

Date Written: 13<sup>th</sup> July 2021

## Issue: Evaluation of the CLO survey undertaken by CSC staff and next steps

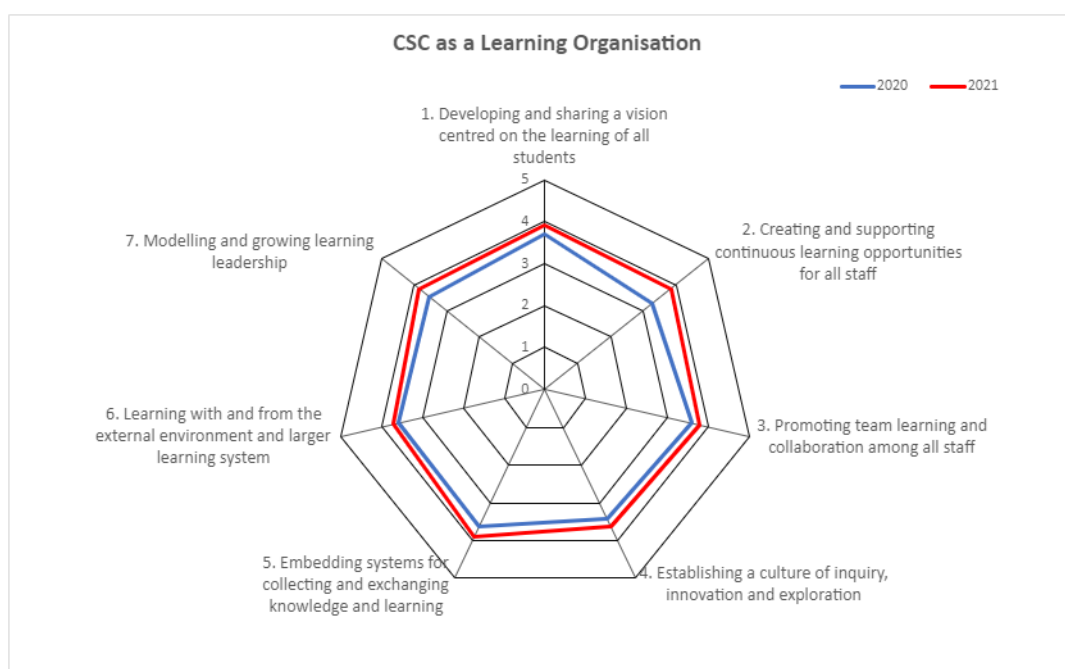
### Summary

- In June 2021, and previously in February 2020 all Central South Consortium staff were invited to complete the “Consortium as a Learning Organisation” survey run by the Collaborative Institute for Education Research, Evidence and Impact, School of Education and Human Development, Bangor University. Welsh Government is focused on the development of Tier two level organisations in Wales as learning organisations, and this study has been designed to assess to what extent Tier two organisations have developed as learning organisations. Regional school effectiveness and improvements services are the specific focus of Tier two organisations in this survey.

Staff completed the survey in June 2021 for the second time after the initial survey being held between February and April 2020. In 2020 only forty-six staff members returned their completed surveys however in June 2021 this has risen to fifty-eight members of staff.

The survey had the same seven key dimensions with questions asked on a 5-point Likert ranging from ‘strongly disagree’ (1) to ‘strongly agree’ (5). The mean scores for each of the seven key dimensions for CSC are between three and four for each dimension, with the lowest scoring dimension being “Creating and supporting continuous learning opportunities for all staff”.

The spider diagram for Central South Consortium shows that the mean scores across the seven key dimensions are between three and four for each of the seven dimension, and that each of the seven dimensions has increased between the first and second submission of the survey:



where 1 is strongly disagree and 5 is strongly agree.

However, no key dimension yet exceeds an average score of 4, which was one of the recommendations from the original 2020 survey. However, both dimension 1 and dimension 5 are within 0.1 of reaching an average score of 4.

In 2020, the lowest performing key dimension was “Creating and supporting continuous learning opportunities for all staff” and professional learning protocols were included in the CSC Business Plan for 2020/21 to address these (Objective 4). The analysis of the survey for 2021 shows that this key dimension has improved from a mean score of 3.27 in 2020 to a new mean score of 3.84, this is the largest improvement seen across all dimensions of the survey between 2020 and 2021.

The lowest performing key dimension in 2021 is now “Establishing a culture of inquiry, innovation and exploration”. Further discussion is needed on how this will be addressed for 2021/22.

