

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Thursday, 09 March 2023
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Central South Consortium: Annual Local Authority Scrutiny Report
Purpose of Report:	To update Members on the work of Central South Consortium (CSC) and its contribution to school improvement across the region
Report Owner:	Clara Seery, Manging Director, Central South Consortium Andrew Williams, Assistant Director for Partnerships and Improvement Carys Pritchard, Principal Improvement Partner
Responsible Officer:	Paula Ham, Director of Learning and Skills
Elected Member and Officer Consultation:	Councillor Rhiannon Birch, Cabinet Member for Education, Arts and the Welsh Language Morwen Hudson, Head of Standards and Provision
Policy Framework:	The recommendations of this report are within existing policy framework and budget
<p>Executive Summary:</p> <ul style="list-style-type: none"> • The purpose of the report, which is shown in Appendix A, is to provide an overview of the work of the Central South Consortium (CSC) and to update Members with the contribution of the CSC, working in partnerships with the local authority (LA) to raise standards in schools across the Vale of Glamorgan. • The work of the Central South Consortium plays a vital role in the delivery of the Council's statutory responsibilities in relation to schools. Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. • This report details the work of the consortium for the academic year September 2021 to 2022 and the financial year April 2021 to April 2022. 	

Recommendations

1. That members note the report in Appendix A outlining the impact of Central South Consortium's work and to scrutinise and comment on the information provided.

Reasons for Recommendations

1. In order that Members are aware of the impact of Central South Consortium's work on schools in the Vale of Glamorgan.

1. Background

- 1.1 Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 381 schools, 32% of Wales' children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with just under 1 in 5 children claiming free school meals.
- 1.2 The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets regularly and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.

2. Key Issues for Consideration

- 2.1 This report outlines the impact of work in the Central South Consortium's business plan on the region and the Vale of Glamorgan.
- 2.2 It documents the impact of the challenge and support provided by the Consortium on behalf of the Vale of Glamorgan. This includes:
 - overview of performance including learning priorities, findings from reintroduced Estyn inspections and progress of schools in a follow up Estyn category
 - support for schools including the work programme of Improvement Partners
 - engagement in professional learning and support including Central South Wales Challenge, collaborations, school leadership and governance, curriculum, Welsh and early career
 - work to promote equity in schools

- contribution to supporting Vale of Glamorgan priorities
- value for money
- sharing of practice.

3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** Support for learners contributes to the Council's Wellbeing Objectives drawn from the Corporate Plan 2020-25. There is specific alignment with our wellbeing objectives to work with and for our communities and to support learning, employment and sustainable economic growth.
- 3.3** This report recognises the importance of improvement in school outcomes and provisions through strong leadership.

This report recognises the partnership working between the Local Authority, schools and Central South Consortium in promoting high standards and ensuring that every child experiences an education of the highest quality.

4. Climate Change and Nature Implications

- 4.1** There are no climate change and nature implications resulting from this report.

5. Resources and Legal Considerations

Financial

- 5.1** The Vale of Glamorgan contribution to the Central South Consortium for the 2022/23 financial year is £537,569.

Employment

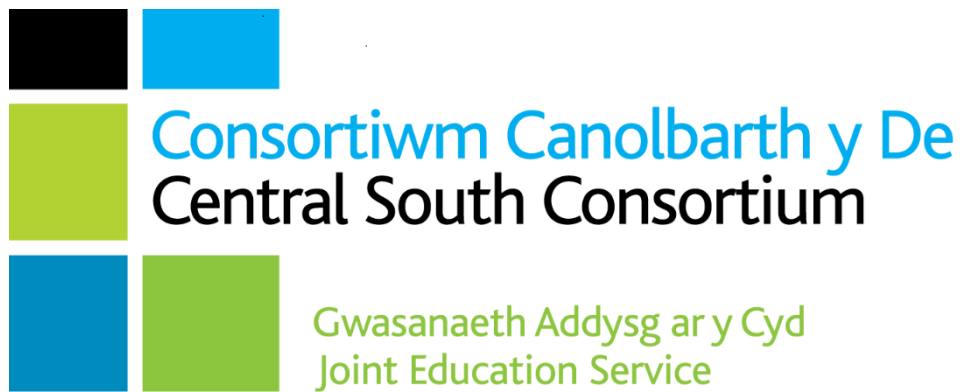
- 5.2** There are no employment implications arising from this report.

Legal (Including Equalities)

5.3 There are no legal implications arising from this report.

6. Background Papers

6.1 None



**Annual Vale of Glamorgan
Local Authority Scrutiny
Report
Central South Consortium
2021-22**

(Presentation in Spring Term 2023)

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1.0 PURPOSE OF THE REPORT

The purpose of the report is to provide an overview of the work of the Central South Consortium (CSC) and to update Members with the contribution of the CSC, working in partnerships with the local authority (LA) to raise standards in schools across the Vale of Glamorgan. This report details the work of the consortium for the academic year September 2021/2022 and the financial year April 2021 to April 2022.

2.0 BACKGROUND

Since 2012, CSC has delivered aspects of school improvement services on behalf of the five local authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 385 schools, around 32% of Wales's children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with around 25% claiming free school meals.

The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets regularly and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.

The Business plan for 2021/22 ran from 1st April 2021 until 31st March 2022 and had the following areas of priority:

1. Develop a high-quality education profession
2. Develop highly effective leadership to facilitate working collaboratively to raise standards
3. Develop strong and inclusive schools committed to excellent, equity and wellbeing
4. Continue to develop robust assessment, evaluation and accountability arrangements supporting a self- improving system
5. Improve the effectiveness and efficiency of CSC

The business plan sets out how CSC aims to deliver these priorities through effective school self-evaluation and improvement planning, underpinned by building capacity in schools to support other schools through the continued development of the 'Central South Wales Challenge'¹.

Drive Teams made up from senior leaders from across the consortium ensure that the operational plans for each priority are implemented and that impact is measured. Half-termly reviews, including an impact review with the managing director and LA Directors of Education at the end of each term, ensures that monitoring is robust. Outcomes of this process are reported to Joint Committee and can be found [here](#).

¹ Central South Wales Challenge information can be found [here](#)

A [report](#) on the progress and impact of the Business Plan 2021 - 22 is presented to the CSC Management Board and Joint Committee.

The consortium Business Plan for April 2022 to March 2025 can be found [here](#) .

3.0 OVERVIEW OF PERFORMANCE

3.1 National Data Collections and Published Information

Due to the Covid-19 pandemic, Welsh Government (WG) has cancelled most of the statutory data collections for 2020, 2021 and 2022. The collections suspended include:

- Attendance: Primary 2020, 2021 and 2022 data collections
- Attendance: Secondary 2020, 2021 and 2022 data collections
- National Data Collections (NDC): All 2020 and 2021 data collections, and FP and KS2 for 2022

The Minister for Education also confirmed on 21 June 2021² that WG would not be publishing performance measures related to the 2021 summer examinations series, which covers all school and post-16 performance measures for the 2020-21 academic year. In addition, given the clear implications that there will be ongoing disruptions for qualifications awarded next year, WG have suspended key stage 4 and legacy sixth form performance measures for the 2021-22 academic year also. Therefore, there are no performance measures available for key stage 4 or post-16 for summer 2020 and 2021 results, and these will also not be available for results published for summer 2022.

The Statistical bulletins for GCSE and A Level results will continue to be published for 2021-22 as made available for 2020-21 and 2019-20, but they will not contain key stage 4 or legacy sixth form performance measures and will only include national level data with amended content to previous releases of these bulletins.

Therefore, for 2021-22 there are no publicly available performance measures at school, LA or Regional Consortia level that can be included in this report, as was the situation for the last two years. It is important to note and understand that following Welsh Government's suspension of statutory data collections and publication of outcomes there will be a reduction in analysis available within CSC. However, schools will have their own internal systems for tracking and analysing pupil performance/outcomes. These form a key focus of discussions with school leaders to enable appropriate support and challenge by CSC to secure school improvement and partnership working in 2021/22.

The publication of performance data on My Local School is also suspended, with the publication of the National Categorisation³ also being suspended for 2021-22 due to the processes not being held for the academic years 2020-21 and 2021-22.

² <https://gov.wales/written-statement-school-information-improvement-and-inspection-arrangements-supporting-renewal-and>

³ <https://gov.wales/school-performance-reporting-arrangements-important-update.html> (October 2021 update)

3.2 Learning Priorities

At the start of the autumn term, Improvement Partners, as part of their work programme with schools, have conversations with headteachers and senior leaders about a range of data which has emerged from the school's self-evaluation processes. This data can take many forms, for example, reading test data, personalised assessments in reading and numeracy and a range of wellbeing data. Wider information about the quality of pupils' work and their outcomes in specific areas of learning also feature as part of these professional discussions. By effectively using this broad range of self-evaluation evidence, schools can identify their future improvement priorities. All of this is discussed with Improvement Partners as part of their routine visits to schools at the end of summer term/beginning of autumn term.

3.3 Estyn Inspections

All Estyn inspections were suspended in March 2020⁴; however, a new pilot framework⁵ was introduced in early Spring Term 2022. The new inspection framework no longer provides judgements for inspection areas as available in previous inspection frameworks. However, information on "Interesting or Innovative Practice Case Studies" is still identified in the new reports, alongside the recording of any statutory and non-statutory follow-up inspection categories.

In Central South Consortium, thirty schools were inspected between February 2022 and July 2022. Across the region, three schools were placed in Estyn follow-up categories: one in Estyn review, one in significant improvement and one in special measures. During this period, no schools from the Vale of Glamorgan were placed in a follow-up category.

Table 1: Number of schools inspected 2021/22

	Primary	Secondary	Middle	Pupil Referral Units
Bridgend	2	0	0	0
The Vale of Glamorgan	5	2	0	0
Rhondda Cynon Taf	8	0	1	0
Merthyr Tydfil	1	0	0	0
Cardiff	8	2	0	1

Eleven of the schools inspected across the region were invited to produce "Interesting or Innovative Practice Case Studies" following their inspections. In the Vale of Glamorgan, two schools were invited to draft case studies for Estyn.

⁴ <https://www.estyn.gov.wales/news/estyn-will-not-inspect-maintained-schools-next-academic-year-statement-meilyr-rowlands-hmci>

⁵ <https://www.estyn.gov.wales/news/owen-evans-her-majestys-chief-inspectors-speech-17-february-2022>

Table 2: Vale of Glamorgan schools Estyn Case Studies 2021/22

School	Case Study	Publication Date	Link to report
Stanwell School	The range of opportunities that pupils receive in order to develop their leadership skills and get their voice heard	14 October 2022	https://www.estyn.gov.wales/effectiv-e-practice/range-opportunities-pupils-receive-order-develop-their-leadership-skills-and-get
Whitmore High	A whole – school approach to securing high standards of teaching and learning	14 October 2022	https://www.estyn.gov.wales/effectiv-e-practice/whole-school-approach-securing-high-standards-teaching-and-learning
	Developing an effective culture for learning	14 October 2022	https://www.estyn.gov.wales/effectiv-e-practice/developing-effective-culture-learning

Estyn resumed their monitoring of schools and Pupil Referral Units (PRUs) in a statutory category (special measures or significant improvement) in autumn 2021. There were six schools in CSC in either special measures or significant improvement during this period, and these six schools were all removed from their statutory category.

In addition, a further eight schools across CSC were removed from the follow-up category of “Estyn Review” during academic year 2021/22, which left only one school in “Estyn Review” from inspections that took place prior to March 2020. Two schools from the Vale were removed from the follow-up category of “Estyn Review” during the last academic year.

Table 3: Progress of Vale of Glamorgan schools in a follow up Estyn category

School	Estyn Category	2021-22 Changes	Current position (Spring 2023)
St Cyres School	Estyn review since inspection in January 2020	Removed following Estyn / LA Progress meeting December 2021	Not in follow-up
St Illtyd Primary	Estyn review since inspection in February 2019	Removed following Estyn / LA Progress meeting December 2021	Not in follow-up

3.4 Supporting School Development Planning with Performance Data Discussions

The Improvement Partner (IP) supports schools through appropriate challenge to identify clear, manageable improvement priorities as a consequence of effective self-evaluation. The IP works with school leaders to review first-hand evidence, ensuring that this is rigorous and accurate. In supporting schools in the review of their self-evaluation cycle, IPs work with school leaders to ensure there is coverage of the three overarching areas as referenced in the new framework for school improvement. These are:

- Vision and Leadership
- Curriculum, Learning, and Teaching
- Wellbeing, Equity, and Inclusion

This approach works in conjunction with school systems and will not generate additional work for school leaders. This is in line with the Welsh Government School Improvement Guidance: A Framework for Evaluation, Improvement and Accountability, where it is the intention that these priorities will, in part, replace target setting.

Each school has a unique set of priorities, based on their own context, self-evaluation including the analysis of performance data, needs and improvement journey, ultimately seeking to improve learner outcomes. Therefore, priorities need to ensure a focus on pupil progress. Furthermore, the IP will also support schools in ensuring that improvement priorities are drawn together in a single, strategic school development plan, helping to reduce workload, streamline schools' strategic planning processes and avoid unnecessary duplication and bureaucracy.

In 2022-23, key common focus areas that have been identified by schools include:

- Oracy, reading and writing
- Numeracy
- Skills across the curriculum
- Implementation of the Curriculum for Wales
- Relationship and Sexuality Education (RSE)
- Religion, Values and Ethics (RVE)
- Teaching and learning
- Assessment
- Well-being
- Additional learning needs
- Leadership

3.5 Alps Analysis

Alps value added performance analysis measures progress against national, aspirational benchmarks for each individual student. For 2022, the analysis identified the following key points:

A Level

- Prior attainment (Centre Assessed Grades) was higher for the 2022 cohort than for previous cohorts.
- National results were also higher in 2022 than in 2018 or 2019.
- Overall, the value added for Vale of Glamorgan students was slightly lower than in 2021 (Centre Determined Grades) but higher than in 2018 or 2019.
- Over time, the Vale of Glamorgan's A level value-added data shows that performance is consistently very strong at Alps Grade 1 and 2 over the last two years (Grade 1 is Outstanding, Grade 9 is Poor).
- Over time, there has been little difference between the value added for boys and girls and for pupils eligible for free school meals (eFSM) and non-eFSM students.
- Over twenty subjects are in the top quartile of performance across England and Wales with strengths identified in Biology, Chemistry, Drama and Theatre Studies, French, German, History, Information Technology, Mathematics and Further Mathematics, Media Studies, Music, Economics, Physical Education, Physics and Religious Studies.
- Very few subjects are in the lowest quartile of performance, these include Geology and Art (3D Design).
- Replicating the same grades through exams may be challenging in 2023 as results will be set '*broadly midway between the 2019 and 2022 results.*'

AS Level

- Prior attainment (Centre Determined Grades) was higher for the 2022 cohort than for previous cohorts.
- National results were also higher in 2022 than in 2018 or 2019.
- Overall, the value added for Vale of Glamorgan students was slightly lower than in 2021 (Centre Determined Grades) and comparable with 2019.
- Over time, the Vale of Glamorgan's AS level value-added data shows that performance is strong at Alps Grade 3 (Grade 1 is Outstanding, Grade 9 is Poor).
- Over time, there has been little difference between the value added for boys and girls and for (eFSM) and non-eFSM students.
- Replicating the same grades at A Level in 2023 may still be challenging as results will be set '*broadly midway between the 2019 and 2022 results.*'

Key Stage 4 (KS4)

- KS4 Results were higher nationally in 2022 than in 2018 or 2019.
- Overall, the value added for Vale of Glamorgan students was slightly lower than in 2021 (Centre Determined Grades) but higher than in 2018 and 2019.
- The Vale of Glamorgan's KS4 value-added data shows that performance has improved since 2018, with a strong outcome at Alps Grade 2 or 3 over last two years (Grade 1 is Outstanding, Grade 9 is Poor).
- There is some variability in the performance of specific groups of pupils. The value added of boys increased in 2022 but remains slightly lower than the performance of girls over time. The value added of eFSM pupils remains lower than non-eFSM pupils.

