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**Date: 29th May 2015**

Dear Sir/Madam,

A meeting of the **Education for Life Scrutiny Committee** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Thursday, 4th June, 2015** at **5.30 pm** to consider the matters contained in the following agenda.

Yours faithfully,

A handwritten signature in blue ink that reads 'Chris Burns'.

**Chris Burns**  
INTERIM CHIEF EXECUTIVE

## A G E N D A

- |  | Pages  |  |
|--|--|--|
| 1  | To receive apologies for absence.  |  |
| 2  | Declaration of interest<br>Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on this agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers. |  |
| To approve and sign the following minutes: - |  |  |
| 3  | Education for Life Scrutiny Committee held on 20th May 2015 (To Follow).   |  |
| 4  | Consideration of any matter referred to this Committee in accordance with the call-in procedure.   |  |

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5 To receive a verbal report from the Cabinet Member for Education and Lifelong Learning.

To receive and consider the following Scrutiny reports: -

6 The Directorate of Education and Lifelong Learning Performance Review 2014/15 and the Priorities for 2015/16.

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7 To record any requests for an item to be included on the next available agenda.

**Circulation:**

**Councillors** J. Bevan, P.J. Bevan, Mrs A. Blackman, W. David (Chair), H.R. Davies, C. Durham, C.J. Gordon, D. Havard, G. Johnston, M.P. James, Mrs G.D. Oliver, D.W.R. Preece, J. Pritchard (Vice Chair), J.E. Roberts, Mrs M.E. Sargent and R. Saralis

**Co-opted Members:**

**Cardiff ROC Archdiocesan Commission for Education Representative** (with voting rights on educational matters)

Mr M. Western

**Parent Governor Representatives** (with voting rights on educational matters) Mr A. Farina-Childs and Mrs A. Goss

**Outside Body Representatives** (without voting rights)

Mr P. Jones (NAHT), Mrs J. Havard (NUT), Mrs P. Ireland (NUT) and Mr J. Short (NASUWT)

**Caerphilly Governors Association** (without voting rights)

Mrs S. Evans (Caerphilly Governors Association)

And Appropriate Officers



## EDUCATION FOR LIFE SCRUTINY COMMITTEE - 4TH JUNE 2015

**SUBJECT: THE DIRECTORATE OF EDUCATION AND LIFELONG LEARNING  
PERFORMANCE REVIEW 2014/15 AND THE PRIORITIES FOR 2015/16**

**REPORT BY: INTERIM CHIEF EXECUTIVE OFFICER**

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### 1. PURPOSE OF REPORT

- 1.1 The purpose of the report is to update and inform Members on the Directorate performance for the financial year 2014/15 and the Directorate priorities for the financial year 2015/16.
- 1.2 The report also gives consideration to the Council's Outcome Agreements, "*Improving Early Years Experiences*", for which the Directorate of Education and Lifelong Learning is responsible.
- 1.3 The report also considers one of the Council's six Improvement Objectives for 2015/16, "*Improve outcomes for all learners, particularly those vulnerable to underachievement*".

### 2. SUMMARY

- 2.1 A review of the Directorate's performance for 2014/15 has been undertaken as part of the Council's corporate planning process.
- 2.2 The 2014/15 review also includes performance in delivering one of the five key areas in the Council's Outcome Agreement with the Welsh Government (WG) for which the Directorate is responsible. The area is "Improving Early Years". This is a 3 year programme which delivers a grant of £1.8m each year if successful. WG have judged the programme "successful" for 2014/15.
- 2.3 Through the Self Evaluation process and taking account of Council priorities, introduced by the Council in 2014, the Directorate has identified 10 key priorities for 2015/16.
- 2.4 The Council has identified 6 Improvement Objectives for 2015-16. These were open to public consultation between April 1<sup>st</sup> and April 22<sup>nd</sup> 2015. The Directorate of Education and Lifelong Learning will be responsible for one of the six Improvement Objectives, "improving outcomes for all learners, particularly those vulnerable to underachievement".
- 2.5 Members are asked to review progress and performance against agreed outcomes, and agree future priorities and recommendations.
- 2.6 A glossary of terminology is included for Members as Appendix A.

### **3. LINKS TO STRATEGY**

3.1 This report is influenced by a number of national strategies including:

- Programme for Government (Welsh Government)
- Building a Brighter Future: The Early Years and Childcare Plan (Welsh Government)
- Child Poverty Strategy for Wales (Welsh Government)
- National Youth Service Strategy for Wales (Welsh Government)
- Youth Engagement and Progression Framework (Welsh Government)
- Delivering community learning for Wales (Welsh Government)
- Libraries Inspire: The strategic development framework for Welsh Libraries (Welsh Government)

3.2 This report is influenced by a number of local strategies including:

- Single Integrated Plan
- CCBC Corporate Plan
- CCBC Poverty Strategy
- Directorate of Education and Lifelong Learning annual Service Plan
- Caerphilly Welsh in Education Strategic Plan (WESP)
- Education Achievement Service (EAS) Business Plan
- Caerphilly Youth Service Strategy
- Gwent Adult Community Learning Partnership Strategic Plan
- Library Service Strategic Action Plan

### **4. THE REPORT**

4.1 A review of the performance of the Directorate for 2014/15 has been undertaken through the self evaluation process. Managers have worked together to identify successes and areas that require development. These will form the basis for the future.

4.2 The planning process undertaken within the Directorate is outlined in Appendix B.

4.3 The Directorate review in relation to Learning, Education and Inclusion has identified the following successes:

- A 4<sup>th</sup> consecutive year of improvement in all key indicators at each key stage of education.
- The processes for those in Education Other than at School (EOTAS) have been refined and, as a result, provision and outcomes for young people have improved.
- The Additional Learning Needs (ALN) Review has resulted in recommendations for future reconfiguration of resource bases, following consultation with Head teachers. A more detailed report will follow at a future meeting.

4.4 An example of best practice which has emerged from the ALN review, is the partnership between Cwm Ifor Primary School and Trinity Fields School and Resource Centre (see Appendix C for details). The respective head teachers will be presenting their views and experiences on the impact of this initiative at the Scrutiny meeting.

4.5 An example of challenge involved in raising standards within the secondary sector will be presented by Rebecca Collins, Head teacher, St Cenydd Comprehensive School. The school was inspected by Estyn in January 2013 (see Appendix D for details) and is currently in the category of Estyn Monitoring and is 'red' within the national categorisation model. Since Ms Collins has been in post the school has begun to develop strategies for improvement which will be highlighted through the presentation to Scrutiny.

4.6 The Directorate review in relation to Planning and Strategy has identified the following successes:

- The NEET's (Not in Education, Employment or Training) figure for 2014 is 3.4%, which is a 0.9% improvement on the previous year.
- The number of people achieving Essential Skills (Basic Skills) has increased from 277 (2013/2014) to 344 (2014/2015)
- Caerphilly achieved 8 out of 9 of the National Library Standards and was commended for its progress.
- The investment into Youth Service Provision has resulted in increased provision, including summer activities.
- Delivery of successful programme of statutory maintenance (electrical) across schools.

4.7 The Council's Outcome Agreement grant programme with WG delivers £1.8m in grants each year over a 3 year period if outcomes are deemed successful. The Outcome Agreement programme commenced in 2013 and is due to finish in 2016. The programme is regularly reviewed by WG. The programme is made up of 5 key improvement areas, all of which require the approval of WG. One of the key areas for delivery is the responsibility of the Directorate of Education and Lifelong Learning – "Improving Early Years Experience", of which the main delivery agent is the Flying Start programme. This has been judged as "successful" because, in the main, the targets have been met and exceeded in many cases. The Flying Start programme is on track and being fully delivered in 19 areas throughout the Borough. The detailed performance of outcomes compared to targets for 2014/15 is included in Appendix E.

4.8 The 2015/16 top 10 key priorities for the Directorate, together with targets, are referred to in Appendix F and are summarised below :-

1. Improve standards of attainment for learners in all Key Stages, specifically at Key Stage 4. This includes the Improvement Objective: Improve outcomes for all learners, particularly those vulnerable to underachievement.
2. Progress the implementation of the Behaviour Strategy
3. Complete the ALN Review and implement recommendations
4. Working in partnership, to promote the uptake of Free School Meals
5. Deliver an effective and accessible Youth Service that supports the personal and social development of young people
6. Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal)
7. Deliver high quality Library Services across the authority
8. Ensure compliance with Health and Safety policy
9. Continue to implement the 21<sup>st</sup> Century Schools Programme, this includes a review the management of small primary schools, in line with Estyn Recommendations (2012)
10. Meet the requirements of the Medium Term Financial Plan

4.9 Appendix F includes a brief summary of the rationale for identification of priorities and highlights the following key performance data:

- previous three years performance
- performance in 2014-15 against the target
- target for 2015-2016

4.10 The report also informs Members of the Directorate's responsibility in delivering one of the Council's six new Improvement Objective for 2015-16, "*Improve outcomes for all learners, particularly those vulnerable to underachievement*". The information prepared for the public consultation is presented in Appendix G. This identifies the context for the Improvement Objective and outlines the following 5 key actions:

- Work in partnership with the Education Achievement Service (EAS) to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement

- Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities.
- Implement strategies to work towards closing the gap in performance between those in receipt of Free School Meals, and those who are not.
- Introduce an appropriate assessment for pupils educated in Trinity Fields and LA resource bases (Performance Indicators for Value Added Target Setting (PIVATS)).
- Develop a multi agency strategy to providing improved learning opportunities in the St James area.

4.11 In addition Appendix G also sets out the key targets required to be achieved in 2015/16.

4.12 Copies of the Directorate's Annual Service Plan will be available in the Members' Library.

## **5. EQUALITIES IMPLICATIONS**

5.1 Any equalities implications found and associated with this report have been concluded, although the main objective seeks to address inequalities and promote equal opportunities for learning and young people.

## **6. FINANCIAL IMPLICATIONS**

6.1 The Outcome Agreement for the Council attracts grant funding from WG of £1.8m per annum over a 3 year period, if delivered successfully. Failure to achieve all key targets could result in grant funding being put at risk. To date, all targets have been successfully delivered and no reduction in grant has been experienced.

## **7. PERSONNEL IMPLICATIONS**

7.1 There are no personnel implications associated with this report.

## **8. CONSULTATIONS**

8.1 All responses from consultations have been incorporated into this report.

## **9. RECOMMENDATIONS**

9.1 Members are asked to review progress and performance against agreed outcomes, and agree future priorities and recommendations.

## **10. REASONS FOR THE RECOMMENDATIONS**

10.1 That Council undertakes effective scrutiny for setting and monitoring of performance improvement.

## **11. STATUTORY POWER**

11.1 Statutory power which impacts on this report includes:

- Schools Standards and Organisation (Wales) Act 2013
- Government of Wales Act 2006 (Section 78)
- National Welsh Medium Education Strategy 2010
- The Local Government Measure 2009.

Author: Tony Maher, Assistant Director, Planning and Strategy.  
Consultees: Keri Cole – Chief Education Officer  
Bleddyn Hopkins – Assistant Director – 21<sup>st</sup> Century Schools  
Councillor Rhianon Passmore – Cabinet Member for Education  
Ros Roberts – Corporate Performance Manager  
David Thomas - Senior Policy Officer (Equalities and Welsh Language)

Appendices:  
Appendix A Glossary of Education and Lifelong Learning Acronyms and Abbreviations  
Appendix B Planning Framework  
Appendix C A partnership between Cwm Ifor Primary School, Trinity Fields School and Resource Centre and Caerphilly CBC  
Appendix D Estyn Inspection Report – St Cenydd Comprehensive School – January 2013  
Appendix E 2013-16 - Outcome Agreement – No2 – Improving Early Years Experiences  
Appendix F Directorate of Education and Lifelong Learning – Top 10 Priorities for 2015/16  
Appendix G Our Improvement Objective 2015/16 - *“Improve outcomes for all learners, particularly those vulnerable to underachievement”*

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# **Glossary of Education and Lifelong Learning Acronyms and Abbreviations**

Updated: May 2015

## **Context**

This document is designed as a reference document for acronyms and abbreviations that appear in documents produced by the Education and Lifelong Learning Directorate. This will provide readers with a clearer understanding of what statements are being made and help to understand the context of any statement.

The abbreviations appear in alphabetical order and can be used in conjunction with Service Improvement Plans, Scrutiny Reports and other documentation produced from the Directorate.