### Comparisons between 2020 and 2021

There was an increase in responses from staff in the organisation, but when analysed by job role Business Support staff had the largest increase with fifteen responses in 2021 compared to just three in 2020. The number of responses from challenge adviser/support improvement advisers decreased in 2021 when compared to 2020. A summary of the responses can be seen below:

Job Role	2020	2021
SLT	8	11
Challenge adviser / support improvement adviser	33	29
Business Support	3	15

In 2020 the following areas were identified as areas for development, and in 2021 the questions highlighted blue below continue to be identified as requiring further development, with at least around half of responses being negative or neutral. These survey items are titled :

- a. ‘Governors are involved in developing the organisation’s vision’;
- b. ‘Mentors/coaches are available to help staff develop their practice’;
- c. ‘All new staff receive sufficient support to help them in their new role’;
- d. ‘Staff are encouraged to give feedback to consortia regarding their professional learning’;
- e. ‘Staff observe each other’s practice and collaborate in developing it’; and
- f. ‘Leaders develop the potential of others to become future leaders’

When looking at responses with the highest proportion of “Strongly Agree” judgements, in 2020 only three items were identified with over 29.5% of respondents identifying this during the survey. However, in 2021, there are fifteen survey items with a “Strongly Agree” proportion of over 29.5%. These survey items are:

Ref	Survey Item	Strongly Agree
3.12	I find it professionally rewarding to be working at this organisation	46.6%
1.3	The organisation’s vision embraces all students	44.8%

1.11	Our organisation is responsive to the needs of schools	44.8%
3.8	Staff treat each other with respect	44.8%
2.1	Professional learning of staff is considered a high priority	41.4%
5.2	Structures are in place for regular dialogue and knowledge sharing among staff	37.9%
2.5	Professional learning is aligned to the organisation's vision	36.8%
1.1	The organisation's vision is aimed at improving pupil's cognitive and social-emotional outcomes, including their wellbeing	36.2%
2.2	Staff engage in professional learning to ensure their practice is critically informed and up to date	36.2%
1.4	Learning activities and teaching are designed with the organisation's vision in mind	34.5%
3.13	I would recommend this organisation as a good place to learn with and from colleagues	34.5%
6.5	The organisation as a whole is involved in networks or collaborations	33.3%
5.1	The organisation's development plan is based on learning from continuous self-assessment and updated at least once every year	31.6%
2.4	Professional learning is focused on region's needs	31.0%
3.7	Staff feel comfortable turning to others for advice	29.8%

*Please note that survey items 1.7, 3.7 and 3.8 were the three areas identified in the 2020 survey.*

Survey items 1.3 “The organisation’s vision embraces all students” and 3.8 “Staff treat each other with respect” continue to show positive responses again in 2021, with around 90% of responses indicating that they either “Agree” or “Strongly Agree” with these areas, as was shown in the 2020 survey.

Following the 2021 survey, three new survey items have response rates of around 90% for “Agree” or “Strongly Agree” which were not identified in the survey in 2020, these are:

- 2.1 Professional learning of staff is considered a high priority (89.7% (2021)/ 67.4% (2020))
- 2.2 Staff engage in professional learning to ensure their practice is critically informed and up to date (93.1% (2021) / 67.4% (2020))
- 7.1 Leaders participate in professional learning to develop their practice (87.7% (2021) / 60.0% (2020))

In 2021, further survey items had over 75% (and less than 90%) of responses in either the “Agree” or “Strongly Agree” categories, with nine of these survey items also having responses in the same range from the 2020 survey:

- 1.2 The organisation’s vision emphasises preparing students for their future in a changing world (86.2% (2021) / 81.8% (2020));
- 3.3 Staff help each other to improve their practices (82.8% (2021) / 78.2% (2020));
- 3.7 Staff feel comfortable turning to others for advice (80.7% (2021) / 84.7% (2020));
- 5.1 The organisation’s development plan is based on learning for continuous self-assessment and updated at least once a year (86.1% (2021) / 78.2% (2020));
- 5.2 Structures are in place of regular dialogue and knowledge sharing among staff (81.0% (2021) / 78.3% (2020));

6.5 The organisation as a whole is involved in networks or collaborations (78.9% (2021) / 84.8% (2020));

7.6 Leaders give staff responsibility to lead activities and projects (79.3% (2021) / 84.8% (2020));

7.8 Leaders put a strong focus on improving learning and teaching (80.7% (2021) / 76.0% (2020));

7.9 Leaders ensure that all actions are consistent with the organisation’s vision, goals and values (82.5% (2021) / 75.5% (2020)).

1.4 Learning activities and teaching are designed with the organisation’s vision in mind;

2.3 Staff are involved in identifying the objectives for their professional learning;

2.4 Professional learning is focused on region’s needs;

2.5 Professional learning is aligned to the organisation’s vision;

3.1 Staff collaborate to improve their practice;

3.6 Staff listen to each other’s ideas and opinions;

3.10 Staff think through and tackle problems together.

The responses from the two surveys have been compared to highlight areas which had had the either the greatest increase in positive responses, or the greatest increase in negative responses. When looking at the negative responses, there are four survey items that have seen increases of over seven percentage points between the two surveys. These areas can be seen below.

