



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

Business Plan 2019 - 2020

Empowering schools to improve outcomes for all learners



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Introduction



The Central South Consortium (CSC) business plan has been developed using the outcomes of self-evaluation, research findings, analysis of outcome data, cross-consortia planning as well as identification of school, local authority, regional and national priorities. A wide range of stakeholders have contributed and been consulted on the development of the plan prior to publication. These include:

- Headteachers
- Directors of Education (constituent to CSC) and Diocesan Directors
- CSC Joint Committee & Advisory Board
- Staff in Central South Consortium
- Delegate Headteacher panel
- Representative Stakeholder Group
- Governor Steering Group
- Co-ordinated Scrutiny Group

This business plan has been formally agreed by the Director of Education or Chief Education Officer of each Local Authority, the Joint Committee and the Lead Chief Executive.

Cllr S Merry
Chair Central South
Consortium Joint Committee

Ms L Blatchford
Acting Managing Director,
Central South Consortium

Mrs P Ham
Lead Director on behalf of
Central South Consortium
Directors' Steering Group

Mr C Bradshaw
Lead Chief Executive on
behalf of Central South
Consortium Chief Executives

Mr K Law
Chair of the CSC Delegate
Headteacher Group

The Region in Context

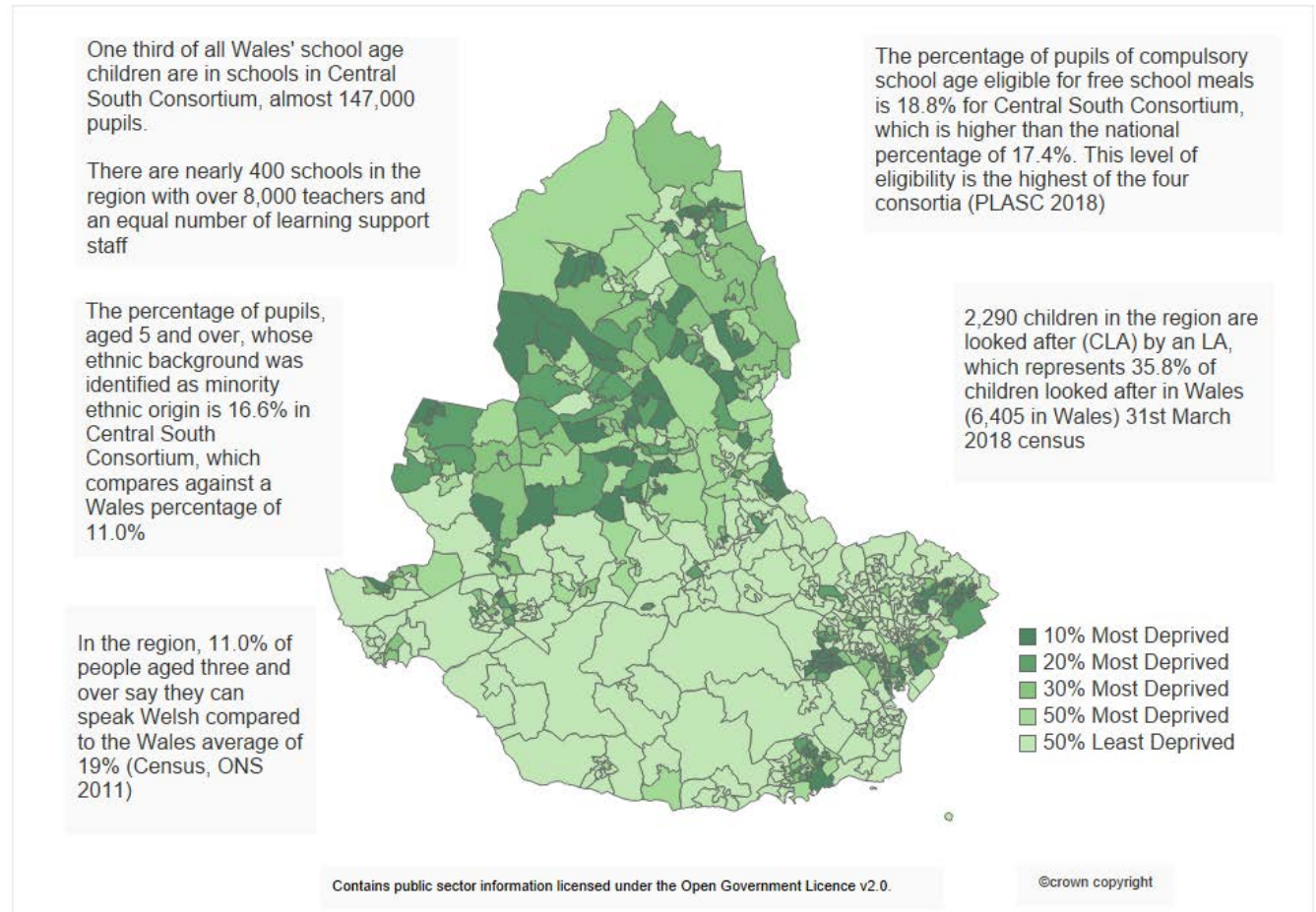


Many of our communities face significant poverty related challenges; others are amongst the most prosperous in the country.

Historically the region has underperformed against schools in Wales. Since 2012, however, it has seen a steep improvement in learner outcomes at every level and in every local authority. However, we acknowledge there is more to do to secure further improvement and to close the attainment gaps for more vulnerable groups of young people.

The success of schools in this region is the key to the future economic and social success of the country. We want to play a full part in realising the vision for Welsh education detailed in Education in Wales: Our National Mission, delivering an education system that is the source of national pride and public confidence.

Central South Consortium Welsh Index of Multiple Deprivation 2014



The Consortium



The Central South Consortium (CSC), established in September 2012, is a Joint Education Service for five local authorities:

- **Bridgend**
- **Cardiff**
- **Merthyr Tydfil**
- **Rhondda Cynon Taf**
- **Vale of Glamorgan**

The Consortium is commissioned by, and acts on behalf of, the five local authorities to develop a school improvement service that challenges, monitors and supports schools to raise standards for all learners in the region.