This is a working document and abbreviations will be added accordingly.

<b>General</b>	
BPD	Business Process Review
CFAP	Community Facilities Activities Programme
CMT	Corporate Management Team
DDA	Disability Discrimination Act
EIA	Equalities Impact Assessment
ESF	European Social Fund
HoV	Heads of the Valleys
IO	Improvement Objective
KPI	Key Performance Indicator
LA	Local Authority
LAC	Looked After Children
LDP	Local Development Plan
PDR	Performance and Development Review
QA	Quality Assurance
QDP	Quality Development Plan
SAR	Self Assessment Report
SIP	Service Improvement Plan
SMT	Senior Management Team
SWOT	Strengths, Weaknesses, Opportunities and Threats
WG	Welsh Government
WLGA	Welsh Local Government Association
WOA	Wales Audit Office

<b>Learning, Education and Inclusion</b>	
ALN	Additional Learning Needs
ASD	Autistic Spectrum Disorder
AWCD	All Wales Core Data
CPR	Child Protection Referral
CSA	Childcare Sufficiency Assessment
CSI	Core Subject Indicator
DfES	Department for Education and Skills
EAS	Education Achievement Service
EOTAS	Education Other Than At School
ESIS	Education and School Improvement Service
ESTYN	Inspectorate for Education and Training in Wales
FFO (FPO)	Foundation Phase Outcome
FL	Family Learning
FP	Family Programmes
FSM	Free School Meals
FTE	Full Time Education
GCSE	General Certificate of Secondary Education
ICT	Information, Communication Technology
ITERS	Infant /Toddler Environment Rating Scale
KS	Key Stage
LAC	Looked After Children
LAP	Learning and Play
LEI	Learning, Education and Inclusion
LIAP	Learner Involvement Action Plan
LLCS	Literacy, Language, Communication Skills

<b>Learning, Education and Inclusion</b>	
MCSI	Monitoring, Challenge, Support and Intervention programme
NAP	Number and Play
NEET	Not in Employment, Education or Training
NQT	Newly Qualified Teacher
PDG	Pupils Deprivation Grant
PEP	Personal Education Plan
PIVATS	Performance Indicators for Value Added Target Setting
PLASC	Pupil Level Annual School Census
QCF	Qualifications and Curriculum Framework
SACRE	Standing Advisory Council for Religious Education
SALT	Speech And Language Therapy
SAR	Self Assessment Report
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEWC	South East Wales Consortium
SFC	Supporting Family Change
SOGS	Schedule of Growing Skills
SRB	Special Resource Base
SS	Standardised Scores
TAF	Team Around the Family

<b>Finance and Admissions</b>	
ESF	European Social Fund
FSM	Free School Meals
FTE	Full Time Equivalent
MCSI	Monitoring, Challenge, Support and Intervention programme
MTFP	Medium Term Financial Plan
PDG	Pupils Deprivation Grant
PLASC	Pupil Level Annual School Census
RSG	Revenue Support Grant
SBF	School Budget Forum
SEWSCAP	South East Wales Schools Capital Working Group
SOP	Strategic Outline Programme
VFM	Value for Money
WEFO	Welsh European Funding Office

<b>Libraries and Community Centres</b>	
LIP	Library Improvement Plans
LLWR	Lifelong Learning Wales Record
QDP	Quality Development Plan
WPLPI	Welsh Public Library Performance Indicator
WPLS	Welsh Public Library Standard

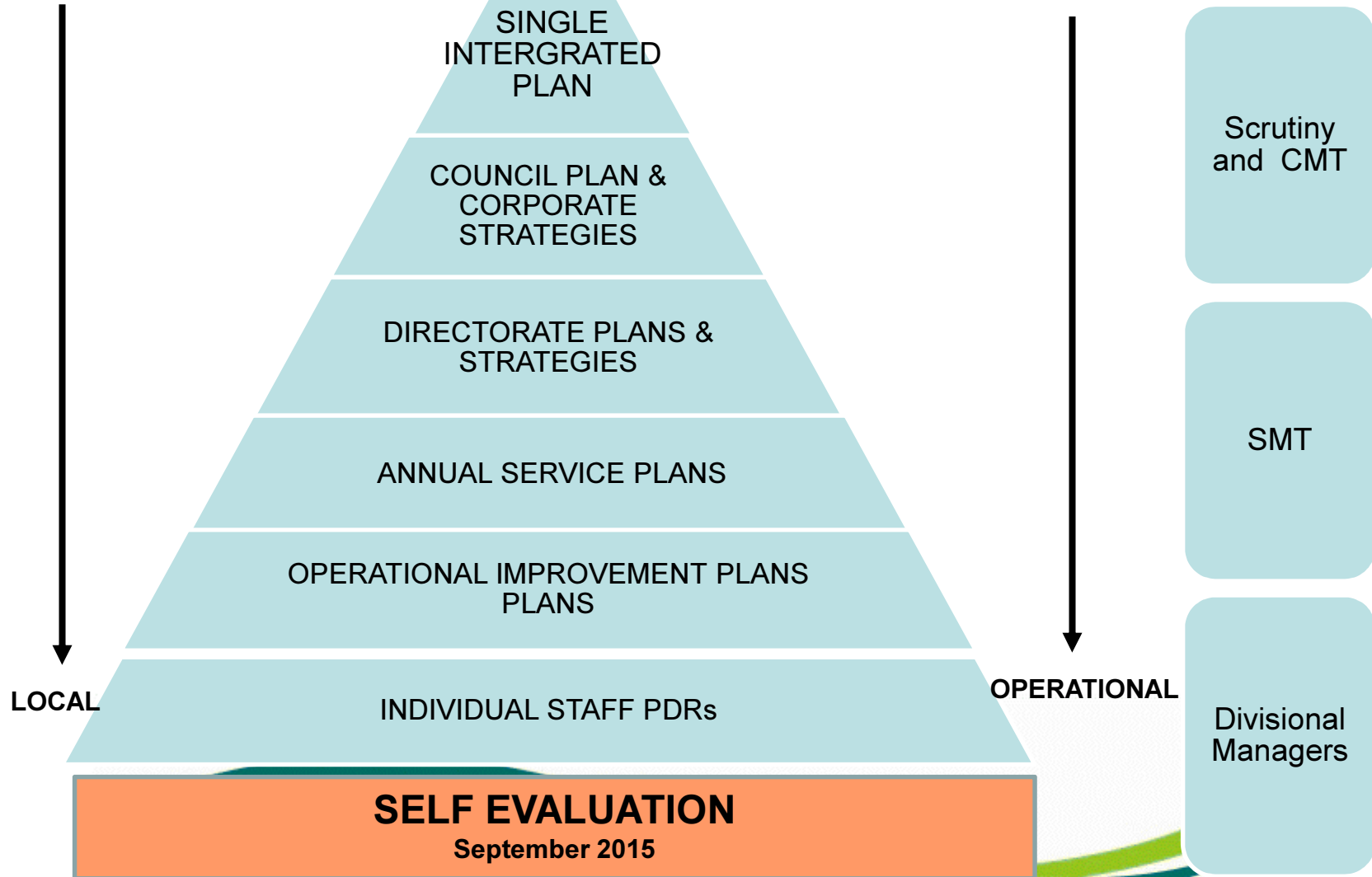
<b>Adult, Youth and Community</b>	
ABE	Adult Basic Education
ACL	Adult Community Learning
BiW	Bridges into Work
EOTAS	Education Other Than At School
ESiW	Essential Skills in the Workplace
ESOL	English as a Second Language
FL	Family Learning
FP	Family Programmes
NEET	Not in Employment, Education or Training
WEFO	Welsh European Funding Office
WsfA	Working Skills for Adults



# PLANNING FRAMEWORK

BOROUGH-WIDE

STRATEGIC



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## A partnership between Cwm Ifor Primary School, Trinity Fields School and Resource Centre and Caerphilly County Borough Council

### Background Report for Scrutiny Committee: June 4<sup>th</sup> 2015

#### Background report prepared by:

Gareth Rees (Headteacher, Cwm Ifor Primary School)  
Ian Elliott MBE (Headteacher, Trinity Fields School and Resource Centre)

#### Vision

**Working in partnership to secure the best outcomes for all pupils.**

#### Purpose

The key purpose for establishing the hub and spoke approach for ALN developments across the County Borough is to forge an enhanced and more formal working partnership between Trinity Fields School and Resource Centre, the Specialist Resource Bases (SRBs) and the local authority (LA) in order to raise standards and improve outcomes for all pupils with ALN across the county borough.

There is already a strong commitment through the ongoing ALN review to work in partnership to co-construct high quality systems between the LA's ALN services, Trinity Fields School and Resource Centre and the LA's SRBs to support and improve learning outcomes and the quality of teaching for all pupils with ALN.

Working and developing the LA's ALN provision in this new way will secure the most efficient and effective use of resources and will also ensure that all pupils with ALN wherever they are taught have equitable access to the very best teaching and learning opportunities and experiences.

#### Rationale

The LA recognises that Trinity Fields School and Resource Centre has a pivotal role in the current and future development of ALN provision across the LA. This new role is set against a backdrop of on-going local and national developments in terms of extending and enhancing the current role and functions of special schools across Wales and beyond so that they offer a broader range of support and services on behalf of the LA to other schools, specialist bases as well as to staff within the LA's central services.

The rationale for further developing these extended roles for Trinity Fields School and Resource Centre is based upon a number of Welsh Government developments, as well as including the 5 key objectives which were established by the new Caerphilly County Borough Council when the school was first established back in 1998.

### **The 5 key objectives are:**

1. To continuously improve the quality of education provided for children and young people at Trinity Fields by developing it as a “learning school”.
2. To support and develop inclusive lifelong learning for children and young people with severe and complex needs in Caerphilly County Borough Council.
3. To foster and facilitate joined up, collaborative inter-agency policy and practice to support children and young people with severe and complex needs and their families in Caerphilly County Borough Council.
4. To promote and develop the social inclusion and leisure opportunities for children and young people with severe and complex needs in Caerphilly County Borough Council.
5. To maximise the potential for young people with severe and complex needs to develop into self-managing, autonomous and independent adults.

Key Welsh Government documents relating to the current developments with the LA and to the extended role of special schools include:

- The BEST for Special Education (WAG, 1999);
- Unlocking the Potential of Special Schools (WG, 2006);
- Williams Report (WG, 2014);
- Qualified for Life (WG, 2014);
- Donaldson Report- Successful Futures (WG, 2015);
- An assessment of special educational needs workforce development requirements (WG, 2015)

Since 1999 and the publication of “The BEST for Special Education” the Welsh Government has encouraged Special Schools through initiatives such as “Unlocking the Potential” to become,

**'...confident, forward looking centres of excellence'.**

Estyn has also made many positive references about the role of special schools within the wider field of education. The Impact of “Unlocking the Potential” funding (Estyn 2009) and HMCi Annual Report 2015 (Estyn, p. 34, 2015) acknowledges the impact of special schools across Wales:

**“... standards in many are good or better: outcomes have improved year on year. The strong features of these schools exemplify effective practice that is relevant for all schools and providers. Good and excellent special schools have several common features. They have an ethos that focuses on achievement and learning.**

**Good behaviour often stems from this ethos, which is different from focusing only on managing poor behaviour. There is expert teaching and effective tracking of learners’ progress. Teachers are aware of learners’ different needs and abilities and this helps them to plan programmes and to suggest pathways for progression.**

**Leaders provide clear strategic direction and work in partnership with other schools and agencies to cater for their own school learners’ needs. These schools are self-directing but share expertise easily with others for the benefit of learners. They adopt a multi-agency approach to overcome challenges, especially those associated with relatively poor backgrounds.”**

Further “Successful Futures” (Donaldson, p. 107, February 2015) states:

**“Much of what is proposed in terms of continuity and progress is already a feature of teaching and learning in schools serving children and young people with special educational needs”.**

The final report of “An assessment of special educational needs workforce development requirements” (WG, p.6, 2015):

**“Educational outcomes for pupils with SEN are improving..... particularly in special schools”.**

The reports also states (p.19):

**“Staff in special schools were the most confident”.**

And further (p.22):

**“The Review of Education Services (Hill, 2013) highlights both the need to improve teaching and learning in mainstream schools and, in contrast, the strength of special schools (based upon Estyn inspections)”.**

### **Background to the satellite class at Cwm Ifor Primary School**

Initial discussions took place in the spring and summer of 2014 between the LA’s ALN manager, Mrs Jacky Elias and both headteachers; having agreed in principle to develop a satellite class of Trinity Fields School at Cwm Ifor School more formal consultation was undertaken with governors at both schools and with the parents of Cwm Ifor School.

