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## **EDUCATION FOR LIFE SCRUTINY COMMITTEE 17<sup>TH</sup> MAY 2021**

**SUBJECT: SUPPORT AND CHALLENGE UPDATE - CELEBRATE, SHARE,  
SUPPORT AND REFINE PILOT AND STRIKING THE BALANCE: A  
REGIONAL APPROACH**

**REPORT BY: JULIE WOOD, ASSISTANT DIRECTOR, EAS**

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### **1. PURPOSE OF REPORT**

- 1.1 This report provides a summary of the strategic approaches that EAS have developed to support schools and settings during the pandemic.

### **2. SUMMARY**

- 2.1 The region has implemented a strategic and staged approach to supporting schools in the delivery of distance and blended learning. Following discussions with the regional Headteacher strategy group there was an understanding from both the LAs and EAS that the next stage would be to work alongside schools to see first-hand examples of practice to celebrate, support, share and refine (CSSR) their distance and blended learning provision. 34 schools from across the region agreed to work with the EAS to develop a pilot approach. The purpose of this approach was to continue to share the good practice that exists across the region, using the distance and blended learning website as a mechanism to extend collaborative working. During the meetings, schools were also asked to reflect on the process of the CSSR approach and provide any feedback to the team. Feedback from schools and the EAS CSSR teams has been used to shape the regional approach moving forward for the remainder of the spring and summer terms when it is likely that there will still be periods where groups of learners will not be in school and will need to access distance and blended learning.

### **3. RECOMMENDATIONS**

- 3.1 Members are asked to receive the report for information and take the opportunity to comment.

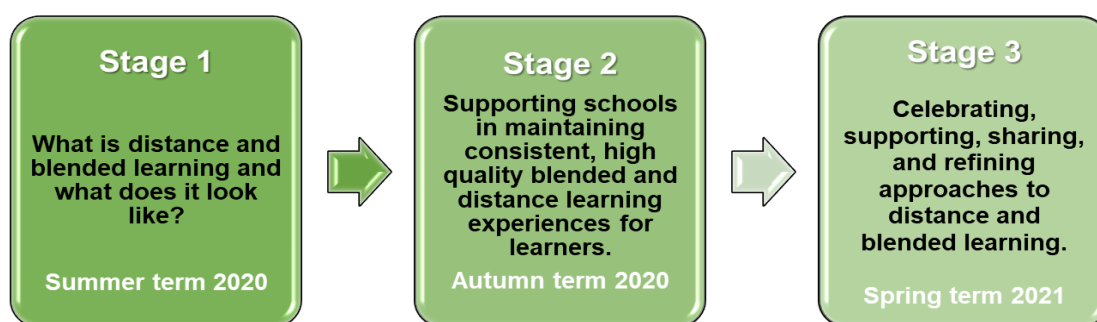
### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 This report is for information only.

## 5. THE REPORT

### Review of Celebrate, Share, Support and Refine Pilot

- 5.1 The region has implemented a strategic and staged approach to supporting schools in the delivery of distance and blended learning, depicted in the diagram below. There is not a one size fits all model and schools have adopted different approaches which are best suited to the needs and circumstances of their school communities. The EAS recognises that there is no blueprint for this work and there is a need for collaborative learning.



### Stage 3: Celebrating, supporting, sharing, and refining (CSSR) approaches to distance and blended learning (Spring term 2021)

- 5.2 Following discussions with the regional Headteacher strategy group there was an understanding from both the LA and EAS that the next stage would be to work alongside schools to see first-hand examples of practice from the last 11 months to celebrate, support, share and refine their distance and blended learning provision within a safe environment. 34 schools from across the region agreed to work with the EAS to develop a pilot approach. The process involved the setting up of individual meetings with each school, all a one-hour duration. The focus of the discussions in these meetings was on celebrating, supporting, sharing, and refining the approaches taken within the Covid period.
- 5.3 The purpose of this approach was to continue to share the good practice that exists across the region, using the distance and blended learning website as a mechanism to extend collaborative working.
- 5.4 The pilot approach set out to:
- Determine the most appropriate ways of undertaking virtual meetings to see examples of learning without increasing workload.
  - Ensure that the tone and content of the meetings are collaborative, sensitive, supportive and beneficial for the school.
  - Help the region to fully understand the challenges that practitioners are facing to help shape regional support.
  - Help to shape the discussions so that there is an appropriate balance between celebrating, supporting, sharing and refining.
  - Exemplify the full range of teaching strategies that are being utilised to support learning.
  - Enable schools to best determine the types of learning that they would like to share during the meetings.

