

CENTRAL SOUTH CONSORTIUM (CSC)

REPORT FOR JOINT COMMITTEE

16th December 2020

JOINT EDUCATION SERVICE

REPORT OF THE MANAGING DIRECTOR – DEVELOPING THE BUSINESS PLAN FOR 2021/2022

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1 PURPOSE OF REPORT

- The national model requires that a draft business plan for 2021/2022 is presented to Joint Committee in December. The final business plan will be submitted in full to the Joint Committee in the meeting in March 2021.
- The business plan for 2021/22 will take account of:
 - Aspects within existing business plan that were identified to be developed in 20/21 but had to be paused due to the impact of Covid-19;
 - The outcomes of self-evaluation processes;
 - Emerging requirements of local authorities;
 - National priorities (including National Mission 2);
 - Cross consortia planning; and
 - Feedback from Estyn (including the Thematic Review Oct 2020 recommendations) once received.
- Consortia receive revenue funding from the local authorities in order to carry out the challenge and support role on behalf of each authority. Consortia are also funded through grant by Welsh Government to deliver national priorities. At the time of writing this paper, there is no agreement on the overall funding envelope available to the Consortia.
- 97% of the current business plan is funded by grants. Awards of funding have terms and conditions which are incorporated into the planning process as well as the national development of success criteria for the enabling objectives. At this stage, it is not possible to provide detailed plans as indicative funding allocations have not been received.

2. Recommendation

- Following discussion with Directors, Members are asked to approve rolling forward the high level Business Plan for 2020/21 to 2021/22. Operational plans will continue to be developed over the coming months and shared in the Spring Term 2021.
- Members to provide a steer on any particular areas for improvement and before the detailed operational planning process takes place.
- Members note that there remains uncertainty about grant for the 2020/21 financial year and beyond as the Welsh Government has yet to confirm the grant position and requirements of Consortia and LAs.

3. Background

- The current business plan covers the period 1st April 2020 to 31st March 2021. It has five priorities based upon the enabling objectives within the document Education in Wales: Our National Mission.
 - a) Develop a high-quality education profession;
 - b) Develop inspirational leaders and to facilitate their working collaboratively to raise standards;
 - c) To develop strong and inclusive schools committed to excellence, equity and well-being;
 - d) Continue to develop robust assessment evaluation and accountability arrangements supporting a self-improving system; and
 - e) Improve the effectiveness and efficiency of Central South Consortium
- For each of the priorities there is a detailed operational plan that outlines how and when the aspects of each priority will be delivered.
- Key success criteria and actions from the business plan and associated operational plans form the basis of the organisation's operational monitoring approach. Operational plans are updated by aspect leads through half termly meetings between the drive teams, business manager and the operations manager. In addition, each drive team meets with the managing director, deputy managing director and the operations manager towards the end of each term for 'impact review meetings'.

4. Business Plan Development 2021/22

- Education in Wales: Our National Mission, provided the Welsh Government's action plan for the period 2017-21, contains clear implications for local authorities and consortia. The business plan will build upon how the consortium is working with

local authorities ensuring all schools are supported and challenged to deliver the national mission in line with key milestones.

- The operational business plans for 2021/22 will also take into account the publication Education in Wales: Our National Mission update released in October 2020, as well as any implementation plans once published.
- Increasingly, consortia work together to deliver key national priorities, the implications of which are built into the business plan proposals. Further, the monitoring and reporting arrangements for these plans are detailed within the terms and conditions of the funding. The business plan links the priorities within cross consortia improvement planning and the regional needs of CSC.
- It is proposed to continue to follow the key improvement objectives from 2020/21.
- It is proposed to build upon the current system of business planning and monitoring, to ensure increased engagement of all stakeholders in the development of the detailed operational plans that sit beneath the high-level objectives. An engagement plan is now embedded to ensure effective, regular and robust challenge and discussion with all stakeholders. This will include a period of consultation with all schools in the Spring Term as well as engagement with all governance groups.
- In addition, we will continue to develop the operational business plans with LAs during the LA performance meetings in the Spring Term. This will ensure LA priorities are identified and incorporated at an early stage as part of stakeholder engagement.
- Success criteria and milestones will be clearly defined and an enhanced process of in-depth evaluation to inform self-evaluation has been developed to enable effective challenge.
- The business plan will continue to reflect the Vision of CSC and the CSWC delivery strategy. That model gives schools the means and the responsibility for driving improvement in their own schools and in the wider system, encouraging a culture where schools care about the success of all schools as much as they care about their own. However, during the current pandemic, this model has had to be refined to reflect the capacity within the system at the current time.
- Progress against each priority will be reported to the Joint Committee on a termly basis. In addition, we will:
 - a. Provide at least one performance report to the five Scrutiny Committees, ideally in January of each year;
 - b. Review the performance of schools (previously categorised as red and amber) termly with authorities; and
 - c. Report termly to the Welsh Government's Challenge and Review sessions.

