



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

January 2022



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1.0 Business Planning Overview 2021/22

The Business Plan 2021/22 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. This report is to provide an overview of the progress made against the priority areas for the summer and autumn term.

1.1 Background

There are five improvement priorities that relate directly to the national mission but which also embed the local as well as regional priorities (as identified through self-evaluation):

- **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 and LA Directors, for further scrutiny and challenge.



3.0 Summary of Progress

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

Table 1: Summary of progress judgement by individual aspect areas

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	0	1	0
Priority 1.2	5	0	0	4	1	0	0
Priority 1.3	3	0	0	0	2	1	0
Priority 1.4	4	0	0	4	0	0	0
Priority 1.5	4	0	0	3	1	0	0
Priority 1.6	4	0	0	0	3	1	0
Priority 1.7	7	0	1	2	4	0	0
Priority 2.1	8	0	0	3	5	0	1
Priority 2.2	2	0	0	2	0	0	0
Priority 2.3	5	0	0	4	1	0	0
Priority 2.4	5	0	0	3	2	0	0
Priority 2.5	1	0	0	1	0	0	0
Priority 2.6	1	0	0	1	0	0	0
Priority 3.1	2	0	0	0	1	1	0
Priority 3.2	5	0	0	5	0	0	0
Priority 3.3	11	1	1	7	2	0	0
Priority 4.1	4	0	0	4	0	0	0
Priority 4.2	6	0	0	6	0	0	0
Priority 5.1	18	0	0	1	6	11	0
Priority 5.2	5	0	0	0	3	2	0
Priority 5.3	2	1	0	0	0	1	0
Priority 5.4	10	1	0	1	1	7	0
Total	114	3	2	52	32	25	1

*'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)

Table 2: Cumulative progress judgement

Summer / Autumn 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	3	2	52	32	25	1
Percentages	100%	3%	2%	46%	28%	22%	1%

**'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).*

The above grids indicate that by the end of the Autumn Term of 2021 - 22 there has been:

- Very Good or Strong Progress made in 50% of elements.
- Satisfactory Progress made in 46% of elements.
- Limited Progress made in 2% of elements. These elements have been affected by COVID and capacity issues to support schools.
- 3% of elements have Not Yet Started. This was based on the timeline of completion being targeted for the Spring Term 2022.
- Of 114 elements listed within the Business Plan, 1 has 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. These risks will be monitored as part of the ongoing cycle of review but will not be included within the formal risk register at this stage.

Table 3: Overview of risks identified during impact review meetings (December 2021)

Areas of Potential Risk / Barriers to Progress		
Priority	Action	Progress/Comment
1.3c	Support the realisation and implementation of Curriculum for Wales through increased opportunities and participation in collaborations, including: <ul style="list-style-type: none"> • CSWC collaboration components (SIGS, clusters, networks,) • Curriculum projects • CfW CSC community area • National networks • External partnerships 	<ul style="list-style-type: none"> • Nearly all schools and clusters have submitted their SLA for collaboration funding to support their collaborative work in the realisation of Curriculum for Wales. • National network conversations commencing mid-October. Several CSC curriculum & professional learning team members supporting WG with facilitation. • CSC promoting through school bulletin, CfW community area, and social media channels. • CSC supporting schools' involvement through funding released as part of CSWC model. • CSC to facilitate regional network sessions to follow up on national conversations - identification of regional support needs. • Funded collaboration projects across AoLEs in progress. • Y Ffedarasiwn SIG exclusively focussing on CfW AoLE development work. • Supporting regional AoLE Lead Practitioners in the development of Welsh medium PL materials and resources. • 1100+ members of the Curriculum for Wales community area.
1.7e	Support practitioners and leaders to develop high quality curriculum, learning and teaching of the integral skills.	<ul style="list-style-type: none"> • Internal honorarium post not filled during autumn term. • System focus on high level curriculum design has rightly delayed the specific activity in this area with planned integration with the cross regional curriculum design project during spring term. • Appointment made to Principal Improvement Partner - Curriculum Cohesion and Assessment includes this priority in the JD.
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.	<ul style="list-style-type: none"> • Adoption UK have experienced difficulties getting into contact with some of the schools that were allocated membership. Reasons for this are being investigated and addressed.

5.0 Summer Term 2021/2022 Impact Evaluation

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

Priority 1: Success Measures	<ul style="list-style-type: none"> • <i>Practitioners in nearly all schools engage in the regional Professional Learning Offer (PLO)</i> • <i>Professional Learning (PL) 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> • <i>An increased number of schools operate as learning organisations</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> • <i>Nearly all student teachers achieving Qualified Teacher Status (QTS)</i> <i>Most Newly Qualified Teachers (NQT) pass induction</i> • <i>At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status.</i>
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Priority 1: Impact	<ul style="list-style-type: none"> • Nearly all (99%) of CSC schools have engaged in at least one regional Professional Learning (PL) opportunity during April and October 21. This is an increase of 12% of schools for the same period last year. Total practitioner engagement 01 April- 31 Oct 2021 was 7857, compared to 2175 practitioners during the same period the previous year. • Information from School Improvement Partnership Log (SIPL) indicates that many schools are developing aspects of the Schools as Learning Organisations (SLO) dimensions. Reliability of historic data provided by WG regarding engagement of schools prior to 2021-22, and technical challenges with the WG SLO tool have made it difficult for CSC to establish accurate previous and current SLO data. SLO will be a focus for the professional learning and collaboration survey spring 2022. Furthermore, CSC will recruit SLO Champions to work with schools to further promote engagement with SLO, share good practice and develop professional learning. • School Workforce Annual Census data for 2021 will be published in July 2022. Engagement with Welsh language development professional learning has been strong with 374 practitioners from 132 schools engaged between April and December 2021. In programmes that raise practitioner’s Welsh language competence, nearly all report improved skills and many plan to change their practice. • Between April and December 2021, 43 schools achieved Siarter Iaith/Cymraeg Campus awards, 31 bronze, 9 silver and 3 the gold award. This is a significant increase in the number of schools being verified compared with the 12 schools verified in 2020/21. Due to the continued disruption of Covid-19 and its effect on pupils’ Welsh oracy skills, the support for primary Welsh second language has been primarily focussed upon developing oracy standards. This will continue to be measured through listening to learners at an individual school level. There is no regional or national data available. • The CSC early careers team worked with all HEI partners in further developing the bridging units designed to mitigate against the impact of COVID prior to students
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	<p>commencing induction. Summer 2021, approximately 82% of all student teachers intending to work in the region gained QTS with the remainder either leaving their ITE programme or being given an extension.</p> <ul style="list-style-type: none"> • An increased number of NQT's (81%, +7% over 2 years) and induction mentors (72%, +45% over 2 years) engaged with CSC PL opportunities ensuring information, resources and support resulted in consistency in terms of process as evidenced by induction profile evaluation, and improvements in practice as evidence by evaluations. Nearly all (93%) of all eligible NQTs passed induction in the region with 7% being given an extension and 0% failures. • The target number of TAs gaining HLTA status was achieved and more than doubled with 54 TAs achieving HLTA status, an increase of over 100% from the previous year.
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A detailed summary of progress against individual aspects of this priority can be found in Appendix B

