



Consortiwm Canolbarth y De
Central South Consortium



Gwasanaeth Addysg ar y Cyd
Joint Education Service

Annual Academic Report Central South Consortium 2021-22



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1.0 PURPOSE OF THE REPORT

This Annual Academic Scrutiny report replaces the previous Effectiveness and Efficiency Report, and provides an overview of the work of Central South Consortium (CSC) in the academic year 2021-22 across the region. The report is designed to provide local authorities (LAs), schools, Welsh Government (WG) and other stakeholders with a clear and comprehensive report on the contribution of CSC, working in partnership with local authorities to raise standards in schools across the region.

The report will provide an overview on the progress made within the first six months on the annual business plan (April 2022 to October 2022), as well as progress against recommendations from published reports.

In addition, the report provides an analysis of the progress made in relation to several key strands of work that CSC identified in partnership with LAs and schools as priorities within its Business Plan. Each section of the report provides an overview of the activities undertaken within each strand, provides quantitative and qualitative information on outputs and outcomes, and comments on the impact achieved so far.

In support of this report, a LA Scrutiny report will be provided to each LA for scrutiny by individual education scrutiny members in the respective LAs in the spring term 2023, and will contain specific information relating the work in the authority.

2.0 BACKGROUND

Since 2012, CSC has delivered aspects of school improvement services on behalf of the five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 385 schools, around 32% of Wales's children. It is a growing region with rapidly changing demographic, encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with around 25% claiming free school meals.

The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets regularly and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.

The consortium Business Plan for April 2022 to March 2025 can be found [here](#).

An [annual report](#) on the progress and impact of the Business Plan is presented to the CSC Management Board and Joint Committee each year.

CSC evaluates its performance through self-evaluation processes that form the basis for business planning and monitoring activities. LA meetings are held regularly with the Executive Leadership Team (ELT), Principal Improvement Partners (PIPs) and LA Director/Chief Education Officers, to discuss progress at a more local level and identify any barriers. Reports are presented on a regular basis to Directors via the CSC Management Board and Partnership group as well as the Joint Committee on the progress and performance of the organisation. In addition, reports are presented to WG in accordance with ministerial challenge and review events. Members of the executive leadership team and PIPs attend each council's Education Scrutiny Committee meetings at least once per year and attend other scrutiny meetings on request.

Scrutiny and challenge are undertaken by the members of the CSC Management Board, that meets monthly to challenge performance, to agree strategy and to have an opportunity to challenge findings. A treasurer's report is a standard item on the agenda for the Joint Committee meeting.

3.0 OVERVIEW OF PERFORMANCE

3.1 National data collections and published information

Due to the Covid-19 pandemic, Welsh Government (WG) has cancelled most of the statutory data collections for 2020, 2021 and 2022. The collections suspended include:

- Attendance: Primary 2020, 2021 and 2022 data collections
- Attendance: Secondary 2020, 2021 and 2022 data collections
- National Data Collections (NDC): All 2020 and 2021 data collections, and FP and KS2 for 2022

The Minister for Education also confirmed on 21 June 2021¹ that WG would not be publishing performance measures related to the 2021 summer examinations series, which covers all school and post-16 performance measures for the 2020-21 academic year. In addition, given the clear implications that there will be ongoing disruptions for qualifications awarded next year, WG has suspended key stage 4 and legacy sixth form performance measures for the 2021-22 academic year also. Therefore, there are no performance measures available for key stage 4 or post-16 for summer 2020 and 2021 results, and these will also not be available for results published for summer 2022.

The Statistical bulletins for GCSE and A level results will continue to be published for 2021-22 as made available for 2020-21 and 2019-20, but they will not contain key stage 4 or legacy sixth form performance measures and will only include national level data with amended content to previous releases of these bulletins.

Therefore, for 2021-22 there are no publicly available performance measures at school, LA or Regional consortia level that can be included in this report, as was the situation for the last two years. It is important to note and understand that following Welsh Government's suspension of statutory data collections and publication of outcomes, there will be a reduction in analysis available within CSC. However, schools will have their own internal systems for tracking and analysing pupil performance/outcomes. These form a key focus of discussions with school leaders to enable appropriate support and challenge by CSC to secure school improvement and partnership working.

The publication of performance data on My Local School is also suspended, with the publication of the National Categorisation² also being suspended for 2021-22 due to the processes not being held for the academic years 2020-21 and 2021-22.