- Fourteen subjects are in the top quartile of performance across England and Wales with strengths identified in Art and Design (fine art), Biology, Chemistry, Economics, English language and literature, French, Geography, History, German, Mathematics (Numeracy), Media Studies, Music, Physical Education and Sociology.
- Only one area, the Welsh Baccalaureate Qualification (Skills Challenge Certificate), has been identified in the lowest quartile of performance in 2022.
- Replicating the same grades through examinations may be challenging in 2023 as results will be set '*broadly midway between the 2019 and 2022 results.*'

4.0 SUPPORT AND CHALLENGE

With the significant reform agenda that is in progress across Wales, it is important CSC continues to ensure the support provided by IPs is holistic, efficient, and effective in line with the national principles and guidance from Welsh Government.

4.1 Improvement Partner Deployment

In 2021/2022, the Vale of Glamorgan LA contributed £528,828 (14.8%) towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for IPs (3.3 FTE) and Principal Improvement Partners (PIPs) (1 FTE).

IPs continue to have a relevant educational background and level of experience and provide good quality support and challenge to schools. Many IPs are accredited or are working towards accreditation by Association of Education Advisers (AOEA). They have continued to work well and in partnership with the LA to provide effective monitoring, challenge, support and intervention where needed. Improvement partners have continued to commission bespoke support and intervention from the wider support teams within the CSC.

National Categorisation was suspended from September 2020 and a new evolving model for IP deployment was consulted on in the summer term 2020 and implemented from September 2020. It was reviewed and refined during 2021 to support implementation of the Welsh Government Guidance, Improvement, Evaluation and Accountability in September 2022⁶.

4.2 Work Programme of Improvement Partners

During the autumn term, IPs worked together with schools to agree appropriate improvement priorities, construct the school development plan (SDP) and broker support. All IPs gathered authentic first-hand evidence to support the school self-evaluation process. IPs joined school meetings and participated in self-evaluation activities as appropriate. The full schedule of activities are contained in the Framework for School Improvement⁷. These are not a 'tick list' but provided a reminder as to key dates when activity should be completed. IPs built an individual work plan with each school to ensure that these activities were built into the school improvement conversations. There were ongoing themes which were a focus

⁶ [School improvement guidance: framework for evaluation, improvement and accountability - Hwb \(gov.wales\)](https://www.gov.wales/government-guidance-improvement-evaluation-and-accountability)

⁷ <https://www.cscjes.org.uk/repository/discovery/resource/97df5386-f46a-4287-a766-20eedd70db27/en?sort=recent&strict=0>

of all visits, these included progress of learners, curriculum, learning and teaching, leadership, well-being, equity and inclusion, effectiveness of self-evaluation and improvement planning.

4.3 Framework for School Improvement

Support for schools will take the form of core or enhanced support that is provided in a fair way that is inversely proportional to needs of the school. All schools will receive a basic minimum allocation of days and further time will be allocated based on the support needs identified.

This minimum is:

- Primary/Nursery - 7 days
- Special/PRU - 10 days
- Secondary – 10 days
- 3-16/19 - 16 days

Enhanced support schools will receive additional time to reflect the development needs and monitoring requirements. All support will be agreed between the school and IP and shared with the LA when the school improvement priorities are agreed. Specified days might not all be from the same IP but might include work of others more specialists in certain areas. The impact of this support will be monitored half termly and will be shared with LAs in the termly review meetings.

The IP supports schools through appropriate challenge to identify clear, manageable improvement priorities as a consequence of effective self-evaluation. The IP works with school leaders to review first-hand evidence and ensures processes are rigorous and accurate. In supporting schools in the review of their self-evaluation cycle, IPs work with leaders to monitor and evaluate progress against school development plan priorities.

If schools are not demonstrating appropriate rates of progress towards achieving their improvement priorities, this information is discussed with the school, governors, LA and CSC and a decision will then be made as to whether the school may need enhanced support. IPs will then provide a detailed evaluation of progress with a judgement on the rate of progress. If the school, governors, LA, and CSC agree that progress is appropriate, a discussion can then take place about moving the school to enhanced support. The same process exists if a school is making sufficient progress to move from enhanced support.

Key improvement objectives are identified, and regular school improvement forums held for all enhanced schools to judge the impact of the support in enabling the school to meet its objectives. A judgement is made on the extent of the progress the schools have made in meeting each objective. This information is provided to Directors in termly progress reports.

Each term CSC prepares a detailed report for Directors and then meets with them to discuss the aspects of the report that they select. The report contains a detailed breakdown of the support provided within the previous term.

5.0 SUPPORT FOR SCHOOLS

5.1 Schools Receiving Enhanced Support

During 2021 -22 academic year six schools received enhanced support at some point during the year with two of these moving to core support during the autumn and spring terms. One school also moved to core support at the end of the summer term.

The following table analyses the progress judgements made across a wide range of the key priorities in the schools receiving enhanced support. Priorities will often cover a number of aspects of practice. Judgements are made and agreed in partnership with the school, CSC and LA officers. The data is based on all six schools receiving enhanced support in the autumn term, and four schools in the spring and summer terms. It covers a total of 25 priorities or recommendations for the autumn term and 16 for the spring and summer terms. These priorities or recommendations have been categorised under four broader headings of Leadership, Standards and Progress, Teaching and Learning and Wellbeing.

Table 4: Summary of Progress Against Recommendations

% FIGURES	Progress Autumn 2021			
Aspects of practice within Priorities	Limited	Satisfactory	Strong	Very Good
OVERALL	4	13	8	
Standards and Progress		2	3	
Teaching and Learning	1	5	2	
Wellbeing	2	4		
Leadership	1	2	3	
% FIGURES	Progress Spring 2022			
Aspects of practice within Priorities	Limited	Satisfactory	Strong	Very Good
OVERALL	3	5	8	
Standards and Progress		1	1	
Teaching and Learning		2	3	
Wellbeing	2	1	3	
Leadership	1	1	1	
% FIGURES	Progress Summer 2022			
Aspects of practice within Priorities	Limited	Satisfactory	Strong	Very Good
OVERALL	4	2	5	4
Standards and Progress		1		1
Teaching and Learning		1	2	2
Wellbeing	2		3	1
Leadership	2			1

As a result of the support and challenge, many (5/6) schools receiving enhanced support during 2021-22 made strong or better progress against most priorities or recommendations.

5.2 Intervention Strategy for Schools Causing Concern

The Intervention [Strategy for Schools Causing Concern](#) has been reviewed, agreed with all Directors and shared with schools. This has led to clear processes for intervention being understood and utilised by the LAs and forms the basis of enhanced support work for all settings in the region.

During 2021-22, one school was in receipt of a formal LA Statutory Warning Notice. It was judged in March 2022 that this school had made sufficient progress and the warning notice was formally lifted. One school is in receipt of a pre warning notice and progress is being monitored on a half-termly basis.

6.0 PROFESSIONAL LEARNING & SUPPORT

Professional learning (PL) is a change process to improve and develop professional knowledge, skills and understanding. PL should focus on changes that impact on learners through a practitioner's own learning, leading to increased understanding, and changes in their behaviours, i.e., policies, provision, and practice.

At CSC, the Curriculum and Professional Learning (C&PL) team provide a comprehensive range of high quality, evidence-informed PL opportunities to all schools in the region to support local, regional, and national improvement priorities. All PL and support is available at no charge to schools for all practitioners and leaders, including governors. Most PL opportunities are developed and facilitated in partnership with schools within the regional self-improving system, the Central South Wales Challenge (CSWC). C&PL officers also work in partnership with LAs, other regional consortia and partnerships, Welsh Government (WG) and where appropriate, external consultants in the development and facilitation of PL.

6.1 Central South Wales Challenge

The CSWC is the partnership of all schools and settings across the CSC region working together to develop a self-improving system. The CSWC is evaluated annually to ensure it meets the current and evolving needs of schools and the wider system. A refined structure was developed for 2021-22, considering the ongoing challenges in schools related to COVID.

The CSWC includes of a number of components that support the self-improving school system. Each component plays a key role in ensuring that all schools and settings in the region can access appropriate PL and support. Schools and settings should engage with the components and PL activities that best support their school improvement priorities. The CSWC components are categorised broadly into two areas, namely 'professional learning collaborations' and 'professional learning opportunities'.

Practitioners and school leaders, including governors, can contribute to the CSWC in key roles to support other schools across the region, working in partnership with the CSC school improvement team to provide professional learning and/or bespoke support to schools across the region.

Roles include lead practitioners, system leaders and regional leaders of governance. During 2021-22 the following were from Vale of Glamorgan schools: 20 Lead Practitioners; one System Leader; three Regional Leaders of Governance

6.2 Professional Learning Collaborations

All schools in the region are allocated collaboration funding to support participation in collaborative working within and beyond their school, particularly focusing on the curriculum reforms. During 2021-22, each school in the region received a £10,000 lump sum + £417 per FTE teacher. In Vale of Glamorgan schools this totalled £888,829.

Collaborations include:

Clusters

There are eight clusters in the Vale of Glamorgan. In the professional learning and collaboration survey, 96% of Vale schools stated that they were engaged with cluster working. All clusters have a named convenor. All clusters submitted a mid-year and end of year evaluation.

An example of effective cluster working in the Vale shared in an end of year evaluation:

The convenor reports that they have collaborated, holding cluster sessions for each of the Areas. Leaders of these from each school met online to update and talk about in-school developments. Cluster Headteachers also met regularly to discuss the Curriculum for Wales (CfW). All teaching staff from the cluster attended a joint inset day in June 2022, led by CSC on the CfW, assessment and cluster non-negotiables in skills, knowledge, and experiences. Cluster working directly and indirectly impacts on learners. From strategic level to the classroom, staff are developing creative and innovative ways to enhance teaching and learning. Systems are changing and are bespoke in each of our schools in terms of systems and processes. All work is linked to the School Development Plans in each school. Open dialogue and sharing of practice has been very beneficial. Cluster links have been strengthened as a result.

School Improvement Groups (SIGs)

During 2021-22, in the professional learning and collaboration survey, 76% of schools in the Vale stated that they were engaged in a SIG, working with schools across the region on the curriculum and/or the wider education reforms. This is an approximate decrease of 14% of schools since 2019-20, based on convenor reporting. Schools cited additional pressures on their time in responding to COVID and curriculum reform for this decrease in SIG engagement. Nearly all SIGs are led by one school leader acting as a convenor for the group. All SIG convenors complete mid-year and end-of year evaluations of their joint work. Seven SIG convenors are from Vale of Glamorgan schools.

Networks

Most (93%) Vale of Glamorgan schools participated in regional networking activity with a total of 1243 practitioners engaged.

There were 24 secondary subject discipline networks active across the CSC region to support the development of the level 2 and level 3 qualifications. During 2021-22, 70 practitioners from nine Vale of Glamorgan schools engaged with these networks.

All Welsh Medium primary and secondary schools in the Vale were invited to participate in ‘Y Ffed.’ or ‘Gyda’n Gilydd’ networks. The special school participated in the special schools’/PRU network. Each network received an additional £30k funding each, to plan and facilitate PL where their specific needs were not fully met through the CSC PL offer. There were almost 70 schools across the region engaged in these school-led networks.

[See Appendix A for further details on professional learning collaborations].

6.3 Professional Learning Opportunities

Engagement in Professional Learning events, networks, programmes, assignments, and conferences has increased over the past 3 years.

Table 5. Engagement in Professional Learning events during the previous three years.

Year	No. delegates	% Schools
2019/20	8018	95%
2200/21	9500	100%
2021/22	12,190	100%

During 2021-22, 1811 delegates from all Vale of Glamorgan schools engaged in CSC PL events, programmes, networks, assignments, and conferences.

In evaluations completed following participation in PL during 2021-22:

- Nearly all practitioners stated that there would be a significant change to practice and that the learning would have an impact on pupils in their settings.
- 97% stated that they were confident in the knowledge of the topic following the PL.
- 92% stated that the PL would change their practice, with 94% planning to use what they have learned.
- 72% stated that the PL was linked to their school improvement priorities.
- 93% stated that the PL would impact on learners in their setting.

[See Appendix B for further details on professional learning opportunities].

6.4 Regional Funded Collaboration Projects

During 2021, almost 40 projects were available to all schools across the region total £340,000 of funding for schools to participate in these projects in support of local, regional and national priorities. Almost 650 practitioners from 80% (306) of schools in the region were engaged in these projects. 101 practitioners from 69% (38) of schools in the Vale of Glamorgan participated in these projects.

An example of a Vale primary school’s participation in the CSC regional health and well-being project:

The project supported schools through an enquiry approach to identify and explore a key area in relation to mental health and emotional well-being within the context of their school. Emotional health and well-being was a key priority within the school improvement plan. The school focussed on the area of bereavement and wanted to explore the different ways in which they could support learner's emotions during the grieving process. As part of their enquiry project they carried out research into the best practice for supporting young people through loss and bereavement and in particular made links with Winston's Wish charity.

As part of the evaluation process, the school reported the following impact within their school, due to changes made as part of the enquiry project.