- 5.5 The pilot commenced in January 2021 and concluded at February half-term 2021. The focus of each meeting centred around wellbeing of all, leadership and governance, professional learning and curriculum and pedagogy. Each school was sent a set of prompts or questions for consideration around each of these aspects. In CCBC, 5 schools were engaged in the pilot programme:
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- Ystrad Mynach Primary
  - Newbridge School
  - Blackwood Primary
  - Hendredenny Park Primary
  - Waunfawr Primary
- 5.6 Each school was contacted by a CSSR coordinator (Assistant Director or Principal Challenge Adviser) and sent a list of reflection questions.
- 5.7 During the meetings, schools were also asked to reflect on the process of the CSSR approach and provide any feedback to the team. At each meeting there was a minimum of three EAS staff present, invited members of the LA (as determined with each LA) and as many school staff as leaders felt appropriate. Each meeting was conducted virtually via Microsoft Teams with the intended duration of the meeting being one hour.
- 5.8 Each virtual discussion was captured on an overview matrix, with each EAS team member contributing. This document was then shared back with the school for comment, amendments, and additions. An example completed matrix has been included for information as Appendix B.
- 5.9 Feedback from schools and the EAS CSSR teams has been used to shape the regional approach moving forward for the remainder of the spring and summer terms when it is likely that there will still be periods where groups of learners will not be in school and will need to access distance and blended learning.
- 5.10 The outcomes of discussions with schools are being used to discuss how they will continue to build upon learning from this period to enhance teaching and learning moving forward and inform their school improvement priorities for 2021-2022.

### **Pilot Analysis**

- 5.11 The pilot asked range of questions for schools to provide description of their approaches. Questions along with exemplification answers are provided below
- 5.12 What strategies / approaches are the most appropriate ways of undertaking virtual meetings to see examples of learning without increasing workload? In the best examples:
- Headteachers used the four areas from the matrix to structure discussion, this was helpful to keep the meeting on point and well structured.
  - Headteachers brought SLT members and practitioners to the meeting. This helped to see all aspects of provision from a range of perspectives and gave a good deal of depth to the conversations.
  - Something visual on screen helped to shape the conversation and helped the school to keep discussions focused and organised.

- There were opportunities to look at the work of learners and the learner experience. For example, Exemplifying the situation as a learner ‘a week in the life of a learner’, focusing on the learner experience was particularly effective.
- Inclusion of the school’s CA and /or LNS school has helped information sharing and supported aspects of the school’s work they wished to refine.

5.14 How have we ensured that the tone and content of the meetings are collaborative, sensitive, supportive, and beneficial for the school? In the best examples.

- Schools have ‘owned’ the meetings and have controlled the agenda.
- Balancing the meeting with positive feedback and constructive questioning and observations as the meeting progresses has been helpful.
- An EAS acknowledgement that the regional consortium is learning and that EAS and LA staff are not experiencing this on the ground – this has helped schools ensure they have adopted the ‘expert on the ground’ approach.
- As meetings were not set to follow a fixed agenda, the EAS have allowed the flow of conversation.
- The tone of the meetings has been sensitive and follow up reports are heavily focused on celebrating and sharing of the effective practice.
- Headteachers have been keen to showcase what they are doing.
- Meetings have aligned suitably to the #EncourageApplaudShare approach on Twitter. Meetings have been celebrated by schools on Twitter

5.15 How has the process helped the region to fully understand the challenges that practitioners are facing in order to help shape regional support? In the best examples:

- Schools have provided constructive feedback on the regional support e.g. school development plan, masterclasses, website, flexibility of professional learning and overall many have engaged and found these useful.
- The EAS has developed awareness of strengths / areas for further development of schools in current operation and as a result signposted schools to support where required.
- The prompt questions provided a good structure and allowed schools to shape their thinking and reflect on their provision in four key areas: wellbeing and equity, curriculum and pedagogy, leadership and governance and professional learning.
- Members of the SLT and practitioners have been in attendance to support the discussion and provide a rounded picture of the provision.
- The discussions have further provided the region with a good understanding of the professional learning needs of schools and what has been beneficial e.g. support with live lessons, pedagogical approaches to learning though the blend.

