

**CENTRAL SOUTH CONSORTIUM
REPORT FOR JOINT COMMITTEE**

27TH MAY 2021

JOINT EDUCATION SERVICE

**REPORT OF THE DEPUTY MANAGING DIRECTOR – CSC
COMMUNICATIONS STRATEGY**

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1. PURPOSE OF REPORT

- 1.1 To provide Members an opportunity to review and scrutinise the recently updated CSC Communications Strategy.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Review the updated Communications Strategy issued and determine whether there are any further recommendations for inclusion within the report or any areas Members would like to discuss in further detail.

3. BACKGROUND INFORMATION

- 3.1 Our whole education system continues to adapt to challenging times. Education professionals in all settings and in all contexts are having to respond to policy changes and wide scale reform whilst continuing to meet new requirements and demands placed upon them as a result of the covid-19 pandemic. These ever-evolving challenges run in parallel with the need to provide continuity of learning for our children and young people, and good teaching and learning experiences which promote equity and excellence, in order to ensure the best educational outcomes for all learners.

3.2 Our role at Central South Consortium (CSC) is to meet these key challenges by supporting schools in such a complex and constantly changing environment. Clear, simple and consistent communication is vital in achieving this. Our Communications Strategy 2021-24 provides a framework and direction to all media, online, internal, marketing, publications and public relations communications activity undertaken by the Central South Consortium.

3.2 The core aim of our communications is that all schools, Consortium staff, local authority officers, governors and everyone who deals with the Consortium will have a clear understanding and an accurate perception of our vision, aims, values, services and achievements, leading to higher levels of satisfaction, engagement and ultimately contribute to improved pupil outcomes and we will see to achieve this using the most appropriate channels of communication to reach a wide variety of audiences, as illustrated below:

- Consortium staff
 - School staff
 - Local authority officers
 - Governors
 - Parents
 - Welsh Government
 - Ministers and elected members
 - Other Welsh education consortia
 - Press
 - Businesses
 - Qualifications Wales
 - Estyn
 - WJEC
 - Teaching unions
 - Other partner organisations
 - Local community
- Anyone else who works with the Consortium or needs to be aware of our work.

4. CONCLUSIONS

4.1 To realise this vision, the Consortium must be able to communicate with and influence a wide range of stakeholders in a cohesive and co-ordinated way.

4.2 In order to be clear about our direction and our relationships with staff and stakeholders we need to be clear about the answers to the following question:-

- Our overall purpose – what are we here for?
- Our values – what drives us to do the things we do?
- Our key messages – what are we saying about what we offer?

- Our service delivery – what do we provide, compared with what we promise?
 - Our behaviour – how do we treat our schools and our staff?
- 4.3 It is important that we bring these elements together in a unified approach across all communications channels, so that we are consistent in tone, look and feel. Stakeholders and staff need to understand who we are and what we stand for.

LOCAL GOVERNMENT ACT 1972

AS AMENDED BY

THE LOCAL GOVERNMENT (ACCESS TO INFORMATION) ACT 1985

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

27th MAY 2021

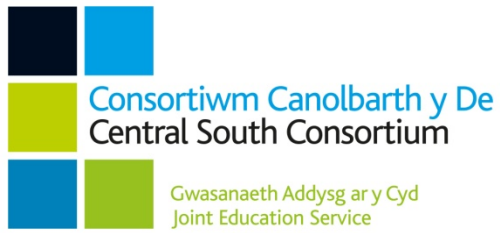
CENTRAL SOUTH CONSORTIUM JOINT COMMITTEE

List of background papers

Freestanding matter

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Central South Consortium Communications Strategy 2021-24

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Introduction

Our whole education system continues to adapt to challenging times. Education professionals in all settings and in all contexts are having to respond to policy changes and wide scale reform whilst continuing to meet new requirements and demands placed upon them as a result of the covid-19 pandemic. These ever-evolving challenges run in parallel with the need to provide continuity of learning for our children and young people, and good teaching and learning experiences which promote equity and excellence, in order to ensure the best educational outcomes for all learners.

Our role at Central South Consortium (CSC) is to meet these key challenges by supporting schools in such a complex and constantly changing environment.

Clear, simple and consistent communication is vital in achieving this.

Our Communications Strategy 2021-24 provides a framework and direction to all media, online, internal, marketing, publications and public relations communications activity undertaken by the Central South Consortium.

We will use the most appropriate and cost-effective channels of communication to reach our wide variety of stakeholders including schools, learners, governors, parents, local authorities, elected members, Consortium staff, Welsh Government, other Welsh education consortia, press, businesses and the local community.

Communication works best when messages are clear and easy to understand, and when it is a two-way process. It's not enough to talk – we also have to be able to listen.

Strong communication with stakeholders is a key driver to overall satisfaction and performance and we recognise the invaluable contribution our staff are able to make to help us achieve this.

This is no easy task for an organisation which provides support to 386 schools, works in partnership with 5 local authorities (Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan), has over 118 permanent and seconded staff and an extensive catalogue of external providers.

It is also at the heart of good customer service and will be critical to the delivery of the Consortium's [Framework for School Improvement](#) and [Business Plan](#).

The Vision Of The Consortium

The Consortium's core vision is to **empower schools to improve outcomes for all learners**, by developing the capacity of schools in the region, to lead improvement by supporting teachers and leaders to learn from each other. The following diagram sets out how we seek to realise this vision.



The Priorities Of The Consortium

In order to realise our aims, we will focus on five improvement priorities in 2021/22:

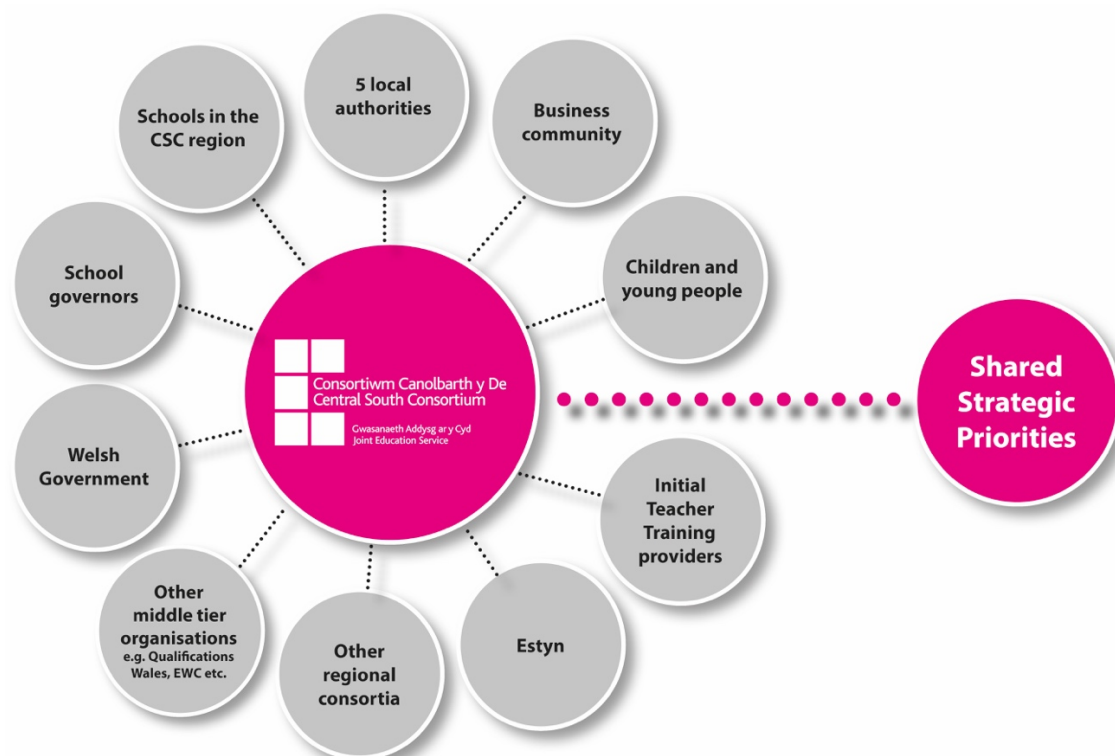
1. Develop a high-quality education profession
2. Develop inspirational leaders to facilitate working collaboratively to raise standards
3. Develop strong and inclusive schools committed to wellbeing, equity and excellence
4. Develop robust assessment, evaluation and accountability arrangements supporting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

Aims, Vision And Values for Communications

Aims For Communications

The core aim of our communications is that all schools, Consortium staff, local authority officers, governors and everyone who deals with the Consortium will have a clear understanding and an accurate perception of our vision, aims, values, services and achievements, leading to higher levels of satisfaction, engagement and ultimately contribute to improved pupil outcomes and we will see to achieve this using the most appropriate channels of communication to reach a wide variety of audiences, as illustrated below:

- Consortium staff
- School staff
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- Businesses
- Qualifications Wales
- Estyn
- WJEC
- Teaching unions
- Other partner organisations
- Local community
- Anyone else who works with the Consortium or needs to be aware of our work.



Vision And Values For Communications

What are we trying to do?

To realise this vision, the Consortium must be able to communicate with and influence a wide range of stakeholders in a cohesive and co-ordinated way.

We therefore need to . . .

- Ensure that the Consortium's support for schools is easily accessible and that our stakeholders are able to interact with us
- Co-ordinate and direct communications so that all parts of the Consortium are working towards shared objectives, in support of the Consortium's values
- Ensure that all stakeholders understand what we're working towards, and what the outcomes will be – showing people what success looks like
- Ensure staff and partners understand their contribution through clear objectives
- Ensure all stakeholders know who is accountable for the work of the Consortium
- Enable schools to feel better informed and proud to be part of the Central South region
- Make staff feel proud to work for the Consortium and stakeholders proud to work with it

In order to be clear about our direction and our relationships with staff and stakeholders we need to be clear about the answers to the following questions...

