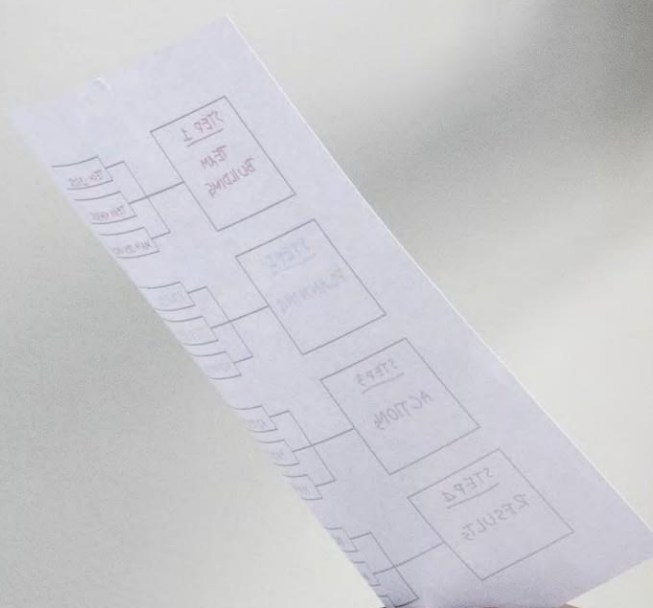


Information for Elected Members

September 2022



Consortium Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



Empowering schools to improve outcomes for all learners

Contents

03	About us
04	Education in Wales: a changing landscape
05	Improvement priorities
06	The Central South Wales Challenge
07	How is the Central South Consortium funded?
09	How are Consortium funds spent?
13	Evaluating what we do
13	Further information

About us

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.

The Central South Wales region has the highest school population of any in Wales and continues to be the fastest growing. 152,000 children and young people are served by just under 400 schools; this is approximately a third of Wales' school-age children. The region is home to the highest number of children living in poverty; it is also home to the capital city and the economic, financial and creative industries of Wales.

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%

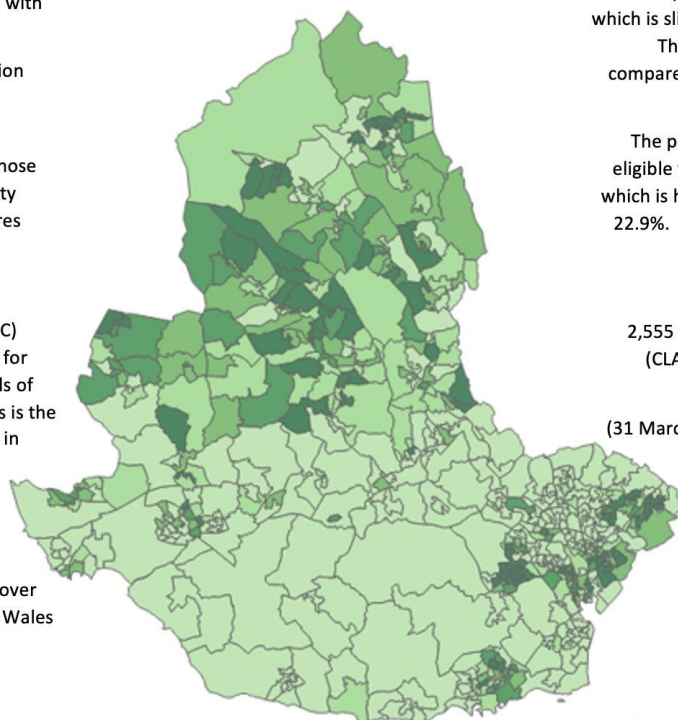
(PLASC 2021)

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)