Ref	Survey Item	2020	2021	Difference
3.12	I find it professionally rewarding to be working at this organisation	23.9%	32.7%	-8.8%
4.8	Staff openly discuss failures in order to learn from them	45.7%	53.5%	-7.8%
5.3	Evidence is collected to measure progress and identify gaps in the organisation’s performance	19.6%	28.1%	-8.5%
6.4	Staff collaborate, learn and share knowledge with peers in the regional consortia	45.6%	52.6%	-7.0%

Further discussion is needed to try to address the issues behind the negative responses to these survey items. Planned developments for Academic Year 2021/22 include changes to collections systems, particularly the School Improvement Partnership Log (SIPL) which will help to address survey item 5.3 “Evidence is collected to measure progress and identify gaps in the organisation’s performance”. Information from the SIPL should be easier to collate and extract to provide summary information for all schools in the region in a single source file. Also, the planned introduction of “Project Boards” should help to monitor project work across the organisation and allow for the systematic collection of information, including engagement and evaluations, across the organisation.

Details of the actual responses for each question over the last two years can be seen in the following table:

**Survey Items where the negative responses have increased by at least seven percentage points.**

Ref	Survey Item	Year	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	-ve Responses(*)
<b>3.12</b>	I find it professionally rewarding to be working at this organisation	2020	4.3%	8.7%	10.9%	63.0%	13.0%	23.9%
<b>3.12</b>	I find it professionally rewarding to be working at this organisation	2021	1.7%	10.3%	20.7%	20.7%	46.6%	32.7%
<b>4.8</b>	Staff openly discuss failures in order to learn from them	2020	2.2%	19.6%	23.9%	52.2%	2.2%	45.7%
<b>4.8</b>	Staff openly discuss failures in order to learn from them	2021	0.0%	1.8%	39.7%	37.9%	8.6%	53.5%
<b>5.3</b>	Evidence is collected to measure progress and identify gaps in the organisation’s performance	2020	2.2%	6.5%	10.9%	67.4%	13.0%	19.6%
<b>5.3</b>	Evidence is collected to measure progress and identify gaps in the organisation’s performance	2021	0.0%	0.0%	21.1%	52.6%	19.3%	28.1%
<b>6.4</b>	Staff collaborate, learn and share knowledge with peers in the regional consortia	2020	4.3%	10.9%	30.4%	43.5%	10.9%	45.6%
<b>6.4</b>	Staff collaborate, learn and share knowledge with peers in the regional consortia	2021	0.0%	17.5%	35.1%	29.8%	17.5%	52.6%

(\*) For this analysis a “negative” response reflects responses marked as “Strongly Disagree”, “Disagree” or “Neutral”.

When comparing the survey items with overall positive responses, the biggest increases between the 2020 and 2021 surveys are evident for the following survey items. For this analysis the survey items where the increases in positive responses are above twenty-five percentage points are identified in the following table.

Ref	Survey Item	2020	2021	Difference
<b>2.2</b>	Staff engage in professional learning to ensure their practice is critically informed and up to date	67.4%	93.1%	25.7%
<b>2.6</b>	Mentors/coaches are available to help staff develop their practice	28.9%	55.2%	26.3%
<b>2.9</b>	Staff are encouraged to give feedback to consortia regarding their professional learning	30.4%	63.8%	33.4%
<b>3.11</b>	Staff reflect together on how to learn and improve their practice	43.4%	74.2%	30.8%
<b>5.5</b>	Staff use research evidence to improve their practice	43.5%	71.5%	28.0%
<b>7.1</b>	Leaders participate in professional learning to develop their practice	60.0%	87.7%	27.7%
<b>7.2</b>	Leaders facilitate individual and group learning	52.2%	86.2%	34.0%
<b>7.4</b>	Leaders develop the potential of others to become future leaders	35.6%	61.4%	25.8%

Professional learning already provided by the organisation in the last academic year may be responsible for the positive change in responses for some of the survey items above. In addition, changes to the Performance Development process planned for 2021/22 highlight the importance of research across the organisation.

Details of the actual responses for each question over the last two years can be seen in the following table:

**Survey Items where the positive responses have increased by at least twenty-five percentage points.**

Ref	Survey Item	Year	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	+ve Responses
2.2	Staff engage in professional learning to ensure their practice is critically informed and up to date	2020	0.0%	17.4%	15.2%	56.5%	10.9%	67.4%
2.2	Staff engage in professional learning to ensure their practice is critically informed and up to date	2021	0.0%	1.7%	5.2%	56.9%	36.2%	93.1%
2.6	Mentors/coaches are available to help staff develop their practice	2020	8.9%	31.1%	31.1%	28.9%	0.0%	28.9%
2.6	Mentors/coaches are available to help staff develop their practice	2021	1.7%	12.1%	31.0%	32.8%	22.4%	55.2%
2.9	Staff are encouraged to give feedback to consortia regarding their professional learning	2020	6.5%	43.5%	19.6%	21.7%	8.7%	30.4%
2.9	Staff are encouraged to give feedback to consortia regarding their professional learning	2021	0.0%	12.1%	24.1%	41.4%	22.4%	63.8%
3.11	Staff reflect together on how to learn and improve their practice	2020	2.2%	21.7%	32.6%	30.4%	13.0%	43.4%
3.11	Staff reflect together on how to learn and improve their practice	2021	0.0%	8.6%	17.2%	62.1%	12.1%	74.2%
5.5	Staff use research evidence to improve their practice	2020	0.0%	17.4%	39.1%	32.6%	10.9%	43.5%
5.5	Staff use research evidence to improve their practice	2021	0.0%	1.8%	26.8%	53.6%	17.9%	71.5%
7.1	Leaders participate in professional learning to develop their practice	2020	0.0%	8.9%	31.1%	48.9%	11.1%	60.0%
7.1	Leaders participate in professional learning to develop their practice	2021	0.0%	0.0%	12.3%	70.2%	17.5%	87.7%
7.2	Leaders facilitate individual and group learning	2020	2.2%	15.2%	30.4%	43.5%	8.7%	52.2%
7.2	Leaders facilitate individual and group learning	2021	0.0%	6.9%	6.9%	69.0%	17.2%	86.2%
7.4	Leaders develop the potential of others to become future leaders	2020	4.4%	20.0%	40.0%	26.7%	8.9%	35.6%
7.4	Leaders develop the potential of others to become future leaders	2021	1.8%	12.3%	24.6%	50.9%	10.5%	61.4%