## Key objectives and developments

The key objectives for the satellite class at Cwm Ifor Primary were to improve inclusive opportunities and educational outcomes for identified pupils from Trinity Fields School and Resource Centre by ensuring:

- Pupils receive directly or indirectly any necessary specialist input from appropriately qualified personnel;
- That children and their families are involved in the setting of clear targets that focus on progression and outcomes;
- That the input from other services is coordinated and delivered effectively.

As from 1<sup>st</sup> January 2015, in partnership with Cwm Ifor School and the LA, Trinity Fields School successfully established a satellite class at Cwm Ifor. The pupils remain on the roll of Trinity Fields and the staff are employed by Trinity Fields School.

This ground breaking development for CCBC is underpinned by a signed partnership agreement that includes chairs of governors, LA legal and ALN services and both headteachers. Although still in its infancy some of the key benefits of the satellite class that are already emerging include:

- Increased opportunities for daily inclusion;
- Daily access to specialist support, knowledge and skills as part of the interaction between Cwm Ifor and Trinity Fields staff;
- Opportunities for Cwm Ifor pupils to access specialist Trinity Fields resources and support, as and when appropriate;
- Ongoing leadership support and development for both headteachers and their senior leadership teams.

There are a number of complex factors which have contributed towards success of this development in such a short period of time. These include:

- The positive ethos and inclusive culture of the host school;
- Commitment from the senior leadership teams and governing bodies of both schools;
- Commitment from and ongoing engagement with senior LA officers;
- The expertise of the staff in the satellite class.

From the outset both headteachers and their governing bodies were committed to developing a different type of provision to what already existed within the LA's SRBs which could become the blueprint for future specialist provision across the county borough.

By the end of the 2014 summer term the consultation with parents at Cwm Ifor had been successfully completed and both sets of governors were ready to embark in partnership on developing this new provision.

There was already a classroom identified to house the new class at Cwm Ifor but before we could begin to identify the pupils from Trinity Fields who would transfer to the new class some minor alterations were necessary which included fitting a ceiling hoist in the specialist

toilet area, some external fencing and providing designated parking/dropping off area for school transport.

In the latter part of the summer term senior leaders at Trinity Fields identified pupils who might be suitable for the satellite class and individual meetings were arranged with their parents to discuss the possibilities; this included visits to Cwm Ifor School to meet the headteacher and his staff. Whilst this might have been a somewhat lengthy process it was essential to establish firm foundations on which our new provision could be securely built. Great attention was given to every detail of the development and both headteachers were in regular contact to ensure success at every stage.

Initially 5 Trinity Fields pupils were identified who would benefit in terms of spending the majority of their week within a mainstream school. As the alterations were not fully complete the class was first brought together as a discreet class at Trinity Fields with effect from the beginning of the 2014 autumn term.

The staff who were asked to develop our new class were already experienced Trinity Fields staff and throughout the 2014 autumn term they made sure that the pupils were able to visit their new class at Cwm Ifor school as often as possible. As the term moved quickly on it was decided that the new class would officially transfer to Cwm Ifor at the start of the 2015 spring term.

#### **What do Cwm Ifor pupils say about Dosbarth Carmarthen?**

Comments from Cwm Ifor pupils about Dosbarth Carmarthen can be found as an appendix at the end of this this background report.

#### **What do the pupils of Dosbarth Carmarthen say about their new class?**

Pupils' comments about their new class at Cwm Ifor School can be found as an appendix at the end of this this background report.

#### **What do parents think about the new provision?**

"Having met staff involved with the satellite class- yourself (Mr Elliott), Trinity Fields teachers, Headteacher, Mr Rees, it obvious everyone has embraced the project with drive and embraced; I am pleased that the class has been integrated within the existing teaching environment and not separated."

(Jenny Watkins, Parent Governor, Trinity Fields, April 2015)

"My daughter is really part of the Cwm Ifor School community- she's accessing the best of mainstream and specialist provision so that all of her needs are met. I'm seeing first-hand the impact of inclusion on Paige's progress".

(Mrs Jenkins, parent, Trinity Fields, April 2015)

### **How has it been for staff?**

“The class has provided an opportunity to enable us as a special school to share and celebrate every child's success, no matter what the difficulty or difference. We have been able to break down barriers in learning and attitudes, within a positive and practical sense and had the opportunity to demonstrate the importance of a happy learning environment, where every child's needs and personalities are valued, respected and catered for as fully as possible.

Staff have challenged children in order to develop their confidence and further develop their independent learning skills; the new class also provides opportunities for children from Cwm Ifor who may have additional learning needs to access resources within Trinity Fields.

It is amazing to observe the children settling so well into a completely different environment, being happy and making new friends. We all are watching them grow in confidence and take ownership of what this opportunity has offered them”.

(Dosbarth Carmarthen staff, May 2015)

“The new class has enabled the children to gain a better understanding of children with different needs to their own. The shared resources and expertise of the staff has been beneficial to the mainstream pupils with SEN.

Having Dosbarth Carmarthen has had a positive impact on our mainstream. Even our most challenging children have developed their social and emotional skills. Our pupils now display greater levels of tolerance and acceptance not only towards the class but also towards each other. It is amazing how quickly they have become part of our school and to see our children working and playing alongside each other in harmony”.

(Cwm Ifor staff, may 2015)

### **How do governors and senior leaders see the new provision?**

“The children and staff of Dosbarth Carmarthen are a credit to you and have settled in really well. They have brought a new dimension that has impacted positively on everybody involved at Cwm Ifor! Looking forward to a successful summer term”.

(Gareth Rees, headteacher, Cwm Ifor Primary, March 2015)

“We recently opened a new class at Cwm Ifor School, which will serve pupils as part of Trinity Fields’ provision. Although based in Cwm Ifor, this class will be led and managed by Trinity Fields; this will help us to share the expertise of our staff to help pupils further afield. This is an exciting new development for all and we are rightly proud of the work shown by our Leadership and staff teams. We look forward to the future with big expectations and huge confidence”.

(Mike Cook, Chair of Governors, Trinity Fields, March 2015)



“Every time I visit Dosbarth Carmarthen at Cwm Ifor there are new developments that the pupils and staff are keen to tell me about. Having been in the field of special education for over 25 years this is probably the best inclusion that I have observed and all of this in just over 15 school weeks. This is a development that we are all very proud of!”

(Ian Elliott MBE, Headteacher Trinity Fields, May 2015)

“It is brilliant to see how Cwm Ifor pupils have accepted our children; they see their personalities and not their disabilities. Both schools have benefitted significantly already. This is the way forward in creating and fostering a child centred approach where disabilities are secondary and the child is at the focus of what we all do. As the partnership continues the benefit to both school communities is the developing of professional skills for both teams of staff and a strengthened learning community. It has been a privilege to have work with such an accepting school as Cwm Ifor”.

(Tracey McGuirk, Deputy Head, Trinity Fields, April 2015)

### **A possible blueprint for future ALN developments across the LA**

Working in partnership with LA senior managers, schools with SRBs, the senior leaders and governors at Trinity Fields and using the experience and knowledge that was gained through the development of the first satellite class at Cwm Ifor Primary School, the future provision for ALN across the county borough could include all or some of the outcomes identified below:

- Consultation with key stakeholders (pupils, governors, parents) around the vision, purpose and rationale for hub and spoke developments across the LA, as the key outcome of the ALN review.
- Any new staff appointed after the initial consultation will be automatically recruited and employed by Trinity Fields School and Resource Centre; this would ensure that the future ALN workforce are all suitably qualified and have the necessary experience to work in rapidly changing and challenging context.
- Following on from a successful consultation and subsequent CCBC Cabinet approval Trinity Fields School would provide the leadership and management support for the staff at all secondary SRBs (Risca, Pontllanfraith and St. Cenydd).
- Pupils attending the secondary SRBs would then transfer onto the roll of Trinity Fields School. This would have a positive impact on the secondary school’s national categorization.
- Again as one of the outcomes from the ALN review we would re-align the non-statutory central specialist staff to the Resource Centre function of Trinity Fields School.
- Establish stronger strategic and day to day links with the assessment unit at the Children’s Centre.
- Develop robust partnership agreements based upon the successful Cwm Ifor-Trinity Fields-Caerphilly agreement for the SRBs and services provided by Trinity Fields School and Resource Centre to other schools.
- Develop a KS3 satellite class to compliment the successful KS2 provision at Cwm Ifor Primary School.

- The same principles, as outlined above will be adopted to extend the leadership and management to primary complex needs and ASD bases; although at this initial stage it is not envisaged that the pupils in the primary SRBs would transfer onto the roll of Trinity Fields School.

## Appendix: Quotes from Cwm Ifor pupils about Dosbarth Carmarthen

They have made us more happy inside by making us laugh and smile!

My school is now a better place.

Dosbarth Carmarthen are as sun to the sky. They make us laugh and they make us happy.

Dosbarth Carmarthen pupils are very kind and well-mannered and always smile. They are amazing and it is an honour to have them in our school.

All of the pupils in Dosbarth Carmarthen makes me extremely happy and they always cheer me up when I'm sad.

Dosbarth Carmarthen are so enthusiastic and it has rubbed off on our school.

One of the pupils came up to my friends and I asked if they could play catch. We got along well and made our friendship circle bigger.

Dosbarth Carmarthen has changed our school like I cannot explain.

One of the pupils in Dosbarth Carmarthen is my best friend.

Dosbarth Carmarthen has made our school shine by being so happy and excited.

The children ion Dosbarth Carmarthen have made every day a great day.

One of the pupils in Dosbarth Carmarthen is funny, jolly, outgoing and it is lovely to see they like our school because that makes us proud.

The pupils in Dosbarth Carmarthen have made the pupils of Cwm Ifor more compassionate towards others.

The pupils of Dosbarth Carmarthen have made people more thoughtful towards our surroundings.

The pupils in Dosbarth Carmarthen have made Cwm Ifor a kinder place to be.

The pupils of Dosbarth Carmarthen have made me a happier person and all the pupils around me as well.

They are good at tennis and we love them participating in our lessons.

The pupils in Dosbarth Carmarthen have made pupils in Cwm Ifor come closer together.

The pupils in Dosbarth Carmarthen have made a great impact on us.



I like my new

school because:

\* I made new friends.

\* Nice food - 'delicious.'

\* Lovely yard

\* Join in year 6 p.e.

Robbie



I like my new  
School because:

- \* Fantastic friends
- \* Great classroom
- \* Very happy here
- \* Everyone is kind.

Oliver



I like my new school

because:

\* new friends

\* school is awesome




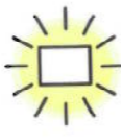


x new wonderful teachers


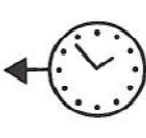

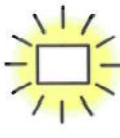
x is it by my new friends

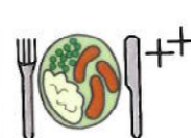

at lunch time

x x  
x C O T H E T I N E




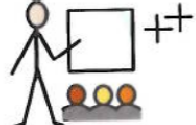


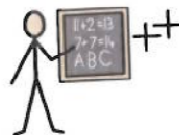







  
 I like my new school because .....





  
 I have learnt new things



  
 Dinners are yummy

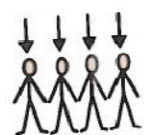

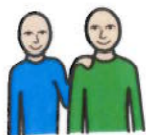

  
 Its Fun





  
 I can go in different classes

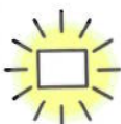



  
 Teachers are kind




  
 Made new friends




  
 Everyone is friendly


  
 I'm happy



  
 New environment



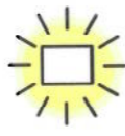
I



like



my



new



school



because .....



