

CENTRAL SOUTH CONSORTIUM
REPORT FOR JOINT COMMITTEE

16TH MARCH 2021

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR: Business Plan 2021/22 Final Proposals

Author: Louise Blatchford (Deputy Managing Director)

1. PURPOSE OF THE REPORT

The purpose of this report is to provide the Central South Consortium Joint Education Service Joint Committee (from hereon Joint Committee) with the final proposals for the CSC Business Plan 2021/22

2. RECOMMENDATIONS

It is recommended that Members review the information contained within the report and:

- 2.1 Seek clarity and explanation where there are areas of concern.
- 2.2 Approve the content of the business plan and instruct officers to move forward with design and translation.

3. BACKGROUND

- 3.1 The draft business plan was presented to Joint Committee on the 16th December 2020 for consideration.
- 3.2 Joint Committee approved the following five priorities:
 - Develop a high-quality education profession
 - Develop inspirational leaders to facilitate working collaboratively to raise standards
 - Develop strong and inclusive schools committed to wellbeing, equity and excellence

- Develop robust assessment, evaluation and accountability arrangements supporting self-improving systems
- Improve the effectiveness and efficiency of Central South Consortium

3.3 Drive teams have meet with a variety of stakeholders (including Directors) to develop the business plan and detailed operational plans that sit beneath the business plan.

3.4 Indicative grant funding from Welsh Government is yet to be confirmed for all priority areas. Once this is received, the funding section of the business plan will be completed and shared with members.

3.5 Wider stakeholder consultation with all schools and other stakeholders took place in March 2021 on the CSC website. Priorities were shared and stakeholders asked for comment.

3.6 Priorities for all local authorities will be included within the plan once received.

4. BACKGROUND PAPERS

4.1 CSC Business Plan 2021/22

PROPOSALS FOR IMPROVEMENT – PROGRESS UPDATE

Core Principle / Area	Paragraph No.	Issue Identified	Proposal for Improvement	Timescale for Implementation	Responsible Officer	Progress
Ensuring openness and engagement	5.3.12	Build on the work of the independent review of the CSC during 2019/20 to further support decision making arrangements (carry forward from work undertaken during 2019/20)	Finalise the review of the overall governance structure for the CSC to ensure increased engagement in the decision making process from Headteachers across the region in line with the requirements of the revised National Model for Regional Working when published and the recommendations from Joint Committee following the ISOS review	March 2021	Managing Director	Completed Initial Proposals presented to Chief Executives & Directors in August 2020. Formal presentation of proposals to Directors October 2020 and recommendations to Joint Committee for review 18 th November
Defining Outcomes	5.4.6	Further develop Medium Term Service and Financial Planning	Ensure resources are allocated / categorised over Business Plan priorities to demonstrate or otherwise the prioritisation of resources and set out service options in line with indicative funding allocations agreed by Joint Committee.	March 2021	Deputy Managing Director	Completed for core budget Three year funding model agreed with Joint Committee
Developing the capability of entity's	5.7.4	Consortia as a Learning Organisation	Build on the programme of training and support using the information gathered from the	March 2021	Deputy Managing Director	Completed Annual programme of

Core Principle / Area	Paragraph No.	Issue Identified	Proposal for Improvement	Timescale for Implementation	Responsible Officer	Progress
leadership and other individuals			Consortia as a Learning Organisation to drive improvement areas and support distributed leadership and ownership of professional learning (taking into account new support requirements / delivery modules as a result of COVID-19).			professional learning for all staff developed.
Managing Risk	5.8.9	Improve reporting framework for performance and information management systems (carry forward from work undertaken during 2019/20)	<p>The CSC should report on a periodic basis, for example annually, its work and performance around Information Management and provide opportunity for review and scrutiny by the Joint Education Committee. This would include:</p> <ul style="list-style-type: none"> • SIRO schedule should be agreed with RCT CBC; • Update all General Data Protection registers; • Update the Information Sharing Protocols; and • Update all related data retention policies. 	March 2021	Deputy Managing Director	<p>In progress</p> <p>Meeting held with RCT and awaiting confirmation of the role of SIRO i.e. if CSC require our own or if an SLA will cover RCT support. RCT confirmed continuation of support for DPR, Privacy Notices and ISP reviews.</p>

Core Principle / Area	Paragraph No.	Issue Identified	Proposal for Improvement	Timescale for Implementation	Responsible Officer	Progress

Central South Consortium Business Plan

2021–2022

“Empowering schools to improve outcomes for all learners”

DRAFT FOR CONSULTATION

The final version of the business plan will be available bilingually and published on the Central South Consortium website.



CONTENTS

Section		Pages
1	Introduction	3
2	The Region in Context	4
3	The Consortium <ul style="list-style-type: none"> • Education in Wales context • Central South Consortium Vision • Central South Consortium Strategy for Equity and Excellence • Curriculum for Wales • Improvement Priorities 2021-2022 	5
4	Identifying Shared 2021-2022 Strategic Priorities of Local Authorities 2021–2022	9
5	Central South Consortium Business Plan Priorities 2021–2022	10
6	Measuring Impact Evaluating the impact of what we do	23
7	Our Approach to Delivery – Continuing to develop a school-led system through the Central South Wales Challenge (CSWC) <ul style="list-style-type: none"> • Regional Delivery Models: High Quality school-led professional learning • Taking the Central South Wales Challenge Forward • Central South Wales Challenge Revised Model 2021-2023 	24
8	Governance	27
9	Consortium Funding 2021–2022 Funded provided by WG	29
10	Additional Supporting Documents	30
11	Appendix A: Local Authority Priorities 2021–2022	31

INTRODUCTION

The Central South Consortium (CSC) business plan has been developed using the outcomes of self-evaluation, research findings, analysis of outcome data, and cross-consortia planning, as well as identification of school, local authority, regional and national priorities. Our business plan will guide the work of the organisation as we move out of the Covid-19 pandemic. We have set all of our objectives in the context of Covid and the challenges that schools continue to face. Bespoke support will continue in partnership with the individual Local Authorities to ensure that schools can meet the needs of staff and pupils. A wide range of stakeholders have contributed and have 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;
- Staff in Central South Consortium;
- Delegate Headteacher panel;
- Representative stakeholder group;
- Wider stakeholders;
- Governor Steering group; and

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.

