

Meeting of:	Learning and Culture Scrutiny Committee
Date of Meeting:	Monday, 03 February 2025
Relevant Scrutiny Committee:	Learning and Culture
Report Title:	Central South Consortium: Annual Local Authority Scrutiny Report 2023-24
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:	Elizabeth Jones, Director of Learning and Skills
Responsible Officer:	Carys Pritchard, Principal Improvement Partners
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> <p>The purpose of the report, which is shown in Appendix A, is to provide an overview of the work of Central South Consortium and to update Members on the contribution of the consortium, working in partnership with the Local Authority (LA), to raising standards in schools across the Vale of Glamorgan.</p> <p>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.</p> <p>This report details the work of the Consortium for the academic year September 2023 to 2024 and the financial year April 2023 to April 2024.</p> <p>The report also includes several short case studies that exemplify how Central South Consortium has supported schools in the Vale of Glamorgan and the impact of this work.</p>	

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, 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 support and challenge provided for schools including the deployment and work of improvement partners, progress in relation to school development plan priorities and support for schools in enhanced monitoring;
 - engagement in Central South Consortium's professional learning and support including curriculum teaching and assessment, Cymraeg, school leadership, Central South Wales Challenge and collaboration;
 - sharing practice;
 - findings from Estyn inspections, progress of schools in a follow up Estyn category and how Central South Consortium is supporting schools to address key recommendations;

- an overview of how Central South Consortium is contributing to supporting Vale of Glamorgan priorities and delivering on statutory functions on behalf of the LA;
- value for money.

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 2023-2024 Vale of Glamorgan LA contributed £521,042 core funding to CSC. This core funding is determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee. In 2023-2024, Vale of Glamorgan contributed 15% of CSC’s core budget.

Employment

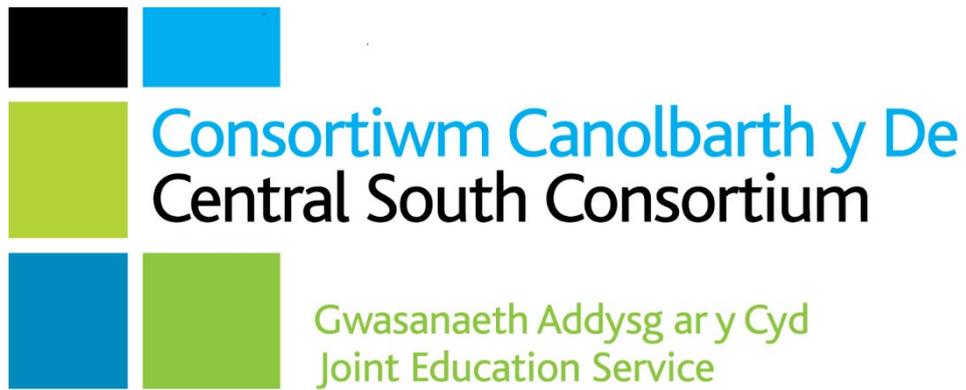
- 5.2** There are no employment implications arising from this report.

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**

2023-24

1.0	Purpose of the Report	3
2.0	Background	3
3.0	School Improvement: Support and Challenge <ul style="list-style-type: none"> • Role of Improvement Partner • School Priorities • Enhanced Monitoring • School Causing Concern 	3
4.0	School Improvement: Professional Learning & Support <ul style="list-style-type: none"> • Professional Pathways, including leadership development • Curriculum Teaching & Assessment • Cymraeg 	9
5.0	Self-improving System <ul style="list-style-type: none"> • School Collaborations • Central South Wales Challenge Contributors 	13
6.0	Sharing Practice	15
7.0	Estyn outcomes	17
8.0	CSC's contribution to supporting LA Priorities (April 2023 – April 2024)	21
9.0	Additional Statutory Functions Delivered by CSC on Behalf of the Vale of Glamorgan <ul style="list-style-type: none"> • Outdoor Education • Appropriate Body for NQT Induction • Standing Advisory Council for Religious Education (SACRE) / Standing Advisory Council (SAC) 	21
10.0	Vale of Glamorgan Annexe Plan	23
11.0	Value for Money	24
	Appendices Appendix 1: Summary of School Improvement and Supporting Functions Appendix 2: Summary of School Improvement Activities Appendix 3: Summary of curriculum and professional learning support Appendix 4: Progress against Vale of Glamorgan Priorities	25

1.0 PURPOSE

- 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 2023 - 2024 and the financial year April 2023 to April 2024.

2.0 BACKGROUND

- Since 2012, CSC has delivered aspects of school improvement services on behalf of the five local authorities (LAs): Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 377 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.
- In addition to providing support to the LA statutory function of school improvement, CSC also provides an in-depth bilingual professional learning offer that aligns closely with national priorities, LA and school priorities, as well as themes identified within Estyn inspection and thematic reports.
- CSC is 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.
- A summary of both the school improvement and supporting functions can be found in **Appendix 1**.

3.0 SCHOOL IMPROVEMENT: SUPPORT AND CHALLENGE

3.1 Role of Improvement Partner

- In 2023- 2024, the Vale of Glamorgan LA contributed £521,042 (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 a Principal Improvement Partner (PIPs) (1 FTE).
- Each school in the Vale of Glamorgan has a named IP who works alongside the school, supporting various self-evaluation activities, brokering bespoke support as well as providing comprehensive, timely, evidence-based intelligence to LAs who hold the statutory function for school improvement.
- The key functions of an IP are:
 - agreeing appropriate school improvement priorities
 - supporting in the construction of the school development plan (SDP)
 - brokering support
 - working alongside school leaders to gather authentic first-hand evidence to support school evaluation processes
 - supporting the headteacher performance management (HT PM) process

- supporting in appointment and recruitment processes such as the headteacher (HT) and deputy (DHT)
- supporting the facilitation of information for local authorities and Welsh Government.
- 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 from the Association of Education Advisers (AOEA).
- IPs have continued to work well and in partnership with the LA to provide effective monitoring, challenge, support and intervention where needed. An increasing number of joint visits have been undertaken with LA officers to provide a more coherent approach in supporting schools, particularly in addressing matters in relation to attendance and additional learning needs.
- IPs have continued to broker bespoke support from the wider support teams within CSC and review the impact of the support regularly. Further information about professional learning and bespoke support can be found in section 4 of the report.
- A summary of school improvement activities for the Vale of Glamorgan can be found in **Appendix 2**.

School Improvement: Role of Improvement Partner

Context: Middle leaders were new to undertaking self-evaluation work and had very limited experience of planning and contributing to the school development plan (SDP).

What did we do?

- The IP spent time working with the deputy headteacher and Progression Step Leaders on the school priority aligned to their area of responsibility.
- The IP modelled expectations in relation to school development planning, making effective use of CSC exemplars.
- As part of discussions with the IP, time was spent with each leader identifying strong success criteria, appropriate actions, clear timescales and set milestones.
- A follow-up date was set for leaders to complete their draft plans with progress monitored by the IP at a later visit.
- Headteacher and IP reviewed the final document prior to presenting the SDP to the governing body.
- Throughout the academic year, the IP continued to support the development of middle leaders through engaging in joint learning walks and listening to learners' activity.
- Time was allocated for the deputy and literacy lead to report on feedback during the end of year progress meeting.

As a result of support:

- school self-evaluation processes have been strengthened
- middle leaders have been upskilled to take a more active role in development planning and self-evaluation activities

- distributed leadership is more effective, with middle leaders taking more responsibility for planning, monitoring and reporting on progress in their areas of responsibility

School Improvement: Role of Improvement Partner

Context: Lesson observations involving a new headteacher and IP identified inconsistencies in teaching and variable expectations by staff.

What did we do?

- Joint lesson observations and learning walks were undertaken throughout the academic year involving the IP and headteacher; this provided an external view / verification of findings.
- The IP, alongside the headteacher provided feedback to class teachers and learning support assistants on teaching and learning. Feedback included comments in relation to classroom management and organisation, the learning environment, teachers' expectations, and appropriateness of level of support and challenge.
- The IP identified and signposted appropriate continuing professional development opportunities for class teachers. In addition, settings with known good practice in Nursery / Reception were suggested for staff to visit to observe effective practice.
- Numeracy and literacy support from CSC Curriculum and professional learning team was brokered.
- Discussions between IP and school leaders supported the headteacher and deputy to agree expectations for teaching and provision in Nursery and Reception classes.

As a result of support:

- a systematic monitoring cycle is now in place; this ensures that the quality of teaching and learning is assessed regularly
- outcomes from monitoring activities are clearly communicated to staff
- any aspects of concern are addressed in a timely manner and followed up appropriately
- staff are adjusting to the high expectations now set
- clear non-negotiables for teaching and learning are now in place and have been developed and agreed with staff
- progress and improvements are evident in teaching, learning, provision and the learning environment in most classes

School Improvement: Role of Improvement Partner

Context: A review of teaching and learning undertaken by a team of IPs and headteacher identified a lack of progression and consistency in mathematics and numeracy provision.

