

Date written: 03 03 2020

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Date of meeting where the report is being considered: 19 03 2020

Appendices attached: Final Business Plan 2020/2021

Issue: Final Business Plan 2020/21

Background

1. The draft business plan was presented to Joint Committee on the 21st January 2020 for consideration.
2. Joint Committee approved the development of the following five enabling objectives:
 - Develop a high-quality education profession
 - Develop inspirational leaders to facilitate working collaboratively to raise standards
 - Develop strong and inclusive schools committed to wellbeing, equity and excellence
 - Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems
 - Improve the effectiveness and efficiency of Central South Consortium
3. Drive teams have meet with a variety of stakeholders (including Directors to develop the business plan and detailed operational plans that sit beneath the business plan.
4. Indicative grant funding from Welsh Government is yet to be confirmed for all priority areas. Once this is received, the funding section of the business plan will be completed and shared with members.
5. Wider stakeholder consultation with all schools and other stakeholders took place in February 2020 on the CSC website. Priorities were shared and stakeholders asked for comment.

Recommendation

6. Members are asked to consider the following:

Approve the content of the business plan and instruct officers to move forward with design and translation.

Implementation issues – cost, timescale etc.

7. Operational plans have been developed with wider stakeholders and shared with Directors. Operational plans include measurable success criteria, milestones and resourcing.

Background papers

- Business Plan 2019/20

Central South Consortium Business Plan

2020 – 2021

“Empowering schools to improve outcomes for
all learners”

DRAFT FOR CONSULTATION

The final version of the business plan will be available bilingually and published on the Central South Consortium website.



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INTRODUCTION

The Central South Consortium (CSC) business plan has been developed using the outcomes of self-evaluation, research findings, analysis of outcome data, cross consortia planning as well as identification of school, local authority, regional and national priorities. A wide range of stakeholders have contributed and been consulted on the development of the plan prior to publication. These include:

- Head teachers
- Directors of Education (constituent to CSC) and Diocesan Directors;
- CSC Joint Committee;
- Staff in Central South Consortium
- Delegate Head teacher panel;
- Representative stakeholder group;
- Wider stakeholders;
- Governor Steering group; and
- Co-ordinated scrutiny group.

This business plan has been formally agreed by the Director of Education or Chief Education Officer of each Local Authority, the Joint Committee and the Lead Chief Executive.

<p>CLlr C Smith</p> <p>Chair Central South Consortium Joint Committee</p>	
<p>Ms C Seery</p> <p>Managing Director, Central South Consortium</p>	
<p>Ms S Walker</p> <p>Lead Director on behalf of Central South Consortium Directors' Steering Group</p>	
<p>Mr P Orders</p> <p>Lead Chief Executive on behalf of Central South Consortium Chief Executives</p>	
<p>Mr K Law</p> <p>Chair of the CSC Delegate Headteacher Group</p>	
<p>Mr C Britton</p> <p>Chair of the Representative Stakeholder Group</p>	

