

Central South Consortium Digital Strategy

2018-2020

DRAFT

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CSC Digital Strategy

Preface

We are living in an increasingly digital age with the emergence of a wide variety of digital platforms, social media, online content/data and smart devices changing the way we communicate and consume information at Central South Consortium (CSC).

In a school improvement context, it is vital that we ensure we embrace digital technology to continually improve the way we work and the tools we use. We must strive to challenge ourselves to ask more readily, how can we improve and how can technology help us?

Our strategy sets out an ambitious roadmap focusing on an approach to work smarter and faster in; allowing technology to act as an enabler in achieving our vision of a school led, self-improving system.

Redefining How We Work

Adopting new technologies will fundamentally change how we work. In a short time we have, as an organisation, undergone a period of significant digital change. We have streamlined our online platforms¹ from five separate URLs into just one; the Cronfa platform, aligning school improvement content and engagement in the region with that of the Hwb platform which works within our national context.

We have refurbished the suite of mobile devices used by advisers in the field, and updated our software to ensure the tools we use on a daily basis are effective.

This period of change has laid the foundations for us to redefine how we work, how we can become more agile and more responsive to meet schools' needs. Within this strategy CSC will seek to identify how we can be more pro-active in identifying trends and gaps in provision.

Challenging Our Culture

However, continuing change is required in delivering this strategy to keep pace with an increasingly cloud based world where documents can be updated and shared from anywhere at any time. An environment where meetings can be held via video conference, documents shared in seconds and agility in the workforce is required to maximise efficiency.

Context

This strategy has been developed with a core consideration of the Central South Consortium's ambition and priorities², communication strategy³ and the RCT CBC digital strategy⁴.

Our Role and Ambition

The consortium's role is to improve the outcomes of learners, by developing capacity for schools in the region, in order to lead improvement by supporting teachers and leaders to learn from each other (intervening only where progress is insufficient).

¹ Central South Consortium – Online Systems Development Feedback 2015

² Central South Consortium Business Plan(s) 2017/20

³ Central South Consortium Communications Strategy 2017-18

⁴ Digital RCT Our 2020 Digital Vision

The ambition of CSC remains that by 2020:

- a. learners have the best **educational outcomes** in Wales, rivalling comparable parts of the UK;
- b. the **poverty-related attainment gap** is reduced faster here than anywhere else in Wales; and
- c. the region is known and recognised for its **high quality school led professional learning** and the impact it has on outcomes.

The priorities of the Consortium:

The priorities of the consortium for 2018/19 are:⁵

- **Objective 1:** To develop a high-quality education profession
- **Objective 2:** To develop inspirational leaders and to facilitate their working collaboratively to raise standards
- **Objective 3:** To develop strong and inclusive schools committed to excellence, equity and well-being
- **Objective 4:** To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

