



Central South Consortium: Business Plan 2021- 2022 Summer Term Report

September 2021



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1.0 Business Planning Overview 2021/22

The Business Plan 2020/21 runs from 1 April 2021 to 31 March 2022. The Business Plan 2021-2022 was approved by Joint Committee 18 March 2021. Five Priorities were outlined, closely aligning with Welsh Government's (WG) national approach. Supporting each priority is a detailed operational plan that is summarised as part of a termly review of progress and impact.

1.1 Background

There are five improvement priorities that relate directly to the national mission:

- **Priority 1:** Develop a high-quality education profession.
- **Priority 2:** Develop highly effective leadership to facilitate working collaboratively to raise standards.
- **Priority 3:** Develop strong and inclusive schools committed to excellence, equity and wellbeing.

- **Priority 4:** Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system.
- **Priority 5:** Improve the effectiveness and efficiency of CSC.

2.0 Self-Evaluation Review Process

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



3.0 Summary of Progress

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

Priority	Actions	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	*Progress Affected By COVID-19
Priority 1.1	2	0	0	1	1	0	0
Priority 1.2	5	0	0	5	0	0	0
Priority 1.3	3	0	0	3	0	0	0
Priority 1.4	4	0	0	4	0	0	0
Priority 1.5	5	1	0	3	1	0	0
Priority 1.6	4	1	0	3	0	0	0
Priority 1.7	7	1	1	1	4	0	0
Priority 2.1	8	2	0	1	5	0	0
Priority 2.2	2	1	0	1	0	0	0
Priority 2.3	5	2	0	2	1	0	0

Priority 2.4	5	3	0	1	1	0	0
Priority 2.5	1	0	0	1	0	0	0
Priority 2.6	1	1	0	0	0	0	0
Priority 3.1	2	0	1	0	1	0	0
Priority 3.2	4	0	1	3	0	0	0
Priority 3.3	11	1	1	9	0	0	0
Priority 4.1	4	0	0	4	0	0	0
Priority 4.2	6	3	0	3	0	0	0
Priority 5.1	19	5	1	3	6	4	0
Priority 5.2	5	0	0	0	3	2	0
Priority 5.3	2	1	0	0	0	1	0
Priority 5.4	9	2	0	1	5	1	0
Total	114	24	5	49	28	8	0

**'Progress Affected By COVID-19' judgements are additional judgements made alongside the Progress Judgement (Limited – Very Good) criteria. Therefore, these figures are not included within the Total Actions figure (114).*

(See Appendix A for Judgement Matrix)

Summer Term Summary 2021/22							
Business Plan Actions	Elements	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	*Progress Affected By COVID-19
Totals	114	24	5	49	28	8	0
Percentages	100%	21%	4%	43%	25%	7%	0%

**'Progress Affected By COVID-19' judgements are additional judgements made alongside the Progress Judgement (Limited – Very Good) criteria. Therefore, these figures are not included within the Total Actions figure (144).*

The above grids indicate that during the Summer Term of 2021 - 22 there has been:

- Very Good or Strong Progress made in 32% of elements.
- Satisfactory or Limited Progress made in 47% of elements.
- 21% of elements have Not Yet Started.
- Of 114 elements listed within the Business Plan, none have been significantly affected by COVID-19.

4.0 Identification of Risks

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

In relation to the actions judged to be potential risks, outlined below is an overview of the specific actions concerned.

Areas of Potential Risk / Barriers To Progress		
Objective	Action	Progress/Comment
1.3a	Support the realisation and implementation of Curriculum for Wales through high quality PL, including: * Cross regional PL programme * CSC PLO * AoLE network meetings * Bespoke regional PL activities	428 schools leaders and practitioners from 50% of CSC schools attended synchronous Curriculum for Wales (CfW) PL during April and May 21. A further 10 CfW PL events and 24 AoLE network events have been held during June and July but engagement data is not yet available.
1.3b	Support the realisation and implementation of Curriculum for Wales through high quality resources, including: * Asynchronous resources * Asynchronous cross-regional PL * AoLE resources * Curriculum models * CfW newsletter	An increasing number of schools and clusters have requested support and PL on CfW.
1.3c	Support the realisation and implementation of Curriculum for Wales through increased opportunities and participation in collaborations, including: * CSWC collaboration components (SIGS, clusters, networks,) * Curriculum projects * CfW CSC community area * National networks * External partnerships	A wide variety of asynchronous PL is available related to CfW, both the cross-regional programme and CSC PL.
1.7d	Support practitioners and leaders to develop high quality curriculum, learning and teaching of the cross-cutting themes	2 editions of the CfW newsletter have been published - 642 views up to June 2021.
1.7e	Support practitioners and leaders to develop high quality curriculum, learning and teaching of the integral skills	Not Yet Started.
3.3i	To continue to work with Adoption UK on pilot programme and to establish a network for schools to support and share good practice in relation to pupils who have been adopted.	IT challenges for Adoption UK continue to impact on engagement of schools. Engagement is currently only with very few schools throughout Wales. The PDG LAC Regional Co-ordinator will continue to work with Adoption UK to address these issues.

5.0 Priority Progress Evaluation

Priority 1: To develop a high-quality education profession

Priority 1 Summer Term Evaluation 2021/2022

Priority 1: Success Measures	<ul style="list-style-type: none"> • Practitioners in nearly all schools engage in the regional Professional Learning Offer (PLO) • Professional Learning (PL) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes • In nearly all schools, the impact of PL is demonstrated within self-evaluation activities • An increased number of schools operate as learning organisations • Practitioner Welsh language competence and skills are increased • The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases • Oracy standards of most learners in primary Welsh second language increases • Nearly all student teachers achieving Qualified Teacher Status (QTS) Most Newly Qualified Teachers (NQT) pass induction • At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status.
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Priority 1.1	The professional learning offer responds to the evolving needs of practitioners and leaders across the region in support of national and regional priorities and the impact of COVID-19	
How will we know if we've made progress?	Nearly all schools engage in the professional learning offer. PL evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes. School self-evaluation activities demonstrates the longer -term impact of professional learning	
Success Measures	<ul style="list-style-type: none"> • <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i> • <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i> • <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i> 	
Evaluation of progress		Evidence