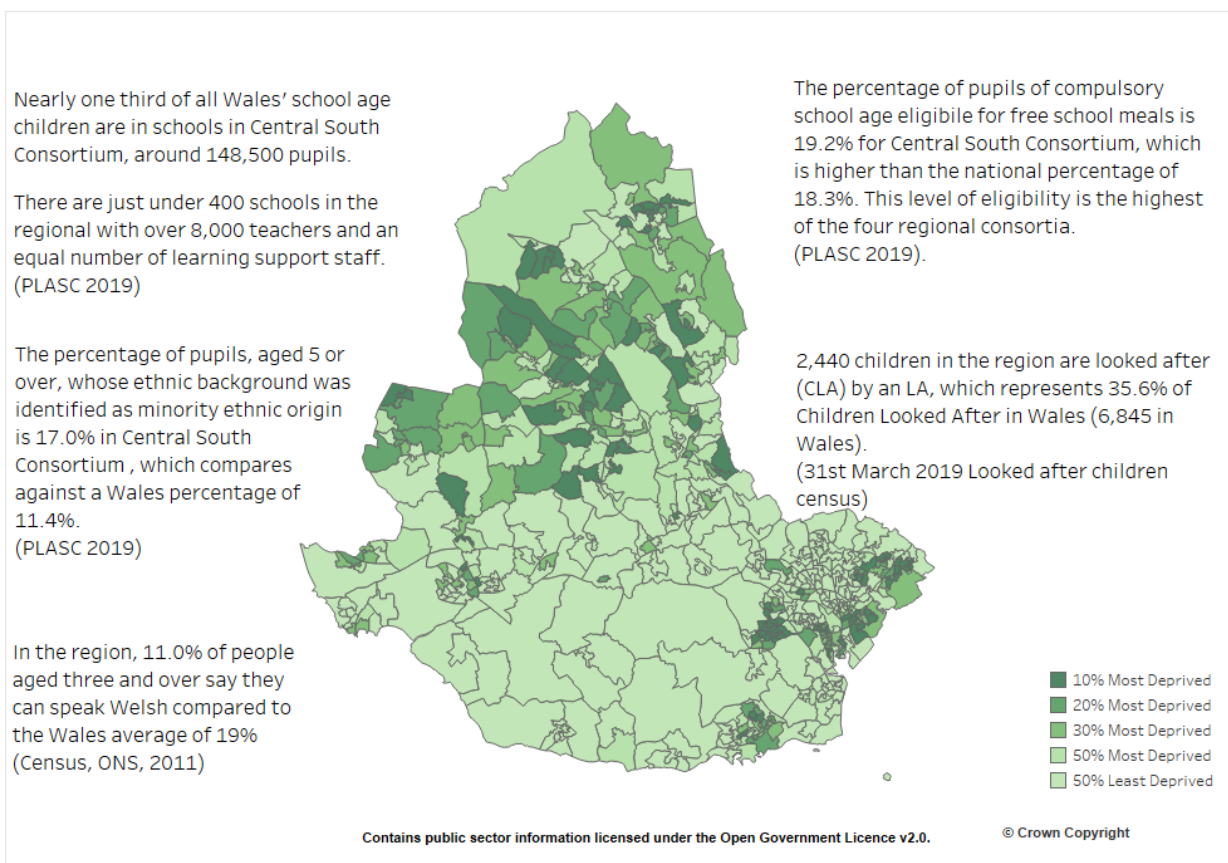
THE REGION IN CONTEXT

Many of our communities face significant poverty related challenges; others are amongst the most prosperous in the country.

Historically the region has underperformed against schools in Wales. Since 2012, however, it has seen a steep improvement in learner outcomes at every level and in every local authority. However, we acknowledge there is more to do to secure further improvement and to close the attainment gaps for more vulnerable groups of young people.

The success of schools in this region is the key to the future economic and social success of the country. We want to play a full part in realising the vision for Welsh education detailed in Education in Wales: Our National Mission, delivering an education system that is the source of national pride and public confidence.

Central South Consortium Welsh Index of Multiple Deprivation 2019



THE CONSORTIUM

The Central South Consortium (CSC), established in September 2012 is a Joint Education Service for five local authorities:

- Bridgend
- Cardiff
- Merthyr Tydfil
- Rhondda Cynon Taf
- Vale of Glamorgan

The Consortium is commissioned by, and acts on behalf of, the five local authorities to develop a school improvement service that challenges, monitors and supports schools to raise standards for all learners in the region.

PROGRESS TO DATE

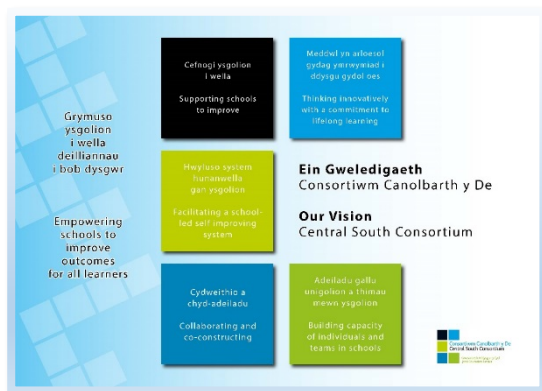
- 2019 key stage 4 performance exceeds the Wales average for four of the five interim performance measures and is within 0.1points of the Wales average for the remaining measure.
- The performance of key stage 4 eFSM pupils in the region exceeds the Wales average for three of the five interim performance measures. However, the gap in performance exceeds the Wales gap, and remains too large overall.
- Schools are positive about the opportunities offered to work with other schools within their own LAs, within their region and across other regions.
- The development and depth of school-to-school working across the region is acknowledged.
- A measure of consistency of systems and processes for school improvement across the region is now evident.
- Efficiency savings have been delivered

WE STILL NEED TO....

- Further improve the way in which we demonstrate the impact of our work;
- Quality assure provision and ensure that professional learning programmes have clear success criteria to measure impact
- Align fully with the national model for professional learning
- Ensure provision fully meets local, regional and national needs
- Recognise the changing national context and ensure a comprehensive programme of professional learning to prepare all schools for all aspects of education reform.

EDUCATION IN WALES: A CHANGING LANDSCAPE

Since the establishment of consortia in 2012, the national picture of education in Wales has developed and changed. Professor Donaldson published an independent review of Curriculum and Assessment Arrangements in Wales in February 2015, leading to a commitment to reform and the publication of Education in Wales: Our National Mission. Consortia and other partners continue to work closely together to support this reform journey in addition to the original remit of providing a school improvement service to the local authorities within the region.



Working with stakeholders from across the region the vision for CSC remains: “Empowering schools to improve outcomes for all learners”.

The business plan is designed to meet the priorities of schools, local authorities and Welsh Government, against a backdrop of a new curriculum, new accountability frameworks, new approaches to supporting children with Additional Learning Needs, the implementation of schools as learning organisations, the work of the National Academy for Educational Leadership, a National Approach to Professional Learning (NAPL) as well as changes to the way in which Estyn will inspect schools and local authorities. The delivery strategy within CSC is outlined within the Central South Wales Challenge.