- Our overall purpose – what are we here for?
- Our values – what drives us to do the things we do?
- Our key messages – what are we saying about what we offer?
- Our service delivery – what do we provide, compared with what we promise?
- Our behaviour – how do we treat our schools and our staff?

It is important that we bring these elements together in a unified approach across all communications channels, so that we are consistent in tone, look and feel. Stakeholders and staff need to understand who we are and what we stand for.

What Do We Want Our Communications To Achieve?

The aim of our communications is that all schools, staff, stakeholders and everyone who has interactions with the Consortium will have a clear understanding and a positive/accurate perception of our aims, values, services and achievements.

Everyone understands the contribution they can make and how others are playing their part.

Our communications objectives are:

- To secure and strengthen the **reputation** of the Consortium as a service that works alongside schools to enable headteachers to lead improvement within and across schools, and to achieve high quality outcomes that are focused upon our values and priorities
- To promote **stakeholder understanding** of the roles and responsibilities of the Consortium

- To build and maintain a professional **corporate brand** for consistent and co-ordinated use throughout the organisation
- To **promote the image** of the Consortium as an effective, efficient and proactive organisation focused on its schools and their needs
- To ensure that **communications are consistent and co-ordinated** across all channels to give maximum support to the Consortium's strategic priorities
- To ensure all staff **understand the priorities** of the Consortium and feel valued and able to contribute to the service
- To ensure that our communications activities **reflect the full diversity** of the Central South region, there is equity of access to our services and that all public communications are provided bilingually

The Communications team comprises: Communications Manager, Deputy Communications Manager, Translator and Translator/Bilingual Content Support Officer. The team is able to access design support and communications advice from the Rhondda Cynon Taff County Borough Council (RCTCBC) Marketing and Communications team as our host authority as and when required; design work can be accessed on a pay as you go basis. The Consortium accesses reprographics services via the RCTCBC Print Unit as a first port of call but also uses other providers depending on the requirements of the project.

It is important that the Consortium increases its efforts to understand what schools, local authorities and other stakeholders are saying.

This strategy will be fed by the Consortium's various governance and stakeholder groups, including the Joint Committee, local authorities, headteacher focus groups including our representative stakeholder group, Governors' Steering Group, and trade unions and discussions with elected members at all levels to generate feedback on topical issues and to further drill down into their needs.

In addition, working with public sector partners on joint communications is important to us, for example, through the Welsh Government Communications Group (comprising members from all Welsh regional consortia, WJEC, Estyn, Qualifications Wales and **EWC**).

We are also in frequent contact with our colleagues in health, higher education, further education, the third sector and private businesses to share good practice and professional learning opportunities to benefit the region's schools

Cross Regional Working

We work closely with the regional Project Manager appointed to work across the four regional consortia on national projects. A series of work streams have been established for collaborative working and a key element for all the streams is a cohesive and collective approach to communication activity across all regions for these cross consortia projects.

Delivering Our Objectives

The Consortium's reputation is based on perceptions – how people see us.

Managing our reputation means first of all understanding what those perceptions are, deciding how we want to be seen, and planning how to get there.

We will tackle this by focusing internal capacity on the Consortium's key messages and by ensuring that the most appropriate level of resource is available for our key priorities and activities.

What Are Our Key Messages?

We need to ensure that as a minimum all stakeholders have a clear understanding of the following key messages:

- The Central South Consortium is the **school improvement service**, which operates on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan.
- The Consortium provides teams of **improvement partners** working with all schools in the region, with more time allocated to the schools most in need
- The **Central South Wales Challenge** is the Consortium's **self-improving** model for schools

A detailed breakdown of key messages for stakeholders can be found in Appendix 3.

What Channels Do We Use To Share Our Messages?

School Bulletin

On a weekly basis the Consortium issues a school e-bulletin. The bulletin is sent to a subscription list including all headteachers in the region along with other key stakeholders including staff, local authority officers, Estyn, Welsh Government and Governors. Anybody can [subscribe](#) to our mailing list. A back catalogue of all previous bulletins is available for reference via the 'Past issues' button. The bulletins provide a snapshot of the latest updates from the Consortium and have been designed to provide users with an easily accessible bulleted list of information, where the user can click on a link to find out more information if required. The bulletin is currently received by over 5700 people. More information on engagement with our bulletin can be seen in the analytics dashboard in Appendix 6.

Social Media

The use of technology and social media platforms is now embedded across all of our communications channels. We recognise the opportunities that social media can deliver in terms of reputation enhancement, engaging with the public and schools using their medium of choice, greater two-way dialogue and the insights that social media can provide, and as an opportunity to reduce cost versus other communications channels.

Similarly, we recognise the risks of social media and understand that they are channels that require close monitoring.

Our social media platforms are:

- [Twitter @CSCJES](#)
- [Facebook](#)
- [You Tube](#)

We encourage strategic teams within the Consortium to establish and maintain their own accounts on social media. These accounts act as mechanisms for increasing engagement and the dissemination of more detailed specialist engagements. We currently have 14 Twitter accounts being managed by CSC teams on a regular basis, enabling them to tailor messages to their target audiences:

[@CSC_TALP](#)

[@CSC_FP](#)

[@CSC_PL](#)

[@CSC_Cymraeg](#)

[@CSC_DigiLearn](#)

[@CSC_Literacy](#)

[@CSC_Leadership](#)

[@CSC_SciTech](#)

[@SiarterlaithCCD](#)

[@CSC_ExpArts](#)

[@CSCHumanities](#)

[@CSC_NQT](#)

[@CSC_Wellbeing](#)

[@CSC_Governors](#)

[@CSC_RARSMerthyr](#)

All social media accounts are closely monitored and staff are required to submit a business case to the CSC Communications team for their creation. All staff have been issued with [guidelines regarding the use of corporate Twitter accounts](#) and are informed in their staff induction of the importance of following the [RCTCBC social media guidelines](#).

Twitter is our most popular channel and our principal [@CSCJES](#) account has over 7,000 followers (as of February 2021). This has grown from 6,000 followers in May 2020, demonstrating the power of this social media channel to engage with our audiences. This figure stood at 3,200 followers in June 2017. For more detailed analytics on the use of our social media channels and website, please see our dashboard in Appendix 6.

CSC Website

We recognise the value of websites as a source of information and as a low cost alternative to face-to-face and telephone contact. Websites are available 24 hours a day and consequently offer good customer service.

The CSC website (www.cscjes.org.uk) provides members of the public with access to general information about the Consortium such as our role, vision, and priorities.

It is the 'shop window' for the Consortium. Our target audience will immediately use the corporate website to form a judgement about us as an organisation. Are we modern, organised, professional, accessible, knowledgeable? It is essential that the website reflects our ethos to encourage buy-in and engagement from schools and other stakeholders. The website is regularly updated and monitored to ensure all content is accurate and user-friendly.

Following the repurposing of schools in March 2020 as a result of the covid-19 pandemic, we quickly identified the need to improve access to key materials via our website through the creation of dedicated homepages for [blended and remote learning](#), [professional learning](#), [direct teaching resources](#) and [Curriculum for Wales](#). These signpost users to the most up to date resources produced by CSC and guidance from Welsh Government and highlight the most appropriate members of staff who are able to provide further information, support and advice to schools regarding these areas.

Our website contains the following key sections:

- **[Knowledge Bank](#)**: The Knowledge Bank provides schools with an easily searchable tool for accessing resources, including our full [professional learning offer](#) and materials for practitioners in a variety of categories including literacy, numeracy, leadership, learning and teaching, digital learning, grants and governors. All resources are tagged and the homepage identifies the most recently added and most popular resources. Users are able to rate and comment upon resources. A revamped Knowledge Bank is planned for release during Spring Term 2021, designed to improve the visibility of content via a simpler structure and content categorised and catalogued more logically.
- **[Communities](#)**: These are online groups focused upon specific areas where users can share information – for example the '[CSC Staff Community](#)' is managed by the Communications team and features key updates and files for CSC staff. By becoming a member of the community the user receives e-mail notifications when an update is made to the community. Strategic teams are being encouraged to make greater use of this tool to communicate directly with their target audiences.

The current corporate website was established in 2017; a more modern and accessible homepage is now needed to improve accessibility of content and work is currently taking place to look at options within available budgets.

Blog

The Central South Consortium [Blog](#), housed on our website, was launched in January 2017 and features a wide variety of authors (including headteachers, teachers, Consortium staff, governors and local authority staff) discussing various aspects of education in Wales. The blog was established to support the exchange of information and best practice in-line with the creation of a self-improving system for the region. The blog was designed to address the perceived declining coverage of education in the Welsh media.

Video Content

An increasing focus has been the sharing of video content, which:

- Adds the personal touch
- Builds trust by bringing the content to 'life'
- Requires minimal effort from an audience
- Allows the audience to 'experience' the content
- Can be accessed digitally and repeatedly at any time of the day

A number of webinars have been recorded by our strategic teams and made available via our [YouTube channel](#) as part of our asynchronous professional learning offer and are linked via the respective areas of the Knowledge Bank on our website where our entire [professional learning offer](#) is hosted.

We also encourage our staff to submit selfie videos that we share on social media with updates on projects they are involved with. We recently ran a successful Twitter campaign featuring our Managing Director and all Principal Improvement Partners congratulating school staff from across the region in the [Professional Teaching Awards Cymru 2020](#). A further campaign is planned for March 2021 where staff have been asked to discuss their recommended reads for learners as part of World Book Day in a joint Twitter campaign via [@CSCJES](#), [@CSC_Literacy](#) and [@CSC_Cymraeg](#).

