

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Monday, 18 March 2024
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Central South Consortium: Annual Local Authority Scrutiny Report 2022-23
Purpose of Report:	To update Members on the work of Central South Consortium and its contribution to school improvement in the Vale of Glamorgan
Report Owner:	Paula Ham, Director of Learning and Skills
Responsible Officer:	Carys Pritchard, Principal Improvement Partner
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 and to update Members with the contribution of the Central South Consortium, working in partnerships with the local authority (LA) to raising 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 2022 to 2023 and the financial year April 2022 to April 2023. 	

Recommendation

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

Reason for Recommendation

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 380 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.
- 1.2 The service delivers support and challenge 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 support and challenge provided by the Consortium on behalf of the Vale of Glamorgan. This includes:
 - an overview of performance including learning priorities, findings from Estyn inspections and progress of schools in a follow up Estyn category, supporting school development planning and Alps analysis;
 - support and challenge for schools including the deployment and work programme of improvement partners and support for schools receiving enhanced monitoring;
 - engagement in Central South Consortium professional learning and support including the Central South Wales Challenge, collaborations, school leadership and governance and Curriculum for Wales;
 - work to promote equity and to support vulnerable learners in schools;
 - an overview of how Central South Consortium is contributing to supporting Vale of Glamorgan priorities;

- value for money; and
- 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.
- 3.4** 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** During 2022-2023 Vale of Glamorgan LA contributed £537,569 core funding to CSC. This core funding is determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee. In 2022-2023, Vale of Glamorgan contributed 15% of CSC’s core budget.

Employment

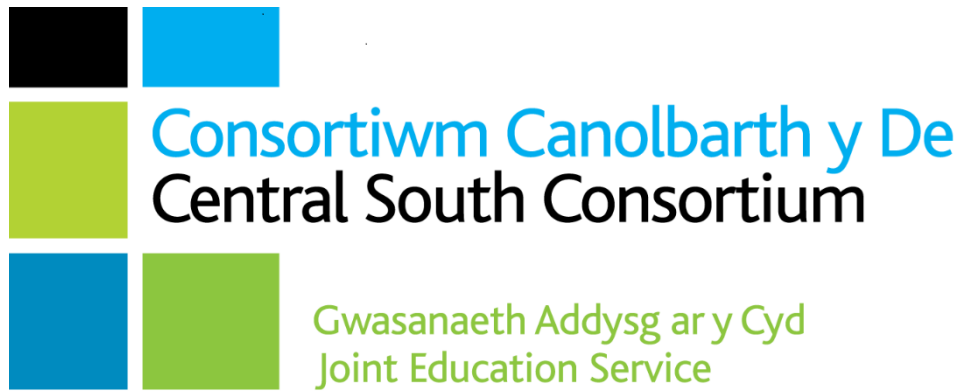
- 5.2** There are no employment implications arising from this report.

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
2022-23**

(Presentation in Spring Term 2024)

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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 raising standards in schools across the Vale of Glamorgan. This report details the work of the consortium for the academic year September 2022 - 2023 and the financial year April 2022 to April 2023.

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 380 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 support and challenge 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 2022 - 2023 ran from 1 April 2022 until 31 March 2023 and had the following areas of priority:

1. Curriculum, Teaching & Assessment
2. Leadership
3. Equity and Wellbeing
4. School Improvement
5. Effectiveness and efficiency of Central South Consortium

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.

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

A [report](#) on the progress and impact of the Business Plan 2022 - 2023 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) 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 foundation phase and key stage 2 for 2022

For 2023, the following collections have now been resumed:

- Attendance: Primary data collections
- Attendance: Secondary data collections
- National Data Collections (NDC): key stage 3 only

The majority of national publications were suspended from summer 2020, but performance measures for summer 2023 results were reintroduced during autumn term 2023.

National examination results released in August 2023 were brought back to be around halfway between the 2019 and 2022 results. Comparison of the results for CSC in 2023 to Wales results showed that CSC either matched or exceeded the national proportions for GCSE %A*-A, %A*-C and %A*-G. For A Level results, CSC exceeded the national proportions for the three measures of %A*-A, %A*-C and %A*-E, with CSC also being above the national proportions for AS Levels (%A, %A-C, %A-E).

On a LA basis, the results for the Vale of Glamorgan exceeded the national proportions for GCSE at %A*-A, A*-C and A*-G. The Vale of Glamorgan were also above national proportions for %A*-A, A*-C and A*-E at A level, and %A-A and A-C and A-E at AS Level.

3.2 Estyn Inspections

All Estyn inspections were suspended in March 2020²; however, a new pilot framework³ was introduced in early spring term 2022. The new inspection framework no longer provides

² <https://www.estyn.gov.wales/news/estyn-will-not-inspect-maintained-schools-next-academic-year-statement-meilyr-rowlands-hmci>

³ <https://www.estyn.gov.wales/news/owen-evans-her-majestys-chief-inspectors-speech-17-february-2022>

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, 68 schools were inspected between September 2022 and July 2023, with 18 of these schools being identified to produce ‘interesting or innovative practice case studies’ following their inspections. Twenty-two schools were placed in Estyn follow-up categories: thirteen in Estyn Review (19.1%), two in significant improvement (2.9%) and seven in special measures (10.3%). Eighteen of the schools inspected across the region were invited to produce ‘interesting or innovative practice case studies’ following their inspections.

Table 1: Number of schools inspected 2021-2022 and 2022-2023

	Primary		Secondary		Middle		Special		Pupil Referral Units	
	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23	21/22	22/23
Bridgend	2	11	0	1	0	0	0	0	0	0
The Vale of Glamorgan	5	8	2	1	0	0	0	0	0	0
Rhondda Cynon Taf	8	14	0	1	1	2	0	1	0	0
Merthyr Tydfil	1	3	0	0	0	0	0	0	0	1
Cardiff	8	18	2	3	0	0	0	4	1	0
CSC	24	54	4	6	1	2	0	5	1	1

Estyn resumed their monitoring of schools and Pupil Referral Units (PRUs) in a statutory category (special measures or significant improvement) from autumn 2021. During the academic year 2022-2023, one school in the region was removed from Estyn Review, with a further three schools remaining in a follow-up category from previous academic years. The follow-up categories for these schools are: one in Estyn Review, one in Significant Improvement and one in Special Measures

In the Vale of Glamorgan, between February 2022 and the end of the 2022-2023 academic year, 16 schools were inspected, with two schools being placed in a statutory follow up category of Special Measures and one school requiring Estyn Review. From the schools that have been inspected since the resumption of inspections, four schools have been asked to provide case studies on ‘interesting or innovative practice’ identified as part of the school inspection and a total of five case studies have been published.

Table 2: Number and focus on interesting or innovative case studies identified in Vale of Glamorgan schools

Date	School	Case study
March 2022	Stanwell School	The range of opportunities that pupils receive in order to develop their leadership skills and get their voice heard Read here
March 2022	Stanwell School	Supporting learners to make informed choices for the future Read here
March 2022	Whitmore High	A whole – school approach to securing high standards of teaching and learning Read here
March 2022	Whitmore High	Developing an effective culture for learning Read here
October 2022	Pendoylan Church in Wales Primary	Developing and designing a curriculum for Wales Read here
June 2023	Y Bont Faen Primary	Developing creativity through the curriculum (not yet published)

In the Vale of Glamorgan, three schools are in a follow up Estyn category. The progress of schools in a follow-up category are presented to the Learning and Culture Scrutiny Committee on a termly basis. The Chair of the Scrutiny Committee and the Cabinet Member for Education, Arts and the Welsh Language are invited to attend half-termly progress meetings involving school leaders, LA and CSC officers for the two schools in Special Measures. In addition, the Leader of the Council attends the half-termly progress meetings at Pencoedtre High. Estyn are also monitoring the progress of the two schools in Special Measures on a termly basis.

Table 3: Progress of schools in a follow up Estyn category in the Vale of Glamorgan 2022-2023

School	Estyn Category	Current position
Ysgol Pen y Garth	Special Measures	<ul style="list-style-type: none"> In Special Measures following their inspection in November 2022. The post-inspection action plan has been approved by Estyn. Progress in addressing the recommendations is regularly monitored through meetings with the LA and

		<p>CSC. Estyn is monitoring progress on a termly basis.</p> <ul style="list-style-type: none"> • There has been a significant change in school leadership since the school's inspection. There is now a clear direction for the work of the school. A purposeful vision has been shared with all stakeholders. The headteacher sets high expectations for all staff and pupils. Members of the senior leadership team have an increasing understanding of their roles and are beginning to lead more confidently on whole school aspects. • Appropriate self-evaluation activities are in place, with engagement closely aligned with school priorities and activities highlighted in the Post-Inspection Action Plan. • There is a regular focus on learning, teaching and assessment as part of the professional learning programme. However, there remains variability in the quality of teaching and learning.
<p>Pencoedtre High</p>	<p>Special Measures</p>	<ul style="list-style-type: none"> • In Special Measures following their inspection in December 2022. The post-inspection action plan has been approved by Estyn. Progress in addressing the recommendations is regularly monitored through meetings with the LA and CSC. Estyn is monitoring progress on a termly basis. • Estyn monitoring visits have recognised the work of the interim executive headteacher, and the appointments and secondments made to strengthen the senior leadership team. Roles and responsibilities of the senior leadership team are now more clearly defined and more closely aligned to school improvement priorities. Line management procedures have been strengthened and are more consistent across the school ensuring that leaders at all levels are focusing on common priorities. • In relation to additional learning needs (ALN), significant changes have been made to the leadership structure. All members of the senior

		<p>leadership team are now linked to year groups and have oversight for ALN for their year group. This structure is very much in its infancy, and it is too early to monitor its impact.</p> <ul style="list-style-type: none"> • Processes to monitor attendance are now more structured and are beginning to be more strategic. Levels of attendance as well as behaviour are still a significant concern. • Senior leaders have started to focus suitably on improving the quality of teaching and assessment. Leaders have introduced some worthwhile common approaches; however, they are not currently enough opportunities to share practice within and across departments. As a result, there remains significant variability in the quality of teaching and assessment.
Llanfair Primary	Estyn Review	<ul style="list-style-type: none"> • In Estyn Review since their inspection in February 2023. The school is addressing their recommendations, and progress is regularly monitored through meetings with LA and CSC. • Leadership across the school is developing well. Increasing opportunities in place for pupils to further their leadership skills such as through pupil voice group and Senedd. • School staff continue to work well with cluster colleagues on curriculum planning. Appropriate activities are planned to support developments in Welsh further. The digital curriculum has been extended to ensure the inclusion of the teaching of databases, spreadsheets. • A suitable range of adjustments have been made to provision, to increase pupil independence and to provide access to challenging activities.

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 WG 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 2022-2023, key common focus areas identified by schools included:

- 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 2023, the analysis identified the following key points:

A Level

- Prior attainment (Centre Determined Grades) was, on average, slightly higher for the 2023 cohort than for previous cohorts.

- National results were also higher in 2023 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 3 or higher over the last three years (Grade 1 is Outstanding, Grade 9 is Poor).
- Both boys and girls made excellent value-added progress at A-level over time (grade 3 or above over last four years). In 2023, the value added of boys is in the top 25% of providers in the client dataset, whilst the outcomes of girls were slightly stronger and in the top 10%.
- Over time, there has been little difference between the value added for students who are eligible for free school meals (eFSM) and non – eFSM students. However, in 2023 eFSM pupils made less progress (grade 6) at A level than non-eFSM students (grade 3).
- Eleven subjects are in the top quartile of performance across Wales with strengths identified in Applied IT, Business Studies, Drama and Theatre Studies, Health and Social Care, Media Studies, Physics, Psychology, Religious Studies, Welsh 1st Language, Welsh Second Language and Welsh Baccalaureate.
- Only one subject is in the lowest quartile of performance – Art Photography.

AS Level

- Over time, the Vale of Glamorgan's AS level value-added data shows that performance is strong at Alps grade 4 or above for the last four years.
- In 2023, five subjects are in the top quartile of performance across Wales and England with strengths identified in Applied ICT, Computer Science, D&T (Textiles), History and Mathematics.
- A few subjects are in the lowest quartile of performance, with the most significant in terms of entries being Geology.
- Over time, there has been little difference between the value added for boys and girls and for (eFSM) and non-eFSM students. In 2023, girls made stronger value-added progress at AS level than boys. In 2023 eFSM pupils made less progress (grade 6) at AS level than non-eFSM students (grade 4).

Vocational Results

- Overall, the value added for BTEC courses in 2023 was lower than performance over the last three years. In 2023, the value-added outcomes for BTEC 2010 courses were in the lower 40% (grade 6) and the BTEC 2016 courses in the lower 25% (grade 7).
- In 2023, there is little difference between the progress made by girls and boys and eFSM and non-eFSM pupils.
- Across the local authority, the WJEC level 3 Criminology is the most popular vocational course in terms of entries (58 entries for the diploma). In 2023, the value-added

progress for this course matched the middle 50% of the dataset for this qualification (grade 5).

Key Stage 4 (KS4)

- Over time, the Vale of Glamorgan's GCSE value-added data shows that performance is consistently very strong at Alps Grade 3 or higher over the last three years (Grade 1 is Outstanding, Grade 9 is Poor).
- There is some variability in the performance of specific groups of pupils. Over time, the value added of boys remains slightly lower than the performance of girls. In 2023, the value-added progress of girls matched the top 25% of providers across England and Wales (grade 3) whilst the boys match the middle 50% of providers (grade 5).
- The value added of eFSM pupils remains lower than non-eFSM pupils. In 2023, eFSM pupils made less progress than non-eFSM pupils in nearly all of the most popular subjects by entries. The only exception is the Welsh Baccalaureate where eFSM pupils performed stronger in terms of value added.
- Over 26 subjects are in the top quartile of performance across England and Wales with strengths identified in Applications of Mathematics, Applied Art and Design, Applied science, Art and Design (fine art), Art and Design (graphics), Biology, Drama and Theatre Studies, English language, English literature, French, Geography, German, History, German, History, Mathematics (Numeracy), Media Studies, Music, Physical Education, Physics, Sociology, Spanish and Welsh second language.
- A very few areas have been identified in the lowest quartile of performance in 2023. They include ICT and the Welsh Baccalaureate Qualification (Skills Challenge Certificate).

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 WG.