<p>CLlr C Smith</p> <p>Chair Central South Consortium Joint Committee</p>	
<p>Ms C Seery</p> <p>Managing Director, Central South Consortium</p>	
<p>Ms S Walker</p> <p>Lead Director on behalf of Central South Consortium Directors' Steering Group</p>	
<p>Mr P Orders</p> <p>Lead Chief Executive on behalf of Central South Consortium Chief Executives</p>	
<p>Mr K Law</p> <p>Chair of the CSC Delegate Headteacher Group</p>	
<p>Mr C Britton</p> <p>Chair of the Representative Stakeholder Group</p>	

THE REGION IN CONTEXT

Covid-19 has had a significant impact across the region and this has exacerbated some of the challenges our children and young people face. Many of our communities face significant poverty related challenges; others are amongst the most prosperous in the country.

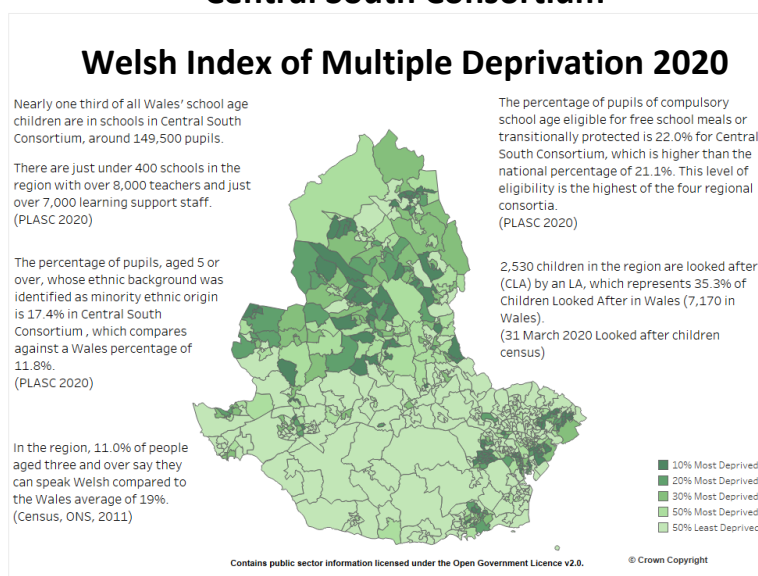
Throughout the pandemic schools have worked tirelessly to provide educational opportunities for children and young people in a range of ways. Our business plan will incorporate the learning during this time, we will build on this and ensure that schools are supported to enable all pupils to make progress. As we continue to move forward to fully implement the national mission it is essential that we continue to work together. 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', and will be supporting schools across the region to deliver the curriculum implementation plan as set out by Welsh government. The four enabling objectives will guide our business plan 2021-22

It is challenging to predict how learning will progress in the coming year. Our business plan will ensure that there is flexible support for all schools across the region. We recognise that this has been an extremely difficult time for all schools and our support will continue to focus on ensuring the wellbeing of staff and pupils. Research evidence shows that learning has been disrupted during this time and all schools will need a bespoke model of support moving forward.

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

Central South Consortium



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

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'.

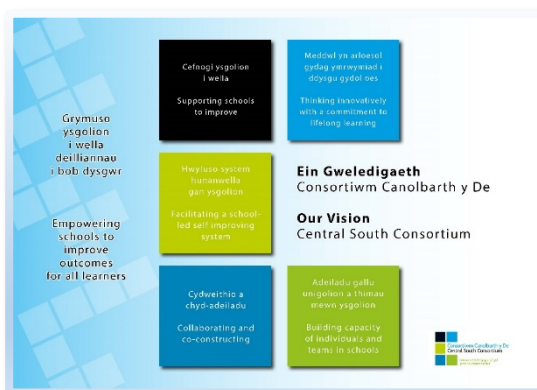
Education in Wales: Our national mission, Update October 2020 identifies what needs to happen nationally to support the realisation of Curriculum for Wales in schools. Consortia and other partners continue to work closely together to support this reform journey in addition to the original remit of providing a school improvement service to the local authorities within the region.

All the elements of the business plan are set in the context of Covid and we recognise that schools are working in very difficult circumstance and all our intention is to provide appropriate support to all schools to manage the challenges as we move through 2021-2022.

CENTRAL SOUTH CONSORTIUM VISION

Working with stakeholders from across the region the vision for CSC remains: ***“Empowering schools to improve outcomes for all learners”***. This is even more essential in the current climate.

The business plan is designed to meet the priorities of schools, local authorities and Welsh Government, against a backdrop of the pandemic, a new curriculum, new accountability frameworks, new approaches to supporting children with additional learning needs, the implementation of schools as learning organisations, the work of the National Academy for Educational Leadership, and a National Approach to Professional Learning (NAPL), 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, and has been developed in light of the challenges schools are facing.

CENTRAL SOUTH CONSORTIUM STRATEGY FOR EQUITY AND EXCELLENCE

We are committed to the success and well-being of every learner, regardless of background or personal circumstance. Equity and excellence go hand in hand, and we cannot have one at the expense of the other.

(Welsh Government, 2017)

Education in Wales: our national mission (2017), declares that Wales needs, ‘strong and inclusive schools committed to excellence, equity and well-being’. This is even more important in the current climate. The CSC Strategy for Equity and Excellence offers a clear improvement strategy and resources to support all schools in our region to realise this national ambition. It was co-constructed with a range of school leaders and local authority officers from across the region.