We also subscribe to online video editing software such as [Moovly](#) and [Biteable](#) to produce short animated films; recent examples produced by our strategic teams have highlighted good practice with remote teaching and preparation for Curriculum for Wales 2022. All Strategic Leads have been given training on using the video creation facility within Adobe Spark that is available via [Hwb](#) and share eye-catching video content via their strategic Twitter feeds. Some members of the strategic team have also received training from the Communications team on iMovie to be able to create and edit their own video content.

Podcasts

We have recently launched our new CSC podcast, Sgwrs (meaning 'conversation' in Welsh). Staff from across the organisation, as well as school staff and stakeholders, are being encouraged to use this platform to share debate and discussions on topics relevant to their areas and will be used increasingly as a method of engaging with our professional learning offer. Guidance and support has been offered by the Communications team to staff wishing to take part. Sgwrs is hosted on our [YouTube channel](#) and listeners are encouraged to subscribe for regular updates. The latest episodes will be promoted via our bulletin and social media.

Events – Online and Face to Face

The Consortium organises a number of key face to face events throughout the year including conferences, presentations, seminars and workshops for school staff. However, since the start of the covid-19 pandemic, all events have moved online and held successfully via Teams and Zoom meetings, including our own staff briefings, leading to environmental and cost benefits and allowing us to work more efficiently. It is hoped this approach will continue with certain events when the pandemic comes to an end. We will proactively seek to raise awareness of key Consortium

messages at these events. We will also seek to be represented, where appropriate, at other key stakeholder events that involve our target audiences and work with key partners to organise joint events, ensuring coordinated and consistent messages are shared and significant reductions in venue, catering, translation and equipment costs are achieved.

Snippets of Success Updates for LA Directors

A Consortium Snippets of Success update has been launched recently to be distributed by email on a fortnightly basis. This contains a snapshot of some of the notable success stories observed by our school facing staff across all phases in all of our local authorities. These are also shared via our weekly school bulletins.

Member Briefings

Senior Consortium officers including the Managing Director make themselves available for briefings to elected members at all levels as and when required / requested.

Media and PR

We will seek to maintain and further improve positive media coverage and develop our media relations to promote and defend the Consortium, recognising the proven link between a school's sense of feeling informed and feeling satisfied. We will continue to celebrate positive news, good practice and success stories from schools identified by our staff via our website, bulletin updates and social media and these will be shared with press colleagues, such as those at Media Wales, to explore further opportunities for promotion.

For example, the four education consortia worked collaboratively with Media Wales recently to coordinate the [Diolch campaign](#), thanking school staff for their efforts throughout the covid-19 pandemic. This included messages from children from across Wales to their teachers and featured several children of members of CSC staff. Some good examples of 'hero school staff' were also shared with Media Wales as good news stories, highlighting where schools have gone above and beyond to support learners and families during the pandemic.

Key Publications

The Consortium publishes the following annual publications:

- [Framework for School Improvement](#)
- [Business Plan](#)

In addition, the following key publications and updates were shared in 2020/21:

- [Guidance for schools in remote learning](#)
- [Roadmap to blended learning](#)
- [Blended learning guidance](#)
- [Distance learning considerations](#)

- [Guidance for continuity of learning during covid-19](#)
- [Professional Learning Offer](#)
- [Curriculum for Wales professional learning offer, updates, poster packs, playlists and FAQs](#)
- [Strategy for Equity and Excellence](#)

Internal Communications

Internal communications plays a key role in ensuring that staff know the Consortium’s plans and priorities, and what is on the horizon.

Employees need to understand how their actions contribute to the overall achievement of priorities and how their behaviour affects the way the organisation is perceived internally and externally.

We have streamlined our internal communications to provide:

Face to Face Updates	Online Updates	Publications
<ul style="list-style-type: none"> • One to one meetings for staff with line managers • Staff induction programme every September • Performance development meetings with staff throughout the year • RCTCBC Managers’ Briefings for council wide updates • CSC staff development briefings • Team meetings 	<ul style="list-style-type: none"> • Weekly staff bulletin • CSC Staffroom on Teams for social/informal updates • RCTCBC Inform intranet • Weekly school bulletin • Snippets of Success for LA Directors • News and blogs on CSC website • Social media (Twitter, Facebook, YouTube) 	<ul style="list-style-type: none"> • Business Plan – produced annually • Framework for School Improvement – produced annually • Professional Learning Offer – published throughout the year • Other ad hoc publications

Design and Print

Design takes place in-house by the Consortium Communications team, ensuring a consistent look and feel whilst reinforcing the brand and its values. Members of the strategic team have received training on the use of Adobe Spark to produce flyers for their projects and receive support from the Communications team to ensure branding is consistent with [CSC brand guidelines](#).

Extra design capacity is available through the RCTCBC design team at an additional cost. We work closely with the RCTCBC design team to coordinate the production of Consortium merchandise and signage, for example pop up banners, signage, document wallets etc.

We also have access to the RCTCBC photographer on a pay as you use basis. Photography is a key element of design which adds power to the messages in our documents. We last commissioned photography sessions in around 20 schools across the Consortium region in 2019. The schools received a copy of all the photographs and were able to use them for their own marketing purposes,

similarly they gave permission for the Consortium to use the images in our materials. Due to health and safety concerns in accessing schools during the pandemic, for the moment we will use copyright free images wherever possible and also purchase additional stock photography to be used across our platforms and publications, although where opportunities arise we will endeavour to use bespoke photography of real teachers and learners from our region in our publications, subject to the relevant GDPR permissions.

All print is provided through the RCTCBC print unit, which ensures we achieve best value through centralised buying power.

We will endeavour to use digital methods of communication, as opposed to print, wherever possible to reduce costs and increase efficiency.

Contact Details

The Consortium holds contact details for all headteachers and key stakeholders in the region. Our school bulletin mailing list currently contains 5700 recipients, including teachers, governors, local authority staff, Estyn, Welsh Government, parents and other educational organisations. We face a great challenge in ensuring that our contact details are always accurate and have a number of administration staff who are responsible for keeping the details up to date as we are notified of changes. We actively encourage [sign ups](#) to our bulletin via details in our standard email signature used by all staff and staff should remind their schools of the need to sign up during their discussions. We have identified a need to centralise our individual distribution lists held by various teams into one place and will require the input of our school facing staff to achieve this with details for all schools in the region. This will allow greater flexibility to target messages to various audiences, for example heads of departments in secondary schools and subject coordinators within primary schools.

Gathering contact details for chairs of governors remains a challenging task. GDPR restrictions prevent the sharing of information held by LAs and we ensure our LA governor colleagues receive timely messages to share with their distribution lists.

Third Party Communications

We will continue to share details of events or support offered by third party organisations with our schools where we feel they embody Consortium values. In addition, as the region increasingly moves towards a self-improving system we will share details of events or support offered by schools to other schools in the region through our communication channels.

Responding to Change

The Central South Consortium is a reflective organisation that needs to adapt to the ever-changing educational landscape; communications plays a key role in supporting this aim.

Our Key Challenges

We are not here to just share messages and raise awareness, it is also vital that we listen to our stakeholders and that we are seen to be responding quickly to their comments, emerging themes and shifting priorities.

This has led to the identification of the following key challenges for communications:

- **Covid-19, school closures and the emergence of blended and remote learning have changed the way we provide our services to schools.**
 - We have had to adapt our ways of working with schools due to the pandemic, moving all of our professional learning online and developing the CSC website to include direct teaching resources created by schools for schools to support other practitioners.
- **Greater engagement with CSC's digital tools is now required by staff and stakeholders.**
 - There appears to be a disconnect and lack of awareness amongst some staff of our key communications platforms and the content of our website.
 - All school facing staff need to be better informed in order to support their schools as best they can.
 - Strategic teams responsible for content creation need to receive relevant media training to be able to produce engaging online materials across multiple platforms.
 - Our schools need to be familiar with our online communication platforms to be able to access online professional learning and relevant information on our website more easily.
- **Targeted communication often works better than mass communication.**
 - Feedback suggests that school staff can sometimes struggle to find the time to read our bulletins. When there is a lot of content, pertinent items can often seem buried and therefore this reduces engagement.
 - Further development of segmented content delivery, such as via strategic subject area communities and social media feeds, robust collation of school contact details into a centralised database and targeted bulletins and emails would help support better engagement. This needs to be more consistent across all teams.
- **Celebrating the successes and good practices of schools is needed more than ever.**
 - We are in a privileged position to have an overview of school activities in almost 400 schools across the central south Wales region.
 - We need to showcase the good practice we observe and provide a platform for this.
 - We rely on our school facing staff as our eyes and ears to feed this dialogue. As a Communications team, we can help facilitate this.
- **The voice of our audience needs to feed into the way in which we work.**
 - By facilitating conversations and actively encouraging feedback we will help shape future service transformation and improve service delivery, including sharing testimonials from staff and practitioners to promote future opportunities as we will have a better understanding of the needs and wants of the system. We require our staff to share knowledge of their schools with us in order to achieve this.

Our Approaches to Communication

Broadcast engagement

Historically, CSC communication activity has centred around a **broadcast engagement** model. We have shared our messages and materials via the usual communication channels outlined above and these have been consumed by our audiences, for example by practitioners reading our school bulletins and viewing our social media feeds.

We rely upon the input of strategic teams to support this activity through regular strategic Twitter posts and ongoing maintenance of strategic communities on our website to share updates and materials with distinct audiences.

We recognise that whilst this is successful in promoting awareness of our service to schools, this can only ever target those who are already engaged and subscribed to our communications channels.

Facilitated engagement

In order to reach those off the radar who don't engage with our mass communication methods, we need to increase the amount of **facilitated engagement** undertaken and this requires a shift in mindset and culture within the organisation and greater input from our staff in order to achieve this. Our staff need to have a better understanding of our digital communication platforms and the content shared via these. For example, we would expect all staff to read our weekly school bulletins and follow our social media posts in order to flag up useful resources and opportunities pertinent to the schools they work with, using their understanding of the needs of their schools to be able to signpost as appropriate. This should ensure maximum reach and messages received by those who need to see them.

