

# Central South Consortium: Business Plan 2021- 2022 Annual Report

## September 2022



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## 1.0 Business Planning Overview 2021/22

The Business Plan 2021/22 runs from 1 April 2021 to 31 March 2022. The Business Plan 2021-2022 was approved by Joint Committee 18 March 2021. Five Priorities were outlined, closely aligning with Welsh Government’s (WG) national approach. Supporting each priority is a detailed operational plan that is summarised as part of a termly review of progress and impact.

### 1.1 Background

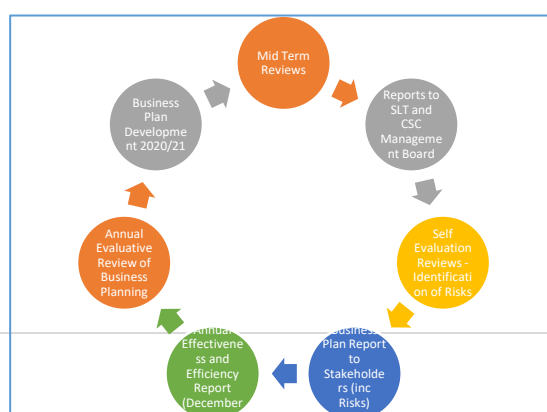
Joint Committee approved a 1.72% increase to the core contributions to the Consortium, as well as the recommendations within the medium-term financial plan for 1.73% increase for 2022/23 and 2023/24. 76.87% of the 2021/22 Business Plan was funded from grants received from Welsh Government (WG) and 23.10% funded from EWC.

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

- **Priority 1:** Develop a high-quality education profession.
- **Priority 2:** Develop highly effective leadership to facilitate working collaboratively to raise standards.
- **Priority 3:** Develop strong and inclusive schools committed to excellence, equity and wellbeing.
- **Priority 4:** Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system.
- **Priority 5:** Improve the effectiveness and efficiency of CSC.

## 2.0 Self-Evaluation Review Process

A termly cycle of business planning has been adopted to ensure efficient evaluation of the CSC Business Plan and related budgets. The evaluative narrative produced at the termly review meetings complements the self-evaluation of aspects not covered in the Business Plan. This activity is undertaken by the leads for each aspect, challenged by the members of the drive team and presented to members of the Senior Management Team and LA Directors, for further scrutiny and challenge.



### 3.0 Summary of Progress

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

**Table 1: Summary of progress judgement by individual aspect areas**

Priority	Actions	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	*Progress Affected By COVID-19
Priority 1.1	2	0	0	0	1	1	0
Priority 1.2	5	0	0	0	3	2	0
Priority 1.3	3	0	0	0	0	3	0
Priority 1.4	4	0	0	0	2	2	0
Priority 1.5	4	0	0	3	1	0	0
Priority 1.6	4	0	0	0	3	1	0
Priority 1.7	6	0	0	2	1	3	0
Priority 2.1	8	0	0	1	0	7	1
Priority 2.2	2	0	0	1	1	0	0
Priority 2.3	5	0	0	0	4	1	0
Priority 2.4	5	0	0	0	0	5	0
Priority 2.5	1	0	0	1	0	0	0
Priority 2.6	1	0	0	1	0	0	0
Priority 3.1	2	0	0	0	1	1	0
Priority 3.2	5	0	0	4	1	0	0
Priority 3.3	11	0	0	6	4	1	1
Priority 4.1	4	0	0	2	2	0	0
Priority 4.2	5	0	0	2	2	1	1
Priority 5.1	18	0	0	3	0	15	0
Priority 5.2	5	0	0	0	1	4	0
Priority 5.3	2	0	1	0	0	1	1
Priority 5.4	10	0	0	0	0	10	0
<b>Total</b>	<b>112</b>	<b>0</b>	<b>1</b>	<b>26</b>	<b>27</b>	<b>58</b>	<b>4</b>

\*‘Progress Affected By COVID-19’ judgements are additional judgements made alongside the Progress Judgement (Limited – Very Good) criteria. Therefore, these figures are not included within the Total Actions figure (112).

(See **Appendix A** for Judgement Matrix)

**Table 2: Cumulative progress judgement**

Annual Summary 2021/22							
Business Plan Actions	Elements	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	*Progress Affected By COVID-19
<b>Totals</b>	<b>112</b>	<b>0</b>	<b>1</b>	<b>26</b>	<b>27</b>	<b>58</b>	<b>4</b>
<b>Percentages</b>	100%	0%	1%	23%	24%	52%	4%

*\*‘Progress Affected By COVID-19’ judgements are additional judgements made alongside the Progress Judgement (Limited – Very Good) criteria. Therefore, these figures are not included within the Total Actions figure (112).*

**The above grids indicate that during 2021 - 22 there has been:**

- Very Good or Strong Progress made in 76% of elements.
- Satisfactory Progress made in 23% of elements. These elements will roll-over into the Business Plan for 2022/23.
- Limited Progress made in 1% of elements. This element was affected by COVID-19. Due to the timing of Performance Development, this element was unable to be completed for this Business Planning cycle.
- Of 112 elements listed within the Business Plan, 4% have been significantly affected by COVID-19. These elements will roll-over into the Business Plan for 2022/23.

#### **4.0 Identification of Risks**

Following the half-termly review and termly impact review meetings, risks and barriers are identified and shared with stakeholders via the dashboard and progress reports. Risk holders review and make recommendations to Directors for changes/updates to the risk register. CSC Management Board review and make final recommendations to Joint Committee to changes to the CSC risk register at termly meetings.

Operational risks are managed through the business plan monitoring cycles and discussed with senior leaders in the consortium. Where necessary, these risks are escalated and included within the formal risk register.

As part of the annual review of governance, an updated risk management policy will be presented for consultation with stakeholders in the Autumn term 2022.

## 5.0 Annual Summary 2021/2022 Impact Evaluation

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

<b>Priority 1: Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning Offer (PLO)</i></li> <li>• <i>Professional Learning (PL) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self-evaluation activities</i></li> <li>• <i>An increased number of schools operate as learning organisations</i></li> <li>• <i>Practitioner Welsh language competence and skills are increased</i></li>   <li>• <i>The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases</i></li> <li>• <i>Oracy standards of most learners in primary Welsh second language increases</i></li> <li>• <i>Nearly all student teachers achieving Qualified Teacher Status (QTS) Most Newly Qualified Teachers (NQT) pass induction</i></li> <li>• <i>At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status.</i></li> </ul>
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<b>Priority 1: Impact</b>	<ul style="list-style-type: none"> <li>• All CSC schools have engaged in at least one regional Professional Learning (PL) opportunity during April 21 to March 2022. Total engagement was over 14,500 which is a significant increase from 2020/21 (+53%, +5000 delegates) and more than double that of 2019/20 (+134%, +8300 delegates).</li> <li>• In their evaluations of PL, practitioners stated:             <ul style="list-style-type: none"> <li>• 98% increase in confidence, 25% significantly.</li> <li>• 82% enhanced subject knowledge</li> <li>• 75% linked to school improvement priorities, 15% unsure</li> <li>• 92% will change their practice, 16% significantly.</li> <li>• 94% plan to use their learning</li> <li>• 92% will impact on their learners, 18% significantly</li> </ul> </li> <li>• Information from School Improvement Partnership Log (SIPL) indicates that many schools are developing aspects of the Schools as Learning Organisations (SLO) dimensions. Over 1/3 of schools in the region have completed the SLO survey (using the national online tool) this year. Half of those school stated that it has informed their self-evaluation and improvement planning. CSC ‘SLO Champions’ are being recruited summer 2022 to work with schools to further promote engagement with SLO, share good practice and develop professional learning.</li> <li>• School Workforce Annual Census (SWAC) data for 2021 will be published in July 2022. Engagement with Welsh language development professional learning has been strong with 1610 practitioners from 291 schools engaged between April 2021 and March 2022. 746 practitioners have attended synchronous Welsh Language Development PL events, programmes or networks. In programmes that raise practitioner’s Welsh language competence, nearly all report improved skills and many plan to change their practice. Between April 2021 and March 2022, 50 schools achieved Siarter Iaith/Cymraeg Campus awards, 38 bronze, 9 silver and 3 the gold award. This is a significant increase compared with the 12 schools verified in 2020/21. Due to the continued disruption of Covid-19 and its effect on pupils’ Welsh oracy skills, the support for primary Welsh second language has been</li> </ul>
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	<p>primarily focussed upon developing oracy standards. This will continue to be measured through listening to learners at an individual school level. There is no regional or national data available.</p> <ul style="list-style-type: none"> <li>• The CSC early careers team worked with all HEI partners in further developing the bridging units designed to mitigate against the impact of COVID prior to students commencing induction. The majority of NQTs evaluated that they found the team site useful and felt prepared for induction Summer 2021, approximately 82% of all student teachers intending to work in the region gained QTS with the remainder either leaving their ITE programme or being given an extension.</li> <li>• An increased number of NQT's (81%, +7% over 2 years) and induction mentors (72%, +45% over 2 years) engaged with CSC PL opportunities ensuring information, resources and support resulted in consistency in terms of process as evidenced by induction profile evaluation, and improvements in practice as evidence by evaluations. Nearly all (93%) of all eligible NQTs passed induction in the region with 7% being given an extension and 0% failures.</li> <li>• 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.</li> </ul>
<p><b>A detailed evaluation of progress against individual aspects of this priority can be found in Appendix B</b></p>	

## 5.2 Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards

<p><b>Priority 2: Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <i>Successful completion of PL Pathways Programmes by applicants</i></li> <li>• <i>A culture of Coaching and Mentoring in embedded across CSC</i></li> <li>• <i>The development of more effective leaders to support school improvement</i></li> <li>• <i>Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities</i></li> <li>• <i>Self-evaluation processes are clear and robust and contribute effectively to school improvement</i></li> <li>• <i>Strong CSC representation is evidenced in nominations across all 'Teaching Awards Cymru' categories</i></li> </ul>
<p><b>Priority 2: Impact</b></p>	<ul style="list-style-type: none"> <li>• All available places on Professional Learning Pathways are occupied and oversubscribed. A formal endorsement process ensures leaders access the appropriate programme for the stage in their career. All participants to date have completed the programme fully and received national certification.</li> </ul> <p>The Middle and Senior Leader programmes delivered in CSC are national programmes that have been endorsed by the Leadership Academy (NAEL). They are of the highest quality, have been written in partnership with experienced practitioners and delivered by schools in our region. Since 2020, 433 school leaders have accessed the programme. A recent survey of middle leaders showed that 45% of participants had progressed into a role with greater responsibility within 12 months of completing the programme. 100% of these participants stated that the programme helped equip them with the skills needed for their new role. Both the Middle and Senior leader programmes open for applications on June 6<sup>th</sup> ready to start the next cohorts in September.</p>

*“I feel that the Middle Leadership Development Programme was an important factor in my progression in my role at my school. I regularly refer to elements of the course in SLT meetings and during CPD.”*

CSC Middle Leader 2022

In 2021/22 CSC ran the first cohort of the new National Aspiring Head Teacher programme. This is the new development programme that supports participants in preparing for the NPQH assessment centre and gives them the tools and strategies for their first years of headship. 61 aspiring heads took part in the programme from across our region. In CSC 80% of our participants went onto achieve their NPQH, which was well above the national average of 73%. In addition to the 5 development days, they also benefited from the support of one of our experienced coaches. 100% of the participants stated that they found the support of their coach beneficial.

*“Claire was a fantastic leadership coach, continually supporting and mentoring our peer network throughout the process. She provided excellent support and advice and led us through the process exceptionally. We had opportunities to meet virtually and in person. This experience and support from Claire really was an invaluable experience and I will be forever thankful to her for the effort she made.”*

CSC Aspiring Head Teacher 2022

- NPQH - Assessment centre took place in February 2022. 55 candidates assessed (plus 2 WM from EAS). Following regional and national moderation 44 candidates were deemed successful in meeting the standards – 80%. (Appeals deadline April 6th). Many candidates not meeting the standards were not in a role where headship would be their next step and therefore lacked whole school strategic experience. This should not be the case next year as endorsement criteria has been refined.
- Through participation in national leadership programmes and CSC collaboration opportunities such as peer partnerships leaders are exposed to a range of effective self-evaluation strategies that lead to more effective in school improvement.
- A range of coaching and mentoring training is being provided, supporting the development of leaders at all levels. Coaches are being used effectively to support leadership programmes. Formal qualifications in coaching and mentoring are strengthening the impact on individuals and supporting the embedding of a coaching culture across CSC. A longer-term strategy plan has been developed.
- All leadership coaches in place on all national programmes, providing the guidance for practitioners to further develop their skills as leaders of schools. Bespoke modules have been developed to support coaches in each of the professional pathways.

Our National Coaching and Mentoring programme continues to go from strength to strength. To date we have 140 trained facilitators who have then cascaded the training within their networks. Over 250 teachers have been trained in schools by the nominated facilitator. Our Lead Practitioners have delivered the training to 109 teachers and our central staff have delivered the training to 82 CSC and Local authority staff. A total of over 580 in the region who have access the coaching and mentoring training. In the autumn term we focused the facilitator training on training an ALNCO from each of our clusters. These will now be delivering the



	<p>training to other ALNCOs in their cluster ensuring all ALNCOs can develop their coaching and mentoring skills to support them in their role.</p> <p><i>“Amazing cohort and support from the trainers. I looked forward to every week and it has had a profound impact on my personal life and how I am going to achieve what were previously just hopes and dreams.”</i></p> <p style="text-align: right;">Coaching and Mentoring participant Autumn 2021</p> <ul style="list-style-type: none"><li>• National priorities are reflected in governors' training to ensure they are suitably informed to support the response of school leaders to address these priorities.</li><li>• Evaluation of 2020-21 academic year Governor's training was very positive, with over 2500 Governors engaged.</li><li>• Through training, governors understand their role within their settings. The deployment of Regional Leaders of Governance (RLGs) is strengthening school governance through modelling leadership and providing support.</li><li>• A total of 7 RLGs are strategically deployed in supporting Governing Bodies causing concern and initial feedback shows they are having a positive impact on building leadership capacity and competency in identified areas. No RLG deployment has been completed, but ongoing impact is being collected by the Improvement Partners who work closely with the RLGs. This will be demonstrated through school self-evaluation processes including impact reports.</li></ul> <p>RLGs are experience governors with a proven track record of running effective governing bodies. Our 13 RLGs work with school governing bodies, supporting their effectiveness and development; schools can request the support of an RLG through their Improvement Partner. We are currently supporting Governing Bodies, working on a wide range of areas; from restructuring established governing bodies to supporting new governing bodies. Our RLGs are also able to support governing bodies in evaluating their effectiveness using the new governing body self-evaluation toolkit. Many of our RLGs piloted the new self-evaluation toolkit and have helped inform the refinements, so are a great resource to help plan how a governing body could possibly implement the toolkit.</p> <p>Our RLGs also co-facilitate on our Governor Training, bringing their first-hand experiences and expertise to enrich the sessions.</p> <p><i>“Well-presented training. Great to have a governor co-present and offer real examples”</i></p> <p style="text-align: right;">Governor feedback spring 2022</p> <ul style="list-style-type: none"><li>• GB Self Evaluation Toolkit: Development: The final version of the toolkit was launched on March 2nd to all CSC Improvement Partners. the toolkit has been shared with LA governor leads and colleagues. The resource is available to all schools via the Knowledge Bank. WG has requested a copy to add to the resource section of the NEIR.</li><li>• All programmes and training offered is evaluated and influences future provision and practice.</li><li>• Strong CSC representation occurred within the nominations across all ‘Teaching Awards Cymru’ categories.</li></ul>
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A detailed evaluation of progress against individual aspects of this priority can be found in Appendix C