<ul style="list-style-type: none"> • CSWC model refined to strengthen collaboration and networking opportunities across the region. • Lead Practitioner and Hubs reset through robust application process. • Funded collaboration project opportunities identified in area operational plans have been shared with all schools. Over 700 expressions of interest were received and project group selections have been made following a selection process. 300 practitioners have been selected to participate in focused working groups and projects. A very few project areas are still to be finalised where spaces remain. • Regional PLO continues to be published online. Summary PL and networking document published July 8th. Robust QA procedures ensure alignment of regional message with overall regional and national strategy. • Many (82%) of CSC schools have engaged in at least one regional PL opportunity during April and May 21. Total practitioner engagement 01 April- 31 May 2021 was 1476 (based on 90% completion of asynchronous assignments) • Processes for analysis of engagement data have been refined. Further development planned in autumn term for additional information gathering through school/IP surveys and evaluation. • Most recommendations are planned for within the Area plans as appropriate. This includes PL opportunities and projects related to specific recommendations. A few are still to be planned due to ongoing discussion with partners on the roles and responsibilities and planning of high-quality PL, e.g. Diversity, Mental Health and Well-being Toolkit, Building Blocks etc. 	<ul style="list-style-type: none"> • PLO • PLO engagement data and analysis • PLO evaluations • CSC BP
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Priority 1.2	Schools are supported to manage change and develop as learning organisations	
How will we know if we've made progress?	Schools in the region demonstrate progress in the seven dimensions of the Schools as Learning Organisations model.	
Success Measures	<ul style="list-style-type: none"> • <i>An increase in the number of schools operating as learning organisations</i> 	
Evaluation of progress	Evidence	
<ul style="list-style-type: none"> • Welsh Government SLO survey data has been reset. 43 schools participated in the survey during the academic year 2020-21. Improvement Partners will actively encourage more school-based staff to participate in the survey, through their work in the autumn term 2021 and use the tool in school improvement conversations. • Many schools have engaged with PL and support related to change management and the dimensions of SLO and enacted the learning as appropriate in their schools. • Increase in the number of schools engaging with enquiry, as evidenced through the Improvement Partner discussions and surveys. 	<ul style="list-style-type: none"> • E&E Strategy • EFIs • CfW survey • Annual schools' survey • CfW survey analysis reports • CSWC evaluation report 	

<ul style="list-style-type: none"> • Schools in the region developed increasingly evidence-informed and research-engaged strategies as captured within school self-evaluation activities and evidenced through IP discussions and surveys. • Nearly all schools (95%) are developing their vision of curriculum, as evidenced in Curriculum for Wales (CfW) survey. • CSWC evaluation showed impact of PL at changing behaviour level in many cases. • The number of schools engaging with enquiry increased, as evidenced through the Improvement Partner discussions and surveys. • NPEP schools collaborated and became increasingly evidence-informed and research-engaged. • Lead enquiry schools developed as enquiry system leads. • NPEP enquiries are shared across the region via Hwb. 	<ul style="list-style-type: none"> • SIG evaluations • Cluster evaluations • Network evaluations • Annual schools' survey • NPEP enquiries • HEI NPEP reports
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Priority 1.3	Schools are supported to prepare for the Implementation of Curriculum for Wales and wider reforms	
How will we know if we've made progress?	Professional learning opportunities and support for schools at all levels are aligned to the 'Curriculum for Wales: Journey to 2022- and the national professional learning programme. Nearly all schools engage in the professional learning offer for Curriculum for Wales and the wider reforms. PL evaluations demonstrate changes to practitioner behaviours in preparation for CfW and the wider reforms. School self-evaluation activities demonstrate progress towards the implementation of the CfW and wider reforms	
Success Measures	<ul style="list-style-type: none"> • <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i> • <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i> • <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i> 	
Evaluation of progress		Evidence
<ul style="list-style-type: none"> • 428 school leaders and practitioners from around half of of CSC schools attended synchronous CfW PL during April and May 21. A further 10 CfW PL events and 24 AoLE network events have been held during June and July but engagement data is not yet available. • An increasing number of schools and clusters have requested support and PL on CfW. • A wide variety of asynchronous PL is available related to CfW. • 2 editions of the CfW newsletter have been published - 642 views up to June 2021. • April 21, the Central South Wales Challenge (CSWC) model structure was revised and related funding implemented. This further promotes collaboration both within and beyond schools focused on Curriculum for Wales realisation. 		<ul style="list-style-type: none"> • CfW survey analysis • CfW PLO • PLO engagement data and analysis • PLO evaluations • CfW community area and knowledge bank analytics

<ul style="list-style-type: none"> • Cluster engagement has been strongly promoted through CSWC model, the CfW PL programme and LA meetings. • Funded collaboration project opportunities that support development in identified curriculum areas have been shared with all schools. Over 700 expressions of interest were received and project group selections have been made following a selection process. Summary group membership have been included in LA performance reports. • 599 CfW online community area members. • CSC team area supporting LA project related to CfW. • Participation in the National Networks promoted through the CSWC. 	
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Priority 1.4	Support the implementation of national and regional strategies for developing Welsh in all sectors	
How will we know if we've made progress?	The PL offer for improving Welsh in all sectors is aligned to national and regional needs, the Welsh Language Competency Framework and the impact of COVID-19. Practitioners report that their confidence and competence in Welsh language skills improve and this is reflected in the SWAC. The use of informal and incidental Welsh in schools across the region increase. School self-evaluation activities in all sectors demonstrates progress towards implementing national and regional strategies for Welsh.	
Success Measures	<ul style="list-style-type: none"> • <i>In nearly all schools, the impact of PL is demonstrated within self-evaluation activities</i> • <i>Practitioner Welsh Language competence and skills are increased</i> • <i>The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases</i> • <i>Oracy standards of most learners in primary Welsh second language increases</i> 	
Evaluation of progress		Evidence
<ul style="list-style-type: none"> • 137 practitioners have engaged in Welsh Language Development asynchronous PL since April 2021. In total, engagement is 2218 in part 1, 1160 part 2 and 838 in part 3. • Session 2 of the Leadership of Welsh PL was successfully held on 22/6/21. Nearly all delegates rated the quality of the professional learning as 5/5 stars and the same for the degree which the programme extended their knowledge and understanding. • All WM primary schools have received Welsh Language Immersion resource box and 89 practitioners attended associated PL sessions. • Nearly all participants state that the PL was good or better and Y Ffed Headteachers congratulated CSC on the quality and standard of the resource. 		<ul style="list-style-type: none"> • SWAC Data • PLO and PL evaluations • WiEO knowledge and information - EFIs • NQT profiles • Evaluations of impact of standardised tests