5. Implementation issues – cost, timescale etc.

- Proposals for budget setting will be presented to the Joint Committee in January 2021. In line with the medium term financial plan agreed by Joint Committee, a 1% cut to core funding in 2020/21 will be used for budget setting purposes.
- At this stage, there is a significant amount of uncertainty regarding the grant funding mechanisms from Welsh Government and so it is not possible to set out the grant budget position for 2021/22. The Consortium will continue to work closely with Welsh Government to ensure that funding is used effectively to support the strategic priorities set out within the draft business plan.

6. Background Papers

1. Business Plan 2020/21
2. Summary report re progress with the 2020/21 Business Plan (will be presented to Joint Committee in January 2021)

Priority 1: To develop a high-quality education profession

SLT Drive Team: Natalie Gould, Richard George, Mandy Esseen & Carys Pritchard	Wider Drive Team: Ruth Best, Cath Billington-Richards, Emma Dermody, Glen Gilchrist, Matthew Humphreys, Kathryn Lewis, Kate Nash & Matthew Robbins	
Objectives	How will we know if we've made progress?	Outcomes
1.1 The regional professional learning offer is available to all schools to support national and regional priorities.	The offer is aligned to the principles of the Central South Wales Challenge model and National Approach to Professional Learning to support national, regional and local authority priorities.	<ul style="list-style-type: none"> • The professional learning offer responds to and meets local, regional and national priorities. School engagement in regional professional learning activities increases. • School engagement with the National Schools as Learning Organisations tool increases from a benchmark taken in March 2020. Schools' annual survey captures schools' confidence levels of managing change during education reform. • All professional learning explicitly references opportunities to progress against the standards. • The TA/HLTA workforce is increasingly professionalised, and the increased number of TAs gaining HLTA status eases the
1.2 Schools are supported to manage change and develop as learning organisations.	School engagement in specific aspects of the professional learning offer and CSC school improvement team feedback on progress made.	
1.3 Professional learning opportunities align to the Professional Standards for Teaching and Leadership and Assisting Teacher Standards to improve the quality of teaching.	All professional learning explicitly references opportunities to progress against the standards.	
1.4 A refined Teaching Assistant Learning Pathway (TALP) and NQT induction process facilitates appropriate learning pathways for practitioners.	The TALP and Statutory Induction process increases the number of HLTA accreditations and enables nearly all NQTs to pass induction.	

1.5 Partnership working with ITE providers and schools improves the quality of initial teacher education.	Student teachers achieve QTS within jointly accountable school/HEI partnerships that model the professional standards through enquiry led practice.	<p>pressure on class teachers, class sizes and the effectiveness of learning and teaching strategies to meet the needs of all learners. All NQTs are provided with the support they need to pass induction and are offered high-quality professional learning so as to equip them to thrive as teachers moving forward in their careers.</p> <ul style="list-style-type: none"> • A range of ITE programmes and routes into teaching are delivered in jointly accountable school/HEI partnerships, to ensure that high-calibre student teachers gain QTS and are successfully recruited to meet the needs of schools in the region. • The annual CSC schools' survey demonstrates that schools and practitioners are increasingly evidence-informed and research-engaged. • Schools' engagement in Curriculum for Wales activities increases. Evaluation of the Curriculum for Wales professional learning programme demonstrates changes to professional learning, behaviour and results. • The professional learning offer responds to and meets local, regional and national
1.6 Schools are supported to engage with the National Strategy for Educational Research and Enquiry.	Schools in the region are increasingly evidence-informed and research-engaged.	
1.7 Schools are supported to prepare for the implementation of the Curriculum for Wales.	Schools are supported to develop pedagogy and curriculum aligned to the Curriculum for Wales. Support offered to schools is reflected in engagement with the professional learning offer.	
1.8 Develop and implement a regional professional e-learning strategy.	E-learning and digital professional learning resources are available to all schools as part of the professional learning offer.	
1.9 Provide regional professional learning in pedagogy, curriculum, assessment and qualifications.	Schools implement national and regional strategies in Expressive Arts; Health & Wellbeing; Humanities; Language, Literacy and Communication; Mathematics & Numeracy, Science & Technology and Digital Competence including the foundation phase and post-16.	
1.10 Support the implementation of national and regional strategies for developing Welsh in schools.	The professional learning offer for improving Welsh is aligned to regional needs and the Welsh Language Competency Framework. Practitioners report that their confidence and competence in Welsh language skills improves. The use of informal and incidental Welsh in schools across the region increases.	
1.11 Support the preparation for the Additional Learning Needs and	Schools are supported to enact changes to policy and practice in line with the Additional	