What did we do?

- The IP brokered support from the CSC Curriculum and Professional Learning Team, with a focus on improving teaching and learning in mathematics and numeracy.
- The school subject lead worked closely with CSC to create a mathematics and numeracy mid-term planning document. In addition, the subject lead created a calculation policy to support conceptual learning with the use of manipulatives. Following on from the support, the subject lead ordered and distributed a comprehensive set of practical resources to support the teaching of maths.
- A planned programme of professional learning for staff was implemented with support from the CSC maths and numeracy lead. As well as bespoke professional learning for staff, school practitioners also engaged in CSC professional learning programmes to support the development of effective pedagogy in mathematics.
- Individual class teachers worked closely with the CSC maths and numeracy lead to discuss planning and the recording of learning.
- The IP worked closely with the CSC maths and numeracy lead to monitor provision and the impact of the support and professional learning. Over time, this involved undertaking learning walks, listening to learners and book scrutiny. The monitoring activities also involved the school's subject lead. Regular communication and feedback between the IP, CSC maths and numeracy lead and the school ensured that everyone had a clear picture of progress.
- Following monitoring activities, the school subject lead led on additional professional learning for staff, reinforcing expectations and drawing on good practice and identifying next steps.
- The IP, alongside school leaders, outlined progress against priorities during termly meetings involving the Principal Improvement Partner and LA Head of Standards and Provision. As part of these meetings, the school subject lead for maths and numeracy provided a comprehensive update on progress made.

As a result of support:

- monitoring activities have confirmed a significant improvement in the standards, progression and provision of mathematics throughout the school
- approaches have been implemented very effectively in many classes, with a consistent approach to the teaching and learning of mathematics now in place
- a wide range of appropriate and practical resources to support the teaching of mathematics are well used across the school
- more bespoke learning opportunities are now in place which has resulted in a significant reduction in worksheets
- staff have greater clarity in their flexibility to plan and re-visit lessons
- the subject lead has a very good understanding of curriculum planning and expectations, and evaluates against these in a highly effective manner

3.2 School priorities

- IPs support schools through appropriate support and challenge to identify clear and manageable improvement priorities as a consequence of effective self-evaluation.

- 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.
- IPs also support schools in ensuring that improvement priorities are drawn together in a single, strategic SDP, helping to reduce workload, streamline schools' strategic planning processes and avoid unnecessary duplication and bureaucracy.
- In 2023-2024, key common focus areas identified by schools included:
 - curriculum, teaching and assessment
 - Cymraeg
 - Equity /vulnerable learners
 - Leadership
 - Well-being
- During the summer term 2024, the progress of most school improvement priorities was evaluated as being 'on track' to deliver the planned benefits and impact by the end of the academic year. In a few cases, progress was evaluated as 'not on track' and this was related to two schools in enhanced monitoring. In both cases, the reasons have been explored thoroughly with leaders.
- No information has been received in relation to school improvement priorities for five primary schools in the Pencoedtre cluster; this is due to the pilot of a new school improvement model.

3.3 ENHANCED MONITORING

- During 2023-2024 academic year, five schools received enhanced monitoring at some point during the year. One school moved from enhanced monitoring to core support at the end of the academic year.
- For each school in enhanced monitoring, at least one progress review meeting was held per term or half term.
- For each meeting a progress review report was produced. The report detailed the actions taken by the school, evaluation of the impact of those actions, reference to supporting evidence and identification of next steps.
- The progress reviews were attended by the school's headteacher, the chair of governors, the school's IP, the Principal Improvement Partner and at least one LA Officer as appropriate.
- During the meetings, the effectiveness of current support was evaluated and any further actions or support identified.
- All schools 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.
- At the end of the academic year, one school was removed from enhanced monitoring. This school demonstrated that:
 - they were now well placed to sustain the strong improvement made against priorities

- the school had established an effective self-evaluation and improvement planning processes
- leaders had an accurate view of strengths and areas for improvement

School in enhanced monitoring: headteacher feedback

In the educational landscape of Wales, the collaborative efforts of various bodies often play a pivotal role in enhancing the quality of learning experiences for our pupils. At our primary school, we have experienced this first-hand through the unwavering support of the CSC and the LA.

Our school recently reached a significant milestone, and it would not have been possible without the exceptional support and guidance of CSC. We are incredibly grateful for the hard work, dedication, and commitment shown by the CSC and its team of curriculum advisors, improvement partners, and governance leader. Their tireless efforts have played a crucial role in helping our school move out of enhanced monitoring to core support at the end of the summer term 2024.

Being placed under enhanced monitoring was a challenging time for our school. We faced numerous obstacles and had to address various areas for improvement to ensure we were providing the best possible education for our pupils. However, with the backing of the CSC and the LA, we embarked on a journey of transformation that has positively changed the way we approach teaching and learning.

One of the most valuable aspects of CSC's involvement was the expert advice and hands-on assistance provided by the curriculum advisors. Their deep knowledge of the curriculum and their practical suggestions allowed us to make targeted changes to our teaching methods, lesson planning, and overall school organisation. These improvements enabled us to create a more engaging and effective learning environment.

We are particularly grateful for the guidance of our school's IP, whose wealth of experience and knowledge has been a beacon for our teaching staff. Their insights proved instrumental in fostering a culture of reflective practice within our school. They engaged with our educators by providing constructive feedback and facilitating professional development opportunities that centred on our specific challenges, enabling a shared vision for continuous improvement. Their insights were critical in helping us develop effective strategies to address key areas that needed attention. This supportive environment cultivated through their efforts allowed all staff members, from teaching assistants to senior leaders, to embrace change with enthusiasm and unwavering commitment. The role of our school's principal improvement partner was also important in providing us with guidance and support, to ensure that we were making the right decisions at each step of the process.

Integral to our improvement journey were the series of progress meetings held at the school. These meetings, attended by CSC and LA representatives and our school staff, were not merely a formality; rather, they became an invaluable platform for candid discussions about our aspirations, successes, and areas necessitating further

development. They allowed staff members to come together and share their insights in a nurturing environment. They kept us accountable and motivated, helping us stay focused on our goals and maintain momentum throughout the process. This collaborative effort contributed to a unified approach to our school improvement strategy, encouraging innovative solutions to the challenges we faced.

Thanks to the guidance and the collective efforts of everyone involved, our school has successfully moved out of enhanced monitoring, and we are now on a path to continued growth and success. We look forward to continuing this partnership as we embark on the next phase of our educational journey, emboldened by the success that has come from our shared vision and collective hard work. We are confident that together, we can achieve even greater successes for our pupils and the wider community, creating an educational environment where every child has the opportunity to thrive.

3.4 SCHOOL CAUSING CONCERN

- 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.
- 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.

4.0 SCHOOL IMPROVEMENT: PROFESSIONAL LEARNING AND BESPOKE SUPPORT

4.1 Professional learning and bespoke support

- A comprehensive range of high-quality professional learning (PL) continues to be available from CSC, reflecting local, region and national priorities for improvement including schools' SDP priorities, Estyn recommendations and local/national priorities.
- PL is available through a variety of forms, including in-person and on-line; live events and programmes; pre-recorded videos and podcasts; and assignments.
- Bespoke support is available to all schools to support school improvement priorities that are not fully met by the published regional PL opportunities or through the work of the IP.
- Bespoke support can be provided for individual schools, clusters, school improvement group (SIGs) and other groups of schools working together on shared improvement priorities.
- Bespoke support can include coaching and mentoring of school leaders and practitioners, bespoke PL events, e.g. INSET days, and bespoke programmes of support focused on specific areas of improvement. All bespoke support is recorded in the School Improvement Partnership Log (SIPL). Where a programme of bespoke support is provided, a support plan is developed and evaluated with the school.
- CSC PL and bespoke support are available at no cost to all schools across the region, as detailed in CSC's [Professional Learning Compendium](#). This is updated regularly to

reflect the evolving PL needs of schools within the Vale of Glamorgan and across the region.

- IPs continue to support schools in the strategic planning and evaluation of PL, and broker bespoke support where appropriate related to the school improvement priorities of individual schools and clusters/groups of schools.
- A summary of curriculum and PL support for Vale of Glamorgan schools can be found in **Appendix 3**.

Central South Consortium: Professional Learning Engagement

Context: A primary school was inspected by Estyn and one of their recommendations was to “Ensure that teaching challenges all pupils, especially the more able”.

What did we do?