<ul style="list-style-type: none"> • Recruitment of 12 practitioners for 12 spaces for Welsh in a Year sabbatical 2021/22 has been completed with 8 additional practitioners on a waiting list. Development of post-sabbatical support for 2020/21 cohort. • 8 partnerships have been strategically identified for collaboration between WM/EM schools. • SLA and subsequent recruitment for cluster leads 2021/22 is underway. • Collaboration between CSC and Cardiff Welsh Immersion Unit has begun with a view of producing immersion resources for the WM secondary sector. • First standardised reading test pilot successful and received positive feedback from practitioners. Second pilot to begin September 2021. • 173 delegates have attended a series of successful network meetings sharing best practice e.g., Welsh phonics, tracking pupils and SI/CC progress. • All working parties in both WM/EM sectors have collaborated successfully and have produced a wide variety of excellent resources to support programmes of study e.g., ‘Y Silff Lyfrau’ website for KS3. • Nearly all primary schools participated in ‘Diwrnod Seren a Sbarc’. This re-launch has contributed to increased momentum for the projects and associated accreditations. • 3 schools have received the Siarter Iaith Bronze Award since March 2021 with one school expected to achieve Silver Award and one Gold Award by Summer 2021. • 13 schools have received the Cymraeg Campus Bronze Award since March 2021, 2 schools have received the Silver Award and 1 has achieved the gold award. A further school may receive Silver Award by the end of July 2021. • 2020/21 Darllen Dros Gymru and Dwlu Darllen Book Quizzes were successfully held with all schools stating the benefit of the competitions to pupils' enthusiasm for reading and the development of their Welsh oracy skills. • SSL Welsh has continued contributing to the 2022-2023 WESPs for all LAs. 	<ul style="list-style-type: none"> • Improvement Partner Feedback • Siarter Iaith / Cymraeg Campus Awards Data • Book quiz data
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Priority 1.5	The Teaching Assistant Learning Pathway (TALP) provides effective pathways for all teaching assistants as part of a national and regional programme
How will we know if we’ve made progress?	The professional learning provision along the TALP responds to the impact of COVID-19 and results in an increase in the number of TAs gaining HLTA status. The regional bespoke programmes are accessed by most Tas working in specific school contexts and reflect national priorities
Success Measures	<ul style="list-style-type: none"> • <i>At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status</i>

Evaluation of progress	Evidence
<ul style="list-style-type: none"> • The number of TAs accessing the new asynchronous induction programme increased steadily with 127 engaged by July 2021. This increased particularly following endorsement by IPs. • Nearly 200 TAs have accessed PL and/or the networking opportunities on the website or in Google Classroom. • The regional special school programme is complete and shared with 12 volunteer special schools to pilot. • The bespoke menu of PL for schools for use on INSET days has been developed. • Foundation phase and ALN programmes are in development. 	<ul style="list-style-type: none"> • HLTA accreditation data • PLO Engagement Data • TA Evaluations • Area Networking Evaluations • Siarter Iaith / Cymraeg Campus Awards Data • Improvement Partner Feedback

Priority 1.6	Entry into the teaching profession through Initial teacher Education (ITE) and into NQT induction is supported. Professional learning opportunities respond to the challenges presented by COVID-19
How will we know if we've made progress?	<p>Recruitment to the Open University routes results in all targets being met for the salaried and part-time programmes. Ongoing and new PGCE programmes in four ITE partnerships meet the accreditation criteria and are quality assured to capture evidence of impact on schools and student teachers in the region. Nearly all ITE graduates intending to work in the region engage in 'COVID-19 response bridging' PL to prepare for induction.</p> <p>The number of induction mentors (IMs) engage in training and PL increases. Most NQTs engage in national training and national / regional PL in order to pass induction. Transition support is provided for nearly all ITE graduates who intend to work within the region aligned to the WG COVID-189 guidance. All induction stakeholders are supported to engage in the statutory process aligned to revised WG COVID-19 related guidance and most IMs and NQTs participate in national training. The regional and national programme of PL provides bespoke support for all IMs and NQTS and reflects national priorities.</p>
Success Measures	<ul style="list-style-type: none"> • <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i> • <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i> • <i>Nearly all student teachers achieving Qualified Teacher Status (QTS)</i>

<ul style="list-style-type: none"> • <i>Most Newly Qualified Teachers (NQT) pass induction</i> 	
Evaluation of progress	Evidence
<ul style="list-style-type: none"> • OU recruitment targets for the region were met with a surplus of primary candidates. • At least 20 new schools have successfully applied to be ITE lead or placement schools. • Strategic ITE projects have been agreed with Cardiff Met, Yr Athrofa and Swansea University to commence in Autumn term. • The ITE Graduate network for 2021 has been opened. Currently 100 graduates who intend to work in CSC from September are engaging in preparatory PL and weekly surgeries. • 120 IMs engaged with the 'Focusing on the Future of Induction ' conference. 60 EVs supported the regional moderation process. 452 NQTs were eligible of whom 93% passed and 7% required further work on their induction profile. • 3 days of national PL has been developed for NQTs in collaboration with the other regional consortia. • A revised EV PL offer commenced Spring 2021 consisting of a half day national training event, a Teams network space and monthly comms. A revised IM PL offer has been developed in association with regional consortia, HEIs and accredited providers. This includes national training, coaching and mentoring PL and Teams network space. 	<ul style="list-style-type: none"> • PLO Engagement Data • Practitioner Evaluations • Area Networking Evaluations

