wellbeing strategies.</li></ul>
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## 5.2.4 Priority 4: School Evaluation & Improvement

### Summary of progress / emerging impact and risks

Priority Themes	Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
<p><b>4.1 School Self-Evaluation and Development Planning</b></p>	<p><b>CSC Framework for School Improvement published early Autumn Term.</b></p> <ul style="list-style-type: none"> <li>• Following considerable consultation and discussion with the relevant CSC teams during the summer term 2023, Principal Improvement Partners (PIPs) reviewed and updated the CSC Framework for School Improvement. This document now also encompasses the previous CSC Evaluation, Improvement and Accountability framework. The CSC Framework for School Improvement is a key document at CSC and underpins and directs the work of our teams. It also sets out the supportive approach we adopt when working in partnership with schools to form strong and trusting professional relationships with schools. PIPs met several times during the summer terms to discuss in detail this framework and the additions/revisions required, for example in relation to the section focused on working with schools who are identified as needing enhanced monitoring and are covered by the intervention strategy for schools causing concern.</li> <li>• The CSC Framework for School Improvement was identified as a key document for CSC staff to read prior to the September 2023 Professional Learning and Development weeks. There was also time devoted to reading such documents during the PL weeks and time for discussion to ensure staff had a comprehensive understanding of this document.</li> <li>• In their team and during 1:1 meetings with IPs, LA PIPs are also ensured they refer to, and signposted to, this document to ensure consistency of approach.</li> <li>• <b>As part of Summer and early autumn term visits, Improvement Partners have supported the development of draft SDPs and self-evaluation processes.</b></li> <li>• Where schools have been happy to engage with IPs during this time of ASOS, there have been productive meetings regarding self-evaluation evidence and processes and school improvement priorities. In these instances, Improvement Partners have been able to view and discuss the school's various self-evaluation evidence gathered through the academic year through processes such as learning walks, work scrutinies, listening to learner activities and work with leaders.</li> </ul>	<p>Yet to obtain LA approach to attendance. Further clarification required to best support schools in this area.</p> <p>LA PIPs and MD to request this information is shared when they meet with Directors/LA officers in the autumn term.</p> <p>Action Short of Strike (ASOS) impacted on engagement with regional schools.</p>

- Through careful questioning and discussion, Improvement Partners have been able to ascertain if there is a strong and coherent link between the school's discussion of self-evidence and findings and the draft priorities for 2023-24. For example, in one of the 3-16 all through schools in the region, the Headteacher, in her draft SDP shared with the Improvement Partner, there is a priority on professional learning and cross campus collaboration-through discussions between the IP and the Headteacher it has been clear that this is an entirely appropriate SDP priority in this relatively new school to ensure all campuses are working closely together for the benefit of the learners.
- Due to ASOS, however, there are a number of schools where IPs have not been able to have such fruitful discussions with Headteachers about SDPs and self-evaluation evidence and so knowledge is limited and out of date in relation to these schools. In one LA, the Director has arranged for individual SDP meetings to be conducted with Headteachers, their Chairs of Governors, the LA Lead for School Improvement and the IP/PIP. For autumn 2023 there is a mixed picture because of ASOS with many primary Headteachers declining the meetings.
- However, in instances where the SDP meetings have taken place (as of 29/9/23), mainly in the secondary schools, the discussion around the school's self-evaluation base, how they arrived at their new SDP priorities and the support they require for 2023-24, has been valuable.
- The discussion and agreement of priorities and support by all the key stakeholders at this meeting also aligns well with the national framework for improvement, evaluation and accountability.
- **During Autumn term visits, Improvement Partners will work alongside school leaders to plan and stress test self-evaluation activities.**
- Again, this is dependent on levels of engagement due to ASOS. During the summer term where schools have engaged, IPs have been able to work alongside leaders and staff, fitting in with schools' own monitoring, evaluation and review cycles. Where there is good engagement, positive feedback has been received in terms of how the IP, through bringing an external perspective to evaluative activities, is supporting schools well in these processes. For schools in Estyn statutory categories, IPs have continued to work alongside leaders in conducting self-evaluation activities in relation to priorities in the school's PIAP (post inspection action plan). In these schools, considerable joint working between the IP and school leaders is being conducted in terms of self-evaluation activity linked to the PIAP priorities. In some of these instances there is evidence to

		show that leaders in these schools are gradually improving in their own capacity to conduct robust and accurate self-evaluation activity which informs valuable next steps.	
4.2	<b>Support for School Improvement</b>	<ul style="list-style-type: none"> <li>• <b>CSC processes have been reviewed and aligned within CSC School Improvement Framework.</b></li> <li>• <b>Schools requiring additional support have been identified with appropriate PL brokered.</b></li> <li>• <b>CSC intervention strategy reviewed, renamed, presented and accepted by Directors.</b></li> <li>• <b>Where appropriate, conversations have taken place to support PL for Welsh language development.</b></li> <li>• <b>Summer evaluative information has been gathered and quality assured and will be submitted to LAs in the Autumn term.</b></li> <li>• Improvement Partners worked in July 2023 to complete the evaluative commentaries. Principal Improvement Partners also ensured that all evaluative summaries written by Improvement Partners on leadership and management, teaching, learning and curriculum and progress of vulnerable learners were quality assured, checking that they were well written, honest and reflected the conversations PIPs had had with IPs in 1:1 meetings about their schools. In the very few cases where there seemed to be some discrepancy or where improvements needed to be made, PIPs conducted discrete and supportive conversations with the relevant IPs.</li> <li>• Across the region however, because of ASOS there is a varied picture in terms of Improvement Partner knowledge about their schools as for some, IP visits have not been permitted by Headteachers because of ASOS since Autumn 2022; hence knowledge about those schools is out of date. In these instances, IPs have ensured that it is indicated in the evaluative summary document that these schools are following ASOS. In the cases of these schools, IPs continue to offer their support and collaboration.</li> </ul>	Action Short of Strike (ASOS) impacted on engagement with regional schools.
4.3	<b>Accountability</b>	<ul style="list-style-type: none"> <li>• <b>CSC documentation reviewed to ensure it aligns with Welsh Government guidance.</b></li> <li>• All relevant documentation has been reviewed in consultation with stakeholders and made available to all stakeholders. Staff have received PL to ensure it is implemented appropriately and can be disseminated through the system.</li> </ul>	Action Short Of Strike (ASOS) impacted on engagement with schools.

- Information is shared through a variety of channels, for example, the CSC website, X/Twitter, shared directly with senior leaders via email, highlighted by IPs during school visits or during PL sessions.
- CSC staff are actively engaged with WG consultations on amending guidance and preparing the service for any amendments.
- **Summer evaluative information has been gathered and quality assured and will be submitted to LAs in the Autumn term.**
- Improvement Partners, in collaboration with schools, summarise termly progress evaluations on the school's progress in meeting its improvement priorities and identify or amend support, as necessary. These evaluations are captured in the School Improvement Partnership Log (SIPL) for the school. Improvement Partners consider progress against priorities to be either 'on track' or 'off track.' Improvement partners regularly update a comment about the effectiveness of monitoring and self-evaluation for all schools (SOAP).
- Progress is monitored more regularly in schools subject to enhanced monitoring, usually on a termly or half termly basis via internal IP and PIP one to one meetings, 'Information Sharing Meetings' involving colleagues from across the organisation, one to one meetings between Assistant Directors and PIPs and formal progress review meetings with the LA and school leaders. The Improvement Partner will also provide a more detailed summary of strengths and areas to improve in relation to the rate of progress the school is making towards meeting its improvement priorities.
- The LA has access to the summative judgements contained within the individual school SIPLs. PIPs and IPs share this information with local authorities during the existing information sharing meetings.

## 5.2.5 Priority 5: Leadership & Governance of CSC

### Summary of progress / emerging impact and risks

Priority Themes		Progress / Emerging Impact	Risks Identified / Actions to mitigate against risks
5.1	<b>Leadership of CSC (Policy Logic, Quality Assurance Processes, Stakeholder Voice, CLO, WESPs and SACRE)</b>	<ul style="list-style-type: none"> <li>The iterative development of the 'CSC explained model' ensures that CSC's vision, aims, values and services are clearly articulated, and CSC continues to challenge itself to operate as a learning organisation.</li> <li>This has been co-constructed through a robust evidence base and engagement with the majority of stakeholder groups over a period of time.</li> <li>The model will lead to further clarity of function and a robust evaluative framework against which progress can be measured.</li> <li>The revised Framework for School Improvement integrates systems, processes, and ensures effective quality assurance. This aligns to the WG School improvement guidance: <a href="#">framework for evaluation, improvement and accountability</a></li> <li>(Further evidence of progress in this area can be found in priority 4)</li> <li>All WESPs are supported and monitored by a Principal Improvement Partner.</li> <li>A CSC lead for SACRE supports, guides and advises work though this remains a Local Authority statutory function.</li> </ul>	<p>Engagement in the stakeholder survey has been low, different approaches to gathering the same level of intelligence will be trialled through the evaluation project plan.</p> <p>Review with Business Intelligence Team to agree next steps for the CLO survey.</p>
5.2	<b>CSC Self-Evaluation, Research and Business Planning</b>	<ul style="list-style-type: none"> <li>CSC are developing a project management approach across the organisation, one of the priorities of this work in 23/24 is an evaluation plan. This plan ensures that improvement is being driven to both provide development for the organisation and learning for the system. Effective mechanisms to share information will be developed aligned to audience and purpose.</li> <li>Self- evaluation systems and processes have been refined to ensure that outcomes better inform CSC business planning.</li> <li>Business planning 2023/24 incorporates all LA priorities (with exceptions) as well as the regional recommendations and outcomes from self-evaluation. The business plan appendix has been developed and will be shared with Management Board in October which incorporates the outcomes from self-evaluation. The annual Financial Year report was shared with Management board in June and JC in October 2023</li> </ul>	<p>Business plan project plan is under development, which will need to be expediated to meet the new cycle.</p>

