

Date written: 31st May 2018

Report author: Mike Glavin

Date of meeting where the report is being considered: 14th June 2018

Appendices attached: Monitoring Impact Summaries 2017-18, and Monitoring Documents 2018-19.

Issue: Business Planning Update

Summary

The first year of implementation of the improved system of business planning was completed at the end of March 2018. Impact review meetings were held with each drive team at the end of the summer, autumn and spring terms and the progress made recorded. Previous reports have provided a summary of progress regarding implementation. This report provides Members with a summary of completion and impact.

The business plan 18/19 runs from 1st April 2018 to 31st March 2019. It was approved by Joint Committee on 15th March 2018. The detailed operational plans that underpin this plan are attached for Members' consideration.

Recommendation

1. That Members note the progress made in implementing the business plan 17/18.
2. That Members determine if there are any aspects of the plan that they wish to explore in greater detail at future meetings.
3. That members consider the operational plans that underpin the Business Plan 18/19

Background

4. Joint Committee agreed the business plan for 17/18 on 14th March 2017.
5. Joint Committee approved a 5% cut to the core contributions to the Consortium as well as a commitment to reduce the centrally retained elements of the Education Improvement Grant. Further efficiency savings have been achieved during 2017/18 as well as further savings through management of change initiatives in 2018/19.
6. 97% of the 2017/18 business plan was funded from grants received from Welsh Government.
7. There were five improvement priorities:
 1. Improving Outcomes For Vulnerable Learners
 2. Transition To The New Curriculum
 3. Leadership and Workforce Reform
 4. Top ensure rapid and sustainable intervention
 5. To Develop Effectiveness And Efficiency In Central South Consortium

8. Improvement planning processes were reviewed and changed. This included greater engagement with staff so that their expertise contributed to the plan and increased ownership. This included a whole staff planning day to which directors, headteachers and wider partners were invited, as well as the redrafting of plans by aspect leads and drive teams.
9. The authors of the plans wrote success criteria and milestones so that there was clarity regarding how progress was measured and leads held to account. Estyn's monitoring visit in September 2017 indicated that further improvement is required in this aspect. This has been addressed in the formation of the business plan 18/19.
10. There was a drive team for each priority facilitating ownership and accountability. Estyn recognised the positive implications of this system within its monitoring report.
11. Key success criteria and actions from the business plan and associated operational plans formed the basis of the organisation's operational monitoring spreadsheet. This was updated through half termly meetings between the drive teams and the operations manager. In addition, each drive team meets with the managing director, senior lead for business & operations and operations manager towards the end of each term for 'impact review meetings'. Estyn commented upon the improved scrutiny.
12. The progress with the business plan is also monitored by Welsh Government through the Challenge & Review sessions.
13. Attached is are view of implementation and impact. It is summarised in the following table.

Priority	Elements	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good
		Red	Amber	Yellow	Green
Priority 1.1	4	2	0	2	0
Priority 1.2	3	1	0	1	1
Priority 1.3	2	0	2	0	0
Priority 1.4	4	0	1	2	1
Priority 1.5	3	1	1	1	0
Priority 1.6	2	0	1	1	0
Priority 2.1	21 (2 blue)	1	3	6	9
Priority 2.2	7	0	1	1	5
Priority 2.3	4	1	0	0	3
Priority 3.1	39	1	5	7	26
Priority 3.2	16	1	2	2	11
Priority 3.3	6	0	1	1	4
Priority 3.4	4	1	1	1	1
Priority 4.1	16	0	1	5	10
Priority 4.2	9	2	0	4	3
Priority 4.3	8	0	1	1	6
Priority 5	19	2	1	2	14

SUMMER TERM SUMMARY 2017/2018								
Priority	Elements	On Track	Not on Track	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good	Progress Not due to have started
Totals	168	155	12	14	41	28	15	69
Percentages	100.00%	92.80%	7.20%	8.40%	24.60%	16.80%	9.00%	41.30%

AUTUMN TERM SUMMARY 2017/2018								
Priority	Elements	On Track	No on Track	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good	Progress Not due to have started
Totals	168	153	15	19	21	54	46	28
Percentages	100.00%	90.50%	9.50%	11%	13%	32%	27%	17%
Change	N/A	-2.30%	2.30%	5	-20	26	31	-41

SPRING TERM SUMMARY 2017/2018								
Priority	Elements	On Track	No on Track	Progress Limited	Progress Satisfactory	Progress Strong	Progress Very Good	Progress Not due to have started
Totals	168	154	14	13	21	37	94	2
Percentages	100%	92%	8%	7.7%	12.5%	22%	56%	1.2%
Change	N/A	1.50%	1.50%	-6	0	-17	48	-26

14. The grid indicates that:
 Very good or strong progress was made in 78% of elements.
 2 elements were not started and in 13 elements progress was just limited. An explanation is provided on the attached evaluation.
15. The performance indicators against which impact will be measured are provided for completeness in the following tables. However, the actuals for this academic year will not be available until this summer. They will be dropped into the table as they are received.

Key Measure	2015/16 Actuals	2016/17	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
Foundation Phase – FPOI	88.60%	87.40%	86.65%	82.35%	88.60%	N/A
Key Stage 2 - CSI	89.45%	88.40%	89.00%	89.50%	90.21%	N/A
Key Stage 3 - CSI	86.75%	87.50%	83.50%	91.33%	87.89%	N/A
Level 2 Threshold including English/Welsh and Mathematics	60.90%	65.70%	66.44%	67.26%	54.50%	N/A
Level 1 Threshold	95.42%	96.50%	97.88%	98.02%	94.30%	N/A

Performance in English, Welsh First Language and Mathematics at the Expected Level

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
FPOI – LCE	89.44%	88.60%	-	-	89.33%	N/A
FPOI – LCW	93.94%	93.50%	-	-	93.01%	N/A
FPOI – Mathematical Development	91.14%	89.80%	-	-	91.54%	N/A
KS2 – English	90.96%	89.80%	92.12%	90.97%	91.48%	N/A
KS2 – Cymraeg	95.07%	93.20%	94.79%	93.94%	94.09%	N/A
KS2 – Mathematics	91.67%	90.70%	90.83%	89.78%	92.18%	N/A
KS3 – English	89.97%	90.80%	93.56%	93.85%	91.27%	N/A
KS3 – Cymraeg	92.63%	93.30%	93.34%	91.62%	94.66%	N/A
KS3 – Mathematics	90.50%	91.20%	91.55%	92.17%	90.71%	N/A
KS4 Level 2 English	71.13%	72.30%	-	-	62.50%	N/A
KS4 Level 2 Cymraeg	77.52%	78.00%	-	-	79.10%	N/A
KS4 Level 2 Mathematics	66.49%	71.50%	-	-	62.40%	N/A

Performance in English, Welsh First Language and Mathematics at the Expected Level +1

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
FPOI – LCE	36.22%	34.60%	-	-	39.16%	N/A
FPOI – LCW	40.12%	42.00%	-	-	40.84%	N/A
FPOI – Mathematical Development	37.20%	35.30%	-	-	40.65%	N/A
KS2 – English	43.26%	43.00%	47.01%	45.38%	46.69%	N/A
KS2 – Cymraeg	44.45%	43.90%	47.19%	47.19%	47.15%	N/A
KS2 – Mathematics	44.72%	43.50%	47.56%	45.68%	48.95%	N/A
KS3 – English	58.16%	61.10%	68.62%	69.49%	60.74%	N/A
KS3 – Cymraeg	63.14%	60.70%	64.40%	56.71%	62.70%	N/A
KS3 – Mathematics	64.00%	65.90%	68.93%	71.55%	66.44%	N/A

Performance in English, Welsh First Language and Mathematics at the Expected Level +2

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
KS3 – English	18.70%	21.30%	28.69%	28.93%	21.83%	N/A
KS3 – Cymraeg	16.07%	19.60%	19.48%	16.06%	19.56%	N/A
KS3 – Mathematics	30.13%	27.00%	32.08%	33.29%	32.68%	N/A

The poverty-related attainment gap

Key Measure	2015/16 Actuals	2016/17 Target	2017/18 Target	2018/19 Target	2016/17 Actuals	2017/18 Actuals
FSM Gap FP FPOI	-12.8pp	-13.00pp	-13.3pp	-18.1pp	-12.6pp	N/A
FSM Gap KS2 CSI	-14.4pp	-13.50pp	-10.1pp	-12.6pp	-13.8pp	N/A
FSM Gap KS3 CSI	-19.6pp	-15.60pp	-11.7pp	-9.2pp	-20.8pp	N/A
FSM Gap KS4 L2 inc EWM	-29.9pp	-26.60pp	-31.7pp	-27.9pp	-32.4pp	N/A
FSM Gap KS4 L1 Threshold	-6.86 pp	-6.70pp	-4.2pp	-3.4pp	-7.9pp	N/A

16. The use of drive teams has challenged some staff as it demands monitoring the work of others for whom they do not have direct line management in areas outside their experience. Nearly all staff have risen to the challenge and have as a result gained a more comprehensive understanding of the different aspects of the consortium's work. This was noted by Estyn in its monitoring report on the consortium.
17. The timing of the planning in relation to the receipt of the awards of funding and the associated terms and conditions provided real challenge. The plan had to be presented to Joint Committee in December and yet the funding and associated conditions were not received until much later and not all at once. Where delays or terms resulted in actions having to be deleted, postponed or amended, the changes were recorded throughout the year and the reason for the change noted.
18. The issues regarding the tie in between business planning and the receipt of funding, together with the timings of terms and conditions imposed by Welsh Government policy leads have been explored comprehensively with Welsh Government and progress is being made.
19. There is a continued need to develop some staff's planning skills and their ability to plan how they are to evaluate the impact of their work. Nevertheless, there has been significant improvement and the impact of work is being evaluated far more systematically.
20. There is a growing sense of ownership and purpose with planning as staff become more responsible for the creation, implementation and evaluation of planning.
21. The **Business Plan 2018-2019** was approved by Joint Committee on 15th March 2018.
22. It has four priorities that relate directly to The National Mission.
 1. Priority One: To Develop A High Quality Education Profession
 2. Priority Two: To Develop Inspirational Leaders And To Facilitate Their Working Collaboratively To Raise Standards
 3. Priority Three: To Develop Strong And Inclusive Schools Committed To Excellence, Equity And Wellbeing
 4. To Develop Robust Assessment, Evaluation And Accountability Arrangements Supporting A Self Improving System

23. The detailed operational plans that sit under each of these four priorities are attached for Members' consideration. They are presented on the monitoring templates that will be updated regularly and reviewed at the end of each term in Impact Review meetings, the outcomes of which will be presented to Joint Committee.

Options

24. Members may choose to examine in more detail specific aspects of the plans and their evaluation.

Implementation issues – costs, timescale etc.

25. Timescales and costs are detailed within the operational plans.

Links to CSC Business Plan and Risks

Relate directly to all aspects of the business plan 17/18 and business plan 18/19

Background Papers

26. Self-Evaluation Report
27. Estyn Reports (Inspection and Monitoring Visits)
28. Value for Money report & summary 2016/17 and 2017/18
29. Outcomes Framework

Objective One: Developing a high quality education profession

CSC Lead: Debbie Lewis

Team members: Richard Carbis, Joe Colsey, Gareth Voyle

Associate Head teacher/LA representative(s):
Vanessa McCarthy

To ensure that a high quality education profession is developed across the region we will:

Business Plan Reference	Action	
1.1 - DL	Adoption of the new professional teaching and learning standards –	
	1.1a - Support the adoption of the new professional standards by serving teachers and head teachers	
	1.1b - Review the work of Newly Qualified Teacher mentors and use this learning to improve current practice and support the adoption of the new standards across the profession.	
1.2 - JC	Develop a coherent and comprehensive professional learning offer.	
	1.2a - Improve the professional learning offer to ensure it is fit for purpose and meets the National Approach to Professional Learning	
	1.2b - Develop the workforce strategy to ensure that all practitioners have access to a high quality development offer at every stage of their professional career & that recruitment and retention changes are reflected in the workforce strategy	
1.3 - GV	Increase the capacity of professionals at all levels of the system to become research engaged and well informed through partnerships and collaboration with HEIs.	
	1.3a - Develop and establish research practice partnerships.	
	1.3b - Develop and implement the three areas of the research strategy- awareness and access, critical engagement and utilisation and dissemination and replication.	
	1.3c - Develop cross regional research and inquiry through a collaborative pilot project with EDT.	
1.4 - JC	Build capacity and support for increasing knowledge, understanding and skills with regards to Welsh Language and culture in light of the national commitment to achieve one million speakers by 2050	
	1.4a - Develop appropriate support for schools to ensure the effective implementation of policy.	
	1.4b - Develop support for the CSC team to allow them to build the capacity and confidence of school practitioners across the region	
1.5 - RC	Improve learning, teaching and assessment, focusing on pedagogy in the classroom	
	1.5a - Develop the Learning and Teaching Framework	
	1.5b - Support schools in the transition to the new curriculum	
1.6 - RC	Work with HEIs to develop ITE models in partnership with schools	
	1.6a - Review and evaluate the Teach First programme as an appropriate model for developing a high quality professional workforce	
	1.6b - Develop ITE models in partnership with Universities	
WG Specific Focus	LA Specific Focus	Cross Consortia Focus
Welsh Curriculum for Wales Schools as learning organisations Consortia as a Learning organisations Professional Learning Model	WESP	Professional Learning Model Curriculum for Wales Workforce Reform Welsh Strategic Group

Judgement Criteria

Judgements on progress	Addressing the milestone/key action requirement and success criteria	Improvement Objectives still requiring attention	Impact on standards and/or quality of provision	Work required prior to the next monitoring review
Limited progress	Does not meet the requirement	All or many important Improvement Objectives still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many Improvement Objectives still to consider
Satisfactory progress	Addressed the requirement in majority of respects	A few important Improvement Objectives still require significant attention	Limited impact on standards and/or quality of provision	Majority of Improvement Objectives addressed but still significant work to do in important areas
Strong progress	Addresses the requirement in most respects	Only minor Improvement Objectives still require attention	Positive impact on standards and/or quality of provision	Most Improvement Objectives covered already with little significant work left to do
Very good progress	Addresses the requirement in all respects	No Improvement Objectives require further attention	Very good impact on quality of provision	CSC to maintain and build on improved practice
Not due to have started	Not started will reflect all Improvement Objectives within the plan that occur in the future and would not expect to be completed at the time of monitoring the plan e.g. an action for Jan 18 would not be expected to have progressed in October 17 and would therefore be marked blue to denote 'not started'.			

Monitoring Approach

Judgements regarding the extent of progress made against business plan milestones will be made and recorded. The named Aspect lead will use the above structure to make a judgement and enter the corresponding colour into the 'judgement on progress' section and will then record appropriate commentary and list the evidence of progress made. This process will be repeated on a half termly basis and will feed drive team meetings as outlined within the CSC business plan monitoring guidance.

Objective 1.1 - Adoption of the new professional teaching and learning standards

Objective 1.1a - Support the adoption of the new professional standards by serving teachers and head teachers

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
<p>Develop school leader and teacher understanding of language and expectations through PL opportunities and inquiry based learning</p> <p>-HT briefing sessions organised to support HT with the new professional standards</p> <p>-PL programmes incorporate PTLs as a key feature of programme design</p> <p>-PTLS used as objectives for PL Programmes</p> <p>-Opportunities for schools to engage with inquiry based learning, with a focus on the PTLs given</p>	<p>Most school 'Leaders and teachers are fully aware of the new professional standards and the values and dispositions within them' (PL 6 readiness tool- 'developing section')</p> <p>A minority of schools are placed in the 'enabling' section of PL 6 on the readiness tool so that many teachers and leaders (within these school) have trialled the new professional standards which can then be rolled out in an expansive manner..' (enabling section)</p> <p>PL programmes have PTLs as a key objective and design feature</p>	<p>April 2019 (readiness tool submitted- Feb 2018, July 2018, Feb 2019, July 2019)</p>		Andrea May	<p>Progress:</p>			<p>Central Budget for Pioneer Regional Sessions (£20k)</p> <p>Central Budget for Headteacher Briefings (£7.5k)</p> <p>Costs for small scale inquiry based learning focusing on PTLs- £10,000 profiled (total of £20k split across request below)</p> <p>PL hub costs- central budget profiled – TBC when SLAs confirmed</p> <p>PL Pioneer central budget profiled (1 element of SLA)</p>	
<p>Produce exemplification materials for schools on how to use PTLs in an expansive manner and publish this material through L&T APP and other media platforms utilised at CSC</p> <p>-Use PL Pioneer learning from pilot and small group tasks on Professional Standards to share with partner schools</p> <p>-Use NQT mentors to exemplify how the</p>	<p>Exemplification materials available and used in school context</p> <p>Readiness tool PL 6- most schools are placed in 'developing' section</p> <p>A few schools are placed in the 'enabling' section of PL 6 on the readiness tool</p>	<p>April 2019 (readiness tool submitted- Feb 2018, July 2018, Feb 2019,</p>		Andrea May	<p>Progress:</p>			<p>Costs for producing exemplification materials- as above small scale inquiry- £10,000 profiled (see note above)</p>	

PTLS have been used with NQTs -complete case studies from visits to Pioneer and Partner school		July 2019						
					Impact:			
Develop knowledge of CSC core team on the use of the new PTLS to support schools effectively with their approaches - CSC Staff Development Days opportunities to engage with PTLS - Incorporate activities into work stream when visiting schools assess schools knowledge (Autumn term) and look at how schools are using them (Spring term) - CA's feed into the exemplification materials and suggestions on how schools can use the PTLS effectively	Core team understand the rationale of the new PTSL and are equipped with materials to support schools Core team offer practice worthy of sharing from visits to schools on how the standards are being used	April 2019 Milestones in -Autumn term -Spring term		Andrea May	Progress:			CPD Budget Line created for PTLS (£3,600?)
					Impact:			
Design and deliver a specific professional development session to support adoption of the new standards	Professional development session delivered School leaders/teachers better equipped to adopt the new standards (use of readiness tool and session feedback to exemplify impact)			Andrea May Pioneer network	Progress:			PL Pioneer task and finish group to support development-element of SLA costs- £1600 (includes release of staff, venue hire, refreshments, planning time and photocopying) No additional budget identified as needs to be included within the SLA
					Impact:			
Use SIG/Pioneer working model to support adoption of PTS. Issue advice to schools through this network on how to use the standards in an expansive manner.	School leaders/teachers better equipped to adopt the new standards (use of readiness tool and SIG/Pioneer session feedback to exemplify impact)			Andrea May	Progress:			£20k Funding for partner schools-specific element of release of funds to focus on PTLS SIG/Pioneer funding-Spring/Summer work- release costs for all schools-

								<p>£200 x 400= £80,000 plus x2 release costs to support inquiry models- £400 x 400= £160,000 TOTAL: £240,000 (£600 per school)</p>	
					<p>Impact:</p>			<p>No additional budget identified as needs to be included within the MOU of the funding for partner schools as part of the cluster model</p>	

Objective 1.1b - Review the work of Newly Qualified Teacher mentors and use this learning to improve current practice and support the adoption of the new standards across the profession

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement		
								Budget (Please outline budget required below)	Comments	
Share the information learnt from Induction mentors, NQTs and External Verifiers with appropriate personnel within CSC including Challenge Advisers in order that there is a consistent approach to the professional standards and evidence used to meet the standards	Ensure that lessons learnt are shared to ensure that there is a consistent approach to evidence used to meet the new professional standards	End of Summer term / early Autumn term		Jendy Hillier Heather Jones	Progress:				N/A	
					Impact:					

Objective 1.2 - Develop a coherent and comprehensive professional learning offer

1.2a - Improve the professional learning offer to ensure it is fit for purpose and meets the National Approach to Professional Learning

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review all current existing models of delivery, identifying strengths and areas for improvement in line with National Approach -engage key stakeholders of CSC in process of consultation -use evaluation materials from CSWC and other models of delivery to identify strengths and weaknesses -consult with internal core team for views of current models and issues -work with cross regional colleagues of expectations for National Professional Learning offer	PL models reviewed Strengths and areas for improvement identified and use to support development of new models	June 2018		Debbie Lewis	Progress:			Central Budget created for Cross Regional Working CPD budget created for professional learning (£?) Core team PL learning costs- maybe profiled in EO4- to keep up to date with current development- £15,000? from CPD budget	
					Impact:				
Develop new models of delivery following review, ensuring approaches are in keeping with the CSC vision for a school led self-improving system	New model developed Most PL delivery is school led	June 2018		Debbie Lewis	Progress:			Delivery model costs- current models -SIGs (£287,625 inc EM & WM) -Hubs (Central Budget Created) -Leadership (See Leadership Plan) -Community of Leaders -RPP (in	
					Impact:				

								leadership plan)	
Identify regional needs for PL in order to deliver the current and national curriculum <ul style="list-style-type: none"> - Use outcomes of the readiness tool to inform regional professional learning offer - Survey all schools - Use outcomes of other agreed methods to identify needs to support the improvement in the PL e.g. SIP, Data analysis - Use the National Professional Learning opportunities for Curriculum reform document to inform regional offer - 	Regional needs identified	June 2018		Debbie Lewis	Progress:			Snap survey costs- Profiled in EO4	
					Impact:				
Develop professional learning programmes in line with National Approach to PL <ul style="list-style-type: none"> - Assign elements from the identification of needs to appropriate PL hub schools to design suitable programmes for delivery -Provide support to PL hub schools in programme design and facilitation in preparation to deliver PL, ensuring 4 key elements of the PL model are included 	Professional Learning programmes designed in line with National Approach Professional Learning programmes provide opportunities across the career development pathway	July 2018		Debbie Lewis Andrea May	Progress:			Training costs for PL hubs- outside provider needed to support programme design and facilitation- Venue hire Refreshments Resources Professional Learning offer budget created £10k room bookings for hub meetings £5k for training for Hub schools	
					Impact:				

<p>PL offer published, reflecting regional needs in line with the National Approach to PL</p>	<p>Professional Learning offer published</p> <p>Professional Learning offer taken up by regions schools (use of attendance figures)</p> <p>Readiness tool- Pe, IE, PL, LC</p>	<p>July 2018</p>		<p>Dawn McGowan</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>£1k for production of limited run of hard copies of the PL offer £1k</p>	
<p>Develop a systematic approach to monitoring, evaluation and quality assurance of all professional learning programmes</p> <ul style="list-style-type: none"> - Identify account managers for professional learning schools - Develop internal endorsement criteria to support programme design - Identify protocols for QA system and process - Identify objectives for PL programmes linked to outcomes for teachers and pupils 	<p>Consistent QA, monitoring and evaluation system in place</p> <p>Account managers and school leads fully involved in process of monitoring, evaluation and QA</p> <p>Impact of professional learning evaluated</p>	<p>September 2018</p> <p>Milestone approach</p> <p>September</p> <p>December 2018</p> <p>March 2019</p> <p>July 2019</p>		<p>Debbie Lewis</p>	<p>Progress:</p>			<p>Training for internal teams and school leads to support monitoring, evaluation and QA- external provision needed, venue hire, resources, refreshment- Professional learning budget within central CPD - £5000?</p> <p>PL model SLA need to identify QA, monitoring and evaluation and as a key activity- overall</p>	

<p>- Develop school leads ability to evaluate and use account managers portfolio to support this</p>	<p>for impact at school, teacher and pupil level</p> <p>Readiness tool PL section-many schools move to 'developing' by April 2019</p>				<p>Impact:</p>			<p>costings of model identified above- costings within SLA dependent on system and process</p> <p>Costs for teacher researchers, Snap survey tools and R&E board strand to support evaluation development- (Profiled within EO4)</p>	
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Objective 1.2b - Develop the workforce strategy to ensure that all practitioners have access to a high quality development offer at every stage of their professional career & that recruitment and retention challenges are reflected in the workforce strategy									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Ensure reducing the workload methodology is incorporated into Leadership and PL offer to support retention within the profession.	Report completed with other regions to evaluate workforce project and use the learning to develop the professional learning offer.			Andrea May	Progress:				Costings profile needed here for cross regional working AFL Budget £10,000
					Impact:				
Continue to engage in and develop the Discover Teaching recruitment drive.	Review Cross regional plan.			Debbie Lewis	Progress:				N/A
					Impact:				
Work with the Welsh medium Distributed Hub Gydain Gilydd to develop the non-specialist teacher programme and the learning to support	Learning captured and case study shared with secondary's.			Richard Carbis	Progress:				Gydain Gilydd Budget £50k

schools' recruitment strategies.					Impact:				
Ensure that community of leaders programme supports schools to develop effective recruitment policies.	Programme published and expert input secured			Anna Brychan	Progress:			Community of Leaders budget (profiled in EO2)	
					Impact:				
Engage with the recruitment and retention board and use findings and information to inform the development of the professional Learning programmes.	Report compiled and reflected in the professional learning programme development.			Anna Brychan	Progress:			N/A	
					Impact:				
Develop consistent approaches to succession planning working with NAEL associates to develop school's approaches to distributed leadership in order to support schools' succession planning.	Associates complete advice on succession planning and share with stakeholders.			Anna Brychan	Progress:			No budget profiled within this plan. Leadership budgets profiled within EO2	
					Impact:				

Objective 1.3 Increase the capacity of professionals at all levels of the system to become research engaged and well informed through partnerships and collaboration with HEIs

1.3a - Develop and establish research practice partnerships

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Establish and embed research practice partnerships	7 research practice partnerships established across the region Sustainable approaches to collaborative inquiry and a culture of inquiry and research established within the region 1	December 2018		Andrea May Mark Hadfield	Progress: Impact:			Support from Mark Hadfield, Cardiff University Contracts profiled in EO4 Central budget created for meetings Research Practice Partnerships to be established as 'inquiry hubs' - total budget required £8k x 7 schools £56k plus additional £7k – Total of £63 (not £90k) HEI support established as an element of the SLA- costings identified as £6000 – not a request for additional budget SLA also represents support to schools through facilitation- £2000 – not a request for additional budget	
Replicate RPP model through appropriate networks to support development of R&I in schools across the region- (link to 1.3b dissemination and replication element of R&I strategy)	RPP model extended to a further 7 schools across the region	January 2019		Andrea May Mark Hadfield	Progress: Impact:			£8000 per partnership to be used to support school release and HEI support £56,000 This is not profiled within 2018/19	
Develop school to school practice sharing (link to 1.3b- awareness and access; critical engagement)	Regions schools supported by RPP to improve their research and inquiry practice-	February 2019		Andrea May Mark Hadfield	Progress:			SLA to reflect this aspect of work- £4000 – not a request for additional budget	

<p>- Use RPP network to support development of 3 areas of research and inquiry strategy</p>	<p>readiness tool PL7- many schools within 'developing' section</p>				<p>Impact:</p>				
<p>Provide inquiry based learning opportunities within RPP schools programmes to support school leaders and teacher develop their use of research and inquiry- link to 1.3b- replication and dissemination</p>	<p>PL programme established and well attended School leader and teacher skills in using research and inquiry improved- use outcomes of survey</p>	<p>September 2018</p>		<p>Andrea May Mark Hadfield</p>	<p>Progress: Impact:</p>			<p>SLA to reflect this aspect of work- 1 x Inquiry based programme to widen opportunities to partner schools- 6 sessions @ £6K – not a request for additional budget</p>	
<p>Monitor and evaluate the impact of the RPP model</p>	<p>Readiness tool PL7- many schools within the developing section Improved understanding from RPP schools on the use of research and Inquiry- (survey outcomes, focus group) Practitioner research and inquiry is an integrated component of professional learning</p>	<p>Milestones approach September, 2018 December 2018 March 2019</p>		<p>Andrea May Mark Hadfield</p>	<p>Progress: Impact:</p>			<p>SLA to reflect this aspect of work- attendance at RPP meetings, peer evaluation models, support for visits- £2K – not a request for additional budget</p>	

1.3b - Develop and implement the three areas of the research strategy- awareness and access, critical engagement and utilisation and dissemination and replication.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Finalise the CSC research and inquiry strategy, ensuring opportunity for all stakeholders to feed into the process (awareness and access)	Research strategy completed and shared across the region Proxy indicators link to improved outcomes for pupils as research and inquiry influence management and teacher decisions about what works- self evaluating, self-improving system	September 2018		Andrea May Mark Hadfield	Progress:			N/A	
					Impact:				
Complete audit of research and inquiry activities at CSC (awareness)	Audit completed and shared across CSC and region	June 2018		Andrea May Teacher researcher	Progress:			N/A	
					Impact:				

<p>Further develop the Research and Inquiry toolkit through the new L&T APP (awareness and access, critical engagement) -develop tools to support practitioner research and inquiry - Development of a set of characteristics of effective inquiry, and principles for undertaking ethical inquiry, for use by schools -Production of set of short booklets for leaders of learning on how to design and lead various forms of popular inquiry approaches, such as lesson studies and learning walks, and how to adopt an inquiry based approach to existing practices such as classroom observation and moderation - Case studies of various models of sustainable collaborative inquiry used to inform the ongoing re-alignment of Hubs and SIGs -review of research within the site - site map to support schools with the aspects most relevant to CfW</p>	<p>Professional Learning aspect of APP developed with supporting tools</p> <p>Tools downloaded from APP for use- analytics from APP used to identify school/teacher downloads</p> <p>Research and Inquiry tools used by teachers and school leaders- CA's consider use of tools within school visits</p> <p>Readiness tool PL 7 show many schools within the 'developing' section by April 2019</p>	<p>Dec 2018</p>		<p>RPP schools</p> <p>Teacher Researchers</p> <p>Andrea May</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>Costing for APP identified in 1.5a</p> <p>Research and Inquiry materials-time for development – no budget required</p>	
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1.3c - Develop cross regional research and inquiry through a collaborative pilot project with EDT									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Develop cross regional collaborative project looking at - what does effective evidence-informed leadership and evidence-informed practice look like? What role can school leaders play in encouraging use of evidence in schools? -Attend cross regional meetings to work collaboratively on agreed project -Use of Bright Spot analysis and materials from rapid reviews	More schools/teachers using research-informed approaches to school improvement and practice-readiness tool PL 7 Schools have access to more evidence based resources to support coping with change and driving improvement.	Dec 2018		Andrea May	Progress:			Costed at £19K across regions EDT budget sits with EAS	
					Impact:				
Contribute to work on welsh version of 'teaching as a research engaged profession publication	Schools have a foundation for future relevant research	Dec 2018		Andrea May	Progress:			Costed as part of current contract with EDT. Ongoing costs to update publication and publish a research bulletin- capacity of current team- could utilise teacher researcher if	