5.2 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: Impact	<ul style="list-style-type: none"> • All available places on Professional Learning Pathways are occupied and oversubscribed. A formal endorsement process ensures leaders access the appropriate programme for the stage in their career. All participants to date have completed the programme fully and received national certification. • A range of coaching and mentoring training is being provided, supporting the development of leaders at all levels. Coaches are being used effectively to support leadership programmes. Formal qualifications in coaching and mentoring are strengthening the impact on individuals and supporting the embedding of a coaching culture across CSC. • Through training, governors understand their role within their settings. The deployment of Regional Leaders of Governance (RLGs) is strengthening school governance through modelling leadership and providing support. • National priorities are reflected in governors' training to ensure they are suitably informed to support the response of school leaders to address these priorities.
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A detailed summary of progress against individual aspects of this priority can be found in Appendix C

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

<p>Priority 3: Success Measures</p>	<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>
<p>Priority 3: Impact</p>	<ul style="list-style-type: none"> • Central South Consortium (CSC) continue to work alongside schools to gain an accurate understanding of standards of quality first teaching, well-being and Inclusion. At least most schools demonstrate use of a wide range of information and data including session observations, listening to learners, attendance exclusion and intervention data. • CSC’s work in collaboration with local authorities and other stakeholders indicate many schools have appropriate systems to collect meaningful data to track the progress of vulnerable learners. • Many schools in the region are prioritising improving the standards of well-being of both pupils and staff in mitigating the barriers to learning.
<p>A detailed summary of progress against individual aspects of this priority can be found in Appendix D</p>	

5.4 Priority 4: Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

Priority 4: Success Measures	<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 leading 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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Priority 4: Impact	<ul style="list-style-type: none"> • CSC have worked with all schools offering effective 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. As a result, most schools have suitable evaluation and improvement arrangements. • 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. As a result, all LAs and wider stakeholders are kept up-to-date about the outcome and emerging impact of support to schools. • CSC has effective systems and processes in place to productively monitor and evaluate school processes (captured in SIPLS). 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. As a result, the information can be shared and reviewed to refine CSC processes. • Most schools have established clear and effective processes for internal evaluation and accountability, leading to good progress for most learners. • CSC teams are deployed to support schools' needs effectively. All enhanced schools and those in need of additional support receive appropriate support. As a result, nearly all schools are on track with their improvement priorities.
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A detailed summary of progress against individual aspects of this priority can be found in Appendix E

5.5 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: Impact	<ul style="list-style-type: none"> • Professional Learning in CSC is developing increasing sustainable change in schools through the effective provision of opportunities for sustained professional learning. Annual survey data analysis shows an increase of primary staff involved in extended forms of professional learning (baseline 2019 termly or more: primary 45%) increased to 48%. Secondary data shows a decrease from 45% to 42%. This is in line with secondary schools having to respond to the changing requirements of CTGs and the challenges of reform. As set out in the hallmarks of well led professional learning from NAEL and in much research, extended professional learning leads to sustainable change in schools. • Professional learning in CSC supports more school staff to use research to make evidence informed improvements. 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%). In 2021 these figures increased to 52% in primary and a more significant improvement in secondary to 47%. An increasingly research informed profession is in line with the principles of the National Approach to Professional Learning and supportive of developing schools is aligned to the requirements of the Curriculum for Wales. • To ensure that schools and stakeholders are well informed of regional news and opportunities, targeted, timely communications are shared. Engagement with communications in CSC is increasing. Overall, there is increased interaction with, and use of, you tube, twitter and the main CSC website. From April to December there was an increase of over 500 Twitter followers to in excess of 7,700 and you tube engagement has doubled to over 22,000 minutes watched per month. • Professional learning in CSC demonstrated that it is changing practitioner behaviour to make a positive difference on learner outcomes. In practitioner evaluations of professional learning programmes, of the people answering to what extent they felt the professional learning would impact on learners in their setting, 92% report that they anticipate the professional learning having an impact on learners, with 57% expecting a more significant impact. (AM1 column data) • Unable to demonstrate impact due to Estyn suspension of inspection. However, 13 schools have been removed from Estyn category. Only 3 schools remain in a category.
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A detailed summary of progress against individual aspects of this priority can be found in Appendix F

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.

APPENDIX B	
Priority 1	To Develop a high-quality education profession
Evaluation of Progress	

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"> • Nearly all (99%) of CSC schools have engaged in at least one regional Professional Learning (PL) opportunity during April and October 21. Total practitioner engagement 01 April- 31 Oct 2021 was 7857. In comparison to the same period for 2020, 2175 practitioners had engaged in regional PL opportunities, representing 87% of schools. • All PL opportunities are aligned to the National Mission, Central South Wales Challenge (CSWC), Professional Standards for Teaching and Leadership (PSTL)/ Professional Standards for Assisting Teaching (PSAT). The CSC Enabling Excellence and Equity (EEE) document was launched during the autumn term and PLO will be increasingly aligned to this. PL is available at no cost to all practitioners, governors, CSC and Local Authority (LA) staff across the region. • Regional Professional Learning Offer (PLO) continues to be published online. Summary PL and networking document published July 8th. Robust Quality Assurance (QA) procedures continue to ensure alignment of regional message with overall regional and national strategy. Processes have been refined across teams to reflect strategic and project team roles and responsibilities. • PL opportunities are informed and refined using local, regional and national intelligence and evaluation. This has been particularly in relation to COVID and curriculum reform. Around half of participating practitioners engage in asynchronous professional learning opportunities. 	<ul style="list-style-type: none"> • PLO. • PLO engagement data and analysis. • PL evaluations. • Project booklet, data and evaluations. • CSC BP. • External stakeholder reports. • LA BPs. • CSC regional reports.

<ul style="list-style-type: none"> Funded Collaboration Project groups have been established and activities commencing. <ul style="list-style-type: none"> - 34 projects - 619 applications - 474 total schools - £339,000 total funding Most recommendations are planned for within the Area plans as appropriate. This includes PL opportunities and projects related to specific recommendations. In some areas, further clarification of roles and responsibilities in the middle tier is required. 	
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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"> Enabling Equity and Excellence (EEE) document revised and second iteration published successfully for all schools across the region in October 2022. Document has been promoted at Headteacher meetings in nearly all Local Authorities across the region and implementation plan will commence spring term 2022 (please see objective 3 for further details). Information from School Improvement Partner Log (SIPL) indicates that whilst many schools are developing aspects of the Schools as Learning Organisations (SLO) dimensions, engagement of schools across the region with the WG SLO survey remains an area for development. Of the schools sampled, many have experienced functionality issues when completing the survey which has led to a reluctance to engage. Reliability of historic data provided by WG regarding engagement of schools prior to 2021-22 has made it difficult for CSC to establish an accurate baseline. CSC will continue to promote engagement with the survey, work with WG to resolve functionality issue and improve reliability of data. Furthermore, CSC will recruit SLO Champions in the spring term of 2022 to work with schools to further promote engagement with SLO, share good practice and develop professional learning. In the June Curriculum for Wales (CfW) survey, many schools report that they have developed a vision of curriculum and the learning and teaching that supports it. 		<ul style="list-style-type: none"> E&E Strategy. EFIs. CfW survey. Annual schools' survey. SLO engagement data. 'So what' survey. CfW survey analysis reports. CSWC evaluation report. SIG evaluations Cluster evaluations Network evaluations. Network engagement data.