4.1 Improvement Partner Deployment

In 2022- 2023, the Vale of Glamorgan LA contributed £537,569 (15%) towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for IPs (3.32 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. IPs 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. The model was reviewed and refined during 2021 to support implementation of the WG Guidance, Improvement, Evaluation and Accountability in September 2022⁴. This guidance is currently being reviewed and revised by WG and key stakeholders with the intention of statutory implementation in September 2024.

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. Throughout the academic year, 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 is contained in the Central South Consortium Framework for School Improvement⁵. 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 incorporated into the school improvement conversations. There were ongoing themes which were a focus 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 [School improvement guidance: framework for evaluation, improvement and accountability - Hwb \(gov.wales\)](https://www.gov.wales/guidance/school-improvement-guidance-framework-for-evaluation-improvement-and-accountability)

⁵ <https://www.cscjes.org.uk/repository/resource/97df5386-f46a-4287-a766-20eedd70db27/en/overview>

Examples of the types of support provided by IPs in Vale of Glamorgan schools during 2022-2023:

The IP worked with headteacher and members of the senior leadership team on school development planning to ensure priorities and associated success criteria have a positive impact on outcomes for pupils. The IP shared examples of planning developed regionally and modelled expectations. The school adapted their strategic planning documents to reflect aspects of the regional school development plan toolkit, including the improved use of milestones and more focussed success criteria.

Impact - improved development planning, with clear measurable milestones and success criteria to evaluate progress and impact of improvement priorities.

The IP worked closely with a Vale of Glamorgan school in an Estyn follow up category. This involved supporting leaders in developing their post-inspection action plan, brokering support to address key actions, undertaking joint monitoring activities, providing practical support and reporting to the LA and CSC on a half-termly basis.

Impact – purposeful support in place to address Estyn recommendations ensuring that the school is well supported in securing improvements in a timely manner.

The IP, following a joint book scrutiny and lesson observations with the headteacher, brokered support for the school to support the development of the provision and practice for an area of learning and experience (AoLE). Following receipt of this support, the IP completed monitoring activity in partnership with the AoLE lead to monitor the impact on provision and practice following receipt of the support.

Impact - provision and classroom practice is responsive to pupils' needs and has a positive impact on outcomes for pupils.

The IP supported the development of middle leaders through engaging in joint learning walks and listening to learners' activity. The middle leaders were new to undertaking this type of self-evaluation work. Continuous professional dialogue and questioning ensured that the leaders developed a stronger understanding of what is good and how to measure improvement. In a few cases, the IP repeated this exercise with the same member of staff twice in the academic year. This proved a valuable opportunity to see how the confidence of middle leaders in making own judgements had improved as well as their ability to assimilate information effectively to formulate ways forward.

Impact – improved development of middle leaders in engaging with self-evaluation activities.

4.3 Framework for School Improvement

Support for schools will take the form of core support or enhanced monitoring. This support 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

Schools in enhanced monitoring 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 on a half termly or termly basis (according to need) 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 monitoring. If the school, governors, LA, and CSC agree that progress of a school in enhanced monitoring is appropriate and sustainable, a discussion can then take place about moving the school to core support.

Key improvement objectives are identified, and regular school improvement forums held for all schools in receipt of enhanced monitoring. This is to judge the impact of the support in enabling the school to meet its objectives. Information regarding progress of schools in enhanced monitoring is provided to LA Directors in termly progress reports.

Each term CSC prepares a detailed report for LA 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 Monitoring

During 2022-2023 academic year seven schools received enhanced monitoring at some point during the year. There were five schools receiving enhanced monitoring at the beginning of the year with another two schools identified for enhanced monitoring during the course of the year. Two schools moved from enhanced monitoring to core support at the end of the academic year.

All schools that were in enhanced monitoring were also in receipt of bespoke support from the CSC Curriculum and Professional Learning team to support areas identified for development. In some cases, a school may be receiving bespoke support for a number of strategic priorities. In this case, where a school is receiving a range of support, it is carefully planned to ensure the school has the capacity to engage effectively with the support provided.

The focus of the support will be carefully considered and will be subject to a range of different factors individual to the school including leadership capacity, systems and processes, expertise across the school and teaching capacity. Support offered to school includes engaging in the professional learning programme, school to school support, member of the CSC Curriculum and Professional Learning team working with the school directly, regional networks and sharing of resources.

Schools who receive enhanced monitoring will have regular progress meetings to review the progress and impact of actions for the development of the agreed improvement priorities. The meetings are attended by school leaders/governors, LA officers, IP and the PIP. The meeting agrees a judgement with regard progress against the priorities, next steps and consideration is given to the level and focus of support the school is receiving.

The following table analyses the progress judgements made across a wide range of the key priorities in six out of the seven schools receiving enhanced monitoring. No progress judgements were used in one school throughout the academic year; this was agreed by the LA and CSC. With this one school, there was a strong focus on reporting how well it was progressing rather than focusing on using progress judgement.

Judgements regarding progress are made and agreed in partnership with the school, CSC and LA officers. These priorities or recommendations have been categorised under four broader headings of Leadership, Standards and Progress, Teaching and Learning and Wellbeing. Priorities will often cover a number of aspects of practice. Priorities of three schools changed during the academic year following an Estyn inspection and the need to develop a Post-Inspection Action Plan. Where there is limited progress, next steps are agreed with the school

and additional support brokered is appropriate. Across Vale schools, one priority was identified as limited progress at the end of the summer term. This priority was identified to start during the summer term. Whilst professional learning and modelling had taken place during the summer term, it was too early to monitor the impact of that work. This priority continues to be a focus for the school this academic year and continues to be monitored by the LA and CSC.

Table 4: Summary of Progress Against Priorities in Schools Receiving Enhanced Monitoring

	Progress Autumn 2022			
	Number of schools: 4			
Aspects of practice within Priorities	Limited	Satisfactory	Strong	Very Good
OVERALL	6	13		
Standards and Progress		1		
Teaching and Learning	3	5		
Wellbeing	1	2		
Leadership	2	5		
	Progress Spring 2023			
	Number of schools: 5			
Aspects of practice within Priorities	Limited	Satisfactory	Strong	Very Good
OVERALL	3	13	2	
Standards and Progress		1		
Teaching and Learning	2	6	1	
Wellbeing		3	1	
Leadership	1	3		
	Progress Summer 2023			
	Number of schools: 6			
Aspects of practice within Priorities	Limited	Satisfactory	Strong	Very Good
OVERALL	1	16	7	1
Standards and Progress		1		
Teaching and Learning	1	7	4	1
Wellbeing		3	2	
Leadership		5	1	

5.2 Intervention Strategy for Schools Causing Concern

The [Enhanced Monitoring and Schools Causing Concern Intervention Strategy](#) 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.

One school in the Vale of Glamorgan is in receipt of a pre warning notice. The notice was issued in May 2022 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.

In line with the [National Professional Learning Entitlement](#), CSC is committed to equity of access to high quality PL for all school leaders, including governors, and practitioners in our region. CSC PL opportunities are guided by the [eight hallmarks for well-led professional learning](#) as defined by the National Academy for Education Leadership Wales (NAEL).

The CSC Curriculum and Professional Learning (C&PL) team continue to 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.

PL opportunities are continually considered, planned and published. They include:

- live or synchronous PL – includes events, programmes, networks and conferences – live focused on a specific area
- on-demand or asynchronous PL– includes assignments and on- demand recordings of PL focused on a specific area
- resources – includes guidance documents, toolkits, poster packs, blogs, vlogs, podcasts, etc
- regional collaboration projects – funded opportunities for school practitioners from across the CSC region to collaborate on a particular project focus

A wide variety of data and intelligence is analysed, and research undertaken to identify and inform PL needs in the region. This includes:

- analysis of improvement priorities of all schools in the region
- analysis of the business plan priorities from the five LAs
- WG policy, guidance and relevant grant terms and conditions
- regional recommendations from external reports, e.g., WG, The Organisation for Economic Co-operation and Development (OECD), Estyn, Children's Commissioner, etc
- analysis of CSC PL engagement data and PL evaluations
- other relevant internal information, e.g., regional reports, school improvement partnership logs (SIPLs), all school risk meetings, etc
- analysis of other relevant external information, e.g., schools' Estyn reports, etc
- other educational and relevant research

All CSC PL and support is available at no charge to schools in the region. 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, 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.

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', (see appendix A CSWC model 2022 - 2023).

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 (LPs), leadership pathway programme mentors/coaches, cluster convenors, system leaders (SLs) and regional leaders of governance (RLGs).

During 2022-23 the following CSWC contributors were from Vale of Glamorgan schools:

- Lead Practitioners = 10
- Leadership pathways programme mentors/coaches = 5
- Cluster convenors = 8
- System Leader = 1
- Regional Leaders of Governance = 3

6.2 Regional Professional Learning Collaborations

All schools in the CSC region receive collaboration funding to support school leaders and practitioners to participate in collaborative school improvement activities, building capacity both within their school, across their cluster and networks, and within the wider system. These collaborative activities must be focused on the curriculum and wider reforms, and the desired outcome of high standards and aspiration aspirations for all.

During 2022-2023, the total collaboration funding to schools in the region was £5.018m. Each school in the region received a £7,000 lump sum plus £300 per FTE teacher. The total collaboration funded for schools in the Vale of Glamorgan was £754,234.

Headteachers in all schools were requested to complete a short multi-choice survey related to collaboration funding activities. This information is used effectively for knowledge, development and evaluation within the region, for example:

- to evaluate the impact of professional learning and support for schools
- to inform the development of further professional learning opportunities
- to target bespoke support to individual school, clusters and groups of schools as required
- to report to WG, LAs and CSC governance groups
- to inform CSC self-evaluation and business planning

During autumn 2022, nearly all schools in the region submitted the survey. However, the undertaking of the survey in the summer term 2023 was significantly affected by action short of strike (ASOS) and the further non-engagement of headteachers across the region due the ongoing discussions regarding managing workload and bureaucracy. Only 40% (151/380) of headteachers in the region completed the summer term survey, 16/53 (30%) from schools in the Vale of Glamorgan. Therefore, the following information cannot be read as a full or accurate summary of progress of the majority of schools in the Vale of Glamorgan, but only of those 16 schools where headteachers completed the survey.

6.2.1 Clusters

Supporting collaboration across clusters continues to be a priority. Cluster collaboration is an expectation from WG and the Curriculum for Wales framework places a strong emphasis on cluster collaborations. Leaders need to create the time and space for staff to work alongside others within their school and with those across cluster schools to develop a shared understanding of progression and to ensure high aspirations for all learners. A wide range of support is provided to enable school leaders and teachers to engage in regular professional dialogue and to identify common priorities for the learners within their locality. This includes bespoke PL and support available to all clusters from the CSC curriculum and PL team to meet their specific improvement needs.

There are eight clusters in the Vale of Glamorgan, excluding special schools. Clusters are recommended to identify a named convenor, usually a senior leader from a school within the cluster, who receives £1500 to undertake this role. Cluster convenors are required to complete a service-level agreement (SLA) at the start of the year stating the focus of the cluster work, and an end of year evaluation of the work. They also facilitate the cluster in their collaborative work. During 2022-2023, all clusters in the Vale of Glamorgan identified a cluster convenor.

Of the Vale of Glamorgan schools who returned the summer term collaboration survey, all who were collaborating with their cluster stated this included work on Curriculum for Wales. Of these, nearly all were focusing on developing a shared understanding of progression to support their curriculum design, planning and development along the 3-16 continuum. A majority were collaborating on the Areas of Learning and Experience (Areas) and teaching, whilst half of Vale of Glamorgan clusters stated they have further work to do in developing approaches to incorporating the cross-cutting themes across their respective curricula. A very few stated that they needed to further develop relationships and understanding between secondary practitioners and primary colleagues in relation to the 3-16 learning continuum.

Across the region, primary colleagues continued to report the challenge of secondary schools not being able to release subject specialists to support cluster working due to their need to prioritise current examination classes. Expertise to support all disciplines, subjects and Areas is available through the CSC curriculum and PL team and/or school-based lead practitioners.

Examples of effective cluster working in the Vale of Glamorgan:

Cluster meetings are almost always in full attendance. All members have been honest and open about what works well, needs improving in each setting. All schools have shared best practice and documentation that others can then use. All work is linked to ongoing school priorities. Schools have then shared work back in their own school and fed back on progress made including things that went wrong and how to overcome barriers. Work involving the comparative judgement has been shared across the schools involved. This has changed the way that we assess writing and is data that Whitmore use, so supports transition. Resources and documentation that has been shared has supported all schools to implement change to routines, expectations.

Alongside expert practitioners across the cluster, CSC facilitated sessions during spring and summer terms of 2023 to build a strong understanding of progression in the three language elements of Languages Literacy and Communication and the 'Languages Connect Us' statement of what matters. Through collaborative working, and with reference to the Curriculum for Wales framework, a shared approach to planning was developed, using progression maps to identify and sequence the knowledge, skills and experiences that would enable learners to progress. Existing strong practice, with a proven impact on learner progression, was identified and shared, with specialists within the cluster given time to present on their area of expertise, whether it be language acquisition, the pedagogy of language teaching or development of a specific skill such as trans-language. The cluster created a standardised format for their progression maps, with an understanding that the experiences section could be adapted to suit the context of each individual school.

6.2.2 School Improvement Groups (SIGs)

A majority of schools across the region are also collaborating on Curriculum for Wales (CfW) with schools from their sector across local authority areas. These self-facilitating school improvement groups (SIGs) are predominately focusing on progression, teaching, leadership and well-being.

During 2022-2023, 39 SIGs continued as cross LA school collaborations. Staff from the participating schools worked collaboratively on shared areas of school improvement.

Of the schools who submitted the summer term collaboration survey, 58% of schools in the region stated that they are working within a SIG. This included 8/16 (50%) of schools in the Vale of Glamorgan.

As with clusters, SIGs are required to identify a convenor who receives £1500 to undertake this role. SIG convenors are required to complete an SLA at the start of the year stating the focus of the group's work, and an end of year evaluation of the work. They also facilitate the group in their collaborative work. Five SIG convenors were from schools in the Vale of Glamorgan.