- *The school have created and implemented a bereavement policy.*
- *Created a leaflet to share with families - Supporting your child through grief and loss.*
- *A member of staff has undertaken bereavement training with Winston Wish Foundation.*
- *By the end of the academic year the school plans to have in place a bank of tried and tested activities that can support young people with bereavement.*
- *It is also intended that all staff will have received in-house training on how to support young people with grief and loss.*

Sadly, during the project, a child within the school lost his mother suddenly and unexpectedly. The staff who were working closely with the child were able to use the strategies and activities learnt to help support the child make a smooth transition from home to school following the tragic event.

6.5 Professional Learning and Support for Curriculum, Learning and Teaching

In line with Welsh Government guidance, CSC defines a school's curriculum as 'everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it'. Therefore, curriculum professional learning and support includes the what - curriculum design, and the how - pedagogy/teaching, underpinned by the why - our national mission and the four purposes.

6.6 Curriculum for Wales (CFW)

For all primary schools (all year groups), and special schools, the implementation of Cfw commenced in September 2022. Mandatory roll-out for secondary schools commences with Year 7 and Year 8 in September 2023. However, secondary schools and PRUs were given the option of rolling out to Year 7 in September 2022.

Secondary schools and PRU's rolling out September 2022:

- Llantwit Major School
- St Richard Gwyn Catholic High School
- Stanwell School

There are a wide variety of PL events, programmes, assignments, and networks related to all areas of the curriculum, learning and teaching. During 2021-22, 9136 delegates from 99% (383) schools in the region engaged in regional professional learning events, programmes,

networks, and conferences focused on curriculum, teaching and learning. This includes 1182 delegates from 98% (54) schools in Vale of Glamorgan.

Improvement Partners support all schools in school improvement related to curriculum and the wider educational reforms. This includes signposting relevant PL opportunities and brokering bespoke support. During 2021-22, Improvement Partners worked in partnership with schools to self-evaluate their journey to curriculum roll-out in line with national and regional guidance. These inform reports to LAs and Welsh Government on school preparations for the implementation of Curriculum for Wales. Reporting continues in 2022-23.

Between November 2020 and August 2022, 2379 practitioners and school leaders (including governors) from 87% (335) of schools in the region engaged with the national professional learning programme for Curriculum for Wales. 252 of these were from 80% (44) of schools in the Vale of Glamorgan.

In June 2022, CSC hosted a virtual Curriculum for Wales conference with record numbers of engagement. The day included keynote speakers, a live roundtable discussion and an exhibition area including 'by schools for schools' where schools shared their emerging practice. All materials from the conference have been made available for all schools to access on the CSC website. 612 unique users from 75% of schools in the CSC region accessing the platform during the live and on demand period. At least one practitioner / school leader engaged with the conference from a majority (69%) of Vale of Glamorgan schools.

Between December 2021 and February 2022, 72 practitioners from 55 schools across the CSC region participated in a cross-regional curriculum design PL programme. This included 11 practitioners from six Vale of Glamorgan schools.

In June 2022, CSC ran a pilot series of drop-in sessions for practitioners, middle and senior leaders. The sessions provided an opportunity for schools to discuss curriculum implementation questions, queries and concerns. Five full day sessions were made available, in venues across the region, one in each LA. No Vale of Glamorgan schools participated in the pilot sessions. These drop-in sessions continue each half term during 2022-23 as a result of the positive feedback from schools.

18 schools and clusters from across the region shared presentations and videos detailing their processes and approaches towards curriculum roll-out. These videos have been viewed over 4,500 times on the CSC website and have supported many practitioners with school-based examples of what others are trialling and reflecting on in relation to implementation of Curriculum for Wales.

[See Appendix C for further details on Curriculum for Wales].

6.7 Literacy / LLC English

The [professional learning offer](#) for Languages, Literacy and Communication (LLC) is very strong with multiple pathways for schools to engage in PL that meets their needs. This includes programmes on oracy, reading and writing and LLC network meetings. During 2021-

22, 1441 delegates from 81% (312) schools in the region engaged in literacy/LLC English PL programmes, events, conferences, assignments, and networks. This included 196 delegates from 78% (43) of Vale of Glamorgan schools.

As a result of engaging with PL focused on literacy/LLC English, nearly all participants considered that their practice had changed in some way. Around half of practitioners reported that the learning from the programmes had resulted in a more fundamental change to practice. An additional proxy indicator was that many practitioners expressed that they had developed their own subject knowledge as a result of engaging with the PL. Many participants reported that their learning from the programme had begun to be used in their settings outside of their own classroom. In a few cases, PL linked to the programme had already taken place in their own settings and as a result, participants were beginning to see changes across their team, setting or cluster.

6.8 Mathematics and Numeracy

During 2021-22, CSC offered a [wide range of PL](#) for mathematics & numeracy for schools to engage to meet their improvement needs in this area. 883 delegates from 55% (211) schools in the region engaged in PL programmes, events, conferences, assignments, and networks. This included 93 delegates from 42% (23) of Vale of Glamorgan schools.

Most (91%) delegates evaluated that engagement with mathematics and numeracy PL enhanced their knowledge and skills and that this would be appropriate for use in their setting. Many (85%) felt that engagement with PL was appropriate to their needs and skill level. Schools engaging in regional mathematics and numeracy networking opportunities stated that they are now more able to appropriately determine curriculum pathways for all learners and provide timely and effective interventions.

6.9 Digital Learning

During 2021-22 a comprehensive range of [PL opportunities](#) was available from CSC to support all schools in developing pupils' knowledge and skills aligned to the Digital Competence Framework (DCF). In addition, PL was provided to support practitioners to develop the [effective use of technology](#) to enhance learning and teaching. 525 delegates from 46% (176) schools in the region engaged in digital learning PL programmes, events, conferences, assignments, and networks. This included 58 delegates from 44% (24) of Vale of Glamorgan schools.

Most participants reported the PL enhanced their knowledge of the subject matter. Many (82%) reported that the PL was appropriate to needs and skill level and that it was relevant to their daily role. Most practitioners evaluated that they had a clearer understanding of the ways digital can support blended learning, direct teaching, and digital competence. Many practitioners planned to use what they had learned in their roles and most participants reported that the PL would lead to at least some change in their practice.

6.10 Qualifications and Post-16 Education

Qualifications Networks

Schools are supported to develop provision of current GCSE/level 2 and A-Level/level 3 qualifications through regional networks. Work also commenced to support Qualifications Wales' engagement with schools across the region. This continued to raise awareness of the next steps in the Qualified for life / qualification reform process.

In 2021-22, most of the 24 secondary networks were facilitated by Lead Practitioners from schools across the region and were co-constructed with the CSC curriculum team. Schools were encouraged to collaborate and share effective strategies and practice at subject level. 70 practitioners from nine Vale of Glamorgan schools participated in secondary curriculum networks.

Post-16 Education

A sixth-form leaders network provided opportunities for schools to develop effective pastoral and academic support at post-16. Bespoke support was also available for all aspects of post-16 provision, including transition, retention, attainment, and progression. Engagement at Post-16 regional network meetings increased significantly from schools across the region throughout 2021-22. A majority of schools regularly attend network meetings, have joined the post-16 online community (56 members) and engaged in the events and projects through the post-16 professional learning offer.

During 2021-22 a range of post-16 funded projects and events supported practitioners in sixth forms across the region to collaborate and consider learner wellbeing strategies, career aspirations and systems to raise attainment at post-16. Two practitioners from the Vale participated in these projects.

[See Appendix D for further details related to post-16].

6.11 Welsh

CSC provides professional learning and bespoke support to schools in the development of Welsh and supporting the Welsh Government strategy '[Cymraeg 2050: A million Welsh speakers](#)'. This includes:

- Welsh language professional learning for the school workforce, linked to the [Language Competency Framework](#)
- Leadership of Welsh development and policy
- Languages Literacy and Communication (LLC): Welsh in Welsh Medium schools
- LLC: Welsh in English Medium schools
- Welsh across the curriculum
- Welsh culture, history, and heritage
- Welsh Language Charter Frameworks

Welsh in Education Officers: During 2021-22, all schools in the region had a designated Welsh in Education Officer that provided schools with support and PL linked to the areas above. Examples of support included: developing subject leader skills, joint book scrutiny, listening to learners, learning walks and providing professional learning in areas such as oracy, reading and writing, Welsh across the curriculum and practitioner Welsh language development.

Welsh in Education Officers also provided support for schools on their Welsh Language Charter developments along with undertaking verification visits for various awards.

Welsh language development for practitioners: CSC provides a wide offer of asynchronous (on demand), face to face and blended Welsh language professional learning for practitioners. During 2021-22, in evaluations of this PL, most practitioners stated that their personal language skills had improved, and this had therefore influenced their behaviour and subsequently impacted positively upon the quality of teaching and learning. Bespoke Welsh language professional learning is also available to individual schools and clusters.

Leadership of Welsh Programme: This programme is designed to support senior leaders to develop the Welsh language and culture on a whole school strategic level. In 2021-22 participants evaluations the programme was graded 5/5 for the degree to which the programme extended delegate's skills and knowledge.

Welsh Sabbatical Programmes: CSC provides strong post sabbatical support which includes network meetings, sharing of good practice and resources, leadership of Welsh short course, bespoke 1:1 sessions and support to disseminate their knowledge and skills with other practitioners.

Funded Welsh medium and English medium collaboration project: CSC funds a joint project between Welsh and English medium schools focused on the development of pupil's oracy skills and use of incidental and informal Welsh. All schools in the region can apply to be part of this project.

Networks: CSC facilitated the following regional networks in 2021-22:

- Primary Welsh Language Charter
- Secondary Welsh Language Charter
- Welsh Medium Welsh Leaders
- English Medium Welsh Leaders

Nearly all participants in the network meetings stated that following the sessions they were confident about their knowledge of the topic and that their own capacity to lead had increased. Many participants stated that the network meetings supported them to meet with colleagues and senior leaders to discuss professional learning and to create a whole school action plan to further develop this area.

Support for Welsh in 2022-23

From September 2022, PL and support for Welsh has been aligned with all other areas of curriculum and professional learning. All schools have access to a wide range of high-quality professional learning and bespoke support in three key areas:

- Languages, Literacy & Communication – Welsh
- Welsh Language Development
- Welsh Language Professional Learning

There has been a restructure of the CSC officers supporting schools to align to this.

6.12 Other Curriculum Areas

Professional learning and bespoke support are available from CSC to support schools in all other areas of the curriculum, including:

- Expressive arts
- Humanities
- Health and well-being
- Science and technology
- Relationships and sexuality education
- Religion, values, and ethics
- Careers and work-related experiences

6.13 National Strategy for Educational Research and Enquiry (NSERE)

During 2021-22, the NSERE opportunities in the CSC region were:

- Spirals of Enquiry PL assignment
- National Professional Enquiry Project (NPEP)
- Evidence Informed Profession Project (EIPP)

The **Spirals of Enquiry PL assignment** provides all schools with the opportunity to develop and enhance enquiry skills. The assignment was created in partnership with the Network of Inquiry and Indigenous Education (NOIIE) following their presentation at a WG event. It is published on the CSC website and available to all practitioners to complete asynchronously. Five schools from Vale of Glamorgan have engaged with this assignment.

National Professional Enquiry Project (NPEP) supports the development of the new curriculum, Welsh Government is working with regional consortia and higher education institution (HEI) partners to develop a national programme of teacher professional enquiry.

During 2021-22, 18 schools from Vale of Glamorgan were engaged in NPEP, six as lead enquiry schools and 12 partner enquiry schools.

All schools that have taken part in the NPEP project report learning and subsequent changes to policy or practice in their settings.

Evaluation from an NPEP school in the Vale of Glamorgan:

Professional dialogue has proved to be a positive experience in our enquiry process. Using staff INSET to reflect on our journey through the NPEP programme had a positive impact on staff engagement and motivation for this phase of enquiry. This has supported the collaborative design of the project and a joint inset with another school and PGCE students from Cardiff Metropolitan University, worked well to develop a series of learning experiences with stakeholders from the local community. Building professional relationships has helped to embed the enquiry process and facilitate the principles of enquiry in daily practice. Directly aligning the enquiry process to our 'Xlence in Teaching' model (teacher self-evaluation linked

to the Professional Teaching Standards and a whole school 360-degree review process) and school improvement, has enabled enquiry in our school to be purposeful, ensuring there is a clear focus on key needs as a learning organisation and the needs of all stakeholders in the school community. Creating opportunities for all stakeholders to have a voice and share experiences has been important in engaging staff in the enquiry process.

The Evidence Informed Profession Project (EIPP) support the system in using evidence effectively in a school setting, WG funded one school in each LA in Wales to work with a HEI partner focussing to design, trial and develop proposed pilots for models that support an evidence-informed profession in Wales. The Vale of Glamorgan EIPP school was Colcot Primary, focusing on curriculum design

The work completed on the EIPP demonstrated that there are many enquiry models being used across Wales, but these can put a significant demand on school capacity. This learning has been used to shape the next phase of this work to Embedding Research and Enquiry in Schools (EREIS) which is exploring how models can be sustainable and embed into school improvement processes.

The Pedagogy Research Project supports the system to better understand the way in which research and evidence can support the development of teaching. One lead school per region is working with partner schools and a HEI partner to create a 'pedagogical narrative' which will be shared with the system.

[See Appendix E for further details related to research and enquiry].

6.14 Bespoke support

Bespoke support is available to all schools in the region to support school improvement priorities that are not fully met by the published regional PL opportunities or through the work of the Improvement Partner (IP). Bespoke support is provided for individual schools, clusters, SIGs, and groups of schools working together of shared improvement priorities.

During 2021-22, CSC provided bespoke support following 155 requests from schools in the region. These included 32 for Vale of Glamorgan schools, 29 provided by the CSC C&PL team related to curriculum.

16 schools across the region supported other schools in areas of school improvement, including two schools from Vale of Glamorgan that supported another school in the region.

In all school-to-school partnership there is evidence of behavioural changes at either practitioner or leadership level.

An example of bespoke support provided to a school in the Vale of Glamorgan:

Teachers in the school's Health and Well-being department were supported by CSC during an INSET day to develop a deeper knowledge and understanding of the health and well-being Area within the Curriculum for Wales. The physical education department have introduced an innovative curriculum design model to support the health and well-being AoLE. More specifically, their Head, Heart, Hands approach helps to ensure that teaching and learning is

in line with the key principles of physical literacy. Examples of the school's curriculum development work has been shared through the Health and Well-being network meetings and within the asynchronous assignment on the CSC website and has been well received by practitioners across the region.

6.15 Professional Pathways

The Professional Pathways suite of professional learning and support equips practitioners at all levels, from teaching assistants through to senior leaders and governors across the region with the knowledge, experiences, and skills to be effective in their roles.