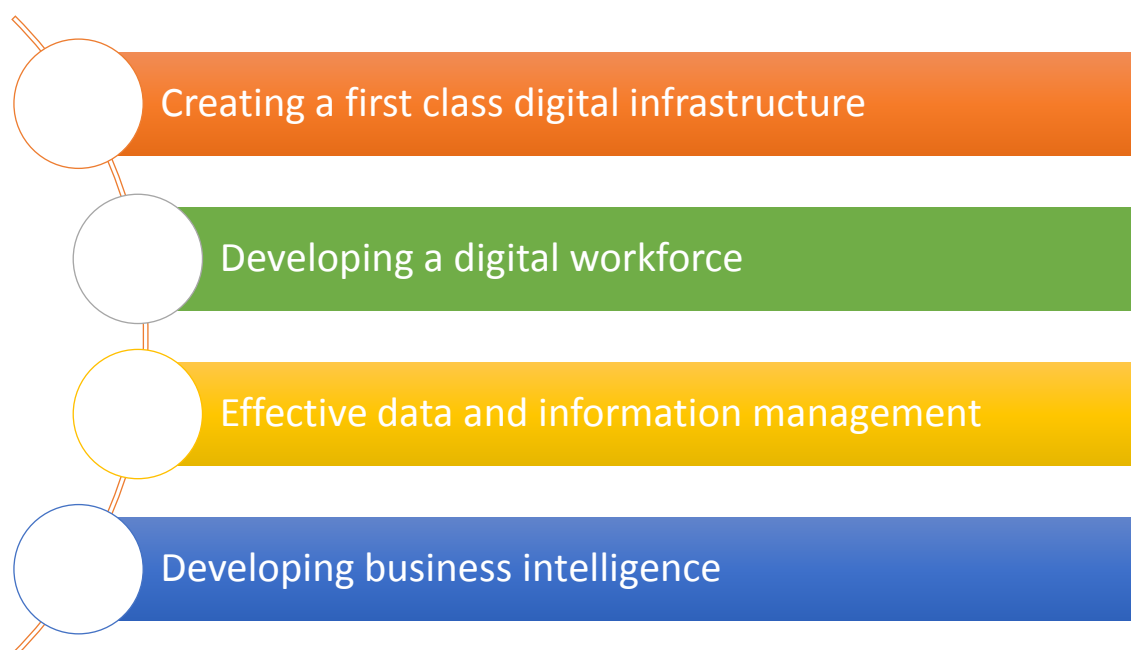
Strategic Approach

In achieving this ambition by 2020 CSC will need to develop a first class infrastructure and invest time and energy into developing a digital workforce. This will in turn require collaboration with partners and stakeholders to deliver an effective approach to data and information management. In addition to supporting the development of the digital landscape, meeting the requirement for greater business intelligence to meet the needs of the organisation is essential.

⁵ Central South Consortium Business Plan 2018/19

Strategic Strands

To realise this vision the following four strategic strands will be addressed:



Creating a first class digital infrastructure

Since 2015, CSC has been redefining its digital approach and developing a toolkit to support our work with schools. This included the reduction of the volume of online platforms from four to one digital platform to support our engagement with schools. The Cronfa platform was created as a single digital environment for CSC. This environment was created to replace the development deck (events), portal (online repository), professional learning platform (thematic events), and the CSC corporate website. Many of these sites generated poor customer feedback, outlining reliability issues and a difficulty in finding information on a number of different platforms⁶.

The release of the Cronfa system in June 2016 prompted considerable change for staff and schools who had become accustomed to the previous systems. It also brought with it a change in working practices, with advisers uploading, approving and sharing reports directly into the system. With the release of the Cronfa system CSC had created a single platform on which to build a first class digital infrastructure.

Since the release of the Cronfa system, user feedback⁷ has prompted three phases of iterative refinement:

- Phase 1 – Release of Cronfa platform

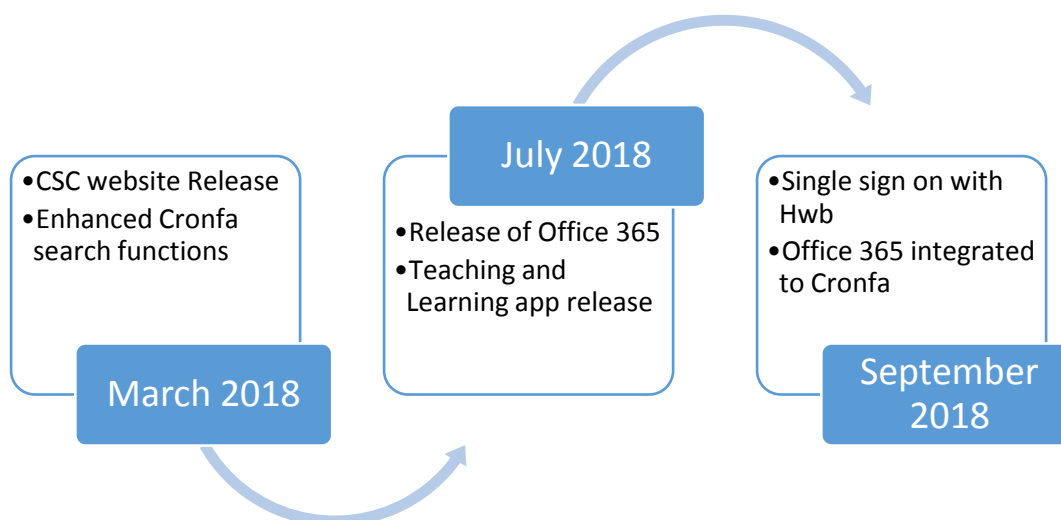
⁶ CSC Systems Feedback 2015

⁷ CSC Systems Feedback 2016/17, Operational Board/CSC Governance Board Minutes 2017/18

- Phase 2 – Enhancement of search functionality, resolution of feedback issues, events and communication tools
- Phase 3 – Integration within new CSC website and release of search functionality into communities

This has been supported by a comprehensive and ongoing training programme to ensure that the user experience continually improves and develops.

