



# **Annual Cardiff Local Authority Scrutiny Report Central South Consortium 2021-22**

**(Presentation in Spring Term 2023)**

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## **1.0 PURPOSE OF THE REPORT**

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

## **2.0 BACKGROUND**

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

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

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

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

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

Drive Teams comprising 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 of CSC, and LA Directors of Education, are held at the end of each term, and ensures that monitoring is robust. Outcomes of this process are reported to Joint Committee, and meeting details can be found [here](#).

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<sup>1</sup> Central South Wales Challenge information can be found [here](#)

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

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

### **3.0 OVERVIEW OF PERFORMANCE**

#### **3.1 National Data Collections and Published Information**

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

- Attendance: Primary 2020, 2021 and 2022 data collections
- Attendance: Secondary 2020, 2021 and 2022 data collections
- National Data Collections (NDC): All 2020 and 2021 data collections, and Foundation Phase and key stage 2 for 2022

The Minister for Education also confirmed on 21 June 2021<sup>2</sup> that WG would not be publishing performance measures related to the 2021 summer examinations series, which covers all school and post-16 performance measures for the 2020-21 academic year. In addition, given the clear implications that there will be ongoing disruptions for qualifications awarded next year, WG have suspended key stage 4 and legacy sixth form performance measures for the 2021-22 academic year. Therefore, there are no performance measures available for key stage 4 or post-16 for summer 2020 and 2021 results, and these will also not be available for summer 2022 results.

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

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

The publication of performance data on My Local School is also suspended, with the publication of the National Categorisation<sup>3</sup> also being suspended for 2021-22 due to the processes not being held for academic years 2020-21 and 2021-22.

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

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

### 3.2 Estyn Inspections

All Estyn inspections were suspended in March 2020<sup>4</sup>; however, a new pilot framework<sup>5</sup> was introduced in early Spring Term 2022. The new inspection framework no longer provides judgements for inspection areas as available in previous inspection frameworks. However, information on “Interesting or Innovative Practice Case Studies” is still identified in the new reports, alongside the recording of any statutory and non-statutory follow-up inspection categories.

In Central South Consortium, thirty schools were inspected between February 2022 and July 2022, with eleven of these schools being identified to produce “Interesting or Innovative Practice Case Studies” following their inspections.

Three schools were placed in Estyn follow-up categories: one in Estyn Review, one in Significant Improvement’ and one in Special Measures.

**Table 1: Number of schools inspected 2021/22**

	Primary	Secondary	Middle	Pupil Referral Units
<b>Bridgend</b>	2	0	0	0
<b>The Vale of Glamorgan</b>	5	2	0	0
<b>Rhondda Cynon Taf</b>	8	0	1	0
<b>Merthyr Tydfil</b>	1	0	0	0
<b>Cardiff</b>	8	2	0	1
<b>CSC</b>	<b>24</b>	<b>4</b>	<b>1</b>	<b>1</b>

Estyn resumed their monitoring of schools and Pupil Referral Units (PRUs) in a statutory category (Special Measures or Significant Improvement) in autumn 2021. There were six schools of the CSC region in either Special Measures or Significant Improvement categories at this time, and all six schools were removed from their statutory category.

In addition, a further eight schools were removed from the Estyn Review category of during the academic year 2021/22, which left only one school in Estyn Review from inspections that took place prior to March 2020.

**Table 2: Progress of schools in a follow up Estyn category**

School	Estyn Category	2021-22 Changes	Current position (Spring 2023)
Cardiff West Community High School	Estyn Review since inspection in November 2018	Removed following Estyn ER visit February 2022	Not in Follow-Up

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

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

School	Estyn Category	2021-22 Changes	Current position (Spring 2023)
Meadowbank Special School	Estyn Review since inspection in November 2019	Removed following Estyn / LA Progress Meeting December 2021	Not in Follow-Up
St Alban's R.C. Primary School	Significant Improvement since inspection in May 2019	Removed following Estyn SI monitoring visit November 2021	Not in Follow-Up
St Francis R.C. Primary School		Estyn Review since inspection in June 2022	Estyn Review due Autumn 2023
Llanedeyrn Primary School		Significant Improvement since inspection in July 2022	Estyn Review due Autumn 2023

Given the information above for the inspections that have taken place in 2022, there are currently four schools in either a statutory or non-statutory follow-up category: two schools in Estyn Review; one school in Special Measures; and one school in Significant Improvement.

Schools in Cardiff LA where Innovative Practice Case Studies have been published are:

Cathays High School: [Developing people and practice: beyond professional learning](#)

Cathays High School: [Developing a school community](#)

### 3.3 Supporting School Development Planning with Performance Data Discussions

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

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

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

Each school has a unique set of priorities, based on their own context, self-evaluation including the analysis of performance data, needs and improvement journey, ultimately

seeking to improve learner outcomes. Therefore, priorities need to ensure a focus on pupil progress. Furthermore, the IP will also support schools in ensuring that improvement priorities are drawn together in a single, strategic school development plan, helping to reduce workload, streamline schools' strategic planning processes and avoid unnecessary duplication and bureaucracy.

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

- Oracy, Reading, and Writing
- Numeracy
- Skills Across the Curriculum
- Emotional Well-being
- Early Years (Physical Development in Particular)
- Engagement and Readiness to Learn
- Key Groups (EAL, eFSM, MAT learning)
- Digital Competence Skills
- Attendance and Exclusions
- Transition

### **3.4 Alps Analysis**

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

#### A Level

- Prior attainment (Centre Assessed Grades) was higher for the 2022 cohort than for previous cohorts.
- National results were also higher in 2022 than in 2018 or 2019.
- Overall, the value added was lower than in 2021 (Centre Determined Grades) but it is higher than in 2018 or 2019.
- On average, the value added in Cardiff and the Vale of Glamorgan schools was higher in 2022 than in the other 3 local authorities in the region.
- Replicating the same grades through exams may be challenging in 2023 as results will be set '*broadly midway between the 2019 and 2022 results.*'
- There was little difference between the value added for boys and girls and for eFSM and non-eFSM students.

#### AS Level

- Prior attainment (Centre Determined Grades) was higher for the 2022 cohort than for previous cohorts.
- National results were also higher in 2022 than in 2018 or 2019.
- AS value added, along with results, have increased significantly since 2019. It decreased between 2021 and 2022 but was higher than in either 2018 or 2019.

- The cohort achieved higher AS grades than cohorts in 2018 and 2019 (counting 40% towards A Level) in 2022 AS examinations.
- Replicating the same grades at A Level in 2023 may still be challenging as results will be set '*broadly midway between the 2019 and 2022 results.*'

### Level 3 Vocational Qualifications

- More students are still being entered for the 2010 BTECs (no examination units) than the 2016 BTECs, though there is a slow increase in take-up for the 2016 suite.
- Only 5 qualifications had 100+ entries in 2022. Four of these were WJEC applied qualifications.

### Key Stage 4

- KS4 Results were higher nationally in 2022 than in 2018 or 2019.
- Value added, along with results, have increased significantly in Cardiff in 2020 and 2021 and was sustained in 2022.
- On average, the value added in Cardiff and the Vale of Glamorgan schools was higher in 2022 than in the other 3 local authorities in the region.
- Value added rose for eFSM students by 2021 and was sustained in 2022.
- eFSM students make much greater progress, on average, in Cardiff schools than in the 4 other local authorities in the region.
- Replicating the same grades through examinations may be challenging in 2023 as results will be set '*broadly midway between the 2019 and 2022 results.*'

## **4.0 SUPPORT AND CHALLENGE**

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

### **4.1 Improvement Partner Deployment**

In 2021/2022, Cardiff local authority contributed £1.293m (36.3%) towards the core functions of the consortium. In addition to the core costs of the consortium, this has provided funding for IPs (7.66 FTE) and Principal Improvement Partners (PIPs) (2 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 local authority to provide effective monitoring, challenge, support, and intervention where needed. Improvement partners have continued to commission bespoke support and intervention from the wider support teams within the CSC.

National Categorisation was suspended from September 2020 and a new evolving model for IP deployment was consulted on in the summer term 2020 and implemented from September



2020. It was reviewed and refined during 2021 to support implementation of the Welsh Government Guidance, Improvement, Evaluation and Accountability in September 2022<sup>6</sup>.

## **4.2 Work Programme of Improvement Partners**

During the autumn term, IPs worked together with schools to agree appropriate improvement priorities, construct the school development plan (SDP) and broker support. All IPs gathered authentic first-hand evidence to support the school self-evaluation process. IPs joined school meetings and participated in self-evaluation activities as appropriate. The full schedule of activities is contained in the Framework for School Improvement<sup>7</sup>. These are not a 'tick list' but provided a reminder as to key dates when activity should be completed. IPs built an individual work plan with each school to ensure that these activities were built into the school improvement conversations. There were ongoing themes which were a focus of all visits, these included progress of learners, curriculum, learning and teaching, leadership, well-being, equity and inclusion, effectiveness of self-evaluation and improvement planning.

## **4.3 Framework for School Improvement**

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

The minimum is:

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

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

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

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

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

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

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

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

## 5.0 SUPPORT FOR SCHOOLS

### 5.1 Schools Receiving Enhanced Support

During the 2021-22 academic year, 8 schools received enhanced support for some duration within the year, with 3 of these moving to Core Support during the autumn and spring terms.

The following table analyses the progress judgements made across a wide range of the key priorities in the schools receiving enhanced support. Priorities will often cover a number of aspects of practice. Judgements are made and agreed in partnership with the school, CSC, and LA officers. The data is based on all 8 schools receiving enhanced support, covering a total of 33 priorities or recommendations. These have been categorised under four broader headings of Leadership, Standards and Progress, Teaching and Learning and Wellbeing.

**Table 3: Summary of Progress Against Recommendations**

<b>% FIGURES</b>	<b>Progress Autumn 2021</b>			
Aspects of Practice Within Priorities	Limited	Satisfactory	Strong	Very Good
<b>OVERALL</b>		<b>8</b>	<b>17</b>	<b>4</b>
<b>Standards and Progress</b>		3	3	1
<b>Teaching and Learning</b>		3	5	1
<b>Wellbeing</b>		2	3	1
<b>Leadership</b>			6	1
<b>% FIGURES</b>	<b>Progress Spring 2022</b>			
Aspects of Practice Within Priorities	Limited	Satisfactory	Strong	Very Good

<b>% FIGURES</b>	<b>Progress Autumn 2021</b>			
<b>OVERALL</b>		<b>5</b>	<b>11</b>	<b>2</b>
<b>Standards and Progress</b>		2	3	
<b>Teaching and Learning</b>		3	4	
<b>Wellbeing</b>			2	1
<b>Leadership</b>			2	1
<b>% FIGURES</b>	<b>Progress Summer 2022</b>			
Aspects of Practice Within Priorities	Limited	Satisfactory	Strong	Very Good
<b>OVERALL</b>	<b>4</b>	<b>5</b>	<b>9</b>	
<b>Standards and Progress</b>		1	4	
<b>Teaching and Learning</b>	3	4	1	
<b>Wellbeing</b>			2	
<b>Leadership</b>	1		2	

As a result of the support and challenge, many (7/8) schools continue to make good progress against a very challenging context. Schools causing concern are well-supported and many (6/8) make strong or better progress against many (13/18) recommendations or priorities.

## **5.2 Intervention Strategy for Schools Causing Concern**

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

There are no schools in receipt of a LA Statutory Warning Notice and no schools have received a pre warning notice.

## **6.0 PROFESSIONAL LEARNING AND SUPPORT**

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

At CSC, the Curriculum and Professional Learning (C&PL) team provide a comprehensive range of high quality, evidence-informed PL opportunities to all schools in the region to support local, regional, and national improvement priorities. All PL and support is available at no charge to schools for all practitioners and leaders, including governors. Most PL opportunities

are developed and facilitated in partnership with schools within the regional self-improving system, the Central South Wales Challenge (CSWC). C&PL officers also work in partnership with local authorities (LAs), other regional consortia and partnerships, Welsh Government (WG) and where appropriate, external consultants in the development and facilitation of PL.

### 6.1 Central South Wales Challenge (CSWC)

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

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

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

Roles include Lead Practitioners, System Leaders, and Regional Leaders of Governance (RLG). During 2021-22 the following were from Cardiff schools:

**Table 4: Deployment of Lead Practitioners, System Leaders and RLGs in Cardiff during 2021-22.**

Lead Practitioners	System Leaders	Regional Leaders of Governance
25 from 15 Schools	4 Schools	5 Chairs of Governors

### 6.2 Professional Learning Collaborations

All schools in the region are allocated collaboration funding to support participation in collaborative working within and beyond their school, particularly focusing on the curriculum reforms. During 2021-22, each school in the region received a £10,000 lump sum + £417 per FTE teacher. In Cardiff schools this totalled £2,067,185. Collaborations include:

#### Clusters

There are 18 clusters in Cardiff. In the professional learning and collaboration survey, 97% of Cardiff schools stated that they were engaged with cluster working. All clusters in Cardiff have a named convenor. 15 out of 18 clusters in Cardiff submitted a mid-year evaluation and 17 submitted an end of year evaluation.

