



**Single Education
Plan
2006 - 2008**

Strategy



This publication is available in Welsh, other languages or formats on request.

Mae'r cyhoeddiad hwn ar gael yn Gymraeg ac mewn ieithoedd neu fformatau eraill ar gais.

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1. Preface

The Assembly Government's decision to rationalise the planning burden on LEAs by moving to a coherent framework is welcomed. Equally appreciated is the clear requirement for the Single Education Plan (SEP) to be a strategic document.

The new SEP is particularly important because it represents a transitional step on a route to a joint strategic plan (Children and Young People's Plan) covering all aspects of provision that supports children's and young people's all round development. For this reason, preparation of the SEP for consultation was undertaken by colleagues who represented a wide range of interested parties.

It is appropriate to state the obvious: this SEP builds on the original Education Strategic Plan (ESP), its related Supplementary ESPs and our "Transforming Education for All" strategy. Indeed, there is strong evidence that our improvement strategies have worked well. The last academic year witnessed record breaking performances in school attainment at the ends of key stages 2, 3 and 4.

Caerphilly County Borough remains a challenging social context. However, our vision of working with schools and relevant parties to continuously improve the quality of education provided for our young people, ensures our optimism and expectations remain high. This plan sets a firm direction of travel to raise standards further in school and other settings, to meet the additional learning needs of pupils, and to promote and secure good behaviour in all learning contexts.

Strategies for providing sufficient school and early years places are woven into the plan, as is our strategy for helping schools to develop a purposeful community focus within the provision they make.

The guidance set out in the circular has been followed meticulously. However, the Authority has chosen to set out additionally, its strategy for meeting the diverse educational needs of 14-19 year olds. We have done so because it is central to our raising standards-school improvement agenda. For similar reasons we have described our strategy for developing the Foundation Phase. This recognises, too, the Minister's commitment to a phased implementation of this initiative from September, 2008.

The LEA also wishes to implement a coherent and comprehensive approach to developing the International Dimension in all schools for the benefit of all pupils. It is of fundamental importance in achieving a society in which all can grow and prosper, which is cohesive and offers

mutual support, which tolerates and respects difference and which celebrates the richness of diversity.

Particular attention is given to promoting racial harmony in schools. This will help secure more favourable conditions for ethnic minority pupils to achieve their potential, as well as benefiting wider society interests. The inclusion of this aspect of provision in the International Dimension of the SEP as one of the Authority's priorities, emphasises its strong commitment to ensure pupils are free from harassment, and all have opportunities to access the benefits of high quality education.

The Directorate also has a responsibility to provide services that promote life long learning. We have chosen, again as one of the Authority's priorities, to include arrangements for this aspect of work. Specific attention has been given to the contribution this area of work makes to developing community education, whilst supporting the improvements that are consonant with WAG's priorities.

The Authority has a strong tradition of supporting the professional development of all staff. The challenges facing schools and local education authorities, in terms of school improvement, increases the need to provide relevant high quality programmes of training and development to assist staff at different levels and stages of their careers. This important aspect has been included in our fifth priority.

Alongside the SEP we have crafted a more detailed operational plan that sets out specific activities to achieve our targets and priorities. It also contains success criteria and indicates our arrangements for monitoring and evaluating the implementation of the SEP. Although this is retained within the Directorate, it is available to anyone who wishes to see it or receive a copy.

A version of the SEP has been prepared for children and young people and this is included in Appendix 1. The final version of the SEP and the young people's version will reflect the views and comments of those who respond to the wide-ranging consultation. Careful consideration, too, has been given to presenting both documents in a format that is easily accessible to the different audiences that have a serious interest in the SEP.

Most importantly, I must emphasise that the 11 improvement strategies make a significant contribution to the achievement of the Authority's Corporate Policies and the vision set out in the Community Strategy. These include raising educational attainment levels, improving standards of literacy, and promoting education for sustainable development.

It is significant that the Authority is developing a strong tradition of multi-agency working that will ensure the SEP's smooth transition into the proposed Children and Young People's Plan (CYPP). At a strategic level, I work corporately with my fellow Directors and the Chief Executive. Head of Services and Middle Managers of all Council services meet regularly to ensure there is a greater shared understanding across the work of all departments.

More specifically I chair the strategic Children and Young People's Framework Partnership, to plan provision for 0-25 year olds. This is a powerful alliance of all services which contribute to the health, care, education, well-being and safety of children and young people. Two further partnerships - the Early Years Development and Childcare Partnership (EYDCP) and the Young People's Partnership ensure that policies agreed at the higher level are translated into meaningful action.

We regularly consult interested parties on relevant issues. Recent consultations on Caerphilly County Borough Council specific matters have involved the Caerphilly and District Disability Group and the Valleys Racial Equality Council (VALREC).

The Communities First Partnership Boards, the Child Protection Panel and the Caerphilly Community Consortia for Education and Training (CCET) also comprise partnerships from a wide range of agencies.

Our multi-agency initiatives strengthen the context for this new plan that defines the strategies that have the potential, in partnership with our schools and other providers, to make Caerphilly County Borough Council's education system one of the best in Wales. I am confident that all those who have a stake in the education of our children and young people will make a strong commitment to seeing these strategies translated into further improvements in the standards and quality of education.

David Hopkins
Director of Education and Leisure

2. Introduction

- 2.1 Careful thought has been given to constructing the plan to ensure it is accessible to all readers, and that it has high utility value.
- 2.2 The Single Education Plan 2006 / 08 (SEP) is a strategic document. The Director of Education provides a clear context for the plan in his Preface. This introduction is intended to help the reader to access the plan in a way that ensures she / he has a thorough understanding of its purpose, structure and content.
- 2.3 The plan is presented in Trebuchet MS type point 14, to make reading it visually easier.
- 2.4 A straightforward structure has been used beginning with the Contents, followed by the Preface (Section 1) and Introduction (Section 2). Vision and Values (Section 3) occupies a single page to reinforce the Authority's commitment to providing excellent education for all pupils against a background of high expectations. Equal Opportunities (Section 4) is presented separately in order to explicate what each of the concepts means for the Authority. These are fundamentally important to securing its vision and values.
- 2.5 Section 5 sets out the Improvement Strategies that make up the bulk of the plan. Each strategy relates to the specific content required in the Guidance Circular and SEP Regulations 2006. (They are arranged in the order in which they appear in the Guidance.) The information is presented in a table and describes the Key Tasks, the LEA's role, the Role of Education Providers, the contribution of Other Service Providers and Links to Other Plans.
- 2.6 The Council's Corporate Priorities and Community Strategy provides the framework and context for the 11 improvement strategies. The 'Education for Life' theme highlights improving educational attainment levels, raising literacy levels and driving forward on Education for Sustainable Development as key priorities for the Education Directorate.

The Council's vision for each of the four broad themes of 'Living Environment', 'Regeneration', 'Education for Life', and 'Health, Social Care and Wellbeing', constitute the Community Strategy and envisages strong partnership working. The 11 improvement strategies not only contribute significantly to the four themes, but

they each provide relevant contexts for implementing the various strategies.

Strategies 1, 2, 3, 4, 5, 7, 8 and 10 contribute directly to specific elements of the four themes. Strategy 10 is very relevant for the 'Regeneration' and 'Living Environment' themes. It is especially significant for the Beacon Project, entitled 'Education for Sustainable Development'. Strategy 6 has considerable relevance for the 'Living Environment' and 'Regeneration' objectives.

- 2.7 Strategy 3 deals with the provision of School and Early Years Places. The tables in the Guidance Circular are used to provide the required data. This data is included in Tables 3a, 3b, and 3c at the end of strategy 3. The demand for Welsh medium education will be assessed from September 2007 using the form in Annex 2 of the WAG guidance. Careful consideration will be given to collecting the views of families who have children under three years of age.

The demand for Welsh medium education for September 2006 was established before the SEP guidance was made available. The Authority's Starting School booklet was distributed to parents in the Autumn Term 2005, and included all known prospective parents of nursery age children who expressed a preference for Welsh medium education. Distributing the survey at this stage would therefore be counter productive, because the actual numbers requiring Welsh medium education are known. It would also have had the effect of confusing parents about admission procedures.

Currently demand for Welsh primary places is adequately met with the recent opening of Ysgol Bro Sannan, which brings the total to 9 Welsh medium primary schools. There are surplus places in the secondary sector (27.8%) but this will decline to 13.6% by 2011.

Current provision for Roman Catholic primary education is provided at St Helen's RC Primary School. Recent pressure on numbers have led to an option appraisal being undertaken in conjunction with the Diocesan Board of Education, WAG and the LEA. An assessment will be undertaken following this option appraisal.

At secondary level, pupils transfer to Cardinal Newman RC Comprehensive School in Rhondda Cynon Tâf LEA. This is adequate to meet needs projected up to 2011.

There is no evident demand for education to be provided in other faith schools.

A free part time Early Education Place in an approved Early Years setting from the term following a child's third birthday is operational across the County Borough for those parents who choose to access it. Children whose 3rd birthday occurs between 1st September and 31st March have a choice of setting, whilst those whose birthday occurs between 1st April and 31st August will attend a nursery in a school setting.

- 2.8 Section 6 deals with the requirements on Targets. The targets themselves are set out in a table as suggested in the Guidance Circular.
- 2.9 The Authority has included additional targets covering English, Welsh, mathematics and science for Key Stages 2 and 3. An important aspect of the Authority's strategy to raise standards overall, is to continue to provide support to improve performance in English, Welsh first language and mathematics, because of the implications they have on pupils' ability to learn and progress. These additional targets are set out in Section 6 (Targets).
- 2.10 As indicated in the Preface, an Operational Plan has been produced that translates each Improvement Strategy into specific actions. The strategies set out in the SEP align with the objectives in the operational plan. Arrangements for Monitoring and Reporting progress are described in the operational plan.
- 2.11 Improvement strategies reflect the requirements of the existing Code of Practice on LEA-School Relations as set out in the Authority's policy of intervening in those schools most needing to improve. Decisions on intervention are mostly based on evidence of assessment data, routine monitoring, and inspection outcomes.
- 2.12 Strategies to prevent bullying, and to deal with it purposefully whenever it occurs, are specified in Strategy 4 (Promoting Good Behaviour).
- 2.13 Pupils with Additional Learning Needs (ALN) (Strategy 5) are defined as those who have "learning needs which are significantly greater than the majority of their peers." This covers a wide category of pupils, many of whom require specific and specialist support. Others, such as those pupils who are very able and talented, also have additional learning needs, and these, too, are catered for under Strategy 5.

- 2.14 Raising the Standards of Education for Children and Young People not Educated in School (Strategy 2) will always be a challenge. It is difficult to create a positive learning climate where there are few opportunities for the pupil to interact with her / his peers in different group contexts. Strategy 2 specifies clearly how these individual children will be supported. However, monitoring arrangements present a particular challenge. In addition to overseeing the placements of pupils and the progress they make, there is a requirement to indicate how the Authority will deal with the more sensitive arrangements for monitoring home-educated pupils, where the parents are the educators.
- 2.15 Many schools have already established close links with their local communities. The SEP indicates how the Community Focused School Grant is being used to build on these traditions to share and promote good practice in developing a Community Focus (Strategy 6) in all schools.
- 2.16 As indicated in the Preface, the Authority has included five strategies to address important local priorities. The Director of Education explains the reason for including 14 - 19 developments (Strategy 7), the Foundation Phase (Strategy 8) Ethnic Minorities and Racial Equality, included in (Strategy 9), Lifelong Learning, Community Education and Education for Sustainable Development (Strategy 10), and Professional Development of Staff (Strategy 11).
- 2.17 Consultation on the SEP will be extensive and will comply fully with the requirements of the Regulations. The draft plan has been discussed with Mr John Thomas HMI, District Inspector for the Authority. It will also be the subject of substantial discussions with all primary and secondary headteachers at separate meetings in the Spring Term 2006. Headteachers will be asked to discuss the content with their teachers and support staff. Additionally, all governing bodies will be given copies of the draft SEP with a request that it be considered as a specific agenda item at one of their meetings.
- 2.18 A report was presented to the Education and Leisure Scrutiny Committee on the SEP, for consideration by Elected Members during March 2006.
- 2.19 Copies of the draft SEP will be sent to all the people and organisations that are required and recommended to be consulted. A response sheet will accompany the plan to assist their considerations. (See Annex 2).