<ul style="list-style-type: none"> • School Improvement Group (SIG) and cluster convenors meetings during Oct 21 reiterated the evaluation requirements and roles and responsibilities. Planning for collaborative networks for special schools and Welsh medium schools continues to be supported by CSC staff and funding provided through the Central South Wales Challenge (CSWC). The PL evaluation survey is in draft form to be revised for implementation February 22. • Spirals of enquiry playlist published to schools on 23/11/21 with 60 practitioners engaged to date. 20 delegates attended first enquiry network meeting. Focus for future meetings with enquiry LP (individually and collectively) surveyed and planning for next network meeting ongoing. Enquiry as an integrated aspect of SDP being developed and explored • 16 lead NPEP schools working with 64 partner schools - all SLAs complete. Initial engagement events with HEIs taken place - section three reporting and core brief agreed. All enquiries to date are available to all via Hwb (this is managed by WG leads so engagement data unavailable). 	<ul style="list-style-type: none"> • 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"> • "Analysis of CfW survey providing intelligence on schools requiring targeted, bespoke support. Visits to schools and conversations with IPs and PIP in progress to triangulate responses from survey and plan support for schools as appropriate. • Since November 2020, Curriculum for Wales (CFW) cross-regional programme CSC engagement: <ul style="list-style-type: none"> – Senior leaders 2100+, 81% schools, including almost 1000 with curriculum design & development modules. – Middle leaders 3400+. – Governors 1000+. 	<ul style="list-style-type: none"> • CfW survey analysis. • CfW PLO. • PLO engagement data and analysis. • PLO evaluations. 	

<ul style="list-style-type: none"> • Since April 2020, over 1300 practitioners from 65% of schools across the region have engaged with termly network meetings focused on sharing practice in all Areas of Learning and Experience (Areas), pedagogy and enquiry. • Significant increase in schools requesting support and PL on CfW - from 36 schools total academic year 2020-2021 to 23 individual schools and 5 full clusters in first two months of academic year 2021-2022. • Blended approach used for all support - facilitating live sessions for schools and clusters and using recorded materials as pre-reading/pre-engagement preparation. • 62 practitioners from 57 schools across the CSC region are currently participating in this cross-regional professional learning (PL) programme. All PL resources, materials and guidance developed from the programme will be made available to all schools in Wales. • Successful launch of CSC's design thinking model, within a new CfW website for access to all CSCs CfW PL support. Model aligned to journey to curriculum roll-out phases and activities. Positive feedback from schools, WG and ESTYN. Through promotion of the website on Twitter, it has received high levels of engagement: <ul style="list-style-type: none"> - Launch 1st Oct: 15,498 times viewed and 840 people interacted with it. - Reminder tweet 4th oct: 8, 280 times viewed, 583 interactions. - Reminder tweet 12th oct: 1,403 times viewed, 66 interactions • A majority of schools engaging with CfW resources and/or bespoke support to support their realisation of CfW. 36 schools in total Jan - Aug 2021, but 23 individual schools and 5 full clusters already in progress Sept - Oct. • Analysis of CfW survey shows most schools align to the Journey to curriculum roll-out agreed phases and activities. • Increased number of practitioners engaging with CfW community area. 1,100+ subscribers • Working modules and resources created by CSC staff for Expressive Arts, Health and Well-being, International Languages. Development of the remaining three AoLEs for remainder of Autumn term. • Cross-regional project planned for delivery mid-November - March. Schools selected to participate through EOIs. • Nearly all schools and clusters have submitted their SLA (Service Level Agreement) for collaboration funding to support their collaborative work in the realisation of Curriculum for Wales. • National network conversations commencing mid-October. Several CSC strategic team members supporting WG with facilitation. CSC promoting through school bulletin, CfW community area, and social media channels. CSC supporting schools' involvement through funding released as part of CSWC model. CSC to facilitate regional network sessions to follow up on national conversations - identification of regional support needs. • Funded collaboration projects across AoLEs in progress. • Y Ffedarasiwn SIG (School Improvement Group) exclusively focussing on CfW AoLE development work. Supporting regional AoLE Lead Practitioners in the development of Welsh medium PL materials and resources. • 1100+ members of the Curriculum for Wales community area. 	<ul style="list-style-type: none"> • CfW community area and knowledge bank analytics.
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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"> • Since April 2021, 189 practitioners have accessed part 1, 120 part 2 and 65 part 3 of the Welsh Language Development asynchronous Professional Learning (PL). 374 in total have accessed from 132 schools. • Three levels of synchronous PL have been created to mirror the asynchronous PL. Autumn dates delivered with 42 practitioners engaging. • Recruitment for the 2021/22 Leadership of Welsh programme has taken place and will be delivered in Spring/Summer 2022. • NQT - Synchronous PL dates cancelled due to very low numbers, however, PL adapted to be delivered asynchronously. English Medium (EM) and Welsh medium (WM) asynchronous NQT PL is now available on CSC website and 20 NQTs have engaged so far. • Post sabbatical support for 2021/22 has begun with initial briefing session held, network meetings delivered along with an additional Leadership of Welsh session. • 8 Welsh/English Medium partnerships have been successfully established with schools currently undertaking their projects. Network meetings arranged to support and share practice during Spring term. • 2021/22 Cluster Leads recruited and 27 attended autumn term meeting. Cluster Leads possess up to date information to share with their clusters. • Welsh leaders' networks are generally well attended, and leaders have valued the opportunity to share/receive good practice. The new Welsh Medium Voice 21 network has been well received with 16 participants attending the first session. • Creation of Welsh Medium secondary immersion resource underway in association with Cardiff Immersion Unit. • Second pilot to standardise Welsh Medium reading test has been completed with Cardiff University now analysing results. Test to be published in Spring 2022 with associated PL. 	<ul style="list-style-type: none"> • SWAC Data. • PLO and PL evaluations. • WiEO knowledge – EFIs. • NQT profiles • Welsh cluster lead evaluations. • Collaboration Impact Report. • Evaluations of impact of standardised tests. • Improvement Partner Feedback • Siarter Iaith / Cymraeg Campus Awards Data. • Book quiz data. 	

