



CENTRAL SOUTH WALES CHALLENGE  
HER CANOL DE CYMRU

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## Self Improving Schools are the Key to ‘Successful Futures’

Following the launch of the Central South Wales (CSW) Challenge in January 2014, the Central South region has seen its drive to create a self improving school system gain national and local praise. Now, with the launch of Professor Donaldson’s report ‘Successful Futures’ in February 2015, the Central South region is well placed to welcome a curriculum that is led by the teaching profession; for schools and by schools.

With schools taking the lead, Professor Donaldson’s comment that **“collective responsibility, supported by cooperative values of partnership, trust, mutual respect and support” will be required to unpin the new curriculum** – is very much welcomed. In Central South we have an extensive and ever growing network of school partnerships, ranging from school improvement groups and pathfinder pairings, to less formal arrangements between individual schools.

In addition, Central South has recently seen the launch of Hub Schools; schools with proven expertise in various areas that are providing support programmes to other schools in the region. Prof Donaldson goes on to state that **“it will be important to nurture and encourage local ownership and responsibility within a clear framework of expectation and support”** and it is through the Central South Wales Challenge, SIGs, Hubs, peer review and pathfinder status as well as all of the collaborative activity under way that schools in Central South will be able to develop and access local school-to-school support that reflects their individual circumstances and needs.

‘Successful Futures’ states that there will be 6 key curriculum areas i.e. expressive arts, literacy, wellbeing, numeracy, humanities, science and technology, and with lead schools having already been identified for some of these areas and with more being confirmed shortly plus the Hub Schools, the curriculum support for the region is already adapting to reflect the national changes.

Hannah Woodhouse, Central South Consortium Managing Director comments, “We very much welcome the recommendations from Professor Donaldson, and feel positive about how the school-to-school developments in the region will prepare and equip schools for the curriculum changes. Central South has fully embraced a self-improving school system and with further exciting developments on the way for Central South, we believe we can effectively drive up teaching and leadership capacity for teachers and leaders in the region.”

### Successful Futures

Independent Review of Curriculum  
and Assessment Arrangements in Wales

Professor Graham Donaldson CB  
February 2015



## School Improvement Plans

Schools will be aware that from September 2015 the school improvement plan becomes a statutory requirement.

There is now no longer any need to have a separate spending plan for the use of grant. The single school improvement plan will become the main focus for all challenge and support and the use of the Education Improvement Grant and Pupil Deprivation Grant should be integral to the school's improvement planning.

The key purposes of the grants are to raise standards and improve the quality of learning and teaching and leadership. Schools have received a written Agreement that sets out clearly the expectations of the Consortium and of schools in respect of the grants.

We will be making available to schools shortly updated guidance in relation to school improvement planning. For any queries please contact [robert.hopkins@cscjes.org.uk](mailto:robert.hopkins@cscjes.org.uk).

## RCT Council Chief Executive Appointment

Following the announcement of Steve Merrit's (RCT Chief Executive) retirement in August, RCT Council have confirmed that Chris Bradshaw will temporarily undertake the role, whilst merging it with his current role of Director for Education and Lifelong Learning. May we extend our congratulations to Chris on his appointment.

## Merthyr Tydfil Council Appointments

Congratulations to Lorraine Buck who recently became the Corporate Director for People and Performance in Merthyr Tydfil Local Authority, and also congratulations to Dorothy Haines who has now become the Chief Education Officer for the authority.

## CONSORTIUM NEWS

### Consortium Business Plan 2015/16

The Central South Consortium Business Plan for 2015/16 will be published shortly.

#### Our aims for the 15/16 year and beyond are:

- To improve standards for all children in all schools
- To improve capacity in the school system
- To develop robust and enabling partnership working

#### Our priorities to be delivered remain to:

- Close the gap in outcomes for children in poverty and for looked after children by a quarter by 2015/2016 and a third by 2016/2017.
- Raise standards in English and Welsh first language and mathematics so that: nine out of every ten pupils reach the expected outcome/ level in the Foundation Phase and at key stages 2 and 3 by July 2015; between a third and two-fifths of pupils reach the expected outcome/ level + 1 in the Foundation Phase and key stage 2 and over half at key stage 3 also by July 2015.
- Raise standards in English by a further 12%, Welsh by 4% and mathematics by 8% by September 2015 compared with September 2014 to reach 77%, 79% and 68% respectively.
- \* Improve outcomes at L2+ by at least a further 6% by September 2015 compared with September 2014 to exceed 60%.
- \* Improve attendance by a further 0.9% in secondary schools and by a further 0.5% in primary schools to reach 94.5% and 95.2% respectively by September 2015. Continue this trajectory so that the region's ambition of an average of at least 95% in both sectors is achieved by September 2016.