- 2.20 A modified version of the full SEP (Appendix 1) has been prepared for children and young people and this will be used as the basis for consulting them.
- 2.21 The views and comments received from the consultees will be carefully considered and reflected in the final plan.
- 2.22 The SEP 2006 - 08 and the accompanying Operational Plan will be published on the Authority's website. Hard copies of both plans will also be made available at the Education Department for anyone who wishes to read and examine them.
- 2.23 Copies of the final SEP will be given to all consultees. The children's and young people's version will be given to the local Youth Forum and to all School Councils.

3. Vision and Values

“ Transforming Education for All”

Caerphilly County Borough Council (Caerphilly CBC) will provide a challenging education which aspires to excellence for all and prepares young people for adult life..

The social context in which we work defines our task rather than limits our expectations for educational success. Countering the effects of disadvantage will ensure that poverty does not inevitably lead to failure in education.

4(a). Equal Opportunities

The United Nations Convention on the Rights of the Child sets out in its 42 articles, the basic human rights of children everywhere. The Authority and its schools subscribe fully to the four core principles of the Convention: non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. It provides the context for applying all the strategies included in this plan. Through the provision of improved opportunities for all children to learn effectively, Caerphilly County Borough Council, together with its schools, are taking practical steps to protect their right to a high standard of education.

Caerphilly County Borough Council is opposed to discrimination in any form and aims to ensure that all sections of the community have access to and benefit from the full range of services it provides. The Council must comply with a wide range of legislation and employment regulations in the field of equality. In addition to this, the Council is firmly committed to doing all it can to respect the diverse nature of those who live, work and visit the county borough.

“This council will work actively against discrimination, and seek to create equal access to its services for all, irrespective of colour, ethnic origin, sex, age, marital status, sexual orientation, disability, religion, language or nationality.”

Since the late 1980s, schools have been expected to have in place an Equal Opportunities Policy, and many have developed other equalities policies, which flow from, or complement this, such as anti-racist policies and anti-bullying policies.

In recent years, there have been major developments in national legislation, particularly with the introduction of the Race Relations (Amendment) Act 2000 and the Special Educational Needs and Disability Act 2001. These require schools to be proactive in their approach to equalities issues, and to put specific policies and plans in place to support implementation.

All schools in Caerphilly County Borough are committed to prioritising equalities so that all discriminatory practices and barriers, which prevent equal access to the curriculum and extra curriculum activities, can be identified and removed.

This commitment should ensure that all pupils, staff and visitors can feel confident that they are in an environment that provides complete freedom of access and is free of any prejudice and discrimination.

A new Welsh Education Scheme is currently being prepared and will be submitted to the Welsh Language Board by 31st December 2006. It will establish the future demand for Welsh medium education and set out arrangements to secure linguistic continuity between all key stages of learning. The strategies set out in this plan for improving further, the quality of education provided in our schools, will apply to all schools, but it will also complement the objectives of the Welsh Education Scheme.

4(b). Monitoring arrangements

The Authority collects a wide range of data on school performance related to attainment, achievement, attendance and exclusions for all key stages. In addition to this, the School Effectiveness Unit has assembled web-based individual School Profiles that form the basis of our alert system that is designed to identify schools most needing to improve. In addition to performance data, it includes information on school development, management, finance, premises and personnel to reflect every aspect of school work. All of this information is available to inform the monitoring of improvement strategies.

The School Effectiveness Unit and the Inclusion Service work closely on all school improvement matters. Monthly management team meetings are arranged to review progress on implementing the 11 strategies against specific criteria in the SEP Operational Plan.

Evidence on implementing the strategies will be collected by advisers during their visits to school. This evidence, together with relevant performance data and School Profile information, will be considered routinely by the management team in its monthly meeting.

Progress on implementing the various strategies will also be reported regularly and carefully considered by the Education for Life Scrutiny Committee.

5. Improvement Strategies

Strategy 1



Raising standards and improving school performance

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Identifying and supporting schools where performance is low, relative to similar schools	Collect and analyse data	Robust school self-evaluation programme identifies areas for improvement	Promote multi-agency support where relevant and appropriate	SEP Operational Plan SEU Service Improvement Plan
	Identify schools <u>N.B.</u> The "alerts" within each electronic individual <u>School Profile</u> provides the information for identifying schools.	School works in partnership with LEA to implement the plan		
	Plan intervention and allocate support and resources in partnership with schools	Governing Body allocates resources to support improvement		Children and Young People's Framework Plan

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Identify and share good practice			14 - 19 Plan.
	Monitor and evaluate improvement. Keep under review school monitoring procedures to ensure accurate and up to date knowledge of educational provision			
Support for schools requiring significant improvement or in special measures as identified in inspection report	Collect and analyse data	Robust school self-evaluation programme identifies areas for improvement	Promote multi-agency support where relevant and appropriate	SEU SIP SEP Operational Plan
	Identify schools	School works in partnership with LEA to implement the plan		Operational Plans
	Plan intervention and allocate support and resources in partnership with schools	Governing Body allocates resources to support improvement		Children and Young People's Framework Plan
	Identify and share good practice			14 - 19 Plan
	Monitor and evaluate improvement			

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Respond to the content and recommendation of inspection report	Governing body fully informed and actively involved in school improvement strategies	LEA and school to work with Estyn	
	Assist school in producing specific action plan		Promote multi-agency support where relevant and appropriate	
	Regular monitoring of progress			
Improving pupil transition from key stage 2 to key stage 3	To assist the school to produce a transition plan by producing a county-wide framework to support transition planning, in line with WAG guidance.	Schools to produce a transition plan	Engage relevant partners where relevant for curriculum continuity and personal development	
		Schools and governors to work together to ensure consistent use of assessment materials	Promote multi-agency support where relevant and appropriate	
	Develop electronic virtual learning environment (Voyager) to support continuity of teaching and learning	Contribute to joint curriculum planning		

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Facilitate sharing of good transition practice	Teachers work together to ensure a shared knowledge and understanding of required standards of attainment and achievement		
	Supporting accuracy and consistency of assessments across key stages			
Improve pupil transition at all phases and at key points during their educational career	Provide exemplar guidance for the different transition points	Schools to provide appropriate transition plans	Multi agency where relevant and appropriate	Corporate Transition Policy.
	Ensure that all children and young people have access to a comprehensive range of education, training and learning opportunities, including acquisition of essential personal and social skills		Public library service Schools' Library Service	Children and Young People's Framework Plan Public Library Service Plan 2005-2008 Schools' Library Service Strategy

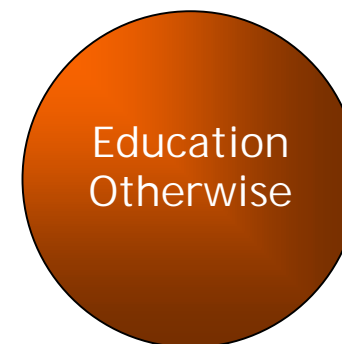
Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Improving standards of literacy, numeracy and ICT	Implement and resource literacy, numeracy and ICT campaigns	Analyse performance information and identify target groups	Schools' Library Service	Family Learning Strategy Public Library Service Plan 2005-2008 Schools' Library Service Strategy
	Analyse performance data to identify schools most needing support	Schools to work in partnership with the authority to implement improvement initiatives	Multi-agency where relevant and appropriate	Adult Basic Skills Strategy
NB. All schools currently have the Basic Skills Quality Mark.	Support the achievement and retention of the Basic Skills Quality Mark, ensuring all schools successfully re-new.	Teachers and support staff to access relevant CPD programme	Basic Skills Agency	Children and Young People's Framework Plan
	Targeting support through the Strategic Intervention Grant eg Catch Up literacy and numeracy programmes in identified schools.	Teachers and support staff to access relevant CPD programme. Staff identify target groups and ensure expected progress made, i.e. improved reading ages by 6 months or more.		
	Support the acquisition and use of key skills across the curriculum			

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Identify differences and trends in gender performance and implement support programmes intended to narrow the gap			
Support personalising learning for all pupils (providing teaching and resources to meet individual learning needs)	Develop strategy to support schools	Schools participate in training and workshops to develop strategy		
	Develop E-learning to support effective teaching, learning and assessment for individual children	Schools access E-learning systems and implement strategy to personalise learning for all children		
To secure continuity of learning Welsh (1 st language) from key stage 2 into key stage 3	Establish the scale of drift from Welsh 1 st lang to Welsh 2 nd lang. At point of transition	Individual primary and secondary schools describe in their Transition Plan arrangements to promote continued study of Welsh 1 st lang. in Y7		Welsh Education Scheme 2005 - 2008
	Survey Y6 pupils (Welsh medium primary schools) to establish reasons for drift	Schools and governors commit resources to develop initiatives	Provision of Welsh language resources and events in libraries and schools	Public Library Service Plan 2005-2008 Schools' Library Service Strategy

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Produce guidance to promote and support continued study of Welsh 1 st lang. in Y7	Implement guidance		Welsh Education Scheme 2005 - 2008
	Apply strategies set out in strategy 1.3 to support generic transition arrangements			
Improving Attendance	To provide a whole LEA policy and guidance to support attendance	Policy and guidance implemented consistently to secure high levels of attendance	Promote multi-agency support where relevant and appropriate	Inclusion and pupil support consultation document (WAG)
	Using data analysis tools to effectively target resources and match them to need	Policy and guidance implemented consistently		
	Develop an effective and consistent use of electronic registration and other resources to monitor and improve attendance	School attendance, monitored, tracked and recorded accurately		
	Inclusion Services to continue to work collaboratively with School Effectiveness services to support the development of personal learning strategies	Implement high quality curriculum to meet the needs of learners and motivate them to improve attendance		

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Develop Virtual Learning Environment (VLE) to support teaching, learning, assessment and transition	Design and produce a web based system (Voyager) to support teacher assessment and transition, accessible for schools and by remote access	Headteachers, teachers and support staff participate in training to implement Voyager		SEP Operational Plan SEU SIP
Supporting accuracy and consistency of assessment across all key stages	Develop coherent assessment system in partnership with schools Design and produce materials to support moderation of teacher assessment across key stages	Schools implement assessment system		
Improve standards of pupils thinking and learning skills	Implement the Caerphilly Learning and Teaching Strategy			
Ensure effective support is provided for children and young people who perform or who have employment	Monitor the progress of children and young people who perform or who have employment	Work in partnership with the Education Welfare Officer to monitor progress		Inclusion and pupil support (WAG document)
To provide advice, guidance and training to support the efficient school leadership and management	Provide programme of training and support for senior and middle managers	School leaders participate in training and professional development activities	NPOH Wales. University of Glamorgan. Swansea Institute	
Provide efficient support and training for NQTs to enable them to meet end of induction standards	Organise training and support Monitor progress	Headteachers ensure NQTs access their entitlements and monitor progress and development		

Strategy 2



Raising standards of education for children and young people not educated in school

Suitable provision is made for children and young people to access appropriate education through: Home Tuition; Include Projects; Youth Access; Fast Forward Project; St. Cenydd 'drop in centre'; colleges and work experience providers. Projects, placements and student progress is monitored carefully, including the suitability of provision for pupils educated at home or in settings other than schools.