<p>Education Tribunal (Wales) Act.</p>	<p>Learning Needs and Education Tribunal (Wales) Act.</p>	<p>priorities in Expressive Arts; Health & Wellbeing; Humanities; Language, Literacy and Communication; Mathematics & Numeracy, Science & Technology and Digital Competence, which includes the foundation phase and post-16. School engagement in regional professional learning activities increases in each area.</p> <ul style="list-style-type: none"> • The School Workforce Annual Census reports an increase of language competence and skills of practitioners. • The number of schools achieving the Welsh Language Charter award increases. • A high-quality ALN professional learning programme is developed in preparation for the inclusion in the 2020-2021 regional professional learning offer.
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Priority 2: Develop highly effective leadership to facilitate working collaboratively to raise standards

SLT Drive Team: Kate Rowlands, Steve Davies & Emma Coates	Wider Drive Team: Alison Tovey	
Objectives	How will we know if we've made progress?	Outcomes
2.1 Enhance current and future leadership through a comprehensive pathway.	All available places on Professional Learning Pathways occupied by leaders at the appropriate stage in their career.	<ul style="list-style-type: none"> • Professional Learning Pathway completed – to include Senior Leaders programme. Leaders at all levels develop the skills needed to be highly effective in their roles. Staff wishing to seek promotion gain a post. • Cyfleoedd+ and Federations become effective models for collaboration if after being monitored and evaluated they are shown to enhance leadership capacity. • Nearly all pilot schools demonstrate effective leadership, challenge and support from the Governing Body. • All mentors and coaches have access to a range of training and support. Mentors and Coaches develop this role within their own setting and in the wider system. Coaches
2.2 Develop effective collaboration models to increase leadership capacity	Evidence shows that collaboration models have a positive impact on leadership capacity.	
2.3 Strengthen school governance to provide effective leadership, challenge and support.	Governors understand and effectively fulfil their role within individual settings.	
2.4 Improve the use of coaches and mentors to further develop school leaders	The use of coaches and mentors is effective, as one strand of a package of support to improve school leaders	
2.5 Develop and strengthen effective leadership through peer engagement.	Peer engagement has a positive impact on leadership through effective self-evaluation leading to the identification of appropriate improvement priorities.	
2.6 Use the Professional Teaching Awards Cymru to recognise and celebrate highly effective practice.	Strong representation across the region in all categories of the Professional Teaching Awards Cymru.	

		<p>accessing MA qualification with UWTSD.</p> <ul style="list-style-type: none"> Nearly all CSC schools involve peers to successfully enhance their self-evaluation processes as required by the Welsh Government (WG) Evaluation and Improvement Arrangements (Draft). Highly effective practice is identified and acknowledged across the region.
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<p>Priority 3: To develop strong and inclusive schools committed to excellence, equity and wellbeing</p>		
<p>SLT Drive Team: Emma Wilmott & John Welch</p>	<p>Wider Drive Team: Siriol Burford & Gethin Howells</p>	
<p>Objectives</p>	<p>How will we know if we've made progress?</p>	<p>Outcomes</p>
<p>3.1 Improve outcomes for vulnerable learners through effective strategic support</p>	<p>To have used the current learning to provide strategic direction in provision for vulnerable learners.</p>	<ul style="list-style-type: none"> Improved rates of progress for vulnerable learners including FSM, CLA, MAT and ALN. Robust mechanisms in place for school to access and identify how to support vulnerable learners effectively. All CSC staff receive professional learning to
<p>3.2 Ensuring consistency of approach for Central South Consortium and local authorities in supporting provision for vulnerable learners.</p>	<p>Strategic support across the organisation including professional learning for all areas will be aligned and focused to enable schools to be strong and inclusive.</p>	

