

## **CENTRAL SOUTH CONSORTIUM (CSC)**

### **REPORT FOR JOINT COMMITTEE**

**16<sup>th</sup> December 2021**

### **JOINT EDUCATION SERVICE**

## **REPORT OF THE MANAGING DIRECTOR – DEVELOPING THE BUSINESS PLAN FOR 2022/2025**

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

### **PURPOSE OF THE REPORT**

1. The regional national model as well as the CSC Legal Agreement, requires a draft business plan for 2022/2025 is presented to Joint Committee in December. The final business plan will be submitted in full to the Joint Committee in the meeting in March 2022.
2. The business plan for 2022/25 will take account of:
  - Aspects within existing business plan that were identified to be developed in 21/22 but had to be paused due to the ongoing impact of Covid-19;
  - The outcomes of self-evaluation processes;
  - Emerging requirements of local authorities;
  - National priorities);
  - Cross consortia planning; and
  - Feedback from Estyn (including the Thematic Review Oct 2021 recommendations) once received.
3. Consortia receive revenue funding from the local authorities in order to carry out the challenge and support role on behalf of each authority. Consortia are also funded through grant by Welsh Government to deliver national priorities. At the time of writing this paper, there is an agreement in place with regard to the core contributions from the local authorities with respect of the core budget (as agreed at the Joint Committee meeting on the 16<sup>th</sup> December 2020). However, there is no indication currently on the levels of grant funding to consortia, although the Minister and officials have stated consortia will be in receipt of indicative three-year budgets from April 2022.

4. 97% of the current business plan is funded by grants. Awards of funding have terms and conditions which are incorporated into the planning process. At this stage, it is not possible to provide detailed plans for the use of the grant funding as indicative funding allocations have not been received. A paper will be presented to Joint Committee on the 16<sup>th</sup> December outlining the core budget position for 2021/22.

## RECOMMENDATIONS

5. Members of the CSC Joint Committee approve the high-level priorities for the development of the CSC Business Plan (as outlined in paragraph 9). Operational plans will continue to be developed over the coming months and shared in the Spring Term 2022.
6. Members of Joint Committee to provide a steer on any areas for improvement and prior to the detailed operational planning process takes place. Directors will continue to be invited to the development of the operational plans in the Spring Term, as well as to the Impact Review meetings at the end of each term.
7. Members of the board note that uncertainty remains about grant for the 2022/23 financial year as the Welsh Government has yet to confirm the grant position and requirements of Consortia and LAs.

## BACKGROUND

8. The current business plan covers the period 1<sup>st</sup> April 2021 to 31<sup>st</sup> March 2022. It has five priorities based upon the enabling objectives within the document Education in Wales: Our National Mission.
  - a) Develop a high-quality education profession;
  - b) Develop inspirational leaders and to facilitate their working collaboratively to raise standards;
  - c) To develop strong and inclusive schools committed to excellence, equity and well-being;
  - d) Continue to develop robust assessment evaluation and accountability arrangements supporting a self-improving system; and
  - e) Improve the effectiveness and efficiency of Central South Consortium
9. For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. Directors are members of specific drive teams as outlined in the table below.

Table 1: Summary of Priority Areas in CSC Business Plan

Priority Area	Director	CSC Drive Team Members
Develop a high-quality education profession	Mel Godfrey	Natalie Gould, Richard George, Mandy Esseen, , Chris Newcombe
Develop inspirational leaders to facilitate working collaboratively to rise standards	Paula Ham	Kate Rowlands, Steve Davies, Emma Coates,
Develop strong and inclusive schools committed to wellbeing, equity & excellence	Gaynor Davies	Emma Willmott, John Welch, Carys Pritchard
Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems	Lindsay Harvey	Andy Rothwell, Caryl Stokes, Andy Hurley, Geraint Lewis
Improve the effectiveness and efficiency of CSC	Sue Walker	Andrew Williams, Alyson Price, Louise Muteham, Mari Waddington

10. Key success criteria and actions from the business plan and associated operational plans form the basis of the organisation's operational monitoring approach. Operational plans are updated by aspect leads through half termly meetings between the drive teams, business manager and the operations manager. In addition, each drive team meets with the managing director, deputy managing director and the operations manager towards the end of each term for 'Impact Review Meetings'. Directors are invited to attend these meetings.
11. In line with the agreement at the meeting on the 10<sup>th</sup> September CSC will move to quarterly monitoring and reporting to align with local authority reporting cycles. *(Item 7. Monitoring & Reporting CSC Business Plan (Update))*
12. An updated report will be submitted to the management board at the start of the financial year 2022/23 to outline how CSC will monitor and report on progress in 2022/23.