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
To provide appropriate education for pupils educated outside of the school setting to raise their standards of achievement, to include school phobics and school refuser.	Develop a policy and guidance for providing an appropriate education for the different groups of pupils educated outside the school setting	School to implement the policy and guidance effectively	Promote multi-agency support where relevant and appropriate e.g. Health, Social Services and libraries	National Strategy Framework
	Maintain and further develop an effective database to identify need			14 - 19 Network Development Plan

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Target resources to provide appropriate teaching and learning experiences			Inclusion and Pupil Support (WAG document)
	To monitor progress, achievement and attainment of individual pupils	Ensure a good quality and appropriate curriculum is matched to individual needs		Accessibility Strategy
	Keep under review the placements for individual pupils		Access to Peoples Network in libraries for excluded pupils and support for Home Tutors	Public Library Service Plan 2005-08
Monitoring education provided by parents at home.	Maintain the system for assessing the suitability of education provided by parents at home		Promote multi-agency support where relevant and appropriate e.g. RNIB, RNID, SENSE	Inclusion and Pupil Support (WAG document)
	Take appropriate action where the education assessed is found to be unsuitable			

Strategy 3



Provision of school places and early years places, including Welsh Medium places

The Authority will make suitable provision so that schools are educationally and financially efficient and effective to ensure all pupils develop their potential and achieve the standards of which they are capable.

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Reduce the number of unfilled places	Analyse data to identify schools with unfilled places	To work with schools to review alternative usage of classrooms		Planning and Strategy Service Improvement Plan
Establish viability of small schools	Review the capacity of small schools to provide full NC and fitness for purpose to make such provision	Schools develop creative arrangements to overcome any difficulties Explore federation arrangements, where appropriate, with GB	Consultees	Planning and Strategy Service Improvement Plan

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Review the organisation of secondary education	Review of the effect of revised School Standard Numbers on surplus and excess places	Schools working in partnership with the LEA		Service Improvement Plan (Planning & Strategy)
	Review the temporary accommodation Promote greater use of school buildings by the community Review capacity of schools to provide broad, balanced curriculum Applies to 6 th form too	Schools working in partnership with the LEA Schools self-evaluation	Community Groups	Asset Management Plan
	Make schools fit for purpose	Schools working in partnership with the LEA		Asset Management Plan
Reduce the number of excess pupils in individual schools	Provide additional accommodation to increase capacity Target funding to provide accommodation	Schools involved in planning appropriate accommodation		Service Improvement Plan (Planning & Strategy) Asset Management Plan
	Review of School Standard Number following publication by WAG of the revised capacity methodology	Schools consulted prior to implementation		Service Improvement Plan (Planning & Strategy) Asset Management Plan

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Rationalise primary schools	Review scope for amalgamations and/or closure against LEA criteria	Consultations with all interested parties	Community Committees	Service Improvement Plan (Planning & Strategy) Asset Management Plan
Provide Welsh medium education in line with demand	Review pupil projections and conduct surveys to establish demand from 2007	Schools working in partnership with the LEA	Mudiod Ysgolion Meithrin	Welsh Education Scheme
	Set out plans for development in new Welsh Education Scheme			Welsh Education Scheme
Make school buildings fit for purpose for teaching full curriculum	Utilise Capital Building funding to improve school building	Schools working in partnership with the LEA	Housing Developers Planning Department	Asset Management Plan
	Establish priorities	Schools working in partnership with the LEA		Asset Management Plan Accessibility Strategy
	Improve class dimensions in line with Building Bulletins	Schools working in partnership with the LEA		Asset Management Plan

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Limit Infant/Junior Class size to 30	Collate and analyse data Monitor and Evaluate	Schools work in partnership with LEA to maintain limit of class sizes		Planning and Strategy Service Improvement Plan
Improve access for children, young people and employees with disabilities	Implementation of Accessibility Strategy	Schools working in partnership with LEA	Access groups DDA working groups	Accessibility Strategy Service Improvement Plan (Planning & Strategy)
Ensure sufficient Post 16 places	Provide exemplar guidance for transition	Partnership with the schools and local college	ELWa	Asset Management Plan
Provision of Post 16 places in accordance with grant	Continue to develop the 3 Area Partnerships to extend choice and enhance learning post 16	Improved joint planning with schools and the LEA	ELWa	Asset Management Plan
To provide for pupils with additional educational needs in Special Schools and Special Resource classes and bases attached to mainstream schools	Assess requirements	Working in partnership with schools	The Children's Framework Partnership Multi Agencies Social Services Health Services	LEA Accessibility Strategy School Accessibility Plan
	Re-align the specialist facilities to reflect current and future needs	Working in partnership with schools		LEA Accessibility Strategy School Accessibility plans

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Review funding and banding systems in relation to pupils with additional needs	Working in partnership with schools	Multi Agencies Social Services Health Services ELWa	LEA Accessibility Strategy School Accessibility Plan Learning Support SIP
Secure sufficient early education places in approved settings in line with legislation	Provision in schools (Infant and Primary)	Working in partnership with schools	Early Years Development and Childcare Partnership Wales Pre-school Playgroup Association Mudiad Ysgolion Meithrin National Childminding Association National Day Nursery Association	Early Education Plan
Monitor take up of Early Years places across maintained and non-maintained sectors in both English and Welsh medium settings	Forward Planning Unit Inclusion Service to link with child development team to identify need at the earliest stage	Working in partnership with schools	Early Years Development and Childcare Partnership Wales Pre-school Playgroup Association Mudiad Ysgolion Meithrin National Childminding Association National Day Nursery Association	Early Education Plan

Pupil Numbers: Primary School and Maintained Nursery Schools: Position at January 2006

School number	School Name	Welsh indicator	Type of School: Community /VC/VA/ Foundation	Age Range	NOR at Jan	Capacity	Surplus capacity	Over capacity	S N or Admission number	Number of FTE places available in designated nursery class	Number of pupils on roll in a designated nursery class	No of places available in temp accom	MOE Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
2382	Aberbargoed Primary	b	CO	3-11	218	238	20	0	35	40.0	12.0	0	8.40%		
2264	Abercarn Primary	b	CO	3-11	174	183	9	0	26	18.0	12.5	0	4.92%		1
2312	Abertyswg Primary	b	CO	3-11	159	150	0	9	22	0.0	0.0	0		6.00%	
2079	Argoed Primary	b	CO	3-11	49	59	10	0	8	0.0	0.0	0	16.95%		
2335	Bedwas Infants	b	CO	3-7	115	120	5	0	40	22.0	22.0	0	4.17%		
2323	Bedwas Junior	b	CO	7-11	160	197	37	0	42	0.0	0.0	0	18.78%		
2379	Blackwood Primary	b	CO	3-11	365	410	45	0	59	38.0	23.0	0	10.97%		
2256	Bryn Primary	b	CO	3-11	152	177	25	0	29	13.0	17.0	0	14.12%		5
2377	Cefn Fforest Primary	b	CO	3-11	427	405	0	22	63	21.0	21.0	0		5.43%	
2071	Coedybrain Primary	b	CO	3-11	225	259	34	0	35	44.0	31.5	0	13.13%		
2093	Crumlin High Level Primary	b	CO	3-11	186	224	38	0	27	0.0	0.0	0	16.96%		1
2339	Cwm Glas Infants	b	CO	3-7	49	57	8	0	29	40.0	12.0	0	14.04%		
2252	Cwm Ifor Primary	b	CO	3-11	201	276	75	0	37	0.0	0.0	0	27.17%		
2347	Cwmaber Infants	b	CO	3-7	98	147	49	0	48	33.0	23.0	0	33.33%		
2081	Cwmaber Junior	b	CO	7-11	181	198	17	0	50	0.0	0.0	0	8.59%		
2100	Cwmcarn Primary	b	CO	3-11	311	300	0	11	45	34.0	19.0	0		3.67%	1
2370	Cwmfelinfach Primary	b	CO	3-11	184	219	35	0	31	40.0	13.5	0	15.98%		
2376	Cwrt Rawlin Primary	b	CO	3-11	280	277	0	3	46	33.0	23.0	0		1.08%	33
2089	Deri Primary	b	CO	3-11	105	65	0	40	14	0.0	0.0	0		61.54%	
2097	Derwendeg Primary	b	CO	3-11	249	255	6	0	36	40.0	17.0	0	2.35%		1
2061	Fleur-de-Lys Primary	b	CO	3-11	125	160	35	0	22	14.0	7.5	0	21.88%		
2108	Fochriw Primary	b	CO	3-11	147	147	0	0	17	0.0	0.0	0	0.00%	0.00%	
2121	Gilfach Fargod Primary	b	CO	3-11	164	207	43	0	24	34.0	31.0	0	20.77%		
2380	Glyn-Gaer Primary	b	CO	3-11	294	270	0	24	48	0.0	0.0	0		8.89%	
2328	Graig-y-Rhacca Primary	b	CO	3-11	149	270	121	0	34	13.0	20.0	0	44.81%		
2278	Greenhill Primary	b	CO	3-11	149	209	60	0	29	16.0	20.5	0	28.71%		
2145	Hendre Infants	b	CO	3-7	130	137	7	0	51	44.0	25.5	0	5.11%		

2140	Hendre Junior	b	CO	7-11	183	199	16	0	54	0.0	0.0	0	8.04%		2
2338	Hendredenny Park Primary	b	CO	3-11	197	186	0	11	25	40.0	12.0	0		5.91%	1
2148	Hengoed Primary	b	CO	3-11	238	268	30	0	37	24.0	30.0	0	11.19%		
2084	Libanus Primary	b	CO	3-11	342	402	60	0	49	37.0	22.0	0	14.93%		1
2158	Llancaeach Junior	b	CO	7-11	202	226	24	0	45	0.0	0.0	0	10.62%		2
2171	Llanfabon Infants	b	CO	3-7	140	150	10	0	49	40.0	28.5	0	6.67%		3
2310	Lower Rhymney Primary	b	CO	3-11	175	234	59	0	36	32.0	14.0	0	25.21%		
2326	Machen Primary	b	CO	3-11	196	186	0	10	26	0.0	0.0	0		5.38%	1
2322	Maesycwmmmer Primary	b	CO	3-11	151	172	21	0	24	0.0	0.0	0	12.21%		
2078	Markham Primary	b	CO	3-11	176	177	1	0	21	0.0	0.0	0	0.56%		
2197	Nantyparc Primary	b	CO	3-11	214	210	0	4	26	0.0	0.0	0		1.90%	1
2082	Oakdale Infants	b	CO	3-7	188	206	18	0	76	36.0	42.5	0	8.74%		
2207	Pantside Primary	b	CO	3-11	185	173	0	12	25	23.0	11.0	0		6.94%	
2381	Park Primary School, Bargoed	b	CO	3-11	136	146	10	0	25	30.0	27.5	0	6.85%		
2058	Pengam Primary	b	CO	3-11	182	199	17	0	28	28.0	16.0	0	8.54%		
2378	Penllwyn Primary	b	CO	3-11	153	144	0	9	24	0.0	0.0	0		6.25%	
2095	Pentwynmawr Primary	b	CO	3-11	110	104	0	6	14	0.0	0.0	0		5.77%	
2316	Phillipstown Primary	b	CO	3-11	130	148	18	0	17	0.0	0.0	0	12.16%		
2389	Plasyfelin Primary	b	CO	3-11	341	408	67	0	62	28.0	24.0	0	16.42%		
2086	Pontllanfraith Primary	b	CO	3-11	294	306	12	0	44	24.0	16.5	0	3.92%		
2341	Pontlottyn Primary	b	CO	3-11	136	136	0	0	24	17.0	10.0	0	0.00%	0.00%	
2369	Rhiw Syr Dafydd Junior	b	CO	7-11	250	298	48	0	81	0.0	0.0	0	16.11%		
2193	Rhydri Primary	b	CO	3-11	99	74	0	25	14	0.0	0.0	0		33.78%	3
2105	Risca Primary	b	CO	3-11	340	323	0	17	(4/5)-33 & (7/8)-61	28.0	15.0	0		5.26%	
2391	St. Gwladys Bargoed School	b	CO	3-11	308	303	0	5	50	34.0	43.0	0		1.65%	
3310	St. Helens Catholic Primary	b	VA	3-11	275	240	0	35	45	23.0	21.5	0		14.58%	
2390	St. James Primary	b	CO	3-11	350	327	0	23	51	0.0	0.0	0		7.03%	
2386	The Twyn School	b	CO	3-11	477	515	38	0	77	40.0	30.0	0	7.38%		
2224	Tiryberth Primary	b	CO	3-11	160	182	22	0	26	22.0	22.5	0	12.09%		
2383	Trinant Primary	b	CO	3-11	123	173	50	0	25	25.0	11.5	0	28.90%		
2227	Ty Isaf Infants	b	CO	3-7	98	129	31	0	44	58.0	33.5	0	24.03%		
2384	Ty Sign Primary	b	CO	3-11	488	556	68	0	87	40.0	22.5	0	12.23%		
2098	Tynewydd Primary	b	CO	3-11	238	264	26	0	34	30.0	22.5	0	9.85%		
2385	Tynywern Primary	b	CO	3-11	240	251	11	0	35	16.0	20.0	0	4.38%		
2307	Upper Rhymney Primary	b	CO	3-11	189	182	0	7	26	40.0	12.0	0		3.85%	
2103	Waunfawr Primary	b	CO	3-11	127	158	31	0	22	37.0	11.0	0	19.62%		