Recent examples of this approach being applied successfully include requests from SMT for materials on remote learning to be shared with schools via an agreed direct email from Improvement Partners to their schools and a follow up discussion regarding this. As a result, our [remote learning guidance](#) document was downloaded over 4,500 times within the first week, becoming one of our most widely read documents in the Knowledge Bank. This demonstrates the value and impact of **facilitated engagement**.

Online Professional Learning Offer

Over the past twelve months we have undertaken a considerable amount of work to enable us to move to a fully online professional learning offer, which has allowed greater access and engagement by practitioners. They are now able to access asynchronous professional learning materials such as playlists and pre-recorded webinars that they can access at their convenience. This work has enabled us to reach a much wider audience than pre-pandemic.

This work links into our **e-learning strategy**.

This is the basis of our key internal communications objective, as part of Priority 5 of the CSC Business Plan for 2021-22, that *communication is everyone's responsibility*.

We will seek to:

- meet with new members of staff as part of their induction to discuss communications and how we can support them in their roles
- meet with teams to discuss project requirements regarding communications, design and branding, bilingualism and upskill staff where relevant
- emphasise the need for our staff to promote our communications channels at every opportunity
- encourage our Improvement Partners and Strategic Advisers to read and share bulletin content and other CSC news and messages as relevant to their schools
- encourage Improvement Partners and Strategic Advisers as our eyes and ears to flag up successes and good news stories to promote via our website, social media, media coverage and Snippets of Success
- develop more robust contacts management to enable us to target communications to distinct audiences

We will monitor progress with the above, where possible, via our analytics dashboards. This will continue beyond the 2021-22 Business Plan monitoring cycle to verify ongoing compliance.

Our Corporate Communications Responsibilities and expectations for all staff regarding this are highlighted in Appendix 4.

Reciprocal engagement

When our stakeholders are signed up to receive our mass communications, and this is backed up by timely and targeted messaging via our school facing staff to support the sharing of information, we gain the confidence and trust of our audience, leading to **reciprocal engagement**.

By this, schools recognise the value of our communications platforms to share their own messages with us and actively contribute to news articles and blogs for our website and bulletins, participate as guest contributors in our podcasts and tag us into their social media posts to showcase their good news and celebrate their successes. This two-way dialogue, using our digital platforms as well as our staff as the conduits for newsworthy content reaffirms our **by schools, for schools** philosophy.

This is the basis of our key external communications priority for 2021-22 as part of Objective 5 of the CSC Business Plan for 2021-22, that CSC is here for you.

We will seek to:

- increase the numbers of people who subscribe to our bulletins
- increase our numbers of social media followers and engagement
- increase usage of our website communities
- increase the numbers of views of website resources, particularly our professional learning opportunities
- increase the volume of content we share by schools for schools via news, blogs and podcasts

We will require support from our staff to be able to achieve the above and monitor progress, where possible, via our analytics dashboards. This will continue beyond the 2021-22 Business Plan monitoring cycle to verify ongoing compliance.

Our Corporate Communications Responsibilities and expectations for all staff regarding this are highlighted in Appendix 4.

Listening and Responding

We listen to our audience through all our channels, and endeavour to respond to all requests and feedback. For example, the Communications team manages the corporate e-mail address (communications@cscjes.org.uk). We ensure that all messages are responded to promptly and that all feedback is passed onto the appropriate teams.

We have analytics available for the majority of our communications channels and regularly monitor them to identify trends and issues. For example, we monitor the school bulletin to identify key areas of interest (via clicks, deletes and opens) and this data helps us to further understand our audience and adapt our activities to meet their needs and an analytics report is received on a weekly basis which outlines social media engagement over the past 7 days.

Continuous professional development is essential for the Communications team to remain tuned in to the latest opportunities and techniques for effective communications. We undertake an annual performance management process and identify development opportunities which align with the needs of the Consortium.

Similarly, networking plays a vital role; it important that we stay alert to collaborative working opportunities, along with sharing and receiving communications knowledge. This has become more important than ever as we continue to work remotely due to the pandemic.

Freedom Of Information

Responsibility for the management of Freedom of Information (FOI) requests sits with the Communications team. A number of requests have been received by the Consortium and all have been responded to appropriately. A page has been published on the Consortium website to promote the [Freedom of Information Act](#), along with details of how to make a request. The Communications team endeavours to provide as much information as possible through its website to avoid the need for individual requests. A report on all CSC FOI requests is presented to the Joint Committee on an annual basis.

Welsh Language Standards

As a public body, the Consortium is legally bound by the requirements of the Welsh Language Measure under the supervision of RCTCBC as our host authority. The Communications team provides advice to teams across the organisation in order to maintain compliance and works with the Welsh Language team at RCTCBC to share messages and to seek guidance where appropriate. CSC staff have been provided with [RCTCBC guidance on Welsh Language Standards](#) and have been given the opportunity to improve their Welsh language skills as part of their role.

All Consortium communications will continue to be provided bilingually at the point of access with equal prominence given to Welsh and English.

Communications Crisis Management

The reputation of the Consortium is dependent upon the communications that it issues. If these communications are incorrect, confidential or controversial we need to anticipate and plan for damage limitation. Lessons need to be learned from any occasions where this may happen.

To limit such occasions from occurring we have the following in place:

- All corporate communications are passed through the Communications team, who in turn gain approval from the Managing Director or another member of the Senior Management Team before they are distributed.
- All areas of service feed into the Senior Leadership Team who provide guidance and advice to the Communications team regarding communications
- Social media accounts and the press are constantly monitored (Google Alerts are set up using keywords to flag any relevant coverage relating to our organisation and schools in our region)
- Other members of staff are able to access and update the Consortium websites and social media accounts when needed
- All formal meetings are minuted to provide evidence of how decisions were reached ensuring transparency and accountability

As the Consortium's host authority, RCTCBC is available to provide further support regarding crisis management.

Should an occasion occur that requires crisis management the Communications team will immediately inform both the Business Manager, Deputy Managing Director and Managing Director for guidance on how to best proceed.

Business Continuity Plan

Business continuity planning is an important element of good business management and service provision. All business activity may be subject to disruptions such as a pandemic, technology failure, flooding, economic crisis and utility disruption. Robust communication is crucial for business continuity, particularly as organisations transition to remote working operations.

Effective communication planning is an integral part of preparedness and any continuity process. It is essential to disseminate accurate and timely information to staff, partners, stakeholders, and where necessary the public via clear and effective communication channels to inform them of the situation and indicate the likely timescale of interruption and our response to this.

In an event that CSC's communication channels are affected we will ensure that we utilise all other available channels to ensure that we alert our audiences to the situation.

- In the event of IT failure affecting CSC’s email system:
 - we will communicate with our external audiences via our website and social media
 - we will communicate with our staff via telephone/mobile phone and Teams/Zoom calls
- In the event of IT failure affecting CSC’s website:
 - we will communicate with our external audiences via our social media channels (Twitter and Facebook)
 - we will communicate with our staff and stakeholders via email.

Accessibility Regulations

[\(https://accessibility.campaign.gov.uk/\)](https://accessibility.campaign.gov.uk/)

The new Accessibility Regulations came into force in April 2021 and set out the [regulations](#) to help make sure online public services are accessible to all users, including disabled people.

CSC will ensure that all its development work and improvements to its website and online services meet these new accessibility regulations and are accessible to all its audiences.

Appendix 1 – How Are We Delivering Our Key Messages?

<p>WHO ARE WE?</p> <p>“The Central South Consortium is a school improvement service which operates on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan”</p> <p>Key document: Business Plan</p>
<p>Actions that support the communication of this key message:</p> <ul style="list-style-type: none"> • Business Plan: The current Business Plan was published in April 2020 and is available on our website. As of 2nd February 2021, it had 432 views. • Website: The Business Plan is hosted in the Corporate Publications section of the Knowledge Bank. The ‘About Us’ sections of the website have been updated to reflect the content of the Business Plan (e.g. our vision, our priorities etc). • Map: The map of the region has been widely shared (website, presentations, Business Plan etc) to illustrate and reinforce the collaborative model of Consortium working across local authorities.
<p>SCHOOL IMPROVEMENT</p> <p>“The Consortium provides teams of improvement partners and strategic advisers working with all schools in the region, with more time allocated to the schools most in need”</p> <p>Key document: Framework for Support Improvement</p>
<p>Actions that support the communication of this key message:</p> <ul style="list-style-type: none"> • Framework for School Improvement: The Framework was published on the corporate website About Us section and Knowledge Bank in September 2020 – the Framework has received 415 views (as of the 2nd January 2021). It has also been shared internally via the Improvement Partner Teams area and within the CSC Staff Community. It has been shared externally in the school bulletin and via social media. • Website: The content from the Framework has been adapted for the corporate website to provide further information about the Consortium and our role.
<p>PROFESSIONAL LEARNING OFFER</p> <p>The regional professional learning offer comprises opportunities for leaders and practitioners to engage in programmes of professional learning and collaborative networks to support local, regional and national priorities.</p>

Website: The online [Professional Learning Offer](#) is available on our website in the Knowledge Bank and regular updates shared with all schools via our usual communication channels (opportunities featured in weekly school bulletin and key programmes featured in targeted bulletins, regular Twitter and Facebook updates, links in direct emails to Headteachers etc).

Key resource: Knowledge Bank accessible via www.cscjes.org.uk

INFORMATION, GUIDANCE AND RESOURCES FOR SCHOOLS

The CSC website has been developed to provide up to date information and resources for schools across the region.

