

# Central South Consortium Business Plan

2023–2024 Appendix



Consortium Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service



Empowering schools to improve outcomes for all learners

## Appendix for 2023-24

This appendix provides updates on the work of Central South Consortium (CSC) in relation to the 2022-25 business plan and identifies changes that will be made based on Local Authority (LA) or Welsh Government (WG) priorities and our own self-evaluation.

Our business plan guides the work of CSC and has been developed based on the four enabling objectives from Our National Mission. We have also incorporated the six objectives shared by the Minister for Education and the Welsh Language namely:

| Objective  | Descriptor   |
|--|--|
| <b>Learning for life</b> so that everyone in Wales learns, and continues to learn, developing their knowledge and skills, and engaging in experiences that are relevant to their lives today and into the future.            | All learning guided by the four purposes of the curriculum, through collaboration across providers and with industries and employers.  |
| <b>Breaking down barriers</b> so that excellent education opportunities and outcomes can be achieved by all learners, at all ages, in classrooms, online, and in work.   | Through early identification, support and targeted actions, ensure that all learners gain the knowledge, skills and experiences to be an active citizen, including the cross-curricular skills of literacy, numeracy and digital competence.                   |
| <b>A positive education experience for everyone</b> , with learners and staff supported in their well-being and resilience, which is essential for improving education outcomes and life chances.                            | Ensure that learners are supported to be healthy, confident individuals, ready to lead fulfilling lives as valued members of society, within places of learning that are supportive, safe, inclusive and free from discrimination and bullying.                |
| <b>High-quality teaching and leadership</b> , where everyone benefits from the best professional learning so that they can support the success of all learners, particularly those who are socio-economically disadvantaged. | Guaranteed career-long professional learning and support for all staff, from initial training through to leadership, focused on realising the four purposes of the curriculum, and capacity and capability to support success of all learners.                 |
| <b>Community based learning</b> , with strong institutions engaging, integrating and being empowered by their communities.   | Empowering all learners and communities to have strong relationships with education providers, so that we tackle disadvantage and deliver world-class education locally and nationally.  |
| <b>Cymraeg belongs to us all</b> , giving every learner equal access to the language and everyone the opportunity to reach their potential.  | Encourage the use of Welsh across the education system, as an integral part of Curriculum for Wales, our Cymraeg 2050 ambitions and expanding provision post-16 to study through Welsh and opportunities to learn the language as active and engaged citizens. |

### [Our National Mission: High standards and aspirations for all](#)



At a national level, Welsh Government have also set out the following 8 contributory factors, describing the key attributes that schools will possess to successfully realise the curriculum:

1. Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
2. Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matters.
3. Ensuring the school environment supports learners' and practitioners' well-being.
4. Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
5. Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
6. Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.
7. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
8. Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

We will continue to work in partnership with school leaders, LAs and WG to ensure that schools receive the right support to enable all learners to make progress throughout the year. We will continue to give full consideration to the current operating models for schools and support leaders to manage learning in their schools.



# 2022/2023 In Context

Nearly all (**99%**) of CSC schools have engaged in regional professional learning events, programmes and assignments. This is a total of over **11,411** engagements from school leaders, practitioners and governors.

Curriculum for Wales (CfW) is embedded in **all** areas of professional learning and support.

CSC facilitates networks meetings to support all areas and sectors. Since April 22, around **1950** school leaders and practitioners have participated in these network meetings.

Nearly **1800** school leaders and practitioners from over **92%** of schools across the region have engaged in CfW programmes related to curriculum reform including curriculum design, development and delivery.

During 2022/23, over **800** practitioners engaged in Professional Learning to develop their Welsh Language Skills and competence.

Between April 2022 and March 2023, **35** innovative practice case studies were identified, from **24** schools, by Estyn for dissemination on their website.

**£5,018,008** was delegated to schools through collaboration funding, enabling school leaders and practitioners to engage in collaborations within and beyond their school areas of school improvement to meet their specific needs.

Nearly all schools (**95%**) in the region are engaged in cluster working, with nearly all of this work being linked to the School Development Plan.

**183** individual schools and **21** groups/clusters have been provided with bespoke support in relation to their school development priorities from CSC's curriculum team and / or brokered school to school support.