					Impact:			contracts increased – no additional budget identified currently	
Support development of cross regional research policy with GwE -attend sessions with GwE lead -align regional research policy with cross regional -governance structures for CSC to be considered and incorporate CSC vision	Professional behaviour of consortia and schools guided by an evidence based Practice across the region becomes more evidence informed in terms of decision making Regional schools become research-engaged community of practice	Dec 2018		Andrea May	Progress:			Cross Regional Budget for attendance at meetings etc created .	
					Impact:				

Objective 1.4 Build capacity and support for increasing knowledge, understanding and skills with regards to Welsh Language and culture in light of the national commitment to achieve one million speakers by 2050									
1.4a - Develop appropriate support for schools to ensure the effective implementation of policy									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
To further develop cross-curricular work on Welsh and at a National level.	Co-ordination of training and support in place.	From April - March		Richard Carbis	Progress:			£10 000	
					Impact:				
WIEO's to support the improvement in the quality of teaching and learning Welsh in both EM and WM with a focus on methodology.	All EM schools rated according to provision and support provided to those in greatest need WM training available aimed at methodology of language and developing specific skills e.g. extended writing	April - March		Richard Carbis	Progress:			£7 000 profiled	
					Impact:				

<p>Welsh Language non-specialist subject support provided by Gyda'n Gilydd Uwchradd</p>	<p>The capacity of practitioners that are able to teach through the medium of Welsh in more than one area has been increased across the system.</p>	<p>April - March</p>		<p>Richard Carbis</p>	<p>Progress:</p> <p>Impact:</p>			<p>£15 000 profiled</p>	
<p>Welsh Language Charter English-medium schools</p> <ul style="list-style-type: none"> - Training for Schools - Supporting efforts to achieve the 'Silver Award' - Support WG in their targets for Welsh. - Every school to be engaged in 'Cymraeg Campus' - Training and support available for the bronze award. 	<p>All Schools to have completed Bronze award</p> <p>50% of schools to have completed Silver award</p> <p>All Welsh professional learning programmes support WG target of a million Welsh speakers.</p> <p>Nearly all schools engaged and working towards the bronze award 50% of schools to achieve bronze award by March 31st 2019</p>	<p>Bronze – Summer 2018</p> <p>Silver Spring Term 2019</p> <p>March 31st 2019</p>		<p>Richard Carbis</p>	<p>Progress:</p> <p>Impact:</p>			<p>£10 000 profiled £30 000 profiled</p>	
<p>Welsh Language Charter WM Secondary Schools The Psychology of Language</p> <ul style="list-style-type: none"> - Welsh School Ambassadors 	<p>All Welsh medium secondary schools engaged in developing 'Psychology of Language' Engagement</p>	<p>March 31st 2019</p>		<p>Richard Carbis</p>	<p>Progress:</p>			<p>£20 000</p>	

	results in improved use of informal Welsh in schools.				Impact:				
Supporting WM schools with focus on: - ADY/ALN - MAT - FP Oracy skills	ALN Forum creates school to school resources MAT forum shares good practice school to school Oracy is a FP focus looking at how to record incidental Welsh and immersing pupils in the language	April – March (ALN/MAT) FP – Summer Term 2018		Richard Carbis	Progress:			£9 000 profiled	
					Impact:				
Hold HOD's network meetings and provide digital support (WM and EM).	Network meetings taken place during the year.	April - March		Richard Carbis	Progress:			£2 000 profiled	
					Impact:				

<p>Welsh Language EM Hubs</p> <ul style="list-style-type: none"> - Primary - Secondary 	<p>Programmes in place Almost all feedback is positive</p>	<p>Summer Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>Depending on cost per HUB</p> <p>Primary = x4 Secondary = x3</p> <p>Central Hub Budget</p>	
<p>Welsh Language Merthyr Partnership</p>	<p>Programmes in place with almost all feedback positive</p>	<p>Summer Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>£15,000 (Not from Welsh Grant) Depending on cost per HUB 1 x Primary partnership – No budget profiled currently... further info needed</p>	
<p>New Curriculum WM Support</p> <ul style="list-style-type: none"> - Cadwyn Cynradd - Gyda'n Gilydd Uwchradd 	<p>WM programme of support developing pedagogy with focus on the six areas of learning in place for both Primary and Secondary.</p>	<p>Summer Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>Cadwyn Cynradd £56 000 profiled Gyda'n Gilydd collaboration fund (Profiled above)</p>	

Post 16 Welsh language Support - Include EFSM support - Both WM and EM sector	A Post 16 Network in place Support in place for efsm Schools and gap closed	Autumn Term 2018		Richard Carbis	Progress: Impact:			£5 000 Profiled	
Undertake WM Immersion Research Project - Research paper completed and shared with 5 Directors	Best practice identified across Wales and research paper shared with LA directors	September 2018		Richard Carbis	Progress: Impact:			£2 000 Profiled	
Further developing KS3 Welsh Language provision in EM Schools	Welsh continuum supporting transition resources in place and model shared across the region.	Autumn Term 2018		Richard Carbis	Progress: Impact:			£10 000 Profiled £20 000	
Welsh Language and DCF HWB playlist HWB DCF/Welsh resources	HWB playlist in place DCF/Welsh resources available and shared	Autumn Term 2018		Richard Carbis	Progress: Impact:			£15 000 Profiled	

Welsh Cross-Curricular School to School projects supported by WIEO's	7 Projects identified and costed Resources created and shared for projects Include in performance management	April – March 2019		Richard Carbis	Progress: Impact:	Case Studies		£21 000 Profiled	
Developing Welsh Language support from WM schools to EM Schools.	15 WM schools providing support to 15 EM schools.	April - March		Richard Carbis	Progress: Impact:	Impact Report		£30 000 Profiled	
Undertake Regional Book Quiz – EM and WM	Book quiz taken place Improved Welsh Language reading skills	Spring Term 2019		Richard Carbis	Progress: Impact:			£6 500 Profiled	

1.4b - Develop support for the CSC team to allow them to build the capacity and confidence of school practitioners across the region									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Developing Welsh language skills of the workforce <ul style="list-style-type: none"> - Teaching Assistants (EM/WM) - Teachers (EM) - Headteachers (EM) 	An increase of TA's receive training on developing Welsh language skills. Teachers receive training in developing Welsh language skills. Headteachers receive update training on the development of Welsh language skills. All figures are estimates and reflect aspirational targets. Main success Criteria is the development of Welsh Language skills across the five authorities.	March 19		Richard Carbis	Progress: Impact:			£10 000 Profiled	
Support the Welsh Sabbatical programmes including post programme support and participating in teaching students on the course.	Support in place post programme Practitioners identified for Sabbatical courses Lessons taken by WIEO's as part of the sabbatical programmes	March 19		Richard Carbis	Progress: Impact:			£5 000 Profiled	

<p>Training programme designed and delivered to develop the Welsh Language skills of the CSC workforce.</p>	<p>Training Timetable in place Training completed Welsh language skills of CSC workforce improved</p>	<p>Autumn Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>£3 000 Profiled</p>	
<p>Post 16 pupils to support Welsh Language skills of staff and pupils in the Primary Sector (EM) - Look at linking with Welsh Bacc</p>	<p>A level pupils working with Primary Schools leading to improved capacity of Welsh within a school</p>	<p>Autumn Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>£5 000 Profiled</p>	
<p>WM /Nurseries to support Welsh language immersion in EM settings thus developing capacity in the system. To be a pilot in Merthyr.</p>	<p>Capacity developed in the system through established pilot</p>	<p>Autumn Term 2018</p>		<p>Richard Carbis</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>£15 000 Profiled</p>	

Developing the capacity to support Welsh in Trilingual Schools	Training for Staff in place Curriculum support provided	Autumn Term 2018		Richard Carbis	<p>Progress:</p>			£15 000 Profiled	
					<p>Impact:</p>				
Develop 'Welsh Champions' across the SIG networks to co-ordinate support in Welsh development and provide CPD opportunities	<p>Welsh champion identified by each SIG</p> <p>Each champion has created a strategic development plan including CPD opportunities.</p> <p>Impact of CPD opportunities recorded leading to improved teaching and pupil standards.</p>			Richard Carbis	<p>Progress:</p>			£66 000	
					<p>Impact:</p>				
<p>Developing Welsh skills of graduate training programme students</p> <p>Developing programmes of support in Welsh for graduate training programme students</p>	WM GTP students take part in programmes of support improving pedagogy and language skills	Autumn Term		Richard Carbis	<p>Progress:</p>			£50 000	
					<p>Impact:</p>				

Objective 1.5 Improve learning, teaching and assessment, focusing on pedagogy in the classroom									
1.5a - Develop the Learning and Teaching Framework									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Finalise and launch strategy document, ensuring it encapsulates key elements of CSC vision, in line with National vision	<p>Strategy launched and understood by schools across the region</p> <p>A holistic approach for CSC to ensure learning and teaching is at the heart of all activities. This will support the realisation of the 2020 objectives, vision and ambitions.</p>	September 2018		Andrea May	<p>Progress:</p> <p>Impact:</p>			N/A	
<p>Continue to develop a framework and associated toolkit (The Gallery APP) of effective practice in teaching, learning and assessment to facilitate successful delivery of curricula and underpin key messages</p> <p>-finalise commissioning process</p> <p>-work with commissioned group to ensure bespoke approach</p> <p>-use L&T Core group of teachers to support the development of the APP and shape this</p> <p>-identify project style</p>	<p>Framework completed and used across CSC and its schools to support school improvement for achieving high standards in pupil learning, innovation and best practice in teaching.</p> <p>APP developed and facilitation of ongoing population of materials to support individual staff members and teaching teams to improve classroom pedagogy and evaluate their practice and for schools to create and sustain a culture of</p>	<p>Ongoing</p> <p>Milestones</p> <p>March 2018- start development</p> <p>Pedagogy and</p>		Andrea May	<p>Progress:</p>			<p>Core team support meetings costs-release, development of materials, QA sessions – Central budget for meetings</p> <p>App content development budget £22k 9 schools x £200 x</p>	

<p>opportunities for schools to engage in -trial prototype with core team before general release</p>	<p>professional learning</p>	<p>Leading and Collaborative Professional Enquiry-first elements to be populated- prototype tested to December 2018</p>			<p>Impact:</p>			<p>monthly sessions</p> <p>Strategic Lead time and blocked work stream</p> <p>Inquiry/project style opportunities for schools to innovate- budget required – Not able to profile at this time</p> <p>Costs of APP are profiled in spend for 2017/18</p>	
<p>Develop quality assurance systems and process to support the development of 'The Gallery' APP -practice worthy of sharing -identify small scale approaches to populating The Gallery</p>	<p>QA systems and processes developed</p> <p>Practice worthy of sharing materials drawn from across the region</p>	<p>June 2018</p>		<p>Andrea May</p>	<p>Progress:</p>			<p>Costs for release of school staff (above)</p> <p>Associate HT costs profiled from central budgets</p> <p>QA meeting costs- venue, refreshments, release-monthly initially- 12 x £400- £5k profiled</p>	
					<p>Impact:</p>				

<p>Develop a professional development training module to support the use of the framework and 'The Gallery'</p>	<p>Professional development training module integrated into PL offer</p> <p>Knowledge and understanding of how the Gallery can be used to support improvements in L&T</p>	<p>December 2018</p>		<p>Andrea May</p>	<p>Progress:</p>			<p>Costs for development-commission core team to develop programme and deliver, thus utilising school led model- No additional budget profiled</p>	
					<p>Impact:</p>				

1.5b - Support schools in the transition to the new curriculum									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Develop professional learning offer and opportunities to support schools in the transition to the new curriculum - Use readiness tool - Use other identified needs - HT briefing sessions - Opportunities for JPD/inquiry led activities e.g. pedagogy innovation, small scale action research or inquiry projects- focused on developing pedagogy or outcomes of readiness tool - AfL focused activities to support development of Assessment - Link to 1.2a	Professional Learning opportunities aligned to the new curriculum and meet regional need Readiness tool used to show progress within the PILLARS	July 2018		Andrea May Curriculum for Wales Team	Progress:			Costings for inquiry projects for schools e.g. AfL work using the Reducing workload materials No additional budget identified JPD/Inquiry activities for schools to engage in- budget needed No additional budget identified Central budget for HT briefing sessions- costs for venue, resources and session preparation	
					Impact:				
Consult with regional stakeholders and CSC governance model for move to Cluster model	Consultation results in agreed model Cluster model rolled out across the region	April 2018		Debbie Lewis	Progress:			N/A	
					Impact:				

<p>Further develop the role of the regional pioneer network to support transition to the new curriculum -provide PL opportunities for the discrete networks, particularly with regards to curriculum design and CCPE model of inquiry -support facilitation of co-ordinated activities for pioneer network e.g. work within and across discrete networks; work with cluster of schools -support pioneer network with national expectations as outlined within the core brief</p>	<p>Role of pioneers clarified Work stream of Pioneer network co-ordinated and organised Pioneer network support scaling of CFW across the region Pioneer network develop curriculum as per national remit</p>	<p>December 2018</p>		<p>Andrea May Curriculum for Wales Team</p>	<p>Progress:</p> <hr/> <p>Impact:</p>		<p>Central Budget for Pioneer network meetings- monthly-half termly 6x £300- venue hire 6 x£500- refreshments/lunch 6 x £500- resource materials and development time TOTAL: £7800 – please use central budget Funding for Partner Schools- COSTS NEEDED HERE Support from Mark Hadfield and Kevin Smith of Cardiff University for Curriculum design and inquiry led learning- this is beyond current R&E remit – Central budget for contract with Cardiff Uni Partner schools budget (profiled elsewhere)</p>	
<p>Monitor and evaluate the impact of the work of the pioneer network and schools move to the new curriculum - Strand of R&E board work - Map networking of pioneer network - Refine reporting mechanisms to support data streamlining - Use SNAP tool to survey schools - Use readiness tool to monitor ongoing work with schools - Develop appropriate communication plans to</p>	<p>Monitoring cycle established for move to the new curriculum Impact of work has ongoing evaluation Outcomes from monitoring and evaluation inform next steps</p>	<p>Milestones for MER through year. July, Feb, July- bring in line with readiness tool submission</p>		<p>Andrea May Curriculum for Wales Team</p>	<p>Progress:</p> <hr/> <p>Impact:</p>		<p>Support from R&E board and teacher researchers as well as data and intelligence team (Profiled in EO4) Teacher Researcher costs- need to be profiled here or elsewhere (Profiled in EO4) SNAP survey costs (Profiled in EO4) Seconded Teacher</p>	

share effective practice and learning across the region - Utilise highlight reports more effectively to support monitoring - Visits to schools		on						post to support work-costs needed (Profiled in EO4)	
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Objective 1.6 - Work with HEIs to develop ITE models in partnership with schools									
1.6a - Review and evaluate the Teach First programme as an appropriate model for developing a high quality professional									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Establish QA process for evaluating the quality of L&T within the model -PDL sessions -BASE sessions -University sessions -Summer Institute -develop BASE schools to support QA and evaluation process	QA process established through partnership working Quality of L&T assessed across all elements of the partnership	July 2019		Andre a May	Progress: Impact:			Costings for Teach First within contract-£282k for 2018/19 Strategic lead work stream time to attend sessions to joint QA	
Explore methods for reviewing and evaluation with rest of partnership -cross reference programme development with Furlong principles -compare Teach First provision with other ITE developing provision -identify evaluation methods for the tiers of the partnership to consider direct and indirect elements of impact -Use VfM methodology -Participant feedback	Evaluation methods established and implemented All partners involved within the evaluation process Outcomes of evaluation realised within Governance and reporting structures	July 2019 Milestones to be established to support Director reporting		Andre a May	Progress: Impact:			Support from R&E board-costs profiled for Mark Hadfield and Researcher teams elsewhere	

Monitor implementation of Year 2 participants programme alongside Year 1 to ensure sustainability of model	Sustainability and impact of programme identified	July 2019		Andre a May	Progress:			N/A	
					Impact:				

1.6b - Develop ITE models in partnership with Universities									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Evaluate the impact of the <u>Cardiff Metropolitan</u> 2017 – 2018 ITE pilot, using feedback from school facilitators, university tutors, CSC strategic leads, ITE students and learners in the Lead Schools/Alliances	Student teacher evaluations School facilitator and university tutor evaluations QA notes of visit	May 2018		Mandy Esseen	Progress: Impact:			NB: There is only £50k available to profile in 2018/19 – please amend the profile here to reflect the available budget	
Create a proposal (and bid for funding) for future ITE pilot work during 2018 – 2019. This will be responsive to the learning gathered from the 2017 – 2018 pilot and also to the needs of ITE partnerships to test elements and resources that will be in the successful new programmes commencing September 2019.	Proposal for pilot work to take place between April 2018 and March 2019 with Cardiff Met and USW plus 20 CSC schools / alliances	April 2018		Mandy Esseen	Progress: Impact:			£48,497 in total for all school / HEI ITE work between April 2018 and March 2019 £48,497 Profile (Not profiled see above)	
Represent the Consortium on the Strategic Leadership Board at Cardiff Metropolitan University	Minutes and discussion points shared with CSC to clarify progress on HEI / school partnership working	All year up to March 2019		Mandy Esseen	Progress: Impact:				
Develop and implement 15 days school based training at Cardiff Met HEI	Work with stakeholders to develop all 15 school led training days to pilot during the academic year 2018 - 2019	March		Mandy Esseen	Progress:			£48,497 for 12 schools/alliances to develop and implement 15 days school based training with Cardiff	

		2019			Impact:			Met HEI, mentoring and training plus follow up evaluation and report (Not profiled see above)	
Run both the year 1 and year 2 <u>University of South Wales</u> 9 – 14 pilot in Summer Term 2018 in 8 schools (both will happen in the same financial year)	8 schools participating to capture evidence of impact Student learning diaries reflect learning from school based pilot	Feb 2019		Mandy Esseen	Progress:			£50,000 8 schools @5,000 each for planning and implementing phase 1 six week pilot, and separate phase 2 four week placement, mentoring and training plus follow up evaluation and report (Not profiled see above)	
					Impact:				
Evaluate the impact of the first year of the USW 9 – 14 pilot, using feedback from school based ITE mentors, teachers and facilitators, university tutors, CSC strategic leads, ITE students and learners.	Evaluative report written after the first phase of the pilot	Sept 2018		Mandy Esseen	Progress:			N/A	
					Impact:				
Create a series of recommendations for the Year 2 pilot	Evaluations from phase 1 used to refine the second phase in 2019	Sept 2018		Mandy Esseen	Progress:			N/A	
					Impact:				
Write a report on the feasibility of 9 – 14 Initial Teacher Education Programmes,	Final evaluation and recommendations created to communicate the learning gleaned on curriculum design and progression, transition, behaviour management, employability and subject specialism	All year up to March 2019		Mandy Esseen	Progress: This report will be used to communicate key messages about through school learning to Welsh Government			N/A	
					Impact:				

Represent the Consortium on the Strategic Project Board at Swansea University	Minutes and discussion points shared with CSC to clarify progress on HEI / school partnership working	All year up to March 2019		Mandy Esseen	Progress: Impact:			N/A	
Monitor the work of University of Wales, Trinity and St David's in building partnerships with CSC Lead Partner Schools throughout 2018 – 2019 and represent the consortium on the Strategic Leadership Board	Minutes and discussion points shared with CSC to clarify progress on HEI / school partnership working	All year up to March 2019		Mandy Esseen	Progress: Impact:			N/A	
Evaluate the success and impact of the ITE/NQT Coaching and Mentoring Programme with senior leaders, the mentoring thematic Estyn team, facilitators and programme participants.	Evaluative report on pilot (that takes place end of March 2018)	May 2018		Mandy Esseen	Progress: Impact:			N/A	
Generate a series of recommendations for making the programme Nationalisable, consulting with SLT, Strategy Group and Directors and then presenting to Welsh Government in late June 2018	Recommendations and presentations devised to share with CSC stakeholders and WG	June/July 2018		Mandy Esseen	Progress: Impact:			N/A	

					Impact:				
Develop the programme as a National Model over July/August 2018	Coaching and Mentoring Model released for consultation	Sept 2018		Mandy Esseen	Progress:			N/A	
					Impact:				
Train coaching programme facilitators for consistency	Facilitator training materials for all coaching programme facilitators	Sept/Oct 2018		Mandy Esseen	Progress:			Funding for facilitators – is there an ITE/NQT/mentoring funding stream? Not profiled as yet... further discussions to take place with Anna / Jendy	
					Impact:				
Roll the programme out from Autumn Term 2018 and through 2018 – 2019	ITE/NQT mentors apply to participate in the programme	March 2019		Mandy Esseen	Progress:			N/A	
					Impact:				

Objective 2 - To develop inspirational leaders and to facilitate their working collaboratively to raise standards

CSC Lead: Anna Brychan

Team members: Stuart Sherman, Tim Britton, Mandy Esseen, Sian Johnson

Associate Headteacher/LA representative(s):

To ensure that standards are raised across the region through the development of inspirational leaders we will:

Business Plan Reference	Action		
2.1	Support, improve and develop school leadership capacity and effectiveness		
2.2	Consult and develop future collaborative improvement models led by school leaders building on existing developments		
2.3	Support, improve and develop school governance.		
2.4	Develop further support for new school leadership models.		
2.5	Consider the region's governance structure in light of the revised National Model for Regional Working.		
2.6	Consider how HR service for schools can be most effective across the region		
	WG Specific Focus	LA Specific Focus	Cross Consortia Focus
	National Academy Framework for governance		<i>Cross consortia working</i>

Judgement Criteria

Judgements on progress	Addressing the milestone/key action requirement and success criteria	Improvement Objectives still requiring attention	Impact on standards and/or quality of provision	Work required prior to the next monitoring review
Limited progress	Does not meet the requirement	All or many important Improvement Objectives still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many Improvement Objectives still to consider
Satisfactory progress	Addressed the requirement in majority of respects	A few important Improvement Objectives still require significant attention	Limited impact on standards and/or quality of provision	Majority of Improvement Objectives addressed but still significant work to do in important areas
Strong progress	Addresses the requirement in most respects	Only minor Improvement Objectives still require attention	Positive impact on standards and/or quality of provision	Most Improvement Objectives covered already with little significant work left to do
Very good progress	Addresses the requirement in all respects	No Improvement Objectives require further attention	Very good impact on quality of provision	CSC to maintain and build on improved practice
Not due to have started	Not started will reflect all Improvement Objectives within the plan that occur in the future and would not expect to be completed at the time of monitoring the plan e.g. an action for Jan 18 would not be expected to have progressed in October 17 and would therefore be marked blue to denote 'not started'.			

Monitoring Approach

Judgements regarding the extent of progress made against business plan milestones will be made and recorded. The named Aspect lead will use the above structure to make a judgement and enter the corresponding colour into the 'judgement on progress' section and will then record appropriate commentary and list the evidence of progress made. This process will be repeated on a half termly basis and will feed drive team meetings as outlined within the CSC business plan monitoring guidance.

Objective 2.1 - Support, improve and develop school leadership capacity and effectiveness									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Continue to develop and offer a high-quality PL programme against all the leadership milestones	PL offer in place against all milestones, published in CSC PL offer: Middle leader, Aspiring Headteacher, NPQH, New Headteacher, Experienced, Executive	September 2018		Jendy Hillier	Progress: The New to Headship and Experienced Headteacher programme delivered from September 2018 will be those developed by the joint consortium process (whether these have been submitted for NAEL endorsement at this point or not)			25 days of Sylvia Jones £17,875 @ £650 (plus oncost) per day PROFILED <ul style="list-style-type: none"> Executive HT – 6 Experienced HT – 6 Support Federation network – 10 NPQH - 50 X £2500 = £125k – Not Profiled as awaiting tender outcome New to Headship - Detail on the delivery of the new to headship programme (10 days' for experienced headteachers to deliver new to headship programme @ £500 per day to include facilitation training, national network) £25k profiled Aspiring Headteacher – 2 cohorts @ £8k each = £16k profiled Executive Headteacher programme (potentially to start in spring 2019 pre endorsement): £15k profiled (risk of underspend)	No real direction on spend except: <ul style="list-style-type: none"> ensure that region working with National Academy on endorsement 'Support professional networks' 'Mentoring and network support' 20.03.18 (PLEASE NOTE. These are currently estimates. Funding model not finalised and some costs may be recouped via new Headteacher grant.
	Most programmes achieve target cohort numbers	March 2019			Impact:				
	Most evaluations report positive feedback	March 2019							

								<p>Experienced Headteacher Detail on the delivery of the executive headship programme (10 days' for experienced headteachers to deliver new to headship programme @ £500 per day to include facilitation training, national network) – need to check if this is a repetition</p> <p>Middle/senior leader programmes – nothing profiled as yet</p>	<p>New executive Headteacher programme also in development – not due for submission until April 2019 but may be agreement to run prior if programme details completed. Cost quotes is an estimate.</p> <p>Experienced Headteacher programme: joint regional model planned for roll out from September 2018 (prior to NAEL endorsement process. Funding model not yet complete so costs estimates)</p> <p>Funded via hub model</p>
Leaders' change management training	Most evaluations report positive feedback	December 2018			<p>Progress: (would be good to do more of these if we can afford them)</p> <p>Impact:</p>			<p>12 x £1,500 change management training days for 25 headteachers in each session plus venue costs £18k profiled)</p>	

Map all CSC leadership provision against NAEL endorsement criteria	All programmes assessed against NAEL endorsement criteria and report shared with stakeholders including hubs to inform development of regional offer	September 2018		Anna Brychan	<p>Progress: All our PL models – CSWC models included – will need to be aware of the developing NAEL endorsement criteria. Grant funding will be attached to endorsed programmes. This brings risk to our capacity to funding other, school-led leadership development. It is also likely that practitioners may prioritise endorsed provision over other offers. Schools will need to consider how they market their offer. Jendy will need to link to Andrea/Debbie to do this. AB to communicate to strategy group and other stakeholders.</p> <p>NOTE: Meeting with Kevin Palmer 12.03,18 indicated that not all programmes would need to meet NAEL endorsement criteria (at least not in the short term) but it would be wise to ensure they are all cast in the language/philosophy/principles of the national learning model – key components: effective collaboration, reflective practice, effective use of data and research evidence, coaching and mentoring.</p> <p>AB & AM to agree process for this.</p> <p>Impact:</p>			Staff costs. Will need to engage with strategy group/other stakeholders too. – Central budget created for expert practitioner engagement	
Continue to work with the other consortia on development of national leadership offer & submit joint consortium programmes for endorsement in line with NAEL process and timelines	Submission of NPQH proposal	April 2018		Jendy Hillier	<p>Progress: We need to be aware of the capacity implications of this work. It is least two days out every half term to work with cross consortium colleagues with significant tasks to be completed between meetings.</p>			Cross regional working budget created	
	Submission of new to headship programme	June 2018		Jendy Hillier	<p>Impact:</p>			Also. Do we need to include the budget here re the email re £6k for each programme we put forward	

	Submission of experienced Headteacher programme	November 2018		Anna Brychan					
	Submission of executive Headteacher programme	March 2019		Anna Brychan					
	Submission of middle leader programme	June 2019		Anna Brychan					
Work with NAEL to develop and refine and support an associate Headteacher professional learning programme	Process in place to support NAEL associates & plan around regional engagement/role agreed	June 2018		Anna Brychan	<p>Progress: Will need to consider how the relationship between the associates (NAEL) and the associates (Strategy group) works.</p> <p>Impact:</p>			Associate Head teachers have received funding until Dec 2018. Further funding will be subject to NAEL approval	
Capture learning and assess capacity & lessons learned of the SLE and consultant	Report completed on spend, deployment & lessons learned completed	July 2018		Jendy Hillier	<p>Progress: We need to collate the learning to assess whether there is value in increasing this capacity/deploying it in future. JH & AB to agree model asap (Jendy – can you keep this in your radar so we can plan the how in our 121s)</p>			<p>£15k SLE budget within budget for Vulnerable schools (comes from leadership lines)</p> <p>£5k for training programme Profiled</p>	Probably sensible if the £15k is treated as a contribution to the vulnerable schools pot (alongside the £5k hub savings – that way if the SLEs

leader programmes to inform future development					Impact:				are not deployed for some reason, the money can come back into that pot and be repurposed)
	Lessons learned used to inform 2018/19 deployment & new model shared with SCAs; training programme agreed and in place	September 2018		Anna Brychan					
	New model and access process shared at SDD	September 2018		Anna Brychan					
Share programme evaluation and impact information with stakeholders in line with relevant evaluation process.	R & E reports on leadership, evaluation - questions on leadership provision agreed and interrogated & shared with stakeholders	March 2019		Anna Brychan	Progress: Use SNAP survey			N/A Need to know the outcomes of the NPQH tender – no budget profiled as yet	
	Internal evaluation process (using NPQH assessors) used to evaluate all other leadership programmes & report	March 2019		Jendy Hillier	Impact:				

	shared with stakeholders.								
Tighten processes to ensure leadership support is provided as part of a holistic improvement support plan, recognising interdependence of all interventions	Leadership information for LA performance reports refined to show cumulative engagement in leadership development across the region Strengthen link with SCAs & standards lead to record & report on leadership support/engagement as part of school support offer, moving away from discrete interventions (in ops plan, need timeline to develop plan for this)	September 2018		Jendy Hillier	Progress:			N/A	
					Impact:				

