Date written: 5th September 2017

Report author: Mike Glavin

Date of meeting where the report is being considered: 7th September 2017

Appendices attached: Overview of business plan 16/17 evaluation.

 Issue: Business Planning Update

Summary

The business plan for 16/17 was agreed by Joint Committee. The plan was implemented between April 16 and March 17. The implementation of the plan was monitored. This report provides an overview of the progress made in implementing the plan and the resulting outcomes.

Recommendation

1. That Joint Committee note the progress made in implementing the business plan 16/17 and the impact that it has had.
2. That Joint Committee determine if there are any aspects of the plan that they wish to explore in greater detail at future meetings.

Background

3. Joint Committee agreed the business plan for 16/17 and monitored its implementation throughout the year.
4. There were eight improvement objectives:
    1.1 - To raise standards in literacy/ English/ Welsh; numeracy and mathematics
    1.2 - To improve the outcomes achieved by specific groups of learners
    2.1 - To improve the quality of leadership and governance
    2.2 - To improve the quality of learning and teaching
    2.3 - To raise expectations further in a self-improving system
    3.1 - To improve performance management
    3.2 - To strengthen governance and accountability
    3.3 - To strengthen further the management of resources and improve efficiency

5. The lead for each priority met with the operations manager monthly to monitor the implementation of the plan.
6. From the autumn term onwards, the lead for each objective met with the assistant managing director, senior lead for business & operations and operations manager towards the end of each term for 'impact review meetings'.
7. A summary of progress is provided in the grid below:

Business Plan Priorities 2016-2017				
Priority	**Elements**	**Noteworthy Progress**	**Carried forward to 2017-2018 Business Plan**	**Not Completed**
Priority 1.1	4	3		1
Priority 1.2	3	2	1	
Priority 2.1	5	4	1	
Priority 2.2	3	3		
Priority 2.3	5	2	2	1
Priority 3.1	5	5		
Priority 3.2	3	2	1	
Priority 3.3	1	1		
Totals	**29**	**22**	**5**	**2**
%	**100%**	**76%**	**17%**	**7%**

8. As the plan ran to March 2017, full impact will not be able to be judged in a number of aspects until verified data is available in October 2017. However, the tables below show impact currently verified. Targets met or exceeded are highlighted in green. Outcomes that have improved from the previous academic year are highlighted in yellow.

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
Foundation Phase – FPOI	87.60%	87.80%	87.40%	N/A	88.60%	88.60%
Key Stage 2 - CSI	87.80%	89.70%	88.40%	89.00%	89.45%	90.21%
Key Stage 3 - CSI	83.60%	87.40%	87.50%	83.50%	86.75%	87.89%
Level 2 Threshold including English/Welsh and Mathematics	58.50%	64.10%	65.70%	67.50%	60.90%	No verified data available
Level 1 Threshold	94.50%	96.10%	96.50%	96.70%	95.42%	No verified data available

Performance in English, Welsh First Language and Mathematics at the Expected Level

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FPOI – LCE	88.70%	89.40%	88.60%	-	89.44%	89.33%
FPOI – LCW	94.00%	93.70%	93.50%	-	93.94%	93.01%
FPOI – Mathematical Development	90.20%	91.20%	89.80%	-	91.14%	91.54%
KS2 – English	89.80%	90.90%	89.80%	89.20%	90.96%	91.48%
KS2 – Cymraeg	93.60%	95.70%	93.20%	93.80%	95.07%	94.09%
KS2 – Mathematics	90.20%	91.80%	90.70%	90.30%	91.67%	92.18%
KS3 – English	87.70%	90.20%	90.80%	91.20%	89.97%	91.27%
KS3 – Cymraeg	92.00%	92.40%	93.30%	95.10%	92.63%	94.66%
KS3 – Mathematics	88.70%	90.80%	91.20%	91.40%	90.50%	90.71%
KS4 Level 2 English	70.20%	71.60%	72.30%	73.10%	71.13%	No verified data available
KS4 Level 2 Cymraeg	77.90%	78.40%	78.00%	77.60%	77.52%	No verified data available
KS4 Level 2 Mathematics	63.60%	69.10%	71.50%	72.60%	66.49%	No verified data available

Performance in English, Welsh First Language and Mathematics at the Expected Level +1

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FPOI – LCE	33.80%	36.30%	34.60%	-	36.22%	39.16%
FPOI – LCW	37.90%	41.20%	42.00%	-	40.12%	40.84%
FPOI – Mathematical Development	34.40%	36.70%	35.30%	-	37.20%	40.65%
KS2 – English	40.70%	42.20%	43.00%	41.40%	43.26%	46.69%
KS2 – Cymraeg	42.00%	43.70%	43.90%	42.70%	44.45%	47.15%
KS2 – Mathematics	42.20%	43.00%	43.50%	42.70%	44.72%	48.95%
KS3 – English	53.40%	59.20%	61.10%	62.80%	58.16%	60.74%
KS3 – Cymraeg	58.30%	64.30%	60.70%	70.30%	63.14%	62.70%
KS3 – Mathematics	59.60%	64.60%	65.90%	66.50%	64.00%	66.44%

Performance in English, Welsh First Language and Mathematics at the Expected Level +2

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
KS3 – English	17.30%	19.30%	21.30%	23.10%	18.70%	21.83%
KS3 – Cymraeg	17.60%	18.50%	19.60%	23.40%	16.07%	19.56%
KS3 – Mathematics	26.60%	26.00%	27.00%	28.50%	30.13%	32.68%

The poverty-related attainment gap

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FSM Gap FP FPOI	-15.10%	-11.30%	-13.00%		-12.80%	-12.60%
FSM Gap KS2 CSI	-15.80%	-13.30%	-13.50%	-12.80%	-14.40%	-13.80%
FSM Gap KS3 CSI	-20.70%	-17.20%	-15.60%	-12.30%	-19.60%	-20.80%
FSM Gap KS4 L2 inc EWM	-33.40%	-27.00%	-26.60%	-25.20%	-29.90%	No verified data available
FSM Gap KS4 L1 Threshold	-10.30%	-9.10%	-6.70%	-6.40%	-6.86%	No verified data available

Primary and Secondary Attendance

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
Primary Attendance	95.00%	95.50%	95.70%	96.00%	94.90%	Not Published yet
Secondary Attendance	93.90%	94.50%	94.80%	95.00%	94.30%	94.00%

9. Evaluation of the business planning process noted that processes had been simplified and success criteria improved but highlighted the following developmental need:

   a. Leads did not always have complete ownership of all aspects of the plan they were delivering. When being held to account, reference was often made to the fact that someone else had written the plan.

   b. Not all members of SLT were responsible for leading a priority

   c. Elements of the plan were not joined up and there was duplication. A need to guard against silo working was identified.

      d.   Monthly monitoring meetings were unproductive in that they were too frequent for significant progress to be made.

      e.   Initially, monitoring was about progress rather than impact. Impact review meetings were introduced during the year and used to coach staff in how best to demonstrate the impact of their work.

10. In light of the above, the business planning process for 17/18 has been further improved and has addressed the issues.

Options

11. Joint Committee may choose to examine in more detail specific aspects of the plan and progress made in future meetings.

Implementation issues – cost, timescale etc.

12. Timescales and costs are detailed within the operational plans.

Links to CSC Business Plan and Risks

13. As this is an update on the business plan, the report relates directly to all aspects of the plan 16/17 and has shaped business planning for 17/18.

Background papers

14. None

Rag Status
Noteworthy Progress
Carried forward to 2017/18 Business Plan
Not Completed

IMPROVEMENT OBJECTIVES		WHAT WILL WE DO IN 2016/17	RAG Status	Comment
1.1 To raise standards in literacy/ English/ Welsh; numeracy and mathematics	1.1.1	Raise standards for all learners (particularly boys' literacy and outcomes for girls and boys in mathematics), monitoring progress regularly against detailed targets set out in the underpinning action plans.	🟩	All programmes of support designed and delivered in line with regional need. All evaluations rated good or better, however regional impact limited due to low uptake on programmes. Action research undertaken. All schools involved in AR report significantly increase outcomes for boys. Gender gap at KS2, 3 and 4 has narrowed across the region. School to school variability exists in terms of red/amber support. Boys literacy remaining a priority in 2017/18
	1.1.2	Improve the quality of teaching in English, Welsh and literacy, mathematics and numeracy using support from the relevant hub school programmes; support schools leaders to meet the requirements of changes to the curriculum and external qualifications	🟩	All curriculum hubs follow the principals of actions research and enquiry. The majority of schools in receipt of support show qualitative evidence of improvement in the quality of numeracy and mathematics teaching, learning and leadership. Targeted support focused on developing leadership and building capacity in order to allow schools to sustain improvement. 40 secondary and 100 primary practitioners from across the region attended. 40 mathematics ambassadors deployed from Cardiff University to support targeted learners in nearly one quarter of secondary schools, providing 850 hours of additional support. In addition to curriculum hub provision, nearly 2000 students and 60 staff from 50 secondary schools rated the count on/write on programmes as highly beneficial.
	1.1.3	Provide professional development programmes to improve the impact of subject leadership through the curriculum hub schools.	🟩	Curriculum hubs are in place to support leadership in English/literacy and the regional needs of EFSM,EAL, MAT gender and curriculum reform.40 secondary teachers representing 31 schools and 31 primary teachers representing 24 schools have attended these programmes. 100% of evaluations have rated this support as good or better with respect to impact on pupil outcomes and curriculum reform. All programmes designed and delivered in line with regional need.
	1.1.4	Increase the supply of secondary mathematics teachers in the region through a dedicated recruitment drive.	🟥	Recruitment unsuccessful. National Network for Excellence in Mathematics (NNEM) established and charged with similar remit. Due to additional capacity in mathematics strategic team, 8 seconded placements undertaken in 2017 Teach first developed for 2017/18