**219** of schools have achieved Siarter Iaith/Cymraeg Campus awards: **158** bronze, **46** silver and **15** gold.

Almost **700** practitioners across the region have participated in almost **50** regional collaboration projects across focused areas of curriculum and pedagogy.

Leaders of curriculum network meetings established this academic year have been an effective way of engaging with school leaders, discussing emerging areas of preparing for roll-out of CfW and sharing and celebrating good examples of practice. Meetings have been offered in both online and in person formats with **over 170** practitioners engaging.

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

Sgwrs, the CSC podcasts, published **9** episodes which had **over 600** engagements.

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

**80 schools** were inspected between April 2022 and March 2023, with 12 schools in the region placed in Estyn Review follow up category. Two schools are in Significant Improvement with a further 6 in Special Measures.

Our newly appointed Regional Leaders of Governance (RLGs) have provided high-quality support to governing bodies of **9 schools** across the region.

All leadership pathways programmes are heavily subscribed, **with over 320 participants** from across the region receiving national certification for their completion of the programmes.

The CSC Curriculum for Wales community area online community provides an interactive platform with materials, professional learning opportunities and messaging related to Curriculum for Wales. The files also include resources to support all areas of Curriculum for Wales. The community now has **over 1200 members** from across the region and has been **accessed over 13,000 times**.

In PL programme evaluations, **91.43% of participants reported that they anticipated the professional learning having an impact on their learners**, with **61.87% expecting a significant impact**.

More than **1900 governors from over 90% of schools** have engaged with CSC professional learning opportunities for Governors.

**31 school leaders, practitioners and CSC officers have undertaken the national coaching and mentoring trainer programme**. Approx 54% of these have gone on to complete a formal qualification in coaching and mentoring, strengthening the impact and supporting embedding a coaching culture across the region.

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

**42 headteachers, deputy headteachers and Senior Leaders** from schools across the region act as coaches to support participants in the leadership programmes.

Across our 380 schools, **nearly all school priorities<sup>1</sup>** are on track to be met, as of the end of the Spring Term.  
<sup>1</sup>(of schools not impacted by ASOS)

**59 School leaders, practitioners and CSC officers** have undertaken the regionally delivered National Coaching and Mentoring programme.

The target number of TAs gaining HLTA status was more than doubled, with 59 TAs achieving HLTA status, **an increase of over 100% from the previous year**.

**Nearly all NQTs** in schools in the CSC region passed induction during the financial year, with a small number granted an extension by the Appropriate Body.

The CfW Newsletter contains all up-to-date information to support schools in their journey to curriculum roll-out. This monthly publication has been viewed **over 6000 times**.



## Improvement Priorities 2022-2025

Following analysis of LA priorities, our self-evaluation, requirements within the National Mission and consultation with stakeholders including headteachers and local authority officers, we identified five improvement priorities.

CSC is committed to providing a high-quality school improvement service on behalf of all partner LAs. We are also committed to supporting schools to take greater ownership for their own improvement through the continued development of a self-improving system. CSC continues to have a specific role to play in the delivery of the National Transformation agenda, which means that some of the priorities will be led by Welsh Government priorities.

The business plan directly addresses the key priorities of the local authorities across the region. Although other priorities may be outside its remit, CSC will work, wherever possible, in partnership to support these priority areas.

CSC will continue to facilitate partnership working across the region as we recognise that our business plan cannot be delivered without a productive relationship between schools and the five local authorities that CSC serves. The links and communication fostered with other key partners including Welsh Government, other regional consortia and Estyn are also crucial.



# Self-Evaluation: Next Steps 2023/2024

Priorities for development for 2023/24 were agreed following consultation with CSC governance groups staff and Chief Executives from the local authorities. Self-evaluation strands in CSC and the areas identified for further development are outlined in the table below.