<p>2.1.d. Develop the Community of Leaders programme with a particular focus on leaders' wellbeing</p>	<p>Offer developed and promoted via twitter, engagement/ participation & impact evaluated and shared with stakeholders</p>	<p>September 2018</p>		<p>Anna Brychan</p>	<p>Progress: (focus on leader wellbeing, effective recruitment , developing best practice in lesson obs feedback based on TF model, Jonathan Price, Chief Economist (Andrea Pisa paper) developing links with business/third sector & executive Headteacher network meetings)</p>			<p>£20,000 Community of Leaders Programme</p>	
					<p>Impact:</p>				

Objective 2.2 - Consult and develop future collaborative improvement models led by school leaders building on existing developments									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments

2.2.a. Develop and pilot WM and Special schools model & evaluate	Pilot schools confirmed; Evaluation model & KPIs developed with schools & senior CSC staff & implemented &	May 2018		Anna Brychan	Progress: Need to link to LA performance meeting schedule.		£13,750 for WM pilot Profiled Funding for special schools via curriculum innovation pot and peer enquiry funding line – No budget profiled yet – Anna can we catch up? 15 days’ Glynis James – £7k	
	Reports shared with stakeholders.	March 2019		Anna Brychan	Impact:			
2.2.b. Work with strategy group to share learning with wider system to inform the development of the CSWC model	Termly reports on model development & implementation shared with stakeholders	May 2018		Anna Brychan	Progress: Amended model agreed and communicated – associate headteacher group		10 associate Headteacher meetings @ £1.2k per meeting Central Budget for Associate Heads £30k (Although further may	

					Impact:			be needed if their remit is changed)	
2.2.c.Further develop the delivery model for Peer Enquiry to enable schools to take leadership of it Match and support 30 peer enquiries	Develop & refine business plan for transferring leadership & management of peer inquiry to schools & report prepared on process, barriers & timelines Consider developing model and training programme to accommodate: i.Training enquirers to conduct PEs in all age schools ii. thematic one-day PEs on e.g. marking policy & produce recommendations iii.% target of non pioneers/non strategy group schools doing peer enquiry iv. Also poss target for upooing % of schools involved – to 65%?	March 2019		Mandy Esseen	Progress:			Funding for 30 peer enquiries - £37,500 profiled Mark Powell QA role - £5k	
		June 2018				Impact:			
		March 2019							

<p>2.2.d. Support schools to develop further their links with business and third sector organisations (link to Community of Leaders programme in 2.1)</p>	<p>Engage with Business in the Community & third sector organisations to develop relationships with schools & produce report on next steps</p>	<p>December 2018</p>		<p>Anna Brychan</p>	<p>Progress: (in ops plan need ref to engagement with ERS; & engage with Cardiff LA work on business links). Possible links with school-led WM model. Possibly fund pilot models from collaboration funding?</p>			<p>No Budget Profiled – further discussions needed</p>	
<p>2.2.e. Consider a regional role in the development of collaborative models between secondary schools and FEIs</p>	<p>Determine regional role in developing collaborative models between schools & HEIs & produce recommendations.</p>	<p>October 2018</p>		<p>Anna Brychan</p>	<p>Progress:</p>			<p>N/A</p>	
					<p>Impact:</p>				

Objective 2.3 - Support, improve and develop school governance.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
2.3.a. Work with LAs and Welsh Government to review regional support for governors in line with the new national model and revise as required	New regional model in place	Timeline unknown @ 19.04.18		Anna Brychan	<p>Progress: Note: The 'regional' response to the 'national' model will have to be nuanced to recognise e.g.:</p> <ul style="list-style-type: none"> • Bridgend: No Central Clerking Service. • Cardiff: No Central Clerking but will provide assistance for schools in special measures • Merthyr: Full Clerking Service • RCT: Clerk Primary Schools only • Vale: No Central Clerking but will provide assistance for schools if requested <p>This impact on level of support available to governors on e.g. appointments, elections, complaints, policies and general advice. (where there was little LA/regional service, governors may have turned to the Governors Wales website. This will now disappear)</p>			Currently no budget profiled as this is not as yet a Consortia function	
Work with GSOs and Governor Steering Group to develop medium term plan for governor support in light of new national model (and	Draft plan in place until 2020	March 2019			Impact:				

abolition of Governors Wales)								
2.3.b. Develop and implement annual training and development programme for governors & evaluate Consider the training programme for 18/19 in light of new regs expected to be published in May/June. Expected that all new/federated schools will implement by 2019, all others by 2020 (tailor prog for new schools?)	Programme developed & facilitators clearly identified and published Most evaluation favourable	June 2018		Anna Brychan	Progress: Consultant governor/GSO group feel that we should consider a training programme for chairs building on mandatory element – 2 year plan to extend offer? Link to GIGs? Also link to Richard Carbis to address WM training We need to collate all the current information we have about these to make sure we have a comprehensive overview – I know e.g. that Stuart Sherman is interested in the model but unsure whether this has been followed up.			Governor Support officer budget profiled Regional co-ord budget profiled (JS) Governor training budget (£8k) Regional Conference £8k profiled
Regional Governor conference held	95% good/excellent evaluations	June 2018						
	High social media engagement/awareness of conference and content							2018 funding in 2017/18 BP
Governing Body review process developed, personnel trained and deployed. Process evaluated (as part of Cardiff annex)	Process developed, Governors identified and trained and deployed.	May 2018						
	Governor reviewers deployed (in Cardiff)	July 2018						LA annex – needs to be profiled asap
	Report on impact and learning compiled and shared	December 2018						
Further pilot rolled out based on learning from Cardiff model	Report on impact shared	March 2019		Anna Brychan				£5,000 profiled
Continue to develop consultant governor offer to schools and broker effectively	Process demonstrates that capacity deployed against strategic assessment of need (resource board records)	March 2019		Anna Brychan	Impact:			On request via resource board Consultant Governors budget in central vulnerable schools budget Based on 2017/18 deployment x number of days @ £xxx per

								day	
	Model evaluated as part of 2018-19 R& E Board work and learning shared								
Continue to develop the GIG model and evaluate	Increased number of GIGs in place	March 2019		Anna Brychan				£10,000 @ £1,000 per GIG profiled	
	Electronic (?) community in place to support network development	July 2018							
	Model evaluated as part of 2018-19 R& E Board work and learning shared	March 2019							
2.3.c. Support the regional Governors' Steering Group, ensuring that they have structured opportunities to influence the development of governor support services	Meeting agendas and minutes reflect continued engagement with/information sharing about the development of the national model & the regional plan to 2020	March 2019		Anna Brychan	Progress: We need to plan the agendas for the year to include these items at relevant points. e.g. Because the 8 collaboration/federation pilots are due to complete their reports by July 2018, an update on that should be put on the agenda for the next steering committee following. Special schools' model planning to include GIGs as part of their improvement model			N/A	
	Meeting agendas and minutes reflect continued engagement with/information sharing about the GIG model, consultant governor deployment and learning & the development of the review process (part of Cardiff annex)	March 2019							
	Meeting agendas and minutes reflect continued engagement with/information sharing about the eight 2017/18 funded collaborative models which have a specific focus on governors								
					Impact:				

Objective 2.4 - Develop further support for new school leadership models.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
2.4.a. Work with LAs, diocesan authorities and WG to define and respond to systematic barriers to federation	Meetings held with DfES	Septembers 2018		Anna Brychan	Progress:			N/A	
					Impact:				
2.4.b. Complete report on progress, barriers and update published guidance for schools and governors	Barriers identified & report outlining way forward/recommendations prepared	March 2019		Anna Brychan	Progress:			N/A	
					Impact:				

<p>2.4.c. Develop challenge adviser and wider staff team's understanding of federation to enable them effectively to support and inform schools in this area</p>	<p>SDDs</p>	<p>October 2018</p>		<p>Anna Brychan</p>	<p>Progress:</p>			<p>CPD budget line for federation (£?)</p>	
					<p>Impact:</p>				
<p>2.4.d. Work with LAs and schools to support the growing number of 3-16/18 schools/federations</p>	<p>Link to leadership plan</p>			<p>Anna Brychan</p>	<p>Progress:</p>			<p>£40,000 profiled</p>	
					<p>Impact:</p>				

Objective 2.5 - Consider how HR service for schools can be most effective across the region									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
2.5.a. Work with LAs and WG to develop effective regional services in light of the national model					<p>Progress: Duplication with EO4 – further discussions to take place</p> <p>Impact:</p>			N/A	
2.5.b. Review regional offer in line with the new national model and revise as required					<p>Progress:</p> <p>Impact:</p>			N/A	

2.5.c. Work with other consortia to develop and support national recruitment and retention strategies & implement regionally as appropriate (Also link to Discover Teaching Programme in Priority 1)					Progress:			Cross Regional Budget created £22.5k	
					Impact:				

Performance Measures

Improvement Objective 2 - To develop inspirational leaders and to facilitate their working collaboratively to raise standards		
Performance measures CSC	Baseline	Performance Targets/ 2018-2019

Objective 3: To develop strong and inclusive schools committed to excellence, equity and well-being

CSC Lead: Andrew Williams	Team members: Kate Rowlands, Sarah Corcoran, Richard George, Dominic Broad	Associate Headteacher/LA representative(s):
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To ensure that we develop strong and inclusive schools across the region we will:

Business Plan Reference	Action	
3.1	Ensure the Professional Learning offer includes provision to develop practitioner awareness of MAT and Closing the Gap. Ensure CSC staff have the necessary understanding on CLA and safeguarding.	
	3.1a - Map the professional learning offer to the workforce in relation to meeting the needs of MAT and eFSM learners, ensuring challenge advisers and strategic team are fully engaged.	
	3.1b - Review quality assurance processes of this provision and ensure that the information gained is used effectively in shaping future provision	
	3.1c -.Ensure CSC staff have access to information and training on CLA and safeguarding	
3.2	To work with partners on effective measurements of well-being and attitudes to learning	
	3.2a - Link with LAs, schools and stakeholders to review strategies being used to measure well-being, joining with LA representative inclusion group and WG to partake and inform discussions.	
	3.2b - Ensure that relevant CSC staff are trained to support schools in improving wellbeing and attitudes to work, including the effective brokering of support.	
3.3	Develop CSC strategy that links with that of LAs to ensure practitioners are aware of ACE	
	3.3a - Develop CSC strategy on recognising and addressing adverse childhood experiences, ACEs, ensuring full consultation	
	3.3b - Ensure that relevant CSC staff are well trained to support and challenge schools with regard to their work on ACEs.	
	3.3c - Support schools to ensure high quality provision around ACEs.	
3.4	To develop CSC staff awareness of the ALN Bill (implications for vulnerable groups) and monitor progress of groups of learners with a particular focus on reducing the attainment gap	
	3.4a - Ensure that challenge advisers and strategic staff are fully aware of the implications of the ALN bill and are trained to implement CSC/LA policy and advise on the use of tools and resources	
	3.4b - Ensure data for vulnerable groups continues to tracked and analysed when making judgements about pupil progress and standards.	
	3.4c - Link with regional ALN transformational lead, supporting her work where required.	
3.5	Ensure accelerated progress in schools causing concern	
	3.5a - Review practice and the associated processes used in the identification of risk, ensuring that best practice from other consortia is considered.	
	3.5b - Evaluate use of Accelerated Progress Leads, APLs, and establish a framework for their work in vulnerable schools.	
	3.5c - Review processes around Schools Causing Concern including an evaluation of support plans, consortium policy and the reporting of progress.	
3.6	Develop and coordinate the support available to schools in their provision for humanities, expressive arts and wellbeing	
	3.6a - Map, coordinate and develop support for schools in their provision for humanities	
	3.6b - Map, coordinate and develop support for schools in their provision for expressive arts	
	3.6c - Map, coordinate and develop support for schools in their provision for wellbeing	
3.7	Ensure that the needs of schools are identified and met effectively.	
	3.7a - Review how regional need is identified, the strategies used to meet that need and the impact of the provision evaluated.	
	3.7b - Ensure that regional need is identified and met within the foundations phase	
	3.7c - Ensure that regional need is identified and met for key priorities such as literacy, numeracy, SRE, closing the gap and DCF.	
WG Specific Focus		
Well being ACE PDG ALN Schools as learning organisations Consortia as learning organisations	LA Specific Focus	
	Reducing attainment gap MAT ALN V1 Forms	Cross Consortia Focus
		ALN

Judgement Criteria

Judgements on progress	Addressing the milestone/key action requirement and success criteria	Improvement Objectives still requiring attention	Impact on standards and/or quality of provision	Work required prior to the next monitoring review
Limited progress	Does not meet the requirement	All or many important Improvement Objectives still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many Improvement Objectives still to consider
Satisfactory progress	Addressed the requirement in majority of respects	A few important Improvement Objectives still require significant attention	Limited impact on standards and/or quality of provision	Majority of Improvement Objectives addressed but still significant work to do in important areas
Strong progress	Addresses the requirement in most respects	Only minor Improvement Objectives still require attention	Positive impact on standards and/or quality of provision	Most Improvement Objectives covered already with little significant work left to do
Very good progress	Addresses the requirement in all respects	No Improvement Objectives require further attention	Very good impact on quality of provision	CSC to maintain and build on improved practice
Not due to have started	Not started will reflect all Improvement Objectives within the plan that occur in the future and would not expect to be completed at the time of monitoring the plan e.g. an action for Jan 18 would not be expected to have progressed in October 17 and would therefore be marked blue to denote 'not started'.			

Monitoring Approach

Judgements regarding the extent of progress made against business plan milestones will be made and recorded. The named Aspect lead will use the above structure to make a judgement and enter the corresponding colour into the 'judgement on progress' section and will then record appropriate commentary and list the evidence of progress made. This process will be repeated on a half termly basis and will feed drive team meetings as outlined within the CSC business plan monitoring guidance.

Objective 3.1 - Ensure the Professional Learning offer includes provision to develop practitioner awareness of MAT and Closing the Gap. Ensure CSC staff have the necessary understanding on CLA and safeguarding.

Objective 3.1a - Map the professional learning offer to the workforce in relation to meeting the needs of MAT and eFSM learners, ensuring challenge advisers and strategic team are fully engaged.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
MAT coordinators in every school to undertake a project within their cluster to improve outcomes and provision for MAT learners in their school.	Each school has identified actions to improve their current practice which is bespoke to their setting.	Complete by July 2018		Sue O Halloran	<p>Progress:</p> <p>Impact:</p>			53 x £2,500 per cluster Total £132,500 profiled	Should this money be delegated according to the number of schools in each cluster as some clusters have many more schools than others?
Create a network of MAT coordinators across the region to meet half termly to share good practice in terms of their work/project and receive expert input re MAT provision (e.g. NACE,	MAT coordinators have a clear idea of their role and responsibilities in leading MAT and are able to share good practice in terms of the provision and outcomes in their school.	Summer term activity		Sue O Halloran	Progress:			Cost of NACE engagement? £5k profiled	

accredited schools, leading practitioners)					Impact:				
Provide a market stall event to share the outcomes of each cluster MAT project and share good practice.	Good practice is effectively shared and opportunities for further school to school working and cross cluster working is identified.	June/July 2018		Sue O Halloran	Progress:			Central Room Bookings budget	
					Impact:				
Release a secondary practitioner to undertake some focussed work with secondary schools in terms of MAT provision and outcomes.	Secondary schools have contributed to the CSC policy and guidance and are making all the relevant links in their schools to improve aspirations and outcomes for learners e.g. SEREN network, PISA focussed work, post 16 provision	Summer term		Sue O Halloran	Progress:			6 days Total £1,080 (Profiled)	
					Impact:				
Provide training opportunities to raise awareness of the SEREN network across the region.	Pupils are appropriately identified for the SEREN network and aspirations are raised amongst KS 4/5 learners. Challenge advisors have a good understanding and positive links are established across the region with SEREN Hubs.	Early summer term ready for Sept cohort		Sue O Halloran	Progress:			Head teacher briefings budget	
					Impact:				

<p>Provide training to share good practice in terms of improving outcomes and closing the gap for MAT learners who are eFSM.</p>	<p>Schools understand the importance of using the PDG allocation to appropriately to meet the needs and raise the aspirations of MAT learners who are identified as eFSM.</p>	<p>April 2019</p>		<p>Huw Duggan</p>	<p>Progress:</p> <p>Impact:</p>			<p>Dependent on cost of HUB event. £7k committed for all other MAT events within the plan – please break down over the actions identified</p>	
<p>Create a provision map of skills and expertise to identify schools with good practice in tackling the issue of disadvantage in order to ensure more effective brokerage.</p>	<p>A detailed and accurate provision map created to identify good practice in tackling the issue of disadvantage.</p> <p>Provision map effectively used to identify lead schools to support schools in need.</p>	<p>End of Summer Term 2018.</p>		<p>Huw Duggan and Andrea May</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
<p>Identification of effective strategies deployed in key stage 3 to improve the outcomes of eFSM learners, through meeting the aspirational target of 60% of PDG spent within this age phase.</p>	<p>Effective strategies identified and shared with all schools across the region through the various communication channels.</p> <p>Many secondary schools are meeting the WG aspirational targets for PDG spending which is accurately evidenced in the SDP.</p>	<p>Sept 2018</p>		<p>Huw Duggan</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	

Continue to develop the programme of regular network meetings for eFSM leads in all schools.	Sharing of up-to-date strategies and expertise in relation to improved pedagogy for eFSM leads. Improved attendance for network meetings	Ongoing		Huw Duggan Hub schools	Progress: Impact:			Central Network Meetings Budget	
Provide training on the new proforma for PDG reporting for challenge and strategic advisers.	A consistent approach to the completion of the PDG proforma, providing robust and detailed information relating to schools spending and impact of the spend.	Sept 2018 (prior to categorisation)		Huw Duggan	Progress: Impact:			Central CPD line for PDG (£1k)	
Provide training via Headteacher briefing sessions for school senior leaders on the new proforma for PDG reporting.	A consistent approach to the completion of the PDG proforma, providing robust and detailed information relating to schools spending and impact of the spend.	April 2018		Huw Duggan	Progress: Impact:			Central budget for Headteacher briefings	

Objective 3.1b - Review quality assurance processes of this provision and ensure that the information gained is used effectively in shaping future provision.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Review current processes for quality assurance of professional learning delivery and revise processes and systems in line with findings.	There is a rigorous process to evaluate the quality of CSC provision in terms of meeting the needs of MAT and eFSM learners.	Summer term 2019		Sue O'Halloran Huw Duggan	Progress: Impact:			N/A	
Using the agreed processes, ensure that all activities undertaken in 3.1a are evaluated for the impact on the quality of provision and improved outcomes for MAT and eFSM learners.	CSC has undertaken a robust evaluation of the impact of the work and has identified a range of good practice across the region in terms of meeting the needs of MAT learners.	By March 2019		Sue O'Halloran Huw Duggan	Progress: Impact:			N/A	
Develop a more robust system for evaluating and monitoring the PDG grant which will require CA's to sign off the spend.	All schools have a completed form	April 2018		Huw Duggan	Progress: Impact:			N/A	
CA's to ensure that 60% of PDG is being appropriately allocated with key stage 3 in all secondary schools in the	PDG sign off form reflects target met. CAs have the skills to be able to advise schools	May 2018		Huw Duggan	Progress:			N/A	

region.					Impact:				
Ensure that closing the gap is included in other areas of training provided by CSC for example modules in leadership programmes.	Provision for eFSM is contained within all training and best practice is known and shared.	July 2018		Huw Duggan	Progress:			N/A	
					Impact:				
Review the impact of the HUB schools, and consider co-constructing training programmes to widen the regional offer with regard to closing the gap.	Improved outcome for eFSM learners in schools accessing Hub training provision	March 2019		Huw Duggan	Progress:			Budget for Closing the Gap schools (£30k as part of the hub programme)	
					Impact:				
Better regional analysis of the gap for contributing factors reporting by subject and progress of various vulnerable groups.	Analysis of progress towards targets and outcomes	Termly		Huw Duggan	Progress:			N/A	
					Impact:				
Ensure the funding from PDG which is going to PRU/ Eotas is being used effectively and impact is reported by LA.	System of collecting this information is in place	June 2018		Huw Duggan	Progress:			Please include breakdown of the PRU / EOTAS funding £223,100	
					Impact:				

Objective 3.1c – Ensure CSC staff have access to information and training on CLA and safeguarding.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
All Challenge Advisers and strategic staff to receive a 2 hour awareness raising training on CLA and the requirements of the CLA grant	Staff confidence in supporting schools with CLA and able to advise on strategies	17-05-18		Siriol Burford	Progress:			N/A	
					Impact:				
Documents, guidance and case studies on the P drive to enable all staff to access latest information. Regular updates included in the CA bulletin signposting new development and information.	P File populated and accessed by staff	Start May 2018		Siriol Burford	Progress:			N/A	
					Impact:				
As part of the induction process for new staff input will be provided on CLA regional policy and procedures.	New staff aware of regional policies.	Sept 2018		Siriol Burford	Progress:			N/A	
					Impact:				
Raise aware to all strategic and CA staff of the Hwb online safeguarding tool. Provide an opportunity to explore the 360	All staff confident in tools available to manage online safety.	Sept 2018		Jane Grubb	Progress:			N/A	

self-evaluation programme.					Impact:				
As part of regular CA visits to schools, the CA can question schools about online safety	Increased number of schools engaging with hub and using the safeguarding tool	Review April 2018		Jane Grubb	Progress:			N/A	
					Impact:				

Objective 3.2 - To work with partners on effective measurements of well-being and attitudes to learning
Objective 3.2a - Link with LAs, schools and stakeholders to review strategies being used to measure well-being, joining with LA representative inclusion group and WG to partake and inform discussions.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review current staffing structure to consider the current roles, responsibilities and portfolios and identify if there is a current staff member to lead the development of well-being or if there is a need to recruit.	An identified member of staff to lead the development of well-being.	April 2018		Mike Glavin	Progress: Impact:			Further discussions needed on a budget for a lead of Well Being	
Clarify the information for procurement to develop PERMA profiler and gamification	Quality assured profiler tested by teachers and pupils for KS2 & 3	August 2018		Sirol Burford	Progress: Impact:			£150k PERMA bid for WG needs to be profiled asap	
Children and young people part of the process for gamification procurement workshop	Improved engagement if gamification is suitable for CYP	June/Jul		Sirol Burford	Progress:			See above	

		2018			Impact:				
Meeting with lead Ed Psy to set up PERMA pilot project in each LA.	Ensure clear strategy for piloting PERMA in secondary & primary in each LA	April 2018		Sirol Burford	Progress:			See above	
					Impact:				
EPS to trial profiler in pilot schools	Schools will be clear on areas of success & areas for improvement in wellbeing	May – July 2018		Sirol Burford	Progress:			See above	
					Impact:				
Develop resources to improve aspects of well-being (CSC, EPS, Schools)	Bank of resources available to help schools improve well-being.	May – July 2018		Sirol Burford	Progress:			See above	
					Impact:				
Conference to be held to showcase the work developed to define well-being across the region.	Knowledge cascaded effectively and improved buy in from many schools.	Sept 2018		Sirol Burford	Progress:			See above	
					Impact:				

Objective 3.2b - Ensure that relevant CSC staff are trained to support schools in improving wellbeing and attitudes to work, including the effective brokering of support.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
CSC lead draw up plan for upskilling challenge and strategic staff	Plan in place and shared with SMT	April 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Deliver training as part of regular development days PERMA ACE CLA eFSM	CA able to engage with schools and support appropriately.	May 2018 onwards		Andrew Williams	Progress: See 3:1c, 3:3b			CPD Budget Line (Well Being £1k)	
					Impact:				
Create shared folder of information on staff area to store training materials and updates.	Shared folder in place and being updated and accessed	May 2018 onwards		Andrew Williams	Progress:			N/A	
					Impact:				

Objective 3.3 - Develop CSC strategy that links with that of LAs to ensure practitioners are aware of ACE

Objective 3.3a - Develop CSC strategy on recognising and addressing adverse childhood experiences, ACEs, ensuring full consultation

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgements On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Presentation about ACE informed schools in National steering group for PDG LAC	WG, CSC & LACES to be fully aware of work carried out and link to vulnerable groups of pupils	April 2018		Sirol Burford	Impact:			PDG LAC Training Budget – needs to be profiled £1,600,060	
					Progress:				
Meet with WG ACE Hub with PDG LAC WG lead & regional lead for CSC	Strategy for CSC to create ACE awareness regionally	April 2018		Sirol Burford	Impact:			PDG LAC Training Budget – needs to be profiled	
					Progress:				
Meet with LACES and leads to ensure LA training strategy for practitioners	ACE training available from Sept for the region.	Sept 2018		Sirol Burford	Impact:			PDG LAC Training Budget – needs to be profiled	
					Progress:				
Sporting personalities to meet with CSC and ACE Hub to launch model champions for ACES.	Sporting personalities work in schools highlighting well-being and mental health first aid.	Summer 2018		Sirol Burford	Impact:			PDG LAC Training Budget – needs to be profiled	
					Progress:				

Objective 3.3b - Ensure that relevant CSC staff are well trained to support and challenge schools with regard to their work on ACEs.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgements on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Ace training session available to all CAs.	CAs aware of how toxic brain stress can affect vulnerable pupils.	Summer 2018		Sirol Burford	Progress			PDG LAC Training Budget – needs to be profiled	
					Impact:				
Well-being lead to discuss relevant questions for schools relating to ACES with CSC staff	Better understanding for CAs & HTs of behavioural issues in schools. Possible reduction in low tariff exclusions.	Summer 2018		Sirol Burford	Progress			PDG LAC Training Budget – needs to be profiled	
					Impact:				
CAs to ask questions in schools relating to ACES	Less exclusions & more support for CYP who display ACE trauma	Sept 2018		Sirol Burford	Progress			PDG LAC Training Budget – needs to be profiled	
					Impact:				
Schools signposted to training by CAs	A joined up approach where all stakeholders are working together.	Sept 2018		Sirol Burford	Progress			PDG LAC Training Budget – needs to be profiled	
					Impact:				

Objective 3.3c - Support schools to ensure high quality provision around ACEs..									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
At ACE hub meeting decide on who the lead trainers are, safeguarding, EPS,LACES.	Named trainers to deliver training	Sept 2018		Sirol Burford	Progress				PDG LAC Training Budget – needs to be profiled
					Impact:				
Trainer to be discussed and piloted using PDG LAC provision	PDG LAC grant effectively allocated to support training for schools	Sept 2018		Sirol Burford	Progress				PDG LAC Training Budget – needs to be profiled
					Impact:				
CA to signpost 'readiness tool' for being a trauma informed school	CAs aware of how to use tool	Sept 2018		Sirol Burford	Progress				PDG LAC Training Budget – needs to be profiled
					Impact:				
Training available to all schools	1. ½ day INSET ACE awareness 2. Emotion	Sept 2018 Ongoing		Sirol Burford	Progress				PDG LAC Training Budget – needs to be profiled

	coaching 3. Planning a trauma informed school today				Impact:				
CSC lead available to support red and amber schools to include ACE readiness in SiPs.	Wellbeing included in all red and amber SiPs	Sept 2018 Ongoing		Sirol Burford	Progress			N/A	
					Impact:				

Objective 3.4 - To develop CSC staff awareness of the ALN Bill (implications for vulnerable groups) and monitor progress of groups of learners with a particular focus on reducing the attainment gap

Objective 3.4a - Ensure that challenge advisers and strategic staff are fully aware of the implications of the ALN bill and are trained to implement CSC/LA policy and advise on the use of tools and resources.

Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review staff responsibilities and identify a CSC link	Named ALN link	June 2018		Andrew Williams	Progress: Impact:			Do we need an honorarium budget for a member of staff? Could be included within the review of the SMT	
Meet transitional lead monthly	Open dialogue and shared expectations between Lead and CSC	April 2018		Andrew Williams	Progress: Impact:			Central budget for room bookings	

Transitional Lead attends termly meetings LA inclusion leads	Shared understanding of the implementation of the new bill	June 2018		Andrew Williams	Progress:			Central budget for room bookings	
					Impact:				
Updates on ALN bill feature as part of each development day to keep staff informed	CAs kept up to date with ongoing developments	Start 14-06-18		Andrew Williams	Progress:			CPD Budget for ALN (£1k)	
					Impact:				
ALN transitional lead provide input to all CAs on her role and roll out plan.	CAs understand the bill and WG vision	Start 14-06-18		Andrew Williams	Progress:			CPD Budget for ALN (£?)	
					Impact:				
ALN transitional lead work with CSC link to identify appropriate questions for CAs to use when in schools.	CSC have an understanding of the position of schools and their confidence in implementing	July 2018		Andrew Williams	Progress:			N/A	
					Impact:				

Objective 3.4b - Ensure data for vulnerable groups continues to tracked and analysed when making judgements about pupil progress and standards.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review data collection information and dates of data drops	All schools in agreement with the data requested.	July 2018		Caryl Stokes	Progress: Impact:			N/A	
Data team provide school reports identifying attainment of individual pupils	Shared knowledge about progress of vulnerable groups.	Oct 2018		Caryl Stokes	Progress: Impact:			N/A	
CAs focus on pupil progress data during their termly visits	Annual cycle of termly visits includes focus on pupil progress	Jan 2018		Andrew Williams	Progress: Impact:			N/A	

Book scrutinies including vulnerable groups are focus of termly work.	Book scrutinies occur in schools All CAs confident about carrying out book scrutinies	Jan 2018		Andrew Williams	Progress:			N/A	
					Impact:				

Objective 3.4c - Link with regional ALN transformational lead, supporting her work where required.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Senior lead meet with transitional lead to discuss work plan and time scales.	Shared understanding of work programme.	April 2018		Andrew Williams	Progress: Impact:			Central Room Bookings budget	
Transitional lead meets monthly with CSC ALN link	Shared understanding of development needs	Monthly from May 2018		Andrew Williams	Progress: Impact:			Central Rooms Bookings budget	
Transitional lead delivers training to all strategic and support staff	Staff aware of transitional lead, work plans and roles of CSC.	Sept 2018		Andrew Williams	Progress: Impact:			CPD Budget for ALN (£?)	
Regular updates in CA bulletin	Staff knowledge is current	Monthly from May 2018		Andrew Williams	Progress: Impact:			N/A	
File on P Drive	File regularly updated and accessed by staff	Monthly from May 2018		Andrew Williams	Progress:			N/A	

					Impact:				
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Objective 3.5 - Ensure accelerated progress in schools causing concern

Objective 3.5a - Review practice and the associated processes used in the identification of risk, ensuring that best practice from other consortia is considered.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review the risk procedures used in each of the 5 LA.	Clarity over each LA coverage of risks	July 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Map the procedures to ensure key elements are being covered	Spreadsheet complete with understanding of coverage.	July 2018		Andrew Williams	Progress:			N/A	
					Impact:				
CAs work in pairs to visit each other's meetings to observe.	Consistent approach across the region	October 2018		Andrew Williams	Progress:			N/A	
					Impact:				

Senior lead and 1 SCA visit neighbouring consortia to observe processes.	Consistent approach across consortia	February 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Produce a protocol detailing the procedures for each LA.	Protocol adopted by 5 LAs	March 2018		Andrew Williams	Progress:			N/A	
					Impact:				

Objective 3.5b - Evaluate use of Accelerated Progress Leads, APLs, and establish a framework for their work in vulnerable schools.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Questionnaire for each APL, CA & Senior	Document compiled with all responses with clear areas of success and areas to develop identified.	May 2018		Sarah Corcoran Sam Harris	Progress: Impact:			Budget for Accelerated Progress Leads (£123k)	
Review impact termly as reflected in the EFI	Ensure impact of APL work identified during progress meetings.	Termly from Summer 2018		Sarah Corcoran Sam Harris	Progress: Impact:			N/A	

<p>During categorisation identify areas for APLs to focus on.</p>	<p>Categorisation reports have clearly defined areas for development transferred onto support plans with named people</p>	<p>Sept 2018</p>		<p>Sarah Corcoran Sam Harris</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
<p>Draw up minimum expectations for the work of APLs and their lines of reporting.</p>	<p>Protocol for work in place as a result of evaluation of impact.</p>	<p>June 2018</p>		<p>Sarah Corcoran Sam Harris</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	

Objective 3.5c - Review processes around Schools Causing Concern including an evaluation of support plans, consortium policy and the reporting of progress.

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement onProgress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review School Causing Concern protocol cross referencing with current practice and WG guidance.	A protocol is being followed consistently across the service.	Jan 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Challenge Advisers will ensure that all yellow, amber and red schools have a bespoke support package / plan in line with the key areas for development identified through national categorisation. These plans will be devised with the school and include a total number of CA days' support. Support schools and sharing of practice through networks will be identified within these plans.	Clear costed plans in place	Sept 2018		Andrew Williams	Progress:			Central budget for vulnerable schools	
					Impact:				

Support plans will signpost schools to relevant CPD opportunities, for identified teachers, Middle Leadership programme	Staff development and building capacity a focus of CSC work	Sept 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Plans within the secondary phase will have an appropriate focus on the outcomes and provision for all key stages.	Plans focus on improving provision KS 3 as well as outcomes at KS 4	Sept 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Challenge Advisers will monitor the progress of schools towards intervention plan actions. Where progress is limited or slow, CAs provide a timely alert to PCAs, outlining the reasons why	LAs are fully informed and take appropriate action in line with the SCC protocol.	Sept 2018		Andrew Williams	Progress:			N/A	
					Impact:				
Progress review meetings will continue in all Amber and Red schools. In secondary schools these will have a balanced focus on outcomes and provision in both KS3 and KS4	Dates for meetings agreed and shared with LA, Schools, CSC and diocese.	Sept 2018		Andrew Williams	Progress:			N/A	
					Impact:				

<p>For schools with a designated religious character the appropriate religious authority will be kept informed of any concerns in relation to such schools and will work in partnership with the authority, the CSC and the school</p>	<p>Clear shared actions to enable accountability</p>	<p>Sept 2018</p>		<p>Andrew Williams</p>	<p>Progress:</p> <p>Impact:</p>			<p>Faith Schools Cross regional Project £30k</p>	
<p>A risk register of schools causing concern will be created and shared with all CSC Directors on a termly basis. This will include schools where progress is considered too slow (either limited / satisfactory)</p>	<p>A shared understanding of the rate of progress of all amber and red schools with a record of CSC LA actions</p>	<p>Oct 2018</p>		<p>Andrew Williams</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
<p>The progress of these schools and actions taken by the LA and CSC will be closely monitored to improve regional consistency at LA level</p>	<p>Shared discussion at SCA meetings termly on progress of red and amber schools with a consistent approach across authorities.</p>	<p>Termly from Nov 18</p>		<p>Andrew Williams</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	

All Challenge Adviser / Strategic activity in green and yellow schools will be recorded through notes of visit reports.	SMT able to monitor involvement in all schools	Sept 2018		Andrew Williams	Progress:			N/A	
					Impact:				

Objective 3.6 - Develop and coordinate the support available to schools in their provision for humanities, expressive arts and wellbeing										
Objective 3.6a - Map, coordinate and develop support for schools in their provision for humanities										
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement		
								Budget (Please outline budget required below)	Budget Comments	
Evaluate the Lead Practitioner Model in conjunction with other consortia representatives to arrive at a more consistent model that reflects work on curriculum for Wales	Matrix of regional and national provision is coherent and consistent Clear guidelines to schools make it possible for LPs to disapply or for new LPs to apply and to understand exactly what is entailed	April 2018		Mandy Esseen	Progress:				Central budget for lead practitioners across all areas	
					Impact:					
Engage all secondary schools in subject networks and development groups, including cross phase subject development where appropriate	Networks data Key practitioners increasingly self-motivated to maintain networks	July 2018		Mandy Esseen	Progress: The network meetings are the gateway for messages of quality provision to be fed either INTO the group or OUT FROM the group				Central Network Meetings budget created	
					Impact					
integrate lead practitioner work with pioneer AOLE groups, teaching standards, learning	Pioneer and non-pioneer schools working more as humanities clusters	Sept 2018		Mandy Esseen	Progress:				N/A	

organisations etc.					Impact:				
Work closely with WJEC to ensure schools are able to use the Lead Practitioners' specialist understanding appropriately in order to have an impact on standards	Hwb resources Minutes of national WJEC meetings	March 2019		Mandy Esseen	Progress:			N/A	
					Impact:				
Develop a regional strategy for disseminating effective practices in learning and teaching in regard to humanities	CSC Strategy for Humanities for consultation	Nov 2018		Mandy Esseen	Progress: Could this be an opportunity to also develop a national policy for non-core learning and teaching to be shared with WG?			N/A	
					Impact:				
Develop a proposal for Lead Practitioners to be able to generate and publish high quality resources that integrate appropriately with the WG timeline for curriculum reform	Resources generated and published by CSC and signposted to Curriculum for Wales	Nov 2018		Mandy Esseen	Progress:			£5,000 for publication costs profiled	
					Impact:				
Work with lead practitioners to develop better coaching skills to support colleagues in humanities in other schools	Coaching and mentoring programme materials	June 2018		Mandy Esseen	Progress: Use the coaching and mentoring programme materials (See Business Plan 1.6) to give LPs coaching training			No Budget profiled	
					Impact:				
Allocate each lead practitioner an area of classroom based, subject specific action research to be shared with all other humanities practitioners	Research areas agreed between LPs, AOLES and WJEC	April 2018		Mandy Esseen	Progress:			N/A	

					Impact:				
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Objective 3.6b - Map, coordinate and develop support for schools in their provision for expressive arts									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Evaluate the Lead Practitioner Model in conjunction with other consortia representatives to arrive at a more consistent model that reflects work on curriculum for Wales	Matrix of regional and national provision is coherent and consistent Clear guidelines to schools make it possible for LPs to disapply or for new LPs to apply and to understand exactly what is entailed	April 2018		Mandy Esseen	Progress:				Central budget for lead practitioners across all areas
					Impact:				
Engage all secondary schools in subject networks and development groups, including	Networks data Key practitioners increasingly	July 2018		Mandy Esseen	Progress: The network meetings are the gateway for messages of quality provision to be fed either INTO the group or OUT FROM the group			Central Network Meetings budget created	

cross phase subject development where appropriate	self-motivated to maintain networks				Impact:				
integrate lead practitioner work with pioneer AOLE groups, teaching standards, learning organisations etc.	Pioneer and non-pioneer schools working more as expressive arts clusters	July 2018		Mandy Esseen	Progress:			N/A	
					Impact:				
Work closely with WJEC to ensure schools are able to use the Lead Practitioners' specialist understanding appropriately in order to have an impact on standards	Hwb resources Minutes of national WJEC meetings			Mandy Esseen	Progress:			N/A	
					Impact:				
Work closely with Lead Creative Schools and the Wales Arts Council to share practice and expertise and adopt a consistent approach to the big messages about expressive arts teaching and	Matrix of provision between LPs, Arts Council and Lead Creative Agents	May 2018			Progress:			N/A	

learning					Impact:				
Develop a regional strategy for disseminating effective practices in learning and teaching in regard to expressive arts	CSC Strategy for Expressive Arts for consultation	Oct 2018		Mandy Esseen	<p>Progress: Could this be an opportunity to also develop a national policy for non-core learning and teaching to be shared with WG?</p> <p>Impact:</p>			N/A	
Develop a proposal for Lead Practitioners to be able to generate and publish high	Resources generated and published by CSC and signposted to Curriculum for	Oct 2018		Mandy Esseen	Progress:			Extra £5,000 for publication costs profiled	

quality resources that integrate appropriately with the WG timeline for curriculum reform	Wales				Impact:				
Work with lead practitioners to develop better coaching skills to support colleagues in expressive arts in other schools	Coaching and mentoring programme materials	June 2018		Mandy Esseen	<p>Progress: Use the coaching and mentoring programme materials (See Business Plan 1.6) to give LPs coaching training</p> <p>Impact:</p>			No Budget Profiled	
Allocate each lead practitioner an area of classroom based, subject specific action research to be shared with all other expressive arts practitioners	Research areas agreed between LPs, AOLEs, WJEC and Lead Creative Practitioners. In this area, the research foci will centre on aspects relating to vulnerable learners	March 2019		Mandy Esseen	<p>Progress: The research should commence in Spring/Summer Term to span two terms with findings written up in the third term (Spring 2019)</p> <p>Impact:</p>			N/A	NB: the findings from action research will enable us to feed into the work with vulnerable learners work in 3.7

Objective 3.6c - Map, coordinate and develop support for schools in their provision for wellbeing									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Evaluate the Lead Practitioner Model in conjunction with other consortia representatives to arrive at a more consistent model that reflects work on curriculum for Wales	<p>Matrix of regional and national provision is coherent and consistent</p> <p>Clear guidelines to schools make it possible for LPs to disapply or for new LPs to apply and to understand exactly what is entailed</p>	April 2018		Mandy Esseen	<p>Progress:</p> <p>Impact:</p>			Central budget for lead practitioners across all areas	
Engage all secondary schools in subject networks and development groups, including cross phase subject development where appropriate	<p>Minutes of meetings</p> <p>QA reports of special events</p>	July 2018		Mandy Esseen	<p>Progress:</p> <p>The network meetings are the gateway for messages of quality provision to be fed either INTO the group or OUT FROM the group</p> <p>Impact:</p>			Central Network Meetings budget created	

<p>Integrate lead practitioner work with pioneer AOLE groups, teaching standards, learning organisations etc.</p>	<p>Matrix of relevant aspects of key documents with health and wellbeing, including findings from University of Sussex, WG and Attainment for All (AFE)</p> <p>Pioneer and non-pioneer schools working more as health and wellbeing clusters</p>	<p>April 2018</p>		<p>Mandy Esseen</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
<p>Evaluate ways to make use of the NHS Neath/Port Talbot Healthy Relationships materials.</p>	<p>NHS materials trialled with Bridgend schools in the first instance for feedback</p> <p>Key aspects used to inform CSC Strategy and SRE programme</p>	<p>April 2018</p>		<p>Mandy Esseen</p>	<p>Progress: The use of these materials may be limited to Neath Port Talbot – and therefore Bridgend - only. ME to investigate</p> <p>Impact:</p>			<p>£ XX may be needed to gain permission to use the NHS Neath Port Talbot materials – no budget profiled</p>	
<p>Work closely with WJEC to ensure schools are able to use the Lead Practitioners’ specialist understanding appropriately in order to have an impact on standards</p>	<p>Hwb resources</p> <p>Minutes of national WJEC meetings</p>	<p>Through the year to March 2019</p>		<p>Mandy Esseen</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	

Develop a regional strategy for disseminating effective practices in learning and teaching in regard to health and wellbeing	CSC Strategy for Health and Wellbeing consultation	Sept 2018		Mandy Esseen	<p>Progress: Could this be an opportunity to also develop a national policy for non-core learning and teaching to be shared with WG?</p> <p>Impact:</p>			N/A	
Develop a proposal for Lead Practitioners to be able to generate and publish high quality resources that integrate appropriately with the WG timeline for curriculum reform	Resources generated and published by CSC and signposted to Curriculum for Wales	Sept 2018		Mandy Esseen	<p>Progress:</p> <p>Impact:</p>			Extra £5,000 for publication costs profiled	
Work with lead practitioners to develop better coaching skills to support colleagues in health and wellbeing in other schools	Coaching and mentoring programme materials	June 2018		Mandy Esseen	<p>Progress: Use the coaching and mentoring programme materials (See Business Plan 1.6) to give LPs coaching training</p> <p>Impact:</p>			N/A	
Allocate each lead practitioner an area of classroom based, subject specific action research to be shared with all other health and wellbeing practitioners	Research areas agreed between LPs, AOLES, WJEC and LA agencies representatives	March 2018		Mandy Esseen	<p>Progress:</p>			N/A	

					Impact:				
Develop a bespoke SRE and Good Health school-led programme to address key priorities in delivering consistent Sex and Relationships, Physical and Mental Health Education	Collaborative planning meetings with LPs and LA representatives from health and social care agencies Programme outline created	Early June 2018		Mandy Esseen	<p>Progress: Consultation with stakeholders as the programme is being developed will ensure considerable expertise in the system is called upon</p> <hr/> <p>Impact:</p>			<p>Total Budget (£50k) required profiling and needs to be spent by July 2018</p> <p>£20,000 profiled for release for teachers and the representatives of appropriate LA agencies</p> <ul style="list-style-type: none"> • resource development • time to facilitate programme • venue hire and hospitality 	This line overlaps with the line in 3.7.c

Objective 3.7 - Ensure that the needs of schools are identified and met effectively.
Objective 3.7a - Review how regional need is identified, the strategies used to meet that need and the impact of the provision evaluated.

Action(s)	Success Criteria	Deadline Date	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
							Budget (Please outline budget required below)	Budget Comments
Evaluate the Lead Practitioner Model in conjunction with other consortia representatives to arrive at a more consistent model for SRE that reflects work on curriculum for Wales	Map of provision developed Short evaluative summary written	May 2018	Mandy Esseen	Progress: Research into SRE provision nationally and internationally will also be used to inform regional understanding of 'what works well' Consultation with stakeholders as the programme is being developed will ensure considerable expertise in the system is called upon				
Develop a bespoke SRE and Good Health school-led programme to address key priorities in delivering consistent Sex and Relationships, Physical and Mental Health Education	Collaborative planning meetings with LPs and LA representatives from health and social care agencies Programme outline created	Early June 2018	Mandy Esseen	Impact:				£30,000 for release for teachers and the representatives of appropriate LA agencies resource development time to facilitate and evaluate the programme venue hire and hospitality – see note above – SRE total project budget is £50k

Create resources to support the SRE and Health programme	Resource bank created and shared for quality control and refinement	June 2018	Mandy Esseen	Progress:			See above	
				Impact:				
Pilot the SRE and Health programme in self-selected schools	QA notes of visit	July 2018	Mandy Esseen	Progress:			See above	
				Impact:				
Evaluate the programme pilot	Data collected from delegates and facilitators	August 2018	Mandy Esseen	Progress:			See above	
				Impact:				
Market the SRE and Health programme to all schools	Marketing materials School uptake data	From September 2018	Mandy Esseen	Progress:			See above	
				Impact:				
Identify and support regional needs for English, mathematics and numeracy GCSEs:								
Strategic team produce annual commentary on standards for revised GCSEs	Annual commentary provides benchmark data to support schools in teaching the revised specifications.	Sep-18	Richard George / Cathryn Billington-Richards / Glen Gilchrist	Progress:			N/A	
				Impact:				

Strategic team produce interim commentary on standards for revised GCSEs	Interim commentary provides benchmark data to support school in teaching the revised specifications	Mar-19	Richard George / Cathryn Billington-Richards / Glen Gilchrist	Progress:			N/A	
Strategic team analyse regional outcomes for revised GCSEs	Leading schools and schools in need of support are identified	Sep-18	Richard George / Cathryn Billington-Richards / Glen Gilchrist	Progress:			N/A	
Outcomes of the regional analysis inform the development of school-led support strategies	Leading schools are facilitated to support schools in need of support	Jan-19	Richard George / Cathryn Billington-Richards / Glen Gilchrist	Progress:			N/A	
Strategic team, in collaboration with schools, develop sample examination papers and associated teaching materials	Resources developed and published for schools across the region	Jun-18	Richard George / Cathryn Billington-Richards / Glen Gilchrist	Progress:			£7k profiled Preparation of papers, teacher release and translation £4.5k Project Kairo	
Impact:								
Impact:								
Impact:								
Impact:								

Facilitate assessment moderation session for English Language and Literature and mathematics/numeracy	Facilitated moderation sessions available for secondary practitioners to improve consistency of assessment across the region	Jul-18	Richard George / Cathryn Billington-Richards / Glen Gilchrist	Progress: Impact:			£3k profiled Room Hire, Preparation of papers, teacher release and translation	
Identify and support regional needs for LLC / English (3-19):								
Undertake cross-phase regional data analysis	Analysis identifies priorities to shape regional strategy	Sep-18	Richard George / Cathryn Billington-Richards / Ruth Best	Progress: Impact:			N/A	
Broker time-limited intervention for most vulnerable schools with leading schools	Most vulnerable schools receive direct support from leading schools. Improvement progress evaluated	Mar-19	Richard George / Cathryn Billington-Richards / Ruth Best	Progress: Impact:			Central budget for vulnerable schools	
Co-construct regional offer for LLC / English with Hub schools to support an effective teaching and learning continuum in English from KS3-KS5	Hub schools professional learning programmes constructed and available	Jun-18	Richard George / Cathryn	Progress:			Central hub budget	

			Billington-Richards	Impact:				
Facilitate termly middle leader network meetings	Opportunities provided to disseminate information and share effective practice and update on the development of the Curriculum for Wales	Mar-19	Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central budget for network meetings	
				Impact:				
Update Cronfa community with support resources every term	Teaching resources supplemented termly	Mar-19	Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
				Impact:				
Identify and support regional needs for mathematics / numeracy 3-19:								
Strategic team produce annual, cross phase commentary on standards	Annual commentary provides benchmark data to support teaching of mathematics and numeracy.	Sep-18	Richard George / Glen Gilchrist	Progress:			N/A	
				Impact:				
Strategic team analyse regional outcomes	Leading schools and schools in need of support are	Sep-18	Richard George / Glen	Progress:			N/A	

	identified		Gilchrist	Impact:				
Strategic team broker time-limited interventions to raise standards in mathematics / numeracy	Most vulnerable schools supported to develop pedagogy, leadership and standards in mathematics / numeracy	Mar-19	Richard George / Glen Gilchrist	Progress:			Central budget for vulnerable schools	
				Impact:				
Regional data analysis used to identify regional needs	Regional needs for developing pedagogy and standards within mathematics / numeracy are identified	Oct-18	Richard George / Glen Gilchrist	Progress:			N/A	
				Impact:				
Co-construct hub / lead practitioner programmes to meet regional needs	Professional learning offer created and circulated across region	Apr-18	Richard George / Glen Gilchrist	Progress:			Central budget for curriculum hubs	
				Impact:				
Facilitate regional network meetings	Network meetings disseminate priority information and effective practice. Schools are updated on Curriculum for Wales development by Pioneer Schools.	Mar-19	Richard George / Glen Gilchrist	Progress:			Central budget for network meetings	

				Impact:				
Facilitate the development of resources to support vulnerable learners	Hub schools develop mathematics resources to support vulnerable learners Resources shared through Cronfa / Hwb communities	Mar-19	Richard George / Glen Gilchrist/Huw Duggan	Progress:			£3k profiled Resources / teacher release and networking opportunities	
				Impact:				
Develop resources to support regional and national priorities in mathematics / numeracy with Hub schools	Supporting resources updated termly through Cronfa / Hwb communities	Mar-19	Richard George / Glen Gilchrist	Progress:			£15k (shared across all subjects) profiled Joint development of regional revision resources for each LA	
				Impact:				
Develop partnerships with Techniquet to support pupil engagement resources	Schools across the region engage with Techniquet MathMagic Teaching resources shared	Feb-19	Richard George / Glen Gilchrist	Progress:			Funding circa £10k profiled for development, teacher release and resource creation	
				Impact:				

Identify and support regional needs for Science and Technology 3-19:								
Strategic team produce annual, cross phase commentary on standards	Annual commentary provides benchmark data to support schools in teaching science and technology	Sep-18	Richard George / Glen Gilchrist	Progress: Impact:			N/A	
Strategic team analyse regional outcomes	Leading schools and schools in need of support are identified	Sep-18	Richard George / Glen Gilchrist	Progress: Impact:			N/A	
Strategic team broker time-limited interventions to raise standards in science and technology	Most vulnerable schools supported to develop pedagogy, leadership and standards in science and technology	Mar-19	Richard George / Glen Gilchrist	Progress: Impact:			Central Vulnerable Schools budget	
Regional data analysis used to identify regional needs	Regional needs for developing pedagogy and standards identified	Oct-18	Richard George / Glen Gilchrist	Progress: Impact:			N/A	
Co-construct hub / lead practitioner programmes to meet regional needs	Professional learning offer created and circulated across region	Apr-18	Richard George / Glen Gilchrist	Progress: Impact:			Creation of post-16 hubs for science ideally £15k for teacher release and resources (3 x	Hubs GCSE

				Impact:			5k) – not funded in 2018/19 Central hub and lead practitioner budget	
Facilitate regional network meetings	Network meetings used to disseminate priority information and effective practice.	Mar-19	Richard George / Glen Gilchrist	Progress: Facilitate regional network meetings Impact:			Central budget for network meetings	
Co construct support strategies and resources to support MAT learners	MAT learners supported to raise standards in science and technology	Mar-19	Richard George / Glen Gilchrist	Progress: Impact:			£3k profiled Resources / teacher release and networking opportunities	
Resources to support regional and national priorities in science and technology are shared across the region by the strategic team	Supporting resources updated termly through Cronfa / Hwb communities	Mar-19	Richard George / Glen Gilchrist	Progress: Impact:			£15k (shared across all subjects) see above Joint development of regional revision resources for each LA	
Improve the teaching of Modern Foreign Languages (MFL) in line with the terms of the Global Futures Grant: Total budget available is £108k(£30k hubs, £50k salary costs, £28k to profile across all lines below)								
Strategic team produce annual, cross phase commentary on standards	Annual commentary provides benchmark data to support teaching of MFL	Sep-18	Amy Walters-Bresner	Progress: Impact:			N/A	

Strategic team analyse regional outcomes	Leading schools and schools in need of support are identified	Sep-18	Amy Walters-Bresner	Progress: Impact:			N/A	
Co-Construct programmes to support the development of regional needs with 3 Lead Practitioner schools to support KS2; KS3-4 and Post-16 development	Lead Practitioner schools deliver high quality programmes to support schools across the region	Mar-19	Amy Walters-Bresner	Progress: Impact:				
Outcomes of regional data analysis inform the development of school-led support strategies	Leading schools are facilitated to support schools in need of support	Jan-19	Amy Walters-Bresner	Progress: Impact:			Resource funding to be drawn from GF grant as appropriate Budget £15k unable to profile as total plan over budget - please revise	
Facilitate Lead Practitioner schools to lead a conference/event to encourage year 9 pupil uptake to GCSE	Increased pupil numbers opting for MFL subjects	Dec-18	Amy Walters-Bresner	Progress: Impact:			20K – unable to profile as total plan over budget - please revise	
Facilitate Business Language Champion global languages career sessions with Tim Penn.	Increase in pupil numbers opting for MFL at GCSE across the region.	Jan-19	Amy Walters-Bresner	Progress: Impact:			3k unable to profile as total plan over budget - please revise	

<p>Facilitate Pupil language ambassadors (PLAs) Conference.</p>	<p>Year 9 Pupil language ambassadors are trained and are able to promote whole school the importance of learning a language in their individual schools Increase in pupil numbers opting for MFL at GCSE across the region</p>	<p>Feb-19</p>	<p>Amy Walters-Bresner</p>	<p>Progress:</p> <p>Impact:</p>			<p>10k unable to profile as total plan over budget - please revise</p>	
<p>Facilitate MFL Task and Finish Groups for regional practitioners.</p>	<p>Teachers are sufficiently prepared and resourced to deliver the new GCSE in French, German and Spanish and the new As and A Level. Scheme of learning development group has created high quality learning and teaching resources. All playlists available on HWB.</p>	<p>Oct-18</p>	<p>Amy Walters-Bresner</p>	<p>Progress:</p> <p>Impact:</p>			<p>4k unable to profile as total plan over budget - please revise</p>	

Facilitate Cardiff City Stadium Primary Languages Event to support teaching and learning of MFL in KS2	Increase in teacher and pupil awareness of KS2 teaching and learning support across the region.	Jan-19	Amy Walters-Bresner	<p>Progress:</p> <p>Impact:</p>			10k unable to profile as total plan over budget - please revise	
Facilitate Innovative Action Research Projects.	<p>Improvement in standards of teaching and learning by sharing innovative good practise across the region (6 x £1,500)</p> <p>Collaborative support for CSC MFL schools and specialist centres to secure development of practice in key areas of Global Futures.</p>	Mar-19	Amy Walters-Bresner	<p>Progress:</p> <p>Impact:</p>			9k unable to profile as total plan over budget - please revise	
Identify and support regional needs for Welsh Baccaalaureate (WBQ) and the Skills Challenge Cymru:								
Undertake cross-phase regional data analysis	Analysis identifies priorities to shape regional strategy	Oct 19	Richard George / Cathryn Billington-Richards	<p>Progress:</p> <p>Impact:</p>			N/A	

Broker time-limited intervention for most vulnerable schools with leading schools	Most vulnerable schools receive direct support from leading schools. Improvement progress evaluated	Mar-19	Richard George / Cathryn Billington-Richards	Progress:			Central budget for vulnerable schools	
				Impact:				
Co-construct programmes with WBQ lead practitioner network to support level 2 and level 3 qualifications in association	Lead practitioner-led programmes developed and available to practitioners across the region	Jun-18	Richard George / Cathryn Billington-Richards	Progress:			Central Lead Practitioner budget	
				Impact:				
Develop Partnership with Cardiff University to support teacher conference for WBQ and skills challenges	WBQ teacher conference offered to practitioners Expert input from Cardiff University and practice shared from schools across the region	Jul-18	Richard George / Cathryn Billington-Richards	Progress:			N/A	
				Impact:				
Collaboration with EAS lead practitioner network enhances school provision	Collaboration broadens opportunities for practitioner engagement and	Mar-19	Richard George / Cathryn Billington-Richards	Progress:			N/A	
				Impact:				
Update Cronfa community with support resources every term	Supporting resources updated termly through Cronfa / Hwb communities	Mar-19	Richard George / Cathryn	Progress:			N/A	

			n Billingt on- Richar ds	Impact:				
Undertake statutory monitoring of Welsh national tests:								
Strategic team identify representative sample of schools for monitoring visits	Moitoring visits scheduled into strategic team diaries	Apr-18	Richar d George / Glen Gilchris t/Cathr yn Billingt on- Richar ds	Progress:				
				Impact:				
Strategic team facillitate and quality assure the disapplication of Welsh national tests	Summative data complied detailing the disapplication requests / approvals available to directors	Jun-18	Richar d George / Glen Gilchris t	Progress:				
				Impact:				N/A
Strategic team to co-deliver with practitioners supported marking for Yr2-6 numerical reasoning	Summative data compiled detailing engagement with supporting marking service	May-18	Richar d George / Glen Gilchris t	Progress:				
				Impact:				N/A
Strategic team to share information regarding online adaptive testing across the region	Network meetings for mathematics and English successful share priority information	Mar-19	Richar d George / Glen Gilchris t/Cathr yn Billingt on- Richar ds	Progress:				
				Impact:				N/A
Strategic team to provide summative report to directors	Regional summary of Welsh national tests shared with directors.	Jul-18	Richar d George	Progress:				