The strategy recognises that each school has its own context with a variable staff and pupil demographic. It aims to promote and support sustainable school improvement and learning leadership in order that schools make informed choices and decisions around equity and excellence. It also recognises that all schools will be at different points of their improvement journey.

The strategy is research informed and identifies that well-being, inclusion and high-quality teaching are key contributors to achieving equity and excellence for all learners. This is underpinned by inspirational and collaborative leadership. It provides a shared language and terminology, models for school improvement and evaluation, and identifies roles and responsibilities for key stakeholders.

Positive communication, collaboration, and practitioner and learner well-being are at the heart of the strategy. It is designed to empower schools to achieve equity and excellence for all, supporting those schools most in need of improvement and challenging all schools to aspire to excellence.

CURRICULUM FOR WALES

Improving education is our national mission. Nothing is so essential as universal access to, and acquisition of, the experiences, knowledge and skills and that our young people need for employment, lifelong learning and active citizenship.

(Welsh Government 2020)

Wales is currently undergoing a series of wide-ranging, yet integrated reforms, which have the power to transform the education landscape. At the centre is a new curriculum for schools and funded non-maintained settings in Wales from September 2022. ‘Curriculum for Wales’ has

been made in Wales but shaped by the best practices from around the world. It is also essential as we move forward that we incorporate the learning from the past year.

The Curriculum for Wales framework and guidance is a clear statement of what is important in delivering a broad and balanced education. The four purposes are the shared vision and aspiration for every child and young person in Wales. A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all.

On the 13th October 2020, Kirsty Williams, Minister for Education, published Education in Wales: Our national mission Update October 2020 and Curriculum for Wales: the journey to 2022. These documents set out the next steps in Wales' reform journey and provide support and guidance for schools in preparing for Curriculum for Wales.

Central South Consortium has a key role in supporting all of the schools in our region in the realisation of Curriculum for Wales. We provide professional learning opportunities and access to support, resources, research and up-to-date information for all schools and individual practitioners to engage purposefully with Curriculum for Wales.

At times of such significant change, it is essential that all practitioners have the opportunity to work collaboratively, to make sense of how these changes will impact on their roles and how schools can derive the most benefit from these reforms in the interest of their learners.

The OECD has continued to work with us in partnership and has observed for itself the culture of collaboration, co-construction and mutual respect that exists across the whole Welsh education system.

Welsh Government (2020)

The Curriculum for Wales cross-regional programme has been designed to provide opportunities for collaboration at all levels. Whilst the key focus of this professional learning programme is the realisation of Curriculum for Wales, it is essential that connections are made across all aspects of the education reforms. A common set of professional learning materials has been developed nationally through a process of co-construction between schools, regional consortia and their link HEIs. The programme directly mirrors the approach and philosophy set out in Curriculum for Wales: the journey to 2022. The main delivery and support for professional learning for the programme in CSC is through the Central South Wales Challenge.

IMPROVEMENT PRIORITIES 2021-2022

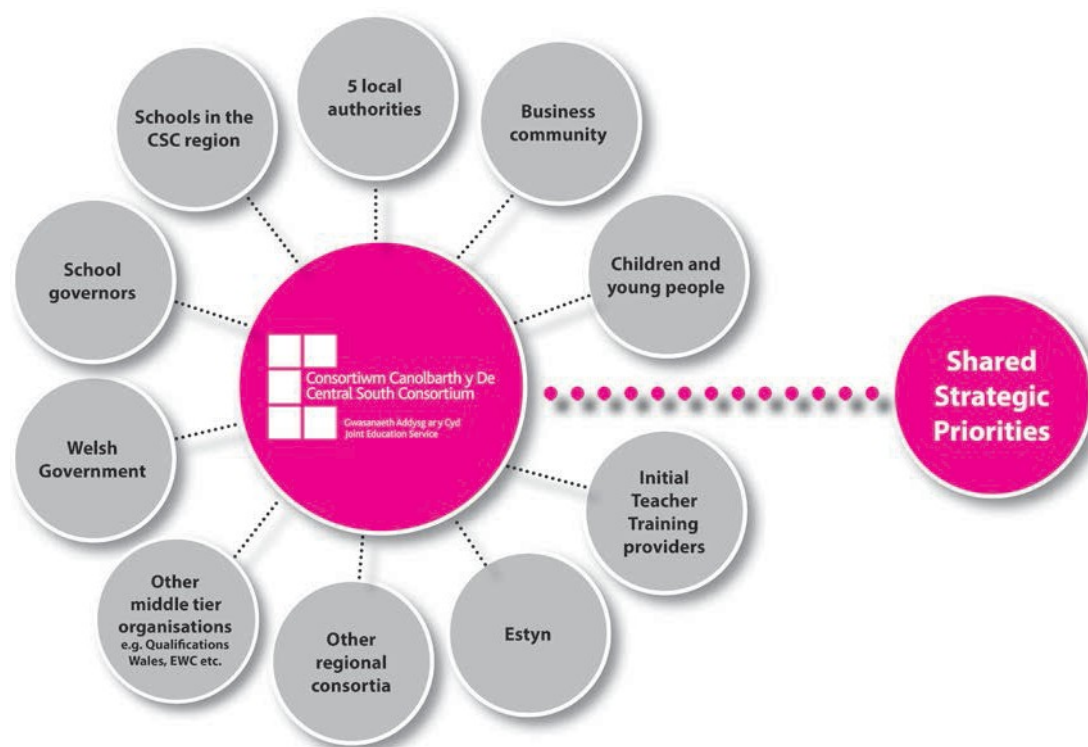
Following analysis of evidence, requirements within the National Mission and consultation with stakeholders including headteachers and local authority officers, we have identified five improvement priorities. The Consortium remains committed to its original mission of providing a school improvement service 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 that some 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 its remit, 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, however, without a productive relationship between schools and the five local authorities that CSC serves. The links and communication fostered with other key partners including Welsh Government, other regional consortia, Estyn and so on is also crucial.