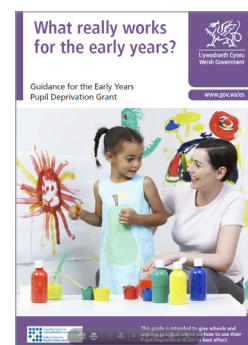
### What Really Works for the Early Years? PDG Guidance

Welsh Government have recently published guidance regarding 'What Really Works for the Early Years?—Guidance for the Early Years Pupil Deprivation Grant'.

Evidence suggests there are three main areas in which schools and settings should focus their use of the Early Years PDG:

- Family Engagement
- Pedagogy
- Leadership and staff development

The full document can be found here: <http://learning.gov.wales/resources/browse-all/pdg-what-really-works/?lang=en&ffdyf>



# US Astronaut Leads Mission Discovery for Central South Wales Schools

Central South Wales secondary pupils are invited to work with astronauts for a week in Bishop Hedley School for the chance to have their ideas for an experiment to be carried out on the International Space Station (ISS).



**Steve Swanson, NASA Astronaut**

NASA astronaut, Steve Swanson, will lead a team of prize winning scientists, engineers and aerospace experts from universities across the world to run a summer school for 400 budding 14–18 year old scientists from the 6th to 10th July 2015.

Supported by Schools Challenge Cymru, students will work in teams to design a scientific experiment, with the winning team's design being built and launched to the ISS. Astronauts will then conduct the experiment on behalf of the winning students.

Developed by Penarth based International Space School Education Trust (ISSET), the aim of the programme is to promote scientific understanding along with personal development skills such as leadership and team building.

Maureen Harris, Headteacher of Bishop Hedley School commented, "We are delighted that ISSET have agreed to run their Mission Discovery programme in Central South Wales. The programme will provide students from across the region with a unique opportunity to engage in real life research and gain extensive skills that they can take with them through to their chosen career."

## Hubs Taste-In Event

A huge thank you to all the Hub Schools who presented at the Hubs Taste-In event on the 6th May, and to all the schools who attended to find out more.



Please note that further information events will be held over the next few months. In the meantime, if you would like to find out more about the support available from the Hubs please refer to the CSC DevelopmentDeck (<http://developmentdeck.cscjes.org.uk>) or telephone the CSC Business Desk on 01443 827523 / [businessdesk@cscjes.org.uk](mailto:businessdesk@cscjes.org.uk).

## Curriculum Changes

The Donaldson Review sets out an invigorating proposed future for the curriculum. The Great Debate continues. However in the meantime, shorter-term curriculum changes are happening in September through the new Foundation Phase profile, revised areas of learning and programmes of study in key stage two, the new Welsh Baccalaureate is being introduced as are new GCSEs for accreditation in 2017. There are support programmes in place for all changes – please contact your challenge adviser for more information.

We are hoping to hold a leadership seminar about leading change as a result of the Donaldson review and more immediate changes this term – details will follow shortly.

## Self Improving School Systems – Starts with Your School First

Schools will be aware that the Consortium's main approach to professional development for schools is about identifying and supporting the sharing and development of practice between teachers and leaders within and across schools. There are now many examples of this working even better than expected and we always need more good examples. Self-improving school systems are about developing all schools – starting with your own school. If school-to-school working is not serving to develop your school or your staff, it is important to make a change to what you are doing. This may include reconsidering the partnership, objectives, activities and expected impact. Please let your challenge adviser know if we can support this.