IMPROVEMENT OBJECTIVES		WHAT WILL WE DO IN 2016/17	RAG Status	Comment
1.2 To improve the outcomes achieved by specific groups of learners	1.2.1	Build schools' capacity to improve the outcomes achieved by pupils eligible for free school meals (eFSM) through the regional Closing the Gap Strategy, promoting high expectations, sharing effective practice and monitoring progress against detailed targets in the underpinning action plans.	🟩	Progress on eFSM performance across region at all levels. CTG strategy and guidance shared with head teachers via conference and through the Cronfa system. All SIG plans evaluated and convenors asked to ensure a focus on eFSM learners was evident. Five case studies have been completed as part of the Research and Evaluation evidence base. PDG plans evaluated as part of the preparation for categorisation (autumn term 2016). PDG plans for red and amber schools further evaluated as part of the red and amber progress meetings. Nearly all enquiry led programmes are aligned to regional and local needs as identified from an analysis of school improvement plans. Impact of Alliance limited. Develop hub model for closing the gap.
	1.2.2	Improve the outcomes of pupils with English as an additional language (EAL), pupils with a special educational need (SEN) and more able and talented pupils (MAT) by identifying and sharing best practice and working with schools where the need for support is greatest.	🟨	Support provided by a lead school in Cardiff with a focus on improving the outcomes for EAL learners. Impact will be measured at the end of the summer term 2017 when the pupil data is available. Red and amber schools accessed support from the literacy and numeracy teams along with support via school to school working, this was effectively evaluated by the Senior Challenge Advisers as part of the half-termly and termly impact meetings. Inclusion group have developed a data pack which is now used by all challenge advisers. Monthly Inclusion meetings were undertaken and information was shared amongst five local authorities.
	1.2.3	Improve the outcomes achieved by Looked After Children (LAC) by providing effective support for individual pupils and tracking their progress, by sharing best practice and developing the skills of all those providing support for these learners.	🟩	Regional LAC plan agreed and provided to schools, some early uncertainty about decision making between authorities and consortia resolved. PDG plans are evidenced in School Improvement Plans. Regional held expenditure reviewed through evaluating the impact of the five strategic activities. A differentiated training programme was offered to all designated teachers. Job descriptions for the designated teachers reviewed in collaboration with Welsh Government. Monthly Inclusion meetings were undertaken and information was shared amongst five local authorities.

IMPROVEMENT OBJECTIVES		WHAT WILL WE DO IN 2016/17	RAG Status	Comment
2.1 To improve the quality of leadership and governance	2.1.1	Establish a leadership strategy which reflects the needs of the region with a particular focus on closing the poverty-related attainment gap. Deliver, accredit and evaluate the leadership programmes, evaluate and roll out peer enquiry to more schools and commission a Future Leaders programme.	🟩	Continuum of leadership programmes in place – from middle leadership programmes to Executive Headteacher. Year 2 of programme delivery (new to headship, executive head, strategic head & consultant leader) training delivered as planned, Accreditation achieved (from UCL/IoE) for New to Headship and Strategic Headteacher programmes. Accreditation strategy for wider leadership programmes included in 2017/18 BO (Ref: 3.2c)
				The 'enhanced NPQH' model was developed in a very short space of time over the summer of 2016 and introduced for the 2016/17 academic year. All the regional consortia worked together to achieve this & was endorsed by WG as planned. CA, Headteacher and SLE feedback are very positive about this programme and the impact of individual SLEs, CSC has recognised that it needs a more strategic approach to the deployment of SLEs. The Aspire programme has been refreshed to reflect the expectations of the new standards and to reflect 2016/17 participants' feedback on the programme content. All four consortia worked closely with WG to ensure pan-Wales consistency.
				Reports completed on the impact of peer enquiry. Feedback has been used to inform the Phase 4 model which will be rolled out to schools in 2017/18 as detailed in the business plan (ref: 3.2b)
				A quarter of CSC schools have now completed a peer enquiry. The target number of peer enquiries for the 2016/17academic year was achieved.
	2.1.2	Develop a strategic approach with local authorities to learn from and support the expansion of hard collaborative models of school leadership and organisation.	🟩	A regional approach to federation was agreed by the 5 local authorities as planned. Materials, guidance and a support programme was developed as planned. A funding model was put in place to support schools. The roll out of the materials/support programme was delayed from summer 2016 until the autumn of 2016 at the request of WG. Further development and refinement of the strategy is a commitment in the 2017/18 business plan (ref:3.3a)
	2.1.3	Use joint practice development and collaboration between schools – accredited school improvement groups (SIGs) and pathfinder partnerships – to improve system leadership at all levels including sector-led strategies in Welsh medium and special schools to address sector-specific priorities.	🟩	Work to identify effective examples and further promote links has been progressed as planned. Effective practice case studies have been published and promoted. There has been a greater focus on brokerage within the organisation to make sure that CAs and schools are more aware of the work being done by each of the aspects of the central south Wales challenge and how that expertise may be accessed. The NFER report has not been received. This has been due to delays in organising the required interviews with head teachers and key CSC personnel.
				The Welsh secondary school 'distributed hub' model (Gyda'n Gilydd) has provided a range of programmes for practitioners at all levels. Participant feedback has been positive. All 9 WM secondary schools in the region are part of the 'hub' and offer support/development/training programmes in line with sector need. The number of participants engaged with the programmes, the responsiveness to sector need and the model's capacity to use the expertise of schools against areas of need.
	2.1.4	Improve the quality of governance through the establishment of a single governor training service and deployment of consultant governors.	🟨	Single gov training programme has largely been completed as planned. However there has been a delay in completing the report on the impact of the deployment of consultant governors. This is now due in September 2017. Demand for consultant governor support is currently outstripping supply. There is a commitment therefore in the 2017/18 business plan to expand the programme. (Ref: 3.4a)
				Consultant governors have been deployed across the region to support identified schools of concern
	2.1.5	Improve support for head teachers from Human Resources (HR) Services.	🟩	This was completed as planned & training programme delivered.

IMPROVEMENT OBJECTIVES		WHAT WILL WE DO IN 2016/17	RAG Status	Comment
2.2 To improve the quality of learning and teaching	2.2.1	Support the development of good and excellent teaching and share effective practice across the region through the regional hub schools.	🟢	An increasing proportion of the regional professional learning offer is facilitated by hubs through capacity building programmes. All programmes of support offered are in line with the regional analysis of school improvement priorities. Practitioners are supported to develop their practice and evaluate the impact that their actions within the enquiry have. Nearly all schools across the region are engaged with a SIG. All SIGs, both at primary and secondary level, have a focus of teaching and learning through developing a particular aspect across the school or within a curriculum area. Further development work has been completed to ensure that all phases of an enquiry are present in the process with service level agreements reflecting the requirement for an evaluation. The quality of SIG evaluations is inconsistent. In many cases, a baseline measure has not been established at the outset. In many cases, quantitative measures are not linked with the outcomes of the actions closely enough to make an argument for a direct or indirect cause. Improving the quality of the enquiry is an action to be carried forward in the 17-18 business plan. Brokerage sessions have been facilitated for both hub schools and challenge and strategic advisers. The result of these is an increased awareness of the range of available support for schools.
	2.2.2	Develop a continuum of professional learning pathways for all school-based staff – head teachers, senior leaders, teachers and support staff – through hub schools linked to the New Deal Pioneer schools. Continue work with Higher Education Institutions (HEIs) to provide classroom-based initial teacher training.	🟢	Hub schools from across the region have collaborated to develop and evaluate provision, taking forward feedback and points for improvement. Practitioner evaluations are positive in identifying that the provision met their needs well. Pilot IGNITE programme completed and used to inform the forward programme for cohort 1. Evaluations of this programme have been used to inform forward cohorts along with amendments to take account of the new teaching standards. Partnership with HE for ITE provision is an ongoing item for the business plan 17-18. Develop the teaching skills of TAs programme has been developed and trialled in primary, secondary and special schools. Evaluations indicate that most practitioners felt the programme matched their needs well. An increased number of hubs formed joint practice working arrangements to facilitate programmes. Nearly all hubs attended workshops focusing on working with schools in red and amber support categories. Processes developed for hubs to evaluate the impact of their work.
	2.2.3	Develop learning and teaching at subject level in line with regional needs, working to the regional teaching and learning strategy.	🟢	Regional provision for improving teaching at subject level has developed as a result of the hub reset (April 2016). Curriculum hubs (core subjects) and lead practitioners (non-core subjects) were recruited from schools across the region to extend the region's professional learning offer in response to changes in subject areas. Information regularly sent out to all school leaders around qualifications' equivalence, performance measures and examination board specifications. A well attended secondary Headteacher forum enabled feedback opportunities that supported the development of a secondary approach and informed the CSC business plan 2017-2018. Audits of schools' needs in responding to the new GCSE specifications have been undertaken. This information, along with a risk analysis of the new GCSE specifications, was used to plan curriculum provision, including the recruitment of lead practitioners in non-core subjects. Risk analyses have been shared with all secondary schools to support them in their in-school planning.
IMPROVEMENT OBJECTIVES		WHAT WILL WE DO IN 2016/17	RAG Status	Comment
2.3 To raise expectations further in a self-improving system	2.3.1	Develop further the provision of high quality and timely school and pupil level data.	🟢	Thorough review has led to the production of an overall CSC data commentary and 5 LA data commentaries. All facilitate identification of trends and further analysis. Main groups of learners now identified within data commentaries for CSC and LAs with a link between data commentaries and SER established. All data packs distributed to schools and in year collection of data ongoing. CA reports indicate that the reports are well used as part of the categorisation process in the majority of cases. Despite difficulties target setting process has been concluded. However, significant issues have been identified and are being addressed
	2.3.2	Strengthen challenge and support of teacher assessment to promote greater accuracy and consistency.	🟡	Director's report created to outline steps taken and progress made. Estyn report on STEP indicated that borderline cases should be considered. Will address in 17/18 business plan. Challenge advisers considered the accuracy of teacher assessment in schools when considering evidence for categorisation. This included looking at tracking systems, target setting and national test results.
	2.3.3	Develop further the work of challenge advisers in challenging and supporting schools to raise standards and reduce the variations in outcomes, particularly in the secondary sector, concentrating resources increasingly on the most vulnerable schools.	🟢	Significant training undertaken throughout the year in relation to brokerage. Work has also been undertaken in relation to the simplification of processes and the communication of brokering of support. Baseline established through longitudinal survey in relation to collaborative activity. Challenge framework revised. Work of the group led to the implementation and the establishment of the evaluation for improvement template. A combination of the intervention strategy, progress review meetings and the systematic review of the progress made by red and amber schools have resulted in the majority of schools making progress linked to evidence. Review of red and amber reports in line with LA performance reports completed termly. The review has been a significant increase in red and amber support schools making satisfactory, strong and very good progress with a clear reduction in schools making limited progress. Recruitment of new secondary challenge advisers completed. New risk register tool includes HR and finance information, close links with LA officers ensure that increasingly there is a joined up approach in supporting and challenging the most vulnerable schools. Cross consortia working in securing improvement in schools causing concern, has developed significantly during this academic year, a number of cross consortia working groups have been established, each has produced a plan which are monitored frequently.
	2.3.4	Promote high expectations and improve performance across the region post-sixteen.	🟡	Capacity to implement action has proven a barrier due to resource allocation. Recommendation that key action and milestones are revised as part of the secondary strategy moving forward. Alps funded for all secondary schools with sixth forms in the region. Alps has been purchased and training provided to the challenge advisers who have visited schools with Alps representatives. Consider the development of this into the next FY business plan. Consider the development of subject specific A level networks in next FY business plan. ALPS provision extended and place purchased for all secondary schools on the conference, challenge adviser training delivered and reinforced through visits to secondary schools with Alps officers.
	2.3.5	Promote high expectations and secure further improvement in attendance rates	🔴	Attendance outcomes in secondary schools show further improvement of 0.4% to reach 94.3%. This is above the national attendance rate of 94.2% and the region continues to be the joint highest in Wales for this performance measure. Attendance outcomes in primary schools have fallen slightly from 95.0% to 94.9%. However, the attendance for the region remains in-line with the national attendance rate, and is the joint 2nd highest region nationally for attendance. Regional working group have scrutinised targets and challenged where inconsistency occurred. Where best practice is evident the attendance of EFSM pupils are monitored as part of the termly review process. A barrier to progress in this work is that a significant amount of data remains within each separate LA making regional analysis problematic. Very little progress made with reference to reinforcement of consistently high expectations, whilst challenge advisers have played a key role in challenging attendance targets, there has not been an effective regional approach in the way that the actions and milestones indicate.