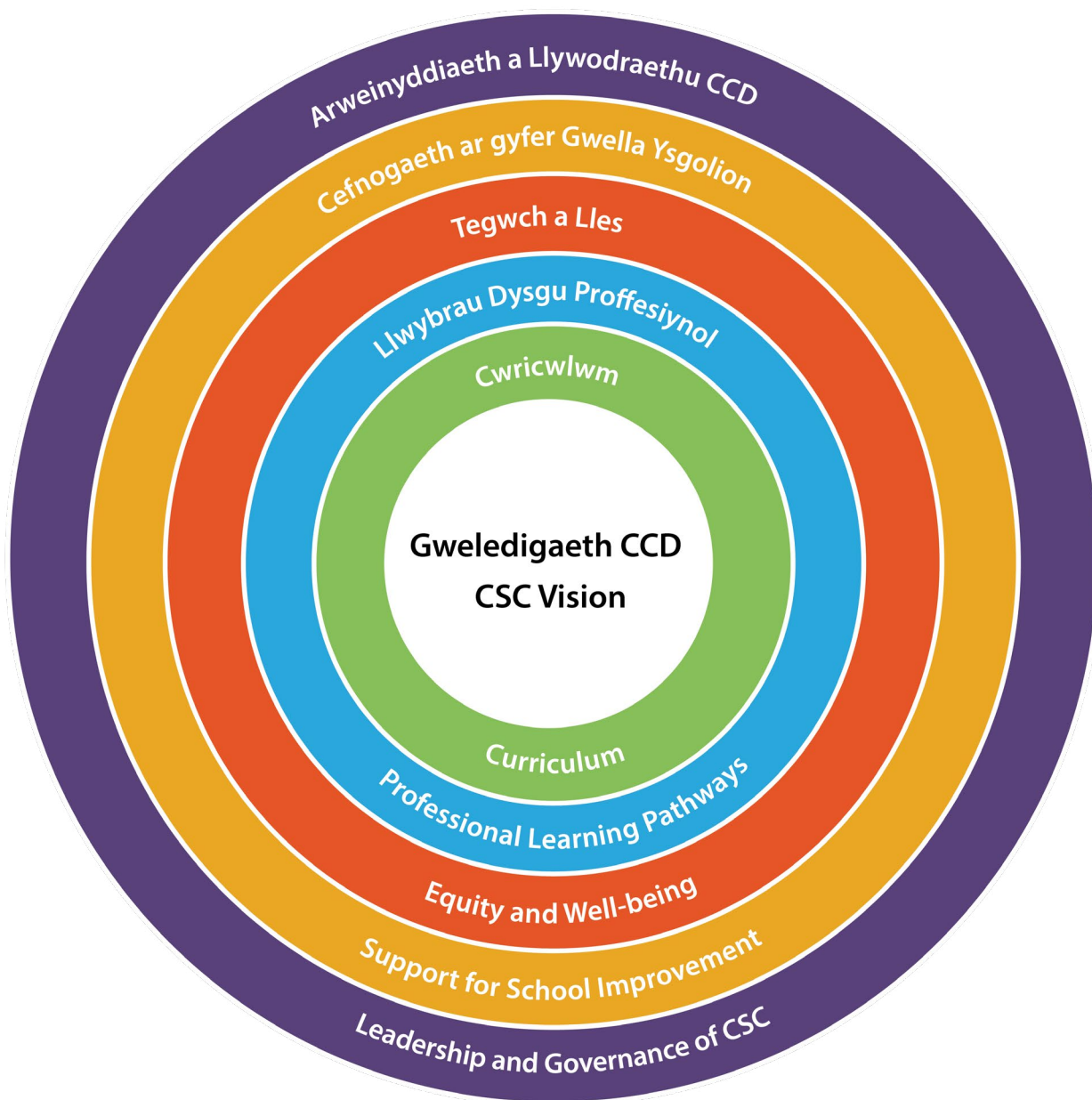
| Support for School Improvement   | Professional Learning   | Leadership & Safeguarding   |
|--|---|---|
| <b>Themes within self-evaluation strands</b>   |   |   |
| <ul style="list-style-type: none"> <li>• Monitoring and reporting schools' progress</li> <li>• Providing bespoke support</li> <li>• Intervention in schools causing concern</li> <li>• Supporting vulnerable learners</li> </ul>   | <ul style="list-style-type: none"> <li>• Support for School Improvement</li> <li>• Support for vulnerable learners</li> <li>• Design of the professional learning offer</li> <li>• Impact of professional learning</li> <li>• Support for Welsh in Education Strategic Plans</li> </ul>   | <ul style="list-style-type: none"> <li>• Quality and effectiveness of leaders and manager in CSC</li> <li>• CSC Self-evaluation processes and improvement planning</li> <li>• Professional learning in CSC</li> <li>• Safeguarding in CSC</li> <li>• Use of resources in CSC</li> </ul>   |
| <b>Areas for Development</b>   |   |   |
| <ul style="list-style-type: none"> <li>• Continue to evaluate and refine reporting arrangements</li> <li>• Continued roll-out of the agreed EEE implementation plan</li> <li>• Continue to support schools to develop effective cluster working arrangements</li> <li>• Follow up aspects arising from quality assurance processes</li> <li>• Widen the profile of CPAG to reduce the impact of poverty across more schools</li> <li>• Further embed Welsh as part of school improvement conversations</li> <li>• Update school improvement documentation</li> </ul> | <ul style="list-style-type: none"> <li>• Analyse the volume of PL available for schools and ensure effective communication of the offer</li> <li>• Ensure PL opportunities are available to support all elements of the Enabling Equity and Excellence document</li> <li>• Ensure coherence of PL in curriculum design, teaching, and assessment</li> <li>• Develop the cluster convenor role to further support the 3 – 16 curriculum</li> <li>• Redevelop PL and support for Teaching Assistants across the region</li> <li>• Further development of higher-level Welsh language professional learning (gloywi iaith)</li> <li>• Further develop PL and support for leadership beyond the national pathway programmes</li> <li>• Develop and implement a tiered approach to Governor PL that builds on knowledge, experiences and skills</li> <li>• Further develop the regional approach for coaching and mentoring</li> <li>• Improve participation of delegates in evaluation of PL programmes and events</li> <li>• Continue to develop evaluation and reporting on the outcomes of PL in school improvement</li> </ul> | <ul style="list-style-type: none"> <li>• Further develop professional relationships with elected members / officers in local authorities</li> <li>• Embed evaluation framework</li> <li>• Rationalisation of reporting</li> <li>• Evaluating bespoke support processes</li> <li>• Embed risk management processes</li> <li>• Promotion of equality diversity and inclusion</li> <li>• Staff well-being and healthy cultures</li> <li>• Embed working practices and QA programme</li> <li>• Evaluation, outcome and impact of internal professional learning and performance development</li> <li>• Safer recruitment practices</li> </ul> |