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

<b>Priority 3: Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Nearly all schools demonstrate the use of a wide range of meaningful information and data</i></li> <li>• <i>Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</i></li> <li>• <i>Most schools demonstrate they have effective systems in place to address and mitigate barriers</i></li> </ul>
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<b>Priority 3: Impact</b>	<ul style="list-style-type: none"> <li>• CSC continue to work alongside schools to gain an accurate understanding of standards of quality first teaching, well-being and inclusion. At least most schools demonstrate use of a wide range of information and data including session observations, listening to learners, attendance exclusion and intervention data.</li> <li>• Central South Consortium's work in collaboration with local authorities and other stakeholders indicate many schools have appropriate systems to collect meaningful data to track the progress of vulnerable learners.</li> <li>• Many schools in the region are prioritising improving the standards of well-being of both pupils and staff in mitigating the barriers to learning.</li>   <li>• Following extensive engagement with, and feedback from stakeholders, the Enabling Equity and Excellence (EEE) document has now finalised and released into the system. Initial indications from Improvement Partners (IPs), Local Authority (LA) colleagues and schools indicate that the document has been well received.</li> <li>• A five-year (22-27) EEE implementation plan has been agreed by CSC governance groups which will involve a pilot in the first year.</li> <li>• Nearly all schools and IP's have summarised the PDG plans for 21/22. Due to covid-19 and changing of roles only 6 schools have not completed their summaries. PDG CLA cluster plans are nearly all completed and there has been a collaborative approach to approving the plans with the Looked After Children Education (LACE) Co-ordinator In each local authority.</li> <li>• Work in relation to the piloting the Challenge Education is ongoing. All schools have been visited by the Challenge Education team with online follow-up visits planned in March. Suggestions outlined for Online Raising Attainment for Disadvantaged Youth/Young people (RADY) are also discussed in the support notes.</li> <li>• The Reading Reconsidered and The Writing Revolution Training has been successfully delivered to school with high PDG figures across the region. Positive evaluations received and further work will be undertaken during the next financial year to gather further impact.</li> </ul> <p><b>Evaluation of the Equity and Well-being professional learning programmes</b></p> <p>341 participants have engaged with the professional learning programme for Equity and Wellbeing during the 2021-22 academic year. This included 49 participants from Bridgend, 97 from Cardiff, 14 from Merthyr, 95 from RCT, 84 from the Vale and 2 from</p>
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CSC. The programme comprised of 11 professional learning programmes and a total of 27 events took place.

142 evaluations have been received following attendance on the professional learning programmes. Evaluation of the Equity and Well-being professional learning programmes demonstrate that:

- Most participants report that they now feel more confident about the subject matter.
- Many participants (88.7%) report that the professional learning enhanced their knowledge of the subject matter.
- Many (84.5%) report that the professional learning was appropriate to their needs and skill level and felt that the professional learning was relevant to their daily work.
- Many (86%) would recommend the professional learning they accessed to others.
- Nearly all (97.20%) of delegates plan to use the professional learning or are already using it in their current role.
- Majority (60.5%) of delegates did not feel there were any barriers to applying what they had learned. Not enough time to embed was a barrier for a few of the participants.
- Over a half of delegates (55.5%) report that the professional learning is linked to their school improvement plan.
- The majority of the delegates (68.5%) felt that the professional learning would have a some or significant impact on learners in their setting. Just over a few participants (26.57%) were unsure if the professional learning would have impact on learners in their setting.

#### **Coaching and Mentoring professional learning programme for PDG CLA leads**

A minority of clusters from across the region have engaged with the Coaching and Mentoring professional learning programme for PDG CLA leads. Of the evaluations received following the autumn term professional learning programme:

- All participants report that they are either confident or very confident in knowing what it takes to be an effective coach and mentor.
- All participants report that they are confident or very confident in understanding the role and responsibilities of effective coaches and mentors.
- All participants report that they are confident in using coaching and mentoring models, and the tools and techniques to support it.
- Most participants report that they have been able to practise and are using their mentoring and coaching skills. Most refer to using coaching skills with staff, and a few also refer to using strategies with pupils or parents. Half of the participants refer to applying coaching strategies during performance management discussions. A few report that the use of the strategies is resulting in them encouraging staff to come up with their own solution to challenges.
- All participants report that the training met their expectations. Feedback references the excellent and enthusiastic delivery, methodical structure of the programme, wide range of coaching strategies and the regular opportunities to practise and discuss how they could be used.
- A minority of participants report that they are interested in developing their skills further through undertaking the ILM level 3 qualification.

A detailed evaluation of progress against individual aspects of this priority can be found in Appendix D

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

<b>Priority 4: Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level</i></li> <li>• <i>Fewer schools needing higher level support or causing concern</i></li> <li>• <i>Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools</i></li> <li>• <i>Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress</i></li> <li>• <i>Schools are able to respond appropriately to developing external measures</i></li> <li>• <i>Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners</i></li> <li>• <i>Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice</i></li> <li>• <i>Schools’ improvement plans lead to stakeholders’ wellbeing being improved, in light of the ongoing impact of COVID-19</i></li> <li>• <i>WG policies linked to priority 4 are implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’</i></li> <li>• <i>All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement</i></li> </ul>
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<b>Priority 4: Impact</b>	<ul style="list-style-type: none"> <li>• CSC has worked with all schools offering effective support, feedback and guidance to schools on the content, quality and impact of their self-evaluation arrangements, the appropriate identification of improvement priorities, and on school development plans. As a result, most schools have suitable evaluation and improvement arrangements.</li> <li>• CSC reports to stakeholders on its impact in supporting self-evaluation and improvement planning processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards. As a result, all LAs and wider stakeholders are kept up-to-date about the outcome and emerging impact of support to schools. Subsequently:</li> <li>• There are 6 fewer enhanced support schools since September 2021 and 13 schools have been removed from Estyn category.</li> <li>• Full Estyn inspections have continued to be suspended since March 2020, and the new pilot inspections will not be published until April 2022. However, most schools in category with self-evaluation processes and improvement planning as a recommendation made strong progress, as reported in Progress Meetings.</li> <li>• CSC has effective systems and processes in place to productively monitor and evaluate school processes (captured in School Improvement Partnership Logs). These use a broad range of information to monitor and understand the performance of schools in their area, rather than a narrow focus on pupil</li> </ul>
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	<p>attainment measures. As a result, the information can be shared and reviewed to refine CSC processes.</p> <ul style="list-style-type: none"> <li>• Most schools have established clear and effective processes for internal evaluation and accountability, leading to good progress for most learners.</li> <li>• External performance measures have ceased to be published since March 2020, and the final version of Welsh Government's guidance on the Framework for Evaluation, Improvement and Accountability is yet to be published, so no impact to record at this point.</li> <li>• CSC has worked with all schools offering effective support, feedback and guidance to schools on the content, quality and impact of their self-evaluation arrangements, the appropriate identification of improvement priorities, and on school development plans. As a result, most schools have suitable evaluation and improvement arrangements.</li> <li>• Nearly all school have taken appropriate account of the ongoing impact of Covid-19 in their self-evaluation and improvement planning, resulting in suitable priorities for the year.</li> <li>• Nearly all schools have taken appropriate account of wellbeing in both the range of priorities and as a key element for improvement. The ongoing nature of the Covid-19 pandemic makes it difficult to assess the overall impact on wellbeing at this stage.</li> <li>• Work for Objective 4 has been implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’.</li> <li>• CSC teams are effectively deployed to support all schools’ needs and nearly all schools are on track with most of their improvement priorities. All enhanced support schools and those in need of additional support receive appropriate and bespoke support.</li> </ul>
<p><b>A detailed evaluation of progress against individual aspects of this priority can be found in Appendix E</b></p>	

## 5.5 Priority 5: Improve the effectiveness and efficiency of CSC

<p><b>Priority 5: Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <i>Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%)</i></li> <li>• <i>Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)</i></li> <li>• <i>Communication performance analytics show improvement</i></li> <li>• <i>Social media engagement</i></li> <li>• <i>Website – Google analytics – page views at certain periods of focused campaigns</i></li> <li>• <i>Knowledge Bank: Resources, guidance, updates</i></li> <li>• <i>School / Staff Bulletins – number of clicks and downloads</i></li> <li>• <i>Reporting shows CSC PL has a positive impact on improving outcomes for learners</i></li> <li>• <i>Estyn judgements and requests for case studies are at least comparable with other regions</i></li> </ul>
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<p><b>Priority 5: Impact</b></p>	<ul style="list-style-type: none"> <li>• Professional Learning in CSC is developing increasing sustainable change in schools through the effective provision of opportunities for sustained professional learning. Annual survey data analysis shows an increase of primary staff involved in extended forms of professional learning (baseline 2019 termly or more: primary 45%) increased to 48%. Secondary data shows a decrease from 45% to 42%. This is in line with secondary schools having to respond to the changing requirements of CTGs and the challenges of reform. As set out in the hallmarks of well led professional learning from NAEL and in much research, extended professional learning leads to sustainable change in schools.</li> <li>• Professional learning in CSC supports more school staff to use research to make evidence informed improvements. Annual survey data analysis shows an increase of staff using research to support their professional learning on a regular basis (baseline 2019: primary staff 50%, secondary 42%). In 2021 these figures increased to 52% in primary and a more significant improvement in secondary to 47%. An increasingly research informed profession is in line with the principles of the National Approach to Professional Learning and supportive of developing schools is aligned to the requirements of the Curriculum for Wales.</li> <li>• In their evaluations of PL, practitioners stated:             <ul style="list-style-type: none"> <li>• 98% increase in confidence, 25% significantly.</li> <li>• 82% enhanced subject knowledge</li> <li>• 75% linked to school improvement priorities, 15% unsure</li> <li>• 92% will change their practice, 16% significantly.</li> <li>• 94% plan to use their learning</li> <li>• 92% will impact on their learners, 18% significantly</li> </ul> </li> <li>• To ensure that schools and stakeholders are well informed of regional news and opportunities, targeted, timely communications are shared. Engagement with communications in CSC is increasing.             <ul style="list-style-type: none"> <li>• Overall, there is increased interaction with our communication channels such as social media platforms, YouTube and CSC website. From April 2021 to March 2022 there was an increase of over 700 Twitter followers to in excess of 7.9K and YouTube engagement has doubled to over 22,800 minutes watched per month.</li> <li>• We have continued to support teams in managing their strategic area Twitter accounts to target their specific audiences, including reviewing their branding and providing new templates to ensure consistency. Collectively, we now reach over 21,000 followers via Twitter across all CSC accounts. This figure increased by over 1100 over the course of the Spring term 2022.</li> <li>• Facebook fanbase has increased by 10 percent between April 2021 to March 2022 and our messages have been shared across our audiences and followers more than 240 times.</li> </ul> </li> <li>• Professional learning in CSC demonstrated that it is changing practitioner behaviour to make a positive difference on learner outcomes. In practitioner evaluations of professional learning programmes, of the people answering to what extent they felt the professional learning would impact on learners in their setting, 92% report that they anticipate the professional learning having an impact on learners, with 57% expecting a more significant impact. (AM1 column data).</li> <li>• Unable to demonstrate impact due to Estyn suspension of inspection. However, 13 schools have been removed from Estyn category. Only 3 schools remain in a category</li> </ul>
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	<p><b>Engagement with CSC Professional Learning</b></p> <p>Schools were asked if their staff accessed live professional learning provided by CSC, with 313 (86%) schools stating that they did. Across these schools 256 (82% ) said that the PL was disseminated across the school.</p> <p>When asked about accessing asynchronous learning ,the numbers increased slightly to 319 (88%) although the percentage of schools who stated that asynchronous learning was disseminated fell slightly to 78%.</p> <p>Staff across all roles were accessing both live and asynchronous PL with the highest percentage being for teachers (86% and 80% respectively)</p> <p>When asked, 239 (66%) schools stated that they were engaged with leadership training. The most frequently accessed programme was middle leaders’ development with 59% of schools who accessed leadership training using this.</p>
<p><b>A detailed evaluation of progress against individual aspects of this priority can be found in Appendix F</b></p>	

<b>APPENDIX A</b>	
<b>PROGRESS JUDGEMENT MATRIX</b>	
<b>Very Good Progress</b>	The priority action has been addressed in all respects. No aspects require further attention. This has resulted in measurable positive impact to the priority area.
<b>Strong Progress</b>	The priority action has been addressed in most respects. Only minor aspects require attention. It is expected that the work will result in measurable, positive impact to the priority area.
<b>Satisfactory Progress</b>	The priority action has been addressed in many respects. A few important aspects still require significant attention. The impact of the work is not yet strong enough. Many aspects are addressed but there is still significant work to do in important areas.
<b>Limited Progress</b>	The priority action has not been addressed. All or many important aspects are awaiting attention, or the original planned activity is no longer appropriate.
<b>Not Yet Started</b>	The priority action has not been started.
<b>STATUS JUDGEMENT MATRIX</b>	
<b>Risk</b>	Potential risk or barrier identified.
<b>On Track</b>	Action on track for completion.
<b>Completed</b>	Action completed.
<b>Not Due To Have Started</b>	Action not due to have started.
<b>Progress Affected By COVID-19</b>	Action impacted by COVID-19 Pandemic.