5.16 Through discussions with the school did we achieve an appropriate balance between celebrating, supporting, sharing and refining – exemplify? In the best examples:

- There has been a strong emphasis on celebration as this has been the focus of school presentations and information shared by schools.
- Schools have identified things that they are developing, changing or refining.

- Effective practice based on presentations and discussion has been identified for sharing more widely e.g. Masterclass sessions, website, briefings for Elected Members.
- Schools used opportunities through Twitter to celebrate – #EncourageApplaudShare and have made reference to the CSSR process in their Tweets.

5.17 How did the meetings exemplify the full range of teaching strategies that are being utilised to support learning? In the best examples:

- Schools have spoken in detail about the teaching strategies they have used, particularly in relation to the number of effective strategies and scope of technology being used e.g. for differentiation, feedback.
- Where the pedagogy has been aligned strongly with an effective pre-existing teaching and learning strategy, it was exemplified how this has been adapted to the blended learning provision successfully.
- Use of technology was driven by the pedagogical approach it was required to support.
- Schools exemplified their practice with opportunities to look at learners work and the learner experience.

5.18 How did the process enable schools to best determine the types of learning that they would like to share during the meetings? In the best examples:

- Schools focused significantly on aspects of their provision that they wished to celebrate. The opportunity to discuss their 'learning journeys' have been evident. A constant process of review, reflect and refine has been a common theme.

## **Key and Emerging Themes**

### **Wellbeing and Equity**

5.19 A range of themes emerged related to Wellbeing and Equity, in particular:

- Wellbeing of staff, learners, community has been and continues to be a central focus for nearly all schools throughout the entire period.
- Communicating with all stakeholders has been a priority for nearly all schools.
- Schools adopted the hashtag 'over communicate with clarity' as a mantra during this time.
- Significant strengthening of relationships with parents has been demonstrated.
- Significant strengthening of relationships with the wider school community has been demonstrated with many schools going far beyond their role as educational setting to ensure that welfare issues in the community were also addressed e.g. delivering food parcels,
- Schools stated that they feel know their learners and their families more extensively now than pre- Covid.
- Schools have adapted and developed their tracking systems since the start of the pandemic.

- Schools with detailed and purposeful tracking of the engagement of learners has led to positive interventions and increased communication with families, ensuring that engagement of targeted learners has improved.
- Schools and settings have continued to work with partner organisations supporting the most vulnerable families.
- The quality of learning experiences for digitally excluded learners has developed over time which has resulted in better engagement in learning.

## **Curriculum and Pedagogy**

5.20 A range of themes emerged related to Curriculum and Pedagogy, in particular:

- Schools that had a well-established strategy for teaching and learning pre-Covid were able to adapt these principles to a distance and blended learning context.
- There has been an exponential growth in the use of technology to support pedagogical approaches over the last 11 months.
- Use of technology has been selected on the basis that it supported a particular pedagogical approach e.g. use of Jamboard for collaborative working.
- Live teaching and check in opportunities have increased engagement in learning when learners are working remotely.
- Schools who moved to live teaching very early on (March /April 2020) noted immediate benefits in relation to learner engagement).
- Schools that spent significant periods of time preparing learners, staff and parents prior to lockdown episodes for remote learning were able to switch to blended learning approaches much more easily than those who did not prepare with the same degree of depth.
- Schools have adopted a blend of approaches to planning learning experiences incorporating both synchronous and asynchronous methodology.
- Schools have kept opportunities to enhance the curriculum e.g. Online music lessons by sending home musical instruments.
- Practice has been research informed.
- In many schools, the use of technology has advanced exponentially and this raises questions regarding planning for progression of digital competency skills as learners transfer from one phase to another, particularly from primary into secondary.
- The offer to learners in the spring term 2021 is considerably more sophisticated and comprehensive than that provided in the original lock down in 2020.

