

Central South Consortium Business Plan

2022–2025



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



Empowering schools to improve outcomes for all learners

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Introduction



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 XXX

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



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.

Central South Consortium

Welsh Index of Multiple Deprivation 2020

Nearly one third of all Wales' school age children are in schools in Central South Consortium, with just over 152,000 learners.

There are just under 400 schools in the region with over 8,000 teachers and nearly 7,500 learning support staff.

The percentage of pupils aged 5 or over, whose ethnic background was identified as minority ethnic origin is 17.9% in CSC, which compares against a Wales percentage of 12.2%

(PLASC 2021)

The School Workforce Annual Survey (SWAC) Welsh Language ability analysis shows that for CSC just under 50% of staff have Welsh skills of either "No Skills" or "Entry Level" skills. This is the highest proportion across all other Regions in Wales for these skill levels.

(SWAC 2021)

In the region, 11% of people aged three or over say they can speak Welsh compared to the Wales average on 19%

(Census, ONS, 2011)

The pupil teacher ratio in the region is 19.3 which is slightly above the national ratio of 19.2.

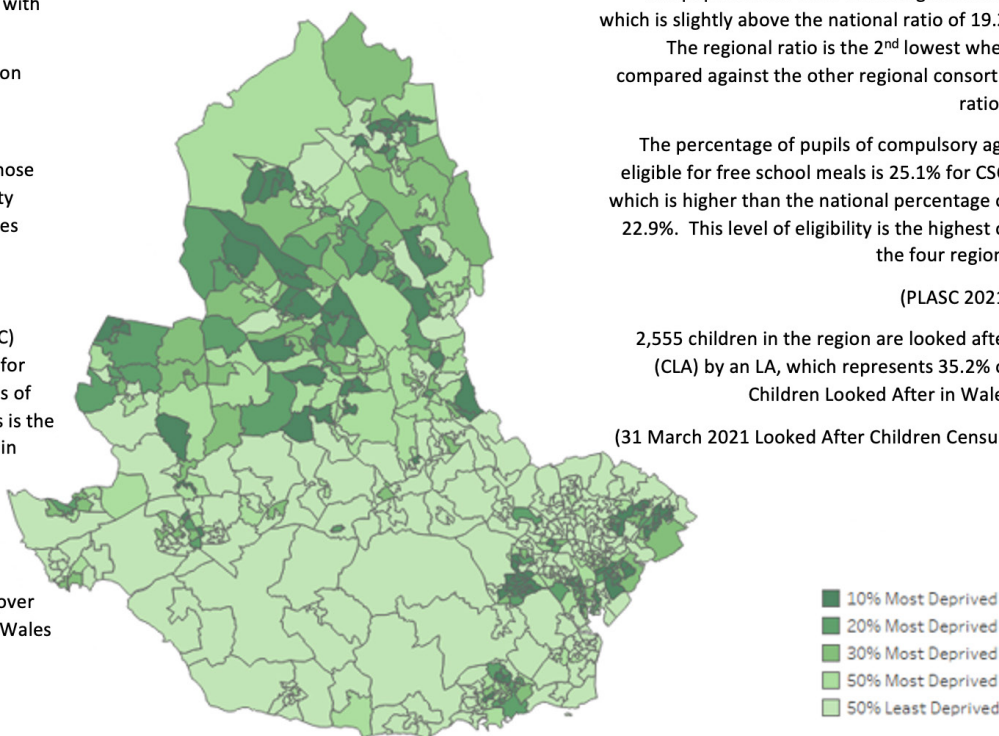
The regional ratio is the 2nd lowest when compared against the other regional consortia ratios.

