

Central South Consortium

High-level project plan

Version 1.4, 10 December 2013

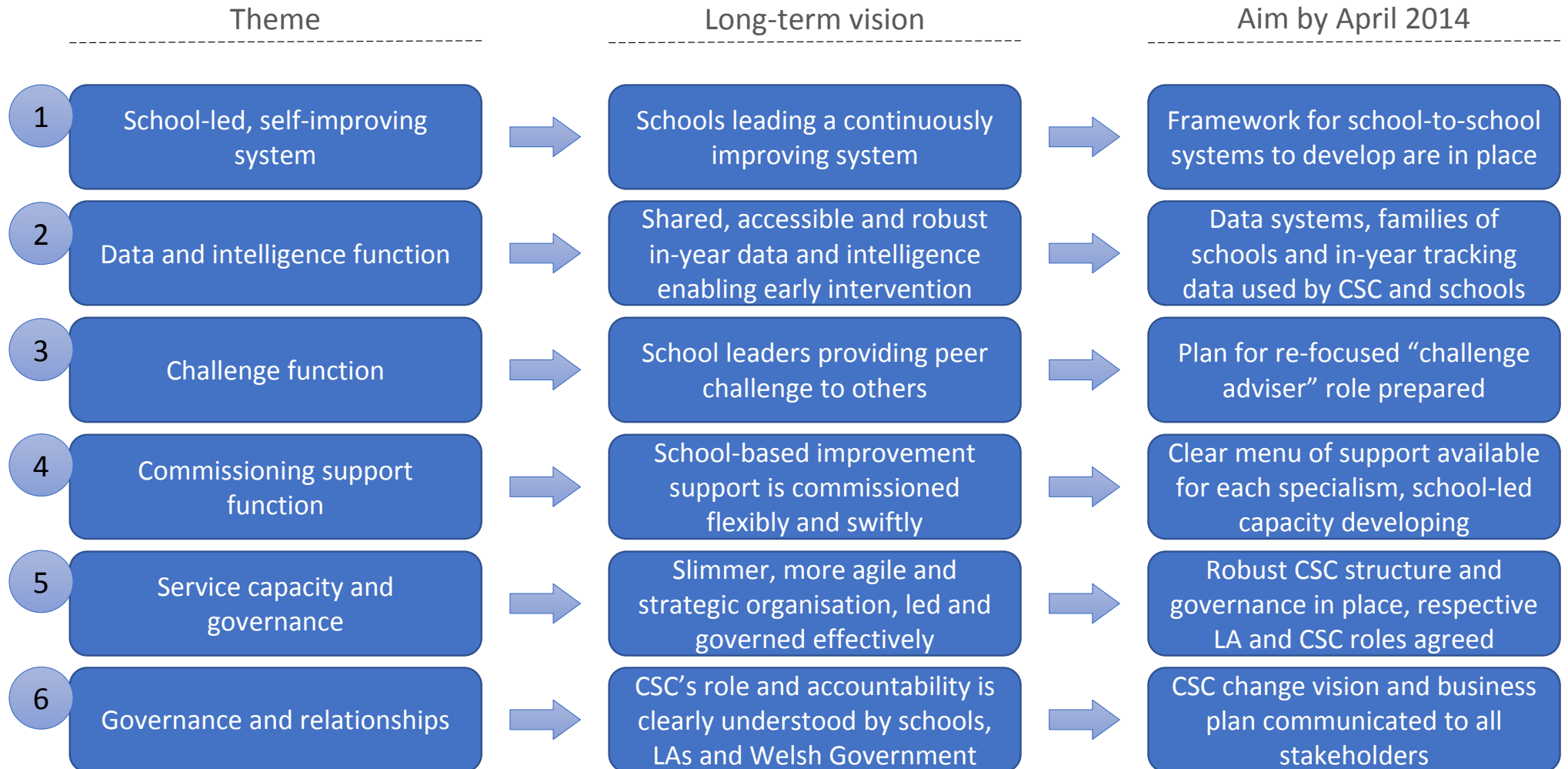
The September plan set out a number of areas of delivery