3.2 Estyn inspections

All Estyn inspections were suspended in March 2020³; however, a new pilot framework⁴ was introduced in early spring term 2022. The new inspection framework no longer provides judgements for inspection areas as available in previous inspection frameworks. However, information on 'Interesting or Innovative

¹ <https://gov.wales/written-statement-school-information-improvement-and-inspection-arrangements-supporting-renewal-and>

² <https://gov.wales/school-performance-reporting-arrangements-important-update-html> (October 2021 update)

³ <https://www.estyn.gov.wales/news/estyn-will-not-inspect-maintained-schools-next-academic-year-statement-meilyr-rowlands-hmci>

⁴ <https://www.estyn.gov.wales/news/owen-evans-her-majestys-chief-inspectors-speech-17-february-2022>

Practice Case Studies' is still identified in the new reports, alongside the recording of any statutory and non-statutory follow-up inspection categories. Details can be found in the individual LA Scrutiny Reports.

In Central South Consortium, 30 schools were inspected between February 2022 and July 2022, with 11 of these schools being identified to produce 'Interesting or Innovative Practice Case Studies' following their inspections. Three schools were placed in Estyn follow-up categories: one in Estyn Review, one in significant improvement and one in special measures.

Table 1: Number of schools inspected 2021/22

	Primary	Secondary	Middle	Pupil Referral Units
Bridgend	2	0	0	0
The Vale of Glamorgan	5	2	0	0
Rhondda Cynon Taf	8	0	1	0
Merthyr Tydfil	1	0	0	0
Cardiff	8	2	0	1
CSC	24	4	1	1

Estyn resumed their monitoring of schools and Pupil Referral Units (PRUs) in a statutory category (special measures or significant improvement) in autumn 2021. There were six schools in CSC in either special measures or significant improvement during this period, and these six schools were all removed from their statutory category.

In addition, a further eight schools were removed from the follow-up category of 'Estyn Review' during academic year 2021-22, which left only one school in 'Estyn Review' from inspections that took place prior to March 2020.

Given the information given above for the inspections that have taken place in 2022, there are currently four schools in either a statutory or non-statutory follow-up category: two schools in Estyn Review, one school in special measures and one school in significant improvement.

4.0 PROGRESS WITH CSC BUSINESS PLAN APRIL 2022 – OCTOBER 2022

The Business plan for 2022/23 runs from 1st April 2022 until 31st March 2023 and has the following areas of priority:

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

CSC has a thorough cycle of self-evaluation which includes challenging the impact and progress that has been made with the business plan. Members of the senior leadership team within CSC dive forward the work of each priority areas and are known as 'Drive Teams'. On a half yearly basis, the drive team are challenged on their performance by the ELT within CSC as well as Directors of Education from the LAs. A summary of the progress made against the business plan for 2022-23 is outlined below.

Table 2: Summary of progress judgement by individual aspect areas

Priority	Actions	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	⁵ Progress Affected By Covid-19
Priority 1.1	2	0	0	1	1	0	0
Priority 1.2	4	0	0	4	0	0	0
Priority 1.3	7	0	1	3	3	0	0
Priority 1.4	1	0	0	0	1	0	0
Priority 1.5	6	1	0	2	1	2	0
Priority 1.6	1	0	0	1	0	0	0
Priority 1.7	3	0	0	2	1	0	0
Priority 1.8	1	0	0	1	0	0	0
Priority 1.9	1	0	0	0	1	0	0
Priority 2.1	12	1	0	9	0	2	0
Priority 2.2	19	0	0	3	12	4	0
Priority 2.3	16	5	1	7	3	0	1
Priority 2.4	6	2	0	4	0	0	0
Priority 2.5	5	0	1	4	0	0	0
Priority 2.6	1	0	0	1	0	0	0
Priority 2.7	1	0	0	1	0	0	0
Priority 2.8	1	1	0	0	0	0	0
Priority 2.9	1	0	0	1	0	0	0
Priority 3.1	1	0	0	1	0	0	0
Priority 3.2	8	1	2	5	0	0	0
Priority 3.3	3	0	1	2	0	0	0
Priority 4.1	2	1	0	0	1	0	0
Priority 4.2	3	0	0	1	2	0	0
Priority 4.3	2	0	0	1	1	0	0
Priority 5.1	4	0	0	2	1	1	0
Priority 5.2	9	0	0	5	4	0	0
Priority 5.3	3	1	0	0	1	1	0
Priority 5.4	6	0	0	1	2	3	0
Priority 5.5	3	0	0	1	1	1	0
Priority 5.6	4	0	0	0	0	4	0
Priority 5.7	2	1	0	1	0	0	0
Total	138	14	6	64	36	18	1

(See Appendix A for Judgement Matrix)

⁵ '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 (138).