The percentage of pupils of compulsory age eligible for free school meals is 25.1% for CSC, which is higher than the national percentage of 22.9%. This level of eligibility is the highest of the four regions

(PLASC 2021)

2,555 children in the region are looked after (CLA) by an LA, which represents 35.2% of Children Looked After in Wales




(31 March 2021 Looked After Children Census)



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Local Authority Context

 <small>Cyngor Bwrdeistref Sirol</small> <small>Pen-y-bont ar Ogwr</small> BRIDGEND <small>County Borough Council</small>		 VALE of GLAMORGAN BRO MORGANNWG		 RHONDDA CYNON TAF	
Aged 5-15	22.7	Aged 5-15	16.8	Aged 5-15	26.6




Number of Schools (Source WG Address List January 2022)

Bridgend		The Vale of Glamorgan		Rhondda Cynon Taf	
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
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
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	Pupil Referral Unit	7	Secondary 1 Roman Catholic	4	Special
		1	Special	2	Pupil Referral Unit

School and PRU Staffing (Source - Jan PLASC 2021)

Bridgend		The Vale of Glamorgan		Rhondda Cynon Taf	
Teaching Staff	Support Staff (FTE)	Teaching Staff	Support Staff (FTE)	Teaching Staff	Support Staff (FTE)
1281	1256	1310	1235	2018	2073

Local Authority Context

 <p>Cyngor Bwrdeistref Sirol MERTHYR TYDFUL MERTHYR TYDFIL County Borough Council</p>		 <p>CARDIFF CAERDYDD</p>		 <p>Consortiwm Canolbarth y De Central South Consortium Gwasanaeth Addysg ar y Cyd Joint Education Service</p>	
Aged 5-15	25.0	Aged 5-15	28.4	Aged 5-15	25.09

Number of Schools (Source WG Address List January 2022)

Merthyr Tydfil		Cardiff		CSC	
22	Primary 2 Welsh Medium 3 Roman Catholic	3	Non-maintained nursery settings	5	Non-maintained nursery settings
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
1	Special	18	Secondary 3 Welsh Medium 3 Roman Catholic 2 Church in Wales	6	Middle 3 Welsh Medium
1	Pupil Referral Unit	7	Special	50	Secondary 6 Welsh Medium 1 English with significant Welsh 7 Roman Catholic 3 Church in Wales
		1	Pupil Referral Unit	15	Special
				5	Pupil Referral Unit

School and PRU Staffing (Source - Jan PLASC 2021)

Merthyr Tydfil		Cardiff		CSC	
Teaching Staff	Support Staff (FTE)	Teaching Staff	Support Staff (FTE)	Teaching Staff	Support Staff (FTE)
490	485	3188	3158	8287	8207

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2021/2022
In Context



2021/2022 In Context

Nearly all (**99%**) of CSC schools have engaged in regional professional learning events, programmes and assignments. This is a total of over **11,000** engagements from school leaders, practitioners and governors.

Curriculum for Wales is embedded in all areas of professional learning and support.

Since April 2020, over **1300** practitioners across the region have engaged with termly network meetings focused on sharing practice in all Areas of Learning and Experience (Areas), pedagogy and enquiry.

More than **2500** school leaders and practitioners from over **80%** of schools across the region have engaged with the cross-regional CfW programme, focused on supporting their schools' journey to curriculum roll-out.

During 2021/22 **20%** more practitioners engaged in professional learning to develop their Welsh language skills and competence than in 2020/21.

CSC has developed a CfW design thinking model to support schools and clusters in curriculum design.

£5,179,098 was delegated to schools through collaboration funding, enabling school leaders and practitioners to engage in collaborations within and beyond their school on areas of school improvement to meet their specific school needs.

Nearly all schools (**96%**) in the region are engaged in cluster working, collaborating on work focused around the Curriculum for Wales and the wider reforms.

Since September 2021, **242** individual schools and 9 groups/clusters have been provided with bespoke support in relation to their school development priorities from CSC's curriculum team and / or brokered school to school support.

143 of schools have achieved Siarter Iaith/Cymraeg Campus awards: **105** bronze, **35** silver and **3** gold

2021/2022 In Context

High quality professional learning guidance and resources are available in variety of media including blogs, vlogs, newsletters and toolkits.

CSC webinar and podcasts were launched in December 21 with over **5000** engagements with the recordings in 3 months.

85% of cluster across the region now have a coaching and mentoring facilitator.