5.3	<b>Systems, Processes &amp; Communication (inc. Evaluation Framework)</b>	<ul style="list-style-type: none"> <li>• Business Intelligence project has scoped the current state of data storage, access, and usage. A project plan is under development to develop a coherent approach to data management to provide intelligence at an appropriate level of granularity. This will support the evaluation plan in ensuring that intelligence is well interpreted and used to best inform evaluation.</li> <li>• To further develop evaluation in CSC the monitoring and reporting cycle has been reviewed. This is iteratively improving to ensure that activity aligns to and supports reporting to make systems and processes proactive rather than reactive to reporting requests.</li> </ul>	Business intelligence  Digital strategy
5.4	<b>Reporting</b>	<ul style="list-style-type: none"> <li>• The CSC suite of reports is developing in line with stakeholder feedback. Reporting design and CSC PL is focussed on ensuring that the reports move further beyond accountability and provide development and knowledge for the system.</li> <li>• For example, developing a 'breadcrumb' approach to reporting which provides increasing levels of detail to each audience layer of the system and supporting them to reflect on it.</li> <li>• Reporting is increasingly proportional and ensures that any funding requirements are fulfilled.</li> </ul>	Stakeholders remain unclear on the audience, purpose and use of reports following publication of 'Suite of Reports'
5.5	<b>CSC Workforce (Equality, Diversity, Professional Learning, Wellbeing)</b>	<ul style="list-style-type: none"> <li>• The internal professional learning programme timetable included opportunities for all staff to engage in equity, diversity and wellbeing. The future calendar also includes development opportunities for these areas.</li> <li>• The development of a wellbeing strategy is being supported by an internal group with agreed terms of reference. The focus for 2023/24 is fully understanding the experience of staff groups in all CSC processes, for example, professional learning.</li> <li>• All CSC staff have access to and are encouraged to use the Cari survey which is a tool to measure wellbeing and where possible signpost available support. On completion of the tool CSC will also gain an organisational picture to be able to explore trends.</li> <li>• The CSC internal professional learning calendar has planned activity led by internal and external experts to focus on personal, team and organisational development. Clear audience and purpose are centrally published to ensure that attendance maximises use of staff time and is pertinent in supporting school improvement.</li> </ul>	CSC capacity to engage with each aspect.

5.6	<b>Safeguarding in CSC (inc. safer recruitment)</b>	All CSC staff and designated officers have received update training as required. The CSC policy has been updated and shared with staff during the Internal Professional Learning Programme.	Inability to secure PL for safer recruitment regionally. May have to consider individual LA PL.
5.7	<b>CSC Governance (inc. Risk Management)</b>	<ul style="list-style-type: none"> <li>• Terms of reference for all governance groups have been revised and accepted by JC. However, attendance at JC meetings remains a concern.</li> <li>• Risk Management policy revised and approved by Management Board and JC. Project management approaches are being developed to ensure the management of project risk. However, this is in early development and the impact of this approach is yet to be realised.</li> </ul>	<p>Develop PL programme for risk management for SLT members</p> <p>Diarise drop-in sessions to review risk management.</p> <p>Middle tier review – many led to CSC legal agreement requiring further revision.</p>
5.8	<b>Use of Resources</b>	<ul style="list-style-type: none"> <li>• The CSC value for money (VfM) framework has been used to structure the area reports of the curriculum and professional learning team.</li> <li>• The annual FY as well as annual academic report includes analysis of VfM. Feedback from stakeholders has been positive to this approach.</li> <li>• The academic report published to JC in March 2023, and this received positive feedback from members (evidence in the minutes of the meeting)</li> <li>• Audit Wales are currently auditing the CSC final accounts. Interim feedback is positive with only final payroll checks to be undertaken.</li> <li>• Regional audit reports have been presented to JC for both internal processes and grant claims. Substantial assurance has been given on the processes of CSC.</li> </ul>	Uncertainty of future funding (core & grant)

## 6.0 PROGRESS WITH RECOMMENDATIONS FROM PUBLISHED REPORTS<sup>3</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 4: Published reports with recommendations for CSC**

Report title	Author	Published
<a href="#">Effective approaches to assessment that improve teaching and learning (October 2022).</a>	Estyn	October 2022

### 6.1 Effective approaches to assessment that improve teaching & learning.

This report is written in response to a request for advice from the Minister for Education and the Welsh Language in his remit letter to Estyn for 2021-2022. It focuses on how maintained primary, secondary, all-age and special schools are developing effective approaches to assessment that improve teaching and learning.

The report is intended for the Welsh Government, headteachers and staff in schools, local authorities and regional consortia. It is part of a series of reports providing guidance during this period of change in education. Previous reports include Improving Teaching (Estyn, 2018b), Curriculum innovation in primary schools (Estyn, 2018a), Preparing for the Digital Competence Framework (Estyn, 2018c), Preparing for the Curriculum for Wales – case studies and cameos from secondary, all-age and special schools (Estyn 2020b), Leadership development – case studies of professional learning for school leadership (Estyn, 2020a).

This report draws on evidence from visits to a selection of primary, secondary, all age and special schools across Wales, including those delivering education primarily through the medium of Welsh. It includes evidence from schools who worked with the Welsh Government on developing the Curriculum for Wales as pioneer schools, quality improvement or innovation schools and evidence from partner (non-pioneer) schools. It also draws on information gained from our engagement visits and from inspections.

#### 6.1.2 Progress against recommendations

##### **R5 Develop constructive professional learning opportunities for schools to improve their understanding and use of formative assessment practices.**

Strong progress has been made with a range of high quality, evidence informed professional learning events, resources, networks, funded projects and bespoke support available for all schools. This PL and support focuses on developing and deepening an understanding of how to plan for formative approaches to assessment – within the Areas of Learning and Experience (Areas), subject and

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<sup>3</sup> As of October 2022



disciplines, and across cross-curricular skills and cross-cutting themes. School leaders and practitioners have been supported to know how to enact assessment approaches most effectively with specific strategies and techniques to use in the classroom. The Curriculum for Wales assessment guidance Great Teaching Toolkit and education research have underpinned CSC's support within this area.

### **R6 Facilitate and support collaboration across schools to develop leaders' and teachers' understanding of progression and share effective practice in formative assessment.**

CSC has made strong progress in supporting collaboration within and across schools, supporting leaders and practitioners in their understanding of progression and assessment. Effective practice has been shared widely across the region through regional networks, funded projects, PL events and conferences, resources and bespoke support. CSC have drawn on the expertise of existing practitioners from schools in the region, appointed as CSC Lead Practitioners, in relation to progression and assessment. The two primary and two secondary practitioners have collaborated to design and deliver professional learning events and trialling, refining and sharing their approaches.

Bespoke support is available to all CSC schools, tailored to meet the needs of school leaders and practitioners, to support school improvement priorities. Since September 2022, 305 schools have requested support from the CSC curriculum and professional learning team. Of these, 153 schools requested support related to progression and assessment.

Cluster collaborations are strong across the CSC region. Since September 2022, 22 clusters have received bespoke support from the CSC curriculum and professional learning team in developing a shared understanding of progression, working within Areas, subjects and disciplines, and across the curriculum to ensure progression and assessment across the 3-16 continuum. This support has included facilitation of cluster-wide INSET days and sessions, with groups of practitioners and focused support for senior leadership teams.

In July 2023, CSC hosted an in-person curriculum conference focused 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. Eight schools and clusters from the region led high-quality workshops, sharing their emerging practice. These workshops were focused on progression, cluster working, teaching and assessment, Welsh and the cross-curricular skills. Recordings were made of all sessions and [are available to view here](#).

#### **Sharing of practice:**

- Lead Practitioners presented to CSC schools on their findings after trialling the Camau I'r Dyfodol assessment materials: [Link to recording of the PL event](#).
- [CSC curriculum conference workshops July 2023 - teaching and assessment](#)
- Resources shared with schools to support their engagement with the Camau workshops: [Camau progression and assessment key messages and take-aways](#)
- Lead Practitioners trialled Understanding by Design as an approach to planning for teaching and assessing against their school curricula. Feedback presented to CSC curriculum and PL team has led to co-construction of materials to be shared with schools (for publication December 2023).

