

Central South Consortium Business Plan

2022–2025

**“Empowering schools to improve outcomes for
all learners”**

DRAFT FOR CONSULTATION

The final version of the business plan will be available bilingually and published on the Central South Consortium website.



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INTRODUCTION

This business plan will guide our work for the next three years has been developed in conjunction with LAs to ensure that appropriate LA priorities are embedded in our work. The Central South Consortium has three overarching roles:

- Provide a regional school improvement service to all schools on behalf of our partner Local Authorities
- Provide appropriate Professional Learning opportunities for stakeholders at all levels to support local, regional and national priorities
- Work with Welsh Government and partners to develop, share and implement national policy

Within CSC we carry our extensive evaluations of our work, and the outcomes of these evaluations shape our business planning process. We also make use of research findings, and as well as identification of school, local authority, regional and national priorities. Our business plan will guide the work of the organisation as we recover from the Covid-19 pandemic. We have set our objectives in the context of the challenges that schools continue to face. Bespoke support will continue in partnership with the individual Local Authorities to ensure that schools can meet the needs of staff and pupils. A wide range of stakeholders have contributed and have been consulted on the development of the plan prior to publication. These include:

- Headteachers
- Directors of Education (constituent to CSC) and Diocesan Directors
- CSC Joint Committee
- Staff in Central South Consortium
- Representative stakeholder group
- Wider stakeholders
- Governor Steering group

This business plan has been formally agreed by the Director of Education of each local authority, the Joint Committee, the Lead Chief Executive.

| | |
|--|--|
| Cllr xxxxx | |
| Chair Central South Consortium Joint Committee | |
| Ms C Seery | |
| Managing Director, Central South Consortium | |
| Mr L Harvey | |
| Lead Director on behalf of Central South Consortium Management Board | |
| Mr E Cooper | |

| | |
|---|--|
| Lead Chief Executive on behalf of Central South Consortium Chief Executives | |
| Mr C Britton | |
| Chair of the Representative Stakeholder Group | |
| Ms J Stuckey | |
| Chair of the Governor Steering Group | |

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THE REGION IN CONTEXT

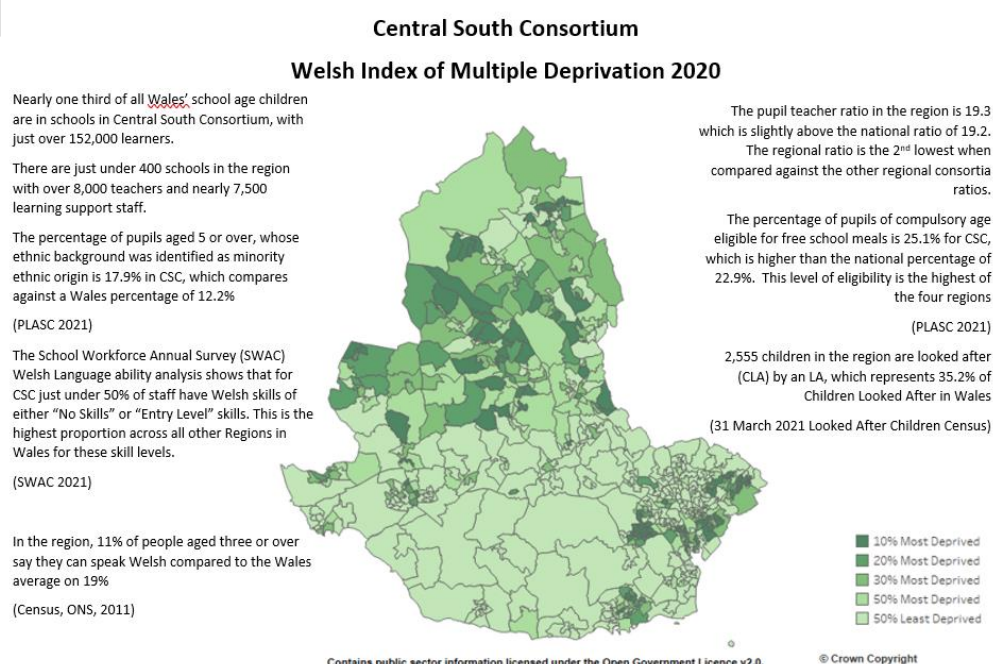
Covid-19 has had a significant impact across the region, and this has exacerbated some of the challenges our children and young people face. Many of our communities face significant poverty related challenges; others are amongst the most prosperous in the country.

Throughout the pandemic, schools have worked tirelessly to provide educational opportunities for children and young people in a range of ways. Our business plan will incorporate the learning during this time. We will build on this and ensure that schools are supported to enable all pupils to make progress. As we continue to move forward to fully implement the National Mission it is essential that we continue to work together. The success of schools in this region is the key to the future economic and social success of the country.

We want to play a full part in realising the vision for Welsh education detailed in 'Education in Wales: Our National Mission' and will be supporting schools across the region to deliver the curriculum implementation plan as set out by Welsh Government. The four enabling objectives will guide our business plan 2022-25.

It is challenging to predict how learning will progress in the coming year. Our business plan will ensure that there is flexible support for all schools across the region. We recognise that this has been an extremely difficult time for all schools and our support will continue to focus on ensuring the wellbeing of staff and pupils. Research evidence shows that learning has been disrupted during this time and all schools will need a bespoke model of support.

We will continue to work in partnership with school leaders, LAs and WG to ensure that schools receive the right support to enable all learners to make progress throughout the year. We will continue to give full consideration to the current operating models for schools and support leaders to manage learning in their schools.