# Business Plan Priorities

The overarching priorities are agreed with the Joint Committee. The detail of each priority is set in the context of Covid.

1. Curriculum
2. Professional Learning Pathways
3. Equity & Wellbeing
4. School Evaluation & Improvement
5. Leadership & Governance of Central South Consortium

For each of the priorities, there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. Our intention remains to support schools to meet the needs of their learners to enable them to make progress. It is essential that there is continued support for staff and learner wellbeing.





## Priority Areas Summary (2023/24)

| Priority               | Curriculum   | Professional Learning Pathways   | Equity and Wellbeing   | School Evaluation and Improvement  | Leadership and Governance of CSC  |
|------------------------|--|--|--|--|---|
| Themes                 | <ul style="list-style-type: none"> <li>Professional Learning Opportunities</li> <li>Welsh Language, Culture &amp; Heritage</li> <li>Curriculum</li> <li>Assessment</li> <li>Teaching</li> <li>Qualifications</li> <li>Post 16 Education</li> </ul> | <ul style="list-style-type: none"> <li>Leadership Professional Learning</li> <li>Governors</li> <li>Coaching &amp; Mentoring</li> <li>Early Career Pathway</li> <li>TALP</li> <li>Schools as Learning Organisations</li> </ul> | <ul style="list-style-type: none"> <li>Equity &amp; Excellence</li> <li>Vulnerable Learners</li> <li>Well-being</li> </ul> | <ul style="list-style-type: none"> <li>School Self-Evaluation and Development Planning</li> <li>Supporting School Improvement</li> <li>Accountability</li> </ul> | <ul style="list-style-type: none"> <li>Leadership of CSC (Policy Logic, Quality Assurance Processes, Stakeholder Voice, CLO, WESPs and SACRE)</li> <li>CSC Self-Evaluation, Research and Business Planning</li> <li>Systems, Processes &amp; Communication (inc. Evaluation Framework)</li> <li>Reporting</li> <li>CSC Workforce (Equality, Diversity, Professional Learning, Well-being)</li> <li>Safeguarding in CSC (inc. safer recruitment)</li> <li>CSC Governance (inc. Risk Management)</li> <li>Use of Resources</li> </ul> |
| Cross - Cutting Themes | Self Improving System  |  |  |  |   |
|                        | Bespoke Support  |  |  |  |   |
|                        | Central South Wales Challenge (CSWC)   |  |  |  |   |
|                        | Impact of Grant Funding  |  |  |  |   |
|                        | LA WESP  |  |  |  |   |
|                        | Professional Learning  |  |  |  |   |
|                        | Curriculum for Wales   |  |  |  |   |