Table 3 below indicates that between April 2022 and October 2022 there has been:

- Very Good or Strong Progress made in 39% of elements within the business plan
- Satisfactory Progress made in 47% of elements
- Limited Progress made in 4% of elements. 1% of these elements have been affected by Covid. Other elements are in the early stages of development or have had limited engagement from schools. These elements are being monitored by CSC in line with the risk management policy
- 13% of elements have Not Yet Started. Some of these elements are based on the timeline of completion being targeted for the spring term 2023. Others are reliant on meetings taking place (which have been planned) or are awaiting reports that are due to be published
- Of 138 elements listed within the Business Plan, 1 has been significantly affected by Covid-19

Table 3: Cumulative progress judgement

Summer / Autumn Term Summary 2022							
Business Plan Actions	Elements	Not Yet Started	Limited Progress	Satisfactory Progress	Strong Progress	Very Good Progress	⁶ Progress Affected By Covid-19
Totals	138	13	6	64	36	18	1
Percentages	100%	10%	4%	47%	26%	13%	1%

4.1 Identification of risks

Following the impact review meetings, operational risks and barriers are identified and shared with members of CSC ELT for consideration. Risk holders review and make recommendations to ELT on how to respond to the risks and the proposed actions for mitigation. Members of ELT then review the corporate risk register to consider making proposals for change to the corporate risk register. CSC Management Board review and make final recommendations to Joint Committee to changes to the CSC risk register at termly meetings.

4.2 April 2022 – October 2022 impact evaluation

Following the impact review meetings in October 2022, drive teams have provided the following evidence to support progress and impact of the work undertaken in the first half of the business plan 2022-2023. The detail provided below provides a high-level summary of progress. Detailed progress and impact have been shared with and challenged by members of ELT as well as Directors of Education in the local authorities.

⁶ '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 (138).

4.2.1 Priority 1: Curriculum, Teaching & Assessment

<p>Curriculum, Teaching & Assessment</p> <p>Success Measures</p>	<ul style="list-style-type: none"> • <i>A comprehensive offer, informed by partnership working with schools and wider stakeholders, is available to support schools to develop their curriculum in all areas.</i> • <i>All Professional Learning (PL) is evaluated using the Kirkpatrick model which informs future planning.</i> • <i>Nearly all schools engage in curriculum, teaching and learning PL opportunities.</i> • <i>Many practitioners engaged in curriculum, teaching and learning PL report that it will develop their practice/behaviour.</i> • <i>There will be an increased level of engagement in CSC Welsh language development PL, and most practitioners engaged report that they have improved Welsh language competence and skills.</i> • <i>The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases in line with targets.</i> • <i>The majority of schools report that they regularly use enquiry to support school improvement priorities.</i>
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<p>Curriculum, Teaching & Assessment</p> <p>Emerging Impact</p>	<ul style="list-style-type: none"> • A comprehensive and responsive professional learning (PL) offer is in place to support schools. Live and on-demand PL opportunities will continue to be developed to focus on improvement priorities from schools across the region and respond to local, regional, and national priorities. The offer is delivered in partnership with lead practitioners, schools, and local authorities. All PL continues to be informed by wider stakeholder partnership working. • The Kirkpatrick model is embedded in the planning and evaluation of all regional PL and bespoke support. Following the refinement of the process, consistent approaches to Area reports will provide opportunities to consolidate knowledge and further development of PL and bespoke support for schools. • As of October 2022, most schools (344/384) have engaged in regional Curriculum, Teaching and Learning PL opportunities, with 1782 practitioners participating between April and September 2022. • 283 practitioners have engaged in Welsh language development professional learning, and most report that they have improved Welsh language competence and skills. • Since April 2022, 58 schools have achieved progressive levels of Siarter Iaith / Cymraeg Campus.
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4.2.2 Priority 2: Leadership

<p>Leadership</p> <p>Success Measures</p>	<ul style="list-style-type: none"> • <i>All teaching assistants in the region have access to professional learning, guidance and resources, and the annual target of Teaching Assistants gaining HLTA is met.</i> • <i>Nearly all early career practitioners across the region have access to the professional learning, collaboration and support they need to be effective in their role and build capacity in the system.</i> • <i>Nearly all leaders across the region have access to the professional learning, collaboration and support they need to be effective in their role and build capacity in the system.</i> • <i>Successful completion of professional learning pathway programmes by nearly all participants that promote effective practice across the region.</i>
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	<ul style="list-style-type: none"> • <i>All leaders across the region have access to professional learning opportunities to develop their coaching and mentoring skills.</i>
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<p>Leadership</p> <p>Emerging Impact</p>	<ul style="list-style-type: none"> • The ever-evolving Cyfleoedd+ collaboration has been supported in adapting its processes focusing on enhancing leadership capacity, adapting to the change of the Lead HT effectively acting as the Link Improvement Partner and collating evidence of impact. • Four out of five school-to-school collaborations have funding profiled and agreed against their applications with a fifth pending approval. <p><i>Section 9 of this report outlines the impact in each strand of the leadership professional learning programme.</i></p>
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4.2.3 Priority 3: Equity & Well-being