Teaching Assistant Learning Pathway

CSC provides a range of professional learning and support opportunities for Teaching Assistants (TAs). The pathway includes:

- TA Induction programme
- Practising TA Programme
- The Aspiring Higher Level Teaching Assistant (HLTA) Development Programme, Darpar CALU, is available for all experienced TAs who believe they can demonstrate their attainment against the Professional Standards for Assisting Teaching. On completion of the programme, TAs may apply for assessment to gain their HLTA status. Five TAs from Vale of Glamorgan completed the Aspiring HLTA programme in Cylch 3 and 4. Of those assessed in Cylch 3 in Summer 2022, three TAs were awarded HLTA status.

Example from a school in the Vale of Glamorgan:

The TA engaged fully with the TALP programme and gained HLTA status. They have recently become a facilitator and assessor of the Practising and Aspiring HLTA programmes. They use their knowledge, skills and understanding to develop other HLTAs who are on the specialised TA pathway.

Experienced TAs and HLTAs also have the opportunity to become trained assessors, facilitators, or coaches, supporting other TAs within their own school and in other schools in the region. There are currently three trained assessors from Vale of Glamorgan schools.

During 2021-22, three schools in Vale of Glamorgan were involved in CSC projects related to TAs focussing on additional learning needs (ALN), foundation phase and TAs in special schools.

6.16 Initial Teacher Education (ITE)

During 2021-22, 172 schools across the region, including 26 schools in Vale of Glamorgan, supported student teachers in partnership with four ITE providers to deliver a range of ITE programmes and routes. Of these schools, five are Lead Schools across the partnerships, six have employer status with the Open University (with salaried students) and the remainder are placement schools.

During 2021 -2022, 223 ITE graduates engaged with CSC before they formally commenced induction increasing from 150 in the previous year. The total number of students awarded

Qualified Teacher Status (QTS) in 2022 across Wales was 1131. Of those, 162 graduates were enrolled with Cardiff Metropolitan University.

6.17 Induction – Newly Qualified Teachers

CSC acts as the Appropriate Body (AB) for all newly qualified teachers (NQTs) in the region. NQTs work with induction mentors (IMs), external verifiers (EVs) and the CSC team to undertake induction. CSC, as the AB, leads the necessary verification and administrative processes with regards to induction. During 2021-22, 388 NQTs in the CSC region passed induction, 68 from Vale of Glamorgan schools.

The professional learning offer for induction includes:

- National NQT and IM events and programmes
- CSC NQT Aspire programme, developed and facilitated by Aspire schools across the region
- Networking opportunities for IMs and EVs
- Coaching and mentoring training for IMs and EVs

National Induction Professional Learning

During 2021-22:

- 100% of all EVs 2021-22 engaged in training, as per the previous year.
- 78% of IMs attended the national briefing, significantly increased from 48% in 2020-21 and 27% in 2019-20. 90% of IMs in Vale of Glamorgan schools attended.
- 95% of all NQTs attended the national briefing significantly increased from 78% in 2020-21, and 72% in 2019-20. 90% of NQTs in Vale of Glamorgan schools attended.

Evaluations from NQTs in CSC regarding the national PL were very positive with more than 90% agreeing or strongly agreeing with the usefulness and relevance of the sessions. NQTs had the opportunity to reflect on their practice and engage in professional dialogue with other NQTs, which supports 'Professional Learning', an area in the Professional Teaching and Leadership Standards.

CSC Induction professional Learning

CSC offers the regionally developed 'Aspire' 5-day PL programme 'Aspire' to all NQTs in the region, facilitated by trained tutors from 17 Aspire schools.

The following schools in Vale of Glamorgan are Aspire schools:

- Cadoxton Primary School
- Romilly Primary School
- Stanwell School
- Ysgol Gymraeg Bro Morgannwg
- Ysgol Y Deri
- Ysgol y Ddraig

During 2021-22, 317 NQTs across the region engaged in the Aspire programme including 74 NQTs from Vale of Glamorgan schools (100% of new NQTs in Vale of Glamorgan).

96% of NQTs agreed strongly that the programme enhanced their knowledge of the subject matter and was appropriate to their needs and skill level. Furthermore, 96% agreed strongly that the content was relevant to their daily work and would recommend this programme to NQTs in the future.

The Aspire programme, together with 'Think Like A Teacher' resources addressed the impact of COVID on the early practitioner's limited classroom experiences and opportunities to learn from experienced practitioners.

6.18 Leadership Development

Developing leadership is a key priority for CSC. The role of school leaders is instrumental in securing the best outcomes for our learners and in developing our leaders of the future, not just in their own schools but across the region.

Middle Leaders Development Programme – aimed at new or aspiring leaders in schools who have areas of responsibility and line manage staff. The promotes highly effective leadership through self-evaluation and reflection, exploring the relationship between leadership, successful schools and the wider community. During 2021-22, 29 participants from 15 Vale of Glamorgan schools were engaged in the programme.

Senior Leaders Development Programme – aimed at leaders who have overall responsibility for an aspect of leadership across a school. This includes senior curriculum or pastoral leaders and members of the senior leadership team, such as assistant or deputy headteachers. Participants are allocated an external leadership coach who supports them to reflect and build on the content of the modules. During 2021-22, eight participants from eight Vale of Glamorgan schools were engaged in the programme.

100% of participants stated that they had improved as a leaders as a result of their learning from the programme. Nearly all participants stated that their Leadership Experience Task had a positive impact on pupils in their school.

Aspiring Headteacher Development Programme - aimed at school leaders who believe that they demonstrate the National Leadership Standards and for whom headship is a realistic next step and one in which they are actively seeking. This programme is a professional learning opportunity for aspiring headteachers in preparation for undertaking the assessment required for the National Professional Qualification for Headship (NPQH). It is a five-module programme delivered over three terms spanning two academic years. Each module addresses a significant component of effective school leadership for example, the role of an effective leader in the Welsh education context, and a strong focus on the components of schools as learning organisations.

The sessions are delivered in conjunction with experienced and successful headteachers from our region's LAs. Each participant is allocated a leadership coach, a serving headteacher from

the region, who not only works with the participant on a one-one basis but also facilitates access to an effective peer network to support them in the NPQH assessment.

During 2021-22, six participants from six Vale schools were engaged in this programme and five have registered for NPQH assessment in 2023. There were no headteachers from Vale schools engaged as coaches.

New and Acting Headteacher Development Programme - aimed at newly appointed or acting headteachers with responsibility for leading a school and are in their first two years of the role. The five modules of the programme are delivered by a blend of cross-regional leads, keynote speakers and experienced headteachers from within the CSC region.

During 2021-22, eight participants from eight Vale schools were engaged in the programme. 4 Headteachers from Vale schools are engaged as leadership coaches on this programme.

Experienced Headteacher Programme – aimed at headteachers with five years or more experience as a headteacher. It consists of a core module that allows participants to reflect on their individual effectiveness as a leader and 2 additional modules that develop the headteacher as a reflective researcher through engagement in communities of practice. During 2021-22, 2 headteachers from Vale schools engaged in this programme.

System Leader Development Programme - This programme has been developed by CSC to complete the leadership pathway. Developing system leadership is critical to support schools in curriculum and wider education reform and achieve equity and excellence for all. The System Leaders Programme is aimed at experienced headteachers who wish to further develop and support other schools and the wider education system. There is a robust application and interview process for participation in this programme applicants must have:

- A proven track record of excellent leadership whilst developing their school as a learning organisation.
- Training in coaching and mentoring and experience of developing a culture in their own setting.
- Experience of managing significant change in their own setting.
- A minimum of five years' experience as a successful headteacher.

The programme was piloted during 2021-22. A total of 14 headteachers participated in the pilot programme, including one headteacher from a Vale of Glamorgan school. The programme includes professional learning facilitated by CSC officer and external consultants. Examples of the professional learning delivered to System Leaders included 'Situational Leadership' and 'Enabling Equity and Excellence'.

Upon successful completion of the PL programme, the System Leaders were made available for deployment across the region to support schools requiring improvement. Improvement Partners work closely with a school's system leader to plan, monitor and evaluate the impact of this leadership support. In 2021-2022, two System Leaders were deployed to support leadership in Vale of Glamorgan schools.

System Leaders have also represented CSC, as appropriate, on policy development groups and forums, both regionally and nationally. A formal evaluation capturing the impact system leader pilot programme will be completed before the end of the financial year 2022-23.

Other PL and Support for School Leaders

CSC also provides support for school leaders, including governors, via regional a wide variety of PL events, conference, assignments, programmes, and networking and collaboration opportunities. This includes the CfW senior and middle leadership modules and a comprehensive programme of coaching and mentoring and bespoke support.

Coaching and Mentoring

CSC has developed a strategy to embed coaching and mentoring (C&M) across the region, strengthening support for participants on the leadership pathway programmes and supporting leaders at all levels in their roles.

In 2021-2022, seven members of staff from Vale of Glamorgan schools completed the National Coaching and Mentoring Trainer Programme, training them to deliver the national C&M in the region. Six out of the eight Vale of Glamorgan Clusters now have an identified facilitator. Additionally, 17 practitioners from 11 Vale of Glamorgan schools engaged in the C&M PL programme. Four participants from four Vale of Glamorgan schools also engaged with the Institute of Leadership and Management (ILM) level 3, 5 or 7 Coaching and Mentoring qualification. No practitioners from Vale of Glamorgan delivered on the C&M Programme during 2021/2022

6.19 National Professional Qualification for Headship

CSC continues to facilitate assessment for the National Professional Qualification for Headship (NPQH). In line with recommendations from 'Our National Mission' Oct 2020, the delivery of NPQH has been reviewed and refined to enable the 2022 cohort to apply their leadership experience in the context of the pandemic. All candidates are supported by a CSC leadership coach, a serving headteacher within the region. Coaches guide candidates through their leadership standards review and leadership experience task, and act as a valuable sounding board in preparation for their assessment centre interviews.

During 2021-22, the NPQH assessment continued successfully online. Eight of the nine candidates from Vale schools met the criteria and were awarded NPQH.

6.20 School Governors

CSC recognises the role and significance of school governance as essential in contributing to strong leadership and effective school improvement. During 2021-22, existing Central South Consortium (CSC) Governance projects were further consolidated, and a new school support processes developed.

CSC continues to provide a range of professional learning opportunities, support and guidance that is easily accessible to governors in Vale of Glamorgan schools. The delivery of mandatory PL for governors is delegated by the five LAs to CSC; this extensive governor training offer

continues to evolve. All new governors must also attend the mandatory PL sessions in understanding data and new to governors. New chairs of governors must also attend the New Chair of Governors session.

In addition to the mandatory training, CSC also provides PL sessions for governors in relation to key areas of the national reform agenda, which includes on:

- ALN
- Curriculum for Wales
- Effective Challenge and Support
- Headteacher Performance Management
- Introduction to Coaching Skills
- School as Learning Organisations

Governor professional learning is delivered through a blend of synchronous and asynchronous events held virtually. Following each professional learning event, attendance registers are collated, and course evaluations are completed by delegates. 354 professional learning sessions have been accessed by 222 governors from 55 Vale of Glamorgan schools

In addition to course evaluations, governors were also asked to complete a survey to evaluate the effectiveness of the PL offered in meeting their needs as a governor. This survey was analysed, and the information was used to identify next steps in refining the CSC PL offer. The majority of responses to the online PL offer were very positive. Areas for development were identified and refinements will be made as a result, e.g. timings of the sessions.

6.21 Regional Leaders of Governance

In 2020, through a robust application and interview process CSC appointed 13 Regional Leaders of Governance (RLGs), two of which represent two LAs. These are highly effective governors with extensive experience from schools within the region. RLGs provide strategic and operational support for schools where governance is identified as an area for improvement. Three RLGs are from Vale of Glamorgan schools.

The school's Improvement Partner, in collaboration with the headteacher, the school's Governing Body and the LA, is responsible for identifying and brokering support by an RLG for a school. In 2021-2022, two Vale of Glamorgan schools accessed RLG support.

All RLGs support the facilitation of training to governing bodies and support the facilitation of an introduction to coaching which is available to all schools.

A governor self-evaluation toolkit has been developed and piloted across the region. This has been shared at Vale of Glamorgan Primary and Secondary Headteacher meetings plus the Vale Governor Group meetings in summer term 2022. Professional learning on the use of the toolkit has also been delivered to all CSC staff and CSC governance groups. RLGs are supporting the rollout of the toolkit to strengthen the school governance. As this is a supportive tool rather than an accountability tool, CSC does not track and hold engagement data on its use. The toolkit is available on the CSC website.

[Please see Appendix F for further information relating to leadership development]

7.0 EQUITY (VULNERABLE LEARNERS)

Central South Consortium's (CSC's) Enabling Equity and Excellence document states that geography, deprivation, or childhood experience should not prevent learners from reaching their potential. Equity requires that we ensure that the system, at school local and national level takes account of and responds to the unique opportunities and challenges that present themselves to individuals and groups of learners and the unique opportunities this provides.

Priority 3 of CSC's business plan is 'to develop strong and inclusive schools committed to excellence, equity and well-being.' This links strategically to all areas of CSC work with schools, including developing effective leadership, inclusive classrooms, high-quality curriculum and teaching, and good pupil and staff well-being.

7.1 Enabling Equity and Excellence

CSC's 'Enabling Equity and Excellence' document⁸ was published in October 2021 having been co-constructed with teachers, school leaders and LA colleagues from across the CSC region. The document set out an ambitious agenda for achieving equity in schools, offering clear approaches in supporting schools across the CSC region to realise the national mission of achieving 'strong and inclusive schools committed to excellence, equity and well-being'. The document aims to promote thought and discussion amongst the whole school community to ask pertinent questions as to how equitable an organisation is and how effective it is in turning policy into practice to ensure excellence for all learners. It focuses specifically on the quality of provision and practices, and the impact these have on the well-being and outcomes of all learners.

CSC recognises that schools will be at different points of their improvement journey to achieving equity and excellence. Therefore, the document supports sustainable school improvement and learning leadership in order that schools make informed choices and decisions around equity and excellence. The document includes links to CSC professional learning opportunities to support improving aspects of provision and practice. It also contains links to practitioner and leadership development programmes as well as defining the roles and responsibilities of school stakeholders to ensure that achieving equity and excellence for all learners is the responsibility of all.

As part of the work in disseminating the document during 2021-22, professional learning sessions have been delivered to headteacher groups, all staff within CSC and school governors to examine how the Enabling Equity and Excellence document can support school improvement activities.