# Progress Towards Priorities

| Curriculum, Teaching & Assessment   |   |
|---|---|
| Success Measures  | Progress Towards Priority During 2022/23  |
| <p>A comprehensive offer, informed by partnership working with schools and wider stakeholders, is available to support schools to develop their curriculum in all areas.</p> <p>All PL is evaluated using the Kirkpatrick model which informs future planning.</p> <p>Nearly all schools engage in curriculum, teaching and learning PL opportunities.</p> <p>Many practitioners engaged in curriculum, teaching and learning PL report that it will develop their practice/behaviour.</p> <p>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.</p> <p>The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases in line with targets.</p> <p>The majority of schools report that they regularly use enquiry to support school improvement priorities.</p> | <ul style="list-style-type: none"> <li>• A comprehensive and responsive professional learning (PL) offer is in place to support schools. These opportunities continue to be refined and evolve to meet local, regional and national needs. The offer is delivered in partnership with lead practitioners, schools and local authorities. All PL continues to be informed by wider stakeholder partnership working and published research findings.</li> <li>• 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.</li> <li>• 98.6% of schools have engaged in regional Curriculum, Teaching &amp; Learning PL opportunities to date with 6,005 practitioners participating between April 2022 and February 2023.</li> <li>• 99.7% of schools have engaged in the overall regional PL offer to date with 10,024 practitioners participating between April 2022 and February 2023.</li> <li>• From evaluations received 92.6% of practitioners state that they intend to change their practice as a result of the PL, with 83% agreeing that the PL had enhanced their knowledge of the subject matter.</li> <li>• 652 practitioners have engaged in Welsh language development professional learning which is an increase from 2021/22. Most report that they have improved Welsh language competence and skills.</li> <li>• Since April 2022, 100 schools have achieving progressive levels of Siarter Iaith / Cymraeg Campus which is in line with targets.</li> <li>• Based on the annual school survey, over half of schools use research as part of PL on a regular basis, and over half are now engaged in extended forms of PL. This represents a small increase in the number of schools for both aspects.</li> </ul> |

## Leadership

| Success Measures   | Progress Towards Priority During 2022/23  |
|--|---|
| <p>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.</p> <p>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.</p> <p>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.</p> <p>Successful completion of professional learning pathway programmes by nearly all participants that promote effective practice across the region.</p> <p>All leaders across the region have access to professional learning opportunities to develop their coaching and mentoring skills.</p> | <ul style="list-style-type: none"> <li>• All Teaching Assistants (TA) in the region have had access to all relevant professional learning guidance and resources. The TA induction programme has been updated following feedback from practitioners and now meets the needs of all new TAs. CSC has promoted professional learning as an entitlement for TAs appropriately and in line with NPLE strategy. Further work is being conducted to increase engagement with all TA programmes. All 29 candidates passed the HLTA assessment from Cylch 4 with 8 assessed through the medium of Welsh.</li> <li>• All NQTs eligible for the post induction offer were offered a wide variety of professional learning and support. Evaluations indicate a very positive response to this PL. As a result of improvements in communication with supply agencies, support for supply NQTs has been strengthened which has enabled 84% of supply NQTs to engage with resources and professional learning. Further work is required to overcome barriers to engagement and ensure an improved bespoke professional learning offer for supply NQTs.</li> <li>• All leaders have had access to the national leadership pathway programme. Participant evaluations have indicated that the content of these programmes has met their needs in the current climate of change and the national mission. All schools receive funding to support collaborative activities linked to their school improvement priorities. These include cluster, SIGs and school leader practitioner networks.</li> <li>• Many governors continue to engage with professional learning. Very good progress has been made in developing the mandatory elements of governor training within the new Governor Accredited Pathway to be piloted in Autumn 2023. Improvement Partners continue to offer support to Governing Bodies utilising the self-evaluation toolkit, support for HT Performance Management processes, deployment of regional leaders of governance and other forms of bespoke support.</li> <li>• The ever-evolving Cyfleoedd+ collaboration had been supported in adapting its processes focusing on enhancing leadership capacity, responding to the change of the Lead Headteacher effectively acting as the Link Improvement Partner and collating evidence of impact. Five out of five school to school collaborations have had funding profiled and agreed against their applications.</li> <li>• Nearly all participants have completed their relevant professional learning leadership pathway programmes. The experienced headteacher was postponed due to Covid-19 operational challenges and relaunched in a revised format in Spring 2023. Many candidates successfully met the standards for NPQH in 2023. There was a higher “not yet met” rate than in previous years due to reasons including the ongoing challenges related to Covid-19.</li> <li>• All school leaders including governors and practitioners have access to coaching and mentoring professional learning. Out of 384 schools across the region, 162 schools have engaged in the national coaching and mentoring programme and have at least one coach. A few of these are working towards formal qualification status.</li> </ul> |