# The Developing Hubs Programme

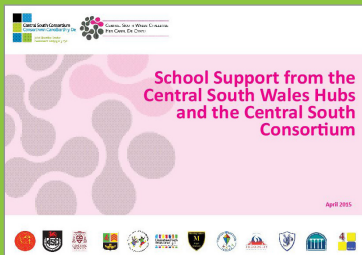
The support offer sets out the current offer from the Hub Schools as well

as centrally delivered support from the Consortium. As well as developing areas where they can share and develop good practice, the Hub Schools are working to develop more and more school-based professional development, including programmes for aspiring and middle leaders, NQTs, teaching assistants and graduate trainees. We would like to explore a NPQH programme working with Welsh Government. We are also looking at developing a PGCE pilot with colleagues working in initial teacher training. We are developing a programme for serving headteachers with input from experience of successful leadership programmes. Over time, we want more and more schools to work alongside the hub schools, including a number of 'lead schools' in specific areas, to build capacity, share and develop practice within and across schools.

To find out more about the Hubs programme please contact Dr Jude Bridgley on [jude.bridgley@cscjes.org.uk](mailto:jude.bridgley@cscjes.org.uk).

## Bryn Hafren Comprehensive Appointed MFL Lead for CSC

We are delighted to confirm that the Bryn Hafren Comprehensive School Modern Foreign Languages (MFL) department has been appointed as the lead MFL school for the Central South Region. Bryn Hafren will be working with other high performing MFL departments and Language Institutions to support other schools to improve their performance in MFL over the summer term 2015.



# Analysis of PISA Reading Test Performance in Wales

The following summary outlines the findings of the analysis done on the 2012 PISA reading tests. Teachers preparing pupils for the revised GCSE examinations for teaching from September 2015 may find this summary helpful in identifying areas in which pupils have previously performed badly.

## PISA Results in Reading Analysed

In April the National Foundation for Educational Research published two reports examining the performance of students in Wales on PISA 2012.

The first, PISA 2012: Wales Item Analysis, identifies the questions that were most often skipped as well as the questions that were most often incorrectly answered by students in



Wales. The second report, the Additional Analysis of Wales' Performance in PISA 2012, provides an analysis of the performance of students in Wales on PISA alongside their background characteristics (e.g. gender, free school meal eligibility, ethnicity, special educational status, etc.) as well as an analysis of students' PISA performance alongside performance on corresponding GCSE exams. Both reports provide information that will be of benefit to teachers in preparing students for the new GCSE in English Language which has been designed to emulate the format and objectives of PISA.

## Key findings in reading

Of the 6 reading questions that at least 85% of students in Wales skipped:

- All 6 asked for a constructed response
- 4 asked students to respond to an expository text
- 2 asked students to respond to a narrative text

Of the 9 reading questions that at least 55% of students in Wales answered incorrectly:

- 7 were multiple choice questions; 2 were constructed response questions
- 8 required students to integrate and interpret; 1 required students to retrieve information

In examining performance in reading by background:

- The mean score of boys was 28 points lower than that of girls
- The mean score of students eligible for FSM was 48 points lower than that of students not eligible for FSM (equivalent to one full year of education (OECD, 2013))
- The mean score of students with a statement of SEN was 53 points lower than that of 'no SEN' students

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- The mean score of black students was 96 points lower than that of whites

### Implications for teaching

Based on evidence provided by the report, the addition of complex multiple choice questions to the GCSE exam paper is likely to present a challenge to students, many of whom have not had a great deal of experience with answering this type of question in English class. Teachers will need to help students develop understanding and confidence in regards to answering multiple choice questions, especially those that involve higher-order skills such as integration and interpretation of information. This can be accomplished through regular classroom practice with such questions and by giving students opportunities to construct their own multiple choice questions to gain a better understanding of how they are designed.

It is also clear that teachers will need to continue to help students to build reading stamina in regards to narrative and expository texts as well as to foster their confidence and willingness to engage with constructed response questions associated with such texts.

As always, teachers should remain vigilant to gaps in achievement between different groups and strive to help all students achieve their potential.

For any queries regarding the PISA reading tests please contact Cathryn Richards (Strategic Adviser for Secondary Literacy) on [cathryn.richards@cscjes.org.uk](mailto:cathryn.richards@cscjes.org.uk).

### References:

National Foundation for Educational Research (2015). *PISA 2012: Wales Item Analysis*. Slough: NFER.

Burge, B. and Lenkeit, J. (2015). *Additional Analysis of Wales' performance in PISA 2012*. Slough: NFER

## Deadline for Self-Evaluation Reports, Improvement Plans and Targets

Could all headteachers please submit their self-evaluation reports, improvement plans and updated targets from the beginning of July. We will be willing to receive these up to mid September 2015 in exceptional circumstances but all documentation should be received no later than the 18th September.