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

*The convenor reports that schools in the cluster are using what they have learned from collaborating through professional learning activities. The sharing of good practice is integral to professional learning and development. One example being in Maths and Numeracy whereby the mastery approach has been adopted by cluster primaries, supported by modelling of activities by secondary colleagues where appropriate.*

### **School Improvement Groups (SIGs)**

During 2021-22, in the professional learning and collaboration survey, 78% of schools in Cardiff stated that they were engaged in a SIG, working with schools across the region on the curriculum and/or the wider education reforms. This is an approximate decrease of 1% of schools since 2019-20, based on convenor reporting. Schools cited additional pressures on their time in responding to COVID and curriculum reform for this decrease in SIG engagement. Nearly all SIGs are led by one school leader acting as a convenor for the group. All SIG convenors complete mid-year and end-of year evaluations of their joint work. 16 SIG convenors are from Cardiff schools.

### **Networks**

Most (91%) Cardiff schools participated in regional networking activity with a total of 1243 practitioners engaged.

There were 24 secondary subject discipline networks active across the CSC region to support the development of the level 2 and level 3 qualifications. During 2021-22, 110 practitioners from 19 Cardiff schools engaged with these networks.

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

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

### **6.3 Professional Learning Opportunities**

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

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

<b>Year</b>	<b>No. delegates</b>	<b>% Schools</b>
<b>2019/20</b>	8018	95%

<b>2200/21</b>	9500	100%
<b>2021/22</b>	12,190	100%

During 2021-22, 4243 delegates from all Cardiff schools engaged in CSC PL events, programmes, networks, assignments, and conferences.

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

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

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

#### **6.4 Regional Funded Collaboration Projects**

During 2021, almost 40 projects were available to all schools across the region total £340,000 of funding for schools to participate in these projects in support of local, regional, and national priorities. Almost 650 practitioners from 80% (306) of schools in the region were engaged in these projects. 127 practitioners from 82% (104) of schools in Cardiff participated in these projects.

An example of a Cardiff primary school's participation in the CSC regional funded digital learning project focused on developing rich tasks:

*The project enabled participating schools to develop knowledge in developing and delivering innovative tasks linked to real-life contexts. The school used the project to develop an online safety website. Pupils learned how to create a Google form to find out issues some of the children in the school faced when using online platforms. They then analysed the results before planning and producing helpful videos which were hosted on a Google Site. The pupils produced a Google Slides document to launch the website across the school. The project positively enhanced pupils' knowledge and understanding of online safety and provided teachers with beneficial skills to deliver digital resilience strategies throughout the school.*

#### **6.5 Professional Learning and Support for Curriculum, Learning and Teaching**

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

## 6.6 Curriculum for Wales (CfW)

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

Secondary schools and PRU's rolling out September 2022:

- Cardiff High School
- Cathays High School
- Eastern High School
- Fitzalan High School
- Greenhill Special School
- Llanishen High School
- Radyr Comprehensive School
- St Illtyd's Catholic High School
- The Bishop of Llandaff Church in Wales High School
- Willows High School
- Ysgol Gyfun Gymraeg Plasmawr

There are a wide variety of PL events, programmes, assignments, and networks related to all areas of the curriculum, learning and teaching. During 2021-22, 9136 delegates from 99% (383) schools in the region engaged in regional professional learning events, programmes, networks, and conferences focused on curriculum, teaching and learning. This includes 3082 delegates from 99% (126) schools in Cardiff.

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

Between November 2020 and August 2022, 2379 practitioners and school leaders (including governors) from 87% (335) of schools in the region engaged with the national professional learning programme for Curriculum for Wales. 887 of these were from 87% (111) of schools in Cardiff.

In June 2022, CSC hosted a virtual Curriculum for Wales conference with record numbers of engagement. The day included keynote speakers, a live roundtable discussion and an exhibition area including 'by schools for schools' where schools shared their emerging practice. 5 schools in Cardiff were invited to share their practice as part of the conference. All materials from the conference have been made available for all schools to access on the CSC website. 612 unique users from 75% of schools in the CSC region accessing the platform during the live and on demand period. At least one practitioner or school leader engaged with the conference from many (78%) of Cardiff schools.

Between December 2021 and February 2022, 72 practitioners from 55 schools across the CSC region participated in a cross-regional curriculum design PL programme. This included 29 practitioners from 20 Cardiff schools

In June 2022, CSC ran a pilot series of drop-in sessions for practitioners, middle and senior leaders. The sessions provided an opportunity for schools to discuss curriculum implementation questions, queries, and concerns. 5 full day sessions were made available, in venues across the region, one in each local authority. 3 Cardiff schools participated in the pilot sessions. These drop-in sessions continue each half term during 2022-23 as a result of the positive feedback from schools.

18 schools and clusters from across the region shared presentations and videos detailing their processes and approaches towards curriculum roll-out. Of those, 6 were schools from Cardiff. These videos have been viewed over 4,500 times on the CSC website and have supported many practitioners with school-based examples of what others are trialling and reflecting on in relation to implementation of Curriculum for Wales.

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

## **6.7 Literacy / LLC English**

The [professional learning offer](#) for Languages, Literacy and Communication (LLC) is very strong with multiple pathways for schools to engage in PL that meets their needs. This includes programmes on oracy, reading and writing and LLC network meetings. During 2021-22, 1441 delegates from 81% (312) schools in the region engaged in literacy/LLC English PL programmes, events, conferences, assignments, and networks. This included 397 delegates from 76% (96) of Cardiff schools.

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

## **6.8 Mathematics and Numeracy**

During 2021-22, CSC offered a [wide range of PL](#) for mathematics & numeracy for schools to engage to meet their improvement needs in this area. 883 delegates from 55% (211) schools in the region engaged in PL programmes, events, conferences, assignments, and networks. This included 286 delegates from 52% (66) of Cardiff schools.

Most (91%) delegates evaluated that engagement with mathematics and numeracy PL enhanced their knowledge and skills and that this would be appropriate for use in their setting. Many (85%) felt that engagement with PL was appropriate to their needs and skill



level. Schools engaging in regional mathematics and numeracy networking opportunities stated that they are now more able to appropriately determine curriculum pathways for all learners and provide timely and effective interventions.

## **6.9 Digital Learning**

During 2021-22 a comprehensive range of [PL opportunities](#) was available from CSC to support all schools in developing pupils' knowledge and skills aligned to the Digital Competence Framework (DCF). In addition, PL was provided to support practitioners to develop the [effective use of technology](#) to enhance learning and teaching. 525 delegates from 46% (176) schools in the region engaged in digital learning PL programmes, events, conferences, assignments, and networks. This included 203 delegates from 50% (64) of Cardiff schools.

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

## **6.10 Qualifications and Post-16 Education**

### **Qualifications Networks**

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

In 2021-22, most of the 24 secondary networks were facilitated by Lead Practitioners from schools across the region and were co-constructed with the CSC curriculum team. Schools were encouraged to collaborate and share effective strategies and practice at subject level. 110 practitioners from 19 Cardiff secondary schools participated in secondary curriculum networks.

### **Post-16 Education**

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

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

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

School feedback following participation in the VESPA enquiry:

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

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

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

### **6.11 Welsh**

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

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

#### **Welsh in Education Officers**

During 2021-22, all schools in the region had a designated Welsh in Education Officer that provided schools with support and PL linked to the areas above. Examples of support included: developing subject leader skills, joint book scrutiny, listening to learners, learning walks, and providing professional learning in areas such as oracy, reading and writing. Also, Welsh across the curriculum and practitioner Welsh language development. Welsh in Education Officers also provided support for schools on their Welsh Language Charter developments along with undertaking verification visits for various awards.

#### **Welsh Language Development for Practitioners**

CSC provides a wide offer of asynchronous (on demand), face to face and blended Welsh language professional learning for practitioners. During 2021-22, in evaluations of this PL,

most practitioners stated that their personal language skills had improved, and this had therefore influenced their behaviour and subsequently impacted positively upon the quality of teaching and learning. Bespoke Welsh language professional learning is also available to individual schools and clusters.

### **Leadership of Welsh Programme**

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

### **Welsh Sabbatical Programmes**

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

### **Funded Welsh Medium and English Medium Collaboration Project**

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

### **Networks**

CSC facilitated the following regional networks in 2021-22:

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

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

### **Support for Welsh in 2022-23**

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

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

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

## 6.12 Other Curriculum Areas

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

Secondary schools and PRU's rolling out September 2022:

- Expressive Arts
- Humanities
- Health and Well-being
- Science and Technology
- Relationships and Sexuality Education
- Religion, Values and Ethics
- Careers and Work-related Experiences

## 6.13 National Strategy for Educational Research and Enquiry (NSERE)

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

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

The **Spirals of Enquiry PL Assignment** provides all schools with the opportunity to develop and enhance enquiry skills. The assignment was created in partnership with the Network of Inquiry and Indigenous Education (NOIIE) following their presentation at a WG event. It is published on the CSC website and available to all practitioners to complete asynchronously. 26 schools from Cardiff have engaged with this assignment.

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

During 2021-22, 25 schools from Cardiff were engaged in NPEP, 5 as lead enquiry schools and 20 partner enquiry schools.

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

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

The work completed on the EIPP demonstrated that there are many enquiry models being used across Wales, but these can put a significant demand on school capacity. This learning has been used to shape the next phase of this work to Embedding Research and Enquiry in

Schools (EREIS) which is exploring how models can be sustainable and embed into school improvement processes.

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

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

#### **6.14 Bespoke Support**

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

During 2021-22, CSC provided bespoke support following 155 requests from schools in the region. These included 28 Cardiff schools, 22 provided by the CSC C&PL team related to curriculum.

16 schools across the region supported other schools in areas of school improvement, including 7 schools from Cardiff that supported another school in the region.

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

An example of bespoke support provided to a Cardiff cluster:

*The cluster have been working in partnership to ensure a well-planned and purposeful curriculum across the 3-16 continuum. The schools within the cluster have a shared vision of Curriculum for Wales and during their cluster INSET day, CSC supported the schools to ensure a breadth and depth of understanding within the Areas and develop a shared understanding of progression. As a result, the cluster agreed some non-negotiables and have started to develop their high-level curriculum.*

#### **6.15 Professional Pathways**

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

##### **Teaching Assistant Learning Pathway**

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

- TA Induction Programme
- Practising TA Programme

The Aspiring HLTA Development Programme, Darpar CALU, is available for all experienced TAs who believe they can demonstrate their attainment against the Professional Standards for Assisting Teaching. On completion of the programme, TAs may apply for assessment to gain their HLTA status. 20 TAs from Cardiff completed the Aspiring HLTA programme in Cylch 3 and 4. Of those assessed in Cylch 3 in Summer 2022, 9 TAs were awarded HLTA status.

Example from a special school in Cardiff:

*The school encourages TAs to engage with TALP through the professional learning offered in the region. There are currently 4 HLTAs who have gained status with CSC. One TA from the school gained HLTA status in 2021 and is an example of excellent and innovative practice.*

Experienced TAs and HLTAs also have the opportunity to become trained assessors, facilitators, or coaches, supporting other TAs within their own school and in other schools in the region. There are currently 10 trained assessors from Cardiff schools.

During 2021-22, 10 schools in Cardiff were involved in CSC projects related to TAs focussing on ALN, Foundation Phase and TAs in Special Schools.

### **Initial Teacher Education**

During 2021-22, 172 schools across the region, including 64 schools in Cardiff, supported student teachers in partnership with 4 ITE providers to deliver a range of ITE programmes and routes. Of these schools, 10 are Lead Schools across the partnerships, 15 have employer status with the Open University (with salaried students) and the remainder are placement schools.

During 2021 -2022, 223 ITE graduates engaged with CSC before they formally commenced induction increasing from 150 in the previous year. The total number of students awarded Qualified Teacher Status (QTS) in 2022 across Wales was 1131. Of those, 162 graduates were enrolled with Cardiff Metropolitan University.

### **Induction – Newly Qualified Teachers**

CSC acts as the Appropriate Body (AB) for all newly qualified teachers (NQTs) in the region. NQTs work with induction mentors (IMs), external verifiers (EVs) and the CSC team to undertake induction. CSC, as the AB, leads the necessary verification and administrative processes with regards to induction. During 2021-22, 388 NQTs in the CSC region passed induction, 168 from Cardiff schools.

The professional learning offer for induction includes:

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

## **National Induction Professional Learning**

During 2021-22:

- 100% of all EVs 2021-22 engaged in training, as per the previous year.
- 78% of IMs attended the national briefing, significantly increased from 48% in 2020-21 and 27% in 2019-20. 87% of IMs in Cardiff schools attended.
- 95% of all NQTs attended the national briefing significantly increased from 78% in 2020-21, and 72% in 2019-20. 81% of NQTs in Cardiff schools attended.

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

## **CSC Induction Professional Learning**

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

The following schools are Aspire schools:

- Cardiff High School
- Fitzalan High School
- Herbert Thompson Primary School

During 2021-22, 317 NQTs across the region engaged in the Aspire programme including 140 NQTs from Cardiff schools (88% of new NQTs in Cardiff).