- The IP brokered support from a member of the Curriculum and PL team who visited the school to discuss research relating to more able and talented (MAT) provision.
- The school’s curriculum coordinator attended the CSC Leaders of Curriculum, Teaching and Assessment network, where a workshop session focused on a ‘taster’ of the new CSC PL programme ‘High expectations for all’.
- Consequently, the school’s curriculum coordinator attended the one-day programme ‘High expectations for all’. During the day, CSC further discussed the school’s needs and context for implementing the training.
- The school developed their own context-specific professional learning for their staff, fulfilling the ‘train the trainer’ model.
- Overtime, the school made extensive use of the PL guidance shared during the CSC session to support their self-evaluation and reflection. The school IP also engaged in these processes.

As a result:

- there is clearer awareness of the needs of MAT pupils at the school
- an appropriate provision is in place to meet their needs
- evaluation activities involving the IP demonstrate that more able pupils appear engaged and motivated, standardised scores are showing high levels of attainment
- many pupils are able to talk about their learning and recognise when they are being challenged.

Central South Consortium: Professional Learning Engagement

Context: As part of their self-evaluation processes, two secondary schools identified the need to develop more robust approaches to the strategic leadership of cross curricular skills. CSC worked in collaboration with the schools to lead an ongoing PL programme focused on the strategic development of the cross-curricular skills of literacy, numeracy, and digital competence.

What did we do?

As part of the support, CSC have supported the schools to:

- Consider effective practice in leadership of skills: Examined models of leadership that effectively support and drive the development of cross-curricular skills.
- Further develop strategies to embed skills across the curriculum: Emphasized the significance of integrating skills seamlessly into all subject areas to ensure students can apply them in various contexts.
- Explore current practice in their settings: Shared evaluations of existing practices to identify strengths and areas for improvement in the teaching and learning of cross-curricular skills.
- Design coherent approaches to skills development: Revised plans that promote literacy, numeracy, and digital competence across the curriculum.
- Implement regular monitoring and evaluation: Begun to establish mechanisms to regularly assess the effectiveness of strategies and make data-informed decisions to refine their approaches.

Next steps

The schools are now planning the next phase of their strategic development. This involves:

- Detailed action plans: Developing specific, actionable plans that outline the steps needed to implement the newly designed approaches.
- Professional development: Continuing professional development sessions focused on the latest research and best practices in teaching literacy, numeracy, and digital competence.
- Resource allocation: Ensuring that the necessary resources, including time, training, and technology, are available to support the effective implementation of strategies.
- Continuous improvement: Establishing a cycle of continuous improvement where feedback is regularly collected, and strategies are adjusted based on student outcomes and teacher input.

4.2 Professional Pathways, including Leadership Development

- Engagement in leadership development programmes continues to be strong. 31 leaders from the Vale of Glamorgan engaged in the Middle or Senior Leaders Development Programmes in 2023-24.
- The February and May 2024 National Professional Qualification for Headteacher (NPQH) Assessment Centres included five candidates from Vale of Glamorgan schools, with all candidates meeting the standard.
- One new headteacher commenced their participation in the New and Acting Headteacher Programme from January 2024.
- Five school leaders engaged in the new Leadership of Vulnerable Learners PL programme.
- 199 governors from 100% of schools engaged with governor training, including 11 completing all modules in the new Empowering Governors programme.

- 36 schools support student teachers in partnership with the five initial teacher education (ITE) providers. 12 of these schools are working with more than one ITE provider.
- During the autumn term 2023, 35 teaching assistants (TAs) from 11 schools engaged in the teaching assistant learning pathways programmes (TALP). Ten TAs who have participated in the Aspiring Higher Level Teaching Assistant (HLTA) Programme were assessed, with nine awarded HLTA status.

4.3 Curriculum, teaching and assessment

- 672 school leaders and practitioners from most (92%) Vale of Glamorgan schools engaged in PL focused on curriculum, teaching and assessment. This is broadly in line with schools across the region.
- 56 regional curriculum and teaching networks were available to all schools. These included 27 secondary subject discipline networks active across the CSC region to support the development of the level 2 and level 3 qualifications. 155 practitioners from 37 Vale of Glamorgan schools engaged in curriculum and teaching networks, with 51 practitioners across all secondary schools in the Vale of Glamorgan participating the secondary networks.
- 169 practitioners from 38 schools engaged in PL focused on skills, i.e. literacy numeracy and digital competence. A further 70 practitioners from 32 schools engaged in PL focused on Welsh in English medium schools.

4.4 Cymraeg

- Developing Cymraeg is a key priority for CSC and is essential in supporting the ambitions of Cymraeg 2050: A Million Welsh Speakers and the Local Authority's Welsh in Education Strategic Plan (WESP).
- CSC offers PL, resources, networks and bespoke support at no cost to all sectors in each aspect of Cymraeg i.e. curriculum/pedagogy, leadership, Siarter Iaith and Welsh language PL for practitioners.
- Participation in the Siarter Iaith Framework is strong with all schools engaged. 39 English medium schools including one special school, and seven Welsh medium schools have achieved an award, with four schools achieving the Gold Award.
- 70 practitioners from 32 schools engaged with PL focused on developing curriculum, teaching and assessment of Cymraeg.
- 243 practitioners engaged in Welsh language PL to develop their own Welsh language competence.
- One practitioner out of 16 regional places took part in Welsh Government's Welsh Sabbatical Scheme at Cardiff University. CSC continues to provide post-sabbatical support for practitioners upon their return to school.
- One Vale of Glamorgan cluster engaged with curriculum design and planning for progression in Cymraeg.
- CSC received 11 requests for programmes of bespoke support for aspects of Cymraeg from seven schools.

- CSC continues to provide additional funding to support the self-facilitated networks for Welsh medium schools in the region. Most Welsh medium primary schools participated in 'Y Ffed' (Primary) and the Welsh medium 3-19 school participated in 'Gyda'n Gilydd' (Secondary).
- A practitioner from Wick and Marcross Church in Wales Primary participated in the funded CSC pilot 'Continuum to Curriculum'. They created a presentation and materials that are now shared with all schools in the region through the 'Welsh in English medium schools: Continuum to Curriculum' playlist.
- A practitioner from Y Bont Faen Primary participated in the funded CSC pilot 'Helpwr Heddiw'. They created a presentation, materials and video clips that will be shared with all schools in the region in the 'Helpwr Heddiw' playlist.
- Five schools took part in CSC's funded collaboration project between Welsh and English medium schools, focussing on developing oracy skills and supporting Siarter Iaith.
- A practitioner from Ysgol Sant Curig shared how they have developed Cymraeg oracy skills in the school on the CSC Sgwrs podcast. The school has been funded by CSC to receive guidance from Voice 21.
- Practitioners from Ysgol Sant Baruc and Ysgol Gwaun y Nant presented aspects of developing literacy in their schools, in the Cymraeg literacy coordinators network meeting.
- Learners from Years 3 to 6 in Ysgol Sant Curig and learners in Years 7 to 9 in Ysgol Gymraeg Bro Morgannwg have taken part in a funded pilot of the CSC Standardised Welsh Spelling Test.
- Learners from Ysgol Pen y Garth and Ysgol Sant Curig competed in the Welsh Book Slm – 'Yr Ornest Lyfrau'.
- Six Welsh medium primaries engaged in two bespoke PL events on raising standards in writing and developing oracy skills.
- For further information about Welsh, please see comments in **Appendix 4**.

5.0 Self-Improving System

- CSC continue to facilitate and develop a regional self-improving system, the Central South Wales Challenge (CSWC), with vertical and horizontal collaborations, school-to-school working, and sharing of practice at its core.
- CSWC contributors, school leaders and practitioners, work with the CSC Curriculum and Professional Learning Team in the designing and facilitation of PL and bespoke support to schools across the region. These are funded roles.

5.1 School collaborations

During 2023-24, related to Vale of Glamorgan schools:

- Most schools (94%) engaged in cluster working (vertical collaborations).
- Eight cluster convenors received a total of £12k funding to facilitate their cluster collaborative working.
- Most schools (92%) engaged with their cluster on developing a shared understanding of progression, and 80% focusing on assessment.

- Over half of schools (60%) worked with their cluster on teaching and the same number on leadership
- Other focus areas for cluster collaborative working include expressive arts, health and well-being, humanities, Languages Literacy and Communication (LLC) English and LLC Welsh, mathematics and numeracy, and science and technology.

School collaboration: Support for curriculum for Wales

Context: Relationships and sexuality education (RSE) is a new, mandatory requirement within the Curriculum for Wales (CfW) framework for all learners aged 3 – 16. As a result, schools in the cluster identified RSE as a priority for development. They recognised that a collaborative approach to developing approaches to RSE could support professional dialogue and learning around the strands within the mandatory RSE Code.

What did we do?