<ul style="list-style-type: none"> • Production of regional Welsh Medium Additional Learning Needs (ALN) professional learning offer in progress and awaiting details from some Local Authorities (LAs). • Cardiff University has indicated it does not have capacity to produce a Standardised Spelling Test during 2021/22 financial year and therefore this project will be put forward to the 2022/23 business plan year. • Working parties in both WM/EM sectors have collaborated successfully and have produced a wide variety of resources to support programmes of study e.g., Cornel Cerddi website for WM secondary focussing on GCSE poetry. This website has received praise from Estyn. • 15 WM schools have received Siarter Iaith support. • 1 WM secondary school - bronze award. • 20 EM primary schools - bronze award. • 3 EM primary school - silver award. • 2 EM primary school - gold award. • Siarter Iaith/Cymraeg Campus working parties have met and have a clear plan and way forward. Resources to be shared in Spring term. • Cymraeg Campus secondary PL has been delivered. 15 practitioners attended. All practitioners that completed the PL evaluation state that they plan to use the information received in their school. • Language Charter has been adapted to meet needs of special schools and pilot taking place. • Asynchronous PL to share best practice towards Cymraeg Campus bronze award created and will be published in spring 2022. • Dates arranged, and information shared with schools regarding the 2022 WM and EM book quizzes. • All LAs have now publicly consulted on their draft WESP for 2022-2032 and are analysing responses. SSL Welsh continues to support LAs. 	
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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"> • Comprehensive TALP provision with strong appetite for the Aspiring HLTA programme especially: <ul style="list-style-type: none"> - 32 TAs from Cylch 2 undertook assessment end Oct/beginning Nov. All passed. 27 EM and 5 WM. - New assessor training took place in September. - 78 TAs applied and 59 were successful in their application to join Cylch 3 (51 EM and 8 WM) which commenced w/c 04/10/21 out of which 8 are WM. - 59 TAs applied and 55 were successful in their application to join Cylch 4 - 45 EM and 10 WM. - First cohort of the practising programme commenced in November 21 - only 9 participants. • The special school programme is currently being trialled with approximately 50 TAs (Teaching Assistants) during the autumn term and 8 facilitators will attend an evaluation / next step meeting in early February 2022. • The Foundation Phase programme is going well with 10 experienced practitioners developing modules that were collaboratively agreed as being of core value to TAs. • Meeting with LA ALN leads was very positive and a rough outline of required content was agreed. Follow up with AW and PIPs resulted in careful school selection - 10 schools, from across all LAs, both secondary and primary have engaged. • A bespoke INSET for TAs in Glan Morfa took place in December and there is ongoing interest in routes into teaching for TAs from schools and LAs. • As a result of collaboration with Cardiff LA, a survey has been disseminated to TAs working in Cardiff to ascertain an understanding of career development within TALP and to find out more about the profile of TAs e.g. WM, BAME etc • 16 HLTAs started the programme in November. Session 4 on December 8th. Each member of the HLTA programme has been put into coaching triads to coach and be coached by each other. • New WM co-ordinator has engaged with 40 WM schools some excellent WM resources created. and proactivity in reaching out to HLTAs in WM schools to form a resource team. Numbers applying for the HLTA WM programme have more than doubled since Cylch 1. • The WM co-ordinator is participating in the HLTA twilight programme with a view to running a WM cohort in 2022. She is also now a trained HLTA assessor and now facilitates the WM Aspiring HLTA programme. 	<ul style="list-style-type: none"> • Programme evaluations. • Engagement analytics. • Bespoke resources. • Feedback from special school facilitators. • Working documents from FP and ALN development group and LA leads. • Improvement Partner Feedback.
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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?	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

	<p>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>
<p>Success Measures</p>	<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> • <i>Most Newly Qualified Teachers (NQT) pass induction</i>
<p>Evaluation of progress</p>	<p>Evidence</p>
<ul style="list-style-type: none"> • Successful launch of all ITE related strategies: <ul style="list-style-type: none"> - Schools invited to participate in Appreciative Enquiries. 9 schools working across four ITE partnerships have been placed in 3 triads. Foci to be agreed on 14th Dec 21. First AE to commence in January. - 2 school led training days have been planned for the 21 students who want to pursue a career in special education with Cardiff Met and 6 special schools within the Cardiff Partnership. The schools will also deliver training at the Partnerships' ALN conference. - The ITE Handbook now updated to include 10 school podcasts and a section from USW. - All strategic HEI projects now running with schools on board within agreed expectations and timeframes. Key foci: 1. Purpose driven practice 2: Understanding the standards 3: Improving not proving. • 223 ITE graduates joined the Team Network space in total this year and accessed the professional learning document - an increase of over 50 practitioners coming to work in the region compared to last year. The increase in engagement in induction PL this term will in part be due to such a large number of ITE graduates already knowing what to expect even before registering with EWC. • Dec 21 522 NQTs on general contracts: <ul style="list-style-type: none"> - 366 NQTs have registered with EWC during autumn term and a further 156 legacy NQTs are still undertaking induction from last year. • Approximately 110 NQTs on short term supply. • NQT engagement in national training has been strong: 	<ul style="list-style-type: none"> • PLO Engagement Data. • Practitioner Evaluations. • Area Networking Evaluations. • Monthly impact review data. • Feedback from Induction Mentors.

<ul style="list-style-type: none">- 89% of eligible NQTs attended national training (session 1) compared to 78% last year. A further 53 NQTs requested the recording.- 318 NQTs attended new CSC regionally delivered session 2. (47 Bridgend / 136 Cardiff / 9 Merthyr / 60 RCT / 66 VoG).- 324 NQTs attended session 3 (51 Bridgend / 147 Cardiff / 15 Merthyr / 60 RCT / 51 VoG).• 320 NQTs attended session 4.- (51 Bridgend / 141 Cardiff / 15 Merthyr / 60 RCT / 53 VoG).• A total of 104 NQTs attended CSC sessions from other regions in Wales.• IM and EV engagement is very strong.• 71% accessed national PL compared to 48% last year.• 100% EV access - the same as last year.• Supporting the placement NQTs has proved complex as information on their contracts and timetables lies with the LA but EV support still comes from CSC. Growing number of causes for concern for placement NQTs. A survey was conducted with all NQTs and IMs about the placement scheme and this has informed the support to be offered in the funded second term.• 01/10/21 14 IMs commenced the funded National Coaching for Induction Mentors Programme. Some have dropped out due to school pressures. An invitation to engage in cohort 2 has been sent to IMs with a choice of a January or March start• A further 15 IMs have commenced the twilight coaching programme run by CSC.• 57 IMs joined the HEI/consortia IM Professional Development Programme.• WG have announced funding to be released to IMs to engage in PL and to undertake coaching/mentoring activities with NQTs. CSC created a draft MOU for discussion.• The new IM Network has been well attended and was very well received. 48 IMs attended in December out of a possible 218 (22%).	
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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"> • CSC Advisers are co-constructing PL activities with appointed Lead Practitioners. • PLO engagement April - Oct 21: <ul style="list-style-type: none"> - Pedagogy, Teaching & Learning programmes in PLO - 108 practitioners attended, evaluations collected and will be analysed at end of term. - Pedagogy working group has been finalised (9 practitioners involved). PL materials being developed on: <ul style="list-style-type: none"> • Cognitive science and how it is applied to pedagogy • Dual coding to explain ideas • Teaching models • AFL • Metacognition and self-regulated learning • Child development • Pedagogy network meetings have been arranged for (Autumn term 2 and Spring term 1). Only 9 of booked 26 delegates attended with primary and secondary mix of practitioners, all keen to engage. Those who didn't attend cited pressure on staffing due to COVID. Lead practitioners report that delegates were receptive to information. 17 delegates currently booked for session on 17/1. 16 delegates booked for session on 17/2. • Learning design professional learning programme developed, funded programme using expertise from Cardiff Met. Cohort 1 = 17 schools beginning on 13/1/22. Cohort 2 = 11 schools beginning on 3/3/22. 	<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">• Teams are co-constructing PL activities with appointed Lead Practitioners. Networks and e-professional learning opportunities continue to be developed in association with schools. Regional PL and Networking opportunities document shared with schools - all networks associated with online communities to support collaboration and direct communication.• During the period April 21-October 21, many (78%) of schools have engaged online in regional PL opportunities for the Areas of Learning and experience.• PLO engagement April - Oct 21:<ul style="list-style-type: none">- Expressive Arts: 218 practitioners- Health & Wellbeing: 328 practitioners- Humanities: 108 practitioners- LLC: 538 practitioners- Maths & Numeracy: 326 practitioners- Science & Technology: 408 practitioners• Funded Collaboration Project groups established and activities commencing.<ul style="list-style-type: none">- 34 projects- 619 applications- 474 total schools- £339,000 total fundingStrategic teams have facilitated bespoke cluster and school collaboration sessions for specific AoLE curriculum design.• Teams are co-constructing PL activities with appointed Lead Practitioners. Networks and e-professional learning opportunities continue to be developed in association with schools. Regional PL and Networking opportunities document shared with schools - all networks associated with online communities to support collaboration and direct communication.• During the period April21-October 21, many (75%) of schools have engaged online in PL opportunities relating to the development of the cross-curricular skills of literacy, numeracy and digital competence.• PLO engagement April - October 21:• LLC: 538 practitioners• Maths & Numeracy: 326 practitioners• Digital: 534 practitioners• There is strong engagement in participation in the specific funded collaboration projects across the three areas.• Work continues to engage with aspects of the development of the cross-curing themes, in particular Diversity, RSE and RVE.• Additional capacity is still required to support the development of the cross-cutting themes with schools.• Associate Adviser for Curriculum Reform participates in WG and cross-regional working groups with other stakeholders to support the continued development of RSE and UNCRC.	
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<ul style="list-style-type: none">• 2 Lead Practitioners appointed in support of RSE. Plans in place to begin specific network sessions for schools during spring term 22. RSE PL and resources are available programmes available. Over 80 schools have participated in RSE programmes during Autumn 21.• WG UNCRC working group at early stages of discussions and will inform regional strategy going forward.• Diversity: Honorarium post and one enhanced Lead Practitioner have been appointed to provide support on Diversity and BAME in the curriculum. Regional officers support the National DARPL development and attend the WG Welsh and Black History working party.• Within Humanities there has been some focus on Diversity through funded projects and network meetings.• Internal honorarium post not filled during autumn term.• System focus on high level curriculum design has rightly delayed the specific activity in this area with planned integration with the cross regional curriculum design project during spring term.• Appointment made to Principal Improvement Partner - Curriculum Cohesion and Assessment includes this priority in the JD.• Co-construction of PL opportunities has commenced with Foundation phase hub and enhanced lead practitioner. Networks and e-professional learning opportunities continue to be developed in association with schools.• FP PLO engagement April - Oct: 288 practitioners, representing 98 schools across the region.• Following a discussion around the recommendations in the Building Blocks report, agreement was reached by the LA leads who attended the meeting on 10th December, that CSC would proceed with implementing the recommendations 1 and 2 in close liaison with the LAs.• KS4 Lead Practitioner networks have been re-established following the LP appointment process. Many subject area networks have increasing levels of practitioner participation and membership associated online communities continues to increase.• Full-time secondment of Post-16 Associate Adviser completed. Following the appointment of the PIP CC&A, the line management responsibility for the area will be included in the responsibilities.• Sixth form leader networks continued online and have been published for autumn and spring term. Participation in the post-16 leaders' network is increasing with many (72%) of schools with sixth forms regularly attending.• Nearly all post-16 project groups have made progress. Additional focus and funding for enquiry-led project work has been welcomed by schools.	
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APPENDIX C	
Priority 2	Develop highly effective leadership to facilitate working collaboratively to raise standards
Evaluation of Progress	