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

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

### **6.16 Leadership Development**

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

The **Middle Leaders Development Programme** is aimed at new or aspiring leaders in schools who have areas of responsibility and line manage staff. The promotes highly effective leadership through self-evaluation and reflection, exploring the relationship between leadership, successful schools, and the wider community. During 2021-22, 36 participants from 26 Cardiff schools were engaged in the programme.

The **Senior Leaders Development Programme** is aimed at leaders who have overall responsibility for an aspect of leadership across a school. This includes senior curriculum or pastoral leaders and members of the senior leadership team, such as assistant or deputy headteachers. Participants are allocated an external leadership coach who supports them to reflect and build on the content of the modules. During 2021-22, 37 participants from 26 Cardiff schools were engaged in the programme. There were 5 leaders from Cardiff schools engaged as coaches.

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

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

The sessions are delivered in conjunction with experienced and successful headteachers from our region's local authorities. Each participant is allocated a leadership coach, a serving headteacher from the region, who not only works with the participant on a one-one basis but also facilitates access to an effective peer network to support them in the NPQH assessment. During 2021-22, 13 participants from 13 Cardiff schools were engaged in this programme and all have registered for NPQH assessment in 2023. 9 headteachers from Cardiff schools engaged as coaches.

The **New and Acting Headteacher Development Programme** is aimed at newly appointed or acting headteachers with responsibility for leading a school and are in their first two years of the role. The five modules of the programme are delivered by a blend of cross-regional leads, keynote speakers and experienced headteachers from within the CSC region. During 2021-22, 5 participants from 5 Cardiff schools were engaged in the programme. Five Headteachers from Cardiff schools are engaged as leadership coaches on this programme.

The **Experienced Headteacher Programme** is aimed at headteachers with 5 years or more experience as a headteacher. It consists of a core module that allows participants to reflect on their individual effectiveness as a leader and 2 additional modules that develop the headteacher as a reflective researcher through engagement in communities of practice. During 2021-22, 10 headteachers from Cardiff schools engaged in this programme.

The **System Leader Development Programme** has been developed by CSC to complete the leadership pathway. Developing system leadership is critical to support schools in curriculum and wider education reform and achieve equity and excellence for all. The System Leaders Programme is aimed at experienced headteachers who wish to further develop and support



other schools and the wider education system. There is a robust application and interview process for participation in this programme applicants must have:

- A proven track record of excellent leadership whilst developing their school as a learning organisation.
- Training in coaching and mentoring and experience of developing a culture in their own setting.
- Experience of managing significant change in their own setting.
- A minimum of 5 years' experience as a successful headteacher.

The programme was piloted during 2021-22. A total of 14 headteachers participated in the pilot programme, including 4 headteachers from Cardiff schools. The programme includes professional learning facilitated by CSC officer and external consultants. Examples of the professional learning delivered to System Leaders included 'Situational Leadership' and 'Enabling Equity and Excellence'.

Upon successful completion of the PL programme, the System Leaders were made available for deployment across the region to support schools requiring improvement. Improvement Partners work closely with a school's system leader to plan, monitor and evaluate the impact of this leadership support. In 2021-2022, 1 System Leader was deployed to support leadership in a Cardiff school.

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

### **6.17 Other Professional Learning and Support for School Leaders**

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

### **6.18 Coaching and Mentoring**

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

In 2021-2022, 18 members of staff from Cardiff schools completed the National Coaching and Mentoring Trainer Programme, training them to deliver the national C&M in the region. 16 out of the 18 Cardiff clusters now have an identified facilitator. Additionally, 51 practitioners from 25 Cardiff schools engaged in the C&M PL programme. 17 participants from 10 Cardiff schools also engaged with the Institute of Leadership and Management (ILM) level 3, 5 or 7 Coaching and Mentoring qualification. 3 Lead Practitioners from 2 Cardiff schools delivered the C&M Programme during 2021/2022 to practitioners and school leaders from across the region.

## **6.19 National Professional Qualification for Headship**

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

During 2021-22, the NPQH assessment continued successfully online. 12 of the 17 candidates from Cardiff schools met the criteria and were awarded NPQH.

Analysis of successful Cardiff NPQH candidates over the last 2 years indicates that 12 have since been promoted with 5 of these candidates moving to either a Headship or an Acting Headship role.

## **6.20 School Governors**

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

CSC continues to provide a range of professional learning opportunities, support and guidance that is easily accessible to governors in Cardiff schools. The delivery of mandatory PL for governors is delegated by the five local authorities to CSC; this extensive governor training offer continues to evolve. All new governors must also attend the mandatory PL sessions in understanding data and new to governors. New chairs of governors must also attend the New Chair of Governors session.

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

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

Governor professional learning is delivered through a blend of synchronous and asynchronous events held virtually. Following each professional learning event, attendance registers are collated, and course evaluations are completed by delegates. During 2021-2022, 852 professional learning sessions have been accessed by 497 governors from 123 Cardiff schools.

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

### **6.21 Regional Leaders of Governance**

In 2020, through a robust application and interview process CSC appointed 13 Regional Leaders of Governance (RLGs), two of which represent two local authorities. These are highly effective governors with extensive experience from schools within the region. RLGs provide strategic and operational support for schools where governance is identified as an area for improvement. 9 RLGs are from Cardiff schools.

The school's Improvement Partner, in collaboration with the headteacher, the school's Governing Body and the local authority, is responsible for identifying and brokering support by an RLG for a school. In 2021-2022, 2 Cardiff schools have accessed RLG support.

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

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

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

## **7.0 EQUITY**

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

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

### **7.1 Enabling Equity and Excellence**

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

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

As part of the work in disseminating the document during 2021-22, professional learning sessions have been delivered to headteacher groups, all staff within CSC and school governors to examine how the Enabling Equity and Excellence document can support school improvement activities. The document was also presented to the Cardiff Governor's Association Annual Conference in November 2021.

A five-year 'Enabling Equity and Excellence' implementation plan has been produced with the intention of that by the end of 2026-27, all schools will have embedded or be engaged with embedding equity and excellence characteristics as set out in the document. Of the twelve schools from across the CSC region involved in the 'Enabling Equity and Excellence' pilot in 2022-23, three are from Cardiff. These are Ysgol Gyfun Gymraeg Plasmawr, Baden Powell Primary School and Lansdowne Primary School. All staff across CSC utilise the enabling equity

and excellence document as part of their work in supporting schools and encourage schools to engage with the document.

## **7.2 Pupil Development Grant**

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

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

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

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

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

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

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

- Most (96%) schools are effective in planning objectives within their PDG plans with very few (4%) developing.
- Most (95%) schools in Cardiff have effective Early Years Pupil Development Grant (EYPDG) plans with very few (5%) of the EYPDG plans for schools deemed as developing.
- Most (93%) PDG plans were implemented and adapted effectively depending on the needs of the pupils with very few (7%) of the plans for schools deemed as developing.
- Most (92%) EYPDG plans were implemented and adapted effectively with very few (8%) of the plans for schools deemed as developing.

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

- Many (74%) schools state effective impact in the use of the PDG grant with few (19%) developing and with very few (7%) unable to provide results yet.
- A majority (68%) of schools had an effective impact with the use of the EYPDG grant with a minority of schools (22%) developing. Very few schools (10%) stated it was too early to determine the impact of their work.

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

- Most (95%) schools are using PDG resources effectively with very few (5%) developing.
- Most (95%) schools are using EYPDG resources effectively with few (5%) developing.

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

*‘For the targeted eFSM pupils, nearly all have made good progress from a low baseline. Following reviews of Year 1-Year 6 assessment data, many eFSM pupils are now in line with their peers in literacy and numeracy. 92% of targeted pupils have moved up a level in ‘Thrive’ an emotional health and wellbeing programme. All teaching assistants have received appropriate training. The schools’ ‘Wellbeing Class’s for pupils in Year 2-5 supports their emotional and health and wellbeing development and all of these pupils have made good progress in their wellbeing assessments and in core areas of learning.’*

*‘The plan supported those pupils who needed additional support. The school has created a KS3 ‘Accelerate’ curriculum that is literacy rich and has been commended by Estyn. This employs primary practitioners to support learners who have delayed skills development. This has also supported emotional development. APS for year 10 and year 11 has identified strong outcomes for eFSM learners. Enrichment opportunities are extensive. An Estyn review in Feb 2022 confirmed that there are strong outcomes for disadvantaged young people and that staffing in the core (funded by PDG) has enhanced the learning opportunities.’*

Analysis of PDG CLA Cardiff cluster evaluations from 2021-22 indicates that 84% of cluster plans were effective.

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

*‘Central South Consortium support to clusters across the region to plan and evaluate the use of the PDG CLA grant. As part of this work CSC work to identify practice worth sharing. The CSC lead for PDG Looked After Children has continued to support clusters of schools in ensuring that the PDG LAC funding impacts positively in improving outcomes for children who are looked after. Cluster working is a key component of CSC’s ‘Central South Wales Challenge’ model where schools work together to develop a self-improving system. Cluster working promotes collaboration, reflection and learning across a number of schools.’*

*‘It enabled all schools to further develop Thrive approaches and to provide more support for CLA learners across the cluster. We were also able to build on our repertoire of support and*

*extend to Lego therapy . Some of the schools across the cluster have also started to develop 'Family Thrive' which is the next step for us all, to really ensure maximum impact of emotional health and well-being provision.'*

*'The PDG LAC grant has enabled schools in the cluster to ensure Thrive trained practitioners have regular opportunities to work with pupils who have been identified as requiring support. The grant has also meant that Thrive practitioners receive their annual refresher training and have access to Thrive Online to help track the progress pupils are making and to identify their future needs. This information is then shared with the class teachers, so they understand the needs and strategies/approaches which pupils in their care require. This obviously builds consistency in approach which is vital for children to make progress with their emotional wellbeing.'*

### **7.3 Professional Learning and Support**

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

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

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

These PL events/programmes are ordinarily in-person. However, due to COVID, during 2021-22 all of these were synchronous (live) online events or programmes. 137 practitioners from 60 Cardiff schools engaged. Many more practitioners booked onto the events but did not attend citing the lack of availability of cover in their school due to the pressure of Covid.

Participants evaluations included:

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

#### **Professional Learning Programmes Focused on Reading and Writing**

The Education Endowment Foundation (EEF) highlight how good literacy skills can provide the building blocks not just for academic success, but for fulfilling careers and rewarding lives. As an extension of the CSC PL LLC programmes 'Reading Reconsidered' and 'Writing Revolution' additional places were made available to schools in the region with high numbers of eFSM pupils. The aim of these programmes is to improve the quality and consistency in the teaching

of reading and writing. Five schools in Cardiff participated in 'Writing Revolution' with a further five schools participating in the 'Reading Reconsidered' programme.

Examples of programme evaluation comments from schools in Cardiff:

#### **Reading Reconsidered**

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

*'It was enjoyable and thought provoking. I liked that there are links with previous PL on the Writing Revolution, Comparative Judgements, Writing Hub etc. There is going to be a need for time to sit as a staff, synthesise what we have learnt and combine with the other PL mentioned. I would be curious to see how to apply strategies in Foundation Phase, as I can see how some would work with KS2.'*

#### **Writing Revolution**

*'Very informative and enjoyable course. Lots of strategies to improve writing in my school.'*

*'I am so excited by what I could do with this course.'*

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

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

### **Curriculum for Wales**

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

### **Coaching and Mentoring – National Programme**

To support schools in the implementation of the Additional Learning Needs and Education Tribunal Act and the impact of Covid on vulnerable learners, CSC offered additional places for Additional Learning Needs Coordinators (ALNCOs) and Looked After Children (LAC) Cluster Leads on the national coaching and mentoring programme. During 2021-22, 8 ALNCOs and 6 Children 6 LAC Cluster Leads from Cardiff schools completed the programme.

### **Raising Attainment of Disadvantaged Youngsters project**

Challenge Education's 'Raising Attainment of Disadvantaged Youngsters' (RADY) is an approach to closing the gap in attainment. During 2021-22, CSC funded 8 schools from across the region to be part of this pilot project. From Cardiff, Fitzalan High School and Ysgol Gyfun Gymraeg Plasmawr engaged in the year 1 pilot which focused on equity and how to maximise support for free school meal pupils in their schools.



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

Example of feedback from staff in a pilot school in Cardiff:

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

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

#### **7.4 Whole School Approach to Mental Health and Well-Being**

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

38 governors from 38 schools in Cardiff attended sessions on the 'Whole school approach to emotional and mental Well-being' as part of the 'Hot Topics' element of CSC's professional learning offer for governors. This PL was facilitated by CSC's Lead for Equity and Well-being in collaboration with the Implementation Leads from the two respective health boards.

Examples of session evaluations from governors in Cardiff schools:

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

*'The presentation was extremely clear and concisely covered everything that was relevant for us to know, she also answered questions very well. This topic is so very important at the*

*moment that I would recommend this professional learning to anyone involved in education.'*

## **7.5 Inclusion Guidance Document**

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

## **7.6 Cross-Regional Collaborations**

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

## **7.7 Regional Approach to Attendance, Exclusions, and Well-being**

The CSC Lead for Well-being and Vulnerable Groups continues to work in partnerships with the attendance, exclusion, and well-being leads from each of the local authorities across the CSC region. The groups identify common areas of development and are developing cross-authority appreciative enquiries identifying practice worth sharing and ensuring where possible a regional approach to support across the schools is prioritised. An example of this is the well-being leads group, chaired by the Director of Education for Merthyr Tydfil CBC, where the group are mapping well-being across the region.