- Following a request from the cluster convenor, CSC supported schools in the cluster in developing a shared understanding of RSE. An initial scoping visit was arranged to identify the priorities and intended outcomes of the support.
- CSC facilitated two full-day PL sessions for the cluster. In the sessions, CSC provided an introduction to, and outline of, the RSE Code and statutory guidance. Practitioners also explored the CSC sub-strands resource, a tool for identifying the supporting ideas and key concepts within each strand of the RSE Code.
- Following this, practitioners were able to use their improved understanding of the RSE Code and its sub-strands to identify their joint expectations for learning within each of the strands.
- Practitioners also discussed and shared resources for each of the sub-strands.
- CSC also provided input on teaching and learning strategies that can support approaches outlined within the RSE Code and guidance.

As a result:

- key staff across the cluster improved their confidence and understanding of the RSE Code and statutory guidance
- progression maps created to support the delivery of RSE across the cluster
- collaboration resulted in the sharing of materials across the cluster; this proved particularly useful given a lack of Welsh-medium RSE resources outside of Hwb

5.2 Central South Wales Challenge contributors

During 2023-24, related to Vale of Glamorgan schools:

- 13 Lead Practitioners from Vale of Glamorgan schools worked with the CSC Curriculum and PL team to provide PL and support in focus areas. Total funding to facilitate these roles was £77k.
- 11 schools facilitated and/or shared practice on the leadership pathways programmes, receiving a total of £17,775 funding.

- Six schools facilitated national and regional PL for Induction, receiving a total of £31.7k funding.
- Three school leaders acted as leadership coaches, supporting 26 candidates from schools across the region on leadership pathway programmes. Total funding to undertake these roles was of £6.7k.
- One headteacher from the Vale of Glamorgan undertook the role of System Leader, providing bespoke support to other schools across the region. This is a funded role based on a daily rate.
- 12 experienced school leaders and practitioners supported regional assessments, including those for the National Professional Qualification for Headteachers, Higher Level Teaching Assistant Status, and Siarter Iaith. These roles are funded based on a daily rate.
- 13 experienced Induction Mentors (IMs) acted as an External Verifier (EV), a quality assurance role, supporting Newly Qualified Teachers (NQTs) and their IMs during induction.
- 58 school leaders and practitioners from the Vale of Glamorgan supported other school improvement across the region.

Enhanced lead practitioners (ELP) and lead practitioners (LP): sharing practice

ELP and LP play a key role in sharing practice. Examples include:

- LP for Drama and Dance shared an overview of curriculum approaches for expressive arts as part of the Curriculum Approaches project. This included sharing of resources and planning documentation.
- ELP for Humanities contributed to the primary humanities network, humanities curriculum design project and 'New to leading primary humanities' PL programme. Information shared regarding the curriculum design process and curriculum model, as well as the role and work of their curriculum leader for humanities.
- LP for Psychology leads the Psychology network meetings. This has included leading discussion on examination feedback, and teaching about controversies and case studies.
- LP for Post-16 has developed a playlist 'Navigating Transition at Post-16'. This playlist is available on the CSC website and has been shared at a post-16 network meeting.

6.0 Sharing of practice

- CSC provides many opportunities for schools to share practice. This comes in a variety of forms:
 - school staff co-constructing PL with subject experts in CSC
 - school delivery of PL
 - lead practitioners developing and running PL as part of the PL offer
 - schools leading or contributing to network meetings in particular subject specialism

- schools sharing practice in blogs and podcasts
- schools contributing to CSC publications
- schools presenting at CSC governance meetings and conferences
- schools presenting at LA scrutiny meetings
- headteachers working as System Leaders to support other schools

Sharing Practice: Snippets of Success

Snippets of Success is a half-termly celebration of news and success stories from schools in CSC. Between September 2023 – and July 2024, 41 Vale of Glamorgan School had at least one snippet published. During this period, Vale of Glamorgan schools featured 78 times in Snippets of Success.

Sharing Practice: Sgwrs Podcast

CSC invite schools to engage in the sharing of practice via the CSC podcast 'Sgwrs'. Examples published that include contributions from Vale of Glamorgan schools include:

- [Formative Assessment: Learning Intentions, Success Criteria and More!](#)
- [NQT Mentors](#)
- [Exploring AI use in secondary classrooms](#)
- [Developing oracy skills in Welsh-medium primary schools](#)

Sharing Practice: Vale of Glamorgan Learning and Culture Scrutiny Committee

Termly presentations are shared with members of the Learning and Culture Scrutiny Committee as part of a CSC presentation on the curriculum.

- International Languages – two schools involved
- Welsh – two schools involved
- Religion, Values and Ethics – case studies from four schools

Sharing Practice: Network Meetings

Vale of Glamorgan schools have contributed to a range of network meetings hosted by CSC. The following provides an example for one area – Welsh:

- Siarter Iaith Cymraeg Secondary Network Meeting – Stanwell School shared the school's journey to the gold award.
- Siarter Iaith: three Vale of Glamorgan schools shared their experiences of partnership engagement between Welsh and English medium schools.

7.0 Estyn Outcomes

- During the 2023-24 academic year, eight primary schools from the Vale of Glamorgan were inspected by Estyn.
- Two of the schools, Rhws Primary and Dinas Powys Primary, were involved in the pilot of the new Estyn inspection framework in readiness for September 2024.

Table 1: List of schools inspected during 2023-24 and outcome

School	Dated inspected	Outcome	Link to report
Victoria Primary	November 2023	Not In Follow-up	Read report here
St Brides Major Church in Wales Primary	December 2023	Not In Follow-up	Read report here
Ysgol Dewi Sant	January 2024	Not In Follow-up	Read report here
St Andrew's Major Church in Wales Primary	February 2024	Not In Follow-up	Read report here
Evenlode Primary	April 2024	Not In Follow-up	Read report here
Rhws Primary	May 2024	Not In Follow-up	Read report here
Dinas Powys Primary	June 2024	Not In Follow-up	Read report here
Romilly Primary	June 2024	Not In Follow-up	Read report here

- Of the schools inspected during the 2023-24 academic year, none of the schools were placed in statutory follow up (Significant Improvement and Special Measures) or Estyn Review.
- Where Estyn identifies interesting or innovative practice during an inspection, schools are invited to prepare a written case study which will be published by Estyn and shared with other schools. Two of the schools inspected, Evenlode Primary and Romilly Primary have been invited to write a case study.
- From the schools that have been inspected since the resumption of inspections in spring term 2022, six Vale of Glamorgan schools have been asked to provide case studies on 'interesting or innovative practice' and a total of eight case studies have been published.
- With the pilot inspections, where inspectors identify any interesting or innovative practice that is worthy of sharing more widely, they will include a short 'spotlight on...' or cameos within the report. For Rhws Primary, there is a spotlight outlining their work in developing pupils' social, emotional and personal skills effectively. For Dinas Powys Primary, there is a spotlight highlighting their effective transition arrangements from Years 2 to 3, how their behaviour policy is promoting positive behaviour and how monitoring, including the use of a detailed tracking system, is impacting positively on pupil attendance.

Table 2: Number and focus on interesting or innovative case studies identified

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 a creative curriculum Read here
April 2024	Evenlode Primary	Whole school approach to self-evaluation Read here
June 2024	Romilly Primary	Creating a culture of improvement to ‘do even better’ Read here

- 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

School	Position at the end of the 2023-24 academic year
Ysgol Pen y Garth.	<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

<p>Inspected November 2022</p> <p>Estyn category: special measures</p>	<p>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 leading more confidently on whole school aspects.</p> <ul style="list-style-type: none"> • 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. There is improvement in the quality of teaching and learning as well as skill development; however, there remains elements of variability.
<p>Pencoedtre High</p> <p>Inspected December 2022</p> <p>Estyn category: special measures</p>	<ul style="list-style-type: none"> • 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. • Significant changes have recently been made to the leadership of additional learning needs (ALN) and inclusion. This structure is very much in its infancy, and it is too early to monitor its impact. • Processes to monitor attendance are now more structured and are beginning to be more strategic. Attendance remains a significant concern. • Leaders have started to focus suitably on improving the quality of teaching and assessment and worthwhile common approaches have been introduced; however, further time is needed for staff to familiarise themselves with approaches and for them to embed. As a result, there remains significant variability in the quality of teaching and assessment.
<p>Llanfair Primary</p> <p>Inspected February 2023</p> <p>Estyn category: Estyn review</p>	<ul style="list-style-type: none"> • Leadership across the school is developing well. Increasing opportunities are now 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.

- CSC analyse carefully recommendations following school inspections in order to identify and respond to common areas for improvement. The table below outlines

the main themes identified in Estyn recommendations for Vale of Glamorgan schools, and how CSC are actively supporting schools to address areas raised.