## **Linked Documents**

Copies of the preliminary reports from the University of Bangor can be found via these links:

2021 Report [Preliminary Report of Welsh Learning Organisation Survey for CSC \(Time Two\).pdf](#)

2020 Report [Preliminary Report of Welsh Learning Organisation Survey for CSC Regional Educational Consortia FV.pdf](#)



Chart 1: Comparison of responses for Key Dimension 1

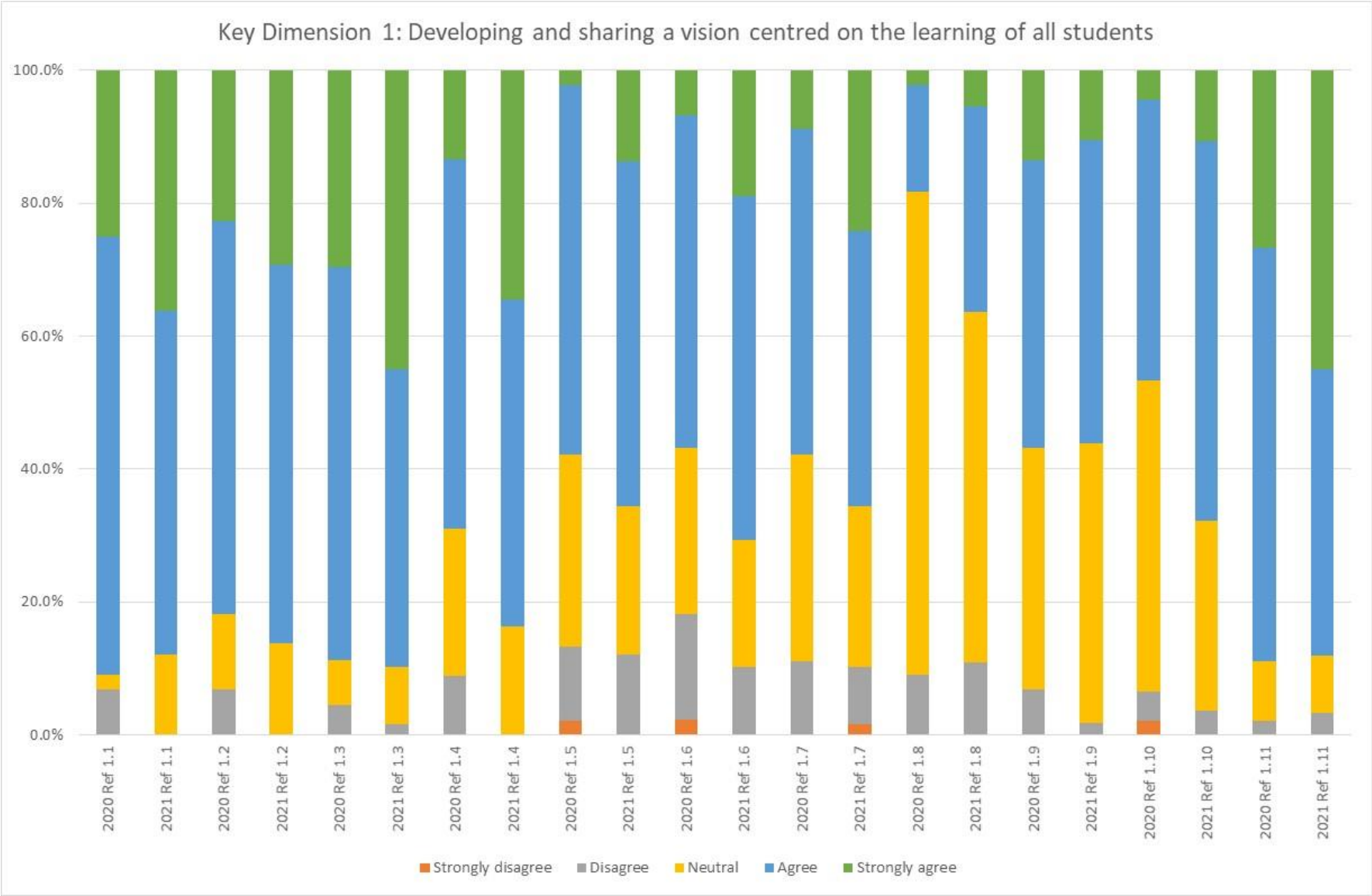


Chart 2: Comparison of responses for Key Dimension 2

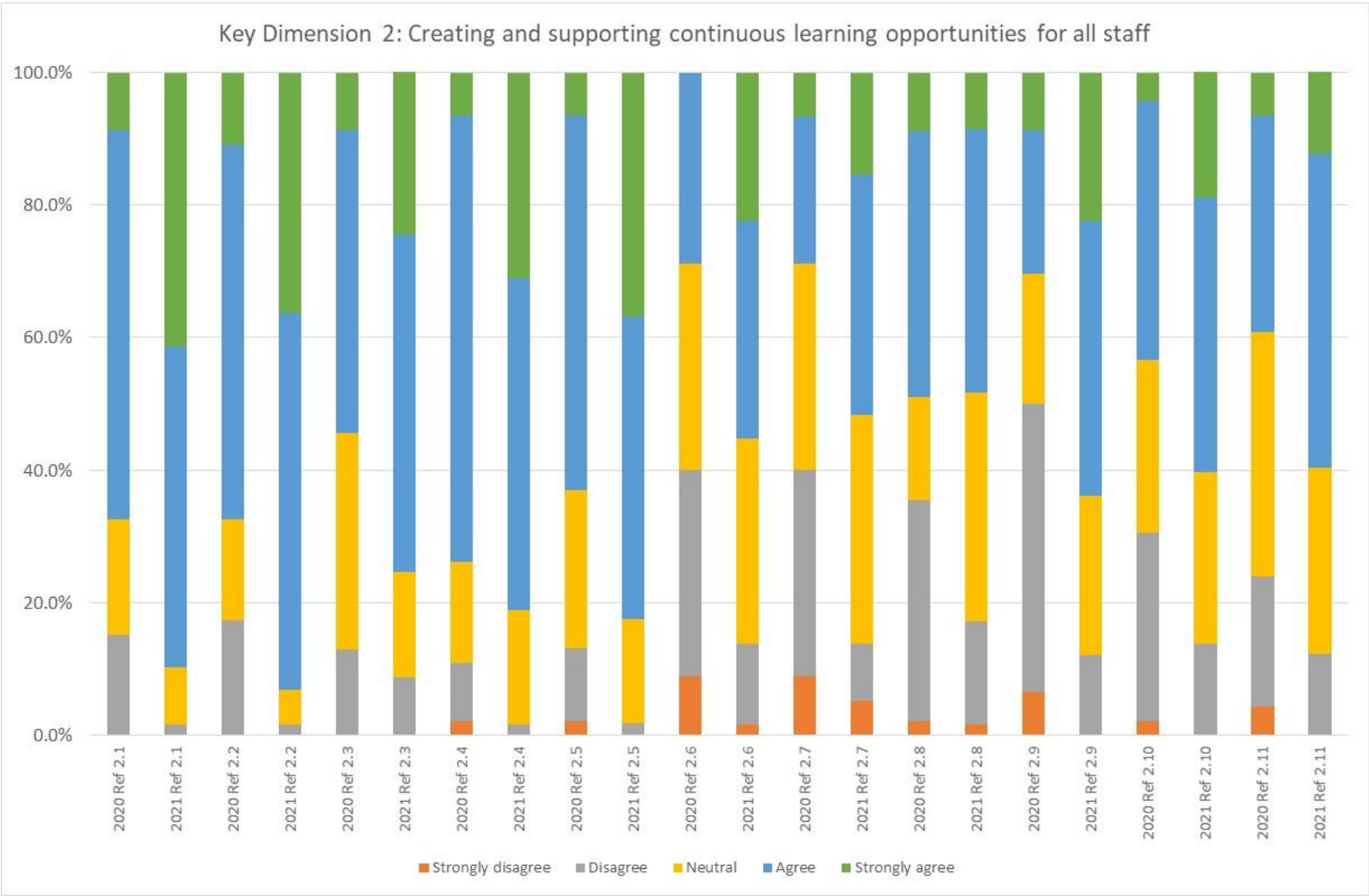


Chart 3: Comparison of responses for Key Dimension 3