LOCAL AUTHORITY CONTEXT¹

| Bridgend | | The Vale of Glamorgan | | Rhondda Cynon Taf | | Merthyr Tydfil | | Cardiff | | CSC | |
|---|--|-----------------------|---|-------------------|--|----------------|---|----------------|--|----------------|--|
| Aged 5-15 | 22.7 | Aged 5-15 | 16.8 | Aged 5-15 | 26.6 | Aged 5-15 | 25.0 | Aged 5-15 | 28.4 | Aged 5-15 | 25.09 |
| Number of Schools (Source WG Address List January 2022) | | | | | | | | | | | |
| Bridgend | | The Vale of Glamorgan | | Rhondda Cynon Taf | | Merthyr Tydfil | | Cardiff | | CSC | |
| 48 | Primary (4 Welsh Medium, 3 Roman Catholic, 2 Church in Wales) | 2 | Non-maintained nursery settings | 92 | Primary (12 Welsh Medium, 2 Dual Stream, 4 Roman Catholic, 2 Church in Wales) | 22 | Primary (2 Welsh Medium, 3 Roman Catholic) | 3 | Non-maintained nursery settings | 5 | Non-maintained nursery settings |
| 9 | Secondary (1 Welsh Medium, 1 Roman Catholic) | 44 | Primary (6 Welsh Medium, 2 Roman Catholic, 10 Church in Wales) | 5 | Middle (2 Welsh Medium) | 4 | Secondary (1 Roman Catholic) | 98 | Primary (15 Welsh Medium, 2 Dual Stream, 13 Roman Catholic, 10 Church in Wales) | 304 | Primary (39 Welsh Medium, 4 Dual Stream, 25 Roman Catholic, 24 Church in Wales) |
| 2 | Special | 1 | Middle (1 Welsh Medium) | 12 | Secondary (2 Welsh Medium, 1 English with significant Welsh, 1 Roman Catholic, 1 Church in Wales) | 1 | Special | 18 | Secondary (3 Welsh Medium, 3 Roman Catholic, 2 Church in Wales) | 6 | Middle (3 Welsh Medium) |
| 1 | Pupil Referral Unit | 7 | Secondary (1 Roman Catholic) | 4 | Special | 1 | Pupil Referral Unit | 7 | Special | 50 | Secondary (6 Welsh Medium, 1 English with significant Welsh, 7 Roman Catholic, 3 Church in Wales) |
| | | 1 | Special | 2 | Pupil Referral Unit | | | 1 | Pupil Referral Unit | 15 | Special |
| | | | | | | | | | | 5 | Pupil Referral Unit |
| School and PRU Staffing (Source - Jan PLASC 2021) | | | | | | | | | | | |
| Bridgend | | The Vale of Glamorgan | | Rhondda Cynon Taf | | Merthyr Tydfil | | Cardiff | | CSC | |
| Teaching Staff | Support Staff (FTE) | Teaching Staff | Support Staff (FTE) | Teaching Staff | Support Staff (FTE) | Teaching Staff | Support Staff (FTE) | Teaching Staff | Support Staff (FTE) | Teaching Staff | Support Staff (FTE) |
| 1281 | 1256 | 1310 | 1235 | 2018 | 2073 | 490 | 485 | 3188 | 3158 | 8287 | 8207 |

¹ This will be developed into a graphic

2021/2022 IN CONTEXT²

- 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
- 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.
- 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.
- 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.
- All available places on Professional Learning Pathways are occupied and oversubscribed.
- 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.
- 34 funded collaboration projects underway with 474 schools involved
- Since November 2020, Curriculum for Wales (CFW) cross-regional programme CSC engagement:
 - Senior leaders 2100+, 81% schools, including almost 1000 with curriculum design & development modules.
 - Middle leaders 3400+.
 - Governors 1000+
- 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.
- 62 practitioners from 57 schools across the CSC region are currently participating in this cross-regional professional learning (PL) programme
- 1100+ members of the Curriculum for Wales community area.
- 66% of schools making strong progress towards improvement priorities
- Only 2 schools in region in an Estyn follow up category. None in Special Measures

Estyn Reported

“The local authority has established strong working relationships with principal improvement partners from the regional consortium and there are robust processes for the support and challenge to schools causing concern.”

² These are sample statistics and successes which will be updated in the final published version

“...improvement partners provide a sound evaluation of progress based on first-hand evidence of provision and leadership in these schools...”

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THE CONSORTIUM

The Central South Consortium (CSC), established in September 2012, is a Joint Education Service for five local authorities:

- Bridgend
- Cardiff
- Merthyr Tydfil
- Rhondda Cynon Taf
- Vale of Glamorgan

The consortium acts on behalf of the five local authorities to develop a school improvement service that challenges, monitors, and supports schools to raise standards and provide the best provision for all learners in the region. CSC employs a small core team, supported by schools across the region supporting the commitment to the self-improving system

EDUCATION IN WALES: A CHANGING LANDSCAPE

Education in Wales is undergoing a significant transformation with the introduction of a new Curriculum for Wales from September 2022 and the implementation of the ALN transformation programme. The Journey to rollout identifies what needs to happen nationally to support the realisation of Curriculum for Wales in schools. CSC continues to work closely with schools and other partners to support this reform journey.

The Welsh Government published the Renew and Reform Plan in June 2021, setting out their priorities to support learners' wellbeing and progression in response to the Pandemic. We will continue to support schools to use this funding to meet the needs of their learners.