Website: Pages included on the consortium website are organised to provide access to information, guidance and resources.

The [Knowledge Bank](#) section is organised into categories to support access to information, guidance and resources

The [Direct Teaching Resources](#) section of the Knowledge Bank supports access to direct teaching resources that have been '**shared by schools, for schools**'.

The [Blended and Remote/ Distance Learning](#) section of the Knowledge Bank collates resources to support the development of blended and distance learning.

Key resource: Knowledge Bank accessible via www.cscjes.org.uk

Appendix 2 – Stakeholder Engagement

Stakeholder	Communication Methods
General public (including potential employees) <i>All items in this section also apply to all stakeholders listed below</i>	<ul style="list-style-type: none"> • School bulletin • Corporate website (www.cscjes.org.uk): <ul style="list-style-type: none"> ○ News and Blogs ○ About Us ○ Key publications: <ul style="list-style-type: none"> ▪ Business Plan ▪ Framework for School Improvement ▪ Professional learning opportunities ▪ Knowledge Bank resources • Corporate Twitter Account (@CSCJES) • Corporate Facebook Account • Corporate YouTube Channel
Headteachers and teachers	<ul style="list-style-type: none"> • LA Headteacher Meetings • Website communities • CSC webinars, events and conferences • Stands at key Consortium and local authority events • Via Improvement Partner meetings • Via Strategic Adviser meetings • Via Hub School programmes and network meetings • Posters, flyers, booklets sent to schools • Strategic Twitter Accounts (e.g. literacy, numeracy, science, digital technology etc)
Governors	<ul style="list-style-type: none"> • Training from Governor Support Officer (including induction) • Information shared via LA Governor Leads • Governor Steering Group • CSC webinars, events and conferences, including the annual conference for Governors • Stands at key Local Authority events • Online professional learning for Governors • Governors' resources in Knowledge Bank
Schools	<ul style="list-style-type: none"> • Subject/area specific communities on the website • E-mails from Project Support Officers and Strategic Leads • Professional learning resources, assignments and events
Parents	<ul style="list-style-type: none"> • Via social media • Via materials shared with schools that might benefit parents
Learners	<ul style="list-style-type: none"> • Via pupil engagement events • Via schools

Local Authorities	<ul style="list-style-type: none"> • Via Principal Improvement Partners • Local authority meetings and working groups • Reporting to Scrutiny Committee • Local Authority Progress Reports
Welsh Government	<ul style="list-style-type: none"> • Via meetings and working groups • E-mail communications on revisions to national policy and guidance • Via Welsh Government communications group • Shared hashtags for key campaigns e.g. exam results and categorisation • Annual challenge and review meeting with the Minister for Education • Joint events (e.g. Curriculum for Wales)
Press	<ul style="list-style-type: none"> • Press releases issued via e-mail • Meetings • Inviting members of the press to key events • Sourcing articles and sharing good news stories
Unions	<ul style="list-style-type: none"> • Press releases issued via e-mail • Meetings • Sharing guidance documents for school staff
Politicians (Members of the Senedd)	<ul style="list-style-type: none"> • Briefing sessions for Education spokespeople and MSs in the Consortium's region • Attend Children and Young People meeting at the Assembly
Local Government Councillors	<ul style="list-style-type: none"> • Presentations given to council meetings • Meetings
Other Consortia (ERW, GwE and EAS)	<ul style="list-style-type: none"> • Meetings • Regional work streams
SIGs	<ul style="list-style-type: none"> • Via SIG Convenor training
Other education bodies (e.g. WJEC, Qualifications Wales, EWC and Estyn)	<ul style="list-style-type: none"> • Via Welsh Government Communications Working Group • Meetings
Higher Education Institutions	<ul style="list-style-type: none"> • Meetings • Engagement with ITE partnerships
Consortium Staff (internal communications)	<ul style="list-style-type: none"> • Staff bulletin • Staff Community • Staff briefings • Staff development days • Staff induction • RCTCBC intranet 'Inform' and RCTCBC Source training materials and briefings

	<ul style="list-style-type: none"> • Staff notice boards <p><i>See 'Internal communications' for more details on staff communications</i></p>
Delegate Headteachers	<ul style="list-style-type: none"> • Meetings and plans shared
Contractors (translation companies, designers, venues)	<ul style="list-style-type: none"> • Brand Guidelines for the Consortium logos • Checklist for guest presenters/contractors

Appendix 3 - Key Messages for Key Stakeholders

If our stakeholders only undertake two activities to engage with Consortium communications, our key request is that they subscribe to our weekly bulletin via <http://bit.ly/CSCbulletin> and also follow us on Twitter to receive timely, succinct, and easily accessible information from us.

Stakeholder	Messages									
Headteachers	<ul style="list-style-type: none"> The Central South Wales Challenge (CSWC) is the Consortium's self-improving model for schools The revised model comprises the following elements in the development of the self-improving system: 									
	<table border="1"> <tr> <td rowspan="4">Regional professional learning opportunities</td> <td>Lead practitioners and Foundation Phase hubs</td> <td>Programmes and network activities are co-constructed by school practitioners and CSC staff to meet regional and national priorities and needs.</td> </tr> <tr> <td>School to school</td> <td>Partnerships focus on specific areas for improvement. Partnerships between the schools are brokered by Improvement Partners.</td> </tr> <tr> <td>Leadership development</td> <td>Professional learning opportunities to support leaders at all levels to develop their leadership knowledge, experiences and skills and collaborate with colleagues, building strong networks.</td> </tr> <tr> <td>NQT Induction</td> <td>Professional learning opportunities and networks for newly qualified teachers and induction mentors.</td> </tr> </table>	Regional professional learning opportunities	Lead practitioners and Foundation Phase hubs	Programmes and network activities are co-constructed by school practitioners and CSC staff to meet regional and national priorities and needs.	School to school	Partnerships focus on specific areas for improvement. Partnerships between the schools are brokered by Improvement Partners.	Leadership development	Professional learning opportunities to support leaders at all levels to develop their leadership knowledge, experiences and skills and collaborate with colleagues, building strong networks.	NQT Induction	Professional learning opportunities and networks for newly qualified teachers and induction mentors.
	Regional professional learning opportunities		Lead practitioners and Foundation Phase hubs	Programmes and network activities are co-constructed by school practitioners and CSC staff to meet regional and national priorities and needs.						
			School to school	Partnerships focus on specific areas for improvement. Partnerships between the schools are brokered by Improvement Partners.						
			Leadership development	Professional learning opportunities to support leaders at all levels to develop their leadership knowledge, experiences and skills and collaborate with colleagues, building strong networks.						
		NQT Induction	Professional learning opportunities and networks for newly qualified teachers and induction mentors.							
	<table border="1"> <tr> <td rowspan="4">Regional professional learning collaborations</td> <td>School Improvement Groups (SIGs)</td> <td>Cross LA school collaborations where convenors act as the professional learning lead and facilitate enquiry-led improvement.</td> </tr> <tr> <td>Clusters</td> <td>Collaborations of cluster schools focused on Curriculum for Wales and the wider educational reforms.</td> </tr> <tr> <td>Peer partnership</td> <td>Effective self-evaluation through active peer collaboration to bring about continuous school improvement.</td> </tr> <tr> <td>School leader and practitioner networks</td> <td>CSC and/or school leader and practitioner facilitated networks focused on specific areas.</td> </tr> </table>	Regional professional learning collaborations	School Improvement Groups (SIGs)	Cross LA school collaborations where convenors act as the professional learning lead and facilitate enquiry-led improvement.	Clusters	Collaborations of cluster schools focused on Curriculum for Wales and the wider educational reforms.	Peer partnership	Effective self-evaluation through active peer collaboration to bring about continuous school improvement.	School leader and practitioner networks	CSC and/or school leader and practitioner facilitated networks focused on specific areas.
	Regional professional learning collaborations		School Improvement Groups (SIGs)	Cross LA school collaborations where convenors act as the professional learning lead and facilitate enquiry-led improvement.						
			Clusters	Collaborations of cluster schools focused on Curriculum for Wales and the wider educational reforms.						
			Peer partnership	Effective self-evaluation through active peer collaboration to bring about continuous school improvement.						
School leader and practitioner networks		CSC and/or school leader and practitioner facilitated networks focused on specific areas.								
<ul style="list-style-type: none"> Support for all school staff can be accessed online via our website at any time (www.cscjes.org.uk) Headteachers can ensure they stay informed by signing up to the weekly Consortium e-bulletin (www.cscjes.org.uk) 										
Teachers	<ul style="list-style-type: none"> The Central South Consortium is your school improvement service School improvement is provided through the Central South Wales Challenge; a model which sees all schools sharing their expertise in order to improve the whole system 									

	<ul style="list-style-type: none"> • Every school has an improvement partner– their role is to assist the school by providing challenge and support to improve the outcomes for learners • Support for schools can be found on our website (www.cscjes.org.uk)
Governors	<ul style="list-style-type: none"> • The Central South Consortium is the school improvement service, which operates on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. • The Consortium provides teams of improvement partners working with all schools in the region, with more time allocated to the schools most in need • The Central South Wales Challenge is the Consortium’s self-improving model for schools • Governors can ensure they stay informed by signing up to the weekly Consortium e-bulletin (www.cscjes.org.uk)
Elected Members	<ul style="list-style-type: none"> • The Central South Consortium is the school improvement service, which operates on behalf of five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan • The Consortium provides teams of improvement partners who work with the schools in the region • School improvement is provided via the Central South Wales Challenge – a model which sees schools collectively sharing effective practice to improve all schools in the region • The Consortium shares information with you so that you can become familiar with our work and can scrutinise our effectiveness
Members of the Public	<ul style="list-style-type: none"> • The Central South Consortium is the school improvement service for Central South Wales schools • The Consortium provides teams of improvement partners who work with schools to improve the outcomes for their pupils • Schools in Central South Wales improve by sharing knowledge with each other; this is known as the Central South Wales Challenge • Find out more at www.cscjes.org.uk

Appendix 4 – Corporate Communication Responsibilities

Our staff are vital to the success of this Communications Strategy and we require their ongoing commitment to address our key internal and external communications priorities.