IMPROVEMENT OBJECTIVES		WHAT WILL WE DO IN 2016/17	RAG Status	Comment
3.1 To improve performance management	3.1.1	Improve procedures to evaluate the impact of school-to-school working on standards, teaching and leadership and systems to monitor progress against operational plans.	🟩	The SER is now a live document that is refreshed regularly in light of evaluative activities. Clarity has been established regarding who is responsible for which aspect of the SER. As a result school improvement work is now routinely evaluated and the outcomes of the evaluation feed into future planning. In addition to the routine evaluation of impact that is recorded in the SER the research and evaluation board has provided extra capacity to improve self evaluation for those areas in which it is more difficult to demonstrate impact. Termly local authority progress reports and meetings now focus more on impact. This includes a review of progress towards identified targets in red and amber schools. An overview of progress made towards red and amber schools targets is now made in the CSC dashboard. A review of school improvement plans is undertaken to determine regional need. However the timing of this review needs to be changed so as to ensure that the outcomes are put to full use. Self evaluation processes reviewed and improved. Extra capacity provided through research and evaluation board. SER now live, owned document that is used to make impact judgements and shape future business plans. Business Planning for 17/18 reviewed. Gathered staff involvement in development of plan. Monitoring arrangements improved and drive teams established for the next business plan. CSC have developed a simplified approach to monitoring performance and impact against the business plan. Improved system to monitor performance on a monthly basis now in place. Now strengthened by impact review meetings and revised monitoring forms for each plan linked to clear success criteria. Drive teams have been established to manage and report on findings which are then shared through the CSC dashboard.
	3.1.2	Strengthen performance management through the development of an evaluation and research programme.	🟩	Research and evaluation board established role and purpose identified, the following has been achieved: • Annual longitudinal survey of both teachers and pupils has been established, and the first set of results analysed. • Significant coaching and mentoring of strand leads has taken place to ensure that they are better equipped to evaluate the impact of their work. As a result 6 reports have been produced that evaluate an aspect of school improvement work. • Two teachers recruited to work on a part time basis to work as researchers to support the evaluation work. • Outcomes of this work have been reported to stakeholders including: directors, the advisory committee and joint committee. NFER second evaluation completed awaiting report. IPSOS MORI evaluation has begun despite WG withdrawing funding. Value for money report completed internally and reported to directors and joint committee, in addition the report has been shared with the other consortia, the outcome of which is the production of a framework against which all consortia will report value for money.
	3.1.3	Procure a new IT information management system.	🟩	Procurement of the Cronfa system has been completed. Information management has been improved in that: • One system to access all CSC information • Ease of access linked in with the Hwb login • Notifications tool to inform users of all activity • All staff and most school trained on use of the system • Enhanced showcase tool for resources and information. • Toolset supports agile working through easier log in process. Cronfa system enhancements agreed to generate greater intelligence from the system and support users in identifying support and information.
	3.1.4	Develop further procedures for individuals' performance management.	🟩	Performance management process completed for 77% of CAs, 81% of strategic advisers and 58% of business support. Development days now more focussed on priority areas with clear purpose/impact. System established to prioritise content of development day/staff briefings, ensuring that priority is given to those aspects that relate directly to performance management.
	3.1.5	Embed processes for assuring quality and evaluating teaching and leadership in written reports.	🟩	With regard to report writing, quality assurance has been thorough. Differentiated support has been provided. Self- evaluation activity completed by challenge advisers. This aspect has been part of the research and evaluation board, self- evaluation work. Joint visits conducted with all challenge advisers (recorded on F3 forms) show a high degree of rigour in the way in which process and procedures were applied in line with national guidance for categorisation. Development days have focussed on equipping staff to fulfil the roles they undertake e.g. report writing, brokerage of support. There has been a change in culture with SCAs taking increased responsibility and working collaboratively to determine regional systems and consistency. Examples include, the SCA's role in deployment of challenge advisers, developing support plans and reviewing business planning.

IMPROVEMENT OBJECTIVES		WHAT WILL WE DO IN 2016/17	RAG Status	Comment
3.2 To strengthen governance and accountability	3.2.1	Work with local authorities to improve further the reporting to scrutiny committees and the sharing of effective practice between committees to promote consistency.	🟨	Greater consistency emerging across the work of scrutiny regionally following the implementation of the joint programme. Scrutiny has shared common areas of concern and will form the focus of future meetings. Meetings and structure in place and will form a focus of the 17/18 business plan.
	3.2.2	Strengthen further the arrangements for governance and accountability through the Joint Committee and Advisory Board.	🟩	Content and scope of scrutiny reports reviewed and refined to provide greater focus of work. Annual report to scrutiny reviewed and refined with support of senior challenge advisers ensuing specific LA requirements were addressed. Reports tabled in line with CSC approaches ensuring transparency of consortia work with scrutiny committees.
	3.2.3	Continue work to identify and report the effect of measures to mitigate risk.	🟩	WLGA training programme agreed and funding secured Training programme implemented in line with agreed content and structure Review of effectiveness of training as part of scrutiny meetings undertaken in January; programme evaluated highly by all participants. Agree content of training programme to be put in place post-election and the commissioning of the WLGA training programme. This will include baseline of evaluations and will explore as a joint consortia approach.

IMPROVEMENT OBJECTIVES		WHAT WILL WE DO IN 2016/17	RAG Status	Comment
3.3 To strengthen further the management of resources and improve efficiency	3.3.1	Continue to develop arrangements for monitoring the use and impact of financial resources against regional priorities; maintain a systematic focus on value for money that demonstrates the link between the deployment of resources and the impact on outcomes.		Joint meetings have taken place with EAS to develop consistent processes for evidencing value for money and reporting this to governance boards. This has enabled a framework for value for money to be developed. Research and Evaluation programme has been established and seconded teacher researchers appointed and additional project management support provided through the successful appointment to the post. 6 strands identified for additional evaluation capacity to ensure the evaluation of individual strands, (including peer enquiry) is further developed to ensure impact can be identified and sustained.
				Estyn confirmed that there are sound financial arrangements in place which is supported by both internal and external audit and the annual governance statement. All budget holders have signed schemes of delegation and are aware of the roles and responsibilities of being a budget holder. Each budget line is monitored monthly by the finance team and summaries are provided to the Business Manager to review with the MD and Assistant Director where appropriate. This ensures financial procedure rules are met and clear lines of accountability are established. Financial reporting is embedded within the Performance Dashboard which is reviewed monthly which informs all stakeholders of the current financial position of the organisation leading to confidence of the financial management of CSC.
				Review undertaken of the LA performance reports and revised processes in place which provide local authorities with an accurate evaluative report on progress of schools within their authority. The report encompasses all aspects of school improvement including financial support, strategic support and leadership. Reporting arrangements reviewed to allow greater focus in the SLT performance meetings. Management dashboard arrangements refined to align with financial reporting and specific foci established within the academic year. Systematic evidencing of progress is still embedding. Budget holders are being challenged at monthly meetings to ensure that they are aware of the impact (and how they will evidence that impact) of focused initiatives in line with the work of the research and evaluation board.

Date written: 4th September 2017

Report author: Mike Glavin

Date of meeting where the report is being considered: 15th September 2017

Appendices attached: Updated operational plans.