3.3 To prepare schools for the Additional Learning Needs and Educational Tribunal Wales Act through effective partnership working.	All schools are aware of the new expectations of the Act.	<p>ensure consistency of approach in supporting to improve outcomes for vulnerable learners. The consistent approach will be shared with LA officers to avoid duplication and will strengthen partnership working.</p> <ul style="list-style-type: none"> • Using the information generated by the audit tool and through collaborative working with LA and CSC officers, there is an accurate understanding of schools' preparedness for ALN transformation. The school-named ALNCO has a sufficient skill set to undertake duties as dictated by law by January 2021. ALNCO engagement in professional learning programmes. • Identification of how professional learning provided by CSC centred on CLA pupils is impacting positively on leadership, provision and outcomes for CLA pupils. Continuation of the professional learning provided by CSC to support vulnerable pupils in schools across the consortia.
3.4 The new Teaching and Learning strategy encompasses the wellbeing strategy and reflects the approach of the local authorities including links with attendance and exclusion leads.	There is a clear understanding of quality first teaching across CSC and schools and how that can impact on progress for vulnerable learners.	
3.5 To highlight good practice in supporting children looked after (CLA) through appreciative enquiry	Enquires will highlight positive outcomes for CLA learners and will inform future Professional Learning needs.	

Priority 4: To continue to develop robust assessment, evaluation and accountability arrangements supporting a self-improving system

SLT Drive Team: Andy Rothwell, Caryl Stokes, Andy Hurley & Geraint Lewis

Wider Drive Team: David George, Jonathan Davies & Richard George

Objectives	How will we know if we've made progress?	Outcomes
4.1 Enable and support schools to access appropriate support to respond to the changing accountability measures	Schools have a good understanding of accountability measures this is reflected in the use of policies and procedures within schools	<ul style="list-style-type: none"> • Schools' use of NEIR visible through improvements in self-evaluation as noted in Estyn outcomes and categorisation process. • Increased collaboration between schools and partners as a result of changes to Central South Wales Challenge results in reduction of the number of schools requiring the highest level of support. • Robust governance across CSC ensures that accountability for services is clear and effective. This results in fewer schools requiring the highest level of support. • Most Welsh Government policies linked to Priority 4 are implemented across the region in accordance with milestones set in 'Education in Wales: Our National Mission'.
4.2 National Evaluation and Improvement Resource (NEIR) is used by schools as an effective tool to support school improvement	Schools use the NEIR in a way that supports school improvement and focuses on improved learner outcomes	
4.3 Continue to develop, establish and embed changes to the Central South Wales Challenge	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	
4.4 Strengthen the effectiveness of the existing national governance model/structure	Quality assurance procedures, through the regional governance structure, show positive impact from the range of services that consortia provide	
4.5 Consortium as a Learning Organisation – Developing an enquiry approach to learning	Central South Consortium reflects the principles of CLO in the way it operates	

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

SLT Drive Team: Andrew Williams, Alyson Price, Louise Muteham & Mari Waddington	Wider Drive Team: Samantha Harris & Andrea Jones	
Objectives	How will we know if we've made progress?	Outcomes
5.1 Effectively review the governance structure of Central South Consortium and related change management implications.	Review results in a clear strategic direction which engages all of CSC staff and stakeholders.	<ul style="list-style-type: none"> • Evidence-based effectiveness and efficiency report detailing the impact of CSC and its work. • Increase in engagement with CSC communication channels, underpinned by an effective communications strategy. • Evidence-based strategy to change classroom behaviours and approaches to teaching.
5.2 Align the business planning and self-evaluation processes, focussing on value for money in relation to both progress and impact.	Undertake evaluation of the business planning and self-evaluation processes to increase accountability and process efficiency.	
5.3 Increase awareness of CSC key messages and communication channels.	Communication strategy to be developed for CSC to improve engagement on an internal and external basis, supporting the sharing of information relating to best practice, standards and reform.	
5.4 Wider accountability of CSC improved through appreciative enquiry protocol, developed for effective supervision and quality assurance of all staff.	CSC develops a flexible and fully informed staff base through an appropriate professional learning programme focussed on delivering information and developing the skills of all staff.	

5.5 Realise the value and relevance of research and evaluation on key aspects of CSC work.	Work with a higher education institution to focus on the evaluation of our work focussing on vulnerable learners and Central South Wales Challenge.	
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