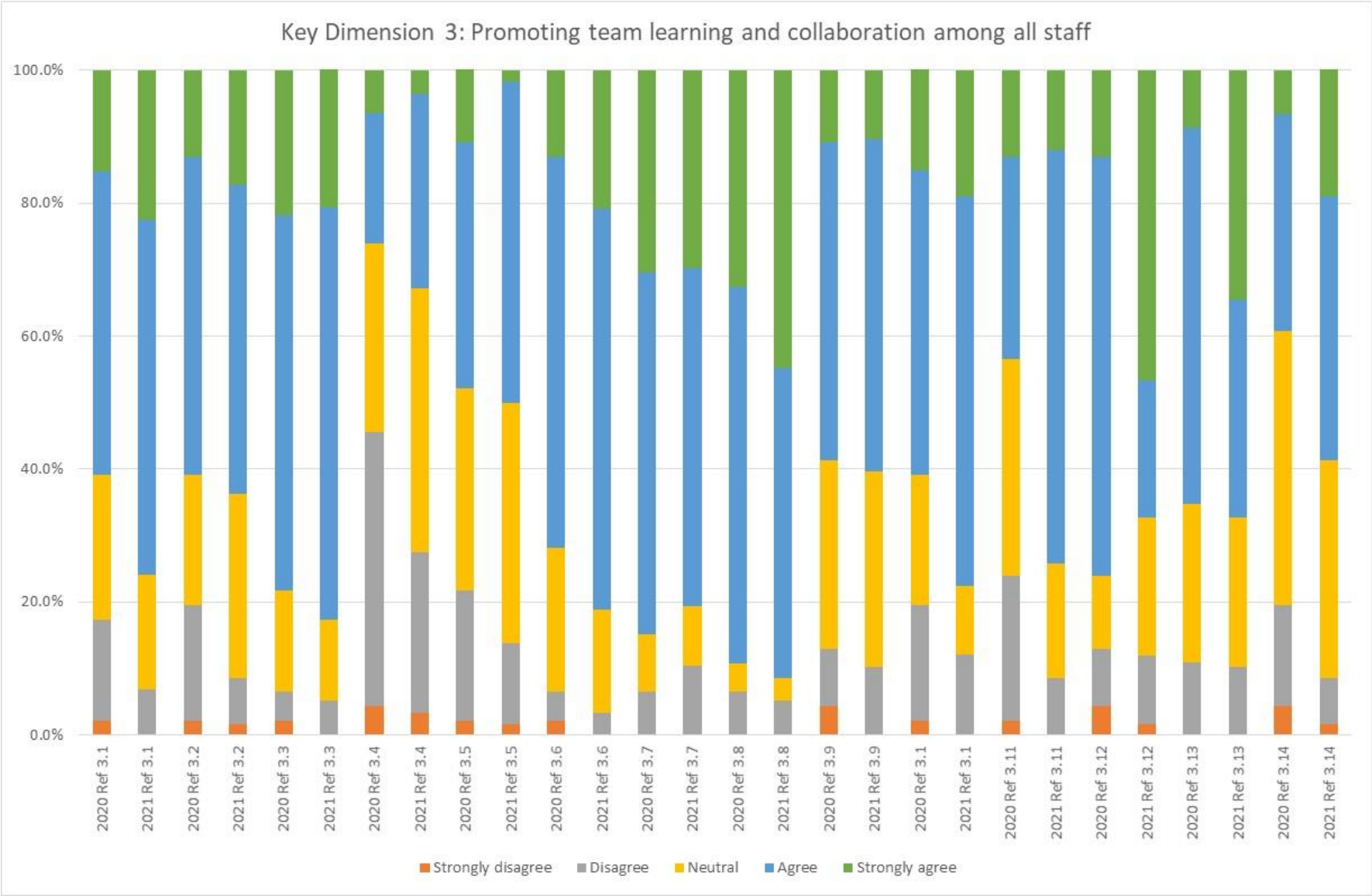


Chart 4: Comparison of responses for Key Dimension 4

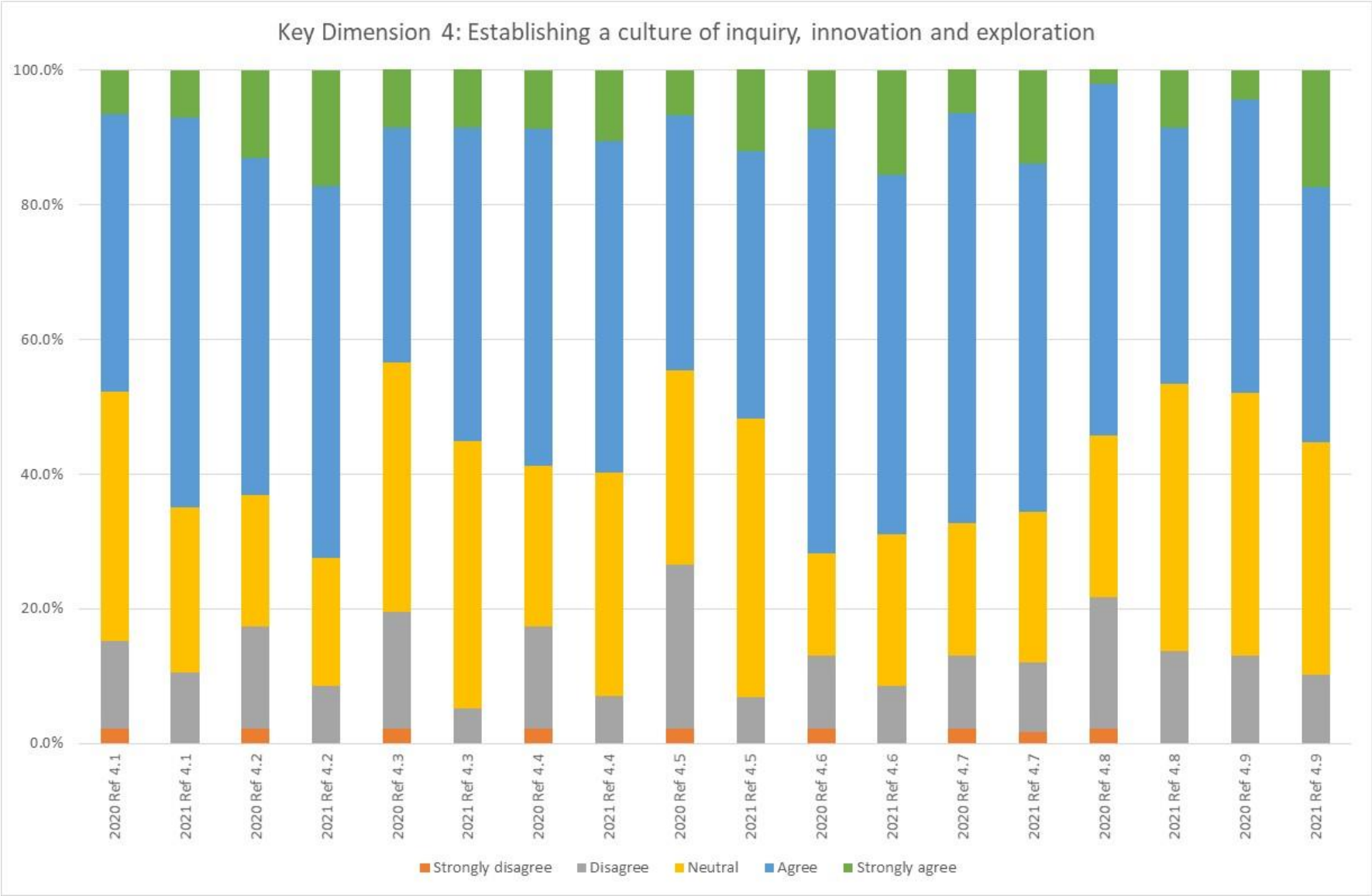


Chart 5: Comparison of responses for Key Dimension 5