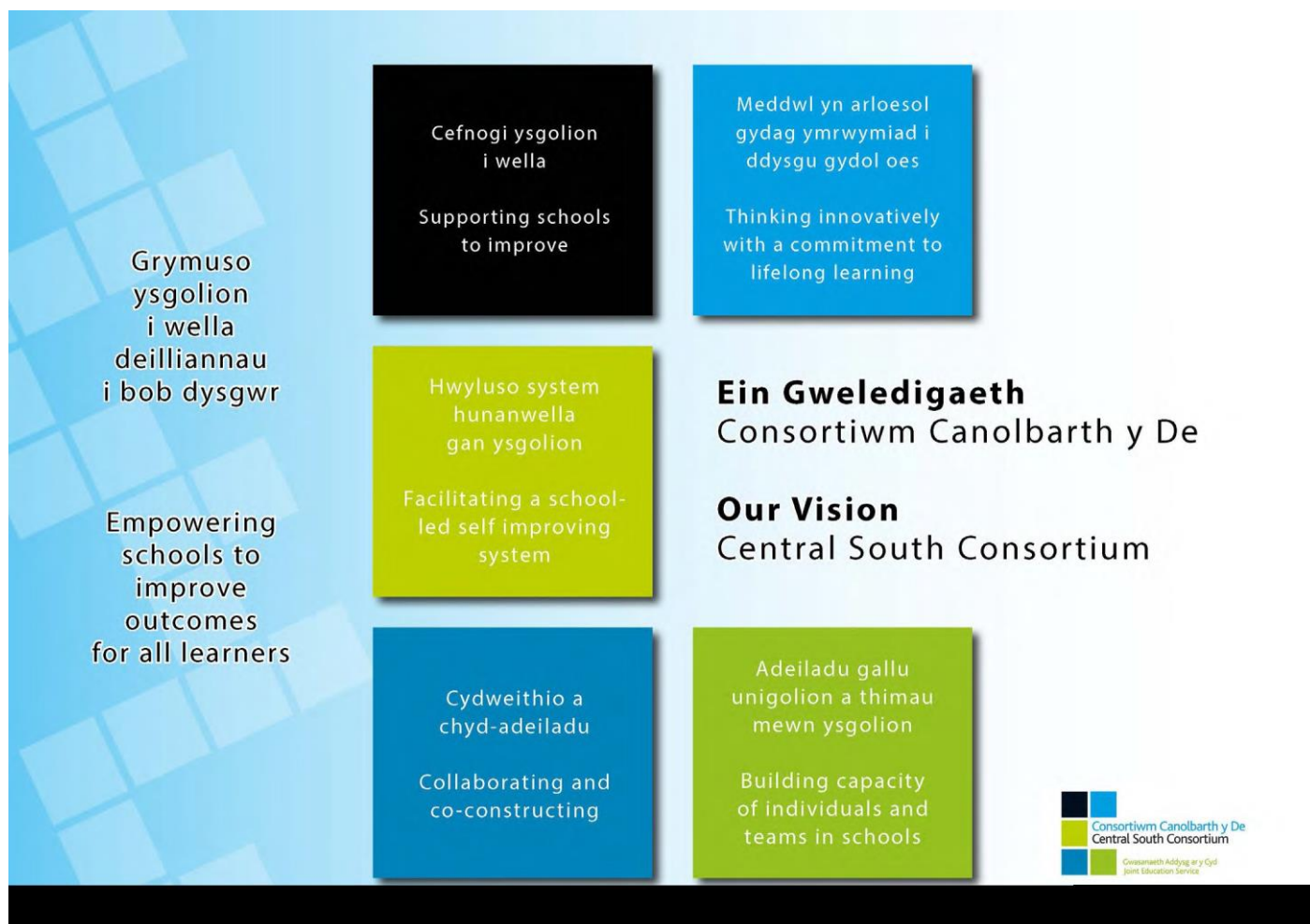
2,555 children in the region are looked after (CLA) by an LA, which represents 35.2% of Children Looked After in Wales

(31 March 2021 Looked After Children Census)

Contains public sector information licensed under the Open Government Licence v2.0.

© Crown Copyright

Working with stakeholders from across the region, the vision for CSC remains:
“Empowering schools to improve outcomes for all learners”



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 roll-out 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 [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.

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

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.

The overarching priorities for 2022-2025 have been agreed with the Joint Committee and the detail of each priority is set in the context of Covid.