IDENTIFYING SHARED PRIORITIES

Whilst we recognise that this is not business as usual for schools, we have not developed a specific objective linked to “Covid Recovery” as we believe that this is integral to all of our work with schools. Our intention remains to support schools to meet the needs of their learners to enable them to make progress. It is essential that there is continued support for staff and learner wellbeing.

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

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

Detail of the specific priorities for key stakeholders are outlined on the following page, with further detail within individual Annexes for each local authority:

Stakeholder	Strategic Priorities 2021–2022
Local Authorities	Local Authority Strategic Priorities are detailed in Appendix A

The overarching priorities for 2021–2022 were agreed with the Joint Committee on 16 December 2020. The detail of each priority is set in the context of Covid.

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. 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. This includes key quantitative and qualitative success criteria against which progress is measured.

CENTRAL SOUTH CONSORTIUM BUSINESS PLAN (2021–2022)

Priority 1: To develop a high-quality education profession		
<p><u>Success Measures</u></p> <ul style="list-style-type: none"> * Practitioners in nearly all schools engage in the regional Professional Learning Offer (PLO) * Professional Learning (PL) evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes * In nearly all schools, the impact of PL is demonstrated within self-evaluation activities * An increased number of schools operate as learning organisations * Practitioner Welsh language competence and skills are increased * The number of schools achieving progressive levels of Siarter Iaith / Cymraeg Campus increases * Oracy standards of most learners in primary Welsh second language increases * Nearly all student teachers achieving Qualified Teacher Status (QTS) * Most Newly Qualified Teachers (NQT) pass induction * At least 25 TAs demonstrate that they are equipped to independently advance learning in the classroom and achieve HLTA status. 		
BP Obj Ref	BP Objective	How will we know if we've made progress?
1.1	The professional learning offer responds to the evolving needs of practitioners and leaders across the region in support of national and regional priorities and the impact of COVID-19.	Nearly all schools engage in the professional learning offer. PL evaluations demonstrate changes to practitioner behaviour in line with school, regional and national priorities that impact positively on learner outcomes. School self-evaluation activities demonstrate the longer-term impact of professional learning.

1.2	Schools are supported to manage change and develop as learning organisations.	Schools in the region demonstrate progress in the seven dimensions of the Schools as Learning Organisations model.
1.3	Schools are supported to prepare for the implementation of Curriculum for Wales and wider reforms.	Professional learning opportunities and support for schools at all levels are aligned to the 'Curriculum for Wales: Journey to 2022' and the national professional learning programme. Nearly all schools engage in the professional learning offer for Curriculum for Wales and the wider reforms. PL evaluations demonstrate changes to practitioner behaviour in preparation for Curriculum for Wales and the wider reforms. School self-evaluation activities demonstrate progress towards the implementation of Curriculum for Wales and the wider reforms.
1.4	Support the implementation of national and regional strategies for developing Welsh in all sectors.	The professional learning offer for improving Welsh in all sectors is aligned to national and regional needs, the Welsh Language Competency Framework and the impact of COVID-19. Practitioners report that their confidence and competence in Welsh language skills improve and this is reflected in the SWAC. The use of informal and incidental Welsh in schools across the region increases. School self-evaluation activities in all sectors demonstrate progress towards implementing national and regional strategies for Welsh.
1.5	The Teaching Assistant Learning Pathway (TALP) provides effective pathways for all assisting teachers as part of a national and regional programme.	The professional learning provision along the Teaching Assistant Learning Pathway responds to the impact of COVID-19 and results in an increase in the number of teaching assistants (TAs) gaining HLTA status The regional bespoke programmes are accessed by most TAs working in specific school contexts and reflect national priorities
1.6	Entry into the teaching profession through Initial Teacher Education (ITE) and into NQT Induction is supported. Professional learning opportunities respond to the challenges presented by COVID-19.	Recruitment to the Open University routes results in all targets being met for the salaried and part-time programmes. Ongoing and new PGCE programmes in four ITE partnerships meet all accreditation criteria and are quality assured to capture evidence of impact on schools and student teachers in the region. Nearly all ITE graduates intending to work in the region engage in 'COVID-19 response bridging' professional learning to prepare for induction. The number of Induction Mentors (IMs) engage in training and professional learning increases.

		<p>Most NQTs engage in national training and national / regional professional learning in order to pass induction. Transition support is provided for nearly all ITE graduates who intend to work within the region aligned to new Welsh Government COVID-19 guidance. All induction stakeholders are supported to engage in the statutory process aligned to revised Welsh Government COVID-19 related guidance and most IMs and NQTs participate in national training. The regional and national programme of professional learning provides bespoke support for all IMs and NQTs and reflects national priorities.</p>
1.7	<p>Provide regional professional learning in curriculum & assessment, pedagogy and qualifications.</p>	<p>Schools implement national and regional strategies in curriculum & assessment, pedagogy and qualifications. The professional learning offer supports new ways of working resulting from COVID-19.</p> <p>Nearly all schools engage in the professional learning offer for curriculum & assessment, pedagogy and qualifications. PL evaluations demonstrate changes to practitioner behaviour in relation to curriculum & assessment, pedagogy and qualifications. School self-evaluation activities demonstrate progress towards the development of curriculum & assessment, pedagogy and qualifications.</p>

Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards

Success Measures

- * Successful completion of Professional Learning Pathways Programmes by applicants.
- * A culture of Coaching and Mentoring is embedded across CSC.
- * The development of more effective leaders to support school improvement.
- * Peer partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.
- * Self-evaluation processes are clear and robust and contribute effectively to school improvement.
- * Strong CSC representation is evidenced in nominations across all 'Teaching Awards Cymru' categories.