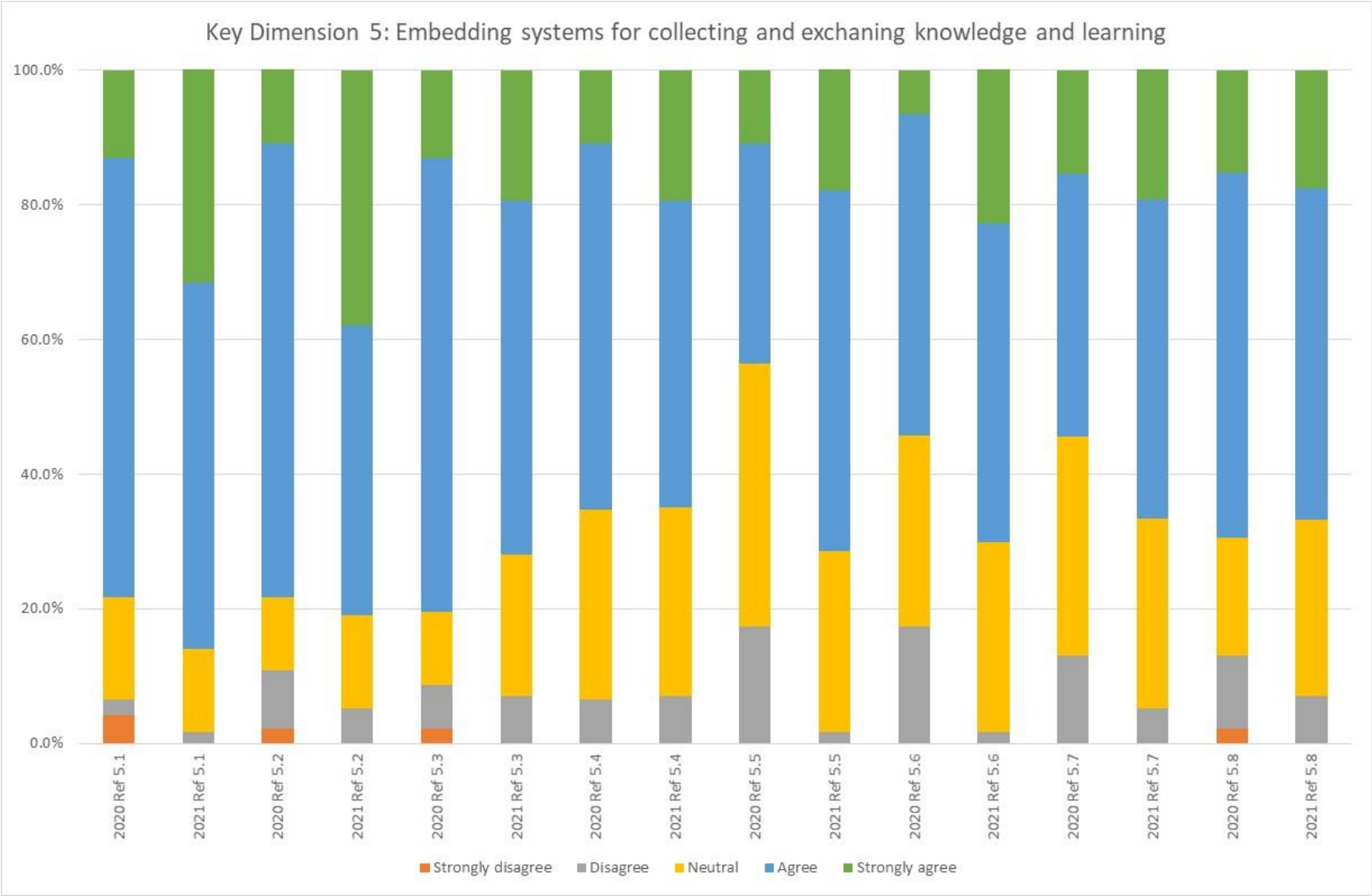


Chart 6: Comparison of responses for Key Dimension 6

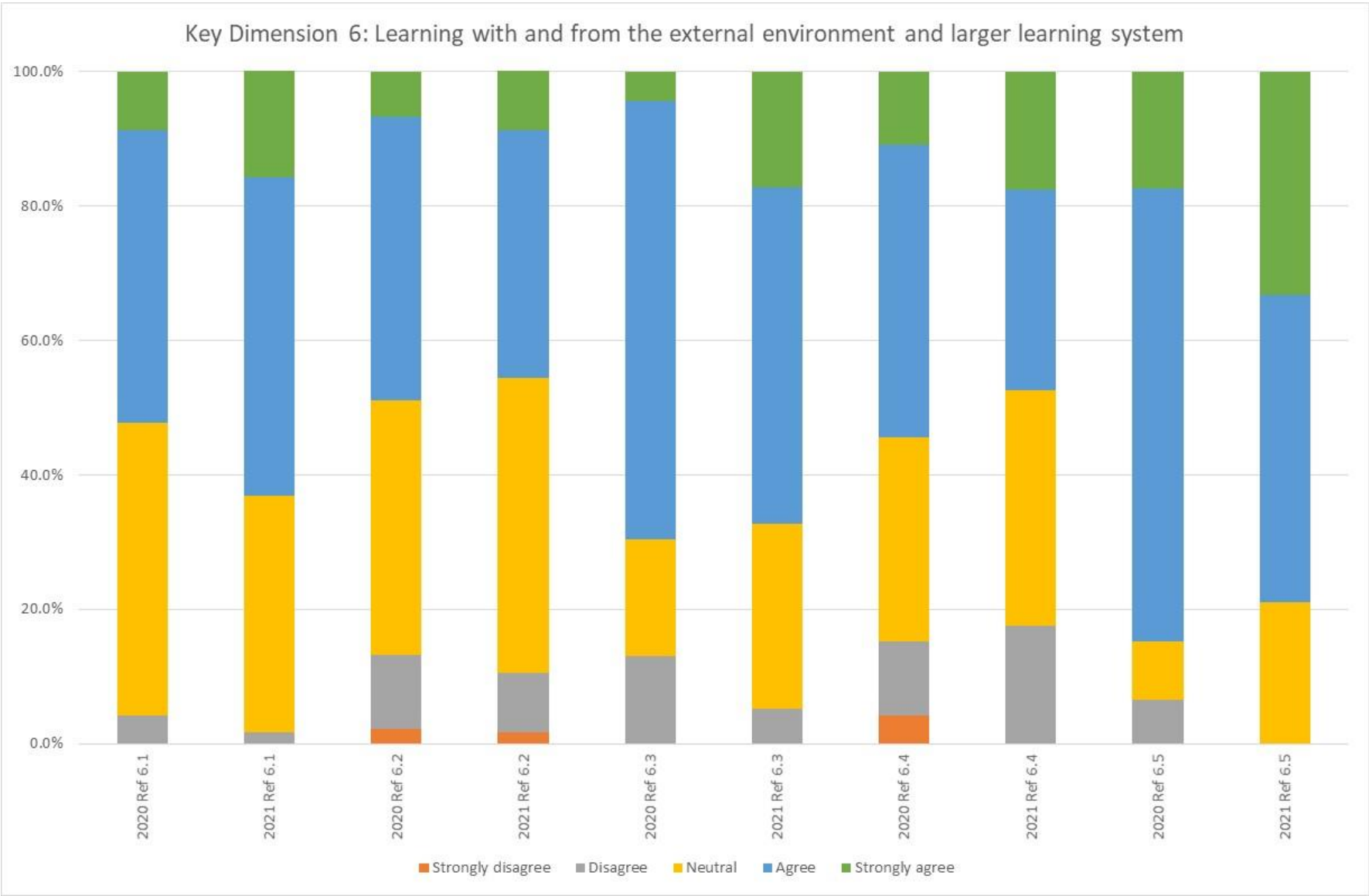


Chart 7: Comparison of responses for Key Dimension 7