Table 5: SIG Focus Areas 2022-2023

SIG focus area	No of primary SIGs	No of secondary/ all age school SIGs	Total no of SIGs
Leadership	16	1	17
Teaching	13	3	16
Progression	12	4	16
Expressive Arts	3	0	3
Health & Well-being	5	0	5
Humanities	3	0	3
LLC: English	1	0	1
LLC: Cymraeg	2	0	2
Maths and Numeracy	3	0	3
Science & Technology	3	0	3
CCS: Literacy	3	1	4
CCS: Numeracy	4	1	5
CCS: Digital Competence	1	1	2
Whole school approach to mental health and well-being	12	1	13
Other, e.g. RSE, ALN, Diversity, RVE	10	4	14

Examples of effective SIG working:

Sharing best practice and processes related to additional learning needs (ALN) reform. Working together to establish and refine documentation and communication with stakeholders. SIG working has focussed on an important area for all schools due to new legislation. It is a small SIG but extremely useful to those involved as the schools represent different local authorities who have all provided different support and information for their schools. Therefore, all schools in the group were able to benefit from the support given. The work is linked to current priorities in all schools. Many additional learning needs coordinators (ALNCos) work in isolation within their schools so being able to discuss their role and difficulties with a wider group outside of their cluster / LA is very useful and highly valued. Learners and families are better supported within the new ALN system. ALNCos feel more knowledgeable and supported in their role.

To develop standards in the Learning and Teaching of Welsh Second Language. Both teachers and pupils worked together on this project. The most successful part of the project was the Criw Cymraeg from each school working together. The SIG has five schools that have been committed to working together. The meetings of this small group were well attended, the group worked well together and were happy to share resources with each other. The work was linked to the school's priorities, which for some are still ongoing. All staff disseminated practice back at their own school and the Criw Cymraeg taught other pupils in their school the Welsh playground games. The schools are using what they have learned to develop provision of Welsh Second Language throughout their schools, particularly the work of the Criw Cymraeg. The Criw Cymraeg were certainly more enthused in their role and aware of their responsibilities. The teachers involved all felt the sharing of practice was worthwhile and helpful.

6.2.3 School Leader and Practitioner Networks

Networks focus on school improvement related to specific or specific roles. These include regional networks that are facilitated by the CSC curriculum and PL team and/or lead practitioners, National Networks, and self-facilitated networks.

Table 6: Participation in networks 2022-2023

	CSC		Vale of Glamorgan	
	No of delegates	No of schools	No of delegates	No of schools
Regional networks*	1752	325	29	16

National Networks*	220	152	29	16
Self-facilitated networks**	n/a	93	n/a	9

*figures from attendance registers. ** figures from summer term collaboration survey.

CSC provides additional funding to support three focused self-facilitated networks for Welsh medium schools, and special schools and PRUs. During 2022-2023, each of these networks received £30k funding to plan and facilitate PL where their specific needs were not fully met through the CSC PL offer. Most Welsh medium primary schools participated in 'Y Ffed' and all Welsh medium secondary schools participated in 'Gyda'n Gilydd'. All special schools and PRUs participate in their network.

6.3 Regional and Cross-Regional Professional Learning Opportunities

Engagement in professional learning (PL) events, networks, programmes, assignments, and conferences continues remains high, with school leaders and/or practitioners from nearly all schools in the region participating.

Table 7: Engagement in CSC and Cross-regional Professional Learning

Year	CSC		Vale of Glamorgan	
	No of delegates	% of schools	No of delegates	% of schools
2020-2021	12,117	99.7%	1379	100%
2021- 2022	12,190	100%	1811	100%
2022-2023	10,298	99.7%	1479	100%

Summary of evaluations completed by delegates following participation in PL during 2022-23:

- 94% stated that there would be a 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.
- 98% stated that the PL would change their practice, with 95% planning to use what they have learned.
- 75% stated that the PL was linked to their school improvement priorities.
- 94% stated that the PL would impact on learners in their setting.

6.3.1 Bespoke Support

Bespoke support is offered to all schools and groups/clusters/SIGs in the region to support priorities that are not fully met by the published PL opportunities. Requests for bespoke support are monitored, tracked and evaluated.

During 2022-2023, CSC received 171 requests for bespoke support. 270 (71%) of schools in the region received bespoke support, either individually, or as part of a group/cluster/SIG. This includes 53 schools in the Vale of Glamorgan.

Bespoke support is facilitated by the CSC curriculum and PL team and/or lead practitioners. Eight schools from the Vale of Glamorgan provided bespoke support to other school in the region. Schools are funded for providing this school-to-school support. In all bespoke support there is evidence of impact on the provision at either practitioner or leadership level in the receiving school.

6.3.2 Regional and National Funded Collaboration Projects

During 2022-23, 65 regional funded collaboration projects were available to all CSC schools to focus on local, regional and national priorities. These included projects relating to curriculum, teaching and assessment.

Table 8: Regional Collaboration Projects 2022-23

CSC				Vale of Glamorgan			
No of delegates	No of schools	% of schools	Funding to schools	No. delegates	No of schools	% of schools	Funding to schools
607	237	62%	£723,020	79	30	57%	£91,270

During 2022-23, five national funded projects were available to all schools across the region focused on national priorities. These included projects related to curriculum design, cross-cutting themes, teaching and all Areas of Learning and Experience.

Table 9: National Funded Projects 2022-23

CSC				Vale of Glamorgan			
No of delegates	No of schools	% of schools	Funding to schools	No. delegates	No of schools	% of schools	Funding to schools
48	38	10%	£261,500	48	6	11%	£52,750

6.3.3 School-led Professional Learning, Enquiry, and Research; and Professional Learning for Developing Practice and Reflection.

During 2022-2023, the focus of this area continued to promote enquiry, research and reflective practice as an integral aspect of school improvement. This supports the development of Schools as Learning Organisations (SLO) and builds capacity in the education system.

Regional resources continue to be available to all schools to support the development and embedding of enquiry approaches. Promoting and developing practitioners' experience, knowledge and skills in research and enquiry is also embedded within regional PL programmes, networks and projects, as appropriate to the specific PL opportunity. Funding is provided to support schools' engagement in the WG-led research and enquiry projects.

During 2022-23, five schools from the Vale of Glamorgan were engaged in the National Professional Enquiry Project (NPEP):

- Barry Island Primary School
- Gladstone Primary School
- Oak Field Primary School
- Rhws County Primary School
- Stanwell School

The schools worked with Higher Education institution (HEI) partners to develop enquiry skills and conduct enquiries by selecting a specific enquiry focus relating to their school improvement priorities. All NPEP enquiries are [published on Hwb](#).

Stanwell School was part of the Embedding Research & Enquiry in Schools where they worked with HEI partners to share the enquiry model in their school and generate learning around an identified focus area to support the system to understand developing sustainable whole school models to engage with research and enquiry.

The expertise and support from HEIs within these projects are valuable to the participating schools. In evaluations, teachers highlighted that HEIs support them with refining research questions, directing them to relevant literature and articles, methodology, data collection and analysis. However, teachers also raised concerns that without enough time that might not be possible, as some schools had not fully embedded their approaches.

During 2022-2023, three school leaders in the region were appointed as regional SLO champions. During 2023-2024 the SLO champions will be funded to support participants from the leadership pathway programmes to further develop their schools as learning organisations.

6.4 Professional Pathways

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

6.4.1 Leadership Development

Developing strong and effective school leadership continues as a key priority for CSC and is essential in realising [Our national mission](#).

Leadership Pathway Programmes

A comprehensive programme of leadership development continues to be offered to all school leaders across the region, aligning to WG's Leadership Development Pathway.



These programmes are national programmes that are coordinated and delivered through the region. All programmes have acquired official endorsement from the National Academy for Educational Leadership (NAEL). Middle Leadership Development and Senior Leader Development Programmes have an accreditation option through ILM. They seek to develop the knowledge, skills, experiences and confidence of school leaders, empowering them to maximise their impact on the progress and well-being of all learners.

Table 10: Engagement in Leadership Pathway Programmes 2022-23

CSC	Middle leaders	Senior leaders	Aspiring Headteacher	New/Acting Headteachers
No of practitioners	128	59	41	33
No of schools	69	53	40	33

Table 11: Engagement in Leadership Pathway Programmes 2022-23

Vale of Glamorgan	Middle leaders	Senior leaders	Aspiring Headteacher	New/Acting Headteachers
No of practitioners	33	12	4	7
No of schools	15	10	4	7

All participants in the programmes were supported by an identified mentor/coach. For the middle leadership programme, this is a coach from within their own school. Over 40 headteachers and deputy headteachers from across the region act as coaches to support participants in the other leadership pathway programmes. During 2022-2023, school leaders from five schools in the Vale of Glamorgan undertook this funded role.

Regional networks are established to support middle and senior leaders who are registered on these programmes. Networks for both mentors/coaches and school leaders who facilitate these programmes take place at least termly and ensure consistency in the quality and support for all participants.

The national Experienced Headteacher Programme is aimed at headteachers with five years or more experience in the role to support them to reflect on their leadership journey to date, whilst developing a clear insight into the leadership skills required to create the conditions for change. This programme was due to be piloted during 2020-2021 but was postponed due to Covid-19. During 2022-2023 a condensed version of this programme was delivered as a

two-day residential. One headteacher from a school in the Vale of Glamorgan attended. It provided a valuable opportunity for CSC headteachers to engage with colleagues from across Wales. This programme will be evaluated in March 2024 and will inform the future PL offer for experienced headteachers across Wales.

National Professional Qualification for Headship

During 2022-2023, CSC continued to facilitate assessment for the National Professional Qualification for Headship (NPQH). All candidates were supported by a CSC leadership mentor/coach, a serving headteacher within the region. These 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.

30 of the 44 candidates from schools across the region met the criteria and were awarded NPQH. All six candidates from schools in the Vale of Glamorgan schools met the criteria and were awarded the NPQH.

System Leaders

This programme has been developed by CSC to extend 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 CSC System Leader programme is aimed at experienced headteachers who wish to further develop and support other schools and the wider education system.

A total of 14 headteachers have participated in this pilot programme, including one headteacher from a Vale of Glamorgan school. Upon successful completion of a comprehensive PL programme, the system leaders were made available for deployment across the region to support schools requiring improvement. IPs work closely with the system leader to plan, monitor and evaluate the impact of this leadership support. In 2022-2023, three system leaders were deployed to support leadership in three Vale of Glamorgan schools. A formal evaluation to analyse the impact of this pilot programme will be completed in spring 2024.

Other Professional Learning and Support for School Leaders

During 2022-2023, CSC continued to provide high-quality support for school leaders, including governors, via a wide variety of PL events, conferences, assignments, programmes, and networking and collaboration opportunities. This includes providing access to the national coaching and mentoring programme delivered by Results Driven Group, as well as the regional programme of coaching and mentoring (see section 6.4.6).

6.4.2 School Governors

Governors are a crucial part of the leadership of schools. They have an essential role in supporting school improvement and promoting the highest standards and aspirations for all learners. To undertake their strategic role in the school effectively, governors need to ensure they have the relevant up-to-date knowledge and skills.

In partnership with Local Authority Governor Support Services, CSC continues to provide a range of high-quality, evidence-informed PL opportunities, and support and guidance for school governors. CSC facilitates the delivery of mandatory PL for governors. All new governors must attend the understanding data, and new to governors sessions. 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. During 2022-2023, 76 regional PL sessions, 1251 governors engaged with these sessions, including governors from 52 (98%) schools in the Vale of Glamorgan. Topics covered included:

- Enabling Equity & Excellence – three sessions
- Curriculum for Wales (CfW) – six sessions
- Headteacher Performance Management – two sessions
- Introduction to Coaching Skills – six sessions
- School as Learning Organisations – six sessions
- Developing Welsh in Education – two sessions
- Introduction to the Self-Evaluation Toolkit – four sessions
- Religion, Values and Ethics (RVE) – two sessions
- The School Evaluation, Improvement Accountability Framework – one session
- Supporting Schools Through Inspection – two sessions
- Well-being – six sessions

Bespoke support is also available to governing bodies from the CSC Regional Leaders of Governance (RLG). Requests for bespoke support from an RLG must be discussed with the Headteacher, Chair of Governors and IP.

The CSC governor self-evaluation toolkit continues to be available to support governing bodies across the region.

Regional Leaders of Governance (RLGs)

Where governance works well, it strengthens school leadership and creates a culture of high ambition where all children and young people are expected to thrive. The best governing bodies have an in-depth knowledge of their schools and provide insightful challenge and support to help drive school performance and ensure that there is robust financial accountability and oversight. Where governance is ineffective, it is important that governing bodies access high quality support and guidance so that they can develop and improve.

CSC RLGs 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.

During 2022-2023, 13 RLGs continued to support school improvement across the region. Three RLGs are serving governors from schools in the Vale of Glamorgan.

CSC LA Principal Improvement Partners, in collaboration with the headteacher, the school's Governing Body and the LA, are responsible for identifying and brokering support by an RLG for a school. In 2022-2023, five governing bodies of schools in the Vale of Glamorgan were supported by an RLG.

RLGs also support the facilitation of PL for school governors and other regional school improvement activities related to governors, as appropriate.

A formal evaluation analysing the impact of RLGs will be completed at the end of spring term 2024.

6.4.3 Teaching Assistant Learning Pathway (TALP)

CSC continues to offer the three national TALP programmes, providing a learning pathway to support teaching assistants (TAs) throughout their career. This includes TAs who wish to gain Higher Level Teaching Assistant (HTLA) status. Each programme builds on the knowledge, understanding and skills of the TA. All programmes are offered in Welsh and English to all TAs across the region.

During 2022-2023, 139 practitioners engaged in the regional TALP programmes, including 23 TAs from schools in the Vale of Glamorgan. Of the 64 practitioners from across the region who completed the Aspiring HLTA programme, 50 (78%) were assessed and awarded HLTA status, six of these TAs were from schools in the Vale of Glamorgan.

Bespoke support for TAs was made available to all schools and clusters across the region from summer term 2023. This support is provided by two HLTAs seconded to CSC from schools in the region.

During 2022, CSC launched a TALP online community which is updated regularly with resources to support TAs in their role. To date 92 TAs have joined the community.

Experienced TAs and HLTAs also have the opportunity to become trained HLTA assessors, PL facilitators, and TA coaches, supporting other TAs within their own school and in other schools in the region. There are currently 19 trained assessors, four from schools in the Vale of Glamorgan.