Who?	Expectations
All CSC staff	<ul style="list-style-type: none"> • Should be aware of this Communications Strategy and CSC’s key messages. • Should be mindful that all contact with schools and partner organisations contributes to reputation management and that every member of staff acts as an advocate for CSC. We would encourage staff to share our content via their own personal social media channels and networks if happy to do so. • Should ensure information regarding newsworthy items, projects, events and consultations reach the Communications team • Should inform the Communications team of personal success or achievements for inclusion in the staff bulletin • Should ensure that all printed and online material, as well as signage and corporate merchandise follows CSC corporate branding guidelines and Welsh Language Policy by liaising with the Communications team on any publications. This is covered in the Communications induction playlist. • Should inform line manager/senior managers immediately of any issue which has the potential to impact the reputation of CSC so that appropriate action can be taken.
SLT	<ul style="list-style-type: none"> • Should support the principle that ownership of the Communications Strategy runs across the whole of CSC at all levels. • Should define and prioritise the communications needs of each area, include an element of relevant communications activity as an agenda item in key meetings and ensure the Communications team is aware of these for forward planning purposes. • Should ensure bilingual communication implications are considered at every point in the decision-making process. Bilingual communication should be factored in at the beginning of the process, not at the end. • Should identify potentially sensitive issues, reports and publications and notify the Communications team before they are made public. • Should be proactive in providing information to the Communications team regarding possible positive stories, achievements, public/consultation events. • Should ensure all staff understand the role they play in reporting reputation issues.
Strategic Teams	<ul style="list-style-type: none"> • Should raise awareness with schools of CSC communication channels and any relevant information featured in staff and school bulletins • Should continue to feed information to the Communications team and other strategic teams to feature on social media and bulletins as the eyes and ears of the organisation

	<ul style="list-style-type: none"> • Should share succinct information on good practice observed with the relevant Principal Improvement Partner for inclusion in Snippets of Success for LA stakeholders • Should ensure that school staffing changes are communicated so that an accurate contacts database can be maintained • Should continue to share ongoing bilingual updates regarding their professional learning opportunities, the latest resources and news from their area via their respective Twitter feeds and use the digital tools available (with training and support on use of software and branding) to produce engaging social media content (video animations, flyers etc). • Should use their strategic area online Communities as a means of pushing notifications to their audiences and share relevant materials there • Should take ownership for keeping content of related webpages and Knowledge Bank sections up to date with the latest information and resources • Should identify opportunities for school practitioners and other partners to create original content for blogs and podcasts and work with them to produce and promote these • Should use relevant templates for professional learning to ensure content is consistent and promotes brand identity
<p>Improvement Partners</p>	<ul style="list-style-type: none"> • Should be a school's first port of call for information and advice and brokerage of support • Should raise awareness with schools of CSC communication channels and any relevant information featured in staff and school bulletins • Should continue to feed information to the Communications team and relevant strategic teams to feature on social media and bulletins as the eyes and ears of the organisation • Should share succinct information on good practice observed with their Principal Improvement Partner for inclusion in Snippets of Success for LA stakeholders • Should ensure that school staffing changes are communicated so that an accurate contacts database can be maintained • Should identify opportunities for school practitioners and other partners to create original content for blogs and podcasts and work with them to produce and promote these
<p>Business Support</p>	<ul style="list-style-type: none"> • Should support strategic teams and IPs in maintaining up to date website and Knowledge Bank content • Should support ongoing compliance with Welsh Language Standards and CSC branding and flag up issues as relevant • Should support the ongoing maintenance of contacts databases

Appendix 5 – Key Dates for Annual Consortium Communications Activity

Date	Event	Other Key Publications Throughout the Year
April	<ul style="list-style-type: none"> • Consortium Business Plan published • Start of term letter from Managing Director to headteachers and chairs of governors 	<ul style="list-style-type: none"> • Weekly school bulletin • Fortnightly Snippets of Success for LA Directors and officers • News articles • Blog posts • Social media coverage • Updates for Headteachers via IPs • Updates for Headteachers via mass email from Communications team • Podcasts
July	<ul style="list-style-type: none"> • End of term letter from Managing Director to headteachers and chairs of governors 	
September	<ul style="list-style-type: none"> • New staff induction materials • Revised Framework for School Improvement published • Start of term letter from Managing Director to headteachers and chairs of governors • Professional learning offer communicated to schools 	
December	<ul style="list-style-type: none"> • End of term letter from Managing Director to headteachers and chairs of governors 	
January	<ul style="list-style-type: none"> • Start of term letter from Managing Director to headteachers and chairs of governors 	
March	<ul style="list-style-type: none"> • End of term letter from Managing Director to headteachers and chairs of governors 	

Appendix 6 – Analytics Dashboard

Digital Communications

Social Media and Website Overview March 01, 2020 – March 01, 2021

Social media has played an integral part in CSCs communication and engagement with its schools during the past year of the pandemic. Online digital communication has been vital to delivering our messages to a wider audience providing the opportunity for an open two-way dialogue.

Our following and friends-base has grown considerably on both our Facebook and Twitter accounts. Social media engagement has proven to be one of the main vehicles where our audiences have received our updates and information during this period.

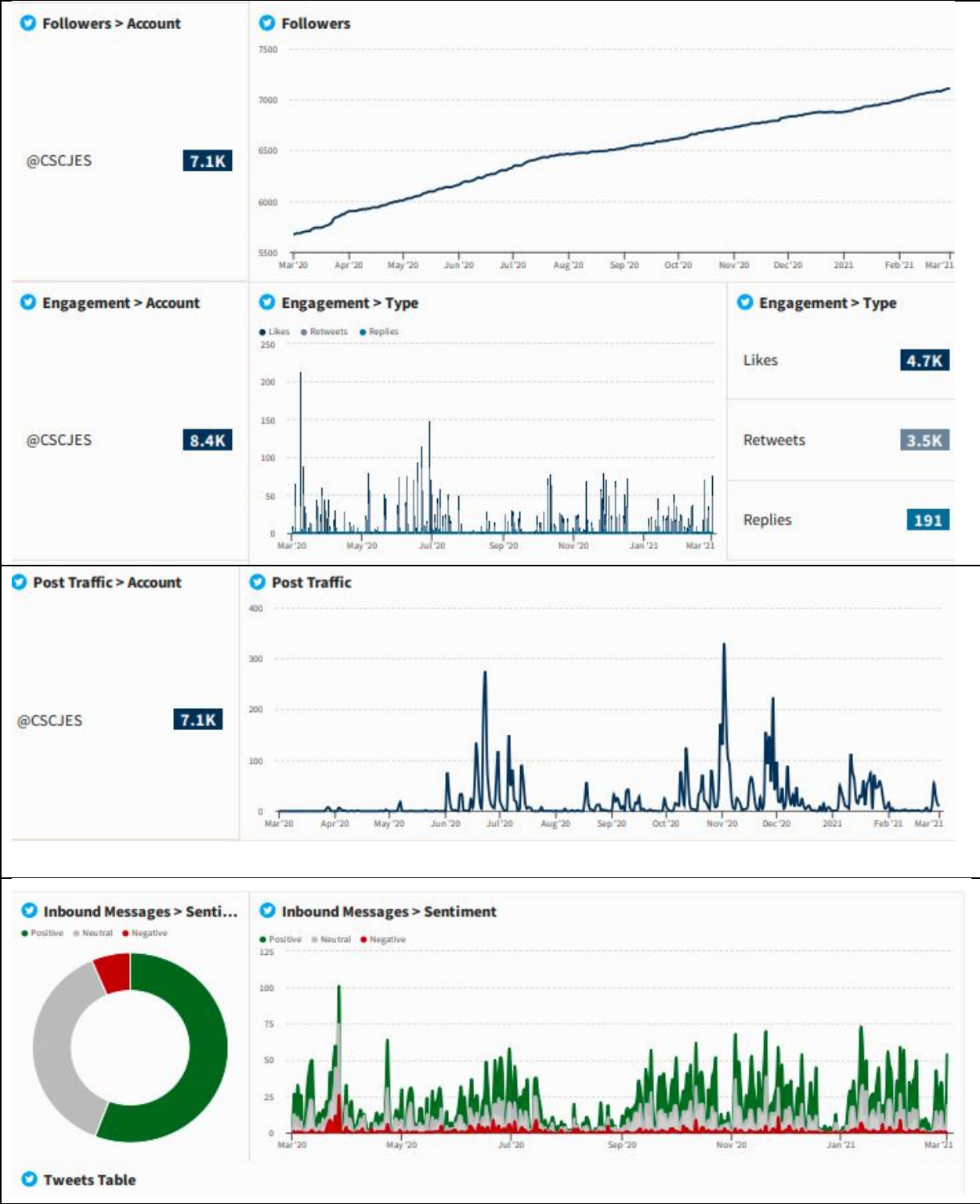
Our website visitor numbers have also increased considerably, again reinforcing the important role that CSC’s website has as the ‘shop window’ for all its activity.