<p>Equity & Well-being</p> <p>Success Measures</p>	<ul style="list-style-type: none"> • <i>CSC successfully enable all schools to engage with the principles of the Enabling Equity and Excellence and effectively identify and share strong practice to inform professional learning and support.</i> • <i>In partnership with all local authorities, CSC successfully develops effective leadership and provision in schools to ensure the progress of vulnerable learners.</i> • <i>In partnership with stakeholders, CSC successfully develop and deliver effective professional learning and collaboration to enhance the well-being of the workforce and learners.</i>
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<p>Equity & Well-being</p> <p>Emerging Impact</p>	<ul style="list-style-type: none"> • A comprehensive five-year implementation plan is now in place to address the CSC Enabling Equity and Excellence document. Targeted schools from across the region are beginning to engage with the principles of the Equity and Excellence document through participation in a structured programme of professional learning. • 94 governors from schools across the region attended CSC ‘Enabling Equity and Excellence’ Governor briefing sessions this year. As a result, an increasing number of governors are informed of the CSC’s regional approach to achieve equity and excellence and the key role that they play in supporting their schools in this ambitious agenda. • Evaluation of the quality of planning and impact of the Pupil Development Grant (PDG) grant by Improvement Partners in partnership with their schools demonstrate that: <ul style="list-style-type: none"> - Most schools in CSC have effective Early Years Pupil Development Grant (EYPDG) plans with very few deemed as developing. - Many of the EYPDG plans were implemented and adapted effectively with few of the schools developing. - Most schools are effective in planning objectives within their PDG plans with very few developing. - Many PDG plans were implemented and adapted depending on the needs of the pupils with few of the schools developing. - A majority of schools had effective impact with the use of the EYPDG grant with a minority developing. It was felt that for a very few schools it was too early to determine the impact of their work.
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	<ul style="list-style-type: none"> - A majority of schools had an effective impact with the use of the PDG grant with a minority developing and with very few unable to determine the results yet. - Most schools are using available resources effectively. • In terms of CLA PDG cluster plans, 84% of evaluations received stated that the plan had been effective in their schools. • As a result of their work with Challenge Education, most schools report an increased understanding of their knowledge about improving outcomes for disadvantaged learners. Of the evaluations received: <ul style="list-style-type: none"> - All schools report that the Raising Achievement of Disadvantage Youngsters (RADY) programme has improved their knowledge of working with disadvantaged learners - All schools report that they are using the knowledge they have gained - All schools have created long- and short-term goals as a result of the work, with the areas that have been influenced including leadership, teaching and learning and staff mindset - All schools wanted to continue to work with Challenge Education for another year to embed the work • 16 appreciative enquiries have taken place from across the region, focusing on sharing innovative practice in regards to vulnerable learners, exclusions and the whole-school approach to emotional and mental well-being. An example of this would be the Whitmore cross-authority appreciative enquiry which focused on culture and ethos and how this had reduced exclusions. This was utilised as part of the Curriculum for Wales conference that CSC held for all schools across the region. The introduction of cross-authority appreciative enquiries is beginning to prove beneficial in developing a collective understanding of effective practices. • 163 governors from schools across the region attended update sessions regarding the whole-school approach to emotional and mental well-being understanding progress made in the statutory toolkit and guidance published by Welsh Government. Governors have an increased awareness and understanding of the framework and how they can support the schools in their work involving the well-being of the workforce and their learners.
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4.2.4 Priority 4: School Improvement

<p>School Improvement</p> <p>Success Measures</p>	<ul style="list-style-type: none"> • <i>Most schools have effective self-evaluation and improvement planning processes, including robust systems for internal/external evaluation and accountability.</i> • <i>All schools identify correct improvement priorities.</i> • <i>All local authorities are well informed with regards to the effectiveness of self-evaluation and improvement planning processes in their schools.</i> • <i>Early intervention strategies are deployed where risks are identified.</i> • <i>All schools receive support based on need to enhance their capacity for self-improvement. Support categories reflect the changing needs of schools.</i> • <i>The region, LAs, schools and their stakeholders have a shared understanding of accountability measures within Welsh Government framework for improvement and accountability.</i>
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<p>School Improvement</p>	<ul style="list-style-type: none"> • In discussion with Improvement Partners (IPs), most schools have accurately identified their school improvement priorities and are working in partnership with their IP to achieve these priorities.
<p>Impact</p>	<ul style="list-style-type: none"> • All LAs Risk meetings have taken place and schools discussed and agreed. Any relevant bespoke support identified has been requested in order to provide appropriate support to these schools. • Systems are in place to support all schools, however, support categories will continue to be amended to reflect the changing needs of individual schools, as has been the case already in early Autumn Term for some particular schools. This has enabled the changing needs of these schools to be met. • Bespoke Support - As this is a new, revised system it is too early to provide the impact of the support provided, but the new system captures bespoke support accurately and allows monitoring of bespoke support requested. • WG Accountability measures report - this has not yet been published so no impact available to report during Autumn Term Review.