IMPROVEMENT PRIORITIES 2020/21

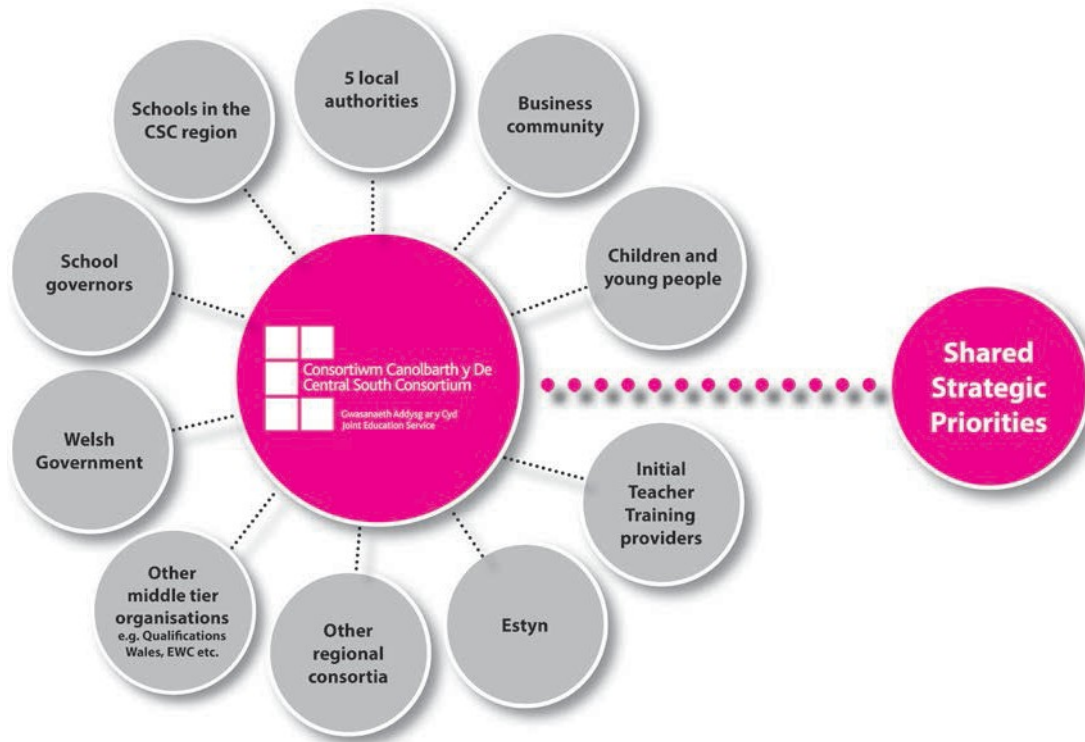
Following analysis of evidence, requirements within the National Mission and consultation with stakeholders including head teachers and local authority officers, we have identified five improvement priorities. The Consortium remains committed to its original mission of providing a school improvement service to local authorities. It is also committed to supporting schools to take greater ownership for their own improvement through the continued development of a self-improving system. The consortium also has a specific role to play in the delivery of the National Transformation agenda which means some of the priorities will be set by Welsh Government

The business plan directly addresses the priorities of the local authorities across the region. Although other priorities may be outside the remit of the Central South Consortium, CSC will work, wherever possible in partnership to support these priority areas. A detailed summary of the specific priorities of the local authorities across the region can be found in Appendix A

Crucially there is an appetite to improve by working together as a region

The business plan cannot be delivered however without a productive relationship between schools and the five local authorities which the CSC serves. The links and communication

fostered with other key partners including Welsh Government, other regional consortia, Estyn etc. is also crucial.



IDENTIFYING SHARED PRIORITIES

Following analysis of head teacher, local authority, and Welsh Government priorities, common priorities have been directly incorporated into the business plan and include:

- Improved Learner Outcomes
- Wellbeing and Equity
- Developing Leaders
- Improving teaching and learning
- Preparing the workforce for change

Detail of the specific priorities for key stakeholders are outlined on the following page with further detail within individual Annexes for each local authority:

Stakeholder	Strategic Priorities 2020/21
Local Authorities	Local Authority Strategic Priorities are detailed in Appendix A
Welsh Government	<ul style="list-style-type: none"> • <i>Curriculum publication, engagement and feedback</i> • <i>Develop a new way to measure, to inform policy, learner well being</i> • <i>Work with the profession to reduce bureaucracy and reduce workload</i> • <i>Continue to raise attainment for all, tackling link between deprivation and attainment</i> • <i>Continued focus on professional learning, giving teachers the tools to raise standards for all</i> <p><i>Education Report Wales (January 2020)</i></p>

The overarching priorities for 2020/21 were agreed with the Joint Committee on the 16th January 2020.

1. Develop a high-quality education profession
2. Develop inspirational leaders to facilitate working collaboratively to raise standards
3. Develop strong and inclusive schools committed to wellbeing, equity and excellence
4. Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems
5. Improve the effectiveness and efficiency 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. These include key quantitative and qualitative success criteria against which progress is measured.

CENTRAL SOUTH CONSORTIUM BUSINESS PLAN (2020/21)

Priority 1: To develop a high-quality education profession		
Objectives	How will we know if we've made progress?	Outcome to Achieve Priority
1.1	The regional professional learning offer is available to all schools to support national and regional priorities.	The offer is aligned to the principles of the Central South Wales Challenge model and National Approach to Professional Learning to support national, regional and local authority priorities.
1.2	Schools are supported to manage change and develop as learning organisations.	The professional learning offer responds to and meets local, regional and national priorities. School engagement in regional professional learning activities increases.
1.3	Professional learning opportunities align to the Professional Standards for Teaching and Leadership and Assisting Teacher Standards to improve the quality of teaching.	School engagement with the national Schools as Learning Organisations tool increases from a benchmark taken in March 2020. Schools' annual survey captures schools' confidence levels of managing change during education reform
1.4	All professional learning explicitly references opportunities to progress against the standards.	All professional learning explicitly references opportunities to progress against the standards.
1.4	A refined Teaching Assistant Learning Pathway (TALP) and NQT induction process facilitates appropriate learning pathways for practitioners.	The TA / HLTA workforce is increasingly professionalised and the increased number of TAs gaining HLTA status eases the pressure on class teachers, class sizes and the effectiveness of learning and teaching strategies to meet the needs of all learners. All NQTs are provided with the support they need to pass induction and are offered high quality professional learning so as to equip them to thrive as teachers moving forward in their careers.