6.4.4 Initial Teacher Education (ITE)

During 2022-23, 272 schools across the region, including 48 schools in the Vale of Glamorgan, supported student teachers in partnership with five ITE providers to deliver a range of ITE programmes and routes.

Of these schools, 12 are Lead Schools across the partnerships and ten have employer status with the Open University (with salaried students). The remainder are placement schools.

The total number of students across Wales awarded Qualified Teacher Status (QTS) in 2023 was 1,054. Of those, 501 graduates were enrolled with Cardiff Metropolitan University.

Between February and June 2023, a presentation on Newly Qualified Teacher (NQT) Induction was given by the cross-regional team to ITE students in all Welsh universities. To bridge the transition into employment, all QTS graduates were invited to sign up to a region for support and communications over the summer period. By August 2023, 319 QTS graduates joined the CSC QTS team increasing from 223 in 2021-22, and 150 in 2020-21. 89 QTS graduates attended a CSC 'Welcome to the region' session in August 2023.

Two universities undertook collaborative projects with CSC to develop an area of their strategic plans. Cardiff Metropolitan University's project entitled 'Understanding the standards' involved four CSC schools from RCT and Vale of Glamorgan. The outcomes and resource have been published on the CSC website and was presented at an Education Workforce Council (EWC) Wales conference in March 2023.

Swansea University's project entitled 'Pit stop model of lesson observations' involved three schools, from RCT and Bridgend and the project findings were presented at the CSC 'Mentoring Matters' conference July 2023. The project is now being widened to include research with NQTs and Induction Mentors.

6.4.5 Newly Qualified Teacher Induction

Induction is a statutory requirement for all NQTs in Wales who have gained QTS. Schools have a statutory obligation to provide NQTs with induction support. CSC acts as the Appropriate Body (AB) for all NQTs in the region.

CSC works in partnership with schools in the region to ensure that every NQT in the region has the necessary support during their induction period. NQTs work with induction mentors (IMs), external mentors (EMs), 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 2022 -2023, there were 570 NQTs in the region. The professional learning offer for induction included:

- national events and programmes, facilitated by regional consortia and other partnerships

- the CSC NQT Aspire programme, developed and facilitated by the 22 Aspire schools across the region
- networking opportunities
- coaching and mentoring PL for IMs, EMs and EVs

The national induction PL programme was offered between September and December 2022.

Table 12: Engagement in the National Induction PL 2022-23

CSC			Vale of Glamorgan		
EVs	IMs/EMs	NQTs	EVs	IMs/EMs	NQTs
100%	81%	94%	100%	85%	89%

The CSC ‘Aspire’ programme is facilitated by trained tutors in 22 host schools from across the region, including all phases and sectors. Five school in the Vale of Glamorgan facilitate the Aspire programme:

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

The programme consists of high-quality PL, combining discussion, research, sharing, observation, learning walks and time for reflection. During 2022-23, 363 NQTs, including supply NQTs (88% of all new NQTs), engaged with the programme, including 43 (91%) NQTs from schools the Vale of Glamorgan.

Over the five-day programme, between 93-97% of NQTs evaluated that the sessions enhanced their knowledge and were relevant and appropriate for their needs. 85% of NQT profiles that passed assessment in July 2023 specifically referenced regional PL in their evidence and the positive impact the PL had on their practice (an increase from 70% the previous year).

Three schools took part in a pilot project to explore a holistic approach to demonstrating the Professional Standards for Teaching and Leadership in their online profile. NQTs undertook one enquiry per term, rather than 10-20 professional learning experiences and feedback was positive. The pilot has now been adopted as a national pilot across Wales, that may lead to shaping a new approach for all NQTs in the future. Cadoxton Primary School was involved in this project.

With the exception of the leadership pathway programmes, NQTs can also engage with all other CSC PL opportunities, support and resources.

A number of regional PL and support activities were made available for all IMs, EMs and EVs throughout 2022-2023. These included:

- monthly updates posted in the CSC online community
- a coaching and mentoring programme – spring 2023
- LA cluster meetings – 12 attended the Vale of Glamorgan cluster hosted at Whitmore High School and 11 attended a Special School and PRU cluster meeting in Ysgol Y Deri
- a ‘Mentoring Matters’ conference held in 2023 July. Nine Vale of Glamorgan mentors attended, and mentors from Stanwell School and Ysgol Gymraeg Bro Morgannwg were invited to present their practice at the event

All evaluations provided positive feedback and mentors welcomed the continuation of these opportunities to meet and support each other to effectively undertake their role next year.

In July 2023, 325 NQTs passed induction: 316 on contracts and nine short term supply (STS). These included 57 Welsh Medium and 268 English Medium practitioners, 50 of whom were working in schools in the Vale of Glamorgan. There were no fails processed.

6.4.6 Coaching and Mentoring

CSC continues to embed its strategy for coaching and mentoring. The strategy aims to build a sustainable culture of coaching and mentoring across the region to support school improvement. During 2022-23, CSC provided a range of opportunities for schools to access PL in coaching and mentoring.

Table 13: Engagement in Coaching and Mentoring PL 2022-23

CSC			Vale of Glamorgan		
Regional programme	National Programme	ILM Awards	Regional programme	National Programme	ILM Awards
50	48	17	11	8	3

The regional PL coaching and mentoring programme is aimed at practitioners and school leaders, including governors, who want to develop their knowledge and skills in effective coaching and mentoring. The programme is facilitated regionally by six lead practitioners who have attended the national programme.

The national coaching and mentoring programme continues to be facilitated by Results Driven Group. This a train the trainer programme and participants can then deliver the training to others in their school and clusters across CSC.

Following the national programme, participants continue to have the opportunity to participate in an ILM L3, 5 or 7 Award in Coaching and Mentoring.

Seven clusters in the Vale of Glamorgan now have a trained facilitator in coaching and mentoring PL.

6.5 Professional Learning and Support for Curriculum, Teaching and Assessment

There are wide-ranging [PL opportunities](#) available to all schools focused on curriculum, teaching and assessment. This includes regional, cross-regional and WG-led PL events, programmes, conferences, networks, projects, guidance and resource.

In line with WG guidance, CSC has defined 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, CSC curriculum PL and support includes:

- ‘the what’ - curriculum design and progression
- ‘the how’ - pedagogy/teaching
- ‘the how do you know’ – assessment
- underpinned by ‘the why’ - Our national mission and the four purposes

As such, support for teaching and assessment is embedded throughout CSC’s curriculum PL and support, as well as through dedicated PL opportunities.

Table 14: Engagement in regional PL focused on curriculum, teaching assessment 2022-23

	CSC			Vale of Glamorgan		
	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of delegates	5416	1868	573	434	192	74
No of schools	370	324	235	51	46	30
% of schools	97%	85%	62%	96	87%	57%

Over 80 focused regional curriculum networks were available to all schools across the region. These provide opportunities for practitioners and leaders to reflect, share processes and approaches, and critically self-evaluate and improve practice related to all areas of curriculum reform. These included 24 secondary subject discipline networks active across the CSC region to support the development of the level 2 and level 3 qualifications. 56 practitioners across all secondary schools in the Vale of Glamorgan participated in these networks.

In July 2023, the CSC Curriculum Conference focused on the ‘What, How and How Do We Know’. Nearly 200 practitioners from over a third of schools across the region attended this

in-person event, including 28 school leaders from 22 (41%) schools in the Vale of Glamorgan. Eight schools and clusters from across the region led high-quality workshops, sharing their practice. The workshops focused on progression, teaching, assessment, cluster working, Welsh and the cross-curricular skills. Whitmore High School led a workshop on 'High Quality Teaching and Learning- The Whitmore Way' and St. Cyres School led a workshop on 'Multi-Modal Diagnostic Assessment: A New Approach for a New Curriculum'. [Recordings](#) of all sessions are also available to all schools on the CSC website.

CSC has also developed a [CSC Design Thinking Model](#) that provides a scaffold for schools in curriculum design and refinement. Schools and clusters can engage with this model independently or with bespoke support from the CSC team.

Bespoke support for is available to all schools and clusters/groups of schools, tailored to meet the needs of school leaders and practitioners to support school improvement priorities related to curriculum, teaching and assessment. During 2022-2023, CSC received 171 requests for bespoke support related to these areas. 53 were related to schools in the Vale of Glamorgan.

6.5.1 Curriculum for Wales (CFW)

IPs continue to support all schools in school improvement related to curriculum and the wider educational reforms. This includes supporting improvement planning and self-evaluation activities related to CfW, signposting relevant CSC PL opportunities, and brokering bespoke support from the CSC curriculum and PL team.

For all primary schools (all year groups), and special schools, the implementation of CfW commenced in September 2022. Mandatory roll-out for secondary schools and PRUs 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. Three of the secondary schools in the Vale of Glamorgan implemented CfW in Year 7 from September 2022.

During 2022-2023, CSC provided detailed reports for each LA related to school's implementation, PL and support.

Roll-out September 2022

All nursery, primary and all-age schools in the Vale of Glamorgan have designed, developed and implemented a curriculum considering the CfW framework and the needs of all learners. The curriculum in all of these schools will be kept under review, and further developed and refined through a range of activities within the school's self-evaluation cycle. All these schools have published their curriculum summaries and nearly all have developed transition plans with their cluster.

Four secondary schools in the Vale of Glamorgan designed, developed, and implemented a curriculum for Year 7 considering the CfW framework and the needs of all learners. These schools also designed, planned and trialled a curriculum for Year 8, with a view to year-on-year roll-out.

These schools continue to further develop their approaches to curriculum, teaching and assessment as appropriate to their school vision, ensuring they are meeting the needs of their pupils in supporting learner progress.

Roll-out September 2023

During the 2022-2023 academic year, four secondary schools in the Vale of Glamorgan designed, developed and trialled a curriculum for Years 7 and 8 for implementation in September 2023. During the summer term of 2023, each of the governing bodies formally adopted their respective curricula and curriculum summaries were published.

Three of the secondary schools stated they were fully compliant with the mandatory elements of CfW for Years 7 and 8, whilst one secondary school acknowledged further work to do in ensuring compliance with all mandatory elements. In relation to developing, trialling and finalising transition planning with their clusters, all the secondary schools stated as being engaged with their cluster in developing a shared understanding of progression along the 3-16 continuum with one school citing this as being underdeveloped due to lack of engagement with entire cluster. One of the secondary schools stated minor further work in finalising transition planning whilst the other three state themselves as having significant additional work to develop in this area.

6.5.2 Literacy / Languages, Literacy and Communications: English

The CSC [professional learning offer](#) for Literacy/LLC: English continues to be strong. It supports schools to provide a curriculum that enables learners to be confident and critical receivers of language, through listening and reading, and effective producers of language, in speech and writing, which they can apply across all areas. 747 delegates from 224 (59%) schools in the region engaged in LLC PL programmes, events, conferences, assignments, and networks. This included 76 delegates from 27 (50%) schools in the Vale of Glamorgan.

Table 15: Engagement in CSC LLC PL opportunities 2022-23

Vale of Glamorgan	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	48	28	21
No of schools	23	16	17
% of schools	43%	30%	32%

Bespoke support for Literacy/LLC: English is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from 30 schools in the Vale of Glamorgan related to this area.

Whole school approach to oracy and reading

Engagement with the WG whole school approach to oracy and reading is strong. Networks and online communities provide the vehicle for sharing the national toolkit and effective practice. In 2018 CSC has developed strategic and comprehensive plan to systematically improve provision for oracy. Since 2018 CSC has funded over 200 teachers to engage in professional learning facilitated by Voice 21. This has meant that each cluster has at least one 'oracy champion' to support oracy development. In addition to this currently CSC is funding 28 schools to work towards becoming an accredited centre of excellence with Voice 21. This includes St. Helen's RC Primary, St. Cyres School and Ysgol Gymraeg Sant Curig. In line with CSC's ethos of a self-improving system these schools will support and develop oracy across the region.

Support for reading has always been central to the CSC professional learning offer. The PL offer has breadth and depth drawing together the different strands that make for effective reading. It not only targets the teaching of reading from early reading through to text comprehension, but also addresses how building progression into a reading curriculum is vital to develop reading fluency, confidence, and resilience.

Central to CSC reading support are a number of PL learning programmes:

- [Effective Teaching of Early Reading Skills](#) - this PL programme supports foundation phase practitioners to strengthen their understanding of how to teach early reading skills in nursery and reception classes.
- [An Introduction to Guided Group Reading](#) - this PL programme focuses on supporting the teaching of guided group reading.
- [Reading Reconsidered](#) - this intensive PL programme comprises three full days of instructional and collaborative sessions to develop rigour, insight and precision in reading. The programme takes practitioners through evidence-informed actionable strategies to develop pedagogy and practice for reading.
- [Developing a Rigorous Reading Curriculum](#) - this PL programme supports practitioners to develop research informed strategies for curriculum planning and the teaching of reading.
- [Words Matter: Supporting the Teaching of Vocabulary](#) - this PL programme includes demonstration of how explicit vocabulary instruction can become part of a repertoire of teaching practice which produces, enhances and accelerates the learning of the lesson.

Table 16: Practitioner Engagement in CSC Oracy and Reading PL Programmes 2022-23

Synchronous oracy PL	Asynchronous oracy PL	Synchronous reading PL	Asynchronous reading PL
8	6	9	6

N.B. Synchronous PL is live, and may be in-person or online. Asynchronous PL is online and on-demand, which maybe pre-recorded sessions or assignments.

In evaluations completed by practitioners upon completion of the programmes, the following was stated:

- As a result of engaging with PL focused on LLC, nearly all (97%) participants considered that their knowledge had improved in some way.
- 98% of practitioners intended to use learning from the programme, and over three quarters (79%) of practitioners reported that the learning from the programmes will result in a more fundamental change to practice. (79%).
- Most participants (96%) anticipated the PL would have an impact on learners in their setting, while many participants (79%) felt the PL would have a significant impact on learners in their setting.

6.5.3 Mathematics and Numeracy

During 2022-2023, CSC continued to offer a [wide range of PL](#) for mathematics & numeracy for schools to engage to meet their improvement needs in this area. PL focused on the developing strategies to enhance the teaching of the Area of mathematics and numeracy, and the cross-curricular skill of numeracy, specifically:

- developing numeracy through the five proficiencies
- using manipulatives to support mathematical understanding
- teaching strategies to enhance reasoning and problem solving
- strengthening numeracy across the curriculum
- enhancing whole school strategic development of numeracy
- providing opportunities to share effective practice across the region

171 delegates from 26.8% (102) schools in the region engaged in PL programmes, events, conferences, assignments, and networks. This included 21 delegates from 14 (26%) schools in the Vale of Glamorgan.