Table 3: Main Estyn recommendations and how CSC are addressing the recommendations

Recommendation	Examples of CSC activities to address recommendation
<p>Skills development with a focus on:</p> <ul style="list-style-type: none"> - writing, numeracy and digital skills - pupils independently applying their skills - provision and progression in skills 	<ul style="list-style-type: none"> • Coaching and mentoring support from IPs • CSC internal PL and development of resources to support IPs to share messages and best practice • development of a new PL programme ‘Strategic Leadership of Cross-Curricular Skills’ available for both primary and secondary sector • PL programmes available to all schools in relation to literacy, numeracy and digital skills
<p>Self-evaluation and school improvement with a focus on:</p> <ul style="list-style-type: none"> - involving relevant stakeholders in process e.g. staff, governors, - measuring impact of action on provision or outcomes - sharpening focus on the aspects most in need of improvement 	<ul style="list-style-type: none"> • Coaching and mentoring support from IPs • IPs engaging in self-evaluation activities involving members of the governing body and staff at all levels • CSC internal PL for IPs to share messages and practice • Development of a new PL programme ‘Self-evaluation Focussed on Learner Outcomes’
<p>Welsh with a focus on:</p> <ul style="list-style-type: none"> - improving pupils’ communication skills - learning about the culture and heritage of Wales - opportunities to develop Welsh outside the classroom 	<ul style="list-style-type: none"> • Programme of PL to develop the key communication skills of oracy and reading • Welsh Continuum resource of Welsh Language Patterns developed and available for all schools. • Promotion of the Siarter Iaith Cymraeg Campus which aim to ensure that learners are confident in using their Welsh, foster positive attitudes towards the language and increase the use of the language inside and outside of the school • Development of a Toolkit Resources to Support the development of Welsh History
<p>Teaching with a focus on:</p> <ul style="list-style-type: none"> - improve the quality of teaching and addressing inconsistencies - improving provision for younger pupils 	<ul style="list-style-type: none"> • Coaching and mentoring support from IPs • Development of a PL programme addressing aspects of curriculum, teaching and assessment • Development of PL on foundation learning including a focus on effective pedagogy and practice • IPs brokering bespoke support and facilitating the sharing of practice from other schools
<p>Curriculum provision with a focus on:</p>	<ul style="list-style-type: none"> • Coaching and mentoring support from IPs

<ul style="list-style-type: none"> - opportunities for pupils to influence what they learn and to make choices in their learning 	<ul style="list-style-type: none"> • Development of PL programmes such as ‘Developing Learning Independence and Effectiveness’ • Development of resources e.g. Listening to learners
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8.0 CSC’s Collaboration in support of Vale of Glamorgan’s priorities:

As part of CSC’s business planning process, Vale of Glamorgan provides CSC with their priorities, and these are then incorporated within CSC’s business plan. As agreed by CSC’s Joint Committee, CSC provide an update on progress supporting Vale of Glamorgan priorities on a twice-yearly basis. Please see **Appendix 4** for information about how CSC has supported key priorities during 2023-24.

9.0 Additional Statutory Functions Delivered by CSC on Behalf of the Vale of Glamorgan

- CSC continues to provide the statutory functions on behalf of the Vale of Glamorgan LA for Outdoor Education, Appropriate Body for Newly Qualified Teacher Induction and Standing Advisory Council for Religious Education.

9.1 Outdoor Education

- CSC provides the statutory induction and refresher training for all Education Visits Coordinators (EVCs) in schools. The CSC Lead for Educational Visits also provides support for schools in the planning and approval of educational visits using the online EVOLVE system.
- Nearly all schools in the Vale of Glamorgan have EVCs that are compliant to the statutory requirements. The CSC Lead for Educational Visits has invited representatives from the one school that is non-compliant to EVC training and is liaising with the school.
- Nearly all schools obtained the required approval prior to all educational visits taking place.
- In the six instances where educational visits were undertaken without the required prior approval, the CSC Lead for Education Visits worked directly with the six schools.

9.2 Appropriate Body for Newly Qualified Teacher (NQT) Induction

- As the Appropriate Body, CSC is responsible for the overall supervision and training of all NQTs working in the region, for ensuring that induction meets the statutory requirements, and making the final decision on the induction outcome for each NQT using the evidence provided.
- In July 2024, 66 NQTs were working in Vale of Glamorgan schools, with 48 NQTs with contracts or on long term supply in 21 schools, and 18 on short term supply working across schools in the local authority.
- Of these, 32 NQTs were eligible for assessment and successfully passed induction. 31 in schools on contracts or on long-term supply, and one on short term supply.

- 34 NQTs working in Vale of Glamorgan schools will continue their Induction period into the 2024-25 academic year to complete the online profile and the required number of sessions of work to be eligible for induction assessment.
- In collaboration with the other regions, partnerships and LAs, CSC continue to lead the National PL programme for Induction. This includes online PL sessions for NQTs and their Induction Mentors, co-delivered in partnership with school leaders and practitioners.
- CSC continue to offer a regional NQT PL programme, 'Aspire', which is co-constructed with and delivered by schools across the region. In the Vale of Glamorgan, 39 NQTs from 20 schools and nine supply NQTs engaged with this programme.

9.3 Standing Advisory Council for Religious Education (SACRE) / Standing Advisory Council (SAC)

- CSC has continued to support the Vale of Glamorgan SACRE/SAC to fulfil their statutory functions by advising them on religious education (RE), religion, values and ethics (RVE), religious studies (RS) and the daily act of collective worship (DACW). This includes advising at termly meetings and drafting their annual SACRE/SAC report.
- On behalf of the Vale of Glamorgan SACRE/SAC, CSC has set up a pilot 'Youth Voice' forum, to provide first hand experiences of learners.
- CSC and the Vale of Glamorgan SACRE/SAC have collaborated to fund a CSC led enquiry project on religion and science, in collaboration with the Faraday Institute, Cambridge University.
- 33 school leaders/practitioners from Vale of Glamorgan schools have engaged in PL on RVE, and 29 leaders/practitioners have attended humanities PL that included aspects of RVE.
- 16 schools have received bespoke support on RVE and 3 on DACW. In addition, 19 schools have engaged with bespoke support on humanities that has included aspects of RVE. Three clusters (25 schools) have received CSC support in cluster working on humanities, including RVE.

Engagement in a funded project: support to deliver RVE

Context: A primary school worked with CSC, through a funded project, to develop their awareness of Philosophy for Children (P4C) as a pedagogical approach to support the delivery of RVE.

What did we do?

- The school engaged in collaborative session and undertook further reading and research to develop their knowledge and understanding of P4C.
- CSC supported the school with a project support visit and developed a range of whole school ideas and problem-solving initial barriers to overcome to develop P4C further across the whole school.

- The school reflected on the PL and explored P4C within their classes. They reviewed and self-evaluated their approaches to P4C and identified new opportunities for exploring and utilising philosophical exercises and full community enquiries to offer authentic learning opportunities for RVE.
- Engagement in the funded project enabled the school to share practice with other schools to develop discussions and further ideas for their progression in the methodology.
- Practice, involving teacher and pupil voice, was shared with the Vale of Glamorgan Learning and Culture scrutiny committee in July 2024 as part of the CSC presentation on RVE in the curriculum.

As a result:

- the P4C approach is embedding well across the school
- P4C is supporting effectively the delivery of RVE as well as other areas of the curriculum.

10.0 Local Authority Annex

- During the 2023-2024 financial year, the Vale of Glamorgan LA Annex Total Budget of £14,524 was used to continue to support schools to implement a trauma informed, relational approach to meeting the social, emotional and mental-health needs of children and young people.
- The grant enabled schools to access online PL opportunities and resources on relational approach. The programme of PL and resources aligned closely to findings of behavioural surveys undertaken by most schools across the LA during the autumn 2022 / spring term 2023. This has resulted in schools demonstrating increased understanding of distressed and dysregulated pupils. School staff also demonstrate an increased understanding of practical approaches to improve behaviour and relational practice.
- Many schools continue to actively engage with the relational approach. A comprehensive programme of live and interactive online PL programme continues to be available for schools to access.
- Findings from schools is being used to share good practice on a national level e.g. Barry Island Primary and Ysgol Pen y Garth have been identified as partner schools with representatives attending and sharing practice at national seminars.

11.0 Value for Money

Appendix A: CSC Finance Overview

Core LA funding: This funding is used to support the core function of school improvement.

Total core funding in 2023/24 was **£3,516,128** of which, The Vale of Glamorgan contributed **£521,042 (14.8%)**.

However, total costs associated for school improvement in The Vale of Glamorgan were higher than the contributions received and so therefore CSC had to use an additional **£71,231** from other income to fund the service required by The Vale of Glamorgan (as outlined in the legal agreement).