- [Resource to support schools to consider formative assessment strategies](#)
- [CSC assessment in CfW poster pack](#)
- [CSC schools sharing practice on collaboration of progression, CSC guidance on how schools can collaborate on progression.](#)

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## **7.0 VALUE FOR MONEY: CSC PROFESSIONAL LEARNING OFFER 2022/2023**

### **7.1 Effectiveness**

The CSC professional learning opportunities available to all schools across the region is comprehensive and is consistently of good quality according to the National Academy for Educational Leadership (NAEL) hallmarks for professional learning. This demonstrates that the component parts of the PL offer are effective.

Evaluation from a wide variety of feedback confirms strongly that the PL opportunities provide significant school improvement opportunities through a structured and comprehensive approach. Many PL resources developed by the team across all areas well received by schools and used to good effect, promoting efficient sharing of learning. There is more evidence of impact in the more intensive programmes of PL and bespoke support than in some of the less intensive PL opportunities (e.g. one-off events etc.). This is attributable to the proportional approach to support and evaluation in each activity. Overall, the quality of the cluster bespoke support is reported to have a significant impact on curriculum development.

CSC offers high quality PL and support, however, for this to effect school improvement, the conditions of the school need to allow this learning to be implemented by practitioners. Also, where appropriate, the learning taken to scale across departments, phases and the whole school. There is an appetite from practitioners for less intensive episodes of PL which are more time efficient to engage with but may lack depth of knowledge and skill development. This does not align to the indicators of effective professional learning.

### **7.2 Efficiency**

A strength of the PL offered to schools is the wide range of PL and support opportunities - programmes, projects, networks and bespoke support - available to all practitioners and school leaders across the region. In addition, the breadth of topics on offer receives positive feedback. Practitioners report that they value the range and breadth of PL that they can engage with which implies efficiency in terms of scope and scale.

All CSC areas can clearly articulate their approach to PL, and why they have selected each aspect they have included in the offer. Strong examples of CSC self-evaluation shaping the PL offer are evident. In nearly all areas, there is clear thought about how the PL is designed to be taken to scale, either by a practitioner within a school or regionally.

However, there needs to be further consideration and evaluation on the efficiency of each type of PL and support activity.

### **7.3 Sustainability**

There is a significant amount of high-quality PL and support at the point of delivery, both in intensive and less intensive forms. All areas can detail strong examples of intensive forms of PL and support that have developed capacity of practitioners and groups of practitioners within a school or cluster. In the bespoke support, coaching or mentoring ensures that action is taken as a result of the professional

learning, though this is either less developed in the less intensive forms or less known about. When practitioners are supported to apply their learning, the feedback is consistently positive.

Leadership is often the main development need and relies upon middle leaders operating in a wider learning organisation for changes to be realised. To ensure sustainability, a further focus on the development of knowledge and skills of middle leaders is required to lead change following their engagement in PL and support.

#### **7.4 Economy**

All areas can offer assurance of their financial spend and a clear rationale for decisions. These spends are carefully monitored through CSC area operational plans and robust financial processes. All area leads carefully manage their resources to balance the needs of the system, to be as strategic and proactive as possible whilst ensuring the ability to be agile to respond to PL and support needs as they arise.

Some recurrent bespoke support has been shaped into programmes demonstrating that evaluation is being used to shape future work and best manage human resource to create greater economy. There are many examples where regional collaboration projects have offered highly effective professional learning and provided learning and resource for the system suggesting effective spend of resource to provide greater economy. However, significant budgetary pressures may become a barrier to delivery of a comprehensive offer and funding for regional collaborative activities.

#### **7.5 Added Value**

Areas enact their work as part of a longer-term strategic plan which may span multiple years as part of a coherent theory of change. For any new or innovative activity that has been developed, leads can explain how these fit within their vision and priorities for improvement. In the majority of cases there are clear examples of new strategies being used to accelerate school improvement.

However, the pressures to demonstrate significant impact on school improvement within one year can influence the planned activities. One year is often not enough time of a measure of value if work is sitting in a longer-term strategic plan.

#### **7.6 Collaborative Advantage**

Collaborative working underpins the CSWC. Cluster working has formed a significant workstream for all area this year in line with the requirements of the Curriculum for Wales. This has facilitated collaborations between schools and built significant capacity within those clusters that have engaged. There are multiple examples of where lead practitioners have been used effectively to support the system and provide additional capacity. In nearly all cases, projects have led to improvements for at least the practitioners/schools involved, and in the best cases, offered resource to the region overall.

However, significant budgetary pressures and capacity of schools are becoming an increasing barrier to collaborative working.

#### **7.7 Quality**

All PL and support is of high quality according to the NAEL hallmarks. All areas are able to demonstrate how the PL and support in their area aligns to the professional standards for teaching and leadership. Also, how the PL and support promotes and enables schools to develop as learning organisations. Academic research, coupled with organisational experience and expertise, underpins all decisions, aligned to national policy in their plans. Learning from activities is shared with practitioners who are interested and engaged in the focus areas.

However, it is not always apparent how CSC shares learning from PL and support, e.g. projects, more widely across the region and with the wider system.

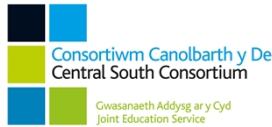
Next steps:

- Further consideration of evaluation of CSC PL and support within effective school improvement in schools. Define roles and responsibilities, systems and processes to support this.
- Consider the implementation gap and how practitioners and schools can be supported to overcome barriers related to this.
- Full review of CSWC to inform revised model in 2024/25 to maximise return on investment.
- Focused refinement of CSC business planning and evaluation.
- Further development and embedding of quality assurance across all of the CSWC PL and support to ensure quality and consistency expectations and met.

## 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.

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## **CENTRAL SOUTH CONSORTIUM (CSC) JOINT EDUCATION SERVICE**

### **JOINT COMMITTEE REPORT**

**12<sup>th</sup> December 2023**

### **CSC BUSINESS PLAN 2022 – 2025**

#### **REPORT OF THE MANAGING DIRECTOR**

**Author: Louse Blatchford, Deputy Managing Director CSC**

#### **PURPOSE OF THE REPORT**

1. The business plan for 2022-2025 was approved by Members of Joint Committee in March 2022. An appendix to the published business plan has been developed for Members to consider (Appendix A).
2. The business plan appendix for 2023-2024 provides an update on the following:
  - The context of CSC in 2022-2023;
  - The outcomes of self-evaluation processes;
  - Progress made to date of the priorities for 2022-2025
  - Revisions to the business plan priorities for the financial year 2023-2024;
  - Summary of consortium funding 2023-2024

#### **RECOMMENDATIONS**

3. Members of the CSC Joint Committee consider and approve the business plan appendix for 2024-2024
4. Members of Joint Committee to provide a steer on any areas for improvement and prior to the detailed delivery planning process takes place for 2024-2025.

#### **BACKGROUND**

5. The current business plan covers the period 1<sup>st</sup> April 2022 to 31<sup>st</sup> March 2025. It has five priority areas which have been updated in the BP Appendix:
  - a) Curriculum;
  - b) Professional Learning Pathways

- c) Equity & Wellbeing
  - d) School Evaluation and Improvement
  - e) Leadership & Governance of Central South Consortium.
6. For each of the priorities there is a detailed annual delivery plan that outlines how and when the aspects of each priority will be delivered. Directors are members of specific drive teams and support and challenge the development of the specific delivery plans.
7. Key success criteria and actions from the business plan and associated delivery plans form the basis of the organisation's monitoring approach<sup>1</sup>. Delivery plans are updated by aspect leads through quarterly meetings between the drive teams and the operations manager. In addition, each drive team meets with the managing director, deputy managing director and the operations manager half yearly for 'Impact Review Meetings'. Directors are invited to attend these meetings.

#### **BUSINESS PLAN DELIVERY PLAN DEVELOPMENT 2024-25**

8. The delivery plans for the final year of the current business plan will be developed over the spring term 2024 and will include the outcomes of CSC self-evaluation processes, the LA priorities for improvement as well as Welsh Government priorities.
9. A self-evaluation report will be drafted for review in March 2024 and will be shared with stakeholders on an annual basis.
10. It is proposed to build upon the current system of business planning and monitoring, to ensure increased engagement of all stakeholders in the development of the detailed delivery plans that sit beneath the high-level objectives. An engagement plan is now embedded to ensure effective, regular and robust challenge and discussion with all stakeholders.
11. In addition, we will continue to develop the delivery plans with LAs during the Spring Term. This will ensure LA priorities are identified and incorporated at an early stage as part of stakeholder engagement.
12. Success criteria and milestones will be clearly defined and an enhanced process of in-depth evaluation to inform self-evaluation has been developed to enable effective challenge.
13. The delivery plans will continue to reflect the Vision of CSC and the CSWC delivery strategy. The model gives schools the means and the responsibility for driving

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<sup>1</sup> Approved by Joint Committee 7<sup>th</sup> November 2023 [RHONDDA CYNON TAFF COUNTY BOROUGH COUNCIL \(moderngov.co.uk\)](https://www.moderngov.co.uk)



improvement in their own schools and in the wider system, encouraging a culture where schools care about the success of all schools as much as they care about their own. However, following the pandemic, this model continues to require refinement to reflect the capacity within the system at the current time. A revised proposal for the Central South Wales Challenge 2024/25 will be presented to the CSC Partnership Group in February 2024 for review and agreement.