A five-year 'Enabling Equity and Excellence' implementation plan has been produced with the intention of that by the end of 2026-27, all schools will have embedded or be engaged

⁸ <https://www.cscjes.org.uk/repository/discovery/resource/86d15487-d417-4a95-8855-b9ecfdff544/en?sort=recent&strict=0>

with embedding equity and excellence characteristics as set out in the document. Of the twelve schools from across the CSC region involved in the 'Enabling Equity and Excellence' pilot in 2022-23, two are from The Vale of Glamorgan. These schools are St Helen's Catholic Primary and Ysgol Gymraeg Dewi Sant. All staff across CSC utilise the enabling equity and excellence document as part of their work in supporting schools and encourage schools to engage with the document.

7.2 Pupil Development Grant

The Pupil Development Grant (PDG) is intended to overcome the additional barriers that prevent learners from disadvantaged backgrounds achieving their full potential. PDG is accessed for pupils eligible up until Year 11. PDG is aimed at the following groups of learners:

- Learners who are eligible for free school meals (eFSM) and who are educated in maintained schools.
- Eligible learners who are singly registered in pupil referral units (PRUs) and education other than at school (EOTAS).
- Eligible learners in early years settings where the foundation phase is delivered; and
- Looked After Children, and former looked after children who have been adopted from care or who are subject to a special guardianship or residence order aged 3-15.

All schools receive PDG funding based on number of pupils eligible for free school meals.

One element of the grant is the Early Years PDG (EYPDG). The aim of the EYPDG is to provide additional support to the youngest learners – three- and four-year-olds - from disadvantaged backgrounds so they achieve better outcomes and have the opportunity to reach their full potential.

Another element of the grant is PDG Looked After Children (PDG LAC). The PDG LAC grant is intended to disproportionately benefit looked after children (LAC) and formerly looked after contributing to the development of inclusive schools committed to equity and well-being. It is also intended to support formerly looked after children, including those who have been adopted. This funding is allocated to a cluster based on number of LAC.

CSC IPs work in partnership with school leaders to plan and evaluate the impact of the PDG grants. In 2021-22, CSC developed a template using the Organisation for Economic Co-operation and Development's Development and Assistance Committee (OECD DAC) evaluative criteria to support schools in their self- evaluation of the PDG. This focused on the evaluation of the intended impact on eFSM learners of PDG funded interventions, strategies, initiatives, or objectives.

Analysis of PDG and EYPDG plans from 2021-22– for Vale of Glamorgan schools indicates that:

- Most (93%) of the schools in the Vale of Glamorgan have effective EYPDG plans with very few (7%) of the EYPDG plans for schools deemed as developing.
- Most (95%) of the EYPDG plans were implemented and adapted effectively with very few (5%) schools developing.

- Most (94%) of the schools are effective in planning objectives within their PDG plans with very few (6) developing.
- Most (91%) PDG plans were implemented and adapted depending on the needs of the pupils with a minority (9%) of schools developing.

Analysis of the evaluations from Vale of Glamorgan schools of the impact of planned activities in the short, medium, and long term on the eFSM pupils indicates that:

- A majority (61%) had an effective impact with the use of the EYPDG grant with a minority of schools (34%) developing. Very few schools (6%) were felt it was too early to determine the impact of their work.
- A majority (64%) of the schools had an effective impact with the use of the PDG grant with a minority (34%) developing and with 2% unable to provide results yet.

Analysis of the evaluations from Vale of Glamorgan schools as to the extent that plans represent the best possible use of available resources to achieve results of the greatest possible value to participants and the community indicates that:

- Most (95%) of schools are using resources effectively with very few (5%) developing
- Most (92%) of the schools are using resources effectively with very few (8%) developing.

Examples of self-evaluation from schools in Vale of Glamorgan on the impact that PDG and EYPDG had on improving pupil outcomes:

Reading:

'Y6 FSM pupils reading below chronological age has reduced by 17% to 33% since April 21. The gap between FSM and non-FSM in Y3 has reduced by 10% since in July 21. 100% (7/7) FSM pupils in Y5 read above their chronological age compared to 73% non-FSM. In Y4 FSM outperform non-FSM in reading.'

'The plans in the short, medium and long term were focused on improving the well-being, progress in skills, standards and outcomes for all eFSM learners and providing support towards achieving their target levels/grades.'

'Outcomes at the end of key stage 4 indicate that eFSM pupils perform well and in line with expectations. In the last two years the headline performance indicators show improved outcomes for eFSM pupils.

Feedback from the pupils and staff indicate that the additional staff, interventions and resources continue to have a positive impact on progress.

Feedback from parents indicate a good level of engagement of the eFSM pupils with particular reference to the additional resources being provided through the PDG funding.'

Analysis of PDG Children Looked After (CLA) cluster evaluations from 2021-22 indicates that:

- 84% of cluster plans were effective.

Examples of self-evaluation from clusters in the Vale of Glamorgan on the impact of PDG LAC:

'We have worked together to have a clear focus on a cluster approach to effective professional learning.'

'We have focused on ensuring a whole school approach to mental health and wellbeing which has had the biggest impact on our looked after children and their outcomes. A focus on trauma informed practice is a big success as working in a collaborative approach.'

'We have successfully rolled out Trauma Informed Schools across the cluster and the interventions we have put in place have been invaluable to enabling CLA pupils to work and thrive in school'.

7.3 Professional Learning and Support

CSC provide a comprehensive offer of professional learning and support to all schools in the region (see Section 6). CSC works in partnership with local authorities, other regions and partnerships, and Welsh Government in the provision of professional learning related to equity and vulnerable learners.

During 2021-22 professional learning opportunities provided to schools in supporting vulnerable learners included:

- Relationship Based Play - Supporting Pupils with Attachment Difficulties
- Children Looked After Friendly Schools Level 2 and Level 3
- Supporting Successful Transition,
- Adverse Childhood Experiences (ACE's) - Assessment, Adoption and Learning: Adoption UK

These professional learning events/programmes are ordinarily in-person. However, due to COVID, during 2021-22 all of these were synchronous (live) online events or programmes. 109 practitioners from 29 Vale of Glamorgan schools engaged. Many more practitioners booked onto the events but did not attend citing the lack of availability of cover in their school due to the pressure of Covid.

Participants evaluated:

- Most (93%) felt confident in their knowledge of the topic after participating the event/programme.
- Nearly all indicated that attendance at the professional learning would impact on their practice.
- Nearly all would recommend the professional learning to others.

Professional Learning Programmes Focused on Reading and Writing.

The Education Endowment Foundation (EEF) highlight how good literacy skills can provide the building blocks not just for academic success, but for fulfilling careers and rewarding lives. As an extension of the CSC Languages Literacy and Communication professional learning programmes, additional places were made available to schools in the region with high numbers of eFSM pupils on the 'Reading Reconsidered' and 'Writing Revolution' programmes. The aim of these programmes is to improve the quality and consistency in the teaching of reading and writing. Eight schools in the Vale of Glamorgan participated in 'Writing Revolution' with a further six schools participating in the 'Reading Reconsidered' programme.

Examples of programme evaluation comments from schools:

Reading Reconsidered:

'Really informative learning experience. As a science teacher but whole school leader of literacy, it was really helpful to gather ideas from both secondary and primary on how to provide examples for other departments in order to roll out across the school. Lots of great strategies that can be so simple to incorporate into lessons.'

'It was enjoyable and thought provoking. I liked that there are links with previous PL on the Writing Revolution, Comparative Judgements, Writing Hub etc... There is going to be a need for time to sit as a staff, synthesise what we have learnt and combine with the other PL mentioned. I would be curious to see how to apply strategies in Foundation Phase, as I can see how some would work with key stage 2.'

Writing Revolution:

'Very informative and enjoyable course. Lots of strategies to improve writing in my school.'
'I am so excited by what I could do with this course.'

'I led a session with our literacy lead governor, a former literacy lecture at a trainee teacher institution, and she was hooked from the information I gave her.'

The implementation of these programmes in schools will be evaluated during 2022-23.

Curriculum for Wales

A suite of artefacts and resources relating to equity and well-being were shared as part of CSC's Curriculum for Wales Virtual Conference in the summer term of 2022. This included appreciative inquiries, podcasts and videos linked to supporting poverty, as well as guidance documents linked to supporting vulnerable learners.

Coaching and Mentoring – National Programme

To support schools in the implementation of the Additional Learning Needs and Education Tribunal Act and the impact of Covid on vulnerable learners, CSC offered additional places for Additional Learning Needs Coordinators (ALNCos) and Looked After Children (LAC) Cluster

Leads on the national coaching and mentoring programme. During 2021-22, two ALNCoS and three LAC Cluster Leads from Vale of Glamorgan schools completed the programme.

Raising Attainment of Disadvantaged Youngsters project

Challenge Education's 'Raising Attainment of Disadvantaged Youngsters' (RADY) is an approach to closing the gap in attainment. During 2021-22, CSC funded eight schools from across the region to be part of this pilot project. From the Vale of Glamorgan, Whitmore High School and Pencoedtre High School engaged in the year 1 pilot which focused on equity and how to maximise support for free school meal pupils in their schools.

When evaluating the changes that have resulted from this work, the schools stated that working with RADY had improved their knowledge and understanding of working with eFSM learners. Both schools stated that the learning from this programme is being implemented across the school and that they have improved their practice because of the work within the project.

Example of feedback from staff in a pilot school:

'A RADY Pioneer Group (RPG) has trained all staff to understand the RADY pledge and RADY principles and work with empathy and an equity mindset with students whilst maintaining high expectations. A rigorous data collection protocol is in place so that Y7 RADY students are identified and receive an uplift in target grades which are shared with staff, students and parents. A Golden (RADY) Thread runs through each school priority of the school strategic plan and impact evaluation (SPIE) and leaders drive RADY through their respective areas to ensure RADY is embedded in all school practice. Proportional representation of Y7 RADY students exists to develop skills outside the classroom and wider curriculum to ensure the students are challenged in the classroom and opportunities exist to develop skills outside the classroom. Year 7 learners receive Raising Attainment and Progress (RAP) meetings, and 'Learner on the Page' documents are produced to review learner strategies are effective and ensure learning is maximised'.

In 2022-23 The schools will continue to work on RADY to embed the strategies and monitor and evaluate the impact on eFSM pupils.

7.4 Whole School Approach to Mental Health and Well-Being

The CSC Lead for Well-being and Vulnerable Groups has worked with the Healthy Schools Implementation Leads from the Cardiff and Vale Health and Cwm Taff Morgannwg Health Boards to provide support for school leaders in engaging with Welsh Government's 'Whole school approach to emotional and mental well-being framework'.⁹ The framework supports schools in reviewing their own well-being landscape and in developing plans to address areas for development and build on their strengths. This information should then inform school development plan.

⁹ <https://www.gov.wales/framework-embedding-whole-school-approach-emotional-and-mental-wellbeing>

31 governors from 31 schools in the Vale of Glamorgan attended sessions on the 'Whole school approach to emotional and mental well-being' as part of the 'Hot Topics' element of CSC's professional learning offer for governors. This professional learning was facilitated by CSC's Lead for Equity and Well-being in collaboration with the Implementation Leads from the two respective health boards.

Examples of session evaluations from governors:

'Following Covid the need for well-being training is crucial and it is and so important for both staff and children and parents. A collaborative and multi-agency approach provides great support'.

'The presentation was extremely clear and concisely covered everything that was relevant for us to know, she also answered questions very well. This topic is so very important at the moment that I would recommend this professional learning to anyone involved in education'.

7.5 Inclusion Guidance Document

In September 2021, CSC published 'Inclusion, additional learning needs and additional learning provision - Guidance for mainstream schools on the expectations of the ALN Code' document.¹⁰ This guidance document was co-constructed, led by the Transformational Lead for Additional Learning Needs in collaboration with CSC officers, LA officers and school-based staff. The guidance clearly sets out guidance of best practice for schools in meeting the needs of pupils with additional learning needs. This guidance supports the CSC's 'Enabling Equity and Excellence' document.

7.6 Cross-regional collaborations

The CSC Lead for Well-being and Vulnerable Groups is an active member of the cross-regional 'Well-being and Partnership' team. The group work in partnership to provide and signpost support for mental health and wellbeing which meets the needs of all individuals throughout the education sector. During 2021-22, professional learning and support available to CSC schools through this group included confidential coaching and mentoring to senior leaders through the 'Reflective Spaces' initiative and the opportunity for all staff in schools across the region to access Mind's 'Mental Health and How to Support Someone' programme.

7.7 Regional Approach to Attendance, Exclusions and Well-Being

The CSC Lead for Well-being and Vulnerable Groups continues to work in partnerships with the attendance, exclusion, and well-being leads from each of the local authorities across the CSC region. The groups identify common areas of development and are developing cross-authority appreciative inquiries identifying practice worth sharing and ensuring where

¹⁰ <https://www.cscjes.org.uk/repository/discovery/resource/bcd999c2-3406-4b12-8b7a-5fad12c1d137/en?sort=recent&strict=0>

possible a regional approach to support across the schools is prioritised. This work included a cross-authority appreciative inquiry at Whitmore High School focussing on the work the school has done on reducing exclusions.

7.8 Bespoke Support for Schools and Clusters

The CSC Lead for Well-being and Vulnerable Groups and Lead for PDG CLA provide bespoke support for schools in supporting vulnerable learners. This involves responding to schools' requests and supporting appreciative enquiries to identify practice worth sharing. This will be further developed during 2022-23, particularly in supporting schools to adapt to the new expectations for the PDG grant, helping schools to be poverty aware, and assisting local authority and other key stakeholders in supporting well-being across the region.

8.0 CSC CONTRIBUTION TO SUPPORTING LA PRIORITIES (APRIL 2022 – OCTOBER 2022)

As part of CSC's business planning process, Vale of Glamorgan provides CSC with their priorities in the Spring Term 2021, and these were built into CSC's business plan for 2022/23. As agreed by CSC's Joint Committee, CSC provide an update on progress supporting Vale of Glamorgan priorities on a twice-yearly basis.

[See Appendix G for a detailed evaluation of the progress that has been made as well as an update on how CSC are supporting Vale of Glamorgan's wider priorities.]

9.0 VALUE FOR MONEY

The consortium's funding is made up of two principal sources:

- Core LA Funding with individual LA contributions
- Dedicated funding for schools and school improvement activities routed through consortia by WG. Major WG grants, such as the Regional Consortia School Improvement grant (RCSIG), are administered by consortia and delegated to schools via LAs. Consortia retain elements of the grants (amounts set in the terms and conditions of each grant) on a regional basis to support local and national school improvement priorities.

9.1 Efficient Use of Core Contributions

In line with the legal agreement between the five local authorities making up Central South Consortium, LAs commission CSC to provide a school improvement service predominantly funding Improvement Partners to work with schools.