## **Leadership and Governance**

5.21 A range of themes emerged related to Leadership and Governance, in particular:

- Where practice has been more effective, senior leaders have identified key leaders within the school to support distance and blended learning.
- Leaders at all levels were learning together, with no blueprint for dealing with COVID. Effective distributed leadership enabled key leaders to coordinate and provide support appropriately.
- Leaders looked beyond their schools and kept connected with wider networks when developing their D&B learning provision.

- Leaders were outward looking, but also looked inward to identify best practice and what was working well. (A rapid period of action-based research and critical enquiry).
- Leaders have developed the expertise of governors to understand how they have responded to the COVID pandemic e.g. Governors were directly involved in the drawing up of the distance and blended learning policy and Governors meet as part of a sub-committee to consider the schools' distance and blended learning provision.
- Quality assurance of the quality of teaching and learning and the learner experience has been approached appropriately and constructively throughout the period.
- Constant refinements of approaches to distance and blended learning have been made throughout the period and reflective leaders have kept engaged with stakeholders to gauge how successful their provision has been in meeting the needs of all their learners

## **Professional Learning**

5.22 A range of themes emerged related to Professional Learning, in particular:

- Professional learning has been given high priority during the pandemic.
- There has been a significant focus on PL, particularly related to distance and blended learning. Priority has been given to the use of technology to support learning and to track learner engagement.
- PL has been offered in a structured way to parents, to support them in assisting their child to access BL.
- Schools have maintained a strategic approach to their PL whilst being agile and responsive to the need for 'Just In Time' PL needed during this time.
- PL has been accessed across the widest regional offer with schools using the opportunity to engage in wider regional networks.
- Schools who had effectively engaged in PL around digital skills prior to the pandemic benefited significantly.

## **Overarching Pilot Outcomes:**

5.23 There were also a number of overarching themes, in particular:

- The process has helped to develop trust, openness, and honesty with schools.
- Working together with schools in an open and transparent way has helped to lay the foundations for future working and partnership.
- Schools have found this process useful to self-reflect on their own provision.
- 'Big picture' themes for the region have emerged in terms of common approaches that have proved successful, e.g. ways of supporting vulnerable pupils and families.

## **Rollout of CSSR to all Schools**

5.24 The CSSR rollout began with a virtual conference in March with National and International speakers including Dr Simon Breakspear and Lucy Crehan, as well as workshops from a range of regional schools including Blackwood Primary and

Hendredenny Park Primary Schools. All schools across the region have now been offered the opportunity to undertake a CSSR meeting. The following schools in Caerphilly have participated thus far in the main schedule of CSSR visits:

School	CSSR status
Abercarn Primary	Confirmed
Bedwas Junior	Confirmed
Blackwood Primary	Completed
Coedybrain Primary	Completed
Crumlin HL Primary	Completed
Cwmcarn Primary	Confirmed
Deri Primary	Confirmed
Fleur-de-Lys Primary	Confirmed
Gilfach Fargoed Primary	Confirmed
Hendre Junior	Completed
Hendredenny Park Primary	Completed
Llancaeath Junior	Confirmed
Markham Primary	Confirmed
Nantyparc Primary	Confirmed
Pantside Primary	Completed
Park Primary	Completed
Pengam Primary	Confirmed
Penllwyn Primary	Confirmed
Rhydri Primary	Confirmed
Tynewydd Primary	Confirmed
Waunfawr Primary	Completed
White Rose Primary	Completed
Ystrad Mynach Primary	Completed
Bedwas High	Confirmed
Newbridge School	Completed
Heolddu Comprehensive	Confirmed
Idris Davies 3-18	Confirmed - postponed
Lewis Girls Comprehensive	Confirmed