Priority 1.7	Provide regional professional learning in curriculum & assessment, pedagogy and qualifications	
How will we know if we've made progress?	<p>Schools implement national and regional strategies in curriculum & assessment, pedagogy and qualifications. The professional learning offer supports new way of working resulting from COVID-19.</p> <p>Nealy all schools engage in the PL offer for curriculum and assessment, pedagogy and qualification. PL evaluations demonstrate changes to practitioner behaviour in relation to curriculum and assessment, pedagogy and qualifications. Schools' self-evaluation activities demonstrate progress towards the development of curriculum & assessment, pedagogy and qualifications</p>	
Success Measures	<ul style="list-style-type: none"> • <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i> • <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i> • <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i> 	
Evaluation of progress		Evidence
<ul style="list-style-type: none"> • Lead practitioner appointments have been completed to support pedagogy, learning and teaching, cross-curricular skills and all curriculum areas • E-professional learning and network opportunities continue to be developed in partnership with schools. • PLO engagement April - May 21: <ul style="list-style-type: none"> ○ Expressive Arts: 6 practitioners ○ Health & Wellbeing: 21 practitioners ○ LLC: 63 practitioners ○ Maths & Numeracy, Science & Technology: 95 practitioners ○ Maths & Numeracy: 29 practitioners ○ Digital: 53 practitioners ○ Pedagogy: 7 practitioners ○ Foundation Phase: 110 practitioners • Project planning for working parties around pedagogy and developing professional learning and networks to support 'adaptive instruction' is ongoing. • Total AoLE project group membership: over 300 practitioners selected to date. The selection process will be concluded in September • Work has been undertaken to engage with aspects of the development of the cross-cutting themes, in particular RSE, RVE and CWRE. Additional capacity is required to support this agenda with schools and considerations for additional Lead Practitioners will need to be consolidated during Autumn Term. 		<ul style="list-style-type: none"> • PLO Engagement Data • Practitioner Evaluations • Area Networking Evaluations • Funded Collaboration Project participation data

<ul style="list-style-type: none">• KS4 Lead Practitioner networks have been re-established following the LP appointment process. Subject area networks will commence Autumn Term 2021.• Schools were supported to facilitate centre to centre discussions in relation to Centre Determined Grades where requested.• Full-time secondment of Post-16 Associate Adviser completed to commence Sep 21.• Sixth form leader networks continued online during the Summer Term. A majority of schools with sixth forms regularly participate in network meetings and discussions.• A total of 22 expressions of interest in post-16 projects have been received to date. These will remain open into the autumn term to support communication with 6th form leads.	
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Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards

Priority 2: Success Measures	<ul style="list-style-type: none"> • <i>Successful completion of PL Pathways Programmes by applicants</i> • <i>A culture of Coaching and Mentoring in embedded across CSC</i> • <i>The development of more effective leaders to support school improvement</i> • <i>Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities</i> • <i>Self-evaluation processes are clear and robust and contribute effectively to school improvement</i> • <i>Strong CSC representation is evidenced in nominations across all ‘Teaching Awards Cymru’ categories</i>
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Priority 2.1	Enhance current and future leadership through a comprehensive pathway of professional development.	
How will we know we have made progress	All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.	
Success Measures	<ul style="list-style-type: none"> • Successful completion of Professional Learning Pathways Programmes by applicants. • The development of more effective leaders to support school improvement. 	
Evaluation of progress	Evidence	
<ul style="list-style-type: none"> • The Middle Leaders Development programme has successfully achieved re-endorsement from NAEL. Cohort 2 (70 participants) have completed the programme. Evaluations have been distributed to participants. An end of programme facilitators meeting evaluated the programme and identified strengths and areas to improve. Cohort 3: In April a new cohort started due to demand, running the financial year 2021-22, 24 applications were received with 17 being successful in gaining a place on the programme. June/July 2021 - Applications have closed with 115 applications received. CSC selection panel have met to endorse the applications - 107 applications were successful. T • The Senior Leaders Development programme has been endorsed by the NAEL. Cohort 1 have completed the programme (68 participants). Evaluations have been distributed to participants. An end of programme facilitators meeting evaluated the programme and identified strengths and areas to improve. An 		<ul style="list-style-type: none"> • NO EVIDENCE PROVIDED TO DATE

<p>evaluation was also sent to leadership coaches. Examples of effective practice have been collected from coaches and facilitators.</p> <ul style="list-style-type: none"> • Cohort 1 of the Aspiring HT Programme have completed module 4 out of 5. All evaluations are analysed and inform future facilitation. HT facilitators identified for module 5. Attendance at the programme modules is very high 96%. Cohort 2: applications have opened - closing date 22nd October. • The New and Acting HT programme has successfully achieved re-endorsement from NAEL. Cohorts 2 and 3 have completed module 4. Nine participants from cohort 2 have completed the full programme and presented at module 5. The remaining members of cohort 2 have been given an alternative date in September to complete this exercise due to pressures in school at the end of term. • System Leader paper written. Paper approved at CSC Management Board. 	
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Priority 2.2	Develop effective collaboration models to increase leadership capacity.	
How will we know we have made progress	Evidence shows that collaboration models have a positive impact on leadership capacity.	
Success Measures	<ul style="list-style-type: none"> • The development of more effective leaders to support school improvement. • Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities. 	
Evaluation of progress		Evidence
<ul style="list-style-type: none"> • SLA and Constitution for Cyfleoedd+ 2021-22 drafted, shared and signed. Evaluation Strategy shared and to be updated following 08-07-21 meeting. Records of engagement (evidencing enhancement of leadership capacity) by school leads being QA'd by Lead HT and collated on a Cyfleoedd+ MS Team shared with the link IP. 		<ul style="list-style-type: none"> • Minutes of 18th May and 5th July meetings with Cyfleoedd+ Lead HT • Cyfleoedd+ SLA and Constitution 2021-22. • HT Records of engagement and support

Priority 2.3	Strengthen school governance to provide effective leadership, challenge and support.
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How will we know we have made progress	Governors understand and fulfil their role within individual settings effectively.	
Success Measures	<ul style="list-style-type: none"> • The development of more effective leaders to support school improvement. • Self-evaluation processes are clear and robust and contribute effectively to school improvement. 	
Evaluation of progress	Evidence	
<ul style="list-style-type: none"> • Currently being piloted by RLGs and members of the stakeholder group. Steve Williams has been engaged to co-ordinate the collation of pilot feedback into final product. • Evaluation of 2020-21 academic year training was very positive with over 2500 Governors engaged. • A survey to elicit Governor preference around In-Person or Online training has been sent to all governors. The results indicate that Governors are looking for the majority of training to be provided online, with the occasional in-person session as required. Further analysis of the findings will be shared in the Autumn Term. • New Terms of Reference (TOR) and forward calendars for both groups have been created and through this meeting agendas are now beginning to reflect greater focus on local and national priorities. • Four potential RLG deployments have been identified to schools in Cardiff and the Vale LAs. • Dates have been confirmed for three 'Introduction to coaching' sessions. • Seven RLGs have signed up for facilitator coaching training to take place in the Autumn Term. 	<ul style="list-style-type: none"> • Engagement data, evaluation data, survey data • TOR & minutes of both groups • RLG deployment sheets • Evaluation of coaching courses 	