## **7.8 Bespoke Support for Schools and Clusters**

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

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

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

*[See Appendix G for a detailed evaluation of the progress that has been made as well as an update on how CSC are supporting Cardiff's wider priorities and their recommendations from the Estyn Inspection (November 2021).*

## **9.0 VALUE FOR MONEY**

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

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

### **9.1 Efficient Use of Core Contributions**

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

In 2021-22, the consortium received £3.564m contributions from the five LAs across the region. The funding was used to support the core function of school improvement. The budget provided to CSC by Cardiff represents 0.5% of Cardiff's total education budget in 2021/22 and 2.6% of the budget retained by the LA.

During 2021/22 Cardiff LA contributed £1.293m core funding to CSC. This core funding is determined using the Indicator Based Assessment for education (IBA) and agreed by Joint Committee. In 2021/22, Cardiff contributed 36.3% of CSC's core budget.

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

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

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

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

## 9.2 Local Authority Annex

During the 2021-22 financial year, the Cardiff LA Annex Total Budget of £45,720 was used for the following priorities:

- **Strategic Priority 1** – LA DDP 2021-22: Cardiff is a great place to grow up: 1.1 Promote and fulfil children’s rights by achieving recognition as a UNICEF Child Friendly City – including the development of a participation charter and framework.
- **Strategic Priority 6** – LA DDP 2021-22: Support schools and pupils with reintegration of school life and learning; including keeping schools Covid safe, positive outcomes, a broad and balanced curriculum, sustained school leadership and high-quality teaching and learning approaches

### Evaluation of Impact

- The Child Friendly Cardiff Team:
  - Developed the Strategic Participation Framework and Charter by January 2022.
  - Completed strategic participation engagements with Cardiff Youth Council and wider groups to inform ALN Reform agenda, and the 4 Cardiff Recovery Strategies.
- Children and Young Persons reported that they understand their rights and feel involved in policy and decision making (Viewpoint Survey Autumn 2021).
- Cardiff local authority continues to progress towards being a UNICEF Recognised Child Friendly City.
- A review of Cardiff 2030 was undertaken in partnership with ISOS aimed at producing a 3-year operational plan. The funding was used to:
  - Conduct a consultation to gather views on progress to date and future priorities and activities.
  - Develop more detailed proposals for priority areas

For the 2022-23 financial year, the Cardiff LA Annex Total Budget of £46,116 is targeted for the following priorities:

- **LA DDP Priority 3 2022-23:** Promote and fulfil children’s rights by submitting for recognition as a Child Friendly City by September 2022 and developing longer term sustainability plan.

### Outcome Measure

The impact will be measured by annual evaluation of the Child Rights Approach in Cardiff, including the Viewpoint Survey of CYP, which assesses progress over time in involving CYP in decisions that affect them, including in their learning.

- **LA DDP Priority 4 2022-23:** Workforce: Strengthen school governance by enhancing governor training, encouraging shared capacity building between school governing bodies, and extensive promotion and marketing campaigns to attract new governors into Cardiff schools – particularly to ensure diversity of representation and skills.

**Outcome Measure:**

The impact of this activity will be measured through the Self Evaluation of Governing Bodies, including assessment of their readiness to deliver upon the new School Improvement framework for evaluation, improvement, and accountability. And the profile of School Governors across the city.

### **9.3 Added Value: Grant Funding**

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

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

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

#### **Intervention Budget**

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

During 2021/ 2022 a budget of just over £156k was available to support schools across the region. Schools within Cardiff LA received £34.5k of the available budgets representing 22.1% of the total budget available.

The impact of the activities funded by this budget is evaluated by the school and the individual Improvement Partner, and, where appropriate, included within local authority information reports.

An example of the additional support provided by CSC in this regard is the deployment of a Regional Leader for Governance (RLG) for one of Cardiff's special schools. An experienced chair of Governors and RLG worked with the school's governing body to:

- Support an overall review of process and practice of the governing body
- Develop the governing body's role in the processes of self-evaluation and improvement planning
- Support the new and inexperienced chair of governors.

As part of responding to Estyn's Inspection recommendation to, "R5 Improve the quality of strategic leadership", the support provided by the RLG empowered the school to develop its capacity over a period of two years forming clear designated sub committees that rationalised and prioritised areas of the post inspection action plan. These sub committees and the full governing body have met across several times across the academic year. The structures and the impact of the governing body continues to improve and add effective challenge and support to the school leadership.

As a result, the staff are now supported and challenged by a strong governing body who have strengthened they own systems to allow the wider identification of members strengths and to sub committees to meet the needs of a growing school. These actions at a strategic level have positively impacted on pupil outcomes through clear self-evaluation processes that have allowed identification and planning for the pupils needs. The school was removed from Estyn Review in November 2021, having been judged to have made sufficient progress with all 5 of its recommendations

### **Curriculum Reform and Development**

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

An example of this in supporting curriculum design and the deployment of appropriate resources is the work of one of the high and primary school clusters. In May 2022, the cluster arranged a joint INSET day focused on the design of the curriculum along the 3-16 continuum. The day was supported by the Improvement Partner and CSC's Curriculum Areas of Learning and Experience Area Leads, Area Lead for Curriculum Reform and Principal Improvement Partner for Curriculum Cohesion and Assessment. They worked alongside cluster teachers and leaders, empowering them to share excellent practice and visions and agree and develop key concepts to frame their design for the 3-16 curriculum continuum ready for primary school implementation in September 2022.

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

#### **9.4 Collaborative Advantage**

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

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

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

#### **9.5 Additional Examples of Value for Money**

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

#### **Equity**

CSC provides a universal service to all schools which includes:

- A named Improvement Partner who monitors and reviews the progress of each individual school against their agreed evidence-based improvement criteria.
- All schools will be identified as needing core or enhance support. Enhanced support offers additional monitoring and review for schools that have specific challenges.
- IPs broker and monitor any additional support ensuring that all schools have the right support to address their needs as well and prevent any potential issues from impacting on learners.
- Support for governors to carry out HT performance management in line with national guidance
- Governors have access to all mandatory training, and this is supported by additional training and support. The role of Governors across CSC has been enhanced with the reestablishment of the Governors Steering Group on our governance structure and the establishment of Regional Leaders of Governance.

- Additional support and training is provided to IPs to ensure they can reach the internationally recognised AOEA standards, demonstrating that our staff have the skills, knowledge, and experience to support schools.
- In addition, where further support is required (either identified by CSC, the LA or Estyn, a tiered package of further improvement challenge and monitoring will be provided depending on the level of concern registered. This additional intervention will be focused on schools in most need of support irrespective of in which authority they reside
- IPs coordinate and broker the support going into schools ensuring that it is appropriate to need and that it is addressing a key school/departmental priority.
- School progress is monitored termly in all schools and half termly in schools with additional concerns.

### **Economy**

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

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

### **Sustainability**

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

### **Efficiency**

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

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

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



## **Effectiveness**

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

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

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

In addition, during 2021/22 there were 588 priorities within schools in Cardiff LA. By the end of the academic year 560 were deemed to be on track with 23 not on track.

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

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

## **Quality**

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

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

To ensure the ongoing quality of this service, a comprehensive professional learning offer is in place to ensure school improvement professionals are well trained (as well as experienced) and able to support schools across the region. This is supported by an extensive quality assurance programme which feeds into the performance development or probation arrangements for individual IPs. As a result of the sharing of practice in Cardiff IP Team meetings, and where appropriate, primary and secondary cluster IPs now meet on a needs basis to share intelligence and formulate agreed next steps for working alongside the schools in the particular cluster.

## 10.0 SHARING OF PRACTICE

### SHARING OF PRACTICE



#### General Context Data

No. of schools in Cardiff LA  
(January PLASC 2022 & EOTAS 2022)

**127**

No. of teachers in Cardiff LA  
(January PLASC 2022)

**3425**

No. of clusters within  
Cardiff LA

**18**

#### Estyn Inspection Reports

No. of inspections:  
Sept 2021 - Sept 2022

**11**

No. of inspections:  
Sept 2019 - Sept 2022

**64**

No. of Estyn good practice case  
studies: Sept 2021 - Sept 2022

**5**

No. of Estyn good practice case  
studies: Sept 2019 - Sept 2022

**23**

#### Professional Learning

No. of schools supporting  
others (bespoke support)

**7**

No. of schools engaged in  
facilitation of accredited  
professional learning  
(MLDP/SLDP)

**2**

No. of schools engaged with PL

**127**

Proportion of schools engaged  
with PL

**100%**

No. of practitioners engaged  
with PL

**3818**

No. of schools engaged with  
networks

**115**

Proportion of schools engaged  
with networks

**91%**

No. of practitioners engaged  
with networks

**1243**

#### Conferences (Attendance)



of schools engaged with  
Curriculum for Wales  
Virtual Conference (vFairs)

#### Sharing Practice Sept 2021 - Sept 2022

No. of Cardiff schools with at least one  
Snippet of Success

**57**

No. of times Cardiff schools featured  
in Snippets of Success - our half termly  
celebration of news and success  
stories from schools in CSC

**74**

No. of blogs produced:

- Reflections as a Leadership Coach
- Comparative Judgement:  
Be more judgemental

**2**

No. of podcasts produced:

- Prioritise well-being
- Developing Cultural Diversity at  
Mount Stuart Primary School
- Defnyddio'r Gymraeg i helpu i  
ddatblygu ieithoedd rhyngwladol
- VESPA Academy Growth Mindset  
for Year 12 students
- VESPA Academy Growth Mindset  
for Year 12 students
- Exploring effective explanation  
and modelling through technology
- Grammar
- Science literacy for applied science

**8**

📍 Cross Regional Projects				
Teach Like A Champion (No. of schools)	Teach Like A Champion (No. of participants)	Curriculum Design Programme with Lucy Crehan (No. of schools)	Curriculum Design Programme with Lucy Crehan (No. of participants)	Curriculum Design Programme with Lucy Crehan (No. of applications for the project)
<b>17</b>	<b>45</b>	<b>20</b>	<b>29</b>	<b>46</b>

👤 Curriculum for Wales Engagement (No. Schools)		★ Leadership	
Summer Curriculum for Wales drop in sessions	<b>3</b>	No. of schools engaged in MLDP (Middle Leaders Development Programme)	<b>26</b>
Curriculum for Wales readiness support	<b>3</b>	No. of schools engaged in SLDP (Senior Leaders Development Programme)	<b>27</b>
Individual school support	<b>19</b>	No. of schools engaged in Aspiring Headteacher Programme	<b>13</b>
Cluster support (No. of clusters)	<b>7</b>	No. of schools engaged in New and Acting Headteacher	<b>5</b>
No. of schools with at least one Bespoke Support Request received	<b>15</b>	No. of system leaders available from deployment from within Cardiff LA	<b>4</b>
No. of Lead Practitioners / Enhanced Lead Practitioners	<b>25</b>	No. of PISA Schools	<b>8</b>
		No. of Governors engaged in Governor training	<b>430</b>
		Total number of Governors in Cardiff LA	<b>779</b>

💬 Coaching & Mentoring		
No. of facilitators trained (RDG)	No. of teaching staff trained in coaching & mentoring (Lead Practitioner)	No. of LA staff trained in coaching & mentoring
<b>18</b>	<b>46</b>	<b>6</b>

### 🤝 Collaborations

No. of schools engaged in funded collaboration projects	<b>104</b>	No. of practitioners engaged in funded collaboration projects	<b>127</b>
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## **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 have been identified. From this analysis, a series of focus areas have been identified for inclusion within the planning for 2022/23.

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 Support for School Improvement**

Strengths include:

- Sharing of school level intelligence and information with LA partners leading to agreed actions for challenge and support.
- The agreed purpose of monitoring and reporting schools' progress is focused on empowering schools to improve outcomes for all learners and to develop as learning organisations.
- First- hand evidence gathering is aligned with school MER processes.
- Supporting school improvement to move out of Estyn categories.
- A very few Cardiff schools are in Estyn Follow up categories.
- Vulnerable Schools receive a bespoke agile approach supported by additional funding through resource board.
- All Cardiff schools receive support for priorities regardless of support category. This is based on a bespoke approach to supporting all school improvement priorities.
- Implementation of the Intervention strategy for Schools causing concern by CSC colleagues based on the knowledge and intelligence of CSC and local authority staff.
- CSC have a clear regional approach for equity and excellence and collaborate well with schools, local authorities, and other stakeholders.
- Quality of Central South Wales Challenge professional learning and networking offer, school to school support, development of regional leads of governance/system leaders, PEER enquiry work, facilitation of cluster-based work.
- Effective partnership working to support school improvement and meet local and national educational priorities.

Areas to develop include:

- Providing assurance to Local Authorities regarding the progress of the region's schools in the absence of categorisation and aggregated pupil level assessment information. (LA Performance reports, scrutiny reports).
- Sharing information with elected members and supporting their understanding of the new Welsh Government's School Improvement Guidance: A framework for Evaluation, Improvement and Accountability.