Issue: Business Planning Update

Summary

The improved system of business planning is in its first year of implementation. Impact review meetings were held with each drive team at the end of the summer term and the progress made recorded. An evaluation of the process was conducted. This report provides Members with an update on progress.

Recommendation

1. That Members note the progress made in implementing the business plan.
2. That Members consider the amount of detail required to inform progress noted at future impact reviews.
3. That Members determine if there are any aspects of the plan that they wish to explore in greater detail at future meetings.

Background

4. Joint Committee agreed the business plan for 17/18 on 14th March 2017.
5. There are five improvement priorities:
    a. Improving Outcomes For Vulnerable Learners
    b. Transition To The New Curriculum
    c. Leadership and Workforce Reform
    d. Top ensure rapid and sustainable intervention
    e. To Develop Effectiveness And Efficiency In Central South Consortium.
6. Improvement planning processes have been reviewed and changed. This has included greater engagement with staff so that their expertise contributes to the plan and increases ownership. This has included a whole staff planning day to which directors, headteachers and wider partners were invited, as well as the redrafting of plans by aspect leads and drive teams.
7. The authors of the plans have written success criteria and milestones so that there is clarity regarding how progress is measured and leads are to be held to account. There is a drive team for each priority facilitating ownership and accountability.
8. Key success criteria and actions from the business plan and associated operational plans form the basis of the organisation's operational monitoring spreadsheet. This is updated through half termly meetings between the drive teams and the operations manager. In addition, each drive team meets with the managing director,

senior lead for business & operations and operations manager towards the end of each term for 'impact review meetings'.

9. Attached are the plans updated at the end of the summer term. A summary of progress is provided in the grid below:

Business Plan Priorities								
Priority	Elements	On Track	Not on Track	Progress Not due to have started	Progress Very Good	Progress Strong	Progress Satisfactory	Progress Limited
				Blue	Green	Yellow	Amber	Red
Priority 1.1	3	2	1	0	0	1	1	1
Priority 1.2	3	3	0	0	0	0	2	1
Priority 1.3	2	2	0	0	0	2	0	0
Priority 1.4	4	4	0	0	0	1	3	0
Priority 1.5	3	3	0	0	0	0	1	2
Priority 1.6	2	2	0	1	0	0	1	0
Priority 2.1	21	21	0	12	3	0	4	2
Priority 2:2	7	7	0	4	0	0	3	0
Priority 2.3	10	10	0	6	0	1	3	0
Priority 3.1	34	33	1	17	2	7	8	0
Priority 3.2	16	13	3	7	3	1	2	3
Priority 3.3	10	6	4	3	0	2	1	4
Priority 4	33	32	1	14	5	7	6	1
Priority 5	19	17	2	5	2	6	6	0

Totals	167	155	12	69	15	28	41	14
Percentages	100.00%	92.81%	7.74%	41.32%	8.98%	16.77%	24.55%	8.38%

Options

10. To receive future termly updates on the business plan in this format or to receive a higher level overview.

11. Members may choose to examine in more detail specific aspects of the plan and progress made in future meetings.

Implementation issues – cost, timescale etc.

12. Timescales and costs are detailed within the operational plans.

Links to CSC Business Plan and Risks

13. As this is an update on the business plan, the report relates directly to al aspects.

Background papers

14. None

Business Plan Monitoring Outline Summer Term 2017

Judgements on progress	Addressing the milestone/key action requirement and success criteria	Aspects still requiring attention	Impact on standards and/or quality of provision	Work required prior to the next monitoring review
Limited progress	Does not meet the requirement	All or many important aspects still awaiting attention	No impact on standards and/or quality of provision	Much work still to do and many aspects still to consider
Satisfactory progress	Addressed the requirement in majority of respects	A few important aspects still require significant attention	Limited impact on standards and/or quality of provision	Majority of aspects addressed but still significant work to do in important areas
Strong progress	Addresses the requirement in most respects	Only minor aspects still require attention	Positive impact on standards and/or quality of provision	Most aspects covered already with little significant work left to do
Very good progress	Addresses the requirement in all respects	No aspects require further attention	Very good impact on quality of provision	CSC to maintain and build on improved practice
Not due to have started	Not due to have started will reflect all aspects within the plan that occur in the future and would not expect to be completed at the time of monitoring the plan e.g. an action for Jan 18 would not be expected to have progressed in October 17 and would therefore be marked blue to denote 'not started'.			

Monitoring Approach

Judgements regarding the extent of progress made against business plan milestones will be made and recorded. The named aspect lead will use the above structure to make a judgement and enter the corresponding colour into the 'judgement on progress' section and will then record appropriate commentary and list the evidence of progress made. This process will be repeated on a half termly basis and will feed drive team meetings as outlined within the CSC business plan monitoring guidance.

Improvement priority 1: Improving Outcomes for Vulnerable Learners

Improvement Priority: 1.1 VAP Identifying Vulnerable Learners - Effective tracking and assessing of vulnerable learners and EAL learners

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Ensure the Vulnerable Learners' Data Pack, including pupils in special schools, is used effectively by schools and challenge advisers to set targets and track progress of vulnerable learners.	Y	Packs for all schools were created and distributed over the Autumn and Spring Term. Progressed with the 2016 data and now in discussion with the inclusion leads as to the next iteration. Discussions are due to take place with the Inclusion Group to discuss any possible changes prior to the next data pack distribution cycle. CS to ensure that this aspect is covered within the induction training programme for September.	(yellow)
Support LAs to review use of Vulnerability Assessment Profile (VAP) across the region, identify commonalities with a view to improving consistency for all schools	N	Set up the inaugural meeting of the assistant directors with responsibility in the LA with strategic responsibility for inclusion. First meeting held and further meetings will be planned with the initial focus to be on EOTAS. MG is also lead MD for aspect, ALN transition lead posts. Potential recruitment and end of academic year will lead on this post.	(red)

Develop guidance for use of VAP for CAs and implement training	N	Inclusion lead not yet identified.	■
Review what works in supporting EAL learners to improve in the region and share learning with a view to identifying areas of joint working with impact - Bring together EAL leads in each authority to review data and share delivery models - Identify where there is excellent practice and share it/evaluate and visit together - Identify areas which are useful to share, develop and longer term common areas for development -Evaluate against outcomes	Y	• Resource on good practice in leadership in a school with EAL learners is ready for reproduction (produced by Fitzalan cluster). There will be a copy for all schools in the region • Initial meeting has taken place to plan way forward for mobility/data project. (Cathays cluster heads). The project will run autumn term 17. Clair Hardy (PIO) will oversee project and ensure timescale kept • Meeting to be arranged this half term with leads in 5 regions to gather/ share good practice • Claire Hardy will start to plan regional conference to share with all schools in the region all project work/good practice in Spring term 2018 • Met with finance and SLA has been drawn up, Gill James will hold this aspect and be accountable for it.	■

Improvement Priority: 1.2 Improving the outcomes of boys in literacy			
Action	**On Track (Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
Develop effective school based strategies, based on action research linked to successful practice, to improve boys' literacy across the region.	Y	List of schools identified with a gap at FP – these schools were contacted 2nd half of summer term. Hubs currently delivering focussed programmes for boy's literacy. Forthcoming data will supported identification of where current need is greatest. Resulting work will be focussed on impact.	■
Enhance the quality of provision, to improve boys' literacy skills in the early years. (under 5)	Y	CSC has met with Book Trust where they can work with reception pupils and parents – CSC to contact schools regarding this. 57 teachers have been trained with a greater understanding of boys oracy. 98% of evaluations rated the programme as good or better with particular improvements identified by teachers in their knowledge and understanding of: language development in young children, impact of hearing impairment on language development and development of communication friendly spaces. The next step with this is to maximise impact and links with specific agencies to support this are in process.	■
Improve boys' engagement by making effective links with local communities across the region to raise the profile of boys' literacy.	Y	Contacting Sport Literacy consultant – risk is budgetary limits associated with this CSC to contact Cardiff University for a possible Action Research project. Risk for budget for this. Discussed potential funding to explore this aspect further. A business case is being developed to provide a clear focus of activity and costs.	■

Improvement Priority: 1.3 Improving the outcomes of more able and talented pupils

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Develop policy and procedures for the identification of More Able and Talented Learners • Clear definition of MAT – EL + ½ • Linked to LA specific activities	Y	A working party has been created from a range of school leaders from across the 5 local authorities. An initial meeting had been held to create a draft policy. On day 2 (July 5th) the group worked on the creation of guidelines to run alongside the policy which is due to be released in the autumn term. Data team are extending analysis to expected level plus 2.	
Create questionnaire to identify current practice in schools across the region Identify effective practice of working with MAT pupils (link with teaching & learning) • Link to Seren Network • Liaison with NACE	Y	Questionnaire has been created and issued to RCT schools and analysis of findings undertaken. This will be circulated across the region in the Autumn term The outcomes of the survey are to be reviewed by drive team. Also need to review next steps with aspect in terms of the conference. Andrea May and Nick Brain (HT) form part of a Welsh Government initiative for MAT. Mike Glavin is also lead MD for this group. (PISA) Success criteria amended to focus on workshop delivery as part of conference to make aspect more specific and measurable.	