			/ Glen Gilchris t/Cathr yn Billingt on- Richar ds	Impact:				
Undertake statutory monitoring of KS2/3 teacher assessment:								
Strategic team to support clusters of schools in KS2/3 moderation in English, mathematics and science	KS2 / 3 cluster moderation supported by strategic team	Jun-18	Richar d George / Glen Gilchris t/Cathr yn Billingt on- Richar ds	Progress:			N/A	
				Impact:				
Strategic team to support CSC in the creation of summative monitoring report	Summative monitoring report created, providing recommendations for future arrangements and development needs across the region	Jun-18	Tim Britton	Progress:			N/A	
				Impact:				

Objective 3.7b - Ensure that regional need is identified and met within the foundations phase									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Identify regional CPD and School support needs	All professional learning offers are matched to regional needs			Liz Riley	<p>Progress: In previous years we have used Estyn recommendations at school level and self-evaluation reports to identify need. The SER route was inefficient as the business cycle and planning for CPD starts in April – too early for SER trawl.</p> <p>Impact:</p>			N/A	
Identify regional need within current system utilising the FP strategic lead knowledge as a driver (this includes knowledge of Estyn Annual Report recommendations)	<p>All professional learning offers are matched to regional needs and include an appropriate mix of:</p> <ul style="list-style-type: none"> • Joint practice development/school to school delivery via the FP Alliance • CPD programmes which allow for direct delivery of 			Liz Riley	<p>Progress: Generic, common themes come through the Estyn Annual report, Foundation Phase Alliance feedback, requests from CAs, Regional overview of FPA strategic lead through contact with schools/headteachers and CSC officers and the data team.</p> <p>Foundation Phase regional need is commonly pedagogically based rather than subject specific and there is an ongoing need in the system to address CPD needs for:</p> <ul style="list-style-type: none"> • Headteacher knowledge of FP pedagogy and practice • The role of teachers and additional adults as facilitators of learning • Observational skills and Assessment • Meeting the needs of NQTS in FP and teachers NEW to the FP (due to movement of KS2 teachers to FP which is frequent) • Active and experiential learning in Y1 and Y2 • Organisation and management of learning in FP departments – timetabling etc. • Outdoor learning provision and practice • FP leadership – specific needs for CPD related to the phase and Networking which is purposeful and has an impact. <p>Child development – particularly writing development</p>			N/A	

	key FP messages /expectations based on theory and statutory requirement of the curriculum								
					Impact:				
Design CPD programme in partnership with Foundation Phase Alliance Schools	CPD is of high quality and meets the current and emerging needs of the workforce All CPD incorporates the 4 purposes and 12 pedagogical principles in line with Welsh Government expectations			Liz Riley	Progress: FPA CPD is of high quality and has demonstrated good impact. Programmes have been discussed for 2017-18 that incorporate the pedagogical element of the readiness tool.			Central budget for FP Alliance	
					Impact:				
Broker support from FPA to support and challenge practice in vulnerable schools (Red-Amber)	Vulnerable schools across the region access high quality FP support from FPA schools and this has a positive impact on teaching, learning and provision.			Liz Riley	Progress: Current brokerage system is impactful. Suggest direct continuation Reduction in funding by 45k (from 20k per school to 15k per school) still allows deployment of up to 90 days across the system with no foreseeable issues. Strategic lead via panel would still need access to contingency Red/Amber pot if calculated need arises.			Up to 10 days support of regional need to be - will be brokered through resource board and central budget for vulnerable schools	
					Impact:				

<p>CPD and quarterly opportunities for FPA practitioners to support them in their outreach work.</p>	<p>FPA practitioners are skilled and able to carry out complex development work in vulnerable schools</p>			<p>Liz Riley</p>	<p>Progress: Need to develop the school to school model (FPA) appropriately in the areas of</p> <ul style="list-style-type: none"> • School Improvement • Coaching • Reporting • Change management <p>This will ensure that school to school improvement work is sustainable and build capacity within the system.</p> <p>Impact:</p>			<p>£5k profiled to cover coaching, strategic network meetings and FPA CPD work</p>	
<p>Establish termly equitable Foundation Phase Leadership Network opportunities across the region to ensure Welsh Government Action Plan is addressed</p>	<p>FP Leadership Network provides accurate information on current and emerging needs across the system</p> <p>Channels of communication for FP leaders and network opportunities are equitable for all and are efficient and impactful upon raising standards in teaching, learning and provision</p>			<p>Liz Riley</p>	<p>Progress: Cluster networking is patchy and impact not clear. Pure cluster work does promote regional working. No strategic overview of regional FP leader network activity. Past 3 years, no strategic drive for regional leadership networking has been prioritised. Current climate needs strategic steer on key messages re FP and move to Curriculum for Wales. Welsh Government Action Plan requires CSC to report on our strategy and although the FP Alliance meets some of the requirements/expectations, this approach is too narrow in comparison to other consortia.</p> <p>The WG previously allocated 50k to CSC (April 2017) to promote regional and national networking. This was subsumed into the wider HUB model and further funding should be allocated strategically to FP specific networking projects/conferences/cross-consortia work</p> <p>Impact:</p>			<p>Specific finding from WG if further funds are released.</p> <p>No budget identified unless further funds received from WG</p>	

<p>Foundation Phase Assessment and Moderation training for every Y2 teacher (3 days total)</p>	<p>Schools feel supported by CSC in statutory assessment requirements Assessment against the revised outcomes are accurate (nearly all)</p>			<p>Liz Riley</p>	<p>Progress: CSC must provide regional (and national) guidance on making accurate assessment judgements at the end of Foundation Phase</p>			<p>6k profiled</p>	<p>One day Training for up to 150 teachers over 3 days. Delivered in partnership with key schools and strategic advisers at appropriate central venue or LA venue as appropriate</p>
					<p>Impact:</p>				

Objective 3.7c - Ensure that regional need is identified and met for key priorities such as literacy, numeracy, SRE, closing the gap and DCF.									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement On Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Improve the teaching of oracy across in the primary and secondary phases:									
Co- construct the professional learning programmes for oracy with hub schools with a particular focus on improving outcomes for vulnerable learners	High quality programmes which align to the emerging principles of the new curriculum available	Jun-18		Richard George / Cathryn Billington-Richards / Ruth Best/ Huw Dugggan	<p>Progress:</p>			Central Hub budget	
					<p>Impact:</p>				
Evaluate the impact of the programmes on teaching and learning of oracy	Teaching and outcomes of oracy in schools attending the programme is improved	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best/Huw	<p>Progress:</p>			N/A	

				Duggan	Impact:				
Identify & invite 50 nursery practitioners from across the region to work in conjunction with BookTrust Cymru to develop parental engagement with reading of rhymes and stories to improve children's oracy	50 schools take part in the Book Trust Cymru activity	Nov-18		Richard George / Ruth Best	Progress:			£ 6,000 profiled	To provide supply costs to allow nursery teachers to attend initial training and provide additional resources
					Impact:				
Evaluate the impact of the programme on children's oracy skills using teachers' qualitative and quantitative evidence.	Children's oracy skills have improved from established baselines	Mar-19		Richard George / Ruth Best	Progress:			N/A	
					Impact:				

Develop a systematic regional approach to the teaching of vocabulary to improve verbal reasoning skills in both primary and secondary:									
Research effective methods of vocabulary acquisition in collaboration with Hub schools	Information gathered is used to inform programmes so they are research based.	Jul-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress: Impact:			N/A	
Co- construct professional learning programmes with hub schools.	High quality programmes which align to the emerging principles of the new curriculum are available	Nov-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress: Impact:			Central Hub Funding	
Develop a resource to share best practice in the teaching of vocabulary in conjunction with hub schools	High quality vocabulary resource created. Hub schools share resource at regional network meetings	Feb-19		Richard George / Cathryn Billington-Richards / Ruth Best	Progress: Impact:			Central Hub Funding	

Evaluate the impact of the professional learning programmes	Teaching and outcomes of vocabulary is improved from established baselines in schools attending the programme	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
					Impact:				
Improve the teaching of reading with a focus on higher order reading skills for multimodal reading in the primary sector Improve domain specific reading in the secondary sector:									
Co- construct the professional learning programmes for reading with hub schools.	High quality programmes which align to the emerging principles of the new curriculum are available	Jun-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
					Impact:				
Evaluate the impact of the programmes on teaching and learning of reading.	Improvement in teaching and outcomes of reading in schools attending the programme.	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
					Impact:				

Improve teachers' knowledge and understanding and delivery of the writing process, including writing across the curriculum:									
Finalise the regional writing toolkit in conjunction with Hub schools.	Regional writing tool kit is completed, refined by communication s team and made available through regional event for literacy leaders	Nov-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			£41,120 £4240 Total £ 45, 960 profiled	I day x supply cover room hire and refreshments
					Impact:				
Share toolkit online for all schools	Writing toolkit is available on Cronfa for all schools across the region	Dec-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
					Impact:				
Secondary hub school and associated primary school to trial the writing toolkit for 2 terms with a view to hosting an open day in the summer term 2019	The hub school evaluates the toolkit.	Mar-18		Richard George / Cathryn Billington-Richards Ruth Best	Progress:				

					Impact:				
Co- construct the professional learning programmes with hub schools.	High quality programmes which align to the emerging principles of the new curriculum are available	Jul-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
					Impact:				
Evaluate the impact of the programmes on teaching and learning of writing	There is an improvement in the teaching and outcomes of writing in schools attending the programme.	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			N/A	
					Impact:				
Improve the leadership of literacy across the region :									
Co- construct the professional learning programmes for leadership of literacy with hub	High quality programmes which align to the emerging principles of the new curriculum	Jul-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	

schools.	are available				Impact:				
Facilitate hub school development of guidance to support literacy leaders across the region	Guidance for literacy leaders is shared at Hub school programmes and made available online for all schools	Nov-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
					Impact:				
Evaluate the impact of the programmes on leadership of literacy	Improved leadership has had a positive impact on teaching and learning in the school, in schools attending the programme	Mar-18		Richard George / Cathryn Billington-Richards / Ruth Best	Progress:			Central Hub Funding	
					Impact:				
Improve the quality of teaching in numerical reasoning and problem solving across the curriculum in all phases:									
Strategic team analyse regional outcomes for numerical reasoning and problem solving	Leading schools and schools in need of support are identified	Sep-18		Richard George / Glen Gilchrist	Progress:			N/A	

					Impact:				
Outcomes of the regional analysis used to identify regional needs	Regional needs for developing pedagogy and standards are identified	Oct-18		Richard George / Glen Gilchrist	Progress:			N/A	
					Impact:				
Strategic team co-construct hub / lead practitioner programmes to meet regional needs	Professional learning offer created and circulated across region	Apr-18		Richard George / Glen Gilchrist	Progress:			Central Hub Funding/ Lead Practitioner funding	GCSE Grant
					Impact:				
Strategic team co-construct numerical reasoning toolkit with Hub schools	Toolkit shared regionally via network meetings and online via Cronfa system.	Dec-18		Richard George / Glen Gilchrist	Progress:			£5k profiled	
					Impact:			Teacher release and development of resources.	

Provide curriculum support for vulnerable schools:									
In conjunction with challenge advisers, broker support from hub schools and lead practitioners to support and challenge practice in vulnerable (Red/Amber) schools	Vulnerable schools across the region access high quality support from hub schools which has a positive impact on curriculum development	Mar-19		Richard George / Cathryn Billington-Richards / Ruth Best Glen Gilchrist	Progress:				Resource Funding in lieu of the Hub SLA direct support days will need to be available throughout the year as requests from challenge advisers occur. – Available through the resource board and central budget for vulnerable schools
					Impact:				
Support the development of the DCF across the region: Please check total profile with RG									
Undertake schools' survey to determine regional progress with DCF	Survey analysis identifies regional priorities for DCF development	May-19			Progress:				N/A
					Impact:				

<p>In collaboration with all regional consortia, develop online self-evaluation tools to support school development of digital learning</p>	<p>Online self-evaluation available for schools to identify areas for development.</p> <p>Regional aggregation of data supports the identification of regional priorities</p>	<p>Dec-18</p>		<p>Richard George / Jane Grubb / Alison Howells</p>	<p>Progress:</p> <p>Impact:</p>			<p>From Digital Competence Line Approx. £15k profiled annual contribution to hosting costs for all CSC schools</p>	<p>Digital Competence (117,156)</p>
<p>Further develop support for senior and middle leaders with Hub schools to continue to embed the DCF across the region</p>	<p>Regional offer aligned to the national Digital Professional Learning Framework</p> <p>Curriculum Hub programmes support new and existing cohorts of schools</p>	<p>Mar-19</p>		<p>Richard George / Jane Grubb</p>	<p>Progress: Cadoxton Primary Darran Park Primary Ysgol Gyfun Rhydywaun partnership</p>			<p>Curriculum Hubs 3 x 15k = £45k profiled</p>	

					Impact:				
Further develop the school-led regional digital professional learning offer to support the teaching of the DCF	Regional offer aligned to the national Digital Professional Learning Framework Lead practitioner programmes support the development of specific aspects of the DCF	Mar-19		Richard George / Jane Grubb / Alison Howells	Progress: Primary Lead Practitioners x 6 Secondary Lead Practitioners x 4 Impact:			10 * £7.5k = £75k Profiled	Digital Competence (117,156) LiDW (137,015)
Further develop coding opportunities in schools across the region as part of the Welsh Government 'Cracking the Code' initiative: Please check total profile with RG									
Continue to facilitate the start-up of 'code clubs' in schools across the region	Additional 50 schools to start-up code clubs	Jun-18		Richard George / Jane Grubb	Progress: Impact:			£60k Start up code clubs £10k equipment £12k Lead Code Clubs £5k Training £13k Equipment £10k Start up code Clubs £2k Tool Kit	Coding Grant – £87,867 In year flexibility - £25,000

Develop a network of lead coding schools	Lead coding schools deliver programmes to support both initial cohort of start-up schools and schools with existing coding practice.	Mar-19		Richard George / Jane Grubb	Progress:			Central budget for network meetings	
					Impact:				
Increase the use of Hwb tools across the region in support of technology enhanced pedagogies and the development of digital competence: Please check total profile with RG									
Further develop lead school programmes to support the use of Hwb and associated tools	Increased Hwb and associated tool usage in schools across the region	Mar-19		Richard George / Jane Grubb / Alison Howells	Progress:			Please check total profile with RG	LiDW (137K) NB A Howells Secondment (60k)
					Impact:				
Provide opportunities for networks of schools to collaborate on innovative use of Hwb tools to develop DCF and use of technology.	Innovation funded schools' collaboration and case study outcomes shared across the region	Mar-19		Richard George / Jane Grubb / Alison Howells	Progress:			£38k profiled from Digital Competence	LiDW
					Impact:				

Promote school completion of Hwb 360 Safe Cymru self-evaluation	Analysis of school evaluations informing regional support strategies.	Mar-19		Richard George / Jane Grubb	Progress:			Please check total profile with RG	LiDW
					Impact:				
Reduce the impact on attainment of vulnerable learners:									
Regional/school level data used to identify learning gaps across the region	Gap analysis for the each curriculum area informs regional professional learning offer	Jun-18		Huw Duggan	Progress:			N/A	
					Impact:				
Identify and broker support for schools to reduce identified learning gaps	Identified schools engaged through collaborative activities within Hub/Lead Practitioner programmes and network meetings	Sep-18		Huw Duggan	Progress:			Central budget for vulnerable schools	
					Impact:				

Co- construct Hub school professional learning programmes to support reading with vulnerable learners	High quality programmes which align to the emerging principles of the new curriculum are available	Jun-18		Huw Duggan/ Ruth Best/ Cath Billington Richards	Progress:			N/A	
					Impact:				
Evaluate the impact of the professional learning programmes on the teaching and learning of groups of pupils	There is an improvement in the outcomes of vulnerable learners from an established baseline, in schools attending the programme.	Mar-19		Huw Duggan/ Ruth Best/ Cath Billington Richards	Progress:			N/A	
					Impact:				
Evaluate actions, using identified data and provision baseline	Evaluation shows progress in meeting regional needs	Mar-19		Huw Duggan	Progress:			N/A	
					Impact:				

Objective 4: To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

CSC Lead: Louise Blatchford

Team members: Caryl Stokes, Morwen Hudson, Andrea May

Associate Headteacher/LA representative(s):

To ensure that the self-improving system is supported by robust assessment, evaluation and accountability arrangements across the region we will:

Business Plan Reference	Action	
4.1 MH / CS	Agree a longer-term model of assessment and evaluation for schools that will clearly identify what schools are accountable for and encourage all schools to pursue the success of all learners in our changing context, inc PISA and Post 16	
	4.1a - Establish a steering group to contribute to both national and regional consultation(s) on the proposed framework of assessment and evaluation for schools	
	4.1b - Contribute to consultation regarding the framework of assessment and evaluation for schools	
	4.1c - Following publication of the Framework, agree principles for data collection across the region (if required), as well as establish a support programme for CSC staff, schools and governing bodies	
	4.1d - Engage with other consortia to consider joint consortia plan to establish agreed work plan and share best practice	
	4.1e - Review the role of the consortium in relation to the support and challenge of all groups of learners (including MAT)	
	4.1f - Review the role of the consortium in relation to the support and challenge at Post 16	
4.2 AM / LB	To continue to develop the central South Wales challenge models in response to research and evaluation of their own effectiveness	
	4.2a - Continue to drive the CSWC model to further develop the model of a school-led, self-improving system where resources are transferred to school to lead improvement	
	4.2b - Review the model to ensure support and programmes are based upon regional needs analysis in line with the five objectives of the National Mission and in line with the national approach to professional learning (aspect 1.2)	
	4.2c - Consider options for a wider group of education experts to determine regional need and evaluate how effectively that need has been met	
	4.2d - Continue to build capacity to use research and evaluation effectively to provide evidence of impact and value for money	
	4.2e - Review communications plan to ensure effective dissemination of the findings from the Annual Survey of schools	
	4.2f - Consider the CSWC in light of revisions to the National Model of Regional Working	
4.3 LB	Strengthen the effectiveness of the existing national model governance structure and work with Welsh Government to refine it	
	4.3a - Contribute to the consultation regarding the revisions to the national model of regional working	
	4.3b - Review governance models and terms of reference of specific groups within CSC in light of published guidance for future regional working	
	4.3c Work with LAs and schools to develop a governance model that reflects the school-led system model	
	4.3d - Review CSC staffing structures in light of revised role of consortia	
	4.3e - Contribute to the national induction programme for elected members	
4.4 AM	Ensure that CSC and its schools embed the principles of school as learning organisations	
	4.4a - Establish a programme of professional development in line with the principles of CSC developing as a learning organisation liaising with other consortia where possible	
	4.4b - Develop support for schools to implement the principles of schools as learning organisations	
	4.4c - Use exemplars from the Pioneer network to support schools implement the principles of SLO	
	4.4d - Support schools to use self-evaluation tool snapshots to identify priorities for implementing the principles of SLO	
WG Specific Focus	LA Specific Focus	Cross Consortia Focus
Revision to the National Model Assessment & Evaluation Framework School as Learning Organisations		Post 16

Judgement Criteria

Judgements on progress	Addressing the milestone/key action requirement and success criteria	Improvement Objectives still requiring attention	Impact on standards and/or quality of provision	Work required prior to the next monitoring review
Limited progress	Does not meet the requirement	All or many important Improvement Objectives still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many Improvement Objectives still to consider
Satisfactory progress	Addressed the requirement in majority of respects	A few important Improvement Objectives still require significant attention	Limited impact on standards and/or quality of provision	Majority of Improvement Objectives addressed but still significant work to do in important areas
Strong progress	Addresses the requirement in most respects	Only minor Improvement Objectives still require attention	Positive impact on standards and/or quality of provision	Most Improvement Objectives covered already with little significant work left to do
Very good progress	Addresses the requirement in all respects	No Improvement Objectives require further attention	Very good impact on quality of provision	CSC to maintain and build on improved practice
Not due to have started	Not started will reflect all Improvement Objectives within the plan that occur in the future and would not expect to be completed at the time of monitoring the plan e.g. an action for Jan 18 would not be expected to have progressed in October 17 and would therefore be marked blue to denote 'not started'.			

Monitoring Approach

Judgements regarding the extent of progress made against business plan milestones will be made and recorded. The named Aspect lead will use the above structure to make a judgement and enter the corresponding colour into the 'judgement on progress' section and will then record appropriate commentary and list the evidence of progress made. This process will be repeated on a half termly basis and will feed drive team meetings as outlined within the CSC business plan monitoring guidance.

Objective 4.1 - Agree a longer-term model of assessment and evaluation for schools that will clearly identify what schools are accountable for and encourage all schools to pursue the success of all learners in our changing context, inc PISA and Post 16

Objective 4.1a - Establish a steering group to contribute to both national and regional consultation(s) on the proposed framework of assessment and evaluation for schools

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Establish terms of reference and membership for regional assessment / self evaluation steering group	Membership includes representation from the following:(primary, secondary, special & PRUs), challenge adviser team, strategic adviser team & data team	31 st April 2018		Tim Britton & Rich George (supported by Caryl Stokes)	<p>Progress:</p> <p>Impact:</p>			N/A	
Convene initial meeting of the assessment / self evaluation group	Agreed terms of reference and membership published.	May 2018		Tim Britton & Rich George	<p>Progress:</p> <p>Impact:</p>			Central Budget for Room Hire Room established (£12.5k EIG & £24k Core)	LB to manage budget lines

<p>Review current data sharing agreements and protocols to determine compliance with proposals.</p> <p>If non compliant, briefing paper prepared for SLT / Directors to consider amendments to data sharing protocols</p>	<p>Steering group proposals are legal and achievable in lie with current (or revised) data sharing protocols and agreements</p>	<p>July 2018</p>		<p>Caryl Stokes</p>	<p>Progress:</p>			<p>N/A</p>	
<p>Impact:</p>									

Objective 4.1b Contribute to consultation regarding the framework of assessment and evaluation for schools									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Share draft framework for assessment with stakeholders and encourage feedback to consultation (either individually or via CSC)	Agenda item at appropriate SLT / Directors / Strategy group meeting Co-ordinated response from CSC	TBC – review in Summer Term		Tim Britton, RG & AM SJ	Progress: Impact:			N/A	
Convene meeting of the CSC assessment steering group to discuss response	Key stakeholders have an opportunity to contribute to consultation	TBC – review in Summer Term		Tim Britton, RG & AM	Progress: Impact:			Central Budget for Room Hire Room established (see above)	
Submit co-ordinated response to Welsh Government	CSC contributes to consultation	TBC – review in Summer		Tim Britton, RG & AM	Progress:			N.A	

		Term			Impact:				
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Objective 4.1c - Following publication of the Framework, agree principles for data collection across the region (if required), as well as establish a support programme for CSC staff, schools and governing bodies									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Following publication of the Framework, review data sharing agreements and protocols for compliance	Identification of compliance (or otherwise) of current data sharing agreements.	TBC		Caryl Stokes	Progress:			N/A	
					Impact:				
Convene SIRO meeting to review data sharing agreements and protocols	Regional SIRO group approve amendments (if required) to data sharing agreements / protocols	TBC		Mike Glavin	Progress: SIRO meeting need to be added to forward planner			N/A	
					Impact:				

<p>Ratify Data Sharing Protocols and publish through CSC governance systems</p>	<p>CSC Data sharing protocols / agreements comply with revised framework for assessment</p>	<p>TBC</p>		<p>Mike Glavin</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
<p>Establish training programme for internal staff including challenge advisers and strategic advisers on:</p> <ul style="list-style-type: none"> • Framework for Assessment; • Self-evaluation Framework; and • Effective use of data <p>Guidance materials produced and shared</p>	<p>Shared understanding of the changes to the framework for assessment and the self evaluation guidance.</p> <p>Shared CSC expectation of schools' use of data</p> <p>Shared interpretation of any new data analyses</p> <p>shared understanding of stage specific pupil progress</p> <p>Challenge advisers and strategic advisers are able to support</p>	<p>Summer term 2</p>		<p>Andrew Williams</p> <p>CS & MH</p>	<p>Progress:</p> <p>Add training to CPD forward planner</p>			<p>Central Budget for Room Hire Room established (see above)</p> <p>CPD Budget line (Assessment / self Evaluation Framework - £1k)</p>	

	schools effectively				Impact:			
<p>Establish training programme for schools on:</p> <ul style="list-style-type: none"> Changes & guidance on self evaluation Use of data 	<p>School leaders have a sound understanding of how they can use data and how it relates to their own self-evaluation – Guidance materials produced and shared on Cronfa</p> <p>Shared CSC expectation of</p>	Autumn term 1		Andrew Williams	<p>Progress: This will be decided following summer term work. It could be undertaken via CAs as part of categorisation in Autumn term, or delivered through twilight sessions.</p> <p>Calendar of headteacher briefings established</p>			<p>Central budget created for Headteacher Briefings (£7.5k)</p> <p>Room hire costs / materials development (Headteacher briefings budget line)</p>

	<p>schools' use of data</p> <p>Shared interpretation of any new data analyses shared understanding of stage specific pupil progress</p>				Impact:			
<p>Establish training programme for governors on:</p> <ul style="list-style-type: none"> • Changes & guidance on self evaluation • Use of data 	<p>Governors have sound understanding of CSC's shared expectations and how they can hold schools to account</p>	<p>April 2019</p>		<p>Tim Farrel</p>	<p>Progress: Annual Calendar of Governor Training sessions needs to be published</p> <p>Impact:</p>			<p>Governor Training Budget (£8k)</p>

<p>Working party established to provide guidance / exemplification of stage specific definitions of expected progress</p>	<p>Aims of tasks and finish group established. Outcomes of group shared with SLT / Directors where appropriate</p>	<p>Spring 2019</p>		<p>Tim Britton</p>	<p>Progress:</p>			<p>Reimbursement costs for working party (10 staff for 3 days @£200 per day. Total £6k)</p>	
					<p>Impact:</p>				
<p>Guidance and materials shared on stage specific definitions of expected progress</p>	<p>Guidance published and exemplar materials shared to support consistency of approach and understand of teacher assessment, expectations and progress</p>	<p>Spring 2019</p>		<p>Tim Britton</p>	<p>Progress:</p>			<p>N/A</p>	
					<p>Impact:</p>				

Objective 4.1d - Engage with other consortia to consider joint consortia plan to establish agreed work plan and share best practice									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Consider with other MDs the inclusion of a cross regional work stream to produce guidance to schools on the Assessment Framework and self evaluation	Cross regional working party established	Summer Term		Mike Glavin	Progress:			N/A	
					Impact:				
Project Plan developed (in line with CSC BP objectives)	Regional plan considers all priorities from the individual region's business plans	Summer Term		Mike Glavin	Progress:			N/A	
					Impact:				

Identify opportunities with other consortia to share and develop best practice	Development of National guidance contributed by all regional consortia	April 2019		Mike Glavin	Progress:			Regional Consortia Budget established (£16k)	
					Impact:				

Objective 4.1e - Review the role of the consortium in relation to the support and challenge of all groups of learners (including MAT)									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Undertake an audit of the current support and challenge undertaken by the consortium in terms of meeting the needs of MAT learners and improving outcomes. Evaluate the effectiveness of this work. <ul style="list-style-type: none"> • HUBS, • professional learning offer, • SIGs, • Working groups and networks • Role of challenge advisers and strategic adviser) • Use of data (see below) 	Evaluation report to SLT in December 2018 ensures the consortium has a clear idea of the current practice and provision for MAT and has identified areas for improvement.	Dec 18		Sue O'Halloran	Progress: The audit undertaken by SOH for ESTYN in terms of CSC current provision for MAT will provide the starting point for this work.			Reference should be made to EO3 (MAT In Year Flexibilities)	
					Impact:				

<p>Identify the key strengths and areas for improvement with the current delivery methods with regard to closing the gap and the performance of eFSM Learners, which include evaluating the impact of:</p> <ul style="list-style-type: none"> • Hub programmes • Hub schools • SIG Groups • Role of Challenge Advisers • Role of other stakeholders 	<p>Evaluation report to SLT (date to be agreed) ensures the consortium has a clear idea of the current practice and provision for eFSM and understands which of the areas are having the greatest impact.</p>	<p>To agree with date in P3</p>		<p>Huw Duggan</p>	<p>Progress:</p> <p>Huw Duggan to undertake this work as part of the Research and evaluation board. Utilise current value for money headings to evaluate whether current provision is fit for purpose. This will also link to the provision map objectives as part of priority 3.</p> <p>Closing the Gap hub programmes reviewed and renewed focus for 2018-19. Both hub schools have held meetings with MH and research teams.</p> <p>Impact:</p>			<p>N/A</p>	
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<p>Evaluate how the consortium reports on closing the gap data beyond headline figures. To consider;</p> <ul style="list-style-type: none"> • Progress measures across key stages; • Identification of schools which are underperforming; and • Identification of groups of vulnerable learners with in the eFSM bracket. 	<p>Specific performance report on the progress of eFSM learners ensures the consortium has a clear idea of how well data is used beyond regional headline figures. Report provides a greater understanding about strengths and areas for development.</p>	<p>March 19</p>		<p>Huw Duggan</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
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<p>Review closing the gap strategy and revise in light of the National Mission (EO3) Strong and inclusive schools committed to excellence, equity and well-being.</p> <p>Review to include discussions with schools, CSC staff and LAs</p>	<p>Revised strategy published</p>	<p>Dec 18</p>		<p>Huw Duggan</p>	<p>Progress: Add to CPD forward planner</p> <p>Impact:</p>			<p>N/A</p>	
<p>Undertake an audit of the current support and challenge undertaken by the consortium in terms of meeting the needs of LAC learners and improving outcomes. Evaluate the effectiveness of this work.</p> <ul style="list-style-type: none"> • HUBS, • professional learning offer, • SIGs, • Working groups and networks • role of 	<p>Evaluation report to SLT (Dec 2018) ensures the consortium has a clear idea of the current practice and provision for LAC and has identified areas for improvement.</p>	<p>Dec 18</p>		<p>Siriol Burford</p>	<p>Progress:</p>			<p>N/A</p>	