- Developing examples of School Improvement Partnership Logs which allow for flexible consistency.
- Review how evidence is shared to recommend move to stage 4 of the Intervention strategy.
- Identifying short, medium, and long term expected impact of any brokered support, who will monitor and how it will be recorder.
- Continuing to develop robust evaluation, improvement and accountability arrangements that support a self-improving system.
- Identifying roles and responsibilities in the adoption of the statutory framework to the whole school approach to mental health and well-being.
- Closer alignment between LA priorities and CSC Business Plan (improve timelines).

## **11.2 Professional Learning**

Strengths include:

- A wide variety of PL opportunities aligned to local, regional, and national needs and along all milestones of the professional pathway.
- Equity of access to high-quality PL for all practitioners and school leaders, including governors.
- CSWC enabling a self-improving system for professional learning and collaboration for all schools across the region.
- Since November 2020, over 80% of schools in the region have engaged in the professional learning programme for Curriculum for Wales (CfW) and the wider reforms.
- Development of the design thinking model and the CSC website in providing support for all schools in curriculum design and development.
- Regional collaborative projects across all areas of the curriculum. All projects over-subscribed.
- Engagement with Welsh language development PL strong with one third of schools engaged between April and December 2021. In programmes that raise practitioner's Welsh language competence, nearly all report improved skills and many plan to change their practice.
- Evaluations from all leadership programmes demonstrates the positive impact on developing the leadership skills of the participants and the impact on learners through the practical leadership experience tasks undertaken.
- Increasing engagement from schools in the professional learning programme - 2020/21 +12% in schools attended professional learning on vulnerable learners
- Positive feedback received in relation to the professional learning programme - 99.5% using or planning to use the learning in their role.
- An increased number of NQTs (81%, +7% over 2 years) and induction mentors (72%, +45% over 2 years) engaged with CSC PL opportunities ensuring information, resources and support resulted in consistency in terms of process as evidenced by induction profile evaluation, and improvements in practice as evidence by evaluations.
- Nearly all (93%) of all eligible NQTs passed induction in the region in 2020/21, with 7% being given an extension and 0% failures

Areas to develop include:

- Further development of professional learning opportunities to support/align to all areas of the Enabling Equity and Excellence document.
- Further refine the Central South Wales Challenge model to meet evolving regional and national needs, e.g. TALP, curriculum reform.
- Further refinement of the brokerage systems and processes for supporting schools.
- Further development of the governor toolkit and planning for professional learning and support for governing bodies on its implementation.
- Development of professional pathway for career development of TAs – cross-regional/national.

### **11.3 Leadership and Safeguarding**

Strengths include:

- Leaders / Managers have established a clear vision involving all stakeholders over time, which encompasses partnership working.
- External review of governance taken place and taken forward (also in AGS).
- Professionalism of staff within CSC.
- CSC Culture.
- PL programmes – including opportunities to develop coaching and wellbeing
- AOEAs opportunities to engage more broadly in education.
- Bespoke professional qualifications and opportunities supported financially and with time.
- Welsh language development opportunities.
- Changes to processes as a result of feedback e.g. local authority priorities within the Business Plan.
- CSC work in a transparent manner in partnership with their stakeholders.
- Stakeholders have been involved in implementing the processes that are currently in place. CSC listen and amend process based on stakeholder feedback e.g. Performance Development.
- CSC has strengthened relationships with stakeholders to ensure that we respond to areas of concern in a timely manner and prevent escalation.
- Processes are in place to capture recommendations from thematic reports and as used in development of our Operational Plans.
- Annual programme of professional learning in Child Protection and PREVENT / radicalisation (synchronous and asynchronous PL available to ensure all staff undertake the professional learning).
- Safeguarding is embedded into the recruitment process which questions incorporated into all interviews for staff working directly with schools.
- Regular and timely updates to COVID protocols to ensure the safety of all staff (including school visit protocols and use of office accommodation).

Areas to develop include:

- Ensure that all staff model the CSC vision in their day to day working and that we develop a regional organisation that works across 5 local authorities effectively to support all local authorities including Cardiff.
- Further develop our evaluation processes right across the organisation, to ensure it is effective, manageable and that it leads the work of the organisation moving forward. We also need to consider how we engage stakeholders in this process.
- Work with the local authority team to develop greater understanding of governance and operational structures and how we provide information to enable LAs to hold us to account. Have greater clarity from the local authority on their scrutiny cycle and ensure that our reporting is manageable and concise meeting the needs of the local authority and being mindful of staff workload.
- Working with JC and other governance structures to develop appropriate quality of evidence regarding accountability.
- Amalgamating the local, regional, and national priorities (including regional recommendations) to produce a cohesive plan we can monitor and evaluate.

## **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 2022/23:

### **12.1 Support for School Improvement**

- Continue to refine CSC reporting processes to provide assurance to Local Authorities regarding the progress of the region's schools in the absence of categorisation and aggregated pupil level assessment information.
- Support all schools to have effective evaluation and improvement processes, which address external and internal accountability measures.
- Continue to work with LAs to review the Intervention strategy for schools causing concern annually to ensure responsibilities for all parties are clear.
- Refine brokerage to Identify short, medium, and long term expected impact of any brokered support, who will monitor and how it will be recorded.
- Support schools in developing effective practice around exclusions, school refusal, home tuition and reduced timetables.
- Work with LAs to Identify roles and responsibilities in the adoption of the statutory framework to the whole school approach to mental health and well-being.

### **12.2 Professional Learning**

- Ensure all schools are supported in their preparations for Curriculum for Wales and the wider education reforms through high-quality professional learning, guidance, and resources.

- Further development and alignment of professional learning, guidance, and resources to support all elements and principles of the CSC Enabling Equity and Excellence document.
- Further develop the effective use of data, evaluation, and intelligence to inform professional learning and support for school improvement.
- Refine the professional learning and support at all levels along the professional pathway.
- Further strengthen partnership working with schools, Local Authorities, other middle tier organisations and Welsh Government to ensure a coherent and high-quality professional learning offer to all schools.

### **12.3 Leadership and Safeguarding**

- Maintain a financially viable service that meets the needs of schools and local authorities, ensuring our business plan is built on the Cardiff's priorities and brings the 5 local authorities together into one regional service, and that this is reflected in our legal agreement.
- Further develop the evaluation processes to include the views of stakeholders.
- Develop a reporting cycle that meets the needs of the local authority in a manageable and meaningful way, ensuring that there are clearly articulated audience and purpose for each report and that this is built into staff workplans not added in an ad hoc manner.
- Continue to provide support and professional learning for staff (responding to effective evaluation) across the organisation to ensure we maintain highly effective professional teams that embody the vision of CSC while providing high quality services to schools.
- Further develop a culture of safeguarding across CSC.



## **APPENDIX A**

### **Professional Learning Collaborations**

Regional clusters:

In the professional learning and collaboration survey for 2021-22, nearly all (98%, 356 schools) schools stated that they were engaged in cluster working. 8 schools stated that they were not engaged in cluster working. Of the schools that engaged, 346 (97%) schools stated that the work of the cluster was linked to their school development plan with 342 (96%) stating that the work of the cluster was disseminated across the school. During 2021-22, 53/55 clusters in the region had a named school leader who received £1500 to act as the cluster convenor. As part of their SLA all convenors are required to complete and SLA, a mid-year and end-of year evaluation of their cluster work. All convenors submitted their cluster SLA; 49 of the 53 convenors submitted a mid-year evaluation and 50 submitted and end of year evaluation.

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

### **Regional SIGs**

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

### **Regional Networks**

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

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

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

### **Regional peer partnerships**

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

## **APPENDIX B**

### **Professional Learning Opportunities**

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

CSC PL opportunities included:

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

PL opportunities included those related to:

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

## APPENDIX C

### Curriculum for Wales

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

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

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

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

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

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

### **Regional CfW Conference Data**

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

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

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

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

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

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

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

## APPENDIX D

### Post-16 Enquiry Project

CSC facilitated an enquiry project involving a cross-local authority group of 6 secondary schools to focus on approaches to raise aspirations, increase resilience and support learner transition, retention, and progression.

Schools shared the following issues:

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

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

School leaders reported the following benefits:

- Effective collaboration of post-16 leaders in the region to embed impactful pastoral programme activities.
- Early identification of learners that are more likely to become NEET.
- Increased opportunity to engage with external partners to support bespoke intervention activities.
- The opportunity to use internal data alongside VESPA questionnaire outcomes to support learner progress and aspirations.
- New approaches to coaching and mentoring using VESPA Coaching questions to support learners.

Examples of evaluation comments:

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

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

Other post-16 PL and support included:

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

## APPENDIX E

### Education Research and Enquiry

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

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

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

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

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

During 2021-2022, the NPEP programme moved into a 'consolidation and evaluation' phase providing opportunities to transition from a project to a national programme, aligned to the National Strategy for Educational Research and Enquiry<sup>8</sup>. NPEP schools should be developing a whole school approach to enquiry and develop a collaborative approach with existing clusters/networks to disseminate NPEP outputs.

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<sup>8</sup> <https://hwb.gov.wales/professional-development/the-national-strategy-for-educational-research-and-enquiry-nsere/>



## **APPENDIX F**

### **Leadership Development**

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

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

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

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

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

## APPENDIX G

### Cardiff 2030 Goals / Additional Priorities Provided by Cardiff as part of CSC Business Plan / Additional Comments made in Cardiff LGES Estyn Inspection Report November 2021 December 2022 Update on progress

#### 1. Cardiff 2030 Goals (DDP 2022-23)

##### Cardiff 2030 Goal 1: A learning entitlement

##### WBO 1: Cardiff is a great place to grow up

Ref	Steps / Key Milestones during 2022/23 (Specific to CSC)	Evaluation of Progress	Next Steps
1.3 <i>CP, CDF 2030 &amp; Director Priority</i>	Improve outcomes for children and young people with additional learning needs through successful implementation of the Additional Learning Needs Code by 2024.	The CSC approach to pedagogy and improving teaching has been shared with all CSC staff and published on the website. The Great Teaching Toolkit (GTT) evidence review, along with how this aligns to the GTT has also been shared. A communication has just been released in the bulletin to invite schools to share effective practice that will be used to develop a series of playlists on elements of the GTT. The professional learning offer for vulnerable learners has been approved by the management board and by the LACEs. Project Initiation Documents have been completed and dates confirmed. Programme of training shared with cluster leads on Friday 21 October and was in school bulletin the following week. The lead for well-being and vulnerable groups has been offering bespoke support in schools in relation to vulnerable learners.	Finalise and advertise specific professional learning dates. Evaluation of this will be linked to the EEE pilot as well as the Challenge Education and the Raising the Attainment of Disadvantage Youngsters (RADY) pilot which focus on the leadership of vulnerable learners.
1.4 <i>CP, CDF 2030 &amp; Director Priority</i>	Promote a wider range of 14 – 19 learning pathways, including more high-quality vocational options to meet the economic demands of a growing city and to secure progression to skilled employment and/or Higher Education; utilising Cardiff  <b>Milestone</b> Work with Cardiff 6 <sup>th</sup> forms and CSC to review progression data from Year 12 to 13 – and produce initial considerations to improve retention rates / better signpost learners to	<b>Post-16 regional network meetings:</b> Engagement is excellent from a majority of Cardiff schools. Recent agendas have included: <ul style="list-style-type: none"> <li>• WG Post-16 consistent performance measures</li> <li>• Interventions/1-1 coaching Impartial advice and guidance at KS4</li> <li>• Collaboration/curriculum offer</li> <li>• Signposting to work experience/careers providers and platforms</li> <li>• CSC Enabling Equity &amp; Excellence document</li> <li>• Signposting to WG documentation- CTER, NR:EI, Community Schools</li> <li>• Promoting Post-16 career support and opportunities (<a href="#">LMI</a>, <a href="#">Education Business Exchange</a>), <a href="#">Speakers for Schools</a>, <a href="#">Springpod</a>, <a href="#">unifrog</a>'s CWRE developments).</li> </ul>	<ul style="list-style-type: none"> <li>• Support schools to review retention data</li> <li>• Work in partnership with Alps to support reviewing post-16 data to support retention and progression</li> <li>• Continue to support transition planning and discuss strategies at network meetings to understand school needs</li> <li>• Track new WJEC Level 3 vocational qualifications offer take up in schools</li> </ul>