Excellence in teaching	1. Implement national literacy and numeracy framework and strategies to reduce the impact of poverty on attainment	<ul style="list-style-type: none"> All schools completed LNF phase 1, most phase 2; workshops on assessment underway; outstanding L&N teachers recruited; launched Achievement for All, poverty pathfinder & national policy observatory; all at early stage 	
	2. Establish innovation networks and an effective practice database	<ul style="list-style-type: none"> Information about effective practice collected; learning events, HWB training, video-links, partnerships with TSAs underway; all at early stage Further development required, in line with school improvement groups 	
	3. Teacher development & recruitment: Implement ITP and OTP, support the introduction of Teach First Cymru	<ul style="list-style-type: none"> ITP and OTP available in CSC with planned expansion in January 2014 15 schools participating in Teach First; planning AY14/15 placements On track 	
	4. Develop data tracking to enable schools to track progress and support for learners	<ul style="list-style-type: none"> School and pupil data, guidance on targets and tracking issued to schools Data allows comparisons to national levels; regional comparisons underway On track 	
Excellence in leadership	5. Commission senior and middle leadership development programmes	<ul style="list-style-type: none"> School-led L7 accredited programmes developed and provided by HTs Since September 2013, 203 leaders engaged On track 	
	6. Develop and implement a leadership succession strategy	<ul style="list-style-type: none"> Action ongoing to develop more systematic approach to identifying, coach and mentor potential leaders Strategy at a very early stage of development 	
	7. Implement a rigorous approach to recruitment and managing underperformance	<ul style="list-style-type: none"> Initial discussions re: consistent underperformance policy, but need to ensure consistent with Welsh Government's national model, location of HR function New pay policy agreed; system leaders involved in appointing school leaders 	
	8. Build the capacity of governing bodies to challenge and support school improvement	<ul style="list-style-type: none"> Training programme re: use of data underway, meeting 16/12 to discuss systematic approach to governor training across region; action to identify governor champions to support other governing bodies; all at early stage 	
Excellence in challenge and support	9. Strengthen the link between schools' own self-evaluation and categorisation of effectiveness	<ul style="list-style-type: none"> Categorisation of schools completed and shared with schools (standards = key) Self-evaluation, target-setting, tracking guidance, challenge framework issued Perf. Management of SLs in place; need sharper accountability, focus on impact 	
	10. Provide an annual evaluation of each schools' performance	<ul style="list-style-type: none"> New APR: includes external evaluation, links standards and leadership Further work on strengthening school leaders' capacity to report self-critically Majority of visits to discuss performance and categorisation have now taken place 	
	11. Develop and implement a range of high-impact support and intervention strategies, supported by effective brokerage and commissioning	<ul style="list-style-type: none"> Focus on C and D schools – statements of action, more frequent monitoring Progress on securing access to proven improvement approaches Further work needed on CSC's intelligence-gathering function and analysis 	
	12. Develop and implement a framework for mature and sustainable school-to-school support	<ul style="list-style-type: none"> Development of draft model by task group of HTs complete Process for identifying regional leaders of education begins 19/12 – 5 interviews At very early stage; modest start to identifying HTs to share good practice 	
	13. Work with Welsh Government to implement the lead and emerging practitioner programme	<ul style="list-style-type: none"> CSC rolling out phase 2: highest proportion of schools in Wales involved System leaders involved in identification and monitoring of schools Some early signs of productive relationships between schools 	