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"> • Middle Leaders Development Programme (MLDP): Cohort 2 - Evaluation report for cohort 2 (who finished in the summer term) completed. From the data analysed it was clear that overall participants met the intended aims of the programme. There was an improvement on the confidence ratings from cohort 1 for all areas. 100% of participants would recommend the programme to a colleague. 100% of participants stated that the training met their expectations. There were many inspirational examples given that show the personal impact that the programme has had on participants There were many examples given that show the impact (or expected impact) on pupils. Full report available. Cohort 3 - All new participants (cohort 3) have started the programme in September. 7 cohorts 123 participants. All training material has been reviewed and updated by a small working group and shared with the facilitation team, ensuring programme remains relevant. New online Education Workforce Council (EWC) feature launched. All participants now collate tasks, reflections, Leaderships Standard Review (LSR) etc in their Professional Learning Passport. This will continue with them through all pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants. 	<ul style="list-style-type: none"> • MLDP Cohort 2 Evaluations. • Regional Consortia in Wales - Stage 2 endorsement outcome. • SLDP Cohort 1 final evaluation. • NPQH Evaluation 2011-20. • New and Acting Cohort 2 evaluation. • MLDP Merthyr RARS final evaluation. • Innovation Grant Agreement - CSC System Leader. • System leader Autumn Term Evaluation 	

- Senior Leader Development Programme: Cohort 1 - Evaluation report for cohort 1 (who finished in the summer term) completed. From the data analysed it was clear that overall participants met the intended aims of the programme. 100% of participants would recommend the programme to a colleague. 100% of participants stated that the training met their expectations. 100% of participants completed and presented their Leadership Experience task. There were many inspirational examples given that show the personal impact that the programme has had on participants. There were many examples given that show the impact (or expected impact) on pupils. The report also include evaluations from the coaches on the programme. There was a range of very positive experiences given by the coaches. These overwhelmingly reflected the impact of being a leadership coach had on developing them as an individual. A case study has been published from one of the coaches. (Full report available). Cohort 2 - Applications have closed for Cohort 2 with 72 applications received. CSC selection panel have met to endorse the applications - 66 applications were successful. There will be 4 cohorts running the academic year 2021-22 All training material has been reviewed and updated by a small working group and shared with the facilitation team, ensure programme remains relevant. New online EWC feature launched. All participants now collate tasks, reflections, LSR etc in their Professional Learning Passport. This will continue with them through all pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants.
- Aspiring head teacher Development Programme: Cohort 1 have completed the development part of the programme. All participants have been invited to register their intent to undertake National Professional Qualification for Headship (NPQH) assessment. 56 of 61 participants registered, 3 have chosen to postpone to next year. 56 applications have been endorsed by the LA. Cohort 2 applications received. 44 applications received, 41 endorsed for the programme.
- NPQH: briefing sessions held. 56 candidates to be assessed February 2022.
- New and Acting Headteacher Development Programme: Cohort 2 have now completed the development programme. An end of programme evaluation has been distributed. Cohort 4 names collated from Principal Improvement Partners (PIPs); national registration opened Oct 11th. 29 participants. All programme material has been revised and new programme developed within endorsed guidelines. All new Headteacher allocated a coach. Briefing sessions held. First national day held on 1st Dec and regional day on 8th Dec.

<ul style="list-style-type: none"> • Experienced Headteacher Development Programme: Participants will be given an opportunity to re-engage this term. • Enhanced support schools. 2021-22- 9 places allocated for MLDP. 6 places for SLDP. Merthyr RARS programme completed and evaluated. 10/12 participants completed the programme. From the data analysed it was clear that overall participants met the intended aims of the programme. There were many inspirational examples given that show the personal impact that the programme has had on participants. Full report available. The development programme will continue into year 2 as a further bespoke package for 6 participants. A proposal has been agreed by CSC/LA and communicated with the schools involved. • The System Leader Development Programme has been successful in receiving an 'innovation' grant from National Academy for Educational Leadership (NAEL). The programme has been advertised, briefing sessions held. 22 applications received with 14 selected following application and interviews. The training programme has started and deployment will commence in the spring term. 	
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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"> • Cyfleoedd+ has continued to develop as an effective model for collaboration that enhances leadership capacity, facilitated by close working with CSC. Cyfleoedd+ Planning Day arranged for 7th October {see Cyfleoedd + 21-09-21 minutes}, CSC Strategic Lead drafting mid-year evaluation to share with Lead Headteacher (HT). Key improvement processes and documents shared with Lead HT (including School Improvement Partnership Log, CSC Evaluation and Accountability, CSC Peer Partnership, CSC School Improvement Framework and CSC Enabling Equity and Excellence). One member school part of the pilot for 		<ul style="list-style-type: none"> • Minutes of meetings with Cyfleoedd+ Lead HT. • Cyfleoedd+ SLA and Constitution 2021-22. • HT Records of engagement and support. • Cyfleoedd+ In-Year Evaluation 2021-22 (Jan 2022). • Collaboration bids.