Priority 2.4	Improve the use of coaches and mentors to further develop school leaders.	
How will we know we have made progress	The development of coaches and mentors is effective as one strand of a package of support to improve school leaders.	
Success Measures	<ul style="list-style-type: none"> • A culture of Coaching and Mentoring is beginning to be embedded across CSC. • The development of more effective leaders to support school improvement. 	
Evaluation of progress	Evidence	
<ul style="list-style-type: none"> • Previous coaches have been approached to see if they will continue. 	<ul style="list-style-type: none"> • NO EVIDENCE PROVIDED TO DATE 	

<ul style="list-style-type: none"> • To date cohort 1 and 2 have delivered to 96 in house coaches, school and CSC staff. Names currently being collated for cohort 3 in the autumn term: <ul style="list-style-type: none"> ○ 1. prioritising clusters without facilitator coaches. ○ 2. ALNCO facilitators x 50 ○ 3. ILM facilitators x 25 • 9 x Lead practitioner identified to deliver the CSC professional learning offer. • 4 cohorts providing training for 80 delegates each term - booked via our PL offer - currently live on website. • 1 cohort providing training to 20 CLA leads each term. • 1 cohort providing training to 20 HLTA each term. • 1 cohort providing training to 20 NQT IMs autumn term. (IMs will be expanded in spring term). • 3 cohorts providing training to CSC and LA staff. • All ILM participants are currently completing the programme. 	
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Priority 2.5	Develop and strengthen effective leadership through peer partnership.	
How will we know we have made progress	Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.	
Success Measures	<ul style="list-style-type: none"> • Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities. 	
Evaluation of progress	Evidence	
<ul style="list-style-type: none"> • A few known CSC schools involving peers to successfully enhance their self-evaluation and school improvement priorities in line with WG School Improvement draft guidance framework. Developing a Peer Partnership Approach Draft shared and agreed with Directors and IPs. Approach soft launched with schools via IP conversations. 	<ul style="list-style-type: none"> • Developing a Peer Partnership Approach Document, Case Studies and PPT for Directors 	

Priority 2.6	Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.	
How will we know we have made progress	Strong representation across the region in all categories of the Professional Teaching Awards Cymru.	
Success Measures	<ul style="list-style-type: none"> • Strong CSC representation is evidenced in nominations across all 'Teaching Awards Cymru' categories. 	
Evaluation of progress		Evidence
<ul style="list-style-type: none"> • WG yet to communicate if this is taking place 		<ul style="list-style-type: none"> • NO EVIDENCE PROVIDED TO DATE

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

Priority 3: Success Measures	<ul style="list-style-type: none"> • <i>Nearly all schools demonstrate the use of a wide range of meaningful information and data</i> • <i>Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</i> • <i>Most schools demonstrate they have effective systems in place to address and mitigate barriers</i>
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Priority 3.1	Continue to develop CSC's Strategy for Equity and Excellence and further promote with schools and partners in order to drive school improvement	
How will we know we have made progress	Effective partnership working ensures there is a clear understanding of quality-first teaching, well-being and inclusion, the implementation and implications of the ALN Act, and robust self-evaluation systems across schools.	
Success Measures	<ul style="list-style-type: none"> • <i>Nearly all schools demonstrate the use of a wide range of meaningful information and data</i> • <i>Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</i> • <i>Most schools demonstrate they have effective systems in place to address and mitigate barriers to well-being and learning</i> 	
Evaluation of progress	Evidence	
<ul style="list-style-type: none"> • The objective 3 team have met with various stakeholders to update the sections of the E and E strategy including leadership and inclusion. There was also a further meeting with various other leaders across CSC to check on progress. The draft has been shared with directors 2/7/21 and was well received. This regional approach has been renamed to the enabling equity and excellence document. • Launch and training of the enabling Equity and Excellence document are planned for September 2021. 	<ul style="list-style-type: none"> • CSC Strategy for Equity and Excellence • SIPL (School Improvement Partnership Log) reports 	

Priority 3.2	Improve outcomes for vulnerable learners and mitigate impact of Covid 19 through effective strategic support.	
How will we know we have made progress	Clear strategic direction in place for the provision for vulnerable learners that is aligned to current learning and local authority priorities.	

	<p>Professional learning opportunities in place to support schools to further develop their provision and delivers improved outcomes for vulnerable learners.</p> <p>Schools make effective use of a wide range of meaningful information, including well-being, attendance and exclusion data, to demonstrate vulnerable pupils’ progress.</p> <p>Clear identification of effective practice that highlight positive outcomes for vulnerable learners.</p>	
Success Measures	<ul style="list-style-type: none"> <i>Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</i> 	
Evaluation of progress	Evidence	
<ul style="list-style-type: none"> Scrutiny of IPs (improvement partners) comments for 2020-21 with a written report of findings has been compiled ready to share with various stakeholders. CSC are still awaiting the terms and conditions for the PDG and PDG LAC (Looked After Children) grant. Initial meetings have been held within CSC to look at the use of SIPL's and how this can support checking on the progress of vulnerable learners. Further decisions to be made about whether to use the OECD document for 2021/22. Challenge Education have presented to directors and it has been agreed that 4 LAs will pilot the RADY (Raising attainment for disadvantaged youngsters) programme with 2 schools per LA. There will be a representation from a range of schools. The lead for equity and well- being has written a paper including finances which has been approved by directors 2/7/21. Schools have been identified. The lead for CSC PDG LAC Regional Co-ordinator continues to engage with schools in developing appreciative inquiry examples and will engage in developing continuous examples. The lead for equity and well-being continues to meet with various stakeholders. CPAG pilot continues in Rhondda Cynon Taf (RCT). CPAG land the lead for Equity and Well-being has met with WG to discuss the impact of the pilot. 	<ul style="list-style-type: none"> Evaluation of the PDG grant including information regarding use and its impact on learners Appreciative Inquiries highlighting best practice SIPL (School Improvement Partnership Log) reports Evaluation of the pilot Challenge Education programme Support materials disseminated to schools. Evaluation of the CPAG work 	

