

Central South Consortium Joint Education Committee Meeting

21st January 2020

Business Plan 2019-2020 Progress Report

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1.0 PURPOSE OF THE REPORT

To provide members with a progress report on the business plan 2019/20 (attached).

2.0 RECOMMENDATIONS

It is recommended that members:

- 2.1 Scrutinise and comment on the information contained within the report.
- 2.2 Consider the content of and determine whether there are any matters outlined within the progress report that require further action or attention.

3.0 BACKGROUND INFORMATION

3.1 The business plan 2019-20 runs from 1st April 2019 to 31st March 2020. The Business Plan was approved by Directors on 14th December 2018 and Joint Committee 19th December 2018.

3.2 There are six improvement objectives identified within the business plan:

- **Objective One:** To develop a high-quality education profession;
- **Objective Two:** To develop inspirational leaders and to facilitate their working collaboratively to raise standards;
- **Objective Three:** To develop strong and inclusive schools committed to excellence, equity and wellbeing;
- **Objective Four:** To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system;

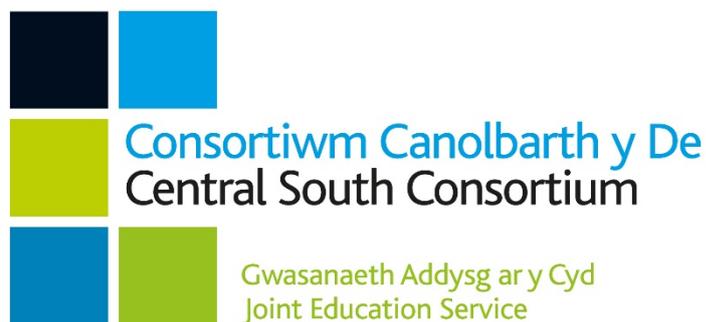
- **Objective Five:** To support all schools with the development of a transformational curriculum; and
- **Objective Six:** To improve the effectiveness and efficiency of CSC.

3.3 As part of the business plan monitoring process, drive teams meet with the Managing Director on a termly basis to discuss progress and identify risks. These risks are shared through the appropriate governance channels.

3.3 A Summary report of progress to date is included in section 3 of the attached report.

4.0 **CONCLUSION**

4.1 The final progress report will be presented at the end of the spring term 2020.



Central South Consortium: Business Plan 2019- 2020 Progress report

January 2020



Contents

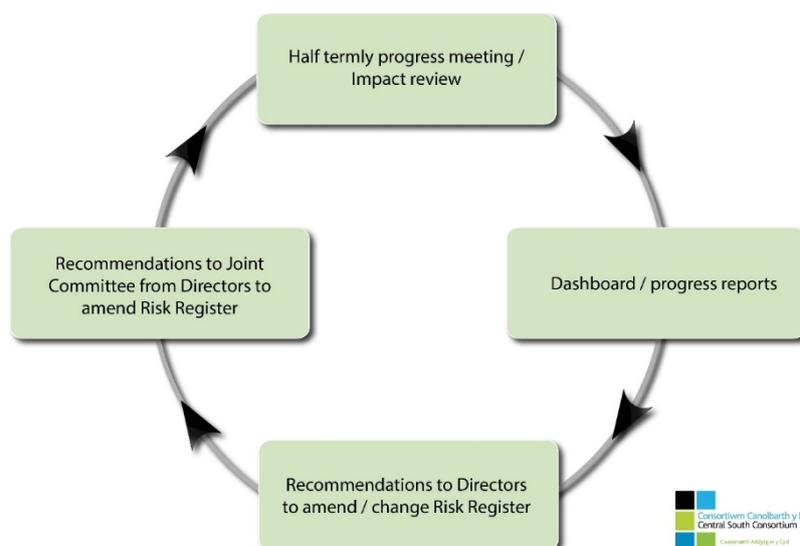
Section		Page No
1.0	Purpose Of The Report	3
2.0	Summary Of Progress	4
3.0	Areas Of Potential Risks/Barriers	5
4.0	Objective One Progress Update	8
4.1	Summer Term Summary / Financial Summary	15
5.0	Objective Two Progress Update	16
5.1	Summer Term Summary / Financial Summary	22
6.0	Objective Three Progress Update	23
6.1	Summer Term Summary / Financial Summary	34
7.0	Objective Four Progress Update	35
7.1	Summer Term Summary / Financial Summary	41
8.0	Objective Five Progress Update	42
8.1	Summer Term Summary / Financial Summary	47
9.0	Objective Six Progress Update	48
9.1	Summer Term Summary / Financial Summary	54

1.0 Purpose of the Report

The business plan 2019-20 runs from 1st April 2019 to 31st March 2020. The Business Plan was approved by Directors on 14th December 2018 and Joint Committee 19th December 2018. Six priorities were identified, closely aligning with the Welsh Government’s national approach. Each priority is supplemented by a detailed operational plan that is summarised as part of a termly review of progress and impact. The purpose of this report is to provide Members with an overview of progress as well as determine future areas for scrutiny and challenge and identify potential risks.

1.1 Background

- There are six improvement objectives identified within the business plan:
 - **Objective One:** To develop a high-quality education profession;
 - **Objective Two:** To develop inspirational leaders and to facilitate their working collaboratively to raise standards;
 - **Objective Three:** To develop strong and inclusive schools committed to excellence, equity and wellbeing;
 - **Objective Four:** To develop robust assessment, evaluation and accountability arrangements supporting a self-improving system;
 - **Objective Five:** To support all schools with the development of a transformational curriculum; and
 - **Objective Six:** To improve the effectiveness and efficiency of CSC.
- As part of the business plan monitoring process, drive teams meet with the Managing Director on a termly basis to discuss progress and identify risks. These risks are shared through the appropriate governance channels.



2.0 Summary of Progress

As part of the business plan monitoring cycle, each priority area is rated according to the level of risk. The table below provides a summary.

Priority	Elements	Risk	On Track	Progress Very Good	Progress Not due to have started
Priority 1.1	5	0	1	4	0
Priority 1.2	3	0	0	3	0
Priority 1.3	3	0	0	3	0
Priority 1.4	5	0	4	1	0
Priority 1.5	4	0	3	0	1
Priority 1.6	3	0	3	0	0
Priority 1.7	76	0	67	4	5
Priority 1.8	5	0	5	0	0
Priority 2.1	9	1	6	2	0
Priority 2.2	2	0	2	0	0
Priority 2.3	6	0	5	1	0
Priority 2.4	4	0	1	0	3
Priority 2.5	1	0	1	0	0
Priority 2.6	1	0	0	1	0
Priority 3.1	6	2	2	2	0
Priority 3.2	2	0	2	0	0
Priority 3.3	2	0	2	0	0
Priority 3.4	7	0	4	3	0
Priority 3.5	4	0	4	0	0
Priority 3.6	3	1	2	0	0
Priority 3.7	3	0	2	1	0
Priority 4.1	6	0	3	2	1
Priority 4.2	3	0	1	0	2
Priority 4.3	3	0	2	1	0
Priority 4.4	5	1	3	0	1
Priority 5.1	9	0	8	1	0
Priority 5.2	2	0	2	0	0
Priority 5.3	1	0	1	0	0
Priority 5.4	2	0	2	0	0
Priority 5.5	2	0	2	0	0
Priority 5.6	2	0	2	0	0
Priority 5.7	2	0	2	0	0
Priority 6.1	4	0	3	1	0
Priority 6.2	5	2	2	1	0

Priority 6.3	3	0	3	0	0
Priority 6.4	3	0	3	0	0
Priority 6.5	4	1	3	0	0
Total	210	8	158	31	13

Summer Term Summary 2018/19					
Priority	Elements	Risk	On Track	Progress Very Good	Progress Not due to have started
Totals	210	9	137	11	53
Percentages	100.00%	4%	65%	5%	25%

Autumn Term Summary 2017/18					
Priority	Elements	Risk	On Track	Progress Very Good	Progress Not due to have started
Totals	210	8	158	31	13
Percentages	100.00%	4%	75%	15%	6%
Change	↔	↔	+ 10%	+ 10%	- 19%

The above grids indicate that:

- Progress was deemed to be Very good or on track progress in 90% of elements, with 19% classified as not started and 4% deemed as a potential risk;
- Of the 25% not started, this was often due to timescales;
- In relation to the actions judged to be potential risks, an overview of the specific actions concerned is as follows:

3.0 Areas of Potential Risk/Barriers:

Following the autumn term impact reviews, 9 aspects were identified as having areas of potential risk and /or having certain barriers to progress.

Business Plan 2019/20 Areas of Potential Barriers	
Objective 2.1b - Provide e-learning modules to support the establishment of the professional standards and how to use them	
Progress/Comment	Due to capacity, this work will not be taken forward in its current format and the budget has been reprofiled. The approach going forward will align with the national approach, with regional variation where appropriate.

Objective 3.1a - Align Adverse Childhood Experience (ACE) training with local authority wellbeing plans. Principal Educational Psychologists and wellbeing leads to create an ACE provision map	
Progress/Comment	Work is ongoing to ensure collaborative working between principal educational psychology representatives across the region.

Objective 3.1e - Development of a mental health and wellbeing professional learning programme with Principal Educational Psychologists, teachers and Local Authority agencies	
Progress/Comment	Conference has been organised for 4th March 2020; Aims of the conference are to further develop events in line with regional work force requirements in accordance with grant terms and conditions.

Objective 3.6c - Development of Professional Learning Programme	
Progress/Comment	Welsh Government published resources and materials have resulted in a need to review content in relation to this action. Working on designing the professional learning programme following release of Welsh Government training materials; focus will be on the development of interactive materials.