The CfW Newsletter was launched in April 2021, including all up-to-date information to support schools in their journey to curriculum roll-out. This monthly publication has been viewed over **4000** times.

The CSC poster packs on CfW and Assessment have been viewed over **6000** times.

Almost **500** practitioners across the region have participated in almost 40 regional collaboration projects across focused areas of curriculum and pedagogy.

The CSC Curriculum for Wales community area online community provides an interactive platform with materials, professional learning opportunities and messaging related to Curriculum for Wales. The files area also includes resources to support all areas of Curriculum for Wales. The community now has **1200** members from across the region.

In PL programme evaluations, **92%** of participants reported that they anticipated the professional learning having an impact on their learners, with **57%** expecting a significant impact.

More than **1700** governors from over **80%** of schools have engaged with CSC professional learning opportunities for Governors.

Our newly appointed Regional Leaders of Governance (RLGs) have provided high-quality support to governing bodies of **10** schools across the region.

There was an increase of **12%** of schools attended regional PL focused on vulnerable learners, with **99.5%** of participants evaluating that they were using or planning to use the learning in their role.

2021/2022 In Context

Over **120** school leaders, practitioners and CSC officers have undertaken the national coaching and mentoring trainer programme. **70%** of these have gone on to complete a formal qualification in coaching and mentoring, strengthening the impact and supporting embedding a coaching culture across the region.

All leadership pathways programmes are oversubscribed, with over **500** participants from across the region receiving national certification for their completion of the programmes.

50 headteachers and deputy headteachers from schools across the region act as coaches to support participants in the leadership programmes.

The target number of TAs gaining HLTA status was more than doubled, with **54** TAs achieving HLTA status, an increase of over **100%** from the previous year.

More than **215** school leaders, practitioners and CSC officers have undertaken the regionally delivered national coaching and mentoring programme.

CSC further strengthened partnership working with ITE HEIs on the co-construction of bridging units designed to support the induction of newly qualified teachers to mitigate against the impact of COVID.

Nearly all (**93%**) NQTs in schools in the CSC region passed induction, with **7%** granted an extension.

Across our **384** schools there are **1749** priorities for improvement, nearly all these are on track to be met.

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."

"...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 Consortium

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



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.