CSC Total Core Funding in 2023/2024
£3,516,128



Total Expenditure on School Improvement 2023/24 in Vale of Glamorgan - £592,273



- | | | |
|--|---|--|
| <p>Employees
£522,787</p> <ul style="list-style-type: none"> • LA PIPs • IPs • Other Employees <p>Premises
£14,751</p> <p>Transport
£3,843</p> | <p>Supplies & Services
£23,314</p> <ul style="list-style-type: none"> • PI for CSC staff • MIS • Technology • Subscriptions • Apprenticeship Levy • Recruitment costs • Equipment • Communications | <p>Support Services
£27,578</p> <p>SLA agreements with host authority RCT:</p> <ul style="list-style-type: none"> • Payroll • Internal audit • Pensions • ICT • Human Resources • Accountancy |
|--|---|--|

Dedicated grant funding:

During 2023/24 three grants were received by consortia: Regional Consortia Grant (RCG), Pupil Development Grant (PDG (Presented to Joint Committee 11th June 2024)), and Siarter Iaith. The evidence of impact of the spend of this grant can be seen within the report, as well as in the end of year report to WG. (Presented to Joint Committee 11th June 2024).

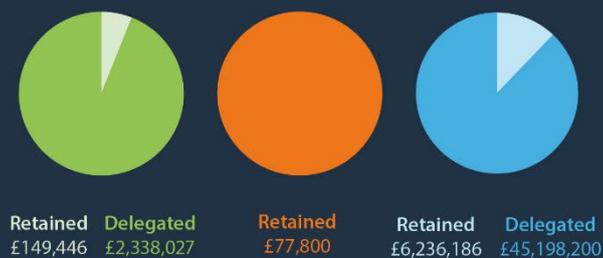
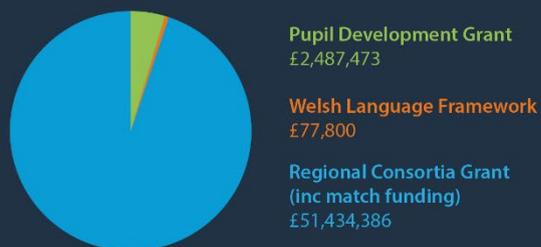
As a percentage of the overall grant funding received, CSC retain a maximum of 12% to fund eligible salary costs as well as business plan activity.

Business plan activity includes all costs associated with PL opportunities as well as bespoke support, in respect of the following areas:

- Curriculum, assessment & teaching support
- Support for qualifications & post 16
- Welsh language, culture & heritage
- Leadership pathway programmes, Teaching Assistant Pathways, and support for governors
- Equity & well-being.

Total Grant Funding
£53,999,659

- Regional Consortia Grant (inc match funding)
- Welsh Language Framework
- Pupil Development Grant



Appendix 1:

Empowering schools to improve outcomes for all learners



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

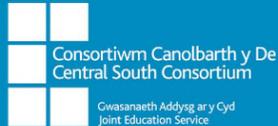
Local authority partnership:	Bridgend; Cardiff; Merthyr Tydfil; Rhondda Cynon Taf; Vale of Glamorgan	
Governance groups:	<ul style="list-style-type: none"> Joint Committee Management Board Partnership Board 	<ul style="list-style-type: none"> Regional Steering Group (Headteachers) Governor Stakeholder Group (Chairs of Governors) CSC Senior Leadership Team.
Accountability:	<ul style="list-style-type: none"> LA statutory functions Local democratic processes 	<ul style="list-style-type: none"> Estyn (Schools) Estyn (Local Authorities).
CSC Senior Leadership Team:	<ul style="list-style-type: none"> Partnership working with schools, local authorities, Welsh Government and middle tier Strategic oversight of school improvement services. 	

Regional school improvement services: [Framework for School Improvement](#)

Central South Wales Challenge (CSWC)	Improvement Partners (IPs)	Bespoke Support	Professional Learning (PL)	Shared Services	Awarding Role
<p>Partnership of all schools and settings across the CSC region working together to develop a self-improving system. Designed to be:</p> <ul style="list-style-type: none"> Consistent across the region School-led Informed by prior knowledge of a self-improving school system Focused on providing value for money Responsive to the changing needs of schools. <p>Practitioners and school leaders, including governors contribute to support schools across the region. Contributors work in partnership with the CSC school improvement team.</p>	<p>Every school allocated a named IP who provide support and challenge for headteachers and leaders to focus on effective self-evaluation and priorities for improvement.</p> <p>IPs quality assure school improvement activities and broker support for schools as required.</p> <p>Additionally, IPs support:</p> <ul style="list-style-type: none"> Headteacher Performance Management School recruitment Information for local authorities and Welsh Government. 	<p>Available to all schools to support school improvement priorities that are not fully met by published regional PL opportunities or through the work of the IP.</p> <ul style="list-style-type: none"> Leadership Governance Curriculum, Teaching & Assessment Vulnerable learners and poverty. <p>Brokered support from CSC team, CSC System Leaders, CSC Regional Leaders of Governance, CSC Lead Practitioners, school-to-school.</p>	<p>In line with the National Approach to PL, and National PL Entitlement</p> <p>Equity of access to high quality PL for all school leaders, including governors, and practitioners in the region.</p> <p>There is no charge to schools in the region for their engagement in CSC professional learning.</p> <p>PL Compendium</p> <p>Accessing PL in CSC</p>	<p>Outdoor Education</p> <p>SACRE</p> <p>PDG</p>	<p>Induction Appropriate Body (AB)</p> <p>HLTA Assessment</p> <p>NPQH Assessment</p> <p>Siarter Iaith Assessment</p>
Benefits of CSC:	<ul style="list-style-type: none"> Single school improvement team Coherent messaging Partnership working Broad PL offer Broad expertise Economies of scale National priorities, regional and local delivery Collaboration with schools Developing a school-led, self-improving system Supporting collaborative activity across 381 schools in central south Wales Responding to local and national priorities 				

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Business Support:

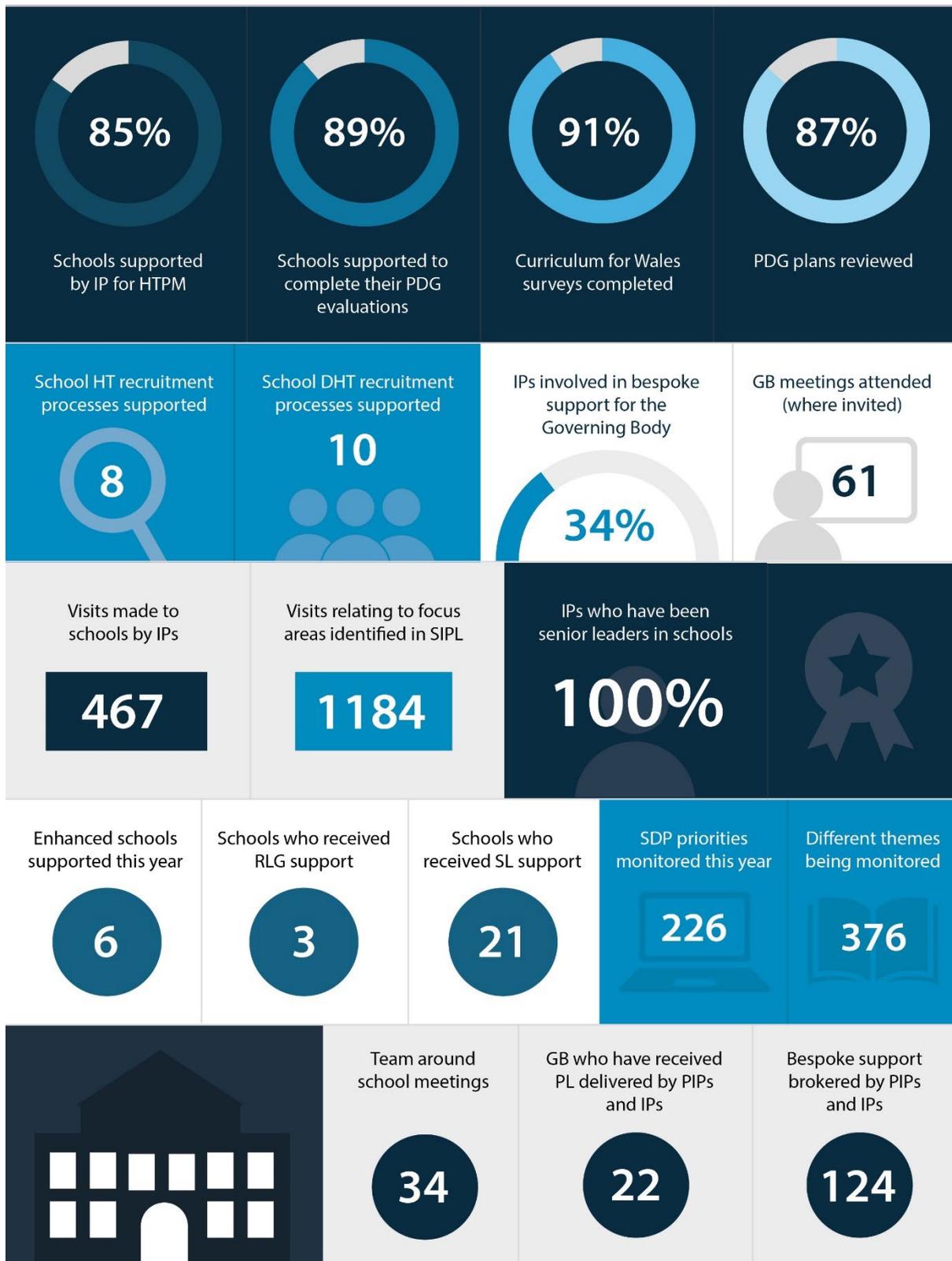
CSC is supported by a team of specialist administrative staff who provide a wide range of core functions to ensure the effective running of the school improvement service ensuring that school-facing staff can provide efficient and effective support for schools.