Makes



me



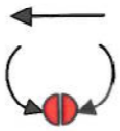
happy



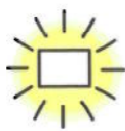
Its good



its amazing



Made



new



friends



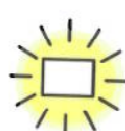
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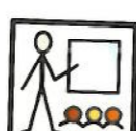
love



my



new



classroom



Its super



brilliant





**A report on**

**St Cenydd School  
St Cenydd Road  
Trecenydd  
Caerphilly  
CF83 2RP**

**Date of inspection: January 2013**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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**Publication date: 19/03/2013**

## Context

St Cenydd School is an English-medium 11 to 18 mixed comprehensive school and is maintained by Caerphilly County Borough Council. There are 1,093 pupils on roll, which is similar to the number at the time of the last inspection in November 2006. Of these, 130 are in the sixth form compared with 184 at the time of the last inspection.

The school is situated on the western side of the town of Caerphilly, with most pupils coming from the surrounding area. Around 27% of pupils are eligible for free school meals, which is higher than the national average of 17.4%. Just over a quarter of pupils live in the 20% most deprived areas in Wales.

The school's intake includes the full range of ability. Very few pupils receive support to learn English as an additional language and very few pupils come from a minority ethnic background. Just under 7% of pupils have a statement of special educational needs compared with the national average of 2.6%. The school has a unitary authority centre for physically disabled, hearing impairment, and speech, language and communication, known as the 'specialist resource base'.

At post-16, the school works with two other schools and further education colleges as part of the Caerphilly Basin Partnership. The school introduced the Welsh Baccalaureate in the sixth form in 2007 and in key stage 4 in 2011.

The headteacher has been in post since 2007. The senior management team consists of a deputy headteacher, three assistant headteachers and a temporary assistant headteacher promoted from within the staff. The deputy headteacher, who is now part-time, and one of the three assistant headteachers have been in post for some time, while the rest have been appointed relatively recently.

The individual school budget per pupil for St Cenydd School in 2012-2013 means that the budget is £4,175 per pupil. The maximum per pupil in the secondary schools in Caerphilly is £4,797 and the minimum is £3,753. St Cenydd School is third out of the 14 secondary schools in Caerphilly in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Adequate</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

Good features in the school's current performance include:

- improving performance in assessments at key stage 3;
- most pupils progress well in developing their literacy skills;
- the majority of pupils gain knowledge, understanding and skills successfully in lessons;
- most pupils behave well and have positive attitudes to their work and the school;
- effective teaching in the majority of lessons, with most teachers providing comprehensive oral and written feedback to pupils; and
- a high level of care, support and guidance, especially in the specialist resource base.

However, there are important areas for improvement:

- performance in mathematics in key stage 4 is weak;
- a minority of pupils do not make as much progress as they should; and
- teaching in a minority of lessons does not challenge pupils enough.

### Prospects for improvement

Despite current performance being adequate, prospects for improvement are good because:

- leadership has been successful in making many improvements over the last few years, particularly in the standards achieved in many individual subjects, performance in key stage 3 and particularly in literacy;
- the school is well led, has a clear sense of purpose and has effective procedures for communication;
- leadership has a clear view of where further progress needs to be made, and has the systems and structures in place to achieve this;
- self-evaluation procedures are well established, systematic and comprehensive; and
- improvement plans set out ambitious targets for performance in assessment and examinations and have suitable strategies to achieve them.

## Recommendations

- R1 Improve standards in mathematics in key stage 4
- R2 Ensure that all pupils make the progress they are capable of in lessons
- R3 Increase the proportion of teaching that is good or better
- R4 Improve rigour in the monitoring of improvement plans and in the evaluation of their success
- R5 Increase the frequency that information on pupils' progress is collected and ensure that it is used effectively to identify how well all pupils are progressing towards their targets
- R6 Meet the statutory requirement for a daily act of collective worship

### **What happens next?**

The school will draw up an action plan, which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

## Main findings

### Key Question 1: How good are outcomes?

Adequate

#### Standards: Adequate

At key stage 4, other than an improvement in 2010, performance in qualifications that include English and mathematics has been below the average performance of similar schools and is much the same as it was five years ago. Performance in English improved up to 2010, and has stayed at much the same level since then. Progress from previous key stages in English is as expected. Other than a rise in 2010, performance in mathematics has changed little over the last five years and has been below the average for similar schools, with progress from previous key stages being worse than expected. Performance in those indicators that include a wide range of qualifications has fluctuated and has generally been below the similar schools average. However, progress from previous key stages in these indicators is as expected, and in many individual subjects is better than expected.

At key stage 3, performance in the core subject indicator has improved over the last four years and is now close to of the average for similar schools.

In the sixth form, although performance in the level 3 threshold is just below the Wales and family averages, performance in the average points score has been well above the family and national averages for the last three years. Progress from the previous key stage is as expected in most subjects.

At key stage 3, in 2012 the gap between the performance of girls and boys in English is much the same as the family and national averages, but in mathematics and science the gap is greater. At key stage 4, the gap between the performance of boys and girls is much the same as the family and national averages for qualifications that include English and mathematics, but significantly greater for those indicators that include a wide range of qualifications. At post-16, there is little difference between the performance of boys and girls. Pupils eligible to free school meals and pupils with special educational needs generally achieve as expected.

In the majority of lessons, pupils progress well in gaining new knowledge and understanding. In these lessons, most pupils recall previous work quickly and accurately, and many build on this effectively when approaching new topics. Most have a secure grasp of key concepts and apply their understanding well to unfamiliar situations. In doing so, they acquire a broad range of subject skills. In a minority of lessons, pupils do not make as much progress as they should. Their knowledge often lacks depth and detail, and their understanding of key concepts is sometimes too superficial.

Pupils develop their speaking and listening skills well. Most pupils listen attentively to teachers' explanations and instructions, and to the views and opinions of other pupils. Many pupils are enthusiastic and keen to contribute to class discussions. They speak confidently and fluently when answering questions or expressing their opinions.

Most pupils develop their reading skills well, often from a low base, and many make good progress as a result of targeted support and provision. This valuable support has impacted positively on pupils' self-esteem and confidence, and their willingness to read independently. Many pupils use a range of strategies to select relevant features and extract appropriate information from passages. They can use this information appropriately to recall prior learning, make considered judgements and solve problems.

Most pupils write accurately and take appropriate care with the presentation of their written work. They use a wide range of subject terminology well. Many pupils write clearly for a wide range of purposes and audiences, for example when presenting and justifying their conclusions to a scientific enquiry. More able pupils show sophistication in adapting their writing for different purposes and in editing, and redrafting their work. Many pupils spell correctly and use grammar and punctuation accurately. Nearly all pupils make effective use of subject glossaries to improve their spelling.

In Welsh second language at key stage 3, pupils performed much better than the family and Wales averages. Although the trend is uneven, overall performance has improved over the last five years and in 2012 the schools was in the top quarter of similar schools based on the proportion of pupils entitled to free school meals. At key stage 4, entries for Welsh second language qualifications have risen recently and in 2012 there was a sharp increase in the proportion of pupils who achieved a level 2 qualification.

### **Wellbeing: Good**

Most pupils are safe in school and many feel that the school deals well with bullying. Most get regular opportunities for exercise and many understand what it is to be healthy.

Most pupils behave well in lessons and around the school. Many show high levels of motivation and concentrate well. However, in a few lessons, pupils lose interest in their work and do not work hard enough. There have been no permanent exclusions for the last two years and the number of days lost to fixed-term exclusions has fallen sharply over the last three years. Comprehensive surveys of pupils' attitudes to themselves and to school show positive results that compare well to survey outcomes in other schools. The attendance rate rose in 2012 and is now slightly better than the average for similar schools.

Many pupils say that the school listens to their views and makes the changes they suggest. Pupils participate in opportunities to influence the development of provision and are involved suitably in making decisions about the environment, sustainability and healthy living. However, pupils have a limited say in what and how they learn. The school council has made useful contributions to improvements in the school environment and to the process of staff appointments. In addition to attending governor meetings, associate pupil governors also attend the curriculum committee meetings.

Pupils participate in a wide variety of community activities, particularly through the Welsh Baccalaureate in key stage 4 and the sixth form, and they have

well-developed social and life skills. They show respect, care and concern, take on responsibility for their actions and work, and have the skills to move on to next stage of learning.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school effectively meets the needs of learners, and the key stage 3 and key stage 4 curriculum meet requirements. There is a broad range of options at key stage 4 and a very wide range of options in the sixth form, mainly as a result of collaboration with other providers. The school provides effectively for a small group of disaffected or disengaged pupils in key stage 4 through partnership working with external providers. There is a comprehensive take-up of vocational courses.

The school offers an extensive range of extra-curricular activities and participation rates in them are high. These activities include sporting and cultural events, some of which are led by the pupils themselves.

There is systematic and co-ordinated planning, and deployment of appropriate resources for the development of skills, with a particular emphasis on literacy. The school provides particularly well-organised beneficial support for those learners who need additional help in improving their reading and writing skills. Pupils in key stage 4 and the sixth form taking the Welsh Baccalaureate have suitable opportunities to gain qualifications in skills.

Provision for the Welsh language is improving. Changes to the curriculum have had a positive impact upon take-up of full-course Welsh at key stage 4 and the sixth form. The Welsh dimension features consistently in subjects other than Welsh, and is evident in the ethos and activities of the school.

The provision for education for sustainable development and global citizenship is a strong feature. There is a comprehensive range of relevant curricular and extra-curricular opportunities, for example in caring for the natural environment of the school site and through links with less developed countries. Participation rates in these activities are good.

### **Teaching: Adequate**

Most teachers have secure subject knowledge which they use to good effect. Nearly all teachers develop positive working relationships with pupils. Teachers encourage and support pupils well in building confidence, self-esteem and engagement in learning. However, the quality of teaching varies too much and does not have enough impact on the standards achieved by a minority of pupils.

The majority of lessons are well planned and have clearly-communicated learning objectives. In these lessons, teachers have high expectations and most pupils make good progress. Well-planned questioning is used to probe and develop pupils' understanding, and tease out more detailed oral responses. These lessons make a successful contribution to the development of pupils' literacy skills. In a very few lessons where teaching is most effective, teachers provide stimulating, interesting and challenging activities, and employ very effective assessment strategies.



In a minority of lessons, there is insufficient pace and challenge. Pupils are often asked to complete undemanding tasks and there are limited opportunities for pupils to participate actively in the lesson. Work is not closely matched to pupils' different abilities. As a result, a minority of pupils do not make enough progress.

Additional support is well focused and contributes effectively to the development of pupils' literacy skills.

Pupils' work is marked regularly and accurately. Most teachers provide comprehensive oral and written feedback to pupils on the standard of their work and what they need to do to improve. Peer and self-assessment are well developed in many subjects.

The school has suitable processes for identifying those pupils in need of additional support, for example in reading and where pupils are likely to miss level 2 targets. However, the information on pupils' progress is not collected frequently enough, and it is not used effectively to identify how well all pupils are progressing towards their targets.

Parents receive detailed, clear and concise reports on the progress of their children. Most reports identify strengths and weaknesses clearly, but a few do not give enough guidance on how improvements can be made. Many parents feel that they are well informed about their child's achievement and progress.

### **Care, support and guidance: Good**

The school provides a high level of care, support and guidance for pupils, which has a positive impact on their behaviour and attendance. The school's personal, social and education programme helps pupils to gain a clear understanding of key areas related to their wellbeing. This programme is supported well by the school's specialist staff and external agencies.

The school helps pupils to adopt healthy lifestyles through the curriculum and a range of additional activities. The varied programme of extra-curricular sporting activities, with high levels of participation, makes a positive contribution to the physical and social development of pupils. Pupils' participation in the Healthy Schools' Awards and the School Nutrition Action Group further promote the benefits of a healthy diet and healthy living.

The school has appropriate provision for pupils' spiritual, moral, social and cultural development. A whole-school focus on developing respect and care is integrated well in to assemblies and form tutor times. However, the school does not meet the statutory requirement for a daily act of collective worship.

The school provides access to a comprehensive range of information and specialist support for pupils. Pastoral staff and the school's counsellor and nurse work together well with outside agencies to provide effective support for vulnerable pupils and pupils with behavioural difficulties. Targeted support has helped these pupils to improve their attendance, attitude and performance.

The school has appropriate provision for pupils with additional learning needs. In particular, the inclusive arrangements and high level of sensitive and caring support provided through the specialist resource base help pupils to integrate well in to school life and achieve very strong outcomes. Communication with parents is particularly developed well and they are fully involved with their child's education. Individual education plans are appropriate to each pupil's needs, contain suitable targets and are reviewed regularly.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

### **Learning environment: Good**

The school has a clear and well-understood inclusive ethos. Equality of opportunity is well established within the school's work and pupils are encouraged to raise their aspirations and challenge stereotypes in their option choices. Through its personal and social education programme, the school promotes successfully the development of tolerance and prevention of oppressive behaviour. Considerable effort has been made to ensure that pupils with disabilities have an ease of access across the whole school.