14. Progress against each priority will be reported to the CSC Management Board as well as Joint Committee on a half yearly basis. In addition, we will:
  - a. Provide at least one performance report to the five Scrutiny Committees, ideally in January of each year;
  - b. Review the performance of schools termly with authorities; and
  - c. Report to Welsh Government in line with the terms and conditions of grant funding.

#### **IMPLEMENTATION ISSUES – cost, timescale etc.**

15. Proposals for budget setting (core budget) will be presented to the Joint Committee in December 2024, in line with the medium-term financial plan agreed by Joint Committee.
16. At this stage, there is an element of uncertainty regarding the grant funding mechanisms from Welsh Government and so it is not possible to set out the grant budget position for 2024-2025 at this time. The Consortium will continue to work closely with Welsh Government to ensure that funding is used effectively to support the strategic priorities set out within the draft business plan.

#### **BACKGROUND PAPERS**

1. Business Plan 2022-2025
2. Annual Academic Scrutiny Report (December 2023)

Tudalen wag

# Central South Consortium Business Plan

2023–2024 Appendix



Consortium Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service



Empowering schools to improve outcomes for all learners

## Appendix for 2023-24

This appendix provides updates on the work of Central South Consortium (CSC) in relation to the 2022-25 business plan and identifies changes that will be made based on Local Authority (LA) or Welsh Government (WG) priorities and our own self-evaluation.

Our business plan guides the work of CSC and has been developed based on the four enabling objectives from Our National Mission. We have also incorporated the six objectives shared by the Minister for Education and the Welsh Language namely:

Objective	Descriptor
<b>Learning for life</b> so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.	All learning guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.
<b>Breaking down barriers</b> so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.	Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.
<b>A positive education experience for everyone</b> , with learners and staff supported in their well-being and resilience, which is essential for improving education outcomes and life chances.	Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.
<b>High-quality teaching and leadership</b> , where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged.	Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support success of all learners.
<b>Community based learning</b> , with strong institutions engaging, integrating and being empowered by their communities.	Empowering all learners and communities to have strong relationships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally.
<b>Cymraeg belongs to us all</b> , giving every learner equal access to the language and everyone the opportunity to reach their potential.	Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens.

### [Our National Mission: High standards and aspirations for all](#)



At a national level, Welsh Government have also set out the following 8 contributory factors, describing the key attributes that schools will possess to successfully realise the curriculum:

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 matters.
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.

We will continue to work in partnership with school leaders, LAs and WG to ensure that schools receive the right support to enable all learners to make progress throughout the year. We will continue to give full consideration to the current operating models for schools and support leaders to manage learning in their schools.



# 2022/2023 In Context

Nearly all (**99%**) of CSC schools have engaged in regional professional learning events, programmes and assignments. This is a total of over **11,411** engagements from school leaders, practitioners and governors.

Curriculum for Wales (CfW) is embedded in **all** areas of professional learning and support.

CSC facilitates networks meetings to support all areas and sectors. Since April 22, around **1950 school leaders and practitioners** have participated in these network meetings.

Nearly **1800** school leaders and practitioners from over **92%** of schools across the region have engaged in CfW programmes related to curriculum reform including curriculum design, development and delivery.

During 2022/23, over **800** practitioners engaged in Professional Learning to develop their Welsh Language Skills and competence.

Between April 2022 and March 2023, **35 innovative practice case studies** were identified, from **24** schools, by Estyn for dissemination on their website.

**£5,018,008** was delegated to schools through collaboration funding, enabling school leaders and practitioners to engage in collaborations within and beyond their school areas of school improvement to meet their specific needs.

Nearly all schools (**95%**) in the region are engaged in cluster working, with nearly all of this work being linked to the School Development Plan.

**183** individual schools and **21** groups/clusters have been provided with bespoke support in relation to their school development priorities from CSC's curriculum team and / or brokered school to school support.

**219** of schools have achieved Siarter Iaith/Cymraeg Campus awards: **158** bronze, **46** silver and **15** gold.

Almost **700** practitioners across the region have participated in almost **50** regional collaboration projects across focused areas of curriculum and pedagogy.

Leaders of curriculum network meetings established this academic year have been an effective way of engaging with school leaders, discussing emerging areas of preparing for roll-out of CfW and sharing and celebrating good examples of practice. Meetings have been offered in both online and in person formats with **over 170** practitioners engaging.

High quality professional learning guidance and resources are available in variety of media including blogs, vlogs, newsletters and toolkits.

Sgwrs, the CSC podcasts, published **9** episodes which had **over 600** engagements.

**85%** of clusters across the region now have a coaching and mentoring facilitator.

**80 schools** were inspected between April 2022 and March 2023, with 12 schools in the region placed in Estyn Review follow up category. Two schools are in Significant Improvement with a further 6 in Special Measures.

Our newly appointed Regional Leaders of Governance (RLGs) have provided high-quality support to governing bodies of **9 schools** across the region.

All leadership pathways programmes are heavily subscribed, **with over 320 participants** from across the region receiving national certification for their completion of the programmes.

The CSC Curriculum for Wales community area online community provides an interactive platform with materials, professional learning opportunities and messaging related to Curriculum for Wales. The files also include resources to support all areas of Curriculum for Wales. The community now has **over 1200 members** from across the region and has been **accessed over 13,000 times**.

In PL programme evaluations, **91.43% of participants reported that they anticipated the professional learning having an impact on their learners**, with **61.87%** expecting a significant impact.

More than **1900 governors from over 90% of schools** have engaged with CSC professional learning opportunities for Governors.

**31 school leaders, practitioners and CSC officers** have undertaken the national coaching and mentoring trainer programme. Approx 54% of these have gone on to complete a formal qualification in coaching and mentoring, strengthening the impact and supporting embedding a coaching culture across the region.

CSC further strengthened partnership working with ITE HEIs on the co-construction of bridging units designed to support the induction of newly qualified teachers to mitigate against the impact of COVID.

**42 headteachers, deputy headteachers and Senior Leaders** from schools across the region act as coaches to support participants in the leadership programmes.

Across our 380 schools, **nearly all school priorities<sup>1</sup>** are on track to be met, as of the end of the Spring Term.  
<sup>1</sup>(of schools not impacted by ASOS)

**59 School leaders, practitioners and CSC officers** have undertaken the regionally delivered National Coaching and Mentoring programme.

The target number of TAs gaining HLTA status was more than doubled, with 59 TAs achieving HLTA status, **an increase of over 100% from the previous year**.

**Nearly all NQTs** in schools in the CSC region passed induction during the financial year, with a small number granted an extension by the Appropriate Body.

The CfW Newsletter contains all up-to-date information to support schools in their journey to curriculum roll-out. This monthly publication has been viewed **over 6000 times**.



## Improvement Priorities 2022-2025

Following analysis of LA priorities, our self-evaluation, requirements within the National Mission and consultation with stakeholders including headteachers and local authority officers, we identified five improvement priorities.

CSC is committed to providing a high-quality school improvement service on behalf of all partner LAs. We are also committed to supporting schools to take greater ownership for their own improvement through the continued development of a self-improving system. CSC continues to have a specific role to play in the delivery of the National Transformation agenda, which means that some of the priorities will be led by Welsh Government priorities.

The business plan directly addresses the key priorities of the local authorities across the region. Although other priorities may be outside its remit, CSC will work, wherever possible, in partnership to support these priority areas.

CSC will continue to facilitate partnership working across the region as we recognise that our business plan cannot be delivered without a productive relationship between schools and the five local authorities that CSC serves. The links and communication fostered with other key partners including Welsh Government, other regional consortia and Estyn are also crucial.





# Self-Evaluation: Next Steps 2023/2024

Priorities for development for 2023/24 were agreed following consultation with CSC governance groups staff and Chief Executives from the local authorities. Self-evaluation strands in CSC and the areas identified for further development are outlined in the table below.