All the elements of the business plan are set in the context of Covid and we recognise that schools are working in very difficult circumstances. Our intention is to provide appropriate support to all schools to manage the challenges as we move through 2022-2025.

CURRICULUM FOR WALES

Improving education is our national mission. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills that our young people need for employment, lifelong learning and active citizenship.

(Welsh Government 2020)

Wales is currently undergoing a series of wide-ranging yet integrated reforms, which have the power to transform the education landscape. At the centre is a new curriculum for schools and funded non-maintained settings in Wales from September 2022. 'Curriculum for Wales' has been made in Wales but shaped by the best practices from around the world. It is also essential that we incorporate the learning from COVID-19.

The Curriculum for Wales framework and guidance is a clear statement of what is important in delivering a broad and balanced education. The four purposes are the shared vision and aspiration for every child and young person in Wales. A school's curriculum is everything a learner

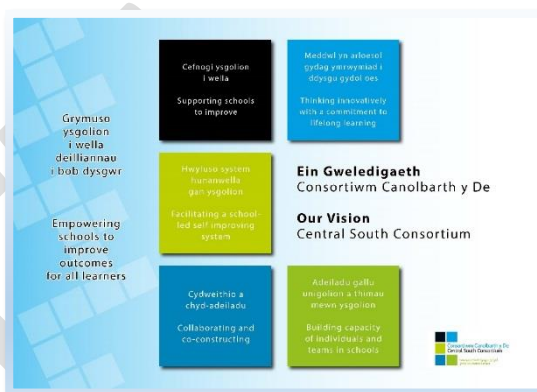
experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and, crucially, why we teach it. Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all.

Central South Consortium has a key role in supporting all of the schools in our region in the realisation of Curriculum for Wales. We provide professional learning opportunities and access to support, resources, research and up-to-date information for all schools and individual practitioners to engage purposefully with Curriculum for Wales.

CENTRAL SOUTH CONSORTIUM VISION

Working with stakeholders from across the region, the vision for CSC remains: ***“Empowering schools to improve outcomes for all learners”***. This is even more essential in the current climate.

The business plan is designed to meet the priorities of schools, local authorities and Welsh Government, against a back drop of a new curriculum, new accountability frameworks, new approaches to supporting children with additional learning needs, the implementation of schools as learning organisations, and the establishment of an National Professional Learning Charter, as well as changes to the way in which Estyn will inspect schools and local authorities. The delivery strategy within CSC is outlined within the Central South Wales Challenge and has been developed in light of the challenges schools are facing.

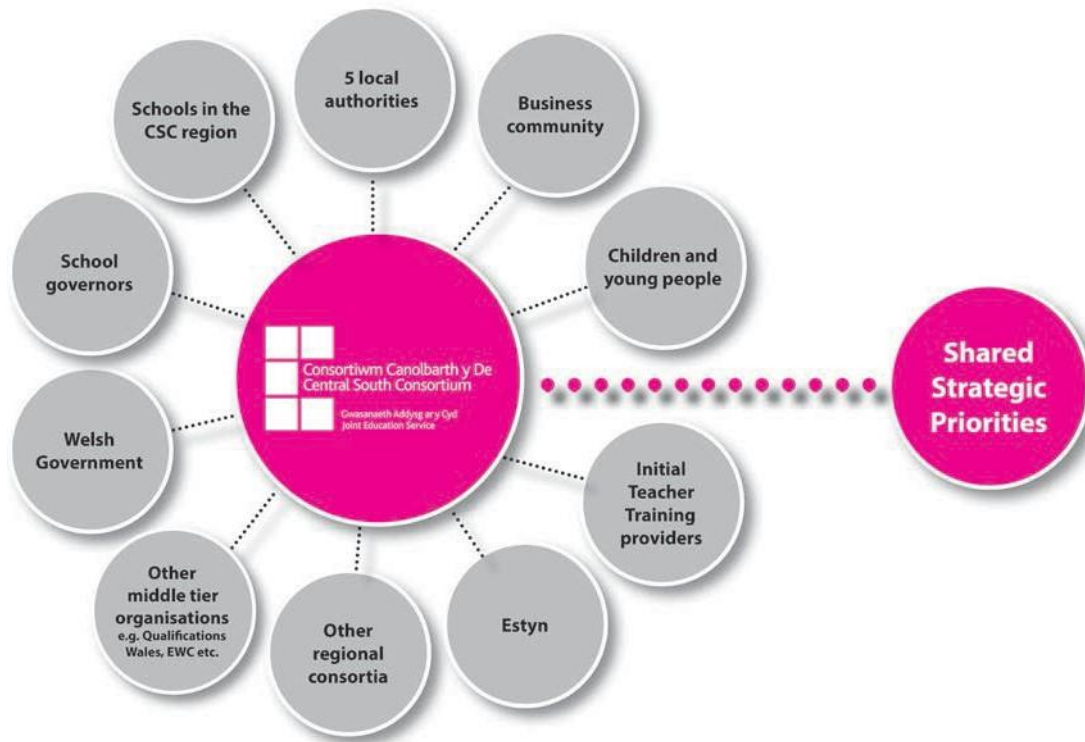


IMPROVEMENT PRIORITIES 2022-2025

Following analysis of LA priorities, our self-evaluation, requirements within the National Mission and consultation with stakeholders including headteachers and local authority officers, we have identified five improvement priorities. CSC is committed providing a high-quality school improvement service on behalf of all partner LAs. We are also committed to supporting schools to take greater ownership for their own improvement through the continued development of a self-improving system. CSC continues to have a specific role to play in the delivery of the National Transformation agenda, which means that some of the priorities will be led by Welsh Government priorities.