Aspect 1.4: eFSM Learners Improving the outcomes of pupils claiming free school meals			
Action	**On Track (Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
Review the CSC guidance on effective PDG spending to include the new Welsh government requirements, and the new common inspection framework, to ensure schools effectively tracking and evidencing impact of PDG spending. This should: • Include effective use of EYPDG in Maintained and Non Maintained settings; • Include effective use of PDG in EOTAS provisions across the region; • Ensure secondary schools are spending PDG on more sustainable strategies; • Include the Improvement eFSM /non-eFSM tracking systems; • The roll out use of various guidance documents; • Ensure CA's are sufficiently challenging with schools around their use of PDG.	Y	Guidance complete, feedback received from SCAs. Final document awaiting SLT approval. To be shared as part of a suite of tools at start of Autumn term.	
Improved Identification and communication of best practice in closing the gap from schools in the region by: • Developing a regional data base of eFSM leaders from across the region; • Creating regional network groups to share best practice; • Improved quality assurance of closing the gap programmes offered by the Hub schools; • specifically identified closing the gap hub schools, to lead across the region; • Further roll out of the OLEVI growing aspiration programme. • Increase the number of 'CtG' programmes available in the	Y	Regional database in the process of being completed, still awaiting information from a number of schools in relation to eFSM leads. CAs have been asked to seek information from schools in relation to eFSM leads as part of their summer term visits. Need to consider dissemination approach and ensure that we have a completed list to support approach. CtG hubs process being implemented	

professional offer.			
IPSOS MORI to conduct further action research project across region in relation to strategies to improve attainment of eFSM pupils, in various areas: Valleys/ Inner Cities / Rural areas.	Y	IPSOS MORI still undertaking research, are currently half way through the project. 11 schools have been recruited for case studies, and 10 have been completed. Draft report to be published 12th July 2017. Research results expected for analysis.	
Improve oracy across the region in order to improve literacy skills of eFSM learners. This will be achieved through: • Cohort 2 of the Valleys Project, with a focus on improving oracy outcomes for pupils in year 5/6. • Development of a regional toolkit for oracy; • Ensuring curriculum hubs offer a range of oracy programmes across the region; • Further involvement of school 21; • Exploring the creation of 'voice 21' hubs to lead on oracy across the region.	Y	16 primary valleys schools, 2 valleys secondary schools, 1 inner city school have completed two days training and a school visit to School 21. Schools are completing their focused action plan on implementing oracy strategies within their schools. Community established on Cronfa to share case studies on aspects. Still budget remaining and an extension has been awarded to extend this work into the autumn term.	

Aspect 1.5: ALN pupils (mainstream) Improving the outcomes of pupils with additional learning needs			
Action	**On Track** **(Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
Support LAs to map provision across the region, including the use of units and resource bases, to assist LAs in determining the desire and viability for any shared provision. Include consideration of Welsh medium ALN provision.	Y	Established strategic group to focus on this aspect. Dates established for each half term. WG and MD role of setting up ALN transitional leads is also underway. MD worked with leaders from sector to explore alternative ways of working a model has been developed and will be consulted on soon which also includes support and working with ALN pupils.	
Explore with LAs and schools the potential to further develop partnerships between mainstream schools, resource bases and special schools for improved teaching and learning across the region, and evaluate;	Y	As outlined above, approach is being coordinated through collaborative working and consultation.	
Support the LA officers and schools to fully implement the ALN bill across the region, ensuring that all consortium staff are fully aware of the implications.	Y	As outlined above, approach is being coordinated through collaborative working and consultation.	

Aspect 1.6: LAC Pupils Improving the outcomes of pupils who are looked after			
Action	**On Track** **(Y/N)**	**Comment** (noteworthy progress/ barriers)	**Judgement on Progress**
Support LA officers to ensure all LAC children across the region have a single education plan in place, processes to monitor progress and share learning as part of a single regional plan for LAC PDG in line with grant guidance which can demonstrate impact on outcomes;	Y	Lead PDG LAC officer appointed, lead director for aspect, Esther Thomas (RCT), will line manage the member of staff. PDG LAC plan has been approved by WG pending clarity of a few minor elements. Plan outlines future direction of the priority.	
Support the sharing of effective practice in the use of 'pupil voice' and use the results in defining improvements in support for schools.	Y	Lead PDG LAC officer has been identified and aspect will be progressed from August.	

Improvement Priority 2 - Transition to the new curriculum			
Aspect 2.1: Improve the quality of teaching, learning and assessment (All Phases)			
Action	**On Track** **(Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
2.1a Consult with stakeholders to determine regional needs in teaching and learning that will facilitate transitioning to the new curriculum.	Y	• Request for feedback from schools with regards to needs put out in the bulletins early in the year- 17/2/17 • SIP priorities, hub attendance figures, Estyn annual report, PISA outcomes, CSC log of inspection outcomes, national priorities, CSC survey outcomes and other 3rd party offers to consider the regional needs • Further consultation specifically regarding the transition to the new curriculum needed. Meeting between AM, VM and RG scheduled for 25th July 2017. • Ongoing progress of work reported to SLT	(orange)
2.1a Re-define the CSC teaching, learning and assessment policy/ies.	Y	• A draft version of the STRATEGY has been circulated- it has been taken to SLT, Directors and CSC Strategic and Challenge teams (see dates below) further refinements will now be made before a launch in the autumn term 2017. • The strategy is aligned with national policy and is in the high level stage. Impact on standards will not be seen by date, making movement of judgement beyond satisfactory difficult • Draft strategy has evolved from the starting point of the plan which was focussing on the development of a policy. • Team of schools known as the core development team met on the 14th July 2017 to review strategy.	(orange)
2.1a Develop a framework and associated toolkit of effective practice in teaching, learning and assessment to facilitate successful delivery of curricula and underpin key messages	Y	• PILLARS is the draft strategy for L&T. The associated 'toolkit' will be the 'Gallery' concept and the accompanying 'palettes'. This is in its consultation phase but has been to directors, SLT and CSC Strategic/Challenge teams. This is in its consultation phase but has been to directors March 17, SLT March 17 and CSC strategic challenge teams April 17 and April core development team April 2017. • Meeting with the communication officer (SJ) has taken place, Summer term 2017.	(orange)
2.1b Utilise school-led professional development structures to support professionals in putting the framework into practice	Y		(blue)
2.1b Provide support and challenge to schools about the changes to self-evaluation reports in line with the new Inspection Framework for Sept 2017 and in light of Successful futures Provide support and challenge to school about key priorities for their school development plans – ensuring they are clearly planning for Successful Futures	Y	Estyn update to NIF attended by most senior challenge advisers. Guidance required to schools to support changes in SER planning, Drive team to share guidance for this aspect with schools in September 2017.	(blue)
2.1c To facilitate the review and development of research in developing professional learning in all professional learning structures in partnership with HEI	Y	LB to review plan with AM to clarify monitoring approach moving forward.	(orange)
2.1c Devise phase specific pilot ITE programmes with HEI partners and alliances of primary and secondary schools	Y	• A programme has been devised. • All Cardiff Met CSC Lead Partner Schools / Alliances have devised a programme.	(green)
2.1c Develop phase specific pilot ITE programmes with HEI partners and alliances	Y	• All Cardiff Met CSC Lead Partner Schools / Alliances to develop and trial school led training days relating to SF pedagogical principles	(blue)

of primary and secondary schools		• UWTSD CSC Partner Schools to develop and trial aspects of new programmes e.g. research and close to practice experiences and professional learning • ME to present to SLT outlining a structure to approve approach.
2.1c Evaluate phase specific pilot ITE programmes with HEI partners and alliances of primary and secondary schools	Y	• Programmes need to be evaluated through quality assurance visits, audits, focus groups and interviews
2.1c & d Plan the 9-14 ITE pilot approach with HEI partners and cross phase CSC schools.	Y	• USW CSC Partner Schools have agreed which partner schools will participate in the 9-14 pilot. • Delay experienced in terms of funding and agree d to make all of the ITE aspects Red
2.1c & d Devise the 6 week 9 – 14 experience	Y	• USW CSC partner schools to develop and trial aspects of KS2 KS3 pilot programme.
2.1c & d Implement 6 week carousel enrichment experience in a 9 – 14 context with 2 secondaries, 2 special schools and 4 primaries	Y	• USW CSC partner schools to develop and trial aspects of KS2 KS3 pilot programme.
2.1c & d Evaluate the experience with undergraduates, school facilitators, learners and university tutors	**Y**	
2.1d Co-construct an accredited ITE mentor programme with HEI partners	Y	Further work and clarity required, work to include: • Swansea University and UWTSD work together with schools to create bi-lingual mentor training model • Research informed resources are developed to support the mentoring and coaching process • Guidance and training materials are created to support the training programme • The programme is trialled in Swansea University CSC Lead Partner Schools • The training model is presented to WG as potential national model • Clarity required as to what has been done so far with this aspect. Can this be undertaken as soon as possible in the Autumn term? • Map required for directors to clarify which schools are going with which provider.
2.1d Welsh medium cross phase schools co-construct an accredited Welsh medium mentor programme with HEI partners	Y	• As above • Distinctive Welsh Medium identity to be developed
2.1e Develop Teach First programme with HEI partner and cross-phase partner schools	Y	• Programme board have developed the high level modules and content in line with Level 7 accreditation criteria • Joint development and • planning with BASE school partners, CSC and HEI partner • BASE schools currently working on content for professional learning. This is due for completion 1/2nd June. There is an institutional meeting 5th June. • Currently preparing the governance and accountability meetings with Teach First to put in place reporting to directors arrangements • 17 recruited to date in Science, English and Maths • Teach first to present to directors in July focussing on value for money and detailed approaches in relation to data and outcomes.
2.1e Implement Teach First programme with HEI partner and cross-phase partner schools	Y	
2.1e Evaluate Teach First programme with HEI partner and cross-phase partner schools	Y	
2.1e Develop Welsh medium GTP programme with HEI partner	Y	RC to update in Autumn term

2.1f Explore developing a cross consortia action research project focussing on developing the use of AfL as a tool to measure pupils' progress. A possible focus could be on oracy and arts to develop pupil voice.	Y	This project has not started as there is no scheduled start date for this action. Drive team to consider viability of aspect given the likely timescales of successful futures. An early decision would enable potential re-profiling of the funding profiled to be re-allocated.	
2.1g Engage school to school working models with a HEI (through ITE pilots or separately) to facilitate the review and development of research in all existing PL structures	Y	• ITE pilots to be evaluated from the perspective of their effectiveness in modelling school/HEI partnerships • Evidence gathering to be incorporated as an expectation of all schools engaging in research and partnership work with HEIs	