BP Obj Ref	BP Objective	How will we know if we've made progress?
2.1	Enhance current and future leadership through a comprehensive pathway of professional development.	All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.
2.2	Develop effective collaboration models to increase leadership capacity.	Evidence shows that collaboration models have a positive impact on leadership capacity.
2.3	Strengthen school governance to provide effective leadership, challenge and support.	Governors understand and fulfil their role within individual settings effectively.
2.4	Improve the use of coaches and mentors to further develop school leaders.	The development of coaches and mentors is effective as one strand of a package of support to improve school leaders.

2.5	Develop and strengthen effective leadership through peer partnership.	Peer Partnership has a positive impact on leadership through effective self-evaluation, leading to the identification of appropriate improvement priorities.
2.6	Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.	Strong representation across the region in all categories of the Professional Teaching Awards Cymru.

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

Success Measures

- * Nearly all schools demonstrate the use of a wide range of meaningful information and data.
- * Most schools' systems demonstrate vulnerable pupils' progress through analysis of participation, engagement and learning data.
- * Most schools demonstrate they have effective systems in place to address and mitigate barriers.

BP Obj Ref	BP Objective	How will we know if we've made progress?
3.1	Continue to develop CSC's Strategy for Equity and Excellence and further promote with schools and partners in order to drive school improvement	Effective partnership working ensures there is a clear understanding of quality-first teaching, well-being and inclusion, the implementation and implications of the ALN Act, and robust self-evaluation systems across schools.

3.2	<p>Improve outcomes for vulnerable learners and mitigate impact of Covid 19 through effective strategic support.</p>	<p>Clear strategic direction in place for the provision for vulnerable learners that is aligned to current learning and local authority priorities.</p> <p>Professional learning opportunities in place to support schools to further develop their provision and delivers improved outcomes for vulnerable learners.</p> <p>Schools make effective use of a wide range of meaningful information, including well-being, attendance and exclusion data, to demonstrate vulnerable pupils' progress.</p> <p>Clear identification of effective practice that highlight positive outcomes for vulnerable learners.</p>
3.3	<p>Work with local authorities, external partners and schools to:</p> <ul style="list-style-type: none"> • ensure a consistency of approach for supporting provision for vulnerable learners • address the impact of Covid 19 on vulnerable learners • address the well-being of staff particularly during the current prevailing conditions 	<p>Strategic support across CSC and local authorities, including professional learning, is closely aligned with a strong focus on supporting provision for vulnerable learners.</p> <p>Ongoing support enables schools to be inclusive and to have effective systems in place to support vulnerable learners to achieve positive outcomes on a range of measures</p> <p>Effective practice disseminated and used to inform future professional learning need.</p> <p>Appropriate support and resources provided that are tailored to improve health and well-being of staff.</p>

Priority 4: To continue to develop robust assessment, evaluation and accountability arrangements

Success Measures

- * CSC evaluate the quality of self-evaluation, improvement planning, progress and standards in all schools, and report clearly on local and regional level.
- * The region, LAs, schools and their stakeholders have a common understanding of how progress can be measured transparently and fairly at an individual school level, in line with national and local priorities.
- * Fewer schools needing higher level support or causing concern.
- * Improvements and strengths in self-evaluation processes and improvement planning are evident in an increasing proportion of Estyn reports on schools.
- * Schools have established clear and effective processes for internal evaluation and accountability, leading to progress for all learners with most making strong progress.
- * Schools are able to respond appropriately to developing external measures.
- * Schools have productive, timely, robust and enquiry-based self-evaluation processes leading to clear improvement plans which result in strong progress for all learners.
- * Schools have effective evaluations of the impact of Covid on learner progress and on school practice, leading to clear plans for improvement planning which builds on strong practice.
- * Schools' improvement plans lead to stakeholders' wellbeing being improved, following the impact of Covid.
- * Welsh Government policies linked to priority 4 are implemented across the region in accordance with milestones set in "Education in Wales: Journey to 2022" and "The Curriculum Implementation Plan"
- * All schools causing concern receive appropriate support and thereby improve their capacity for self-improvement.

BP Obj Ref	BP Objective	How will we know if we've made progress?
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<p>4.1</p>	<p>Nearly all schools have timely, broadly evidenced and robust self-evaluation processes, as part of a culture of continuous improvement. These productively inform school improvement priorities and development plans and respond to the challenges and opportunities of learning and wellbeing as a result of the Covid pandemic.</p>	<p>CSC will work with all schools through support, feedback and guidance to schools on the content, quality and impact of their self-evaluation arrangements, the appropriate identification of improvement priorities, and on school development plans.</p> <p>CSC plans effective support for all enhanced support schools agreed with clear timelines and evaluation processes.</p> <p>CSC maps the school improvement priorities and support needs to its support output clearly, showing strong impact in nearly all cases.</p> <p>CSC reports to stakeholders on its impact in supporting self-evaluation and improvement planning processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards.</p> <p>CSC brokers effective, flexible and timely school to school partnerships to deliver bespoke support for all schools, through the Central South Wales Challenge.</p> <p>CSC delivers effective professional learning offers to support nearly all schools' needs.</p> <p>CSC supports schools well in promoting models of engaging with pupils, parents, staff, governors and their local communities as part of the process of school self-evaluation and improvement planning.</p> <p>CSC supports schools well in developing the NEIR to inform self-evaluation processes and improvement planning, where appropriate.</p>
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		<p>CSC teams are effectively deployed to support schools' needs.</p> <p>CSC provides suitable platforms for the Welsh Government, local authorities, governors, school leaders to impact upon CSC's self-evaluation and improvement planning.</p> <p>Schools have productive, timely, robust and enquiry-based self-evaluation processes leading to clear improvement plans which result in strong progress for all learners.</p> <p>Schools' improvement plans lead to most stakeholders' wellbeing being improved.</p> <p>Schools have effective evaluations of the impact of Covid on learner progress and on school practice, leading to clear plans which builds on strong practice.</p>
4.2	<p>Nearly all schools have effective evaluation and improvement processes, which address external and internal accountability measures.</p>	<p>CSC has provided appropriate support where required to establish these processes with schools. CSC build on this broad range of information to support schools and, where necessary, to identify and intervene in schools causing concern, using the full range of statutory powers.</p> <p>CSC has effective systems and processes are in place to productively monitor and evaluate school processes. These use a broad range of information to monitor and understand the performance of schools in their area, rather than a narrow focus on pupil attainment measures.</p> <p>CSC supports schools with clear advice and support on external accountability measures.</p> <p>CSC reports to stakeholders on its impact in supporting evaluation and accountability measures processes, in a timely manner. This provides a clear local and regional picture of the quality of self-evaluation, improvement planning, progress and standards.</p>

