



CENTRAL SOUTH WALES CHALLENGE
HER CANOL DE CYMRU

ISSUE 10 - HIGHLIGHTS

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Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales - Prof Graham Donaldson

The Donaldson report was released on the 25th February 2015. The report contains 68 recommendations. These include the following key proposals.

The curriculum structure should include:

- Four purposes of education
- Six Areas of Learning and Experience
- Three cross-curriculum responsibilities
- Progression steps at ages 5, 8, 11, 14 and 16 (including 'Routes')
- Achievement outcomes

A range of pedagogical approaches:

- Refocusing assessment on learning, including learners' self- and peer-assessment.
- Monitoring performance of the system at a national level through annual sampling.

Successful Futures

Independent Review of Curriculum
and Assessment Arrangements in Wales

Professor Graham Donaldson CB
February 2015



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Progress in Schools in Bridgend Means Authority 'No Longer in Need of Estyn Monitoring'

The Children's Services directorate of Bridgend County Borough Council has scored top marks in its latest Estyn inspection.

Estyn has confirmed that a two-year period of monitoring has now ended after the authority delivered a number of significant improvements across a range of areas relating to educational performance.

Among the improvements noted by Estyn were measures to improve outcomes for learners at key stage two, three and four, to tackle areas where schools are underperforming, to boost attendance rates and to increase the quality of information provided to elected members so they can challenge the

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The Review is proposing the curriculum should be organised in six Areas of Learning and Experience (AoLE), each of which should include, where appropriate, both a Welsh dimension and an international perspective. This will ensure a 'broad' curriculum for all our children and young people. It proposes that the AoLEs should be:

- Expressive Arts
- Health and Well-being
- Humanities
- Languages, Literacy and Communication (including Welsh and modern foreign languages)
- Mathematics and Numeracy
- Science and Technology (including computer science).

The Review also proposes that as well as the six Areas of Learning and Experience there should be three cross-curriculum responsibilities which should be the responsibility of all teachers in all curriculum areas. These are:

- Literacy – already in place in our current curriculum
- Numeracy – again, already in place
- Digital competence – recognising the increasingly powerful role of digital technology in the lives of our children and young people and the need for them to be able to use digital skills creatively.

Wider skills – critical thinking and problem solving, planning and organising, creativity and innovation and personal effectiveness – should be embedded within each Area of Learning and Experience.

A link to the full report can be found on the CSC website here: <http://www.cscjes.org.uk/News/2015/March/Donaldson-Report.aspx> - a summary document by Paul Stock (iNet Wales) and powerpoint slides can also be found using the link above.

NATIONAL NEWS

Estyn Good Practice in Mathematics at Key Stage 3 Report (2015)

'Numeracy in key stages 2 and 3: a baseline' (Estyn, 2014) found that in half of the secondary schools inspected in 2010-2012, many pupils have weak numeracy skills or do not apply them well enough across the curriculum. In its interim report, Estyn (2014) reported some improvement in numeracy skills with pupils beginning to show a secure grasp of basic mathematical skills. The most recently published report, 'Good practice in mathematics at key stage 3', looks to identify and share good aspects of both the teaching and leadership of mathematics.



Pupil outcomes in Wales at key stage three are improving. The proportion of pupils achieving level 5+ at the end of key stage three has increased 13% over 5 years however FSM pupils are significantly less likely to achieve this than those who are not eligible (71% compared to 90%). The proportion of pupils achieving level 6+ is comparable to England however there is a need to increase the emphasis on pupils achieving the higher levels as the gap between England and Wales is 11% at this level. The report notes, in the few lessons observed where pupils do not make enough progress, that "more able pupils are not challenged enough because there is too much repetition of simple topics or they do not have enough opportunity to explore mathematics through independent learning".

The Estyn report notes that "even in strong mathematics departments pupils do not have enough opportunities to apply or extend their knowledge skills and understanding in a wide range of problem-solving contexts". As the requirements of the revised programme of study become statutory in September 2015 at the same time as first teaching of the new GCSE qualifications commences, the proportion of time currently allocated to developing pupils' numerical reasoning skills will need to be reconsidered by mathematics leaders due to changes in the assessment objective weightings.

The shortage of suitably qualified and experienced mathematics teachers is noted to be restricting arrangements for delivering the curriculum. CSC is developing a subject knowledge enhancement course for non specialist mathematics teachers which will run in the autumn term.

Please refer to **Appendix 1** of this newsletter for further information regarding 'What are we doing?'. For any queries please contact ***laura.morris@cscjes.org.uk***.

National Reading and Numeracy Test Dates 2015

Please be aware that the National Reading and Numeracy tests dates for 2015 are taking place on the below dates:

- **29 April and Tuesday 12 May for secondary schools**
- **5 May and Tuesday 12 May for primary schools**



The reason for giving secondary schools an additional week in both 2015 and 2016 is to give them the opportunity to avoid test sittings during the busiest period of the examination timetable.