4.2.5 Priority 5: Effectiveness and Efficiency of CSC

<p>Effectiveness & Efficiency of CSC</p>	<ul style="list-style-type: none"> • <i>CSC has processes in place to create and evaluate its Business Plan to meet the needs of all stakeholders.</i> • <i>Communication performance measures show improved engagement against agreed targets.</i> • <i>Streamlined and effective reporting of CSC's services uses a range of quantitative and qualitative information to provide meaningful evidence for evaluation and improvement (accountability, knowledge and development).</i>
<p>Success Measures</p>	<ul style="list-style-type: none"> • <i>Joint Committee ratify CSC's governance recommendations and the progress made against them.</i> • <i>All CSC staff are trained (either synchronously or asynchronously) in safeguarding, and CSC is compliant in line with current legislation.</i>

<p>Effectiveness & Efficiency of CSC</p>	<ul style="list-style-type: none"> • Processes have been implemented ensuring that the needs of stakeholders have been incorporated into the Operational Plans. Actions have been written to achieve the stakeholder's priorities. • External and internal communication continues to promote access to professional learning, resources and support for schools and informs staff in their roles. Dashboard data has demonstrated increases in social media followers and engagement with posts, as well as sustained high levels of access to website and YouTube content during the period. • CSC suite of reporting developed, each with a clear audience and purpose. Revised evaluation roles and responsibilities document shows how data, information and intelligence gathered for these supports their use for accountability, knowledge and development. • All CSC staff are trained in Safeguarding, and CSC is compliant in line with current legislation.
<p>Impact</p>	

5.0 PROGRESS WITH RECOMMENDATIONS FROM PUBLISHED REPORTS⁷

As reports are published, CSC have developed a process for ensuring any recommendations relating to the work of CSC are incorporated into the business planning process. As agreed in the CSC [Monitoring and Reporting Framework](#) at the Joint Committee meeting on the 25th October 2022, progress with recommendations will be reported twice yearly.

In this report we will be providing a progress update with recommendations from the following reports:

Table 4: Published reports with recommendations for CSC

Report title	Author	Published
Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group	Welsh Government	(Mar 2021)
The Teaching of Welsh History Including Black, Asian and Minority Ethnic History, Identity and Culture	Estyn	(Oct 2021)
Guidance Document: Framework on embedding a whole-school approach to emotional and mental well-being	Welsh Government	(Mar 2021)
The Curriculum for Wales - how are regional consortia and local authorities supporting schools?	Estyn	(Mar 2022)

These publications can be found in **Appendix B**

⁷ As of October 2022

6.0 OVERVIEW OF MAIN STRANDS OF ACTIVITY

As part of an annual cycle of evaluation, all area leads within CSC undertake an evaluation of their support. During 2021/22, the following areas were identified for publication:

- Support for Governors
- Digital Learning
- Early Career Pathway
- Leadership Support and Development

These publications can be found in **Appendix C**

CSC commits to taking the following next steps as identified within the strand evaluations in the report.

6.1 Governors

- Further develop the knowledge and skills of RLGs through appropriate professional learning.
- Complete a full and formal evaluation of the impact Regional Leads for Governance at the end of the financial year.
- Promote appropriate deployment of RLGs meet governance needs across the region. This will be delivered as part of the new CSC Bespoke process.
- Develop a 3-tiered pathway programme of professional learning for all governors that builds on CSC's existing offer.

6.2 Digital Learning

- Support schools in implementing the curriculum, ensuring all CSC schools have a shared understanding of digital skills within their local curriculum design.
- Facilitate collaboration opportunities to support practitioners across the region to map digital skills across their curriculum.
- Further exemplification of the DCF Citizenship strand.
- Further programmes and materials are required to support schools make provision for Careers and work-related experiences (CWRE) linking with the DCF.
- Focus on supporting the use of digital learning in special schools.
- Further develop resources for the support of the new 'Digital technology' A level.

6.3 Early career pathway

Bridging

- The 'Welcome to the Region' event will be developed further next year.
- Four strategic projects, with Cardiff Metropolitan, Swansea, Yr Athrofa and University of South Wales will take place this year, building on the learning from the projects last year. They will once again be aligned to the strategic plans of each university.
- Building on the 9 Appreciative Enquiries that took place, a further 9 Enquiries will take place with practitioners who are both the senior ITE mentor as well as the NQT induction mentor. This will

give us a unique opportunity to identify and share the best practices of our most experienced mentors supporting early career teachers.