<b>APPENDIX B</b>	
<b>Priority 1</b>	<b>To Develop a high-quality education profession</b>
<b>Evaluation of Progress</b>	

<b>Priority 1.1</b>	<b>The professional learning offer responds to the evolving needs of practitioners and leaders across the region in support of national and regional priorities and the impact of COVID-19</b>	
<b>How will we know if we’ve made progress?</b>	<b>Nearly all schools engage in the professional learning offer. PL evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes. School self-evaluation activities demonstrates the longer -term impact of professional learning</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i></li> <li>• <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Nearly all (99%) CSC schools have engaged in at least one regional Professional Learning (PL) opportunity during April 21 and January 22. Total practitioner engagement April 21- 28 Feb 22 was 11,995. During the same period for the previous year, practitioners had engaged in regional PL opportunities, representing 87% of schools.</li> <li>• All PL opportunities are aligned to the National Mission, Central South Wales Challenge (CSWC), Professional Standards for Teaching and Leadership (PSTL)/ Professional Standards for Assisting Teaching (PSAT). The CSC Enabling Excellence and Equity (EEE) document was launched during the autumn term and PLO will be increasingly aligned to this. PL is available at no cost to all practitioners, governors, CSC and Local Authority (LA) staff across the region.</li> <li>• Most (92%) participants reported that they anticipated the professional learning having an impact on their learners, with around half (57%) expecting a significant impact.</li> <li>• The regional Professional Learning Offer (PLO) continues to be published online. Summary PL and networking document published July 8th. Robust Quality Assurance (QA) procedures continue to ensure alignment of regional message with overall regional and national strategy. Processes have been refined across teams to reflect strategic and project team toles and responsibilities</li> </ul>		<ul style="list-style-type: none"> <li>• PLO.</li> <li>• PLO engagement data and analysis.</li> <li>• PL evaluations.</li> <li>• Project booklet, data and evaluations.</li> <li>• CSC BP.</li> <li>• External stakeholder reports.</li> <li>• LA BPs.</li> <li>• CSC regional reports.</li> </ul>

<ul style="list-style-type: none"> <li>• PL opportunities are informed and refined using local, regional and national intelligence and evaluation. This has been particularly in relation to COVID and curriculum reform. Around half of participating practitioners engage in asynchronous professional learning opportunities.</li> <li>• Funded Collaboration Project groups have been established and activities commencing.             <ul style="list-style-type: none"> <li>- 34 projects</li> <li>- 619 applications</li> <li>- 474 total schools</li> <li>- £339,000 total funding</li> </ul> </li> <li>• Most recommendations are planned for within the Area plans as appropriate. This includes PL opportunities and projects related to specific recommendations. Clarity of roles and responsibilities is increasing in many areas. Partnership working with LA teams and other partners are improving e.g. Foundation Phase (FP) Building Blocks, Diversity.</li> </ul>	
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<b>Priority 1.2</b>	<b>Schools are supported to manage change and develop as learning organisations</b>	
<b>How will we know if we’ve made progress?</b>	<b>Schools in the region demonstrate progress in the seven dimensions of the Schools as Learning Organisations model.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <b><i>An increase in the number of schools operating as learning organisations</i></b></li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• A five year (22-27) EEE implementation plan has been agreed by CSC governance groups which will involve a pilot in the first year. To support the implementation of EEE with pilot schools, a core CSC implementation team has been formed. Further work will take place in the summer term to recruit 10 pilot implementation schools. A communications strategy has been agreed and will be incorporated into the project plan for EEE implementation. An audit of CSC professional learning will have been completed by the end of March 22 that will inform the PL offer for 22/23. Sessions on the EEE document for governors have been delivered and were well attended. Further sessions for LA staff are due to take place in April. Recruitment for schools as learning organisations (SLO) Champions took place in the spring term. Whilst some favourable applications were received, applications were limited due to the pressures schools are under. It has been decided to re-advertise in the summer term 22. Improved functionality of the WG SLO survey should encourage the participation of more schools in the completing the survey. However, whilst schools may not be fully engaged with the survey, information from the SIPL indicates that many schools are progressing in the development of the 7 dimensions of SLO.</li> </ul>	<ul style="list-style-type: none"> <li>• E&amp;E Strategy.</li> <li>• EFIs.</li> <li>• CfW survey.</li> <li>• Annual schools' survey.</li> <li>• SLO engagement data.</li> <li>• 'So what' survey.</li> <li>• CfW survey analysis reports.</li> <li>• CSWC evaluation report.</li> <li>• SIG evaluations Cluster evaluations</li> <li>• Network evaluations.</li> </ul>	

<ul style="list-style-type: none"> <li>• From the survey, it is reported that all schools across the region are developing/have developed a shared vision. Nearly all schools across the region have made at least satisfactory progress with this, with 75%+ making strong progress in establishing a shared vision.</li> <li>• CSWC roles and responsibilities document is in place.</li> <li>• All evaluative activity to date running to agreed timescales.</li> <li>• PL and collaboration survey launch 17 Feb for completion by 11 March 22. Cluster and school improvement group (SIG) mid-point evaluations have also been shared with approximately 20% returned to date.</li> <li>• The curriculum and PL team are currently evaluating collaborative projects and networks.</li> <li>• Final report will be completed at end of financial year as a cumulative report of all activity within each area as per the agreed roles and responsibilities document.</li> <li>• PL and networks are ongoing.</li> <li>• PL and collaboration survey launch 17th Feb for completion by 11 March - only 1/3 of schools have completed at present. Deadline extended to 8th April and analysis will be undertaken following this.</li> <li>• Enquiry work ongoing. Higher education Institute (HEI) partners and WG collecting and collating the NPEP enquiries as per the timescales in the core brief. Multimedia presentations of findings are now available. Majority of CSC NPEP schools on track in enquiry cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Network engagement data.</li> <li>• NPEP enquiries.</li> <li>• HEI NPEP reports.</li> </ul>
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<b>Priority 1.3</b>	<b>Schools are supported to prepare for the Implementation of Curriculum for Wales and wider reforms</b>	
<b>How will we know if we’ve made progress?</b>	<b>Professional learning opportunities and support for schools at all levels are aligned to the ‘Curriculum for Wales: Journey to 2022- and the national professional learning programme. Nearly all schools engage in the professional learning offer for Curriculum for Wales and the wider reforms. PL evaluations demonstrate changes to practitioner behaviours in preparation for CfW and the wider reforms. School self-evaluation activities demonstrate progress towards the implementation of the CfW and wider reforms</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i></li> <li>• <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>

<ul style="list-style-type: none"> <li>• A majority (82%) of schools have engaged with the curriculum for Wales (CfW) PL programme (Nov 20-Feb 22).</li> <li>• 99.7% have engaged in the CSC professional learning opportunities where CfW is embedded within these.</li> <li>• 76% of schools (2000+ delegates) have participated in Area networks meetings (April 21 - Feb 22).</li> <li>• Nearly all schools identified from CSC CfW survey (summer 21) with 'less developed practice' have received joint visits with CfW advisers and their IP to provide bespoke support and advice on CfW.</li> <li>• September 2021 - Feb 2022:             <ul style="list-style-type: none"> <li>*57 individual school visits by CfW advisers</li> <li>* 11 full cluster visits and INSET sessions, CfW advisers and Area leads</li> </ul> </li> <li>• A very few schools (3%) in the region are not 'on track' in the journey to curriculum roll-out and are receiving bespoke support from CSC.</li> <li>• Blended approach used for all support - facilitating live sessions for schools and clusters and using recorded materials as pre-reading/pre-engagement preparation.</li> <li>• 62 practitioners from 57 schools across the CSC region participated in the cross-regional curriculum design professional learning (PL) programme. All PL resources, materials and guidance developed from the programme will be made available to all schools in Wales.</li> <li>• All schools introduced to the design thinking model and CfW website by CfW advisers and Area leads are appreciative of the clarity and reassurance it gives in modelling the process through to roll-out. Is now being used successfully by a majority of schools to inform wider stakeholders (parents/carers, governors, Estyn) of their progress towards enactment.</li> <li>• 62 practitioners from 57 schools across the CSC region participated in the cross-regional curriculum design professional learning (PL) programme. All PL resources, materials and guidance developed from the programme will be made available to all schools in Wales.</li> <li>• Increased number of practitioners engaging with CfW community area. 1,300+ subscribers.</li> <li>• CfW monthly newsletters = 4300 views.</li> <li>• CfW poster pack = 4800+ views.</li> <li>• Assessment poster pack = 2500+ views.</li> <li>• You tube channel webinars and podcasts = 5300+ views.</li> <li>• Launch of asynchronous module on developing shared understanding of progression created by CSC staff for Expressive Arts, Health and Well-being, Language, Literacy and Communication, Humanities, Mathematics and Numeracy, Science and Technology. Launched 28 Jan 2022 - English medium, 497 views to date, Welsh medium 443 views to date.</li> <li>• A very few schools (3%) in the region are not on track in the journey to curriculum roll-out and are receiving bespoke support from CSC.</li> </ul>	<ul style="list-style-type: none"> <li>• CfW survey analysis.</li> <li>• CfW PLO.</li> <li>• PLO engagement data and analysis.</li> <li>• PLO evaluations.</li> <li>• CfW community area and knowledge bank analytics.</li> </ul>
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<ul style="list-style-type: none"> <li>• Increase in cluster wide CfW support requests. Those receiving support state increased levels of competence and confidence in CfW framework and curriculum design process, and benefits of collaborative working in developing progression models across 3-16 continuum.</li> <li>• Nearly all schools (96%) engage in cluster collaborations, focusing on Curriculum for Wales and the wider reforms.</li> <li>• National network conversations - regional follow up conversations 2nd - 11th March via live network meetings. Materials from the national network conversations used to support regional discussions.</li> <li>• Approximately 65 synchronous network meetings focused on Areas of Learning and Experience (AoLE), pedagogy and enquiry from April 2021 to March 2022. Over 2000 practitioners from 75% of schools across the region have engaged with these networks to date (April 21 - Feb 22). The network and related materials are also made available asynchronously for those who are unable to attend the live sessions. The collaboration funding also supports schools to engage with the National Networks, Talk Pedagogy. and self-facilitated networks within and beyond their school.</li> <li>• Increase in members of CfW community area from 1100 autumn term to 1300+ spring term.</li> <li>• Y Ffedarasiwn practitioners supporting Welsh medium AoLE Lead Practitioners in developing Welsh language PL and materials - limited progress due to availability of Welsh medium AoLE LPs (Covid - capacity and supply teacher barriers).</li> <li>• PL and collaboration survey ready to share with schools - this should provide the evaluative data around the engagement with and impact of enquiry in the region.</li> </ul>	
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<b>Priority 1.4</b>	<b>Support the implementation of national and regional strategies for developing Welsh in all sectors</b>	
<b>How will we know if we’ve made progress?</b>	<b>The PL offer for improving Welsh in all sectors is aligned to national and regional needs, the Welsh Language Competency Framework and the impact of COVID-19. Practitioners report that their confidence and competence in Welsh language skills improve and this is reflected in the SWAC. The use of informal and incidental Welsh in schools across the region increase. School self -evaluation activities in all sectors demonstrates progress towards implementing national and regional strategies for Welsh.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i></li> <li>• <i>Practitioner Welsh Language competence and skills are increased</i></li> <li>• <i>The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases</i></li> <li>• <i>Oracy standards of most learners in primary Welsh second language increases</i></li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• Since April 2021, nearly 1000 practitioners from 247 (63%) schools across the region have engaged in WLD PL.</li> <li>• 374 practitioners have accessed part 1, 252 part 2 and 208 part 3 of the Welsh Language Development asynchronous professional learning. This is an increase of 138 from 2020/21. In programmes that raise practitioner’s Welsh language</li> </ul>	<ul style="list-style-type: none"> <li>• SWAC Data.</li> <li>• PLO and PL evaluations.</li> </ul>	