1.5	Partnership working with ITE providers and schools improves the quality of initial teacher education.	Student teachers achieve QTS within jointly accountable school/HEI partnerships that model the professional standards through enquiry led practice.	A range of ITE programmes and routes into teaching are delivered in jointly accountable school/HEI partnerships to ensure that high calibre student teachers gain QTS and are successfully recruited to meet the needs of schools in the region.
1.6	Schools are supported to engage with the National Strategy for Educational Research and Enquiry.	Schools in the region are increasingly evidence-informed and research-engaged.	The annual CSC schools' survey demonstrates that schools and practitioners are increasingly evidence-informed and research-engaged
1.7	Schools are supported to prepare for the implementation of the Curriculum for Wales.	Schools are supported to develop pedagogy and curriculum aligned to the Curriculum for Wales. Support offered to schools is reflected in engagement with the professional learning offer.	Schools engagement in Curriculum for Wales activities increases. Evaluation of the Curriculum for Wales professional learning programme demonstrates changes to professional learning, behaviour and results
1.8	Develop and implement a regional professional e-learning strategy.	E-learning and digital professional learning resources are available to all schools as part of the professional learning offer.	The professional learning offer is extended to align with the National Approach for Professional Learning to ensure equity of access of high quality professional learning for all practitioners.
1.9	Provide regional professional learning in pedagogy, curriculum, assessment and qualifications.	Schools implement national and regional strategies in Expressive Arts; Health & Wellbeing; Humanities; Language, Literacy and Communication; Mathematics & Numeracy, Science & Technology and Digital Competence including the foundation phase and post-16.	The professional learning offer responds to and meets local, regional and national priorities in Expressive Arts; Health & Wellbeing; Humanities; Language, Literacy and Communication; Mathematics & Numeracy, Science & Technology and Digital Competence which includes the foundation phase and post-16. School engagement in regional professional learning activities increases in each area.
1.10	Support the implementation of national and regional strategies for developing Welsh in schools.	The professional learning offer for improving Welsh is aligned to regional needs and the Welsh Language Competency Framework. Practitioners report that	The School Workforce Annual Census reports an increase of language competence and skills of practitioners

		their confidence and competence in Welsh language skills improves. The use of informal and incidental Welsh in schools across the region increases.	The number of schools achieving the Welsh Language Charter award increases
1.11	Support the preparation for the Additional Learning Needs and Education Tribunal (Wales) Act.	Schools are supported to enact changes to policy and practice in line with the Additional Learning Needs and Education Tribunal (Wales) Act.	A high quality ALN professional learning programme is developed in preparation for the inclusion in the 2020-21 regional professional learning offer.

Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards		
Objectives	How will we know if we've made progress?	Outcome to Achieve Priority
2.1 Enhance current and future leadership through a comprehensive pathway.	All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.	Professional Learning Pathway completed - to include Senior Leaders programme. Leaders at all levels develop the skills needed to be highly effective in their roles. Staff wishing to seek promotion gain a post.
2.2 Develop effective collaboration models to increase leadership capacity	Evidence shows that collaboration models have a positive impact on leadership capacity.	Cyfleoedd+ and Federations become effective models for collaboration if after being monitored and evaluated they are shown to enhance leadership capacity.
2.3 Strengthen school governance to provide effective leadership, challenge and support.	Governors understand and effectively fulfil their role within individual settings.	Nearly all pilot schools demonstrate effective leadership, challenge and support from the Governing Body.
2.4 Improve the use of coaches and mentors to further develop school leaders	The use of coaches and mentors is effective, as one strand of a package of support to improve school leaders	All mentors and coaches have access to a range of training and support. Mentors and Coaches develop this role within their own setting and in the wider system. Coaches accessing MA qualification with UWTSD
2.5 Develop and strengthen effective leadership through peer engagement.	Peer engagement has a positive impact on leadership through effective self-evaluation leading to the identification of appropriate improvement priorities.	Nearly all CSC schools involve peers to successfully enhance their self-evaluation processes as required by the Welsh Government (WG) Evaluation and Improvement Arrangements (Draft)
2.6 Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.	Strong representation across the region in all categories of the Professional Teaching Awards Cymru.	Highly effective practice is identified and acknowledged across the region.