## Equity & Wellbeing

| Success Measures   | Progress Towards Priority During 2022/23   |
|--|--|
| <p>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.</p> <p>In partnership with all Local Authorities CSC successfully develops effective leadership and provision in schools to ensure the progress of vulnerable learners.</p> <p>In partnership with stakeholders CSC successfully develops and delivers effective professional learning and collaboration to enhance the well-being of the workforce and learners.</p> | <ul style="list-style-type: none"> <li>• A comprehensive five-year implementation plan is now in place in relation to the Central South Consortium (CSC) Enabling Equity and Excellence document. As part of phase one of the implementation plan, a group of 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. All CSC staff have engaged with sessions on the Equity and Excellence document. In the collaboration survey, 71% of schools reported they had engaged with the document with 54% of these schools stating that they used it to ask school improvement questions and 34% having used it to support school improvement planning. 53 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.</li> <li>• Partnership working with CSC and local authority officers in professional learning and support for schools is ongoing, in relation to both vulnerable learners and well-being.</li> <li>• Evaluation of the quality of planning and impact of the Pupil Development Grant (PDG) grant for 2021-22 by Improvement Partners in partnership with their schools demonstrate that:             <ul style="list-style-type: none"> <li>- Most schools in CSC have effective Early Years Pupil Development Grant (EYPDG) plans with very few deemed as developing.</li> <li>- Many of the EYPDG plans were implemented and adapted effectively with few of the schools developing.</li> <li>- Most schools are effective in planning objectives within their PDG plans with very few developing.</li> <li>- Many PDG plans were implemented and adapted depending on the needs of the pupils with few of schools developing.</li> <li>- A majority of schools had effective impact with the use of the EYPDG grant with a minority developing. Very few schools were felt it was too early to determine the impact of their work.</li> <li>- 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.</li> <li>- Most schools are using available resources effectively with a few developing</li> </ul> </li> <li>• In terms of PDG for Children Looked After (CLA PDG) cluster plans, 84% of evaluations received stated that the plan had been effective in their schools</li> </ul> |

## Equity & Wellbeing

| Success Measures | Progress Towards Priority During 2022/23  |
|------------------|---|
|                  | <ul style="list-style-type: none"> <li>• A group of secondary schools from across the region have been piloting the Raising Achievement of Disadvantaged Youngsters (RADY) programme with Challenging Education. As a result, most schools in the group report an increased understanding of their knowledge about improving outcomes for disadvantaged learners. Of the evaluations received:               <ul style="list-style-type: none"> <li>- All schools report that the programme has improved their knowledge of working with disadvantaged learners</li> <li>- All schools report that they are using the knowledge they have gained</li> <li>- All schools have created long and short-term goals as a result of the work with the areas that have been influenced include leadership, teaching and learning and staff mindset</li> <li>- All schools wanted to continue to work with Challenging Education for another year to embed the work.</li> <li>- All schools in the region have access to the Challenging Education 'Thinking Differently for Disadvantaged Learners' online professional learning resources.</li> </ul> </li> <li>• 16 appreciative enquiries have taken place from across the region focusing on sharing innovative practice regarding vulnerable learners, exclusions and the whole school approach to emotional and mental well-being. An example of this would be the cross-authority appreciative enquiry which focused on culture and ethos and how this has 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.</li> <li>• 162 governors from schools across the region attended update sessions regarding the 'Whole school approach to emotional and mental well-being', focused on understanding progress made in the statutory toolkit and guidance published by Welsh Government. Governors who engaged reported 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.</li> </ul> |