The self-evaluation report and improvement plans are used only by your challenge adviser to inform their work. Headteachers should not be concerned where they may wish to provide self-evaluation reports and plans in draft format. We recognise that these are working documents and as such may be subject to change in year.

## Are you doing something great in your school?

In January 2014, the five local authorities that constitute Central South Wales



launched a

major new strategy to raise standards across all schools in the region; the Central South Wales Challenge.

The Central South Wales Challenge has been designed to enable schools in the region to become self-improving. In order to support school-to-school working the Central South Consortium is providing an ongoing Knowledge Bank of effective practice case studies that have taken place in the last two years.

We are encouraging all education professionals in the region to support this initiative and to help us discover the very best practice that we know is taking place in Central South schools!

By publishing this practice it is hoped that all schools in the region and beyond will be able to access the information and make use of the resources to improve pupil outcomes.

We are looking for case studies from all phases and sectors including nursery, primary, middle, secondary, special, pupil referral units (PRUs) and Welsh medium schools. The practices can be undertaken as individual schools or via school improvement groups (SIGs), clusters, pathfinders and or any other partnerships!

Case studies only need to be a maximum of 750 words and provide a snap shot of your journey that has resulted in tangible improvement in your school – **no matter how big or small!**

For your case study to be considered for inclusion in the first hardcopy of the Knowledge Bank please submit it by 5pm Friday 5th June. Case studies received after this date will be considered for the second publication.

To submit a case study please follow the link: [www.cscjes.org.uk/case-studies](http://www.cscjes.org.uk/case-studies)

# Congratulations to Romilly Primary School on their Estyn Success!

The Vale of Glamorgan's largest primary school has had its performance judged to be good and its future prospects excellent by the national school inspectorate Estyn.

The inspectors' report, which will make encouraging reading for parents and staff alike, highlights a number of areas of good practice at Romilly Primary and praises the children and the teaching staff.

Pupils are described as being very well behaved and enthusiastic about their learning. While their reading and writing skills are highlighted as being good and their speaking and listening skills as very good.

Headteacher Kelvin Law, who also plays a major role in supporting the improvement other schools across South Wales, welcomed the report, saying: "We are delighted to have received such positive feedback from Estyn, in particular that the strong commitment of everyone involved with school has been recognised."

Estyn's report commends the wide range of learning experiences and consistently good quality of teaching offered by the school's staff and highlights the rigorous tracking of pupils' progress. It is also noted that pupils with additional needs receive high quality support.

The school is judged to have a very promising future ahead of it. The headteacher and the senior leadership team to have successfully developed a strong vision for the school that all staff, parents and governors share.

The governing body is judged to be knowledgeable, well informed and supportive, and to act purposefully as a critical friend.

Congratulations to Romilly Primary School and everyone who helped to make their inspection such a success from the Central South Consortium!

## SCHOOL NEWS

### Congratulations to Eagleswell Primary and St Illtyd's R.C High School

We are pleased to report that following their Estyn follow-up visit in February, Eagleswell Primary School has been removed from the list of schools requiring significant improvement.

We are also pleased to report, that following their Estyn follow-up visit in March, St Illtyd's R.C. High School has been removed from the list of schools requiring special measures.

Congratulations to both schools from the Consortium. The outcomes are testament to the hard work of all parties involved.

### Congratulations to Ysgol Iolo Morganwg and Ysgol y Wern for Making the Final of Cor Plant Cymru 2015

Congratulations to Ysgol Iolo Morganwg and Ysgol y Wern who both made the final four of Cor Plant Cymru 2015.

Ysgol Iolo Morganwg went on to win the competition which was held at Aberystwyth Arts Centre, and broadcast live on S4C on Saturday 18 April.



**Ysgol Iolo Morganwg: Winners of Cor Plant Cymru 2015**

The children of Ysgol Iolo Morganwg are no strangers to singing success, having won the National Songs of Praise Junior Choir Competition in May 2014, but it was their conductor, Eleri Roberts, who flourished this year, also conducting the winners of the children's choirs category, Côr Heol y March.

Rhian Williams, Head Teacher at Ysgol Iolo Morgannwg, said on the night: "The support has been amazing tonight and the atmosphere electric. I'm incredibly proud of the children. They are young and yet so professional. They have taken the competition in their stride.