Objective 4.4a - Review performance management and line management processes and implement a supervision protocol. Based on outcomes of ISOS review facilitate staff working across 5 LAs.	
Progress/Comment	Gaps identified in quality assurance process aligned to performance management system. Working to resolve and update process. General data protection regulation approach to be aligned to the Rhondda Cynon Taf guidance going forward, with guidance being provided to staff.

Objective 6.2b - Consortia as Learning Organisation (CLO) pilot survey. Central South Consortium (CSC) staff to complete CLO survey when available. Training programme for our work force	
Progress/Comment	Timescales for progressing this objective have been longer than expected, due to final national staff survey not being available.

Objective 6.2c - Introduce a blended learning approach to support staff development through the introduction of an E-Learning module on the Cronfa system	
Progress/Comment	Capacity issues relating to the roll out of Office 365 and migration to Hwb tenancy has rendered the achievement of this objective as challenging. Work is being planned in conjunction with the communication strategy and wider electronic-learning approach as part of the 2020-2021 business plan.

Objective 6.5d - Explore the potential for CSC to roll out business intelligence software to support enhanced analysis and accessibility of school improvement data	
Progress/Comment	Discussions initiated in relation to potential school on a page work and link with local authority data packs.

4.0 Objective One: To Develop A High-Quality Education Profession – Progress Update

Objective 1: To develop a high-quality education profession				
Action (As published in Business Plan)	How Will We Know If Progress Has Been Made (As published in Business Plan)	Evaluation of Progress/Impact/	Barriers	Next Steps
1.1 Promote and embed the principles of the national approach to professional learning (NAPL) within the regional professional learning offer to ensure that the curriculum is delivered by a vibrant and engaged work force	<ul style="list-style-type: none"> The provision of opportunity for schools to lead against school to school priorities through the re-set of the Hub model. Most schools in the region engage with the regional professional learning offer, providing opportunity for national and regional priority development. The offer references aspects of schools as learning organisations and professional learning for teaching and leadership. 	<ul style="list-style-type: none"> Strong Progress Professional Learning Offer (PLO) designed to meet national and regional needs and is developed in line with the principles of NAPL. 95% of schools engaged in PLO activities to date with nearly all programmes running. To date, nearly all planned programmes are running. 	<ul style="list-style-type: none"> School budgetary control – preventing staff release Availability of supply staff Perceptions of school-led system 	<ul style="list-style-type: none"> Increase regular communications to schools. Scope online prospectus Develop e-Learning options Promote use of Professional Learning grant and cluster fund to engage in PLO activity
1.2 Coordinate a regional support programme to convey the national mission of schools as learning organisations	<ul style="list-style-type: none"> Regional professional learning provided on the implementation of Schools as Learning Organisations for leaders, teachers and support staff High quality professional learning materials and resources made available to schools in the region. Survey results schools as learning organisations (SLO) survey results used as a baseline to inform progress. Consistency of message to schools supported through Central South Consortium (CSC) workforce development 	<p>Strong Progress</p> <ul style="list-style-type: none"> All schools have access to online SLO resource materials. Professional Learning Alliance schools offer comprehensive programme to support and embed SLO in schools, 184 Schools have registered for programme. National SLO tool 67 CSC registrations to date. 	<ul style="list-style-type: none"> WG not informing regions which schools have registered for national tool School uptake currently low for SLO programme – further develop communications 	<ul style="list-style-type: none"> Further promote benefits of SLO approach Develop additional playlist resources Identify School Improvement Group & Cluster SLO priorities

		Drive team have queried the figure with WG and has been highlighted as a result.	<ul style="list-style-type: none"> Promote availability of additional release funding 	<ul style="list-style-type: none"> Further develop communications to schools
1.3 Increase schools' understanding of the new Professional Standards for Teaching and Leadership to support all practitioners	<ul style="list-style-type: none"> High quality materials and training available to all schools in the region to support the adoption of Professional Standards for Teaching and Leadership (PSTL) Schools engaged in focused professional learning through education research with higher education partners and develop a research-driven culture, using a growing evidence base to improve teaching and leadership Central South Consortium staff provided with professional learning in (PSTL) to ensure a consistent message delivered across the region. 	<ul style="list-style-type: none"> Strong Progress All schools have access to online PSTL training and resources to support whole school awareness and understanding of the standards. Awaiting publication of second resource set. The standards are also featured as part of PLA programmes, Autumn 19. 	<ul style="list-style-type: none"> Uptake on PLA programmes PSTL a variable priority in schools 	<ul style="list-style-type: none"> Ongoing communications Planned school improvement staff training Oct 19
1.4 Facilitate appropriate learning pathways for all practitioners	<ul style="list-style-type: none"> Every school in the region is well informed of the national transformational reforms The recruitment need of the region is matched through the Graduate Teaching Programme (GTP) and its extension for a further year Regional professional learning opportunities provided through the Teaching Assistant Learning Pathway (TALP) All Newly Qualified Teachers (NQT's) are well informed and mentored in relation to expectations regarding statutory induction 	<p>Strong Progress</p> <ul style="list-style-type: none"> All programmes along the TALP have commenced with strong uptake at each point. Bespoke professional learning was piloted in September in the Gabalfa Primary cluster with 70 TAs participating. HLTA Round 18 has 30 participants and assessment is due to take place before 	<ul style="list-style-type: none"> Only 80 schools sent Induction mentors for update training – given that key changes have taken place in induction arrangements for this year, there could be a negative impact on the quality of 	<ul style="list-style-type: none"> Remainder of schools (with or without an NQT) will be contacted to invite them to send IMs and any remaining NQTs for 'catch-up' training in November CSC to liaise with a Higher

	<p>and are engaged with high quality programmes of professional learning</p> <ul style="list-style-type: none"> • All NQT's assigned a trained mentor monitored by external verifiers • An increased number of practitioners trained in coaching, mentoring and facilitation • Cross regional collaboration results in high quality professional learning programmes to facilitate learning pathways for practitioners in relation to the Teaching Assistant Learning Pathway (TALP). Higher Level Teaching Assistants and Teaching Assistants enabled to implement appropriate support. Newly qualified teachers receive statutory training that is consistent across Wales and compliant with statutory guidance. Professional learning for NQTs is updated in line with emerging priorities. • Regional collaboration to ensure engagement links with Higher Education Institutions and Welsh medium schools in relation to the Graduate Teaching Programme (GTP). 	<p>October half term. A new Higher Level Teaching Assistants (HLTA) programme is being developed nationally to be piloted in January 2020.</p> <ul style="list-style-type: none"> • Regional training for NQTs and Induction Mentors and External Verifiers took place in September in each LA, with strong uptake by EVs particularly. NQTs are currently being allocated EVs and a place on the Aspire programme for commencement in October. 	<p>mentoring and NQT profiles</p> <ul style="list-style-type: none"> • Uptake on GTP professional learning support is poor • Not all schools allow their NQTs to attend the Aspire programme • New NQT mentors need support 	<p>Education Institution to support GTP professional learning</p> <ul style="list-style-type: none"> • Appropriate Body will visit schools not engaging with Aspire to quality assure the professional learning offered by the school instead • NQT mentors will be invited to participate in the funded CSC bespoke NQT mentor coaching and mentoring programme in January 2020
<p>1.5 Explore and develop with existing and new Initial Teacher Education (ITE) providers better training and pathways</p>	<ul style="list-style-type: none"> • Initial Teacher Education mentors trained and accredited and lead partner schools' quality assured • All Initial Teacher Education mentors trained in coaching and mentoring techniques and Qualified Teacher Status criteria 	<p>Strong Progress</p> <ul style="list-style-type: none"> • 33k funding for the Cardiff Partnership HEI agreed and signed off by Dean. Senior ITE leads in Lead schools/alliances released to undertake 	<ul style="list-style-type: none"> • How do we know where the graduate TAs/technicians are? 	<ul style="list-style-type: none"> • Education Workforce Council to provide contact details of potential alternative