The business plan directly addresses the key priorities of the local authorities across the region. Although other priorities may be outside its remit, CSC will work, wherever possible, in partnership to support these priority areas.

CSC will continue to facilitate partnership working across the region as we recognise that our business plan cannot be delivered without a productive relationship between schools and the five local authorities that CSC serves. The links and communication fostered with other key partners including Welsh Government, other regional consortia and Estyn are also crucial.



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BUSINESS PLAN PRIORITIES

The overarching priorities for 2022-2025 were agreed with the Joint Committee on TBC The detail of each priority is set in the context of Covid.

1. Curriculum, Teaching & Assessment
2. Leadership
3. Equity & Wellbeing
4. School Improvement
5. Effectiveness and efficiency of Central South Consortium

For each of the priorities, there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. Our intention remains to support schools to meet the needs of their learners to enable them to make progress. It is essential that there is continued support for staff and learner wellbeing.

| Central South Consortium Priority Areas 2022 - 2025 | | | | | |
|--|--|---|--|---|--|
| Themes (2022/23) | 1 | 2 | 3 | 4 | 5 |
| | Curriculum, Teaching & Assessment | Leadership | Equity and Wellbeing | School Improvement | Effectiveness & Efficiency of CSC |
| | Richard, PIP Curriculum Areas, Chris, Kath L. (Kate / Tim) | Emma C, Geraint, Mandy, Emma W (Alison T) | Carys, John, Andy H (Delyth) | Kate R, Caryl, Steve, Merthyr PIP (Tim / Bev) | Lou M, Aly, Mari, Andy R (Sharon) |
| | Professional Learning Opportunities | Leadership Pathways | Equity & Excellence | School Self-Evaluation | CSC Business Planning & Self-Evaluation |
| | Evaluation of Professional Learning | Governors | Strategy for Vulnerable Learners | School Development Planning | Effectiveness & Efficiency / LA reporting / Scrutiny |
| | Welsh Language, culture & Heritage | Coaching & Mentoring | LA Partnerships (focus on wellbeing & inclusion) | Framework for School Improvement | Communication |
| | Curriculum and Assessment | Early Career Pathway | | CSC Evaluation of School Progress | Research & Evaluation |
| | Pedagogy, Teaching & Learning | TALP | | External Accountability Measures | Evaluation Systems & Processes |
| | Qualifications | Schools as Learning Organisations | | National Evaluation & Improvement Resource (NEIR) | CSC Governance |
| | Post 16 Education | | | Deployment of CSC staff | Safeguarding |
| Self-Improving System | | | | | |
| Impact of COVID | | | | | |
| Brokerage | | | | | |
| Central South Wales Challenge (CSWC) | | | | | |
| Impact of Grant Funding | | | | | |
| LA WESP | | | | | |
| Professional Learning | | | | | |
| Curriculum for Wales | | | | | |

CENTRAL SOUTH CONSORTIUM BUSINESS PLAN (2022-2025) –

(These will be refined following meetings with individual LAs re priorities)

Priority 1: Curriculum, Teaching & Assessment

| Theme | What will this look like? |
|--------------------------------------|---|
| Professional Learning Opportunities | <p>Regional professional learning (PL) opportunities will continue to support school leaders and practitioners to respond to local, regional and national priorities.</p> <p>Strengthened partnership working with schools, local authorities, other middle tier organisations and Welsh Government will ensure coherent and high-quality professional learning for all schools.</p> <p>PL opportunities will:</p> <ul style="list-style-type: none">• respond to emerging needs• align to the CSC Enabling Equity and Excellence document; Welsh Government Curriculum for Wales Implementation Plan and the National Approach for Professional Learning• be co-constructed with schools through a network of Lead Practitioners as part of the Central South Wales Challenge• be provided as live and/or on-demand events, programmes and networks• include high quality guidance and resources through a variety of media• provide opportunities for schools to share practice• support schools to develop:<ul style="list-style-type: none">• Welsh Language, culture and heritage• Curriculum and assessment• Pedagogy, teaching and learning• Qualifications• Post-16 education |
| Evaluation of Professional Learning | <p>All PL will be evaluated using the Kirkpatrick model to inform ongoing improvements to the service. The impact of PL will be reported at four levels, as appropriate:</p> <ol style="list-style-type: none">1. Reaction / Engagement2. Learning3. Changes to behaviour4. Results (longer term) |
| Welsh Language, culture and heritage | <ul style="list-style-type: none">• Broaden the range and options of PL opportunities, guidance and resources for practitioners to speak Welsh• Refine the Welsh language patterns continuum to align to Curriculum for Wales• Welsh language networks will continue to provide opportunities for practitioner and middle leaders to collaborate and share practice |

