CENTRAL SOUTH CONSORTIUM

JOINT COMMITTEE REPORT

17TH MARCH 2022

CENTRAL SOUTH CONSORTIUM EFFECTIVENESS AND EFFICIENCY REPORT 2020-21

REPORT OF THE DIRECTORS OF EDUCATION

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1.0 Purpose of the report

To provide Members of the Joint Committee with an overview of the report on the Efficiency and Effectiveness of the Central South Consortium 2020-21.

2.0 Background

2.1 The approach taken by the Central South Consortium to evaluating the impact of its work has been guided by the Research and Evaluation Board.

2.2 During 2020-2021 four of the Consortium's main areas of work were selected for focused evaluation:

- Support for governors
- Digital Learning
- Early career pathways
- Leadership support and development

3.0 Overview of Performance

3.1 For 2020/21 CSC is not able to provide an overview of the performance of key pupil groups at each key stage.

4.0 Overview of Funding

4.1 In 2020/21, monetary benefits (in terms of total spend) of regional working were achieved by Bridgend, Cardiff and Merthyr Tydfil, but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

5.0   Evidence of Impact (Section 5 page 11)

For each of the areas of focus, the report provides an overview of the following:
- What have we done this year?
- What evidence of impact do we have?
- Evaluation of the work identified
- Next Steps

5.1   Summary of impact:

Support for Governors
- Regional Leaders of Governance have reported that the Self-Evaluation Toolkit is effective in identifying strengths and areas for development within a Governing Body (GB).
- Overall, 81.5% of respondents stated that the professional learning was relevant to their role with 44.8% stating that they would make adjustments to their practice based on their learning.
- Governor Leads Group and the Governor Steering Group were effective in providing good communication to schools on the need to move to online professional learning. More governors participated in CSC's Governor professional learning offer in 2020-21 compared to any year previously.
- "the offer has responded well to the pandemic, so I commend officers for that" and "all training sessions that I have attended online have been to a very high standards, really informative and accessible."

Digital Learning
- Most attendees for digital professional learning reported that their knowledge of subject matter had been enhanced through engaging with the provision. In addition, many participants (83%) agreed that the professional learning was appropriate to needs and level of skill. Many participants (80%) stated they would recommend the professional learning to others while very few (6%) felt the professional learning was not relevant to them.
- Further evaluative data showed many (70%) intended to share their professional learning with colleagues.
- Hwb usage data has increased markedly since the outbreak of the pandemic. All professional learning delivered by CSC's Digital Team aims to promote the platform and its further adoption.

Early Career Pathway
- Due to the holistic approach to communication, engagement with national training has improved.
- Following the national training a regional database was established, which enabled further communication and regional messages to be sent directly, and all

attendees were sent an Induction Handbook bespoke to the region to reinforce key messages.

- As a result of the request for additional professional learning, a bespoke mentoring programme for IMs was developed,
- Improved communication with NQTs culminated in approximately 250 NQTs working in schools accessing the Aspire / Anelu programme. A further 100 NQTs working on supply accessed the programme through twilights or Saturdays.
- *'Particularly enjoyed the OU session on 'lesson study' approaches - am now seriously reflecting on introducing this with whole-school staff to align the approaches for all practitioners regardless of length of career experience.' Pear Tree Federation (Cardiff)*
- As a result of all the adaptations to the professional learning offer provided by CSC, and despite the challenges facing NQTs undertaking induction this year, 93% of all eligible NQTs within CSC passed induction, with 7% receiving an extension to continue into the next academic year. There were 0% fails.

Leadership Support & Development
- Since 2011, analysis has been carried out of NPQH candidates moving into headship positions.

  319 candidates have gained NPQH in CSC since 2011:

  - 57% have since gained a headteacher post
  - 43% have not gained headship to date and are in other posts for example as deputy headteachers or improvement partners, or have retired.

6.0   Conclusions

6.1   In 2020-21 there was a further 1% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 843, which subsequently reduced spend per pupil.

Table 1: Comparison of Core Expenditure per pupil from 2016-17 to 2020-21

	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853	£3599,528
Pupil numbers	146,711	147,236	147,697	148,683	149,526
Spend per pupil	£28.60	£27.07	£26.45	£24.96	£23.35

6.2   The vision for a school-led, self-improving system has meant that delegation rates to schools for grant-funded activity have increased from a rate of 94.4% in 2016-17 to

95.6% in 2017-18, 93.2% in 2019-20, however slightly decreasing to 95.1% in 2020-21. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

6.3 During 2020-21, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Bridgend, Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

6.4 Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact and effective practice has been highlighted within the separate strand reports.

7.0 Recommendations

CSC commit to taking the following next steps as identified within the strand evaluations within the report:

7.1 **Governors**

- Promote the use of the Governing Body Self-Evaluation Toolkit across CSC.
- Refine the governor survey to help inform the professional learning offer for governors moving forward.
- Further develop collaboration opportunities between the Governor Leads and the Governor Steering Group to inform the strategic direction of governance across the region.
- Ensure the RLGs are appropriately and widely deployed to meet governance needs across schools.
- Develop the coaching and mentoring skills of the RLG group.

7.2 **Digital Learning**

- Further develop cross-curricular digital skills (DCF)
- Exemplify innovative and creative use of digital skills in cross-curricular contexts
- Provide materials to support the development of digital skills within the foundation phase
- Highlight the collaborative features of digital technology and develop the skills of practitioners to use these features
- Showcase effective practice of digital learning and develop its use to support future teaching & learning
- Develop resources (in collaboration with schools) to support the new Digital Technology GCSE

7.3   Early Career Pathway

- Further develop professional learning for NQTs in line with Professor Mick Waters' report on induction: *Learning to be a teacher for Wales: the induction of teachers into the profession*'
- Continue to ensure consistency of messaging at national and regional levels
- Develop enhanced professional learning for induction mentors
- Facilitate additional support for external verifiers
- Continue to develop bridging collaborations between ITE and induction
- Develop further collaboration opportunities with HEIs
- Develop the voice of the NQT to inform refinements of the programmes of support
- Incorporate professional learning for CSC staff on the resources and support available to ITE schools/ mentors, NQTs and induction mentors

7.4   Leadership Support and Development

- To continue to develop evaluation processes across all programmes to examine the longer-term impact of programmes of professional learning, including examination of destination data
- Develop programmes of professional learning which reflect the areas for improvement identifies within evaluations
- Review NPQH assessment criteria to ensure that it reflects current practice
- Review, refine and resubmit New and Acting Headteacher Programme for re-endorsement from NAEL
- Restart Experienced Headteacher Programme

7.5   In addition, CSC have also identified the following areas for consideration in 2020-21

- Review the Challenge Adviser deployment model in light of the removal of formal categorisation;
- Professional Learning and accreditation for CSC school improvement colleagues;
- Review and propose changes to the way CSC support governors; and
- Support for Continuity of Learning

7.6   Finally, CSC propose to provide an annual effectiveness and efficiency report to Members of the Joint Committee in the Autumn Term each year. This report will form the basis of the reports to local authority annual scrutiny committees.

7.7   Strand evaluations for 2021-22 should continue for the following areas to track the impact of the initiatives identified:

7.8   Further strand evaluations should be considered for the following:

- Support for Governors
- Digital Learning
- Early Career Pathways
- Leadership Support and Development