NQTs

- New Welsh Government guidance includes the introduction of a 13-day professional learning entitlement for NQTs. This will be communicated to schools and all stakeholders in the system.
- It was agreed by the CSC induction team in response to the evaluations of Aspire tutors and NQTs that the Aspire regional professional learning programme would be updated and transposed once more to a face-to-face format that includes materials that address Welsh Government and CSC priorities. The entire regional offer will be facilitated by the Aspire tutors, so that NQTs will still be working in a supportive network.
- Strengthen QA processes of Aspire aligned to the CSC approach to evaluation of impact.
- The national group will work with the Wales Leadership group to build a 'Preparing for Leadership' programme for post-induction practitioners and further post-induction resources will also be developed by CSC to pilot in 2022-23.
- Develop scenario-based learning resources for use with ITE graduates, NQTs and mentors to address common issues, challenges and fears faced by graduates joining the profession.

Induction Mentors

- The enhanced professional learning offer (both national and regional) for induction mentors will continue and guidance will be written for IMs and headteachers about the funded, enhanced role of the IM. The IM coaching strategy will continue to be developed and led by trained IMs.
- Continue to run the IM network meetings with Hot Topics and keynote speakers to support them in the ongoing challenges of their role and to work for consistency of support across the region.
- Pilot cluster working with IMs for enhanced and bespoke support (including new IMs, new IMs in PRUs and experienced IMs who need support with the enhanced expectations of the role).

External Verifiers/External Mentors

- A new External Mentor (EM) role will be introduced with support offered to those EVs who in turn support NQTs working on supply. The number of supply NQTs will increase now as the NQT placement scheme will not continue for another year.
- EMs will receive additional training and support and feedback experiences of this new role to help CSC create resources to further support any new EMs joining the team in future.

6.4 Leadership support and development

Across all programmes, CSC will continue to evaluate and refine programmes in response to evaluation and feedback as well as educational developments. In addition, the quality assurance framework for facilitators will continue to ensure delegates have access to high-quality professional learning.

With a comprehensive programme of PL, it is also essential to continue to build capacity across all programmes to recruit new facilitators onto the specific programmes, ensuring relevant and current experience.

All programme facilitators will encourage the use of the [Professional Learning Passport](#) developed by EWC.

Develop a longer-term cross-regional evaluation of the programmes. There is continued confidence that the programmes have an immediate impact on participants from current evaluation activities. It is, however, important to look at the impact over time on leadership capabilities and pupil outcomes.

Develop a bank of effective leadership coaches that can continue to support the programmes, and ensure that the training for leadership coaches is consistent across Wales.

NPQH Programme

- Contribute to Welsh Government's (WG) independent review of the Aspiring Headteacher programme and NPQH in Autumn term 2022 and respond to recommendations.
- Closely monitor the development of the Aspiring Headteacher - preparation for NPQH Programme to ensure consistency across Wales in line with WG and Ministerial priorities.
- A return to face-to-face facilitation of NPQH assessment process has been agreed for February 2023.
- Develop systems and processes to track leaders' career progression from NPQH to headship.

Experienced Headteacher Programme

- Cohort 1 to complete the current programme via a residential module in November 2022.
- Cross-regional group to evaluate the effectiveness and 'value for money' of the programme.

System Leaders

- Monitor the deployment of System Leaders through the newly developed bespoke system
- Evaluate the impact of system leaders' work in schools
- Recruit 5 new system leaders to reflect demand in the spring term 2023
- Provide an induction programme for new system leaders

7.0 OVERVIEW OF FUNDING

The consortium's funding is made up of two principal sources:

- Core LA Funding with individual LA contributions determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee.
- Dedicated funding for schools and school improvement activities routed through consortia by WG. Major WG grants, such as the Regional Consortia School Improvement grant (RCSIG), are administered by consortia and delegated to schools via LAs. Consortia retain elements of the grants (amounts set in the terms and conditions of each grant) on a regional basis to support local and national school improvement priorities.

The recent trends in both these sources of income for the consortium are detailed below.

7.1 Core contributions

In 2021-22, the consortium received c£3.6m contributions from the five LAs across the region. The funding was used to support the core function of school improvement. Each year since 2016, the consortium has delivered the school improvement function for the region, incorporating more than £700k of efficiency savings over that time.