## School Improvement

| Success Measures  | Progress Towards Priority During 2022/23  |
|---|---|
| <p>Most schools have effective self-evaluation and improvement planning processes, including robust systems for internal/ external evaluation and accountability.</p> <p>All schools identify correct improvement priorities.</p> <p>All Local Authorities are well informed with regards to the effectiveness of self-evaluation and improvement planning processes in their schools.</p> <p>Early intervention strategies are deployed where risks are identified.</p> <p>All schools receive support based on need to enhance their capacity for self-improvement. Support categories reflect the changing needs of schools.</p> <p>The region, LAs, schools and their stakeholders have a shared understanding of accountability measures within Welsh Government framework for improvement and accountability.</p> | <ul style="list-style-type: none"> <li>• The Welsh Government framework for accountability drives the work of teams across CSC. All CSC staff received training to ensure a clear understanding of the framework which enables them to play their part in supporting and holding the system to account. Updates have also been provided for Headteachers, stakeholders, LAs, elected members and Governor stakeholder groups. Feedback has also been provided to Welsh Government.</li> <li>• IPs have received extensive training through ongoing PL and briefing sessions to enable them to work effectively in supporting schools' self-evaluation processes.</li> <li>• IPs are gathering first-hand evidence working alongside schools in supporting their self-evaluation and monitoring processes. Overall, Improvement Partners have effectively supported schools with their self-evaluation processes.</li> <li>• All schools have agreed SDP priorities based on self-evaluation and monitoring. IPs have worked with schools to support their self-evaluation activities to inform progress towards achieving priorities. Schools across the region have been supported to ensure that there are processes in place to identify priorities and where necessary they have been supported to improve their self-evaluation. This is a continuing priority.</li> <li>• There is evidence that most schools identified appropriate priorities based on their self-evaluation. All schools have been visited to discuss their priorities for improvement, bespoke support identified, and self-evaluation and monitoring processes are under discussion. Priorities have been collated and shared with LAs. Progress towards meeting these priorities is monitored on a termly basis, brokered support was put in place to address school priorities and individual support packages are evaluated on a termly basis to ensure they are effective in enabling the school to make progress. Regular reports are provided to Local Authorities on the quality of teaching, leadership and curriculum. This informs all LA all-school risk meetings and supports the LA to carry out their statutory functions. There is an extensive summary of key information shared with LAs on a termly basis. As a result, appropriate support and intervention in schools has occurred promoting good outcomes for all learners focusing on high quality education and strong leadership.</li> <li>• Where there are significant challenges identified for individual schools, the school receives support and there are enhanced monitoring processes put in place to ensure the support is effective and enabling the school to make progress. Throughout the year 52 schools were receiving enhanced support.</li> <li>• A new flowchart is in place for escalating concerns - this can be found in Section 2.11 within the Framework for Improvement. Risk meetings have taken place between all Principal Improvement Partners (PIPs) and CSC's Assistant Director (AD) and across all LAs. All schools causing concern are discussed at LA Information Meetings as appropriate and where needs have been identified, appropriate follow up actions have taken place. Overall, schools that cause concern have been identified, through effective monitoring, providing appropriate and timely advice to enable the trigger of LA intervention where necessary.</li> <li>• The improvement, accountability and evaluation framework continue to be implemented in all schools across the region. However, ASOS has prevented the framework being fully implemented across the region since the end of February 2023 with a number of schools not engaging fully with Improvement Partners and the normal activities such as supported self-evaluation.</li> </ul> |