<p>the National Resource: Evaluation and Improvement. Another Welsh Medium (WM) Secondary collaboration (Cardiff and Vale Schools) has begun making steps towards involving peers in each other’s self-evaluation activities.</p> <ul style="list-style-type: none"> • Five sets of collaboration have been agreed. 	
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Priority 2.3	Strengthen school governance to provide effective leadership, challenge and support.	
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"> • A meeting was held on the 07/10/21 for all Regional Leaders of Governance (RLGs) to provide feedback on the use and impact of the Self-Evaluation Toolkit. Some key principles were noted that will enhance the work of Governing Bodies (GBs) (please see accompanying evidence). • One school has provided a Case Study clearly demonstrating the impact of the toolkit in developing the strategic function of its GB. • Our intention this academic year is to more widely publicise the toolkit to enable GBs to self-evaluate their leadership impact. • The schedule for Autumn Term Governors' training was organised to run remotely and has been done successfully. There was a good representation of Improvement Partners (IPs) and PIPs delivering training and RLGs have also attended sessions contributing purposefully to discussions and in responding to questions asked by Governors. Additional drop-in sessions provided for Governors on Curriculum for Wales (CFW) were arranged and were very well attended with 213 participants; the Q+A format was very successful and will be repeated. • An initial meeting for the Steering Group has taken place and a joint meeting with Governor Stakeholders took place on the 25/11/21. 	<ul style="list-style-type: none"> • CSC Self-Evaluation Toolkit Case Study. • Engagement data, evaluation data, survey data. • TOR & minutes of both groups. • RLG deployment sheets. • Evaluation of coaching courses. 	

<ul style="list-style-type: none"> • Strategic planning is at its inception linked to widening the scope of Governors' training, discussion around assessment for the Curriculum for Wales (CfW) and how GBs can most effectively support schools at this time. • The scope of RLG's work has been widened to involve them in the delivery of Governor's training. • The impact of their use of the self-evaluation toolkit has been evaluated enabling this to be made more widely available subject to final quality assurance by CSC. • Reports reflecting the impact of the work of RLGs to support school Governance and leadership will be made available through this academic year as this work concludes. • The Coaching and Mentoring (C&M) Programme has started for this term. However, it is too early to identify the impact of this training. 	
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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"> • Leadership coaches in place for SLDP programme and New and Acting HT programme. • Leadership Coaches for the SLDP and New and Acting HT programme have attended update training. All SLDP coaches invited to a network session, very positive feedback from those coaches who attended on engagement of practitioners. A case study written by one of the coaches has been shared as good practice • National Coaching and mentoring facilitators cohort 3 have been recruited. 54 participants for the autumn term. 49/58 clusters now have an identified facilitator. 26/58 Additional Learning Needs Coordinator (ALNCOs) identified. 14/25 IMs identified. 5 RLGs identified. • 9 x Lead practitioners delivering the CSC professional learning offer. 4 cohorts providing training for 80 delegates each term - booked via our professional Learning (PL) offer - currently live on website. 65 places 	<ul style="list-style-type: none"> • SLDP Coach evaluation. • SLDP programme evaluation (inc Coach). • ILM L3 2020-21. • ILM L3 2021-22. • ILM L5 2021-22. 	

<p>already filled. Very low (2) uptake for WM cohort this term so postponed until spring term. 1 cohort providing training to 20 Children Looked After (CLA) leads this term. 1 cohort providing training to 20 Higher Level Teaching Assistant (HLTA) this term. 1 cohort providing training to 20 Newly Qualified Teacher (NQT) Induction Mentor (IMs) autumn term. 2 cohorts providing training to CSC and LA staff. - 30 in total for the autumn term (20 LA officers/10 CSC staff).</p> <ul style="list-style-type: none"> 12 of the 38 participants in the Institute of Leadership and Management (ILM) Level 3 have completed the programme. New recruitment underway for ILM level 3, 5 and 7. 18 new participants undertaking ILM Level 3, 11 participants undertaking ILM Level 5. 7 participants undertaking ILM Level 7 Coaching and Mentoring and 5 participants undertaking ILM Level 7 Supervision. ILM Level 7 practitioners have been identified for long term support of 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 Central South Consortium (CSC) schools involving peers to successfully enhance their self-evaluation and school improvement priorities in line with Welsh Government (WG) School Improvement draft guidance framework. Final "Developing a Peer Partnership Approach to School Evaluation and Improvement" document shared on CSC website. Evaluation Strategy confirmed as part of the So What? Survey. Final Case Studies signed off by relevant school group leads and have been uploaded to the CSC website. School Bulletin has drawn attention to the Case Studies and appealed to schools to write current examples to share. 	<ul style="list-style-type: none"> Developing a Peer Partnership Approach. Case Studies. 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"> • Nominations have been received and longlisted. Names have been returned to WG so that shortlisting can take place 		<ul style="list-style-type: none"> •

APPENDIX D	
Priority 3	Develop strong and inclusive schools committed to excellence, equity and wellbeing
Evaluation of Progress	

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"> • Following extensive engagement with, and feedback from stakeholders, the Enabling Equity and Excellence (EEE) document has now finalised and released into the system. Initial indications from Improvement Partners, Local Authority (LA) colleagues and schools indicate that the document has been well received. • The document was released to schools across the region on the 20th of October via a special bulletin. The document has also been presented at LA Headteacher meetings in the Vale of Glamorgan, Bridgend County Borough Council, Merthyr Tydfil County Borough Council and Rhondda Cynon Taff County Borough Council and at a Cardiff Governors Association Conference. Improvement Partners (IPs) and Principal Improvement Partners (PIPs) are beginning to use the document to inform their conversations with schools and Local Authority (LA) colleagues. However further work needs to be carried out to embed its use by IPs and leaders in schools. In order to ensure the effective use of the document by schools, CSC have worked closely with University College London Institute of Education to construct an ambitious 		<ul style="list-style-type: none"> • CSC Strategy for Equity and Excellence • Minutes of Meetings • Presentations • Special School Bulletin Oct 20th

implementation plan that supports all schools in the use of the document via a phased approach over the next 5 years.	
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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	<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>	
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"> A comprehensive induction programme took place in September outlining expectations for improvement partner work. This included a session on the PDG summaries for this year which will again generate Organisation for Economic Co-operation and Development's (OECD) Development Assistance Committee (DAC) evaluations. Terms and conditions were received on 8/10/21 and final PDG support plan to be submitted 5/11/21. Most school plans have been summarised. Challenge Education have engaged with all of the pilot schools. Initial meetings have been held with some of the pilot schools. Challenge Education provide regular updates and feedback on progress to the lead for Equity and Wellbeing. The lead for equity and well-being has received post-visit notes from the face to face school meetings with 8 schools, with all schools now engaged. Work is ongoing on an Appreciative Enquiry pilot with RCT with plans in place to complete a visit to a secondary school before half-term. Template to be shared with various partners and used as part of these 	<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) review. Evaluation of the pilot Challenge Education programme. Support materials disseminated to schools. Evaluation of the CPAG work. 	