The school accommodation is well maintained and meets the needs of pupils well. The provision for physical education, both inside and outside, is a particular strength of the school. During lessons, staff make good use of classroom display to support pupils' learning. Resources are generally well matched to learning needs and there is particularly good provision for information and communication technology.

<b>Key Question 3: How good are leadership and management?</b>	<b>Good</b>
--	-------------

### **Leadership: Good**

Despite standards being adequate overall, leadership has been successful in making many improvements over the last few years. The main improvements have been in the standards achieved in many individual subjects in key stage 4, performance in key stage 3 and in particular the development of the school's effective provision for literacy, both in subjects across the curriculum and for those pupils requiring additional support. Improvements have also been made in wellbeing and in the provision that promotes it. Leadership has a clear view of where further progress needs to be made, and has the systems and structures in place to achieve this.

The school has clear aims that focus on the needs of pupils, and local and national priorities. Leaders and managers analyse closely the data on current performance and have set challenging targets for improvement, for example in key stage 4 qualifications, over the next few years.

There is a clear management structure that is appropriate to the needs of the school. There is a fair distribution of responsibility between members of the senior leadership team. These are well understood by staff and cover the main areas of the school's work. Communication is effective and there is a well-organised system of meetings that lead to appropriate actions. Senior leaders' line management roles give them a secure view of which departments need targeted support. In carrying out their work, senior leaders have tackled under-performance robustly.

Many middle leaders work well to improve the performance of the areas for which they are responsible. They have a clear and specific understanding of their areas' strengths and weaknesses. They set challenging targets and plan carefully with their teams to achieve them. In a few departments, plans to improve standards are not implemented consistently enough.

Performance management is well organised and the identified targets lead to appropriate professional development activities

Governors have a full and secure understanding of the strengths and weaknesses of the school. They provide good support and challenge the school effectively.

The school takes full account of national priorities and has made good progress in broadening the range of options in key stage 4 and especially the sixth form and in improving its provision for Welsh language development. The school has made significant strides in improving the provision of literacy.

### **Improving quality: Adequate**

The school has well-established procedures for self-evaluation and improvement planning. These clearly identify the issues that need to be addressed and improvement plans set out ambitious targets and suitable strategies to achieve them. However, a few improvement priorities are not clear enough, for example about how to improve the quality of teaching. Furthermore, processes to closely monitor the implementation of plans and to ensure that the targets and improvements are secured, are not as effective as they should be.

Throughout the year there is a clear timetable of activities when senior leaders, middle leaders and governors review the school's performance and plan for improvement. Self-evaluation is systematic, drawing on a wide range of first-hand evidence, including classroom observations, book scrutiny and data analysis. The school's self-evaluation report is comprehensive and evaluative, and provides sound evidence to support its judgements. It clearly identifies the key areas that need to improve, including those subjects that need support, and provides a sound basis for planning improvements. Departments produce suitable annual self-evaluation reports that show a secure understanding of their strengths and weaknesses.

Both departmental and school improvement plans arise directly from the self-evaluation processes. They set challenging performance targets based on internal and external data and other first-hand evidence. Plans identify clear responsibilities and allocate sufficient resources, but targets, other than those concerned with performance outcomes, are not precise enough to evaluate whether the actions have been successful. Similarly, the timescales set out in plans are not specific enough to ensure close monitoring of their implementation.

The school has made good progress in addressing the recommendations from the previous inspection.

Professional development activities are based on identified needs and there is suitable programme to meet them. Teachers work well together, both within school

and with those in other schools, to develop work in areas such as literacy, thinking skills, and teaching and learning. These activities have resulted in a number of improvements, for example in literacy.

**Partnership working: Good**

The school works effectively with other providers in the local 14-19 partnership. This has had a beneficial impact on increasing options, especially in the sixth form, and on rationalising resources.

Partnerships with primary schools are appropriate and contribute to effective transition. Pupils settle in quickly to their new school. Curriculum links in the core subjects and Welsh second language are beginning to have a beneficial effect on continuity and progression.

The school works well with a number of community organisations and groups through its community-focused schools initiative. The resulting provision makes a positive contribution to the wellbeing of particular groups of pupils.

There are productive links with initial teacher training establishments.

**Resource management: Adequate**

The school manages its staff well. It deploys teachers effectively, making suitable use of their expertise, and has appropriate procedures for their continuing professional development. The school makes good use of its support staff.

Spending decisions are closely related to the school's strategic priorities. Planned developments are carefully costed and spending is effectively kept under review. Governors work well with the school in planning and monitoring value for money.

In view of the judgement made on standards, the overall value for money provided by the school is adequate.

### Commentary on performance data

At key stage 3, performance in the core subject indicator has improved over the last four years. However, it has been below the family average over this period, although the gap has now closed. When compared with similar schools based on the proportion of pupils entitled to free school meals, the school has been in the lower half or bottom quarter for the last four years. However, when compared with modelled expectations, performance is above expectations. In English, performance at level 5 and above also improved over the last four years and is now the same as the family average. Over the last four years, performance in English has taken the school from the bottom quarter to the top half of similar schools based on the proportion of pupils entitled to free school meals. Performance in English in level 6 and above declined in the three years up to 2011, but it improved in 2012 to be above the family average for the first time. Although performance in mathematics has improved over the last four years, it has always been below the family average and has placed the school in the bottom half of similar schools in terms of free-school-meal benchmarks. Although performance in mathematics at level 6 or above has improved slightly over the last four years, it has been below the family average. Performance in science has also improved over the last four years, and for the last two years it has been above the family average and has placed the school in the top half of similar schools in terms of free-school-meal benchmarks. Performance at level 6 and above in science has improved and is now just above the family average. Pupils' progress from the previous key stage for 2011 is well above expectations for science, and as expected for English and mathematics.

Other than an improvement in 2010, performance in the level 2 threshold including English and mathematics has been flat and relatively low. Other than in 2010, it has been well below the family average for the last four years and has placed the school in the bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Performance is below modelled expectations. The core subject indicator follows a similar pattern to the level 2 threshold including English and mathematics. Performance in the level 2 threshold rose between 2008 and 2010, but has slipped back slightly over the last two years. Other than in 2010, performance has been below the family average. Compared with similar schools based on the proportion of pupils entitled to free school meals, the school has been in the lower half for the last two years. Performance in the capped points score has been uneven, but has always been below the family average. Compared with similar schools based on the proportion of pupils entitled to free school meals, the school was in the top half for 2010 and 2011, but in the lower half for 2012. Performance is at the modelled expectations. Performance in the level 1 threshold shows an overall improvement over the last four years and it is now at the family average. However, it has placed the school in the lower half of similar schools based on free-school-meal entitlement for the last three years. Performance in English improved up to 2010, but has stayed much the same since then. It has been below the family average for the last four years. In comparison with the relative performance levels of similar schools based on the proportion of pupils entitled to free school meals, English performance was in the top half in 2012 having been in the lower half the year before. Other than

a rise in 2010, performance in mathematics has changed little over the last five years. Over the last five years, performance has been well below the family average and has placed the school in the bottom quarter of similar schools based on the proportion of pupils entitled to free school meals. Pupils' progress from the previous key stages is lower than expected for level 2 threshold including English and mathematics and the core subject indicator, mainly as a result of weak performance in mathematics. Progress is slightly better than expected for other indicators.

Very few pupils left the school without a qualification. The proportion staying on in full-time education after 16 is relatively low. However, a significantly higher than average number of pupils move into work-based learning and very few pupils who left school at 16 are reported as not being in education, employment and training, and this proportion is much better than local authority and Wales averages.

In the sixth form, although performance in the level 3 threshold is just below the Wales and family averages, performance in the average points score has been well above the family and national averages for the last three years. Progress from key stage 4 is as expected.

At key stage 3, in 2012 the gap between the relative performance of boys and girls was greater than the national and family averages. The gap in English was much the same as the family and national averages, but the gaps in relation to mathematics and science performance were greater. At key stage 4, the gaps between the performance of boys and girls were much the same as the family and national averages for the level 2 threshold including English and mathematics and the core subject indicator, but significantly greater for the level 2 threshold, the level 1 threshold and the capped points score where they are around double the family and national averages. At post 16, there is little difference between the relative performance levels of boys and girls in level 3 threshold. Although girls do better than boys in the average wider points score, the gap is smaller than the national one.

## Appendix 2

### Stakeholder satisfaction report

#### Responses to learner questionnaires

Estyn received responses from 294 learners, selected at random from across the age range. Responses are generally positive and are similar to those from other schools.

Most learners state that they feel safe in school and that they have someone to turn to if they have any concerns. Many believe that the school deals well with bullying.

Most learners consider that they are doing well. They say that staff help them to learn and make progress, and encourage them to take on responsibility. Most believe that they have enough books and equipment. Many say that homework helps them to understand and improve their work. Many pupils in key stage 4 and most in the sixth form say that they received good advice when choosing their courses. Most feel well prepared for further education or employment. Most learners state that there are plenty of opportunities to get regular exercise and many indicate that the school teaches them to be healthy.

Many learners confirm that staff treat them fairly and with respect, and say that the school helps them to understand and respect people from other backgrounds.

Many learners feel that the school takes account of their views, which is a higher proportion than in other secondary schools. Around half of learners state that pupils behave well and that they can get on with their work, but this proportion is lower than that from other secondary schools.

#### Responses to parent questionnaires

Estyn received 240 responses to the parent questionnaire. Although parents gave a positive or very positive response to the questions, the responses to a few questions were not as positive as those from parents of pupils in other secondary schools.

Most parents are satisfied with the school and say that it is well run. Most state that their children are safe and like the school. Most parents indicate that their children were helped to settle in well when they started school. Most also say that their children are encouraged to be healthy. Most consider that there is a good range of activities, which is a higher proportion than in other secondary schools. The same proportion feels comfortable about approaching the school to discuss matters about their child's education and wellbeing.

Nearly all consider staff expectations to be good. Most parents believe that their children are making good progress and that teaching is good. Most parents also believe that the school helps their children to become more mature and prepares their children well for moving on to the next school, college or work. Many parents feel that their children receive appropriate additional support where necessary and that staff treat their children fairly and with respect.

Many parents feel well informed about their children's progress. Many say that homework reinforces learning and that pupils behave well, but these proportions are below those in other schools.

### Appendix 3

#### The inspection team

Nigel Vaughan	Reporting Inspector
Peter Harris	Team Inspector
David Hughes	Team Inspector
Sue Morgan	Team Inspector
Edward Tipper	Lay Inspector
Andrew Slade	Peer Inspector
Jeanne Evans	School Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## Glossary of terms

Core subject indicator (CSI)	This relates to the expected performance in English or Welsh, mathematics and science, the core subjects of the National Curriculum.
Families of schools	These have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.
Level 1	This represents the equivalent of a GCSE at grade D to G.
Level 1 threshold	This represents a volume of learning equivalent to five GCSEs at grade D to G.
Level 2	This represents the equivalent of a GCSE at grade A* to C.
Level 2 threshold including English or Welsh first language and mathematics	This represents a volume of learning equivalent to five GCSEs at grade A* to C including English or Welsh first language and mathematics.
Level 2 threshold	This represents a volume of learning equivalent to five GCSEs at grade A* to C.
Level 3	This represents the equivalent of an A level at grade A*-E.
Level 3 threshold	This represents a volume of learning equivalent to two A levels at grade A* to E.
Average wider points score	This includes all qualifications approved for use in Wales at the relevant age, for example at the age of 16 or at the age of 18.
Capped wider points score	This includes the best eight results from all qualifications approved for use in Wales at the age of 16.
All-Wales Core Data sets	Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.



# 2013-16 Outcome Agreement - No2

## Education:

### Improving Early Years Experiences



Llywodraeth Cymru  
Welsh Government

**Self-assessment for the year 2013/14 as agreed with WG was Successful.**

**Self-assessment for the year 2014/15:**

We believe this agreement to be **successful** because we have met, and exceeded in many cases, 14 out of the 18 targets in the 'what difference have we made' section of the document. The Flying Start programme is on track and being fully delivered in 19 areas. Although working through the period of expansion has presented challenges with recruitment, training and developing relationships in the Flying Start expansion areas, resulting in some of the other targets not being reached; the impact of the programme is still in evidence.