| | |
|---------------------------------|--|
| | <ul style="list-style-type: none"> • Increase the number of schools accredited at each level of the Siarter Iaith / Cymraeg Campus • Provide bespoke support for individual schools and clusters to meet identified needs |
| Curriculum and Assessment | <ul style="list-style-type: none"> • Provide PL, guidance and resources that support schools with the journey to curriculum roll-out and responds to emerging needs • Curriculum networks will continue to provide opportunities for practitioners and leaders to receive guidance, collaborate and share practice • Support schools to design and continue to refine their purpose-led curriculum to meet the needs of all learners • Support schools with assessment for learning and planning for progression • Project opportunities will provide additional capacity for schools to collaborate on specific priority areas • Provide bespoke support for individual schools and clusters to meet identified needs |
| Pedagogy, Teaching and Learning | <ul style="list-style-type: none"> • Provide PL, guidance and resources that support schools to ensure high-quality teaching • Provide opportunities for schools to develop inquiry approaches • Pedagogy networks will continue to provide opportunities for practitioners and leaders to receive guidance, collaborate and share practice • Project opportunities will provide additional capacity for schools develop approaches to developing teaching and learning • Provide bespoke support for individual schools and clusters to meet identified needs |
| Qualifications | <ul style="list-style-type: none"> • Continue to contribute and engage with the qualifications reform process through Qualifications Wales networks • Secondary subject networks will continue to provide opportunities for practitioners and leaders to receive guidance, collaborate and share practice • Provide bespoke support for individual schools as required |
| Post-16 education | <ul style="list-style-type: none"> • Continue to contribute and engage cross-regionally to develop PL opportunities for post-16 leaders • Post-16 leaders' networks will continue to provide opportunities for practitioners and leaders to receive guidance, collaborate and share practice • Project opportunities will provide additional capacity for schools to collaborate on specific priority areas • Provide bespoke support for individual schools as required |

Priority 2: Leadership

These will be developed in line with the example above for Priority 1

| Theme | What will this look like? |
|--|---------------------------|
| Leadership pathways | |
| Governors | |
| Coaching & Mentoring | |
| Early Career Pathway | |
| Teaching Assistant Learning Pathway (TALP) | |
| Schools as Learning Organisations (SLO) | |

Priority 3: Equity & Wellbeing

These will be developed in line with the example above for Priority 1

| Theme | What will this look like? |
|----------------------------------|---------------------------|
| Equity and Excellence | |
| Strategy for Vulnerable Learners | |

| | |
|--|--|
| LA Partnerships (focus on wellbeing & inclusion) | |
|--|--|

Priority 4: School Improvement

These will be developed in line with the example above for Priority 1

| Theme | What will this look like? |
|---|---------------------------|
| School Self-Evaluation | |
| School Development Planning | |
| Framework for School Improvement | |
| CSC Evaluation of School Progress | |
| External Accountability Measures | |
| National Evaluation & Improvement Resource (NEIR) | |
| Deployment of CSC Staff | |

Priority 5: Effectiveness & Efficiency of CSC

These will be developed in line with the example above for Priority 1

| Theme | What will this look like? |
|-------|---------------------------|
|-------|---------------------------|

| | |
|--|--|
| CSC Business Planning & Self-Evaluation | |
| Effectiveness & Efficiency (inc LA Reporting & Scrutiny) | |
| Communication | |
| Evaluation Systems & Processes | |
| CSC Governance | |
| Safeguarding | |

EVALUATING WHAT WE DO

This business plan is underpinned by more detailed operational plans for each improvement priority. These include measurable outcomes and milestones that use both quantitative and qualitative data. Progress will be monitored quarterly in Senior Leadership Team (SLT) meetings and reported to Joint Committee meetings. These provide quarterly monitoring and challenge against the agreed targets and milestones and value for money measures.

Progress against the regional priorities as well as the priorities agreed for individual Local Authorities will be reviewed on a quarterly basis through progress review meetings between the managing director and each local authority.

Progress against the priorities and development of the school-led system will be reviewed regularly with representative headteachers.

We recognise how important it is that we evaluate the impact of our own work - to ensure that we remain reflective and responsive, and able to adjust practice to need. We do this using a variety of models and first-hand evidence. Teams evaluate their work internally and we formally evaluate practice across the organisation, and this is fed back to local authorities and CSC Joint Committee. Monitoring and evaluation is integrated across all school improvement work in Central South to ensure a robust and holistic understanding of progress. It is a critical, considered synthesis of all the evaluations that allows CSC to consider the outcomes of work following a range of monitoring activities aligned to the agreed success criteria. In Central South Consortium (CSC) we use the Kirkpatrick model to evaluate the depth and efficacy of professional learning and support. This moves from engagement and reaction in activity, to what has been learned, any associated changes in behaviour and then whether the planned results were achieved.

OUR APPROACH TO DELIVERY

All support and professional learning (PL) for schools from the Central South Consortium is carefully considered to achieve the CSC vision and support schools to meet local, regional and national priorities. These are focused on the key areas that encompass the education reforms in Wales:

- Curriculum, learning and teaching
- Leadership and management
- Evaluation & Improvement
- Equity and wellbeing
- Progress and standards

The CSC strategies and guidance to support all school across the region in these key areas are:

- Supporting school improvement
- Professional learning opportunities
- Enabling Equity and Excellence
- The Central South Wales Challenge

SUPPORTING SCHOOL IMPROVEMENT

Although categorisation continues to be suspended, it is essential schools receive the support they need to improve. CSC has a highly skilled workforce with a wide range of experience, knowledge, skills and approaches to support schools.

The CSC School Improvement Team provide support and challenge to schools, ensuring that schools are well prepared and display behaviours that positively support the complete national reform agenda. School leaders need the time and space to be able to make sense of transformational reform and the plethora of national and regional supporting resources that go with it. The School Improvement Team role is also hugely significant in 'signposting' school leaders and other stakeholders to use the pertinent documents, e.g. CSC 'Enabling Equity and Excellence' document and professional learning that is available in the region, a conduit between policy and practice. This will enhance the school's ability to develop as a learning organisation and support putting the new curriculum and other reforms into place.