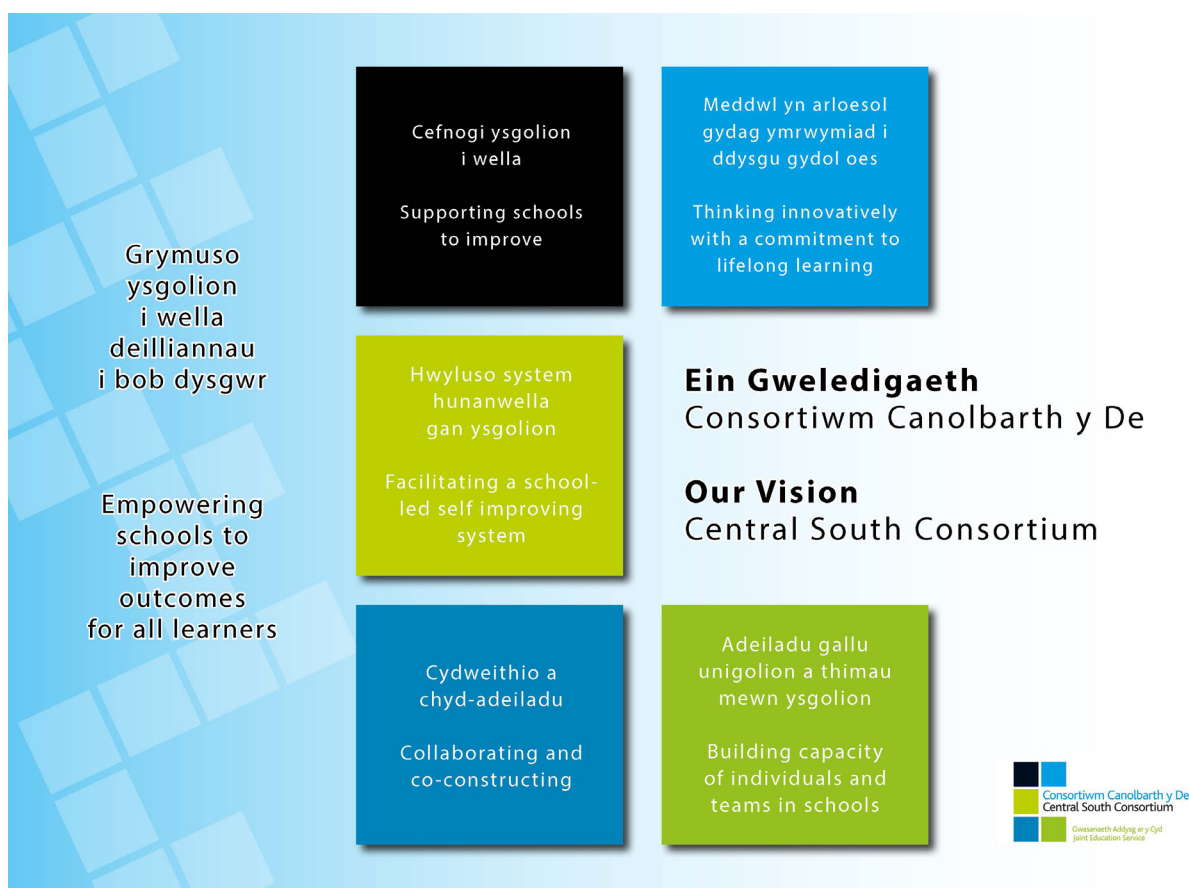
Central South Consortium has a key role in supporting all of the schools in our region in the realisation of Curriculum for Wales. We provide [professional learning](#) opportunities and access to support, resources, research and up-to-date information for all schools and individual practitioners to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