Some of our main achievements for 2014/15 are:

- We have exceeded the number of children accessing the programme over the past year
- All Flying Start children make the transition from childcare to Foundation Phase provision in nursery at 3 years
- They number of Health Visitor face to face contacts has significantly improved since last year, as well as an increase in the number of Health Outreach Team groups being facilitated
- The programme is making a significant difference to the increased percentage of Flying Start Families completing 75% of the parenting programme, with 85% showing improved scores following the programme and 100% showing they were still capable and coping 6 months following an enhanced package of support.

\* We are unable to update the Immunisation data at present as it is yet to be finalised by ABHB.

**Any targets or evidence that needs renegotiating for the new year (15/16)?**

**Keri Cole**

Chief Education Officer

**Sarah Mutch**

Early Years Manager

**Angharad Phenis**

Performance Management Officer

<p><b>Overall achievements to date are judged to be:</b></p>	<p>Successful</p>
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**How much did we do?****Child Care**

Period	Title	Actual	Target	RAG	Comment
Q4 14/15	Number of Flying Start children attending welsh medium provision	63.00	45.00	–	
Q4 14/15	Number of children benefiting from Flying Start Childcare provision	489.00	380.00	–	
Q4 14/15	Number of Flying Start children who transition from childcare to Foundation Phase provision in Nursery	505.00	390.00	–	368 from LA settings and 137 from Voluntary settings
Q4 14/15	Number of Flying Start Childcare sessions delivered	58884.00	60000.00	↓	

**Early Language Development**

Period	Title	Actual	Target	RAG	Comment
Q4 14/15	Number of Flying Start children accessing Flying Start Pop in and Play sessions	252.00	280.00	↓	Due to the expansion of the Flying Start programme it has not been possible to deliver the pop in & play sessions in all of the Flying Start areas. However, we are working with the awarded contractor to support the delivery of the Pop in & Play session in existing groups.
Q4 14/15	Number of Flying Start children in childcare and nursery supported through the Super Shelby project	88.00	75.00	–	
Q4 14/15	Number of Flying Start Pop in and Play sessions delivered	570.00	400.00	–	

**Health**

Period	Title	Actual	Target	RAG	Comment
Q4 14/15	Number of Flying Start children fully immunised at 47 months		300.00		
Q4 14/15	Number of Flying Start Health Outreach Team groups facilitated	56.00	40.00	–	
Q4 14/15	Number of Flying Start Health Visitor face to face contacts	16640.00	13250.00	–	

**Parenting**

Period	Title	Actual	Target	RAG	Comment
Q4 14/15	Number of Flying Start families accessing Flying Start parenting programmes	126.00	70.00	–	
Q4 14/15	Number of Flying Start families receiving packages of enhanced support	21.00	45.00	↓	A large number of the bespoke packages of support, facilitated by the Family Support team, are delivering the Parents as First Teachers (PAFT) programme. The aim of the PAFT programme is to help parents to participate more effectively in their children's early development and learning. The PAFT programme is intensive home support resulting in longer intervention and thus a lower number of families closing during the year.
Q4 14/15	Number of Flying Start parenting programmes facilitated	21.00	20.00	↓	

## How well did we do it?

## Childcare and Early Language Development

Period	Title	Actual	Target	RAG	Comment
Q4 14/15	% Childcare entitled to Flying Start accessing a childcare place	88.00	90.00	⬇️	Due to the Flying Start expansion and the delay in recruiting Health Visitors, we have had difficulties in utilising the Health Visitor as access and support to those children not taking up their Flying Start childcare place. However, processes have been put in place for central childcare staff to liaise with parents to ensure that all children entitled can access their place. We have also seen an increase in children not attending due to parents work commitments.
Q4 14/15	% Childcare entitled to Flying Start attending 75% or more sessions offered	70.00	60.00	➖	Local Authority Settings = 65%, Voluntary Settings = 83%, Private Settings = 100%
Q4 14/15	% Flying Start childcare settings showing an improved score in ITERS assessments	88.00	80.00	➖	
Q4 14/15	% Flying Start families completing a questionnaire, reporting that the overall quality of the Flying Start childcare setting was 'Good' or 'Excellent'	99.00	100.00	⬇️	
Q4 14/15	% Flying Start setting leaders qualified to level 5	59.00	80.00	➖	82% of local authority leaders are qualified to level 5 with the remaining 24% working towards the level 5 qualification. 30% of the non-maintained and private settings have leaders qualified to level 5. However, as part of the Flying Start Framework for the delivery of the service it is a requirement that leaders are qualified to level 5 before commencing delivery.
Q4 14/15	% Flying Start settings that have attained quality assurance status	100.00	100.00	➖	
2014/15	% Flying Start families accessing Pop in and Play sessions	16.00	22.00	⬆️	Due to the expansion of the Flying Start programme it has not been possible to deliver the pop in & play sessions in all of the Flying Start areas. However, we are working with the awarded contractor to support the delivery of the Pop in & Play session in existing groups.

## Health

Period	Title	Actual	Target	RAG	Comment
Q4 14/15	% 2 year SOGS delivered in the period that were assessed between the ages of 23-25 months	77.00	92.00	⬇️	We have experienced a high level of Health Visitor sickness, resulting in increased workloads and thus a high number of late and incomplete SOGS assessments
Q4 14/15	% 3 year SOGS delivered in the period that were assessed between the ages of 35-37 months	80.00	90.00	⬇️	We have experienced a high level of Health Visitor sickness, resulting in increased workloads and thus a high number of late and incomplete SOGS assessments
2014/15	% Flying Start families accessing Pop in and Play sessions	16.00	22.00	⬆️	Due to the expansion of the Flying Start programme it has not been possible to deliver the pop in & play sessions in all of the Flying Start areas. However, we are working with the awarded contractor to support the delivery of the Pop in & Play session in existing groups.

## Parenting

Period	Title	Actual	Target	RAG	Comment
Q4 14/15	% Flying Start families completing 75% of the parenting programme	76.00	70.00	⬇️	
Q4 14/15	% Flying Start families that would recommend the parenting programme they attended	100.00	100.00	➖	

## What difference have we made?

### Childcare and Early Years Development

Period	Title	Actual	Target	RAG	Comment
Q4 14/15	% Flying Start families completing a questionnaire reporting that Flying Start has improved their child's behaviour	81.00	83.00	⬇️	
Q4 14/15	% Flying Start families completing a questionnaire reporting that Flying Start has improved their child's confidence	96.00	95.00	➖	
Q4 14/15	% Flying Start families completing a questionnaire reporting that Flying Start has improved their child's social skills	97.00	95.00	⬇️	
Q4 14/15	% Flying Start families completing a questionnaire reporting that Flying Start has improved their child's speech	94.00	94.00	⬇️	
Q4 14/15	Number of children accessing the Flying Start programme	2212.00	2246.00	⬆️	
Q4 14/15	Number of Flying Start areas with sufficient childcare places	19.00	18.00	➖	
2014/15	% Difference in cohort of children who are at or exceeding their developmental norm between 2 and 3 years SOGS assessment	-1.00	-10.00	⬆️	WG agreed in Sept 14 that this years target can be equal to or greater than previous years performance.
2014/15	% Flying Start children reaching or exceeding their developmental milestones on entry into the Foundation Phase measured through the 3 year SOGS assessment	58.00	75.00	➖	There have been a significant number of children with additional needs identified in the past year and questions over the 2 year SOGS assessments with new Health Visitors being trained and some children not receiving them at the appropriate time due to expansion and recruitment issues. An improvement target for future years is to ensure fidelity of the measure and ensure all children who are able to, reach their developmental milestones.
2014/15	% Flying Start children who transition from childcare to Foundation Phase provision in nursery at 3 years	100.00	100.00	➖	
2014/15	% Flying Start families with an improved score across all areas of the 'Outcome Star'		85.00		
2014/15	% Nursery teachers reporting good transition of children from Flying Start settings into Nursery provision	100.00	75.00	➖	There was an extremely poor response rate the questionnaire, only 3 responses were received. Two reported 'very good' transition, whilst the other reported that they 'did not know' due to no experience of transitions.

## What difference have we made?

### Health & Parenting

Period	Title	Actual	Target	RAG	Comment
Q4 14/15	% Flying Start families who completed the parenting programme with improved TOPSE results	85.00	89.00	⬇️	
Q4 14/15	% Flying Start parents completing enhanced packages of support leading to positive distance travelled	86.00	75.00	—	
Q4 14/15	Number of Flying Start areas with Flying Start Health Visiting enhanced programme	21.00	18.00	⬆️	
2014/15	% Flying Start children fully immunised at 47 months		81.00		
2014/15	% Flying Start parents completing enhanced packages of support reporting that the service had had a positive impact on the family	100.00	95.00	⬇️	
2014/15	% Flying Start parents completing enhanced packages of support reporting that the service had had a positive impact on their parenting	100.00	95.00	⬇️	
2014/15	% Flying Start parents completing enhanced packages of support reporting that their needs had been addressed	100.00	95.00	⬇️	
2014/15	% Flying Start parents completing enhanced packages of support reporting that they had learnt a lot since receiving parenting support	100.00	95.00	⬇️	
2014/15	% Flying Start parents completing enhanced packages of support reporting that they were still capable and coping 6 months after completing the parenting programme	100.00	95.00	⬆️	

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# Directorate of Education and Lifelong Learning

## Top 10 Priorities for 2015-16

Priority	Owner
<p>1. Improve standards of attainment for learners in all Key Stages, specifically at Key Stage</p> <p>1a. IO: <i>Improve outcomes for all learners, particularly those vulnerable to underachievement</i></p>	Keri Cole
<p>Performance within this indicator needs to improve and compare better with the performance of other local authorities. This measure can effect the life chances of learners, as achieving this indicator at 16 opens up further education, employment and training opportunities.</p> <p>a. Vulnerability in education can be determined by a number of different factors including deprivation. It can also be can determined by whether the child or young person has an additional learning needs, or is a Looked After Child (LAC). Data identifies that there is performance gap between those within these groups and that of the overall population. We have chosen to undertake some intensive work in this area to try and reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.</p>	
2. Progress the implementation of Behaviour Strategy	Keri Cole
<p>Data over the last 3 years has indicated continued challenge around the management of behaviour in our schools and settings. Despite the reduction in exclusion rates, evidence suggests that disruption in classrooms is a concern and the demand for additional support/ specialist placement has increased.</p>	
3. Complete the ALN Review and implement recommendations	Keri Cole
<p>The ALN review is into its final stage and the remaining services need to be realigned to ensure appropriate provision.</p>	
4. Working in partnership, to promote the uptake of Free School Meals	Tony Maher
<p>Pupil's eligible for FSM and the uptake of FSM has two different effects. Firstly it impacts on a schools position, within their family, linked to performance and banding. Secondly it impacts on the settlement given to the authority, affecting the levels of finance available to the schools.</p>	
5. Deliver an effective and accessible Youth Service that supports the personal and social development of young people	Tony Maher
<p>The 2013-15, council Improvement Objective was to develop an effective and accessible service. Scrutiny has now ratified the new Youth Service Strategy, and the challenge for the coming year is to delivery of the implementation plan.</p>	
6. Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal)	Tony Maher
<p>The Corporate Risk register identifies the level of essential skills within the authority as a risk that can prevent people from entering the employment market. We are continuing to deliver these skills through Adult Community Learning and helping people to develop the necessary skills to enter the labour market.</p>	
7. Deliver high quality Library Services across the authority	Tony Maher
<p>Continue to work towards the Welsh Public Library Standards, which allow the Welsh Government to assess whether library services in Wales are complying with their duties under the Public Libraries and Museums Act 1964 Act. At present we are achieving 8 out of 9 standards, an improvement from 6 out of 9 the previous year.</p>	
8. Ensure compliance with Health and Safety policy	Bleddyn Hopkins
<p>The service is responsible for the delivery of the Corporate Health and Safety policy which recognises the Authority's statutory and moral obligations to ensure the continued health, safety and welfare of employees whilst at work, students whilst in education, and of others who may be involved in or affected by the Authority's activities.</p>	
9. Continue to implement the 21 <sup>st</sup> Century Schools Programme	Bleddyn Hopkins
9a. Review the management of small primary schools, in line with Estyn Recommendations (2012)	
<p>Continue to manage the 3 project priorities supported by the Welsh Government</p> <p>a. Evaluate the merits of federation arrangements within the Primary sector to ensure continuing educational and financial viability</p>	
10. Meet the requirements of the Medium Term Financial Plan	All
<p>As a Directorate we must meet the financial targets set by the organisation as a whole.</p>	