CSC, in consultation, have interpreted the Welsh Government Guidance for Improvement, Accountability and Evaluation. The new guidance ensures Improvement Partners continue to support schools to develop effective School Development Plans (SDP) and to ensure that there is an appropriate evaluation of the impact of school improvement strategies. This will work in conjunction with the school systems and will not generate additional work for school leaders. Improvement Partners will continue to support the governing body with the headteachers' performance management and will support the governing body to understand their role in school improvement. Improvement Partners will also collaborate with the Regional Leads for Governors in order to support school governors to fulfil their responsibility in holding schools to account.

Based on the needs of the school the Improvement Partner will identify the support needs, and broker support required. Support will be tightly focused on the actions in the School

Development Plan (SDP) and brokerage will be coordinated by the Principal Improvement Partner. A support programme is developed in liaison with the curriculum and professional learning team. Once the support programme is agreed the Improvement Partner is responsible for quality assuring the impact of this support with the headteacher and governors as appropriate.

There is also an expectation the Improvement Partner shares information with the LA and attends any school focused LA meetings as necessary. Links with Local Authorities Improvement Partners will continue to develop and foster collaborative working partnerships with LA colleagues. Improvement Partners are mindful of the individual systems and process in each LA and will work accordingly. Joint collaboration will facilitate an effective sharing of information to ensure a mutual understanding to enable effective school improvement. Improvement Partners will continue using the successful strategies in place and will work with LA colleagues to adapt and improve where needs emerge. The Principal Improvement Partners will continue to be a pivotal link with each LA and will ensure an effective two way flow of information. Improvement Partner It is essential the Improvement Partner forms a strong professional relationship with the headteacher. One of the key roles of the Improvement Partner is to broker support that will help build capacity and empower the school to achieve the outcomes identified in the School Development Plan (SDP).

PROFESSIONAL LEARNING OPPORTUNITIES

A wide and varied range of professional learning (PL) opportunities are offered to practitioners and leaders at all levels, including school governors. CSC strives to ensure an equitable offer for all schools across the region. All PL is evidence informed, close to practice and aligned to the National Mission, the National Approach to Professional Learning (NAPL) and to the Professional Standards for Teaching and Leadership (PSTL) and the Professional Standards for Assisting Teaching (PSAT). The CSC professional learning (PL) offer is responsive to local, regional and national needs, informed through a wide range of data, intelligence and evaluation.

PL opportunities include synchronous and asynchronous programmes and events. PL is further enhanced by high quality resources including guidance documents, online communities, blogs, vlogs, podcasts, poster packs, FAQs that support schools and share practice in all areas.

The majority of professional learning is delivered through the Central South Wales Challenge. A minority of PL sits outside of the CSWC and is centrally delivered. Currently this takes three main forms:

- where the regions and partnerships are working together to establish PL around key areas, e.g. cross-regional programme for Curriculum for Wales
- where the CSC school improvement team have identified a specific regional need and developed PL to support this. This may involve the use of experts to develop or facilitate programmes, e.g. Reading Reconsidered
- where bespoke Local Authority PL and support is tailored to meet identified local authority priorities not met through the regional offer, e.g. Merthyr Raising Aspirations Raising Standards

ENABLING EQUITY AND EXCELLENCE

We are committed to the success and wellbeing of every learner, regardless of background or personal circumstance. Equity and excellence go hand in hand, and we cannot have one at the expense of the other.

(Welsh Government, 2017)

Central South Consortia has worked with school leaders, local authority officers and the University College London Institute of Education to formulate a key document to support all schools across the region in achieving equity and excellence for all learners. 'Enabling Equity and Excellence' sets out an ambitious agenda based on valuing every learner and the knowledge and experience that they bring to school as the starting point for developing inclusive teaching. The principles of this document align to the CSC vision of empowering schools to improve outcomes for all learners and supports schools on their journey of education reform in Wales.

Enabling Equity and Excellence promotes and supports sustainable school improvement and learning leadership in order that schools make informed choices and decisions around equity and excellence. It also recognises that each school has its individual context and staff and pupil demographic, and that all schools will be at different points of their improvement journey. It aims to promote thought and discussion amongst a school community, to ask pertinent questions as to how equitable the organisation is and how effective it is in transforming policy into practice to ensure excellence for all learners.

Enabling Equity and Excellence challenges all schools to aspire to excellence and offers support to those schools most in need of improvement. It supports school leaders in robust self-evaluation with a specific focus on the quality of the provision and practices for inclusion and teaching, and the impact these have on the well-being and outcomes of all learners.

THE CENTRAL SOUTH WALES CHALLENGE

The Central South Wales Challenge (CSWC) is a partnership of all schools in the region working together to develop a self-improving system. It was launched in 2014 and is based on improvement being driven for schools by schools. The strategy was developed by headteachers from schools across the region and drew on the expertise of universities and external experts in school improvement and published international research.

The CSWC provides delivery structures and networks through which most regional professional learning opportunities are offered. The CSWC model is designed to be:

- consistent across the region
- school led
- informed by prior knowledge of a self-improving school system
- focussed on providing value for money
- responsive to the changing needs of schools



Each component of the CSWC model plays a key role in ensuring that schools can access appropriate professional learning (PL) and support to meet their school improvement needs. The components that are categorised broadly into two areas:

- **Professional learning collaborations** – all schools in the region are allocated collaboration funding to support participation in collaborative working within and beyond their school.
- **Professional learning opportunities** – these are co-constructed and facilitated by lead practitioners and school leaders from across the region in partnership with the CSC curriculum and professional learning team.