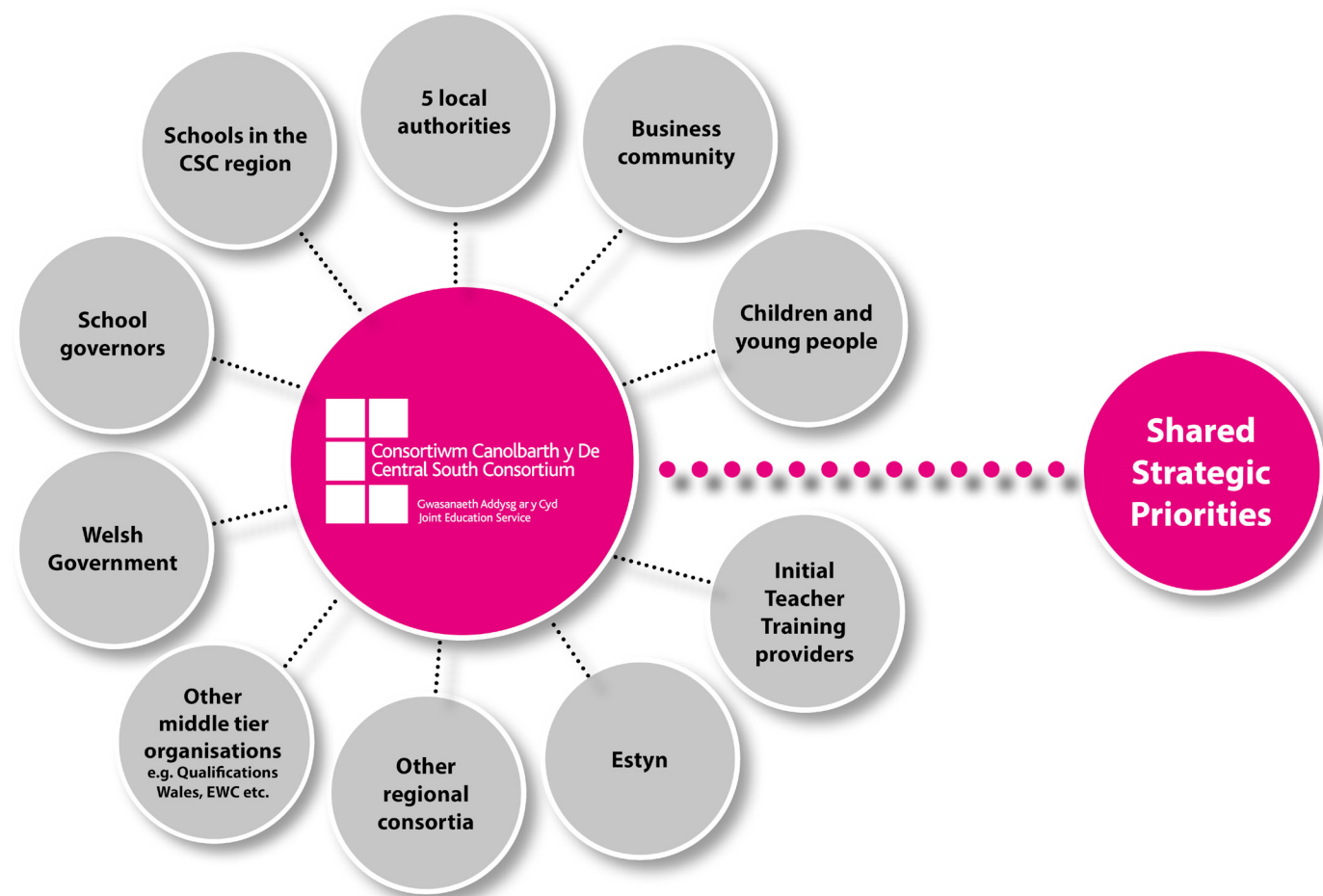


Improvement Priorities 2022-2025

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.



Business Plan Priorities

The overarching priorities are agreed with the Joint Committee. 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
<ul style="list-style-type: none"> Professional Learning Opportunities Evaluation of Professional Learning Welsh Language, Culture & Heritage Curriculum and Assessment Pedagogy, Teaching & Learning Qualifications Post 16 Education 	<ul style="list-style-type: none"> Leadership Pathways Governors Coaching & Mentoring Early Career Pathway TALP Schools as Learning Organisations 	<ul style="list-style-type: none"> Equity & Excellence Strategy for Vulnerable Learners LA Partnerships (focus on wellbeing & inclusion) 	<ul style="list-style-type: none"> School Self-Evaluation and Development Planning Framework for School Improvement Accountability 	<ul style="list-style-type: none"> CSC Business Planning & Self Evaluation Effectiveness & Efficiency/ LA reporting/ Scrutiny Communication Research & Evaluation Evaluation Systems & Processes CSC Governance Safeguarding
Self Improving System				
Impact of COVID				
Brokerage				
Central South Challenge (CSWC)				
Impact of Grant Funding				
LA WESP				
Professional Learning				
Curriculum for Wales				

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Central South
Consortium
Business Plan
Priorities 2022-2025



Priority 1: Curriculum, Teaching & Assessment

Theme	What will this look like?
<p>Professional Learning Opportunities</p>	<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
<p>Evaluation of Professional Learning</p>	<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 / Engagement 2. Learning 3. Changes to behaviour 4. Results (longer term)
<p>Welsh Language, culture and heritage</p>	<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 • 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

Priority 1: Curriculum, Teaching & Assessment

Theme	What will this look like?
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