CSC Corporate Twitter Account:						
(analytics from 1 March 2020 – 1 March 2021 - unless it states differently in visual/table)						
Handle	Followers		Following		Tweets	
@CSCJES	March - October 2020	October 2020 - March 2021	March - October 2020	October 2020 - March 2021	Total taken in October 2020	Total taken in March 2021
	6,643	7,141	1,449	1,510	19,900	22,865
Strategic Twitter Accounts						
Handle	Followers		Following		Tweets	
	March - October 2020	October 2020 - March 2021	March - October 2020	October 2020 - March 2021	March - October 2020	October 2020 - March 2021
@CSC_PL	480	542	249	280	1,461	1,529
@CSC_TALP	72	112	80	136	118	272
@CSC_FP	199	362	320	338	299	400
@CSC_Cymraeg	974	1,151	481	649	5,613	6,924
@CSC_DigiLearn	3,237	3,465	247	248	2,684	3,025

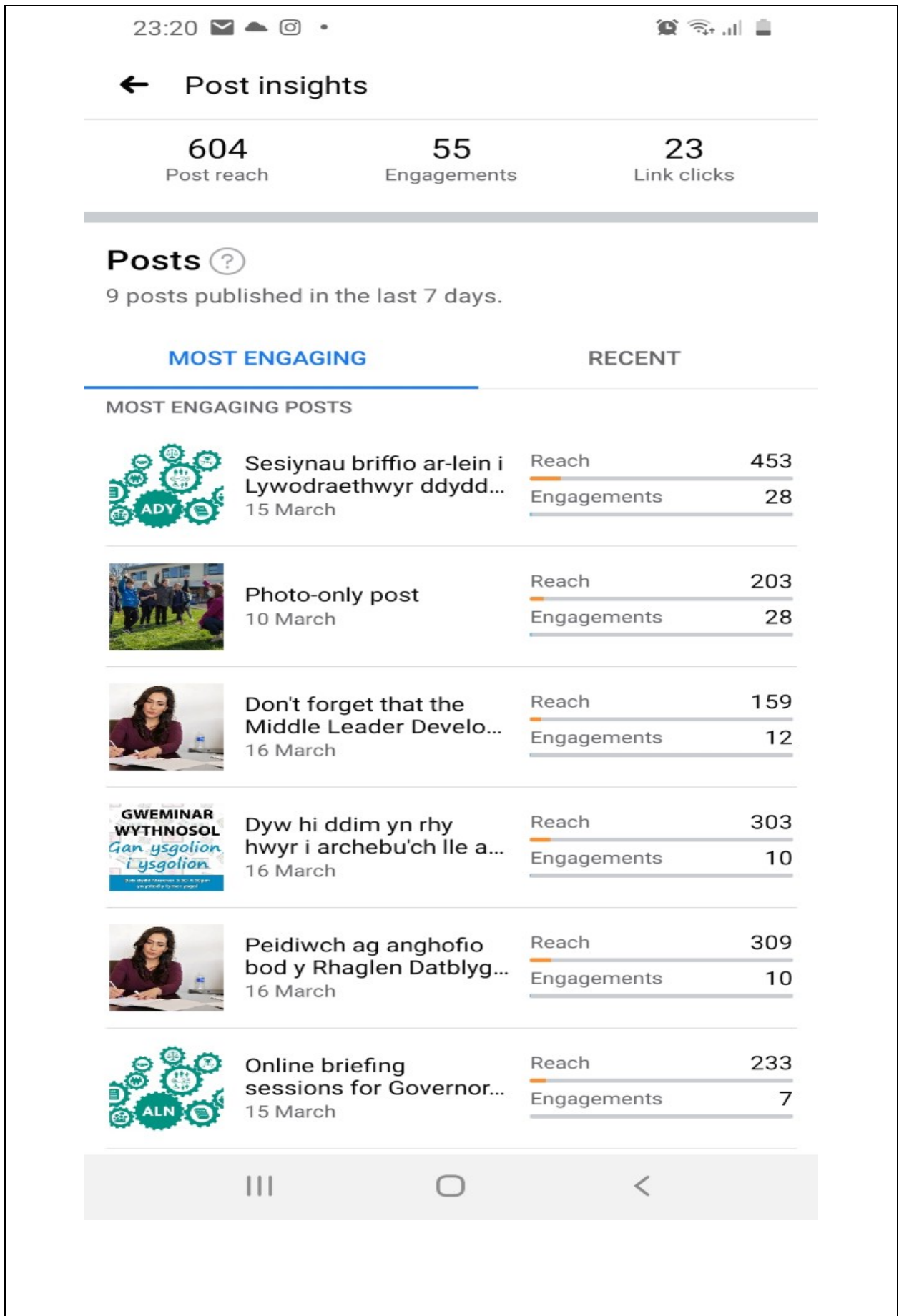
@CSC_Literacy	2,403	2,580	602	615	4,930	5,203
@CSC_Leadership	545	557	179	179	81	81
@CSC_SciTech	769	966	676	795	2,125	3,512
@SiarterlaithCCD	961	1,101	353	449	2,526	2,965
@CSC_ExpArts	328	442	183	201	604	872
@CSCHumanities	177	260	274	370	157	341

Insight Summary for CSC Corporate Twitter Account
 Overview comparison between **March 01, 2020 - March 01, 2021**
 Visuals below demonstrate a consistent increase in followers, reach and engagement