CSC supports effectively national and local representatives, schools and other stakeholder groups to a common understanding of how progress can be measured transparently and fairly at an individual school level, in line with national and local priorities.

All stakeholders have a common understanding of how progress is measured.

Schools have established clear and effective processes for internal evaluation and accountability leading to strong progress for most learners.

Schools are able to respond appropriately to developing external measures.

Priority 5: To improve the effectiveness and efficiency of Central South Consortium (CSC)

Success Measures

- * Annual survey data analysis shows an increase of staff involved in extended forms of professional learning (baseline 2019 termly or more: primary 45%, secondary 45%).
- * Annual survey data analysis shows an increase of staff using research to support their professional learning on a regular basis (baseline 2019: primary staff 50%, secondary 42%).
- * Communication performance analytics show improved:
 - * Social media engagement
 - * Website - google analytics – page views at certain periods of focused campaigns
 - * Knowledge Bank: resources, guidance, updates
 - * School/staff bulletins – number of clicks and downloads
- * Reporting shows CSC professional learning has a positive impact on improving outcomes for learners.
- * Estyn judgements and requests for case studies are at least comparable with other regions.

BP Obj Ref	BP Objective	How will we know if we've made progress?
5.1	Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.	Clear and robust evaluation processes provide data (including stakeholder feedback) that is used to challenge CSC performance and improve practice. Evidenced based effectiveness and efficiency report detailing the Impact of CSC and its work.
5.2	Increase awareness of CSC key messages and communication channels.	Communication strategy to be enacted by all staff in CSC as a shared responsibility. Targeted and relevant stakeholder engagement with CSC communication channels underpinned by an effective communications strategy.

5.3	Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective performance development.	CSC develops a flexible and fully informed staff base through an appropriate professional learning programme focussed on delivering information and developing the skills of all staff. Integrated performance development cycle that is focussed on research and evidence-based strategy.
5.4	Realise the value and relevance of research and evaluation on key aspects of CSC work.	Work with a higher education institution to focus on the evaluation of our work focussing on the professional learning that is provided. Evidenced based strategy to secure provision for professional learning that develops sustained highly effective practice.

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.

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 headteachers.

EVALUATING THE IMPACT OF WHAT WE DO

We recognise how important it is that we evaluate the impact of 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 and first hand evidence. Teams evaluate their work internally and we formally evaluate practice across the organisation and this is fed back to Local authorities and Joint Committee.

OUR APPROACH TO DELIVERY – CONTINUING TO DEVELOP A SCHOOL-LED SYSTEM THROUGH THE CENTRAL SOUTH WALES CHALLENGE

The Central South Wales Challenge (CSWC) 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.
- 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 since this time. They have become more accountable for the performance of their school, schools in their cluster and in supporting other schools across the region. Since the inception of the CSWC it has sought to provide the professional learning structures to allow schools to facilitate high quality professional learning.

Each aspect of the CSWC is designed to meet school improvement needs in different ways operating within a self-improving school system. School leaders should access the appropriate professional learning from each aspect according to their current school improvement priorities.

REGIONAL DELIVERY MODELS: HIGH-QUALITY SCHOOL-LED PROFESSIONAL LEARNING

The National Approach to Professional Learning (NAPL) was launched in the Central South Wales region by Welsh Government on 13 December 2018. NAPL is an important area of education reform in Wales. It sets out the entitlement of all practitioners for equitable access to high-quality professional learning (PL). All professional learning in CSC is aligned to the national approach.

Key elements of NAPL:

- NAPL starts and ends with the school learner. PL should be intended and designed to exert optimum impact on school learners' experiences and achievements.
- Just as the Four Purposes are at the heart of Curriculum for Wales, they need to be at the heart of the PL experiences of practitioners at all levels of the system.

- PL should be a personalised response to individual professional learners' needs, taking into account the experience, expertise and aspirations of a practitioner.
- The school, regional and national context define the priorities for PL to the benefit of learners.
- NAPL defines eight interconnecting elements that seek to align PL at school, regional and national levels.