A summary of the financial outputs for 2021-22 by individual LA can be found in Table 1. The Principal Improvement Partner (PIP) figures reflect where actual support is deployed. All other costs are apportioned by IBA:

Table 14: Financial Outputs for 2021-22 by LA

Cost Category	Outturn 2021-22	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
IBA %		36.29	15.40	14.84	6.36	27.11
LA Contributions	3,564,532	1,293,205	548,784	528,828	226,641	966,074
Principal Improvement Partners	453,363	135,256	66,578	64,503	56,254	126,752
Improvement Partners	1,436,261	521,219	221,184	213,141	91,346	389,370
Other Employees	1,136,225	412,336	174,979	168,616	72,264	308,031
Premises	155,438	56,408	23,937	23,067	9,886	42,139
Transport	8,663	3,144	1,334	1,286	551	2,349
Supplies & Services	238,931	86,708	36,795	35,437	15,196	64,774
Commissioning	32,949	11,957	5,074	4,890	2,096	8,932

Support Services	125,651	45,599	19,350	18,647	7,991	34,064
Gross Core Expenditure*	3,587,481	1,272,627	549,232	529,607	255,583	976,411
% SPEND RECEIVED		35.47	15.31	14.76	7.12	27.22

*£3,564k of contributions were received from LAs. However, the gross expenditure incurred reached £3,587k. This was net off by £23k of grant funding/school income.

CSC apportioned budget for regional services according to the specific needs of schools. In 2021-22, expenditure (of core budget) in two out of the five LAs was higher than the amounts it had contributed (in line with the consortium core value to deploy resources to the areas of greatest need).

7.2 Additional Funding – Grants

In addition to the core contributions from LAs, the consortium was also in receipt of grant funding from WG. With the launch of the national strategy, 'Education for Wales: Our National Mission', WG streamlined the grant funding processes. There are now only three grants received by consortia: Regional Consortia School Improvement Grant (RCSIG), Siarter Iaith and Pupil Development Grant (PDG). In 2021-22, the following funding was received:

Table 15: WG Grant Funding

Grant	Total	Delegated to LAs/schools	Centrally retained
	£	£	£
RCSIG	55,866,055	52,228,613	3,637,442
Siarter Iaith	77,800	0	77,800
PDG	37,581,970	37,074,917	507,053
Total	93,525,825	89,303,530	4,222,295

To manage these grant streams effectively, the consortium adheres to strict governance arrangements:

- Initial allocations are provided by WG and apportionment proposals presented to Directors and Members of the Joint Committee for challenge and agreement.
- Director/Member decisions are shared with the regional finance group, to determine operational processes.
- CSC grants team identifies project managers and budget holders (in line with schemes of delegation).
- Consortium devise Service Level Agreements (SLA) between schools and LAs in relation to grant funding initiatives to hold stakeholders to account.
- The CSC grants team works to a grant compliance framework.

Elements of the above grants were used to commission work and support packages for schools across the region. These funds were allocated according to the needs of individual schools, LAs, the region and nationally.

Initiatives have been split below across the key enabling objectives included in the WG 'Education in Wales: Our National Mission' report:

Table 16: Expenditure of the Regional Consortia School Improvement Grant by LA in 2021-22

Cost Category	Outturn 2021-22	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr r CBC	RCT CBC
		£	£	£	£	£
		36.29	15.40	14.84	6.36	27.11
Curriculum & assessment	153,300	43,300	40,000	50,000	0	20,000
Developing a high-quality education profession	46,555,431	17,223,868	7,217,554	7,067,277	3,037,531	12,009,203
Leadership	182,638	63,115	37,900	39,490	7,950	34,183
Strong and inclusive schools committed to excellence equity & well-being	37,074,918	14,976,101	5,490,910	3,719,138	2,309,256	10,579,513
Supporting a self-improving system	5,051,985	1,598,218	825,953	784,434	357,712	1,485,668
Total	89,018,272	33,904,602	13,612,317	11,660,338	5,712,449	24,128,566
% spend received		38.09	15.29	13.10	6.42	27.11

In 2021-22, monetary benefits (in terms of grant spend) of regional working were achieved by Cardiff and Merthyr Tydfil with the additional benefits of working regionally seen in the impact on outcomes across the region. The table below summarises the financial outputs (of both core and grant funding):

Table 17: Actual Total Expenditure by LAs 2021-22

Cost Category	Outturn 2021- 2022	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
Gross core expenditure	3,583,460	1,272,627	549,232	529,607	255,583	976,411
Delegated grant	89,025,771	33,904,602	13,612,317	11,660,338	5,712,449	24,128,566
	92,601,734	35,177,231	14,161,549	12,189,945	5,968,032	25,104,977

In 2021-22, monetary benefits (in terms of total spend) of regional working were achieved by Cardiff and Merthyr Tydfil.