## Effectiveness & Efficiency of CSC

| Success Measures   | Progress Towards Priority During 2022/23  |
|--|---|
| <p>CSC has processes in place to create and evaluate its Business Plan that meets the needs of all stakeholders.</p> <p>Communication performance measures show improved engagement against agreed targets.</p> <p>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).</p> <p>Joint Committee ratify CSC's governance recommendations and the progress made against them.</p> <p>All CSC staff are trained (either synchronous or asynchronously) in Safeguarding and CSC is compliant in line with current legislation.</p> | <ul style="list-style-type: none"> <li>• Welsh Government and Local Authority priorities have been incorporated as actions into the operational plans. 68% of all the priorities have now been fully achieved. Nearly all remaining priorities are underway and will be continuing into next year's business plan.</li> <li>• External and internal communication continues to promote access to professional learning, resources and support for schools and informs staff in their roles. Data analysis 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.</li> <li>• 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.</li> <li>• All CSC staff are trained in Safeguarding and CSC is compliant in line with current legislation. CSC staff are aware of processes and procedures and are kept up to with regular briefings.</li> <li>• CSC has engaged with an external consultant to review policies and procedures ensuring that matters of diversity are sufficiently and proactively covered. We aim to develop proposals for diversifying our staff and to support with the cultural shift of empowering the organisation to be genuinely anti-racist.</li> </ul> |

## Consortium Funding 2023-2024

CSC uses all available funding to support the priorities identified by schools, local authorities, regions and Welsh Government within the business plan. The underlying principle is that delegation to schools should be as high as possible.

CSC is funded on an annual basis from the constituent local authorities to fulfil the requirement of the National Model for Regional Working as well as directly from Welsh Government to further support and develop both regional and national priorities.

At the Joint Committee meeting on 13 December 2022, it was agreed that the core funding to the consortium would be decreased by 3% for 2023-2024. Local authority contributions are calculated using the Indicator Based Assessment (IBA) published annually on the Stats Wales website.

## Financial Overview

| Local Authority Contributions £m | Grant Funding for National Priorities | Total Funding Available |
|----------------------------------|---------------------------------------|-------------------------|
| £3.516                           | £X                                    | £X                      |

## Funding Provided From Welsh Government

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

From 2018-2019, only three grants are received by consortia:

| Regional Consortia Grant | Pupil Development Grant | Starter Iaith |
|--------------------------|-------------------------|---------------|
| *£51,073,011             | £X                      | £77,800       |

\* includes LA match funding

## Regional Consortia Grant

The main grant received by regional consortia to support national school improvement priorities is the Regional Consortia Grant. This grant incorporates the former Education Improvement Grant (EIG).

There is an expectation that the EIG element of the grant is match funded by local authorities and is predominantly delegated to schools in line with grant terms and conditions. In 2023-2024, 91.67% of the EIG element of the grant will be delegated to schools.

The outline funding envelope from Welsh Government was received on 8 May 2023 and provides indicative allocations for the financial year 2023-2024. Activity within the 2023-2024 business plan is predominantly funded from this grant. Elected Members approve the funding distribution upon receiving recommendations from the CSC Management Board.

A detailed overview of the allocation of funding to schools is available on the CSC website.

This allows schools to compare allocations and ensure transparency of the use of grant funding.

| Objective  | £ |
|--|---|
| Curriculum and assessment  |   |
| Developing a high-quality education profession   |   |
| Inspirational leaders working collaboratively to raise standards                                 |   |
| Strong and inclusive schools committed to excellence, equity and wellbeing                       |   |
| Robust assessment, evaluation and accountability arrangements supporting a self-improving system |   |
| <b>Total Funding</b>   |   |

## Pupil Development Grant

The Pupil Development Grant was launched in 2012 and provides additional funding to schools based upon the number of pupils on their roll eligible for Free School Meals or who are children looked after.

Since 2023 the mainstream element of the grant has been delegated directly to Local Authorities for delegation to their schools. Consortia now receive a standalone award of funding to provide support to children looked-after and previously looked-after adopted children. Also, an element is used to fund initiatives to support vulnerable learners in our region.

## Siarter Iaith

The Siarter Iaith grant is used to support the priority area of increasing pupils' informal use of the Welsh language by delivering the Siarter Iaith and its associated programmes. CSC will allocate direct staffing costs incurred directly in delivering the Siarter against this grant funding allocation during 2023/24.





Consortiwm Canolbarth y De  
Central South Consortium

Gwasanaeth Addysg ar y Cyd  
Joint Education Service



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

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