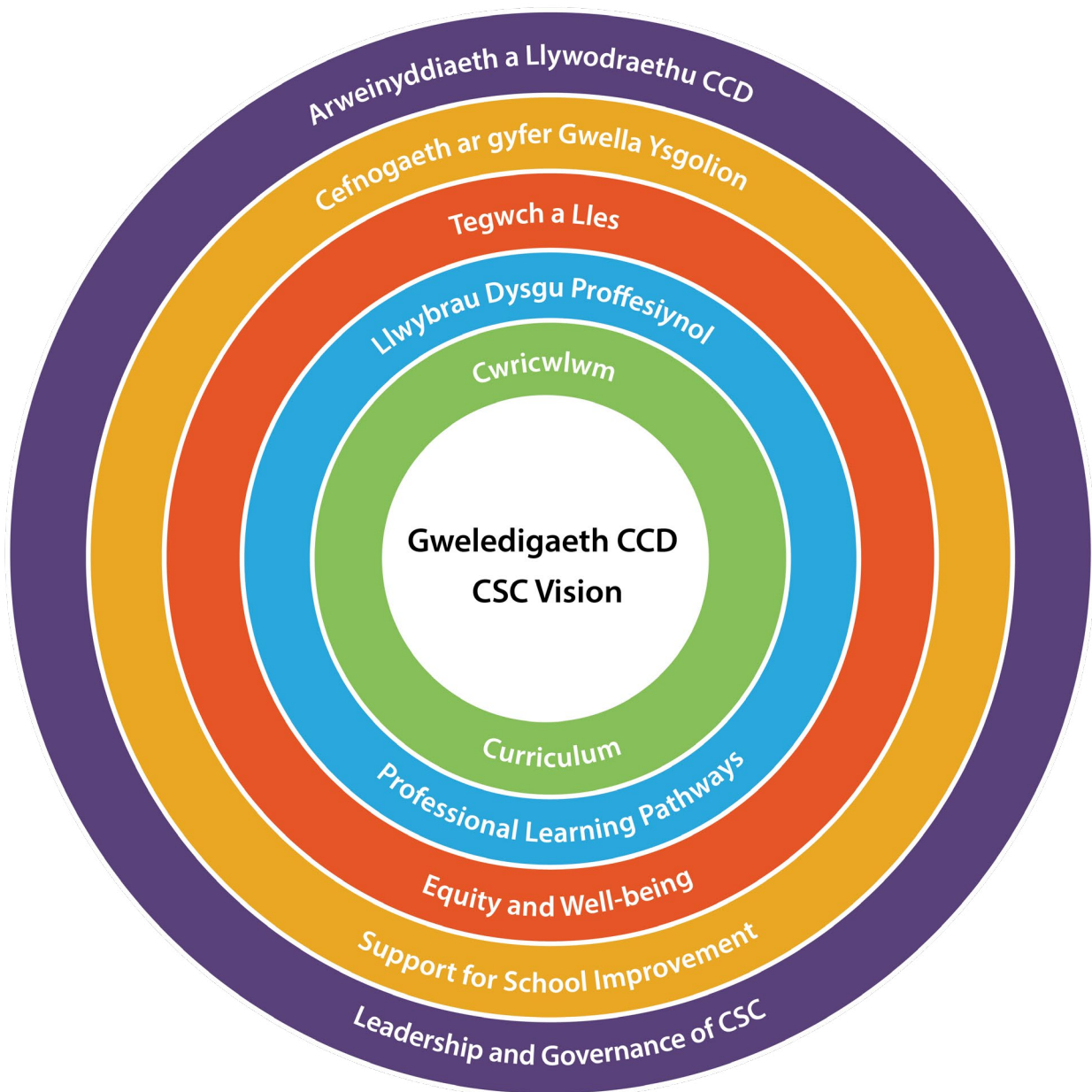
Support for School Improvement	Professional Learning	Leadership & Safeguarding
<b>Themes within self-evaluation strands</b>		
<ul style="list-style-type: none"> <li>• Monitoring and reporting schools' progress</li> <li>• Providing bespoke support</li> <li>• Intervention in schools causing concern</li> <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> <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>• 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> <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>• 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> <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>

# Business Plan Priorities

The overarching priorities are agreed with the Joint Committee. The detail of each priority is set in the context of Covid.

1. Curriculum
2. Professional Learning Pathways
3. Equity & Wellbeing
4. School Evaluation & Improvement
5. Leadership & Governance of Central South Consortium

For each of the priorities, there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. Our intention remains to support schools to meet the needs of their learners to enable them to make progress. It is essential that there is continued support for staff and learner wellbeing.



## Priority Areas Summary (2023/24)

Priority	Curriculum	Professional Learning Pathways	Equity and Wellbeing	School Evaluation and Improvement	Leadership and Governance of CSC
Themes	<ul style="list-style-type: none"> <li>Professional Learning Opportunities</li> <li>Welsh Language, Culture &amp; Heritage</li> <li>Curriculum</li> <li>Assessment</li> <li>Teaching</li> <li>Qualifications</li> <li>Post 16 Education</li> </ul>	<ul style="list-style-type: none"> <li>Leadership Professional Learning</li> <li>Governors</li> <li>Coaching &amp; Mentoring</li> <li>Early Career Pathway</li> <li>TALP</li> <li>Schools as Learning Organisations</li> </ul>	<ul style="list-style-type: none"> <li>Equity &amp; Excellence</li> <li>Vulnerable Learners</li> <li>Well-being</li> </ul>	<ul style="list-style-type: none"> <li>School Self-Evaluation and Development Planning</li> <li>Supporting School Improvement</li> <li>Accountability</li> </ul>	<ul style="list-style-type: none"> <li>Leadership of CSC (Policy Logic, Quality Assurance Processes, Stakeholder Voice, CLO, WESPs and SACRE)</li> <li>CSC Self-Evaluation, Research and Business Planning</li> <li>Systems, Processes &amp; Communication (inc. Evaluation Framework)</li> <li>Reporting</li> <li>CSC Workforce (Equality, Diversity, Professional Learning, Well-being)</li> <li>Safeguarding in CSC (inc. safer recruitment)</li> <li>CSC Governance (inc. Risk Management)</li> <li>Use of Resources</li> </ul>
Cross - Cutting Themes	Self Improving System				
Cross - Cutting Themes	Bespoke Support				
Cross - Cutting Themes	Central South Wales Challenge (CSWC)				
Cross - Cutting Themes	Impact of Grant Funding				
Cross - Cutting Themes	LA WESP				
Cross - Cutting Themes	Professional Learning				
Cross - Cutting Themes	Curriculum for Wales				

# Progress Towards Priorities

Curriculum, Teaching & Assessment	
Success Measures	Progress Towards Priority During 2022/23
<p>A comprehensive offer, informed by partnership working with schools and wider stakeholders, is available to support schools to develop their curriculum in all areas.</p> <p>All PL is evaluated using the Kirkpatrick model which informs future planning.</p> <p>Nearly all schools engage in curriculum, teaching and learning PL opportunities.</p> <p>Many practitioners engaged in curriculum, teaching and learning PL report that it will develop their practice/behaviour.</p> <p>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.</p> <p>The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases in line with targets.</p> <p>The majority of schools report that they regularly use enquiry to support school improvement priorities.</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>

Leadership	
Success Measures	Progress Towards Priority During 2022/23
<p>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.</p> <p>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.</p> <p>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.</p> <p>Successful completion of professional learning pathway programmes by nearly all participants that promote effective practice across the region.</p> <p>All leaders across the region have access to professional learning opportunities to develop their coaching and mentoring skills.</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 needs 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 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.</li> <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>

## Equity & Wellbeing

Success Measures	Progress Towards Priority During 2022/23
<p>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.</p> <p>In partnership with all Local Authorities CSC successfully develops effective leadership and provision in schools to ensure the progress of vulnerable learners.</p> <p>In partnership with stakeholders CSC successfully develops and delivers effective professional learning and collaboration to enhance the well-being of the workforce and learners.</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> <li>- 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.</li> <li>- 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.</li> <li>- Most schools are using available resources effectively with a few developing</li> </ul> </li> <li>• 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</li> </ul>



## Equity & Wellbeing

Success Measures	Progress Towards Priority During 2022/23
	<ul style="list-style-type: none"> <li>• 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:               <ul style="list-style-type: none"> <li>- All schools report that the programme has improved their knowledge of working with disadvantaged learners</li> <li>- All schools report that they are using the knowledge they have gained</li> <li>- 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</li> <li>- All schools wanted to continue to work with Challenging Education for another year to embed the work.</li> <li>- All schools in the region have access to the Challenging Education 'Thinking Differently for Disadvantaged Learners' online professional learning resources.</li> </ul> </li> <li>• 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 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.</li> <li>• 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.</li> </ul>

## School Improvement

Success Measures	Progress Towards Priority During 2022/23
<p>Most schools have effective self-evaluation and improvement planning processes, including robust systems for internal/ external evaluation and accountability.</p> <p>All schools identify correct improvement priorities.</p> <p>All Local Authorities are well informed with regards to the effectiveness of self-evaluation and improvement planning processes in their schools.</p> <p>Early intervention strategies are deployed where risks are identified.</p> <p>All schools receive support based on need to enhance their capacity for self-improvement. Support categories reflect the changing needs of schools.</p> <p>The region, LAs, schools and their stakeholders have a shared understanding of accountability measures within Welsh Government framework for improvement and accountability.</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> <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 Principal Improvement Partners (PIPs) and CSC's Assistant Director (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>



## Effectiveness & Efficiency of CSC

Success Measures	Progress Towards Priority During 2022/23
<p>CSC has processes in place to create and evaluate its Business Plan that meets the needs of all stakeholders.</p> <p>Communication performance measures show improved engagement against agreed targets.</p> <p>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).</p> <p>Joint Committee ratify CSC's governance recommendations and the progress made against them.</p> <p>All CSC staff are trained (either synchronous or asynchronously) in Safeguarding and CSC is compliant in line with current legislation.</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>

## Consortium Funding 2023-2024

CSC uses all available funding to support the priorities identified by schools, local authorities, regions and Welsh Government within the business plan. The underlying principle is that delegation to schools should be as high as possible.