Aspect 2.2: Build capacity for improvement through existing school to school models (All Phases)			
Action	**On Track (Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
2.2a Review existing schools to school working models to determine their regional role in leading curriculum reform	Y	Hub model reviewed and refined. New model and guidance documentation developed. SIG review underway to include a focus on transition to the new curriculum.	(orange)
2.2a Review and refine existing school to school working models to ensure that there is a focus on joint practice development, positive engagement through brokerage and evaluated outcomes that evidence value for money.	Y	• Good progress made in the review and refinement of the role of hubs. • Removal of charging has resulted in increased bookings. • Further work is required around effective brokerage	(orange)
2.2a Evaluate all existing school to school working models and develop proposals to refine the overall CSW Challenge model to place greater focus on schools transitioning to the Curriculum for Wales.	Y		• (blue)
2.2a Consult on proposals for future school to school working models	Y		• (blue)
2.2a Finalise model for school to school working	Y		• (blue)
2.2a To further develop guidance and resources to support effective system leadership	Y	Hub guidance provided for all hubs. Network meetings taking place on a regular basis. Summary hub evaluation in place. R&E strand evidence being collected.	(orange)
2.2b Develop the role of hubs in regional evaluations through an extension of the peer enquiry model	Y		(blue)

Aspect 2.3: Support curriculum reform across all schools through school to school networks (All Phases)			
Action	**On Track (Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
2.3a Review current support for new GCSEs and performance measures in subjects in line with emerging performance picture and adjust curriculum hubs support	Y	• Guidance updated on a needs basis. • Hub offer in line with demand of GCSE specification changes. • Completed and evidence in place.	(yellow)
2.3b To further develop mechanisms for effective dissemination of professional learning in home schools	Y	• Not started	(blue)

2.3b Develop the regional role of pioneer schools	Y	SLAs have not yet been sent to pioneer schools. Regular networking meetings have been established from April. Two have been held to date with a third of pioneers attending the first, increasing to around half for the second.	
2.3c Develop and progress proposal for external accreditation for enquiry led programmes related to curriculum reform	Y	Consideration needs to be given here about simultaneous progression of this action while the school to school working model is under review.	
2.3c Outcomes from review of existing school to school working mechanisms are used to inform the development of the first phase of regional networks to support schools in transitioning to the Curriculum for Wales	Y	• Need to look at consultation approach (wider than CSC) and the work in relation to pilot cluster model and the work of the SIGs. Drive team to review. • Need to clarify lead for this aspect. Drive team to review. • Need to ensure that the drive team considers the allocated funding for this aspect and its use.	
2.3c Outcomes from wider regional consultation on school to school working are used to inform further iterations of the regional plan for implementing networks to support transition to the new curriculum	Y	• Drive team to review in autumn term.	
2.3c Implement whole scale reform for all schools through developed proposals for networks	Y	• Letter has been issued to schools to clarify that information as to approach will be shared in September. • Need to review approach. LM to update statements and consider breaking this aspect down into smaller and more measurable elements. • Need to clarify lead for this aspect. Drive team to review	
2.3c Networks implement activity	Y	Need to clarify lead for this aspect. Drive team to review.	
2.3c Outcomes from wider regional consultation on school to school working are used to inform further iterations of the regional plan for implementing networks to support transition to the new curriculum	Y	Drive team to review in autumn term.	
2.3d Quality assure delivery of curriculum reform preparedness in line with other consortia	Y	Need to clarify lead for this aspect. Drive team to review. Clarity required in terms of the regional group and the participation of CSC in this group moving forward.	

Priority 3 - Leadership and Workforce Reform

Improvement Objective 3.1a: Developing a 5 year workforce recruitment and development plan to address regional need

Improvement Objective 3.1b: Complete online PLP and share

Improvement Objective 3.1c: Work with HR teams to review appointment processes and implement improvements

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
3.1a Undertake a 5 year workforce needs analysis with a focus on leadership, Welsh and Digital Skills	Y	Barriers – inclusion of Welsh language skills of practitioners won't be in plasc data until January 2019	
3.1a Share workforce needs analysis with relevant stakeholders	Y	Light on numbers as we are awaiting budget confirmation and plasc numbers will arrive a little later than expected.	
3.1b Update on-line Professional Learning Pathway	Y	Meetings with other consortia – agreement reached on model for experienced heads, new heads have enhanced NPQH – common approach with regional flex from September 2017. Electronic completed but not online as yet.	
3.1b Share Professional Learning Pathway with schools and stakeholders	Y	Work continuing on electronic presentation	
3.1c Work with HR teams in each local authority to review senior leader appointment processes	Y		
3.1c Formulate a clear, consistent recruitment policy and procedures	Y		

Improvement Objective 3.1d: increase school led provision to support Welsh, DDT and computer science			
Action	**On Track** **(Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
Increase school led provision to support the development of the Welsh curriculum.	Y	Schools have been identified and made applications to become Hubs. Following the application, 3 schools identified and work ongoing with the programmes.	
Develop primary professional learning pilot based on secondary Welsh Medium distributed hub model	Y	The PIDS have been chosen and the first meeting has been completed to organise the diary of events.	
Employ Siarter Iaith officer to support outside classroom use of Welsh in WM schools	Y	Officer has been appointed and will begin work in September. Will amend to green once post commences.	
Siarter Iaith Officer engaged with most Welsh medium	Y	Over 2600 responses to the website so far.	
Increase provision by Welsh Second Language team of programmes to develop practitioner Welsh language skills	Y	Calendar has been put in place however, location needs to be confirmed. Clarity on location has proven a barrier and has been resolved.	
A transition programme for all clusters supporting the More able and Talented pupils.	Y		
ITE Mentoring programme put in place and training accredited by St David's Trinity University.	Y		
ALN programme of support for WM ALNCO's	Y		
Network meetings for WM and W2Llanguage subject leaders	Y		
Developing incidental Welsh across the curriculum – this would help research work into developing a cross curricular continuum	Y		
For eFSM pupils develop a residential course with the support of the Urdd with the aim of providing Welsh 2nd language Year 10 and 11 pupils with a real interest in the language an opportunity to meet like-minded pupils.	Y		
Further support for action research on the psychology of language including PCAI and Welsh Language Charter	Y		

Developing the workforce by providing training to agency staff	Y		
Teachers working group (WM) looking at the 12 pedagogy principles as identified in Successful Futures	Y	Funding clarity required.	
Develop leadership support for digital learning	Y	Published prospectus. 1st Primary programme already full working closely with Jane and Alison. Focus on leadership Improvement Objective and drive team happy with the progress being made.	
Exemplify Digital Learning 'route map' to outline school approaches to development	Y	Completed draft working with Hubs and other stakeholders to finalise. JC to clarify how will be shared.	
Develop digital Leadership Toolkit in association with Pioneer Schools	Y	Completed draft working with Hubs and other stakeholders to finalise. Additional tools due nationally	
Develop showcase of effective practice in digital learning	Y		
Further develop role of Digital Learning Network of schools to lead delivery strategies across the region	N	Additional LP schools being identified. Behind with this Improvement Objective in terms of delivery, purely a workload issue at the time of year.	
Increase capacity to support schools' use of the Hwb platform through network of lead practitioners	Y	LP programmes being coordinated Positive usage trend continues	
Develop capacity to support Computer Science in schools	Y	A Howells seconded. J Grubb focussing on Computer Science / code clubs. Information shared with schools.	
Develop regional strategy for code clubs	Y	Resource pack and offer in progress. Partnerships with national providers in development.	
Develop school-led programmes and networks for secondary IT and computer science	Y	LP network in development stage.	
Develop accredited development opportunities for existing teachers to teach Computer Science	Y	Some early discussions held with Cardiff Met	

Improvement Objective 3.1E: Evaluate regional HEI/schools/ITE pilots to inform 2018/19 model

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Evaluate regional HEI/schools ITE pilots to inform 2018/2019 model including WM ITE & GTP pilots.	Y	Need to secure SLT date to present. Work completed and needs a date to share with SLT	
Identify ITE pilots in partnership with schools and universities	Y		
Regional Teach First programme introduced and teachers recruited in line with regional need, with a particular focus on core subjects.	Y	25 graduates recruited and assigned to schools. Summer school planner.	
Roll out further ITE pilots in partnership with schools and universities	Y		

Improvement Objective 3.2a: pilot and evaluate new leadership programmes			
Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
New programme: Leadership of teaching and learning (OLE/SOLE)	Y	Evaluation programme and timeline agreed. AB to review the participant list to clarify the scope of the OLE programme and SOLE.	
New programme: Leadership of teaching and learning (OLE/SOLE)	Y	Evaluation programme and timeline agreed. AB to review the participant list to clarify the scope of the OLE programme and SOLE.	
New programme: Welsh Education Leader programme	N	Needs further conversation – on fit with leadership academy and joint regional working.	
New Programme: Challenge Partner network model	Y	Lead needs to be confirmed	

Improvement Objective 3.2b: Complete evaluation and impact assessment of existing leadership programmes

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Complete evaluation and impact assessment of all existing leadership development programmes and deployment models; *Current programmes:* Headship Now New to Headship Strategic headship Consultant leader Executive Headteacher Deputy Headteacher NPQH SLE HLTA	Y	Timeline slipped as previously noted. Evaluation process now planned for completion by end of summer term. Evaluation of programmes has been completed by reviewing plans and relevant information.	
Update and refresh leadership development programmes and deployment model as result of evaluation completed.	Y		
25 Peer Enquiry completed in 2017-2018.	Y		
R& E evaluation process applied to PE	Y	Outcomes of the evaluation are being fed into next step developments. On agenda to feedback for October SLT meeting.	
Publish best practice Peer Enquiry case studies of school improvement and leadership professional development to demonstrate link between SIPs and SERs ;	N	Bridgend & Tongwynlais & Y Pant group written up. Waiting for Llantwit.	
Write and publish the phase 4 Peer Enquiry Model taking into account other models and recommendations arising from Phase 3	Y	Launch event for phase 4 planned for September. Progress amended to Amber.	
Develop pathfinder pairings to be used to support leadership development at all levels (Head/Deputy/Middle leaders)	Y	On track to securing the 20 partnerships. Drive team agreed to amend the success criteria to evidence of impact clearly identified in SIAs	

Improvement Objective 3.2c: develop accreditation strategy for leadership programmes. **Improvement Objective 3.2d**: Develop region wide succession planning **Improvement Objective 3.2e:** develop recruitment strategy with other consortia **Improvement Objective 3.2f:** Develop community of leaders programme

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
3.2c Develop strategy for accrediting school-led programmes	Y	Early progress made. Strategy group engaged. Looking at WBL model.	
3.2d Develop region-wide report and understanding of succession planning.	Y		
3.2e: Develop recruitment initiatives with other consortia.	Y	Work started early, common approach developed e.g. Discover teaching additional funding required and clarity needed as to where will be supported from budgets. Improvement Objective not at a stage to be able to record impact.	
3.2f Community of Leaders programme to be further developed, to include: Programme of Leadership Seminars Workforce briefings	Y	Programme in place and being promoted via marketing team. Good feedback to date but numbers of attendees relatively small.	
3.2f Funded programme of study visits (including process to record learning and evaluate impact at school).	N	Funding not yet clear so limited progress on funded school visit model; please also see lines for Welsh in business plan where targeted school visits will be funded (separate funding for these). Cannot currently be profiled, other lines have been supported as indicative.	