TAKING THE CENTRAL SOUTH WALES CHALLENGE STRATEGY FORWARD

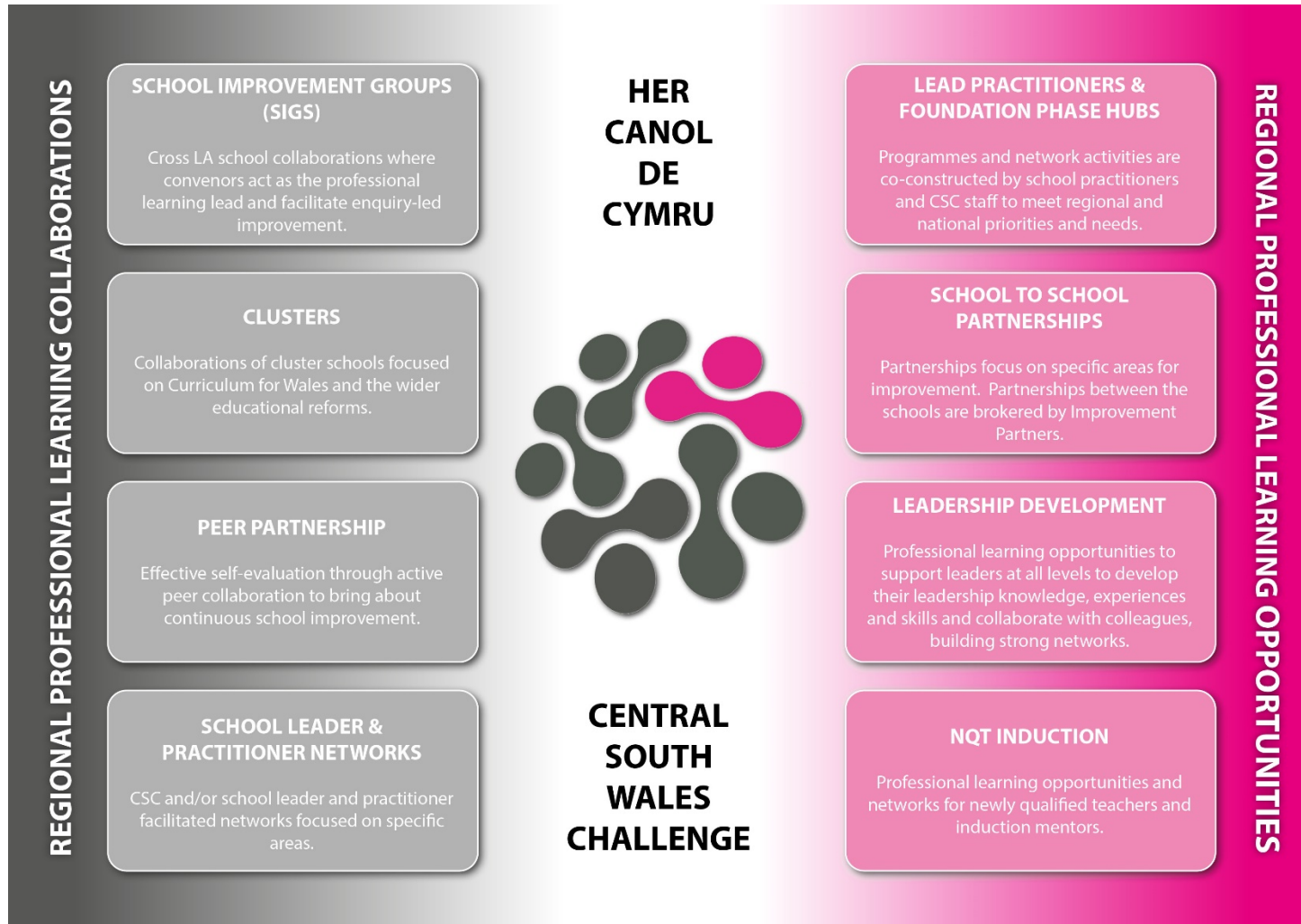
Since the Central South Wales Challenge (CSWC) was established, the professional, political and financial climate of education in Wales has altered but the core vision of recognising the value of a school-led improvement system remains a constant.

The CSWC model continues to be reviewed and refined annually following consideration of evaluation of impact and value for money. Also, driven by robust evaluation of the efficacy of the professional learning offer and regional school improvement needs.

The following key principles remain constant:

- Effective practice is shared so that schools learn from each other.
- Knowledge of school practice 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 Improvement Partners.
- Improved teaching and leadership can only be sustained by a commitment to PL that is evidence informed and supports the development of schools as learning organisations (SLO).
- Resources are focused on opportunities for teachers and leaders to learn from each other, to try out new approaches or lead research projects, to 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.

CENTRAL SOUTH WALES CHALLENGE REVISED MODEL 2021/22



GOVERNANCE

Further to an independent review of the Consortium in 2019/20, the governance arrangements were reviewed and updated in order to reflect the national changes to the education system and the financial pressures facing schools and Local Authorities. The changes recommended were implemented to ensure effective governance and effective stakeholder involvement by:-

- Considering the benefits of bringing different groups together into one overarching decision making board.
- Reviewing the role being played by Joint Consortium Committee and strengthen its function as a forum to share and problem solve together.
- Strengthening the connection between clusters, local head teacher groups and the Consortium

The revised model of governance ensures that all stakeholders have a voice in the system and that there are opportunities for each stakeholder group to meet to focus on issues related to their sector. Also, it recognises that the democratic accountability sits with elected members and that the strategic functions for school improvement sit with the Local Authorities.

This model preserves the current Joint Committee structure and creates a CSC management board with increased membership. This model also recognises the statutory functions of the LAs and retains the Directors group as a key group within the governance structure. It also gives Headteachers the opportunity to be involved regularly to develop the strategic direction of the organisation, and recognises their key role in a school-led self-improving improvement system.



Governance Group	Members	Co-Opted Non-voting Members	Meeting Frequency
Joint Committee	<ul style="list-style-type: none"> • 5 x Education Portfolio Members (<i>one from each LA</i>) <i>Voting Members</i> 	<ul style="list-style-type: none"> • Lead Chief Executive • Lead Director • Chair of the Management board • CSC Managing Director & Deputy with other staff as appropriate • S151 officer 	4 times a year
CSC Management Board	<ul style="list-style-type: none"> • Local Authority- Director of Education/Chief Education Officer x 5 • CSC Managing Director • CSC Deputy Managing Director • Director HR host LA • CSC Finance Officer(<i>as an when required</i>) • Monitoring Officer (<i>as and when required</i>) • Others (<i>as and when required</i>) 		8 times a year
Representative Headteachers group	<ul style="list-style-type: none"> • Chair of each Headteacher association across the region x 10 • Managing Director & CSC staff as appropriate • Nominated Director 		Half Termly
Governor Steering group	<ul style="list-style-type: none"> • Chair of each LA governor association • Managing Director & CSC staff as appropriate • Nominated director • 		Half Termly
Partnership Group	<ul style="list-style-type: none"> • 5 LA Directors / Chief Education officers • 1 x Diocese Representative • 1x Chair of HT stakeholder Group • 1x Vice Chair of HT stakeholder Group • 1x Chair of governor stakeholder group • 1 x Welsh Government • 1 x WLGA rep 		Termly
CSC Management	<ul style="list-style-type: none"> • CSC Senior leaders 		Weekly