"Eleri is an amazing conductor. We are very grateful to have her as part of our school family. It's fantastic what the school choir has achieved in the last nine months, winning two national competitions.

"But the main point is that the children really enjoy their singing. It's an important part of our school culture."



# Research Corner: Glen Gilchrist

## No magic bullet – the impact of ICT on outcomes

For such a hot topic, made doubly so by the inclusion in the Donaldson report of “digital competencies”, it’s surprising that the canon of evidence linking ICT usage to enhanced outcomes (and not just engagement) is tantalisingly slight. This is perhaps not surprising when you consider the Hawthorne effect, which in essence says that “when the subjects of a study know they are in a study, then there is a measurable impact of that study”. For example, the group with one-to-one iPads can clearly see they have them and the others don’t, so those with iPads demonstrate an improvement – classic Hawthorne.



However, there are some generalisations supported by research:

- ICT integration seems more effective in primary than secondary settings (<0.4)
- ICT based interventions seem more effective for less able learners (<0.4)
- ICT and computer based learning is as effective as one to one tutoring (<0.4)
- ICT as a supplement is more effective than ICT as a replacement (<0.4)
- Word processing and wikis positively impact literacy, particularly in primary phase (<0.4)
- Frequency of use / integration more important than monolithic blocks or ICT as an enrichment tool
- Positive impact of home access to the Internet
- No evidence that ICT integration reduces the impact of poverty (effect size 0.15)
- Increased access alone does not translate to increased attainment (-.1 to .1)

All of the above aside, the greatest impacts are seen when:

- Clear leadership and strategy is more important than quantity and accessibility of equipment (0.6+)
- A clear distinction is made in schools between ICT infrastructure and ICT pedagogy – with the former not implying the latter. (+1.0)
- Increased ICT is combined with measurement of quality of implementation, teacher training (in use of tools) and local support (+1.5)
- Increased provision is coupled with development of new pedagogies. (0.5 to 2.1)

This evidence leads us to ask three important questions:

1. What’s your leadership strategy for implementing new, additional or enhanced use of ICT?
2. How are you going to develop the pedagogy behind the tools?
3. How are you going to assess the quality / impact of ICT?

## STAFF NEWS

### Senior Challenge Advisers

We are pleased to confirm the current Senior Challenge Adviser arrangements:

- Paul Wolstenholme – Bridgend
- Joe Colsey – Merthyr Tydfil
- Sue Walker – RCT (primary schools)
- Bernard Whittingham – RCT (secondary schools)
- Stuart Sherman – Vale of Glamorgan
- Debbie Lewis – Cardiff (primary schools)

We will shortly be advertising for a Senior Challenge Adviser for Cardiff Secondary Schools, please check eTeach and the RCT Council vacancies for further details.

### Curriculum Leads

Congratulations to Laura Morris who has been appointed as the Secondary Curriculum Lead, and Stephen Richards-Downes who has been appointed as the Primary Curriculum Lead.

Congratulations also go to Liz Riley, who in addition to her Challenge Adviser role, will be working with Stephen Richards-Downes regarding the development of a school led system for the Foundation Phase.

### Welcome to CSC!

Welcome to the following members of staff who have recently joined the team:

- Alison Lewis-Coll: Secondary Literacy Development Officer
- Zoe Collins: Secondary Numeracy Development Officer
- Susan Davies: Primary Numeracy Development Officer
- Louise Davies: Primary Numeracy Development Officer
- Cameron Stuart: Qualified for Life – Numeracy
- Huw Hughes: Qualified for Life – Welsh

## Want to teach mathematics?

*Want to increase the capacity for mathematics teaching in your school?*



### CSC mathematics subject knowledge enhancement course

This is a fourteen week, part time course for those who wish to teach mathematics but have a degree in another subject. The aim of the course is to develop subject knowledge in mathematics and to prepare to teach the conceptual and applied aspects of the subject effectively, with competence and enthusiasm in secondary schools.

The course will require weekly attendance throughout the autumn term comprising of twelve half days and two full days, as well as completion of a piece of action research. In school support with lesson planning and delivery is available but not included in the price of the course.

Further details are available from Laura Morris ([Laura.Morris@cscjes.org.uk](mailto:Laura.Morris@cscjes.org.uk)).