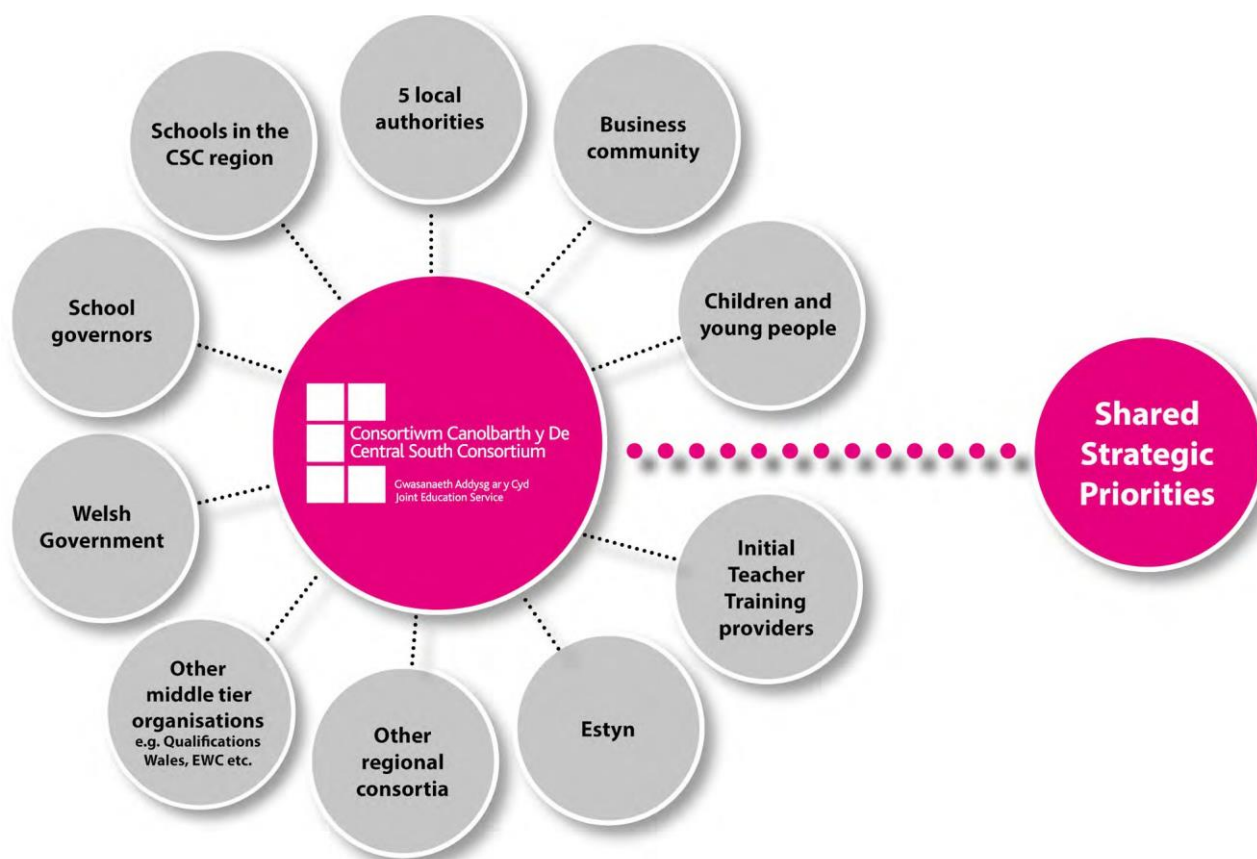
1. Curriculum, Teaching & Assessment
2. Leadership
3. Equity & Well-being
4. School Improvement
5. Effectiveness and efficiency of Central South Consortium

You can find out more about these in our latest [Business Plan](#).

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 well-being.

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.

CSC will continue to facilitate partnership working across the region as we recognise that our work 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.