Secondary schools would be free to sit both procedural and reasoning numeracy tests for each year group along with the year 8 and 9 reading tests at any point in the window. However, because the year 7 reading test paper is the same as the paper taken by year 6, they will be instructed to conduct this test during the period common to both windows.

Please also be aware that the year 7 reading test can only be taken after the 5th May in line with the primary school dates.

For any queries please contact the Data, Quality and Intelligence Team on cscdataunit@cscjes.org.uk.

Strategy to Support Children who are Looked After in Wales

Welsh Government have launched a new strategy which sets out proposed arrangements to further support the educational attainment of children who are looked after, primarily of compulsory school age but also includes transition to further and higher education.

The consultation also sets out the Welsh Government's intention to change the arrangements to support children who are looked after through the Pupil Deprivation Grant. From April 2015 regional education consortia, working with schools and authorities, will be responsible for the delivery of effective support and outcomes for looked after children. Consortia will also have flexibility to support the education of former looked after children who have been adopted.

The consultation is open until 4th May 2015 and can be accessed here:

<http://wales.gov.uk/consultations/education/raising-the-ambitions-and-educational-attainment-of-children/?lang=en>

Details of the two consultation events in March can be found here:

https://s5.newzapp.co.uk/t/gtp_pg.aspx?LID=OSw2NTM4NjQzNzQsMw

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performance of schools and council services more effectively.

The inspectors also found that the council is continuing to reduce the number of young people in the county borough who are not in education, employment or training.

Council Leader Mel Nott OBE said: "It's encouraging to see that the rate of improvement across most of the indicators over the last two years has been faster than the Wales average, that they are contributing towards better outcomes for local learners and that our ranking among Welsh councils has moved from 19th place to 7th place for improving school attendance rates, setting us above the Welsh average for the first time in five years.

"These improvements have been delivered in a very short period of time, and have given us a solid foundation for developing our services further and ensuring that local children can benefit from the very best educational opportunities that we can provide."

Councillor Huw David, Cabinet Member for Children and Young People, added: "It's also good to note that the Estyn inspectors found a common understanding of the respective responsibilities between head teachers, governors, officers, elected members and the Central South Consortium Joint Education Service, and that mechanisms are in place for sharing information, monitoring progress, challenging underperformance and assuring quality.

"I'd like to thank the head teachers, school staff, governors, officers, councillors and everyone who continues to work so hard to deliver such improvements for the benefit of children throughout Bridgend County Borough."

For more information, contact
Communications Manager Liam Ronan on
liam.ronan@bridgend.gov.uk

Congratulations to Schools Challenge Cymru Adviser Sylvia Jones CBE

Congratulations to Schools Challenge Cymru Adviser Sylvia Jones who has been awarded Commander of the Order of the British Empire (CBE) in recognition of her services to education in England.

Sylvia is currently working with 8 Schools Challenge Cymru schools across Wales, including 4 in the Central South region.

Specialising in reducing low achievement in challenging circumstances, Sylvia has widespread experience of raising standards across Wales and England and has been awarded the CBE in recognition of her work as headteacher of Valentines High School Teaching School Alliance.

Judged by OFSTED to be 'outstanding' in all categories Valentines High School has consistently been one of the most successful comprehensives in England. It has been praised for outstanding examination results, excellent behaviour and a harmonious and purposeful work ethic in a deprived catchment with 36% of student receiving free school meals.

Born in Anglesey, Sylvia spent all of her teaching career in London and the surrounding areas; including 14 years as a secondary headteacher and engagement with the London Challenge.

In 2008 Sylvia was just one of 300 headteachers in the UK to be awarded the title 'National Leader of Education' by the National College for School Leadership.

Sylvia Jones commented, "I am delighted to have been awarded the CBE, and would like to thank all of my colleagues and the pupils themselves, for making my role so rewarding. As a Schools Challenge Cymru Adviser, I am now working closely with schools in South Wales to raise levels of attainment. I have extensive experience of working with schools that are faced with challenging circumstances and am looking forward to joining them on their school improvement journey".

Warm Welcome to the New Deal from Central South Consortium

Central South Consortium welcomes the New Deal for the Education Workforce which was launched on the 16th March by the Minister for Education which builds on the welcome recommendations from Professor Furlong and the Donaldson recommendations. We are delighted that the Minister has chosen to launch the New Deal in a Central South school which is at the heart of collaborative school to school working.

We particularly welcome the emphasis on effective pedagogy and leadership. We welcome a commitment to coherent career long pathways designed and provided by professionals for professionals. We warmly welcome the involvement of unions, authorities, consortia and Welsh government working with the sector to develop a system that drives improvement for children across Wales.