In 2021-22, the consortium received £3.564m contributions from the five LAs across the region. The funding was used to support the core function of school improvement. The budget

provided to CSC by Vale of Glamorgan represents 0.4 % of Vale of Glamorgan’s total education budget in 2021/22 and 3.3% of the budget retained by the LA.

During 2021/22 Vale of Glamorgan LA contributed £528,828 core funding to CSC. This core funding is determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee. In 2021/22, Vale of Glamorgan contributed 14.8% of CSC’s core budget.

For every £1 of core budget received from LAs, 78 pence is spent on front line delivery.

In order to realise our joint ambitions for the region’s learners, the core funding provided by LAs is used to provide:

- Principal Improvement Partners (LA)
- Improvement Partners
- Data Quality and Intelligence Unit (DQIU)
- Information Management
- Communications Team
- Governor Support
- Finance Team
- Outdoor Education
- SACRE (Standing Advisory Councils for Religious Education)
- Project Management

Summaries of the work provided in the areas listed above to support Vale of Glamorgan and Vale of Glamorgan schools, can be found [here](#).

9.2 Local Authority Annex

During the 2021-22 financial year, the Vale of Glamorgan LA Annex Total Budget of £18,708 was used for the following priority:

- Support schools to address the delivery and evaluation of the Framework on embedding a whole-school approach to emotional and mental well-being.

The LA commissioned a management consultancy specialising in education called “Perform and Grow” to deliver a leadership development programme that enabled the supported development of a whole school plan for wellbeing and mental health.

The programme was designed for those responsible for leading Wellbeing and Mental Health in schools and has provided them with the skills, tools and confidence to create a ‘whole school plan’ for Emotional and Mental Wellbeing for their school. The programme has done this by:

- Providing guided professional learning in wellbeing interventions
- Growing knowledge, skills and confidence in the wellbeing and organisational development field
- Enabling school capacity in Project Plan development and expertise in wellbeing interventions

- Improving strategic thinking capability
- Accelerating Implementation Plan development
- Providing a supported, structured approach with inbuilt accountability for action
- Creating a collaborative and shared endeavour across cluster groups

The programme was delivered on a cluster basis and over 50 schools participated. Schools have engaged well with very positive feedback received.

For the 2022-23 financial year, the Vale of Glamorgan LA Annex Total Budget of £18,686 is targeted to support the following priority:

Work across our educational settings to meet the needs and respond to the social, emotional, and mental health difficulties of children and young people including work on trauma informed approaches and the Whole School Approach to Mental Health and Well-being.

In particular, the funding targets work relating to raising awareness and aspiration for the relational approach. The LA is working closely with Paul Dix, a behaviour specialist and advisor, to support this work.

9.3 Added Value: Grant Funding

LAs fund the core budget for CSC and this represents less than 4% of the total budget available to CSC. Additional funding is received from Welsh Government via specific grant funding streams. With the launch of the national strategy, 'Education for Wales: Our National Mission', WG streamlined the grant funding processes. There are now only three grants received by consortia: Regional Consortia School Improvement Grant (RCSIG), Pupil Development Grant (PDG), and Siarter Iaith.

[See Appendix H for a breakdown of these grants].

CSC adds value to the school improvement service commissioned by LAs by using elements of the above grants to fund CSC's delivery strategy of the Central South Wales Challenge as well as commission work and support packages for schools across the region. These funds are allocated according to the needs of individual schools, LAs, the region and nationally (as outlined in section 6.0 above) and are provided by the curriculum and professional learning team.

Intervention Budget

An additional intervention budget has been created to provide supplementary support to schools. IPs are able to coordinate support for schools that are most in need, examples of support may include a Regional Leader for Governance or a System Leader for a specific number of days, supply cover to release staff for professional learning or funding for a lead practitioner.

During 2021/ 2022 a budget of just over £156k was available to support schools across the region. Schools within Vale of Glamorgan LA received £40,590 of the available budgets representing 26.2% of the total budget available.

The impact of the activities funded by this budget is evaluated by the school and the individual IP, and, where appropriate, included within LA information reports.

For example, CSC funded a consultant governor to support the governing body of Holton Primary. When Regional Leader for Governance was introduced by CSC, the funding continued for the consultant governor to work with Holton Primary. The consultant governor provided operational and strategic support for the governing body. This included ensuring clear structures and processes, developing governors' ability to undertake their strategic role effectively and to liaise closely with the LA and CSC. This support by the consultant governor made a significant impact and ensured that the governing body functioned effectively and that governors undertook their role in a professional and thorough manner.

Curriculum Reform and Development

CSC supports schools in all areas of curriculum reform with the aim of realising our National Mission of 'strong and inclusive schools committed to excellence equity and wellbeing'. This includes working with the other regional consortia and partnerships, local authorities, external agencies, and schools to develop national and regional events, programmes, support and guidance for practitioners and school, leaders, including governors. The PL opportunities are wide ranging and comprehensive, with Curriculum for Wales embedded throughout. The CSC team provide and broker specialist bespoke support to clusters, groups of schools and individual schools to meet their specific improvement needs.

An example of this in supporting curriculum design and the deployment of appropriate resources is the work of Ysgol Gymraeg Bro Morgannwg and primary school cluster. During the academic year, this has included a cluster arranged joint professional learning day focused on the design of the curriculum along the 3 – 16 continuum. This was followed by opportunity for Areas of Learning and Experience Leads to meet and to plan a way forward. This work has been supported by CSC's Curriculum Areas of Learning and Experience Area Leads, Area Lead for Curriculum Reform and the Principal Improvement Partner for Curriculum Cohesion and Assessment. This partnership work alongside cluster teachers and leaders enabled them to share good practice and vision, as well as to agree and develop key concepts to frame their design for the 3-16 curriculum continuum ready for primary school implementation in September 2022.

Sharing approaches, and considering improvement to transition, retention, and progression beyond the sixth form is a key priority. CSC support all secondary schools to use Alps data systems to track and monitor student attainment at GCSE and across the sixth form.

9.4 Collaborative Advantage

This can be defined as the additional benefits of working as a region when compared to working at either LA or individual school level. By working collectively, schools have been able to build capacity within the system by training staff and sharing practice.

The [Central South Wales Challenge](#) (CSWC) is a partnership of all schools in the region working together to develop a self-improving system. This is based on improvement being driven for schools by schools. It provides delivery structures and networks through which most regional professional learning opportunities are offered.

Schools engage with the elements of the model the professional learning that best meets the need of their improvement priorities. This may mean greater and lesser engagement with different aspects of the challenge, or it may mean a more equal engagement in many or all components.

Specific details regarding the engagement of Vale of Glamorgan schools with the CSWC can be found in section 6.0.

9.5 Additional Examples of Value for Money

In addition to how CSC provides evidence of the efficient use of resources as well as how added value and collaborative advantage are supported, CSC is also able to provide evidence of value for money in several other areas.

Equity

CSC provides a universal service to all schools which includes:

- A named Improvement Partner who monitors and reviews the progress of each individual school against their agreed evidence-based improvement criteria.
- All schools will be identified as needing core or enhance support. Enhanced support offers additional monitoring and review for schools that have specific challenges.
- IPs broker and monitor any additional support ensuring that all schools have the right support to address their needs as well and prevent any potential issues from impacting on learners.
- Support for governors to carry out HT performance management in line with national guidance
- Governors have access to all mandatory training, and this is supported by additional training and support. The role of Governors across CSC has been enhanced with the reestablishment of the Governors Steering Group on our governance structure and the establishment of Regional Leaders of Governance.
- Additional support and training is provided to IPs to ensure they can reach the internationally recognised AOEA standards, demonstrating that our staff have the skills, knowledge, and experience to support schools.
- In addition, where further support is required (either identified by CSC, the LA or Estyn, a tiered package of further improvement challenge and monitoring will be provided depending on the level of concern registered. This additional intervention

will be focused on schools in most need of support irrespective of in which authority they reside

- IPs coordinate and broker the support going into schools ensuring that it is appropriate to need and that it is addressing a key school/departmental priority.
- School progress is monitored termly in all schools and half termly in schools with additional concerns.

Economy

The national model of regional working was published in 2015 and recommended CSC receive £5.4m to fund the school improvement serviced on behalf of the five LAs. In 2021/22 CSC budget was £3.56m.

CSC have worked to ensure that costs are minimised without reducing the quality of service provided. Over the period of time since the inception of CSC, further efficiency savings have been identified, enabling core contributions to CSC to be reduced without affecting the quality of service provided.

Sustainability

The definition of sustainable is something that can be continued or a practice that can be maintained over time once the resource from CSC (whether financial or leadership) is removed. CSC has developed a sustainable strategy for collaboration in the Central South Wales Challenge (CSWC). An example of this can be seen with the development of the Peer Partnership model. Over time, there has been diminishing financial support and increased leadership of the programme from CSC to schools. By building capacity within the system CSC has been able to provide the structures and processes to enable the strategy to continue without support centrally.

Efficiency

As a region, CSC is able to take advantage of economies of scale and can therefore provide a full and comprehensive professional learning offer across all areas of school improvement. In addition, CSC is provided with Welsh Government grant funding to ensure full coverage of support across all AoLEs within the new curriculum.

The [website](#) developed by CSC ensures schools have access to resources and a comprehensive professional learning offer in one site. This is complemented by the [website](#) specifically for Curriculum for Wales which can be accessed from the main CSC website.

A comprehensive communication strategy is also in place to ensure schools receive timely and appropriate communications aligned to need.

Effectiveness

Within the 2021/22 Annual Business Plan Report, CSC provided evidence to support the achievement of outcomes and the impact of the work. During recent LA inspections of LAs, Estyn reported that:

“The local authority has established strong working relationships with principal improvement partners from the regional consortium and there are robust processes for the support and challenge to schools causing concern.”

“...improvement partners provide a sound evaluation of progress based on first-hand evidence of provision and leadership in these schools...”

In addition, during 2021/22 there were 252 priorities within schools in Vale of Glamorgan LA. By the end of the academic year 236 were deemed to be on track with 16 not on track. In cases where progress was not on track, this was in nearly all cases as a result of staffing pressures due to Covid, or the long-term absence of a priority lead that reduced schools' capacity to deliver fully on a priority. In one case, the school changed direction in relation to their curriculum work following a change in leadership mid-year. Where progress has not been on track, IPs have worked carefully with school leaders to plan and agree next steps.

Many of the strategies within the Central South Wales Challenge related to school effectiveness are based upon collaboration and school-to-school working. One of the most frequent research findings across similar collaborative initiatives is that it has led to an increase in leadership capacity, particularly at the middle leadership level. An increase in leadership capacity is a potential proxy for overall gains in pupil achievement.

Leadership roles have been developed in several different strands and at all levels throughout the system and include (although this is not an exhaustive list) SiGs (convenors), Lead Partitioner networks (SMT school members), Peer Partnerships, system leaders etc.

Quality

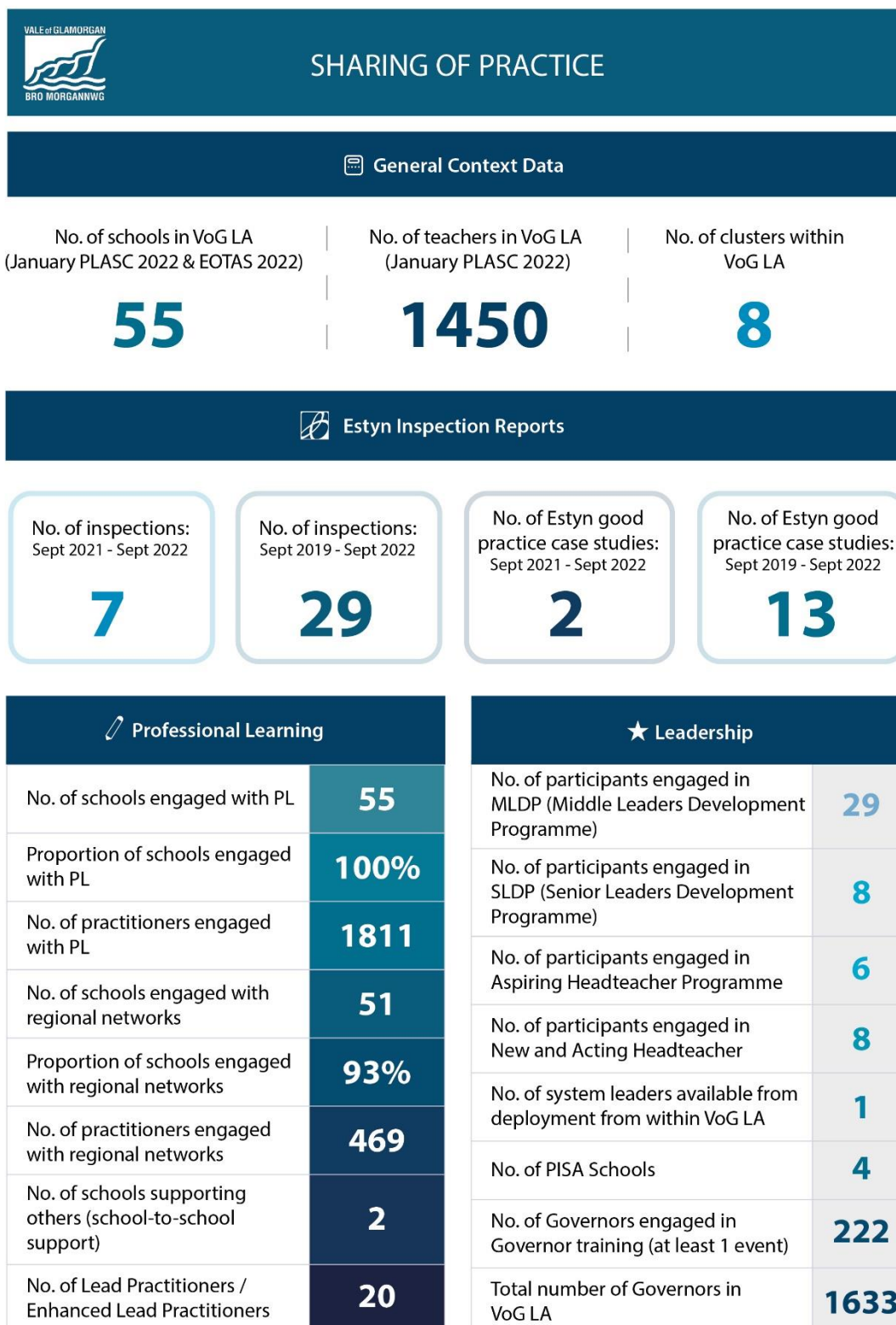
All CSC school improvement colleagues have a depth of knowledge and expertise which is supplemented with extensive professional learning to ensure the highest quality of support to schools.