Priority 3: To develop strong and inclusive schools committed to excellence, equity and wellbeing

Objectives		How will we know if we've made progress?	Outcome to Achieve Priority
3.1	Improve outcomes for vulnerable learners through effective strategic support	To have used the current learning to provide strategic direction in provision for vulnerable learners.	Improved rates of progress for vulnerable learners including FSM, CLA, MAT and ALN. Robust mechanisms in place for school to access and identify how to support vulnerable learners effectively.
3.2	Ensuring consistency of approach for Central South Consortium and local authorities in supporting provision for vulnerable learners.	Strategic support across the organisation including professional learning for all areas will be aligned and focused to enable schools to be strong and inclusive.	All CSC staff receive professional learning to ensure consistency of approach in supporting to improve outcomes for vulnerable learners. The consistent approach will be shared with LA officers to avoid duplication and will strengthen partnership working.
3.3	To prepare schools for the Additional Learning Needs and Educational Tribunal Wales Act through effective partnership working.	Schools supported appropriately to ensure no disruption to identification or provision for ALN learners.	Using the information generated by the audit tool and through collaborative working with LA and CSC officers there is an accurate understanding of schools' preparedness for ALN transformation. The school named ALNCO has a sufficient skill set to undertake duties as dictated by law by January 2021. ALNCO engagement in professional learning programmes.
3.4	The new Teaching and Learning strategy encompasses the wellbeing strategy and reflects the approach of the local authorities including links with attendance and exclusion leads.	There is a clear understanding of quality first teaching across CSC and schools and how that can impact on progress for vulnerable learners.	Using the information generated by the audit tool and through collaborative working with LA and CSC officers there is an accurate understanding of schools' preparedness for ALN transformation. The school named ALNCO has a sufficient skill set to undertake duties as dictated by law by January 2021. ALNCO engagement in professional learning programmes.
3.5	To highlight good practice in supporting children looked after (CLA) through appreciative enquiry	Enquires will highlight positive outcomes for CLA learners and will inform future Professional Learning needs.	Identification of how professional learning provided by CSC centred on CLA pupils is impacting positively on leadership, provision and outcomes for CLA pupils. Continuation of the professional learning provided by CSC to support vulnerable pupils in schools across the consortia.

Priority 4: To continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system		
Objectives	How will we know if we've made progress?	Outcome to Achieve Priority
4.1	Enable and support schools to access appropriate support to respond to the changing accountability measures	<p>Schools have a good understanding of accountability measures this is reflected in the use of policies and procedures within schools</p> <p>Schools use of NEIR visible through improvements in self-evaluation as noted in Estyn outcomes and categorisation process</p> <p>Increased collaboration between schools and partners as a result of changes to Central South Wales Challenge results in reduction of the number of schools requiring highest level of support.</p> <p>Robust governance across CSC ensures accountability for services is clear and effective. This results in less schools requiring higher levels of support.</p> <p>Most Welsh Government policies linked to priority 4 are implemented across the region in accordance with milestones set in "Education in Wales: Our National Mission".</p>
4.2	National Evaluation and Improvement Resource (NEIR) is used by schools as an effective tool to support school improvement	
4.3	Continue to develop, establish and embed changes to the Central South Wales Challenge	
4.4	Strengthen the effectiveness of the existing national governance model/structure	
4.5	Consortium as a Learning Organisation – Developing an enquiry approach to learning	
	Schools have a good understanding of accountability measures this is reflected in the use of policies and procedures within schools	
	Schools use the NEIR in a way that supports school improvement and focuses on improved learner outcomes	
	Relevant support is deployed and progress against the schools' improvement priorities is at least strong, leading to fewer schools needing the highest level of support	
	Quality assurance procedures, through the regional governance structure, show positive impact from the range of services that consortia provide	
	Central South Consortium reflects the principles of CLO in the way it operates	

Priority 5: To improve the effectiveness and efficiency of Central South Consortium (CSC)

Objectives		How will we know if we've made progress?	Outcome to Achieve Priority
5.1	Effectively review the governance structure of Central South Consortium and related change management implications.	Review results in a clear strategic direction which engages all of CSC staff and stakeholders.	<p>Evidenced based effectiveness and efficiency report detailing the Impact of CSC and its work</p> <p>Increase in engagement with CSC communication channels underpinned by an effective communications strategy.</p> <p>Evidenced based strategy to change classroom behaviours and approaches to teaching</p>
5.2	Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.	Undertake evaluation of the business planning and self-evaluation processes to increase accountability and process efficiency.	
5.3	Increase awareness of CSC key messages and communication channels.	Communication strategy to be developed for CSC to improve engagement on an internal and external basis, supporting the sharing of information relating to best practice, standards and reform.	
5.4	Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective supervision and quality assurance of all staff.	CSC develops a flexible and fully informed staff base through an appropriate professional learning programme focussed on delivering information and developing the skills of all staff.	
5.5	Realise the value and relevance of research and evaluation on key aspects of CSC work.	Work with a higher education institution to focus on the evaluation of our work focussing on vulnerable learners and Central South Wales Challenge.	

MEASURING IMPACT

This business plan is underpinned by more detailed operational plans for each improvement priority. These include measurable outcomes and milestones. Progress will be monitored half termly in Senior Leadership Team (SLT) meetings and reported to Joint Committee meetings. These provide termly monitoring and challenge against the agreed targets and milestones and value for money measures.

Progress against the regional priorities as well as the priorities agreed for individual Local Authorities will be reviewed on a termly basis through progress review meetings between the Managing Director and each Local Authority.

Progress against the priorities and development of the school-led system will be reviewed regularly with representative head teachers.