CONSORTIUM FUNDING 2021–2022

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

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

At the Joint Committee meeting 16th December 2020, it was agreed that the core funding to the consortium would be reduced by 1% for 2021–2022. Local authority contributions are calculated using the Indicator Based Assessment (IBA) published annually on the Stats Wales website.

FINANCIAL OVERVIEW

Local Authority Contributions £m	Grant Funding for National Priorities	Total Funding Available
£ 3.564	£XXX	£XXXX

Please note that all CSC funding is subject to change. Funding may be repurposed to other priority areas in response to the current covid 19 pandemic.

FUNDING PROVIDED FROM WELSH GOVERNMENT

Historically, there were two main grants received by CSC from Welsh Government. Pupil Development Grant (PDG) and the Education Improvement Grant (EIG). With the launch of the national strategy 'Education in Wales: Our National Mission', there has been a streamlining of the grant funding process.

From 2018–2019, only two grants are received by consortia:

Regional Consortia School Improvement Grant	Pupil Development Grant
£xxxx*	£xxxx

* 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. 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 2021–2022, xx% of the EIG element of the grant will be delegated to schools.

The outline funding envelope from Welsh Government was received in March 2020 and provides indicative allocations for the financial year 2021–2022. Activity within the 2021–2022 business plan is predominantly funded from this grant.

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

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 (xx%) is delegated to schools. However, xx% is retained to provide professional learning opportunities across the region to support looked-after and previously looked-after adopted children.

ADDITIONAL SUPPORTING DOCUMENTS

- Local Authority Strategic Plans
- Regional Professional Learning Offer
- Detailed Operational Plans

APPENDIX A: LOCAL AUTHORITY PRIORITIES 2021–2022

Local Authority	Strategic Priorities 2021–2022
Bridgend	<ul style="list-style-type: none"> • Assess the impact of the COVID-19 school closures on outcomes for learners and support schools to mitigate teaching and learning issues as a result of the pandemic. • Support schools to provide safe learning environments for all learners and staff in schools. • Focus on ensuring that pupils open to the Bridgend Youth Justice Service are receiving their statutory education. • Support schools to implement changes and develop practice to meet national policy (eg ALN and curriculum reform) requirements. • Improve school attendance – in particular, in relation to vulnerable groups. • Reduce fixed-term and permanent exclusions. • Promote the priorities in the Welsh Education Strategic Plan (WESP) and strengthen the WESP Forum. • Raise standards of literacy in primary schools. • Improve outcomes for post-16 learners in school sixth forms. • Identify the impact of blended learning and further its development and implementation. • Promote and enhance learning opportunities through Hwb. • Support the recruitment and development of all school governors.
Cardiff	TBC
Merthyr Tydfil	TBC
Rhondda Cynon Taf	TBC
The Vale of Glamorgan	<ul style="list-style-type: none"> • Work in partnership with the Central South Consortium Joint Education Service to prepare our schools for the introduction of the new education curriculum in 2022. • Work in partnership to address issues arising from the impact of COVID-19 measures on schools, ensuring continuity of learning and that the specific needs of vulnerable learners are addressed. • In readiness for Additional Learning Need (ALN) reform, provide training to school staff to facilitate the roll out of person-centred planning and Individual Development Plans in a range of educational settings. • Collaborate with further education and training providers to develop and promote education and training opportunities for young people 16-25 with additional learning needs. • Deliver 21st Century Schools Programme improvements (Band B) including the expansion of Ysgol Y Deri, work on new school buildings across the Vale,

	<p>expansion of primary school capacity in Cowbridge and development of a Centre of Learning and Well-being and specialist ALN resource base at Whitmore High School.</p> <ul style="list-style-type: none"> • Improve existing school buildings and deliver new buildings for St Davids and Llancarfan Primary Schools, making them low carbon and where possible zero carbon buildings to operate and create an adaptable and scalable school design in partnership with the construction industry. • Work with others including key businesses to support employment and the development of skills for the future including the delivery of initiatives for young people such as Inspire to Work (I2W) and Inspire to Achieve (I2A). • Develop the role of outreach services to further support the inclusion of children and young people with social, emotional and mental health difficulties in all educational settings, including working with the Health Board to develop a range of services to support learners with these additional needs. • Provide local youth services for young people aged 11-25 which support their well-being and provide a range of programmes and activities to meet diverse needs including Welsh Language and support for those who are more vulnerable or marginalised. • Implement the Vale of Glamorgan Welsh in Education Strategic Plan (WESP) • Work in partnership with the Public Services Board to implement the Move More, Eat Well Plan with a focus on workplace settings and schools. • Collaborate with partners to promote our schools and libraries as community and well-being hubs and increase the diversity of leisure, art and cultural learning opportunities available including digital opportunities. • Seek further opportunities through the Children and Communities Grant and Housing Support Grant to target interventions for children and young people and their families ensuring that services adapt in response to issues arising from COVID-19. • Work with partners to implement a new way of working with children and their families that maximises their strengths to improve outcomes and enhance their well-being. • Deliver ICT infrastructure improvements within schools in line with the Welsh Government’s Education Digital agenda and to support new ways of working resulting from COVID-19. • Work with schools to implement trauma-informed approaches to meet the social, emotional and mental health needs of pupils.
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