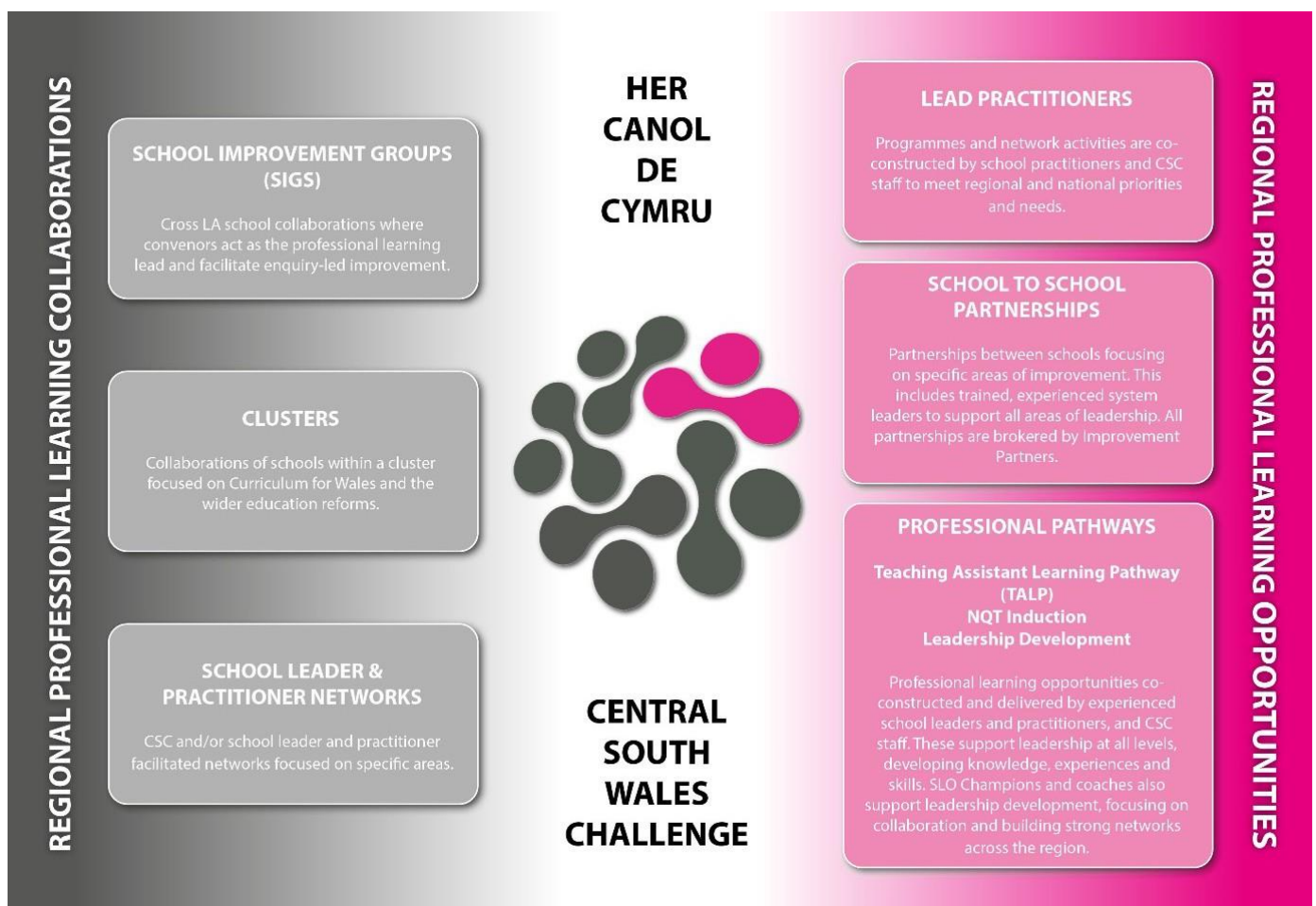
The Central South Wales Challenge



The Central South Wales Challenge (CSWC) is a partnership of all schools in the region working together to develop a self-improving system. This is based on improvement being driven for schools by schools. It provides delivery structures and networks through which most regional professional learning opportunities are offered.

Schools should engage with the elements of the model the professional learning that best meets the need of their improvement priorities. This may mean greater and lesser engagement with different aspects of the challenge, or it may mean a more equal engagement in many or all components.

