

Education and Lifelong Learning

A Review of Performance for 2014 / 15

and

Priorities for 2015-16

Education and Lifelong Learning

June 2015

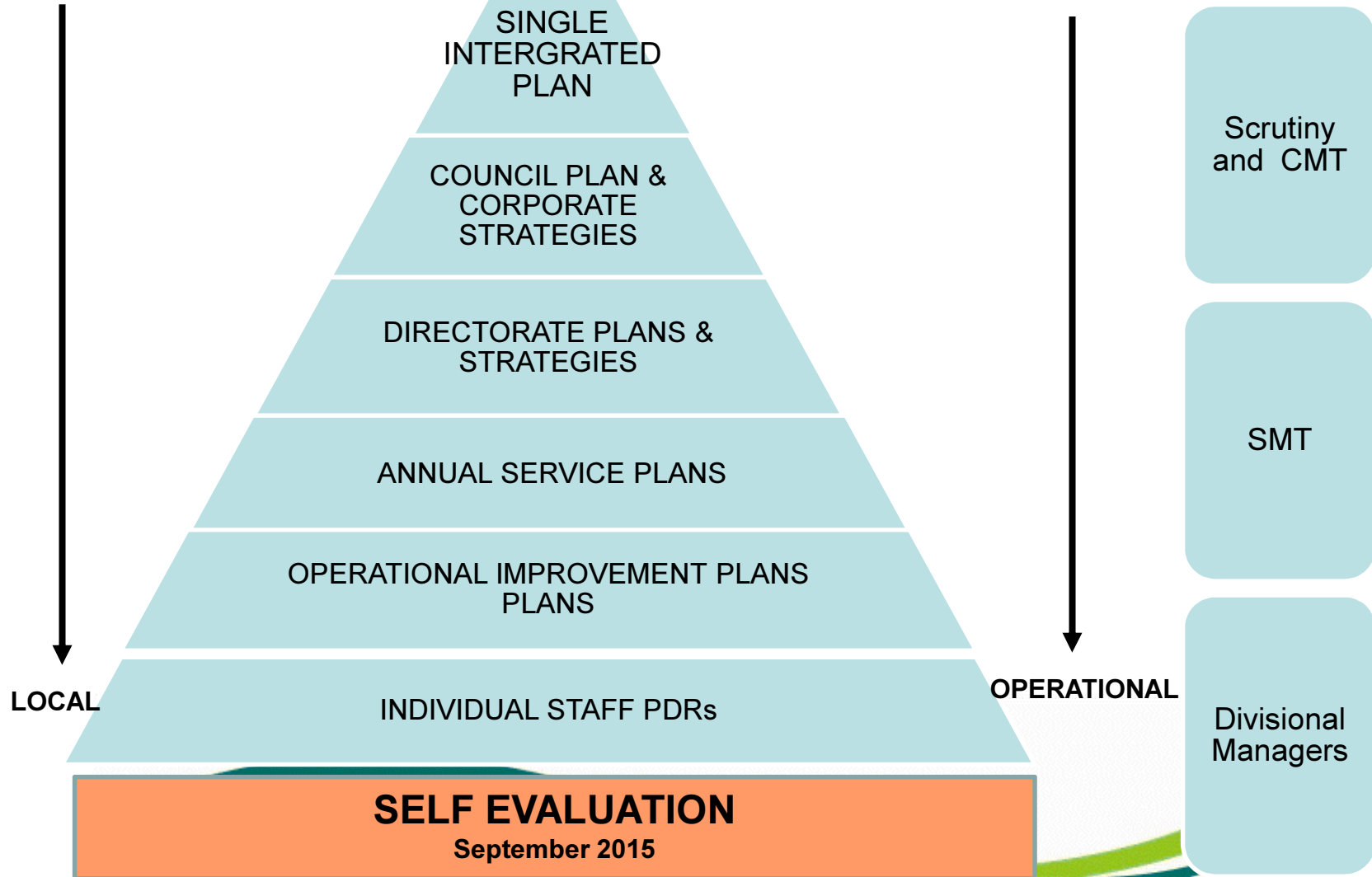
A greener place
Man gwyrdach



PLANNING FRAMEWORK

BOROUGH-WIDE

STRATEGIC



LOCAL

OPERATIONAL

CONTINUOUS IMPROVEMENT

SELF EVALUATION

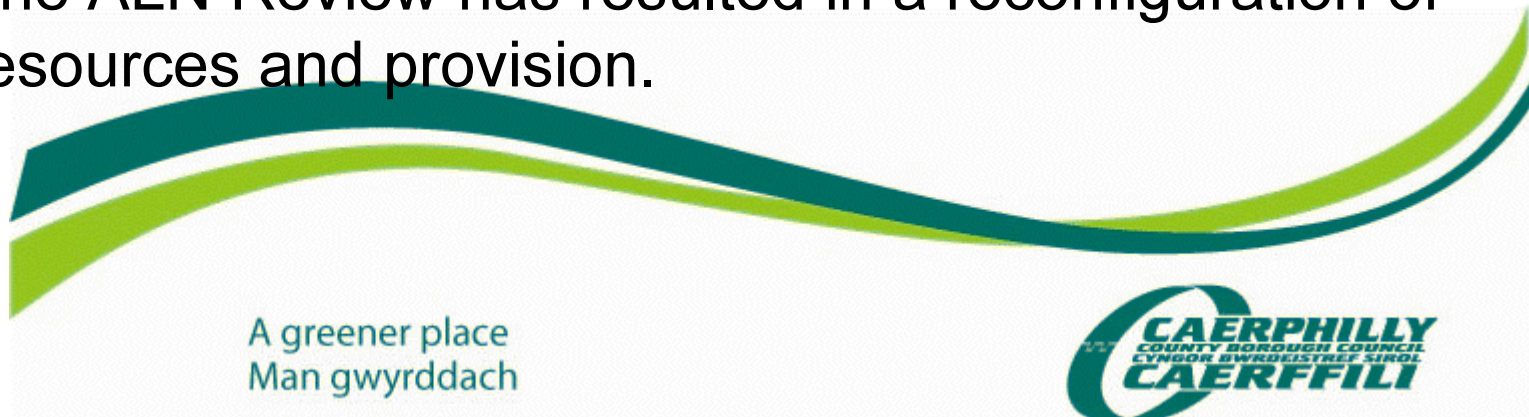
September 2015

A greener place
Man gwyrdach



Review of 2014 - 2015

- A 4th 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

4th 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 1st 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.

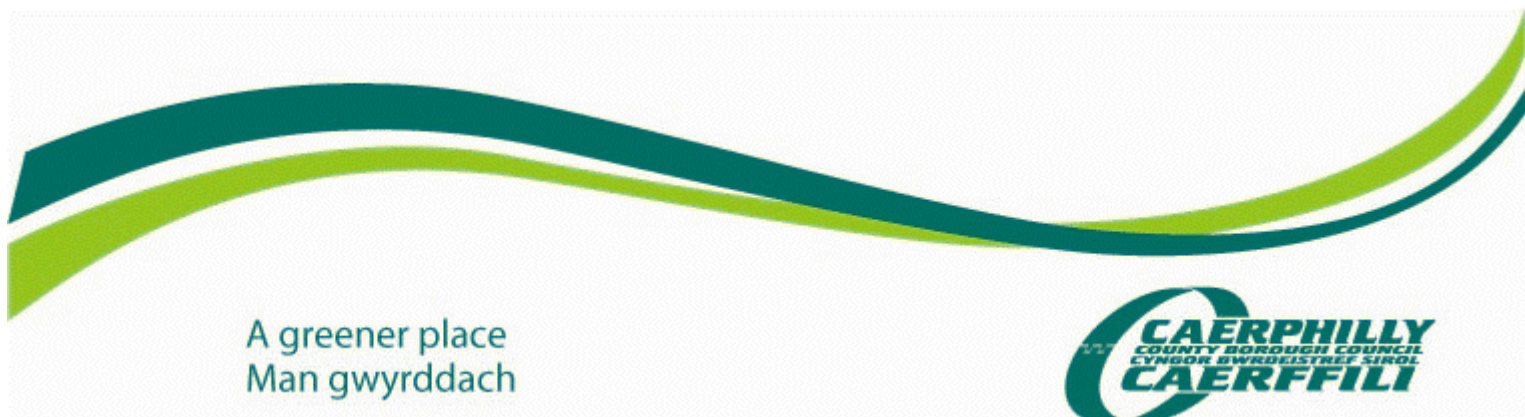


A new way of working for Caerphilly



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.

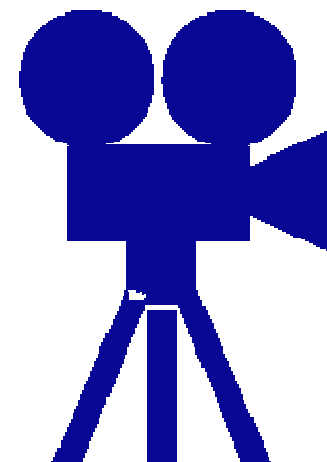




Vision, process and rationale into a video



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

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

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

My school is now a better place.



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**



St. Cenydd School Caerphilly
Ysgol Sant Cenydd Caerffili

Opportunities

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



St. Cenydd School Caerphilly
Ysgol Sant Cenydd Caerffili

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.

A greener place
Man gwyrddach



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

A greener place
Man gwyrddach



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 21st 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