CSC is funded on an annual basis from the constituent local authorities to fulfil the requirement of the National Model for Regional Working as well as directly from Welsh Government to further support and develop both regional and national priorities.

At the Joint Committee meeting on 13 December 2022, it was agreed that the core funding to the consortium would be decreased by 3% for 2023-2024. Local authority contributions are calculated using the Indicator Based Assessment (IBA) published annually on the Stats Wales website.

## Financial Overview

Local Authority Contributions £m	Grant Funding for National Priorities	Total Funding Available
£3.516	£X	£X

## Funding Provided From Welsh Government

Historically, there were a number of grants received by CSC from Welsh Government. With the launch of the national strategy 'Education in Wales: Our National Mission', there has been a streamlining of the grant funding process.

From 2018-2019, only three grants are received by consortia:

Regional Consortia Grant	Pupil Development Grant	Starter Iaith
*£51,073,011	£X	£77,800

\* includes LA match funding

## Regional Consortia Grant

The main grant received by regional consortia to support national school improvement priorities is the Regional Consortia Grant. This grant incorporates the former Education Improvement Grant (EIG).

There is an expectation that the EIG element of the grant is match funded by local authorities and is predominantly delegated to schools in line with grant terms and conditions. In 2023-2024, 91.67% of the EIG element of the grant will be delegated to schools.

The outline funding envelope from Welsh Government was received on 8 May 2023 and provides indicative allocations for the financial year 2023-2024. Activity within the 2023-2024 business plan is predominantly funded from this grant. Elected Members approve the funding distribution upon receiving recommendations from the CSC Management Board.

A detailed overview of the allocation of funding to schools is available on the CSC website.

This allows schools to compare allocations and ensure transparency of the use of grant funding.

Objective	£
Curriculum and assessment	
Developing a high-quality education profession	
Inspirational leaders working collaboratively to raise standards	
Strong and inclusive schools committed to excellence, equity and wellbeing	
Robust assessment, evaluation and accountability arrangements supporting a self-improving system	
<b>Total Funding</b>	

## Pupil Development Grant

The Pupil Development Grant was launched in 2012 and provides additional funding to schools based upon the number of pupils on their roll eligible for Free School Meals or who are children looked after.

Since 2023 the mainstream element of the grant has been delegated directly to Local Authorities for delegation to their schools. Consortia now receive a standalone award of funding to provide support to children looked-after and previously looked-after adopted children. Also, an element is used to fund initiatives to support vulnerable learners in our region.

## Siarter Iaith

The Siarter Iaith grant is used to support the priority area of increasing pupils' informal use of the Welsh language by delivering the Siarter Iaith and its associated programmes. CSC will allocate direct staffing costs incurred directly in delivering the Siarter against this grant funding allocation during 2023/24.



Consortiwm Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service



[@CSCJES](https://twitter.com/CSCJES)

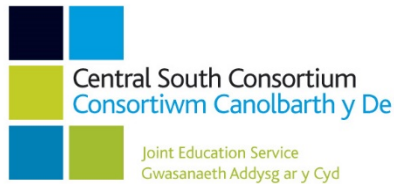


[communications@cscjes.org.uk](mailto:communications@cscjes.org.uk)

**Grymuso ysgolion i wella  
deilliannau i bob dysgwr**

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**Empowering schools to improve  
outcomes for all learners**



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

### **JOINT COMMITTEE REPORT**

**12<sup>TH</sup> DECEMBER 2023**

### **CENTRAL SOUTH CONSORTIUM RISK REGISTER**

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

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

#### **1.0 PURPOSE OF REPORT**

1.1 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.
- 3.6 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 were taken to the CSC Management Board on 17<sup>th</sup> November 2023. The proposed changes to the risk register approved by the management board are included at Appendix A to this report.

#### **4.0 OPTIONS**

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

#### **5.0 IMPLEMENTATION ISSUES – COSTS, TIMESCALES ETC.**

All implementation issues are outlined in relation to specific risks.

#### **6.0 LINKS TO CSC BUSINESS PLAN AND RISKS**

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

#### **7.0 BACKGROUND PAPERS**

Central South Consortium [Risk Register](#) November 2023



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.	<b>POLITICAL</b> • Failing to set a balanced budget. • Failing to deliver the Consortium's priorities as set out in the business plan	Continue to work with Welsh Government on long term funding proposals to ensure delivery of business plan over 3 years. Ongoing discussions with WG on the impact of removing EIS from consortia and routing via IAS in 2024/25. 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 IAS with proposed further cuts to core contributions from 2023/24 to 2025/26  Further discussions on going with Directors and Chief Executives to inform proposals for MTFP to be considered by Members in December 2023. Modelling of additional cuts and the impact of any further cuts have been shared with both Directors and Chief Executives	4	4	16	Tolerate	Awaiting confirmation from WG on the proposed changes to regional grant funding from 2024/25-2026/27 which will have an impactful effect on the affordability of CSC's business plan in the next financial year. Early conversations are being held with service leads to manage expectations on the future of the CSWC model and other CSC funded activities identified in the operational plan.	1st April 2022	31st March 2024	Deputy Managing Director
2	Implementation of Curriculum for Wales: Schools' capacity, knowledge and experience, and confidence 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 ongoing pressures in schools to engage in professional learning. Staffing capacity in schools. Expectation of all teachers as curriculum designers. ASOS and lack of engagement with surveys affecting CSC's ability to know the development and quality of the curriculum in some schools. Lack of clarity in the system of 'standards'. Some Secondary schools lack of commitment to development of KS3 curriculum to meet the CFW requirements due to qualifications reform and concerns on standards.	Inability to deliver aspects within the Business Plan Priority 1 as well as obligations within grant terms and conditions	<b>POLITICAL</b> Failing to deliver: • UK, Welsh Government and/or Local Government Policy. • The Consortium's priorities as set out in the business plan • Projects on time, to cost and to the right quality. • The public perception of the organisation's efficiency and effectiveness.	<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, SIFIS</li> <li>WG intelligence/ grant T&amp;Cs</li> <li>National network conversations</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> </ul> </li> <li>Lead Practitioners to increase capacity and expertise to support PL and bespoke support for all schools in the region.</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>From Sept 23, implementation of 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 IAS on CFW.</li> <li>Production of CSC PL compendium hard copies and online to ensure the PL opportunities are better known and understood by staff and schools.</li> <li>Ongoing discussion with WG and IAS on 'standards'. CSC continue to work with WG regarding communication their expectations of CS Curriculum. CSC staff.</li> </ul>	1st April 2023	31st March 2024	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 School pressures in recent years for schools to engage with their cluster. Qualifications reform. ASOS and lack of engagement with surveys and evaluations, affecting CSC's ability to be aware of cluster working in some schools.	Inability to deliver aspects within the Business Plan Priority 1	<b>POLITICAL</b> Failing to deliver: • UK, Welsh Government and/or Local Government Policy. • The Consortium's priorities as set out in the business plan • Projects on time, to cost and to the right quality. • The public perception of the organisation's efficiency and effectiveness.	<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, and continuation of funding for cluster convenors. <ul style="list-style-type: none"> <li>PL resources and bespoke support available to support clusters in curriculum design.</li> </ul> </li> <li>Promotion of CSC cluster bespoke support.</li> </ul>	3	2	6	Treat	<ul style="list-style-type: none"> <li>From Sept 23, implementation of refined system of bespoke support to further meet the needs of schools 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> <li>Refinements of methods of evaluation for cluster working.</li> </ul>	1st Sept 2023	31st March 2024	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 and confidence to plan for assessment	Extensive reform across all areas of education, including Curriculum for Wales and assessment and accountability arrangements. Impact of COVID School pressures in recent years for schools to engage in professional learning. Staffing capacity in schools. Secondary schools understanding of and capacity to fulfil revised reporting arrangements. Uncertainty around some national policy and processes - revised standardization of OPAs, comparative judgement pilot.	Inability to deliver aspects within the Business Plan Priority 1 and 4 as well as obligations within grant terms and conditions	<b>POLITICAL</b> Failing to deliver: • UK, Welsh Government and/or Local Government Policy. • The Consortium's priorities as set out in the business plan • Projects on time, to cost and to the right quality. • The public perception of the organisation's efficiency and effectiveness.	<ul style="list-style-type: none"> <li>Regional and national 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> <li>CSC staff and schools' participation in CAMAU project.</li> <li>Development of further PL opportunities related to assessment, including school's sharing their emerging practice.</li> </ul>	3	3	9	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 IAS to ensure system understanding of assessment in CFW.</li> <li>Further discussions with WG related to quality/content of some published resources, e.g. CAMAU. Further sharing of school's emerging practice in regional PL events and resources.</li> </ul>	1st April 2023	31st March 2024	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>	Professional learning linked to teaching and learning and improving outcomes for all learners. Writing revolution Reading reconsidered Rady project Improvement partner support and PDG summary (OECD- DAC) Attendance/ Exclusion leads LA partnership working Price of pupil poverty guides PDG guidance for schools and improvement partners is available PL opportunities available for all schools Bespoke support for schools and clusters in relation to vulnerable learners - specifically addressing the impact of poverty	4	4	16	Treat	An area of the CSC BP is dedicated to addressing this risk in partnership with IAS	April 2021	September 2023	Assistant Director Curriculum & Professional Learning
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	<b>REPUTATIONAL &amp; PARTNERSHIP</b>	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 SLA in place with RCT to cover finance vacancy in the short term Investigate Graduate recruitment placements within RCT programmes	March 2022	September 2023 - March 2024	Managing Director