Scheduled Digital Developments



The above developments are required to continue the progression of the CSC digital infrastructure including:

CSC Website: The release of a new website which will be integrated to the Cronfa system and act as the landing page for the all visitors to the online platform.

Cronfa Search Functions: To support users to find information (faster), search facilities will exist at every level within the system.

Release of Office 365: The Office 365 toolkit will be released for use by CSC. This is to support collaborative templates, such as business planning, and easily maintain version control, as well as supporting rolling templates created by advisers. The toolkit will be fully integrated to the Cronfa system to support an enhanced workflow in relation to the suite of reports being created. There will be a range of benefits for CSC⁸ to support further collaboration and efficiency within workflows.

Teaching and Learning App Release: 65% of people in the UK connect to the internet using a smartphone⁹. In consideration of the volume of information consumed through smartphones, CSC has elected to develop an app. This tool will be used to put content into the hands of practitioners across the region and throughout Wales. The tool will also enable them to share content with their peers.

Single Sign on: To maximise efficiency in accessing the volume of information available across both the Hwb and Cronfa platforms, a single sign on approach was enabled for schools. CSC will also follow suit with this approach, creating one login and a simple toggle

⁸ CSC Senior Leadership Team Office 365 Report January 2018

⁹ Adults' Media Use and Attitudes report, OFCOM, <https://goo.gl/YyPX9j>, April 2016

between the two systems for staff. CSC staff will adopt Hwb mail accounts but these will be masked with CSCJES email addresses¹⁰ to provide a continuity of service for schools and LAs.

A first class digital infrastructure for 2020 – The need for speed!

Following on from the releases discussed above, the focus of CSC will then shift towards how the digital toolkit can be used to deliver the greatest impact of our work with schools. CSC will use this strategy as a means of challenging how we can deliver a first class digital infrastructure to work smarter, faster, addressing the following five key challenges:

Challenge 1: The Volume of Schools

The CSC region has the largest population in Wales with thousands of practitioners supporting 146,000 learners in 396 schools. CSC currently employ 23 full time equivalent challenge advisers and due to the volume of schools in the region, the demands on their time are considerable.

Digital Solution 1

Challenge advisers explore additional means of communicating with schools, using video conferencing technology to hold meetings as part of a blended communication approach. This will also save considerable time and money spent travelling around the region. It will also help CSC to engage with schools faster should there be emerging issues to deal with.

Challenge 2: Volume of Reports

To support our work with schools and local authorities, a huge range of reports are generated each academic year ranging from evaluation for improvement reports to inspection documentation.

Digital Solution 2

Office 365 is deployed supporting true rolling templates, updated digitally to reduce the volume of reports being uploaded and downloaded into the system. The whole process of submitting reports becomes faster, with the time currently being invested in version control issues being removed.

Challenge 3: Brokerage of Support

School needs can change quickly and deploying support must be supported by timely communication tools. This is to ensure that the right support is deployed to the right area at the right time.

Digital Solution 3

The deployment of a 'people' tool within the Cronfa system will support faster engagement of specialists in the region. Searching for a keyword will result in resources, events, case studies, communities and relevant people being returned instantly. The user can then select how they wish to consume this information and access support directly for their school.

¹⁰ CSC HWB Migration Recommendation Report May 2017

Challenge 4: Volume of Content

Collating a range of different websites into one (Cronfa) brings a requirement to manage the volume of data available in one place. There is a danger that the sheer volume of information available for users will prove confusing, limiting the very purpose of the systems being employed.

Digital Solution 4

Communicate the search functionality with all users so that rapid access to information is supported at all levels. Focus on emerging search functionality within a clear communication strategy.