Progress to date

- There has been year on year improvement in nearly all performance indicators of pupil outcomes at all phases, creating a significant upward trend.
- The performance of pupils entitled to free school meals improved year on year in most performance indicators up to the summer of 2017. The most recent performance shows a drop in outcomes in some key areas and the gap also remains too large overall.

- Schools are positive about the opportunities offered to work with other schools within their own LAs, within their region and across other regions.
- The development and depth of school-to-school working across the region is acknowledged.
- A measure of consistency of systems and processes for school improvement across the region is now evident.
- Efficiency savings have been delivered.





We still need to...

- Further improve the way in which we demonstrate the impact of our work
- Quality assure provision and ensure that professional learning programmes have clear success criteria to measure impact
- Align fully with the national model for professional learning
- Ensure provision fully meets local, regional and national needs
- Recognise the changing national context and ensure a comprehensive programme of professional learning to prepare all schools for all aspects of education reform





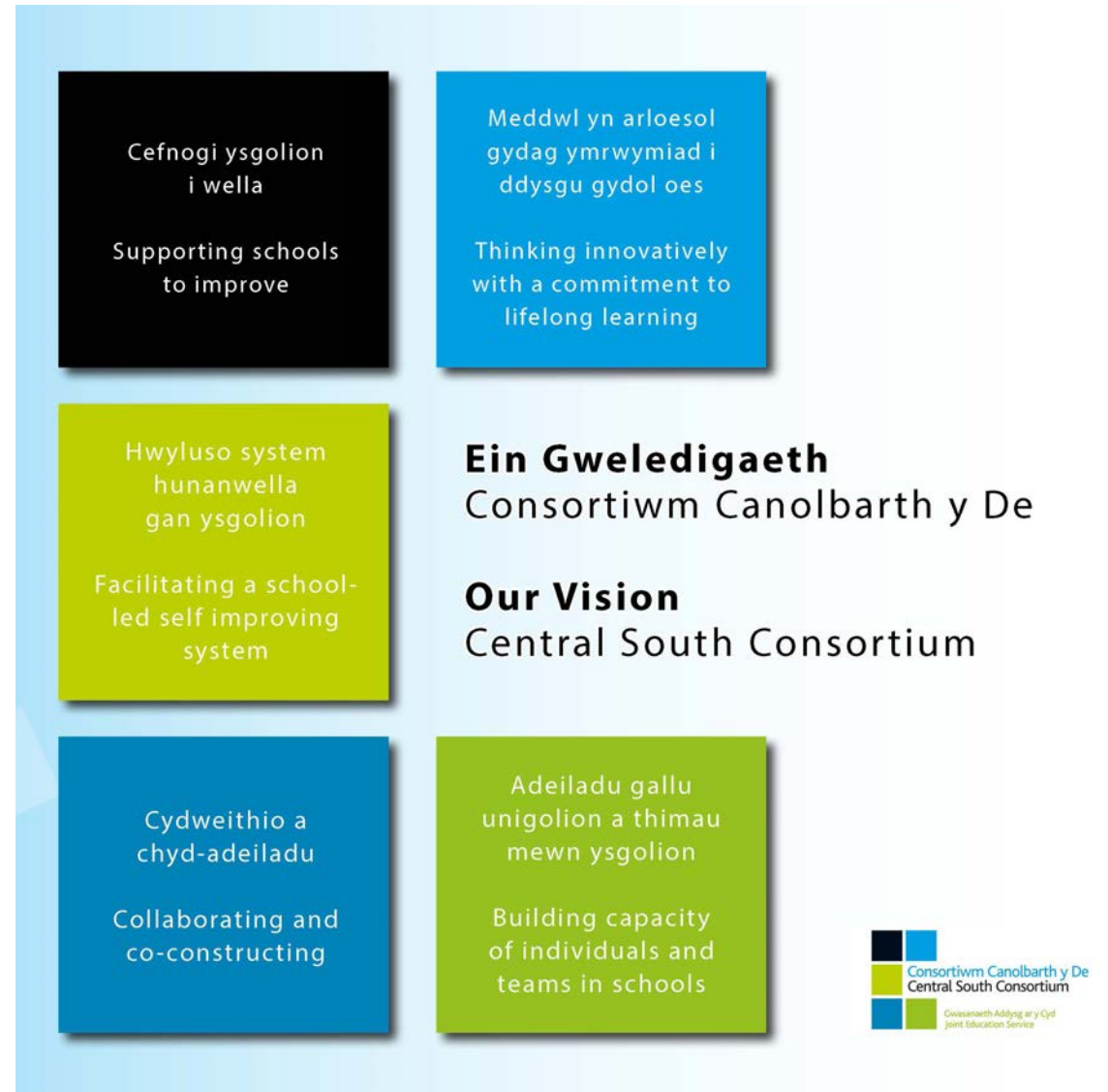
Education In Wales: A Changing Landscape

Since the establishment of consortia in 2012, the national picture of education in Wales has developed and changed. Professor Donaldson published an independent review of Curriculum and Assessment Arrangements in Wales in February 2015, leading to a commitment to reform and the publication of Education in Wales: Our National Mission. Consortia and other partners are increasingly collaborating to support this reform journey in addition to the original remit of providing a school improvement service to the local authorities within the region.

Working with stakeholders from across the region, the vision for CSC remains:

“Empowering schools to improve outcomes for all learners.”

The business plan is designed to meet the priorities of schools, local authorities and Welsh Government, against a backdrop of a new curriculum, new accountability frameworks, new approaches to supporting children with Additional Learning Needs, the development of schools as learning organisations, the introduction of a National Academy for Educational Leadership, the launch of a professional learning model, as well as changes to the way in which Estyn will inspect schools and local authorities. The delivery strategy within CSC is outlined within the Central South Wales Challenge.