<p>into the teaching profession</p>	<ul style="list-style-type: none"> • Schools supported to train or place salaried or Part Time student teachers • Initial Teacher Education (ITE) partners/mentors equipped to take shared accountability for ITE provision. Collaborative quality assurance to ensure standards of ITE programmes maintained and high-quality resources, professional learning available. Regional needs and potential candidates effectively identified, with delivery partnerships established in relation to alternative routes into teaching. 	<p>supported action inquiry aimed at enhancing the student experience and improving the quality of mentoring. Training event at the HEI on November 5th.</p> <ul style="list-style-type: none"> • 25k funding for all 33 CSC lead schools to receive professional learning ‘activities’ to support them to be ‘peer leaders’ of ITE placement schools in their clusters that will include action inquiry into cluster working and to mitigate against pressure on ITE leads in schools. • Database currently has details of 18 graduate support staff interested in becoming teachers through the Open University alternative routes. Information cards sent to secondary schools via challenge advisers. • Swansea University has produced a model focused only on STEM PGCE secondary working with 3 secondary schools in the region. 	<ul style="list-style-type: none"> • How do we reach the WM workforce? • Explore responsibility to reach out to local STEM related businesses 	<p>routes workforce.</p> <ul style="list-style-type: none"> • CSC to approach Gyda’n Gilydd as a comms channel to reach WM graduate TAs/technicians
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<p>1.6 Provide opportunities for practitioners at all levels to become engaged with research and learn from excellence at local, regional, national and international level</p>	<ul style="list-style-type: none"> • Central South strategy outlines regional approach. Higher Education Institution (HEI) partnerships formalised and support professional learning alliance offer. Schools supported to develop research and inquiry-led practice. 	<p>Satisfactory progress</p> <ul style="list-style-type: none"> • All Professional Learning Pioneers are engaged in the Lead Enquiry programme, outcomes of the research will be shared with schools across the region. The Professional Learning Association schools offer provides opportunities for all schools to develop a 'Culture of Enquiry'. CSC are integral in the development of the national research and evaluation strategy. 	<ul style="list-style-type: none"> • Time taken to formulate national approach 	<ul style="list-style-type: none"> • Regional approach will be developed following completion of the national approach • Further engagement of HEIs
<p>1.7 Support the implementation of national and regional strategies in Welsh language, literacy, international languages, numeracy, digital skills, science technology engineering and mathematics (STEM), Humanities, Expressive Arts, Health & Wellbeing,</p>	<ul style="list-style-type: none"> • CSC challenge model provides the network structures to deliver the co-constructed professional learning offer of the region • Increase in the number of confident Welsh speaking staff supported by a range of blended learning opportunities • Most schools further develop informal and incidental Welsh • Schools are effectively supported to engage with and implement regional and national strategic activities and related policies. Effective regional collaboration delivered through training programmes and resources created and delivered to match specific need. 	<p>Strong Progress</p> <ul style="list-style-type: none"> • A comprehensive professional learning offer has been developed with leading schools across the region. The offer comprises programmes and networking opportunities for practitioners in all areas to meet the needs of all national and regional priorities. 1004 current bookings (Welsh language - 350, Literacy – 117, International Languages – 16, Numeracy – 81, Digital – 114, 	<ul style="list-style-type: none"> • Following the curriculum for wales feedback phase, significant refinement of the curriculum for wales is underway. This has resulted in some amendments to PL activity • CSC bulletin not read / received by all schools 	<ul style="list-style-type: none"> • Promote further engagement in refined curriculum following publication in January 2020 • Refine regular communications to schools. • Scope the development of an online prospectus

<p>foundation phase and post-16</p>		<p>STEM – 87, Humanities – 54, Expressive Arts – 40, Health and Wellbeing – 44, Foundation Phase – 74, Post-16 - 27). Targeted brokerage has been undertaken to support engagement.</p> <ul style="list-style-type: none"> • Strong engagement across the primary sector with the Welsh Language Charter – Siarter Iaith and Cymraeg Campus which promotes formal and incidental Welsh. All WM primaries have successfully achieved the Bronze Award and 5 the Silver Award. 19 EM primary schools have successfully achieved the Bronze Award. • Siarter Iaith was launched with all WM secondaries in July 2019 	<ul style="list-style-type: none"> • Perceptions of school-led system. • Budgetary control - staff release. 	<ul style="list-style-type: none"> • Develop future e-Learning options
<p>1.8 Support the preparation for the Additional Learning Needs and Education Tribunal (Wales) Act</p>	<ul style="list-style-type: none"> • A regional ALN provision map in place • Cross regional collaboration undertaken to create Additional Learning Needs (ALN) resources for schools. Professional learning offer and regional strategy support consistency and shared understanding. 	<p>Strong Progress</p> <ul style="list-style-type: none"> • Eight cross-regional and CSC working groups have been established to develop guidance and resources to support the preparation of ALN 	<ul style="list-style-type: none"> • Postponement of introduction of the ALN Act lowering the immediacy of the priority 	<ul style="list-style-type: none"> • Continue to promote the importance of school readiness for ALN reform

	<p>Schools supported to develop approach, practice, provision and improve identification of ALN pupils.</p>	<p>reform in schools. CA's have received training and are engaged in conversations with schools to be able to report back on progress made.</p>	<ul style="list-style-type: none"> • Depends upon the success and efficiency of the cluster model • Access to and availability of progress monitoring data 	<ul style="list-style-type: none"> • Evaluation of cluster approach to ALN priority during spring term • Work with CAs to overcome barriers to reporting
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Key Drivers		
Welsh Government (WG) Specific Focus	LA Specific Focus	Cross Consortia Focus
<p>National Mission EO1 Curriculum for Wales 2022 Cymraeg 2050 ALN Reform National approach to professional learning (NAPL) Professional Standards for Teaching and Leadership Schools as Learning Organisations (SLO) Global Futures ITE reform Assisting Teaching Professional Standards NQT statutory induction</p>	<p>All: Improving Pupil Outcomes RCT: Develop 21st Century Learning Organisations</p>	<p>Professional Learning Additional Learning Needs (ALN) Professional Standards WJEC Qualifications PL Post-16 Digital Learning MAT Cymraeg</p>

4.1 Summaries

Summer Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	104	6	68	4	26
%	100.00%	6%	65%	4%	25%

Autumn Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	104	0	83	15	6
%	100.00%	0%	80%	14%	6%
Change	↔	- 6%	+ 15%	+ 10%	- 19%

5.0 Objective Two – Develop inspirational leaders to facilitate working collaboratively to raise standards

Objective Two Develop inspirational leaders to facilitate working collaboratively to raise standards				
Action	How Will We Know Whether Progress Has Been Made	Evaluation of Progress & Impact	Barriers	Next Steps
<p>2.1 Leadership Pathway Programmes in place to support the development of future and present School leaders</p> <p>Develop and coordinate a comprehensive leadership pathway for the region aligned to the regional/national model and in partnership with the National Academy for Educational Leadership (NAEL) in Wales</p> <p>Support the leadership and management of change</p>	<ul style="list-style-type: none"> • More effective use of Professional Learning Pathways identified and acknowledged by Education Workforce Council • Practitioners fully engaged in cohort 1 of the new/acting and experienced headteacher programmes which are endorsed by the National Leadership group and a Higher Education Institution. • A comprehensive middle leader programme designed and available across the region • A range of development opportunities across the region to provide a leadership pathway • Practitioners gain promotion, apply for new posts and develop their understanding of leadership in Wales. 	<p>Satisfactory progress</p> <ul style="list-style-type: none"> • leadership pathway programmes currently developed are all in place: Middle Leader, Aspiring Head Teacher, Newly Appointed/Acting Head Teacher and Experienced Head Teacher. Endorsement: Aspiring Head Teacher and Middle leadership programmes were endorsed by NAEL June 2019. Newly Appointed/Acting Head Teacher and Experienced Head Teacher previously endorsed. <p>Impact:</p> <ul style="list-style-type: none"> • All programmes have had at least expected uptake this year. • Uptake on 2019-20 programmes CSC: • Middle Leaders – 49 applications received. Following selection – 34 met criteria and 15 unsuccessful 		<ul style="list-style-type: none"> • Develop Practicing Teacher, Senior Leader and System Leader national programmes in partnership with National Regional Programme Team. • Evaluate effectiveness of programmes – track progress through the pathway. • Develop link with EWC to track long term career progression.

		<ul style="list-style-type: none"> • Aspiring Head Teachers – Programme scheduled to start Spring 2020. Briefings to take place November 2019 across the region. Closing date for application December 2019. • NPQH – 45 undertaking the programme, National Launch day 15th October in Wrexham. Assessment centre and outcomes Spring 2020 • Newly appointed/Acting Head Teachers – 31 participants undertaking programme, National Launch day 16th October in Wrexham • Experienced Head Teachers – 20 applications received. Following selection panel all participants accepted on programme. Programme content includes 360 review and coaches allocated by external partners in Autumn term. • Previous programmes: NPQH 2018-19 – 48/58 graduated the programme 4 achieved substantive headship in CSC 2 taking on formal accreditation with UWTSD. • Executive HT programme was being created by CSC only 		
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		<p>however on request from the National leadership group, it is becoming part of a national model that will go forward for an innovation grant from NAEL. This changes the nature of the work however the aim remains the same, to have a programme to support Headteachers that are in charge of one or more schools. CSC Headteachers have met with colleagues from ERW to begin the networking process. CSC will be writing their own programme and considering presenting it to NAEL for innovation grant.</p>		
<p>2.2 Collaboration Models - Continue to develop different models for collaboration</p> <p>Develop opportunities for perspective federations through initial collaboration</p>	<ul style="list-style-type: none"> • Cyfleoedd+ and Special Schools model further rolled out if, after being monitored and evaluated, it shows to be an appropriate model for collaboration. • Up to 20 collaboration models aimed at preparation for opportunities for federation will have begun. • The aim is that each application will meet a set criteria that will be used to release appropriate support 	<p>Strong progress</p> <ul style="list-style-type: none"> • new policy logic model has been produced for developing the evaluation process for the Cyfleoedd+ and Special Schools network collaboration models. Both collaboration models are evolving. Guidance for federation has been created and pro-forma is in place, explaining action required to develop close procedures, to apply for support. <p>Impact:</p>		<ul style="list-style-type: none"> • Evaluation process for collaboration models to continue by utilising the Kirk-Patrick Model. • Evaluation report to be written by March 2020. New Lead Headteacher for Cyfleoedd+ 2019-20 to work closely with the previous individual in this role who has now been seconded to work