The New Deal is in line with the work that has been developing across the region led by headteachers and is entirely about the professional development being available for all teachers, TAs and leaders. We are already:

- Developing the considerable potential of School Improvement Groups (SIGs) across the region to be action research collaboratives involving all schools;
- Brokering up to 50 pairings of schools working together under the Pathfinder programme;
- Rolling out a hubs programme which builds on and shares strong practice within the sector, delivering bespoke programmes to more than 280 teachers and leaders since January 2015;
- Delivering Outstanding Teacher Programmes (OTP) and Improving Teacher Programmes (ITP) accredited by OLEVI. The Improving Teacher Programme is for teachers within their first five years of teaching and the Outstanding Teacher Programme is for more experienced teachers. To date 400 teachers from Central South schools have been through OTP programmes delivered by schools in the region;
- Piloting a peer review programme to be commissioned by heads and governors with lead peer reviewers from across the region;
- Developing a number of bespoke programmes.

In future we are already:

- Working with the HEI providers to design Initial Teacher Training which is more explicitly designed and delivered with schools;
- Designing a middle and aspiring leadership programme delivered by hub schools across the region;
- Exploring a number of lead schools in specific areas to be linked to the hubs programme and potentially to the future delivery of

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Donaldson;

- Piloting an NQT programme within our hubs programme to be rolled out across the region;
- Working with Welsh government to reform NPQH;
- Designing a serving headteachers' programme for the summer launch to be led by high quality credible heads and drawing on leadership programmes internationally.

We warmly welcome the focus on professional development and look forward to continuing our work with Welsh Government to deliver it with schools in the Central South region.

Teaching Tomorrow's Teachers: Furlong Report

A new report from the Welsh Government has set out a number of recommendations for teacher training in Wales. Professor John Furlong was appointed last year by the Education Minister Huw Lewis, and has now produced the 'Teaching Tomorrow's Teachers' report.

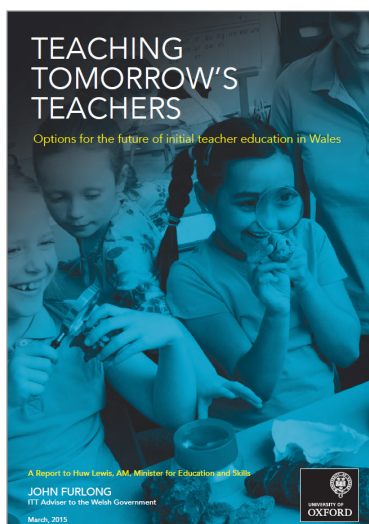
In the report, Professor Furlong states that current Initial Teacher Training (ITT) in Wales is of insufficient quality to serve the needs of Wales, and explains that ITT needs to change in order to meet the changing nature of schooling in the 21st century. Professor Furlong suggests that teachers 'not only need to be experts in teaching something; they also need to be experts in teaching their students to learn how to learn.'

The report bases its recommendations on the requirements of the Donaldson Review's new vision for Welsh curriculum and assessment, and considers research into ITT best practice. Professor Furlong examines the current provision in Wales, and makes 9 key recommendations for change.

The recommendations include new Standards for NQTs and a revised accreditation process for providers of ITT, as well as a review of the role of Estyn within ITT. The report also recommends the phasing out of the current Primary BA degree, to be replaced with a four year degree with 50% of students' time spent in main subject departments.

The report hopes to bring about 'a form of initial teacher education that is expansive rather than restricted,' which gives teachers 'the skills, knowledge and dispositions to lead the changes that are needed.'

The full report can be found here: <http://gov.wales/docs/dcells/publications/150309-teaching-tomorrows-teachers-final.pdf>



Secondary Mathematics in the Central South Region

Mathematics remains a key priority for Wales and the schools in the Central South region have undertaken significant



work to raise the standards in mathematics. The Welsh national average rise for the Level 2 indicator in mathematics was 1.4% points this year, however the 60 secondary schools in Central South Wales have risen by 4.1% points; three times the national average.

In order to maintain this significant rise in standards schools will be undertaking the following areas of work:

Central South Wales Challenge

The Central South Wales Challenge was launched in January 2014 and has seen a regional shift in how schools approach school improvement. Schools are now learning from each other and are actively seeking to share their best practice. Schools have been placed into School Improvement Groups (SIGs) and through this network are supporting each other to raise their standards in literacy and numeracy. In addition Pathfinder Partnerships have seen schools placed into pairs to provide intense support for each other.

Hubs and Specialist Centres

Under the umbrella of the Central South Wales Challenge, 15 schools from across the Central South region have been accredited as either OLEVI Hubs, Hubs or Specialist Centre; centres of outstanding practice that will be providing support packages and programmes to other schools in the region. Central to the available support will be a focus upon literacy and numeracy.