<p>Priority 3.3</p>	<p>Work with local authorities, external partners and schools to:</p> <ul style="list-style-type: none"> • ensure a consistency of approach for supporting provision for vulnerable learners • address the impact of Covid 19 on vulnerable learners • address the well-being of staff particularly during the current prevailing conditions 	
<p>How will we know we have made progress</p>	<p>Strategic support across CSC and local authorities, including professional learning, is closely aligned with a strong focus on supporting provision for vulnerable learners.</p> <p>Ongoing support enables schools to be inclusive and to have effective systems in place to support vulnerable learners to achieve positive outcomes on a range of measures</p> <p>Effective practice disseminated and used to inform future professional learning need.</p> <p>Appropriate support and resources provided that are tailored to improve health and well-being of staff.</p>	
<p>Success Measures</p>	<ul style="list-style-type: none"> • Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data • Most schools demonstrate they have effective systems in place to address and mitigate barriers to well-being and learning. 	
<p>Evaluation of progress</p>		<p>Evidence</p>
<ul style="list-style-type: none"> • Regional ALN Self-Evaluation guidance has been shared in all five LAs by the ALN Transformational Lead. Preparatory work for the small-scale pilot with six schools in Vale of Glamorgan Council to develop capacity for quality self-evaluations processes has commenced. • Further meetings have taken place in the Summer Term. Focus of attendance meetings will be on family engagement and the role of the family engagement officer. Exclusion leads will look at relationship policies and how this can help in reducing exclusions. Directors have agreed to form a well-being board with CSC colleagues forming a critical part of this. The well-being board completed their first meeting 2/7/21. • 3 LAs have submitted their PL offers for 2021/22. The objective 3 team have requested the information from directors. Finances and PL offers have been decided and are being prepared to advertise in readiness for September. Final arrangements are being made with providers to prepare for roll-out in Autumn Term. 		<ul style="list-style-type: none"> • ALN self-evaluation tool • Examples of whole school self-evaluation approach to ALN • Minutes of meetings with attendance, exclusion leads and EOTAS leads • Regional Relationship Policy • Professional learning programme • Attendance figures for professional learning events • Evaluations following professional learning events

<ul style="list-style-type: none"> • First draft of the document is in circulation for comment amongst members of the regional task and finish group. Document has been shared with various stakeholders and will be disseminated when complete in the Autumn term. • The four month review took place on the 25/06/21 with positive feedback. Following this schools will have an eight month review with separate sessions with Nurture UK. All schools involved with the trial are developing nurture principles as a whole school approach. • Initial cluster meetings have been held across the 5 local authorities with key messages disseminated to the clusters. All subsequent dates have been set to allow clusters time to plan for attendance and all meetings will be recorded to allow for leads to catch up who are unable to attend the meeting. • IT challenges for Adoption UK continue to impact on engagement of schools. Engagement is currently only with very few schools throughout Wales. • Initial meetings have been held with strategic leadership lead and the objective 3 team to decide how the pilot will run. The lead for PDG CLA has been delivering coaching and mentoring sessions. 40 places will be available initially to clusters. Information has been disseminated through the first cluster leads meeting and the project support team has sent registration forms to CLA leads. Expressions of interest have been made by 10 clusters which is a quarter of the places available. • The lead for equity and well-being has met with various leads across CSC to discuss this document and how it fits in their plans for 2021/22 	<ul style="list-style-type: none"> • Guidance on provision that would ordinarily be available for ALN pupils in mainstream schools • Reports of wellbeing reviews undertaken by an Inclusion Expert • Wellbeing implementation plans following reviews undertaken by an Inclusion Expert • Appreciative Inquiries highlighting best practice • Evaluations following training • Minutes of meetings with PDG LAC coordinators • Networks in place to support adopted learners • Evaluation of the Coaching and Mentoring programme • Minutes of the foundation phase cluster meetings • Foundation phase best practice case studies highlighted and shared • Directory of wellbeing support and resources for staff
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Priority 4: Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

<p>Priority 4: Success Measures</p>	<ul style="list-style-type: none"> • <i>CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level</i> • <i>Fewer schools needing higher level support or causing concern</i> • <i>Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools</i> • <i>Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress</i> • <i>Schools are able to respond appropriately to developing external measures</i> • <i>Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners</i> • <i>Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice</i> • <i>Schools' improvement plans lead to stakeholders' wellbeing being improved, in light of the ongoing impact of COVID-19</i> • <i>WG policies linked to priority 4 are implemented across the region in accordance with milestones set in 'Education in Wales: Journey to 2022' and 'The Curriculum Implementation Plan'</i> • <i>All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement</i>
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<p>Priority 4.1</p>	<p>Nearly all schools have timely, broadly evidenced and robust self-evaluation processes as part of a culture of continuous improvement. These productively inform school improvement priorities and development plans, and respond to the challenges and opportunities of learning and wellbeing as a result of the Covid pandemic.</p>
<p>How will we know we have made progress</p>	<p>CSC will work with all schools through support, feedback and guidance to schools on the content, quality and impact of their self-evaluation arrangements, the appropriate identification of improvement priorities, and on school development plans.</p> <p>CSC plans effective support for all enhanced support schools agreed with clear timelines and evaluation processes.</p> <p>CSC maps the school improvement priorities and support needs to its support output clearly, showing strong impact in nearly all cases.</p>