<p>challenge advisers and strategic adviser)</p> <ul style="list-style-type: none"> • Use of data (see below) 					<p>Impact:</p>				
<p>Evaluate how the consortium uses available data intelligently to identify schools who are underperforming in terms of higher level outcomes across all key subject/age/phase stages for MAT, e-FSM and LAC learners. (FFT, PISA performance, A/A* outcomes)</p>	<p>Evaluative report to SLT / Directors outlines how well data is used by CSC and schools to track and challenge MAT / eFSM & LAC learners and identifies areas for improvement.</p>	<p>March 19</p>		<p>Andrew Williams</p>	<p>Progress:</p>			<p>N/A</p>	
<p>Impact:</p>									

Objective 4.1f - Review the role of the consortium in relation to the support and challenge at Post 16

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Develop subject specific networks to support post-16 provision:									
Identify priority A-level subject networks through analysis of ALPS data	Highest-entry number subjects given priority for dedicated A-level lead practitioner networks Additional Lead practitioners identified Termly A Level network meetings offered	Sep-18		Richard George	<p>Progress:</p> <p>Please note that lower entry subject areas will be integrated into existing LP networks (i.e. with KS4 activity)</p> <p>Impact:</p>			A Level Improvement budget Lead Practitioner funding to support subject-specific networks 6@5,000 (2 terms pro rata) (these are in addition to the current Lead Practitioner model) £30k profiled	
ALPS data scrutinised to identify and broker intensive support for underperforming departments	Additional intensive network activity to facilitate brokerage of support for underperforming subjects (prioritised on	Jun-18		Richard George	<p>Progress:</p>			£20k profiled	

	entry numbers)				Impact:				
Establish links with A level managers of regional FE establishments as appropriate.	FE practitioners invited to regional networks to share practice across sectors.	Jul-18		Richard George	Progress:			N/A	
					Impact:				
Establish links with existing LA 14-19 networks as appropriate.	Regional A-level network activities avoid unnecessary duplication with LA networks	Jul-18		Richard George	Progress:			N/A	
					Impact:				
Establish links with SEREN Network to enhance support for all post-16 MAT learners	SEREN network opportunities shared through regional A-level networks to enhance pupil opportunities for enrichment and HEI applications	Jul-18		Richard George	Progress:			N/A	
					Impact:				

Develop effective practice to support learner progress tracking:									
Raise awareness of ALPS connect with schools across the region	Schools using ALPS connect to upload in-year tracking data and performance monitoring	Mar-19		Richard George	Progress: Add training to CPD forward planner Impact:			N/A	
Establish regional Data Manager network in lead school(s)	Lead school facilitates sharing of information and practice across the region	Jun-18		Richard George	Progress: Impact:			Lead Practitioner funding to facilitate Data Manager network £7,500 profiled	
Establish regional heads of 6 th form network in collaboration with lead school (s)	Effective practice shared through heads of 6 th networks	Jun-18		Richard George	Progress: Impact:			Lead Practitioner funding for head of sixth network £7,500 profiled	

Develop the role of the consortia to support and challenge post-16 delivery in schools:

Integrate Post-16 support for schools into the role of the Challenge Adviser through establishing a working group to develop CSC staff knowledge and understanding.	Agreed practices developed, agreed and shared with all secondary CAs	Mar-19		Richard George	Progress: Add training to CPD forward planner			N/A	
					Impact:				
Challenge Advisers trained in use of ALPS data	A-level outcome data is scrutinised by CAs to inform support and challenge within schools	Apr-18		Richard George	Progress: Add training to CPD forward planner			ALPS budget profiled (£20k)	
					Impact:				
Develop cross-regional Post-16 Leadership programme:									
Cross-regional project group designs and develops structure of programme in line with NAEL guidelines	Cross-regional middle leadership programme offered to aspiring / new / existing heads of sixth form	Apr-19		Richard George	Progress:			A Level Improvement budget Delivery through additional Lead Practitioner schools	

					Impact:			network Funding £15,000 – Currently not profiled as further discussions needed with AB to ensure this links with the leadership plan	
Programme outline is tested with post-16 schools across the region	Feedback from all regions refines the programme design	May-18		Richard George	Progress:			N/A	
					Impact:				
Lead school(s) are identified to develop and lead on the programme for CSC	Programme developed by lead school and available to all aspiring, new and existing heads of 6 th form	Oct-18		Richard George	Progress:			N/A	
					Impact:				

<p>Pilot WM and Special Schools models of school led, self improving</p>	<p>Model piloted & evaluated by schools leaders</p> <p>Outcomes of pilots identified and inform future models</p>	<p>March 2019</p>		<p>Anna Brychan</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>Budget Profiled in EO1</p>	
<p>Develop self evaluating processes across CSWC thus transferring leadership to lead HT's</p>	<p>Associate head teachers will be able to evaluate the relevant areas of challenge using different evaluation strategies and a range of data</p>	<p>Milestone 1: October 2018</p> <p>Milestone 2: March 2019</p>		<p>Debbie Lewis</p> <p>Anna Brychan</p>	<p>Progress:</p> <hr/> <p>Impact:</p>			<p>Cardiff University contracts</p> <p>£50k profiled for total contract with Cardiff University / £35k profiled for teacher researchers / CSC Annual Survey Budget (£15k)</p>	

<p>Ensure model is aligned with key elements and characteristics of Professional Learning and goes beyond sharing of practice</p>	<p>National PL model clear within model. This includes: PTS & SLO dimensions</p> <p>Key characteristics identified and clear across the challenge e.g JPD, Collaborative enquiry, reciprocal learning, coaching, mentoring, use of data, research & enquiry</p>	<p>March 2019</p>		<p>Debbie Lewis Anna Brychan</p>	<p>Progress:</p>	<p>Impact:</p>				
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Objective 4.2b - Review the model to ensure support and programmes are based upon regional needs analysis in line with the five objectives of the National Mission and in line with the national approach to professional learning (aspect 1.2)

Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Compare and contrast current model with Enabling Objectives and associated actions within the National Mission	Current model compared and comparisons identified Findings shared with SLT	Jan 2018		Debbie Lewis Anna Brychan	<p>Progress:</p> <p>Impact:</p>			N/A	

	of the challenge to ensure VfM				Impact:				
Survey school leaders and practitioners to support the identification of regional needs (overlap to EO1)	School leaders and practitioners surveyed Outcomes of survey used to inform professional learning offer in EO1	Jan 2018		Debbie Lewis Anna Brychan	Progress:			Snap survey costs £8k profiled CSC school and pupil survey costs (see above)	
					Impact:				
Use the new working of CA's to support identification of needs	CAs support identification of needs	Dec 2018		Andrew Williams	Progress:				
					Impact:				

Objective 4.2c - Consider options for a wider group of education experts to determine regional need and evaluate how effectively that need has been met

Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Put together options for wider group of experts to determine regional needs and engage all stakeholders in consultation	Options identified Stakeholders engaged in consultation	September 2018		Mike Glavin	Progress:			Central budget created for engagement with expert practitioners (£42k)	
					Impact:				
Use outcomes of consultation to set up groups	Expert groups set up to support determination of regional needs Terms of reference of group established	September 2018		Mike Glavin	Progress:			N/A	
					Impact:				

<p>Involve experts in research and evaluation processes to determine if regional needs have been met</p>	<p>Expert group involved in R&E</p> <p>Expert group evaluate process using range of data and report findings</p> <p>Review of process completed</p>	<p>March 2019</p>		<p>Mike Glavin</p>	<p>Progress:</p>			<p>See above (Teacher researchers / Cardiff University Costs)</p>	
					<p>Impact:</p>				

Objective 4.2d - Continue to build capacity to use research and evaluation effectively to provide evidence of impact and value for money									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Continue to use seconded teacher researchers 2 days per week to support capacity building	Teacher researcher seconded Teacher researcher used to support R&E strand work, RPP work and close to practice research projects	June 2018		Mike Glavin	Progress:				See Above (Teacher Researcher budget)
		December 2018			Impact:				
Continue to use HEI support from Cardiff University to aid in the development of R&E	Cardiff University contract secured HEI support builds capacity of core teams and HT/practitioners in system evaluation.	June 2018		Mike Glavin	Progress:				Cardiff University Contract profiled above
		March 2019			Impact:				

<p>Identify methods to use the VfM model within CSWC and other delivery models to effectively provide evidence of impact</p>	<p>Methods identified for elements of the CSWC</p> <p>Impact reports produced align with VfM</p> <p>Impact of elements of CSWC are clearer and reported within LA reports</p>	<p>Miles tones – R&E board dates</p> <p>March 2019</p>		<p>Louise Blatchford</p>	<p>Progress:</p> <p>Impact:</p>			<p>N/A</p>	
<p>Build R&E work into the professional learning opportunities of CSC core team through the role out of Consortia as a Learning Organisation</p>	<p>R&E work is central to the work of the core team and are able to use a range of evaluation methods to report impact</p> <p>Core team have R&E learning opportunities in order to upskills, thus building capacity</p> <p>Report progress and impact using VfM in inquiry based work</p>	<p>March 2019</p>		<p>Debbie Lewis</p>	<p>Progress:</p> <p>Impact:</p>			<p>CPD Budget Line for Professional Learning (£5k)</p>	

Through the R&E board, review current strand work and identify appropriateness moving forward and rotate leads to widen out understanding of R&E across the core team	Strand work reviewed New strand leads identified and supported to develop R&E skills Strand leads able to use a range of data and evaluation methods to report impact of their work using VFM	July 2018		Mike Glavin	Progress:			N/A	
		March 2019			Impact:				

Objective 4.2e - Review communications plan to ensure effective dissemination of the findings from the Annual Survey of schools									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Identify strengths and areas for improvement from current plan	Current plan strengths and area for improvement identified	July 2018		Anna Brychan	Progress:			Annual Survey costs profiled above (4.2b)	
					Impact:				
Incorporate Annual survey outcomes into the development of Consortia as a Learning organisation and regional needs for PL	Outcomes used to identify regional need Outcomes used to support CLO model	Dec 2018		Anna Brychan	Progress: Add training to CPD forward planner			N/A	
					Impact:				

Utilise HT briefing forums to update leaders on outcomes of the surveys	HT updated and understand what survey tells us	July 2018		Anna Brychan	Progress: Add to calendar of headteacher briefings			Central Head teacher briefings budget created above	
					Impact:				

Objective 4.2f - Consider the CSWC in light of revisions to the National Model of Regional Working									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Following the publication of the revised National Model for Regional Working, provide opportunities for discussion / review of the CSWC models with stakeholders including: <ul style="list-style-type: none"> • SLT • Strategy Group • Directors • RSG • Advisory Board 	Stakeholders have had the opportunity to discuss the CSWC model in light of the revised national model for regional working	TBC		Anna Brycan	Progress: Add to forward planners Impact:			N/A	

<p>Present proposals paper for revisions to the CSWC models with stakeholder groups identified above</p>	<p>Stakeholder groups are consulted on changes to the CSWC models</p>	<p>TBC</p>		<p>Anna Brycan</p>	<p>Progress: Add to forward planners</p>			<p>N/A</p>	
					<p>Impact:</p>				
<p>Prepare communications on revised CSWC models (if appropriate)</p>	<p>Communication channels used to inform all stakeholders esp schools of any changes to the CSWC models in light of the revised national model</p>	<p>TBC</p>		<p>Sian Johnson</p>	<p>Progress:</p>			<p>Central Communications Budget £5k</p>	
					<p>Impact:</p>				

Objective 4.3 - Strengthen the effectiveness of the existing national model governance structure and work with Welsh Government to refine it

Objective 4.3a - Contribute to the consultation regarding the revisions to the national model of regional working

Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Attend all WG meetings to ensure views of CSC contribute to the thinking regarding the revised National Model	Revised National Model takes into account the vision of CSC	Unclear as the timelines from WG are yet to be confirmed		Mike Glavin	<p>Progress: Is there a timeline we can include here?</p> <p>Impact:</p>			Attending WG meetings (£10k)	
Provide opportunities for discussion with key stakeholders as the model develops (including SLT, Directors, Strategy Group and Joint Committee)	Engagement of key stakeholders during the consultation process	Unclear as the timelines from WG are yet to be confirmed		Mike Glavin	<p>Progress: No Budget required for this action – forward planners need to be updated to ensure time if given for consultation with key stakeholders</p> <p>Impact:</p>			N/A	

Objective 4.3b - Review governance models and terms of reference of specific groups within CSC in light of published guidance for future regional working									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Review CSC Governance Structure in light of revised national model & guidance and identify changes required to CSC governance structure	Proposed changes to the CSC governance structure are identified	TBC – need to see WG timeline		Mike Glavin	<p>Progress: Paper required to be used at all stakeholder meetings</p> <p>Impact:</p>			N/A	
Present identified revisions to CSC Governance Structure to Key stakeholder groups (inc Advisory Board, Directors Steering Group and Joint Committee) for consideration	All key stakeholder groups engage with discussion regarding identified proposed revisions to the	TBC – need to see WG timeline		Mike Glavin	<p>Progress: Forward Planners to include opportunities for discussion on possible revisions</p>			N/A	

	governance structure				Impact:			
<p>Liaise with RCT legal lead (Andy Wilkins) and Lead Section 151 officers to determine any required changes to the legal agreement in light of the revisions to the model</p> <p>XXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXX</p>	<p>Legal agreement amended (if required) in light of changes to the National Model</p>	<p>TBC – need to see WG timeline</p>		<p>Louise Blatchford</p>	<p>Progress:</p>			<p>N/A</p>
					Impact:			
<p>Chairs of each stakeholder group to review terms of reference of the group and revise accordingly: Directors' steering Group, Advisory Board, Joint Committee, Strategy Group, Regional Stakeholders Group)</p>	<p>Terms of reference for key stakeholders groups revised and agreed</p>	<p>TBC – need to see WG timeline</p>		<p>Tina Davies</p>	<p>Progress: Forward Planners to be updated with item to review terms of reference</p>			<p>N/A</p>
					Impact:			

Produce communications plan to communicate revised governance structure to CSC stakeholders	Communications plan identifies key communications channels linked to needs of various audiences	TBC – need to see WG timeline		Sian Johnson	<p>Progress:</p>			N/A	
					<p>Impact:</p>				
Communication materials produced	Materials available to stakeholders	TBC		Sian Johnson	<p>Progress:</p>			Central Communication s Budget	
					<p>Impact:</p>				

Objective 4.3c - Work with LAs and schools to develop a governance model that reflects the school-led system model									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Present proposals to Directors' steering group and Joint Committee on proposals for headteacher engagement in a school-led system following workshop in March 2018	Principles agreed regarding headteacher involvement in the governance of CSC in light drive to a school-led system	September 2018		Anna Brychan	Progress: Add to Directors' forward planner Impact:			Facilitator Budget £2k profiled	
Review Guidance for Revised National Model and cross reference with agreed principles (identified above)	Governance of CSC confirms to Revised National Model for Regional Working as well as commitment from CSC Directors	TBC – depends on WG timeline		Anna Brychan	Progress: Impact:			N/A	
Publish Revised Governance Model (see 4.3b)	Materials available	TBC		Sian Johnson	Progress: Impact:			Central Communications Budget	

Objective 4.3d - Review CSC staffing structures in light of revised role of consortia									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Identify key changes to the role of Consortia following the publication of the Revised National Model	Paper presented to key stakeholder groups on the changes to the National Model for Regional Working	TBC		Mike Glavin	<p>Progress: Needs adding in to forward planners (can go at the same time as the changes needed for the governance structures)</p> <p>Impact:</p>			N/A	
Review staffing implications of the revised role of Consortia	Evaluation of CSC staffing structure identifies requirements of the Revised National Model	TBC		Louise Blatchford (with SMT)	<p>Progress:</p> <p>Impact:</p>			N/A	
Propose changes required in light of revised role of Consortia to key stakeholder	Key stakeholder groups involved in consultation process	TBC		Louise Blatchford (with SMT)	<p>Progress: Add to forward planners</p>			N/A	

groups (inc staffing implications)					Impact:				
Liaise with Section 151 officers regarding financial implications	Financial Implications of change identified & shared with S151 officers in line with financial procedure rules	TBC		Alyson Price	Progress: There may be financial implications if additional / reduced posts are required				N/A
					Impact:				
Liaise with HR and recognised trade unions on any changes to staffing structures identified	Compliance with HR processes	TBC		Louise Blatchford (with SMT)	Progress:				N/A
					Impact:				
Undertake management of change consultations	Compliance with HR processes	TBC		Louise Blatchford (with SMT)	Progress:				N/A
					Impact:				
Implementation of revised structure	CSC staffing structure reflects requirements of the Revised National Model for Regional Working	TBC		Mike Glavin	Progress: Likely to be financial implications – yet to be identified				N/A
					Impact:				

Objective 4.3e - Contribute to the national induction programme for elected members									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Produce planned programme of training for elected members	Programme provides members with training opportunities to ensure clarity on the role and impact of CSC	July 2018		Anna Brychan	Progress:			N/A Funded by WLGA	
					Impact:				
Agree Calendar of training events with WLGA	Training calendar shared with CSC stakeholder groups	May 2018		Anna Brychan	Progress:			N/A	
					Impact:				
Evaluate training programme and identify future training needs	Programme evaluation included within SER	October 2018		Anna Brychan	Progress:			N/A	
					Impact:				

Objective 4.4 - Ensure that CSC and its schools embed the principles of school as learning organisations									
Objective 4.4a - Establish a programme of professional development in line with the principles of CSC developing as a learning organisation liaising with other consortia where possible									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Visit GwE to discuss and learn from their pilot work for implementing consortia and schools as a learning organisation	Learning points identified to inform regional implementation and support to schools	July 2018		Debbie Lewis	<p>Progress: Andrea May currently working on SLO</p> <p>Impact:</p>			CPD budget line for Schools as Learning Organisations (£?) Profiled £1000 for 2 attendees	
Regional staff to complete consortia as a learning organisation survey to inform organisational development and requirements	90% return rate from organisational staff Outcomes of the 7 dimensions inform organisational planning	September 2018		Debbie Lewis	<p>Progress: Add training to CPD forward planner</p> <p>Impact:</p>			N/A Snap survey tool to be used	

<p>Use OECD visit to allow reflection on regional capacity to support schools develop as Schools as a Learning organisation and identify areas for improvement and how to do this</p>	<p>Strengths, challenges, weaknesses and opportunities identified for strengthening the support provided to schools across Wales to enable them to develop into learning organisations and ultimately successfully deliver the new curriculum;</p>	<p>September 2018</p>		<p>Debbie Lewis / Andrea May</p>	<p>Progress: Liaising with WG and OECD needed- visits are available for Consortia on request. Note: £120k to profile across all elements of the BP for 4.4 a,b,c & d</p> <p>Impact:</p>			<p>CPD budget for CSC as a learning organisation (£?) None- use SLT focused meeting for discussion</p>	
<p>Work with the other regional consortia to identify the strengths, challenges, weaknesses and opportunities for further improvement in order to inform a programme of professional development</p>	<p>Peer learning among regional consortia staff for further improving the support services provided to schools. Robust and developmental programme of</p>	<p>September 2018 Milestones through 2019</p>		<p>Debbie Lewis / Andrea May</p>	<p>Progress:</p>			<p>Central budget for Cross regional working (see above)</p>	

	professional development and learning available for all consortia staff				Impact:				
Establish workshops using the OECD to support the core team in understanding what it means to be a learning organisation	<p>Increased and (more) common understanding of the School as learning organisation in Wales model and its implications for their work in supporting schools in developing into learning organisations.</p> <p>Revision of vision, mission and principles and aligned with Curriculum for Wales</p>	September 2018		Debbie Lewis	<p>Progress: OECD support available through WG Add training to CPD forward planner</p> <p>Impact:</p>			<p>CPD Budget line – CSC as learning Organisation (see above)</p> <p>£2,500 profiled for OECD workshops</p>	

Review, Identify and establish opportunities for professional learning at CSC	Review completed	September 2018	Debbie Lewis	Impact: Space and time needed for this implementation. Needs to be built into work streams and blocked- professional passport could be considered for consortia colleagues				CPD budget for CSC as a learning organisation (see above) £30,000 PL budget- 130 x £300 pp
	Current opportunities established							
	Comprehensive support package of professional learning available	March 2019						

Objective 4.4b - Develop support for schools to implement the principles of schools as learning organisations									
Action(s)	Success Criteria	Dead line Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
This will need an agile approach as the Wales handbook document has not yet been released.									
Provide HT workshops or briefing sessions for them to engage in the principles of SLO in line with the National Mission	Increased and (more) common understanding of the School as learning organisation in Wales model and its implications for their work in developing their own school as a learning organisation	September 2018		Andrea May	<p>Progress: Add to headteacher briefings calendar</p> <p>Impact:</p>			£4500 (from total £120k budget to be profiled – see above)	
Raise awareness through bulletin, briefing sessions, CA/SA sessions etc of Schools as a Learning organisation	Awareness raised CA/SA sessions held and CA/SA have greater	September 2018		Andrea May Support from communication teams	<p>Progress: Wales publication due out May/June- dates dependent on this publication Add training to CPD forward planner. This publication has now been changed to autumn term. SLO Conference in July.</p> <p>Blog published in May 2018 circulated through all media and bulletin channels.</p>			CPD budget – schools as learning organisation X 3 sessions- £3,000 profiled	

Wales handbook when published - Attend launch event (no date yet)	understanding of SLO and their role in supporting schools SLO Wales handbook used for awareness raising and copies for all teams Launch event attended	Milestones October 2018 January 2019			Impact:				
Work with OECD to support the development of a programme, considering what the key features of this would need to be	Identify key features of the PL Module Programme of PL developed	September 2018		Andrea May	Progress: Utilise support from WG/OECD to aid CSC development Impact:			N/A	
Use the SIG/Pioneer/Cluster network to support the sharing of practice around the Schools as a Learning Organisation	SLO vision and principles shared across various network	October 2018		Andrea May	Progress: Impact:			Cluster Model for Partner School (Profiled in EO1)	
Use above learning and the SLO Wales handbook, develop a professional learning module with pioneer	Increased and (more) common understanding of the School as learning organisation in Wales model	October 2018		Andrea May	Progress: Cardiff High School are offering a specific programme for schools. Other PL hubs are also offering programmes that cover elements of the 7 dimensions e.g Llanishen Fach, Bishop of Llandaff, Mary Immaculate, Bishop Hedley. Further work on the PL modules will be completed once publication has been released	PL hub offer and programme details		Programme development support costs / Delivery costs Costs for venue, resources, refreshment and	

schools network to support schools in the region gain a greater understanding and work towards implementing the principles	and its implications for their work in supporting schools in developing into learning organisations Readiness tool PL3 movement from focusing to developing for 70% of schools-baseline of 35%				Impact:			preparation time School led costs- £5000 (Part of the £120k to be confirmed)	
Offer PL module as part of the wider professional learning offer Link to EO1	SLO Wales Survey completed across the region Professional Learning Module developed and informs schools practice Readiness tool- PL 3 and others aspects of PL to be utilised in evaluation Schools survey outcomes show year on year improvement	Through PL offer 2018-2019		Andrea May	Progress: This will be dependent on release date of handbook. Cardiff High School are offering a specific programme for schools. Other PL hubs are also offering programmes that cover elements of the 7 dimensions e.g Llanishen Fach, Bishop of Llandaff, Mary Immaculate, Bishop Hedley. Further work on the PL modules will be completed once publication has been released Impact:	PL hub offer and programme detail		N/A	
Utilise Education Business Partnerships developments to support HT with understanding of learning	Business aligned to HT to support understanding of learning organisations	October 2018		Andrea May	Progress: Cardiff LA to consider costs for resource- LA Annex perhaps Planned event for October with Cardiff Schools and local businesses. This will act as a springboard to support leadership development opportunities for HT for Cardiff Schools	Cardiff commitment and skills convention meeting notes		N/A	

organisations, thus supporting leadership capacity *initial pilot in Cardiff LA					Impact:				
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Objective 4.4c - Use exemplars from the Pioneer network to support schools implement the principles of SLO									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Budget Comments
Identify practice worthy of sharing from the Pioneer network and wider partners	Practice identified and shared across wider partnerships	September 2018		Andrea May	Progress: PL pioneer team have been organised into groupings. One group have taken this as a focus. These schools will be used to gather practice worthy of sharing from.			Central Pioneer events budget created (£?)	Pioneer schools budget profiled in EO1)
					Impact:				
Publish case study materials through Learning and Teaching app to give exemplars to schools	Case studies and materials published through L&T app	September 2018		Andrea May	Progress:			L&T App costs funded during 2017/18	All associated

					Impact:			costs of the development of the App to be included within EO1	
Use SIG/Pioneer/Cluster network meetings to share exemplars with schools	Exemplars shared with schools Readiness tool- PL 3 and others aspects of PL to be utilised in evaluation- move from focusing statements to developing/enabling statements- at least 70% schools developing- baseline of 35%	September 2018 Milestone of impact February 2019		Andrea May	Progress:			All network budgets (SIGs, Pioneer, Cluster model) profiled in EO1	
					Impact:				

Objective 4.4d - Support schools to use self-evaluation tool snapshots to identify priorities for implementing the principles of SLO									
Action(s)	Success Criteria	Deadline Date	On Track (Y/N)	Aspect Lead (s)	Progress & Impact	Evidence	Overall Judgement on Progress	Budget Requirement	
								Budget (Please outline budget required below)	Comments
Work with schools and OECD who have completed the OECD pilot surveys to identify possible methods of how to use the snapshots to identify priorities	Schools identify benefits and improvements of using the survey	July 2018		Andrea May	Progress: Survey schools meeting held 19/4/18. Benefits and improvements identified. 5 schools volunteered to work with CSC further. LMu tasked with gathering case study materials. Meeting dates arranged for these. Some schools to present at SLO event in July.			Release costs for schools to share their views 59 schools 59 x £1000 for survey schools to develop concept for the region and produce case studies= £59,000 profiled	
	Examples/case studies generated to support schools in using the survey								
	Case studies used to support SIG/Pioneer/Cluster engagement sessions in autumn term	October 2018							
	Identified schools support development of concept for CSC through small-scale development projects	December 2018			Impact:				
Ensure Challenge Adviser work stream considers principles of SLO and build in discussions with schools into work practices	CA work streams adjusted CA feedback through Practice worthy of sharing and development day practice identified with SLO characteristics SER/EFI reports refer to SLO dimensions and characteristics	December 2018		Andrew Williams	Progress: Add training to CPD forward planner			N/A	

	Readiness tool shows development in PL3				Impact:				
CAs and HT to use practice worthy of sharing case studies to support use in schools	Practice worthy of sharing identified across the region Readiness tool shows development in PL3 with at least 50% 'developing' - current baseline 35%	December 2018		Andrew Williams	Progress:				
					Impact:				

Improvement Priority 1	Improving Outcomes for Vulnerable Learners Monitoring Document
Improvement Objective 1.1	VAP Identifying Vulnerable Learners - Effective tracking and assessing of vulnerable learners and EAL learners
Drive Team	Caryl Stokes, Kate Rowlands, Andrew Williams

Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

Improvement Priority:	1.1 VAP Identifying Vulnerable Learners - Effective tracking and assessing of vulnerable learners and EAL learners		
	Impact	Evidence	Overall Judgement on progress
Ensure the Vulnerable Learners' Data Pack, including pupils in special schools, is used effectively by schools and challenge advisers to set targets and track progress of vulnerable learners.	Vulnerable learners data packs developed and staff trained in their use. Challenge advisers' reports indicate that the packs are used effectively to mentor the progress made by vulnerable learners. To Do: No consistent data is used across the special sector. Work is being undertaken to address this.	Use of pack by schools and CAs. Pack used to support SER Training provided to CAs during Induction week on use of the packs with schools.	
Support LAs to review use of Vulnerability Assessment Profile (VAP) across the region, identify commonalities with a view to improving consistency for all schools	Little progress made. The senior representatives from each local authority have been brought together for termly meetings to which the ALN transformational lead has recently been invited. Group have focussed on other pressing issues such as EOTAS rather than VAP.		
Develop guidance for use of VAP for CAs and implement training	Little progress made. Please see comment above.		