7.3 Resource Board

In addition to the above funding, CSC has also developed a process for supporting vulnerable schools which are identified within the financial year. The table below shows how this funding was allocated during 2021-22:

Table 18: Resource Board Allocations 2021-22

Local Authority	£	% Split	No of Schools Supported
Bridgend CBC	3,974	3	2
Cardiff Council	25,438	16	19
RCT CBC	68,101	43	13
Vale of Glamorgan CBC	41,950	27	11
Merthyr Tydfil CBC	17,099	11	2
	156,562	100%	47

The impact of the activities funded by this budget is evaluated by the school and the individual IP, and, where appropriate, included within local authority performance reports. Processes for bespoke support have been further refined and developed within CSC to ensure that a comprehensive summary of the impact of this work will be available in future reports.

Case Study: Resource Board Funding Example

Following inspection, a school was placed in the follow-up category of Estyn Review. The funding from the resource board (£1,800) related to an Estyn recommendation to improve the effectiveness of staff in leadership roles. The foundation phase lead was subsequently appointed to the school.

Funding from the resource board enabled the foundation phase lead from a nearby school to provide support to the foundation phase lead to ascertain the quality of provision. The support included:

- engagement in a number of learning walks
- drafting an action plan
- support visits
- gathering of evidence and evaluation of impact.

Regular feedback on progress was discussed with the Strategic Lead for the Foundation Phase. Feedback and impact of work was also captured during termly progress meetings involving the Improvement Partner and Principal Improvement Partner.

As a result of this support, the foundation phase leader has developed a suitable understanding of the strategic aspects of the role and through suitable monitoring activities has gained a comprehensive knowledge of the quality of enhanced provision across the phase. The foundation phase leader has taken appropriate action following monitoring activities and continues to lead changes across the phase successfully. The foundation phase lead is starting to be more evaluative when considering and reporting on impact.

As a result of the foundation phase leader's support for practitioners, all pupils, in all year groups across the phase, have increased opportunity to undertake independent learning tasks linked to skills development.

8.0 CONCLUSION

In 2021-22 there was a further 1% reduction in core funding from the previous year level. In addition, the region had an increase in pupil numbers of 2,615, which subsequently reduced spend per pupil.

Table 19: Comparison of Core Expenditure per Pupil From 2016-17 to 2021-22

	2016–2017	2017–2018	2018–2019	2019–2020	2020–2021	2021–2022
LA contributions	£4,195,662	£3,985,879	£3,906,161	£3,710,853	£3,599,528	£3,563,532
Pupil numbers	146,711	147,236	147,697	148,683	149,526	152,141
Spend per pupil	£28.60	£27.07	£26.45	£24.96	£24.07	£23.42

The vision for a school-led, self-improving system has meant that delegation rates to schools for grant-funded activity have increased from a rate of 94.4% in 2016-17 to 95.6% in 2020-21. However slightly increasing to 95.5% in 2021-22. This has been achieved through the continuation of effective deployment of the formerly named Education Improvement Grant (EIG).

During 2021-22, there continued to be some cross-subsidisation across the five LAs. Monetary benefits of regional working were achieved by Cardiff and Merthyr Tydfil but the additional benefits of working regionally can also be seen in the impact on outcomes across the region.

CSC continues to provide a regional school improvement service which combines resources allowing for economies of scale to be realised. Regional working also ensures a consistent service to schools and allows for a more flexible deployment of staff to respond to crises as they arise. Operating regionally also encourages the recruitment of high calibre staff, with opportunities for professional development across a wider geographical region and, in addition, access to high-quality Professional Learning.

Evaluations of ongoing work are reported to key groups within the governance structure of CSC as part of the work of the Research and Evaluation Board. This enables CSC to respond quickly to any identified concerns with service delivery, and ensures that effective self-evaluation processes are in place.

Through the improved self-evaluation processes and the increased capacity provided by the research and evaluation board, evidence of impact and effective practice has been highlighted within the separate strand reports. Each area has identified the appropriate next steps to ensure that the activities undertaken within each strand of work result in improvements in impact at both the programme level as well as a regional level.

CSC has made satisfactory progress against the priorities within the current business plan, with a further report on progress and impact provided in a report at the end of the financial year. Progress against local authority priorities can be found in the individual LA scrutiny reports.

Satisfactory progress has been made against the regional recommendations in published reports. There is a robust process for embedding recommendations into operational planning and further reports will be presented on progress / impact against these recommendations in the summer term 2023.

APPENDIX A: Judgement Matrix

Very Good Progress	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.
Strong Progress	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.
Satisfactory Progress	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.
Limited Progress	The priority action has not been addressed. All or many important aspects are awaiting attention, or the original planned activity is no longer appropriate.
Not Yet Started	The priority action has not been started.