		<ul style="list-style-type: none"> • to be fully measured after national moderation of categorisation. • Greater collaboration has been observed from systematic achievement through the programme with teachers and leaders at differing levels working in collaboration. • Funding has been released for 2 federations. 		<p>with WG for the 2019-20 year.</p> <ul style="list-style-type: none"> • Evaluate the federation action plan.
<p>2.3 Governing Body support - E-learning modules Training programmes and new Governor Improvement Group (GIG) developed.</p> <p>Provide opportunities for governing bodies to be well informed on all aspects of national reform</p>	<ul style="list-style-type: none"> • Increase the number of governors trained and their role and impact on the leadership of the school monitored Support governor training opportunities Governing Body Improvement Group (GIG) in place and evaluated by the Research and Evaluation team • GB e-learning modules having an impact on understanding Professional learning for GB includes all mandatory training, specific briefings e.g. Curriculum Reform and Professional Standards GIG's in place 	<p>Strong progress</p> <ul style="list-style-type: none"> • Governance aspect is broadly on track in relation to wider work and training component <p>Impact:</p> <ul style="list-style-type: none"> • Increased number of delegates attending statutory training. • All e-learning modules are in place and have been launched which is increasing opportunities to engage with training. • Very positive evaluation reports from the Governor Conference. • New South Cardiff schools GIG in place for 2019-20. • Established GIG's have presented to CSC SLT and resources available on Cronfa. • New strategic lead in place 		<ul style="list-style-type: none"> • Promote e-learning models more widely across the region. • Monitor, evaluate and develop further modules. • Training for National reform scheduled for spring term 2020. • Confirmation of R&E support for evaluation of GIGs

<p>2.4 Leadership Coaches trained and in place</p> <p>Work in partnership with local authorities and higher education institutions to deliver the National Professional Qualification for Headship</p> <p>Work with other regions to provide high quality coaching and mentoring programmes to further develop the skills of school leaders and governors</p>	<ul style="list-style-type: none"> • Most Estyn reports across the region identify strong leadership including governance • Leadership Coaches providing effective support to new & acting headteachers and NPQH candidates. 	<p>Strong progress</p> <ul style="list-style-type: none"> • leadership coaches have been trained regionally for the ‘New and Acting Head Teacher programme’ and ‘NPQH’. <p>Impact:</p> <ul style="list-style-type: none"> • All ‘New and Acting Head Teacher programme’ and ‘NPQH’ participants have been allocated a coach. • All practitioners on Experienced Head Teacher programmes are to be allocated a coach via an external provider in the second part of the autumn term. • Coaches and training will be provided by the region, in partnership with the National Regional Team until the National Model is developed. 	<p>Coaching Programme for Governors yet to be developed.</p>	<ul style="list-style-type: none"> • Evaluate effectiveness of our coaches through participant feedback. • Evaluate the effectiveness of external partner coaches through participant feedback. • Analysis of Estyn outcomes IA5
<p>2.5 Peer Engagement in school improvement</p>	<ul style="list-style-type: none"> • Model prepared to be used in practice • Peer Engagement Protocol produced by CSC Peer Engagement Head Teacher (HT) Working Group • Pilot schools co-construct bespoke models informed by layered training provided by Peer Engagement HT Working Group concerning the use of the National Evaluation and Improvement Resource (NEIR) • Piloting (including evaluation of effectiveness of self-evaluation) of a variety of peer 	<p>Satisfactory progress as 7 peer engagement groups of 3 or 4 schools each have been formed and are beginning to work together enhancing self-evaluation procedures and practices.</p> <p>Impact:</p> <ul style="list-style-type: none"> • Protocol for peer engagement in place and shared across the 7 groups of schools. 	<ul style="list-style-type: none"> • Further guidance needed from WG in relation to peer engagement and what that means for the schools in the region. • Train the 7 groups in relation to the 	<ul style="list-style-type: none"> •

	engagement models involving up to 60 schools in groups of 3 or 4	<ul style="list-style-type: none"> Feedback regarding training between triad schools learnt using existing Peer Review and Enquiry Models 	Kirk Patrick model for professional learning. <ul style="list-style-type: none"> Use of the NEIR once available following piloting by WG in 2019-20 	
2.6 To support the Professional Teaching Awards Cymru through marketing, celebrating and disseminating best practice	<ul style="list-style-type: none"> Teachers in the region are represented in the awards process 	<p>Very good progress</p> <ul style="list-style-type: none"> process effectively supported. <p>Impact:</p> <ul style="list-style-type: none"> CSC were finalists and winners in the teaching awards 		<ul style="list-style-type: none"> To support the Professional Teaching Awards Cymru through marketing, celebrating and disseminating best practice 2019/20
Key Drivers				
WG Specific Focus		LA Specific Focus		Cross Consortia Focus
<ol style="list-style-type: none"> Professional standards to be embed and established across school Leadership coaching Leadership pathway Mandatory programmes for Governing Bodies 		Establishing knowledge of Professional standards within schools. Leadership pathway – developing future leaders and further developing current leaders Mandatory training for GB including induction and data however a focus will also be given on Professional Standards and Curriculum reform.		Developing endorsed and facilitating leadership programmes

5.1 Summaries

Summer Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	23	1	17	2	3
%	100.00%	4%	74%	9%	13%

Autumn Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	23	1	15	4	3
%	100.00%	4%	65%	17%	13%
Change	↔	↔	- 9%	+ 8%	↔

6.0 Objective Three – To Develop strong and inclusive schools committed to excellence, equity and wellbeing

Objective: 3 To develop strong and inclusive schools committed to excellence, equity and wellbeing				
Actions	How Will We Know If We Have Made Progress?	Evaluation of Progress & Impact	Barriers	Next Steps
<p>3.1 A coherent approach and wellbeing strategy is developed (which is embedded within the teaching and learning strategy) that supports the emotional and physical needs of all learners, including those eligible for free school meals (eFSM) and Adverse Childhood Experiences (ACE’s) and vulnerable learners, that also strengthens partnerships with local authority officers and wider services</p> <p>Develop and identify within the wellbeing and equity strategy opportunities to strengthen partnerships and collaborative working with local authority service</p>	<ul style="list-style-type: none"> • A wellbeing strategy is co-constructed with schools and wider partners and used to improve provision and progress for all learners, including those eligible for free school meals (eFSM) and vulnerable learners • Models to measure wellbeing such as PERMA (Positive emotions, Engagement, Relationships, Meaning, Achievement) or SELFIE used in all schools • Performance and wellbeing measures (including achievement, attendance, permanent and fixed term exclusions) improve • Challenge Advisers and Strategic Advisers engage with schools on their use and 	<p>Satisfactory progress</p> <ul style="list-style-type: none"> • Effective wellbeing assessment tools to be identified and evaluated in terms of impact on wellbeing including attendance, exclusions and pupil outcomes. This data will be collected via local authority and shared in order to impact on areas of development. • All secondary schools encouraged to undertake the School's Health Research Network (SHRN) survey. Results at school and local authority level to be assessed. • CSC have worked well to resolve the technical issues with the completion of the PERMA wellbeing application. Preparatory work done in the Summer Term has enabled Central CSC to effectively launch the event that is due to take place on 15th November 2019. 	<ul style="list-style-type: none"> • Confidentiality procedures with Public Health Wales prevents sharing data. • Problem in securing a meeting with Personal Education Plans in each LA to cascade the Emotion Coaching Training. 	<ul style="list-style-type: none"> • Analyse and evaluate results from SHRN survey in order to inform future planning. Continue to build robust relationships with Public Health Wales regarding SHRN. • Secure a meeting with PEPS from each LA to ensure delivery of second phase of ACE training. • CA & SCA’s will receive attachment training with

<p>areas and wider services that are available to support learners emotional and physical wellbeing</p>	<p>understanding of the readiness tool for Children Looked After and consideration of Adverse Childhood Experiences</p>	<ul style="list-style-type: none"> • To date there have been 135+ participants booked on courses with positive feedback received. • The SELFIE celebration event took place in the Vale of Glamorgan on 5th July 2019. • In collaboration with RCT LA, 64 staff attended the Emotion Coaching training from all Local Authorities – Education Psychology Services and Behaviour Support Staff on 8th July 2019. • ACE Trauma Informed mop-up training took place for schools on 7th October 2019. • Training provided to CAs Advisers and Strategic Advisers on ACE training on 6th December 2018. CAs now better understand the behaviours of traumatised children and the impact on fixed term exclusions and poor attendance. SCAs are now able to have more informed conversations regarding ACEs with LA officer. 		<p>Helen Worrall on April 2nd, 2020.</p>
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<p>3.2 Engage with research informed practice in order to improve outcomes for Vulnerable Learners</p>	<ul style="list-style-type: none"> • Evidence from Pilot schools on the use of survey data to create robust wellbeing strategies that improve achievement, attendance and exclusions • Research is embedded as part of schools’ practice and informs effective Pupil Development Grant (PDG) plans. • Effective practice is informed by research • The vulnerable learners project is involving work with the Inclusion Expert in conducting 20 vulnerable learner reviews in 20 schools across the 5 authorities • 	<p>Satisfactory progress</p> <ul style="list-style-type: none"> • An on-going wellbeing strategy is being co-constructed with partner schools. This will shape and support the professional learning within the region. Current projects are focusing on vulnerable learner reviews and effective teaching and learning for vulnerable pupils • The initial phase of the pilot is currently underway with vulnerable learner reviews taking place. • 15/ 20 of the initial reviews currently completed. The reviews have been very well received from the schools involved. The focus on vulnerable learners, the opportunity to partner 2 schools together to visit each other's settings and utilising an impartial 3rd party to conduct the reviews has resulted in a very productive start to the pilot. • Strategic Lead for Equity and Well being is part of the regional leads group and linking this to all facets of the Central South Team. 	<ul style="list-style-type: none"> • Schools willingness to engage and be transparent within the vulnerable learners’ reviews. • 	<ul style="list-style-type: none"> • Further schools have been identified to engage in the project. • Continuous communication to schools involved, reaffirming the aims of the project. • CSC staff present at the reviews to support the process.
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<p>3.3 Facilitate opportunities to share good practice across the region in effective strategies to improve and sustain good attendance for all learners</p> <p>Identify and disseminate good practice to reduce levels of fixed term and permanent exclusions</p>	<ul style="list-style-type: none"> • Performance and wellbeing measures (including achievement, attendance, permanent and fixed term exclusions) improve • Evidence from Pilot schools on the use of survey data to create robust wellbeing strategies that improve achievement, attendance and exclusions • Attendance and wellbeing outcomes of vulnerable learners improves, and exclusions reduce 	<p>Satisfactory progress</p> <ul style="list-style-type: none"> • Initial attendance meeting attended by 4/5 authorities. Next meeting October 2019. • A cross regional project to be decided. At the next meeting. Focus will be on a commonality of approach across the authorities in terms of authorised and un-authorised absences. • Data will be collected from the 5 local authorities on exclusion and attendance data. Comparisons will be made with the 20 pilot schools in the vulnerable learner's pilot. 	<ul style="list-style-type: none"> • Identifying areas of commonality across the 5 local authorities. • Identifying effective practice having a direct impact on reducing exclusions and improving attendance. • Exclusion- Staff changing roles and responsibility within the 5 LA's 	<ul style="list-style-type: none"> • FSM pilot for attendance to be prioritised. • Vulnerable learners' pilot to focus on reducing exclusions.
<p>3.4 Collaborate with the regional Additional Learning Needs (ALN) transformation lead to ensure that schools, challenge advisers and other key officers are well informed and prepared for the Additional Learning Needs (ALN) and Education Tribunal Wales Act</p>	<ul style="list-style-type: none"> • Additional Learning Needs (ALN) regional transformation lead liaises directly with CSC • Additional Learning Needs (ALN) link to ensure that there is increased knowledge across the system and clarity of understanding about the new Additional Learning Needs (ALN) Act • Central South Consortium (CSC)/ Local Authority (LA) 	<p>Strong progress</p> <ul style="list-style-type: none"> • Strong progress overall is being demonstrated in preparing schools and all School Improvement Advisers in readiness for the Additional Learning Need (ALN) Act. • Transformation lead works collaboratively with Central South Consortium (CSC) lead. Request will also be made if this information can be stored on CSC system. All the information has been collected. 	<ul style="list-style-type: none"> • Streamline the collection of intelligence around schools preparation for the ALN bill.. • It is not possible to transfer the school data for 2018-19 held by the transformational 	<ul style="list-style-type: none"> • Work with CAs to explore easier ways of collecting information from schools in relations to preparedness for the Act to conduct an analysis of where the strengths and