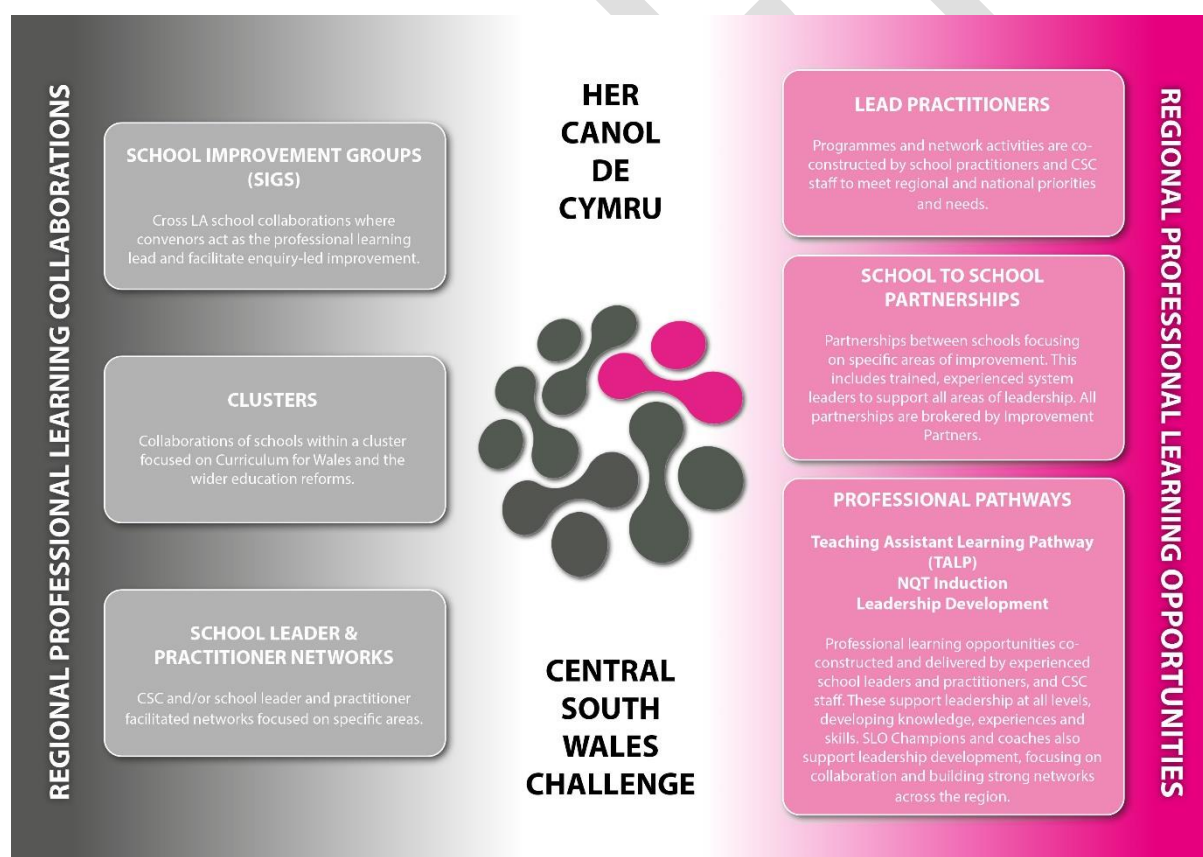


Diagram: Central South Wales Challenge Model 2022/23

The CSWC model continues to be reviewed and refined annually following consideration of evaluation of impact and value for money. It's also driven by robust evaluation of the efficacy of the professional learning offer and regional school improvement needs.

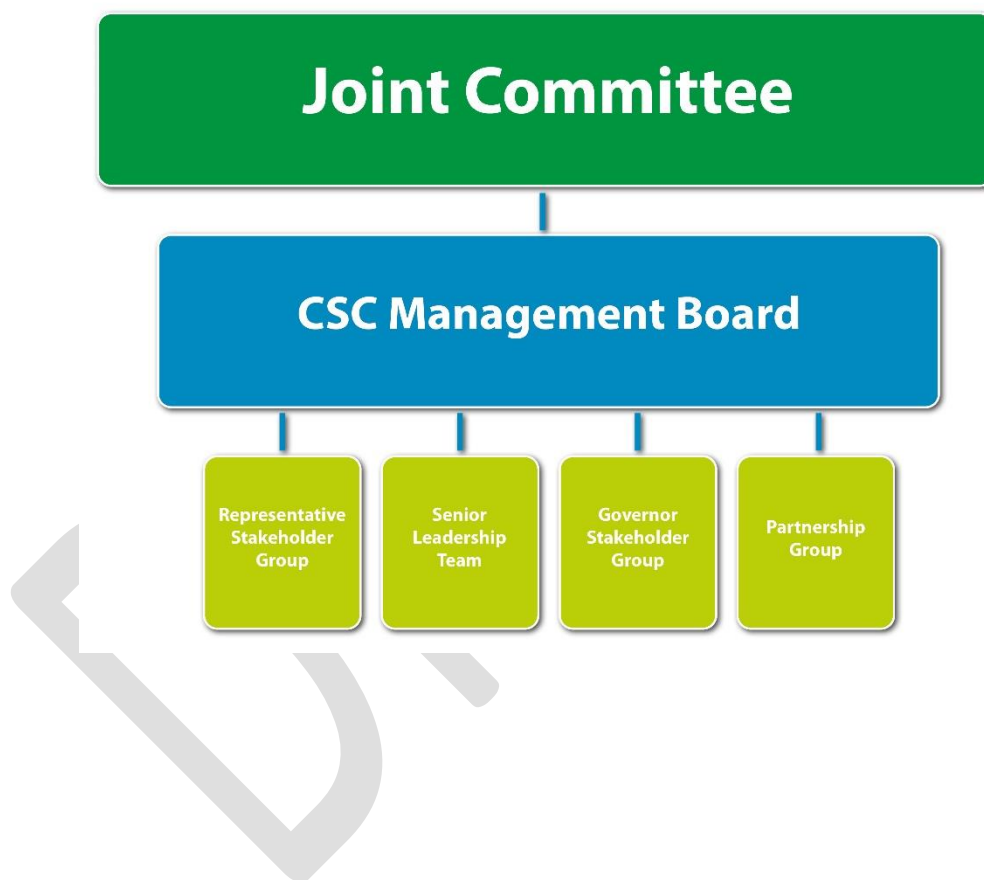
The following key principles remain constant:

- Effective practice is shared so that schools learn from each other.
- Knowledge of school practice and research facilitates and supports the sharing of best practice and collaboration to improve learners' outcomes within a self-improving system.
- The most appropriate source of support for schools is sourced by the schools themselves or is signposted/brokered by Improvement Partners.
- Improved teaching and leadership can only be sustained by a commitment to PL that is evidence informed and supports the development of schools as learning organisations.
- Resources are focused on opportunities for teachers and leaders to learn from each other, to try out new approaches or lead research projects, to improve their teaching and that of others.
- Leadership skills grown through planned succession leads to improvement across the system.
- Accountability is clear at all levels and used effectively to drive improvement.

GOVERNANCE

A revised model of governance was implemented during 2021/22 ensuring all stakeholders have a voice in the system and that there are opportunities for each stakeholder group to meet to focus on issues related to their sector. It also recognises that the democratic accountability sits with elected members and that the strategic functions for school improvement sit with the Local Authorities.

This model preserves the current Joint Committee structure and creates a CSC management board with increased membership. This model recognises the statutory functions of the LAs and retains the Directors group as a key group within the governance structure. It gives headteachers the opportunity to be involved regularly to develop the strategic direction of the organisation and recognises their key role in a school-led self-improving system.



CONSORTIUM FUNDING 2022-2023

CSC uses all available funding to support the priorities identified by schools, local authorities, regions and Welsh Government within the business plan. The underlying principle is that delegation to schools should be as high as possible.

CSC is funded on an annual basis from the constituent local authorities to fulfil the requirement of the National Model for Regional Working as well as directly from Welsh Government to further support and develop both regional and national priorities.

At the Joint Committee meeting on 22 December 2022, it was agreed that the core funding to the consortium would be increased by 1.72% for 2022-2023. Local authority contributions are calculated using the Indicator Based Assessment (IBA) published annually on the Stats Wales website.

FINANCIAL OVERVIEW

| Local Authority Contributions £m | Grant Funding for National Priorities | Total Funding Available |
|-------------------------------------|--|-------------------------|
| £ 3.625 | £XXX | £XXXX |

FUNDING PROVIDED FROM WELSH GOVERNMENT

Historically, there were a number of grants received by CSC from Welsh Government. With the launch of the national strategy 'Education in Wales: Our National Mission', there has been a streamlining of the grant funding process.

From 2018-2019, only two grants have been received by consortia:

| Regional Consortia School Improvement Grant | Pupil Development Grant |
|--|-------------------------|
| £xxxx* | £xxxx |

* includes LA match funding

REGIONAL CONSORTIA SCHOOL IMPROVEMENT GRANT

The main grant received by regional consortia to support national school improvement priorities is the Regional Consortia School Improvement Grant. This grant incorporates the former Education Improvement Grant (EIG).

There is an expectation that the EIG element of the grant is match funded by local authorities and is predominantly delegated to schools in line with grant terms and conditions. In 2022-2023, xx% of the EIG element of the grant will be delegated to schools.

The outline funding envelope from Welsh Government was received in xxx 2022 and provides indicative allocations for the financial year 2022-2023. Activity within the 2022-2023 business plan is predominantly funded from this grant. Elected Members approve the funding distribution upon receiving recommendations from the CSC Management Board.

A detailed overview of the allocation of funding to schools is available on the CSC website. This allows schools to compare allocations and ensure transparency of the use of grant funding.

| Objective | £m |
|--|------|
| Curriculum and assessment | xxxx |
| Developing a high-quality education profession | xxxx |
| Inspirational leaders working collaboratively to raise standards | xxxx |
| Strong and inclusive schools committed to excellence, equity and wellbeing | xxxx |
| Robust assessment, evaluation and accountability arrangements supporting a self-improving system | xxxx |
| Total Funding | xxxx |

PUPIL DEVELOPMENT GRANT

The Pupil Development Grant was launched in 2012 and provides additional funding to schools based upon the number of pupils on their roll eligible for Free School Meals or who are children looked after.

The majority of the grant (xx%) is delegated to schools. However, xx% is retained to provide professional learning opportunities across the region to support children looked-after and previously looked-after adopted children.

ADDITIONAL SUPPORTING DOCUMENTS

- Local Authority Strategic Plans
- Regional Professional Learning Offer
- Detailed Operational Plans