	<p>CSC reports to stakeholders on its impact in supporting self-evaluation and improvement planning processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards.</p> <p>CSC brokers effective, flexible and timely school to school partnerships to deliver bespoke support for all schools, through the Central South Wales Challenge.</p> <p>CSC delivers effective professional learning offers to support schools’ needs.</p> <p>CSC supports schools well in promoting models of engaging with pupils, parents, staff, governors and their local communities as part of the process of school self-evaluation and improvement planning.</p> <p>CSC supports schools well in developing the NEIR to inform self-evaluation processes and improvement planning, where appropriate.</p> <p>CSC teams are deployed to support schools’ needs effectively.</p> <p>CSC provides suitable platforms for the Welsh Government, local authorities, governors and school leaders to impact upon CSC's self-evaluation and improvement planning.</p> <p>Schools have productive, timely, robust and enquiry-based self-evaluation processes leading to clear improvement plans, which result in strong progress for all learners.</p> <p>Schools’ improvement plans lead to most stakeholders’ wellbeing being improved.</p> <p>Schools have effective evaluations of the impact of Covid on learner progress and on school practice, leading to clear plans which build on strong practice.</p>
<p>Success Measures</p>	<ul style="list-style-type: none"> • CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level • The region, LAs, schools and their stakeholders have a common understanding of how progress can be measured transparently and fairly at an individual school level, in line with national and local priorities • Fewer schools needing higher level support or causing concern

	<ul style="list-style-type: none"> • Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools • Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress • Schools are able to respond appropriately to developing external measures • Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners • Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice • Schools’ improvement plans lead to stakeholders’ wellbeing being improved in light of the ongoing impact of COVID-19 • WG policies linked to priority 4 are implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’ • All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement 	
Evaluation of progress	Evidence	
<ul style="list-style-type: none"> • Conversations have started, staff / IPs have been trained in school development and self-evaluation. Staff have received NEIR updates. Most IPs have instigated conversations with schools around improvement. • All programmes on leadership pathway are running across region. All leadership progs have a strong focus on supporting and developing self-evaluation. All programmes fully subscribed. • EE strategy being finalised. Will be built into leadership programmes accordingly to support evaluation and improvement activities. • Some brokerage has started, majority will take place once priorities have been agreed in early Autumn term. Sat progress and on track. • Professional learning has been shared with IPs. The identity of schools piloting of resources to feedback to WG is already underway. 	<ul style="list-style-type: none"> • Support identified in school SIP with reference captured in EFI/SIPL • Effective PL identified in EFI/SIPL and data regarding schools accessing PL programme • Support identified in school SIP with reference captured in EFI/SIPL (DAL from school discussion meeting) • Narrative identified through EFI/SIPL • Brokerage evident in EFI/SIPL or termly data capture completed by IP and SA in LA PR. • Identified in EFI/SIPLs (based on a range of shared first evidence) – schools are on/off track with priorities • Engagement data for leadership programmes 	

	<ul style="list-style-type: none"> • Brokerage evident in EFI/SIPL or termly data capture completed by ST. (possible so what survey). • Practice evident in EFI/SIPL or termly data capture completed by IPs • Support identified through termly data capture (TBA internal PL capture). • Communication identified through CSC bulletin.
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<p>Priority 4.2</p>	<p>Nearly all schools have effective evaluation and improvement processes, which address external and internal accountability measures.</p>
<p>How will we know we have made progress</p>	<p>CSC has provided appropriate support where required to establish these processes with schools. CSC build on this broad range of information to support schools and, where necessary, to identify and intervene in schools causing concern, using the full range of statutory powers.</p> <p>CSC has effective systems and processes in place to productively monitor and evaluate school processes. These use a broad range of information to monitor and understand the performance of schools in their area, rather than a narrow focus on pupil attainment measures.</p> <p>CSC supports schools with clear advice and support on external accountability measures.</p> <p>CSC reports to stakeholders on its impact in supporting evaluation and accountability measures and processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards.</p> <p>Schools have established clear and effective processes for internal evaluation and accountability, leading to strong progress for most learners.</p> <p>Schools are able to respond appropriately to developing external measures.</p>

<p>Success Measures</p>	<ul style="list-style-type: none"> • CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level • Fewer schools needing higher level support or causing concern • Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools • Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress • Schools are able to respond appropriately to developing external measures • Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners • Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice • Schools’ improvement plans lead to stakeholders’ wellbeing being improved, in light of the ongoing impact of COVID-19 • WG policies linked to priority 4 are implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’ • All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement
<p>Evaluation of progress</p>	<p>Evidence</p>
<ul style="list-style-type: none"> • Regionally agreed approach to evaluation and improvement shared with all stakeholder groups, information video for schools and governing bodies ready to be shared before the end of the academic year. Internal staff trained. Progress meetings continue to be held through Summer Term. Sat progress and on track. • Meetings taken place with schools and information shared, WJEC, WG and QualsWales. • All communication linked to performance measures have been shared in the CSC school bulletin and via IPs with schools. • 3 meetings with DDAG reps (attended by IPs). 	<ul style="list-style-type: none"> • Captured through IPs work with schools in EFI/SIPL. Schools on/off track with priorities • LA performance reports and EFI/SIPLs support LA to make evidence informed decisions • Notes of visits in EFI/SIPL linked to OPA • Captured through dialogue with WG • Information disseminated through bulletin • Joint Committee Reports • Termly data capture completed by IPs

Priority 5: Improve the effectiveness and efficiency of CSC

Priority 5: Success Measures	<ul style="list-style-type: none"> • <i>Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%)</i> • <i>Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)</i> • <i>Communication performance analytics show improvement</i> • <i>Social media engagement</i> • <i>Website – Google analytics – page views at certain periods of focused campaigns</i> • <i>Knowledge Bank: Resources, guidance, updates</i> • <i>School / Staff Bulletins – number of clicks and downloads</i> • <i>Reporting shows CSC PL has a positive impact on improving outcomes for learners</i> • <i>Estyn judgements and requests for case studies are at least comparable with other regions</i>
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Priority 5.1	Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.	
How will we know we have made progress	Clear and robust evaluation processes provide data (including stakeholder feedback) that is used to challenge CSC performance and improve practice. Evidenced based effectiveness and efficiency report detailing the Impact of CSC and its work.	
Success Measures	<ul style="list-style-type: none"> • Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%) • Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%) • Reporting shows CSC PL has a positive impact on improving outcomes for learners • Estyn judgements and requests for case studies are at least comparable with other regions 	
Evaluation of progress	Evidence	