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Central South Consortium Qualified for Life Team

The Consortium's Qualified for Life team provide ongoing support and training to schools regarding their use of numeracy and mathematics. The team facilitates and encourages the networking of schools across the region to share good practice.

Mathematics Revision Sessions for Year 11 Students

Building on the success of 'Count on Success' last year, the Consortium will once again be providing targeted revision sessions for Year 11 students to support them to achieve A* – C in GCSE mathematics. The sessions will be held in Cardiff City Stadium and will provide the opportunity for pupils to engage with their peers from other schools across the region. At the end of each session pupils will be able to take home a pack of revision materials whilst schools will receive revision materials that can be used back in the classroom.

Recruitment of High Quality Mathematics Teachers into the Region

One of the key difficulties for the region is attracting and retaining high quality mathematics teachers. The Consortium is working closely with Initial Teacher Training (ITT) providers to ensure that the highest quality mathematics graduates exit Welsh universities and are then supported to teach in Central South Wales. Work is also taking place to support non-specialist teachers to develop their mathematics teaching practice. In addition recruitment into the region is taking place via Teach First and also directly with high quality mathematics providers.

For further information regarding secondary mathematics please contact Laura Morris (Strategic Lead for Secondary Numeracy) on laura.morris@cscjes.org.uk.

CONSORTIUM NEWS

Education Improvement Grant (EIG) 2015-2016

On 10th March, the Central South Consortium confirmed allocations of EIG and PDG to all schools. From April 2015, the new Education Improvement Grant (EIG) will replace the previous 11 individual education grants, as listed below:

- 14-18 Learning Pathways;
- Foundation Phase;
- School Effectiveness Grant (SEG);
- Welsh in Education Grant (WEG);
- Minority Ethnic Achievement Grant (MEAG);
- Education of Gypsy Children & Traveller Children;
- Induction;
- Lead & Emerging Practitioner;
- HLTA;
- Funding for secondary schools in bands 4 and 5; and
- Reading & Numeracy Test Support

The All-Wales allocation of funding for the EIG is 10% lower than the combined funding streams of the 11 previous grants for 2014/15. However, due to the additional flexibility within the grant, the Consortium has worked with the 5 local authority education directors to agree an increased delegation rate to schools that means no school will more than a 6% cut.

The grants accessed by the local authorities to fund specific services such as MEAG, 14-19 and gypsy traveller have now been confirmed to the local authorities by the Consortium; the funding reflects the 10% reduction from Welsh Government. Please note that the MEAG is distributed to follow each child as opposed to it being distributed across the region. The final approved terms and conditions for the grant are expected imminently. For enquiries please contact louise.blatchford@cscjes.org.uk.

Hannah Woodhouse commented, "This year more than £70m has been handed out in grant - £26m PDG and £45m Education Improvement Grant - to schools across this region. The region is delegating 93% of the Education Improvement Grant to schools which is considerably more than previous years. Whilst the total amount has been reduced by the Welsh Government by 10%, schools will receive no more than 6% reduction in total as a result of increased delegation with significantly less retained. We also welcome the commitment from Welsh Government to require schools to submit only the single School Development Plan for how they will spend their grant. With Directors in this region we are committed to continue to increase delegation to schools along with accountability for outcomes."

In order to provide additional guidance on the criteria for spending this

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grant funding, as well as how this additional funding aligns with the continued drive for a school-led, self-improving system, we are holding a series of briefing sessions starting on the 16th March. We would like to invite both the headteacher and the chair of governors to attend these important sessions.

- **16th March - Tŷ Dysgu - 4.00pm to 6.00pm**
- **17th March - Orbit Centre, Merthyr - 1.00pm to 3.00pm**
- **18th March - Herston Hotel, Bridgend - 9.30am to 11.30am**
- **23rd March - Tŷ Dysgu - 4.00pm to 6.00pm**

Bookings can be made via the DevelopmentDeck (<http://developmentdeck.cscjes.org.uk>) or by contacting the Business Desk on businessdesk@cscjes.org.uk / 01443 827523.

Launch of OLEVI Hubs, Hubs and Specialist Centres

Well done and thank you to all the schools who presented stands at the launch of the OLEVI Hubs, Hubs and Specialist Centres on 28th January at Cardiff High School.

Photographs from the event can be found on the Central South Wales Challenge Pinterest page here:

<https://www.pinterest.com/cscjes/central-south-wales-challenge/>

Details of all the available programmes can be found on the CSC DevelopmentDeck.

Bookings can either be made via the DevelopmentDeck or by contacting our Business Desk on: businessdesk@cscjes.org.uk / 01443 827523.