<p>competence, nearly all report improved skills and many plan to change their practice. School Workforce Annual Census data is available in July 2022. This is of course above the bespoke support given to schools</p> <ul style="list-style-type: none"> <li>● 91 practitioners from 41 schools have attended synchronous Welsh Language Development professional learning in Spring 2022. Many schools have experienced challenges releasing staff from the classroom to engage in live professional learning.</li> <li>● The 2022 cohort of the Leadership of Welsh programme for English medium headteachers and senior leaders has been held successfully. 17 practitioners took part in the programme and nearly all practitioners report that their skills and knowledge has improved and all plan to change their practice. One Headteacher stated, "It has reinvigorated my drive to move Welsh language and culture forward in my school following the pandemic".</li> <li>● Llwyfan Llafar Welsh medium primary &amp; secondary oracy resource published in March 2022 along with associated professional learning. The resource has been accessed 186 times since 7th March 2022 and nearly all schools who attended the launch welcomed the resource and praised its content.</li> <li>● Following primary Welsh Language Immersion professional learning, all schools who responded to our survey use the pack with nearly all grading the resource as 5/5 for its quality. Many schools state that the pack is effective in supporting individuals and groups of pupils and reinforces the work of the immersion unit. Many schools state that the pack has been effective to support pupils to re-engage with Welsh following lockdowns. A recent Estyn thematic review stated that the Language Immersion Pack "develops vocabulary and patterns in a structured manner and applies them with increasing success across the areas of learning".</li> <li>● 517 practitioners have engaged in the asynchronous professional learning for Newly Qualified Teachers.</li> <li>● Target number met for recruitment for the 2021/22 Welsh sabbatical. Spring term post sabbatical network arranged, and practitioners are preparing case studies of best practice to share widely e.g., team teaching and professional learning delivered.</li> <li>● Welsh/English medium partnerships are progressing with their projects and successful network meeting held in the spring term to share journey. One partnership has withdrawn due to capacity issues with 7 remaining. Later in the term schools will present their project and successes will be shared across the region.</li> <li>● Cluster leads network is successful, leads have a clear understanding of their role and expectations. They successfully disseminate updates, current information and best practice within their clusters.</li> <li>● Creation of Welsh Medium secondary immersion resource is continuing, however, due to impact of Covid-19 on Immersion Unit capacity the resource will not be ready for publication until the summer term 2022.</li> <li>● Cardiff University is currently analysing the data to produce the final standardised reading test for publication and is nearing completion. Progress was initially slowed down due to school's capacity to engage in pilots.</li> <li>● Regional LA Welsh medium Additional Learning Needs professional learning directory has been collated and published and is available to practitioners from across the region.</li> </ul>	<ul style="list-style-type: none"> <li>● Welsh in Education Officers (WiEO) knowledge – EFIs.</li> <li>● NQT profiles</li> <li>● Welsh cluster lead evaluations.</li> <li>● Collaboration Impact Report.</li> <li>● Evaluations of impact of standardised tests.</li> <li>● Improvement Partner Feedback</li> <li>● Siarter Iaith / Cymraeg Campus Awards Data.</li> <li>● Book quiz data.</li> </ul>
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<ul style="list-style-type: none"><li>• Synchronous Welsh across the curriculum professional learning delivered with 50 practitioners taking part. All evaluations state that practitioners plan to change their practice and use the learning in their settings. New asynchronous Welsh across the curriculum professional learning produced and published March 2022 in response to practitioners favouring asynchronous provision for flexibility reasons.</li><li>• 143 schools have now achieved Siarter Iaith/Cymraeg Campus awards: 105 bronze, 35 silver and 3 gold.</li><li>• An additional 22% of English medium primary schools achieved the bronze award in 2021/22 which is slightly above the target of 20%.</li><li>• 11.1% of English medium schools who held the bronze award progressed to silver. Impact of Covid-19 and the need to re-visit previous learning and re-establish routines has impacted on progress to silver.</li><li>• 44% of Welsh medium secondary schools have achieved the Siarter Iaith bronze award with further verification visits imminent.</li><li>• In the summer term, it is expected that 70% of Welsh medium primary schools will have achieved the Siarter iaith silver award.</li><li>• Strong progress is being made with Cymraeg Campus secondary, 56% of English medium secondary schools are now engaged with this programme which is 16% higher than the target set.</li><li>• The Welsh Language Charter has been adapted to meet the needs of special schools and a pilot is continuing to take place in 7 schools with a view to roll out across the region.</li><li>• Siarter Iaith and Cymraeg Campus working parties have produced and published the following resources to support schools towards the various awards:<ul style="list-style-type: none"><li>• Cymraeg Campus - working towards bronze - 460 accessed</li><li>• Cymraeg Campus - moving from bronze to silver award - 191 accessed in two weeks</li><li>• Siarter Iaith - moving from bronze to silver award - 64 accessed in 1 week.</li></ul></li><li>• Darllen Dros Gymru book quiz taken place with 17 Welsh medium schools taking part. 6 schools will go forward to represent the region at national level. 20 English medium schools (an increase of 13 from 2021) registered for Dwlu Darllen which successfully took place in March 2022.</li><li>• Senior Strategic Lead has supported Local Authorities to finalise their targets for the 2022-2032 Welsh in Education Strategic Plans. All Local Authorities have publicly consulted on their draft plans and Welsh Government is currently reviewing draft documentation. Senior Strategic Lead has supported some Local Authorities to successfully utilise their Welsh Government immersion grant.</li></ul>	
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<p><b>Priority 1.5</b></p>	<p><b>The Teaching Assistant Learning Pathway (TALP) provides effective pathways for all teaching assistants as part of a national and regional programme</b></p>	
<p><b>How will we know if we’ve made progress?</b></p>	<p><b>The professional learning provision along the TALP responds to the impact of COVID-19 and results in an increase in the number of TAs gaining HLTA status. The regional bespoke programmes are accessed by most TAs working in specific school contexts and reflect national priorities</b></p>	
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• <b><i>At least 25 Teaching Assistants (TAs) demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status</i></b></li> </ul>	
<p><b>Evaluation of progress</b></p>		<p><b>Evidence</b></p>
<ul style="list-style-type: none"> <li>• Induction - 108 participants are engaged in the induction programme. Nearly all participants reported at least moderate impact on their practice with many reporting high impact. Next steps – Currently the responsibility for engagement sits at a national level. However, moving forward CSC would like more control over engagement data.</li> <li>• Practising - A very few participants (9) have engaged with this programme due to schools being reluctant to release experienced teaching assistants (TAs) from the classroom during covid. Of the participants who were engaged, nearly all reported that the PL was highly impactful on their practice. The programme was delivered by 2 high schools in the region.</li> <li>• Aspiring HLTA - The PL element of Aspiring HLTA is delivered by 3 schools within the region. Currently Cylch 3 and 4 are still live with 101 participants engaged. Completion information will be available in December 2022 following assessment centre.</li> <li>• There are only 28 TAs currently engaged in the TALP Regional Online Community. Work is currently underway to transfer the community from one online platform to Teams.</li> <li>• Coaching and Mentoring - There were 16 participants who successfully completed the Coaching and Mentoring programme.</li> <li>• Out of the 16 who completed the programme, 2 have gone on and completed national assessor training and will now support work in the region.</li> <li>• Additional Learning Needs (ALN) - This new programme written by 7 schools in region and with contribution from local authority colleagues, focuses on good learning and teaching strategies that have proved effective with ALN pupils. Launch Sept 22.</li> <li>• Special Schools - This new programme written by 7 special schools in the region, supports the work of all teaching assistants currently practising in Special Schools. Pilot completed. Launch Sept 22.</li> <li>• Foundation Phase - This new programme written by 7 primary schools in our region, supports the work of all teaching assistants currently practising in Foundation Phase settings. Launch Sept 22.</li> <li>• Welsh Medium - Due to staffing pressures in schools as a result of Covid-19, many schools have not had capacity to engage with CSC. This remains a key priority for development.</li> </ul>		<ul style="list-style-type: none"> <li>• Programme evaluations.</li> <li>• Engagement analytics.</li> <li>• Bespoke resources.</li> <li>• Feedback from special school facilitators.</li> <li>• Working documents from FP and ALN development group and LA leads.</li> <li>• Resources supporting the TA special school programme.</li> <li>• Resources supporting the TA Foundation Phase programme.</li> </ul>



	<ul style="list-style-type: none"> <li>• Resources supporting the TA ALN programme.</li> <li>• Register of HLTAs on twilight coaching programme.</li> <li>• Improvement Partner Feedback.</li> </ul>
<b>Priority 1.6</b>	<b>Entry into the teaching profession through Initial teacher Education (ITE) and into NQT induction is supported. Professional learning opportunities respond to the challenges presented by COVID-19</b>
<b>How will we know if we’ve made progress?</b>	<p>Recruitment to the Open University routes results in all targets being met for the salaried and part-time programmes. Ongoing and new PGCE programmes in four ITE partnerships meet the accreditation criteria and are quality assured to capture evidence of impact on schools and student teachers in the region. Nearly all ITE graduates intending to work in the region engage in ‘COVID-19 response bridging’ PL to prepare for induction.</p> <p>The number of induction mentors (IMs) engage in training and PL increases. Most NQTs engage in national training and national / regional PL in order to pass induction. Transition support is provided for nearly all ITE graduates who intend to work within the region aligned to the WG COVID-189 guidance. All induction stakeholders are supported to engage in the statutory process aligned to revised WG COVID-19 related guidance and most IMs and NQTs participate in national training. The regional and national programme of PL provides bespoke support for all IMs and NQTS and reflects national priorities.</p>
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i></li> <li>• <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>Nearly all student teachers achieving Qualified Teacher Status (QTS)</i></li> <li>• <i>Most Newly Qualified Teachers (NQT) pass induction</i></li> </ul>
<b>Evaluation of progress</b>	<b>Evidence</b>
<ul style="list-style-type: none"> <li>• All initial teacher education (ITE) Partnerships have been supported in the recruitment of schools. This has resulted in 19 schools being newly endorsed to ITE plus 12 schools adjusting their provision to Lead status.</li> </ul>	<ul style="list-style-type: none"> <li>• PLO Engagement Data.</li> <li>• Practitioner Evaluations.</li> </ul>

<ul style="list-style-type: none"> <li>• Special School placements have been supported within the Cardiff Partnership via the design and provision of two school-led training days led by 5 Special Schools within the region. This has resulted in an increase in ALN inclusion within ITE.</li> <li>• 5 colleagues from CSC attend ITE steering groups and SW is a member of the Open University (OU) QA sub group. CSC contributes to all Strategic/Executive Boards across all 5 Partnerships.</li> <li>• ITE Lead Schools Network has been established with 2 meetings taken place this year. This has included well received PL from Dr Susan Davis who addressed the importance of supporting minority ethnic student teachers. Currently there are 52 participants as part of this network.</li> <li>• 10 Podcasts linked to the 10 Areas of the ITE Handbook have been released.</li> <li>• 8 Appreciative Enquiries have taken place with one more scheduled and early feedback has been positive with Lead Schools from all ITE Partnerships gaining a great deal from the experience. Due to Covid impact, this is not yet fully complete and awaits a full analysis.</li> <li>• 3 Projects have made good progress aligned with ITE and NQT Strategic Plans. This includes:             <ul style="list-style-type: none"> <li>- Cardiff Partnership: Developing a Shared Understanding of the Standards. A resource package of videos and analysis led by 6 CSC schools (plus cross consortia collaboration with EAS) has been created and was shared at the EWC ITE Conference on 28.3.22. This resource is to be used to support ITE and Induction mentor training and student teachers and NQTs.</li> <li>- Athrofa: Improve Not Prove. Working alongside 3 CSC schools (plus cross consortia collaboration with EAS) and 10 CSC schools as participants, is developing a set of principles that can be used to plan ITE programme content that supports the transition from ITE to the induction period.</li> <li>- Swansea Partnership: Purpose Driven Practice. Working alongside 3 CSC schools, an enquiry based project exploring how schools are developing and embedding purpose driven practice and then how students are then ‘enculturated’ into that practise once they are placed in the school.</li> </ul> </li> <li>• All HEIs received a nationally created recorded voice over presentation about induction for their students to listen to – HEIs were asked to send this to students and post it on their VL platforms.</li> <li>• Students were invited to sign up to the region they were going to be working in – CSC created a qualified teachers status (QTS) Team space, containing:             <ul style="list-style-type: none"> <li>- 4 playlists about starting work as a teacher.</li> <li>- Videos from NQTs about how to prepare for a job.</li> <li>- PL document containing a huge range of online learning courses for them to engage in over the summer.</li> <li>- Links to Hwb and EWC websites.</li> <li>- Information was posted about the NQT Induction briefing sessions held in Sept.</li> </ul> </li> <li>• CSC held 6 online drop in sessions between June-August to answer questions about induction.</li> <li>• In Sept, all NQTs are asked to sign up to two new teams:</li> </ul>	<ul style="list-style-type: none"> <li>• Area Networking Evaluations.</li> <li>• Monthly impact review data.</li> <li>• Feedback from Induction Mentors.</li> <li>• Resources from Modules one and two of the Induction Mentor Development Programme (IMDP).</li> <li>• Recording of module 2 of IMDP programme.</li> <li>• Evaluations of modules 1 and 2 of IMDP programme.</li> <li>• Evaluations of summer IM conference.</li> </ul>
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<ul style="list-style-type: none"><li>- National NQT team for National Core PL.</li><li>- CSC NQT Network Team to transition into Induction support and regional PL and networking.</li><li>• 223 QTS graduates joined the team space (an increase on the previous year).</li><li>• 25 attended the drop in sessions.</li><li>• 380 NQTs attended the Induction briefing in Sept held in the National NQT team (100% of new starters – 366 new NQTs in Sept 21).</li><li>• Over 500 NQTs are members of the CSC NQT Network Team (366 new starters and legacy NQTs). Focus groups this year have provided a mixture of feedback about the bridging activities – the majority of NQTs found the team site useful and felt prepared for induction.</li><li>• Feedback included:<ul style="list-style-type: none"><li>- They did not remember having the presentation at University.</li><li>- Helpful suggestions for considerations to refine/improve the materials.</li><li>- AN opportunity to visit the school before the summer holiday and meet the IM.</li><li>- 'Role play week' on ITE to practise having a full timetable.</li><li>- More information about induction but sent to them in chunks during the year ('Induction on a page' flyer). 265 NQTs attended.</li></ul></li><li>• Aspire Days 2020-21 (.350 new starters = 76%).</li><li>• 442 NQTs booked to attend Aspire Days 2021-22 (366 new starters = 100%).</li><li>• Day 5 involves activities to prepare NQTs for post-induction.</li><li>• National NQT PL (Sept-Dec):<ul style="list-style-type: none"><li>- 1 – Briefing – 380 delegates (Sept).</li><li>- 2 – PLE writing – 318 delegates (Oct).</li><li>- 3 – The learning environment /Behaviour for Learning 324 delegates (Nov).</li><li>- 4 – Wellbeing – 324 delegates (Nov).</li><li>- 5 – Curriculum for Wales – 276 delegates (Dec).</li><li>- 6 – Assessment for learning – 237 delegates (Dec).</li></ul></li><li>• Each session was offered on multiple dates in English and Welsh, including one after school and Saturday for short term supply.</li><li>• In evaluations:<ul style="list-style-type: none"><li>- 100% agree their knowledge, was enhances with 63% strongly agree.</li><li>- 100% agree their needs were met, with 50% strongly agree.</li><li>- 100% would recommend to others with 40% strongly agree.</li></ul></li><li>• Regional NQT Aspire / Anelu programmes:</li></ul>	
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<ul style="list-style-type: none"><li>- Led by 17 Aspire schools – 36 tutors.</li><li>- 442 delegates.</li><li>- 5 full days (once a month Feb-June) and once a month twilight tutorial.</li><li>- Offered in English and Welsh cohorts.</li><li>- Short term supply offered 5 Saturday sessions.</li><li>• PL for external verifiers:<ul style="list-style-type: none"><li>- 100% of EVs attended national annual event live or accessed recording.</li><li>- Regional termly network meetings – Dec and March.</li><li>- Lead EV meetings once a fortnight to support a drive towards consistency in the system.</li></ul></li><li>• In evaluation of annual PL:<ul style="list-style-type: none"><li>- 100% agree their knowledge, was enhanced with 35% strongly agree.</li><li>- 100% agree their needs were met, with 45% strongly agree.</li></ul></li><li>• National Induction Mentor PL annual PL Sep 2021:<ul style="list-style-type: none"><li>- 154 (90%) attended live or accessed recording.</li><li>- A further 14 IMs have entered the role during the year and accessed the recording.</li></ul></li><li>• In evaluations:<ul style="list-style-type: none"><li>- 100% agree their knowledge, was enhanced with 31% strongly agree.</li><li>- 100% agree their needs were met, with 38% strongly agree.</li><li>- 100% would recommend to others with 46% strongly agree.</li></ul></li><li>• National Induction Mentor Development programme 3 modules designed in partnership with HEIs.<ul style="list-style-type: none"><li>- Module 1 Nov 21 – 57 delegates.</li><li>- Module 2 Feb 22 – 44 delegates.</li><li>- Module 3 – April 22.</li></ul></li><li>• Evaluations:<ul style="list-style-type: none"><li>- 4.3/ 5 ‘to what extent do you anticipate that the learning will have a positive impact on your practice’.</li></ul></li><li>• National coaching and mentoring programme was offered to all Induction Mentors – 14 undertook the programme.</li><li>• The regional coaching and mentoring programme for new IMs was delivered in ten twilight sessions Sept-Dec. 18 signed up but only 8 completed the programme with workload pressures. Stated as the reason.</li><li>• Evaluations:<ul style="list-style-type: none"><li>- 4.7/5 ‘did the training meet your needs’.</li><li>- 4.7/5 ‘Were the resources useful’.</li></ul></li><li>• Induction Mentor termly network meetings were implemented Dec 21 and March 22.<ul style="list-style-type: none"><li>- Dec – 45 delegates.</li></ul></li></ul>	
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<ul style="list-style-type: none"><li>- March – 35 delegates.</li><li>• All IMs were given access to the recordings of these sessions.</li></ul>	
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<b>Priority 1.7</b>	<b>Provide regional professional learning in curriculum &amp; assessment, pedagogy and qualifications</b>	
<b>How will we know if we’ve made progress?</b>	<p>Schools implement national and regional strategies in curriculum &amp; assessment, pedagogy and qualifications. The professional learning offer supports new way of working resulting from COVID-19.</p> <p>Nealy all schools engage in the PL offer for curriculum and assessment, pedagogy and qualification. PL evaluations demonstrate changes to practitioner behaviour in relation to curriculum and assessment, pedagogy and qualifications. Schools' self-evaluation activities demonstrate progress towards the development of curriculum &amp; assessment, pedagogy and qualifications</p>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Practitioners in nearly all schools engage in the regional Professional Learning offer</i></li> <li>• <i>Professional Learning (PLO) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes</i></li> <li>• <i>In nearly all schools, the impact of PL is demonstrated within self- evaluation activities</i></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• A minority of schools have engaged in networks and PL for the development of pedagogy and teaching.</li> <li>• Learning design cohorts 1 and 2 completed with 25 schools funded for leaders of learning to attend. Evaluation (undertaken through focus groups) show all delegates intend to use the learning from the programme and were able to talk confidentially about what they had learned and how they intended to lead change in their setting as a result. HEI engagement (Cardiff Met) in the pedagogy PL offer has increased practitioner critical engagement with research and allowed for further reading and evidence to be signposted that is directly linked to individual school pedagogical foci. Network meeting attendance increased to around 30 delegates - based on feedback these will be split to EM/WM next year with the LPs. Pedagogy stimulus material development ongoing with end of term deadline - these artefacts will be shared with a reflection wrapper through talk pedagogy channels. To date around 1/3 of schools are involved in PL relating explicitly to learning and teaching, with pedagogy featuring as a thread in nearly all PL offered in CSC. Learner voice materials created through pilot project - now in translation and branding to share more widely. Pedagogy paper shared and agreed for next year based on evaluation of activity this year and needs aligned to CfW.</li> <li>• Teams continue to develop PL activities with appointed Lead Practitioners. Networks and e-professional learning opportunities continue to be provided in association with schools. Regional PL and Networking opportunities document re-shared with schools - all networks now operate with a parallel online community to support collaboration and direct communication.</li> <li>• During the period April 21 - February 22, most (90%) of schools have engaged online in regional PL opportunities for the Areas of Learning and experience.</li> <li>• PLO engagement April - February 2022: <ul style="list-style-type: none"> <li>- Expressive Arts: 366 practitioners.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• PLO Engagement Data.</li> <li>• Practitioner Evaluations.</li> <li>• Area Networking Evaluations.</li> <li>• Funded Collaboration Project participation data.</li> </ul>