<p>Review what works in supporting EAL learners to improve in the region and share learning with a view to identifying areas of joint working with impact</p> <ul style="list-style-type: none"> - Bring together EAL leads in each authority to review data and share delivery models - Identify where there is excellent practice and share it/evaluate and visit together - Identify areas which are useful to share, develop and longer term common areas for development <p>-Evaluate against outcomes</p>	<p>Mobility/data project has remained on track. Successful conference held in March ensured that best practice and associated resources were shared with just over one hundred delegates.</p>	<p>Resource pack shared at conference</p>	
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Improvement Priority:	1.2 Improving the outcomes of boys in literacy		
Key action	Impact	Evidence	Overall Judgement on progress
<p>Develop effective school based strategies, based on action research linked to successful practice, to improve boys' literacy across the region.</p>	<p>7 primary schools did not attend the final session of the programme to present the findings of their action research.</p> <p>All practitioners who did attend rated the quality of content and delivery of the hub programme as excellent and all reported that involvement in the programme had had an impact on raising standards in their school.</p> <p>All schools reported that there had been an improvement in standards of writing. Where schools evidenced this through collection of assessment data, at least one sub outcome/level was made during the project by all boys and a majority of boys made progress of more than one sub outcome/level. Practitioners reported that there had been improvements in boys' use of vocabulary; their ability to sustain writing at the required standard over a longer period of time; and their understanding of what makes a good piece of writing.</p> <p>All schools reported that, as result of the introduction of visual literacy strategies, the boys in their focus groups had all improved motivation and as a result were writing at greater length. For nearly all pupils this had led to an improved perception of themselves as writers.</p> <p>Teachers also reported that by being given more freedom they have developed a more creative approach to teaching.</p> <p><u>Building capacity</u> Nearly all practitioners reported that the trialling of visual literacy strategies within their classrooms will now be extended throughout their schools with many of the practitioners leading this in-school implementation. The programme was attended by a number of literacy leaders who have already implemented strategies within their own settings with a positive impact on the school.</p> <p>Data to be collected at the end of the summer term. Full evaluation will take place when data is available. This will occur outside of the planning window for the 17/18 business plan.</p>	<p>Event register</p> <p>Action plans</p>	
<p>Enhance the quality of provision, to improve boys' literacy skills in the early years. (under 5)</p>	<p>57 teachers have been trained with a greater understanding of boys' oracy. 98% of evaluations rated the programme as good or better with particular improvements identified by teachers in their knowledge and understanding of: language development in young children, impact of hearing impairment on language development and development of communication friendly spaces.</p> <p>13 out of the 14 schools have completed the project.</p> <p>All funding has been allocated – the clawed back monies from the school that dropped out has been spent on resources for the remaining schools.</p> <p><u>Impact of the project</u> All practitioners rated the project as excellent and it has had a positive impact on both teaching and learning. All felt that the support and encouragement they had received had been useful in ensuring their action research remained focused and measureable.</p> <p><u>Impact on standards</u> Nearly all schools reported that overall, strategies trialled resulted in a comprehensive improvement in standards of oracy for the targeted pupils. Results are good and in some cases exceptional. Across the thirteen schools, most (90%) pupils made better than expected progress over a 6-10 week period moving at least one sub level, with a majority (60%) making accelerated progress of at least one whole outcome, a year's progress. A minority (30%) made significant increases of 2 outcomes over this short time period which is equivalent to two years progress.</p> <p>All reported that the increased focus on the teaching of rhymes has had a positive impact on the pupils' engagement and confidence when participating in oracy activities, particularly boys. Many conveyed that it had also improved articulation and an increased vocabulary for many pupils</p> <p>Many practitioners cited that parental engagement had improved as a result of the project with home -school links strengthened</p> <p><u>Impact on teaching</u></p>	<p>Action plans</p> <p>Teacher feedback</p> <p>Event register</p>	

	<p>All teachers reported that they had made improvements to their teaching through the use of shared oracy strategies. Most of them now plan specifically for teaching of oracy. There was strong impact on the quality of enhanced provision with a majority of practitioners sharing that they had focused on making their enhanced provision purposeful, offering opportunities for pupils to practise and embed skills. Nearly all teachers reported that they now had an improved understanding of the importance of developing oracy, as it underpins all aspects of literacy.</p> <p>Impact on building capacity In around half of schools, practitioners have already shared strategies with colleagues including senior leaders. Nearly all plan to continue implementing these strategies in their own classes next year and a majority who are literacy or FP leaders are planning to adapt and apply approaches and strategies adopted within this project across the whole phase/school. A few schools will write case studies for CSC and BookTrust Cymru to share practice across the region.</p>		
<p>Improve boys' engagement by making effective links with local communities across the region to raise the profile of boys' literacy.</p>	<p>Limited progress as internal discussions led to conclusion that project was not feasible.</p>		

Improvement Priority:		1.3 Improving the outcomes of more able and talented pupils	
Action	Impact	Evidence	Overall Judgement on progress
Develop policy and procedures for the identification of More Able and Talented Learners <ul style="list-style-type: none"> • Clear definition of MAT – EL + ½ • Linked to LA specific activities 	Draft policy established. Includes definition. MAT audit completed for Estyn. Positive feedback. <u>To Do</u> Consult on draft policy and implement.	Draft policy	
Create questionnaire to identify current practice in schools across the region Identify effective practice of working with MAT pupils (link with teaching & learning) <ul style="list-style-type: none"> • Link to Seren Network • Liaison with NACE 	Draft questionnaire completed. Currently with Research and Evaluation Board for technical review. To be carried forward to next business plan.	Draft Questionnaire	

Improvement Priority:		1.4 eFSM Learners Improving the outcomes of pupils claiming free school meals	
Action	Impact	Evidence	Overall Judgement on progress
Review the CSC guidance on effective PDG spending to include the new Welsh government requirements, and the new common inspection framework, to ensure schools effectively tracking and evidencing impact of PDG spending. This should: <ul style="list-style-type: none"> • Include effective use of EYPDG in Maintained and Non Maintained settings; • Include effective use of PDG in EOTAS provisions across the region; • Ensure secondary schools are spending PDG on more sustainable strategies; • Include the Improvement eFSM /non-eFSM tracking systems; • The roll out use of various guidance documents; • Ensure CA's are sufficiently 	Revised PDG Guidance produced and distributed. Self- evaluation tool developed in line with new common inspection framework and circulated via Cronfa. All CA's completed review of use of PDG in Summer/Spring visits. Options for challenging peer eFSM performance in schools considered by Directors. Further paper required outlining use of CA's and eFSM leads.	Guidance/self-evaluation toolkits. CA Reports Directors' paper	

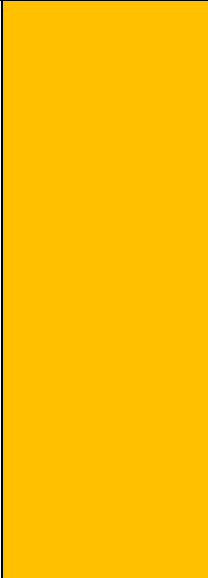
<p>challenging with schools around their use of PDG.</p>			
<p>Improved Identification and communication of best practice in closing the gap from schools in the region by:</p> <ul style="list-style-type: none"> • Developing a regional data base of eFSM leaders from across the region; • Creating regional network groups to share best practice; • Improved quality assurance of closing the gap programmes offered by the Hub schools; • specifically identified closing the gap hub schools, to lead across the region; • Further roll out of the OLEVI growing aspiration programme. • Increase the number of 'CtG' programmes available in the professional offer. 	<p>Regional database of eSFM leaders is complete and a virtual community created.</p> <p>First primary and secondary network meetings were well attended (35 primary colleagues; 8.75% of primaries regionally and 19 secondary colleagues; 33% of secondary schools regionally)</p> <p>2 CtG Hubs appointed both of which are running programmes and undertaking action research.</p>	<p>Database and Hubs activity.</p>	
<p>IPSOS MORI to conduct further action research project across region in relation to strategies to improve attainment of eFSM pupils, in various areas: Valleys/ Inner Cities / Rural areas.</p>	<p>Report published. Used to inform strategy and practice.</p>	<p>Report</p>	

<p>Improve oracy across the region in order to improve literacy skills of eFSM learners. This will be achieved through:</p> <ul style="list-style-type: none"> • Cohort 2 of the Valleys Project, with a focus on improving oracy outcomes for pupils in year 5/6. • Development of a regional toolkit for oracy; • Ensuring curriculum hubs offer a range of oracy programmes across the region; • Further involvement of school 21; • Exploring the creation of 'voice 21' hubs to lead on oracy across the region. 	<p>Improved oracy outcomes, and accelerated progress for eFSM pupils in 16 involved in the project. Creation of toolkit, shared with schools.</p> <p>12 schools regionally have completed a draft version of the digital resources "Curriculum & Assessment – Primary LNF oracy." This resource currently contains 37 English and Welsh oracy videos, examples of good strategies to support the teaching of oracy. This is available through the Cronfa system.</p> <p>More oracy programmes offered as part of the professional offer. Creation of regional hubs.</p> <p>All regional hubs offering good Oracy support; (Stacey Primary are offering oracy to support eFSM learners) Evaluations of the programme are positive.</p> <p>Additional oracy conference held with the support of school 21.</p> <p>Valleys project completed and evaluated. Link with school 21 established.</p>	<p>% of pupils making accelerated progress in oracy as part of valleys project.</p> <p>Case studies Digital toolkit. Evaluations of Literacy hubs oracy programmes. Improvement in regional oracy outcomes.</p>	
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Improvement Priority:	1.5 ALN pupils (mainstream) Improving the outcomes of pupils with additional learning needs		
Action	Impact	Evidence	Overall Judgement on progress
<p>Support LAs to map provision across the region, including the use of units and resource bases, to assist LAs in determining the desire and viability for any shared provision. Include consideration of Welsh medium ALN provision.</p>	<p>Strategic group established, includes Director or Assistant Director from each Local Authority. New ALN transformational lead introduced to the group and will attend all future meetings.</p> <p>EOTAS task/finish group established.</p> <p>Sensory Revision review completed across region and results/recommendations presented to Directors. Regional/Welsh Immersion provision reviewed with Directors.</p>	<p>Mapping in place and demonstrating areas where coordinated planning can be delivered Sensory services report EOTAs audits</p>	

<p>Explore with LAs and schools the potential to further develop partnerships between mainstream schools, resource bases and special schools for improved teaching and learning across the region, and evaluate</p>	<p>Limited progress. Previous section outlining how group has been formed. However significant work required. Appointment of a ALN transformational lead will accelerate progress.</p>		
<p>Support the LA officers and schools to fully implement the ALN bill across the region, ensuring that all consortium staff are fully aware of the implications.</p>	<p>Initial training provided. To be developed further in next business plan.</p>	<p>Training materials</p>	




Improvement Priority:	1.6 LAC Pupils Improving the outcomes of pupils who are looked after		
Action	Impact	Evidence	Overall Judgement on progress
<p>Support LA officers to ensure all LAC children across the region have a single education plan in place, processes to monitor progress and share learning as part of a single regional plan for LAC PDG in line with grant guidance which can demonstrate impact on outcomes;</p>	<p>Lead PDG LAC officer appointed, lead director for aspect, Esther Thomas (RCT), will line manage the member of staff. PDG LAC approved by WG. Plan outlines future direction of the priority. Conference to be organised on 29th January 2018 in Cardiff to raise awareness of strategies needed to meet the wellbeing needs of CLA pupils Successful conference held. Good evaluations received. Significant move towards EAS model. Best practice case studies have been created. Bidding process established and schools supported. Will need to be developed further in new business plan.</p>	<p>Conference feedback</p>	



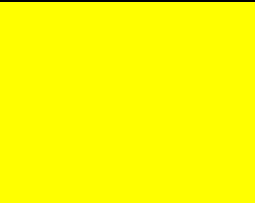



<p>Support the sharing of effective practice in the use of 'pupil voice' and use the results in defining improvements in support for schools.</p>	<p>Initial meetings with Education Psychology service held. Will need to be developed further in new business plan.</p>	<p>Evidence link between pupil voice survey and new business plan priorities.</p> <p>Establish a process with schools which helps them to define wellbeing and thus create outcomes based on definition.</p>	
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Improvement Priority 2	Transition to the new curriculum
Drive Team	Tim Britton, Mandy Paish, Mandy Esseen

Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

Improvement Priority:	2.1 Improve the quality of teaching, learning and assessment (All Phases)		
Key action	Impact	Evidence	Overall Judgement on progress
2.1a Consult with stakeholders to determine regional needs in teaching and learning that will facilitate transitioning to the new curriculum.	Significant work completed. Pioneer network is now actively engaged with most schools across the consortium. Update of readiness tool has been extensive and provide both a baseline and an induction of where support is needed.	Readiness tools	
2.1a Re-define the CSC teaching, learning and assessment policy/ies.	Team of schools known as the core development team have worked on this. Will align with national documentation in September. T& L strategy has been integrated with the readiness tool.	Policy documentation	
2.1a Develop a framework and associated toolkit of effective practice in teaching, learning and assessment to facilitate successful delivery of curricula and underpin key messages	Developed and an associated app is under development.	Framework Toolkit Regional training registers Planning documentation PILLARS final draft SLT minutes Procurement Materials	
2.1b Utilise school-led professional development structures to support professionals in putting the framework into practice	Moved to new business plan as time needed to develop the framework with schools.	Framework	

<p>2.1b Provide support and challenge to schools about the changes to self-evaluation reports in line with the new Inspection Framework for Sept 2017 and in light of Successful futures</p>	<p>CSC Staff training day in September. Nearly all CSC staff attended the autumn up-date training. Advice sent out to schools via the CSC Bulletin has mirrored Estyn Guidance of preparing for the new Inspection Framework.</p>	<ul style="list-style-type: none"> • SERs on Cronfa • SDPs on Cronfa • Training day materials 	
<p>2.1c Devise phase specific pilot ITE programmes with HEI partners and alliances of primary and secondary schools</p>	<p>Early indications from 1-1 discussions and EFIs are that CAs in the spring term visits have discussed the changes necessary for the new SER format for autumn 2018 and a few schools have already developed their SERs accordingly.</p>	<ul style="list-style-type: none"> • Programme materials • Marketing materials • MOU agreements between schools and HEIs 	
<p>2.1c Establish ITE programmes with HEI partners and alliances of primary and secondary schools</p>	<p>Completed. There is active engagement with all HEIs and lead partner schools involved.</p>	<ul style="list-style-type: none"> • Programme materials and outlines for facilitators all completed and disseminated to lead partner schools and alliances • Day 1 is completed • Minutes of ongoing meetings Feedback from facilitators and students captured throughout the pilot • Project paperwork; communication to SLT, Directors and Strategy Group • Action plans created for interim ITE leads – AB and DL – in ME's absence ME attended Cardiff Met planning and evaluation day on 8th February 2018 	

<p>2.1c Evaluate phase specific pilot ITE programmes with HEI partners and alliances of primary and secondary schools</p>	<p>Pilot days have commenced and evaluative activity has begun. Early indications are that these are being positively received. Recommendations will be presented to WG and CSC for adoption in next academic year.</p>	<p>Plans already actioned to capture baseline evidence in advance of future evaluations</p> <p>Evidence of impact of the days collected for future work</p>	
<p>2.1c & d Plan the 9-14 ITE pilot approach with HEI partners and cross phase CSC schools.</p>	<p>Completed. ITE pilots continue to undertake development work. Evaluations need to be completed in the summer term 2018 to measure the impact of this work and plan for the future of HEI and ITE work in both the English and Welsh medium sector.</p>	<ul style="list-style-type: none"> • Programme materials • Marketing materials • Minutes of ongoing meetings 	
<p>2.1c & d Devise the 6 week 9 – 14 experience</p>	<p>Two year pilot is under development but not fully finalised.</p>	<ul style="list-style-type: none"> • Programme planning materials • Marketing materials 	
<p>2.1c & d Implement 6 week carousel enrichment experience in a 9 – 14 context with 2 secondaries, 2 special schools and 4 primaries</p>	<p>Not due to be completed until July 2018.</p>	<ul style="list-style-type: none"> • Programme materials • Feedback from students and facilitators collected throughout the pilot 	
<p>2.1c & d Evaluate the experience with undergraduates, school facilitators, learners and university tutors</p>	<p>Not due to be completed until July 2018 Surveys, interviews and focus groups on Year 2 of this pilot to commence in Spring Term 2019. Evidence gathered will inform the actions and preparations of participants in the interim between summer 2018 and spring 2019.</p>	<ul style="list-style-type: none"> • Evidence of impact of the days collected for future work 	
<p>2.1d Co-construct an accredited ITE mentor programme with HEI partners</p>		<ul style="list-style-type: none"> • Minutes of meetings • Coaching and mentoring guidance booklet • Mentor training materials • Evidence of the impact of the training is gathered for future refinement to become a national model 	

<p>2.1d Plan a cross-consortia two day mentor training programme</p>	<p>Proposal and funding request of 66,000 accepted by Welsh Government. Pilot to take place in March 2018 and so falls outside the time frame of this business plan.</p>	<ul style="list-style-type: none"> • Programme proposal 	
<p>2.1d Welsh medium cross phase schools co-construct an accredited Welsh medium mentor programme with HEI partners</p>	<p>An accredited mentoring programme through the medium of Welsh devised developing the skills of the workforce that will then build on leadership capacity.</p>	<p>Programme created by University of Wales Trinity St David</p>	
<p>2.1e Develop Teach First programme with HEI partner and cross-phase partner schools</p>	<p>Fully operational. Frequent evaluative reports to Directors and Joint Committee</p>	<ul style="list-style-type: none"> • Programme materials • Marketing materials • Evaluative reports 	
<p>2.1e Implement Teach First programme with HEI partner and cross-phase partner schools</p>	<p>Fully operational Frequent evaluative reports to Directors and Joint Committee</p>	<p>Directors report Programme board notes</p>	
<p>2.1e Evaluate Teach First programme with HEI partner and cross-phase partner schools</p>	<p>Evaluative reports recovered quarterly. First year evaluation due in September.</p>	<p>Directors report Discussions with Tech First on evaluation. Programme board notes</p>	
<p>2.1e Develop Welsh medium GTP programme with HEI partner</p>	<p>Despite not many students following the course through the medium of Welsh, students have improved their teaching skills accordingly. The “home” schools are using the course to provide support to other schools within the 5 authorities or to develop internal teaching skills.</p>	<p>Programmes created by the schools. Work with Cardiff MET, communication between Cardiff Met and students.</p>	
<p>2.1f Explore developing a cross consortia action research project focussing on developing the use of AfL as a tool to measure pupils’ progress. A possible focus could be on oracy and arts to develop pupil voice.</p>	<p>Successful cross consortia project with significant engagement of partners e.g. Estyn/Unions has addressed workload issues. However, oracy project not developed.</p>	<ul style="list-style-type: none"> • Pupil, staff and CSC staff questionnaires • Video evidence demonstrating strong progress • Notes from school visits • Consortia project • Termly evaluations of project 	

<p>2.1g Engage school to school working models with a HEI (through ITE pilots or separately) to facilitate the review and development of research in all existing PL structures</p>	<p>Completed via HEI ITE Pilots. However, still at early stage of development.</p>	<ul style="list-style-type: none"> Action plans Evaluations and registers Evidence of impact from pilot work to be filtered in to organisational and hub school-level understanding of what works 	
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Improvement Priority:		2.2: Build capacity for improvement through existing school to school models (All Phases)		
Key action	Impact	Evidence	Overall Judgement on progress	
<p>2.2a Review existing schools to school working models to determine their regional role in leading curriculum reform</p>	<p>Hub model reviewed and refined for Financial Year 2018/2019. SIG reviewed and funding refined. Phase 1 utilising SIG networks, implements December 2018 to engage Partner Schools. Review of CSWC challenge undertaken and changes to funding implemented.</p>	<p>Hub R&E report SIG R&E report Strategy Group agendas</p>		
<p>2.2a Review and refine existing school to school working models to ensure that there is a focus on joint practice development, positive engagement through brokerage and evaluated outcomes that evidence value for money.</p>	<p>Professional learning offer reflects regional needs. Nearly all programmes have run with sufficient numbers, the mean number of practitioners per programme has increased and approximately 20% of programmes have waiting lists. Almost 80% of schools in the region have engaged with at least one enquiry led programme. Recommendations from hub evaluation report 2016-2017 of deepening enquiry and strengthening evaluation remain a focus. Brokerage needs further strengthening.</p>	<p>Professional learning offer Programme engagement Hub R&E report Engagement map Hub network agendas Hub Cronfa network area</p>		
<p>2.2a Evaluate all existing school to school working models and develop proposals to refine the overall CSW Challenge model to place greater focus on schools transitioning to the Curriculum for Wales.</p>	<p>Completed Model adopted for 2018-2019</p>			

2.2a Consult on proposals for future school to school working models	Proposed changes to funding for Hub, SIGs and Clusters were recently disseminated to schools via CSC Communications team. Early indications are that schools are happy with the proposed adaptations and financial arrangements.	Consultation outcomes	
2.2a Finalise model for school to school working	Finalised but to be introduced next academic year.	School to School working model	
2.2a To further develop guidance and resources to support effective system leadership	Refined hub guidance consulted on and disseminated April 2018. Network meetings further refine as a live document. R&E reports are submitted against the four aspects of the CSWC.	Refined guidance	
2.2b Develop the role of hubs in regional evaluations through an extension of the peer enquiry model	Hubs to meet and discuss approach with model. This meeting will take place in April and will occur outside of the window for 2017/2018 business plan. The impact review meeting recognised that this is a two year transitional programme. As a result progress will be marked as Amber.	Support documentation Research outcomes	

Improvement Priority:		2.3: Support curriculum reform across all schools through school to school networks (All Phases)	
Key action	Impact	Evidence	Overall Judgement on progress
2.3a Review current support for new GCSEs and performance measures in subjects in line with emerging performance picture and adjust curriculum hubs support	<p>"Mock" GCSE developed and communicated to school to tackle early entry issues.</p> <p>Marked scripts with itemised data collected and shared with schools so that they have access to a range of papers to exemplify each grade.</p> <p>Analysis report for GCSE performance produced and shared with Directors.</p>	<ul style="list-style-type: none"> Marked scripts Itemised level data (links available). Senior challenge advisers analysis Directors report (GCSE support and impact) 	
2.3b To further develop mechanisms for effective dissemination of professional learning in home schools	<p>Work undertaken with SIG convenors including model evaluation of impact within self evaluation reports.</p> <p>Network meetings held.</p>	<ul style="list-style-type: none"> Data per school to school model for school priority Monitoring reports Challenge adviser visit notes and progress reports School improvement plans School self-evaluation reports 	

<p>2.3b Develop the regional role of pioneer schools</p>	<p>SLAs are appropriate and finalised for Pioneer Schools. Regular network meetings have been established, maintained and well attended.</p> <p>All regional Pioneer Schools are actively engaged in their role to ensure Curriculum For Wales work is shared across all schools in the region. This is being facilitated through the SIG network. 91% of schools have engaged in this work to date.</p> <p>Pioneer Schools have led the development of the readiness tool. This has been accessed by 80% of schools in the first round, Spring 2018. The Readiness Tool gives schools and the region good information on stages of development and performance development needs.</p>	<ul style="list-style-type: none"> • Thematic analysis provided termly by all pioneers schools. • Pioneer analysis collated regionally and outcomes shared with Welsh Government 	
<p>2.3c Develop and progress proposal for external accreditation for enquiry led programmes related to curriculum reform</p>	<p>Action halted due to work currently being undertaken by SG to review existing structures.</p>		
<p>2.3c Outcomes from review of existing school to school working mechanisms are used to inform the development of the first phase of regional networks to support schools in transitioning to the Curriculum for Wales</p>	<p>ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		
<p>2.3c Outcomes from wider regional consultation on school to school working are used to inform further iterations of the regional plan for implementing networks to support transition to the new curriculum</p>	<p>ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		
<p>2.3c Implement whole scale reform for all schools through developed proposals for networks</p>	<p>ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		
<p>2.3c Networks implement activity</p>	<p>ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		
<p>2.3c Outcomes from wider regional consultation on school to school working are used to inform further iterations of the regional plan for implementing networks to support transition to the new curriculum</p>	<p>ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE</p>		

2.3d Quality assure delivery of curriculum reform preparedness in line with other consortia	ASPECT ADDRESSED WITHIN 2.2. OF BUSINESS PLAN ABOVE		
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Improvement Priority 3	Leadership and Workforce Reform
Drive Team	Richard Carbis, Anna Brychan, Joe Colsey,

Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

Improvement Priority:	3.1: Develop a 5-year regional workforce recruitment and development plan to address regional need		
Improvement Objective 3.1a: Developing a 5 year workforce recruitment and development plan to address regional need			
Improvement Objective 3.1b: Complete online PLP and share			
Improvement Objective 3.1c: Work with HR teams to review appointment processes and implement improvements			
Key action	Impact	Evidence	Overall Judgement on progress
3.1a Undertake a 5 year workforce needs analysis with a focus on leadership, Welsh and Digital Skills	Work still in progress. Now being informed by the Recruitment and Retention board work. Completion of initial report now planned for end of February. This aspect will be taken forward into the next business plan. Report to be produced to support this work moving forward.	EWC Data	
3.1a Share workforce needs analysis with relevant stakeholders	This aspect will be taken forward into the next business plan. Report to be produced to support this work moving forward. Presentation made to SLT.	Presentation	
3.1a Develop Leadership Programme across the consortia <i>Current programmes:</i> Headship Now New to Headship Strategic headship Consultant leader Executive Headteacher Deputy Headteacher NPQH SLE HLTA	Significant progress made. Cross consortia group well established and systematically working through milestone programmes to create national programmes to be delivered by the 4 consortia. Tenders for accreditation of these programmes invited. <u>To Do</u> Evaluate impact of new leadership programme	New programmes	
3.1b Update on-line Professional Learning Pathway	All consortia now use same nomenclature to match WG leadership matrix	CSC Website	

3.1b Share Professional Learning Pathway with schools and stakeholders	Completed. Paper version developed and shared. Electronic version in final stages of development.	Pathway on CSC website	
3.1c Work with HR teams in each local authority to review senior leader appointment processes	Achieved via HR Group. Commonality established and training given. However further work needed for genuine regional consistency. HR being considered as part of the review of the national model so will need to feed forward into the business plan.	SLT agenda SLT minutes	
3.1c Formulate a clear, consistent recruitment policy and procedures	Work underway with eTeach, EWC and WG. Work delayed by review of the National Model	SLT agenda SLT minutes	

Improvement Priority:		3.1d: Increase school led provision to support Welsh, DDT and computer science	
Key action	Impact	Evidence	Overall Judgement on progress
Increase school led provision to support the development of the Welsh curriculum.	3 primary hubs established. Demand for programmes offered has been high and effective support has been provided to Red and Amber support schools.	Professional learning offer document Development day brokerage session	
Develop primary professional learning pilot based on secondary Welsh Medium distributed hub model	Cadwyn Cynradd programme successfully completed. 70 practitioners engaged. Feedback positive. 9 schools have delivered 11 programmes. Professional learning offer reflects range of training offered.	Welsh booklet Programme materials Offer Document	
Employ Siarter Iaith officer to support outside classroom use of Welsh in WM schools	Siarter Iaith Officer appointed and working with schools. Appears in all WESPs. 87% of WM schools have received the bronze award with 13% on track to do so. Web diagrams show improvement.	CSC structure	
Siarter Iaith Officer engaged with most Welsh medium schools	Siarter Iaith. Officer appointed and working with schools. Appears in all WESPs. Plus: over 4500 pupils have completed the web diagram with improvement indicated in a number of areas, particularly in oracy.	Web Diagrams (LA level school level and regional) Questionnaires	
Increase provision by Welsh Second Language team of programmes to develop practitioner Welsh language skills	Training delivered. 83 participants in Autumn and Spring Terms. Headteacher training also provided.	Programme reports	

<p>A transition programme for all clusters supporting the More able and Talented pupils.</p>	<p>9 cluster plans submitted. Same definition of MAT shared by all clusters. Enriched experiences for MAT pupils evident in plans</p>	<p>MAT Transition Programmes</p>	
<p>ITE Mentoring programme put in place and training accredited by Trinity St David University</p>	<p>Programme developed and implementation begun. <u>To Do</u> Will need to evaluate impact.</p>	<p>ITE evaluation forms in response to training</p>	
<p>ALN programme of support for WM ALNCO's</p>	<p>Termly meetings established. A network of expertise has been created. Link with Welsh Government established.</p>	<p>Programme reports</p>	
<p>Network meetings for WM and W2Llanguage subject leaders</p>	<p>Established and used effectively to provide updates, support, advice and to facilitate school to school support.</p>	<p>Minutes of meetings</p>	
<p>Developing incidental Welsh across the curriculum – this would help research work into developing a cross curricular continuum</p>	<p>Over 20 schools were engaged to create resources. <u>To Do</u> Evaluate use and impact of resources in schools.</p>	<p>Resources created.</p>	
<p>For eFSM pupils develop a residential course with the support of the Urdd with the aim of providing Welsh 2nd language Year 10 and 11 pupils with a real interest in the language an opportunity to meet like-minded pupils.</p>	<p>Meeting and investigation of costs undertaken. Little take up from schools. Funding re-allocated.</p>		
<p>Further support for action research on the psychology of language including PCAI and Welsh Language Charter</p>	<p>Schools engaged. Pupil forums and staff meetings successful. All schools included have created plans to support and develop the use of Welsh. Pupils driving this agenda forward.</p>	<p>Minutes of meetings – forum and psychology of language leaders</p>	
<p>Developing the workforce by providing training to agency staff</p>	<p>Action adopted to cover TA Support. Training provided. Positive feedback.</p>	<p>Programme reports</p>	
<p>Teachers working group (WM) looking at the 12 pedagogy principles as identified in Successful Futures</p>	<p>Completed. A network of teachers established and systematically considering the 12 pedagogy principles.</p>	<p>Programme reports</p>	

Pwyllgor gwaith i ddatblygu 'Playlist' sef ffordd i blant a rhieni derbyn mynediad i'r Gymraeg tu hwnt i'r Ysgol/ A Workgroup established to develop a welsh resource accessible to pupils and parents.	Playlist established by DCF team and schools. <u>To Do</u> Evaluate use and impact in schools	Resource Playlist	
Explore pilot of immersion project in RCT and Bridgend	Paper presented to Directors. Immersion group created to explore issues in more detail. Will feed into new business plan.	Directors' paper. Work of group including visits	
Gwaith Pontio Ail iaith Continwmm Cymraeg Ca2 – CA3 Transition project delcired for Welsh 2nd lang KS2 – KS3	Established with the 4 secondary schools in Merthyr. They are working on developing a Welsh language continuum between KS2 and KS3.	SLA's	
Welsh survey undertaken focussing on: Linguistic skills and ability to teach through the medium of	Snap survey used. Better understanding of number of Welsh speakers in the system and the needs of schools. However, limited response from schools.		
Develop leadership support for digital learning	Completed and fully subscribed	Hub school / lead practitioner programmes / prospectus	
Exemplify Digital Learning 'route map' to outline school approaches to development	Cross regional approach to DPLF established and route map published.	Leadership support guidance	
Develop digital Leadership Toolkit in association with Pioneer Schools	Toolkit developed and published on Cronfa. <u>To Do</u> Further develop in line with DPLF in Summer 2018.	Digital Leadership toolkit	
Develop showcase of effective practice in digital learning	Case studies and exemplar materials collated and quality assured.	Examples of digital learning showcases	
Further develop role of Digital Learning Network of schools to lead delivery strategies across the region	Additional LP schools have been identified and programmes are running.	Digital Strategy Group minutes Materials from networks and events	

Increase capacity to support schools' use of the Hwb platform through network of lead practitioners	Completed. Additional LP schools, series of 'teach meets', twilight sessions led by Pioneer/Hub schools.	Lead practitioner programs Lead practitioner programme evaluations Hwb usage statistics	
Develop capacity to support Computer Science in schools	Secondment made and team roles adjusted accordingly.	Secondment of teacher and amendment of team roles	
Develop regional strategy for code clubs	Resource pack and offer created. Partnership developed with national provider. 55 code club 'start ups' operational across the region. 5 lead coding schools' network formed	CSC Code Club strategy Code club data and statistics	
Develop school-led programmes and networks for secondary IT and computer science	2 x LP partnerships developed – now delivering secondary support for IT and computer science at GCSE and Post 16.	Lead Practitioner programmes Primary and secondary network minutes and agendas	
Develop accredited development opportunities for existing teachers to teach Computer Science	Initial discussions held. However, the NNEST Board will take this forward in the national context next year. Regions advised to delay work in this area.	HEI programmes/ development opportunities for Computer Science	

Improvement Priority:	3.1E: Evaluate regional HEI/schools/ITE pilots to inform 2018/19 model		
Key action	Impact	Evidence	Overall Judgement on progress

Evaluate regional HEI/schools ITE pilots to inform 2018/2019 model including WM ITE & GTP pilots.	Evaluations completed	Evaluative reports on primary and secondary pilots. Report for Strategy Group. ITE Summary Report for Directors.	
Identify ITE pilots in partnership with schools and universities	Budget from WG released and SLAs finalised with schools. Pilot Plans underway.	Project paperwork; communication to SLT, Directors and Strategy Group Action plans created for interim ITE leads – AB and DL – in ME's absence	
Regional Teach First programme introduced and teachers recruited in line with regional need, with a particular focus on core subjects.	Established. Frequent monitoring with regular reports to Directors and Joint Committee.	25 Teach First graduates placed in schools	
Roll out further ITE pilots in partnership with schools and universities	Completed. Pilots have been rolled out.		