Theme	What will this look like?
Leadership pathways	<ul style="list-style-type: none"> • Continue to deliver national leadership programmes at a regional level • Develop bespoke programmes to enhance provision for leaders at all levels • Continue to ensure leaders at all levels receive the support of coaches and mentors to enhance the effectiveness of their roles
Governors	<p>School governors provide effective leadership, challenge and support:</p> <ul style="list-style-type: none"> • provide school governors with relevant professional development to enable them to undertake their roles effectively • Equip school governors with the guidance, tools and resources to undertake self-evaluation effectively • Continue to work closely with local authorities to support effective school governance
Coaching & Mentoring	<p>Embed a culture of coaching and mentoring across the region:</p> <ul style="list-style-type: none"> • Continue to provide professional development in coaching and mentoring to all schools and CSC staff • Provide formal coaching support and supervision for those staff who require it • Continue to ensure coaches and mentors supporting our pathway programmes receive the necessary training to carry out their roles effectively • Continue to work closely with other regions to develop the wellbeing of leaders through a national coaching approach
Early Career Pathway	<ul style="list-style-type: none"> • Provide student teachers in the region with professional learning, guidance and support to help them transition from ITE to induction • Support newly qualified teachers through the induction process, strengthened by the comprehensive professional learning offer • Support induction mentors to fulfil their enhanced statutory role • Provide a post induction professional development package to NQTs upon passing induction
Teaching Assistant Learning Pathway (TALP)	<ul style="list-style-type: none"> • Continue to provide professional learning, guidance and resources to teaching assistants, both nationally and regionally. • Support increased number of teaching assistants to achieve HLTA status • Build HLTA leadership capacity through ongoing coaching and specialist opportunities
Schools as Learning Organisations (SLO)	<p>Provide Professional Learning, guidance and resources to support schools to re-engage with the Welsh Government survey and develop the seven dimensions of SLO to improve outcomes of all learners</p>

Priority 3: Equity & Wellbeing

Theme	What will this look like?
Equity and Excellence	<ul style="list-style-type: none"> • Support schools in fulfilling the goals of the CSC regional approach to enabling the principles of Equity and Excellence for all learners • Support schools in dealing with the effects that Covid 19 has had on provision • Build professional learning and development that is needed to support the professional knowledge base for Equity and Excellence • Identify key opportunities to build system knowledge and expertise to enable the principles of Equity and Excellence in schools in the region
The provision and progress of vulnerable learners	<ul style="list-style-type: none"> • Provide support and challenge for the leadership of provision of and progress of vulnerable learners • Signpost or provide professional learning to support schools to enhance the provision and progress of vulnerable learners
Support for enhancing well-being provision for workforce and learners	<ul style="list-style-type: none"> • Support schools in their self-evaluation and leadership of the <i>Framework on embedding a whole-school approach to emotional and mental well-being</i> • Signpost or provide professional learning to enhance the well-being of workforce and learners • Support and challenge well-being provision and leadership in schools including attendance and exclusions

Priority 4: School Improvement

Theme	What will this look like?
<p>School Self-Evaluation and Development Planning</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. • Work alongside schools on the MER process to test out the robustness of self-evaluation activities • Schools engage with NEIR to focus their self-evaluation processes • PL and materials available to support school with models of best practice for self-evaluation • 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 • Schools have productive, timely, robust and enquiry-based self-evaluation processes leading to clear improvement plans • Schools have effective evaluations of the impact of Covid on learner progress and on school practice, leading to clear plans for improvement planning which builds on strong practice. • Development Plans are focused on appropriate priorities identified from focussed self-evaluation • Development Plans reflect LA and National Priorities Welsh Government policies linked to priority 4 are implemented across the region in accordance with milestones set in 'Education in Wales: Journey to 2022' and 'The Curriculum Implementation Plan'
<p>Framework for School Improvement</p>	<ul style="list-style-type: none"> • Fewer schools needing higher level support or causing concern. • All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement. • Reviewed Intervention strategy for schools causing concerns with clarification • All plans detailing support identifies short, medium and long term expected impact of any brokered support, who will monitor and how it will be recorded
<p>Accountability</p>	<ul style="list-style-type: none"> • The region, LAs, schools, Governing Bodies 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. • Schools are able to respond appropriately to developing external pupil performance measures. • Any new Improvement, Evaluation and Accountability arrangements are implemented to align with current practice. • Clear assurances to LA & Stakeholders around progress of schools and learners • Reporting mechanisms align to support effective communication of information