2387	White Rose Primary	b	CO	3-11	299	388	89	0	55	30.0	27.5	0	22.94%		
2296	Ynysddu Primary	b	CO	3-11	108	166	58	0	24	0.0	0.0	0	34.94%		
2388	Ysgol Bro Sannan	a	CO	3-7	64	178	114	0	26	30.0	36.0	0	64.04%		
2368	Y.G. Bro Allta	a	CO	3-11	268	268	0	0	38	32.0	47.0	0	0.00%	0.00%	
2373	Y.G. Cwm Gwyddon	a	CO	3-11	159	190	31	0	39	20.0	30.5	0	16.32%		
2313	Y.G. Trelyn	a	CO	3-11	181	193	12	0	27	22.0	30.5	0	6.22%		
2285	Y.G. Gilfach Fargod	a	CO	3-11	182	194	12	0	30	30.0	7.5	0	6.19%		
2282	Y.G.G. Caerffili	a	CO	3-11	264	289	25	0	45	23.0	46.0	0	8.65%		
2374	Y.G.G. Y Castell	a	CO	3-11	317	350	33	0	54	28.0	41.0	0	9.43%		
2262	Ysgol Ifor Bach	a	CO	3-11	166	185	19	0	34	26.0	21.0	0	10.27%		
2309	Ysgol Y Lawnt	a	CO	3-11	161	137	0	24	32	0.0	0.0	0		17.52%	
2249	Ystrad Mynach Infants	b	CO	3-7	152	162	10	0	53	28.0	24.0	0	6.17%		
2245	Ystrad Mynach Junior	b	CO	7-11	208	245	37	0	52	0.0	0.0	0	15.10%		
Total number of Schools = 76					15406	16916	1807	297		1558	1181	0			56
						13/95									

NB. (i) Primary trends, surplus places and overcrowding : contextual information

Currently there are 15406 pupils on roll with capacity for 16916 which is 9.8% surplus places. There are however schools with excess pupils (297) which gives at total 8.9% surplus places.

The trend is for the school population to decline up to 2011. Estimated surplus places 9% (J.W to provide data)

(ii) Secondary trends, surplus places and overcrowding : contextual information

Currently there are 13036 pupils on roll with capacity of 14539 which gives 11.53% surplus places. There are schools with excess pupils (296) which gives a total of 10.44%.

The trend is for the school population to decline by 2011. Estimated surplus places 12% (J.W to provide data)

Pupil Numbers: Secondary Schools: Position at January 2006

School number	School Name	Welsh indicator	Type of School: Community /VC/VA/ Foundation	Age Range	NOR at Jan	Capacity	Surplus capacity	Over capacity	S N or Admission number	AN for 6 th form pupils on roll	No. of 6 th form pupils on roll	No of places available in temp accom	MOE Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
4093	Bedwas High		CO	11-18	654	809	155		153	N/A	99	0	19.16	0.00	
4046	Blackwood Comprehensive		CO	11-16	978	1,079	101		192	0	0	0	9.36	0.00	11
5400	Cwmcarn High		F	11-18	935	892		43	133	N/A	147	0	0.00	4.82	
4073	Heolddu Comprehensive		CO	11-18	759	888	129		151	N/A	77	0	14.53	0.00	11
4077	Lewis Girls Comprehensive		CO	11-18	1,058	937		121	164	N/A	198	0	0.00	12.91	6
4075	Lewis School Pengam		CO	11-18	1,002	1,172	170		202	N/A	114	0	14.51	0.00	2
4031	Newbridge Comprehensive		CO	11-16	941	925		16	176	0	0	0	0.00	1.73	25
4053	Oakdale Comprehensive		CO	11-16	666	826	160		176	0	0	0	19.37	0.00	
4032	Pontllanfraith Comprehensive		CO	11-16	845	1,002	157		183	0	0	0	15.67	0.00	
4090	Rhymney Comprehensive		CO	11-18	935	912		23	188	N/A	87	0	0.00	2.52	
4068	Risca Community Comprehensive		CO	11-16	564	747	183		143	0	0	0	24.50	0.00	
4065	St Cenydd Comprehensive		CO	11-18	1,104	1,011		93	170	N/A	155	0	0.00	9.20	22
4067	St Ilan Comprehensive		CO	11-18	406	701	295		134	N/A	33	0	42.08	0.00	
4070	St Martins Comprehensive		CO	11-18	1,049	1,060	11		171	N/A	160	0	1.04	0.00	25
4103	Ysgol Gyfun Cwm Rhymni	a	CO	11-18	1,140	1,578	438		274	N/A	148	0	27.76	0.00	
Total number of schools					13,036	14,539	1,799	296			1,218	0			102

Indicate whether MOE (from 13/95 or MCW

13/95

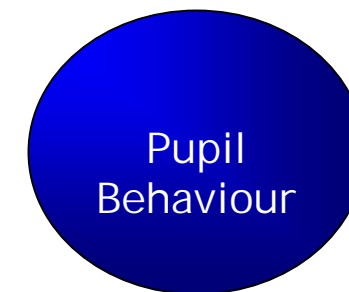
Projections of Pupil Numbers 2007 - 2011

School Number	School Name	Actual NOR at Jan 2006 Excluding Rising 3's	Forecast Nor at Jan 2007 Excluding Rising 3's	Forecast NOR at Jan 2008 Excluding Rising 3's	Forecast NOR at Jan 2009 Excluding Rising 3's	Forecast NOR at Jan 2010 Excluding Rising 3's	Forecast NOR at Jan 2011 Excluding Rising 3's
2382	Aberbargoed Primary	234	234	214	210	204	203
2264	Abercarn Primary	196	190	193	187	184	187
2312	Abertyswg Primary	155	156	146	142	144	147
2079	Argoed Primary	43	48	51	48	48	44
2335	Bedwas Infants	155	154	158	159	159	160
2323	Bedwas Junior	160	154	143	136	156	154
2379	Blackwood Primary	412	425	440	433	427	432
2256	Bryn Primary	180	183	195	204	220	219
2377	Cefn Fforest Primary	469	429	412	394	384	375
2071	Coedybrain Primary	254	265	273	279	281	265
2093	Crumlin High Level Primary	186	173	171	178	187	186
2339	Cwm Glas Infants	65	57	53	46	39	39
2252	Cwm Ifor Primary	201	200	196	187	182	190
2347	Cwmaber Infants	132	140	158	169	175	171
2081	Cwmaber Junior	181	185	170	159	148	148
2100	Cwmcarn Primary	341	324	315	302	293	291
2370	Cwmfelinfach Primary	205	200	205	193	177	160
2376	Cwrt Rawlin Primary	326	346	358	369	363	365
2089	Deri Primary	100	93	85	84	84	80
2097	Derwendeg Primary	277	259	254	245	242	247
2061	Fleur-de-Lys Primary	134	132	129	128	127	132
2108	Fochriw Primary	146	133	123	120	117	115
2121	Gilfach Fargoed Primary	191	188	181	179	175	180
2380	Glyn-Gaer Primary	285	273	276	246	229	219
2328	Graig-y-Rhacca Primary	167	171	174	184	191	197
2278	Greenhill Primary	167	166	174	176	179	184
2145	Hendre Infants	169	177	173	184	199	208
2140	Hendre Junior	183	183	200	194	205	207
2338	Hendredenny Park Primary	221	217	213	206	205	203
2148	Hengoed Primary	262	239	235	222	217	215

2084	Libanus Primary	380	367	356	345	335	323
2158	Llancaeac Junior	202	206	205	198	183	183
2171	Llanfabon Infants	183	183	175	165	160	152
2310	Lower Rhydney Primary	198	187	191	184	177	182
2326	Machen Primary	196	193	177	175	168	168
2322	Maesycwmmmer Primary	145	139	147	156	166	171
2078	Markham Primary	176	179	179	173	165	170
2197	Nantyparc Primary	214	217	212	204	202	187
2082	Oakdale Infants	253	268	269	282	285	278
2207	Pantside Primary	204	203	199	196	188	188
2381	Park Primary School, Bargoed	161	171	171	174	168	178
2058	Pengam Primary	204	204	197	195	194	192
2378	Penllwyn Primary	153	165	157	150	152	156
2095	Pentwynmawr Primary	109	102	95	84	83	83
2316	Phillipstown Primary	130	129	134	137	141	133
2389	Plasyfelin Primary	375	348	339	347	339	339
2086	Pontllanfraith Primary	316	304	292	280	272	267
2341	Pontlloftyn Primary	150	143	136	133	127	120
2369	Rhiw Syr Dafydd Junior	250	251	260	251	253	268
2193	Rhydri Primary	99	98	98	97	91	90
2105	Risca Primary	366	378	368	361	380	390
2391	St. Gwladys Bargoed School	341	315	298	281	258	254
3310	St. Helens Catholic Primary	318	320	319	322	317	318
2390	St. James Primary	336	331	314	301	300	291
2386	The Twyn School	535	533	540	556	543	555
2224	Tiryberth Primary	178	172	174	171	178	177
2383	Trinant Primary	143	140	138	139	153	163
2227	Ty Isaf Infants	151	156	169	174	156	142
2384	Ty Sign Primary	533	495	474	433	407	395
2098	Tynewydd Primary	271	279	292	282	275	277
2385	Tynywern Primary	270	263	246	240	225	221
2307	Upper Rhydney Primary	204	197	193	190	187	190
2103	Waunfawr Primary	142	148	157	158	156	164
2387	White Rose Primary	340	332	332	325	328	328
2296	Ynysddu Primary	107	104	93	90	89	88
2388	Ysgol Bro Sannan	93	114	134	154	173	192
2368	Ysgol Gymraeg Bro Allta	315	305	314	301	317	308
2373	Ysgol Gymraeg Cwm Gwyddon	186	187	191	193	195	200

School Number	School Name	Actual NOR at Jan 2006 Excluding Rising 3's	Forecast Nor at Jan 2007 Excluding Rising 3's	Forecast NOR at Jan 2008 Excluding Rising 3's	Forecast NOR at Jan 2009 Excluding Rising 3's	Forecast NOR at Jan 2010 Excluding Rising 3's	Forecast NOR at Jan 2011 Excluding Rising 3's
2313	Ysgol Gymraeg Trelyn	210	211	215	222	218	209
2285	Ysgol Gynradd Gymraeg Fargoed	193	189	174	165	152	142
2282	Ysgol Gynradd Gymraeg Caerphilly	310	319	318	324	319	331
2374	Ysgol Gynradd Gymraeg Y Castell	349	356	349	342	327	305
2262	Ysgol Ifor Bach	183	194	193	200	204	201
2309	Ysgol Y Lawnt	161	162	169	172	173	166
2249	Ystrad Mynach Infants	200	207	209	203	197	194
2245	Ystrad Mynach Junior	208	198	210	205	202	207
4093	Bedwas High	654	659	647	636	628	619
4046	Blackwood Comprehensive	978	967	963	963	952	935
5400	Cwmcarn High	935	958	949	951	945	935
4073	Heolddu Comprehensive	759	776	781	748	749	708
4077	Lewis Girls Comprehensive	1058	1078	1046	1058	1043	1005
4075	Lewis School Pengam	1002	1033	1026	1060	1066	1049
4031	Newbridge Comprehensive	941	965	901	867	862	849
4053	Oakdale Comprehensive	666	626	576	590	579	532
4032	Pontllanfraith Comprehensive	845	822	808	803	769	766
4090	Rhymney Comprehensive	935	958	949	954	949	917
4068	Risca Community Comprehensive	564	541	509	519	493	490
4065	St Cenydd Comprehensive	1104	1098	1087	1071	1051	1040
4067	St Ilan Comprehensive	406	414	415	452	442	414
4070	St Martins Comprehensive	1049	1061	1048	1036	1020	1020
4103	Ysgol Gyfun Cwm Rhymni	1140	1175	1220	1260	1303	1364

Strategy 4



Provision of support, advice and resources to assist schools promote positive behaviour and support children with behavioural difficulties.