In addition, all IPs are working towards an internationally recognised AoEA standard demonstrating that CSC staff have the skills, knowledge, and experience to support schools

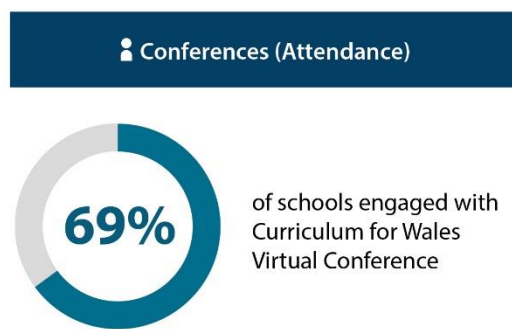
To ensure the ongoing quality of this service, a comprehensive professional learning offer is in place to ensure school improvement professionals are well trained (as well as experienced) and able to support schools across the region. This is supported by an extensive quality assurance programme which feeds into the performance development or probation arrangements for individual IPs.

As a result of regular sharing of practice, approaches and intelligence, the Vale of Glamorgan IP team feel well supported and learn from each other thereby continually improving and refining their practice; these meetings also provide a greater understanding across the team of the strengths of Vale of Glamorgan schools and the challenges they face.

10.0 SHARING OF PRACTICE



📖 Collaborations	
No. of schools engaged in funded collaboration projects	No. of practitioners engaged in funded collaboration projects
38	101



📄 Sharing Practice Sept 2021 - Sept 2022	
No. of VoG schools with at least one Snippet of Success	26
No. of times VoG schools featured in Snippets of Success - our half termly celebration of news and success stories from schools in CSC	39
No. of blogs produced: <ul style="list-style-type: none"> Developing Diversity Through Text Selection Reading for Pleasure: Our Approach to Engaging Harder to Reach Readers KS3 Reading Curriculum Reconsidered 	3
No. of podcasts produced: <ul style="list-style-type: none"> Take the lead in supporting the teachers of tomorrow Focus on the standards Link theory to practice Defnyddio'r Gymraeg i helpu i ddatblygu ieithoedd rhyngwladol Digital competence and Expressive Arts Exploring effective explanation and modelling through technology Grammar Science literacy for applied science 	8

👥 Curriculum for Wales PL and Support	
Engagement in Curriculum PL (% of schools)	98%
Engagement in national CfW PL Programme (% of schools)	80%
Bespoke Support for Curriculum (Individual schools)	32
Bespoke Support for Curriculum (No. of clusters)	5
Summer Curriculum for Wales drop in sessions	0
Cross Regional Curriculum Design Programme (No. of schools)	6
Cross Regional Curriculum Design Programme (No. of participants)	11

💬 Coaching & Mentoring

No. of facilitators trained (RDG)	No. of teaching staff trained in coaching & mentoring (Lead Practitioner)	No. of LA staff trained in coaching & mentoring
7	17	10

Appendix A

Professional Learning Collaborations

Regional clusters:

In the professional learning and collaboration survey for 2021-22, nearly all (98%, 356 schools) schools stated that they were engaged in cluster working. Eight schools stated that they were not engaged in cluster working. Of the schools that engaged, 346 (97%) schools stated that the work of the cluster was linked to their school development plan with 342 (96%) stating that the work of the cluster was disseminated across the school. During 2021-22, 53/55 clusters in the region had a named school leader who received £1500 to act as the cluster convenor. As part of their SLA all convenors are required to complete and SLA, a mid-year and end-of year evaluation of their cluster work. All convenors submitted their cluster SLA; 49 of the 53 convenors submitted a mid-year evaluation and 50 submitted and end of year evaluation.

Based on evaluations received, a wide range of collaborative activity took place. Nearly all clusters expressed that COVID has been a staffing barrier and that they needed to focus on learners return to school as a priority. Nearly all clusters had a focus on curriculum design at a micro or macro level, in very few cases they were exploring the pedagogy to support this. This is in line with the system expectations at this time. Within the evaluations, collaborative professional learning has had a positive impact on practitioner expertise with anticipated learner impacts once this work is embedded.

Regional SIGs:

The majority of SIG working focused on curriculum, teaching or well-being. Around half of SIGs reported that they shared the learning from the group, with a minority reporting that it changed behaviours. Participants in SIGs, both leaders and practitioners, view themselves as involved in bringing about changes in their practice. Many SIGs reported effective collaborative structures where time and support was provided to allow teachers to work together on implementing new practices. 80% of SIGs reported that their work impacts on teacher practices and 88% reported that the SIG had the collective capacity to meet priorities of the group.

Regional Networks:

In 2021-22, there were over 50 regional networks available to all schools in the region. Most networks were co-facilitated by lead practitioners and CSC C&PL officers and focused on Areas of Learning and Experience (Areas), qualifications, pedagogy, and enquiry.

Materials from the networks were made available asynchronously for those unable to attend the live sessions.

Collaboration funding also supported schools to engage with the National Network Conversations, Talk Pedagogy, and self-facilitated networks to promote sharing practice and learning from and with each other, within and beyond their school.

Regional peer partnerships:

A few schools in the region engaged peer partnerships to enhance their self-evaluation and school improvement priorities in line with the Welsh Government 'School improvement guidance: framework for evaluation, improvement and accountability'. Despite the number of significant strategic and operational challenges presented by COVID-19, schools that established partnerships successfully maintained their evaluative cultures and sustained all levels of collaboration within their networks in adapted ways. New peer partnerships continued to be brokered between schools by IPs.

Appendix B

Professional Learning Opportunities

CSC provided a comprehensive range of high quality, evidence-informed PL opportunities across the professional pathway, from induction to leadership. The CSC PL offer was responsive and PL opportunities were continually considered, planned and published to ensure the PL needs of schools in the region are met. A wide variety of data and intelligence was analysed, and research undertaken to identify and inform the PL offer. All CSC PL continued to be accessed via the CSC website [here](#). The Kirkpatrick model of evaluation was embedded in CSC's professional learning.

CSC PL opportunities included:

- Assignments – e-learning focused on a specific area
- Events, programmes, networks and conferences – live and/or on-demand, focused on a specific area
- Resources - including guidance documents, toolkits, poster packs, blogs, vlogs, podcasts, etc.

PL opportunities included those related to:

- Curriculum, learning and teaching
- Equity & well-being
- Professional pathways:
 - Teaching Assistants (TALP)
 - Induction
 - Leadership, including Governors
- Qualifications and post-16 education

Appendix C

Curriculum for Wales

The [Curriculum and Assessment \(Wales\) Act 2021](#) became law after receiving Royal Assent in April 2021. The Act states the new curriculum and assessment requirements for all learners aged 3 to 16 in maintained or funded non-maintained nursery education in Wales. It replaces the current curriculum. The [Curriculum for Wales Framework](#) is determined nationally and includes legislative requirements and supporting guidance. It is a clear statement of what is important in a broad and balanced education for learners in Wales. It places duties on school governing bodies and headteachers, LAs, non-maintained setting providers and Welsh Ministers. At its heart is the aspiration for every child and young person in Wales, as defined by the four purposes of Curriculum for Wales (CfW). The [four purposes](#) are the shared vision, starting point and aspiration for every child and young person in Wales.

To realise this vision, schools must design, adopt and implement a curriculum. Enabling learners to progress in relation to these purposes is intended to inform all decisions in relation to curriculum and assessment design and implementation. Schools should design their curriculum, choosing specific knowledge, skills and experiences, and topics, activities and contexts to meet the needs of their learners, ensuring high expectations and enabling all learners to achieve their potential.

Improvement Partners support all schools in school improvement related to curriculum and the wider educational reforms. This includes signposting relevant PL opportunities and brokering bespoke support. During 2021-22, Improvement Partners worked in partnership with schools to self-evaluate each school's journey to curriculum roll-out in line with national and regional guidance. These informed reports to LAs and Welsh Government on school preparations for the implementation of Curriculum for Wales. Reporting continues in 2022-23.

A comprehensive national PL programme to support schools in Curriculum for Wales and the wider educational reforms was developed and delivered by the four regional consortia. The following synchronous and asynchronous modules were developed for senior leaders, middle leaders, and school governors:

- Leading change
- Establishing a shared vision
- Making time and space for professional learning
- Engaging with the Curriculum for Wales framework
- Curriculum design and development
- Engagement with the wider reform elements
- Engaging with areas of learning
- Thinking about AoLE vision
- Leading pedagogy

The national Curriculum for Wales PL programme has been refined and relaunched in September 2022 with CSC as key partner in its design, delivery, and evaluation. This is a stronger focus on schools sharing their emerging practice, and new modules including a module on progression and assessment.

Regional CfW conference data:

The total number of resources that were accessed by delegates across the live and on demand period exceeded 8700, with just over 2000 of those focused specifically on curriculum design. The webinars were viewed either live or on demand over 3600 times.

Evaluation data received by delegates from the conference shows that many (72%) respondents agreed or strongly agreed that the conference met its purpose of supporting schools in further understanding curriculum design. This is further demonstrated by the feedback that whilst only a few (24%) respondents felt either confident or very confident about curriculum design before accessing the conference, a majority (69%) felt either confident or very confident about curriculum design after accessing the conference. In addition, many (84%) respondents felt that the materials shared at this conference would positively impact on their practice.

In January 2021, CSC established a regional Curriculum for Wales online community available to all practitioners and school leaders, including governors in the region. It provides an interactive platform for practitioners to access resources, materials, PL and guidance related to Curriculum for Wales. Members can also participate in discussions with other members to share ideas and receive peer support. By August 2022, there were over 1300 members.

To support practitioners in curriculum design, CSC developed a specific [website](#) launched in October 2021. The focus of the website uses the design thinking model aligned to the phases of Welsh Government's 'Curriculum for Wales: the journey to curriculum roll-out' guidance to support schools in the process of curriculum design. All regional Curriculum for Wales PL, resources, materials and guidance are also available through this website. Engagement in and feedback related to this website and the design thinking model has been very positive.

All PL resources, materials and guidance developed during the programme are available to all schools in Wales to support the design and development of their curriculum.

There are a wide variety of PL [resources](#), including guidance documents, toolkits, poster packs, videos, blogs, vlogs, podcasts to support schools in curriculum, learning and teaching.

The CSC Curriculum for Wales [newsletter](#) is published monthly containing the latest regional and national information on CfW. During 2021-22 there were more than 6000 views by 398 unique users of the newsletters. The CSC poster packs on understanding the Curriculum for Wales guidance and on Assessment had almost 7000 views.

Appendix D

Post-16 Enquiry Project

CSC facilitated an enquiry project involving a cross-local authority group of six secondary schools to focus on approaches to raise aspirations, increase resilience and support learner transition, retention, and progression.

Schools shared the following issues:

- Post Covid – an increased number of learners presented issues with reduced confidence, low resilience and as a result had low aspirations.
- Staff witnessed disengagement in learning.
- Learners had reduced motivation in planning their future aspirations/pathways
- Students have lost the craft of being a student
- Social deprivation increased and well-being issues have increased as a result
- Online mentoring during Covid was less effective to support learner well-being, confidence and aspirations, therefore new interventions are required to close the covid gap

The enquiry focused on the impact of using the VESPA Academy online platform and activities to support the non-cognitive and performance outcomes of Year 12 students in each school. The schools gained access to the newly developed VESPA Academy online platform and engaged in training to increase their knowledge of the activities and effective use of the platform to support learner progress. There was strong engagement with this project group and a high level of collaboration and commitment to the project.

School leaders reported the following benefits:

- Effective collaboration of post-16 leaders in the region to embed impactful pastoral programme activities.
- Early identification of learners that are more likely to become young people not in education, employment, or training (NEET).
- Increased opportunity to engage with external partners to support bespoke intervention activities.
- The opportunity to use internal data alongside VESPA questionnaire outcomes to support learner progress and aspirations.
- New approaches to coaching and mentoring using VESPA coaching questions to support learners.

Examples of evaluation comments:

'The project has supported high quality assertive mentoring and quality coaching conversations to benefit both staff and students.'

'During a KS5 learning journey in line with Estyn framework, students reflected positively on pastoral provision and felt that they were well supported and that the school was looking into personalised solutions to issues they were facing.'

'Students have made significant progress in the five areas supported by VESPA activities, and that VESPA is now being trialled within the humanities faculty to highlight effective revision strategies as part of an additional teaching and learning action research project.'

A school in the project with over 200 students engaged stated, *'Every form class improved their VESPA score, therefore the project will strongly influence our My Future programme over the next academic year.'*

Other post-16 PL and support included:

- [Welsh Consortia National Post-16 Leadership Development programme](#) a National Academy for Educational Leadership (NAEL) endorsed and Results Driven Group (RDG) accredited programme. Additional support was given via 1-1 coaching following the programme and a designated Teams space facilitated sharing of resources and good practice between practitioners across Wales.
- A subject resources project to support available regional post-16 professional learning resources.
- A collaborative 'Design Thinking' project with Cardiff Metropolitan University focused on a post-16 priority from their school development plan. The practitioners reported very positively on how the process allowed creative solutions to be reached by considering all stakeholders.

Appendix E

Education Research and Enquiry

In November 2018, the Minister for Education in Wales committed to:

- Develop career-long professional learning embedded in evidence-based research and effective collaboration
- Invest in Wales-specific education research and ensure that it is converted into action for school improvement
- Co-create a national education research strategy that provides a coherent and transparent framework for [education research in Wales](#).

In July 2021, Welsh Government launched the [National Strategy for Educational Research and Enquiry \(NSERE\)](#). CSC work with Welsh Government (WG) and Higher Education Institution (HEI) partners to ensure that schools in the region can engage with research and enquiry in a way that makes a difference to their school improvement.

National Professional Enquiry Project (NPEP) supports the development of the new curriculum, Welsh Government is working with regional consortia and higher education institution (HEI) partners to develop a national programme of teacher professional enquiry. Schools are supported by a HEI partner to develop a range of enquiry skills by leading enquiries in their own setting, exploring professional learning requirements for the new curriculum.

Based on enquiry experience, schools are grouped into lead and partner schools and the professional learning they receive from their HEI partner is targeted to their level of experience. CSC lead schools' work with Cardiff Metropolitan University; partner schools work with the University of South Wales. Alongside their professional learning, all schools receive academic supervision in developing their enquiries. During their enquiry work, NPEP partner schools are grouped with a lead school to provide coaching support around developing an enquiry in their school. All [NPEP enquiries](#) are published on Hwb to support all schools in their work.