Ref	Steps / Key Milestones during 2022/23 (Specific to CSC)		Evaluation of Progress	Next Steps
	Commitment networks as appropriate.	appropriate options.	<p><b>Welsh Consortia Post-16 National Leadership Development programme:</b> Between 2020-23, 8 practitioners from Cardiff have engaged in the NAEL endorsed and RDG accredited programme. 1 is currently undertaking ILM Level 7 in Leadership and Management. The programme focuses on learner transition, retention, and progression.</p> <p><b>Related CSC post-16 professional learning opportunities include:</b></p> <ul style="list-style-type: none"> <li>• Event: “The Ladder” (Andrew Bernard) to support careers provision and learner aspiration.</li> <li>• Teaching Effective Revision at KS5 (Martin Griffin-VESPA)</li> <li>• Access to <a href="#">Post-16 Tutorial</a> resources</li> <li>• 8 Cardiff school practitioners engaged in VESPA Growth Mindset Enquiry project 22-23</li> <li>• 2 Cardiff School practitioners engaged in Design Thinking project</li> <li>• 3 Cardiff school practitioners engaged in Bloom Well-being project inc. one special school</li> <li>• 5 Cardiff school practitioners attended Effective use of Alps at KS5.</li> </ul> <p><b>Cardiff Commitment (CC) team partnership:</b> Monthly meetings have been established to develop partnership working and signposting schools to CC Newsletter; CC Business Forum; What’s next platform; Career events/fairs.</p> <p><b>Qualification Wales vocational sector group development meetings:</b> 3 practitioners from Cardiff are contributing.</p> <p><b>Bespoke support</b> is available to all Sixth Form leaders in Cardiff to support transition, retention, and progression.</p>	
<p><b>1.5</b> <i>CP, CDF 2030 &amp; Director Priority</i></p>	<p>Deliver the ten-year Welsh Education Strategic Plan (WESP) in line with the Bilingual Cardiff Strategy 2022-27 and agree a three-year delivery plan.</p>	<p><b>Milestone</b></p> <p>Develop workforce development action plan with Welsh Government and partners to support sustainable growth of the fluent Welsh education workforce as well as development of Welsh language skills in all teaching and learning staff in English-medium schools to enable comprehensive delivery of Curriculum 2022</p>	<p>A range of Welsh language professional learning for practitioners are available that align with the Welsh Language Competency Framework. CSC has mapped provision against the framework.</p> <p>In the period of April-September 2022, 149 practitioners have accessed part 1, 91 part 2 and 43 part 3 of the asynchronous professional learning which is 283 in total. This compares with 182 practitioners for part 1, 114 for part 2 and 58 for part 3 in the same period last year. Since September 2022, 11 practitioners have engaged with face-to-face Welsh language development professional learning and 84 with a new blended approach.</p> <p>Most practitioners state that Welsh Language Development professional learning will improve their practice in the classroom and make strong progress in changing their behaviours. Delegate evaluations from Autumn 2022 include these comments “Very relevant course that every teacher and teaching assistant will benefit from...I would definitely recommend this course...Learnt so much...Excellent...Fantastic delivery, very engaging staff, interactive and fun”.</p> <p>CSC Principal Improvement Partner for Welsh is a member of the Welsh Government’s Welsh Language Workforce in Education External Implementation Group.</p> <p>Asynchronous professional learning and playlist published to support schools to strategically plan for Welsh language professional learning and to reflect practitioner competence accurately in the School Workforce Annual Census. This item has received over 100 views in a few days.</p> <p>Next cohort of the Leadership of Welsh programme will begin in December 2022 and will continue into the Spring term 2023.</p>	<p>Deliver face to face Welsh across the curriculum professional learning.</p> <p>* Deliver Llwyfan Llafar oracy professional learning.</p> <p>Support Welsh/English partnership schools and lead progress meetings.</p> <p>Identify a further 15 partnerships for the second cohort for Spring 2023.</p> <p>Deliver Leadership of Welsh professional learning for post sabbatical practitioners.</p> <p>* Produce and publish KS4 Llwyfan Llafar oracy resource.</p> <p>* Publish Welsh medium secondary language immersion resource.</p>

Ref	Steps / Key Milestones during 2022/23 (Specific to CSC)		Evaluation of Progress	Next Steps
			<p>Target for the recruitment of the 2022/23 Welsh in a Year Sabbatical Programme (set by Welsh Government) has been achieved. 7 practitioners from across the region have begun the programme with 2 practitioners from Cardiff attending the Welsh in a Year course and a further 2 practitioners attending the two-term sabbatical course.</p> <p>An introduction on the funded post-sabbatical support provided by CSC has been delivered to headteachers and a recording shared with those unable to attend. Network meetings for 2022/23 have been arranged. Post-sabbatical practitioners attended the Leadership of Welsh professional learning on 29/11/22 and most practitioners state that the professional learning has developed their leadership skills and that this will change their behaviours over time. Development Officers are providing bespoke 1:1 support meetings with all individual practitioners and nearly all practitioners state that this support is valuable to help them further develop Welsh across their schools.</p> <p>An initial 15 partnerships have been identified for the Welsh/English medium school partnership representing each Local Authority. Partnerships have received an introductory session and are currently planning their joint projects.</p> <p>Arrangements for producing Progression Step 4 Llwyfan Llafar oracy resource is progressing, and the resource will be published in spring 2023 with associated professional learning.</p> <p>New secondary Welsh language immersion resources will be published on 6 December 2022 along with associated professional learning. The resources have been produced in partnership with Cardiff Language Immersion Unit and will be freely available on the CSC website.</p> <p>A new standardised Welsh reading test has been published for use by years 1-11 in Welsh medium schools. CSC is now working in partnership with Cardiff University's School of Welsh to develop a new standardised Welsh spelling test.</p> <p>Working groups are developing resources to support Language Charter developments and are making satisfactory progress.</p> <p>Siarter Iaith Primary (Welsh medium schools) since April 2022: Silver - 3  Cymraeg Campus Primary (English medium schools): Bronze - 11. Silver -1. Gold - 1.  Cymraeg Campus Secondary (English medium schools): Bronze – 1.</p>	<p>* Officially launch Special Schools Cymraeg Campus and associated resources.</p> <p>Deliver introductory session to Siarter Iaith Cymraeg Campus for schools who have not yet started their journey.</p> <p>Recruit, train and deploy Siarter Iaith external verifiers.</p>

Ref	Steps / Key Milestones during 2022/23 (Specific to CSC)		Evaluation of Progress	Next Steps
<p><b>1.6</b> <i>CP &amp; CSC</i></p>	<p>Work with the Central South Consortium to deliver school improvement and measure school performance as the new accountability and assessment framework emerges.</p> <p><b>R3</b> Ensure that the work of the regional consortium is focused appropriately on Cardiff's strategic priorities</p>	<p>Ensure that the work of the Regional Consortium is focused appropriately on Cardiff's Strategic priorities – to drive continuous school improvement and improved outcomes for learners.</p> <p>Further develop All School Risk Meetings and outcomes.</p> <p>Develop an at a glance risk profile for Cardiff Schools.</p> <p>Cardiff performance meetings track progress.</p>	<p>The School Improvement Partnership Log template has been altered to include sections for the evaluation against key areas of schools' work including "Effectiveness of Evaluation and Improvement Activities; Standards and Progress; Curriculum, Learning and Teaching; Leadership and Management; Systems and Processes for Equity, Inclusion and Well-being; Attendance and Exclusions; Impact of Professional Learning and LA Specific Notes".</p> <p>The School Improvement Partnership Log Professional Learning sessions and resources have been conducted and produced including examples of good practice have led to a greater understanding of the recording of evaluations.</p> <p>Quality Assurance processes have identified strengths and suggested actions to enable further development of this recommendation leading to bespoke professional learning, coaching, and mentoring of groups and individual Improvement Partners. An increase in the recording of evaluations linked to the Improvement Partners' work with the schools has been observed however there is further work to be done to reduce variation.</p> <p>The improvement, accountability and evaluation framework is being implemented in all schools across the region. All schools have been visited to discuss their priorities for improvement, bespoke support identified, and self-evaluation and monitoring processes are under discussion.</p> <p>All CSC staff received training to ensure a clear understanding of the documentation framework which enables them to play their part in holding the system to account.</p> <p>Updates have been shared with all Headteachers, stakeholders, LAs, elected members and Governor stakeholder groups. Quality assurance processes have been agreed by all Directors and have been shared with all stakeholders. These are starting to be implemented across the region.</p> <p>Quality assurance monitoring of the SIPLs and 1:1 meeting have taken place between the PIP and IPs. All schools have identified priorities for improvement the IPs are working with schools to broker appropriate bespoke support. The PIP and IP have worked in partnership with the LA to produce a Statement of Action for a school in an Estyn category. Pre-Inspection Reports written by the IPs have been quality assured by the PIPs.</p> <p><b>Please see 4.1a and 4.1b for further evaluation</b></p>	<ul style="list-style-type: none"> <li>• Conduct an IP Team Exercise sharing good practice in the recording of evaluative commentary on the School Improvement Partnership Log</li> <li>• Share with the Cardiff IP Team a Summary Cardiff Priorities 2022-23 document: <ul style="list-style-type: none"> <li>➤ highlighting opportunities to evaluate against the LA's priorities and the 12 requests made by the LA to be monitored and addressed in the CSC Business Plan 2033-23.</li> <li>➤ Detailing the work of the Cardiff Commitment</li> </ul> </li> </ul> <p>To continue to work in partnership with schools supporting them with their self-evaluation processes.</p> <p>Schools move between core to enhanced depending on need. This is a fluid process which takes place across the year in close consultation with LAs and CSC teams. To continue to implement the QA processes and to use the information gained to ensure consistency of practice across the region.</p>
<p><b>1.8</b> <i>CP</i></p>	<p>Support schools to improve pupil attendance following the Covid-19 pandemic, to tackle persistent absenteeism.</p>	<p>Joint PIP and IP attendance at school Governing Body meetings. Attendance and Exclusion data shared with PIPs and IPs. IPs to discuss with schools where appropriate</p>	<p>Continue to share information and follow-up where appropriate</p>	

## Cardiff 2030 Goal 2: Learners' health and wellbeing

### WBO 1: Cardiff is a great place to grow up

Ref	Steps / Key Milestones during 2022/23	Evaluation of Progress	Next Steps
2.2 DDP	Ensure all practice and policies on Safeguarding are up to date and fully understood –	Principal Improvement Partners have and continue to attend and contribute to monthly local authority safeguarding meetings passing on relevant information to the improvement partners.	

## Cardiff 2030 Goal 3: Realising the Curriculum for Wales 2022 in Cardiff

### WBO 1: Cardiff is a great place to grow up

Ref	Steps / Key Milestones during 2022/23	Evaluation of Progress	Next Steps
3.1 CP & CDF 2030	<p>Support Cardiff schools to work towards the introduction of the Curriculum for Wales 2022 for roll-out from September 2022 to all year groups in primary school and Year 7 in secondary school, Year 8 roll-out from September 2023, and then year on-year until it is introduced to Year 11 in 2026.</p> <p>Improvement Partners to monitor progress and provide feedback at Schools Causing Concern and All Schools Risk including comments for each school.</p> <p><i>See CSC Business Plan – Curriculum Development.</i></p>	<p>From September, all primary schools and special schools across Cardiff have begun the implementation of their adopted curriculum in line with the Curriculum for Wales Framework. Ten secondary schools have also begun their implementation in Year 7, with all other secondary schools continuing the designing and trialling of their curriculum for first teaching in Year 7 and 8 from September 2023. Schools must keep their adopted curriculum and assessment arrangements under review. A school's curriculum should continue to evolve and be refined, reflecting its effectiveness to meet the needs of all learners, and ensuring the legal requirements are met.</p> <p>From September, all primary schools and special schools across Cardiff have begun the implementation of their adopted curriculum in line with the Curriculum for Wales Framework. Ten secondary schools have also begun their implementation in Year 7, with all other secondary schools continuing the designing and trialling of their curriculum for first teaching in Year 7 and 8 from September 2023. Schools must keep their adopted curriculum and assessment arrangements under review. A school's curriculum should continue to evolve and be refined, reflecting its effectiveness to meet the needs of all learners, and ensuring the legal requirements are met.</p> <p>Summer Term 2022 Curriculum commentaries focussed on the legal requirements of Curriculum for Wales roll-out have been produced by IPs for all schools that were first implementing from September 2022.</p> <p>By the 16th of December 2020:</p>	<p>Summary reports are due to be shared with LAs in the Spring Term 2023.</p> <p>Work with partners to define roles and responsibilities for all shared priorities</p>

Ref	Steps / Key Milestones during 2022/23		Evaluation of Progress	Next Steps
			<ul style="list-style-type: none"> <li>• All Improvement Partners for those schools first implementing from September 2022 are due to complete Curriculum for Wales Surveys based on the 8 contributory factors for successful realisation set out by Welsh Government.</li> <li>• All Improvement Partners for those Secondary schools first implementing from September 2023 are due to complete Curriculum for Wales Surveys based on school readiness.</li> </ul> <p>Local Authority and other regional priorities are cross-referenced in the plan. Work has been undertaken in some areas to clarify roles and responsibilities of stakeholders e.g., Building Blocks. Further analysis and work in this area is planned during Nov/Dec 2022.</p> <p>Bespoke LA-wide support is available to all schools and clusters across the region. The work will be evaluated termly in LA information reports and as part of each area evaluation reports</p> <p>Membership of stakeholder and working groups is continuing in key areas to support the strategic development of the service. Examples include Curriculum for Wales; Qualifications Reform; Foundation Learning; Post-16; Global Futures; Pedagogy Literacy and Numeracy.</p> <p>Partnership working between CSC Curriculum Reform lead and Cardiff Commitment team is ensuring schools are supported to develop high quality careers and work-related experiences.</p> <p>All CSC schools have:</p> <ul style="list-style-type: none"> <li>• a named Improvement Partner who provides ongoing support for all areas of school improvement including CfW.</li> <li>• access to a comprehensive professional learning offer to support all elements of CfW that aligns to the 'Journey to curriculum roll-out' and is responsive to local, regional, and national needs.</li> <li>• access to specific PL opportunities related to pedagogy, curriculum design, development, progression, and assessment.</li> <li>• access to bespoke support to support the development of CfW and other school improvement priorities.</li> </ul> <p>Nearly all schools:</p> <ul style="list-style-type: none"> <li>• are continuing to develop a good understanding of the CfW framework including the four purposes, the statements of what matter and the mandatory elements.</li> <li>• have reviewed their vision, values, and behaviours to support curriculum realisation.</li> <li>• continue to review and develop curriculum design models suitable to their school vision.</li> <li>• continue to review and develop their approaches to assessment and supporting learner progress.</li> <li>• are engaging with the 'School improvement guidance: framework for evaluation, improvement and accountability', to support sustainable school improvement.</li> </ul> <p>Many schools continue to consider pedagogy in their context, focusing on further developing high-quality teaching.</p> <p>Over 70 lead practitioners (LPs) from schools across the region work with the CSC curriculum and professional learning team to support curriculum, learning and teaching across the region within the self-improving system. Of those, 26 LPs are from Cardiff schools.</p>	