Challenge 5: The Provision of Business Intelligence

The organisation is continually reviewing and analysing a growing volume of data on a regional basis in a wide variety of formats. Collating these into a series of reports has proven a challenge, in addition to interrogating information held on individual school level reports.

Digital Solution 5

CSC explores the adoption of a business intelligence tool to support the collation of information to feed into a series of dashboard reports. These reports can be used to support the daily work of CSC staff and schools in providing greater and faster intelligence to the school improvement service.

Our Ambition by 2020

Our strategic ambition is that by 2020 our digital infrastructure is ingrained within our approach to school improvement and presents CSC with an effective set of tools that promote faster high quality engagement.

Formalising Feedback

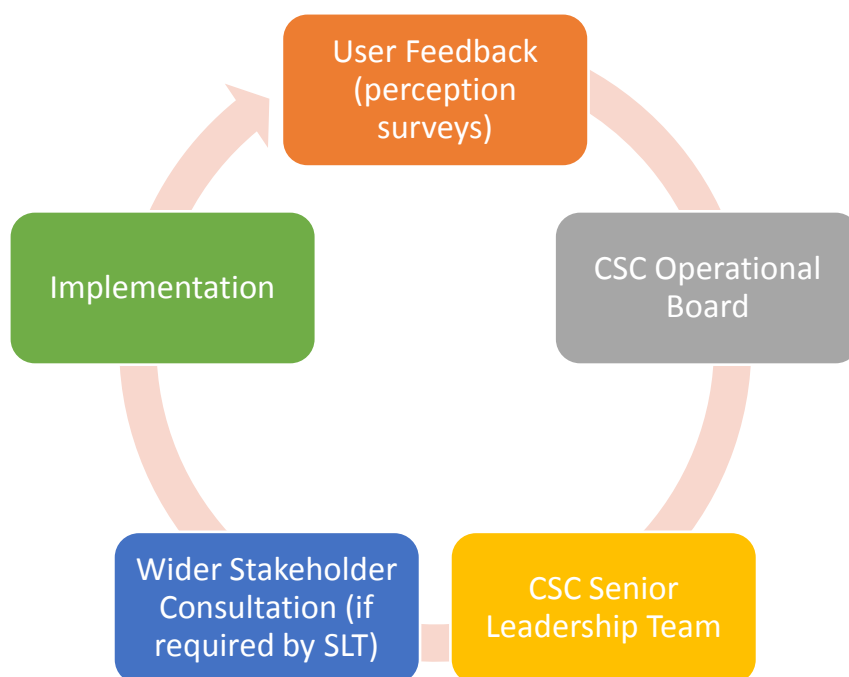
Moving forward with the development of the CSC digital infrastructure the feedback relating to systems and tools is discussed at CSC operational board.

The average monthly page views for Cronfa and the CSC website combined are 58,600¹¹ that presents a strong baseline from which to measure engagement and usage moving forward. This is however in contrast to continual anecdotal evidence from those engaging with schools that the perception of the system is poor.

To formalise this feedback, a six monthly perception survey will be issued to schools and staff. The outcomes of which will be added into the change management model and will also inform future changes to the systems and subsequent business processes. The initial perception survey will be rolled out in the spring term 2018.

Governance – Change Management

¹¹ CSC Online Analytics Reports 2017/18



Change management model

All improvements to our digital infrastructure will be derived from formal feedback obtained through perception surveys. Improvement recommendations will be managed through the CSC operational board which exists to support change to CSC systems and business processes. Operational board recommendations are then presented to SLT for approval. Where wider considerations are required, recommendations are also forwarded to other groups such as directors and the regional steering group. When approval is received, implementation of changes will be undertaken.

Focussing on the User Experience

A growing trend within industry is not solely to focus on a product or service, but the whole user experience¹², whether telephoning a service for support or visiting a company website. Enhancing the overall experience of stakeholders will result in increased usage, which will positively impact on page views and feedback.

Organisations such as AO.com and Uber have proven to be game changing in terms of offering a purely digital user experience. The unique factors in their service success from launch had been the level of interactivity within the user experience through to mobile and smart devices.