## BUSINESS PLAN DEVELOPMENT 2022-25

13. [Education in Wales: Our National Mission](#), provided the Welsh Government’s action plan for the period 2017-21, contains clear implications for local authorities and consortia. The business plan will build upon how the consortium is working with local authorities ensuring all schools are supported and challenged to deliver the national mission in line with key milestones.
14. The operational business plans for 2022/23 will also consider the publication [Education in Wales: Our National Mission update](#) released in October 2020, as well as the [Journey to 2022](#)
15. Increasingly, consortia work together to deliver key national priorities, the implications of which are built into the business plan proposals. Furthermore, the monitoring and reporting arrangements for these plans are detailed within the terms and conditions of the funding. The business plan links the priorities within cross consortia improvement planning and the regional needs of CSC.
16. It is proposed to continue to follow the key improvement priorities from 2022 to 2025 . This aligns with the announcement of three-year grant funding budgets, and to be able to plan for the medium term.
17. A self-evaluation report will be drafted for review in February 2022 and will be shared with stakeholders on an annual basis.
18. It is proposed to build upon the current system of business planning and monitoring, to ensure increased engagement of all stakeholders in the development of the detailed operational plans that sit beneath the high-level objectives. An engagement plan is now embedded to ensure effective, regular and robust challenge and discussion with all stakeholders. This will include a period of consultation with all schools in the Spring Term as well as engagement with all governance groups.
19. In addition, we will continue to develop the operational business plans with LAs during the Spring Term. This will ensure LA priorities are identified and incorporated at an early stage as part of stakeholder engagement.
20. Success criteria and milestones will be clearly defined and an enhanced process of in-depth evaluation to inform self-evaluation has been developed to enable effective challenge.
21. The business plan will continue to reflect the Vision of CSC and the CSWC delivery strategy. The model gives schools the means and the responsibility for driving improvement in their own schools and in the wider system, encouraging a culture where schools care about the success of all schools as much as they care about their own. However, during the current pandemic, this model continues to require

refinement to reflect the capacity within the system at the current time. A revised proposal for the Central South Wales Challenge 2022/23 will be presented to the CSC Partnership Group in February 2022 for review and agreement.

22. Progress against each priority will be reported to the CSC Management Board as well as Joint Committee on a quarterly basis. In addition, we will:
  - a. Provide at least one performance report to the five Scrutiny Committees, ideally in January of each year;
  - b. Review the performance of schools termly with authorities; and
  - c. Report termly to the Welsh Government's Challenge and Review sessions.

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

23. Proposals for budget setting (core budget) will be presented to the Joint Committee in December 2021, in line with the medium-term financial plan agreed by Joint Committee.
24. At this stage, there is an element of uncertainty regarding the grant funding mechanisms from Welsh Government and so it is not possible to set out the grant budget position for 2022/23 at this time. The Consortium will continue to work closely with Welsh Government to ensure that funding is used effectively to support the strategic priorities set out within the draft business plan.

### **BACKGROUND PAPERS**

1. Business Plan 2021/22
2. Summary report (Summer Term) re progress with the 2021/22 Business Plan

## Priority 1: To develop a high-quality education profession

Objectives	How will we know if we've made progress?	Success Measures
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.	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 demonstrate the longer-term impact of professional learning.	<ul style="list-style-type: none"> <li>Practitioners in nearly all schools engage in the regional Professional Learning Offer (PLO)</li> <li>Professional Learning (PL) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</li> <li>In nearly all schools, the impact of PL is demonstrated within self-evaluation activities</li> <li>An increased number of schools operate as learning organisations</li> <li>Practitioner Welsh language competence and skills are increased</li> </ul>
1.2 Schools are supported to manage change and develop as learning organisations.	Schools in the region demonstrate progress in the seven dimensions of the Schools as Learning Organisations model.	
1.3 Schools are supported to prepare for the implementation of Curriculum for Wales and wider reforms.	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 behaviour in preparation for Curriculum for Wales and the wider reforms. School self-	