	<p>termly review days include specific agenda item about progress towards implementing the Additional Learning Need (ALN) Act</p> <ul style="list-style-type: none"> • Schools, challenge advisers and other key officers are prepared for the introduction of the Additional Learning Needs (ALN) Act 	<ul style="list-style-type: none"> • Promoting the current CSC leadership models and courses to schools and their ALNCO's through challenge adviser visits. • Programme already in delivery phase. • CSC are actively involved in production of Professional Learning Group (PLG) for ALN. The timeline needs to change in response to meeting held between WG, LAs and Regions. WG is seeking to employ a project officer to co-ordinate a national approach to developing professional learning offer for ALNCOs. • Individual Development Plan (IDP) group met on 15th of July. • CSC lead to discuss with LA and Senior Challenge Advisors (SCAs) to get standing agenda item for school review forums to check school's effectiveness of ALNCOs. • All school improvement staff given overview & timeline during staff development day in May 2019. • CA's given aide memiore of timeline for ALN development and questions to ask schools during Summer visits. formulate regular update meetings. Completed. • CA's give set of specific questions to carry out over the Summer term. 	<p>lead onto CSC systems.</p> <ul style="list-style-type: none"> • WG timeline for PLG has changed. • Termly LA performance meetings should have an item on the agenda in order to discuss how well schools are preparing for the ALN act. 	<p>weaknesses are and identify those schools that need enhanced support.</p> <ul style="list-style-type: none"> • Analysis needs to be shared with LA to co-collaborate on providing appropriate support and challenge to schools through termly LA Performance Reports.
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		<p>Review of Evaluation for Improvement (EFI's) to take place at end of Summer term.</p>		
<p>3.5 Implement the national model for the deployment of the Pupil Development Grant for Looked After Children</p>	<ul style="list-style-type: none"> • Performance and wellbeing measures (including achievement, attendance, permanent and fixed term exclusions) improve. • Progress made by learners looked after improves • Exclusion reduced 	<p>Strong progress</p> <ul style="list-style-type: none"> • Co ordinator for Children Looked After (CLA) visited the two clusters who didn't attend roadshows to ensure that all schools have the information about the national model. • Engagement with cluster plans has been effective with 60 out of 61 submitted business plan for PDG LAC. The steering group met in September 2019 to discuss cluster bids and to highlight effective practice. All LAC PDG plans have moderated within CSC for appropriateness. • effective SLA written for schools outside Wales to ensure that LAC pupils are effectively tracked when they move across the border. • PDG LAC has been effectively evaluated with 55 clusters (out of 61). Most of the evaluations demonstrate an impact on improving pupils' emotional and social skills with early indications showing that this is also 	<ul style="list-style-type: none"> • One cluster is proving resistant to the national model despite repeated attempts from CSC to get them to engage. • Non engagement of English LAs with CSC in respect of out of county placements. • To ensure that the remainder of schools submit the PDG LAC evaluations • Some LACs are unable to attend events. • Funding to attend LAC PDG 	<ul style="list-style-type: none"> • Co ordinator for CLA to scrutinise the strategies used to help CSC LAC pupils in English schools. • Co ordinator for CLA to analyse evaluations from 2018-19 and create summary document for SLT. • Co ordinator for CLA to continue to chase outstanding PDG evaluations. • LACs continue to receive minutes from meetings to ensure areas for development are acted upon.

		<p>having a positive impact on reducing the number of exclusions in schools.</p> <ul style="list-style-type: none"> • Moderation and collaboration are facilitated in LACE meetings. Next meeting to be held on 8th November 2019. • All PDG LAC events are on Cronfa. 650+ teachers and other staff are registered on these courses to date. • Storytelling work is currently being trialled in one school. All other pilot work has been agreed in schools. Early indications show positive evaluations in improving transition of pupils between primary and secondary schools. • More schools are engaging in the quality mark. 3 further schools are on track to achieve the Quality Mark in Bridgend this academic year. 	<p>events from WG is not always swiftly available to schools which can impact on release of staff to attend training events.</p> <ul style="list-style-type: none"> • Funding implications that may affect the continuation of storytelling cluster pilot. • Ensuring that protocols are agreed by LAs for-Quality Mark. • Tracking LAC pupils effectively across schools. • Identifying effective methods for data collection. 	<ul style="list-style-type: none"> • Continual advertisement on CRONFA. • Inform schools that there is a low risk associated with funds from WG not being provided. • Continue to encourage schools to apply for Quality Marks based on the performance indicators seen in the PDG LAC guidance. • Co ordinator for CLA is working with WG and regional CLA leads on data collection. • Disseminating effective practice in schools.
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<p>3.6 In collaboration with other regions implement the national strategy for more able and talented learners</p>	<ul style="list-style-type: none"> • A national cohesive strategy for more able and talented (MAT) learners is implemented across the region • An effective national professional learning programme is in place and MAT leaders across CSC engage 	<p>Satisfactory progress</p> <ul style="list-style-type: none"> • Work is ongoing within the region and clusters at developing the MAT work within the region. • The team have commenced the development and dissemination of a series of MAT Guidance documents covering; <ul style="list-style-type: none"> • guidance to secure effective leadership, • a national definition to support the identification of MAT learners, • guidance on identifying, assessing and tracking MAT pupils, • strategies to develop excellent teaching and learning MAT learners, support for the wellbeing of MAT learners, links to the Seren Foundation and Seren Academy, examples of research findings and action research in order to improve the quality of teaching and learning. • The first two guidance documents have been completed and disseminated directly to schools, included in all regional bulletins, uploaded to regional websites and intranet, along with a tweet with a link to the document. 	<ul style="list-style-type: none"> • Financial constraints- No money currently allocated from Welsh Government. • Engaging schools in the design process. • Developing an effective package online. 	<ul style="list-style-type: none"> • Professional learning alliance schools to be utilised. • Updates to be shared regularly via CRONFA to schools • Professional learning events to be a vehicle for advertising updates.
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		<ul style="list-style-type: none"> Regional group is working on an E-Learning module involving the professional learning hubs. Further funds to be sent to disseminated to clusters for further work involving MAT students. 		
<p>3.7 Develop new Relationship and Sexuality Education (RSE) curriculum in conjunction with Welsh Government and Higher Education Institutes (HEI) and upskill the workforce to be able to lead and deliver new Relationship and Sexuality Education (RSE) curriculum</p>	<ul style="list-style-type: none"> Relationship and Sexuality Education (RSE) action research pilot shared across the system to model affective practice New Relationship and Sexuality Education (RSE) curriculum in place and resourced training provides support for schools to deliver new Relationship and Sexuality Education (RSE) curriculum 	<p>Strong Progress</p> <ul style="list-style-type: none"> Good progress has been made in terms of building on the outcomes of the pilot work last year and on the evaluations from the conference to create the strategy for developing the work on RSE further this year. Analysis of evaluations of conference undertaken and used to inform discussions with HEI and pilot schools about next steps during 19 / 20 at meeting on 23rd July 2019. A report of all activity that took place during 2018 – 2019 is available. Further meetings have shaped strategy for new professional learning programme to be offered to schools expressing interest – this programme will commence on November 7th, 2019 4 high quality digital case studies will be produced between November 2019 and March 2020 to accompany research informed recommendations 	<ul style="list-style-type: none"> 27 schools expressed interest in being part of the next phase of capacity building professional learning and professional inquiry but there is only enough funding for a maximum of 20 schools to be involved 	