Ref	Steps / Key Milestones during 2022/23		Evaluation of Progress	Next Steps
			52 schools from Cardiff have received bespoke support from the curriculum and professional learning team between April – Nov 2022, 18 of those have received support for more than 2 focus areas each (these include curriculum design, assessment and progression, digital learning and the 6 Areas of Learning and Experience). 4 clusters of Cardiff schools have received bespoke support from the CSC team, support to lead cluster-wide INSET days and to provide AoLE-specific workshops on a half termly basis thereafter. 9 Cardiff schools attended our Curriculum for Wales drop-in sessions during autumn term 2022, seeking support on assessment and progression and guidance on their next steps in the curriculum design process.	
3.2 <i>CP &amp; CDF 2030</i>	<b>Cardiff Commitment</b> - Support schools to develop meaningful, authentic learning through a range of experiences and contexts, in line with the ambitions of the Curriculum for Wales 2022.		Cardiff Improvement Partners, local authority Principal Improvement Partners and the Principal Improvement Partner for Curriculum Cohesion and Assessment have worked in partnership with the Cardiff curriculum support and Schools Organisation Planning teams to enable them to develop visions and documentation with the schools for appropriate settings e.g. collaborating on the production of Cabinet papers.	
3.3 <i>CP</i>	Expand and enhance the Cardiff Commitment with city partners to raise the ambitions, opportunities and skills of children and young people, in particular the most vulnerable.	Support schools to build and deliver CWRE – Careers and Work-Related Experiences in line with expectations of Curriculum for Wales 22.	Partnership working between CSC Curriculum Reform lead and Cardiff Commitment team is ensuring schools are supported to develop high quality careers and work-related experiences.  Strong progress has been made with CSC developing a self-evaluative toolkit to support all schools with the implementation of Careers and Work-Related Experiences (CWRE). Termly CWRE network meetings are facilitated by CSC for all schools with presentation materials, recordings and related PL materials made available through the CSC website.	Share with the Cardiff IP Team a Summary Cardiff Priorities 2022-23 document: <ul style="list-style-type: none"> <li>highlighting opportunities to evaluate against the LA's priorities and the 12 requests made by the LA to be monitored and addressed in the CSC Business Plan 2033-23.</li> <li>Detailing the work of the Cardiff Commitment</li> </ul>
3.5 <i>CP, CDF 2030 &amp; Director Priority</i>	Promote and fulfil children's rights by submitting for recognition as a Child Friendly City by September 2022.		Strong progress has been made with the development of asynchronous materials for the Curriculum for Wales guidance related to human rights education and the children's rights approach. Recordings from schools sharing their approaches due to be launched mid-November.  Strong progress with experienced lead practitioner working alongside Associate Advisor to co-construct professional learning materials and host network meetings for schools related to this area. Network meetings are planned for 29th November and 1st December.  The Associate Adviser is progressing well with partnership working - within the cross-regional Human Rights group, the Welsh Government Human Rights stakeholder group and identified Local Authority partners. Collaborations include the design and launch of a series of national modules to be made available to all schools across Wales via Hwb during spring term 2023.	Continue to monitor progress within area operational plan through line management meetings and regular progress review workshops



Ref	Steps / Key Milestones during 2022/23	Evaluation of Progress	Next Steps
		<p>The Kirkpatrick model is being used for all PL activity; the evaluative timeline as set out in area reports is being met.</p> <p>Associate Adviser and lead practitioner from the region working alongside a range of stakeholders to co-construct professional learning materials to share with all schools. All professional learning materials will be in alignment with Cardiff Child Friendly Strategy, the UNCRC and UNCRPD conventions, and the Curriculum for Wales guidance.</p> <p>Materials to be launched spring term and evaluated in alignment to the Kirkpatrick model.</p>	

## Cardiff 2030 Goal 4: A world class education workforce

### WBO 1: Cardiff is a great place to grow up

Ref	Steps / Key Milestones during 2022/23	Evaluation of Progress	Next Steps
<p><b>4.3</b> CP &amp; CDF 2030</p>	<p>Employ talent management strategies, to identify and develop aspiring and <b>emerging school leaders of the future</b> and provide pathways into leadership positions which build both professional and personal skills.</p> <p>Identification of future leaders - work closely with the Consortium Improvement Partners to identify assistant and deputy heads in Cardiff with the potential to become future leaders in Cardiff schools and develop new</p>	<p>The National Middle Leaders Development Programme (MLDP) Round 3 completed the programme June 2022 and final evaluation is in the process of being completed. Round 4 is live. One cohort started in the summer term 2022 remaining cohorts started in Autumn 2022. The programme has 124 participants split across 8 cohorts.</p> <p>The Education Workforce Council (EWC ) have held information sessions for facilitators and participants on the Professional Learning Passport (PLP).</p> <p>All programme participants now collate tasks, reflections, their Leadership Standards Review (LSR) in their Professional Learning Passport (PLP) which continues with them through all pathway programmes and supports their reflection against the professional standards.</p> <p>A national review of the programme's materials is being carried out in the Autumn term, by a small cross regional working group that includes facilitators and regional leads. This is to ensure the programme remains relevant reflecting key national messages and aspirations.</p>	<p>Evaluate round 3 feedback Monitor participant attendance. Monitor use of EWC online tool.</p> <p>Develop the peer support group for SLDP coaches Monitor participant attendance and use of EWC online passport tool Evaluate Round 2</p>

Ref	Steps / Key Milestones during 2022/23		Evaluation of Progress	Next Steps
		opportunities for them.	<p>Round 4 of MLDP started in October consisting of 43 participants.</p> <p>The National Senior Leaders programme (SLDP):  Round 2 completed the programme June 2022 and final evaluation is in the process of being completed.  Round 3 started week commencing 10/10/22 and consists of 58 participants across 4 groups.  Leadership coaches have been assigned.  The Education Workforce Council (EWC ) have held information sessions for facilitators and participants on the Professional Learning Passport (PLP).  All programme participants now collate tasks, reflections, their Leadership Standards Review (LSR) in their Professional Learning Passport (PLP) which continues with them through all pathway programmes and supports their reflection against the professional standards.</p> <p>The programme starts week commencing 10/10/22 and consists of 16 participants. Leadership coaches have been assigned.</p> <p>Aspiring Head teacher Development Programme (AHTDP):  Round 2's final module 5 took place virtually on 13th October with 2 HTs supporting facilitation. All round 2 participants have been invited to register their intent to undertake National Professional Qualification for Headship (NPQH) assessment.  Application for AHTDP round 3 is live and closes 27th October.  A regional briefing session was held 28 Sept with 37 attendees.  Delivery for round 3 will return to an in-person format.  All participants on the programme will be assigned a leadership coach.</p> <p>Round 2's final module 5 took place virtually on 13th October consisting of 13 participants</p>	<p>Evaluate Round 2 module 5 and full programme  Arrange Safeguarding Trg for Round 2 not covered in May  Endorse Round 3 when closed 27.10.22  Identify facilitators for cohort 3, agree dates and assign venues  Assign coaches to cohort 3</p>
<p><b>4.4</b> <i>CP,</i> <i>CDF 2030-4 &amp; Director Priority</i></p>	<p>Strengthen <b>school governance</b> by enhancing governor training, encouraging shared capacity building between school governing bodies, developing Federation models where these would add value and</p>	<p>Support Governing Bodies with reform agenda including key changes arising from the new accountability and assessment framework.</p>	<p>RLG deployment is now managed through CSC's new bespoke online system. 9 RLGs are currently deployed with 2 new requests identified in the system. Due to the fact that many RLG deployments are not yet complete, it is too soon to fully evaluate the impact of their work. An innovation grant from NAEL has been successfully achieved to provide a development programme for RLGs focussing on situational leadership. This has been booked for March 2023.  The scope of RLG's work has been widened to involve them in the delivery of mandatory governor training - this has been successful in providing participant governors with first hand contextual examples and valuable perspective.</p>	<p>Agree content of governor training with PIP and RLGs  Secure budget for design and delivery  Work with IPs to evaluate impact of deployment in new bespoke system</p>

Ref	Steps / Key Milestones during 2022/23		Evaluation of Progress	Next Steps
	extensive promotion and marketing campaigns to attract new governors into Cardiff schools.			

## 2. Additional Priorities Provided by Cardiff as part of CSC Business Planning 2022-23

CSC Cardiff BP Ref	Evaluation of progress	Next Steps
<p><b>CAR01.1</b></p> <p>Supporting schools in effective and robust self- evaluation and school improvement planning with assurance to the LA that self-evaluation and improvement planning is robust and appropriate for each Cardiff school</p>	<p>Self-evaluation discussions with schools and IPs have informed agreed priorities for the next academic year. IPs are currently working closely with most schools gathering extensive first-hand evidence to agree appropriate priorities for improvement and broker bespoke support for schools as needed.</p> <p>SDP discussions took place with schools, IPs, and PIPs in September 2022 to discuss individual schools' SDP priorities and associated support. IPs are working closely with specific schools to refine/improve any SDPs as appropriate.</p> <p>However, evidence relating to the identification of school priorities to develop pupils' Welsh language skills and Welsh language provision is not yet available.</p>	<p>Priorities for improvement will be shared with all LAs.</p> <p>School SDP priorities linked to Welsh language for Bridgend and Cardiff to be collated when available.</p>
<p><b>CAR01.2</b></p> <p>Supporting schools in effective and robust self- evaluation and school improvement planning with assurance to the LA that self-evaluation and improvement planning is robust and appropriate for each Cardiff school</p>	<p>IPs have started to work closely with school leaders to support the delivery of effective internal self-evaluation processes</p> <p>IPs are working with Headteachers to ensure clear and effective accountability processes are in place.</p> <p>IPs have started to work closely with school leaders to support the delivery of effective internal self-evaluation processes.</p> <p>IPs are working with Headteachers to ensure clear and effective accountability processes are in place.</p>	
<p><b>CAR01.3</b></p> <p>Evaluating, measuring, and reporting progress against school improvement plans.</p>	<p>IPs have received extensive training through ongoing PL and briefing sessions to enable them to work effectively in supporting schools' self-evaluation processes.</p> <p>IPs have started to gather first-hand evidence working alongside schools in supporting their self-evaluation and monitoring processes.</p> <p>The Termly School Summary (TSS) will become available in Spring 2023.</p>	<p>Generation and publication of the TSS.</p> <p>Completion of On track / Off track judgements with by the IPs working with the schools by end of autumn term.</p>
<p><b>CAR01.4</b></p> <p>Identifying schools that cause concern, ensuring effective monitoring, support with appropriate and timely advice to enable the trigger of LA intervention where necessary.</p>	<p>The Intervention Strategy was agreed by Directors on the 14/10/2022. A new flowchart is in place for escalating concerns - this can be found in Section 2.11 within the Framework for Improvement. CSC is involved in the WG Working Party to draft new protocols for SCC with the intention of implementation in September 2023. Risk meetings have taken place between LA PIPs and CSC's AD.</p> <p>All schools causing concern are discussed at LA Information Meetings as appropriate and where needs have been identified, appropriate follow up actions have taken place.</p>	<p>To ensure consistent implementation of the new intervention strategy which includes all stakeholders having a shared understanding of Stage 3 of the intervention strategy.</p> <p>Consider the use of a joint letter between CSC and the LA to reflect the movement of any schools between core and enhanced support.</p>
<p><b>CAR01.5</b></p> <p>Supporting schools to share good practice and to learn from excellence across the regional and wider education system.</p>	<p>The improvement, accountability and evaluation framework is being implemented in all schools in Cardiff</p> <p>All schools have been visited to discuss their priorities for improvement, bespoke support identified, and self-evaluation and monitoring processes are under discussion.</p> <p>All CSC staff received training to ensure a clear understanding of the documentation framework which enables them to play their part in holding the system to account.</p> <p>Updates have been shared with all Headteachers, stakeholders, LAs, elected members and Governor stakeholder groups.</p> <p>Quality assurance processes have been agreed by the Director and have been shared with all stakeholders. These are being implemented in Cardiff</p>	<p>To continue to work in partnership with schools supporting them with their self-evaluation processes.</p> <p>Schools move between core to enhanced depending on need.</p> <p>This is a fluid process which takes place across the year in close consultation with LAs and CSC</p>