	evaluation activities demonstrate progress towards the implementation of Curriculum for Wales and the wider reforms.	<ul style="list-style-type: none"> <li>• The number of schools achieving progressive levels of Starter Iaith / Cymraeg Campus increases</li> <li>• Oracy standards of most learners in primary Welsh second language increases</li> <li>• Nearly all student teachers achieving Qualified Teacher Status (QTS)</li> <li>• Most Newly Qualified Teachers (NQT) pass induction</li> <li>• At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status.</li> </ul>
1.4 Support the implementation of national and regional strategies for developing Welsh in all sectors.	<p>The professional learning 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.</p> <p>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 increases. School self-evaluation activities in all sectors demonstrate progress towards implementing national and regional strategies for Welsh.</p>	
1.5 The Teaching Assistant Learning Pathway (TALP) provides effective pathways for all assisting teachers as part of a national and regional programme.	The professional learning provision along the Teaching Assistant Learning Pathway responds to the impact of COVID-19 and results in an increase in the number of teaching assistants (TAs) gaining HLTA status. The regional bespoke programmes are accessed by most TAs working in specific school contexts and reflect national priorities.	
1.6 Entry into the teaching profession through Initial Teacher Education (ITE) and into NQT Induction is supported.	Recruitment to the Open University routes results in all targets being met for the salaried and part-time programmes. Ongoing and new	

<p>Professional learning opportunities respond to the challenges presented by COVID-19.</p>	<p>PGCE programmes in four ITE partnerships meet all 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' professional learning to prepare for induction.</p> <p>The number of Induction Mentors (IMs) engaging in training and professional learning increases. Most NQTs engage in national training and national / regional professional learning in order to pass induction. Transition support is provided for nearly all ITE graduates who intend to work within the region aligned to new Welsh Government COVID-19 guidance. All induction stakeholders are supported to engage in the statutory process aligned to revised Welsh Government COVID-19 related guidance and most IMs and NQTs participate in national training. The regional and national programme of professional learning provides bespoke support for all IMs and NQTs and reflects national priorities.</p>	
<p>1.7 Provide regional professional learning in curriculum &amp; assessment, pedagogy and qualifications.</p>	<p>Schools implement national and regional strategies in curriculum &amp; assessment, pedagogy and qualifications. The professional</p>	



	<p>learning offer supports new ways of working resulting from COVID-19.</p> <p>Nearly all schools engage in the professional learning offer for curriculum &amp; assessment, pedagogy and qualifications. PL evaluations demonstrate changes to practitioner behaviour in relation to curriculum &amp; assessment, pedagogy and qualifications. School self-evaluation activities demonstrate progress towards the development of curriculum &amp; assessment, pedagogy and qualifications.</p>	
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## Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards

Objectives	How will we know if we've made progress?	Success Measures
2.1 Enhance current and future leadership through a comprehensive pathway of professional development.	All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.	<ul style="list-style-type: none"> <li>• Successful completion of Professional Learning Pathways Programmes by applicants.</li> <li>• A culture of Coaching and Mentoring is beginning to be embedded across CSC.</li> <li>• The development of more effective leaders to support school improvement.</li> <li>• Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.</li> <li>• Self-evaluation processes are clear and robust and contribute effectively to school improvement.</li> </ul>
2.2 Develop effective collaboration models to increase leadership capacity.	Evidence shows that collaboration models have a positive impact on leadership capacity.	
2.3 Strengthen school governance to provide effective leadership, challenge and support.	Governors understand and fulfil their role within individual settings effectively.	
2.4 Improve the use of coaches and mentors to further develop school leaders.	The development of coaches and mentors is effective as one strand of a package of support to improve school leaders.	
2.5 Develop and strengthen effective leadership through peer partnership.	Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.	