**Feedback from Headteachers**

**Striking the balance: A Regional approach**

- 5.25 The pandemic has reminded us that even in the most challenging of circumstances positive change has been possible. Schools and settings have seized opportunities to explore innovative ways of working and delivering meaningful learning experiences through a creative blended learning approach. These experiences should be built upon to avoid a ‘snap back,’ keeping the positive learning that has been developed during this time.
- 5.26 It is appropriate to acknowledge that the pandemic has not necessarily been a positive time as many have experienced loss and had difficult lockdown experiences including isolation, physical and mental health challenges, and anxiety. Home learning experiences will have been varied. We know that some learners have struggled and, due to a range of factors including digital exclusion, many have not engaged adequately. It is important to note that some children and families are struggling and that they are concerned that they are not making progress.
- 5.27 In contrast to the above however, some learners have excelled, showing that they can self-regulate, work with independence, and adapt to using technology as well as many more skills that they may not have had opportunity to exercise in the period pre-pandemic.
- 5.28 It is important that schools are enabled to effectively evaluate and assess the progress their learners have made during this period. Schools are in the best position to judge the needs of their learners and identify any support that each learner may require in the coming months.
- 5.29 The quality and effectiveness of teaching and learning is key. Where practice uses effective and nuanced formative assessment strategies, schools and settings adapt teaching practice to suit the needs of individual learners and continue to consult and inform their wider stakeholders. These schools use evaluative information and progress data to inform and refine future practice and provision, shaping their priorities for improvement.
- 5.30 The document (Striking the balance: Regional approach, attached as Appendix A) outlines considerations and guidance to support schools and settings for the remainder of this academic year and beyond. The region is aiming to strike an appropriate balance, working with schools and settings to consider the wider learning experiences that have led to positive progress for some, whilst understanding the potential barriers to pupil progress that have developed for others.
- 5.31 The region aims to support the use of a range of positive vocabulary during the next phase, examples of which are included in the table below.

<b>Language to Encourage</b>	<b>Language to be used with caution</b>
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<ul style="list-style-type: none"> <li>• Tomorrow will be a good day.</li> <li>• Powering Up</li> <li>• Reconnect</li> <li>• Seize opportunities</li> <li>• Bringing solutions</li> <li>• Co-construction</li> <li>• Moving together</li> <li>• 'a catalyst for far more bespoke learning'</li> <li>• Opportunity and innovation</li> </ul>	<ul style="list-style-type: none"> <li>• Deficit of learning</li> <li>• Catch-Up</li> <li>• Narrowing the COVID gap</li> <li>• Addressing the deficit</li> <li>• Start learning</li> <li>• Learning lost / loss</li> <li>• Lost learning</li> <li>• School closures</li> </ul>
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## Wellbeing

5.32 The region has engaged with a mental health expert, Professor Barry Carpenter, who has provided a range of professional learning opportunities for schools and settings to engage with. He recommends five sensible 'levers' that can help a school recover, following a 'systematic, relationships-based approach to reigniting the flame of learning in each child.'

5.33 Wellbeing continues to be at the forefront of the supportive regional approach. Schools and their communities will have had their own unique set of circumstances and will require a bespoke and flexible approach to learning together. Every learner will have differing requirements to engage successfully in their continued learning and to fully integrate into the whole school experience when the time is right.

5.34 We will continue to research, refine, respond and reflect on school needs. Our established networks will continue to be the mechanism of communicating with schools and settings. The Supporting our Schools website will continue to be the 'go to place' for all resources and guidance materials

5.35 An overview of the support that will be provided includes:

- Professional Learning Keynote speakers with guidance on supporting learners returning to fulltime face to face learning.
- Altogether Again Playlist resource
- The Wellbeing Toolkit Programme
- Developing an ACE Friendly School Programme
- A Whole School Approach to Emotion Coaching Techniques
- Embedding Rights of the Child into the curriculum
- Developing a Teaching and Learning Strategy based on a tiered approach for disadvantaged and vulnerable learners
- Health and Wellbeing AoLE Toolkit with supporting PL programme
- Disadvantaged and Vulnerable Learner Lead Programme (Primary and Secondary)
- Relationships and Sexuality Toolkit Programme
- Grant planning support leading up to the academic year 2021-2022
- Intervention Programmes for Support Staff