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Promote positive behaviour in schools and support the retention of pupils with behaviour difficulties	To implement the LEA behaviour strategy consistently across the authority.	To implement the behaviour policy consistently across all schools and other education settings.	Improve multi-agency working to develop effective inclusive practice	Inclusion and pupil support consultation document Behaviour Support SIP
	Strengthen links with the Children and Young People's Partnership by regular meetings and information sharing protocol			National Service Framework for Children, Young People and Maternity Services.
	Further develop links with other agencies, e.g., Youth Offending Team, through the monthly Alternative Provision Placement Panel meetings.			

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Continue to share information with the Family Intervention Team (FIT/NCH Cymru), Women's Aid, healthy Schools and the Youth Service, by meeting termly.			
	Meet monthly with the Children and Adolescent Mental health Strategy.			
	Multi agency working strengthened through regular meetings with the Children and Young People's Partnership; continue to develop links with Youth Offending team and Social Services through monthly Alternative Provision Placement Panel meetings; termly meetings to share information with the Family Intervention Team, Women's Aid, Healthy Schools and the Youth Service; monthly meetings with the Children and Adolescent Mental Health Strategy.			Children and Young People's Framework Plan

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	To support schools in the accurate identification of learning, emotional, social and behavioural needs	Schools are able to appropriately identify pupil needs		Inclusion Service Improvement Plan B.S.S. Service Improvement Plan
		Implement high quality curriculum to meet the needs of learners.		
	Effective use of data to track and plan interventions	Track and monitor incidents of pupils misbehaviour and take appropriate action.		Inclusion Service Improvement Plan Behaviour Service Improvement Plan
	Provide a continuum of provision and resources to meet the diverse range of needs.	Provide appropriate support to identify and meet the needs of all children and young people.		Children and Young People's Framework Plan
	Provide appropriate Continuous Professional Development (CPD) to support effective teaching and learning Provide appropriate support to identify and meet the needs of all children and young people	To deploy a range of teaching strategies to motivate learners	A range of relevant INSET providers.	Public Library Service Plan 2005-2008 Schools' Library Service Strategy
	Work with other directorates to support children and/or families with complex needs of in difficult circumstances, e.g. Young Offenders	Work with other agencies to support children and/ or families with complex needs or in difficult circumstances eg Young Offenders	Health, Social Services and Voluntary Agencies. Young Offending Team Community Safety Partnership	Community Safety Plan

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Reduce fixed-term and permanent exclusions, make appropriate provision for excluded pupils and support reintegration	Use data more effectively to plan, intervene and support schools at an early stage	To implement the schools behaviour policy consistently across the school and other education settings	Improve multi-agency working to develop effective inclusive practice settings	Inclusion Service Improvement Plan Behaviour Support Service Improvement Plan
	Develop and implement a 'hard to place' protocol for working with schools and other education settings to prevent exclusions	Implement high quality curriculum to meet the needs of learners		
	Provide a continuum of provision, training and resources to meet the diverse range of needs of excluded pupils	Provide appropriate CPD to support effective teaching and learning		
	Work collaboratively with schools and other providers to support reintegration of excluded pupils	To deploy a range of teaching and learning strategies to motivate children and young people		Behaviour Strategy. National Service Framework for Children, Young People and Maternity Services
	Challenge high excluding schools to reduce their exclusions and provide appropriate support	Review their current practice and develop effective strategy to meet individual needs	Multi agency working to develop effective support	

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Prevent and deal effectively with incidents of bullying	Provide anti-bullying policy, guidance and training	Schools implement anti bullying policy effectively.	Health Social Services and other voluntary agencies	Inclusion and pupil support (WAG document) Respecting others anti bullying guidance (WAG document)
	Monitor and evaluate schools anti bullying policy and practice	Schools record and notify the LEA of incidents of bullying		LEA Anti-bullying policy

Strategy 5



Provision for pupils with additional learning needs

The majority of children and young people with additional learning needs are educated within mainstream settings. 551 children and young people (1.87% of school population) are educated in specialist settings as illustrated below.

<u>PRIMARY NEED</u>	<u>NUMBER OF SETTINGS</u>	<u>AGE RANGE</u>
Severe, complex, profound & multiple learning difficulties	1	3-19 years
Complex learning difficulties (including welsh medium provision)	9	4-16 years
Speech, language & communication (including ASD)	7	4-16 years
Nurture & Social Inclusion	7	4-11 years
EBSB	3	7-16 years
Hearing impairment	3	4-16 years
Physical disabilities	1	11-16 years

Where appropriate pupils in mainstream settings have access to additional support to facilitate the implementation of specific programmes.

The LEA provides support to schools to ensure that the needs of vulnerable pupils are met. Further additional support is provided for specific groups as follows:

<u>GROUPS</u>	<u>PROVISION/SUPPORT</u>
LAC	Team of Educational Support Workers & Advisory Teacher
EAL	GEMS Regional Provision
Young Parents	Crèche & Tuition Facilities

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Make effective provision for those pupils with statements of special educational needs and on schools' special educational needs, children registers	To promote and implement the Inclusion Strategy, SEN Policy and SEN code of practice for Wales	To ensure an inclusive ethos and culture To share good practice on the appropriate deployment of support staff	Promote multi-agency support where relevant and appropriate	National Strategy Framework SEN Code of Practice for Wales Accessibility Strategy 2004/07 LEA SEN Policy
To make effective provision for children and young people with a disability or medical need	Provide guidance to develop an inclusive ethos in schools that support and enable the full participation of all children and young people with disabilities or a medical need	Schools undertake audits to enable full access for all pupils Schools provide a health plan for all children and young people with a medical need	Health Social Services and Voluntary Agencies	Accessibility Strategy School Accessibility Plans
	To work collaboratively with schools to fully implement the SEN self-evaluation Profile and seek to extend to other settings	To liaise effectively with the LEA and other agencies, parents and pupils in meeting the requirements of pupils with special educational needs	Libraries provide specific resources and access for pupils in schools and public libraries through the Toy Library Service	Inclusion and Pupil Support Public Library Service Plan 2005-2008 Schools' Library Service Strategy
	Analyse the data and financial information to target resources more effectively	To make effective use of data from the profile to plan provision and meet the needs of children and young people with additional learning needs		Children and Young People's Framework

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Use the SEN Self Evaluation Profile to identify and facilitate the sharing of best practice	Schools to access appropriate training and support		SEN Code of Practice for Wales
	Provide advice, guidance and training to schools and LEA directorates To liaise with relevant stakeholders Audit of provision and needs across LEA	Schools to implement guidance effectively School use audits to produce an action plan to address issues raised	Joint planning and deliver training by statutory, voluntary, and independent sector	Accessibility Strategy 2004-07 Inclusion and Pupils Support (WAG document) Children and Young People's Framework Plan
	To ensure a continuum of provision to support the diverse range of special educational needs across the authority			
Make effective provision to meet the needs of those pupils receiving their education through the medium of Welsh	To ensure a continuum of specialist and inclusive Welsh medium provision To ensure there are appropriate Welsh medium advisory teachers and learning support assistants	Schools access appropriate training and support through the medium of Welsh		SEN Code of Practice for Wales LEA SEN Policy

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Make effective provision for more able and talented pupils	Continue to implement LEA policy and guidance; provide materials to support the development of more able and talented pupils	Schools use materials and interpret guidance to meet pupils' needs and raise further standards of achievement	NACE Young Writers' Squad	Children and Young Peoples Framework Plan
Provide for the additional learning needs of:- Ethnic minorities, EAL, Asylum Seekers, Travellers, Young Carers, Young Parents (including pregnant mothers)	Further develop a system to collect information on all the identified groups of children and young people with additional needs	Contribute to the development of an accurate database	Promote multi-agency support where relevant and appropriate. e.g. GEMSS, VALREC. Libraries have UK wide agreement on returning books for traveller children. Provision of dual language library resources to support ethnic minorities and asylum seekers	National Strategy Framework Inclusion and Pupil support Public Library Service Plan 2005-2008 Schools' Library Service Strategy Disability and equality scheme
	Develop a policy and guidance to help meet the diverse needs of minority groups	Develop and implement inclusive policies for all these groups of children and young people including the Disability and Equality Policy	Health Social Services and Voluntary Agencies	Children and Young People's Framework Disability and Equality Scheme
	Monitor the implementation of the policy and guidance	Liaise with LEA and other groups to ensure these needs are met	Health Social Services and Voluntary Agencies	Children Services Plan

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
	Monitor and evaluate the progress of these minority groups in all key stages and phases of provision	Schools take appropriate action to match current provision to pupils' needs		Equality and Diversity Policy Transition Policy
Providing for the additional learning needs of Looked After Children	Work in partnership with Social Services and other directorates to implement the Children First Plan, and National Strategy Framework	Work in partnership with the local authority to implement the Children First Plan through the work of the designated teacher	Promote multi-agency support where relevant and appropriate	Children First Plan Learning Support SIP
	Monitor and evaluate the progress of LAC in all key stages and phases of provision			National Strategy Framework

Annex 5a

Primary School Special Units in Maintained Settings *

Name of setting	Type of Provision ¹	Language ²	No. Places ³	Gender
Cefn Fforest	Complex Learning (KS2)		8	
Cefn Fforest	Social Inclusion (KS2)		8	
Coed y Brain	SLCD		16	
Cwm Ifor	Complex Learning		8	
Cwmcarn	Complex Learning		8	
Deri	Complex Learning (KS1)		8	
Greenhill Primary	SLCD		16	
Hendre Infants	HI		6	
Hendre Juniors	HI		6	
Pantside Primary	SLCD		16	
Pentwynmawr Primary	EBSD		8	
Phillipstown Primary	Nurture (KS1)		6	
Phillipstown Primary	Complex Learning (KS2)		16	
Pontllanfraith Primary	ASD		12	
St James Primary	Complex Learning		16	
St Gwladys's & Bargoed	Social Inclusion (KS2)		6	
Tir y Berth Primary	SLCD		16	
Ty Isaf Infants	Complex Learning (KS1)		8	
Tyn y Wern Primary	Nurture (KS1)		6	
Tyn y Wern	Social Inclusion (KS2)		6	
Ynysddu Primary School	Nurture (KS1)		6	
Ynysddu Primary School	Social Inclusion (KS2)		6	
Bro Sannan	Complex Learning (KS1)	Welsh Med	8	

¹OA= Observation and Assessment

EBD= Emotional and Behavioural Difficulties

ASD = Autistic Spectrum Disorder

MLD = Mild Learning Difficulties

PD = Physical Difficulties

SLD = Severe Learning Difficulties

PMLD= Profound and Multiple Learning Difficulties

SLCD = Speech, Language and Communication Difficulties

SpLD = Specific Learning Difficulties

HI = Hearing Impaired

VI = Visually Impaired

MSI = Multi sensory Impairment

M = Mixed

Med = Medical Difficulties

² Indicate if available through Welsh medium

³ Number of pupils who can be accommodated

***Special units attached to mainstream schools may also be referred to as resource bases or units.**

Such bases or units, which are funded and maintained by LEAs, provide for the education

of pupils with special educational needs on a full or part-time basis."