Table 17: Engagement in CSC Mathematics and Numeracy PL opportunities 2022-23

Vale of Glamorgan	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	7	14	5
No of schools	6	10	3
% of schools	11%	19%	6%

In evaluations completed by practitioners upon completion of the PL, the following was stated:

- all delegates reported that PL event improved their knowledge of mathematics and numeracy
- many delegates (88%) reported that engagement with mathematics and numeracy PL enhanced their knowledge and skills and agreed that it was appropriate to their needs and skill level
- many participants (79%) anticipated the PL would have an impact on learners in their setting, and over half (58%) plan to meet with senior leaders to discuss the professional learning

Bespoke support for mathematics and numeracy is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from 28 schools in the Vale of Glamorgan related to this Area.

A dedicated online community for mathematics and numeracy continues to provide the opportunity for practitioners from across the CSC region to meet and share their practice and to develop their understanding of local, region and national priorities related to mathematics and numeracy.

Cross regional working with the mathematics and numeracy teams from across Wales develops widescale shared understanding of progression and the five proficiencies within mathematics and numeracy and informs the creation of the regional PL offer.

6.5.4 Digital Learning

CSC continues to offer a comprehensive range of [PL opportunities](#) to all schools in enabling learners to be confident users of a range of technologies, from which they can apply and develop digital competence and proficiencies across all Areas.

PL opportunities also supported practitioners to develop the [effective use of technology](#) to enhance learning and teaching.

441 delegates from 143 (37%) schools in the region engaged in digital learning PL programmes, events, conferences, assignments, and networks. This included 52 delegates from 15 (28%) of schools in the Vale of Glamorgan.

Table 18: Engagement in CSC Digital Learning PL opportunities 2022-23

Vale of Glamorgan	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	41	11	5
No of schools	11	7	5

% of schools	21%	13%	9%
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In evaluations completed by practitioners upon completion of the PL, the following was stated:

- many practitioners (88%) intend to share their PL with colleagues, and many (84%) also state their intention to discuss PL with senior leaders in their schools
- most participants (93%) reported the PL enhanced their knowledge of the subject matter. Many (86%) reported that the PL was appropriate to needs and skill level, and that it was relevant to their daily role
- many practitioners (77%) planned to use what they had learned in their roles and most (93%) reported that the PL would lead to at least some change in their practice

Bespoke support for digital learning is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from three schools in the Vale of Glamorgan related to this area.

There are two dedicated PL areas on the CSC website for schools to access a wide variety of high-quality PL opportunities, networks, resources and support in [Digital Competence](#) and [Digital Learning](#).

Leaders and practitioners are encouraged to work together through networks and funded projects, leading to peer-to-peer learning, sharing of best practices, resources, and innovative ideas for incorporating cross-curricular digital skills across the curriculum.

Partnerships with external organisations and industry professionals provide valuable opportunities for real-world application of digital skills and the promotion of the Hwb platform.

CSC actively supports the cross-regional digital learning team who have developed collectively a national resource to further support schools plan for progression in cross-curricular digital skills. This strengthens the regional PL offer and promotion of the Hwb platform.

6.5.5 Cymraeg - Welsh in Education

Developing Welsh continues as a key priority for CSC and is essential in realising [Our national mission: High standards and aspirations for all](#); [Cymraeg 2050: A Million Welsh Speakers](#) and the ambitious individual Local Authority Welsh in Education Strategic Plans (WESP) for 2022-2032.

Since September 2022, high-quality PL and support for Welsh at CSC is provided within three areas:

- Welsh Development - Leadership of Welsh to include Welsh ethos, heritage and culture in both Welsh and English Medium schools, and special schools/PRUs. Developing the use of informal Welsh through the Siarter Iaith framework and Welsh across the curriculum in English medium schools.
- Welsh Language Professional Learning – Supporting schools to plan Welsh language PL for practitioners strategically, and to report on practitioner Welsh language competence in the School Workforce Annual Census (SWAC) accurately. Developing the Welsh language skills of all practitioners and providing post-sabbatical support.
- Language, Literacy and Communication (LLC): Cymraeg - PL and support for the teaching and learning of oracy, reading, writing along with curriculum development in Welsh and English medium schools. The cross-curricular skill of literacy (Welsh) in Welsh medium schools.

All Cymraeg PL, support and resources from CSC can be found in this [playlist](#).

Welsh Development

The leadership of Cymraeg is central to the CSC vision which is anchored in the progressive implementation of [Siarter Iaith / Siarter Iaith Cymraeg Campus](#) across all schools. A variety of PL programmes, networks and resources were provided to support schools to implement the [Siarter Iaith Framework](#) in all sectors, including special schools. Collaboration is key and effective practice is recognised and shared. CSC works in partnership with practitioners to enrich the PL opportunities, e.g., creation of [resources](#), sharing schools’ practice, etc.

All schools have access to bespoke support to make progress along the Siarter Iaith Framework. Schools work towards progressive bronze, silver and gold awards and there is a clear verification process which is led by CSC officers and/or trained peer verifiers. There are clear [guidelines](#) for the verification process and successes are celebrated in a [Regional Awards Ceremony](#).

A successful [Dragons’ Den](#) project was funded with the aim of engaging Criw Cymraeg. An example of the impact of the project can be seen [here](#).

Table 19: Siarter Iaith / Siarter Iaith Cymraeg Campus Awards 2022-2023

	Bronze	Silver	Gold
CSC	47	28	8
Vale of Glamorgan	6	6	1

During 2022-23, 257 delegates from 155 (41%) schools in the region engaged in Welsh development PL programmes, events, conferences, assignments, and networks. This included 37 delegates from 21 (40%) schools in the Vale of Glamorgan.

Table 20: Engagement in CSC Welsh Development PL Opportunities 2022-23

Vale of Glamorgan	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	10	27	9
No of schools	6	17	9
% of schools	11%	32%	17%

Bespoke support for Welsh development is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from 10 (19%) schools in the Vale of Glamorgan related to this area. In addition to this specific bespoke support, CSC provides regular guidance and support for schools to implement and make progress with Siarter Iaith / Siarter Iaith Cymraeg Campus.

The Leadership of Welsh Programme continued to be offered during 2022-2023. It is designed to support senior leaders to develop the Welsh language and culture on a whole school strategic level. 16 schools across the region participated in this programme, three from the Vale of Glamorgan.

In the programme evaluations:

- most stated that they have a clear pathway for developing the Welsh Language, heritage and culture appropriate to their context
- most graded the degree to which the programme extended their skills and knowledge as 5/5
- most rated the professional learning as 5/5
- most stated that they have a robust understanding to lead Welsh successfully across their school and report that it will impact upon practice and behaviour

CSC funds a collaboration project between Welsh and English medium schools focused on the development of pupil's oracy skills and use of incidental and informal Welsh. During 2022-2023, 17 schools in the region participated in this project, including one from the Vale of Glamorgan. Nearly all schools that participated in the project stated that it supported their PL positively as practitioners and is beginning to improve pupils' Welsh oracy skills. Many schools report that they plan to continue collaborating beyond this funded project.

Welsh language professional learning

During 2022-2023, CSC continued to provide a [range of Welsh language PL for practitioners](#) in line with the Welsh Language Competency Framework. This included PL programmes, events and assignments.

783 delegates from 186 (49%) schools in the region engaged in Welsh language PL. This included 88 delegates from 25 (47%) schools in the Vale of Glamorgan.

In programme evaluations, most practitioners state that Welsh language PL will improve their Welsh language competence and skills and will change their behaviours and classroom practice.

Table 21: Engagement in CSC Welsh Language PL Opportunities 2022-23

Vale of Glamorgan	Regional PL (excl. networks)	Regional networks	Regional funded collaboration projects
No of practitioners	88	n/a	2
No of schools	25		2
% of schools	47%		4%

Bespoke support for Welsh language PL is available to all schools and clusters/groups of schools. During 2022-2023, CSC received requests for bespoke support from 18 (34%) of schools in the Vale of Glamorgan related to this area.

CSC works in partnership with the Sabbatical Scheme and WG to recruit practitioners strategically. During 2022-2023, 22 teachers from the CSC region participated in various sabbatical scheme courses, including one from a school in the Vale of Glamorgan. Post sabbatical support is provided by CSC to maximise the impact of practitioners upon their return to school e.g., introduction for headteachers, network meetings, one-to-one sessions, leadership of Welsh programme and collaboration opportunities.

Nearly all practitioners state that the sabbatical scheme has significantly developed their Welsh language competence along with their pedagogical knowledge of effective language teaching.

Languages, Literacy and Communication (LLC): Cymraeg

CSC PL intends to ensure that all learners in English medium schools develop their language skills with a view to speaking Welsh with confidence on completing statutory education. For Welsh medium schools, the intention is to support schools with the provision of Welsh literacy, ensuring that all learners develop their listening, reading, speaking, and writing skills in Welsh to access the breadth of a school's curriculum, and develop communication skills that enable them to adapt and thrive in a modern Wales.

- 39 practitioners from 26 English medium schools in the region engaged in LLC: Cymraeg PL for English medium schools. Additionally, seven schools requested bespoke support.
- 85 practitioners from 31 Welsh medium schools in the region engaged in LLC: Cymraeg PL for Welsh medium schools. This included 15 practitioners from five schools in the Vale of Glamorgan. Additionally, seven schools requested bespoke support.

- 11 practitioners from three schools in the region engaged in LLC: Cymraeg PL for dual language schools.

The [CSC Continuum of Welsh Language Patterns](#) has been developed in accordance with CfW guidance and offers schools a linguistic foundation for designing their school level curriculum for Welsh in English medium schools. This continuum is a series of progressive and developmental language patterns. It has been divided into Progression Steps 1 to 3 in line with the Curriculum for Wales. Language patterns develop within each progression step as well as from one step to the next.

The continuum was piloted with six schools across the region during 2022-23. Wick and Marcross Primary School participated in this pilot. Feedback on the continuum was very positive, for example:

“We found it so easy to use. The hyperlinks are genius, and the appendices are so useful for both staff and pupil knowledge. It's going to make teaching & learning Welsh more accessible and improve teacher confidence. Diolch yn fawr”.

“Although we only used the document for a short period of time towards the end of the year, all staff in PS2 and PS3 were very positive about it and expressed relief, to see a layout and structure that worked for everyday classroom practise with more scaffold for not only children but staff too. A very positive initial response”.

From September 2023, the continuum will be available to support all schools in the region and beyond.

Network meetings for practitioners operate at a regional and cross regional level, designed in partnership with school-based lead practitioners where appropriate. In addition, CSC facilitates support for each local authority's immersion centre through termly network meetings.

Funded regional collaboration projects enabled schools to engage with co-construction of PL, which in turn forms part of the asynchronous offer to all schools in the region. A range of schools from CSC, including Llansannor and Llanharry Church in Wales Primary School, were involved in a project where schools collaborated to produce exemplified support and guidance for the teaching of Welsh in an English medium school. Participating schools indicated that they developed an improved understanding of effective curriculum design for pedagogy and language learning. Schools also fed back that the project impacted positively on both standards and engagement, for example:

“The children have developed a much greater passion for learning Welsh, our culture and our country. The children use Welsh naturally around the school and enjoy listening to Welsh music artists. The whole school environment has become passionate about and promotes the development of the Welsh language”.

“Confidence of teachers has grown in using the games and any barriers to playing the yard games have been removed, opportunities to play the games are regularly provided. Noticeable enjoyment of children engaging with the Welsh language through games. Criw Cymraeg enjoyed giving responsibility for the project and then seeing the positive impact on their peers’ enjoyment and Welsh language skills”.

6.5.6 Other Curriculum Areas

During 2022-2023, PL and bespoke support continued to be available from CSC to 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

6.5.7 Qualifications and Post-16 Education

Secondary schools are supported to develop their curriculum for current GCSE/level 2 and A-Level/level 3 qualifications through regional networks. Many networks are facilitated by Lead practitioners from across the region and encourage the sharing of practice. Bespoke support is also available to all schools in the region where qualifications improvement priorities are not fully met by the available networks. Qualifications reform updates, opportunities for school participation and consultation communications from Qualifications Wales and WJEC were shared to all schools and cascaded through network conversations. CSC area leads and representatives from schools across the region participated in stakeholder groups to support the development of the new Made-For-Wales GCSEs. This work will continue into the next academic year as specifications are developed. In collaboration with WJEC, CSC will support ongoing PL requirements for leaders and practitioners for the revised specifications.

PL and bespoke support continued to be available to all schools with sixth forms across the region. During 2022-2023, CSC PL focused on a culture of enquiry and collaboration to drive

self-improvement in post-16 settings. Key areas included curriculum offer, self-evaluation, transition, retention, well-being, and learner progress.

Table 22: Engagement in Post-16 PL 2022-2023

Vale of Glamorgan	Regional PL Post 16	Regional PL Welsh Bacc.	Regional funded collaboration projects	National PL/Projects Post-16
No of practitioners	7	3	5	1
No of schools	4	1	4	1

Through the funded project work, collaborating schools reported successful improvements in relation to the implementation of VESPA (Vision, Effort, Systems, Practice, Attitude) approaches to improve self-regulation and metacognition strategies and support learner progress and attainment. Bilingual resources were also developed via the project work to support all schools across Wales accessing the VESPA platform. Planning for learner well-being has been supported through the inclusion of the Mental Health UK Bloom project.

The [Post-16 leaders network](#) continues to be well-attended and supports schools' broader awareness of national and regional priorities in the sector. Schools are encouraged to share approaches and effective practice during the sessions. 51 delegates from 19 schools in the region engaged in this network. This included six delegates from three schools in the Vale of Glamorgan.

The [Welsh Baccalaureate/Skills Challenge Certificate network](#) meetings were available for all qualification levels. 27 delegates from 13 schools in the region engaged in this network. This included three delegates from one school in the Vale of Glamorgan. WJEC regional support officers attended CSC meetings to share updates and resources, and support qualification reform. Bespoke support was available in this area through the appointed CSC Welsh Baccalaureate/Skills Challenge Certificate lead practitioner.