An outcomes framework, which has been discussed and agreed with senior civil servants in Welsh Government, is attached. The outcomes framework is based upon the agreed 2020/21 business plan. Welsh Government officials will meet with the Managing Director, Lead Director and Lead Chief Executive three times a year to review progress. Progress against our priorities will also be regularly reviewed through our Governance structures as outlined below.

EVALUATING THE IMPACT OF WHAT WE DO

We recognise how important it is that we evaluate the impact our own work - to ensure that we remain reflective and responsive, and able to adjust practice to need. We do this using a variety of models.

Research & Evaluation Board

Board membership comprises senior consortium officers who:

- Oversee design and implement the plan for evaluation and research
- Hold responsibility for reporting on progress and impact of consortium initiatives, as part of self-evaluation, to both internal and external audiences
- Provide advice and support on evaluation and inquiry to leadership at all levels within the consortium
- Undertake a monitoring and coordination role for all externally commissioned research

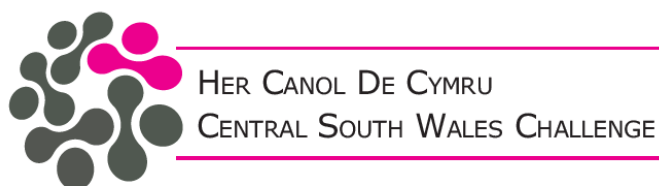
Commissioned Research

We commission external research into the impact of particular areas of work. During 2020/21 this will include:

- CSC strategy to support vulnerable learners
- The stakeholder annual survey
- Approaches to peer engagement
- The impact of our school-led model to inform its evolution

OUR APPROACH TO DELIVERY – CONTINUING TO DEVELOP A SCHOOL-LED SYSTEM THROUGH THE CENTRAL SOUTH WALES CHALLENGE

The Central South Wales Challenge was launched in January 2014 to drive school improvement across the region. This strategy, led by head teachers, included schools across the region and drew on the



expertise of universities and external experts in school-improvement and published international research. The strategy was based upon six underlying principles commonly found in successful school systems:

- Schools are communities where collaborative enquiry is used to foster improvements in practice;
- Groupings of schools engage in joint practice development;
- Where necessary, more intensive partnerships are organised to provide support for schools facing difficulties;
- Families and community organisations support the work of schools;
- Coordination of the system is provided by school leaders; and
- Local authorities work together as the conscience of the system

School leaders across the region have been actively engaged in the approach taken by the consortium over the past few years, and they have become more accountable for the performance of their school, schools in their cluster and in supporting other schools across the region. Since the inception of the CSWC it has sought to provide the professional learning structures to allow schools to facilitate high quality professional learning.

Each aspect of the challenge is designed to meet school improvement needs in different ways operating within a self-improving school system. Headteachers should access the appropriate professional learning from each aspect according to their current school improvement priorities.

The focus over the last year has been to embed the following key approaches to the school led improvement model:

Clusters

- Clusters are defined as the established Local Authority (LA) groupings of the feeder primaries to one or more secondary schools.
- Cluster funding is used to target professional learning, around Curriculum for Wales.

School Improvement Groups (SIGs)

- SIGs are established networks of schools from cross LA boundaries that focus on a shared school improvement area.
- Each SIG is led by a convenor who acts as the main point of communication for CSC; the convenor is responsible for submitting a plan and evaluation on behalf of the group.

Hubs and Lead Practitioners

- Hubs and Lead Practitioners are schools and practitioners in the region who facilitate professional learning programmes and networks to support the development of pedagogy, provision, leadership and subject specific areas of development.
- All schools in the region have access to professional learning programmes and networks through the professional learning offer available on Cronfa

School to school partnerships

- Partnerships of schools to collaborate to support a school improvement need
- Partnerships are usually brokered through the school's challenge adviser.

Peer Engagement

- Building on four years on peer enquiry as part of the CSWC, and in line with WG expectations for self-evaluation, the peer engagement pilot work is ongoing.
- Through peer engagement, schools receive an objective, evidence-based evaluation of aspects of their school from a small team of current senior leaders from other CSC schools. These aspects include school practices to celebrate as well as lines of enquiry to consider in relation to school improvement.

Leadership Programmes

- The key focus of all leadership professional learning programmes supports the development of individual leaders to work collaboratively to raise standards.
- Programmes are organised by leadership milestones to ensure that content is nuanced suitably to empower leaders within their specific roles.

Challenge Advisers

- We are committed to recruiting high quality school improvement professionals with the skills to act as a coach and facilitator to challenge thinking, develop school capacity and signpost the right support in a timely way. Challenge Advisers continue to encourage and develop partnerships and working groups to enable collaboration between schools.

REGIONAL DELIVERY MODELS: HIGH QUALITY SCHOOL-LED PROFESSIONAL LEARNING

The National Approach to Professional Learning (NAPL) was launched in the Central South Wales region by Welsh Government on 13th December 2018. NAPL is an important area of education reform in Wales. It sets out the entitlement of all practitioners for equitable access to high quality professional learning (PL). All professional learning in CSC is aligned to the national approach.

Key elements of NAPL:

- NAPL starts and ends with the school learner. PL should be intended and designed to exert optimum impact on school learners' experiences and achievements;

- Just as the four purposes are at the heart of Curriculum for Wales, they need to be at the heart of the professional learning experiences of practitioners at all levels of the system;
- PL should be a personalised response to individual professional learners' needs, taking into account the experience, expertise and aspirations of a practitioner.
- The school, regional and national context define the priorities for PL to the benefit of learners.
- NAPL defines eight interconnecting elements that seek to align professional learning at a school, regional and national level.