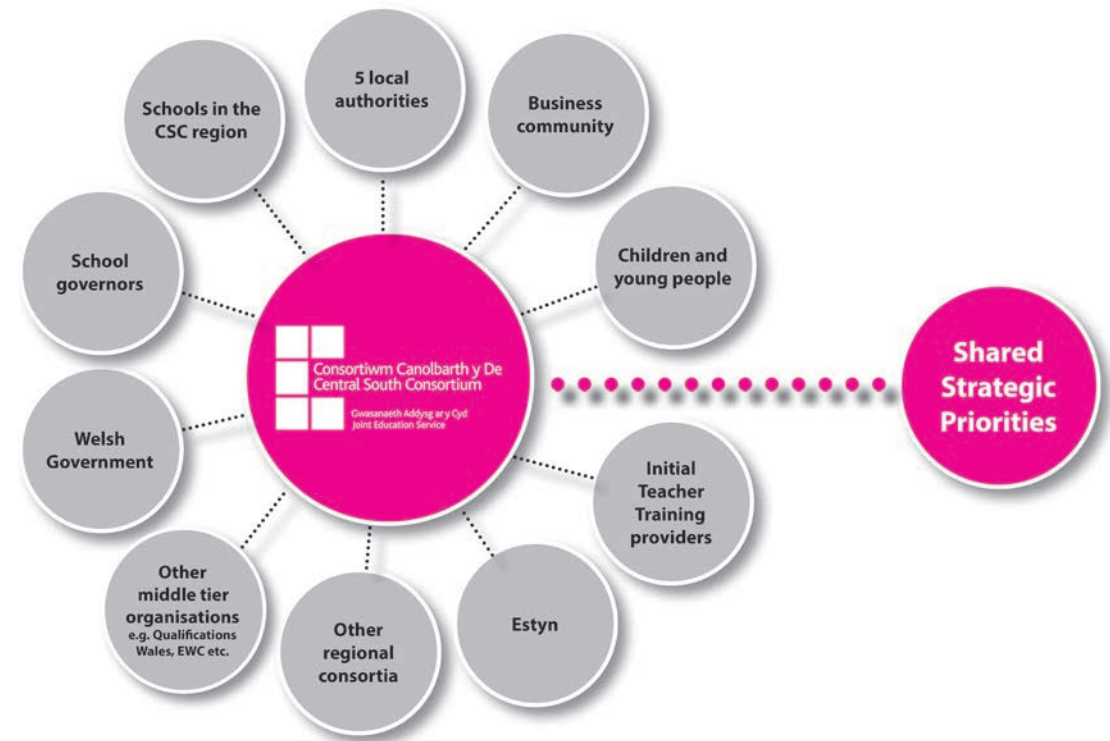
Improvement Priorities 2019/20

Following analysis of evidence, requirements within the National Mission and consultation with stakeholders including head teachers and local authority officers, we have identified six improvement priorities. **The Consortium remains committed to its original mission of providing a school improvement service to local authorities.** It is also committed to supporting schools to take greater ownership for their own improvement through the continued development of a self-improving system. The consortium also has a specific role to play in the delivery of the national transformation agenda which means many of the priorities will be set by Welsh Government

The business plan directly addresses the priorities of the local authorities across the region. **Although other priorities may be outside the remit of the Central South Consortium, CSC will work, wherever possible in partnership to support these priority areas.** A detailed summary of the specific priorities of the local authorities across the region can be found in Appendix A

Crucially, there is an appetite to improve by working together as a region.

The business plan cannot be delivered without a productive relationship between schools and the five local authorities which the CSC serves. The links and communication fostered with other key partners including Welsh Government, other regional consortia, Estyn and other stakeholders is also crucial.



Central South Consortium
Collaborative working with key stakeholders
Supporting the development of shared strategic priorities



Identifying Shared Priorities

Following analysis of headteacher, local authority, and Welsh Government priorities, common priorities have been directly incorporated into the business plan and include:

- **Improving Learner Outcomes**
- **Wellbeing and Equity**
- **Developing Leaders**
- **Improving teaching and learning**
- **Preparing the workforce for change**

Details of the specific priorities for key stakeholders are outlined on the following page with further detail found within individual annexes for each local authority.



Strategic Priorities of Local Authorities 2019/20



Stakeholder	Strategic Priorities 2019/20
Local Authorities	Local Authority Strategic Priorities are detailed in Appendix A
Welsh Government	<ul style="list-style-type: none">• Curriculum publication, engagement and feedback• Develop a new way to measure, to inform policy, learner well-being• Work with the profession to reduce bureaucracy and reduce workload• Continue to raise attainment for all, tackling link between deprivation and attainment• Continued focus on professional learning, giving teachers the tools to raise standards for all <p><i>Education Report Wales (January 2019)</i></p>



Business Plan Priorities 2019/20



The overarching priorities for CSC for 2019/20 were agreed with the Joint Committee on the 19th December 2018.

1. **Develop a high quality education profession**
2. **Develop inspirational leaders to facilitate working collaboratively to raise standards**
3. **Develop strong and inclusive schools committed to wellbeing, equity and excellence**
4. **Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems**
5. **Provide professional learning opportunities to support the curriculum for Wales**
6. **Improve the effectiveness and efficiency of Central South Consortium**

For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered. These include key quantitative and qualitative success criteria against which progress is measured.



Business Plan Objectives

Objective 1: Develop a high quality education profession



Actions

- Promote and embed the principles of the national approach to professional learning within the regional professional learning offer to ensure that the curriculum is delivered by a vibrant and engaged work force
- Coordinate a regional support programme to convey the national mission of schools as learning organisations
- Increase schools' understanding of the new Professional Standards for teaching and learning to support all practitioners
- Facilitate appropriate learning pathways for all practitioners
- Provide opportunities for practitioners at all levels to become engaged with research and learn from excellence at local, regional, national and international level
- Support the implementation of national and regional strategies in Welsh language, literacy, international languages, numeracy, digital skills, science technology engineering and mathematics (STEM), foundation phase and post 16
- Explore and develop with existing and new initial teacher education (ITE) providers better training and pathways into the teaching profession
- Support the preparation for the Additional Learning Needs and Education Tribunal (Wales) Act



How we will know whether progress has been made?