<p>2.6 Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.</p>	<p>Strong representation across the region in all categories of the Professional Teaching Awards Cymru.</p>	<ul style="list-style-type: none"> <li>• Strong CSC representation is evidenced in nominations across all 'Teaching Awards Cymru' categories.</li> </ul>
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### Priority 3: To develop strong and inclusive schools committed to excellence, equity and wellbeing

Objectives	How will we know if we've made progress?	Success Measures
<p>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.</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>Nearly all schools demonstrate the use of a wide range of meaningful information and data.</li> <li>Most schools' systems demonstrate vulnerable pupils' progress through analysis of participation, engagement and learning data.</li> <li>Most schools demonstrate they have effective systems in place to address and mitigate barriers to well-being and learning.</li> </ul>
<p>3.2 Improve outcomes for vulnerable learners and mitigate impact of Covid 19 through effective strategic support.</p>	<p>Clear strategic direction in place for the provision for vulnerable learners that is aligned to current learning and local authority priorities.</p> <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>	
<p>3.3 Work with local authorities, external partners and schools to:</p> <ul style="list-style-type: none"> <li>• ensure a consistency of approach for supporting provision for vulnerable learners.</li> <li>• address the impact of Covid 19 on vulnerable learners.</li> <li>• address the well-being of staff particularly during the current prevailing conditions.</li> </ul>	<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>	

## 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?	Success Measures
<p>4.1 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>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</p>	<ul style="list-style-type: none"> <li>• CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level.</li> <li>• 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.</li> <li>• Fewer schools needing higher level support or causing concern.</li> <li>• Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools.</li> </ul>

	<p>the quality of self-evaluation, improvement planning, progress and standards. 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>	<ul style="list-style-type: none"> <li>• All IPs report effectively on the self-evaluation, improvement planning, progress and standards.</li> <li>• Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress.</li> <li>• Schools are able to respond appropriately to developing external measures.</li> <li>• Schools have productive, timely, robust and enquiry-based self-evaluation processes leading to clear improvement plans which result in strong progress for all learners.</li> <li>• Schools have effective evaluations of the impact of Covid on learner progress and on school practice, leading to clear plans for improvement planning which builds on strong practice.</li> <li>• Schools' improvement plans lead to stakeholders' wellbeing being improved, in light of the ongoing impact of Covid.</li> </ul>
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	<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>	<ul style="list-style-type: none"> <li>• Welsh Government 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'.</li> <li>• All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement.</li> </ul>
<p>4.2 Nearly all schools have effective evaluation and improvement processes, which address external and internal accountability measures.</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>Progress Measure Reworded - CSC supports effectively national and local representatives, schools and other stakeholder groups to a common understanding of how progress can be measured transparently and fairly at an individual school level, in line with national and local priorities.</p> <p>All stakeholders have a common understanding of how progress is measured.</p> <p>Schools have established clear and effective processes for internal evaluation and accountability, leading to strong progress for most learners.</p>	
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	Schools are able to respond appropriately to developing external measures.	
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### Priority 5: To improve the effectiveness and efficiency of Central South Consortium (CSC)

Objectives	How will we know if we've made progress?	Success Measures
5.1 Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.	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.	<ul style="list-style-type: none"> <li>Annual survey data analysis shows an increase of staff involved in extended forms of professional learning (baseline 2019 termly or more: primary 45%, secondary 45%).</li> </ul>
5.2 Increase awareness of CSC key messages and communication channels.	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.	<ul style="list-style-type: none"> <li>Annual survey data analysis shows an increase of staff using research to support their professional learning on a regular basis (baseline 2019: primary staff 50%, secondary 42%).</li> </ul>
5.3 Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective performance development.	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	<ul style="list-style-type: none"> <li>Communication performance analytics show improved: <ul style="list-style-type: none"> <li>Social media engagement</li> </ul> </li> </ul>

	is focussed on research and evidence-based strategy.	
5.4 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 the professional learning that is provided. Evidenced based strategy to secure provision for professional learning that develops sustained highly effective practice.	<ul style="list-style-type: none"> <li>• Website - google analytics – page views at certain periods of focused campaigns</li> <li>• Knowledge Bank: resources, guidance, updates</li> <li>• School/staff bulletins – number of clicks and downloads</li>   <li>• Reporting shows CSC professional learning has a positive impact on improving outcomes for learners.</li>   <li>• Estyn judgements and requests for case studies are at least comparable with other regions.</li> </ul>