

CENTRAL SOUTH CONSORTIUM REPORT FOR JOINT COMMITTEE

27TH SEPTEMBER 2022

JOINT EDUCATION SERVICE

REPORT OF THE DEPUTY MANAGING DIRECTOR: PROPOSED ANNUAL MONITORING & REPORTING CYCLE 2022 - 2023

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1. <u>PURPOSE OF REPORT</u>

To provide Members with a proposed cycle of monitoring and reporting the work of CSC during 2022 – 2023.

2. <u>RECOMMENDATIONS</u>

It is recommended that Members:

- 2.1 Consider and approve the proposed monitoring cycle; and
- 2.2 Consider whether there are any areas of the work of Central South Consortium Members would like to see included within the annual reports

3. BACKGROUND INFORMATION

- 3.1 Central South Consortium produces a variety of reports for several different stakeholders and audiences throughout the year. Following a review of reporting processes within CSC, Professor Caroline Daly ¹worked with members of the executive leadership team in CSC, members of the management board, headteacher and governor stakeholder governance groups and CSC staff to consider how this reporting could be improved.
- 3.2 Following a series of workshops and discussions with stakeholders, CSC have developed a proposed reporting cycle for consideration by Members, which address the following:
 - Shared understanding of the purposes of evaluation
 - Shared language to discuss evaluation and impact
 - Development of a Framework for Evaluation (Appendix A, pg. 3)
 - Revised Monitoring and Reporting Framework (Appendix B, pg. 4)

¹ Professor of Teacher Education, Director of Centre for Teachers, and Teaching Research, UCL



4. IMPLICATIONS OF THE REVISED MONITORING & REPORTING ARRANGEMENTS

CSC would produce two annual reports:

4.1 **Annual Academic Year Scrutiny Report** presented to Members of the Joint Committee in December each year and once approved by Members, would be presented to the LA Scrutiny Committees in the Spring Term. Each LA Scrutiny Committee would receive a regional overview as well as an individual appendix on the work in their LA.

4.2 **Annual Financial Year Report** presented to Members of the Joint Committee in June each year.

The proposed annual reports would replace the previous annual Effectiveness and Efficiency Report as well as the annual LA Scrutiny Reports.

Progress with the CSC Business Plan and specific LA priorities would be provided twice per year (in December and June).

5. CONCLUSIONS

The proposed changes to the monitoring and reporting cycle would ensure stakeholders are receiving updates in a timely manner and processes will be embedded to ensure effective data capture is in place.

The proposals are sustainable, and work will continue with governance groups to ensure the information presented meets the needs of the various audiences.

There is a greater understanding of the purpose of evaluation across the region and adoption of the evaluation framework will provide improved use of evaluation for knowledge and development as well as for accountability.



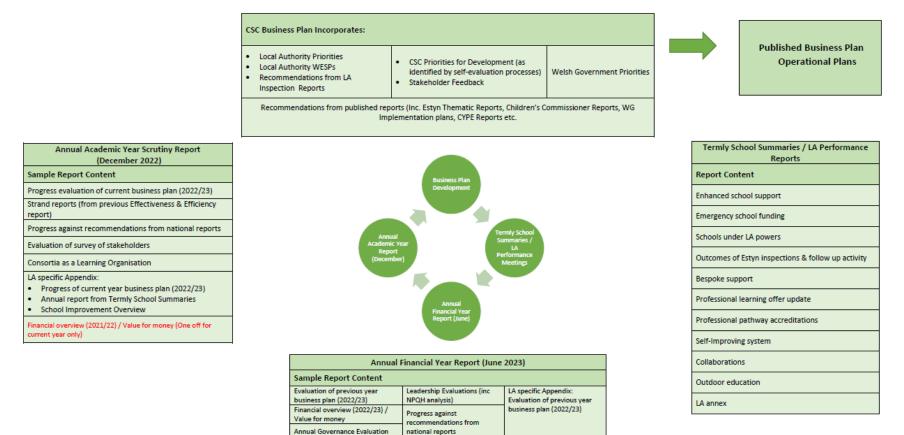
APPENDIX A: CSC FRAMEWORK FOR EVALUATION

CSC Conceptual Framework for Evaluation Improvement area: Clearly defined understanding of the intended improvement Intended impact: Planned monitoring for evaluation: Learner: Is there an intended impact on learner attainment, well-being or learning? Practitioner: What might we expect to learn and how will it be Is there an intended impact on practitioner knowledge, quality of teaching or quality of leadership? Organisational: Is there an intended impact on school culture, school What activities are going to make a difference to the improvement area? What will this look like? Engagement: Are the right people engaged? When do you expect it to f these aren't being achieved them the inputs need Are they getting the right information? Is the timing right? Is the best method used? Learning: Indicators of impact Is the right knowledge being shared? consideration. Is it developing a deeper understanding? Are the right skills being developed? Are positive attitudes developing? Is confidence growing? Is there a commitment to the improvement area? Behaviour: Are there changes in practice? Are there changes in provision? Are changes being considered at scale? Impact: Learner: How has learning improved? What do we know about the impact? How has learner well-being improved? How has attainment improved? Can we show value for money? Practitioner: How has the depth of knowledge improved? How has the quality of teaching improved? How has the quality of leadership improved? Organisational: How has the school culture improved? How have school systems and processes improved? Is the school more efficient?



APPENDIX B: PROPOSED MONITORING & REPORTING FRAMEWORK

External Monitoring & Reporting 2022/ 2025 (Draft for consultation)



Summary of additional ongoing reporting / monitoring activity			
Report		Monitoring Activity	
School Improvement Partnership Log (SIPL)	Enhanced Progress Report	Progress Meetings	School Improvement Forums
Pre-Inspection Reports	Additional LA & Scrutiny Committee requests	Information Sharing Meetings	LA Meetings with HR / Governor Services
School risk information	Additional reports for Welsh Government	Schools Causing Concern Progress Review	
Quality Assurance Processes			



LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

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List of background papers

Freestanding matter

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