Improvement Objective 3.3a: work with pilot federations to update guidance and share findings			
Action	**On Track (Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
Collaborate with pilot federations in order to update federations' guidance for all schools and share findings.	Y	Report completed but no date yet set for SLT discussion. Need to update the guidance.	*(yellow)*
Collaborate with pilot federations in order to update federations' guidance for all schools and share findings.	N	This will be delayed – need steer from directors before proceeding	*(red)*
Collaborate with pilot federations in order to update federations' guidance for all schools and share findings.	N	This will be delayed – need steer from directors before proceeding	*(red)*

Improvement Objective 3.3b: work with authorities on organisational planning **Improvement Objective 3.3c:** include modules on different leadership models in governor training **Improvement Objective 3.3d:** Develop and support regional network & increase number of federations			
Action	**On Track (Y/N)**	**Comment**	**Judgement on Progress**
3.3b Work with authorities to share and develop school organisational planning in line with new leadership models and identify processes for implementation and evaluate.	Y	Meetings held with 5 authorities. LA still reluctant to share information. Intelligence gathered used to inform report to Directors. Date for presentation TBC.	*(orange)*
3.3c Incorporate leadership models into the regional governor training programme (including federations).	Y	Dates secured for consultant to facilitate session on federation to chairs of governor training days.	*(yellow)*
3.3d - Develop and support regional network of federated schools and increase the number of federations across the region.	Y	Need steer on what kind of collaborative models will be supported	*(blue)*

Improvement Objective 3.4a: evaluate and expand consultant governor programme and refine Improvement Objective 3.4b: increase number of GIGs Improvement Objective 3.4c: Deepen governor knowledge of school led systems Improvement Objective 3.4d: Further develop schools' link with business			
Action	**On Track** **(Y/N)**	**Comment**	**Judgement on Progress**
3.4a - Evaluate and expand regional consultant governor programme; refine deployment model and impact assessment.	N	delay in completion due to staffing changes – now planned for September completion	■
3.4b - Increase number of governing bodies engaged in Governor Improvement Groups.	Y		■
3.4c - Deepen knowledge of school-led systems, also focus on DCF, Alps, head teacher PM & leadership appointments, data	Y		■
3.4d - 'Stepping into Business' primary schools' business/enterprise programme to be further launched across the region.	N	No funding confirmed for training. Schools keen to engage have been identified in advance of funding confirmation. Evidence of impact of pilot currently being evaluated.	■

– Improvement Priority 4 To improve rapid and sustainable intervention

Improvement Priority 4.1a Refresh secondary challenge advisers team as handover from Schools Challenge Cymru to include more secondments from head teachers or deputies of effective schools, establish accelerated progress leaders and secondary challenge adviser forum

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Recruit additional secondary challenge advisers	Y	Recruitment process successful. Two secondary challenge advisers appointed (1.4 FTE) in April 2017 to take up post in September 2017. Will determine if further capacity needed when draft deployment made.	■
Plan handover of schools from Schools Challenge Cymru (SCC) to CSC	Y	Arrangements for all previous SCC schools in place for Summer term including the employment of transition consultants and the extension to SCC adviser contracts. Draft plans for September onwards are being devised. Plans for September have been devised for all schools and all schools have a named challenge adviser.	■
Advertise and recruit accelerated progress leads	Y	Recruitment process successfully completed. 5 APLs offered contracts. Communication with all schools about APLs has taken place. APLs assigned to LA teams. Action remaining to have this work reflected in the framework.	■
Establish secondary challenge adviser forum	Y	• Approach to be discussed between SC and MG in line with APL group and vulnerable amber schools. Drive team to consider if September is an appropriate timescale? Consider approach with strategic and challenge advisers. Intervention strategy sign off – recommend consider deadlines. • APL involvement in leading aspect through development days to be monitored. • First forum to be calendared for the training days in September to go through the SIF protocols.	■

Improvement Priority 4.1b - Ensure every secondary school has an effective partnership with a strong school which demonstrates impact to both schools

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Complete secondary SIG evaluation and use information to refresh model as required	Y	• All Secondary HT LA meetings visited • Case Studies gathered some secondary SIGS • Convenors meeting organised for 28th to discuss possible models with schools • Potential barrier as we are looking to put successful futures into SIGs in the absence of clarity of strategy. • Consider a menu approach to secondary SIG approach as a model to incorporate successful futures. • Success criteria broadened to ensure impact of work – June 2017	■
Engage increased numbers of schools with pathfinder partnerships through brokerage by challenge advisers	Y	Only 1 secondary pathfinder partnership established so far (May '17) Exceeded 5: 1. Bryn Hafren supported by Pontypridd High 2. Cardiff West Fed supported by Millbank Primary 3. Eastern High supported by Llanederyn – request referred to resource board 4. St Teilo's supported by Ferndale 5. Tonyrefail supported by Cyfartha 6. Pen y Dre supported by Mary immaculate 7. Archbishop McGrath supported by Cowbridge 8. Porth supported by Pencoed	■

		Nos. 4-8 have a focus on closing the gap. Andrea May added as additional aspect lead.	🟩
Align the work of hub schools providing red and amber support with pathfinder partnerships	Y	Process map completed and process implemented for all new support requests. Support yet to be deployed and alignment of internal systems require development to use the model. Updated success criteria to make the element more specifically measurable.	🟧

Improvement Priority 4.1c Extend the focus on target setting, progress and performance of pupils post sixteen; with local authorities ensure every student has an appropriate place in learning 14-16

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Collect and publish retention and completion data for schools and local authorities and set appropriate targets	N	Limited progress made – we currently do not have access to retention and completion data for schools. This is not a performance measure for schools, however, this is part of the Post-16 consultation on consistent measures and may be published by WG in Autumn Term 2017 Clarity required as to the potential for ALPs to address aspects of this work. Consideration also to FFT. CS to contact LAs to clarify if information can be obtained.	🟥
Collect and publish data on A level results A* to A, A* to C and A* to E on a school and authority basis	Y	Templates to be updated and distributed to all secondary schools with Post-16 provision by the end of term, for return on A Level Results day (16th / 17th August 2017). Agreement required on any new data measures to be collected.	🟨
Advisers to provide effective holding schools to account for post 16 progress, effectively identifying excellent practice and brokering across region post 16 challenge.	Y	ALPs training provided for all secondary school challenge advisers. Joint visits with ALPs staff to schools conducted. Training removed from the milestone and added to success criteria to provide a greater focus and clarity.	🟨

Improvement Priority 4.1d Integrate Intervention Strategy for vulnerable schools into Challenge Framework and challenge adviser training including introducing 'School Improvement Forum' meetings and format of support plans and evaluate

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Review intervention strategy	Y	Strategy has now been reviewed and streamlined n which will be shared with a working party. A working party has been set up and are currently arranging dates to meet. Documentation has been distributed. SC is working on a streamlined version of all current strategies. Aspect broadly on track, however difficulties in meeting with the working party have stalled the progress somewhat. Timescales need to be reviewed for the completion and acceptance of this strategy. The protocols for SIF are ready and will be shared with CAs and APLs in September. A reminder of the existing strategy will also be disseminated.	🟧

		Draft produced but required additional work in terms of simplification.	
Up-skill challenge advisers linked to secondary schools through specific training and coaching	Y	First session during the September training days.	
Calendar meetings for secondary forum including secondary challenge and strategic advisers	Y	Secondary forums for advisers and APLs will coincide with the development and briefing days for staff. (liked to 4.1.a.4) Ongoing process to be monitored accordingly. Need to check alignment with challenge advisers and strategic advisers and full involvement.	
Replace 'red' progress meetings with monthly school improvement forum' meetings	Y	Protocols completed. Seniors have copies. To disseminate in September. Understanding of approach needs to be developed in terms of approach and frequency of meetings.	
Establish protocols for school improvement forum meetings that provide opportunities for schools to demonstrate progress against agreed milestones particularly level 2+ and eFSM learners.	Y	School improvement forum protocols have been written and are being reviewed by MG. These will be incorporated into the intervention strategy. Appendix completed and to be shared with appropriate forums for sign off/discussion.	
Establish an agreed format to support plans, especially for the most vulnerable schools.	Y	A support plan has been produced and discussed with senior challenge advisers and Mike Glavin. MH will ask a challenge adviser to trial it along with a simpler but less detailed version for feedback. Any amendments will be imparted prior to sharing with CAs. Agreed at SLT and now request for support aligned with it.	