CSC Cardiff BP Ref	Evaluation of progress	Next Steps
	<p>Joint PIP and IP attendance at school Governing Body meetings. Quality assurance monitoring of the SIPLs and 1:1 meetings have taken place between the PIP and IPs.</p> <p>All schools have identified priorities for improvement the IPs are working with schools to broker appropriate bespoke support.</p> <p>The PIP and IP have worked in partnership with the LA to produce a Statement of Action for a school in an Estyn category.</p> <p>Pre-Inspection Reports written by the IPs have been quality assured by the PIPs.</p>	<p>teams.</p> <p>To continue to implement the QA processes and to use the information gained to ensure consistency of practice across the region.</p>
<p><b>CAR01.6</b></p> <p>Promoting standards in the national priority areas of Literacy, Numeracy, Welsh Language and Digital competency.</p>	<p>IPs have started to work closely with school leaders to support the delivery of effective internal self-evaluation processes.</p> <p>IPs are working with Headteachers to ensure clear and effective accountability processes are in place.</p> <p>IPs have started to work closely with school leaders to support the delivery of effective internal self-evaluation processes.</p> <p>IPs are working with Headteachers to ensure clear and effective accountability processes are in place.</p> <p>IPs have worked with schools to broker relevant support for these areas in particular where schools have identified them as a priority in their SDPs</p>	
<p><b>CAR01.7</b></p> <p>To improve outcomes for the most vulnerable children and young people, including Children Looked After, EOTAS and eFSM learners.</p>	<p>Initial work underway in addressing the CSC Enabling Equity and Excellence five-year implementation plan (2022-2027) which is set out in phases; Incubation, Embedding and Exemplary. Lansdowne Primary, Baden Powell Primary and Ysgol Gyfun Gymraeg Plasmawr are amongst the 12 schools from across the CSC region which are part of the first cohort involved in the incubation phase. The three schools are involved in a structured programme which is made up of four face-to-face sessions, intersessional tasks, and two days of peer reviews. The pilot will allow schools involved to manage change according to their individual contexts; draw on the expertise and support of CSC and Local Authorities; and learn from the experiences of other schools in the mission to achieve equity and excellence for all learners. The work of the pilot group will also be instrumental in supporting and informing the work of other schools throughout the period of implementation. The Improvement Partners for schools are involved in following the progress of the schools during the pilot.</p> <p>The CSC approach to pedagogy and improving teaching has been shared with all CSC staff to use with schools and is published on the website. The Great Teaching Toolkit (GTT) evidence review, along with how this aligns to the GTT has also been shared. A communication has been released in the bulletin to invite schools to share effective practice that will be used to develop a series of playlists on elements of the GTT.</p> <p>The professional learning offer for vulnerable learners has been approved by the management board and by the LACEs. Project Initiation Documents have been completed and dates confirmed with the professional learning offer now live to all schools. Programmes of professional learning were shared with cluster leads on Friday 21 October and in school bulletin the following week.</p> <p>The lead for well-being and vulnerable groups has been offering bespoke support in schools in relation to vulnerable learners and has provided support regarding equity, free school meals and supporting poverty.</p> <p>Professional learning sessions have also taken place for improvement partners as well as headteachers to share the expectations from the new strategy from WG in relation to the PDG grant. The lead for well-being and vulnerable groups is providing bespoke support to schools. Improvement partners are supporting schools in the transition to the new strategy. Date for the end of October half term for schools to finalise PDG strategies. CSC have submitted their PDG support plan and await approval or feedback.</p> <p>Work is ongoing and on track in relation to Challenge Education and the Raising the Attainment of Disadvantage Youngsters (RADY) pilot. YGG Plasmawr and Fitzalan High School continue to engage with RADY. Challenge Education have contacted the schools and visit dates have started to be booked.</p> <p>Thinking Differently professional learning package is currently subject to LA procurement procedures.</p> <p>A Microsoft form for the CLA cluster audit has been disseminated to provide a comprehensive overview of each cluster work with feedback to be submitted by 28 October 2022. This will provide an overview of how clusters are supporting learners within their schools.</p>	<p>Align to the redesign of the PDG and PDG CLA process utilising to the conceptual framework and the EEE.</p>

<p><b>CAR07.0</b></p> <p>To lead the implementation of the new Accountability and Assessment Frameworks at all levels, in schools, with governing bodies and the Local Authority which reflects a Cardiff's framework for accountability.</p>	<p>CSC have informed stakeholders and updated its key processes and documents in a clear, concise, and timely manner including:</p> <ul style="list-style-type: none"> <li>• A Cabinet Briefing Paper July 2022 summarising the Welsh Government School Improvement Guidance: A framework for Evaluation, Improvement and Accountability produced by CSC and shared with the Director of Education to inform cabinet,</li> <li>• Sharing of the major changes, implications and planned CSC support with CSC staff, the Director of Education, Cardiff Chairs of Governing Bodies and Cabinet Members.</li> <li>• SDP Summary requirement resources have been produced by CSC and used where appropriate by the Improvement Partners with schools requiring support.</li> <li>• Updated School Improvement Partnership Log recording and sharing of information with GB and LA arrangements.</li> </ul> <p>Further work is needed to brief the Education Management Team on the above.</p> <p>CSC is currently unable to provide relevant and timely information relating to the changes in assessment and accountability measures as the Social Finance and Data Eco System Report is yet to be published (due Autumn Term 2022).</p>	<p>Presentation of WG School Improvement Guidance to Cardiff EMT</p>
<p><b>CAR09.1</b></p> <p>Improve the identification of and support available to the city's most vulnerable children and young people (including those with additional learning needs and those educated other than at school (EOTAS).</p>	<p>Initial work underway in addressing the CSC Enabling Equity and Excellence five-year implementation plan (2022-2027) which is set out in phases; Incubation, Embedding and Exemplary. Lansdowne Primary, Baden Powell Primary and Ysgol Gyfun Gymraeg Plasmawr are amongst the 12 schools from across the CSC region which are part of the first cohort involved in the incubation phase. The three schools are involved in a structured programme which is made up of four face-to-face sessions, intersessional tasks, and two days of peer reviews. The pilot will allow schools involved to manage change according to their individual contexts; draw on the expertise and support of CSC and Local Authorities; and learn from the experiences of other schools in the mission to achieve equity and excellence for all learners. The work of the pilot group will also be instrumental in supporting and informing the work of other schools throughout the period of implementation. The Improvement Partners for schools are involved in following the progress of the schools during the pilot.</p> <p>The CSC approach to pedagogy and improving teaching has been shared with all CSC staff to use with schools and is published on the website. The Great Teaching Toolkit (GTT) evidence review, along with how this aligns to the GTT has also been shared. A communication has been released in the bulletin to invite schools to share effective practice that will be used to develop a series of playlists on elements of the GTT.</p> <p>The professional learning offer for vulnerable learners has been approved by the management board and by the LACEs. Project Initiation Documents have been completed and dates confirmed with the professional learning offer now live to all schools. Programmes of professional learning were shared with cluster leads on Friday 21 October and in school bulletin the following week.</p> <p>The lead for well-being and vulnerable groups has been offering bespoke support in schools in relation to vulnerable learners and has provided support regarding equity, free school meals and supporting poverty.</p> <p>Professional learning sessions have also taken place for improvement partners as well as headteachers to share the expectations from the new strategy from WG in relation to the PDG grant. The lead for well-being and vulnerable groups is providing bespoke support to schools. Improvement partners are supporting schools in the transition to the new strategy. Date for the end of October half term for schools to finalise PDG strategies. CSC have submitted their PDG support plan and await approval or feedback.</p> <p>Work is ongoing and on track in relation to Challenge Education and the Raising the Attainment of Disadvantage Youngsters (RADY) pilot. YGG Plasmawr and Fitzalan High School continue to engage with RADY. Challenge Education have contacted the schools and visit dates have started to be booked.</p> <p>Thinking Differently professional learning package is currently subject to LA procurement procedures.</p> <p>A Microsoft form for the CLA cluster audit has been disseminated to provide a comprehensive overview of each cluster work with feedback to be submitted by 28 October 2022. This will provide an overview of how clusters are supporting learners within their schools.</p>	

### 3. Additional Comments made in Cardiff LGES Estyn Inspection Report November 2021

CSC Cardiff BP Ref	Evaluation of Progress	Next Steps
<p><b>Cardiff Inspection narrative:</b> In general, improvement partners provide a sound evaluation of progress based on first-hand evidence of provision and leadership in these schools. However, contributions from improvement partners do not always help officers to consider how aspects of support might link to improvements, for example in teaching and learning experiences.</p>	<p>The improvement, accountability and evaluation framework is being implemented in all schools across the region. All schools have been visited to discuss their priorities for improvement, bespoke support identified, and self-evaluation and monitoring processes are under discussion.</p> <p>All CSC staff received training to ensure a clear understanding of the documentation framework which enables them to play their part in holding the system to account.</p> <p>Updates have been shared with all Headteachers, stakeholders, LAs, elected members and Governor stakeholder groups.</p> <p>Quality assurance processes have been agreed by all Directors and have been shared with all stakeholders. These are starting to be implemented across the region.</p> <p>Joint PIP and IP attendance at school Governing Body meetings. Attendance and Exclusion data shared with PIPs and IPs. IPs to discuss with schools where appropriate</p> <p>Quality assurance monitoring of the SIPLs and 1:1 meetings have taken place between the PIP and IPs. All schools have identified priorities for improvement the IPs are working with schools to broker appropriate bespoke support.</p> <p>The PIP and IP have worked in partnership with the LA to produce a Statement of Action for a school in an Estyn category.</p> <p>Pre-Inspection Reports written by the IPs have been quality assured by the PIPs.</p>	<p>To continue to work in partnership with schools supporting them with their self-evaluation processes.</p> <p>Schools move between core to enhanced depending on need. This is a fluid process which takes place across the year in close consultation with LAs and CSC teams.</p> <p>To continue to implement the QA processes and to use the information gained to ensure consistency of practice across the region.</p>
<p><b>Cardiff Inspection narrative:</b> However, improvement partners' reports are not always evaluative enough. There is too much variation, for example, in how they report key aspects of the school's work, especially with regards to teaching and the curriculum. Furthermore, their work does not reflect Cardiff's strategic priorities well enough, for example the work of the Cardiff Commitment.</p>	<p>The School Improvement Partnership Log template has been altered to include sections for the evaluation against key areas of schools' work including "Effectiveness of Evaluation and Improvement Activities; Standards and Progress; Curriculum, Learning and Teaching; Leadership and Management; Systems and Processes for Equity, Inclusion and Well-being; Attendance and Exclusions; Impact of Professional Learning and LA Specific Notes".</p> <p>The School Improvement Partnership Log Professional Learning sessions and resources have been conducted and produced including examples of good practice have led to a greater understanding of the recording of evaluations.</p> <p>Quality Assurance processes have identified strengths and suggested actions to enable further development of this recommendation leading to bespoke professional learning, coaching, and mentoring of groups and individual Improvement Partners. An increase in the recording of evaluations linked to the Improvement Partners' work with the schools has been observed however there is further work to be done to reduce variation.</p>	<ul style="list-style-type: none"> <li>• Conduct an IP Team Exercise sharing good practice in the recording of evaluative commentary on the School Improvement Partnership Log</li> <li>• Share with the Cardiff IP Team a Summary Cardiff Priorities 2022-23 document: <ul style="list-style-type: none"> <li>➤ highlighting opportunities to evaluate against the LA's priorities and the 12 requests made by the LA to be monitored and addressed in the CSC Business Plan 2033-23.</li> <li>➤ Detailing the work of the Cardiff Commitment</li> </ul> </li> </ul>
<p><b>Cardiff Inspection narrative:</b> Similarly, whilst the local authority works closely with the regional consortium regarding the allocation of the pupil development grant for children who are looked after, the local authority does not evaluate the overall quality of planning and impact of the use of the grant.</p>	<p>Professional learning sessions have taken place for improvement partners as well as headteachers to share the expectations from the new strategy from WG in relation to the PDG grant. The lead for well-being and vulnerable groups is providing bespoke support to schools. Improvement partners are supporting schools in the transition to the new strategy. Date for the end of October half term for schools to finalise PDG strategies. CSC have submitted their PDG support plan and await approval or feedback.</p> <p>Professional learning sessions have taken place for improvement partners as well as headteachers to share the expectations from the new strategy from WG in relation to the PDG grant. The lead for well-being and vulnerable groups is providing bespoke support to schools. Improvement partners are supporting schools in the transition to the new strategy. Date for the end of October half term for schools to finalise PDG strategies. CSC have submitted their PDG support plan and await approval or feedback.</p>	<p>Design the evaluation documents aligned to the conceptual framework and the Enabling Equity and Excellence document.</p>

**APPENDIX H**

**Breakdown of CSC Grants 2021/22**

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