- Every school in the region is well informed of the national transformational reforms
- Regional professional learning provided on the implementation of Schools as Learning Organisations for leaders, teachers and teaching assistants
- Training opportunities provided for all schools to adopt the Professional Standards for Teaching and Leadership
- Initial Teacher Education mentors trained and accredited and lead partner schools' quality assured
- Graduate Teaching Programme (GTP) extended for one more year, matching the recruitment need of the region
- The Teaching Assistant Learning Pathway (TALP) provides professional learning opportunities across the region
- All newly qualified teachers (NQT) are well informed about statutory induction and engaged with high quality professional learning programmes
- All NQT's assigned a trained mentor monitored by external verifiers
- Schools engaged in focused professional learning through education research with higher education partners and develop a research-driven culture, using a growing evidence base to improve teaching and leadership
- An increased number of practitioners trained in coaching, mentoring and facilitation
- All Initial Teacher Education mentors trained in coaching and mentoring techniques and Qualified Teacher Status criteria
- Schools supported to train or place salaried or Part Time student teachers
- CSC challenge model provides the network structures to deliver the co-constructed professional learning offer of the region
- Increase in the number of confident Welsh speaking staff supported by a range of blended learning opportunities
- Most schools further develop informal and incidental Welsh
- A regional ALN provision map in place



Business Plan Objectives



Objective 2: Develop inspirational leaders and to facilitate their working collaboratively to raise standards

Actions

- Develop and coordinate a comprehensive leadership pathway for the region aligned to the regional/national model and in partnership with the National Academy for Educational Leadership (NAEL) in Wales
- Work in partnership with local authorities and higher education institutions to deliver the National Professional Qualification for Headship
- Provide opportunities for governing bodies to be well informed on all aspects of national reform
- Work with other regions to provide high quality coaching and mentoring programmes to further develop the skills of school leaders and governors.
- Support the leadership and management of change



How we will know whether progress has been made?



- More effective use of Professional Learning Pathways identified and acknowledged by Education Workforce Council
- Practitioners fully engaged in cohort 1 of the new/acting and experienced headteacher programmes which are endorsed by the National Leadership group and Bangor University
- A comprehensive middle leader programme designed and available across the region
- A range of development opportunities across the region to provide a leadership pathway
- Increase the number of governors trained and their role and impact on the leadership of the school monitored
- Support governor training opportunities
- Governing Body Improvement Group (GIG) in place and evaluated by the Research and Evaluation team
- Most Estyn reports across the region identify strong leadership including governance



Business Plan Objectives

Objective 3: Develop strong and inclusive schools committed to excellence, equity and wellbeing

Actions

- Develop a regional Wellbeing and Equity Strategy that supports schools to improve provision and progress for all learners including those eligible for free school meals and other identified vulnerable learners
- Develop and identify within the Wellbeing and Equity Strategy, opportunities to strengthen partnerships and collaborative working with local authority service areas and wider services that are available to support learners emotional and physical wellbeing
- Collaborate with the regional Additional Learning Needs (ALN) transformation lead to ensure that schools, challenge advisers and other key officers are well informed and prepared for the Additional Learning Needs and Education Tribunal Wales Act
- Engage with research informed practice to identify strategies in closing the gap and support for vulnerable learners
- Facilitate opportunities to share good practice across the region in effective strategies to improve and sustain good attendance for all learners
- Identify and disseminate good practice to reduce levels of fixed term and permanent exclusions
- Implement the national model for the deployment of the Pupil Development Grant for Looked After Children
- In collaboration with other regions, implement the national strategy for more able and talented learners
- Develop new Relationship and Sexuality Education (RSE) curriculum in conjunction with Welsh Government and higher education institutes (HEI) and up-skill the workforce to be able to lead and deliver new RSE curriculum



How we will know whether progress has been made?



- Wellbeing and Equity strategy co-constructed with schools and wider partners and used to support all learners, including e FSM and vulnerable learners
- ALN regional transformation lead liaises directly with CSC ALN link to ensure that there is increased knowledge and understanding across the system including the new ALN Act
- CSC/LA termly review days include specific agenda item about progress towards implementing the ALN Act
- A national cohesive strategy for more able and talented (MAT) learners is implemented across the region
- An effective national professional learning programme is in place and MAT leaders across CSC engage
- Performance and wellbeing measures (including achievement, attendance, permanent and fixed term exclusions) improve
- Challenge and strategic advisers engage with schools on their use and understanding of the readiness tool for Children Looked After and consideration of Adverse Childhood Experiences
- Evidence from Pilot schools on the use of survey data to create robust wellbeing strategies that improve achievement, attendance and exclusions
- Models to measure wellbeing such as PERMA or SELFIE used in all schools
- RSE action research pilot shared across the system to model effective practice
- New RSE curriculum in place and resourced training provides support for schools to deliver new RSE curriculum



Business Plan Objectives



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

Actions

- Continue to implement and embed the regional intervention strategy for schools in need
- Establish a regional forum to review the way in which the range of information on schools is collated and disseminated
- Developing a robust process for Challenge Advisors (CAs) and Strategic Advisors (SAs) to ensure that all evaluations and judgements on performance at school level are accurate and in particular the performance of all vulnerable groups of learners
- Ensure all CAs and SAs are up-skilled and have up-to-date knowledge and experience of the national self-evaluation framework
- Facilitate appropriate professional learning opportunities for schools to include target setting procedures, development of pupil progress data, current and proposed assessment and accountability arrangements in line with new Welsh Government (WG) guidelines
- CAs will ensure school development plans, supported by robust self-evaluation, will reflect local authority (LA) priorities. The progress against these priorities will be monitored and followed up, according to regional expectation
- Ensure LA and Diocesan Directors are informed and advised on a regular basis
- Continue to review, improve and fund school- to- school models including Hubs, clusters, School Improvement Groups (SIGs), evaluation and research board, pioneer schools and pilot peer enquiry models to build capacity for professional learning and accountability.



How we will know whether progress has been made?