Annex 5b

Secondary School Special Units in Maintained Settings*

Name of setting	Type of Provision ¹	Language ²	No. Places ³	Gender
Newbridge Comprehensive	EBS		18	
Pontllanfraith Comprehensive	SLD		50	
Risca Comprehensive	ASD		14	
St Cenydd Comprehensive	HI / SLCD/PD		50	

¹ OA= Observation and Assessment

EBS= Emotional and Behavioural Difficulties

ASD = Autistic Spectrum Disorder

MLD = Mild Learning Difficulties

PD = Physical Difficulties

SLD = Severe Learning Difficulties

PMLD= Profound and Multiple Learning Difficulties

SLCD = Speech, Language and Communication Difficulties

SpLD = Specific Learning Difficulties

HI = Hearing Impaired

VI = Visually Impaired

MSI = Multi sensory Impairment

M = Mixed

Med = Medical Difficulties

² Indicate if available through Welsh medium

³ Number of pupils who can be accommodated

***Special units attached to mainstream schools may also be referred to as resource bases or units.**

Such bases or units, which are funded and maintained by LEAs, provide for the education of pupils with special educational needs on a full or part-time basis."

Annex 5c

Special School Provision

			No. Places ³			
Name of School	Type of Provision ¹	Language ²	Day	Res 38 week	Res 52 week	Gender
Trinity Fields	PMLD/SLD/ASD		140			

¹ OA= Observation and Assessment

EBD= Emotional and Behavioural Difficulties

ASD = Autistic Spectrum Disorder

MLD = Mild Learning Difficulties

PD = Physical Difficulties

SLD = Severe Learning Difficulties

PMLD= Profound and Multiple Learning Difficulties

SLCD = Speech, Language and Communication Difficulties

SpLD = Specific Learning Difficulties

HI = Hearing Impaired

VI = Visually Impaired

MSI = Multi sensory Impairment

M = Mixed

Med = Medical Difficulties

² Indicate if available through Welsh medium

³ Number of pupils who can be accommodated

Strategy 6



Development of a community focus for schools

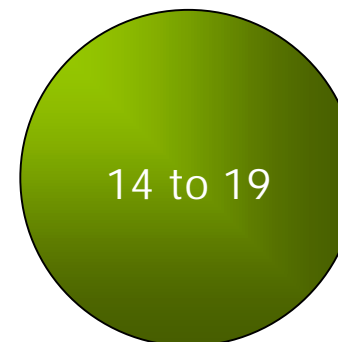
Caerphilly CBC endorse WAG’s commitment to schools being at the heart of their communities and providing a range of services and facilities to help meet the needs of their pupils, families and the wider community. Our strategic approach is underpinned by the guidance outlined in Circular 34/2003 and the implementation of initiatives funded under Section 14 of the Education Act 2002 and effective partnership working of all stakeholders.

The imminent appointment of a co-ordinator will help support and further develop current good practice. A key role will be to embed and roll out successful pilot projects across the county borough.

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Develop a strategy to promote community focussed schools	<p>Produce strategy and guidelines.</p> <p>Appointment of Community Focussed Schools (CFS) Co-ordinator</p> <p>Raise awareness of headteachers and Heads of Service through training and relevant forums.</p>	<p>Yr 1 2006-07 schools make preparations /plans to introduce community focuses</p> <p>Yr 2 Schools draft proposals to plan and implement community focuses</p>	<p>ContinYou</p> <p>Health</p> <p>Social Services</p> <p>Voluntary Agencies</p>	<p>Community Strategy</p> <p>Community Safety Partnership Plan</p> <p>Children and Young People’s Framework Plan</p>

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
To establish pilot projects to support the development of community focussed schools	To invite bids from schools to receive WAG grant resources to develop project	Schools with successful bids to implement proposals and demonstrate tangible outcomes	Promote multi-agency support where relevant and appropriate. e.g. Community Education, Childcare providers	Community Safety Partnership Plan
	Participate in 'Excellence Wales' award	Produce strategy and guidance. Raise awareness of senior school managers		Children and Young People's Framework Plan
	Facilitate the sharing of good practice derived from pilot projects	Contribute case studies of good practice at the headteacher conference		CCBC Community Strategy
	Monitor and evaluate the progress and impact on community focussed initiatives through : <ul style="list-style-type: none"> ➤ LEA advisory review and development programme ➤ Annual Community Focussed Schools Co-ordinator evaluation report to learning education and development group (chaired by the Head of Inclusion Service) 	Monitor and evaluate the progress and impact of community focussed initiatives through : <ul style="list-style-type: none"> ➤ School self-evaluation procedures; ➤ Estyn inspection reports; ➤ C.F.S. Co-ordinator review visits. 		

Strategy 7

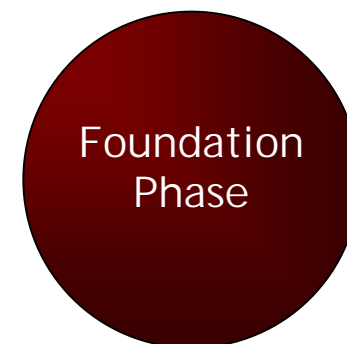


Development of a 14 to 19 provision

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Develop a strategy for 14-19 learning pathways.	Produce guidance on implementation of the strategy	Schools work collaboratively to extend curriculum provision	Further Education Colleges Careers Wales Range of Learning Providers to support and deliver the implementation	Area Network Development Plan. Children and Young People's Framework Plan
Establish 14-19 Curriculum Unit to: build on existing work of area partnerships and further develop collaborative provision	Establish the Unit Set targets and monitor. Monitor the work of the unit	Contribute to the Strategic Management Group of the unit. Implement collaborative curriculum framework devised by the unit	Serve on the strategy group or other task and finish group as appropriate	Area Network Development Plan
N.B. As part of 14-19 Unit, work with Ysgol Gyfun Cwm Rhymni to establish partnerships with Welsh medium schools in neighbouring LEAs.			Neighbouring LEAs serve on strategy group to promote collaborative working in 14-19 Welsh medium schools and settings.	

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Raise standards of attainment, increase participation roles in education and training	Submit the Annual Network Plan to WAG	Implement and inclusive curriculum which will provide more pathways for young people		School Effectiveness Unit Service Improvement Plan

Strategy 8

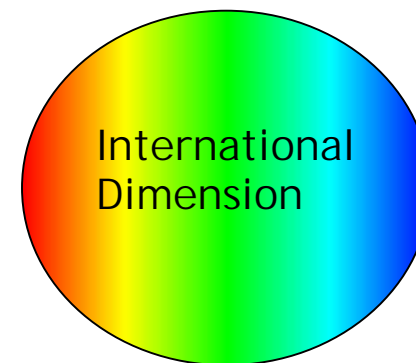


Preparation for implementing foundation phase

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
To establish an LEA overview of current provision in Early Years and settings	Caerphilly ESIS to develop and implement a self-evaluation audit to gather information across the authority. SEU to analyse outcomes - delegate resources according to need and enable schools to access CPD (cluster/school/LEA)	Schools to engage in process as part of their own self-evaluation procedures. Teaching staff, LSAs/NNEBs access training (school based/cluster/LEA)	Multi-agency support where relevant and appropriate. Childcare providers	Children and Young People's Framework Plan Flying Start Early Years Plan
To utilise and share best practice as identified in Caerphilly CBC pilot school for Foundation Phase and non-maintained pilot.	Pontllanfraith Primary School: 'Celebration of best practice'	Schools to engage in visits	Multi-agency support where relevant and appropriate Childcare providers	Children and Young People's Framework Plan Flying Start

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Improve communication and raise awareness of Foundation Phase within the community (Governors, parents and partners) in lead up to implementation in 2008	Governor Support and Development Unit (GSDU) to co-ordinate	Schools, governing bodies and parents participation in process	Promote multi-agency support where relevant and appropriate Childcare providers	Children and Young People's Framework Plan Flying start
Continue to improve collaboration between non-maintained and maintained schools	Continue to develop resources to support implementation of Foundation Phase. E.g. forest schools/bilingualism/ planning and assessment etc.	Schools and settings utilise resource to support CPD needs. Agreed 'home school partnership' protocol in place setting out arrangements to secure good relationships between parents and schools and settings.	Promote multi-agency support where relevant and appropriate. Childcare providers	Children and Young People's Framework Plan Flying start

Strategy 9



Developing the International Dimension including Racial Equality and Cultural Diversity

The strategy will embrace the following elements:

<ul style="list-style-type: none">• supporting the integration of asylum seekers, immigrants, travellers• providing additional English language support• promoting racial harmony• developing anti-bullying policies• developing modern foreign languages• promoting the EU Socrates projects, such as Comenius and Arion• enabling international study visits by school leaders• knowing and valuing one's own culture	<ul style="list-style-type: none">• promoting the spiritual, moral, cultural and social aspects of pupil development• developing the concept of citizenship to include the local, national and international (global) community• engaging with subject-specific issues in many subjects, but notably English, history, geography, RE, art, music, technology• developing education for sustainable development in all schools• encouraging support for international charities, especially those focused on supporting young people in difficult circumstances
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All the above are essential to developing a positive school ethos, which welcomes, respects and celebrates difference and diversity. Our communities have a very low percentage of families from other countries and cultures, which makes it even more important that we prepare our young people for the multi-racial, multi-ethnic, multi-cultural society beyond our borough's borders.

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Developing a coherent understanding of schools' awareness of the International Dimension in the curriculum	Audit current provision by ESIS	Schools complete audit of current practice ESIS (MFL, RE, Geography, History advisers) complete report on general provision, areas/schools with good practice, and areas/schools needing development	Gwent Ethnic Minority Support Service (GEMSS) completes audit of pupils with English as an additional language in Caerphilly schools Link to ADEW development group	Community Plan Anti-Bullying Policy Racial Harmony Plan
Support the work of schools in raising awareness of ethnic diversity, combating racist bullying and harassment	Utilise Ethnic Minority Achievement Grant (EMAG) to develop Personal, Social and Health Education (PSHE) and Standing Advisory Council on Religious Education (SACRE) support materials; ESIS resources delivered to all schools	Commit Better Schools Funding to training and awareness-raising using new resources	Valleys Racial Equality Committee (VALREC)/Council for Racial Equality (CRE) to provide resources, speakers to schools	Community Plan Anti-Bullying Policy Racial Harmony Plan
Promote racial equality and celebrate cultural diversity	ESIS to provide guidance and a programme of training and support for headteachers and senior managers	Schools participate in training Headteachers review existing policies	VALREC/CRE etc. to outline related services available to schools Library Service Stock Selection Policies promote racial equality and cultural diversity	Public Library Service Plan 2005-2008

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
			Author programme includes a variety of ethnic and cultural diversity	Schools' Library Service Strategy
Support schools with underdeveloped ID to enrich the curriculum with ID-related activities	Advisers to discuss ID with selected headteachers and to identify action plan to address issue	ESIS to identify schools needing additional support	GTCW to fund development activities and visits	Community Plan Anti-Bullying Policy Racial Harmony Plan
Promote wider and deeper take-up of ID-related activities across all schools	Produce directory of curriculum areas, services, documents supporting the development of a coherent school response to making the ID a meaningful part of all pupils' experience	ESIS to map resources Schools to utilise resources available as part of planned development of the International Dimension	VALREC/CRE etc. to outline related services available to schools	Community Plan Anti-Bullying Policy Racial Harmony Plan

Strategy 10



Promoting Lifelong Learning, Community Education and Education for Sustainable Development

The Music and Arts Development Service is a key dimension of the Authority’s strategy for promoting life long learning and community education. In doing so, it makes an important contribution to WAG’s agenda for raising standards, improving behaviour, providing for additional learning needs and supporting the development of community focussed schools. The service also supports the development of 14-19 learning pathways, the establishment of the foundation phase and promoting racial equality and cultural diversity.