This includes the following areas:

Finance, IT and HR	Business Intelligence Team	Communications Team	Operations Team
<p>Providing effective operational reporting systems, processes and policies.</p> <p>Responsibility for the financial planning and monitoring of the CSC Business Plan and ensure that both internal and external audit requirements are met:</p> <ul style="list-style-type: none"> Working with budget holders to ensure budget monitoring provides accurate financial data to aid effective business planning and reporting Managing process for purchase orders/ invoices/ purchase card/debtor invoices Managing IT accounts, hardware and resources for the organisation. <p>Ensuring there is an effective HR provision across CSC:</p> <ul style="list-style-type: none"> Contracts, conditions of service and personnel records Absences: sickness, annual leave Safer recruitment. 	<p>Responsibility for the collation and production of all information within the organisation, including activity data, performance data, and quality information:</p> <ul style="list-style-type: none"> Creation of systems that makes best use of available ICT systems and related technologies to record intelligence for each school which can be shared with various stakeholders, to track and monitor school progress and to identify and provide the required support to enable schools to meet their school improvement priorities Access maintained centrally to all data sources/information held across the organisation Management of all surveys undertaken by the organisation, including evaluating the impact of the service with stakeholders Quality assurance of accuracy and appropriateness of analysis included in external reports GDPR. 	<p>Responsibility for the design, development, translation and delivery of CSC bilingual communications across all channels, both internally and externally, to support its principal aims of ensuring school, staff, stakeholders, and public have a clear understanding and awareness of the school improvement activity of CSC:</p> <ul style="list-style-type: none"> Website architecture and content Social media Promotional materials Print publications Event programme Digital assets – podcasts and webinars Bulletins and updates on professional learning and support opportunities and new resources Sharing effective practice. 	<p>A team of Project Managers, Project Support Officers and Administrative Assistants support the organisation to ensure the effective delivery of all professional learning (PL) and projects within CSC in line with the delivery plans.</p> <p>They are responsible for the design, development and delivery of processes and procedures to support the principal aims of PL and projects led by senior leadership and area leads:</p> <ul style="list-style-type: none"> Implementation and monitoring of PL and projects Ensuring PL and projects are effectively delivered, communicated and reported on a timely, accurate and meaningful basis Manage and monitor the submission of all reports Planning, organising and managing events.

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School Improvement Summary: Vale of Glamorgan

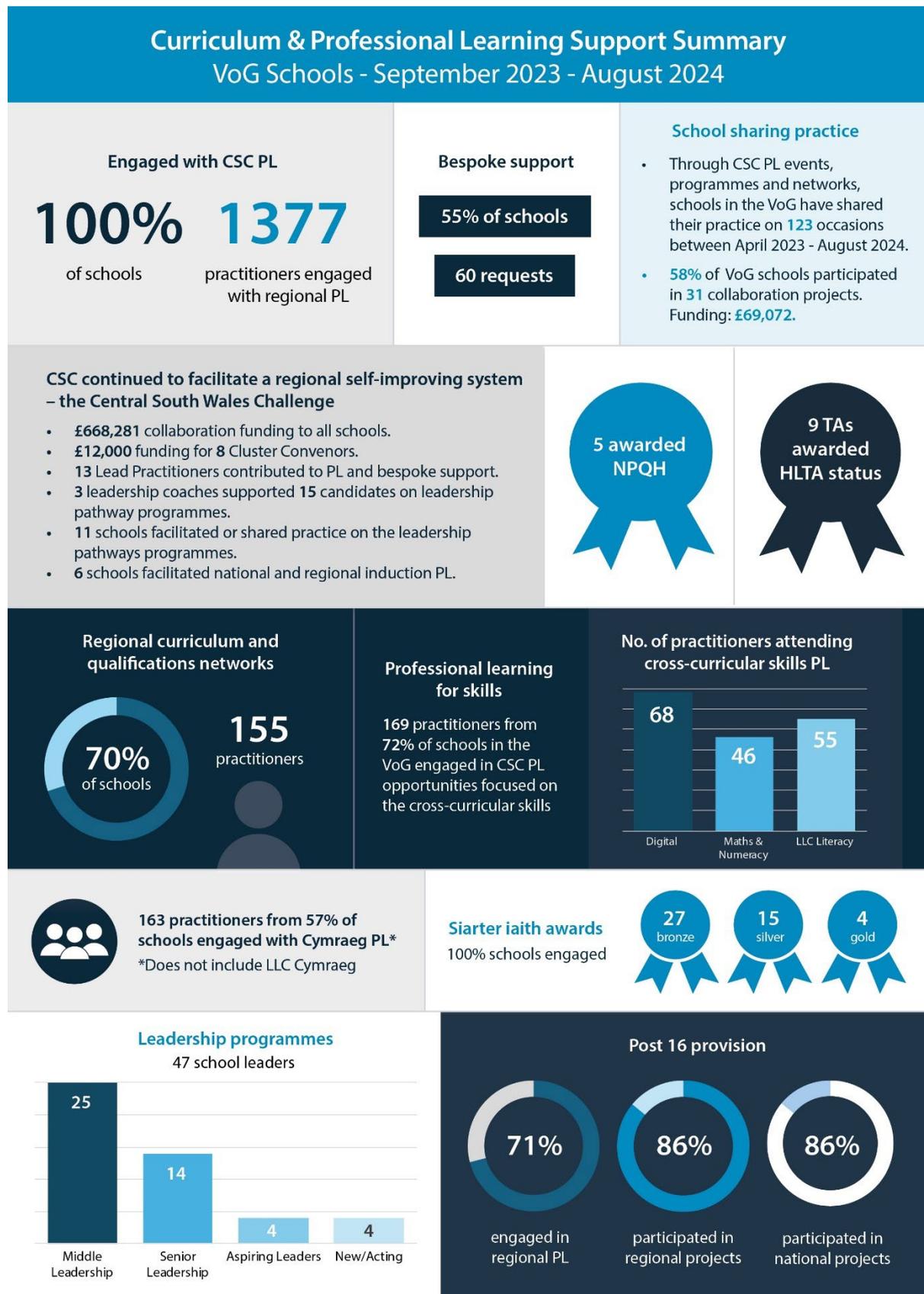


★ School Development Plans: Top 5 priorities areas

Priority Area	Number of schools with this as at least one priority
 Teaching	32
 Standards and progress in learning	30
 Leadership	30
 Assessment / Reporting	25
 Well-being	26

★ Top 5 Areas by Visits

Focus Area	Number of visits with this recorded as an area of focus
 Teaching	96
 Standards and progress in learning	92
 Leadership & Management	110
 Self Evaluation / Improvement Planning	183
 Headteacher Performance Management	79