In a school improvement context a poor user experience will result in lack of repeat engagement. If a school visits the CSC website and cannot find information, they are likely not to repeat their efforts a second time. When information is required, they may choose to call a challenge adviser, duplicating the time and effort used to find information.

Ensuring that the user experience is a focal point of the perception survey will provide a clear focus to make improvements across CSC's public facing systems and ensure that these are continually improved.

¹² Adobe Digital Intelligence Briefing Report 2017

The CSC communications strategy ¹³ outlines a suite of blended communication tools which are employed to support engagement with CSC stakeholders. Such stakeholders include schools, local authorities, Welsh Government, stakeholder groups and CSC staff (internal customers).

The communication tools employed, range from social media and PR channels; such as YouTube and Twitter. In addition, periodical campaigns are undertaken to provide a focus on key strategic elements such as teaching and learning.

Direct communication tools also exist in the form of newsletters, briefings and bulletins. It is essential that an effective communication strategy supports all activities within the development of a first class digital infrastructure.

'I am rarely informed of changes, am often too busy to read bulletins and attend training sessions'!

The quotation above is a reference to the extremely busy environment in which CSC operates. It is a somewhat blunt reflection of the feedback received from CSC stakeholders when they have been unable to identify with a change. Although this strategy will consider a blended approach to effective communication, there is also a need to focus on how customers engage with that communication.

Careful consideration will be given through the operational board as to how we ensure that communication channels are maximised and are received and understood by customers. Technology will play a key role within this ambition.

¹³ CSC Communication Strategy 2017/18

BRINGING THE VISION TO LIFE

Maria is a challenge adviser and has 18 schools to work with. Maria focusses most of her time on the schools in greatest need of support but worries about the schools she does not see as often. Her average day starts at 8am visiting 4 schools, Maria pops into the office for a meeting and to catch up with colleagues to broker support for her schools. When in the office she completes reports and uploads them to the system and travels home. When at home Maria logs in and catches up with her emails. Maria finishes work at 6pm. She travels for a total of three hours during the day and spends 50 minutes waiting for meetings to start and to catch up with colleagues.

Maria realises that face-to-face contact is vital for her approach but strives to seek more of a balance to her daily work. Maria emails all of her schools and informs them that she is available each Friday for a 'contact day' involving a telephone catch up or video meeting.

On the first Friday she trials the approach and makes contact with 7 schools, 3 by phone and 4 by video conference. All are completed within four hours, the time that would traditionally have been spent travelling or waiting. The head teachers admit to being nervous about the video conferencing but conclude that the video session was extremely useful as a catch up and discussion. The remainder of the day is spent drafting reports directly into the last template Maria completed which saves her work automatically. Following discussions with schools, Maria reviews the Cronfa system for materials, events and people that can provide support; sending direct messages through the system to share this information and request support. She will also encourage schools to do this for themselves. Maria prepares for the next week by reviewing the 'school on a page' data and reports for the schools she is due to meet.

This approach becomes so successful that video meetings become a staple in Maria's approach. She now runs two 'contact days' per week. Not all of the head teachers engage with the video conferencing, but the number that will is increasing. Schools comment that they have found the system useful in both receiving information from Maria and looking for themselves. The remaining days in Maria's working week are reserved for essential face-to-face meetings.

Digital Change

Digital change¹⁴ is not solely about technology; it is about transformation. Digital change is about an organisation-wide evolution that looks at how we work and what we can do to improve and enhance the customer experience. How can we work faster but to the same level of quality? How can we spend more time with schools, become more agile and spend less time on administrative tasks?

It is vital that in conjunction with the development of a first class digital infrastructure we also develop a first class digital workforce, ensuring no one is left behind¹⁵.

The UK Government strategy outlines three core reasons for non-engagement/exclusion in a digital environment: lack of connectivity, digital skills and motivation.

1. **Lack of connectivity** – We will work closely with RCT ICT in achieving this digital strategy. This will include the identification of barriers to connectivity for all of our stakeholders. We will also seek to learn from practices and findings through working with other local authorities/consortia across the region.
 - a. Our collaborative work with other consortia and Welsh Government will also support this agenda, in seeking to remove connectivity barriers while also achieving the highest possible standards of security and adherence to data protection protocols.
 - b. The scope of this work will emerge through the digital operational plan and will also feed from the perception surveys; of which connectivity/accessing information will form a core theme. Should staff feel that connecting to the network remotely proves a barrier to their daily working; can we explore a cloud-based solution to remove the Citrix connection?