The [Post-16 Education: Newly Qualified Teacher Module](#) (NQT) has been created cross regionally as an optional module for the National NQT induction programme. The module highlights how post-16 education differs from other phases of education, the key priorities for this phase of education and the importance of effective transition (post-16 and post-18) to support learner aspiration and destinations. This is hosted on the Welsh Consortia website.

CSC takes a lead role in the cross-regional PL programme. The [National Post-16 Leadership Development Programme](#) attracts aspiring, new and established post-16 leaders from across Wales, where 12 CSC school leaders have enrolled for 2023-24 to date. A joint [Post-16 PL programme](#) has also been developed to reflect national priorities and collaboration across Wales which will begin in the 2023-24 academic year.

7.0 Equity and Vulnerable Learners

Central South Consortium continues to work in partnership with local authorities and other stakeholders to support equity in all schools across the region, with high standards and aspirations for all. A key driver to this work is the fostering of effective partnership with key stakeholders across the local authorities to support schools work on areas including attendance, exclusions, looked after children and well-being.

CSC has also worked effectively with the Implementation Lead for the Cardiff and Vale Health Board on supporting schools in their work on the 'Framework on embedding a whole-school approach to emotional and mental wellbeing'. CSC have also delivered professional learning sessions for governors to support the understanding of the requirements for the schools in adopting the statutory framework. 67 governors from the Vale of Glamorgan attended these sessions.

CSC has facilitated PL sessions focused on equity and vulnerable learners. This included within the professional pathway's programmes, including Aspiring Headteacher and Aspiring Higher Level Teaching Assistant Development programmes.

The Lead for Well-being and Vulnerable Groups continues to provide bespoke support to individual schools and clusters focused on equity and vulnerable learners.

CSC receive PDG Grant funding for the following areas:

- Looked after Children aged 3- 15
- PDG Adviser
- Consortia Led Funding

Previously, CSC has provided regional PL opportunities specifically aimed to support Looked After Children. However, since 2022, this funding has been allocated to the individual LAs to provide bespoke professional learning for schools focusing specifically on the needs of that LA. This ensures local knowledge of the needs of schools in LAs is provided and removes any duplication of support.

7.1 Enabling Equity and Excellence

The CSC 'Enabling Equity and Excellence' document aims to promote thought and discussion amongst a school community, to ask pertinent questions as to how equitable the organisation is, and how effective it is in transforming policy into practice to ensure excellence for all learners. All schools must ask:

- Do we know every learner well?
- How do we know about them?
- What experiences, knowledge and skills do they bring?

Over 70% of school in the region have reported engagement with the document to support their school improvement.

During 2022-2023, CSC led a collaboration project involving 11 schools from across the five local authorities focusing on an element of enabling equity and excellence linked to their school improvement priorities. Ysgol Gymraeg Dewi Sant participated in this structured programme which included face-to-face PL sessions, intersessional tasks and some peer reviews. The pilot supported schools to manage change according to their individual contexts, draw on the expertise and support of CSC and the LAs, 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 was also instrumental in supporting and informing the work of CSC in supporting equity in schools and driving transformational change across the organisation.

7.2 Pupil Development Grant (PDG)

April 2022 – March 2023, the PDG was allocated to schools at a rate of £1,150 per learner to support:

- learners who are eligible for free school meals (e-FSM) and who are educated in maintained schools
- eligible learners aged 3 and 4 years old 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
- 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

The allocations were based on Pupil Level Annual School Census (PLASC) 2021.

All schools continue to be supported by their IP to ensure that the PDG plan/strategy is appropriate and meets the bespoke needs of their eFSM learners and in accordance with the eight focus areas stated in the WG Guidance:

- high quality learning and teaching - with a particular focus on the pedagogy used by teachers, the role of support staff and the professional learning provided for practitioners
- community schools - with a particular emphasis on the role of Family Engagement Officers, the role of the school within the wider community and work with other children's and family agencies
- early childhood education and care, developing the long-term vision to ensure equity and quality for our youngest learners wherever they access education or care which supports their learning and development
- the health and well-being of children and young people - in line with the Framework on Embedding a Whole-School Approach to Emotional and Mental Well-being

- developing high aspirations through strong relationships - aligned to the role of the Careers Service, the Youth Engagement and Progression Framework, the Young Person's Guarantee, and the Seren Network
- the Curriculum for Wales and qualifications - focusing on the importance of language development, meta-cognition and self-regulation as being key enablers of success within the new curriculum and offering learners a wide range of qualification routes.
- leadership - focusing on its importance in overcoming the impact of poverty on attainment and the leadership of community schools
- post-16 progression- through forging strong partnerships with further education institutions, work-based learning providers and other post-16 providers

Summary of the analysis of PDG plans/strategies of schools within the Vale of Glamorgan for 2022-23 (not including schools who did not engage with their IP due to action short of strike):

- Many schools (86%) have an appropriate PDG plan / strategy that meets the needs of eFSM learners across the school. In a few schools (14%), the plans are deemed as developing.
- The PDG plan has resulted in change in practice or provision in many schools (79%). The grant has not result in any changes in practice of provision in a few schools (21%).
- The PDG plan has been effective in improving learner wellbeing in many schools (79%). In around a few schools (21%), this aspect is developing.
- In many schools the PDG funding has been effective in improving achievement of eFSM pupils. In over a few schools (24%), this aspect is developing. A very few schools (3%) need support to consider this aspect further.
- In many schools (72%), their self-evaluation activities support vulnerable learner progress. In around a few schools, this aspect is developing.
- In many schools (72%), the teaching and learning of vulnerable pupils is effective. In a few schools, this area is developing.
- Around half of schools (52%) report that they are taking steps to be poverty aware, and the other half (48%) note that these aspects are developing.
- Many schools (72%) are effective in addressing the attendance and exclusion needs of eFSM pupils. In a few schools (21%), this aspect is developing. In a very few schools (6.9%), this aspect is an area that requires support.

Strong practice noted included:

- effective use of Family Liaison Officers to work with targeted families
- graduated systems in place when attendance is below average
- bespoke programmes and intervention to avoid excluding vulnerable groups
- careful monitoring of pupil attendance
- staff accessing professional learning

CSC continues to work with the LA leads for looked after children (LAC), including the virtual headteachers and the LAC Coordinators, to support the planning and evaluation of the PDG LAC grant. Looked After Children in Education (LACE) meetings have taken place regularly. In response to feedback from cluster leads, amendments have been made to LAC cluster plans and evaluations.

CSC facilitated LA cluster leads meetings within each LA to identify PL needs. As part of the quality assurance processes the CSC Lead ensured that all cluster plans had been received and approved. This process will continue in 2023-2024.

7.3 Raising the Attainment of Disadvantaged Youngsters (RADY)

A significant number of disadvantaged learners in the region are not realising their potential outcomes. In 2021-2022, following discussions with the local authority, CSC engaged Challenging Education to facilitate the RADY Programme in targeted schools. Whitmore High School and Pencoedre High School have participated in this programme.

RADY is a support programme for schools to mitigate the impact of poverty and disadvantage for identified learners through an equity approach. The principles of RADY support the regional approach to achieving equity as set out in CSC's Enabling Equity and Excellence document, and links to the Equity and Well-being priority area of CSC's business plan.

The RADY programme has also supported the Vale of Glamorgan's improvement priority:

- work in partnership with the Central South Consortium Joint Education Service to ensure schools are effectively supported to maximise outcomes for all learners.

RADY is a long-term school improvement strategy. It facilitates cultural change, a hearts and minds approach. It focuses on supporting schools to become equitable in all aspects of the education they provide, ensuring that those learners who need it most get the extra support required to succeed.

RADY consists of a range of strategies which focus on disadvantage and disadvantaged pupils in schools. These start with what Challenging Education term the 'uplift', a mechanism for raising the targets, and subsequently the aspirations, set for pupils from disadvantaged backgrounds. This catalyst is applied at the start of a phase of education, supporting long-term strategies to ensure the 'extra' makes life-changing differences to these pupils.

After applying the catalyst, schools on their RADY journey integrate the RADY principles as a 'golden thread' through their school development plan. This is to ensure that equity is embedded in all aspects of school life, ensuring every member of staff has an understanding and commitment to an equitable approach.

All participating schools have received visits from RADY consultants. The consultants work with senior leaders in each school to develop the conditions required for effective cultural, policy and practice change to affect equitable provision and outcomes for all learners.

All schools in the RADY programme also have access to an online suite of practical resources, 'Thinking Differently'. These resources on the areas of pedagogy, metacognition, and family and community engagement aimed specifically at eFSM learners. These resources are also available to all schools across the authority.

To date, impact has been recognised in the participating schools where the school leadership is strong and stable. In these schools, leaders have demonstrated the vision, drive, commitment, and capacity to engage purposefully with RADY, and enact the RADY principles to provide equitable experiences for disadvantaged learners. It is reported that as a result, the culture and ethos of the school has been affected powerfully by the RADY programme.

8.0 CSC CONTRIBUTION TO SUPPORTING LA PRIORITIES (APRIL 2023 – OCTOBER 2023)

As part of CSC's business planning process, Vale of Glamorgan provides CSC with their priorities in the spring term, and these were built into CSC's business plan for 2023-2024. As agreed by CSC's Joint Committee, CSC provide an update on progress supporting Vale of Glamorgan priorities on a twice-yearly basis. In Appendix B there is 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 IPs to work with schools.

In 2022-2023, the consortium received £3,624,875 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 2022-23 and 2.6% of the budget retained by the LA.

During 2022-2023 Vale of Glamorgan LA contributed £537,569 core funding to CSC. This core funding is determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee. In 2022-2023, Vale of Glamorgan contributed 15% of CSC's core budget.

For every £1 of core budget received from LAs, 71 pence is spent on front line delivery.

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
- Business Intelligence Unit (BIU)
- 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 the Vale of Glamorgan and Vale schools, can be found [here](#).

9.2 Local Authority Annex

During the 2022-2023 financial year, the Vale of Glamorgan LA Annex Total Budget of £18,686 was used for 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 (Learning and Skills Plan ALN / AO12).

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

As a result of this programme:

- Most schools across the Vale of Glamorgan are actively engaging with the relational approach promoted by Paul Dix.
- School health checks have been undertaken in most schools with initial reports shared with leaders.

- A comprehensive programme of live and interactive online professional learning programme is in place for schools to access (<https://www.whenthevaleadultschange.com/online-training>). These sessions support schools to address areas identified in their health check reports and to embed relational practice into their school culture. The professional learning has been well received and schools will now be able to access coaching sessions on a needs led basis.
- In addition, Paul Dix has provided a range of recorded on-line communications with schools. It was decided that as this was a more effective method of sharing key messages than a set piece event.

Schools will be accessing coaching sessions during the summer term 2023 onwards on a needs-led basis. Schools will be targeted utilising a range of methods with those facing greatest challenge prioritised. This will be funded via LA Annex funding for 2023-2024.

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 in 2022-2023. Additional funding is received from WG via specific grant funding streams. With the launch of the national strategy, 'Education for Wales: Our National Mission', WG streamlined the grant funding processes. During 2022-2023, only three grants were received by consortia: Regional Consortia School Improvement Grant (RCSIG), Pupil Development Grant (PDG), and Siarter laith.

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 CSWC 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.

In 2022-23, the following funding was received:

Table 23: WG Grant Funding

Grant	Total	Delegated to LAs/schools	Centrally retained
	£	£	£
RCSIG	48,891	43,687	5,204
Siarter laith	43,484	43,174	310
PDG	78	0	78

Total	92,453	86,861	5,592
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Elements of the above grants were used to commission work and support packages for schools across the region. These funds were allocated according to the needs of individual schools, LAs, the region and nationally. Initiatives have been split below across the key enabling objectives included in the WG 'Education in Wales: Our National Mission' report:

Table 24: Expenditure of the Regional Consortia School Improvement Grant by LA in 2022-23

Cost Category	Outturn 2022-23	City & County of Cardiff	Bridgend CBC	Vale of Glam CBC	Merthyr CBC	RCT CBC
		£	£	£	£	£
		36.59	15.29	14.83	6.33	26.96
Curriculum & assessment	0	0	0	0	0	0
Developing a high-quality education profession	38,301	12,917	4,827	5,914	4,829	9,815
Leadership	172	27	36	39	22	48
Strong and inclusive schools committed to excellence equity & wellbeing	43,174	19,795	5,889	3,350	2,071	12,069
Supporting a self-improving system	5,214	1,784	826	788	344	1,471
Total	86,861	24,524	11,578	10,090	7,266	23,403
% spend received		39.75	13.33	11.62	8.37	26.94

Bespoke Support 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 2022-2023 a budget of just over £145k was available to support schools across the region. Schools within Vale of Glamorgan LA received £35,276 of the available budgets representing 24.2% 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.

Bespoke Support Funding Example

CSC funded a Regional Leader for Governance (RLG) to support a governing body. The RLG provided operational and strategic support for the governing body. This included ensuring clear structures and processes and developing governors' ability to undertake their strategic role effectively. This included working closely with the chair of governors, supporting governors through a series of reflection activities and leading the governing body through relevant sections of the CSC Governing Body Self-Evaluation Toolkit. The RLG also liaised closely with the LA and CSC.

Impact

- *Governors now have a sound understanding of their roles and responsibilities. As a result, the Chair and members of the governing body are confident in their roles and responsibilities.*
- *Members of the governing body provide appropriate level of support and challenge.*
- *The governing body has a strong understanding of the school's strengths and areas for development. They have identified clear next steps for development.*

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. 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 local authority or individual school level. By working collectively, schools have been able to build capacity within the system by training staff and sharing practice.

The 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.

Collaborative working underpins the CSWC. Cluster working has formed a significant workstream for all area this year in line with the requirements of the Curriculum for Wales. This has facilitated collaborations between schools and built significant capacity within those clusters that have engaged. There are multiple examples of where lead practitioners have been used effectively to support the system and provide additional capacity. In nearly all cases, projects have led to improvements for at least the practitioners/schools involved, and in the best cases, offered resource to the region overall.

However, significant budgetary pressures and capacity of schools are becoming an increasing barrier to collaborative working.

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

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 IP 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 Headteacher 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 AOE 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 2022-2023 CSC budget was £3.6m

CSC have worked to ensure that costs are minimised without reducing the quality of service provided. Over the period 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.