Practitioners and school leaders are funded to work in partnership with CSC officers in the planning and facilitation of professional learning and support across the region. All schools receive collaboration funding from the region to support their participation in collaborations within and beyond their school.



How is the Consortium funded?

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 requirements of the National Model for Regional Working as well as directly from Welsh Government to further support and develop both regional and national priorities.

The Consortium receives two main sources of funding:

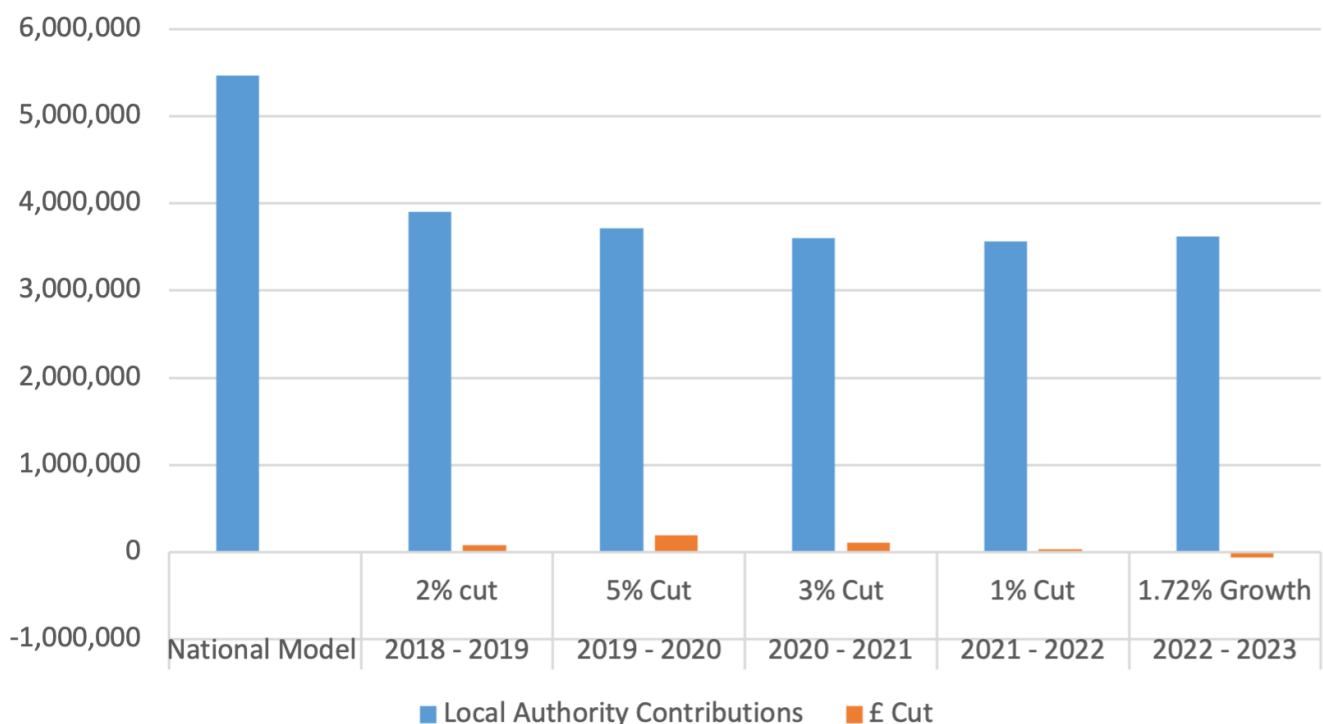
- Core
- Grant

Core: Local Authority funding (£3,624,876)

The National Model recommended £5.4m of contributions to the Central South Consortium from the constituent local authorities (Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan). In 2022/2023, the core budget for the consortium was 33.75% less than this recommendation.

At the Joint Committee meeting on the 22nd December 2021, it was agreed that the core funding to the Consortium would however be increased by 1.72% for the period 2022/23. Local Authority contributions are calculated using the Indicator Based Assessment (IBA) published annually on the Stats Wales website.