2. **Digital skills** – The landscape of digital tools and resulting workflows is constantly evolving. As we progress with the development of our digital infrastructure, we need to ensure that staff have the appropriate level of skills and confidence. Prior to any incremental system change, early and regular communications will be shared with staff, supported by a comprehensive training programme. We will also establish digital skills as a key theme of the perception survey, providing tailored training to suit requirements; ensuring that there aren't any skills gaps in the organisation.

3. **Motivation** – A lack of motivation to engage can clearly be debilitating with any development or change. In a digital context considering change, a lack of motivation can be linked to two core factors
 - a. **Aversion to change** – In developing a digital workforce we will need to be mindful of managing change. Ensuring that the CSC digital operational plan

¹⁴ Digital Evolution 2015 MIT Sloane Management Review, Deloitte University Press

¹⁵ UK Government digital strategy 2017 <https://www.gov.uk>

plots a roadmap of incremental changes, planned to maximise impact. All change will be supported through a strong communications plan, clearly outlining changes early, and what the benefits and implications will be.

Why should I spend time changing how I work and learning new digital skills? I barely have enough time to spend with my schools!

- b. **Personal priorities** – As CSC are working in a busy environment there is a key need to recognise how system changes are perceived. There is also a key requirement to ensure that the changes fit within staff personal priorities. As discussed above, the priority for any change will be to ensure that the benefits are clearly communicated to staff.

In consideration of developing an effective digital workforce in CSC, regular and clear communication is vital. As staff and schools receive a high volume of information, adopting a blended, multi-media approach to communication will be vital. Ensuring that any further developments and the benefits to the working environment are communicated effectively.

BRINGING THE VISION TO LIFE

Jack has been working for CSC for a short time. He has a vast amount of school improvement experience but openly admits to not being the most IT savvy. Jack's common approach is paper based, visiting schools with a printed file of reports, using a notepad and pen to record discussions. Jack then visits the office regularly through the week as he struggles to connect his laptop remotely; preferring to connect in the office. Jack drafts reports, sends emails and asks for help from fellow challenge advisers if needed.

Jack spends an average of 8 hours per week typing up notes, emailing, and travelling to the office, but it is time he feels needs to be invested as he does not feel confident pushing his IT skills any further. Jack receives an email informing that CSC is to adopt Office 365 and does not know what this will mean for his work. Jack worries that it will complicate matters, all he wants to do is work to improve his schools. Jack completes a perception survey and is honest in terms of how he feels about his digital skills, and the fact that things keep changing; when he rarely sees any benefit to his working day.

Jack is invited to a series of tailored training sessions which supports remotely log in, updating templates on the laptop and saving these directly to Cronfa. Jack also signs up for a refresher on the Cronfa system, as a whole, and how to tap into the support available for schools. Jack increasingly uses his laptop and strives to complete reports directly (in note format) as far as possible and then refine them when away from the school.

Jack is also more confident at logging in remotely and finds it far easier to catch up on emails. Jack has reduced his reliance on visiting the office and is able to spend at least half a day more a week working with his schools; although still taking the trusty notepad and pen, just in case!

Effective data and information management

As part of the CSC digital strategy, we will identify how we can support our customers to find the information that they need faster, while still adhering to the highest standards of data protection (GDPR) regulations and security measures.

To achieve this vision we will review the following:

Cloud Migration

CSC houses over 2.49TB of information on its shared internal network drive, including a vast array of historic information, shared folders and data. This is in contrast to 123.1GB of information held on the cloud and accessed through Cronfa. The Cronfa solution presents a more streamlined storage approach as all uploads are filtered into a specific/dedicated location with little scope for duplication.

Within the adoption of Office 365, CSC will develop a migration plan for the information currently networked. This will support the CSC digital operational plan and will cover the following elements:

- Information to be held on One Drive
- Information to be held within dedicated Cronfa communities
- Information to be retained on a network drive such as pupil level data
- Information to be archived
- Information to be deleted

The outcome of this approach will ensure that a streamlined focus is imparted on all CSC information with staff being clear about where information is stored. The clear focus will be making it faster to find information and avoiding duplication.