- All CAs and SAs accurately identify schools in need and implement appropriate strategies
- Appropriate collection and timely dissemination of data
- Produce high quality guidance material and support programmes so that schools, CAs, SAs, LA officers, governors and all relevant stakeholders have a sound understanding of how to use data, relating to new assessment arrangements and qualifications
- Fewer schools need the highest level of support
- LAs trigger statutory powers on receipt of timely information, as well as meet statutory expectation and evidence improvements made against their improvement priorities
- Schools set aspirational pupil targets, accurately track and secure progress of individual learners
- The professional learning offer provides appropriate provision and support for schools in relation to regional need, leading to a positive impact on outcomes for all learners
- Appropriate guidance available to support regional need
- Quality assurance procedures, through the regional governance structure, show positive impact from the range of services the consortia provide
- Regional plan considers all priorities from the individual region's business plans in order to contribute to the development of national guidance
- Bespoke support plans impact on school improvement



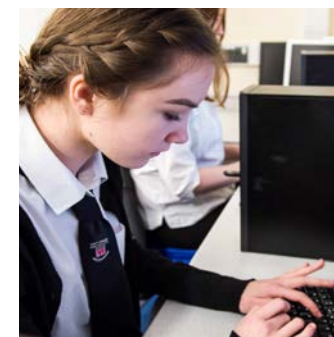
Business Plan Objectives



Objective 5: Provide professional learning opportunities to support the curriculum for Wales

Actions

- Co-construct professional learning opportunities to support curriculum design activities in schools
- Establish networks that focus on the Areas of Learning and Experience to support the development of the curriculum for Wales
- Provide Lead Creative School cross-curricular training to all school improvement groups in order to build capacity in relation to innovation in designing curriculum experiences in line with the national vision
- Ensure the professional learning offer incorporates the national priorities and is communicated to all schools and governing bodies across the region
- Continue to promote and work within the Central South Wales Challenge model in order to disseminate the national agenda
- Challenge Advisers support school leaders with securing understanding within their setting on the areas within the schools as learning organisations change management model
- Engage with other regional consortia to ensure a consistent approach in disseminating key information to reflect national priorities across the Central South Consortium region



How we will know whether progress has been made?



- Regional professional learning provided to all schools on the implementation of the Curriculum for Wales and wider reforms
- Through self-evaluation most schools demonstrate increased preparedness for the curriculum for Wales
- All schools identify a member of staff to lead the curriculum for Wales activities to provide professional development opportunities and disseminates information to school staff in order to ensure all colleagues are aware of curriculum updates
- All school improvement groups engage with enquiry-led approaches
- All schools engage with the range of cluster events available and improvement in core knowledge is reflected in individual school's evaluation of the readiness tool
- Challenge Advisers report improved understanding of curriculum for Wales activities in all settings



Business Plan Objectives



Objective 6: Improve the effectiveness and efficiency of Central South Consortium

Actions

- Utilise the recent ISOS findings and continue to support and progress the Central South Wales Challenge (CSWC) to support schools in developing a self-improving system
- Improve engagement, ownership and understanding of research and enquiry and its importance in the development of CSC
- Use outcomes of research and evaluation to underpin CSC self-evaluation
- Use the annual school survey publication to inform how CSC improves its work with schools and to evidence value for money
- Increase involvement of CSC staff and research academics in cross-regional research with the other three consortia
- Ensure human resources policies are current and reflect the needs of the organisation
- Professional learning is appropriate and develops CSC staff's knowledge and expertise
- Ensure the governance structure supports CSC effectively in making the right decisions
- Ensure CSC staff prioritise governance meetings and enable appropriate people to attend and disseminate information effectively
- Reinforce regional working and enable all staff to work across the 5 LAs and across consortia
- Align the business planning process with the self-evaluation approach to simplify reporting on progress and impact
- Refine business and system processes to ensure efficiency, effectiveness and value for money within CSC activities



How we will know whether progress has been made?



- Analysis of the findings from the tier 2 OECD survey will identify strengths and weaknesses and opportunities for development of CSC as a learning organisation
- Central South Consortium continues to have a strong visibility and makes valuable contribution at all national and regional meetings
- Case studies that evidence effective practice
- Evidence that CAs take findings from survey outcomes to schools as an improvement tool
- Staff development days used to digest findings and inform work strands going forward
- Performance management targets reflect the priorities of the organisation
- Roles, responsibilities and accountability structures clear to all staff in the organisation
- Proactive can-do attitude from a workforce that actively takes the initiative
- The impact of professional development evidenced in the performance management process with a feedback aspect included and reported
- A consistent approach evident across all LAs in the region
- Governance structures and communication strategy refined based on ISOS review findings
- An agile and fully informed staff base underpinned by clear succession planning



Measuring Impact



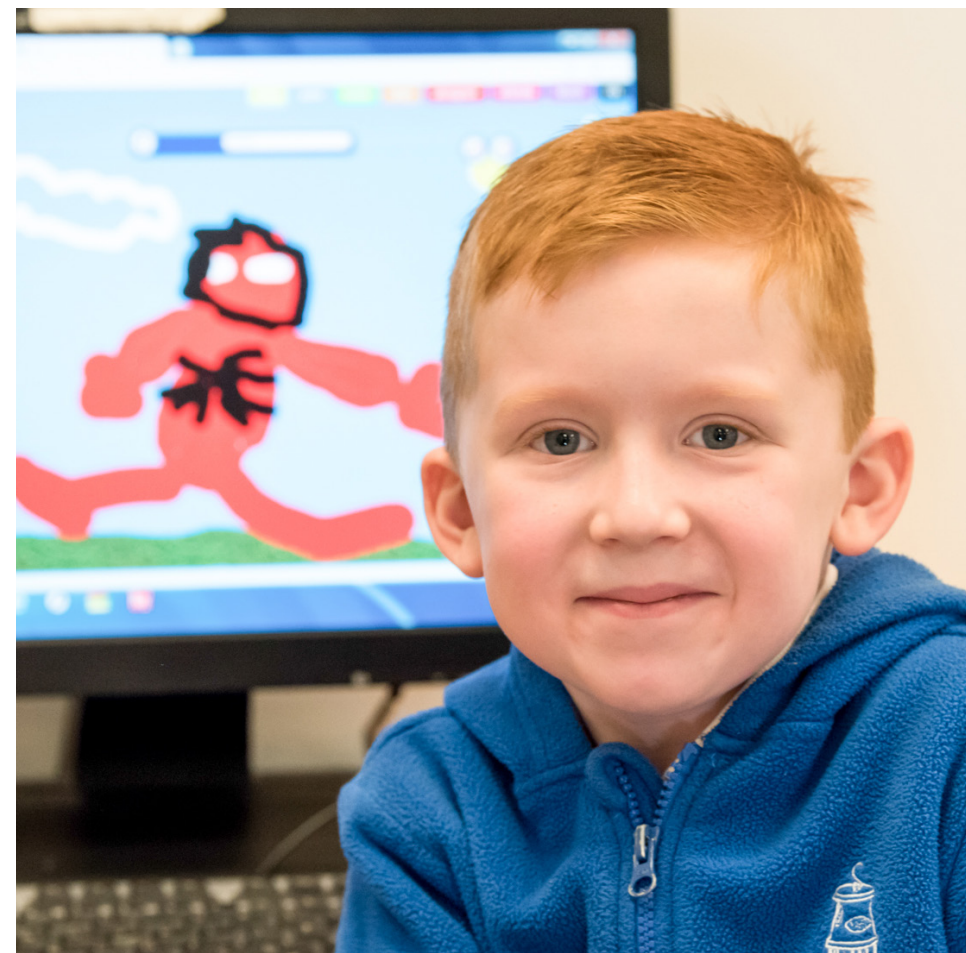
This business plan is underpinned by more detailed operational plans for each improvement priority. These include measurable outcomes and milestones. Progress will be monitored half termly in Senior Leadership Team (SLT) meetings and reported to Joint Committee meetings. These provide termly monitoring and challenge against the agreed targets and milestones and value for money measures, any risks identified will be included on the risk register.