# Directorate of Education and Lifelong Learning Performance Information

Data	Trend			(Target) Actual	Target
	2011/12	2012/13	2013/14	2014/15	2015/16
School Year	July 11	July 12	July 13	July 14	July 15
<b>Standards</b>					
% of Pupils achieving the Foundation Phase Indicator		84.3%	85.0%	(86.5%) 88.5%	90.5%
WALES		80.5%	83.0%	85.2%	
% of pupils achieving the Core Subject Indicator at Key Stage 2	79.7%	82.7%	84.2%	(84.9%) 85.8%	87.2%
WALES	80.0%	82.6%	84.3%	86.1%	
% of pupils achieving the Core Subject Indicator at Key Stage 3	62.4%	68.4%	73.5%	(76.0%) 77.6%	83.3%
WALES	68.0%	72.5%	77.0%	81.0%	
% of pupils achieving level 2+ Threshold (5 A* - C GCSE inc English/Welsh and Mathematics)	43.3%	45.1%	46.3%	(51.8%) 50%	60.4%
WALES	50.1%	51.1%	52.7%	55.4%	
<b>Attendance and Exclusions</b>					
% Attendance at Primary School	92.8%	93.2%	93.2%	(94.5%) 94.4%	94.9%
WALES	93.3%	93.9%	93.7%	94.8%	
% Attendance at Secondary School	90.7%	91.7%	92.0%	(93.5%) 92.9%	93.1%
WALES	91.4%	92.1%	92.6%	93.6%	
Rate of Permanent Exclusion from Secondary School - Rate per 1000 pupils	0.4	0.5	0.5	(0) 1.38	0
WALES	0.5	0.5	0.5		
<b>School Places</b>					
% of surplus places – Primary	22.19%	19.02%	17.52%	(17.6%) 13.8%	13.9%
% of Surplus places – Secondary	16.89%	18.62%	18.62%	(20.5%) 22.8%	24.3%
<b>Youth Service</b>					
% of 16 Year olds no known to be not in education, employment or training (NEET)	4.5%	5.9%	4.4%	(4.0%) 3.5%	3.4%
WALES	4.4%	4.2%	3.7%	3.1%	
Number of young people achieving national accreditation		129	399	(440) 379	440
Number of young people achieving local accreditation		1188	2331	(2400) 2224	2400
Number of contacts with registered young people		61,759	64,033	71,541	71,500
<b>Adult Community Learning</b>					
The number of adult learners engaged in basic skills programmes		1046	1463	(1500) 1403	1000
The number of adult learners achieving Basic Skills qualifications		259	278	(305) 344	300
<b>Library Service</b>					
The number of visits to Public Libraries during the year per 1,000 population	4625	5012	5974	(4800) 6424	5700
WALES	6048	5968	5851		
Number of Library Standards met		6 of 9	6 of 9	8 of 9 8 of 9	8 of 9

## Our Improvement Objective – 2015/16

### IO1 : Improve outcomes for all learners, particularly those vulnerable to underachievement

#### 1. *What difference do we plan to make?*

As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult” (Council Aspiration No.3). In achieving this we recognise that small groups of children and young people can face more challenges than others. This plan aims to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed.

#### 2. *Why we have chosen this*

Parents and young people have a right to expect the best from the education they receive. As a local authority, we will work with the regional consortia for school improvement and schools (EAS) to ensure that all children and young people have access to high quality education, training and work experience, tailored to meet their needs.

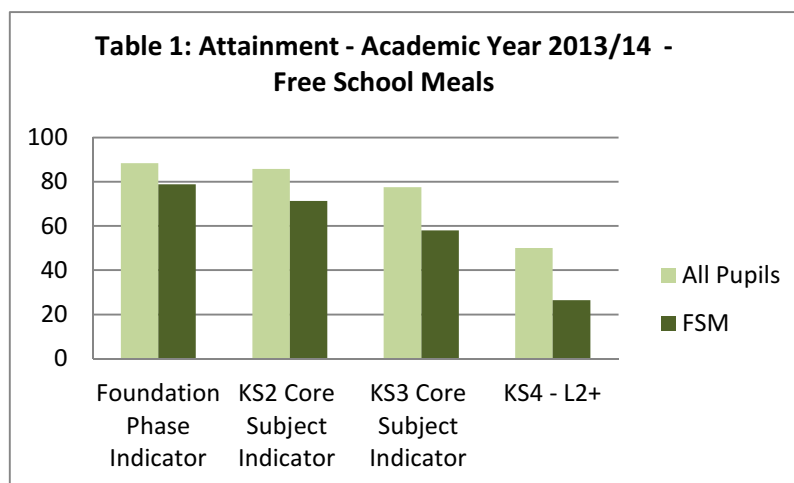
Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has an additional learning needs, or is a Looked After Child (LAC).

Data identifies that there is performance gap between those within these groups and that of the overall population. We have chosen to undertake some intensive work in this area to try and reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.

#### 3. *Where are we now?*

In terms of academic attainment, the measurements are taken at the end of each phase of education, and pupils are measured against whether they have achieved the main performance indicators. Up until the age of 15 these are measured internally through teacher assessment. At the end of Key Stage 4, pupils are measured externally.

There are many factors which increase levels of vulnerability in learners, one of which is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. The data below (Table 1) provides an insight into the performance of all pupils in comparison to the pupils in receipt of Free School Meals. This also highlights that the gap in performance increases throughout school life.



The Welsh Index of Multiple Deprivation (WIMD) uses a number of deprivation measures to calculate deprivation. For Education, 31 Lower Super Output Areas (LSOAs) are in the top 20% most deprived in Wales, with St James 3 ranking 1<sup>st</sup>, as the most deprived. This area will be a focus for improvement throughout this plan.

#### **4. What actions are we going to take to improve?**

- Work in partnership with the Education Achievement Service (EAS) to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement
- Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities.
- Implement strategies to work towards closing the gap in performance between those in receipt of Free School Meals, and those who are not.
- Introduce an appropriate assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)
- Develop a multi agency strategy to providing improved learning opportunities in the St James area.

## **5. How will we know we have improved?**

Each year the school attainment results are published at a local authority level by the Welsh Government. This provides us with a benchmark for the academic achievements of all pupils. For a more in depth breakdown of the result, the [www.mylocalschool.com](http://www.mylocalschool.com) website can be used to access information at a school level. In addition, Performance Indicators for Value Added Targets Setting (PIVATS) will also be collected and analysed in relation to pupils educated in Trinity Fields and Local Authority Resource Bases.

The actions identified in this plan will be highlighted in strategic annual service plans and operational service delivery plans, and communicated to the regional Educational Achievement Service (EAS).

In addition future ESTYN inspections and reviews will monitor the progress made in improving outcomes for our children and young people through the strategies, services and initiatives that we deliver.

## **6. Who are we going to work with to deliver this objective?**

The EAS and our schools will be a key partners in working with towards improved outcomes for our pupils. However, we are aware that aspirations are linked with the family and therefore Flying Start, Families First and other key agencies working with families will also be key partners.

In addition, many studies have shown that raising aspirations and improving attitudes to learning is wider than just educational barriers. Therefore, strategies may require the support of services such as leisure, parks and countryside as a mechanism for engaging with children and young people.

## **7. What resources do we have to deliver this objective?**

This objective is initially focused on aligning existing resources to provide targeted support in areas of need. During the course of the plan, any new strategies will analysis the financial implementation and ensure that they can be delivered either through existing budgets or by securing additional funding.

## 8. Evidence

<b>IO Raise the standards of educational attainment in identified vulnerable groups</b>	<b>2014/15 Result (baseline)</b>	<b>2015/16 Target</b>	<b>2015/16 Result</b>
<b>We will measure how much we are doing using the evidence below</b>			
EDU/003 The percentage of pupils assessed at the end of Key Stage 2 achieving the Core Subject Indicator	85.8	87.2	
EDU/004 The percentage of pupils assessed at the end of Key Stage 3 achieving the Core Subject Indicator	77.6	83.3	
% of pupils aged 15 who achieved the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	50	60.4	
<b>We will measure how well we are doing using the evidence below</b>			
% pupils in receipt of Free School Meals achieving the Core Subject Indicator (CSI) at KS2	71.4	74.2	
% pupils in receipt of Free School Meals achieving the Core Subject Indicator (CSI) at KS3	58.1	68.1	
% pupils in receipt of Free School Meals achieving the Level 2 threshold including a GCSE pass at L2 in English or Welsh first language and mathematics	26.5	37.3	
% pupil attendance - Primary	94.4	94.9	
% pupil attendance -Secondary	92.9	93.1	
<b>We will measure whether anyone is better off using the evidence below</b>			
EDU/002i The percentage of pupils aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	1.0	0.4	
EDU/002ii The percentage of pupils in local authority care, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	0	0	
% of 16 year olds not in employment, education or training (NEET) in October	3.5	3.4	