TAKING THE CENTRAL SOUTH WALES CHALLENGE STRATEGY FORWARD

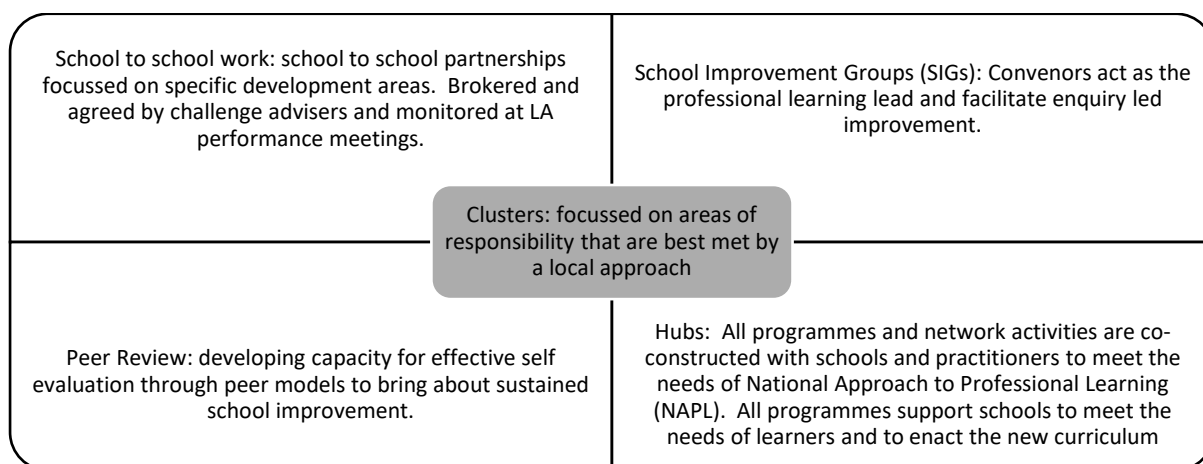
Since the Central South Wales Challenge (CSWC) was established, the professional, political and financial climate of education in Wales has altered but the core vision of recognising the value of a school-led improvement system remains a constant. Work is ongoing to further develop the model, driven by a group of Delegate Headteachers. The model continues to be refined annually following consideration of evaluation of impact and value for money; however, the following key principles remain constant:

- Effective practice is shared so that schools learn from each other;
- Use our knowledge of schools and research to facilitate and support the sharing of best practice and collaboration to improve learners' outcomes within a self-improving system;
- The most appropriate source of support for schools is sourced by the schools themselves or is signposted/brokered by Challenge Advisers;
- Improved teaching and leadership can only be sustained by a move away from a school improvement model dependent on central support;
- Resources are focused on opportunities for teachers and leaders to learn from each other, to try out new approaches or lead research projects which will improve their teaching and that of others;
- Leadership skills grown through planned succession leads to improvement across the system; and
- Accountability is clear at all levels and used effectively to drive improvement.

CURRICULUM FOR WALES PROFESSIONAL LEARNING PROGRAMME

Wales is currently undergoing a series of wide-ranging, yet integrated reforms, which have the power to transform the education landscape. At times of such significant change it is essential that all practitioners have the opportunity to work collaboratively, to make sense of how these changes will impact on their roles and how schools can derive the most benefit from these reforms in the interest of their learners. The cross-regional programme has been designed to provide this opportunity.

Whilst the key focus of this professional learning programme is be the realisation of Curriculum for Wales, it is essential that connections are made across all aspects of the education reforms. A common set of professional learning materials is being developed nationally through a process of co-construction between schools, regional Consortia and their link HEIs. The main delivery and support for professional learning for the programme is through the Central South Wales Challenge.



GOVERNANCE

The governance model at CSC is underpinned by the Legal Agreement between the five local authorities and includes aspects of the following:

- The Joint Committee agrees the strategy and business plan, agrees and monitors budget and performance
- Directors of Education meet monthly and have a strategic decision making role. This Board includes representation from WLGA and Welsh Government.
- Regional Stakeholder Group (RSG) and Governor Steering Group meet half termly to review progress, provide advice and consult on any areas of development and share opportunities and barriers to progress
- Scrutiny Committees have a 'coordinated' plan across the region of areas for 'coordinated scrutiny which informs different scrutiny committee
- Senior Leadership Team at CSC meet weekly to debate operational effectiveness, performance and strategy

CONSORTIUM FUNDING 2020/2021

CSC use 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.

Local Authority funding for Consortium working is underpinned by the National Model for Regional Working, published by the Welsh government in 2014. The model recommended a core funding allocation of £5.4m for the Consortium.

In recognition of funding constraints in the public sector, the agreed core funding allocation for the Consortium was in fact 19% lower than the recommended level. In 2016/17 and 2017/18 a further 5% reduction was agreed for each year and a 2% reduction in 2018/19, with a further 5 % reduction in 2019/20. At the Joint Committee meeting on the 16th January 2020 it was agreed that the core funding to the Consortium would be reduced by a further 3% for 2020/21.