<ul style="list-style-type: none"> • School Improvement Partnership Log (SIPL) ready to launch. All staff have received training on imputing information into the new School Improvement Partnership Log. Data Team are creating a how to video to allow staff to refresh their knowledge. • A regional approach to Accountability, Improvement and Evaluation has been agreed and shared with several stakeholder groups. An information video has been prepared and will be available before the end of the academic year. The Framework for School Improvement will be sent to stakeholders this academic year and all LAs have agree IP deployment to support the framework and School Improvement approach. • Templates for the LA Performance reports have been agreed and two reports detailing the LA Priorities and Regional Recommendations have been shared with Directors. All teams have reviewed their area to refine the report as required. • The Business Plan Annual Report has been produced and has been shared with SLT, Directors and Joint Committee. Guidance has been added to the Operational Plan in the form of the 'Judgement Criteria' tab which includes definitions of areas within the plan. An overview of high level areas that are to be included within the dashboard has been outlined. • Nearly all of CSC annual survey sample schools re-engaged and where gaps have been identified work with IPs/PIPs in ongoing to identify suitable replacements. • Research & Evaluation Board agenda has been revised to ensure the leads are invited to reflect the strands on the Effectiveness and Efficiency report for 2021. 	<ul style="list-style-type: none"> • Two training sessions have been provided for staff and this has resulted in changes to the SIPL format and guidance. The new format will be launched from September and the contents will continue to be reviewed • Accountably, evaluation and Improvement document • IP deployment Spreadsheet • Framework for school improvement • Meeting Agendas • Training session provided on 15 June 2021, session recorded for staff to watch again • Forward Planner • LA performance reports • Emails to schools • School Survey • Annual Business Plan Report
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Priority 5.2	Increase awareness of CSC key messages and communication channels.	
How will we know we have made progress	Communication strategy to be enacted by all staff in CSC as a shared responsibility. Targeted and relevant stakeholder engagement with CSC communication channels underpinned by an effective communications strategy.	
Success Measures	<ul style="list-style-type: none"> • Communication performance analytics show improvement • Social media engagement • Website – Google analytics – page views at certain periods of focused campaigns • School / Staff Bulletins – number of clicks and downloads 	
Evaluation of progress		Evidence

<ul style="list-style-type: none"> • Positive feedback from CSC staff and school regarding communication (comms) channels. Increased awareness of the role and function of the communications team is evident through increased requests for relevant support. • Final version of the professional learning handbook is in the process of being drafted. 	<ul style="list-style-type: none"> • Meeting has happened with all new staff and also monthly meetings have been ongoing with individual teams and have proved successful • Phase one of the campaign 'Here for You' has been launched. All schools have received a hard copy of the leaflet. Regular meetings are held with school facing staff • Internal and external lists are being maintained, monitored and updated • Communications (comms) dashboard headings provided in readiness for the first dashboard next term • Professional learning handbook
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Priority 5.3	Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective performance development.
How will we know we have made progress	CSC develops a flexible and fully informed staff base through an appropriate professional learning programme focussed on delivering information and developing the skills of all staff. Integrated performance development cycle that is focussed on research and evidence-based strategy.
Success Measures	<ul style="list-style-type: none"> • Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%) • Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%) • Communication performance analytics show improvement • Social media engagement • Website – Google analytics – page views at certain periods of focused campaigns • Knowledge Bank: Resources, guidance, updates • School / Staff Bulletins – number of clicks and downloads • Reporting shows CSC PL has a positive impact on improving outcomes for learners

Evaluation of progress	Evidence
<ul style="list-style-type: none"> • All staff trained in appreciative enquiry and the offer for additional support as required. • Performance development cycle to be enacted. 	<ul style="list-style-type: none"> • Performance development paper work. • Staff Professional Learning (PL) session agendas.

Priority 5.4	Realise the value and relevance of research and evaluation on key aspects of CSC work.	
How will we know we have made progress	Work with a higher education institution to focus on the evaluation of our work focussing on the professional learning that is provided. Evidenced based strategy to secure provision for professional learning that develops sustained highly effective practice.	
Success Measures	<ul style="list-style-type: none"> • Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%) • Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%) • Communication performance analytics show improvement • Social media engagement • Website – Google analytics – page views at certain periods of focused campaigns • Reporting shows CSC PL has a positive impact on improving outcomes for learners 	
Evaluation of progress	Evidence	
<ul style="list-style-type: none"> • Final draft of CFW survey developed and shared with all IPs. Survey completed for nearly all schools. • Evaluation roles and responsibilities document completed to share with all staff during induction week. • Professional learning engagement data sheet has been refined by strategic team and project team to allow for more effective and efficiency reporting of data. 	<ul style="list-style-type: none"> • Final survey draft. CSC Professional Learning (PL) agendas • SLT minutes. Research and evaluation board minutes. Evaluation paper draft 	

<ul style="list-style-type: none">• The 'so what' survey has been agreed in principle as part of the collaboration funding shared with schools. This is now under development with the data team.• Research & Evaluation Board agenda has been revised to ensure the leads are invited to reflect the strands on the Effectiveness and Efficiency report for 2021.• Initial report of Consortia as a Learning Organisation survey received from Bangor University. Increased participation from CSC staff. Data team to produce summary report for findings to be shared in initial PL meetings in September.• AOEA: 2 cohorts completing the programme by August 2021.	<ul style="list-style-type: none">• Engagement data sheets. CSWC evaluation forms• Engagement data sheets• CLO report Bangor University• Staff questionnaire shows that staff are generally positive about the programme. We are now working with other regional consortia and WG to develop a way forward. AOEA are adapting the programme based on feedback from CSC
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APPENDIX A	
PROGRESS JUDGEMENT MATRIX	
Very Good Progress	The priority action has been addressed in all respects. No aspects require further attention. This has resulted in measurable positive impact to the priority area.
Strong Progress	The priority action has been addressed in most respects. Only minor aspects require attention. It is expected that the work will result in measurable, positive impact to the priority area.
Satisfactory Progress	The priority action has been addressed in many respects. A few important aspects still require significant attention. The impact of the work is not yet strong enough. Many aspects are addressed but there is still significant work to do in important areas.
Limited Progress	The priority action has not been addressed. All or many important aspects are awaiting attention, or the original planned activity is no longer appropriate.
Not Yet Started	The priority action has not been started.
STATUS JUDGEMENT MATRIX	
Risk	Potential risk or barrier identified.
On Track	Action on track for completion.
Completed	Action completed.
Not Due To Have Started	Action not due to have started.
Progress Affected By COVID-19	Action impacted by COVID-19 Pandemic.