Priority 5: Effectiveness & Efficiency of CSC

Theme	What will this look like?
<p>CSC Business Planning & Self-Evaluation</p>	<ul style="list-style-type: none"> • The CSC Business Plan will clearly outline our objectives meeting the needs of all stakeholders. • The LA priorities will form the integral basis for our Business Planning (Operational Plans). • The LA priorities will be included from the early planning stage. • Business Planning meetings will be well organised, structured and diarised well in advance of the meeting date. • Monitoring processes will ensure that our stakeholders are more involved in our monitoring and review processes will provide an opportunity for CSC to be challenged. • The three-year Business Plan will ensure that there is a better focus on sustainable long-term improvements and impact. • Self-Evaluation processes will take on board the views of stakeholders which in turn will inform its improvement-planning process. • Reporting cycles will meet the needs of LAs in a manageable and meaningful way, ensuring that there are clearly articulated audience and purpose for each report. • Reports will be produced that share the effectiveness of the organisation alongside the progress of schools across each LA. • Risk registers will incorporate to the LA and WG risks. • CSC will monitor the impact of its own performance management arrangements and will determine how well we respond to recommendations from previous inspection reports, thematic reports and other relevant reports from inspectorates and regulators.
<p>Effectiveness & Efficiency (inc LA Reporting & Scrutiny)</p>	<ul style="list-style-type: none"> • CSC will continue to produce an evidenced based effectiveness and efficiency report detailing the impact of CSC and its work. • Data and intelligence gathered by CSC is linked to organisational values. • Each report CSC produces has a clear purpose and meets the needs of the audience. • CSC has ensured there is alignment of internal workstreams that meet local and national priorities and avoids duplication. • CSC has adopted hybrid/agile approaches to working meaning that their physical footprint is reduced. Through this approach CSC is supporting the Welsh Government agenda of achieving a net zero public sector

Priority 5: Effectiveness & Efficiency of CSC

Theme	What will this look like?
Communication	<ul style="list-style-type: none"> • External communication channels are used effectively to improve access to professional learning, resources and support for schools in the region, leading to ongoing and sustained school improvement. This supports the realisation of the Consortium’s vision of ‘empowering schools to improve outcomes for all learners’. • Internal communication channels are used effectively to support and inform staff in their roles as ambassadors for CSC. Communication is a shared responsibility of all staff. This supports the realisation of the Consortium’s vision of ‘empowering schools to improve outcomes for all learners’. • The impact of communications activity will continue to be measured by website analytics including Knowledge Bank views, staff and school bulletin analytics, and social media engagement.
Evaluation Systems & Processes	<p>Evaluation is used for three purposes:</p> <ul style="list-style-type: none"> • Accountability – measuring results and efficiency • Development – strengthening the work of CSC • Knowledge – deepening understanding of effective school practice <ul style="list-style-type: none"> • There is a shared and understood language around evaluation and impact. • Clear and robust evaluation processes are in place to provide data, including stakeholder feedback. • Data and intelligence is used to challenge CSC performance, improve practice and generate knowledge for the system. • Roles and responsibilities in evaluation are clearly defined and ensure that the purposes of evaluation and the needs of all stakeholders are met.
CSC Governance	<ul style="list-style-type: none"> • CSC is committed to maintaining a financially viable service that meets the needs of schools and LAs, ensuring our BP is built on the LA priorities and brings the 5 LAs together into one regional service. • There is an approved governance structure which outlines the roles and responsibilities of each governance group that CSC are held accountable to and is detailed in the legal agreement which is signed by all stakeholders.
Safeguarding	<ul style="list-style-type: none"> • CSC has a Safeguarding policy which is updated annually to reflect any new legislation changes to ensure we are providing the correct advice to our staff. • CSC has its own dedicated Safeguarding Officer and Deputy Safeguarding Officers and refresher training is also provided to all staff on annual basis to ensure we continue to upskill and further develop a culture of safeguarding across CSC.

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Evaluating What We Do



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.



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Our Approach To Delivery





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. 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.