<ul style="list-style-type: none"><li>- Health &amp; Wellbeing: 704 practitioners.</li><li>- Humanities: 222 practitioners.</li><li>- LLC: 1233 practitioners.</li><li>- Maths &amp; Numeracy: 661 practitioners.</li><li>- Science &amp; Technology: 605 practitioners.</li><li>• Funded Collaboration Project groups established and activities commencing.<ul style="list-style-type: none"><li>- 34 projects.</li><li>- 619 applications.</li><li>- 474 total schools.</li><li>- £339,000 total funding.</li></ul></li><li>• Strategic teams have facilitated bespoke cluster and school collaboration sessions for specific AoLE curriculum design</li><li>• Teams continue to develop PL activities with appointed Lead Practitioners. Networks and e-professional learning opportunities continue to be provided in association with schools. Regional PL and Networking opportunities document re-shared with schools - all networks associated with online communities to support collaboration and direct communication.</li><li>• During the period April 21 - February 22, many (75%) of schools have engaged online in PL opportunities relating to the development of the cross-curricular skills of literacy, numeracy and digital competence.</li><li>• PLO engagement April - February 22:<ul style="list-style-type: none"><li>- LLC: 1233 practitioners.</li><li>- Maths &amp; Numeracy: 661 practitioners.</li><li>- Digital: 746 practitioners.</li></ul></li><li>• These figures do not include engagement with some bespoke LA projects in all three areas.</li><li>• There is strong engagement in participation in the specific funded collaboration projects across the three areas.</li><li>• Network sessions for schools on relationships and sexual education (RSE), available to attend in March, co-facilitated by Associate Adviser for Curriculum Reform and school based Lead Practitioner. Thematic workshops on RSE, led by Cardiff University experts available to all schools Jan 2022, attended by 43 schools.</li><li>• Associate Adviser for Curriculum Reform attending regular WG working group meetings for UNCRC and Human Rights.</li><li>• Associate Adviser for Curriculum Reform liaising with LAs on CWRE. Network meeting with Careers Wales planned (targeted at primary schools) summer term.</li><li>• Diversity: Honorary post and one enhanced Lead Practitioner appointed to provide support on Diversity and BAME in the curriculum. Regional officers support the National DARPL development and attend the WG Welsh and Black History working party. CSC officers working with RCT and consultant on diversity projects.</li><li>• Within Humanities there has been some focus on Diversity through funded projects and network meetings.</li></ul>	
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<ul style="list-style-type: none"><li>• Co-construction of PL opportunities has commenced with Foundation phase hub and enhanced lead practitioner. Networks and e-professional learning opportunities continue to be developed in association with schools.</li><li>• FP PLO engagement increased during April 21 - February 22: 493 practitioners, representing 109 schools across the region.</li><li>• Following a discussion around the recommendations in the Building Blocks report, agreement was reached by the LA leads who attended the meeting on 10th December, that CSC would proceed with implementing the recommendations 1 and 2 in close liaison with the LAs.</li><li>• Secondary Lead Practitioner networks have been provided. Many subject area networks have increasing levels of practitioner participation and membership of associated online communities continues to increase</li><li>• Full-time secondment of Post-16 Associate Adviser completed. Following the appointment of the Principal Improvement Partner (PIP) CC&amp;A, the line management responsibility for the area will be included in the responsibilities.</li><li>• Sixth form leader networks continued online and have been published for autumn and spring term. Participation in the post-16 leaders’ network is increasing with many (72%) of schools with sixth forms regularly attending.</li><li>• Direct contact to heads of sixth form by the Associate Adviser is leading to increased awareness and confirmed further engagement in the regional offer.</li><li>• Nearly all post-16 project groups have made progress. Additional focus and funding for enquiry-led project work has been welcomed by schools.</li></ul>	
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<b>APPENDIX C</b>	
<b>Priority 2</b>	<b>Develop highly effective leadership to facilitate working collaboratively to raise standards</b>
<b>Evaluation of Progress</b>	

<b>Priority 2.1</b>	<b>Enhance current and future leadership through a comprehensive pathway of professional development.</b>	
<b>How will we know we have made progress</b>	<b>All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• Successful completion of Professional Learning Pathways Programmes by applicants.</li> <li>• The development of more effective leaders to support school improvement.</li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Middle Leaders Development Programme (MLDP): The programme has successfully achieved re-endorsement from the National Academy for Educational Leadership (NAEL).</li> <li>• Cohort 2 (20/21) - Evaluation report for cohort 2 (70 participants who finished in the summer term) completed. From the data analysed it was clear that overall participants met the intended aims of the programme. There was an improvement on the confidence ratings from cohort 1 for all areas. 100% of participants would recommend the programme to a colleague. 100% of participants stated that the training met their expectations. There were many inspirational examples given that show the personal impact that the programme has had on participants There were many examples given that show the impact (or expected impact) on pupils. Full report available.</li> <li>• Cohort 3 (21/22) - In April a new group started due to demand, running the financial year 2021-22, with 17 being successful in gaining a place on the programme. Further 6 groups started the programme in September. There are 7 groups and 123 participants in total. One group is piloting a twilight model with a group of middle leaders from one school. The programme was paused in January due to covid pressures but will still be completed this academic year.</li> </ul>		<ul style="list-style-type: none"> <li>• MLDP Cohort 2 Evaluations.</li> <li>• Regional Consortia in Wales - Stage 2 endorsement outcome.</li> <li>• SLDP Cohort 1 final evaluation.</li> <li>• End of programme report.</li> <li>• NPQH Evaluation 2011-21.</li> <li>• NPQH Evaluation 2022.</li> <li>• New and Acting Cohort 2 evaluation.</li> <li>• MLDP Merthyr RARS final evaluation.</li> <li>• Innovation Grant Agreement - CSC System Leader.</li> <li>• Innovation Grant Application - CSC System Leader.</li> <li>• System leader Autumn Term Evaluation.</li> </ul>

<ul style="list-style-type: none"><li>• Facilitators – Facilitator network meetings have taken place. This is ensuring good practice is shared and issues are resolved quickly.</li><li>• Training materials - An end of programme facilitators meeting evaluated the programme and identified strengths and areas to improve. All training material has been reviewed and updated by a small working group and shared with the facilitation team, ensuring programme remains relevant.</li><li>• Other developments - New online Education Workforce Council (EWC) feature launched. All participants now collate tasks, reflections, Leaderships Standard Review (LSR) etc in their Professional Learning Passport. This will continue with them through all pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants.</li><li>• Senior Leader Development Programme (SLDP): The programme has been endorsed by the National Academy for Educational Leadership (NAEL).</li><li>• Cohort 1 (20-21) - Evaluation report for cohort 1 (68 participants who finished in the summer term) completed. From the data analysed it was clear that overall participants met the intended aims of the programme. 100% of participants would recommend the programme to a colleague. 100% of participants stated that the training met their expectations. 100% of participants completed and presented their Leadership Experience task. There were many inspirational examples given that show the personal impact that the programme has had on participants. There were many examples given that show the impact (or expected impact) on pupils. The report also includes evaluations from the coaches on the programme. There was a range of very positive experiences given by the coaches. These overwhelmingly reflected the impact of being a leadership coach had on developing them as an individual. A case study has been published from one of the coaches. (Full report available).</li><li>• Cohort 2 (21/22) - CSC selection panel have met to endorse the applications - 66 (OUT OF 72) applications were successful. There are 4 cohorts running the academic year 2021-22. 3 out of the 4 cohorts of Senior leader Development programmes were paused for January. All sessions missed have been rearranged will be completed within the original time scales</li><li>• Coaches - Leadership coach network meetings have taken place. Good engagement from all participants reported by facilitators and coaches.</li></ul>	
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<ul style="list-style-type: none"><li>• Facilitators – Facilitator network meetings have taken place. This is ensuring good practice is shared and issues are resolved quickly.</li><li>• Training materials - All training material has been reviewed and updated by a small working group and shared with the facilitation team, ensure programme remains relevant.</li><li>• Other developments - New online EWC feature launched. All participants now collate tasks, reflections, LSR etc in their Professional Learning Passport. This will continue with them through all pathway programmes and support their reflection against the professional standards. EWC have held information sessions for facilitators and participants.</li><li>• Aspiring head teacher Development Programme: Cohort 1 (21/22) - have completed the development part of the programme. All participants were invited to register their intent to undertake National Professional Qualification for Headship (NPQH) assessment. 55 of 61 participants registered, 6 have chosen to postpone to next year. 55 applications have been endorsed by the LA. Briefing sessions held on preparation for the assessment centre. An end of programme evaluation has been completed and feedback acted upon. 100% found the support of the coach beneficial; 100% felt the programme prepared them for NPQH (70% Yes/ 30% Somewhat/0% No); 80% will be applying for headship (20% Maybe). Full report available. Please see NPQH for next steps for this cohort.</li><li>• Cohort 2 (22/23) - 41 candidates endorsed for the programme which began in January. All participants have been allocated a coach.</li><li>• Coaches – All coaches asked to respond to an evaluation form for cohort 1 which will form part of the overall evaluation. Leadership coach network meetings have taken place. Good engagement from all participants reported by facilitators and coaches.</li><li>• NPQH - Assessment centre took place in February 2022. 55 candidates assessed (plus 2 WM from EAS). Following regional and national moderation 44 candidates were deemed successful in meeting the standards – 80%. (Appeals deadline April 6th). Many candidates not meeting the standards were not in a role where headship would be their next step and therefore lacked whole school strategic experience. This should not be the case next year as endorsement criteria has been refined. Full evaluation report written.</li></ul>	
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<ul style="list-style-type: none"><li>• New and Acting Headteacher Development Programme: The programme has successfully achieved re-endorsement from NAEL.</li><li>• Cohort 2 – (19/21) following a pause due to covid this cohort completed the development programme in July 2021. An end of programme evaluation has been completed. 100% of participants stated that the training met the objectives fully or partially. As this is a cohort of new headteachers appointed in September 2019 who then faced a global pandemic in their second term, they have shown tremendous strength and resilience. They have shown commitment to the programme completing their presentations at the end of their second year. The onset of COVID had a negative impact on the support given by coaches. Pressures in their own schools and remote working made it difficult to maintain relationships. This has improved for future cohorts where an online/remote model of support was established at the outset, with training and support given to the coaches in this role.</li><li>• Cohort 3 – (20/22) Cohorts 3 have completed module 4 and are due to complete module 5 in June 2022. Evaluations will be distributed to participants as they finish module 5.</li><li>• Cohort 4 – (21/23) 29 participants began the programme in November, all allocated a coach. They have attended their second module. Excellent feedback from attendees to date. Head teachers from cohort 2 have been used to deliver in regional sessions.</li><li>• Training materials - All programme material has been revised and new programme developed within endorsed guidelines. The programme now consists of national and regional events closely linked to the professional standards.</li><li>• Coaches - Leadership coach network meetings have taken place. Good engagement from all participants reported by facilitators and coaches.</li><li>• Experienced Headteacher Development Programme: This programme is delivered by and external organisation. As the programme was mostly residential it proved difficult to move the provision to an online model. However, this was eventually achieved and re-started this term. All participants were given an opportunity to re-engage this term with 3 out of the original 20 choosing to continue. This programme will be reviewed nationally at the end of the year.</li><li>• Enhanced support schools: 2020-21 - MLDP and SLDP 14 out of 15 participants have completed the programmes.</li></ul>	
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<ul style="list-style-type: none"> <li>Enhanced support schools. 2021-22- 9 places allocated for MLDP. 6 places for SLDP.</li> <li>Merthyr RARS 20/21- programme completed in July and evaluated. 10/12 participants completed the programme. From the data analysed it was clear that overall participants met the intended aims of the programme. There were many inspirational examples given that show the personal impact that the programme has had on participants. Full report available. The development programme will continue into year 2 as a further bespoke package for 6 participants. A proposal has been agreed by CSC/LA and communicated with the schools involved. There was a delay to the start of the programme due to covid disruption.</li> <li>System Leader Development Programme: The System Leader Development Programme has been successful in receiving an 'innovation' grant from National Academy for Educational Leadership (NAEL).</li> <li>The programme was advertised in the autumn term with a number of briefing sessions held. 22 applications received with 14 selected following application and interviews.</li> <li>Autumn term training has been completed. Evaluation of programme to date completed with very positive feedback from all participants and suggestions on further training requirements. Full report available. Additional training developed for the spring term based on this feedback. First deployment of a system leader has taken place.</li> </ul>	
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<b>Priority 2.2</b>	<b>Develop effective collaboration models to increase leadership capacity.</b>	
<b>How will we know we have made progress</b>	<b>Evidence shows that collaboration models have a positive impact on leadership capacity.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>The development of more effective leaders to support school improvement.</li> <li>Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.</li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>Cyfleoedd+ has continued to develop as an effective model for collaboration that enhances leadership capacity, facilitated by close working with CSC. This has included the Lead Headteacher (HT) working with</li> </ul>		<ul style="list-style-type: none"> <li>Minutes of meetings with Cyfleoedd+ Lead HT.</li> </ul>