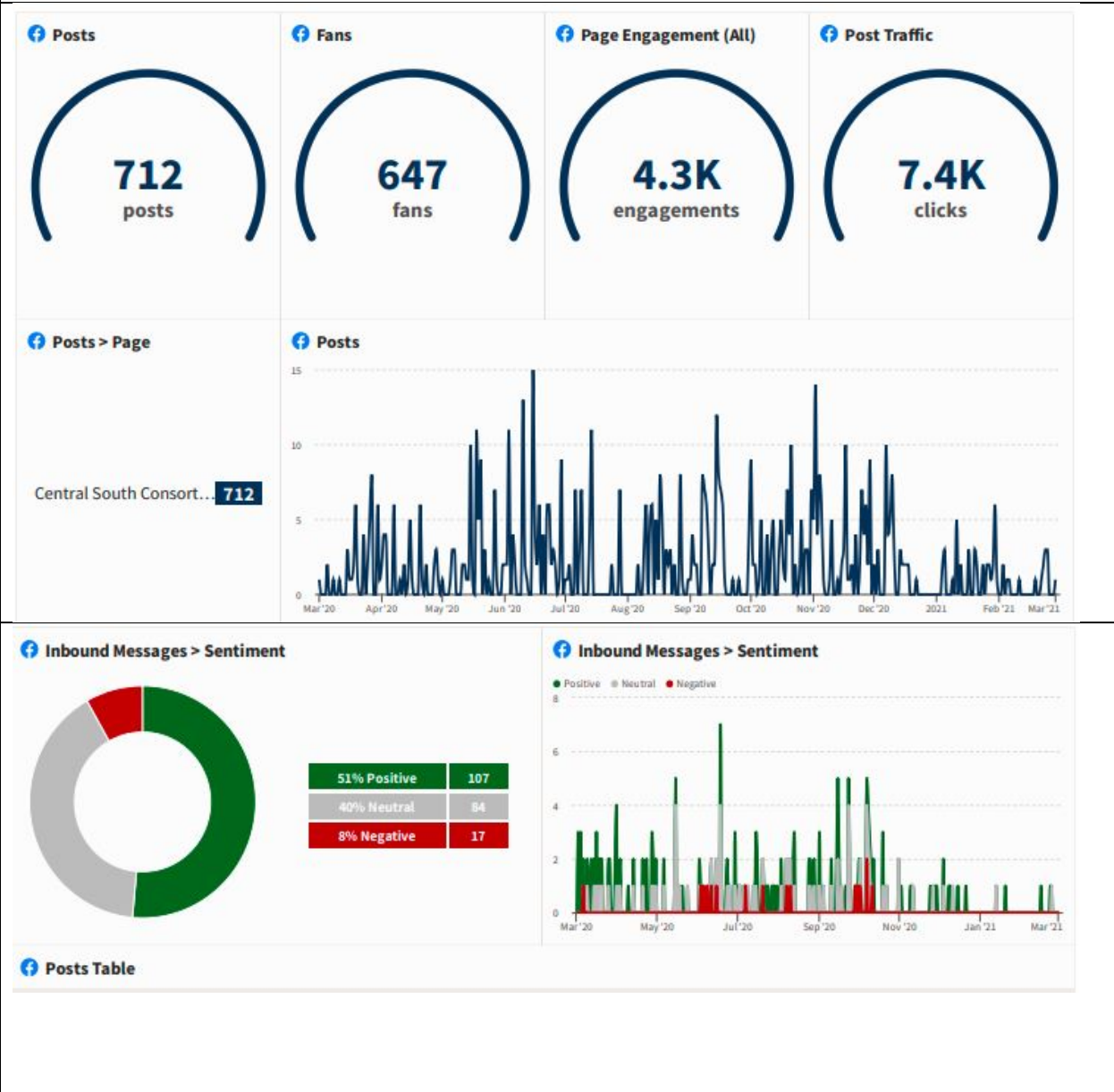


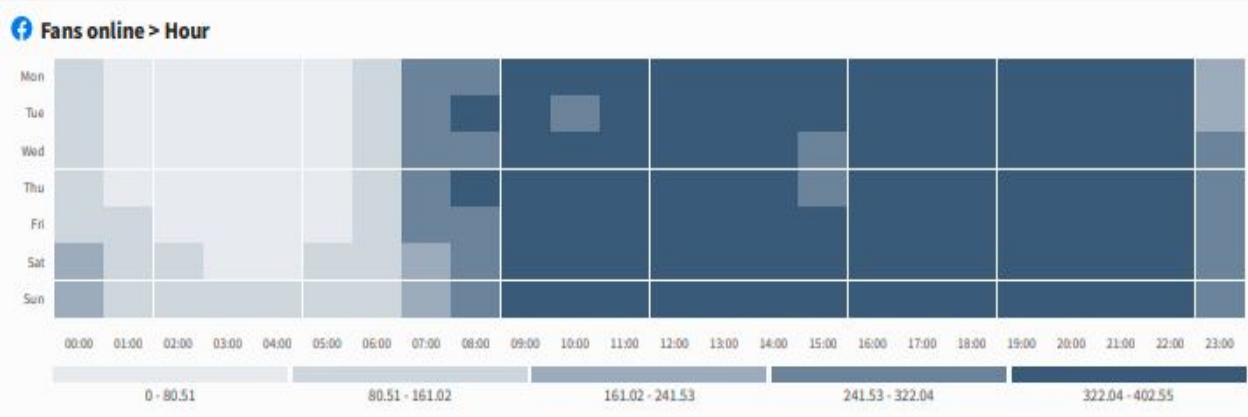
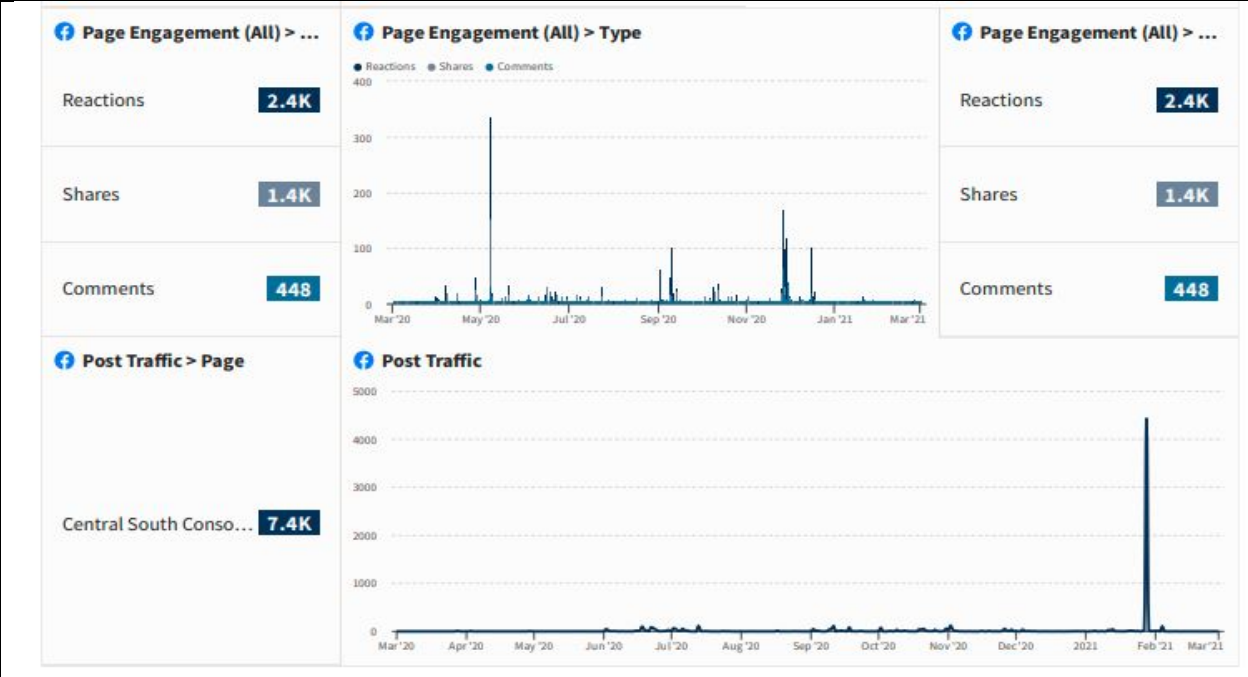


CSC Facebook Account Overview					
Handle/ Address	Followers		Likes		Posts Reach
	March to October 2020	October to March 2020	March to October 2020	October to March 2020	
					March 2021 9 – 15 March 2021
www.facebook.com/centralsouthconsortium	622	712	570	647	604 increase of 47% from previous 7 days
Visuals below on the following page shows post insight results from the last 7 days: 9 March 2021 – 15 March 2021					



Overview comparison between **March 01, 2020 - March 01, 2021**





Website Overview

Audience Overview: March 1, 2020 - March 1, 2021		
Monthly Visitors Snapshot March 2020 – February 2021		
Month		
February	2021	14.1K
January	2021	17.7K
December	2020	8.6K
November	2020	17.0K
October	2020	14.4K
September	2020	11.4K
August	2020	3.1K
July	2020	9.6K
June	2020	11.0K
May	2020	19.0K
April	2020	5.4K
March	2020	11.0K

Users Overview

All Users
 100.00% Users

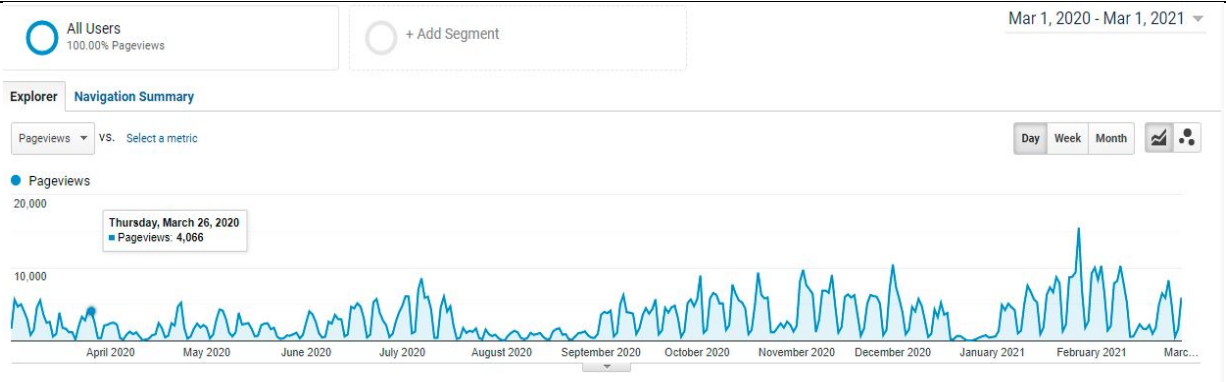
 + Add Segment

Mar 1, 2020 - Mar 1, 2021

Overview
 Users vs. Select a metric

Users 113,074	New Users 110,142	Sessions 237,061	
Number of Sessions per User 2.10	Pageviews 1,127,092	Pages / Session 4.75	
Avg. Session Duration 00:03:28	Bounce Rate 34.82%		

Page Views: Overview



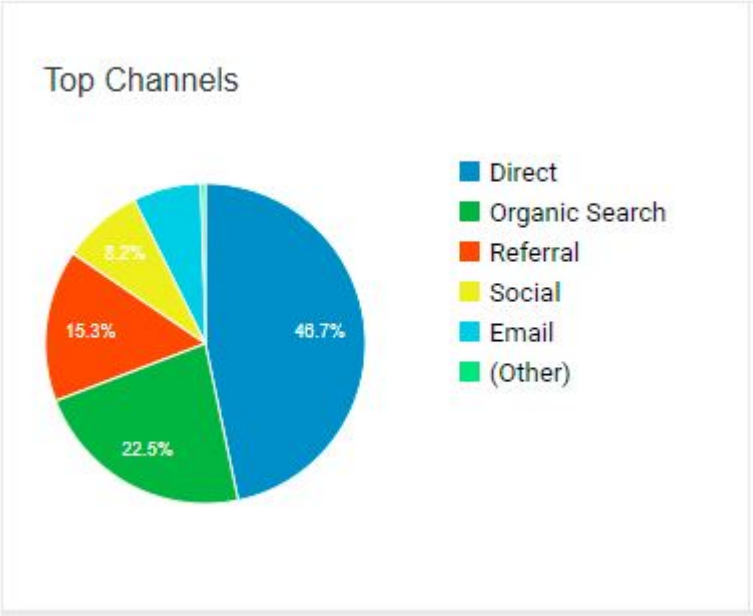
Top 10 pages visited between March 01, 2020 – March 01, 2021

What pages do your users visit?

Page	Pageviews
/	82,448
/workspaces	60,356
/repository/tree?sort=created&language=en	29,538
/?redirectedFrom=Hwb	27,796
/repository/tree?sor...ndation&language=en	16,317
/repository	15,163
/events	14,276
/repository/tree?sor...f-a314-e09d7c99a582	9,739
/vacancies	8,349
/networks	6,748

Mar 1, 2020 - Mar 1, 2021 ▼ PAGES

**How Do Users Reach the Website.
Top Channels: March 01, 2020 – March 01, 2021**



Top Channel: Acquisition Breakdown March 01, 2020 – March 01, 2021

	Acquisition			Behavior		
	Users ↓	New Users ↓	Sessions ↓	Bounce Rate ↓	Pages / Session ↓	Avg. Session Duration ↓
	113,074	110,142	237,061	34.82%	4.75	00:03:28
1 Direct	59,881	<div style="width: 40%;"></div>		50.99%	<div style="width: 80%;"></div>	
2 Organic Search	28,806	<div style="width: 20%;"></div>		23.17%	<div style="width: 40%;"></div>	
3 Referral	19,658	<div style="width: 15%;"></div>		29.30%	<div style="width: 60%;"></div>	
4 Social	10,467	<div style="width: 10%;"></div>		34.39%	<div style="width: 70%;"></div>	
5 Email	8,785	<div style="width: 8%;"></div>		24.59%	<div style="width: 50%;"></div>	
6 (Other)	613	<div style="width: 0.5%;"></div>		44.95%	<div style="width: 85%;"></div>	

Appendix 7 – Supporting Documents

This Communications Strategy should be read in conjunction with the following key documents:

- [CSC Brand Guidelines](#)
- [CSC Communications induction playlist](#)
- [CSC Twitter Guidance for Staff](#)
- [RCTCBC Social Media Policy](#)
- [RCTCBC Welsh Language Standards Guidance](#)