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Basic Skills - Improve literacy and numeracy skills for adults via. Family Learning Classes in school settings	Promote and provide family learning programmes hosted in schools		Basic Skills Agency Library Service	Welsh Basic Skills Strategy
Adult Education - to provide adult education for Post 16 learners	Community Education to provide and comprehensive programme of adult education (including promoting Welsh as a community language)	Community Education Department and Schools working in partnership to develop learning opportunities for post 16 learners	Coleg Gwent and Ystrad Mynach College to provide complementary programme Workers’ Educational Association University of Newport University of Glamorgan	Adult and Community Learning Delivery Plan

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Youth Service - enable young people from the age of 11 years to 25 years to access informal and formal education programmes which assist their development	Youth Service to provide appropriate formal and informal programmes	Schools work collaboratively with Youth Service	Voluntary Sector	Children and Young People's Framework Plan Community First Plan
Improve standards of music performance through provision of high quality instrumental and vocal tuition	Music Service provides a comprehensive programme of tuition and curriculum development	Schools (Key Stages 1 - 5) ensure pupils have access to music tuition	Professional organisations, including BBC National Orchestra of Wales Welsh National Opera	
	Music Services plan and run workshops, concerts for pupils to develop and apply skills in relevant contexts	Schools participate in concerts and workshops		
Assist in improving standards of literacy, numeracy, art and drama (English and Welsh languages)	Arts Development Service organise and run events to support World Book Day, National Poetry Day, Writers in School Scheme, artist in residence scheme, theatre visits	Schools participate in these events (NB events available in Welsh as well as English)	Academi Gymraeg Gwent Theatre in Education	

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Promotes good behaviour	Arts Development Service develop performances to address problems related to bullying, anti-social behaviour, drugs related crimes	Schools access and participate in the various projects and events on offer		
Contribute to making provisions for pupils who have additional learning needs	Music Service provide tuition and support for Trinity Fields Special School	Trinity Fields Special School work closely with Music Service to access programmes of support and tuition		
	Music Service provide tuition and support for More Able and Talented pupils	Schools engage with the programmes on offer	Royal Welsh College of Music and Drama	
Support the development of Community Focussed schools	Arts Development Service develops projects and runs the 'Night Out' scheme to support school - community collaboration	Schools and wider communities engage with programmes on offer		SEP Operational Plan
Contribute to the development of 14-19 Learning Pathways	Music Service work collaboratively to provide post 16 tuition to support GCSE, vocational courses, A and AS level courses	Schools access provision	Four Counties Youth Music (Bridgend, Caerphilly, Merthyr and RCT Local Education Authorities) Coleg Gwent (Crosskeys Campus) Ystrad Mynach Further Education College	

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Support preparations to establish Foundation Phase	Arts Development Service provide projects such as 'Carnival of the Animals' to support pre-school outreach work	Schools access provision to support under-five education Non-maintained nurseries and other providers access provision	St. David's Hall	
Support development of International Dimension, Racial Equality and Cultural Diversity	Arts Development and Music Services support twinning links with European countries	Schools engage in twinning activities related to music, drama and art	Multi Agency Forum for Equalities Against Harassment	
	Arts Development Service develop programmes to promote Racial Equality and counter anti-racism	Schools access and engage with programmes		
Support standards of physical education and sport	Consolidate Physical Education and School Support (PESS) project in two secondary schools and associated primary schools Extend project to one more secondary school and associated primary schools	Primary and secondary schools participate in projects and contribute to sharing good practices throughout County Borough	Sports Council	

Key Task	LEA	Education Providers	Other Service Providers	Links to other plans
Support provision of Education for Sustainable Development and Global Citizenship across all age groups	Identify good practice and effective resources. Promote good practice across all schools. Strategic leadership of initiate by Sustainable Development Advisory Plan, Beacon Group and headteacher groups	Governors consider embedding ESDGC as a core value of their schools. Governors, Managers and teachers engage in their own ways with the ESDGC Beacon Group strategy		Local Government Act 2000 Caerphilly Sustainable Development Strategy 2002 Caerphilly Community Strategy 2004 Estyn Common Inspection Framework 2004 Estyn inspection guidance for ESDGC 2005 Education for Sustainable Development and Global Citizenship - a Strategy for Wales 2005

Strategy 11



Support the Development of All Teachers and Support Staff

Key Tasks	LEA	Education Providers	Other Service Providers	Links to other plans
Support the professional development of teachers and support staffs	Produce and implement: <ul style="list-style-type: none"> • A Professional Development Framework for: <ul style="list-style-type: none"> - Headteachers and Senior Teachers - Chartered Teachers (as envisaged by the GTCW) - Newly Qualified Teachers - Support Staff 	Contribute to and participate in programmes of Professional Development, including Early Professional Development (EPD), Professional Headship Induction Programme (PHIP) and Leadership Programme for Serving Headteachers (LPSH)	General Teaching Council for Wales (GTCW)	

6. Targets

6. Whole authority targets have been set for attainment, pupil attendance and reducing the numbers of exclusions. They have been recorded in the table below which is the identical layout suggested in the guidance document.

6.1 Setting appropriate and challenging targets

- 6.1.1 Both primary and secondary schools use data provided by the Fischer Family Trust (FFT) to predict future performance, based on prior attainment. It uses a variety of value-added statistical models to enable estimates of performance to be made.
- 6.1.2 One model (model 'B') takes account of an individual pupil's prior attainment, gender and month of birth to estimate his or her future attainment if she/ he performed in line with similar schools matched for social context.
- 6.1.3 A second model (model 'D') modifies model 'B' to estimate future attainment if the pupils performed in line with the 25% highest performing schools in England and Wales. Few would disagree that this represents high performance.
- 6.1.4 Using both sets of data, teachers are able to set two targets - a realistic target and an ambitious target for each pupil. Model 'B' data helps schools to set the realistic target and model 'D' data is used to set their ambitious target.
- 6.1.5 Because teachers have access to data on individual pupils that provides estimates of future performance on the realistic and ambitious levels, the teacher is able to consider the degree of challenge they can introduce for individual pupils.
- 6.1.6 It is possible, through this process, to identify pupils most needing to improve, and then target resources and support at helping them to do so.
- 6.1.7 Individual pupil targets are aggregated electronically by FFT to provide each school with a realistic and ambitious target.

- 6.1.8 The Authority has access to the full FFT database for Caerphilly County Borough Council schools. In the same way that FFT aggregates individual pupil targets for each school, it aggregates each school's targets to provide the Authority with a set of realistic and ambitious targets for key stages 2, 3 and 4.
- 6.1.9 The School Effectiveness Unit (SEU) collects the realistic and ambitious targets for each key stage by the end of the Autumn Term. Individual Pupil targets are aggregated electronically to produce a set of Authority targets.
- 6.1.10 Targets for reducing exclusions are set following discussions between the Head of Inclusion and Principal Governor Support Officer, who manages the exclusion process with governors. He also collects and analyses exclusion rate data.
- 6.1.11 Targets for attendance are set following discussions with the Principal Education Welfare Officer and his staff who provide support to help schools improve attendance rates.
- 6.2 Reviewing performance against targets
 - 6.2.1 School targets are revised annually, by the LEA in discussion with the Headteacher and the governing body.
 - 6.2.2 Following publication of the National Curriculum assessment and public examination results, FFT provides a report for each school of its actual performance against the targets set. This is available at individual pupil level and whole school levels.
 - 6.2.3 It is possible to see at a glance, the extent to which the school has added value, or otherwise. Again, this is at school and individual pupil levels.
 - 6.2.4 FFT also provides a report, by key stage, of the Authority's actual performance against its estimated targets.
 - 6.2.5 Advisers are provided with the detailed School Profile that has been made available to schools and which contains a comprehensive range of information, including performance data, as part of the professional dialogue on standards and quality of provision.

- 6.2.6 SEU officers and advisers, and Caerphilly ESIS advisers then visit each school as part of the LEA's statutory review and development procedures. Discussions take place around the school's actual attainment and the new targets the school has set.
- 6.2.7 Where appropriate, advisers ask schools to re-examine their targets if there is evidence that they are not adding value or do not reflect a suitable degree of challenge based on FFT analyses.
- 6.2.8 Schools are encouraged and advised to implement improvement strategies that will enable them to achieve their ambitious targets. In addition to raising expectations in a practical way, it has the potential to strengthen a school's resolve to seek pedagogic solutions (i.e. teaching and learning strategies) to meet the challenge of raising standards.
- 6.2.9 Advisers have similar discussions about attendance and exclusion rates.
- 6.2.10 Following receipt of performance data, officers and advisers routinely consider all the available information on a school to identify those schools most needing to improve. The five or six that come into this category each year benefit from the Authority's intervention strategy to help them address shortcomings.
- 6.2.11 Secondary schools have been using FFT data to support target setting for several years. Primary schools are implementing it for the first time this year (2005/06). The SEU has provided clear advice, guidance and support to help schools introduce and use the initiative.

LEA Targets

Annex 6

Target		Actual Performance 2004/05	SESP Targets		Single Education Plan Targets	
			2004/05	2005/06	2006/07	2007/08 NB subject to review in 06/07
Key Stage 2	Percentage of pupils achieving the CSI	72.5%	67%	67%	73%	73.5%
Key Stage 3	Percentage of pupils achieving the CSI	54.7%	50%	51%	56%	56.5%
Key Stage 4	Percentage of pupils achieving the CSI	32%	33%	33%	34%	35%
	Percentage of pupils achieving 5 or more GCSE passes at grades A*-C	47.3%	48%	48%	50%	51%
	The Average Point Score for 15 year olds	37%			38%	39%
	Percentage of pupils leaving full time education without a recognised qualification	3%	2%	2%	2%	1.5%
Percentage of pupil attendance for primary schools		92.5% (provisional) WAG to publish 28-02-06	92.5%	93%	93%	93%
Percentage of pupil attendance for secondary schools		89.7%	92% (Set by WAG)	92% (Set by WAG)	90% (Set by WAG)	91% (Set by WAG)
Permanent exclusions per 1,000 pupils for secondary schools		3.99			3.35	2.51
Permanent exclusions per 1,000 pupils for primary School		0.38			0.32	0.39
Fixed term exclusions; percentage of days lost for primary schools		0.024			0.0216	0.019
Fixed term exclusions; percentage of days lost for secondary schools		0.15			0.135	0.121
Average length of fixed term exclusion for primary schools		4.8			4.32	3.89
Average length of fixed term exclusion for secondary schools		3.49			3.14	2.82

Additional LEA Targets

Annex 6

Target		Actual Performance 2004/05	SESP Targets		Single Education Plan Targets	
			2004/05	2005/06	2006/07	2007/08 NB subject to review in 06/07
Key Stage 1	Percentage achieving Level 2+ in CSI	79.8%	Not required to be set	Not required to be set	80.5%	81%
Key Stage 2	Percentage achieving Level 4+ in English	76.7%	76%	76%	77%	78%
	Percentage achieving Level 4+ in Welsh	87.6%	79%	79%	87%	88%
	Percentage achieving Level 4+ in Mathematics	78.3%	74%	75%	76.5%	78%
	Percentage achieving Level 4+ in Science	85.9%	86%	82%	85%	85.5%
Key Stage 3	Percentage achieving Level 5+ in English	64.4%	61%	62%	63%	64%
	Percentage achieving Level 5+ in Welsh	Not included and only 1 school involved				
	Percentage achieving Level 5+ in Mathematics	68%	64%	65%	66%	67%
	Percentage achieving Level 5+ in Science	68.5%	67%	68%	69%	70%

7. Consultation

The organisations and people being consulted are listed in Appendix 3. In addition, meetings will be held with primary and secondary headteachers, who will be asked to lead consultations with teachers and support staff. They will also be asked to ensure discussion of the Single Education Plan is placed on the agenda of governing body meetings.

Valrec (Valley Racial Equality Council) has also been asked to convene a meeting of ethnic minority groups as a practical way of collecting the views of residents' whose home language is not English or Welsh.

A simple questionnaire (Appendix 2) has been distributed with the draft Single Education Plan to help consultees structure their responses. These will be carefully analysed and a summary of the views expressed will be included in the final version of the plan.

8. Concluding Comments.

- 8.1 The Single Education Plan represents a vision for educational development for the next two years, and a coherent strategy to achieve it.

Fundamental to its success, is the expectation that those with a strong stake in the future education of the County Borough's children and young people, will collaborate harmoniously to provide them with the high quality education they deserve. This plan is both an invitation and challenge for all interested parties to commit to strong partnership working.

Caerphilly Local Education Authority

Draft Single Education Plan 2006-2008

Your Voice!

What have you got to say about...

The Single Education Plan?