		aligned to the new curriculum, for schools looking to implement the new RSE curriculum after January 2020		
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Key Drivers		
WG Specific Focus	LA Specific Focus	Cross Consortia Focus
<p>a. National Priority of Closing the Gap (CTG)</p> <p>b. Preparation for introduction of Additional Learning Needs (ALN) Act</p> <p>c. National model for Pupil Development Grant for Looked After Children</p> <p>d. More Able and Talented (MAT) strategy</p> <p>e. Relationship and Sexuality Education (RSE) curriculum</p>	<p>Positive Emotions, Engagement, Relationships, Meaning, Achievement (PERMA) will not be introduced in Vale of Glamorgan, but support for SELFIE to continue.</p> <p>Cardiff - Work together with schools and partners to enhance the wellbeing of children and young people in Cardiff; Close the attainment gap for pupils from low-income families, children who are looked after, pupils educated other than at school, and pupils entering Cardiff with English as an additional language;</p> <p>Vale of Glamorgan - Improve the performance of all vulnerable groups, particularly those eligible for free school meals (eFSM); Improve the performance of pupils eligible for free school meals (eFSM) above expected levels; Meet the extended requirements of Additional Learning Needs (ALN) provision (from birth to 25 years) as per the Additional Learning Needs & Education Tribunal (Wales) Act; Provision of support to meet growing numbers of children with Additional Learning Needs (ALN); Ensure that children and young people’s attendance rates, particularly in primary schools are improved; Work with schools to reduce exclusions and ensure that provision is able to meet the needs of children and young people with social, emotional and mental health difficulties; Develop a wellbeing strategy to address the needs of a growing group of complex young people who have had Adverse Childhood Experiences (ACEs) and require support through targeted provision to help them to achieve their full potential</p>	<ul style="list-style-type: none"> • Work with other regions to develop a wellbeing toolkit with a part function to measure wellbeing • Implement national model for Pupil Development Grant for Looked After Children • Implement national strategy for More Able and Talented (MAT) learners

6.1 Summaries

Summer Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	27	1	13	3	10
%	100.00%	4%	48%	11%	37%

Autumn Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	27	3	18	6	0
%	100.00%	11%	67%	22%	0%
Change	↔	+ 7%	+ 19%	+ 11%	- 37%

7.0 Objective 4 – To continue to develop robust assessment, evaluation and accountability arrangements supporting a self improving system

Objective 4 – To continue to develop robust assessment, evaluation and accountability arrangements supporting a self improving system				
Actions	How will we know we have made progress	Evaluation of progress and impact	Barriers	Next steps
<p>4.1 Support schools in responding to the changing accountability measures</p> <p>Establish a regional forum to review the way in which the range of information on schools is collated and disseminated</p> <p>Developing a robust process for Challenge Advisors (CAs) and Strategic Advisors (SAs) to ensure that all evaluations and judgements on performance at school level are accurate and in particular the performance of all vulnerable groups of learners</p> <p>Ensure all CAs and SAs are up-skilled and have up-to-date knowledge and experience of the national self-evaluation framework</p>	<ul style="list-style-type: none"> All CAs and SAs accurately identify schools in need and implement appropriate strategies. Appropriate collection and timely dissemination of data. Produce high quality guidance material and support programmes so that schools, CAs, SAs, LA officers, governors and all relevant stakeholders have a sound understanding of how to use data, relating to new assessment arrangements and qualifications. LAs trigger statutory powers on receipt of timely information, as well as meet statutory expectation and evidence improvements made against their improvement priorities. Schools set aspirational pupil targets, accurately track and secure progress of individual learners. 	<p>strong progress</p> <ul style="list-style-type: none"> Nearly all stakeholders have a sound understanding of how to use data, relating to new assessment arrangements and qualifications, and how it relates to self-evaluation processes. High-quality guidance material produced and support programmes including sharing of practice, for example schools tracking and assessment systems have been shared with joint committee Appropriate collection and publication of data for the workforce of CSC now includes the analysis of performance of vulnerable groups of learners and all external analysis of data is incorporated into the reporting procedures for CSC. Pupil progress information has been extended to include pupil groups (English as an Additional Language, Special Education Needs, etc.). This is included in the Workforce Packs 	<ul style="list-style-type: none"> Linking this work stream to the Research & Evaluation strands has yet to be complete. CSC are awaiting confirmation from 	<ul style="list-style-type: none"> Consultation on-going for proposed assessment and accountability arrangements To integrate into the national self-evaluation toolkit.

<p>CAs will ensure school development plans, supported by robust self-evaluation, will reflect local authority (LA) priorities. The progress against these priorities will be monitored and followed up, according to regional expectation</p>	<ul style="list-style-type: none"> • Regional plan considers all priorities from the individual region’s business plans in order to contribute to the development of national guidance. • CSC have contributed to WG consultations • Most stakeholders have a sound understanding of how to use data, relating to new assessment arrangements and qualifications, and how it relates to self-evaluation processes. • Production of high-quality guidance material and support programmes. Sharing of practice • Appropriate collection and publication of data for the workforce of CSC to include the analysis of performance of vulnerable groups of learners; to ensure all external analysis of data is incorporated into the reporting procedures for CSC, linking to the R & E strands. 	<p>for 2019 information in addition to the LA Information packs for 2019 data.</p> <ul style="list-style-type: none"> • Summative reports for Welsh National Tests and KS2/3 monitoring have been compiled by July 2019. • In response to 2019 Train the Trainer sessions held by CSC, reduced train the trainer delegates planned for 2020, with an increased focus on providing school-school support. • CSC representation at all stakeholder and engagement events in relation to the development of the national model for self-evaluation. All relevant information and briefing notes have been circulated internally. • In relation to peer engagement delegate heads have begun to work in quads or triads to establish a protocol for the piloting of this work. • Regional Data Teams meetings reconvened. Content and format of packs (workforce and LA packs) has been agreed thus reducing duplication from LA teams. . • At each LA performance meeting a discussion is held about schools causing concern and the LA consideration of using their 	<p>Welsh Government around the next steps and final draft of the national resource for school improvement.</p> <ul style="list-style-type: none"> • Timeline of Governance structure • The timeliness of decisions made at a national policy level and how this impacts on regional ability for delivery within timescales. 	<ul style="list-style-type: none"> • To train the CSC workforce and LAs in its use
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		<p>statutory powers. The conversation is recorded in the minutes and revisited the next term.</p> <ul style="list-style-type: none"> • Overall this objective is on track, meeting expected milestones. 		
<p>4.2 Continue to develop, establish and embed changes to the Central South Wales Challenge (CSWC)</p> <p>Continue to implement and embed the regional intervention strategy for schools in need</p> <p>Facilitate appropriate professional learning opportunities for schools to include target setting procedures, development of pupil progress data, current and proposed assessment and accountability arrangements in line with new Welsh Government (WG) guidelines</p> <p>Continue to review, improve and fund school- to- school models including Hubs, clusters, School Improvement Groups (SIGs),</p>	<ul style="list-style-type: none"> • Relevant support is deployed and progress against the schools’ improvement priorities is at least strong, leading to fewer schools needing the highest level of support • The professional learning offer provides appropriate provision and support for schools in relation to regional need, leading to a positive impact on outcomes for all learners • Appropriate guidance available to support regional need • Appropriate provision and support for schools in relation to regional need • Identified regional needs have a positive impact on outcomes • Strong culture of action research • Processes reflect national expectations 	<p>strong progress</p> <ul style="list-style-type: none"> • All School Improvement Advisers follow the intervention strategy for (CSWC) • Support is deployed appropriately through a support plan and effectiveness assessed through regular meetings according to need. • The secondary school intervention strategy under review to ensure that it is fit for purpose in light of the emerging changes to accountability and validation of school improvement. • The refreshed CSWC model has been launched within the region following co-construction with the delegate headteacher group. • The headline outcomes of the ISOS review have been shared with the delegate headteacher group to consider their role within future governance structures. • Working parties have been established and their work began in September 2019. 	<ul style="list-style-type: none"> • Ensuring capacity to meet need is available • Intervention strategy to be agreed by Directors 	<ul style="list-style-type: none"> • To ensure all stakeholders are aware of the procedures • The CSWC will be regularly reviewed to consider impact and progress at school level ensuring that the CSWC remains fit for purpose. • Action research project

<p>evaluation and research board, pioneer schools and pilot peer enquiry models to build capacity for professional learning and accountability</p>		<ul style="list-style-type: none"> • A comprehensive professional learning offer has been created and made available to all schools in the region. It has been constructed in line with regional and national priorities and supports the realisation of the CSWC. • Overall this objective is on track, meeting expected milestones. 		
<p>4.3 Strengthen the effectiveness of the existing national model governance structure</p> <p>Ensure LA and Diocesan Directors are informed and advised on a regular basis</p>	<ul style="list-style-type: none"> • Quality assurance procedures, through the regional governance structure, show positive impact from the range of services the consortia provide • CSC has a strong visibility and makes good contribution at all national and regional meetings • Revised governance model is in place 	<p>satisfactory progress</p> <ul style="list-style-type: none"> • An independent ISOS review was commissioned by the Joint Committee which provided recommendations to improve the governance model for CSC aligning with a School-Led system. This will ensure confidence in the system & include vision from headteachers across the region • Following consultation proposals for changes to the governance model in CSC are to be presented to Joint Committee early 2020 • An evaluation strategy for the CSWC has been developed with the research and evaluation board to better ascertain the impact of each aspect of the model and to 	<ul style="list-style-type: none"> • Recommendations from independent review may contradict National Guidance for Regional Working 	<ul style="list-style-type: none"> • Review recommendations from review and present options for consideration to Members of the Joint Committee