## **School Improvement**

5.36 The priorities for school improvements are to:

- Continue to work with schools to roll out the 'Celebrate, Support, Share and Refine' (CSSR) model, supporting schools to review and refine their models for blended learning, sharing examples of practice from different schools and settings from within and outside the region.
- Support schools and settings to evaluate the impact the pandemic has had on learners, staff and the school community. As a result, provide bespoke support to schools in line with their identified school improvement priorities, including support for NMS.
- Support schools to refine their Transition arrangements.
- SDP and self-evaluation support leading up to the academic year 2021-2022, including arrangements that align to the new Welsh Government School Improvement Guidance
- Team around the school approach for schools with the highest level of need, collaboration, support for school leaders, bespoke support for improvements to the quality of teaching, assessment and learning.
- The continuation of the Teaching and Learning Strategy project with identified schools.
- Facilitate opportunities for collaborative models / networks of schools working together to support one another with their priorities, including the use of established support networks e.g. LNS

## **Curriculum Support**

5.37 The priorities for school improvement are to:

- Continue to provide access to Programme for Senior Leaders and Headteachers - (Synchronous / Asynchronous options)
- Continue to provide access to Programme for Middle Leaders and Teachers (Synchronous / Asynchronous options) (From Summer term 2021)
- Develop the Secondary curriculum designers' network (to support realisation of the curriculum for Wales)
- Continue to run all existing subject and area-based networks (in partnership with Learning Network Schools)
- Continue to provide Digital professional learning support
- Continue to provide Welsh language support
- Continue to run pre-existing professional learning as advertised in the professional learning calendar

## **Professional Learning: Leadership & Pedagogy**

5.38 The priorities for Professional Learning, Leadership and Pedagogy are to:

- Continue to support the refinement and development of distance and blended learning provision including the work of the task and finish group, masterclasses events and the sharing and networking of effective practice from within and beyond the region.

- Continue to facilitate professional learning that supports schools in developing effective practice in pedagogy in the current context, including areas such as assessment for learning, metacognition, effective synchronous and asynchronous learning design.
- Continue to provide national leadership development opportunities reflecting the challenges of the current pandemic for leaders at all levels including: Middle Leaders, Senior Leaders, Aspiring Headteachers, New and Acting Headteachers and Experienced Headteachers. In addition to regional collaborative networking opportunities.
- Develop a regional approach to the identification of aspiring leaders through a Talent Management Approach.
- Continue to provide a virtual professional learning offer for all those who support statutory induction including newly qualified teachers, school-based induction mentors. In addition to regional collaborative networking opportunities.
- Work with strategic partners to begin shaping a national professional learning induction offer to commence September 2021.
- Developing a regional coaching and mentoring approach to support school improvement.
- Facilitate the teaching assistant learning pathway (TALP) professional learning offer which includes support for induction into the TA role, development for practicing teaching assistants and aspiring Higher Level Teaching Assistants.
- Continue working with strategic partners to support Initial Teacher Education pathways.

## **Governors**

5.38 The priorities for supporting Governors are to:

- Continue to support for the full range of virtual governing body meetings, including Annual General Meetings.
- Support, according to a school's SLA option for virtual statutory committee meetings where required.
- Continued delivery supported by wider teams of the EAS of Virtual Professional Learning Programme for all governors across the region.
- Support Governing Bodies in learning lessons from the Virtual Conference for Governors held in March-April with a focus on Governing Body's strategic leadership role in Celebrating, Sharing, Supporting and Refining, ensuring that our school communities learn lessons from the last 12 months and plan to emerge strengthened.
- Increasing the range of communication our governors beyond the regular email updates, termly newsletters and the Supporting our Schools site, to expand the use of Social media.
- Exploring opportunities for Governors to expand their understanding and use of coaching and mentoring to support school leaders and each other.

## **Risks**

5.39 The unknown impact on pupils through their transition plans and those who would have been sitting examinations this year, particularly those who are vulnerable.

- 5.40 School leaders feeling overwhelmed with information sent in good faith if not controlled or coordinated.
- 5.41 Inability to physically support and guide leadership in schools that require this support.
- 5.42 Some schools not paying due regard to the information that has been made available to support them.