# Education and Lifelong Learning

## A Review of Performance for 2014 / 15

and

## Priorities for 2015-16

Education and Lifelong Learning

June 2015

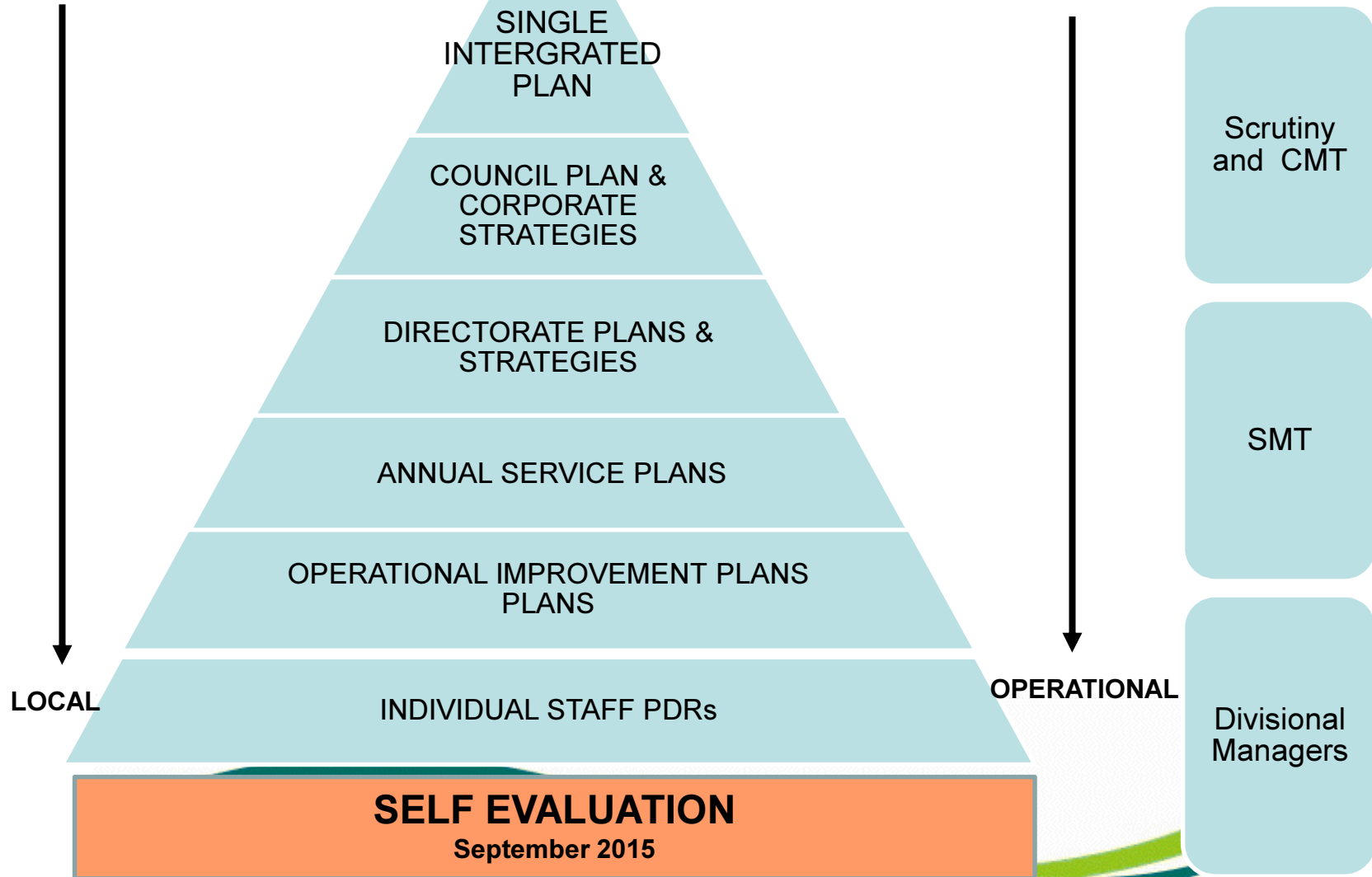
A greener place  
Man gwyrddach



# PLANNING FRAMEWORK

BOROUGH-WIDE

STRATEGIC



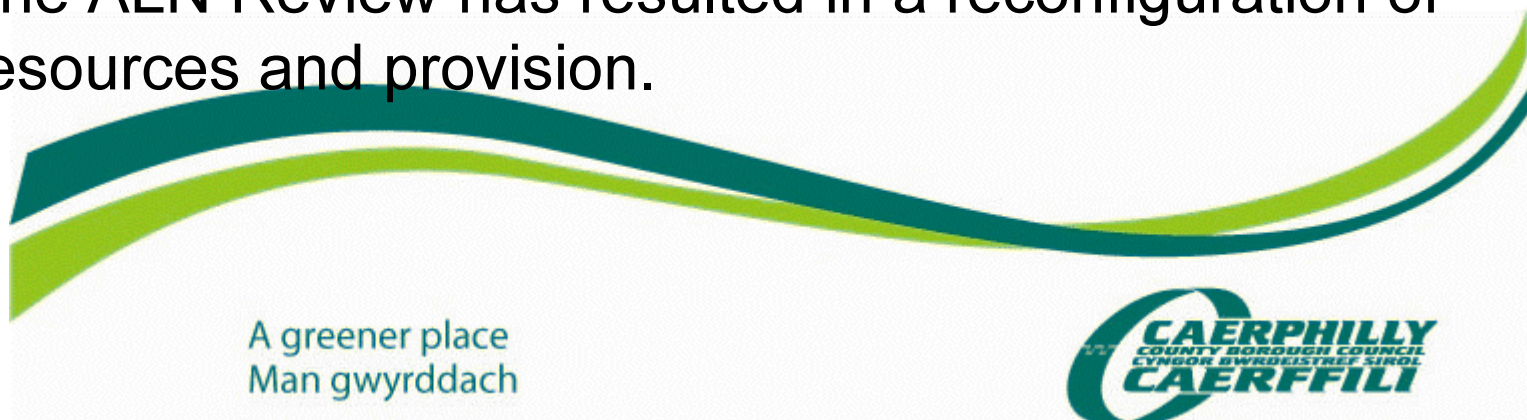
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# Review of 2014 - 2015

- A 4<sup>th</sup> consecutive year of improvement in all key indicators at each Key Stage of education.
- The processes for those Educated Other Than At School (EOTAS) has been refined and as a result provision and outcomes for young people has improved
- The ALN Review has resulted in a reconfiguration of resources and provision.





# Presentation to CCBC's Scrutiny Committee

**4<sup>th</sup> June 2015**

**Gareth Rees, Headteacher Cwm Ifor Primary School**

**Ian Elliott, Headteacher, Trinity Fields School and Resource Centre**



## **Working in partnership to secure the best outcomes for all pupils.**

**“One of the strengths of our special schools is their ability to tailor learning to learners’ needs and mainstream provision could learn much from their approaches”.**

Qualified for Life (WG, p.13, 2014)



# The Rationale



- This development is part of the LA's ongoing ALN review.
- It recognises the skills, knowledge and expertise of Trinity Fields staff and how they can be more fully used to support ALN provision in mainstream settings. It also recognises the **inclusive** and **nurturing** ethos of Cwm Ifor Primary School.
- This is an evidence based development that links in with a number of Welsh Government documents and reports- refer to background report for full details.

**“Good and excellent special schools have several common features. They have an ethos that focuses on achievement and learning. They adopt a multi-agency approach to overcome challenges, especially those associated with relatively poor backgrounds.”**

HMCI Annual Report 2015 (Estyn, p. 34, 2015)



# The Process



- Following some initial discussions about the feasibility of what was being proposed which involved both headteachers and a senior LA officer, we formally consulted with parents, governors and staff to consider the proposal of developing a Trinity Fields satellite class at Cwm Ifor Primary School. (Full details in the accompanying background report).
- The responses to the consultation were overwhelmingly positive from all parties and as from 1<sup>st</sup> January 2015, in partnership with Cwm Ifor School and the LA, our key stage 2 satellite class at Cwm Ifor Primary School was opened.
- This ground breaking development for CCBC is underpinned by a signed partnership agreement that includes chairs of governors, LA legal and ALN services and both headteachers.



# A new way of working for Caerphilly



## What makes this development a first for Caerphilly?

- The pupils in the satellite class remain on the roll of Trinity Fields and therefore have NO impact on Cwm Ifor's National Categorisation;
- The staff within the satellite class are all employed by Trinity Fields;
- All aspects of the leadership and management of this class remain with the headteacher and governors of Trinity Fields;
- Staff at Cwm Ifor have daily access to specialist support, knowledge and skills as part of the highly effective interaction between Cwm Ifor and Trinity Fields staff;
- Bespoke opportunities for Cwm Ifor pupils to access specialist Trinity Fields resources and support, as and when appropriate;
- Ongoing leadership support and development for both headteachers and their senior leadership teams.

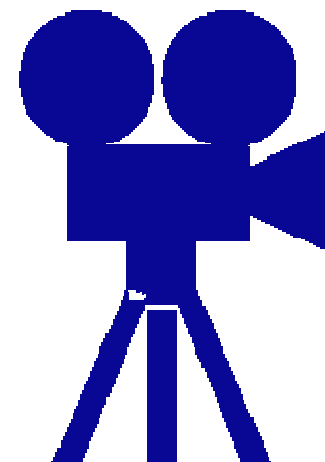




Vision, process and rationale into a video



# Cue video





# How has it been for Cwm Ifor



They have made us more happy inside by making us laugh and smile!

Dosbarth Carmarthen are so enthusiastic and it has rubbed off on our school.

The pupils in Dosbarth Carmarthen have made the pupils of Cwm Ifor more compassionate towards others.

The children in Dosbarth Carmarthen have made every day a great day.

The pupils in Dosbarth Carmarthen have made pupils in Cwm Ifor come closer together.

My school is now a better place.

Dosbarth Carmarthen has made our school shine by being so happy and excited.





## How has it been for Trinity Fields?



Great classroom, I'm  
very happy here!  
(OB)

I made new friends  
and I join Yr. 6 PE.  
(RA)

The school is awesome  
and I'm by my new  
friends at lunchtime.  
(CGR)

Everyone is friendly  
and I can go to  
different classes.  
(PJ)

I love my new  
classroom- it's  
brilliant! (AS)



## Reflection- what have we learned?



- This development represents a highly effective 2-way process of inclusion.
- The success is largely dependant upon the inclusive ethos of the host school and positive attitudes of all staff.
- Success is also dependant upon a strong commitment from all stakeholders- pupils, parents, governors, staff, LA etc.
- Expertise of the staff who lead the satellite class.
- Staff being prepared to work flexibly and adopting a solution focussed approach.



# What next?



- Develop a key stage 3 class in a secondary school for **September 2016** to provide an opportunity for pupils to transfer into from the class at Cwm Ifor.
- Further consultation with key stakeholders (pupils, governors, parents) around the vision, purpose and rationale for hub and spoke developments across the LA, as the key outcome of the ALN review.
- Consider further developing the Resource Centre function of Trinity Fields School to include specialist staff.
- Develop robust partnership agreements based upon the successful Cwm Ifor-Trinity Fields-Caerphilly agreement for the SRBs and services provided by Trinity Fields School and Resource Centre to other schools.



# Any questions?



# Raising Standards

Rebecca Collins  
Headteacher



# Challenges

- 1. Context**
- 2. Ethos and Culture**
- 3. Learning Environment**



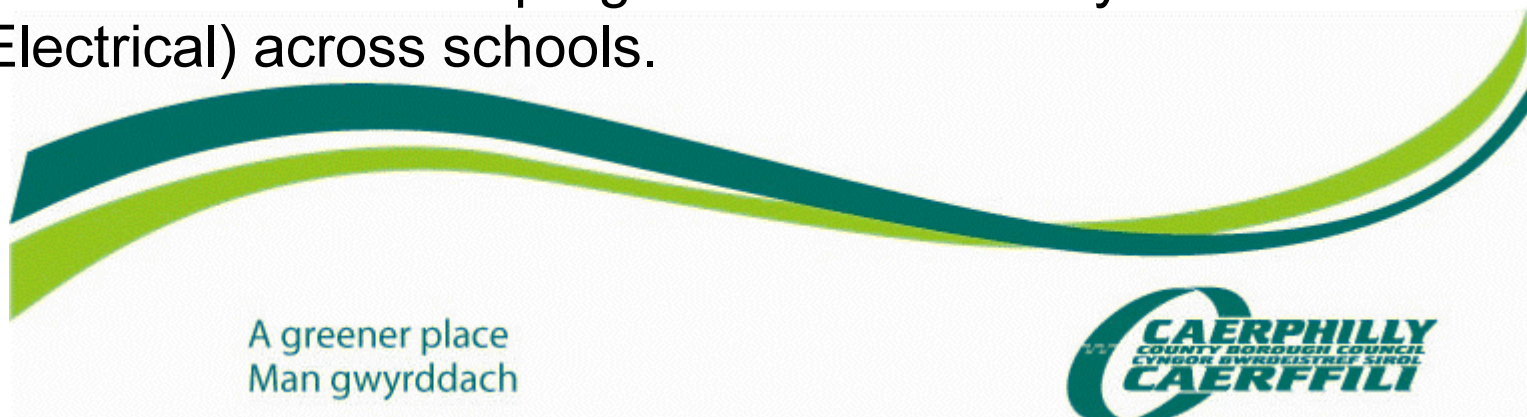
# Opportunities

- 1. School challenge Cymru**
- 2. Challenge and Support**
- 3. Outcomes**



# Review of 2014 - 2015

- The investment into Youth Service Provision has resulted in increased provision, including summer activities.
- The NEET's figure for 2014 is 3.4%, which is a 0.9% improvement on the previous year.
- The number of people achieving Essential Skills (Basic Skills) has increased from 277 (13/14) to 344 (14/15)
- Caerphilly achieved 8 out of 9 of the National Library Standards and was commended for its progress.
- Deliver of successful programme of statutory maintenance (Electrical) across schools.





# Outcome Agreement

## Successes

- We believe this agreement to be successful because we have met, and exceeded in many cases, 13 out of the 18 targets in the 'what difference have we made' section.
- The Flying Start programme is on track and being fully delivered in 19 areas for 2212 children aged 0-3years.
- The expansion has faced some challenges however the impact of the programme is still very evident in all areas.



# Top 10 Priorities for 2015 - 2016

1. Improve standards of attainment for learners in all Key Stages, specifically at Key Stage 4.
  - a. *IO: Improve outcomes for all learners, particularly those vulnerable to underachievement*
2. Progress the implementation of the Behaviour Strategy
3. Complete the ALN Review and implement recommendations
4. Working in partnership, to promote the uptake of Free School Meals
5. Deliver an effective and accessible Youth Service that supports the personal and social development of young people

# Top 10 Priorities for 2015 - 2016

6. Deliver Adult Community Learning to improve the level of essential skills and provide opportunities to gain qualifications (formal and non-formal)
7. Deliver high quality Library Services across the authority
8. Ensure compliance with Health and Safety policy
9. Continue to implement the 21<sup>st</sup> Century Schools Programme
  - a. Review the management of small primary schools, in line with Estyn Recommendations (2012)
10. Meet the requirements of the Medium Term Financial Plan



# Improvement Objective

***Improve outcomes for all learners, particularly those vulnerable to underachievement***

- Context
- Actions
- Success Criteria
- Partnerships