<p>Ysgol Cwm Rhondda to aid with SLT re-structuring, finance processes and Deputy Headteacher appointment. Draft In-year Evaluation and School Evaluation Response MS Form has been completed by CSC Strategic Lead for Secondary Welsh Medium (WM) Collaboration and shared with Lead Headteacher and Link Improvement Partner (IP). 2021-22 Collaboration Funding has been secured for the Cardiff and Vale WM Secondary Collaboration.</p> <ul style="list-style-type: none"> <li>• Five sets of collaboration have been agreed.</li> </ul>	<ul style="list-style-type: none"> <li>• Cyfleoedd+ SLA and Constitution 2021-22.</li> <li>• HT Records of engagement and support.</li> <li>• Cyfleoedd+ In-Year Evaluation 2021-22 (Jan 2022).</li> <li>• Collaboration bids.</li> </ul>
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<b>Priority 2.3</b>	<b>Strengthen school governance to provide effective leadership, challenge and support.</b>	
<b>How will we know we have made progress</b>	<b>Governors understand and fulfil their role within individual settings effectively.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• The development of more effective leaders to support school improvement.</li> <li>• Self-evaluation processes are clear and robust and contribute effectively to school improvement.</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• GB Self Evaluation Toolkit: Development: The toolkit was piloted by RLGs &amp; members of the stakeholder group. (Please see accompanying evidence). One school has provided a Case Study clearly demonstrating the impact of the toolkit in developing the strategic function of its GB. Feedback from the pilot was acted upon and the toolkit was refined over the year. The content of the toolkit was amended, and questions developed to be more relevant and include challenge and support.</li> <li>• Launch: The final version of the toolkit was launched on March 2nd to all CSC Improvement Partners. the toolkit has been shared with LA governor leads and colleagues. The resource is available to all schools via the Knowledge Bank.</li> <li>• Training: Training has been developed and will be added as a standing feature of the Governing Body termly training calendar. The Strategic Lead has also shared the resource at LA head teachers’ meetings and other governor groups.</li> <li>• Response: There has been a positive response to the resource. WG has requested a copy to add to the resource section of the NEIR. The resource has been shared at ADEW.</li> </ul>	<ul style="list-style-type: none"> <li>• CSC Self-Evaluation Toolkit Case Study.</li> <li>• Engagement data, evaluation data, survey data.</li> <li>• TOR &amp; minutes of both groups.</li> <li>• RLG deployment sheets.</li> <li>• Evaluation of coaching courses Summer term training flyer.</li> </ul>	

<ul style="list-style-type: none"><li>• Evaluation of 2020-21 academic year Governor's training was very positive, with over 2500 Governors engaged. A survey of In-Person v Online training was sent to all governors measuring the impact and preferred methods of training. The results were analysed and there was a positive response to on-line training with some amendments suggested to timings that were acted upon.</li><li>• The schedule for Autumn and Spring Term Governors' training was organised to run remotely and has been completed successfully. There was a good representation of Improvement Partners (IPs) and PIPs delivering training and RLGs have also attended sessions contributing purposefully to discussions and in their responses to questions asked by Governors. Additional drop-in sessions provided for Governors on Curriculum for Wales (CFW) were arranged and were very well attended with 213 participants; the Q+A format was very successful and will be repeated. ALN, E+E and Self-evaluation Toolkit will be standard items on the training calendar moving forward. Additional 'hot topic' training events planned on wellbeing. A working group has been established to review all mandatory training.</li><li>• The Strategic Lead has worked with EAS and GWE to develop national CfW training for governors that will be included in the spring and summer term calendar.</li><li>• Processes for training have been reviewed in partnership with LAs. A calendar for the summer term has already been developed and distributed. A calendar for the whole academic year will be produced to ensure both CSC and LAs can plan in advance.</li><li>• Regular meetings have been held with both LA leads and Stakeholder governor groups. Members of the group have worked with the strategic lead to revisit the Terms of Reference (TOR). New agendas have been developed to reflect the TOR and ensure the content is closely linked to other governance groups. Both governor groups are kept informed of local and national priorities through presentations and papers. They provide valuable feedback in the form of challenge and support that is enhancing their contribution to school leadership.</li><li>• A total of 7 RLGs are strategically deployed in supporting Governing Bodies causing concern and initial feedback shows they are having a positive impact on building leadership capacity and competency in identified areas. No RLG deployment has been completed, but ongoing impact is being collected by the Improvement Partners who work closely with the RLGs. This will be demonstrated through school self-evaluation processes including impact reports.</li></ul>	
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<ul style="list-style-type: none"> <li>• RLGs are also being deployed to support training. As many RLGs are yet to be deployed it was felt that supporting on training was an effective use of their expertise. All training is now delivered by an improvement Partner and RLG where necessary, who contribute purposefully to discussions and in their responses to questions asked by Governors.</li> <li>• The impact of their use of the self-evaluation toolkit has been piloted and evaluated by RLGs enabling this to be made more widely available subject to final quality assurance by CSC.</li> <li>• 5 RLGs have undertaken the National Coaching and Mentoring Programme, developing their own ability to use a range of coaching techniques to enhance the level of challenge and support in their setting. They are also now able to facilitate the training to other governors. An ‘Introduction to Coaching’ module has been piloted on the governor training calendar with excellent feedback. The ‘Introduction to Coaching and mentoring’ session has now been added as a fixed item on the training calendar moving forward. This coaching programme will support governors in improving the effectiveness of their challenge and support. Sessions will be delivered by Jill Davies and 2 RLGs. Those interested in taking this training further will be offered the National Coaching and Mentoring programme in the autumn term, delivered by our RLG facilitators.</li> </ul>	
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<b>Priority 2.4</b>	<b>Improve the use of coaches and mentors to further develop school leaders.</b>	
<b>How will we know we have made progress</b>	<b>The development of coaches and mentors is effective as one strand of a package of support to improve school leaders.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• A culture of Coaching and Mentoring is beginning to be embedded across CSC.</li> <li>• The development of more effective leaders to support school improvement.</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• All leadership coaches in place on all national programmes, providing the guidance for practitioners to further develop their skills as leaders of schools. Network sessions timetabled termly to enable sharing of good practice and updates. Coaches included in the evaluations of the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• SLDP Coach evaluation.</li> <li>• SLDP programme evaluation (Inc. Coach).</li> <li>• End of course evaluations from RDG.</li> </ul>	



<ul style="list-style-type: none"><li>• Bespoke modules have been developed to support coaches in each of the professional pathways. Leadership Coaches supporting the national pathway programmes have attended update training. All coaches invited to a network session termly for their programme to receive updates and share good practice, very positive feedback from those coaches who attended on engagement of practitioners. A case study written by one of the coaches has been shared as good practice.</li><li>• Coaching and mentoring facilitators have been trained via the National Coaching and mentoring Programme - train-the-trainer project. Coaching and mentoring facilitators have then delivered the training to a minimum of 3 people in their networks.</li><li>• Cohort 1, 2 and 3 - To date cohort 1-3 have delivered to 226 in house coaches, school and CSC staff.</li><li>• Cohort 3 - 54 facilitators have been recruited for the autumn term, targeting Additional Learning Needs Coordinators (ALNCOs) and Induction Mentors (IMs). 26 ALNCOs, 14 IMs and 5 RLGs identified. These facilitators will be delivering the training in-house in the spring and summer term.</li><li>• Cohort 4 – A new cohort of 15 facilitators has been recruited. These facilitators will be delivering the training in-house in the summer and autumn term.</li><li>• 49/58 clusters now have an identified facilitator.</li><li>• LAs have been provided with a breakdown of facilitator coaches and pathway coaches for their region. An evaluation of the national programme has been provided by Results Driven Group (see evidence). The evaluation findings were overwhelmingly positive with:<ul style="list-style-type: none"><li>• 96% indicating that they found the course materials relevant and understandable.</li><li>• 96% found that the course flowed in a logical sequence.</li><li>• 100% stated that the knowledge gained was beneficial.</li></ul></li><li>• The National Coaching and Mentoring programme is delivered across CSC using our trained facilitators. Training is delivered to school leaders centrally through PLO and at cluster level by trained facilitators and to leaders as part of the NQT Induction Mentor programme and PDG LAC programme. Training is also delivered to the central CSC team and since the autumn term to Local Authority staff.</li><li>• Schools - 9 x Lead practitioners have been identified to deliver the CSC professional learning offer from September. 4 cohorts providing training for 80 delegates each term - booked via our professional Learning (PL) offer. 149 leaders trained in autumn and spring term:</li></ul>	<ul style="list-style-type: none"><li>• CSC Coaching and Mentoring evaluation.</li><li>• ILM L3 2020-21.</li><li>• ILM L3 2021-22.</li><li>• ILM L5 2021-22.</li></ul>
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<ul style="list-style-type: none"> <li>• Autumn term - 45 places filled in English medium cohorts (max 60). Very low (2) uptake for WM cohort in the autumn so postponed until spring term. 1 cohort provided training to 20 Children Looked After (CLA) leads.</li> <li>• Spring term – 39 places filled in English medium cohorts (max 60), 5 places on WM cohort (max 20). 1 cohort provided training to 20 Children Looked After (CLA) leads.</li> <li>• HLTA - 1 cohort providing training to 20 Higher Level Teaching Assistant (HLTA).</li> <li>• CSC Staff - 2 cohorts each term providing training to CSC and LA staff. – 82 staff trained over the three terms, 55 CSC/ 27 LA.</li> <li>• An evaluation of the programme has been undertaken (see evidence). There were many examples given that show the variety of ways that participants plan to use the skills they have developed.</li> <li>• 98% of participants would recommend the programme to a colleague.</li> <li>• 98% of participants stated that the training met their expectations.</li> <li>• Leaders across CSC develop the skills of coaching and mentoring (developing as in-house coaches). A culture of coaching and mentoring is beginning to be embedded across the region.</li> <li>• Following completion of the national coaching and mentoring programme coaches are undertaking the ILM qualification, The ILM accreditation is at Level 3, 5 and 7. Across CSC undertaking the ILM we have: ILM level 3 - 48 ILM Level 5 – 12 ILM Level 7 – 10</li> <li>• To date we have 26 who have obtained the ILM Level 3 and 2 who have obtained ILM Level 7.</li> <li>• This dedication to further developing coaching and mentoring skills is ensuring a high quality of delivery within the system and supporting a culture of coaching and mentoring that is beginning to be embedded across the region.</li> </ul>	
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<b>Priority 2.5</b>	<b>Develop and strengthen effective leadership through peer partnership.</b>
<b>How will we know we have made progress</b>	<b>Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.</b>

<b>Success Measures</b>	<ul style="list-style-type: none"> <li>Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>A few known Central South Consortium (CSC) schools are involving peers to successfully enhance their self-evaluation and school improvement priorities in line with WG School Improvement draft guidance framework.</li> </ul>	<ul style="list-style-type: none"> <li>Developing a Peer Partnership Approach.</li> <li>Case Studies.</li> <li>PPT for Directors.</li> </ul>	

<b>Priority 2.6</b>	<b>Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.</b>	
<b>How will we know we have made progress</b>	<b>Strong representation across the region in all categories of the Professional Teaching Awards Cymru.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>Strong CSC representation is evidenced in nominations across all ‘Teaching Awards Cymru’ categories.</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>Nominations have been received and longlisted. Names have been returned to WG so that shortlisting can take place</li> </ul>	<ul style="list-style-type: none"> <li>N/A – No Evidence Identified.</li> </ul>	

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

<b>Priority 3.1</b>	<b>Continue to develop CSC's Strategy for Equity and Excellence and further promote with schools and partners in order to drive school improvement</b>	
<b>How will we know we have made progress</b>	<b>Effective partnership working ensures there is a clear understanding of quality-first teaching, well-being and inclusion, the implementation and implications of the ALN Act, and robust self-evaluation systems across schools.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• <i>Nearly all schools demonstrate the use of a wide range of meaningful information and data</i></li> <li>• <i>Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</i></li> <li>• <i>Most schools demonstrate they have effective systems in place to address and mitigate barriers to well-being and learning</i></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Develop the CSC Equity and Excellence (E and E) strategy - Following extensive engagement with, and feedback from stakeholders, the Enabling Equity and Excellence (EEE) document has now finalised and released into the system. Initial indications from Improvement Partners (IPs), Local Authority (LA) colleagues and schools indicate that the document has been well received.</li> <li>• A five year (22-27) EEE implementation plan has been agreed by CSC governance groups which will involve a pilot in the first year. To support the implementation of EEE with pilot schools, a core CSC implementation team has been formed. Further work will take place in the summer term to recruit 10 pilot implementation schools. A communications strategy has been agreed and will be incorporated into the project plan for EEE implementation. An audit of CSC professional learning will have been completed by the beginning of March 22. Sessions on the EEE document for governors have been delivered and were well attended. Further sessions for LA staff are due to take place in April.</li> </ul>		<ul style="list-style-type: none"> <li>• CSC Strategy for Equity and Excellence.</li> <li>• Minutes of Meetings.</li> <li>• Presentations.</li> <li>• Special School Bulletin Oct 20<sup>th</sup>.</li> </ul>

<b>Priority 3.2</b>	<b>Improve outcomes for vulnerable learners and mitigate impact of Covid 19 through effective strategic support.</b>	
<b>How will we know we have made progress</b>	<p><b>Clear strategic direction in place for the provision for vulnerable learners that is aligned to current learning and local authority priorities.</b></p> <p><b>Professional learning opportunities in place to support schools to further develop their provision and delivers improved outcomes for vulnerable learners.</b></p> <p><b>Schools make effective use of a wide range of meaningful information, including well-being, attendance and exclusion data, to demonstrate vulnerable pupils’ progress.</b></p> <p><b>Clear identification of effective practice that highlight positive outcomes for vulnerable learners.</b></p>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li><b><i>Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</i></b></li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>Nearly all schools and IP's have summarised the PDG plans for 21/22. Due to covid-19 and changing of roles only 6 schools have not completed their summaries. PDG CLA cluster plans are nearly all completed and there has been a collaborative approach to approving the plans with the Looked After Children Education (LACE) Co-ordinator In each local authority.</li> <li>Work in relation to the piloting the Challenge Education is ongoing. All schools have been visited by the Challenge Education team with online follow-up visits planned in March. Suggestions outlined for Online Raising Attainment for Disadvantaged Youth/Young people (RADY) are also discussed in the support notes.</li> <li>Initial work on identification of strong practice in relation to the PDG has focused on gathering the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD DAC) summaries from the improvement partners. Two appreciative inquiry visits have taken place in relation to well-being and the whole school approach and how schools are supporting vulnerable learners.</li> <li>Agreement has been granted by the 5 lead directors in each LA to provide professional learning to family engagement officers and attendance leads across the region. This will focus on addressing poverty and</li> </ul>		<ul style="list-style-type: none"> <li>Evaluation of the PDG grant including information regarding use and its impact on learners.</li> <li>Appreciative Inquiries highlighting best practice.</li> <li>SIPL (School Improvement Partnership Log) review.</li> <li>Evaluation of the pilot Challenge Education programme.</li> <li>Support materials disseminated to schools.</li> <li>Evaluation of the CPAG work.</li> <li>PL Resources and recording.</li> <li>Post Course Evaluations.</li> </ul>