## **Conclusion**

- 5.43 The EAS will continue to implement the strategies outlined within this report. The findings of the CSSR process will continue to help the region to fully understand the challenges that practitioners are facing in order to help shape regional support. The mechanisms for working collaboratively with schools and the LAs via a partnership approach to evaluation and agreeing priorities (similar to that adopted through the CSSR process), will help shape the regional model for school improvement and will help inform the cultural changes necessary to align to Curriculum for Wales and the Welsh Government Guidance on School Improvement.
- 5.28 The Supporting Our Schools website will continue to be the mechanism of sharing practice to support leaders, teachers, teaching assistants, governors, and parents to enable all learners to maintain progress despite the challenges that the pandemic presents.

## **6. ASSUMPTIONS**

- 6.1. There are no specific assumptions.

## **7. LINKS TO RELEVANT COUNCIL POLICIES**

- 7.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- A prosperous Wales
- A resilient Wales
- A more equal Wales
- A Wales of vibrant culture and thriving Welsh language
- A globally responsible Wales

- 7.2 **Corporate Plan 2018-2023.**

Please see Caerphilly Strategic Priorities.

## **8. WELL-BEING OF FUTURE GENERATIONS**

- 8.1 This report content contributes to the Wellbeing Goals. This report is for consultation only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve attainment. This must take a long term view as part of its impact on life chances, employment and

quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement.

## **9. EQUALITIES IMPLICATIONS**

- 9.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on this information report.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 This work is funded through the EAS Business Plan, therefore there are no specific financial implications.
- 10.2 The CSSR process will now be rolled out during the summer term to all schools and settings. An event to launch this process was held in March 2021 to explore a range of themes including quality assurance, the use of technology to support pedagogical approaches and reflective practice.
- 10.3 Following feedback from the CSSR pilot, practical revisions will be made to the process to include:
- Revising the list of self-evaluation questions for schools to use.
  - Considering mixed phase groupings or peers in CSSR Teams.
  - More planned opportunities to see firsthand learner experiences and learners' work to support discussion.
  - Further considering and agreeing an approach in relation to next steps in cases where the CSSR session has identified support requirements in terms of provision/leadership.
  - Considering how the views of other stakeholders, e.g. Governors are included.
- 10.4 The regional approach, 'Striking the Balance' was shared with headteachers and governors at the end of Spring Term 2021 to seek their views on the approach and the support identified for schools and settings moving forward.

## **11. PERSONNEL IMPLICATIONS**

- 11.1 There are no personnel implications.

## **12. CONSULTATIONS**

- 12.1 The Consultees are noted below:

## **13. STATUTORY POWER**

- 13.1 Local Government Acts 1972 and 2000, Children's Act 2004, Standards and Framework Act 1998

Author: Julie Wood, Assistant Director, EAS

Consultees:

Christina Harray, Chief Executive  
Richard Edmunds, Corporate Director of Education and Corporate Services  
Dave Street, Corporate Director, Social Services  
Councillor Ross Whiting, Cabinet Member for Learning and Achievement  
Councillor Teresa Parry, Chair of Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee  
Steve Harris, Head of Corporate Services & S151 Officer  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Education Planning & Strategy  
Sarah Ellis, Lead for Inclusion & ALN  
Sarah Mutch, Early Years Manager  
Paul Warren, Strategic Lead for School Improvement  
Jane Southcombe, Financial Services Manager  
Lynne Donovan, Head of People Services  
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation)  
Rob Tranter, Head of Legal Service and Monitoring Officer  
Ros Roberts, Business Improvement Officer.

Background Papers:

This section should set out a list of the background papers available for inspection which disclose any facts or matters on which, in the opinion of the report author, the report or an important part of the report is based and have in his/her opinion been relied on to a material extent in preparing the report but do not include published works. A telephone number of a person to contact if you wish to inspect those papers should be included. In the case of exempt background papers a sentence to the effect that "Background papers are exempt" is sufficient.

Appendices:

Appendix A: Striking the balance: Regional approach

Appendix B: An example completed matrix has been included for information