All of the OLEVI Hubs, Hub and Specialist Schools will be hosting similar style events over the next year. We will keep you updated regarding dates, times and venues.

Central South Wales Challenge Series in South Wales Echo

A huge thank you goes out to the 6 headteachers who have kindly agreed to write articles for the South Wales Echo regarding their experiences of the Central South Wales Challenge. The articles will be shared via our Twitter (www.twitter.com/cscjes) and Pinterest pages (<https://www.pinterest.com/cscjes/central-south-wales-challenge/>).



Headteacher Survey

We are a learning organisation and this Consortium is committed to continuous improvement. We are very keen to hear from schools about where we are making progress and where we can improve. Please find below a link to our Headteachers' Survey which we did at the same stage last year. We would be really grateful for your time to fill it in: <https://www.surveymonkey.com/s/CSCHT15E>

Welsh Baccalaureate Update

The first joint EAS and CSC Welsh Baccalaureate Newsletter is now available here:

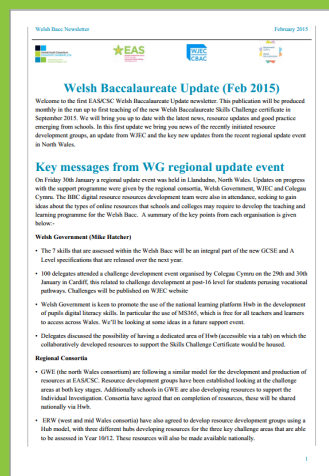
<http://www.cscjes.org.uk/News/2015/February/Welsh-Baccalaureate-Update-%28Feb-2015%29.aspx>

This publication will be produced monthly in the run up to first teaching of the new Welsh Baccalaureate Skills Challenge certificate in September 2015.

We will bring you up to date with the latest news, resource updates and good practice emerging from schools.

In this first update we bring you news of the recently initiated resource development groups, an update from WJEC and the key new updates from the recent regional update event in North Wales.

For further information please contact James Kent on james.kent@sewaleseas.org.uk



Research Corner: Glen Gilchrist

At the heart of many INSETs is the work by Hattie (2012), looking at the impact of a range of pedagogical interventions. Hattie summarised his work in; Visible Learning for Teachers: Maximizing Impact on Learning.

Using a statistical comparator (Cohen's effect size "d") it is possible to compare and therefore rank the impact of many different interventions, regardless of what is being measured by the intervention.

According to Hattie, the top 5 interventions that a teacher can control are:

- High (self) expectations (of the learners) (d=1.44)
- Reciprocal teaching (collaboration & peer working) (d=0.74)
- Feedback (d=0.72)
- Meta cognition (d=0.72)
- Teacher – student relationships (d=0.72)

Hattie defined d=0.40 as the "hinge point" – the value above which, the intervention is "better than average".

A note on effect size: For any intervention, (say, boys vs girls attainment) "Cohen's d" is calculated by subtracting the mean of one group from the mean of the other, divided by the pooled standard deviation. The larger the d value, the larger the standardised effect (+/- is ignored).

Call to action: When analysing the impact of classroom interventions (even better, when comparing one intervention to another), calculate the Cohen's d value – the intervention with the highest d, has the greatest standardised effect. Ask yourself, "How does this compare to Hattie's work?" and "Is my d value bigger than Hattie's "hinge point"?"

For more information on effect size, see this link from Bath University (<http://staff.bath.ac.uk/pssiw/stats2/page2/page14/page14.html>).

For further information please contact glen.gilchrist@cscjes.org.uk

SUPPORT OPPORTUNITIES

Support for the National Literacy and Numeracy Framework in Central South Wales Schools

Support for the National Literacy and Numeracy Framework in Central South Wales schools will be embedded into the regional support provided by the Central South Consortium from September 2015.

Established by the Welsh Government, the National Support Programme (NSP) was launched to provide direct support to schools and teachers regarding the framework's implementation.

The contract for the support programme was awarded to CfBT for 4 years commencing in 2012, with the final year of the support programme intended to be a transitional period where the support provision would be moved into consortia.

Welsh Government has now taken the decision to end the contract early as a result of the significant progress made by consortia and the support programme to establish regional sustainability.

For the remainder of this academic year the delivery of the support programme will remain the same with the programme coming to a close in July 2015.

The Central South Consortium, and all other Welsh consortia, will now work to establish strategic plans for the implementation of the framework along with ensuring that it integrates with regional school led improvement systems; in the case of Central South schools the Central South Wales Challenge.

Hannah Woodhouse, Managing Director for the Central South Consortium commented, "The Central South Consortium recognises the hard committed work of CfBT staff and their willingness to work with partners in the region. We will work with CfBT, schools, authorities and Welsh Government to put in place support for schools which is both high quality and accessible to all schools and in keeping with our strategy of building a self improving school system. This means investing in the capacity of schools to work with each other to improve outcomes for all children across the region."