During 2021-2022, the NPEP programme moved into a 'consolidation and evaluation' phase providing opportunities to transition from a project to a national programme, aligned to the National Strategy for Educational Research and Enquiry¹¹. NPEP schools should be developing a whole school approach to enquiry and develop a collaborative approach with existing clusters/networks to disseminate NPEP outputs.

¹¹ <https://hwb.gov.wales/professional-development/the-national-strategy-for-educational-research-and-enquiry-nsere/>

Appendix F

Leadership Development

CSC has developed a portfolio of leadership development opportunities based on a national pathway of professional learning. This ensures the development of inspirational leaders that are well prepared and supported to lead their schools through educational reform as set out in our national mission. All leadership programmes have received endorsement from the NAEL, demonstrating the high standard of the programmes provided.

CSC professional learning opportunities are aimed at developing leadership at all levels. CSC provides a wide range of programmes, support and guidance to develop leadership skills. With the exception of the System Leaders Programme, all leadership development pathway programmes have been co-constructed by regional consortia officers in partnership with school leaders from across Wales, thus ensuring the content draws on expertise in school leadership and ensures that the content is grounded in current practice.

Access to national leadership programmes is via a nationally agreed application form and candidates are required to undertake a self-review against the national professional standards for leadership. A robust endorsement process is in place to ensure participants access the most relevant programme for their career stage. Applications for the programmes 2021-22 exceeded places and were fully subscribed. All programmes provide participants with the support of a leadership coach; with the exception of the middle leaders' programme, an external coach is provided. These coaches are also able to access the national coaching and mentoring programme to ensure they are effective in this role.

Detailed overviews of the Leadership PL programmes support schools to identify the most appropriate programme for the individual at the relevant point in their career. Improvement Partners (IPs) also work with schools to identify leaders who would benefit from participation in the leadership programmes.

All leadership programmes are evaluated using an online form after each module for participant feedback. This immediate feedback on the session is shared with facilitators and supports in refining the programme delivery. Detailed end of programme evaluations are analysed and inform development and next steps.

Appendix G

Vale of Glamorgan Priorities (Progress against Priorities)

Vulnerable Learners	
Evaluation of Progress	Next Steps
<p>Initial work underway in addressing the CSC Enabling Equity and Excellence five-year implementation plan (2022-2027) which is set out in phases; Incubation, Embedding and Exemplary. Ysgol Gymraeg Dewi Sant and St Helen's R.C Primary school are amongst the 12 schools from across the CSC region which are part of the first cohort involved in the incubation phase. Both schools are involved in a structured programme which is made up of four face-to-face sessions, intersessional tasks and two days of peer reviews. The pilot will allow schools involved to manage change according to their individual contexts; draw on the expertise and support of CSC and Local Authorities; and learn from the experiences of other schools in the mission to achieve equity and excellence for all learners. The work of the pilot group will also be instrumental in supporting and informing the work of other schools throughout the period of implementation. The Improvement Partners for schools are involved in following the progress of the schools during the pilot.</p>	<p>Complete the pilot days and continue engagement with the pilot schools</p>
<p>The CSC approach to pedagogy and improving teaching has been shared with all CSC staff and published on the website. The Great Teaching Toolkit (GTT) evidence review, along with how this aligns to the GTT has also been shared. A communication has just been released in the bulletin to invite schools to share effective practice that will be used to develop a series of playlists on elements of the GTT.</p> <p>The professional learning offer for vulnerable learners has been approved by the management board and by the Looked-After Children in Education Coordinators (LACEs). Project Initiation Documents have been completed and dates confirmed. Programme of training is in place and information has been shared with schools.</p> <p>The lead for well-being and vulnerable groups has been offering bespoke support in schools in relation to vulnerable learners. This has included a visit to Llantiwt Major School to support their strategy for eFSM pupils,</p>	<p>Finalise and advertise specific professional learning dates. Evaluation of this will be linked to the Enabling, Equity and Excellence pilot as well as the Challenge Education and the Raising the Attainment of Disadvantage Youngsters (RADY) pilot which focus on the leadership of vulnerable learners.</p>
Pupil Development Grant	
Evaluation of Progress	Next Steps
<p>Professional learning sessions have taken place for improvement partners as well as headteachers to share the expectations from the new strategy from Welsh Government in relation to the Pupil Development Grant (PDG). The lead for well-being and vulnerable groups is providing bespoke support to schools, including Llantiwt Major School in the Vale. Improvement partners are supporting schools in the transition to the new strategy. CSC have submitted their PDG support plan and await approval or feedback.</p>	<p>Design the evaluation documents aligned to the conceptual framework and the Enabling Equity and Excellence document.</p>

Work is ongoing and on track in relation to Challenge Education and the Raising the Attainment of Disadvantage Youngsters (RADY) pilot. Pencoedre High and Whitmore High continue to engage with RADY and visits are ongoing. Thinking Differently professional learning package is currently subject to LA procurement procedures	Await contact from LA finance team. Disseminate usernames and passwords for all schools and LA's. Ascertain progress of schools.
The lead for well-being and vulnerable groups has meetings booked with the Languages, Literacy and Communication leads to plan the evaluation of the Reading Reconsidered and Writing Revolution PDG cohorts. This work is not due to have started yet and is planned to take place in the spring term 2023.	Ensure meetings take place and a plan is shared with the objective 3 team.

Welsh	
Evaluation of Progress	Next Steps
<p>A range of professional learning opportunities and workshops are available that align with the Welsh Language Competency Framework.</p> <p>In the period of April-September 2022, 149 practitioners have accessed part 1, 91 part 2 and 43 part 3 of the asynchronous professional learning which is 283 in total. This compares with 182 practitioners for part 1, 114 for part 2 and 58 for part 3 in the same period last year. Dates arranged for face to face and blended professional learning.</p> <p>Most practitioners state that Welsh Language Development professional learning will improve their practice in the classroom and make strong progress in changing their behaviours.</p> <p>Asynchronous professional learning and playlist published to support schools to strategically plan for Welsh language professional learning and to reflect practitioner competence accurately in the School Workforce Annual Census. This item has received over 100 views in a few days.</p> <p>Next cohort of the Leadership of Welsh programme will begin in November 2022. Schools have been identified and arrangements in place. Seven senior leaders from the Vale of Glamorgan will be involved in the programme in autumn 2022 with a further two registered in spring 2023.</p>	<p>*Deliver face to face Welsh across the curriculum professional learning.</p> <p>* Deliver Llwyfan Llafar oracy professional learning.</p>
<p>Target for the recruitment of the 2022/23 Welsh in a Year Sabbatical Programme (set by Welsh Government) has been achieved. Seven practitioners from across the region have begun the programme, with one teacher from the Vale of Glamorgan attending.</p> <p>An introduction on the post-sabbatical has been delivered and a recording shared with those unable to attend. Network meetings for 2022/23 have been arranged. Post-sabbatical practitioners will attend the Leadership of Welsh professional learning on 29/11/22. Development Officers are</p>	<p>Support Welsh/English partnership schools and lead progress meetings.</p> <p>Identify a further 15 partnerships for the second cohort for Spring 2023.</p>

<p>providing bespoke support meetings with all individual practitioners. Two practitioners from the Vale of Glamorgan are engaging in post-sabbatical support during 2022/23.</p> <p>An initial 15 partnerships have been identified for the Welsh/English medium school partnership representing each Local Authority. Partnerships have received an introductory session and are currently planning their joint projects. 2 partnerships from the Vale of Glamorgan are currently undertaking a joint project focussed on the development of pupil's oracy skills and use of incidental and informal Welsh.</p>	<p>Deliver Leadership of Welsh professional learning for post sabbatical practitioners.</p>
<p>Arrangements for producing KS4 Llwyfan Llafar oracy resource is progressing and the development will commence shortly.</p> <p>A new secondary Welsh language immersion resource is nearing completion and is planned for publication December 2022 along with associated professional learning.</p> <p>Working groups are developing resources to support Language Charter developments and are making satisfactory progress.</p>	<ul style="list-style-type: none"> * Produce and publish KS4 Llwyfan Llafar oracy resource. * Publish Welsh medium secondary language immersion resource. * Officially launch Special Schools Cymraeg Campus and associated resources.
<p>Work ongoing in supporting the Welsh Language Charter work. Since April 2022, seven English medium schools in the Vale of Glamorgan have achieved the Cymraeg Campus bronze award, 1 the silver award and 2 the gold award. One English medium secondary school has also achieved the bronze award. In addition, one Welsh medium primary school has achieved Siarter laith gold award.</p>	<p>Deliver introductory session to Siarter laith Cymraeg Campus for schools who have not yet started their journey.</p> <p>Recruit, train and deploy Siarter laith external verifiers.</p>
<p>Curriculum</p>	
<p>Evaluation of Progress</p>	<p>Next Steps</p>
<p>A comprehensive range of regional professional learning opportunities are available. The offer continues to be responsive to the needs of schools. A summary of all professional learning and networking opportunities was shared to all schools October 2022. Live and on-demand professional learning opportunities will continue to be developed to focus on improvement priorities from schools across the region; and respond to local, regional, and national priorities.</p> <p>All Vale of Glamorgan schools (53/53) have engaged in the regional professional learning offer to date with 655 practitioners participating between April and September 2022. This compares to 740 practitioners in the period of April-September 2021 and 150 for April-September 2020.</p> <p>Many Vale of Glamorgan schools (46/53) have engaged in the regional professional learning offer for Curriculum, Teaching and Learning to date with 229 practitioners participating between April and September 2022. This compares to 454 practitioners in the period of April-September 2021 and 78</p>	<p>Finalise review of Lead Practitioners vacancies</p> <p>Develop consistent protocols for developing professional learning to promote inclusivity, diversity and anti-racism.</p> <p>Finalise recruitment to increase curriculum team capacity</p>

<p>for April-September 2020.</p> <p>Lead Practitioner roles were refined in the summer term and nearly all lead practitioner posts have been filled. 15 lead practitioners that support across the CSC region are from Vale of Glamorgan schools.</p> <p>37 bespoke support requests have been received by the curriculum team since April 2022 for Vale of Glamorgan schools. Support is being deployed accordingly to both individual and groups of schools.</p> <p>45 funded collaboration projects have been established. 53 practitioners from Vale of Glamorgan schools are participating.</p>	<p>Provide staff professional learning on evaluative writing using Kirkpatrick model</p> <p>Finalise area evaluations spring term 2023</p>
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Wellbeing	
Evaluation of Progress	Next Steps
<p>CSC are working in partnership with the implementation leads for the Framework on embedding a whole-school approach to emotional and mental wellbeing to understand the work that is taking place. Further professional learning is planned for all staff across CSC.</p> <p>The implementation leads are also supporting in training up Governor leads to understand the requirements for the schools in adopting the statutory framework.</p>	<p>Continue to meet with the implementation leads. Book in further sessions for the CSC workforce. Continue to support schools in the adoption of the framework.</p>
<p>One cross-authority appreciative inquiry took place in the summer term 2022 (Whitmore High School) focusing on the work the school has done around reducing exclusions. Further attendance, exclusion and well-being appreciative inquiries are in the process of being arranged. These visits will be cross-authority and will share innovative practice in these areas.</p>	<p>Book visits Share appreciative inquiries across CSC</p>

Attendance	
Evaluation of Progress	Next Steps
<p>Initial meetings have been undertaken with the attendance and exclusion leads from the LA's. Plans to include LA specific professional learning for all of CSC staff. The leads have also identified a number of potential schools for the next stages of the appreciative inquiry.</p> <p>CSC will also look to support LA's in regional professional learning events linked to exclusions and attendance.</p>	<p>Finalise arrangements for the professional learning sessions.</p> <p>Book in visits with schools.</p>

A cross-authority appreciative inquiry took place in the summer term at Whitmore High School focusing on the work the school has done around reducing exclusions. A video outlining the work of Whitmore was used as part of the CSC Curriculum for Wales Conference in the summer term 2022.	
One cross-authority appreciative inquiry took place in the summer term at Whitmore High School, Vale of Glamorgan focusing on the work the school has done around reducing exclusions. Further attendance, exclusion and well-being appreciative enquiries are in the process of being booked. These visits will be cross-authority and will share innovative practice in these areas.	Book visits Share appreciative inquiries across CSC

Relationships and Sexuality Education	
Evaluation of Progress	Next Steps
<p>A wide range of asynchronous resources are available on the CSC website in relation to Relationships and Sexuality Education (RSE). Between June-October 2022, practitioners have engaged with CSC RSE resources 4,675 times. Additional asynchronous professional learning materials are being developed by the Associate Adviser and RSE lead practitioner for launch on CSC website December 2022.</p> <p>High quality synchronous support has been given to schools through a series of headteacher briefings, governor briefing, and dedicated RSE school bulletin. Ongoing support also available to schools via bespoke support and monthly virtual drop-in sessions.</p> <p>Very good progress to date in the engagement of practitioners in regional networks and projects. 105 participants from across the region in the October network meeting, with 15 schools from the Vale in attendance.</p> <p>Partnership working is developing within the cross-regional RSE group, the Welsh Government RSE working party and with Local Authority partners in developing national professional learning materials and further guidance for RSE.</p>	<p>Continue to monitor progress within area operational plan through line management meetings and regular progress review workshops.</p> <p>Consider whether increased capacity would be required to support the on-going agenda for this area.</p>

Appendix H

Breakdown of CSC Grants 2021/22

	Total Grant	Retained to Fund National Priorities	Delegated to Schools / Local Authorities
	2021-22	2021-22	2021-22
	£	£	£
Regional Consortia School Improvement Grant (including match funding)	58,855,077	5,908,785	52,946,292
Centrally Retained Salaries	3,572,916	3,572,916	0
Business Plan Activity	2,335,869	2,335,869	0
Central South Wales Challenge Model	2,500,000	0	2,500,000
Welsh Government Priority Areas (eg CfW, Funding for Examination Years)	7,215,495	0	7,215,495
Professional Learning	3,817,332	0	3,817,332
<i>EIG Element</i>			
Delegated to Schools/PRUs	35,015,280	0	35,015,280
Foundation Phase	3,918,033		3,918,033
Foundation Phase – Non Maintained Settings	314,600	0	314,600
Grant Administration	67,207	0	67,207
Allocation of resources to react to specific local need	98,345	0	98,345
Pupil Development Grant	37,581,970	318,056	37,263,914
Main	28,984,600	0	28,984,600
Early Years	5,913,300	0	5,913,300
Children Looked After	2,028,600	122,896	1,905,704
Education Other Than At School	277,150	0	277,150
PDG Consortia Led	278,320	95,160	183,160
Pupil Development Grant Adviser Funding	100,000	100,000	0
Siarter Iaith	77,800	77,800	0
Total	96,514,847	6,304,641	90,210,206