Progress against the regional priorities as well as the priorities agreed for individual local authorities will be reviewed on a termly basis through progress review meetings between the Managing Director and each Local Authority.

Progress against the priorities and development of the school-led system will be reviewed regularly with representative head teachers.

An outcomes framework, which has been discussed and agreed with senior civil servants in Welsh Government, is attached at Appendix B. The outcomes framework is based upon the agreed 2019/20 business plan. Welsh Government officials will meet with the Managing Director, Lead Director and Lead Chief Executive three times a year to review progress.

Progress against our priorities will also be regularly reviewed through our Governance structures.



Evaluating the Impact of What We Do



We recognise how important it is that we evaluate the impact our own work - to ensure that we remain reflective and responsive, and able to adjust practice to need. We do this using a variety of models.

Research & Evaluation Board

Board membership includes senior consortium officers and seconded teacher researchers who work with Cardiff University to develop internal research and evaluation capacity to:

- Design and implement the overall plan for evaluation and research
- Hold responsibility for reporting on progress and impact of consortium initiatives, as part of self-evaluation, to both internal and external audiences
- Provide advice and support on evaluation and inquiry to leadership at all levels within the consortium
- Undertake a monitoring and coordination role for all externally commissioned research

Commissioned Research

We commission external research into the impact of our school-led model to evaluate its maturity and practitioners' confidence in it. Our NFER report in 2017 notes:

“Taken together, activities have increased school leaders’ confidence to lead in developing systemic school improvement. They have developed capacity for mutual challenge and support. They have also nurtured analytical skills, e.g. in understanding the developmental needs of individual schools and groups of schools. The consortium has developed its quality assurance work, e.g. by ensuring that schools provide appropriate challenge and support to each other. This reflected the need for school-led approaches to be underpinned by robust quality assurance. At the same time the system-wide intelligence held by the consortium is being used to identify beneficial collaborations and broker appropriate school-led partnerships.”

*Central South Wales Challenge: What does a self-improving school system look like?
National Foundation for Educational Research (NFER) October 2017, Report No: 2*

Our Approach to Delivery: Continuing to Develop a School-led System through the Central South Wales Challenge



The Central South Wales Challenge was launched in January 2014 to drive school improvement across the region. This strategy, led by headteachers, included schools across the region and drew on the expertise of universities and external experts in school-improvement and published international research. The strategy was based upon six underlying principles commonly found in successful school systems:

- Schools are communities where collaborative enquiry is used to foster improvements in practice
- Groupings of schools engage in joint practice development
- Where necessary, more intensive partnerships are organised to provide support for schools facing difficulties
- Families and community organisations support the work of schools
- Coordination of the system is provided by school leaders and
- Local authorities work together as the conscience of the system

School leaders across the region have been actively engaged in the approach taken by the consortium over the past few years, and they have become more accountable for the performance of their school, schools in their cluster and in supporting other schools across the region. The focus over the past few years has been to embed the following key approaches to the school led improvement model:

- **School Improvement Groups** with all schools actively encouraged to participate and focus on shared priorities
- **Pathfinders** where high performing schools are partnered with schools requiring improvement to support and accelerate improvements in these schools
- **School Hubs** where teacher training and development programmes are offered by Hub schools that are aligned to the analysis of regional and national need and follow an enquiry led approach
- **Leadership Programmes** developing existing and future leaders in our schools
- **Peer Enquiry** has sought to build greater trust across the schools in the system, building social capital to support the development of the school-led system and the vision to develop trust, openness and honesty between peers
- **Challenge Advisers** - recruiting and retaining high quality school improvement professionals, improving the standard of their work and reducing the administrative burden to maximise their time in classrooms, improving the quality of leadership and teaching and evidence from external evaluations shows that schools are positive about the opportunity to work with other schools across the region and have deepened their collaborative working over the last year. We are working closely with a group of **Delegate Headteachers** to further refine and develop the Central South Wales Challenge approach over the coming year.

Regional Delivery Models: High Quality School-led Professional Learning



At the same time as the development of the Central South Wales Challenge (CSWC) Welsh Government (WG) have been developing their approach to professional learning. The national approach to professional learning was launched in the Central South region by WG on the 13th December 2018.

- The national approach recognises that professional networks are the most effective means for sharing learning and therefore align with the strategies embedded within the CSWC.
- Professional learning provided through the CSWC will build capacity so that the entire workforce can benefit from career-long development based on research and effective collaboration.

We now need to develop our approach to delivery to ensure the continued development of the self-improving system whilst also meeting the challenges of preparing the workforce for the new curriculum and other national changes.