Frequently Asked Questions

A frequently asked questions section is now available on the CSC website regarding the ongoing support for schools for the Literacy and Numeracy Framework:

<http://www.cscjes.org.uk/School-Support/Literacy-and-Numeracy-Framework-Ongoing-support-fo.aspx>



Support for Foundation Phase, Welsh Medium and Welsh Second Language

The vision of the Central South Wales Challenge is to create a 'self improving school system'. This means we are looking at every aspect of our role as a Consortium to ensure that we are well configured to build sustainable capacity across the school system.

We want to restructure the Foundation Phase and Welsh in Education Teams in order to facilitate the move to schools as self improving organisations. This could mean a move away from centrally delivered training and towards the identification of school led support co-ordinated across the region, the sharing of best practice and the development of joint practice development within and across schools. We should emphasise that we will continue with the same provision, the debate is about what form it takes. This paradigm shift is in line with all other areas of the support framework and can be seen in the very exciting work of many of the School Improvement Groups, Pathfinders and now the new School Improvement Hubs developing school led programmes focusing on teaching and leadership.



We want to move to a delivery model for these areas which:

- is based in schools and builds capacity in a sustainable way;
- ensures all statutory training is delivered in schools and is built on the premise of developing sustainable capacity for improvement across the school system;
- uses best evidence and research methodologies to develop joint practice development within and between schools;
- delivers the statutory expectations set out in the Education Improvement Grant terms and conditions;
- accommodates the 10% reduction in available grant, recognises the need to ensure sufficient capacity in schools but is otherwise based on a maximum delegation model to school formula grant funding;
- is built on best practice in schools;
- has a strong emphasis on quality assurance and high quality support and CPD for teachers and leaders; and
- will deliver improved learner outcomes.

We wrote to headteachers before half term asking them to submit their thoughts or ideas about the changes to the support teams. We will now begin to develop a way forward, followed by HR consultations. We would hope the new model would be in place by September 2015.

Invitation from Governors Wales:

National Conference for School Governors and Clerks – 26 March 2015

Why not join us to celebrate the Outstanding Clerks Award and the crucial role clerks play to ensure effective governance, and to gain a further insight into the Support and Challenge roles of the governing body, the Local Authority and Regional Consortia, to raise standards in schools and improve outcomes for our learners in Wales.

Speakers include representatives from Welsh Government, Regional Consortia and school practitioners.

Booking forms need to be returned by email to: leahthomas@governorswales.org.uk

FREE Into Film Cymru CPD Sessions in March - Achieve and Inspire Through Film

Into Film Cymru is offering teachers the chance to take part in an exciting range of CPD sessions aimed at empowering educators to raise attainment, engage pupils and develop their oracy and literacy skills through the power of film. The CPD days will look at both increasing literacy through the use of film clips and also how to create film and animation with young people using iPads. For further information please refer to the CSC website here:

<http://www.cscjes.org.uk/News/2015/February/FREE-Into-Film-Cymru-CPD-Sessions.aspx>

STAFF NEWS

We would like to send our best wishes to Simon Davis, Finance Technician, who has recently left the Consortium to emigrate to Australia. May we express our great thanks to Simon for all his hard work whilst working for both ESIS and the Consortium. We would like to welcome Keely Jarvis who has recently joined us as the new Finance Technician.

Barry White our Catering Manager has now left the Consortium and has taken up a new position for the BBC in Cardiff Bay. Barry has played a key role in the success of the Tŷ Dysgu restaurant and will be greatly missed. Congratulations to Steffan Howard who will be stepping up as Catering Manager for the interim period.

SCHOOL NEWS

BBC at Rhigos Primary School



A fun day was had by years 2, 3, 4, 5 and 6 at Rhigos Primary School who worked with the BBC for their 'Ten Pieces' project (getting creative with classical music); the theme for the day was Mars!

To find out further information about the project (including music resources and a free DVD) or how your school can get involved please visit:

<http://www.bbc.co.uk/programmes/p01vs08w>

Closing the Gap in Central South Schools: Huw Duggan

*"The incubus of poverty keeps the intellect of Wales in the dust. Give us but education, give us chware teg (fair play) and we will show you what the Welsh can do"*¹

*"We become what we think all day long"*²

A note from Huw

"In his Rewriting the Future document, the Minister Huw Lewis clearly sets out his agenda that "no child in Wales should be disadvantaged by poverty and inequality." As Practitioners we have known for years that where a child comes from significantly impacts on their ability to achieve, their health, happiness and the career they aspire to. This "incubus" is significantly worse in South Wales where 1 in 3 children live in poverty³, and 1 in 7 experience severe deprivation. These children are at significant risk of behaviour problems, poorer health, underachievement, risk of exclusion and mental illness. To close this gap we must deal with the causes of educational inequality, which is not simple and lie in an intricate web of social issues. Highly effective schools deploy a range of strategies to tackle such issues and we know that the key to closing this gap in educational achievement involves strong leadership, outstanding teaching and learning and strong parental engagement.