<p>will identify schools that have been supporting attendance effectively and share good practice. The Child Poverty Action Group (CPAG) pilot has uncovered some excellent practice and seen some incredible outcomes as a result of working with schools in RCT. We have worked with four RCT schools since starting our Poverty Proofing back in April last year, all within the Aberdare area; Capcoch, Oaklands, Cwmaman and Llwydcoed in that order. Cwmbach Primary and YGG Aberdar have also taken part.</p> <ul style="list-style-type: none"> <li>• The Reading Reconsidered and The Writing Revolution Training has been successfully delivered to school with high PDG figures across the region. Positive evaluations received and further work will be undertaken during the next financial year to gather further impact.</li> </ul>	
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<p><b>Priority 3.3</b></p>	<p><b>Work with local authorities, external partners and schools to:</b></p> <ul style="list-style-type: none"> <li>• ensure a consistency of approach for supporting provision for vulnerable learners</li> <li>• address the impact of Covid 19 on vulnerable learners</li> <li>• address the well-being of staff particularly during the current prevailing conditions</li> </ul>	
<p><b>How will we know we have made progress</b></p>	<p><b>Strategic support across CSC and local authorities, including professional learning, is closely aligned with a strong focus on supporting provision for vulnerable learners.</b></p> <p><b>Ongoing support enables schools to be inclusive and to have effective systems in place to support vulnerable learners to achieve positive outcomes on a range of measures</b></p> <p><b>Effective practice disseminated and used to inform future professional learning need.</b></p> <p><b>Appropriate support and resources provided that are tailored to improve health and well-being of staff.</b></p>	
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• Most schools’ systems demonstrate vulnerable pupils’ progress through analysis of participation, engagement and learning data</li> <li>• Most schools demonstrate they have effective systems in place to address and mitigate barriers to well-being and learning.</li> </ul>	
<p><b>Evaluation of progress</b></p>		<p><b>Evidence</b></p>
<ul style="list-style-type: none"> <li>• To support schools to develop robust self-evaluation processes to monitor effectiveness (Additional Learning Needs (ALN), Black and Minority Ethnic (BAME), well-being provision, family and community engagement).</li> </ul>		<ul style="list-style-type: none"> <li>• ALN self-evaluation tool.</li> </ul>

<p>Small scale ALN pilot (VOG) successfully undertaken. However, intentions for sharing and wide-scale roll-out have been postponed because of capacity issues. Positive feedback has been received from all schools involved in the pilot of the usefulness of the self-evaluation toolkit in informing school improvement planning. Feedback has been shared with ALNCOs and Headteachers. Arrangements for peer collaboration have been delayed because of capacity issues and remain in the early stages of development.</p> <ul style="list-style-type: none"> <li>• Meetings continue with the attendance, exclusion, and well-being leads. The attendance leads are focusing on family engagement, exclusion leads are discussing common areas and an appreciative enquiry has taken place in Whitmore school for the good practice the school have identified linked to reducing exclusion and how the culture and ethos is impacting across the school. The AE has been shared with the school and will be disseminated across the consortium highlighting good practice. The Educated Other Than At School (EOTAS) leads meeting will be scheduled for after Easter.</li> <li>• Professional learning has continued to be provided by CSC in terms of objective 3. This has included:</li> <li>• Coaching and Mentoring Cohort 1 – 14 participants (completed) Cohort 2 – 15 delegates in the process of the training.</li> <li>• Motivational Interviewing Cohort 1 – 13</li> <li>• Mind- staff well-being SLA – 57 Champions – 40</li> <li>• LA uptake: Bridgend – 59 Cardiff - 125 Merthyr – 14 RCT – 112 Vale – 101</li> <li>• All local authorities have identified schools to be a part of the process. Appreciative enquires across the 5 LA's have begun to take place with paperwork being shared with schools for approval.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of whole school self-evaluation approach to ALN.</li> <li>• PDG plans.</li> <li>• Appreciative Inquiries highlighting best practice.</li> <li>• Analysis of SIPL.</li> <li>• Self-evaluation PowerPoint.</li> <li>• Minutes of meetings with attendance, exclusion, well-being leads and EOTAS leads.</li> <li>• Professional learning programme.</li> <li>• Attendance figures for professional learning events.</li> <li>• Evaluations following professional learning events.</li> <li>• Guidance on provision that would ordinarily be available for ALN pupils in mainstream schools.</li> <li>• Reports of wellbeing reviews undertaken by an Inclusion Expert.</li> <li>• Wellbeing implementation plans following reviews undertaken by an Inclusion Expert.</li> <li>• Evaluations following training.</li> <li>• Meeting agenda.</li> <li>• Recordings of meetings.</li> <li>• Attendance lists.</li> <li>• Networks in place to support adopted learners.</li> <li>• Evaluation of the Coaching and Mentoring programme.</li> <li>• Minutes of the foundation phase cluster meetings.</li> </ul>
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<ul style="list-style-type: none"><li>• Meetings have been held with Nurture International and Cardiff LA (Health and Well-being team). Schools in the Cardiff area have been trained by Nurture International with a view to producing a toolkit. There are six principles that are integral to this work. During the next three years we are hoping to create case studies by working collaboratively with Nurture International, schools and Cardiff LA. At present, we will meet to plan the toolkit and the principles with school staff before the end of March 2022.</li><li>• PDG CLA Cluster leads meetings continue. Bespoke agendas are circulated responding to the needs and providing information and professional learning to the cluster leads.</li><li>• Julie Moseley was invited to our LACES meeting in January 2022 to present the work in our region to the LACES. LACES shared their details with her so that closer communication could be made. A google mail survey has been developed for cluster leads so that the region can prepare for the next financial year. This was distributed in the cluster leads meeting on 8th February 2022. Adoption UK have also been invited to present about the work that is being developed by the 50 schools in the region. The LACES will be invited to the meeting so that can plan with the schools.</li><li>• Coaching and mentoring training continues for the LACE cluster leads. 14 delegates receiving training in this section of the training. The aim is all cluster leads will be trained by the end of the summer term.</li><li>• The lead for equity and well-being is meeting the TA professional learning team to discuss how the training can be amended to incorporate building blocks into their work. The foundation phase lead has disseminated the toolkit as part of the network meetings.</li><li>• 97 leaders have attended the leadership of staff well-being courses. The asynchronous course has been distributed and a flyer of opportunities to all staff has also been disseminated.</li></ul>	<ul style="list-style-type: none"><li>• Foundation phase best practice case studies highlighted and shared.</li><li>• Bulletin/Flyer signposting mental health and wellbeing resources for staff.</li></ul>
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<b>APPENDIX E</b>	
<b>Priority 4</b>	<b>Continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system</b>
<b>Evaluation of Progress</b>	

<b>Priority 4.1</b>	<p>Nearly all schools have timely, broadly evidenced and robust self-evaluation processes as part of a culture of continuous improvement. These productively inform school improvement priorities and development plans, and respond to the challenges and opportunities of learning and wellbeing as a result of the Covid pandemic.</p>
<b>How will we know we have made progress</b>	<p>CSC will work with all schools through support, feedback and guidance to schools on the content, quality and impact of their self-evaluation arrangements, the appropriate identification of improvement priorities, and on school development plans.</p> <p>CSC plans effective support for all enhanced support schools agreed with clear timelines and evaluation processes. CSC maps the school improvement priorities and support needs to its support output clearly, showing strong impact in nearly all cases.</p> <p>CSC reports to stakeholders on its impact in supporting self-evaluation and improvement planning processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards.</p> <p>CSC brokers effective, flexible and timely school to school partnerships to deliver bespoke support for all schools, through the Central South Wales Challenge.</p> <p>CSC delivers effective professional learning offers to support schools’ needs.</p> <p>CSC supports schools well in promoting models of engaging with pupils, parents, staff, governors and their local communities as part of the process of school self-evaluation and improvement planning.</p> <p>CSC supports schools well in developing the NEIR to inform self-evaluation processes and improvement planning, where appropriate.</p>

	<p><b>CSC teams are deployed to support schools’ needs effectively.</b></p> <p><b>CSC provides suitable platforms for the Welsh Government, local authorities, governors and school leaders to impact upon CSC's self-evaluation and improvement planning.</b></p> <p><b>Schools have productive, timely, robust and enquiry-based self-evaluation processes leading to clear improvement plans, which result in strong progress for all learners.</b></p> <p><b>Schools’ improvement plans lead to most stakeholders’ wellbeing being improved.</b></p> <p><b>Schools have effective evaluations of the impact of Covid on learner progress and on school practice, leading to clear plans which build on strong practice.</b></p>
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level</li> <li>• The region, LAs, schools and their stakeholders have a common understanding of how progress can be measured transparently and fairly at an individual school level, in line with national and local priorities</li> <li>• Fewer schools needing higher level support or causing concern</li> <li>• Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools</li> <li>• Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress</li> <li>• Schools are able to respond appropriately to developing external measures</li> <li>• Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners</li> <li>• Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice</li> <li>• Schools’ improvement plans lead to stakeholders’ wellbeing being improved in light of the ongoing impact of COVID-19</li> <li>• WG policies linked to priority 4 are implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’</li> <li>• All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement</li> </ul>

Evaluation of progress	Evidence
<ul style="list-style-type: none"> <li>• All schools have identified priorities following conversations with Improvement Partners (IP).</li> <li>• All enhanced support schools have had progress review meetings.</li> <li>• Self-evaluation is an ongoing conversation with schools.</li> <li>• Most enhanced support schools have made strong progress in self-evaluation and improvement planning priorities.</li> <li>• Support for schools continues to be evaluated to identify effective next steps.</li> <li>• All programmes on leadership pathways are running across region. Improvement planning and self-evaluation are core areas of the training at all levels.</li> <li>• The Enabling Equity and Excellence (EEE) document has been launched (five-year plan). This will be built into leadership programmes accordingly to support evaluation and improvement activities.</li> <li>• The System Leader Programme training included a module on EEE which was positively received.</li> <li>• All schools have reviewed their progress against school improvement priorities with their Improvement Partner, identifying changes necessary in the case of moving off-track to on-track.</li> <li>• IPs have worked with all schools on addressing and, where necessary, refining self-evaluation and improvement planning.</li> <li>• This has led to the effective identification of any support required across a range of school areas, which is being brokered appropriately through the Central South Wales Challenge model.</li> <li>• Most enhanced support schools have made strong progress in self-evaluation and improvement planning priorities.</li> <li>• All leadership programmes have a strong focus on supporting and developing self-evaluation. All programmes are fully subscribed.</li> <li>• CSC has made representations to Estyn to ensure we are able to support schools appropriately for the new inspection framework.</li> <li>• Improvement Partners have supported schools involved in pilot inspections.</li> </ul>	<ul style="list-style-type: none"> <li>• Support identified in school SIP with reference captured in SIPL.</li> <li>• Effective PL identified in SIPL and data regarding schools accessing PL programme.</li> <li>• Support identified in school SIP with reference captured in SIPL (DAL from school discussion meeting).</li> <li>• Narrative identified through SIPL.</li> <li>• Brokerage evident in SIPL or termly data capture completed by IP and SA in LA PR.</li> <li>• Identified in SIPLs (based on a range of shared first evidence) – schools are on/off track with priorities.</li> <li>• Engagement data for leadership programmes.</li> <li>• Brokerage evident in SIPL or termly data capture completed by ST. (possible so what survey).</li> <li>• Practice evident in SIPL or termly data capture completed by IPs.</li> <li>• Support identified through termly data capture (TBA internal PL capture).</li> <li>• Communication identified through CSC bulletin.</li> </ul>

<p><b>Priority 4.2</b></p>	<p>Nearly all schools have effective evaluation and improvement processes, which address external and internal accountability measures.</p>
<p><b>How will we know we have made progress</b></p>	<p>CSC has provided appropriate support where required to establish these processes with schools. CSC build on this broad range of information to support schools and, where necessary, to identify and intervene in schools causing concern, using the full range of statutory powers.</p> <p>CSC has effective systems and processes in place to productively monitor and evaluate school processes. These use a broad range of information to monitor and understand the performance of schools in their area, rather than a narrow focus on pupil attainment measures.</p> <p>CSC supports schools with clear advice and support on external accountability measures.</p> <p>CSC reports to stakeholders on its impact in supporting evaluation and accountability measures and processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards.</p> <p>Schools have established clear and effective processes for internal evaluation and accountability, leading to strong progress for most learners.</p> <p>Schools are able to respond appropriately to developing external measures.</p>
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level</li> <li>• Fewer schools needing higher level support or causing concern</li> <li>• Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools</li> <li>• Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress</li> <li>• Schools are able to respond appropriately to developing external measures</li> <li>• Schools have productive. Timely, robust and enquiry-based self-evaluation processes learning to clear improvement plans which result in strong progress for all learners</li> </ul>

	<ul style="list-style-type: none"> <li>• Schools have effective evaluation of the impact of COVID on learner progress and on schools practice, leading to clear plans for improvement planning which build on strong practice</li> <li>• Schools’ improvement plans lead to stakeholders’ wellbeing being improved, in light of the ongoing impact of COVID-19</li> <li>• WG policies linked to priority 4 are implemented across the region in accordance with milestones set in ‘Education in Wales: Journey to 2022’ and ‘The Curriculum Implementation Plan’</li> <li>• All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement</li> </ul>
Evaluation of progress	Evidence
<ul style="list-style-type: none"> <li>• Nearly all schools have reviewed their progress against school improvement priorities with their IP, identifying changes necessary in the case of moving off-track to on-track.</li> <li>• Strategies to support schools appropriately in delivering effective internal evaluation and accountability processes have been agreed and implemented.</li> <li>• All enhanced support schools have had regular, effective progress meetings and reports to evaluate progress against priorities.</li> <li>• Intervention strategy for schools causing concern has been reviewed and agreed at the Partnership Board in October 2021 and has been implemented across the region.</li> <li>• Around half of all schools in the region have completed the headteachers declaration.</li> <li>• A minority of all schools have completed at least 1 of the Online Personal Assessments; this is 76% of those that have completed the declaration.</li> <li>• At this point, there is no expectation from Welsh Government (WG) for further action.</li> <li>• CSC has supported schools in an appropriate manner by informing them on the current status with regard to external accountability measures announced by WG beyond the Education Minister's decision that 2021 qualifications data will not be reported or used for external accountability.</li> <li>• Improvement Partners have updated enhanced support schools in an Estyn category or in Estyn Review in a timely manner of the changes of measures being used in the "Judging Sufficient Progress in 2021" document.</li> <li>• IPs have supported schools through Estyn follow up visits and pilot core inspections. Nearly all IPs work closely with schools in reviewing their internal accountability and evaluation processes, in particular in relation to the progress being made by all learners.</li> <li>• CSC has provided appropriate support for enhanced support schools that are working on improving their effective use of broader range of information to inform accountability, effective self-evaluation, and</li> </ul>	<ul style="list-style-type: none"> <li>• Captured through IPs work with schools in SIPL. Schools on/off track with priorities.</li> <li>• LA performance reports and SIPLs support LA to make evidence informed decisions.</li> <li>• Notes of visits in SIPL linked to OPA.</li> <li>• Captured through dialogue with WG.</li> <li>• Information disseminated through bulletin.</li> <li>• Joint Committee Reports.</li> <li>• Termly data capture completed by IPs.</li> </ul>