The operational board will draw up a migration plan and share with RCT ICT and CSC SLT for approval, and then with all stakeholders to ensure there is complete clarity about where information is stored and how to find it.

General Data Protection Regulation (GDPR)

In May 2018, the new GDPR regulations come into effect to support individuals and organisations to keep control of their data. There is also a need for regulations to keep pace with the evolving ways that data is shared and consumed in an increasingly online world.

To ensure readiness for the new regulations, a 12-step model has been devised¹⁶. CSC will work closely with RCT CBC in ensuring that the correct measures are in place to adhere to the new regulations. This will be factored into the digital operational plan and will be overseen by the CSC operational board.

¹⁶ Information Commissioners Office, Preparing for the General Data Protection Regulation (GDPR) 2017

Data Protection – Understanding Our Role

In addition to the organisational approach, individual members of staff need to be aware of their roles and responsibilities as data handlers.

CSC will again work closely with RCT CBC and ensure that related staff development modules (RCT Source¹⁷) are completed by all staff. Outcomes of the GDPR work will also be shared with all staff and schools through regular communication updates. This will also be supported with all staff briefing updates to keep the organisation informed.

Terms and Conditions

CSC has worked with RCT ICT and Welsh Government to draw up a comprehensive suite of terms and conditions for use of its online platform Cronfa¹⁸. These terms and conditions will evolve and adapt to take the following into consideration:

- Infrastructure developments
- Training outcomes
- Perception survey feedback
- GDPR

Revised terms and conditions will be periodically released onto the Cronfa system where each user will need to review/accept before logging in. For larger aspects of work e.g. GDPR regulation changes, additional means of direct communication will be considered.

Focussing on the User Experience

The operational board will work with all relevant teams to ensure that the connectivity of the tools we use is fully considered. This is to ensure an efficient user experience in consideration of the following tools:

- Cronfa
- CSC Case Studies
- Teaching and Learning App
- Data Bulk Upload Tool
- Data Warehouse
- Hwb platform
- Business Intelligence Software

The user journey will continually be reviewed to ensure that when all of the above tools are in operation, a user will have seamless interaction that minimises the time spent. This will be supported by the perception survey and effective communications approach.

¹⁷ RCT Source <https://rct.learningpool.com/>

¹⁸ Cronfa Website Terms and Conditions 2017/18

Developing business intelligence

A core element of the CSC digital strategy is the consideration of enhancing the organisation's business intelligence capability.

'We have hundreds of reports, but little or no means of analysing what they are telling us'.

What is business intelligence?

Business intelligence (BI) is a set of methodologies, processes, architectures and technologies; the aim of which is to transform raw data into meaningful and useful information¹⁹. This information is then used to enable more effective strategic, tactical and operational decision-making.

In short, business intelligence and analytics is focussed on the provision of the right information, to the right people at the right time in the right context.

The amount of data available is growing, as are the requirements for targeted insight and analysis²⁰. The principle of business intelligence is to create enhanced management information/analytics to meet business challenges, understanding five areas:

- Where we are now
- How did we get here
- The impact of where we want to go in the future
- Turning data into knowledge and then action
- Gaining a true understanding of the region and the service

Business Intelligence & Analytics	Business Intelligence	Business Analytics
Answers the questions:	What happened? When? Who? How Many?	Why did it happen? Could/will it happen again? What will happen if we change? What else does the data tell us that we never thought to ask?
Includes:	Reporting (KPIs, metrics) Automated Monitoring/Alerting	Statistical/Quantitative Analysis Data Mining

¹⁹ Business Intelligence Strategy, University of Glasgow January 2015

²⁰ KPMG Business Intelligence and Analytics 2016

	(thresholds)	Predictive Modelling
	Dashboard Scorecards	Behavioural Modelling
	OLAP (Cubes, Slice & Dice, Drilling)	Multi-Variable Testing
	Ad hoc query	

The above intelligence and analytics model (University of Glasgow 2015) outlines the breadth of a fully considered intelligence and analytics approach.