Taking the Central South Wales Challenge Strategy Forward

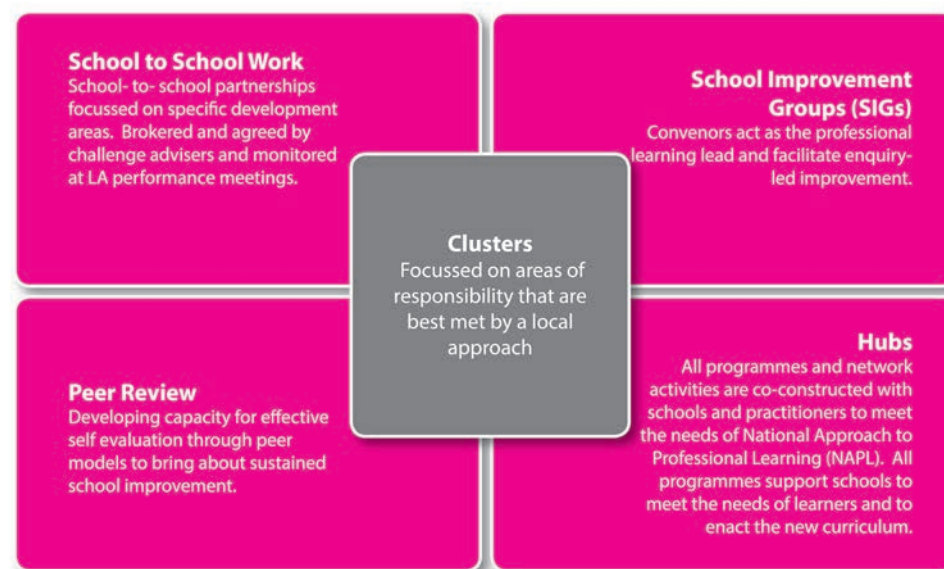


Since the CSWC was established, the professional, political and financial climate of education in Wales has altered but the core vision of recognising the value of a school-led improvement system remains a constant. Work is ongoing to further develop the model, driven by a group of Delegate Headteachers. The model continues to be refined following consideration of evaluation of impact and value for money, but continues to have the following key principles:

- Effective practice is shared so that schools learn from each other
- Use our knowledge of schools and research to facilitate and support the sharing of best practice and collaboration to improve learners' outcomes within a self-improving system
- The most appropriate source of support for schools is sourced by the schools themselves or is signposted/brokered by Challenge Advisers
- Improved teaching and leadership can only be sustained by a move away from a school improvement model dependent on central support
- Resources are focused on opportunities for teachers and leaders to learn from each other, to try out new approaches or lead research projects which will improve their teaching and that of others
- Leadership skills grown through planned succession leads to improvement across the system
- Accountability is clear at all levels and used effectively to drive improvement

A shared priority of all stakeholders is the implementation of the new curriculum. Ensuring schools, school leaders, governors, teachers and support staff are well prepared for the changes. In order to be able to support the development of the new curriculum, a change to the model is required.

Although the principles remain the same, the strategy now encompasses clusters of schools at the heart of the model to facilitate a curriculum which removes phases of education.



There will be further work to do during 2018-19 to develop and refine this delivery model further and we will be working closely with all partners to do this.

Governance



The governance model at CSC is underpinned by a legal agreement between the five local authorities and includes aspects of the following:

- The Joint Committee agrees the strategy, business plan and risk register and monitors budget and performance
- Directors of Education meet monthly and have a strategic decision making role. This Board includes representation from Welsh Local Government Association (WLGA) and Welsh Government.
- The Regional Stakeholder Group (RSG) and Governor Steering Group meet half termly to review progress, provide advice and consult on any areas of development and share opportunities and barriers to progress
- The Advisory Board reviews progress and challenges the consortium once a term
- Education Scrutiny Committees collaborate across the region
- Senior Leadership Team at CSC meet weekly to debate operational effectiveness, performance and strategy



Consortium Funding 2019/2020



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

Local Authority funding for Consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £5.4m for the Consortium.

In recognition of funding constraints in the public sector, the agreed core funding allocation for the consortium in 2015/16 was in fact 19% lower than the recommended level. In 2016/17 and 2017/18 a further 5% reduction was agreed for each year and a 2% reduction in 2018/19. At the Joint Committee meeting on the 8 November 2018 it was agreed that the core funding to the Consortium would be reduced by a further 5% for 2019/20.

Given the lower funding level and continued year on year reduction, approximately £510k efficiency savings have already been achieved between 2016 and 2019 with a further £160k to be achieved from the core budget in 2019/20.

Financial Overview

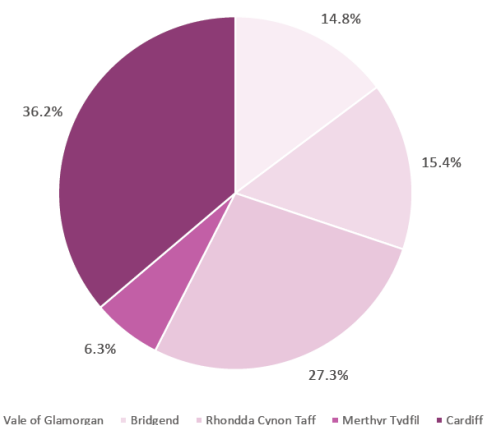
Local Authority Contributions	Grant Funding for National Priorities	Total Funding Available
£ 3.7m	£ 74.5m*	£78.2m

*includes match funding

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

Local authority contributions are calculated using the IBA (Indicator Based Assessment) published annually on the Stats Wales website. The percentage is then agreed by local authority directors in conjunction with the Joint Committee.

Individual Local Authority contributions to the Consortium in 2019/20



Funding Provided by Welsh Government



Historically there were two main grants received by CSC from Welsh Government. Pupil Development Grant (PDG) and the Education Improvement Grant (EIG). In addition, consortia used to receive additional grants for specific purposes proposed by Welsh Government, usually through the Regional School Support Grant (RSSG). With the launch of the national strategy 'Education in Wales: Our National Mission', there has been a streamlining of the grant funding process.