What is it? Read on and find out

Consultation Spring / Summer 2006

Youth Forum

School Councils

Explanation

The Welsh Assembly Government has asked the Caerphilly Local Education Authority to write a plan showing what improvements they want to make in certain key aspects of education over the next three years. The plan, called the Single Education Plan, will be better if it includes the opinions of the young people of the area, so we are asking for your views.

The plan itself is in 11 sections, as shown on the next page. To make it easier for us to gather your views and use them in our planning meetings, we have put together a questionnaire. Each part of the questionnaire tells you what we intend and then asks you to respond.

We should first like you to score the main questions according to the following scale.

- 1 = Agree strongly
- 2 = Agree
- 3 = Disagree
- 4 = Disagree strongly.

Next, we ask you to note any comments which you think will be helpful to us.

Please read through the whole questionnaire before you begin.

Thank you for taking an active part in this consultation exercise. We believe it is important to enable those affected by our plans to help shape them. By taking part in this survey, you are being active citizens of the borough and contributing to the development of your education system.

Next term, we shall let you know how your responses have helped us shape this document into one that more closely identifies issues important to you. You will then be able to see that your voice is important, powerful and is listened to.

David Hopkins

Director of Education and Leisure

Single Education Plan 2006-2008

Here are the 11 sections of the plan. Each section deals with one particular strategy - the thing we intend to focus on over the next two years.

SECTION	STRATEGY
Section 1	Raising standards and improving school performance
Section 2	Raising standards of education for children and young people not educated at school
Section 3	Provision of school places and early years places, including Welsh medium places
Section 4	Provision of support, advice and resources to assist schools promote positive behaviour and support children and young people with behavioural difficulties
Section 5	Provision for pupils with additional learning needs
Section 6	Development of a community focus for schools
Section 7	Development of provision for 14-19 year olds
Section 8	Preparing for implementing the foundation phase
Section 9	Promoting the International Dimension, including racial equality and cultural diversity
Section 10	Promoting lifelong learning and community education

Section 1 Raising standards and improving school performance

We have identified 6 key tasks in this section. They are:

- Supporting schools where performance is low compared with similar schools
- Supporting schools requiring significant improvement because the standards are so low the school needs special help
- Helping pupils going from primary school to secondary school, so that the transition is smooth and standards of work are not set back
- Improving the standards of literacy and numeracy so that everyone can make the most of their opportunities to learn
- Helping those with Welsh as a first language as they move from primary to secondary school
- Improving attendance

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 2 Raising standards of education for children and young people not educated at school

Some young people cannot attend school and have to have special tuition or are educated at home by their parents. This can mean that they receive a lot less education (and possibly lower qualifications) than they would get if they were at school full-time. The LEA has identified two key tasks in this section.

- To provide appropriate education for pupils educated outside of the school setting to raise their standards of achievement
- To monitor the education provided by parents at home

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 3 Provision of school places and early years places, including Welsh medium places

The council has to make sure we have enough school places in the right areas for all children and young people. Part of this is also to make sure that our schools are big enough to be able to offer young people a full range of subjects, with enough teachers who are expert in the different subjects. We also need to make sure that the 14-19 year olds have a good range of courses of different kinds, to help them achieve the qualifications they will need for further education, training or employment. We have identified the following key tasks to support this aim. We have included a fair number, as we have to cater for such a wide variety of children and young people in our planning.

- To reduce the number of empty places in schools
- To see whether the small schools would benefit from working with other schools
- To review the size and the location of primary and secondary schools in the borough
- To make sure school buildings are fit and up-to-date for their purpose
- To make sure no school becomes overcrowded and that pupils in year 1 to year 6 are in classes no bigger than 30 pupils
- To ensure that schools and colleges have enough places for those aged 16 years and above on the right courses
- To assess how many pupils will need a place Welsh-medium school
- To ensure that those with disabilities can use school premises
- To make enough places available in special schools and special units to meet the needs of pupils with additional needs that cannot properly be met in ordinary schools and classrooms
- To make sure that there are places available for all those whose parents want them in early-years classes for children aged 3 to 4

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 4 Provision of support, advice and resources to assist schools promote positive behaviour and support children and young people with behavioural difficulties

Young people can have poor standards of behaviour for all sorts of reasons, many of them not their own fault. They need to be helped to improve this, because it stops them from learning and it can also hold back the progress of others in the class. Disruption to teaching and learning is not acceptable and has to be sorted out if pupils are to reach their potential. At worst, this can lead to permanent exclusion from school, and this will have a devastating effect on the rest of that young person's life. This is why we believe we must do what we can to support such pupils in school as far as is possible. But, for good standards of learning to take place, everyone must be expected, and supported if need be, to respect all others in the way they behave.

We have identified the following tasks in this section.

- To promote positive behaviour in schools and support the retention of pupils with behaviour difficulties
- To reduce temporary and permanent exclusions
- To prevent and deal effectively with incidents of bullying

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 5 Provision for pupils with additional learning needs

Many pupils will do better if only schools can attend to some of their individual needs as learners. This section aims to make sure this happens in all our schools. The key tasks in this section are as follows.

- To make effective provision for those pupils with statements of special educational needs and schools' special educational needs registers
- To provide for the additional learning needs of who have to learn English as an additional language, ethnic minorities, asylum seekers, travellers, young carers, young parents
- To provide for the additional learning needs of children who are looked after outside their own home (those in foster-homes, for example)
- To provide for pupils who are very able and talented in particular subjects

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 6 Development of a community focus for schools

The Welsh Assembly Government intends all schools to develop more of a community focus so that the school can support a much wider range of uses and activities than at present. We suggest the following key task for this section.

- To establish “pilot” projects to see what the challenges are in developing schools with more of a community focus, and to spread good practice from some schools to all schools

Once we learn the lessons of the pilots, we will be in a good position to support all our schools to develop their community focus.

As a key task, how far do you agree with it? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 7 Development of provision for 14-19 year olds

As our sixth forms are too small to offer the full range of courses, we need to find ways to give wider opportunities to our young people. We want them to have a similar choice as is available to those living in other areas, where a full menu of courses is available, and not just a few of the usual A levels. Students have many different learning styles and different ideas about their future careers, so, to be fair to them all, we need to cater for this as much as possible.

We have suggested the following key tasks for this section.

- To set up a team of people who will build up partnerships between the schools, the colleges, and the other training providers in our area
- To enable students to attend out-of-county courses, such as at the specialist horticultural and agricultural colleges
- To develop electronic systems so that much more information, learning and assessment can be managed using ICT and the WWW
- To ensure that students are properly supported wherever they are doing their learning

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 8: Preparing for implementing the Foundation phase

The Welsh Assembly Government is reorganising the education of children up to the age of 7 into a "foundation phase", with new approaches to teaching and learning. This will begin in 2008 for all schools, but we already have a few schools trying it out as a "pilot" study. Part of this Foundation Phase is the idea of "forest schools", where little children are taken into the countryside to experience and to learn from nature, the weather and the seasons.

These are the key tasks we have identified to support schools in the run up to September 2008.

- To check out what already exists for 3-7 year-olds right across the Borough, in terms of accommodation and equipment, and to see what needs to be changed
- To see where there is excellent teaching and learning activity and to share it with everyone else
- To make sure that parents and governors know all about the Foundation Phase and the changes it will mean to the way young children are educated

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 9 The International Dimension, including racial equality and cultural diversity

Schools are now expected to do much more to prepare our young people for living in a world that, because of the advances in communications technology, seems to be shrinking every day. It is often said that we now live in a “global village”. There are many aspects to this issue, from foreign languages to exchange visits to awareness of other cultures to our commitment to stamp out racial bullying and harassment to our support for unfortunate communities across the world. To help us make sure that our schools deal with this topic effectively, we propose the following key tasks.

- To develop a complete understanding of schools’ awareness of the international dimension in the subjects of the curriculum, and in all the other activities that take place either in school or off site
- To support schools which have not developed much of an international dimension to enrich the curriculum with international dimension-related activities
- To promote wider and deeper participation in international dimension-related activities in all schools
- To promote racial equality, harmony and cultural diversity throughout all schools in the county borough

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 10 Promoting lifelong learning and community education - part one

Music is important in our lives, especially here in Wales, the “land of song”. It is good for the soul, but so are all the creative arts. We aim to make sure that all young people in Caerphilly Borough have the opportunity to develop any artistic talents they have. This could be performing as a soloist or in a group, or acting, dancing, writing, sculpting or painting. We regularly win top national awards for our music service. We want to build on this, and to be known as the most artistic county in Wales. Here are the key tasks we are suggesting.

- To provide high quality music tuition so that standards of performance will improve
- To use arts activities to help to improve standards in literacy and numeracy, as well as in art and drama
- To use arts activities such as drama to help improve standards of behaviour (in such issues as bullying, the impact of drug-taking, etc)
- To enrich the lives of those with additional learning needs, such as those attending Trinity Fields School, as well as others who may have a special artistic gift
- To support the development of community links and the other strategies in this plan, such as the International Dimension, Foundation Phase, opportunities 14-19)

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Section 10 Promoting lifelong learning and community education - part two

We need our people to be fit and healthy, and to stay that way throughout their lives. This is why, as well as the healthy eating projects, we are also giving a lot of importance to sport and other forms of exercise. The government has money to give out for projects about Physical Education and School Sport (PESS) and so we need to be in a good position to bid for some of this money to improve our school sports grounds, equipment and PE facilities.

We also need to make sure that everyone in the Borough can keep on learning throughout their lives, so we have included some targets related to this as well.

- To support standards of physical education and sport, and to ensure that the PESS grants are well spent
- To improve the basic skills in literacy and numeracy for adults
- To make sure we have a very wide range of adult education activities right across the Borough to suit the needs of all learners, regardless of their age, as far as possible
- To provide a high quality Youth Service to support young people aged 11-25 years in taking part in all sorts of educational activity to help their development

As a set of key tasks, how far do you agree with them? Score =

If there are other key tasks that we should include in this section, please list them below.

Thank you for giving us your views. Next term, we shall send you a summary of the opinions of the young people from across the county borough. It will be interesting to see the different views, as well as the issues that unite us.

Single Education Plan 2006-08

Consultation response form

1. How helpful was the Introduction in assisting your understanding of the structure and content of the plan?

Remarks:

2. Do the Equal Opportunities statements reflect a commitment to provide all learners with good opportunities to learn effectively?

Remarks:

3. Improvement Strategies 1 to 6 address the Welsh Assembly Government's required SEP content. Is the structure sufficiently straightforward and are the actions related to the key tasks clear and appropriate?

Remarks:

4. Improvement Strategies 7 to 11 reflect priorities that the County Council considers to be vitally important. How relevant do you consider them to be for improving educational provision in the County Borough?

Remarks:

5. Targets have been set for 2006/07 and 2007/08. What comments/observations do you have on the nature and appropriateness of the targets, and the process of establishing them?

Remarks:

People and organisations consulted

- Welsh Assembly Government
- Headteachers of all primary, secondary and special schools
- Governing Bodies of all primary, secondary and special schools
- Head and management committee of Learning Centre
- Roman Catholic Diocesan Authority
- Welsh Language Board
- Caerphilly Local Health Board
- National Health Service Trust
- Children and Young People's Framework Partnership
- Early Years Development and Childcare Partnership
- Standing Advisory Council on Religious Education (SACRE)
- Youth Offending Team
- Community Safety Partnership
- National Association of Headteachers (NAHT)
- National Association of Schoolmasters and Union of Women Teachers (NASUWT)
- National Union of Teachers (NUT)
- Association of Teachers and Learners (ATL)
- Association of School and College Leaders (ASCL)
- UCAC

- Caerphilly County Borough Governors' Association
- Parents for Welsh Medium Education - RHAG
- Valleys Race and Equality Council (VALREC)
- Bridgend, Merthyr, Rhondda Cynon Taff, Monmouthshire, Blaenau Gwent, Torfaen County Borough Council
- Newport City Council
- 14 to 19 Local Area Network
- Community Consortium for Education and Training (CCET)
- Health, Social Care and Wellbeing Partnership
- Youth Forum
- School Councils