		<p>allow for comparisons between the efficacy of strands to be made.</p> <ul style="list-style-type: none"> Effectiveness and Efficiency reporting are embedded within the forward planners – ensures QA processes are robust and ensure CSC can provide evidence of impact of services provided Overall this objective is on track, meeting expected milestones. 		
4.4 SLO – Developing an enquiry approach to learning: The Spiral of Inquiry	<ul style="list-style-type: none"> Bespoke support plans impact on school improvement with references to agreed actions being met and being impactful. Analyse the findings from the tier 2 OECD survey to identify strengths and weaknesses and opportunities for development of CSC as a learning organisation Establish training opportunities to support an increased and common understanding of the school as a learning organisation Review identify and establish opportunities for professional learning Most stakeholders will have attended meetings and development opportunities 	<p>satisfactory progress</p> <ul style="list-style-type: none"> Overall this objective is on track, meeting expected milestones The Tier 2 OECD survey technical design is with Bangor University and under construction in readiness for launch. Change management principles have been woven into hub programmes through SLO as a change framework. A cross regional programme to support reform is under construction with the PL group. A module for headteachers on change management will feature in this programme. Professional learning alliance schools are working with schools to develop models of enquiry 	<ul style="list-style-type: none"> Number of schools engaging with and adopting the SLO model Schools awareness of the training and support available The speed at which the document becomes available 	<ul style="list-style-type: none"> Professional Learning Alliance schools to deliver round 1 of enquiry training. Schools who have attended training to begin to look at developing an enquiry approach in their own setting Ongoing communication to schools to promote the professional learning alliance and funding that schools can access. This will be done via the

	<ul style="list-style-type: none"> • Appropriate guidance available to support regional needs • Sharing through networking opportunities • Larger number of trialling materials from pioneer schools 	<ul style="list-style-type: none"> • Professional Learning Pioneers are developing as lead enquirers and support regional work • National strategy for research and enquiry under development (NSERE) 		<p>school bulletin, CA working with schools and social media exposure</p>
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Key Drivers		
WG Specific Focus	LA Specific Focus	Cross Consortia Focus
	<p>Bridgend</p> <ul style="list-style-type: none"> • To improve pupil attainment and attendance across all phases/stages and in all settings; particularly at key stage 2 • To ensure appropriate resources are identified and deployed in a timely manner to meet the needs of children and young people (especially those most in need) <p>Cardiff</p> <ul style="list-style-type: none"> • Improve educational outcomes for children and young people by continuing to raise standards, improved school leadership, high quality and learning and curriculum development • Close the attainment gap for pupils from low-income families, children who are looked after, pupils educated other than at school, and pupils entering Cardiff with English as an additional language <p>Merthyr Tydfil</p> <ul style="list-style-type: none"> • To raising outcomes for all learners at all levels through a continued focus on improving teaching • To work with The College, schools and regeneration department to develop clear learning, skills and employment pathways for young people <p>Rhondda Cynon Taf</p> <ul style="list-style-type: none"> • To develop inspirational leaders working collaboratively to improve outcomes and reduce the attainment gap • To review and further improve our services to ensure that they are future proof and accessible. <p>The Vale of Glamorgan</p> <ul style="list-style-type: none"> • Work with partners to develop sustainable support services to improve outcomes for vulnerable learners 	

	<ul style="list-style-type: none"> Support schools with the introduction and changes to performance measures, both at key stages 4 and post 16. 	
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7.1 Summaries

Summer Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	17	1	11	0	5
%	100.00%	6%	65%	0%	29%

Autumn Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	17	1	9	3	4
%	100.00%	6%	53%	18%	24%
Change	↔	↔	- 12%	+ 18%	- 5%

8.0 Objective 5 To support all schools with the development of a transformational curriculum

Objective 5 To support all schools with the development of a transformational curriculum				
Action	How Will We Know If Progress Has Been Made	Evaluation of Progress/Impact/Barriers/Next Steps	Barriers	Next Steps
5.1 Co-construct professional learning opportunities to support curriculum design activities in schools	<ul style="list-style-type: none"> Regional professional learning provided to all schools on the implementation of the curriculum for Wales and wider reforms Suite of programmes and networks developed to support curriculum reform Professional Learning delivered to governors and challenge advisers Robust hub evaluation 	<ul style="list-style-type: none"> Strong Progress All schools have access to online PSTL training and resources to support whole school awareness and understanding of the standards. All schools have access to SLO training and resources. The standards and SLO are also featured as part of PLA programmes, Autumn 19. 	<ul style="list-style-type: none"> Uptake on PLA programmes PTLS a variable priority in schools National guidance on school level curriculum design not yet available 	<ul style="list-style-type: none"> Ongoing communications Develop PL opportunities following publication of national guidance

<p>5.2 Establish networks that focus on the Areas of Learning and Experience (AOLE) to support the development of the curriculum for Wales</p>	<ul style="list-style-type: none"> • Schools identify a member of staff to lead the curriculum for wales activities to provide professional development opportunities and disseminates information to school’s staff in order to ensure all colleagues are aware of curriculum updates • Engagement opportunities for schools and relevant stakeholders • Schools in the region have access to termly AoLE contact 	<ul style="list-style-type: none"> • Strong Progress Areas Of Learning and Experience network leads have been appointed in the region. National and regional meetings of these network leads have taken place. Engagement events were completed for all stakeholders and collated resources shared via Cronfa. 	<ul style="list-style-type: none"> • Curriculum remains in draft form until January 2020 	<ul style="list-style-type: none"> • Develop PL opportunities following publication of curriculum
<p>5.3 Provide lead creative school cross-curricular training opportunities to School Improvement Groups (SIGs) in order to build capacity in relation to innovation in designing curriculum experiences in line with the national vision</p>	<ul style="list-style-type: none"> • All school improvement groups engage with enquiry-led approaches • SIG convenors to receive bespoke ‘Creativity Leader’ training based on the training already offered by Lead Creative Schools and Arts Champions to develop whole school, creative cross-curricular learning strategies to scale and develop in their SIG 	<ul style="list-style-type: none"> • Satisfactory Progress • This work has been reprofiled to build on the work of Lead Creative schools across the region to apply to become Creative Leaders. • Arts Council Wales are joint funding the strategy as a pilot prior to national launch during next financial year. As part of the pilot, 10 CSC schools will be identified to become trainers and co-constructors of a suite of 	<ul style="list-style-type: none"> • None anticipated 	<ul style="list-style-type: none"> • Partner school engagement Spring 2020

		professional learning opportunities for schools across the region.		
5.4 Ensure the professional learning offer incorporates the national priorities and is communicated to all schools and governing bodies across the region	<ul style="list-style-type: none"> • A range of professional learning is available to schools through the hub model. • Many schools in the region access hub training • Bespoke support and professional learning provided to identified schools. 	<p>Strong Progress</p> <ul style="list-style-type: none"> • Co-constructed programmes follow the principles of NAPL. The PLA are in the process of developing eLearning modules to support the PL blend. • Bespoke support brokered as required by the resource board. 	<ul style="list-style-type: none"> • Uptake on PLA programmes 	<ul style="list-style-type: none"> • Ongoing and targeted communications
5.5 Continue to promote and work within the Central South Wales Challenge (CSWC) model in order to disseminate the national agenda	<ul style="list-style-type: none"> • Schools engage with the range of cluster events available and improvement in core knowledge is reflected in individual school's evaluation of the readiness tool • Nearly all cluster leads attend training on the various areas. Cluster leads disseminate training back in schools. • Nearly all SIG plans to reflect an inquiry focus. 	<ul style="list-style-type: none"> • Strong Progress Cluster convenor training provided and expectations of cluster working made clear. • Playlist shared with schools and challenge advisers containing all cluster information. Autumn SIG convenor training to have enquiry focus. 	<ul style="list-style-type: none"> • 10 cluster convenors did not attend training 	<ul style="list-style-type: none"> • Provide catch up training to convenors unable to attend session

<p>5.6 Challenge Advisers support school leaders with securing understanding within their setting on the areas within the schools as learning organisations change management model</p>	<ul style="list-style-type: none"> • Challenge Advisers report improved understanding of curriculum for Wales activities in all settings • Professional learning sessions for all schools across Wales • Nearly all Challenge Advisers trained in Schools as Learning Organisations (SLO) 	<p>Strong Progress</p> <ul style="list-style-type: none"> • Both beginning SLO and developing SLO national playlists available to CAs and schools. CA training in SLO provided. 	<ul style="list-style-type: none"> • Attendance at CSC PL sessions 	<ul style="list-style-type: none"> • Continue SLO PL focus in CSC PL sessions
<p>5.7 Engage with other regional consortia to ensure a consistent approach in disseminating key information to reflect national priorities across the Central South Consortium region</p>	<ul style="list-style-type: none"> • Through self-evaluation most schools demonstrate increased preparedness for the curriculum for Wales • Cross regional action plans agreed by Managing Directors (MDs). Schools in region have access to all Wales training materials. 	<ul style="list-style-type: none"> • Strong Progress Cross regional plan agreed by team and MDs. CSC blogs and newsletters saved and shared on Cronfa. Curriculum reform resources shared with schools via bulletin. Reducing workload programme and resources shared via school bulletin; SLO playlists shared with schools and CSC staff 	<ul style="list-style-type: none"> • ‘Readiness’ data capture 	<ul style="list-style-type: none"> • Analysis of the OECD teacher readiness survey at a regional level