By adopting a BI approach, CSC would seek to achieve the following:

- Reduction in time chasing data where reports are created for users to interrogate and analyse (slice and dice)
- Automation of common reporting streams for historic data allowing more time to focus on trends and gap analysis
- Reduction in time reviewing school level data and reports
- Alignment of data requests and reporting to match CSC strategic vision
- Collate multiple data elements into a rich source of intelligence to support strategic/agile decision making
- Creation of a data quality strategy to support the deployment of business intelligence across CSC and its digital toolkit

Business Intelligence Strategy

To support the above approach and fully explore the concept of business intelligence, CSC will draw up a specific strategy to outline how we will collate data to support decision-making. This will provide the organisation with a roadmap in support of the development of a first class digital infrastructure (discussed above).

We will also consider how we can enhance our reporting to stakeholders to support greater value for money and timely decision-making. This will need to be supported by a top down vision focussing on solving business problems rather than asking 'where's the data?', considering:

- Cross system analysis – analysing data from various sources
- Forecasts/projections – what's coming, where are we going?
- Strategic planning – measuring what matters most
- Efficiency gains – automating routine requests
- Interactive research analysis – real time analysis of data supporting research and evaluation work
- Trends analysis – identifying/analysing commonality and trends
- Communicate survey results – timely and consistent presentation of data
- Resource usage – event attendance, resource consumption, engagement
- Reporting – distribute routine reports across the organisation
- Futureproofing – agile incremental methodology to protect against frequent change
- Costs & VfM – initial capital expenditure and ongoing costs aligned with greater efficiency
- Timescales – likely timescales of an effective BI rollout

- Empowerment – empower staff to tell stories with data and have the confidence to interrogate and use

In consideration of the above, five key areas of strategy will be explored to deliver an effective business intelligence and analytics approach for CSC²¹:

1. The creation of a BI roadmap
2. Stakeholder management – getting the right people involved at the right level
3. Architectural blueprint – how will the CSC solution look and operate
4. Capability Improvement – what tools do we have and how can they be used and improved
5. Implementation planning

Once completed, a strategy will be circulated for consultation through the change management approach (page 9) and be delivered on an incremental basis. The appropriate toolkit will be brought into the organisation with all resulting reporting dashboards being made available for customers to access readily across the region.

BRINGING THE VISION TO LIFE

In the autumn term, the business support team begin collating the data for all five local authority progress reports. The report will act as a summary of the previous academic year. The report is generated drawing on a range of dashboard reports, which are automated to interrogate a vast array of data platforms including spreadsheets, categorisation reports, evaluation for improvement reports etc.

During the meetings with the local authorities, a key issue relating to the progress against boys reading emerges from reviewing the reports. The outcome of the meetings is an action for CSC to deploy additional support to schools making limited or satisfactory progress with boys reading. A dashboard report is interrogated by the business support team who rapidly identify the relevant schools and the contact details of the head teacher.

The decision is taken to provide to support to the relevant schools through the Central South Wales challenge.

Challenge advisers make contact with the schools that are making limited or satisfactory progress providing a link to the specific support provision.

Support programmes are also created and shared through the Cronfa system. Notifications are issued to all relevant schools and practitioners where boys reading is either a priority or interest; to maximise the impact of support across the region.

Develop a business intelligence strategy and resulting roadmap to adopt effective tools and implement them across the CSC digital toolkit.

²¹ Applied Business Intelligence, SAS Global Forum 2012

Strategy Outcomes:

By 2020 we will achieve the following outcomes:

1. Run a series of termly perception surveys with system users focusing on a consistent set of themes. This will support the generation of a feedback wheel which will support further development of the system.
2. Develop a communication strategy to support the sharing of feedback and resulting activity.
3. Focus on improving system perception and enhancing analytics.
4. Focus on communication of change and ensuring key messages are received and understood.
5. Develop a tailored training programme for CSC customers to support engaging with change in relation to the digital toolkits.
6. Creation of a digital operational plan to create a clear and transparent roadmap to achieving outcomes, impact and report on progress.
7. Draw up an effective cloud migration plan to support the achievement of a more agile approach to information management.
8. Fully adopt the new GDPR regulations in line with RCT CBC and CSC policies and procedures.

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