<p>visits moving forward. The template has been shared with the well-being leads and the initial appreciative enquiry took place in a secondary school in RCT. Details of the visit and the report to be shared with the well-being leads on the 10th December 21. A primary school in Merthyr has now been visited and the AE report will be generated by the 10/12/21. The Lead for PDG CLA will complete an AE in relation to cluster work.</p> <ul style="list-style-type: none"> • Lead for Equity and Well-being has met with a wider stakeholder group regarding poverty and next steps. The price of pupil poverty guides funding has been extended and will be available for schools in CSC. CPAG have offered to be involved in the a professional learning event with the family engagement officers in supporting poverty with their families. 	<ul style="list-style-type: none"> • PL Resources and recording. • Post course evaluations.
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<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"> • Introductory work on small scale pilots to develop collaborations for self-evaluation for ALN have been initiated in all but one LA. Original timescales for all pilots have changed due to Covid pressures. Interest and engagement remain high. Pilot schools in only one LA have been able to complete initial tasks. • Evaluation framework for pilots created by the CSC data team in consultation with Additional Learning Needs Transformation Lead (ALN TL), PIPs and Senior lead for Equity and Excellence. • Supplementary self-evaluation framework for ALN shared with all ALN Co-ordinators (ALNCOs) to support the refinement of whole-school evaluation and improvement processes. Feedback received on the usefulness of the ALN self-evaluation framework to support improvement planning is good. Further work is planned in the new year with pilot schools to scope out peer collaborations. Generic training for ALNCOs on whole school self-evaluation successfully delivered in all but one LA. • Meetings with 3 of these groups are planned for the start of October. Agendas have been set and include subjects like the role of the family engagement officer, relationship policies and the pilots on embedding the whole school approach to mental health and well-being. The absence from work of the PDG CLA Regional Co-ordinator has resulted in no EOTAS leads meetings. • PDG CLA professional learning offer is currently in place giving schools access to opportunities. Appreciative enquiry will be used as will the SIPL and PDG summaries to identify effective practice in using Trauma Informed practice and Thrive principles. 281 professionals have attended professional learning linked to supporting vulnerable learners including CLA pupils. Some courses fully booked including supporting anxiety in children and enhancing teacher well-being to support learners. 70 evaluations have been received. • A comprehensive guidance document is place that has been shared with all ALNCO's and Improvement partners across the region. • Work with local authorities and the Inclusion Expert has been tabled at the well-being leads forum (15th October.21) in order to utilise these reviews in assessing progress in the whole school approach to mental health and well-being. Discussions ongoing between Lead for Equity and Well-being and Inclusion Expert about this support moving forward. Look to start in Jan 22. • All of the Nurture UK modules have been completed, and the four-month review has taken place. • All of the eight-month reviews take place on a school basis. Four of the five schools have evaluated their work with Nurture UK. 	<ul style="list-style-type: none"> • ALN self-evaluation tool. • Examples of whole school self-evaluation approach to ALN. • PDG plans. • Appreciative Inquiries highlighting best practice. • Analysis of SIPL. • Self-evaluation PowerPoint. • Minutes of meetings with attendance, exclusion, well-being leads and EOTAS leads. • Professional learning programme. • Attendance figures for professional learning events. • Evaluations following professional learning events. • 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. • Evaluations following training. • Meeting agendas. • Recordings of meetings. • Evaluation on the impact of emotional coaching. • Networks in place to support adopted learners. • Evaluation of the Coaching and Mentoring programme.
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<ul style="list-style-type: none">• 2 PDG CLA cluster leads meetings were held. Important messages about appreciative inquiry, Thrive and Motivational Interviewing was cascaded and schools from across the region contacted CSC with a great deal of interest about the courses.• Adoption UK have experienced difficulties getting into contact with some of the schools that were allocated membership. Reasons for this are being investigated and addressed.• Many clusters have engaged in coaching and mentoring training. Initial Coaching and Mentoring sessions have begun with the first cohort of PDG CLA leads. Positive feedback received. Representatives from 39 clusters in attendance.• Clusters are working on plans and how they are going to evaluate the PDG CLA grant. The building blocks document is on the agenda for the well-being leads meeting on the 10th December where next steps will be discussed.• "The various MIND courses are currently being attended by CSC schools' staff, and LA staff. Lead for Equity and Well-being is meeting with various stakeholders about available support. Coaching and mentoring support and opportunities continue to be accessed. 3200 staff across Wales have engaged in the Mind Mental Health Awareness at Work E-Learning. 100% of the places allocated to CSC have been filled and attended by CSC staff schools and LA staff.	<ul style="list-style-type: none">• Minutes of the foundation phase cluster meetings.• Foundation phase best practice case studies highlighted and shared.• Bulletin/Flyer signposting mental health and wellbeing resources for staff.
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APPENDIX E	
Priority 4	Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system
Evaluation of Progress	

Priority 4.1	<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>
How will we know we have made progress	<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. 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 • 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"> • In most schools Improvement Partners (IPs) are providing effective support on self-evaluation processes and improvement priorities for the coming year. • In most schools Improvement Partners have identified support and begun progress review meetings. • In line with the Regional Intervention Strategy, all enhanced support schools have received effective support and meetings scheduled for Autumn have been completed, capturing actions taken by the school, its impact and the intended next steps whilst also brokering support. • All programmes on leadership pathway are running across region. • All leadership programmes have a strong focus on supporting and developing self-evaluation. All programmes are fully subscribed. • The Enabling Equity and Excellence (EEE) document has been finalised (five year plan). This will be built into leadership programmes accordingly to support evaluation and improvement activities. The System Leader Programme training already has a module on EEE included for participants. • Schools in most local authorities (LAs) have received, on request, presentations and resources on effective self-evaluation to their ALNCO forums. • IPs have worked with nearly all schools on addressing and, where necessary, refining self-evaluation and improvement planning. This has led to the effective identification of any support required across a range of school areas, which is being brokered appropriately through the CSWC model. • 6 Central South Consortium (CSC) schools are piloting and will provide narrative case studies for Welsh Government (WG) to use as examples within the National Resource for Evaluation and Improvement (NREI) framework document. • Information and links have been sent to all schools through the CSC school bulletin regarding WG updates on the new Estyn inspection framework and developments from the NREI. 	<ul style="list-style-type: none"> • Support identified in school SIP with reference captured in SIPL. • Effective PL identified in SIPL and data regarding schools accessing PL programme. • Narrative identified through SIPL. • Brokerage evident in SIPL or termly data capture completed by IP and SA in LA PR. • Engagement data for leadership programmes. • Practice evident in SIPL or termly data capture completed by IPs. • Support identified through termly data capture (TBA internal PL capture). • Communication identified through CSC bulletin.