All curriculum and professional learning areas can offer assurance of their financial spend and a clear rationale for decisions. These spends are carefully monitored through CSC area operational plans and robust financial processes. All area leads carefully manage their resources to balance the needs of the system, to be as strategic and proactive as possible whilst ensuring the ability to be agile to respond to PL and support needs as they arise.

Some recurrent bespoke support has been shaped into programmes demonstrating that evaluation is being used to shape future work and best manage human resource to create greater economy.

There are many examples where regional collaboration projects have offered highly effective professional learning and provided learning and resource for the system suggesting effective spend of resource to provide greater economy.

However, significant budgetary pressures may become a barrier to delivery of a comprehensive offer and funding for regional collaborative activities.

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).

There is a significant amount of high-quality PL and support at the point of delivery, both in intensive and less intensive forms. All areas can detail strong examples of intensive forms of PL and support that have developed capacity of practitioners and groups of practitioners within a school or cluster. In the bespoke support, coaching or mentoring ensures that action is taken as a result of the professional learning, though this is either less developed in the less intensive forms or less known about. When practitioners are supported to apply their learning, the feedback is consistently positive.

Leadership is often the main development need and relies upon middle leaders operating in a wider learning organisation for changes to be realised. To ensure sustainability, a further focus on the development of knowledge and skills of middle leaders is required to lead change following their engagement in PL and support.

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 WG 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.

A strength of the PL offered to schools is the wide range of PL and support opportunities - programmes, projects, networks and bespoke support - available to all practitioners and school leaders across the region. In addition, the breadth of topics on offer receives positive feedback. Practitioners report that they value the range and breadth of PL that they can engage with which implies efficiency in terms of scope and scale. A summary of the support provided to the region can also be found in the [professional learning compendium](#).

All CSC areas can clearly articulate their approach to PL, and why they have selected each aspect they have included in the offer. Strong examples of CSC self-evaluation shaping the PL offer are evident. In nearly all areas, there is clear thought about how the PL is designed to be taken to scale, either by a practitioner within a school or regionally.

Effectiveness

Within the 2022-2023 Annual Financial Year 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 2022-2023 there were 252 school development plan priorities across all schools in the Vale of Glamorgan. Progress judgement for 104 priorities was not available for the summer term 2023. 88 progress judgements were not available due to the impact of action short of strike (ASOS). No progress judgements were available for a further 16 priorities as these priorities were no longer applicable to the school. Of the 152 priorities with a progress judgement, 140 priorities (92.1%) were on track, with 12 priorities (7.9%) priorities being ‘not on track’. Where progress has not been on track, IPs have worked carefully with school leaders to plan and agree next steps.

The CSC professional learning opportunities available to all schools across the region is comprehensive and is consistently of good quality according to the National Academy for Educational Leadership (NAEL) hallmarks for professional learning. This demonstrates that the component parts of the PL offer are effective.

Evaluation from a wide variety of feedback confirms strongly that the PL opportunities provide significant school improvement opportunities through a structured and comprehensive approach. Many PL resources developed by the team across all areas well received by schools and used to good effect, promoting efficient sharing of learning. There is more evidence of impact in the more intensive programmes of PL and bespoke support than in some of the less intensive PL opportunities (e.g. one-off events etc.). This is attributable to the proportional approach to support and evaluation in each activity. Overall, the quality of the cluster bespoke support is reported to have a significant impact on curriculum development.

CSC offers high quality PL and support, however, for this to effect school improvement, the conditions of the school need to allow this learning to be implemented by practitioners. Also, where appropriate, the learning taken to scale across departments, phases and the whole school. There is an appetite from practitioners for less intensive episodes of PL which are more time efficient to engage with but may lack depth of knowledge and skill development. This does not align to the indicators of effective professional learning.

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, many 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.

All PL and support is of high quality according to the NAEL hallmarks. All areas are able to demonstrate how the PL and support in their area aligns to the professional standards for teaching and leadership. Also, how the PL and support promotes and enables schools to develop as learning organisations. Academic research, coupled with organisational experience and expertise, underpins all decisions, aligned to national policy in their plans. Learning from activities is shared with practitioners who are interested and engaged in the focus areas.

Added Value

Curriculum areas enact their work as part of a longer-term strategic plan which may span multiple years as part of a coherent theory of change. For any new or innovative activity that has been developed, leads can explain how these fit within their vision and priorities for improvement. In the majority of cases there are clear examples of new strategies being used to accelerate school improvement.

However, the pressures to demonstrate significant impact on school improvement within one year can influence the planned activities. One year is often not enough time of a measure of value if work is sitting in a longer-term strategic plan.

10.0 SHARING OF PRACTICE

Sharing of practice

Estyn Inspection Reports

No. of inspections: Sept 2022 - Sept 2023	9
No. of inspections: Sept 2021 - Sept 2022	7
No of schools invited to write an Estyn good practice case study: Sept 2022- Sept 2023	2
No of schools invited to write an Estyn good practice case study: Sept 2021 - Sept 2022	2

Leadership

No. of participants engaged in MLDP (Middle Leaders Development Programme)	41
No. of participants engaged in SLDP (Senior Leaders Development Programme)	12
No. of participants engaged in Aspiring Headteacher Programme	10
No. of participants engaged in New and Acting Headteacher	7
No. of system leaders available from deployment from within VoG LA	1
No. of Governors engaged in Governor training (at least 1 event)	433
Total number of Governors in VoG LA	777
No of RLGs available from deployment from within VoG LA	3

Professional Learning - Sept 2022 - Aug 2023

No. of schools engaged with PL	Proportion of schools engaged with PL	No. of practitioners engaged with PL	No. of schools engaged with regional networks	Proportion of schools engaged with regional networks	No of practitioners engaged with regional networks	No of Lead Practitioners
53	100%	1479	46	87%	204	13

General Context Data

No. of schools in VoG LA (January PLASC 2023 & EOTAS 2023)	53
No. of teachers in VoG LA (January PLASC 2023)	1414
No. of clusters within VoG LA	9

Collaborations

No of schools engaged in funded collaboration projects (inc. Regional and National)	33
No of practitioners engaged in funded collaboration projects (inc. Regional and National)	89

Curriculum, Teaching & Assessment PL and Support

	Regional PL (excl.networks)	Regional Networks	Regional Funded Projects	National Networks / Camau Project	Bespoke Support Requests
Practitioners	434	192	74	29	
No of schools	51	46	30	16	53
% of schools	96.2%	86.8%	56.6%	30.2%	100

Sharing Practice - Sept 2022 - Sept 2023

No. of VoG schools with at least one Snippet of Success	34
No. of times VoG schools featured in Snippets of Success - our half termly celebration of news and success stories from schools in CSC	46
No. of podcasts produced: <ul style="list-style-type: none"> Data and Information Literacy Project Implementing DCF in CFW Secondary 	2
No. of VoG schools who have shared practice with the Learning and Culture Scrutiny Committee as part of a CSC presentation <ul style="list-style-type: none"> Welsh, Estyn case study, Religion Values and Ethics, Curriculum for Wales 	4

Coaching & Mentoring

No. of facilitators trained (RDG)	6
No. of teaching staff trained in coaching & mentoring (Lead Practitioner)	13
No. of LA staff trained in coaching & mentoring	3

11.0 CONCLUSIONS

CSC has developed a framework for self-evaluation based upon the guidance provided by Estyn on the Inspection of Local Authorities.

As a result of extensive self-evaluation activity, strengths and areas of development are identified. From this analysis, a series of focus areas are identified for inclusion within the planning for 2023-24.

Self-evaluation activity has continued across the organisation to ensure any areas of development identified because of evaluation activity, is incorporated into the planning cycles.

11.1 Leadership and Safeguarding within CSC as an organisation.

Strengths include:

- Leaders / Managers have established a clear vision involving all stakeholders over time, which encompasses partnership working.
- Local Authority strategic priorities embedded into the CSC Business Plan.
- Strong strategic partnerships with stakeholders.
- Leaders incorporate feedback to improve quality of provision and processes.
- Effective induction programme results in staff being well placed to work effectively with schools.
- High expectations to engage in Professional Learning developed to support individual and regional priorities.
- Transparent robust financial management (as confirmed by Audit Wales).
- Maximisation of grant funding to schools / Regional formula for distribution of grant funding to schools.

Areas to develop include:

- Further developing professional relationships with elected members / officers in local authorities.
- Embedding the evaluation framework.
- Continue to rationalise the reporting to stakeholders to ensure information shared is effective in meeting their needs.
- Embedding risk management processes.
- Promotion of equality diversity & inclusion.
- Continue to develop processes to support staff wellbeing & healthy cultures.
- Embedding working practices and quality assurance programmes.
- Evaluation, outcome and impact of internal Professional Learning and Performance Development.
- Safer recruitment practices.

11.2 Professional Learning

Strengths include:

- A wide variety of quality professional learning opportunities aligned to local, regional and national needs and along all milestones of the professional pathway from newly qualified teacher to experienced headteacher.
- Equity of access to high-quality professional learning for all practitioners and school leaders, including governors.
- Bespoke support available for all schools in the region to supplement the professional learning programme and meet the needs of school strategic and developmental priorities.
- Robust quality assurance of professional learning and bespoke support.
- The Enabling Equity and Excellence document provides supports the regional approach with strong positive feedback from school leaders (75% in survey), reporting the document has increased their understanding of equity and excellence in the school and that it was being used to support school improvement conversations.
- Work with Higher Education Institution partners ensures learning from the wider system adds academic rigour to systems and processes, including the Enabling Equity and Excellence approach.
- Since April 2022, over 98% of schools in the region have engaged in the professional learning programme for curriculum including the wider reforms.
- Curriculum for Wales bespoke support for schools, clusters and individual drop-in sessions offers a menu of options of support for schools to support their curriculum development.
- The evaluation of professional learning is strong, with 95% of delegates already using or planning to use the learning in their current role.
- Evaluations from all leadership programmes demonstrates the positive impact on developing the leadership skills of participants and the impact on learners through the practical leadership experience tasks undertaken.
- Engagement with Welsh language development professional learning has increased by 20% on the previous year.
- Since April 2022, 101 schools have progressed on the level achieved for Siarter Iaith and Siarter Iaith Cymraeg Campus awards, an increase of 15% from the previous year. Since April 2020 there has been 301 bronze, silver or gold awards awarded to schools across the region.
- CSC provides strong support to local authorities as a key partner in delivering Welsh in Education Strategic Plan (WESP) targets.

Areas to develop include:

- Analysing the volume of professional learning available for schools and ensuring effective communication of the CSC offer.
- Ensuring coherence of the professional learning offer in curriculum design, teaching and assessment to ensure it continues to meet the needs of all schools.

- Developing the cluster convenor role within to further support the 3 – 16 curriculum and developing a shared understanding of progression.
- Improving participation of delegates in the evaluation of professional learning programmes and events.
- Redeveloping professional learning programme and support for Teaching Assistants across the region.
- Further development of higher-level Welsh language professional learning (gloywi iaith).
- Ensure professional learning opportunities are available to support all elements of the Enabling Equity and Excellence document.
- Further develop professional learning and support for leadership beyond the national pathway programmes.
- Develop and implement a tiered approach to governor professional learning that builds on knowledge, experiences and skills.
- Further develop the regional approach for coaching and mentoring.
- Continue to develop the reporting on the outcomes of professional learning in school improvement.

11.3 Support for School Improvement

Strengths include:

- The range and depth of skills, expertise and knowledge of CSC team.
- IPs develop strong relationships with schools to support and challenge, in partnership with local authorities.
- First-hand evidence gathering is aligned with school monitoring and self-evaluation processes.
- Strong systems and processes to monitor ‘schools causing concern’ through the enhanced strategy.
- Sharing of school level intelligence and information with local authority partners identifying significant risks, concerns by exception and agreeing actions for challenge and support as appropriate.
- An agile and bespoke approach is used to support the needs of individual schools.
- CSC have a clear regional approach for equity and excellence.
- Nearly all schools have engaged in collaborations and/or professional learning for the Curriculum for Wales.
- CSC staff engagement with schools supported schools’ readiness and implementation of the Curriculum for Wales.
- Quality of the Central South Wales Challenge strategy supports a self-improving system across the region.

Areas to develop include:

- Continue to evaluate and refine reporting arrangements.
- Continued roll-out of the agreed Enabling Equity and Excellence implementation plan.
- Continue to support schools to develop effective cluster working arrangements.
- Follow up aspects arising from quality assurance processes.
- Widen the profile of CPAG to reduce the impact of poverty across more schools.
- Further embed Welsh as part of school improvement conversations.

12.0 NEXT STEPS

As a result of all self-evaluation activity across the organisation the following areas were identified for inclusion within the Business Plan for 2023/24:

12.1 Leadership and Safeguarding within CSC as an organisation

- Further develop professional relationships with elected members / officers in local authorities.
- Embed the CSC evaluation framework.
- Rationalisation of reporting to ensure it meets the needs of stakeholders.
- Embedding risk management processes.
- Promotion of equality diversity & inclusion.
- Staff wellbeing & healthy cultures.
- Embedding working practices and quality assurance programmes.
- Evaluate the outcome and impact of internal professional learning and performance development programmes.
- Further develop safe recruitment practices.