From 2018/19, only two grants will be received by consortia:

Regional Consortia School Improvement Grant	Pupil Development Grant
£42.9m*	£31.6m*

*includes LA match funding

Regional Consortia School Improvement Grant

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

There is an expectation that the EIG element of the grant is match funded by local authorities and is predominantly delegated to schools in line with grant terms and conditions. In 2019/20 95% of the EIG element of the grant will be delegated to schools.

The outline funding envelope from Welsh Government was received in early March 2019 and provides indicative allocations for the financial year 2019-20. Activity within the 2019/20 business plan is predominantly funded from this grant.

Objective	£m
Curriculum and Assessment	0.718
Developing a High Quality Education profession	41.493
Inspirational Leaders working collaboratively to raise standards	0.332
Strong and Inclusive Schools committed to excellence, equity and well-being	31.601
Robust assessment, evaluation and accountability arrangements supporting a self improving system	0.419
Total Funding	£74.563

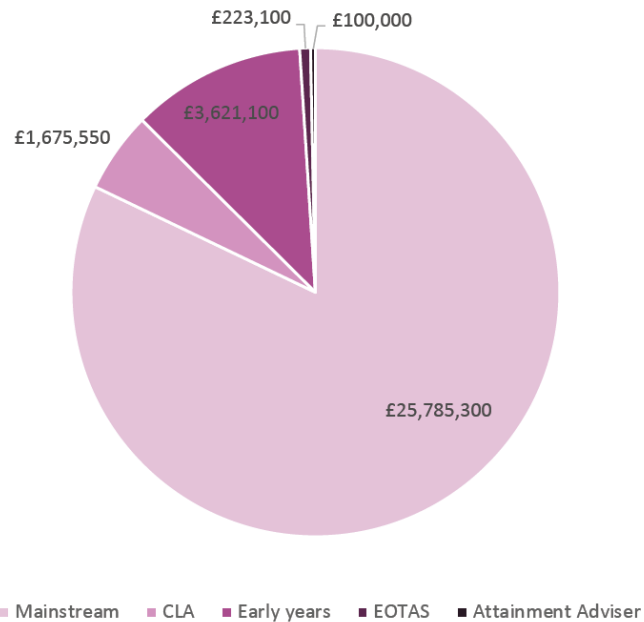




Pupil Development Grant

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

The majority of the grant (95%) is delegated to schools, however 5% of the Children Looked After element is retained to provide professional learning opportunities across the region to support previously looked after adopted children.



Additional Supporting Documents





- Local Authority Strategic Plans
- Regional Professional Learning Offer
- Detailed Operational Plans
- Regional Self-Evaluation Report
- Education report Wales (January 2019)



Appendix A: Local Authority Priorities 2019/20



Local Authority	Strategic Priorities 2019/20
<p data-bbox="286 357 506 379">Cyngor Bwrdeistref Sirol</p> 	<ul data-bbox="757 352 2047 651" style="list-style-type: none"> • To continue to provide the best possible outcomes for all children and young people in Bridgend • To improve pupil attainment and attendance across all phases/stages and in all settings; especially at key stage 2 • To ensure appropriate resources are identified and deployed in a timely manner to meet the needs of children and young people (especially the most in need) • To continue to work with schools to support the wellbeing of school-based staff and learners
	<ul data-bbox="757 754 2047 1401" style="list-style-type: none"> • Improve educational outcomes for children and young people by continuing to raise standards, improve school leadership, high quality and learning and curriculum development. • Work together with schools and partners to enhance the wellbeing of children and young people in Cardiff. • Close the attainment gap for pupils from low-income families, children who are looked after, pupils educated other than at school, and pupils entering Cardiff with English as an additional language. • Improve support and services for children and young people with additional learning needs to ensure every learner fulfils their potential. • Ensure there are sufficient and high quality school places to meet the population growth in the city, through planned expansion and the upgrade of the existing school estate via the School Organisation Programme. • Support young people into Education, Employment or Training by delivering the Cardiff Commitment. • Improve the range and quality of services provided to schools by the Education Directorate



Cyngor Bwrdeistref Sirol
MERTHYR TUDFUL
MERTHYR TYDFIL
County Borough Council

- To raising outcomes for all learners at all levels through a continued focus on improving teaching.
- To further develop the local authority's commitment to PBS across schools and early years' settings
- To further development the use of the Capita One System to support targeted identification of vulnerable children and young people across sectors.
- To further develop robust transition processes from early years to primary, from primary to secondary and from secondary to further education.
- To work with schools and other agencies to support the wellbeing of pupils and school staff across the authority
- To work with The College, schools and regeneration department to develop clear learning, skills and employment pathways for young people

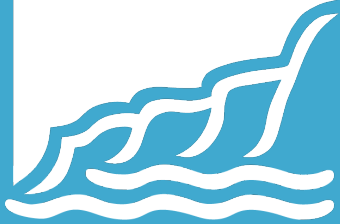


RHONDDA CYNON TAF

- To develop inspirational leaders working collaboratively to improve outcomes and reduce the attainment gap.
- To develop strong inclusive schools committed to excellence, equity and wellbeing.
- To develop 21st Century Learning Organisations
- To review and further improve our services to ensure that they are future proof and accessible



VALE of GLAMORGAN



BRO MORGANNWG

- Work with partners to develop sustainable support services to improve outcomes for vulnerable learners
- Improve the performance of pupils eligible for free school meals above expected levels
- Reducing NEETs levels remains a priority for the Council with a specific focus on year 13 NEETs and gaining accurate destinations data for Year 13 leavers
- Ensure that children and young people's attendance rates, particularly in primary schools are improved
- Work with schools to reduce exclusions and ensure that provision is available to meet the needs of children and young people with social, emotional and mental health difficulties
- Develop a wellbeing strategy to address the needs of a growing group of complex young people who have had adverse childhood experiences (ACEs) and require support through targeted provision to help them to achieve their full potential
- Support schools with the introduction and changes to performance measures, both at key stages 4 and post 16
- Deliver the School Reorganisation and Investment Programme to ensure sufficiency of school places and efficient, modern learning environments