LA Contribution Trend



	National Model Recommendation £	2018 - 2019 2% cut	2019 - 2020 5% Cut	2020 - 2021 3% Cut	2021 - 2022 1% Cut	2022 - 2023 1.72% Growth
Local Authority Contributions	5,471,204	3,906,161	3,710,853	3,599,527	3,563,532	3,624,875
£ Cut		79,718	195,308	111,326	35,995	(61,343)
£ Total Cut		361,004				

Breakdown of Local Authority Contributions (2022/23)

Bridgend	Cardiff	Merthyr Tydfil	Rhondda Cynon Taf	Vale of Glamorgan	Total £
554,243	1,326,342	229,455	977,266	537,569	3,624,875

Grant funding (Welsh Government)

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

From 2021/22, there are three main grants are awarded to consortia:

- Regional Consortia School Improvement Grant (RCSIG)
- Pupil Development Grant (PDG)
- Siarter Iaith

Regional Consortia School Improvement Grant (RCSIG)

£48,652,545

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 89.9% of the EIG element of the grant will be delegated directly to schools and 9.9% delegated via the Central South Wales Challenge funding Model.

The outline funding envelope from Welsh Government received in 2022 provides 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.

Pupil Development Grant (PDG) £TBC

The Pupil Development Grant (PDG) was launched in 2012 and provides additional funding to schools based on the number of pupils on their roll eligible for Free School Meals or who are Looked After Children. As per 2021/22 allocations, the majority of the grant (99.2%) is delegated to schools. However, 0.8% is retained to provide professional learning opportunities across the region to support children looked-after and previously looked-after adopted children

Siarter Iaith £77,800

Since 2021/2022 Welsh Government have allocated Siarter Iaith funding as a separate grant (previously formed part of RCSIG). The total award of funding is £77,800, over the period 1st April 2022 – 31st March 2023 and is to be used to support the priority area of increasing pupils' informal use of the Welsh language by delivering the Siarter Iaith and its associated programmes.

How are Consortium funds spent?

In order to realise our ambitions for the region's learners, the core funding provided by LAs is used to provide:

Principal Improvement Partners (LA)

Principal Improvement Partners lead the provision of the school improvement service within the local authority to which they are attached. They have a thorough knowledge of the performance of the schools within the local authority and the context, issues and priorities for that local authority. Their work includes focusing on progress of schools towards achieving their priorities for improvement and in partnership with LA colleagues working closely with schools receiving enhanced monitoring.

Improvement Partners

Improvement Partners play a key role in supporting schools achieve their priorities for improvement and in building capacity within a self-improving school system. They work mainly in one local authority and are assigned to a number of schools. Improvement Partners work closely with colleagues from across the 5 authorities to ensure we maintain consistency in our work. Improvement Partners work a minimum number of days with their schools, there is no standard upper limit on the support provided.

Data Quality and Intelligence Unit (DQIU)

The DQIU is responsible for the availability of accurate and timely information to monitor progress at school, local authority and regional level, and where possible relate this to information available at an all Wales level. This intelligence enables the Consortium to track and monitor school progress, and to identify and provide the required support to enable schools to meet their school improvement priorities. The unit supports the whole of the organisation to help to empower schools to improve outcomes for all learners

Information Management

The Consortium's Operations Manager oversees information management processes. CSC's website was launched in 2016 as our online school improvement tool for all headteachers, teachers, school staff and education professionals in the region. It provides schools with an online system for sharing and accessing information including uploading their reports, plans, data and targets. Schools can access resources in the knowledge bank along with access to professional learning opportunities, communities and good practice.

Communications Team

The core aim of Consortium communications is that all schools, Consortium staff, local authority officers, governors and everyone who deals with the Consortium has a clear understanding of our vision, aims, values, services and achievements, leading to higher levels of satisfaction, engagement and ultimately contributing to improved pupil outcomes. The team is also responsible for sharing of knowledge across the system including the promotion of case studies and effective practice. This is set in the context of our commitment to the Welsh Language Standards by providing information bilingually to our stakeholders.