Given the lower funding level and continued year on year reduction, approximately £0.706m has already been achieved between 2016 and 2020 with a further £0.111m to be achieved from the core budget in 2020/21.

FINANCIAL OVERVIEW

Local Authority Contributions £m	Grant Funding for National Priorities	Total Funding Available
£ 3.599	£	£xxxx

CSC is funded on an annual basis from the constituent local authorities to fulfill 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.

Local authority contributions are calculated using the IBA (Indicator Based Assessment) published annually on the Stats Wales website. The percentage is then agreed by local authority directors in conjunction with the Joint Committee.

Insert updated diagram from PG 30 of BP (2019/20)

FUNDING PROVIDED FROM WELSH GOVERNMENT

Historically there were two main grants received by CSC from Welsh Government. Pupil Development Grant (PDG) and the Education Improvement Grant (EIG). With the launch of the national strategy 'Education in Wales: Our National Mission', there has been a streamlining of the grant funding process.

From 2018/19, only two grants are received by consortia:

Regional Consortia School Improvement Grant	Pupil Development Grant
£xxxx*	£xxxx

* includes LA match funding

REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT

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

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 2020/21 95% of the EIG element of the grant will be delegated to schools.

The outline funding envelope from Welsh Government was received in March 2020 and provides indicative allocations for the financial year 2020/21. Activity within the 2020/21 business plan is predominantly funded from this grant.

Objective	£m
Curriculum and Assessment	xxxx
Developing a High Quality Education profession	xxxx
Inspirational Leaders working collaboratively to raise standards	xxxx
Strong and Inclusive Schools committed to excellence, equity and well-being	xxxx
Robust assessment, evaluation and accountability arrangements supporting a self improving system	xxxx
Total Funding	xxxx

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.

The majority of the grant (95%) is delegated to schools however 5% of the Children Looked After element is retained to provide professional learning opportunities across the region to support previously looked after adopted children.

INSERT updated diagram here

ADDITIONAL SUPPORTING DOCUMENTS

- Local Authority Strategic Plans
- Regional Professional Learning Offer
- Detailed Operational Plans

APPENDIX A: LOCAL AUTHORITY PRIORITIES 2020 / 21

Local Authority	Strategic Priorities 2020/21
Bridgend	<ul style="list-style-type: none"> • To continue to provide the best possible outcomes for all children and young people in Bridgend • To improve pupil attainment and attendance across all phases/stages and in all settings especially at key stage 2 • To ensure appropriate resources are identified and deployed in a timely manner to meet the needs of children and young people (especially the most in need) • To continue to work with schools to support the wellbeing of school-based staff and learners
Cardiff	<ul style="list-style-type: none"> • Support improvements in provision and outcomes: including curriculum development, sustained school leadership and supporting high quality teaching and learning • Work together with schools and partners to enhance the well-being of all children and young people in Cardiff including focus on vulnerable groupings • Improve outcomes for our most vulnerable young people, including Looked After Children and EOTAS, by ensuring their individual needs are considered and provision to meet those needs is put in place • Improve support and services for children and young people with additional learning needs to ensure every learner fulfils their potential • Through planned development, expansion and upgrade of the school estate via the School Organisation Programme, ensure there are sufficient, high quality and community focussed school places that meets the needs of city • Support young people into Education, Employment or Training by delivering the Cardiff Commitment • Improve the effectiveness and quality of services provided to schools and the relationship with schools • Develop efficient and effective information, resource and financial management • Provide an integrated model of Youth Support Services, built on high quality youth work, to remove barriers to engagement and participation • Promote and fulfil children’s rights by becoming a Unicef Child Friendly City by 2021
Merthyr Tydfil	<ul style="list-style-type: none"> • To raising outcomes for all learners at all levels through a continued focus on improving teaching. • To further develop robust transition processes from early years to primary, from primary to secondary and from secondary to further education.

	<ul style="list-style-type: none"> • To work with schools and other agencies to support the wellbeing of pupils and school staff across the authority
Rhondda Cynon Taf	<ul style="list-style-type: none"> • To develop inspirational leaders working collaboratively to improve outcomes and reduce the attainment gap. • To develop strong inclusive schools committed to excellence, equity and wellbeing. • To develop 21st Century Learning Organisations • To review and further improve our services to ensure that they are future proof and accessible
The Vale of Glamorgan	<ul style="list-style-type: none"> • Work with partners to strengthen our approach to engaging, involving and communicating with vulnerable children and their families to develop person-centred services that meet their learning needs within all education settings. • Work with partners to improve the outcomes of vulnerable learners and reduce the inequalities in education • Work with CSC and schools to further improve standards and the quality of teaching and learning experiences which results in an increase in the proportion of schools being judged as excellent by Estyn in these two inspection areas. • Improve attendance rates and reduce persistent absence in schools. • Work with partners to enhance the capacity of all educational settings to meet the social, emotional and mental health needs of all children and to maximise wellbeing. • Provide training for schools to develop trauma informed approaches to meet the social, emotional and mental health needs of pupils. • Support schools in the introduction of Person Centred Planning (PCP), Individual Development Plans (IDPs) and further develop provision mapping and tracking of the progress of pupils with ALN. • Support the development of the ALNCo role in schools as set out in the ALNET (Wales) Act. • Develop a regional approach to increase the ALN provision available to Welsh medium schools to ensure sufficiency of provision.