The course may be booked by accessing the DevelopmentDeck or by contacting the business desk on [businessdesk@cscjes.org.uk](mailto:businessdesk@cscjes.org.uk) or telephoning 01443 827523.

## OPPORTUNITIES

### Send My Friend to School

Send My Friend to School brings together thousands of children across the UK to speak up for the right to education, and remind world leaders of their promise that all children should get the chance to go to school.

Young Ambassadors, George and Emily, have just returned from an amazing fact-finding trip to Ghana where they met children missing out on school. Watch the film, and teach your students about barriers to education by following the link here: <http://www.sendmyfriend.org/resource/young-ambassadors-ghana-film/>



### Bitesize Has Changed!

New study guides and lots more to discover!

- Help with work for GCSE or Key Stage 3
- Brand new study guides to help with class work or revision
- New audio and video clips, graphics and tests
- Now available on your tablet and phone so you can learn on the move

The Bitesize site brings together in one place the BBC's education content—not only the familiar Bitesize learning guides covering all the main secondary subjects, but also new primary guides and thousands of video clips for both secondary and primary classrooms.

Look out for new content to be launched in 2015 and 2016.

Explore Bitesize here: [www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)

### Community Service Volunteers becomes Volunteering Matters

UK-wide volunteering charity Community Service Volunteers, commonly known as CSV officially changed its name to Volunteering Matters on the 27th April 2015.

Central to the service are the young people aged 13 to 25-years-old who volunteer either full-time (35 hours per week) or part-time and help older and disabled people to live independent lives; run their own community projects; promote health messages to their peers or preserve historic buildings. They make a huge difference in their communities and gain future employability and life skills whilst building their confidence and meeting new people.

To find out more information please see the Volunteering Matters website here: [www.volunteeringmatters.org.uk](http://www.volunteeringmatters.org.uk)



# Summer of FREE Hub Conferences: Bookings Now Being Taken!

We are pleased to announce that three FREE Hub School conferences will be taking place in July:

## Closing the Gap – High Impact Low Cost (3rd July) – Maesteg School

National Hub conference that will bring together teachers and leaders at all levels from across Wales, to share the best practice that exists on 'closing the gap' and the commitment to reducing the impact poverty has on attainment.

A variety of workshops will be presented by both Primary Schools and Secondary Schools, as well as educational partners who have a proven track record of improving the achievement of 'free school meal pupils' through innovation and commitment.

Key Note Speaker: Our key note speaker Sir Alasdair MacDonald is recognised as a pupil deprivation 'champion' across Wales and has made significant impact while Headteacher at Morpeth Secondary School in Tower Hamlets, London. Early reservations or bookings can be made via [alison.tovey@cscjes.org.uk](mailto:alison.tovey@cscjes.org.uk).

## Creative Learning Conference (9th July) – Stanwell School

Schools are invited to send teacher AND student delegates to be part of this unique, high-profile one-day conference that will explore the potential of creative arts-based subjects to address lifelong skills including literacy, numeracy, digital competence, problem solving and communication.

While your staff take part in high-powered workshops that focus on pedagogical strategies and techniques, your students will be engaged in interactive, challenging activities, demonstrating the application of that pedagogy. The whole day will celebrate the potential of creativity to unlock learning, with teachers and their pupils learning together!

Early reservations or bookings can be made via [jskilton@stanwell.org](mailto:jskilton@stanwell.org) or [imogen.spector@rctcbc.gov.uk](mailto:imogen.spector@rctcbc.gov.uk)

## Make Your Mark! Student MAT Conference (14th July) – Ferndale Community School

The Make Your Mark Conference is a unique, cross-phase learning conference that will give your MAT students opportunities to make new friends (networking) and work in teams to generate ideas, solve problems and create words and images on the theme of forging ambition and dreaming big dreams!

Student 'school pairs' will be put in teams to experience exciting activities and challenges alongside new friends from other schools. The entire student delegation will also be 'making their mark' and creating a huge piece of artwork for posterity!

Contact [r.owens@ferndalecs.com](mailto:r.owens@ferndalecs.com) or [Imogen.spector@rctcbc.gov.uk](mailto:Imogen.spector@rctcbc.gov.uk) to reserve places.