<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

	<ul style="list-style-type: none"> • 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"> • Strategies to support schools appropriately in delivering effective internal evaluation and accountability processes have been agreed and implemented. • Progress Review Meeting dates have been diarised with many having taken place effectively. File system has been set up to record reports from progress meetings and progress against priorities. • Intervention strategy for schools causing concern has been reviewed and agreed at the Partnership Board in October 2021. • Collection of effective practice of the use of Online Personalised Assessments (OPA) from schools across the region in progress. • Additional supporting evidence to be captured via intensive support during Spring half terms 1 and 2. • CSC have supported schools in an appropriate manner by informing them that as yet there have been no changes to external accountability measures announced by Welsh Government (WG) beyond the Education Minister's decision that 2021 qualifications data will not be reported or used for external accountability. • Improvement Partners have updated enhanced support schools in an Estyn category or in Estyn Review in a timely manner of the changes of measures being used in the "Judging Sufficient Progress in 2021" document. • Improvement Partners currently identifying examples of the effective use of a broad range of information to inform the brokerage of school to school sharing. • CSC has provided appropriate support for enhanced support schools that are working on improving their effective use of broader range of information to inform accountability, effective self-evaluation and improvement planning. This has included the brokerage of support from other schools or the CSC Strategic Team as detailed in Progress Review Reports and Resource Board Evaluations of Impact. • CSC has reported to all stakeholders Nearly all schools have identified appropriate priorities for improvement based on their self-evaluation processes and have specified useful success criteria. These priorities have been shared with each of the 5 relevant local authorities. 	<ul style="list-style-type: none"> • Captured through IPs work with schools in SIPL. Schools on/off track with priorities. • LA performance reports and SIPLs support LA to make evidence informed decisions. • Notes of visits in SIPL linked to OPA. • Captured through dialogue with WG. • Information disseminated through bulletin. • Captured through IPs work with schools in SIPL. • Joint Committee Reports. • IP evidence captured in SIPLs. • Termly data capture completed by Ips.

<ul style="list-style-type: none">• Progress Review Meeting dates have been diarised with many having taken place effectively and have included the monitoring of progress against recommendations or priorities.• CSC has clearly communicated its systems and processes for productively monitoring and evaluation school processes for measuring progress against School Development Plan priorities with schools and other stakeholders.	
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APPENDIX F	
Priority 5	Improve the effectiveness and efficiency of CSC
Evaluation of Progress	

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"> • Initial meetings have taken place during the Summer Term. • Staff PL session 18/11/21. Began dialogue on defining impact. Feedback gathered and shared with SMT and evaluation lead. • IPs deployed. • BP guidance notes are in place and are being utilised by the drive teams to aid with the consistency of terminology used within reports. • A dashboard framework has been created outlining the areas of data to be included and has been approved by the Senior Leadership Team (SLT). 		<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. • Impact document. • Accountably, evaluation and Improvement document. • IP deployment spreadsheet. • Directors’ minutes - (IP Deployment).

<ul style="list-style-type: none"> • All appropriate data for the Summer Term has been collated within the dashboard template and shared with SLT. Work has begun to collate the data for the January dashboard and to look at ways in which to automate the data collection process. • Templates for the two reports detailing the LA Priorities and Regional Recommendations have been approved and the reports have been generated and shared with the LAs. • Adaptive capacity working party ongoing - suite of tools to be shared more widely in January. • SIPL running and functional. • LA reporting cycle being completed in line with forward planner. • Project manager group working together to identify shared, consistent approach to project planning. • Working party to be convened to consider content and format. • More detailed report highlighting specific impact for each LA is being drafted. • Sample of schools established and link for survey completion live with participating schools. • BP annual report 2021 produced with data quality assured by the data quality and intelligence unit. • Directors have now been invited to the Impact Review Meetings. • Strand leads for 2021 sharing updates in meeting as standing agenda item. Meeting with leads to frame the effectiveness and efficiency report also complete. 	<ul style="list-style-type: none"> • Judgement Criteria. • Minutes from SLT. • Summer Term Dashboard. • LA Priorities Report Template. • Regional Recommendations Report Template. • Framework for school improvement. • CSC Staff PL Sessions. • CSWC link to the webpage. • Training session provided on 15 June 2021, session recorded for staff to watch again. • Senior officer responsibility of sections. • Project Manager - Teams folder. • Forward Planner. • LA performance reports. • Scrutiny Report. • Contact list of schools in survey. • School Survey Analysis. • Annual Business Plan Report. • Strand Leads reports. • Effectiveness and Efficiency 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"> • Meetings and comms briefings have happened during September (induction week). Monthly meeting with internal teams to discuss project requirements. • Ongoing meetings have taken place with all staff to support various campaigns and activity. Increase in content and activity to share across all channels including contributions to Sgwrs podcast and bulletins. • Work in progress to finalise master lists for each specialist area. • Communications analytics headings approved. • All strategic staff and project managers trained in the new professional learning handbook and refined systems and processes. 	<ul style="list-style-type: none"> • Increase in engagement (Dashboard). • 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. • Engagement sheet.

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

	<ul style="list-style-type: none"> Reporting shows CSC PL has a positive impact on improving outcomes for learners
Evaluation of progress	Evidence
<ul style="list-style-type: none"> Appreciative enquiry work due to begin with all staff as part of the performance development cycle. Additional sessions on planning and appreciative enquiry provided to business support teams. Final sign off and sharing of all performance development documents. 	<ul style="list-style-type: none"> Performance development paperwork. 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"> Data analysis undertaken - curriculum for Wales team have identified follow up areas to investigate to feed into professional learning offer. Initial draft reports are being written in line with the Organisation for Economic Co-operation and Development (OECD) approach to the Teacher Professional Learning Study. Questions to be used in the survey agreed by SLT and research and evaluation board. Data team working on survey version as an online form. Collaboration funding SLA included line to complete survey. 	<ul style="list-style-type: none"> Final survey (CfW). So What' final survey. Listening to Learners documentation & reports. Talk Improvement CSC Teams folder. SLT minutes.

<ul style="list-style-type: none">• Evaluation roles and responsibilities document completed after SLT and research and evaluation board approval of the paper. Document shared with all staff as essential reading as part of CSC induction week.• Evaluation roles and responsibilities have been agreed and shared with team. The revised systems and processes have been shared with all.• Meeting completed and all strand leads aware of responsibilities. Updates as standing agenda item. All leads now working as part of the research and evaluation board and contributing to decision making.• Evaluation roles and responsibilities, along with website design, now clearly demarks modes of professional learning available. PL impact survey also attempts to capture this. Engagement data sheet separates modes of learning. Full analysis of this will take place along with the overall professional learning analysis.• Working group met and discussed data trends. From this a presentation was made to all staff as part of CSC induction week sharing the key findings from the survey. Follow up session for all staff planned on 7/10/21 to share feedback and views on organisational improvements that could be made. Data team have devised a survey to capture this feedback.• Met with candidates in the Summer Term. Evaluation undertaken.• Initial scoping meetings undertaken with University College London (UCL) to discuss a desk study of the Enabling Equity and Excellence document. Subject to contracting work to begin asap. Document live in system following feedback from UCL.	<ul style="list-style-type: none">• Research and evaluation board minutes.• Evaluation paper - Roles and Responsibility document.• Engagement data sheets.• CSWC evaluation forms.• CSWC report.• Minutes from R&E board, overview reports from new strands.• E&E report.• PL Evaluations.• CLO report Bangor University.• Analysis of CLO Survey.• 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.• PL impact/engagement survey (so what) will show engagement in the EEE.
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