	<b>SOURCES OF STRATEGIC RISKS</b>
<b>POLITICAL</b>	<p><b>THOSE ASSOCIATED WITH A FAILURE TO DELIVER ON WELSH GOVERNMENT POLICY</b></p> <ul style="list-style-type: none"> <li>• Failing to set a balanced budget.</li> <li>• Failing to deliver: <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>• Failing to properly communicate with the community, stakeholders, customers and employees the appropriate and timely information relating to projects.</li> <li>• Failing to properly engage and consult with the community, stakeholders, customers and employees.</li> <li>• Failing to protect and maintain the organisation’s reputation.</li> <li>• The public perception of the organisation’s efficiency and effectiveness.</li> </ul> </li> </ul>
<b>ECONOMIC</b>	<p><b>THOSE AFFECTING THE ABILITY OF THE CONSORTIUM TO MEET ITS FINANCIAL COMMITMENTS</b></p> <ul style="list-style-type: none"> <li>• General/regional economic problems</li> <li>• Missed business and service opportunities</li> <li>• Failure of major projects</li> <li>• Failure to prioritise, allocate appropriate budgets and monitor</li> <li>• Inadequate control over expenditure or income</li> <li>• Financial planning and being able to make adequate savings in order to set a balanced budget, meet financial challenges and manage increasing pressures on public spending.</li> <li>• The organisation’s ability to meet its financial commitments (financial sustainability).</li> <li>• The risks relating to project overspends and sufficient finance to deliver proposed projects, internal budgetary pressures, adequate financial controls, the failure to purchase adequate insurance cover/inability to obtain insurance cover, external macro level economic changes,</li> <li>• Competitiveness of the service (in terms of cost and/or quality) and/or its ability to deliver value for money.</li> </ul>
<b>SOCIAL</b>	<p><b>THOSE RELATING TO THE EFFECTS OF CHANGES IN DEMOGRAPHIC, LA AND SCHOOL SOCIO-ECONOMIC TRENDS ON THE CONSORTIUM'S ABILITY TO DELIVER ITS PRIORITIES</b></p> <ul style="list-style-type: none"> <li>• Failing to meet the needs of disadvantaged learners in our region</li> <li>• Failures in partnership working with our stakeholders</li> <li>• Problems in supporting learning</li> <li>• Impact of demographic change</li> <li>• Effects of changes in demographic, residential and/or socio-economic trends.</li> <li>• Failing to meet the current and changing needs and expectations of stakeholders</li> <li>• Capacity, recruitment and retention, health, safety and welfare of people, sickness rates and personal development.</li> </ul>
<b>TECHNOLOGICAL</b>	<p><b>THOSE ASSOCIATED WITH THE CAPACITY OF THE CONSORTIUM TO DEAL WITH THE PACE / SCALE OF TECHNOLOGICAL CHANGE, OR IT'S ABILITY TO USE TECHNOLOGY TO ADDRESS CHANGING DEMANDS</b></p> <ul style="list-style-type: none"> <li>• Capacity of the organisation to deal with the pace/scale of technological change and/or its ability to use technology to address changing demands.</li> <li>• Breach of confidentiality</li> <li>• Failure in communications</li> <li>• Insufficient disaster recovery for key data/systems</li> <li>• Failure and/or unavailability of hardware/software.</li> <li>• Failing to ensure that Data Privacy Impact Assessments are completed.</li> <li>• Failure of technology related project</li> <li>• Breach of security of networks and data</li> <li>• Failure to comply with IT Security Policy</li> </ul>



<b>LEGISLATIVE</b>	<p><b>THOSE ASSOCIATED WITH CURRENT OR POTENTIAL CHANGES IN NATIONAL OR EUROPEAN LAW</b></p> <ul style="list-style-type: none"> <li>• Inadequate response to new legislation (including failure to consult)</li> <li>• Not meeting statutory duties/deadlines</li> <li>• Failure to implement legislative change</li> <li>• Misinterpretation of legislation</li> <li>• Breach of confidentiality / Data Protection Act</li> <li>• Corporate governance failure(s).</li> </ul>
<b>ENVIRONMENTAL</b>	<p><b>ENVIRONMENTAL RISKS THAT COULD IMPACT UPON THE WELLBEING OF OUR COMMUNITIES AND FUTURE GENERATIONS</b></p> <ul style="list-style-type: none"> <li>• Fire, security, accident prevention, health and safety, business continuity and disaster recovery e.g. hazards/risks associated with buildings, vehicles, plant and equipment, etc.</li> <li>• Terrorism/disasters/emergencies/incidents.</li> <li>• Climate change.</li> <li>• Environmental consequences of progressing or not progressing a project e.g. in terms of energy efficiency, pollution, recycling, landfill requirements, emissions, etc.</li> <li>• Pollution, noise and/or energy efficiency of ongoing service operation.</li> </ul>
<b>COMPETITIVE</b>	<p><b>THOSE AFFECTING THE COMPETITIVENESS OF THE SERVICE (IN TERMS OF COST OR QUALITY) AND / OR ITS ABILITY TO DELIVER BEST VALUE</b></p> <ul style="list-style-type: none"> <li>• Takeover of services by government</li> <li>• Failure of bids for government funds</li> <li>• Failure to show value for money</li> <li>• Accusations of anti-competitive practices</li> </ul>
<b>STAKEHOLDER</b>	<p><b>THOSE ASSOCIATED WITH THE FAILURE TO MEET THE CURRENT AND CHANGING NEEDS AND EXPECTATIONS OF CUSTOMERS AND CITIZENS</b></p> <ul style="list-style-type: none"> <li>• Lack of appropriate consultation</li> <li>• Bad public and media relations</li> </ul>
<b>REPUTATION</b>	<p><b>THOSE RELATING TO PUBLIC CONFIDENCE</b></p> <ul style="list-style-type: none"> <li>• Adverse media attention</li> <li>• Estyn publications and inspection reports</li> <li>• Policies misunderstood or misinterpreted</li> <li>• Negative implications identified by other which have not been previously considered</li> <li>• Failure to keep partners on side</li> <li>• Breach of confidentiality</li> <li>• Lack of business continuity plan</li> </ul>
<b>PARTNERSHIP</b>	<p><b>THOSE ASSOCIATED WITH WORKING IN PARTNERSHIP WITH ANOTHER ORGANISATION</b></p> <ul style="list-style-type: none"> <li>• Noncompliance with procurement policies &amp; financial regulations</li> <li>• Poor contract specification, deficiencies</li> <li>• Failure of partner to deliver Inadequate contract terms &amp; conditions</li> <li>• Bad management of partnership working</li> <li>• Lack of contingency planning in the event of partnerships dissolving</li> </ul>

	<b>SOURCES OF OPERATIONAL RISKS</b>
<b>PROFESSIONAL</b>	<p><b>ASSOCIATED WITH THE PARTICULAR NATURE OF SCHOOL IMPROVEMENT</b></p> <ul style="list-style-type: none"> <li>• Inefficient/ineffective management processes</li> <li>• Lack of business continuity plan</li> <li>• Inability to implement change • Non achievement of Best Value</li> <li>• Lack of control over changes to service provision</li> <li>• Bad management of partnership working</li> <li>• Inadequate consultation with service users</li> <li>• Failure to manage and retain service contracts</li> <li>• Failure to communicate effectively with employees</li> <li>• Poor management of externally funded projects</li> </ul>
<b>FINANCIAL</b>	<p><b>ASSOCIATED WITH FINANCIAL PLANNING AND CONTROL AND THE ADEQUACY OF INSURANCE ARRANGEMENTS</b></p> <ul style="list-style-type: none"> <li>• Failure of major projects</li> <li>• Failure to prioritise, allocate appropriate budgets and monitor</li> <li>• Ineffective/inefficient processing of documents</li> <li>• Missed opportunities for income/grants</li> <li>• Inadequate control over expenditure</li> <li>• Inadequate insurance cover</li> <li>• Inadequate control over income</li> </ul>
<b>LEGAL</b>	<p><b>RELATED TO POSSIBLE BREACHES OF LEGISLATION</b></p> <ul style="list-style-type: none"> <li>• Not meeting statutory duties/deadlines</li> <li>• Failure to implement legislative change</li> <li>• Failure to comply with European directives on procurement of works, supplies and services</li> <li>• Misinterpretation of legislation</li> <li>• Breach of confidentiality/Data Protection Act</li> </ul>
<b>PHYSICAL</b>	<p><b>RELATED TO FIRE, SECURITY, ACCIDENT PREVENTION AND HEALTH AND SAFETY</b></p> <ul style="list-style-type: none"> <li>• Not meeting statutory duties/deadlines</li> <li>• Failure to implement legislative change</li> <li>• Failure to comply with European Directives on procurement of works, supplies &amp; services</li> <li>• Violence or aggression</li> <li>• Loss of physical assets</li> <li>• Non compliance with Health &amp; Safety legislation</li> <li>• Injury at work</li> </ul>
<b>CONTRACTUAL</b>	<p><b>ASSOCIATED WITH THE FAILURE OF CONTRACTORS TO DELIVER SERVICES OR PRODUCTS TO THE AGREED COST AND SPECIFICATION</b></p> <ul style="list-style-type: none"> <li>• Non compliance with procurement policies</li> <li>• Over reliance on key contractors/suppliers</li> <li>• Failure of outsourced provider to deliver</li> <li>• Failure to monitor contractor performance</li> <li>• Poor selection of contractor</li> <li>• Poor contract specification, deficiencies</li> <li>• Inadequate contract terms &amp; conditions</li> <li>• Quality issues</li> </ul>