# The Enterprise Troopers Primary School Competition 2016 is open for entry!



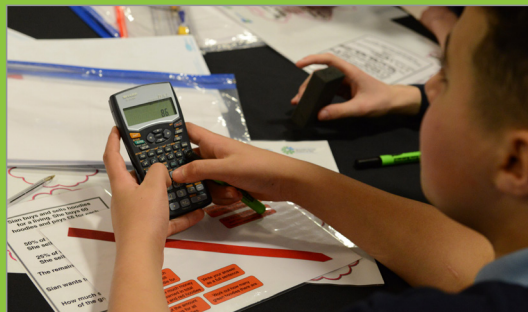
Enterprise Troopers are inviting primary schools across Wales to submit entries for their 2016 competition. Launched two years ago Enterprise Troopers is a Welsh Government primary school competition that encourages schools to set up businesses (e.g. opening a tuck shop, selling a product such as jam or milkshakes, starting a school magazine etc). Schools are asked to focus upon the following key areas:

- **Attitude:** Understanding self and motivation, setting and achieving goals
- **Creativity:** Generating ideas, solving problems and creating opportunities
- **Relationships:** Expressing views and ideas, appreciating others' viewpoints and working co-operatively
- **Organisation:** Ability to make decisions and fulfil objectives.

The closing date for entries is 12 January 2016. All enterprise activity done in your school since 1 January 2015 is eligible, so if you've already got a business set up, then please enter and tell Enterprise Troopers about it!

For further information please see their website here: [www.enterprisetroopers.com](http://www.enterprisetroopers.com)

# Count On Write On Revision Sessions Set Pupils for Summer Success



Following the recent Count On and Write On revision sessions in Cardiff City Stadium for over 850 year 11 pupils regarding GCSE English and mathematics, we are delighted to report that evaluations from the event have revealed:

- 92% of pupils agreed or strongly agreed with all the evaluation questions
- 95% of pupils agreed or strongly agreed with the evaluative questions (a 2.5% point increase from the same questions last year).

With comments such as “I felt I achieved the learning outcomes”, “the sessions were effective in assisting my revision” and “I feel more confident about achieving a C in my Mathematics and/or English exams” the sessions have really helped to pave the way for exam success this summer!

## Contact Us

Central South Consortium  
Tŷ Dysgu  
Cefn Coed  
Parc Nantgarw  
Cardiff  
CF15 7QQ

Tel: 01443 827500

E-Mail: [communications@cscjes.org.uk](mailto:communications@cscjes.org.uk)

Website: [www.cscjes.org.uk](http://www.cscjes.org.uk)

Twitter: @CSCJES #CSWChallenge

## New Dates for Outstanding and Improving Teacher Programmes in the Autumn Term

The next Hub School prospectus for the Autumn term is currently being planned. We are pleased to give schools early notice that the popular OTP and ITP programmes will again be provided by the following schools:

- Cardiff High School
- Ysgol Bro Morgannwg
- Treorchy Comprehensive School
- 4Schools
- Herbert Thompson Primary School

To reserve a place or for more information please contact [alison.tovey@cscjes.org.uk](mailto:alison.tovey@cscjes.org.uk) / 01443 827556.

## Support from Hub Schools

Please find below the latest support opportunities from the Hubs. Please refer to the DevelopmentDeck (<http://developmentdeck.cscjes.org.uk>) or contact our Business Desk ([businessdesk@cscjes.org.uk](mailto:businessdesk@cscjes.org.uk) / 01443 827523) for further information or to make a booking.

Date (or start date)	Event	Provider	Cost
1/6/15	Restorative Approaches	Fitzalan High School	£240
2/6/15	Assessment for Learning	Fitzalan High School	£120
3/6/15	Making the most of ipads to challenge learners	All Saints C.I.W. Primary School	£120
3/6/15	LNF Numeracy Application Programme	Fitzalan High School	£360
3/6/15	Professional Development through Coaching Triplets	Herbert Thompson Primary School	£120
5/6/15	Raising the L2+ indicator	Y Pant Comprehensive School	£120
5/6/15	Preparation for the new English Language GCSE	Ysgol Bro Morgannwg	£60
9/6/15	Using LEGO Education to engage and challenge MAT learners	All Saints C.I.W. Primary School	£120
9/6/15	Restorative Approaches Training	Herbert Thompson Primary School	£450
9/6/15	Schools Journey to achieve an award for MAT provision	Ysgol Bro Morgannwg	£120