Governor Support

CSC facilitates and delivers an annual regional training programme to school governors across Bridgend, Cardiff, Merthyr, RCT and the Vale of Glamorgan. Also, manages the regional roll out of Governor Improvement Groups (GIGs) designed to facilitate greater co-operation and school-to-school learning between the governors.

Finance Team

The Finance Team is responsible for ensuring that the financial accounting, reporting and planning requirements for the Consortium are effectively delivered. The team coordinate the allocation of grants to schools, oversee spend according to the business plan and support service level agreements

Outdoor Education

The Outdoor Education Coordinator provides support, training and approval for all educational visits in the Central South Wales region. The coordinator ensures that the legal responsibilities and powers of the local authorities are fulfilled with regard to all types of off-site activity and educational visits. Expert advice on risk assessment is provided along with training for school Educational Visit Coordinators (EVCs).

SACRE (Standing Advisory Councils for Religious Education)

As the region's SACRE, the Consortium has responsibility for advising local authorities on their schools. The Consortium has a duty to publish an annual report that is used to hold local authorities to account regarding their advice on RE and collective worship. The report is shared with Welsh Government and key partners, including schools, teacher-training institutions and councillors.

Project Management

The project management team provide support to the School Improvement and Curriculum and Professional Learning Teams. The team manages the effective delivery of projects (including Central South Wales Challenge, Curriculum Reform, Governor support, Children Looked After, Numeracy Across the Curriculum, Research and Evaluation and Leadership) along with administration functions such as HR, office management, business desk, event management and website support.

In addition to the core funding provided by LAs, Welsh Government grant funding is used to enable CSC to provide the following:

CSC Curriculum and Professional Learning Team

The Curriculum and Professional Learning team take responsibility for developing professional learning (PL) opportunities in collaboration with Lead Practitioners from across the region in response to local, regional and national priorities. In partnership with schools, local authorities, Welsh Government and other stakeholders, the team profile available PL grants to support schools through:

- PL events and programmes – synchronous (live) and asynchronous (online, on-demand)
- Network meetings
- Funded projects
- Resources and guidance

In addition, bespoke support is provided to schools with specific development priorities over and above the regional offer.

Schools are supported to develop:

- Curriculum and Assessment
- Cymraeg
- Pedagogy, teaching and learning
- Equity and wellbeing
- Professional Pathways, including Leadership, Teaching assistants and NQTs)

The team consists of:

- Assistant Director for Curriculum and Professional Learning
- Head of Curriculum and Qualifications
- Principal Improvement Partners – related to specific areas including Welsh, equity, pedagogy and curriculum
- Leads – related to leadership, professional pathways and equity and well-being
- Area Leads – related to curriculum
- Associate Advisers – related to curriculum and pedagogy
- Development Officers – related to curriculum
- Higher Level Teaching Assistant (HLTA) Coordinators
- Digital Media and e-Learning Manager
- Digital Content Support Officer
- Project Managers
- Projects Support Officers
- MIS Officer
- Administrative Assistants

Curriculum reform and development

CSC supports schools in all areas of curriculum reform with the aim of realising our National Mission of 'strong and inclusive schools committed to excellence equity and wellbeing'. This includes working with the other regional consortia and partnerships, local authorities, external agencies and schools to develop national and regional events, programmes, support and guidance for practitioners and school, leaders, including governors. The PL opportunities are wide ranging and comprehensive, with Curriculum for Wales embedded throughout. The CSC team provide and broker specialist bespoke support to clusters, groups of schools and individual schools to meet their specific improvement needs.

Welsh

CSC provides professional learning and bespoke support to schools in the development of Welsh and supporting the Welsh Government strategy 'Cymraeg 2050: A million Welsh speakers'. This includes:

- Welsh language for the school workforce
- Leadership of Welsh development and policy
- Languages Literacy and Communication (LLC): Welsh in Welsh Medium schools
- LLC: Welsh in English Medium schools
- Welsh culture, history and heritage

Leadership Development

Developing leadership is a key priority for CSC. The role of school leaders is instrumental in securing the best outcomes for our learners and in developing our leaders of the future, not just in their own schools but across the region.