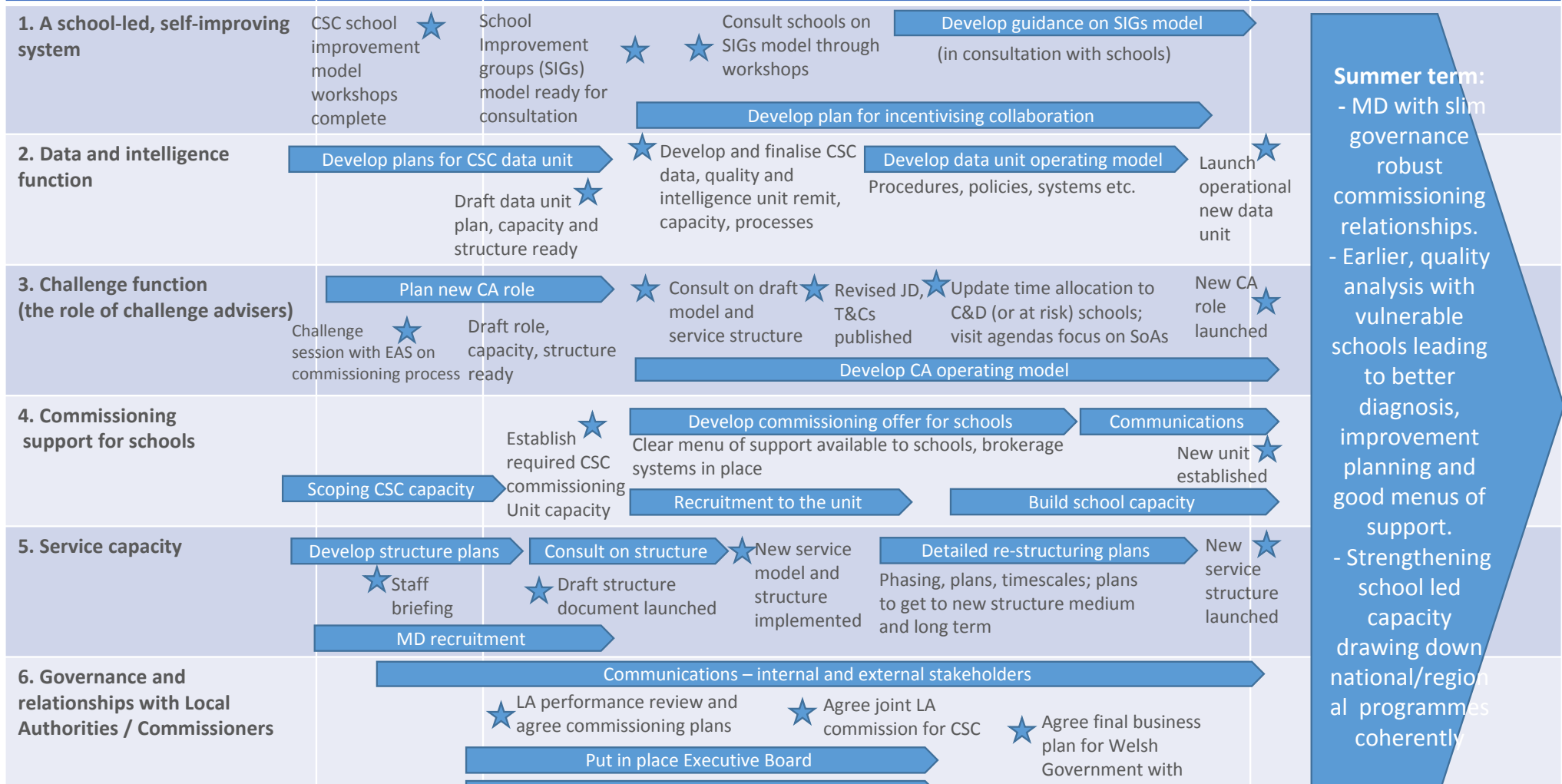
Meanwhile, our strategic work has focused on three areas

Leadership	1. MD advert agreed and advertised, no shortlist and re-advertised	
	2. Interim leadership proposal from Isos	
	3. System wide leadership with schools contracted through Professor Mel Ainscow – needs to be understood and rolled out carefully	
	4. Outcomes-based contract offered to system leaders and network specialists	
	5. Survey to all schools on CSC and impact to inform performance management of system leaders	
	6. Three all-staff briefings on ways of working and new model – worth noting levels of concern from staff about re-structure proposals	
Governance and commissioning	7. Regular Directors meetings given greater clarity about joint commissioning intentions	
	8. Draft governance model in place in line with national model – clearer, but still some duplication within national model	
	9. Legal agreement signed (now starting work on next version)	
	10. Agreement to core commissioning model across region, with local variation; need to develop budgetary implications for 14-15	
	11. Accountability of senior system leaders to LA commissioner clearer – need to make this system work	
Improving the school improvement model	12. Draft challenge framework proposals discussed in principle with staff and Trade Unions – significant level of change for all staff likely	
	13. School-to-school proposal developed with group of heads, moving into wider sharing and implementation across system	
	14. Intermediate proposals in place for next term and summer term to slimmer framework and focused support	
	15. OTP/ITP programmes under way and proposal to expand from January alongside SIG work developing	
	16. Business plan proposals for commissioning of support underway for SEG guidance deadline – will be a demanding timescale and quality is critical	

Looking ahead the high-level plan is organised around six themes that will secure the long-term vision of school improvement in the region



High-level strategic plan: AY13/14	End of the autumn term 2013	Spring term 2014	Summer term and by September 2014
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Summer term:

- MD with slim governance
- robust commissioning relationships.
- Earlier, quality analysis with vulnerable schools leading to better diagnosis, improvement planning and good menus of support.
- Strengthening school led capacity drawing down national/regional programmes coherently