Appendix 4: Progress against Vale of Glamorgan 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 (PL) programme aligned with the national Digital Professional Learning Journey continues to support schools. Since April 2023, 44 schools from the Vale have completed PL to improve knowledge, understanding and skills for cross-curricular digital skills leadership, curriculum and pedagogy. • Three schools have effectively participated in funded collaborative projects to deepen knowledge, understanding and skills to enhance digital teaching and learning. Following participation, schools state that they feel confident about their knowledge and understanding of the teaching strategies explored and teachers are implementing the learning gained from the project into their daily practise. • Four schools continue to engage well with bespoke support for digital learning. Work is increasing practitioners' knowledge and skills appropriately; this is resulting in improved planning and provision. • Promotion of the Hwb platform to support application and development of learners' cross-curricular digital skills is a fundamental part of digital leaders' termly network meetings. The 'Hwb first' approach maintains a priority in all PL and networking events. Since January 2024, Vale of Glamorgan schools have engaged with Hwb through the J2E, Office365 and Google apps to support teaching and learning. • The enhanced Lead Practitioner (eLP) from a Vale school has provided effective bespoke support to another school in the region and has developed very high-quality content for dissemination in the secondary leader's network meetings. 	<ul style="list-style-type: none"> • Continue to develop a digital professional learning programme that is 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. Since April 2023, 232 practitioners have engaged in Welsh language PL. Most practitioners state that the PL will improve their practice in the classroom and will make strong progress in changing their behaviours. • Work ongoing in supporting the Siarter Iaith / Cymraeg Campus and all schools in the Vale are engaged with the framework. Since April 2023, 7 English medium primaries have received the Cymraeg Campus Bronze Award and 4 the silver award. One English medium secondary has received the Cymraeg Campus bronze award, two the silver award and one the gold award. One Welsh medium primary school has received the Silver Siarter Iaith award. Overall totals at each award: <ul style="list-style-type: none"> - Siarter Iaith (Welsh medium primary schools) - 1 bronze, 5 silver and 1 gold. - Siarter Iaith Cymraeg Campus Primary (English medium schools) – 22 bronze, 5 silver and 2 gold. - Siarter Iaith Cymraeg Campus Secondary (English medium) – 2 bronze award, 1 silver and 1 gold. • Three funded partnerships between Welsh and English medium schools continue to collaborate on a joint oracy and incidental Welsh project: Sant Baruc / Barry Island; Llanfair / Calon y Cymoedd (Bridgend); Bro Morgannwg / Whitmore. Evaluation of impact to be undertaken in summer term 2024. • Two schools from the Vale of Glamorgan attended the revised national Leadership of Welsh programme. • There is increasing engagement with the new CSC resource Continuum of Welsh Language Patterns. 20 schools in the Vale attended the launch of the resource and a further six schools have engaged with PL to support the implementation. Impact of engagement with the resource shared by Wick and Marcross Church in Wales Primary with the Vale Learning and Culture Scrutiny Committee in March 2024. 	<p>Continue to support schools to strengthen provision and standards in Welsh, particularly English medium schools in the Vale of Glamorgan.</p> <p>Continue to support schools in their engagement with the Cymraeg Campus / Siarter Iaith work.</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.

Evaluation of Progress	Next Steps
<ul style="list-style-type: none"> • CSC professional learning (PL) offer is agile and updated 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 PL opportunities. • Participation of Vale schools in funded projects includes 31 schools across 32 projects. The outputs from these projects will be shared to schools across the region. • Between April 2023 and February 2024 638 practitioners from the Vale have engaged in PL related to curriculum (Curriculum for Wales - 34, Digital Learning - 44, Expressive Arts - 31, Health and Well-being - 38, Humanities - 55, Languages, Literacy and Communication – Cymraeg - 52, Languages, Literacy and Communication - International Languages - 16, Languages, Literacy and Communication – Literacy - 46, Mathematics and Numeracy - 37, Science and Technology - 9, Careers and Work related Experiences - 1, Diversity - 39, Foundation Learning - 40, Post-16 - 9, Relationships and Sexuality Education - 4, Teaching - 17, Welsh Language Development - 36, Welsh Language PL - 130. • 331 individuals working with Vale schools have engaged in Governor training (Governors mandatory Training – 219, Governors non mandatory training – 112) • 13 practitioners from Vale schools have been appointed to lead practitioner roles. • Evaluation of leadership development programme undertaken with middle and senior leaders from the Vale. A clear and strong impact is evident, with programmes impacting positively on professional development. 	<p>Continue to ensure that a comprehensive PL programme is in place for Vale of Glamorgan schools.</p> <p>Continue to evaluate and capture the impact of PL.</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.	
Evaluation of Progress	Next Steps
<ul style="list-style-type: none"> • All Pupil Development Grant (PDG) Children Looked After (CLA) cluster plans submitted and approved. Improvement partners (IPs) continue to work with schools to evaluate the impact of the PDG grant. • Central South Consortium (CSC) events including the leadership conference, teaching professional learning (PL) and the Higher-Level Teaching Assistant (HLTA) awards have a clear and strong focus on equity. This ensures a consistent message for schools and that work on the enabling equity and excellence is now permeating across all areas of PL. For example, 22 practitioners from 16 Vale schools attended the CSC leadership conference where the CSC lead for well-being and vulnerable groups presented on mitigating the impact of poverty. • A more structured and holistic approach is now in place to support governors on matters relating to equity. A dedicated module is now in place as part of the Governors’ Accreditation Programme specifically focussing on ‘Equity and Excellent: High Aspirations for All’. 34 governors from Vale schools attended the sessions held during the spring term 2024. • Work is ongoing in relation to the Raising the Attainment of Disadvantaged Youngsters (RADY) programme with a case study written capturing the positive impact of the programme in Whitmore High. Two new schools, Llantwit Major and St Richard Gwyn, have been identified for further engagement with the programme; this work will begin during the summer term 2024. Initial work also in place with the Whitmore primary cluster on sharing practice to support transition work. • There is slippage in progress due to LAs hesitancy to agree funding to support the implementation of RADY in targeted schools across CSC and other planned activities. Following further discussions funding was agreed. This resulted in a delay to timescales and adaptation of planned activity. RADY schools have now been identified, and initial contacted established between school leaders and Challenge Education. Work will continue in the new financial year. 	<p>Continue to monitor the impact of the RADY programme.</p> <p>Improvement Partners to continue to monitor the impact of the PDG.</p> <p>Launch the CSC ‘High Standards and Aspirations: Equity and Excellence for All’ - October 2024</p>

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

Evaluation of Progress

- Valuable partnership work is ongoing between LA and Central South Consortium (CSC) to develop schools’ links with local business and to plan careers support for post-16. This has led to the Future First programme being funded for schools to improve links with alumni. Work is also underway in developing the Vale Business Pledge to provide careers and work experience opportunities for learners.
- The Post-16 lead practitioner from Stanwell has published a playlist to support Heads of Sixth Form with post-16 transition: Navigating Transition in Post-16 Education
- There continues to be positive engagement from Vale schools with CSC regional network meetings which have focussed to date on using Alps Connect, Higher Education Institution update from Cardiff University, Careers- Morrisby, Post-16 collaboration (including e-sgol), Anti-Racist Wales Plan and national priority updates.
- Four Vale schools are actively engaging in the Welsh Government review of the Seren Operational Strategy and Regional approach. Feedback from the groups is being used to support delivery and planning of regional Seren provision.
- Positive engagement by most Vale secondary schools with Welsh Consortia Post-16 Professional Learning Programme. Sessions have included a focus on: Learner voice and inspection future focus, Alps Connect, Effective Revision strategies and Post-16 Welsh Government Performance Measures, Nurturing well-being at post-16. Ysgol y Deri also engaging well with the newly established Special School Post-16 Network.
- Stanwell and St Cyres progressing well with their National Professional Enquiry Projects.

Next Steps

Continue to work with LA to develop collaboration between post-16 providers, work-based learning and employers

SP/A013: Ensure our schools receive the input required from the CSC to deliver identified improvements in our schools by strengthening our challenge on their impact and added value.	
Evaluation of Progress	Next Steps
<ul style="list-style-type: none"> • Improvement Partners (IPs) have continued to work effectively alongside school leaders providing appropriate support and challenge. • Where Action Short of Strike (ASOS) has impacted on engagement, IPs have been working sensitively during the spring term 2024 to re-establish engagement and refamiliarize themselves with the schools. • IPs have continued to signpost leaders to relevant professional learning and facilitate bespoke support where appropriate. Since April 2023, over 50 bespoke support requests have been facilitated for Vale of Glamorgan schools covering various areas of curriculum and support for leadership. Support in all cases aligns closely with school development plan priorities. 	Continue to work in partnership with the LA to ensure that schools receive time support and challenge.
SP/A014: Continue to embed a critical friend approach to how the Central South Consortium identifies and adapts to meeting the changing needs in the Vale of Glamorgan so that we can maximise impact for our learners.	
Evaluation of Progress	Next Steps
<ul style="list-style-type: none"> • CSC Improvement Partners (IPs) continue to have a strong awareness of Vale of Glamorgan priorities, and these are discussed regularly with school leaders during visits. • There remains close partnership working between LA officers and IPs and valuable joint visits continue to be undertaken to targeted schools where appropriate, particularly in relation to inclusion. • Piloting of the changes to the reporting of schools in enhanced monitoring continues to be well-received by schools. • Changes to the IP support model for one cluster is ongoing and currently under review. • Valuable partnership work is ongoing between LA and CSC to develop schools' links with local business and to plan careers support for post-16. 	Continue to work in partnership with the LA to address LA priorities and needs of schools.