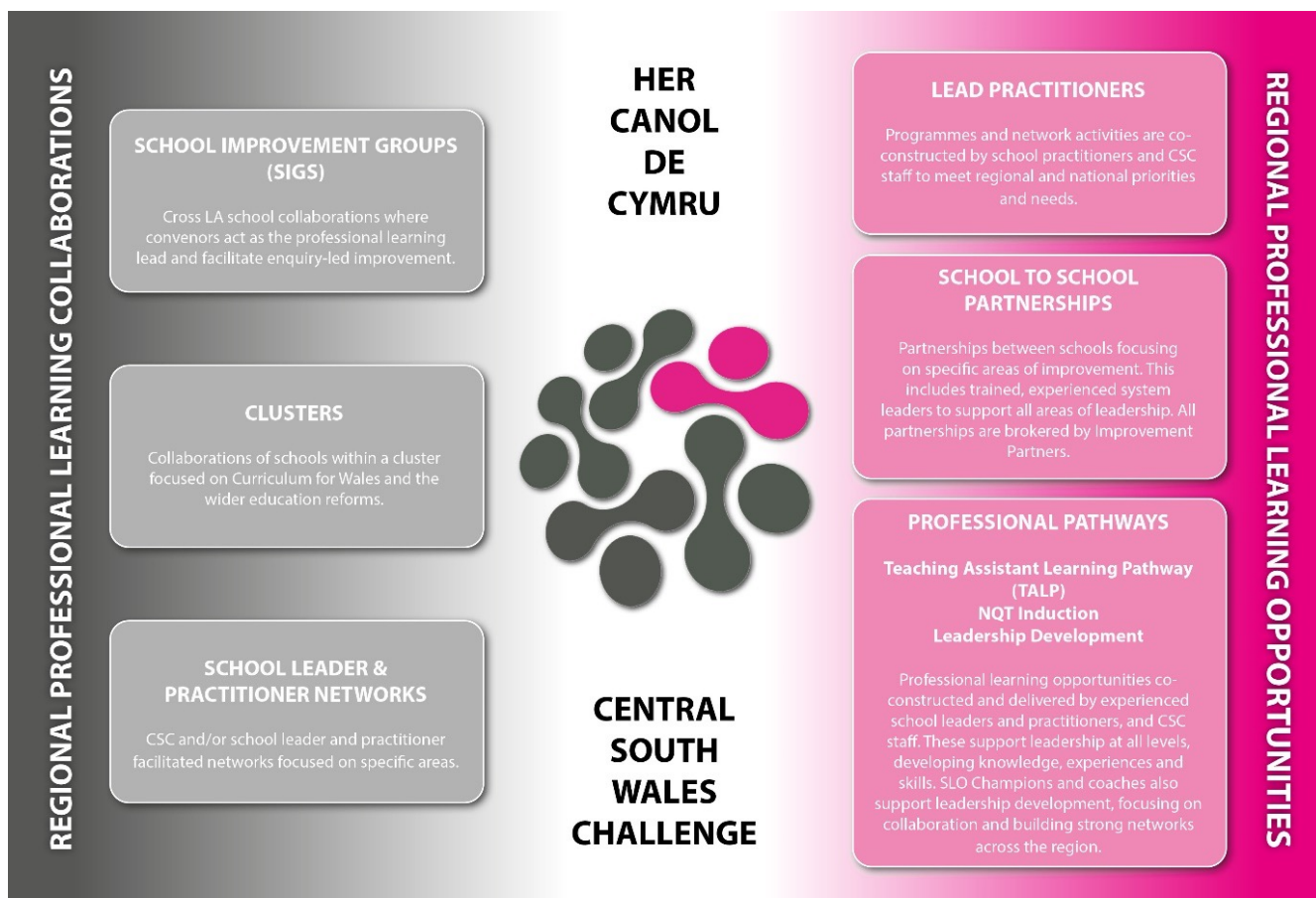


Diagram: Central South Wales Challenge Model 2022/23

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.

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Governance



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.



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Consortium
Funding
2022-2023



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 2021, 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	£X	£X

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
£48,652,545	£X

* 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	£
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.



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



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**Grymuso ysgolion i wella
deilliannau i bob dysgwr**

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