<b>TECHNOLOGICAL</b>	<p><b>RELATING TO RELIANCE ON OPERATIONAL EQUIPMENT (E.G. IT SYSTEMS OR EQUIPMENT) OR MACHINERY</b></p> <ul style="list-style-type: none"> <li>• Failure of big technology related project</li> <li>• Crash of IT systems affecting service delivery</li> <li>• Lack of disaster recovery plans</li> <li>• Breach of security of networks and data</li> <li>• Failure to comply with IT Security Policy</li> <li>• Bad management of intranet / website</li> </ul>
<b>HUMAN RESOURCES</b>	<p><b>ASSOCIATED WITH STAFFING ISSUES (E.G. RECRUITMENT / RETENTION, SICKNESS MANAGEMENT, CHANGE MANAGEMENT. STRESS RELATED ANALYSIS).</b></p> <ul style="list-style-type: none"> <li>• Capacity issues</li> <li>• Over reliance on key officers</li> <li>• Failure to recruit/retain qualified staff</li> <li>• Lack of employee motivation/efficiency</li> <li>• Failure to comply with employment law</li> <li>• Poor recruitment /selection processes</li> <li>• Lack of training</li> <li>• Lack of succession planning</li> </ul>

MEASURES OF IMPACT		
SCORE	RISK	EXAMPLE DETAIL DESCRIPTION
5	MAJOR	Failure to provide an adequate mandatory service, resulting in the Consortium becoming a failing regional school improvement service, leading to potential intervention; or resulting in a death
4	HIGH	<ul style="list-style-type: none"> <li>• Significant negative impact on the well-being of our communities and future generations</li> <li>• Failure to provide an adequate mandatory service/poor mandatory service performance</li> <li>• Permanent injuries; long term sickness for a number of individuals</li> <li>• Failure to address the consortium's Corporate Risks</li> <li>• Emergency service disruption 1+ day, or mandatory service disruption 5+ days</li> <li>• Significant adverse national publicity</li> <li>• Litigation almost certain and difficult to defend</li> <li>• Financial loss/overspend in excess of £250,000</li> <li>• Breaches of law punishable by imprisonment</li> <li>• Long term major public health/environmental incident (1 year +)</li> </ul>
3	MODERATE	<ul style="list-style-type: none"> <li>• Moderate negative impact on the well-being of our communities and future generations</li> <li>• Significant reduction in mandatory service/Unsatisfactory mandatory service performance</li> <li>• Failure to provide an adequate discretionary service/poor discretionary service performance</li> <li>• Permanent injuries; long term sickness for an individual</li> <li>• Mandatory service disruption 3-5 days, or discretionary service disruption 5+ days</li> <li>• Adverse national publicity or significant adverse local publicity</li> <li>• Litigation to be expected</li> <li>• Financial loss/overspend between £50,000 and £250,000</li> <li>• Breaches of law punishable by fines only</li> <li>• Medium term major public health/environmental incident (months up to 1 year)</li> </ul>
	MINOR	<ul style="list-style-type: none"> <li>• Minor negative impact on the well-being of our communities and future generations</li> <li>• Marginal reduction in mandatory service/satisfactory mandatory service performance</li> <li>• Significant reduction in discretionary service/unsatisfactory discretionary service performance</li> <li>• Medical treatment required – long term injury</li> <li>• Mandatory service disruption 1-2 days, or discretionary service disruption 3-5 days</li> <li>• Minor adverse local publicity</li> <li>• High potential for complaint, litigation possible</li> <li>• Financial loss/overspend under £50,000</li> <li>• Breaches of regulations/standards</li> <li>• Short term public health/environmental incident (weeks)</li> </ul>
1	TRIVIAL	<ul style="list-style-type: none"> <li>• No impact on the well-being of our communities and future generations</li> <li>• No reduction in mandatory service/good mandatory service performance</li> <li>• Marginal reduction in discretionary service/satisfactory discretionary service performance</li> <li>• No injuries beyond "first aid" level</li> <li>• No significant disruption to mandatory service, or discretionary service disruption 1-2 days</li> <li>• Unlikely to cause any adverse publicity</li> <li>• Unlikely to cause complaint/litigation</li> <li>• Breaches of local procedures/standards</li> <li>• Environmental incident with no lasting detrimental effect e.g. noise, fumes</li> </ul>

MEASURES OF LIKELIHOOD		
Likelihood Score	Description	INDICATORS
5	ALMOST CERTAIN	99% likely to happen or has happened on a regular basis over the last 12 months
4	VERY LIKELY	75% likely to happen or has happened at least once or twice in the last 12 months
3	LIKELY	50% likely to happen or has happened once or twice in the last 24 months
2	UNLIKELY	20% likely to happen or has happened once or twice in the last 5 years
1	HIGHLY UNLIKELY	5% likely to happen or has happened within the last 5 years

RISK MATRIX							
IMPACT	MAJOR	5	5	10	15	20	25
	HIGH	4	4	8	12	16	20
	MODERATE	3	3	6	9	12	15
	MINOR	2	2	4	6	8	10
	TRIVIAL	1	1	2	3	4	5
			1	2	3	4	5
			HIGHLY UNLIKELY	UNLIKELY	LIKELY	VERY LIKELY	ALMOST CERTAIN
			LIKELIHOOD				

Colour Coding	Risk	Risk Score
	High	15-25
	Medium	4 - 12
	Low	1 - 3

	<b>RISK RESPONSE GUIDANCE</b>
<b>TOLERATE</b>	<p>The Consortium intends to do nothing different to manage the risk identified above and beyond the normal management routines that are in place. Risks should only be accepted where Officers believe the risk is tolerable.</p> <p>The exposure may be acceptable without any further action being taken. Even if it is not acceptable, the ability to do anything about some risks may be limited, or the cost of taking any action may be disproportionate to the potential benefit gained.</p>
<b>TREAT / MANAGE THE RISK</b>	<p>The risk is identified as unacceptable. Controls need to be put in place that effectively manages the risk and reduces the risk to an acceptable level (or in some circumstances reduce controls to bring the risk exposure to an acceptable level).</p> <p>As part of this thought process consideration must be given as to what action would need to be taken to reduce the Impact and/or Likelihood of an event occurring bearing in mind the costs and practicalities of those actions. The (5 x 5) Risk Matrix will help to determine your views.</p> <p>If the decision made is to <b>Treat</b> the risk then the options available to you include the following:</p> <p><b>Treat/Manage the Risk</b> - As stated above this can include increasing the controls or reducing controls as considered appropriate bearing in mind the nature of the risk and what is cost effective and feasible.</p> <p>Controls can be:</p> <ul style="list-style-type: none"> <li>o <b>Preventative</b>, such as physically restricting access to hazardous chemicals, insisting on two signatories, ensuring segregation of duties exist within a system, implementing authorisation limits, or restricting levels of access on IT systems. These controls will help to stop the risk from occurring in the first place.</li> <li>o <b>Detective</b>, such as quality checks, alarms, exception reports, accident reports, financial reports such as budget monitoring reports, and reviewing insurance claims. These will show when something has gone wrong - perhaps a trigger event that can then alert you that the risk event is becoming more likely to occur.</li> <li>o <b>Directive</b>, such as procedure manuals, guidance notes, instructions and training. These advise on how to carry out processes safely.</li> <li>o Alternatively, you can <b>Modify</b> the risk as opposed to implementing further controls where you change the activity or the way in which it is carried out because adding control mechanisms would not help to reduce the Impact and/or Likelihood</li> </ul>
<b>TRANSFER</b>	<p>The traditional approach is to transfer risks to an insurer e.g. legal liability, property, motor vehicle, etc. There are other examples such as service delivery being transferred to the private sector or delivered jointly with partners. Where this approach is being contemplated the issue of risk needs to be carefully considered, as it is often the case that some risk can be transferred whilst major risks such as responsibility for delivery of the service and the reputational risk remains with the Consortium.</p>
<b>TERMINATE</b>	<p>The risk is so serious that adding controls or modifications do not reduce the risk to an acceptable level. An option at this point could be to withdraw from the activity.</p> <p>However, it is important to highlight that the option of avoiding an activity could be severely limited in the public sector, compared to the private sector, due to the obligation to provide certain services.</p>