12.2 Professional Learning

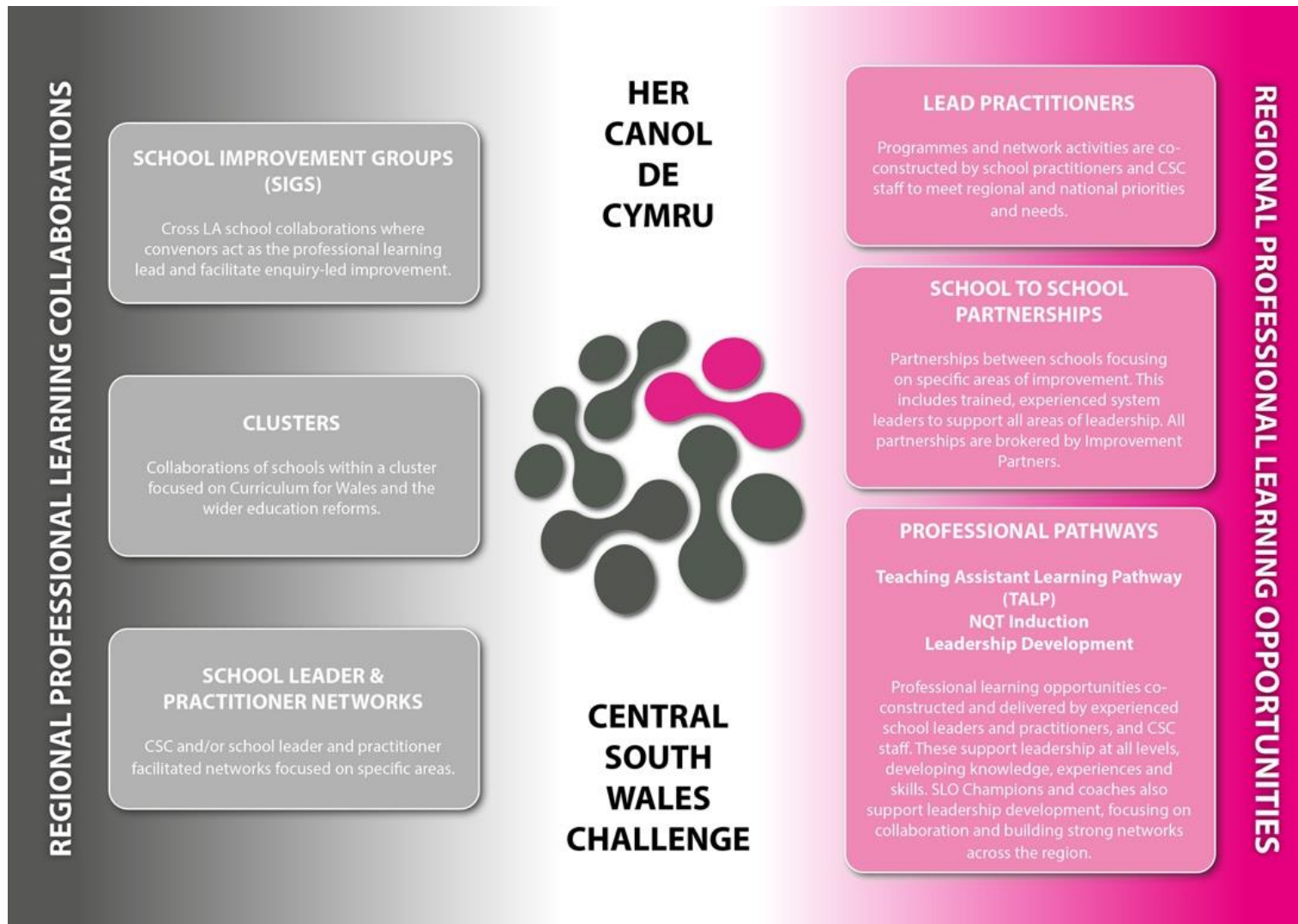
- Analyse the volume of professional learning available for schools and ensure effective communication of the offer.
- Ensure coherence of professional learning for curriculum design, teaching and assessment and that it meets the needs of all schools.
- Develop the cluster convenor role to further support the 3 – 16 curriculum and developing a shared understanding of progression.
- Improve participation of delegates in evaluation of professional learning programmes and events.
- Redevelop professional learning and support for Teaching Assistants across the region.
- Further development of higher-level Welsh language professional learning (gloywi iaith).

- Ensure professional learning opportunities are available to support all elements of the Enabling Equity and Excellence document.
- Further develop professional learning and support for leadership beyond the national pathway programmes.
- Develop and implement a tiered approach to Governor professional learning that builds on knowledge, experiences, and skills.
- Further develop the regional approach for coaching and mentoring.
- Continue to develop reporting on the outcomes of professional learning in school improvement.

12.3 Support for School Improvement

- Continue to evaluate and refine reporting arrangements.
- Continued roll-out of the agreed Enabling Equity and Excellence implementation plan.
- Continue to support schools to develop effective cluster working arrangements.
- Follow up aspects arising from quality assurance processes.
- Widen the profile of CPAG to reduce the impact of poverty across more schools.
- Further embed Welsh as part of school improvement conversations.

Appendix A: Central South Wales Challenge



Appendix B

Vale of Glamorgan Priorities (Progress against Priorities)

SP/A001: Work with Learning and Skills colleagues and Improvement Partners to ensure schools embrace the new curriculum requirements using the Hwb platform.	
Evaluation of Progress	Next Steps
<ul style="list-style-type: none"> • A comprehensive digital learning professional learning programme in place from autumn term 2023 aligned with the national Digital Professional Learning Journey. Since July 2023, six schools in the Vale have completed professional learning to improve cross-curricular digital skills leadership and pedagogy. • Three schools from the Vale (St Cyres, St Joseph’s RC Primary and All Saints CiW Primary) have been funded to participate in collaborative projects to deepen knowledge, understanding and skills in digital teaching and learning. The impact of this work will be monitored over time. • Bespoke support for digital learning is in place for four schools since July 2023. • Promotion of the use of the Hwb platform to support application and development of learners cross-curricular digital skills is a fundamental part of ongoing digital leaders termly network meetings. Since July 2023 four schools from the Vale have engaged in these networks. The ‘Hwb first’ approach maintains a priority in all professional learning and networking events provided to schools. 	<ul style="list-style-type: none"> • Continue cross-regional working to build on national priorities. • Continue to work with WG promoting the Hwb platform, digital resilience, and digital infrastructure. • Develop Professional Learning focused on monitoring the impact of digital teaching and learning (in response to the recent WG /Estyn thematic review).
SP/A008: Work with our Improvement Partners to enhance the quality of Welsh provision through delivering key aspects of the Welsh in Education Strategic Plan.	
Evaluation of Progress	Next Steps
<ul style="list-style-type: none"> • Welsh language development professional learning (PL) is ongoing. Revised asynchronous assignments are in place and a higher level (Gloywi Iaith) introduced. Engagement of Vale schools since April 2023: No Welsh skills - 36; Entry Level – 32, Foundation Level – 24 which is 92 practitioners in total. Most practitioners state that the PL will improve their practice in the classroom and will make strong progress in changing their behaviours. 	Continue to support schools to strengthen provision and standards in Welsh.

<ul style="list-style-type: none"> • A comprehensive playlist has been developed to support schools to plan strategically for Welsh language development PL for practitioners linked to the School Workforce Annual Census (SWAC). Information has been shared via a Vale of Glamorgan headteacher briefing, in school bulletin and via Improvement Partners. • Work ongoing in supporting the Welsh Language Charter. Since April 2023, three English medium primary schools have received the Siarter Iaith Cymraeg Campus Bronze Award and four the silver award. Two English medium secondary schools have received the Siarter Iaith Cymraeg Campus silver award. One Welsh medium primary school has received the Silver Siarter Iaith award. Overall, totals at each award: <ul style="list-style-type: none"> o Siarter Iaith (Welsh medium primary schools) - 1 bronze, 5 silver and 1 gold. o Siarter Iaith Cymraeg Campus Primary (English medium schools) – 20 bronze, 4 silver and 2 gold. o Siarter Iaith Cymraeg Campus Secondary (English medium) – 1 bronze award, 2 silver. <p>CSC Cymraeg, in partnership with Improvement Partners, is currently strategically targeting support towards Welsh and English medium schools who have been in receipt of the bronze award for a period of time.</p> <ul style="list-style-type: none"> • CSC has developed and launched a new Continuum of Welsh Language Patterns to support curriculum planning in English medium schools in October 2023. The continuum has been very well received by schools and early feedback is very positive. • Three recently funded partnerships in place between Welsh and English medium schools have been created to jointly focus on oracy and incidental Welsh: Sant Baruc / Barry Island; Llanfair / Calon y Cymoedd (Bridgend); Bro Morgannwg / Whitmore. Impact of this work will be monitored over time. • Individual support has been provided to seven schools in the Vale since September 2023. • Effective practice in Vale of Glamorgan schools continues to be shared regularly across the region. For example, information regarding collaboration projects involving Llansannor and Llanharry Church in Wales Primary has been shared in a regional meeting. Cymraeg Campus coordinators from Oak Field and Cadoxton Primaries have played a key role in the development and sharing of resources to support schools to achieve the Cymraeg Campus Silver award. 	<p>Continue to support schools in their engagement with the Cymraeg Campus / Siarter Iaith work.</p> <p>Continue to support English-medium schools to implement the new Welsh language patterns continuum and to apply the patterns across the curriculum.</p> <p>Continue to share best practice amongst schools and celebrate success.</p> <p>Further collaborate with the LA to support schools to accurately report the language competency of staff in the School Workforce Annual Census (SWAC).</p> <p>Begin to capture the impact of the recently established partnerships in place between Welsh and English medium schools</p>
<p>P/A009: Work with the Central South Consortium Joint Education Service to ensure Improvement Partners support schools to strengthen their evidence and readiness to implement the requirements of the new curriculum and provide appropriate on-going curriculum development support where needed.</p>	

Evaluation of Progress	Next Steps
<ul style="list-style-type: none"> • Improvement Partners (IPs) continue to provide purposeful support for schools in relation to curriculum and assessment and broker support where appropriate. • Bespoke support for curriculum, teaching and assessment continues to be available to all schools and clusters across the Vale of Glamorgan. Since April - August 2023, 13 schools and 2 clusters (Penarth and St Richard Gwyn) have requested bespoke support from CSC. • Between April and August 2023, 37 schools have engaged with regional professional learning opportunities. • 22 Vale schools are contributing to Central South Consortium (CSC) funded collaboration projects activities related to curriculum, teaching and assessment. The impact of this work will be monitored over time. • The CSC Curriculum for Wales conference was held in July 2023 with 28 participants from Vale of Glamorgan schools in attendance. Practice was shared at the conference by St Cyres and Whitmore High. • Eight Vale of Glamorgan schools contribute to the Central South Wales Challenge model as lead practitioners in support of curriculum, teaching and assessment across the region. • Materials continue to be developed to support schools with implementing the curriculum. For example, Diversity and Anti Racism special bulletin shared with all schools during the summer term to support practitioners with the implications of this area on the design of their curriculum and signposting to support available from CSC to all schools. • CSC professional learning opportunities compendium released digitally to all schools September 2023 that outlines a comprehensive programme of professional learning opportunities that is available to all schools in the Vale. 	<p>Improvement Partners to continue to work alongside school leaders to monitor the impact of curriculum.</p>
<p>SP/A010: Work with the Central South Consortium Joint Education Service to ensure schools receive appropriate and high-quality professional learning opportunities, the impact of which is evaluated.</p>	
Evaluation of Progress	Next Steps

<ul style="list-style-type: none"> • CSC professional learning (PL) offer in place for the autumn term. PL offer is continually updated and responsive to meet local, regional and national needs. It includes events, programmes and networks, and is a blend of in person and e-learning, live and on demand. • Participation of Vale schools in funded projects includes 31 schools across 32 projects. • 88 practitioners from the Vale have engaged in professional learning related to curriculum between April 2023 and September 2023 • 108 individuals working Vale schools have engaged in governor training • 92 practitioners from the Vale have engaged in professional learning to develop Welsh Language provision • 13 practitioners from the Vale have been appointed to lead practitioner roles 	<p>Finalise the report capturing the impact of the leadership programmes</p>
<p>SP/A011: Work with the Central South Consortium Joint Education Service to ensure schools, particularly in the primary sector, receive appropriate professional learning and support to enable children and young people identified as the most vulnerable to reach their potential.</p>	
<p>Evaluation of Progress</p>	<p>Next Steps</p>
<ul style="list-style-type: none"> • Findings of discussions between Improvement Partners and schools on the use and impact of the Pupil Development Grant (PDG) collated for 2022-23. Overview report for the Vale of Glamorgan in place that highlights examples of effective practice in schools. Where discussions and scrutiny of evidence was possible: <ul style="list-style-type: none"> ○ many schools (86%) in the Vale of Glamorgan have an appropriate PDG plan / strategy that meets the needs of pupils eligible for free school meals (eFSM) across the school. In a few schools (14%), the plans are deemed as developing ○ the grant has been effective in improving learning wellbeing in many schools (79%) and in improving the achievement of eFSM pupils ○ monitoring and self-evaluation activities support vulnerable learners' progress effectively in many schools (72%) ○ the curriculum is equitable in ensuring particular attention is paid to the provision of individual and groups of learners across the school ○ the teaching and learning of vulnerable pupils is effective in many schools (72%) the culture and climate of the school is effective in enabling the development of vulnerable pupils in most schools • Work ongoing in capturing effective practice with a case study drafted in relation to the use of the Central South Consortium (CSC) Enabling Equity and Excellence document in Palmerston Primary. • Ongoing discussions held between Improvement Partners and school leaders on progress of vulnerable leaders. • Progress is not currently on track. This is due to lack of Central South Consortium (CSC) PDG funding to support the planned Raising Achievement of Disadvantaged Youngsters (RADY) work and Enabling Equity and Excellence workshops with school. 	<p>Discuss the way forward with Lead Director and LAs regarding funding to support the RADY programme.</p> <p>Monitor the impact of the RADY programme.</p> <p>Improvement partners to promote the 'Thinking Differently' resources with schools.</p> <p>Work with improvement partners to address the recommendations in the Vale of Glamorgan PDG report.</p>

SP/A012: Review arrangements for supporting post 16 education provision in the Vale of Glamorgan.

Evaluation of Progress	Next Steps
<ul style="list-style-type: none"> • Report drafted following review of Post-16 provision undertaken during the 2022-23 academic year. Action plan in place that aligns closely to the key recommendations for the local authority and CSC that have been identified in the review. • Head of Sixth Form from Stanwell School appointed as a post-16 Lead Practitioner; focus of work will be on supporting transition and careers / community schools. • Strong engagement in a wide range of Central South Consortium Post-16 funded projects with nearly all secondary schools with Post-16 provision engaging in one or more project. • Positive engagement in the CSC regional network meetings from Pencoedtre, Stanwell, Llantwit, St Cyres and Ysgol Gymraeg Bro Morgannwg. • All Vale schools with post-16 provision have received Alps Connect training and have uploaded data to support their progress monitoring processes at post-16. • Bespoke support ongoing at two schools: Llantwit (extending the post-16 curriculum offer) and Ysgol Gymraeg Bro Morgannwg (Oxbridge support). 	<p>CSC to work in partnership with the Vale of Glamorgan to address the recommendations in the Post-16 action plan and to report on progress.</p> <p>Begin to capture the impact of the Post-16 funded projects.</p>