Key Drivers		
WG Specific Focus	LA Specific Focus	Cross Consortia Focus
<ul style="list-style-type: none"> • Regional professional learning ensures the implementation of the new professional standards for leaders, teachers and teaching assistants. • Effective professional learning opportunities are provided for school governors. • Improved provision of and engagement with high-quality professional learning, working collaboratively with other colleagues within the education workforce will improve the quality of pedagogy. • Collaborative working between consortia through regional workstreams enables greater consistency in the provision of professional learning programmes to develop a high-quality education profession. • More effective workforce planning ensures that there are sufficient numbers of highly skilled teachers, including those able to work through the medium of Welsh and the wide range of Additional Learning Needs (ALN) roles, including alternative models to support the professional learning of supply teachers 	<ul style="list-style-type: none"> • Improve educational outcomes for children and young people by continuing to raise standards, improve school leadership, high quality teaching and learning and curriculum development. • Improve support and services for children and young people with additional learning needs to ensure every learner fulfils their potential. • Raise outcomes for all learners at all levels through a continued focus on improving teaching 	<ul style="list-style-type: none"> • Professional Learning Group

8.1 Summaries

Summer Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	20	0	13	0	7
%	100.00%	0%	65%	0%	35%

Autumn Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	20	0	19	1	0
%	100.00%	0%	95%	5%	0%
Change	↔	↔	(+)30%	(+)5%	(-)35%

9.0 Objective 6 - To improve the effectiveness and efficiency of CSC

Objective 6: To improve the effectiveness and efficiency of CSC				
Action	How Will We Know If Progress Has Been Made	Evaluation of Progress/Impact/Barriers/Next Steps	Barriers	Next Steps
<p>6.1 Realise the value and relevance of research and evaluation</p> <p>Improve engagement, ownership and understanding of research and enquiry and its importance in the development of Central South Consortium (CSC) and use outcomes to inform self-evaluation</p> <p>Use the annual school survey publication to improve its work with schools and to evidence value for money</p> <p>Increase involvement of CSC staff and research academics in cross-regional research with the other consortia</p>	<ul style="list-style-type: none"> Evidence that CAs take findings from survey outcomes to schools as an improvement tool. Staff development days used to digest findings and inform work strands going forward Analysis of the findings from the tier 2 OECD survey will identify strengths and weaknesses and opportunities for development of CSC as a learning organisation Research strands reflected in the business plan 	<p>Strong progress</p> <ul style="list-style-type: none"> CSC research and evaluation priorities are linked with the strategic teams review and CSC business plan. Holistic approach established in order to focus on improving outcomes for learners R&E team has successfully built capacity which has resulted in the Kirkpatrick model being used across all professional learning within CSC and its professional learning alliance schools. This has enabled effective review of the impact of professional learning 	<ul style="list-style-type: none"> Need further time to embed the Kirkpatrick model within CSC and its professional learning evaluation strategy in order to assess its impact at classroom level Reduction of capacity to lead on research and evaluation activities. 	<ul style="list-style-type: none"> Continue discussions with HEIs regarding using their support to fully evaluate CSC work

		<p>and will feed into all future planning</p> <ul style="list-style-type: none"> • Vulnerable learners project was created • Creation of an effective closing the gap network of six schools. • Priority areas for CA work identified through the results of the annual survey. • Online evaluation tools are now used to evaluate impact of all CSC professional learning. 		
<p>6.2 Support and develop CSC Staff</p> <p>Professional learning is appropriate and develops CSC staff's knowledge and expertise Reinforce regional working and enable all staff to work across the 5 Local Authorities (LAs) and across consortia</p>	<ul style="list-style-type: none"> • Performance management targets reflect the priorities of the organisation • Roles, responsibilities and accountability structures clear to all staff in the organisation • Proactive can-do attitude from a workforce that actively takes the initiative • The impact of professional development evidenced in the performance management process with a feedback aspect included and reported 	<p>Strong progress</p> <ul style="list-style-type: none"> • HR charter has been reviewed and updated to reflect RCT policies and is now included in staff handbook. • Performance management targets agreed with links to organisation improvement and priorities within the business plan. Ensuring that individual performance is linked to the improvement of the organisation and its priorities, as well as 	<ul style="list-style-type: none"> • Variance and pace of change within the system. 	<ul style="list-style-type: none"> • Undertake effective programme of staff training using E-learning tools • Focus on the coaching and mentoring ability of challenge advisers to support the management of change in schools relating to curriculum reform.

	<ul style="list-style-type: none"> • An agile and fully informed staff base underpinned by clear succession planning • Opportunities for development of Central South Consortium (CSC) as a learning organisation identified 	<p>personal professional development</p> <ul style="list-style-type: none"> • Three further professional learning sessions introduced to ensure that all professional learning fits into 3 main categories: development of the organisation, development of the individual, improving performance with schools to improve outcomes for learners. 		
<p>6.3 Ensure the governance structure supports CSC effectively in an appropriate strategic direction</p> <p>Utilise (ISOS) findings to support and progress the Central South Wales Challenge in developing a self-improving system</p> <p>Ensure human resources policies are current and reflect the needs of the organisation</p> <p>Ensure the governance structure supports Central South Consortium (CSC) in making decisions and staff prioritise governance meetings and</p>	<ul style="list-style-type: none"> • Central South Consortium (CSC) continues to have a strong visibility and makes valuable contribution at all national and regional meetings • Governance structures and communication strategy refined based on ISOS review findings • Continued improvement in key stage 4 (KS4) outcomes • Successful inspection outcomes and fewer schools requiring amber/red support 	<p>Satisfactory progress</p> <ul style="list-style-type: none"> • An implementation plan to review CSC governance as recommended in the ISOS review is in development and will be shared with Directors and Joint Committee for approval. • A significantly revised CSWC model was launched in September 2019 to include a greater number of schools involved, with 10 schools working 	<ul style="list-style-type: none"> • Completion timescale of the review and achievement of related business plan priorities. 	<ul style="list-style-type: none"> • Implement ISOS implementation plan as agreed by Directors and Joint Committee.

<p>enable appropriate people to attend and disseminate information effectively</p>		<p>closely with CSC to deliver national training at a regional level within a school-to-school model</p>		
<p>6.4 Align the business planning process with the self-evaluation approach to simplify reporting on progress and impact</p> <p>Undertake evaluation of the business planning and self-evaluation processes to inform the alignment of the business planning process with the self-evaluation approach to simplify reporting on progress and impact</p>	<ul style="list-style-type: none"> • Monitoring, evaluation and review (MER) cycle informs self-evaluation (SE) and business plan (BP) priorities • Monitoring reports evaluate developments and barriers outline solutions. 	<p>Strong progress</p> <ul style="list-style-type: none"> • SLT agreed approach to introduce evaluative narrative into the monitoring process to ensure that self-evaluation informs business planning • Directors in receipt of a termly report specifying progress towards actions. • Expectations of drive teams enhanced to reflect evaluation in relation to progress against business plan priorities. • Areas of self-evaluation not covered by the business plan have been identified by SMT to ensure that all required areas of work are evaluated 	<ul style="list-style-type: none"> • Continued focus on effective evaluative narrative will further improve our ability to self-evaluate through the business planning process. 	<ul style="list-style-type: none"> • Key focus on evaluative approach within mid-term meetings to feed impact reviews. • Develop a system to bring together all elements of self-evaluation to effectively inform the VFM report. • Identification of area leads for self-evaluation aspects not in business plan.

<p>6.5 Refine business and system processes to ensure efficiency, effectiveness and value for money within CSC work</p> <p>Evaluate current business and system processes to support refining business and system processes to ensure efficiency, effectiveness and value for money within Central South Consortium (CSC) activities</p>	<ul style="list-style-type: none"> • Case studies produced and shared that evidence effective practice • Broad range of communication formats such as online delivery, video and podcasts used to share key messages. 	<p>Satisfactory progress</p> <ul style="list-style-type: none"> • CSC upgraded IT systems in the summer term to engage with Office 365. This has immediately enabled more efficient working practices and enabled collaborative working across the organisation • Plans to create rich media, digital content and case studies has been a challenge due to the communications team reducing by one member of staff 	<ul style="list-style-type: none"> • Staffing levels within communications team and capacity to create case studies. 	<ul style="list-style-type: none"> • Evaluation outcomes to inform VFM report to be presented to joint committee in March 2019. • Develop CSC Communication strategy in order to promote school improvement more efficiently • Design and develop an improved suite of communication tools to support CSC target specific audience and increase reach. • Business intelligence software to provide enhanced analysis of and improved access to data
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Key Drivers		
WG Specific Focus	LA Specific Focus	Cross Consortia Focus
	<p>To ensure appropriate resources are identified and deployed in a timely manner to meet the needs of children and young people (especially the most in need) – Bridgend LA.</p> <p>To continue to work with schools to support the wellbeing of school-based staff and learners. – Bridgend LA.</p> <p>Improve educational outcomes for children and young people by continuing to raise standards, improve school leadership, high quality and learning and curriculum development. – Cardiff LA.</p> <p>Improve the range and quality of services provided to schools by the Education Directorate – Cardiff LA.</p> <p>To raising outcomes for all learners at all levels through a continued focus on improving teaching. – Merthyr LA.</p> <p>To work with schools and other agencies to support the wellbeing of pupils and schoolstaff across the authority. – Merthyr LA.</p> <p>To develop 21st Century Learning Organisations. - RCT LA.</p>	

	To review and further improve our services to ensure that they are future proof and accessible. - RCT LA.	
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9.1 Summaries

Summer Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	19	0	15	2	2
%	100.00%	0%	79%	11%	11%

Autumn Term Summary 2019/20					
Priority	Elements	Risk	On Track	Completed	Progress Not due to have started
Totals	19	3	14	2	0
%	100.00%	16%	74%	11%	0%
Change	↔	+ 16%	- 5%	↔	- 11%