Improvement Priority 4.2a Develop an early warning system/dashboard that identifies potential vulnerability of schools on an LA basis			
Action	**On Track** **(Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
Establish risk tool and baselines. Link with other consortia when developing this work and consult.	Y	Model established with other consortia. Model discussed with SLT and slight changes made. Model to be trialled by senior challenge advisers in Summer term. **Terminology amended from dashboard to risk tool to avoid confusion with other tools employed at CSC.**	
Refinement of systems/information that effectively identifies vulnerable schools.	Y	Dashboard extended to include a termly overview of progress made by red and amber support schools. Those making limited progress discussed at LA review meetings and SLT.	
Ensure that LA processes and current cycle of meetings feed into the risk tool and consider the implications of that dashboard in terms of action necessary	Y	Timetable created and meetings planned. Need to develop the activity in the meetings.	
Outcomes from each LA dashboard to feed into cycle of SLT meetings.	Y	Early in trial process and will be brought to meetings in the Autumn term. Change the terminology to risk tool.	

Improvement Priority 4.2b   Ensure that issues about head teachers and staff well area identified early and addressed through effective use of risk management system

Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Address risks identified on risk tool above related to head teachers wellbeing	Y		
Respond to concerns raised at the LA forums raising issues through the CSC risk tool	Y	Need to reconsider the milestone in terms of raising concerns through the risk register.	
SCAS to attend local authority meetings to ensure awareness of local issues.	Y		
Identify excellent practice and share as appropriate	Y		
Link with professional associations and LA support systems so that head teachers are fully aware of the range of support available.	Y		

4.3a: Explore a range of models for challenge adviser deployment, consult, develop proposals and implement			
Action	On Track (Y/N)	Comment (noteworthy progress/ barriers)	Judgement on Progress
Explore a range of models from both within and outside of the consortium and compare with existing model. Issues to consider: - • Costs • Risks • HR Issues • IT implications • Balance of paper work with • school improvement • Match to need including size of school • Secondary/primary sector issues/linguistic/special • Admin	Y	Reports and discussions with directors Discussion with Headteacher Strategy Group Informal discussion with Welsh Government Discussion with managing director of another consortia Discussion with assistant directors of the other three consortia Workshop with challenge advisers who chose to attend. One to one interviews with School Challenge Cymru advisers. One to one discussions with SCAs Discussed with diocesan officers Draft model identified.	
Consult with a wide range of stakeholders including:- • Headteacher • Directors • LA Officers • Elected Members • CAs • Strategic Advisers	Y	Model discussed at SLT, RSG, Directors and a presentation made to all staff. Need to now consult with all head teachers.	

Action	On Track	Comment	Judgement
Develop proposals, review how school need is identified/assessed, ensuring a clear structure. Consider the timing of this in relation to the deployment of CAs. Create flexibility; consider core and additional provision through implementation. Consider the use of support plans that identify provision (and then impact)	Y	Model developed. However it is currently based around the support category of the categorisation system. This is currently under review and therefore poses a risk to the model. Model agreed Support plans are being considered and drawn up with senior challenge advisers. Consultation and further development needed. Support plans agreed	(yellow)
From the consultation, outline and present an agreed vision for challenge adviser deployment model and their role. This may include additional provision to SCC schools e.g. Accelerated Progress Leads.	Y	Model clear. Currently working on implications for each local authority. Deployment completed for LA teams Model shared with LAs & HTs Accelerated progress leads recruited and overview of role clear. Need to develop detail of deployment.	(orange)
Implement the new deployment model	Y		(blue)
Review the deployment model and adjust in the light of evaluation.	Y		(blue)

Aspect 4.3b: Identify other resources within the system that can potentially support and challenge schools, review effective brokerage and ensure matched with need with evidence of impact			
Action	On Track		

Priority 5 – To Develop Effectiveness And Efficiency In Central South Consortium

Improvement Priority 5.1: Using Research and Evaluation effectively to provide evidence of Value for Money			
Action	**On Track (Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
• Monitor the impact on schools and determine accountability. 5.1a Establish and review system to collect data through extension of work streams through research programme • Explore reduction of reliance on CA through extension of school hub working • Through training and the development of support materials, ensure that CAs fully understand the resources available and how to access those resources. Develop/refine existing processes for the allocation of resources to identified need.	Y	Brokerage overview guide being developed. Research and evaluation strands have provided interim feedback on progress to the research and evaluation board. Accountability work completed, impact provided through the LA performance report with a progress analysis undertaken within the CSC dashboard Meeting taken place with the researchers / DL to ensure reporting includes the VfM headings. Refinement of resources will be undertaken through the resource board which will be undertaken in September. Further meeting in August (with MH) to produce working definitions of the areas of VfM (Also a focus of the joint consortia work of business managers). A draft ToR will be drawn up for this group. All strand leads have submitted final reports for inclusion within the SER.	(orange)
• Undertake a skills audit, to ensure that quality personnel are employed in the role of CAs.		CAs have been asked to key areas of strand work Data Team aligned to key areas of central work of their LA allocation. Gaps in skillset have also been identified through a review with the team. This work will feed the staff development approach in the autumn term. Reports do not explicitly reference VfM – processes being refined for next academic year of reporting	
5.1b Work with consortia to develop common approach to evidencing value for money across Wales	Y	Regular meetings in place with regional business managers Agreed headings for VfM documentation in line with EIG outcomes framework	(yellow)

		further meeting held 19th July to confirm approach which will require a meeting with Mark Hadfield to progress	
			████
5.1c Develop a strategy for supporting access to effective research – in school and across region	Y	Early start made SJ / KW met on the 13th and 20th June. Communications Action plan has been written and is ready to be shared with the Research and Evaluation Board for comment/sign off regarding the promotion of research and how it can be accessed.	████
Develop hubs to engage in research across the majority of programmes.	Y	Research Hub schools identified Next meeting with Mark Hadfield scheduled for 17th July to discuss integration with wider strategy for research and L&T strategy. Next step to develop some features/characteristics of good inquiry and engage with hubs identified. Communications Action plan (including the plans for the Termly digest) has been written and is ready to be shared with the Research and Evaluation Board for comment/sign off. Further consideration required on the work of the EDT in respect of lining to research to ensure we avoid potential duplication	████
Review Opportunities to share learning within CSWC conference	Y	Planning of conference to begin in Sept 17. Currently no date set for the conference	████
5.1d Develop the work of the CA as researcher to review impact of strategic support across schools	Y	Challenge Adviser session on the leadership programmes have been completed but further work required on the how they can evaluate the strategic headship programme – possible agenda item within the Staff development days in Sept Research report on the Strategic Headteacher programme has been placed on the forward planner for discussion and agreement of next steps	████

Improvement Priority 5.2 : Developing the use of data			
Action	**On Track (Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
5.2a Consult with local authorities and schools to provide an agreed data collection calendar in order to reduce duplication and create efficiencies	Y	Awaiting finalisation of target and in year collection requirements before sharing with LAs. LB to check with CS to check if this has been developed.	On track – awaiting further guidance
5.2b Consider the case for a pupil level database working with other consortia	Y	Delayed due to the requirements of the tender process. The tender process has been split into two elements Joint tender with EAS for main warehouse and reporting tools – this has been developed and is with EAS procurement for agreement and invitation to tender. Early indication that tender would be within budget.	████

		Secure transfer system - Separate tender for CSC only This has been developed and is currently out to tender – tender return date 21st July 2017	
5.2c Develop the use of data commentaries and strategic use of data to drive improvement and evaluate.	Y	Reports for all LAs and CSC have been completed using the provisional NDC 2017 data and provided to SCAs / MD for comments. Version 2 of reports will take on board comments received in preparation for the final version – deadline start of Autumn Term 2017 (excluding KS4 data). Provisional 2017 data grids and CSC trend slides have been published on Cronfa for all CSC to access. These will be updated for the final NDC data in preparation for the start of the Autumn Term (following publication of National figures in August 2017). (Please note that KS4 information will not be finalised until December 17	

Improvement Priority 5.3 : Good Governance			
Action	**On Track** **(Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
5.3a Improve engagement with scrutiny including, common format of scrutiny reports across region	Y	Common scrutiny report format agreed	
5.3a Shared calendar of scrutiny events	N	Scrutiny chairs decided to wait until after local government elections to proceed; Scrutiny Chairs have not all been elected – TD working with PAs to produce calendar LA scrutiny meetings TBC	
5.3b Contribute to national induction programme for new elected members	Y	This is part of the joint consortium work plan with new MD lead (GWR) WLGA agreed for CSC to deliver module as part of the induction programme for newly elected members. Some material already shared with WLGA and slots in induction programme of new Cllr's agreed. Content confirmed at next MDs meeting in July and this will form the next steps of this approach	
5.3c Review governance and further develop the role of Strategy Group in leadership of school led delivery models and increasingly efficient governance	Y	Joint directors meeting with associate heads on 23rd June, with further meeting on the 7th Sept to refine proposals	
5.3d Review core costs	Y	5% efficiency savings achieved	
5.3d Review accommodation needs	Y	Additional income achieved by sublet to City Deal	
5.3d Review IT needs and implement	Y	Presentation provided to CSC to clarify options in cloud. Further discussions required as will require access to corporate Wi-Fi Hardware ordered and been issued to staff.	

Improvement Priority 5.4 : Clear and consistent communication and stakeholder management			
Action	**On Track (Y/N)**	**Comment (noteworthy progress/ barriers)**	**Judgement on Progress**
5.4a Review stakeholder engagement with a view to targeted effective engagement plan owned across the organisation.	Y	Draft strategy completed and shared more widely at SLT on 4th September	
5.4b Work with Chief Executives and Directors to review services beyond the reach of the consortium as part of regional working review .	N	White paper produced by WG but awaiting outcomes of consultation.	
5.4c Develop communication about the use of the research and evaluation	**Y**	Sian Johnson and Kelly Walters met on the 13th and 20th June. Communications Action plan has been written and is ready to be shared with the Research and Evaluation Board for comment/sign off regarding how the work of the board is promoted. Strand leaders are producing evaluation documentation to show how they have evaluated their activities. Deadline first draft: June 9th 2017	