CSC [professional learning opportunities](#) are aimed at developing leadership at all levels. We provide a wide range of programmes and [support and guidance](#) to develop leadership skills. Leadership Development Pathway Programmes are written by groups of Headteachers and practitioners from

across Wales. The programme content draws their expertise in school leadership and ensures that the programme content is grounded in current practice.

These include:

- Middle Leaders Development Programme
- Senior Leadership Development Programme
- Aspiring Headteacher Development Programme
- New & Acting Headteacher Development Programme
- Experienced Headteacher Programme
- National Professional Qualification for Headship (NPQH)
- System Leader Development Programme

CSC also provides support for school leaders, including governors, via regional PL events and programmes, [networking and collaboration opportunities](#), bespoke support and a comprehensive programme of [coaching and mentoring](#).

Newly Qualified Teacher (NQTs)

The Consortium acts as the Appropriate Body for Central South Wales NQTs; an NQT cannot start their induction until their Appropriate Body has been agreed. As an Appropriate Body, the Consortium undertakes the necessary verification and administrative processes for NQTs. In addition, CSC provides a wide range of professional learning, support and guidance for NQTs and their Induction Mentors. This includes:

- National NQT and IM events and programmes
- CSC NQT Aspire programme, developed and facilitated by schools across the region
- Networking opportunities
- Coaching and mentoring training

Teaching Assistants and Higher Level Teaching Assistants

Teaching assistants are an essential part of the school workforce; there are 4986 teaching assistants (TA) working in schools within the region as per PLASC 2022. CSC provides a range of professional learning and support opportunities for TAs. This includes working with the other regional consortia and partnerships across Wales to provide a professional learning pathway for teaching assistants (TAs). The Teaching Assistant Learning Pathway (TALP) includes:

- TA Induction programme
- Aspiring TA programme
- Practising TA programme
- HLTA programme

CSC also provides support for TAs via [networking and collaboration opportunities](#) and through a comprehensive programme of [coaching and mentoring](#).

Qualifications and Post-16 Education

Lead practitioner networks are facilitated to support the existing secondary curriculum development including GCSE/Level 2 qualifications. Schools are encouraged to share effective strategies at subject level. A sixth-form leaders network provides opportunities for schools to develop provision post-16. In addition, CSC contributes to the delivery of the cross-regional post-16 leadership development programme to promote ongoing development in this area. Funded projects support practitioners in sixth forms across the region to collaborate and consider learner wellbeing strategies and systems to raise attainment at A-level / level 3 qualifications. Sharing approaches, and considering improvement to transition arrangements into, throughout and beyond the sixth form is a key priority. CSC support all secondary schools to use Alps data systems to track and monitor student attainment at GCSE and across the sixth form.

Intervention Budget

The intervention budget provides additional support to schools, Improvement Partners are able to coordinate support for schools that are most in need, examples of support may include a Regional Leader for Governance or a System Leader for a specific number of days, supply cover to release staff for professional learning or funding for a lead practitioner

Evaluating what we do

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.

Further information

For further information about how the Consortium is funded please contact:

Louise Blatchford, Deputy Managing Director
01443 281400 – louise.blatchford@cscjes.org.uk

Alternatively, please access the following channels to find out more about the Consortium:

- Website: www.cscjes.org.uk
- Twitter: www.twitter.com/cscjes
- Facebook: www.facebook.com/centralsouthconsortium
- YouTube: <https://www.youtube.com/channel/UC7QuJOOOoz42gsBY-2zt17A>
- Spotify: <https://open.spotify.com/show/78iDNTLHYBemkMF03ul3IZ>
- Weekly e-bulletin: <http://bit.ly/CSCbulletin>

A summary of our communications channels has been shared with schools, with links to the above as well as our area-specific Twitter accounts and key sections of our website: [Here For You](#)



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service



[@CSCJES](https://twitter.com/CSCJES)



communications@cscjes.org.uk

Grymuso ysgolion i wella
deilliannau i bob dysgwr

Empowering schools to improve
outcomes for all learners