Improvement Priority:	3.2 Build leadership capacity for headship		
Improvement Objective 3.2a: pilot and evaluate new leadership programmes			
Key action	Impact	Evidence	Overall

			Judgement on progress
New programme: Leadership of teaching and learning (OLE/SOLE)	OLE (core & no core): 75 SOLE: 43 Evaluation completed via Snap Survey and individual session feedback. 2 cohorts of each programme completed.	Participant database	
New programme: Leadership of teaching and learning (OLE/SOLE)	Evaluations positive. School (Cardiff High) proposing to continue to offer programme but outside regional offer.	Participant database	
New programme: Welsh Education Leader programme	Adapted due to WG terms and conditions. NAEL Associate Headteacher Programme – Associates selected.	Associate Headteachers	
New Programme: Challenge Partner network model	Developed with Welsh medium and Special Sectors. Model agreed with Directors. To be trialled next academic year.	Welsh Medium Paper Special Schools Paper	

Improvement Priority:	3.2b: Complete evaluation and impact assessment of existing leadership programmes		
Key action	Impact	Evidence	Overall Judgement on progress
Complete evaluation and impact assessment of all existing leadership development programmes and deployment models; <i>Current programmes:</i> Headship Now New to Headship Strategic headship Consultant leader Executive Headteacher Deputy Headteacher NPQH SLE HLTA	Evaluation complete Evaluation process has been further refined for future cohorts. Links to work with NAEL/cross consortia development of milestone leadership programmes Strategic headteacher programme refined in light of R&E Board evaluation process and renamed “experienced headteacher”		
Update and refresh leadership development programmes and deployment model as result of evaluation completed.	This work has had to link directly with the development of national leadership programmes by consortia. Two programmes fully revised and arrangements for HEI accreditation planned.	New programmes	

<p>25 Peer Enquiry completed in 2017-2018.</p>	<p>22 peer enquires completed this financial year with 12 planned for period April to July 2018. To date 50% of CSC schools have engaged with peer enquiry.</p>	<p>Report produced and shared with SLT and Strategy Group</p> <p>Guidance and report template for re-visits</p>	
<p>R& E evaluation process applied to PE</p>	<p>Evaluation completed and used to further refine model</p>	<p>R & E Evaluation Report VFM Report PE Impact Report</p> <p>The digital survey plus the responses</p>	
<p>Publish best practice Peer Enquiry case studies of school improvement and leadership professional development to demonstrate link between SIPs and SERs ;</p>	<p>Case studies developed</p> <p>Evidence of impact on school improvement and on professional development of senior school leaders has been captured and shared on Cronfa.</p>	<p>Research and Evaluation report Peer Enquiry leads management reports</p> <p>Case study evidence</p>	
<p>Write and publish the phase 4 Peer Enquiry Model taking into account other models and recommendations arising from Phase 3</p>	<p>Completed. Phase 4 now embedded successfully.</p>	<p>Model shared with SLT and Strategy Group September 2017</p> <p>Revisits are now commencing and will bring new intelligence to the model</p>	
<p>Develop pathfinder pairings to be used to support leadership development at all levels (Head/Deputy/Middle leaders)</p>	<p>Over 20 pairs of schools engaged. System in place to evaluate impact.</p>	<p>Pathfinder database</p>	

Improvement Priority:	<p>Improvement Objective 3.2c: develop accreditation strategy for leadership programmes.</p> <p>Improvement Objective 3.2d: Develop region wide succession planning</p> <p>Improvement Objective 3.2e: develop recruitment strategy with other consortia</p> <p>Improvement Objective 3.2f: Develop community of leaders programme</p>		
Key action	Impact	Evidence	Overall Judgement on progress
<p>3.2c Develop strategy for accrediting school-led programmes</p>	<p>Refer to 2.3c Strategy Group looked at WBL model. Little appetite. However, two schools have taken up the model. Work of NAEL very likely to impact here.</p>	<p>Strategy group minutes/notes</p>	<p style="background-color: yellow;"></p>
<p>3.2d Develop region-wide report and understanding of succession planning.</p>	<p>Whilst work has begun, this aspect will need to be addressed in new business plan.</p>	<p>Report to SLT</p>	<p style="background-color: yellow;"></p>
<p>3.2e: Develop recruitment initiatives with other consortia.</p>	<p>Discover teacher project with other consortia has been successful. Evaluation completed by WG. Website and materials accessible.</p>	<p>Teaching Adverts Regional Merchandise</p>	<p style="background-color: green;"></p>
<p>3.2f Community of Leaders programme to be further developed, to include: Programme of Leadership Seminars Workforce briefings</p>	<p>Programme developed and publicised. Although feedback has been good, relatively small numbers attend. Now includes Mindfulness to address Wellbeing issues.</p>	<p>CSC website</p>	<p style="background-color: green;"></p>
<p>3.2f Funded programme of study visits (including process to record learning and evaluate impact at school).</p>	<p>No funding available from WG. Not completed.</p>	<p></p>	<p style="background-color: red;"></p>

Improvement Priority:	3.3 – develop understanding about different leadership models		
Improvement Objective 3.3a: work with pilot federations to update guidance and share findings			
Key action	Impact	Evidence	Overall Judgement on progress
Collaborate with pilot federations in order to update federations' guidance for all schools and share findings.	Report to Directors complete. Discussion promoted. Barriers identified and communicated to Welsh Government.	Report	
Collaborate with pilot federations in order to update federations' guidance for all schools and share findings.	Report completed and shared. Learning identified.	Report	
Collaborate with pilot federations in order to update federations' guidance for all schools and share findings.	Until issues resolved (identified in above process) delay updating guidance. Existing guidance being used to inform discussions with interested schools. Plan/Criteria established to support schools.	Guidance Plan & Criteria	

Improvement Priority:	Improvement Objective 3.3b: work with authorities on organisational planning		
	Improvement Objective 3.3c: include modules on different leadership models in governor training		
	Improvement Objective 3.3d: Develop and support regional network & increase number of federations		
Key action	Impact	Evidence	Overall Judgement on progress
3.3b Work with authorities to share and develop school organisational planning in line with new leadership models and identify processes for implementation and evaluate.	Met with all local authorities and intelligence gathered. Used to inform report to Directors (see 3.3a)	Allocation of Spend Models	
3.3c Incorporate leadership models into the regional governor training programme (including federations).	Consultant engaged to facilitate training re: Federation for chairs of governors.	Training Model	

<p>3.3d - Develop and support regional network of federated schools and increase the number of federations across the region.</p>	<p>Established regional network of federated schools/collaborations.</p>	<p>Network of schools Calendar of meetings</p>	
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<p>Improvement Priority:</p>	<p>3.4 – Develop capacity in governing bodies</p>		
<p>Improvement Objective 3.4a: evaluate and expand consultant governor programme and refine Improvement Objective 3.4b: increase number of GIGs Improvement Objective 3.4c: Deepen governor knowledge of school led systems Improvement Objective 3.4d: Further develop schools’ link with business</p>			
<p>Key action</p>	<p>Impact</p>	<p>Evidence</p>	<p>Overall Judgement on progress</p>
<p>3.4a - Evaluate and expand regional consultant governor programme; refine deployment model and impact assessment.</p>	<p>Impact statements for previous year collected and collated. New processes developed and communicated.</p>	<p>Impact statements Presentations.</p>	
<p>3.4b - Increase number of governing bodies engaged in Governor Improvement Groups.</p>	<p>GIGs established. Report delayed on lessons, learned to date. Needed to inform next steps.</p>	<p>Report</p>	
<p>3.4c - Deepen knowledge of school-led systems, also focus on DCF, Alps, head teacher PM & leadership appointments, data</p>	<p>Governor conference was successful Training programme developed and delivered. Evaluations positive. Needs to feed into new business plan.</p>	<p>Evaluation forms</p>	
<p>3.4d - ‘Stepping into Business’ primary schools’ business/enterprise programme to be further launched across the region.</p>	<p>Funding not available so not completed.</p>		

Improvement Priority 4	Improvement Priority 4 To improve rapid and sustainable intervention
Drive Team	Morwen Hudson, Sarah Corcoran, Andrea May, Gareth Voyle

Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

Improvement Priority:			
Key action	Impact	Evidence	Overall Judgement on progress
Recruit additional secondary challenge advisers	Fully recruited team of secondary challenge advisers. A sustainable model has been established in terms of the reduction of consultants. The team is now an extremely experienced and effective team, with the relevant expertise to negotiate change in the secondary system.	Recruitment documentation and contracts.	
Plan handover of schools from Schools Challenge Cymru (SCC) to CSC	There are now support plans and APL person for all vulnerable schools.	CA deployment for Summer term	
Advertise and recruit accelerated progress leads	Team recruited and deployed. Effective in most schools. Some emerging issues/lessons learned in others which will help refine model next year.	Recruitment documentation and contracts.	
Establish secondary challenge adviser forum	The initial day meeting to focus on this work was positively received and needs to continue. Need to establish a framework around the role of the APL. Evaluation of APLs also to be completed. Moving forward, we need to focus on this work moving into the new business plan. CSC as a learning organising, ensuring that teams have sufficient time to meet. With respect of this action we need to ensure that these meetings are set in the diary at least termly to compliment the activity of the new business plan.	Forum Notes	

Improvement Priority:		4.1b - Ensure every secondary school has an effective partnership with a strong school which demonstrates impact to both schools		
Key action	Impact	Evidence	Overall Judgement on progress	
Complete secondary SIG evaluation and use information to refresh model as required	All secondary SIG are operational Model implemented by financial pressures.	Strategy Group forward plan SIG operational plan and communication plan		
Engage increased numbers of schools with pathfinder partnerships through brokerage by challenge advisers	Eight pathfinder partnership established and evaluated.	Pathfinder agreements SLAs Impact Reports (Feb half term). Request for support documentation Resource Board minutes		
Align the work of hub schools providing red and amber support with pathfinder partnerships	The refinement of the funding model for hubs has enabled the creation of the budget for vulnerable schools. This will be managed by the resource board and support will be brokered via CAs and Senior CAs and detailed within the support plan for the individual schools. The impact of this support will be monitored at the LA Performance meetings with the individual local authorities.	Letters to schools Resource board outcomes		

Improvement Priority:		4.1c Extend the focus on target setting, progress and performance of pupils post sixteen; with local authorities ensure every student has an appropriate place in learning 14-16		
Key action	Impact	Evidence	Overall Judgement on progress	
Collect and publish retention and completion data for schools and local authorities and set appropriate targets	This action has not been completed as WG have not released their new post 16 analysis to the Regional Consortia. Retention and completion data are not standard performance measures available in the public domain which we can process. However work has started using the ALPs data to identify how we can use this analysis to provide evidence of impact across the region. Targets for retention and completion were not part of the target setting collection during Autumn Term 2017, as agreed with Directors in the Autumn Term 2017.	Email from Sian Hughes (WG) to Margaret Parrish (13th November 2017)		
Collect and publish data on A level results A* to A, A* to C and A* to E on a school and authority basis	Revised templates distributed to all relevant schools and the data received collated, analysed and published.	Templates for Summer 2016 are already available, and this information has been collected from all schools over the past		

		6 years (at least). Templates produced, distributed and received back from schools. Analysis created and shared.	
Advisers to provide effective holding schools to account for post 16 progress, effectively identifying excellent practice and brokering across region post 16 challenge.	All schools are held to account for post 16 performance and categorisation reports now include reference to post 16 outcomes and provision. Excellent practice in chemistry, biology and physics has been identified in order to provide post 16 support in subjects. (RG to check and update if necessary). Alps data has been rolled out and is used by all LAs.	Training materials. Development day outline. Categorisation reports	

Improvement Priority:		4.1d Integrate Intervention Strategy for vulnerable schools into Challenge Framework and challenge adviser training including introducing 'School Improvement Forum' meetings and format of support plans and evaluate	
Key action	Impact	Evidence	Overall Judgement on progress
Review intervention strategy	Strategy has been reviewed piloted and measures will be in place ready for September.	Draft protocols for school improvement forums Drop in attainment document. Intervention Strategy	
Up-skill challenge advisers linked to secondary schools through specific training and coaching	Accelerated progress leads now work alongside challenge advisers in our most vulnerable schools. Training provided in areas such as ALPS and PISA.	Training Materials	
Calendar meetings for secondary forum including secondary challenge and strategic advisers	Secondary forums for advisers and APLs will coincide with the development and briefing days for staff. (Linked to 4.1a.4) Ongoing process to be monitored accordingly.	Agendas for development days and briefing days.	
Replace 'red' progress meetings with monthly school improvement forum' meetings	Established. In most schools, members of the School Improvement Forum (SIF) find the process useful and contribute well to the planning of school improvement. This has been used as an effective tool by CAs to upskill leaders at all levels in holding people to account, steering dialogue towards those issues that have the most potential to impact on a school. Progress can be stilted where agendas are rigid and not flexible to need and where CAs/APLs are taking too much of a lead role. The SIF has greatly encouraged schools to remain focused on the SIP		

Establish protocols for school improvement forum meetings that provide opportunities for schools to demonstrate progress against agreed milestones particularly level 2+ and eFSM learners.	School Improvement Forum protocols operational but being reviewed in light of experience gained as year progresses. These will be incorporated into the intervention strategy. Appendix completed and to be shared with appropriate forums for sign off/discussion. Unverified data is demonstrating progress relating to early entry data. In year data and progress reviews show significant improvement. This will be verified once in-year data is available.	Draft protocols for school improvement forums Appendix within intervention strategy	
Establish an agreed format to support plans, especially for the most vulnerable schools.	Established, providing clarity with regard to support provided. Now need to ensure consistent quality.	Support plan document Minutes of SLT	

Improvement Priority:	4.2a Develop an early warning system/dashboard that identifies potential vulnerability of schools on an LA basis		
Key action	Impact	Evidence	Overall Judgement on progress
Establish risk tool and baselines. Link with other consortia when developing this work and consult.	The original 'risk tool' has been amended in order to address LA needs within the CSC. All LAs now contribute to a 'key information document' by exception in order to provide an overview of concerns and risks in all schools, identify vulnerable schools and provide or broker additional support where necessary to prevent negative impact on standards.	SLT minutes. Risk tool.	
Refinement of systems/information that effectively identifies vulnerable schools.	SLT are now provided with a termly update in relation to judgements on progress. SLT are able to more effectively monitor progress of our most vulnerable schools.	Minutes of SLT Performance and Strat. LA reports. Dashboard.	
Ensure that LA processes and current cycle of meetings feed into the risk tool and consider the implications of that dashboard in terms of action necessary	As risk tool was not developed as one tool but replaced with LA systems, this action was no longer relevant.		
Outcomes from each LA risk tool to feed into cycle of SLT meetings.	As risk tool was not developed as one tool but replaced with LA systems, this action was no longer relevant.		

Improvement Priority:		4.2b Ensure that issues about head teachers and staff wellbeing are identified early and addressed through effective use of risk management system	
Key action	Impact	Evidence	Overall Judgement on progress
Address risks identified on risk tool above related to head teachers wellbeing	One single risk tool not established (see above) This LA/CSC Meetings/processes in place identify and address wellbeing issues.	Meeting notes	
Respond to concerns raised at the LA forums raising issues through the CSC risk tool	Compared and contrasted different LA approaches. Best practice shared. Decision not to implement one single risk tool.	Meeting notes	
SCAS to attend local authority meetings to ensure awareness of local issues.	SCAs fully integrated into LA meetings and system. Move to deploy many CAs in LA teams has increased CA knowledge of the LA in which they work.	Meeting notes	
Identify excellent practice and share as appropriate	Examples have included categorisation and governor support	Categorisation reports, blogs, case studies	
Link with professional associations and LA support systems so that head teachers are fully aware of the range of support available.	Support services are in place and delivered through LA HT meetings, support programmes and regional headteacher meetings.	Meeting notes	



Improvement Priority:		4.3a: Explore a range of models for challenge adviser deployment, consult, develop proposals and implement	
Key action	Impact	Evidence	Overall Judgement on progress
Explore a range of models from both within and outside of the consortium and compare with existing model. Issues to consider: - <ul style="list-style-type: none"> • Costs • Risks • HR Issues • IT implications • Balance of paper work with 	Model identified and implemented.	Paper to directors, SLT minutes,	









<ul style="list-style-type: none"> • school improvement • Match to need including size of school • Secondary/primary sector issues/linguistic/special • Admin 			
<p>Consult with a wide range of stakeholders including:-</p> <ul style="list-style-type: none"> • Headteacher • Directors • LA Officers • Elected Members • CAs • Strategic Advisers 	<p>Consultation completed and the model was amended as a result linking with a wide variety of groups</p>	<p>Minutes of meetings. Presentation to staff.</p>	
<p>Develop proposals, review how school need is identified/assessed, ensuring a clear structure. Consider the timing of this in relation to the deployment of CAs. Create flexibility; consider core and additional provision through implementation. Consider the use of support plans that identify provision (and then impact)</p>	<p>Systems around red/amber support schools now embedded and include support plans, school improvement forums and clear/concise reporting in LA progress reviews.</p>	<p>Draft support plan</p>	
<p>From the consultation, outline and present an agreed vision for challenge adviser deployment model and their role. This may include additional provision to SCC schools e.g. Accelerated Progress Leads.</p>	<p>Completed. APL linked to CA's in vulnerable schools. LA teams developed. Need to share innovative practice and evaluate impact of deployment model.</p>		
<p>Implement the new deployment model</p>	<p>Now fully operational</p>		
<p>Review the deployment model and adjust in the light of evaluation.</p>	<p>Consultation completed and the model was amended as a result linking with a wide variety of groups.</p>		


Improvement Priority:	4.3b: Identify other resources within the system that can potentially support and challenge schools, review effective brokerage and ensure matched with need with evidence of impact		
Key action	Impact	Evidence	Overall Judgement on progress
<p>Identify other resources within the system that can potentially support and challenge schools and ensure matched with need.</p> <ul style="list-style-type: none"> • Develop processes that ensure consideration of capacity and any risk associated with a school providing support to another school • Review effective brokerage • Monitor the impact on schools and determine accountability. • Explore reduction of reliance on CA through extension of school to school/Hub working • Through training and the development of support materials, ensure that CAs fully understand the resources available and how to access those resources. Develop/refine existing processes for the allocation of resources to identified need. 	<p>Brokerage facilitated through training, poster and introduction of resource board. ‘Red and Amber’ support to become bespoke from next year, having removed expectation on <u>all</u> hubs. Cronfa developed to make it easier for CAs to find best practice/effective support.</p>	<p>Development day notes Performance management objectives</p>	
<p>Undertake a skills audit, to ensure that quality personnel are employed in the role of CAs.</p>	<p>Estyn’s monitoring report recognised significant improvement in this area. Training provided to address emerging gaps, though no specific audit completed.</p>		

Improvement Priority 5	Develop Effectiveness And Efficiency In Central South Consortium
Drive Team	Louise Blatchford, Sian Johnson


Judgement on progress (Key)
Very Good Progress
Strong Progress
Satisfactory Progress
Limited Progress
To be taken forward into 2018/19 Business Plan

Improvement Priority:		5.1: Using Research and Evaluation effectively to provide evidence of Value for Money		
Key action	Impact	Evidence	Overall Judgement on progress	
5.1a Establish and review system to collect data and VFM from work streams through research programme	Significant progress made. Comprehensive processes in place resulting in high quality value for money report. (Presented to Joint Committee on 15 th March 2018)	Papers / Minutes of R&E board VfM definitions paper VfM templates for strand leads Estyn monitoring visit report (Oct 2017) Individual strand VfM reports 2016/17 Annual VfM reports 2016/17	Very Good Progress	
5.1b Work with consortia to develop common approach to evidencing value for money across Wales	Completed. Estyn recognised the potential for the framework. Framework used for strand evaluation reports and final value for money report.	EIG Outcomes Framework document 17/18 VfM report 16/17 Consortia Regional Plan VFM definitions paper Regional Consortia progress plans (Directors Feb 2018) Estyn Report		
5.1c Develop a strategy for supporting access to effective research – in school and across region	Use of SNAP explored, introduced and is now being piloted. Hwb network set up featuring a range of resources and playlists. Schools now have one place to view playlists and access relevant research publications. In addition there is the facility to share information.	https://dysgu.hwb.gov.wales/go/i7v6wp  Info Booklet - Oct 2017.pdf  Staff poster - Oct 2017.pdf Series of infographics and animations have also been developed.		

		 Joseph Kuck.docx Blog by Alec Clark: Mission Impossible – Will you accept the challenge?	
Develop hubs to engage in research across the majority of programmes.	Impact – work undertaken by the research hubs is systematically shared across the region through online networks and the Annual Symposium. There is further work to do to embed this work and will be included within the BP for 2018/2019.	Communications Action Plan Report to R&E board 4 th July R&E Strategy- (MH for electronic copy) Agenda and initial documents for discussion  Research Practice Partnership Update.d  RPP Notes Session 3 22.11.17.docx  SLA RPP v2.docx  Central South Consortium Research  Copy of RPP Project Plan.xlsx  How to carry out a learning walk.docx  Joseph Kuck.docx Blog by Alec Clark: Mission Impossible – Will you accept the challenge?	



Review opportunities to share learning within CSWC conference	Further opportunities to share results of local research in schools across the region have been established including symposium.	Agenda for Symposium Symposium presentation materials Case Studies	
5.1d Develop the work of the CA as researcher to review impact of strategic support across schools	CAs have greater knowledge and understanding of the context of the strategic leadership courses and are therefore more effective at identifying & brokering support for leadership.	R&E Report – strategic headship. Materials from Anna Brychan.  Prospectus Sept 2017 final 17.08.17 R Pages 8 – 15 contain the leadership programmes in the prospectus Strand evaluation report (Leadership)	



Improvement Priority:		5.2: Developing the use of data	
Key action	Impact	Evidence	Overall Judgement on progress
5.2a Consult with local authorities and schools to provide an agreed data collection calendar in order to reduce duplication and create efficiencies	Calendar shared on Cronfa with local authorities. Schools are aware in advance of data requirements and so can plan.	https://www.cscjcs-cronfa.co.uk/repository/resource/f5c5348f-aa5d-4eb0-be19-88d7ec8f3893/en <u>Data Commentaries</u>	
5.2b Consider the case for a pupil level database working with other consortia	Despite significant work, a doubling of the estimated costs prevented this project progressing.		
5.2c Develop the use of data commentaries and strategic use of data to drive improvement and evaluate.	Standardised data commentaries produced for all LAs and CSC and these reports used to as the source information for other reporting requirements both within and across the organisation. More efficient completion of SER, VfM, Scrutiny reports by all relevant officers within CSC with all staff able to access latest versions of data and reports.	Provisional Data Grids completed and uploaded to Cronfa. Provisional Trend Slides uploaded to Cronfa (Master Chart PowerPoint Presentation) Draft Provisional Data commentaries produced for all	

		<p>5 LAs and CSC.</p> <p>Provisional commentaries completed for 5 LAs and CSC. Provisional KS4 data currently being added to these.</p> <p>Example scrutiny report:</p>  <p>CSC Merthyr Scrutiny report Octob</p>	
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Improvement Priority:		5.3: Good Governance		
Key action	Impact	Evidence	Overall Judgement on progress	
5.3a Improve engagement with scrutiny including, common format of scrutiny reports across region	Processes developed to ensure consistency of reporting across all Scrutiny Committees.	Scrutiny template		
5.3a Shared calendar of scrutiny events	Schedule of meetings established. Joint Committee approval in December 2017. Included within forward planner to enable workload planning.	Joint Committee Scrutiny Report Dec 2017		
5.3b Contribute to national induction programme for new elected members	WLGA have agreed for CSC to deliver module as part of the induction programme for newly elected members. Dates set to provide briefings in each LA.	Training Materials Registers Summary of Evaluations		
5.3c Review governance and further develop the role of Strategy Group in leadership of school led delivery models and increasingly efficient governance	Explored with headteachers and Directors through discussion and a joint workshop. Delayed whilst national model is reviewed.	Governance Statement 15/16# National Model Revised National Model		
5.3d Review core costs	5% efficiency savings achieved. Balanced budget achieved in 2018-2019. Outturn realised opportunity to earmark reserve funding to support the move to alternative accommodation.	Budget reports and business plan to directors (10 th November) Treasury reports to JC		

5.3d Review accommodation needs	Move to Valley Innovation Centre to realise additional savings to core budget to support school improvement initiatives.	Accommodation report to directors (10 th November)	
5.3d Review IT needs and implement	Significant work completed including Cronfa development desktop replacement, plan for office 365 and development of digital strategy. (Joint Committee March 2018). Improved agility of staff to work across the region. Further work required to improve access to drives (Cloud).	Meeting notes High level information strategy WG presentation Hardware review/outline Digital Strategy ICT SLA	

Improvement Priority:	5.4: Clear and consistent communication and stakeholder management		
Key action	Impact	Evidence	Overall Judgement on progress
5.4a Review stakeholder engagement with a view to targeted effective engagement plan owned across the organisation.	Strategy completed and shared with SLT and Directors. Dashboard developed and shared with Directors.	Strategy and comms dashboard.   CSC Communications Strategy 2017.docx Directors Comms Dashboard Septembe Analytics Evidence	
5.4b Work with Chief Executives and Directors to review services beyond the reach of the consortium as part of regional working review	No impact at this stage. Impact to be realised in 2018-2019 following national review of regional working. This section of the plan has been included within 2018-2019 business plan. (EO4)	Report to Chief Executives / Directors	

<p>5.4c Develop communication about the use of the research and evaluation</p>	<p>Regular comms in place. Systematic evaluation in place linked to policy logic model. Strand leads shared understanding or evaluation/evidence required for Vfm.</p>	<p> Staff poster - Oct 2017.pdf</p> <p> Info Booklet - Oct 2017.pdf</p> <p>Blog post: http://www.blog-cscjes.org.uk/index.php/en/2017/12/21/the-role-of-research-in-the-self-improving-school-system/</p> <p>Blog post from Alec Clark – Mission Impossible</p> <p>Example social media posts with animation: https://twitter.com/CSCJES/status/943497551243829250 https://twitter.com/CSCJES/status/943492570390454274</p> <p>Strand Reports (R&E)</p>	
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