<p>improvement planning. This has included the brokerage of support from other schools, or the CSC Strategic Team as detailed in Progress Review Reports and Resource Board evaluations of impact.</p> <ul style="list-style-type: none"><li>• CSC has reported to all stakeholders. All schools have identified appropriate priorities for improvement based on their self-evaluation processes and have specified useful success criteria.</li><li>• These priorities have been shared with each of the 5 relevant local authorities.</li><li>• All Improvement Partners have completed a review of on track/off track progress against each priority, which have been shared with LAs.</li><li>• Most Progress Review meetings have taken place effectively and have included the monitoring of progress against recommendations or priorities.</li><li>• In most cases Improvement Partners have shared specific updates to LAs to review the effectiveness of leadership, including the quality of self-evaluation and improvement planning and the impact on the progress of learners.</li><li>• CSC has clearly communicated its systems and processes for productively monitoring and evaluating school processes for measuring progress against School Development Plan priorities with schools and other stakeholders.</li></ul>	
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<b>APPENDIX F</b>	
<b>Priority 5</b>	<b>Improve the effectiveness and efficiency of CSC</b>
<b>Evaluation of Progress</b>	

<b>Priority 5.1</b>	<b>Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.</b>	
<b>How will we know we have made progress</b>	<b>Clear and robust evaluation processes provide data (including stakeholder feedback) that is used to challenge CSC performance and improve practice. Evidenced based effectiveness and efficiency report detailing the Impact of CSC and its work.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%)</li> <li>• Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)</li> <li>• Reporting shows CSC PL has a positive impact on improving outcomes for learners</li> <li>• Estyn judgements and requests for case studies are at least comparable with other regions</li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Develop a training programme for staff on the use of evaluative language - Initial meetings have taken place during the Summer Term 2021.</li> <li>• Establish effective peer moderation across our teams to ensure that there is a consistent use of language - Original task is now refined as establishing peer moderation showed a need for a larger piece of work around impact. The resulting actions will shape much of the work of objective 5 for next year.</li> <li>• To refine the Improvement Partner (IP) deployment model - IPs deployed.</li> <li>• Business Planning (BP) guidance notes produced including definitions - BP guidance notes are in place which include definitions to aid with the consistency of terminology used within reports. The Local Authority (LA) Priorities section of the guidance notes is in the process of being updated due to changes made to the LA Priorities tab within the Operational Plans. Once completed, the revised guidance notes will be circulated to the Drive Teams.</li> </ul>		<ul style="list-style-type: none"> <li>• Two training sessions have been provided for staff and this has resulted in changes to the SIPL format and guidance. The new format will be launched from September and the contents will continue to be reviewed.</li> <li>• Impact document.</li> <li>• Accountably, evaluation and Improvement document.</li> <li>• IP deployment spreadsheet.</li> <li>• Directors’ minutes - (IP Deployment).</li> </ul>

<ul style="list-style-type: none"> <li>• To work with Senior Management Team (SMT) to identify areas to be included within the termly dashboard - A dashboard framework has been created outlining the areas of data to be included and has been approved by the Senior Leadership Team (SLT).</li> <li>• To collate all available evidence to provide an internal dashboard in September, January and April - All appropriate data for the Autumn Term has been collated within the dashboard template and shared with SLT. Further work is needed to look at ways in which to automate the data collection process.</li> <li>• Monitoring processes of the business plan are shared with all stakeholders - Templates for the two reports detailing the LA Priorities and Regional Recommendations have been approved and the reports have been generated and shared with the LAs.</li> <li>• Collate and disseminate the range of tools available to staff to support their work with schools - Adaptive capacity working party ongoing - examples have been shared with all staff in PL sessions.</li> <li>• Evaluation for Improvement (EFIs) All school improvement staff trained in new EFI spreadsheet (SIPL - School Improvement Partnership Log) - SIPL running and functional.</li> <li>• LA performance: Deadlines and key dates diarised with all contributors. Senior officers take responsibility for contents of reports - LA reporting cycle being completed in line with forward planner. No issues identified to date.</li> <li>• LA performance: Project management training for all contributors to work with their Project Support Officer (PSO)/data team to plan approach to reporting - New PM structure in place and successful handovers ongoing.</li> <li>• LA performance: Data capture process aligned to feed the information required for reports – Discussions are ongoing with LA partners about the information they require and when they require these. Senior officers are discussing how we can ensure we have an annual overview of required reports.</li> <li>• LA performance: Content shows process, engagement and impact - Content shows process and engagement. Work and discussions are underway to be able to use the information to show any impact from work undertaken.</li> <li>• Work with Joint Committee to refine approach to scrutiny reporting and develop the reports for each LA - Discussion are at an early stage about the requirements of scrutiny reports and how these sit in the overall reporting processes of CSC.</li> <li>• School Annual Survey: Re-engage 20% sample of schools - Sample of schools established and link for survey completion live with participating schools.</li> <li>• School Annual Survey: Staff and pupil survey administered to sample schools - Sample of schools established and link for survey completion live with participating schools. Data shared with schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Judgement Criteria.</li> <li>• Minutes from SLT.</li> <li>• Autumn Term Dashboard.</li> <li>• LA Priorities Report Template.</li> <li>• Regional Recommendations Report Template.</li> <li>• Framework for School Improvement.</li> <li>• CSC Staff PL Sessions.</li> <li>• CSWC link to the webpage.</li> <li>• Training session provided on 15 June 2021; session recorded for staff to watch again.</li> <li>• SIPL How to Videos.</li> <li>• Senior officer responsibility of sections.</li> <li>• Project Manager - Teams folder.</li> <li>• Forward Planner.</li> <li>• LA performance reports.</li> <li>• Scrutiny Report.</li> <li>• Contact list of schools in survey.</li> <li>• School Survey Analysis.</li> <li>• Annual Business Plan Report</li> <li>• Strand Leads reports.</li> <li>• Effectiveness and Efficiency report.</li> </ul>
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<ul style="list-style-type: none"> <li>• BP annual report 2021 produced with data quality assured by the data quality and intelligence unit - Completed in Summer Term. Directors have now been invited to the Impact Review Meetings.</li> <li>• To collate all available data and intelligence to produce an annual report on the effectiveness and efficiency of Central South Consortium (CSC) - Report has been presented to the CSC Management Board, Governor Stakeholder Group, SLT and Regional Stakeholder group (RSG), (as well as the Vale scrutiny meeting). Presented to JC in March 2022 and approved.</li> </ul>	
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<b>Priority 5.2</b>	<b>Increase awareness of CSC key messages and communication channels.</b>	
<b>How will we know we have made progress</b>	<b>Communication strategy to be enacted by all staff in CSC as a shared responsibility. Targeted and relevant stakeholder engagement with CSC communication channels underpinned by an effective communications strategy.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• Communication performance analytics show improvement</li> <li>• Social media engagement</li> <li>• Website – Google analytics – page views at certain periods of focused campaigns</li> <li>• School / Staff Bulletins – number of clicks and downloads</li> </ul>	
<b>Evaluation of progress</b>		<b>Evidence</b>
<ul style="list-style-type: none"> <li>• Meet with all new members of staff as part of induction to discuss communications (comms) channels and how we can support in their roles. Monthly meeting with internal teams to discuss project requirements - Regular meetings take place with various teams to discuss comms requirements for all projects.</li> <li>• Regular meetings with IPs/Principal Improvement Partners (PIPs)/Strategic Advisors (SAs) to establish an ongoing dialogue to develop the comms content for schools. School facing staff to promote our comms channels at every opportunity - Ongoing meetings have taken place with all staff to support various campaigns and activity. Increase in content and activity to share across all channel including contributions to Sgwrs podcast and bulletins.</li> <li>• To work with internal staff to maintain an up to date internal and external contact lists of all stakeholders. To work with individuals in specific teams to share area specific contacts as available. - Work in progress to finalise master lists for each specialist area.</li> <li>• Communications analytics reviewed as part of dashboard - Communications analytics headings approved.</li> <li>• To communicate e-learning strategy to schools and CSC staff - All strategic staff and project managers trained in the new professional learning handbook and refined systems and processes.</li> </ul>		<ul style="list-style-type: none"> <li>• Increase in engagement (Dashboard).</li> <li>• Phase one of the campaign 'Here for You' has been launched. All schools have received a hard copy of the leaflet.</li> <li>• Regular meetings are held with school facing staff.</li> <li>• Internal and external lists are being maintained, monitored and updated.</li> <li>• Communications (comms) dashboard headings provided in readiness for the first dashboard next term.</li> <li>• Professional learning handbook.</li> <li>• Engagement sheet.</li> </ul>

<b>Priority 5.3</b>	<b>Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective performance development.</b>	
<b>How will we know we have made progress</b>	<b>CSC develops a flexible and fully informed staff base through an appropriate professional learning programme focussed on delivering information and developing the skills of all staff. Integrated performance development cycle that is focussed on research and evidence-based strategy.</b>	
<b>Success Measures</b>	<ul style="list-style-type: none"> <li>• Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%)</li> <li>• Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)</li> <li>• Communication performance analytics show improvement</li> <li>• Social media engagement</li> <li>• Website – Google analytics – page views at certain periods of focused campaigns</li> <li>• Knowledge Bank: Resources, guidance, updates</li> <li>• School / Staff Bulletins – number of clicks and downloads</li> <li>• Reporting shows CSC PL has a positive impact on improving outcomes for learners</li> </ul>	
<b>Evaluation of progress</b>	<b>Evidence</b>	
<ul style="list-style-type: none"> <li>• Appreciative enquiry launched with CSC staff as part of the Performance Development process - Appreciative enquiry work due to begin with all staff as part of the performance development cycle. Additional sessions on planning and appreciative enquiry provided to business support teams. Final sign off and sharing of all performance development documents.</li> <li>• Research into commonality of effective practice found through appreciative enquiry to be undertaken - Due to the timing of Performance Development (PD) this is unable to be completed for this BP cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Performance development paperwork.</li> <li>• Staff Professional Learning (PL) session agendas.</li> </ul>	
<b>Priority 5.4</b>	<b>Realise the value and relevance of research and evaluation on key aspects of CSC work.</b>	

<p><b>How will we know we have made progress</b></p>	<p><b>Work with a higher education institution to focus on the evaluation of our work focussing on the professional learning that is provided. Evidenced based strategy to secure provision for professional learning that develops sustained highly effective practice.</b></p>	
<p><b>Success Measures</b></p>	<ul style="list-style-type: none"> <li>• Annual survey data analysis shows an increase of staff involved in extended forms of PL (baseline 2019 termly or more; primary 45%, secondary 45%)</li> <li>• Annual survey data analysis shows an increase of staff using research to support their PL on a regular basis (baseline 2019: primary staff 50%, secondary 42%)</li> <li>• Communication performance analytics show improvement</li> <li>• Social media engagement</li> <li>• Website – Google analytics – page views at certain periods of focused campaigns</li> <li>• Reporting shows CSC PL has a positive impact on improving outcomes for learners</li> </ul>	
<p><b>Evaluation of progress</b></p>	<p><b>Evidence</b></p>	
<ul style="list-style-type: none"> <li>• Survey created (summer term) to be completed on a termly basis by Improvement Partners (IPs) (from Autumn) with schools to capture the engagement with Curriculum for Wales and impact of professional learning - Data analysis undertaken - curriculum for Wales team have identified follow up areas to investigate to feed into professional learning offer. Initial draft reports are being written in line with the Organisation for Economic Co-operation and Development (OECD) approach to the Teacher Professional Learning Study.</li> <li>• Impact of PL survey created and shared with schools in February to capture the scope of professional learning undertaken as part of the Central South Wales Challenge (CSWC). - Questions to be used in the survey agreed by SLT and research and evaluation board. Data team working on survey version as an online form. Collaboration funding Service Level Agreement (SLA) included line to complete survey.</li> <li>• To establish focus groups in line with pupil survey data (Pedagogy projects) - Groups linked to learner voice work as part of talk pedagogy.</li> <li>• Align the collection, collation and analysis of evaluation data across the strands of the Central South Wales Challenge (CSWC) - Evaluation roles and responsibilities document completed after SLT and research and evaluation board approval of the paper. Document shared with all staff as essential reading as part of CSC induction week.</li> <li>• CSWC Evaluate the efficacy and impact of the refined model to demonstrate value for money - Evaluation work ongoing to support the production of the CSWC paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Final survey (CfW).</li> <li>• So What' final survey.</li> <li>• Listening to Learners documentation &amp; reports.</li> <li>• Talk Improvement CSC Teams folder.</li> <li>• SLT minutes.</li> <li>• Research and evaluation board minutes.</li> <li>• Evaluation paper - Roles and Responsibility document.</li> <li>• Engagement data sheets.</li> <li>• CSWC evaluation forms.</li> <li>• CSWC report.</li> <li>• Minutes from R&amp;E board, overview reports from new strands.</li> <li>• E&amp;E report.</li> <li>• UCL Phase 2 report.</li> <li>• Engagement data sheets.</li> </ul>	

<ul style="list-style-type: none"><li>• Research and evaluation (R&amp;E) board. Focus of the board to be realigned to priorities for 2021/22 - All strand leads have completed work on the effectiveness and efficiency paper that has been shared with CSC governance.</li><li>• To evaluate the e-learning strategy - Ongoing evaluation and engagement data captures the difference between e-learning and face to face.</li><li>• To complete and analyse the Consortia as a Learning Organisation (CLO) - Working group met and discussed data trends. From this a presentation was made to all staff as part of CSC induction week sharing the key findings from the survey. Follow up session for all staff completed on 7/10/21 to share feedback and views on organisational improvements that could be made. Survey from session analysed and proposal for PL for CSC staff for next year shared with SMT.</li><li>• Meet with all candidates who undertook Association of Education Advisers (AOEA) accreditation to gather their views about the value of the programme - Met with candidates in the Summer Term. Evaluation undertaken.</li><li>• To evaluate the Enabling Equity and Excellence (EEE) document - Feedback received from UCL. Document now approved and endorsed by University College of London (UCL). It has been shared with all stakeholders and is available to schools in the region.</li></ul>	<ul style="list-style-type: none"><li>• PL Evaluations.</li><li>• CLO report Bangor University.</li><li>• Analysis of CLO Survey.</li><li>• Staff questionnaire shows that staff are generally positive about the programme. We are now working with other regional consortia and WG to develop a way forward. AOEA are adapting the programme based on feedback from CSC.</li><li>• PL impact/engagement survey (so what) will show engagement in the EEE.</li></ul>
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