Huw Duggan - Strategic Adviser for Closing the Gap

Because every child, school and context differ greatly there can be no one size fits all approach to narrowing the achievement of our most vulnerable children, but as a Consortium we strongly believe the answers to this problem are happening everyday in our most successful schools. Our role is to sign-post colleagues to the best practice, give a voice and stage to the teachers, parents and other stakeholders who are tirelessly working with our most vulnerable children. If we challenge people's beliefs, refuse to accept poverty as an excuse, and change the mind-sets of all our children, teachers and parents then we stand a chance of closing this gap. The truth is, as Emerson points out, poverty is a mind-set. If we can change this mind-set and raise aspirations of all learners then we can break the cycle of poverty that is endemic in Wales."

With this in mind the Central South Consortium have seconded Huw Duggan to role of Strategic Adviser for Closing the Gap. Huw is currently a Head of a teaching school, in Oldham Local Authority, where he is responsible for school-to-school support; CPD; running OTP and ITPs; leadership development; consultancy; development

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of ITT programmes and supporting NQTs across Oldham. Huw is deeply committed to the school led model, and knows the power of joint practice development and coaching. With this in mind Huw is aiming to develop a group of 'Closing the Gap' schools, to develop and run action research programmes on the basis of the Educational Endowment Foundations work to support schools across the region. He will also be supporting schools effectively spending PDG monies for sustainable impact, as well as supporting the CSC "Closing the Gap Conference" at Maesteg this July.

Please contact Huw if you require any support on huw.duggan@cscjes.org.uk.

¹ John Hughes, Vicar from Aberystwyth 1846 (Good news: Greigg; Egan, McConnon; Swaffield)

² Ralph Walter Emerson

³ Good news: Greigg; Egan, McConnon; Swaffield

Support from the OLEVI Hubs, Hubs and Specialist Centres

For further information or to make a booking please refer to the CSC DevelopmentDeck (<http://developmentdeck.cscjes.org.uk>) or contact our BusinessDesk on businessdesk@cscjes.org.uk / 01443 827523.

Date / Commencing	Support	Provider	Cost
13th April 2015	Moving to Excellence . . . Through IRIS Connect Technology	Fitzalan High School	£360
13th April 2015	Differentiation	Fitzalan High School	£120
14th April 2015	Defining and Refining Literacy and Numeracy Session 6	Cardiff High School	Free
14th April 2015	Assessment For Learning	Fitzalan High School	£180
15th April	Numeracy Across the Curriculum	Fitzalan High School	£180
16th April	OTP Treorchy Comprehensive Olevi Hub	Treorchy Comprehensive School	£650
16th April 2015	School's Journey to achieve an award for MAT provision - Module 2 of 6	Ysgol Bro Morgannwg	£60
17th April 2015	English as an Additional Language	Fitzalan High School	£180
20th April 2015	OTP Cardiff High Olevi Hub	Cardiff High School	£650

Hwb+ Event – 18th March – Tŷ Dysgu

Join us for a free to attend event to plan the development of your site – take the next steps! We will be joined by the Hwb+ helpdesk and Learning Possibilities staff to answer your questions:

- Showcasing School Sites – best practice
- Developing your public-facing site
- SIMS integration – pupils accessing data via Hwb+
- Live helpdesk support – Bring Your Own Device
- Practical support – developing your own site – Bring Your Own Device

Please book via the CSC Development Deck here: http://developmentdeck.cscjes.org.uk/courses/bookings/c_detail.asp?cid=81&origin=estore

Opportunity to Apply for Lead Technology School Status

We are looking to identify schools who can offer support for other schools to share practice and expertise in one or both of the following priorities:

- Use of technology / Digital learning
- Computing / IT Curriculum

The application form can be found here:

<http://www.cscjes.org.uk/News/2015/February/Opportunity-to-apply-for-Specialist-Centre-funding.aspx>

For further information please contact Richard George on

01443 827586
richard.george@cscjes.org.uk
 @CSC_Computing



Communications

Keep up to date with all the latest news from the Consortium via our communication channels listed below:

- **Newsletter** - do we have your correct e-mail address? Please e-mail communications@cscjes.org.uk to join our mailing list
- **Website** - the Consortium website can be found at www.cscjes.org.uk
- **Support Opportunities** - all support from the Consortium including the OLEVI Hubs, Hubs and Specialist Centres can be found at <http://developmentdeck.cscjes.org.uk>
- **Twitter** - follow the Consortium at www.twitter.com/cscjes, our Twitter handle is @CSCJES. Keep up to date with the Central South Wales challenge by following #CSWChallenge - did you know a number of teams in the Consortium have their own Twitter accounts?
 - * Welsh: @CSC_Cymraeg
 - * Using Technology: @CSC_Computing
 - * Literacy: @CSC_Literacy
 - * Qualified for Life Science: @CSC_Q4LSscience
 - * Foundation Phase: @CSC_FP
 - * Numeracy: @CSC_Numeracy
- **Pinterest** - follow our boards here <https://www.pinterest.com/cscjes/>

Contact Us

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Sport Wales School Sport Survey Update

2015 sees the return of the Sport Wales School Sport Survey. The third national School Sport Survey will provide an opportunity for all pupils in Wales to have their voices heard on school and community sport, as well as gathering important feedback from members of staff. The wealth of evidence Sport Wales gather from the survey gives them the insight they need to support their joint effort of setting children up to be physically active and healthy adults.



2013 saw records being broken, with the opinions of almost 110,000 youngsters being collected from across Wales. This was only achieved thanks to the hard work and support shown by the many teaching, support and local authority staff involved in the process. This year they want to do even better.

All schools in Wales with pupils aged 7 and over are invited to take part in the survey, including independent schools.

This year, for the first time, Sport Wales are extending the survey to all sixth forms and FE students and all special schools.

A member of staff from each primary and secondary school is also asked to complete a questionnaire on PE and sport provision at the school.

The School Sport Survey goes 'live' from April 14th until the end of term.

Each school will be contacted individually with a support kit and advice on how to access the survey before the start date. Additional information will also be provided in future newsletters.

For further information contact: schoolsportsurvey@sportwales.org.uk

Invitation from GwE:

GwE National Leadership Conference

GwE (the North Wales Education Consortium) are proud to announce the intention to hold their first National Conference, supported by Welsh Government, at Venue Cymru in Llandudno, North Wales. They are delighted to invite you and your colleagues to attend this FREE event, which is to be held on Thursday 26th March 2015.



The theme for the 2015 National Conference is "Towards Excellence" and they will be focusing on good practice in response to the PISA agenda and the new GCSE specifications to be introduced in September, 2015.

Find out more here:

<http://www.cscjes.org.uk/News/2015/February/GwE-National-Leadership-Conference.aspx>

APPENDIX 1

Estyn good practice in Mathematics at Key Stage 3 report (2015) - What are we doing?

<p>R1 monitor the performance of pupils eligible for free school meals and offer targeted interventions as necessary</p> <p>R2 meet the needs of pupils who experience difficulties or are more able</p>	<p>CSC challenge advisers and the numeracy team work with schools to improve the performance of all pupils.</p> <p>The numeracy team work intensively with targeted departments to develop appropriate interventions for pupils who are underperforming and support close tracking of progress.</p>	<p>Practice will be shared through:</p> <ul style="list-style-type: none"> • HODs network meetings • Teachmeets • Triad working • SIGs • 'Count on' • QFL team • Pathfinder relationships • Central development days • Development groups: scheme of learning and rich tasks • Triad working
<p>R3 increase the level of challenge for all pupils by making sure that:</p> <ul style="list-style-type: none"> • lessons are structured to engage, motivate and stretch all pupils; and • mathematical problem-solving skills are developed and applied to a wide range of real-life contexts. 	<p>The CSC numeracy team work intensively with teachers to develop pedagogical practices to maximise progress for all pupils.</p> <p>All central events have a focus on the learning experience, as well as learner outcomes.</p> <p>With the introduction of the revised programmes of study and the new GCSEs in mathematics and mathematics-numeracy for first teaching from September 2015, building and trialling approaches to develop pupils' numerical reasoning skills are at the core of all activities centrally and in school.</p>	
<p>R4 ensure that assessment and tracking procedures are robust</p> <p>R5 improve departmental self-evaluation and improvement planning</p>	<p>CSC numeracy team focus on this area as part of their targeted support in schools.</p>	
<p>R6 share best practice across the school and evaluate new ways of working</p>	<p>The CSC numeracy team work with mathematics department to trial and evaluate different approaches before working with teachers to share both within department and across the school.</p>	
<p>R7 facilitate networks for sharing best practice between mathematics departments</p>	<p>This is a focus of our work, not only at the central networking and sharing practice events, but by facilitating collaboration between mathematics leaders and teachers through the SIGs, pathfinder relationships and triad working.</p>	
<p>R8 provide support, challenge and professional development opportunities for mathematics departments and individual teachers</p>	<p>The CSC mathematics and numeracy team plan to ensure a balanced range of professional development opportunities for those teaching mathematics within the consortium.</p>	