

DEPARTMENT FOR EDUCATION & CHILDREN

Our Vision ... Carmarthenshire is a community where children are safe and nurtured and learners are supported to achieve their full educational potential

School Performance and Achievement Report 2015-16 Academic Year

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Safeguarding Children and
Improving Education Standards for All



Contents:

1. Standards: Our achievements for 2015-16	Page No.
1.1 <i>Challenge, Support and Intervention for improved outcomes</i>	3
1.1.1 <i>Foundation Phase</i>	3
1.1.2 <i>Key Stage 2</i>	4
1.1.3 <i>Key Stage 3</i>	5
1.1.4 <i>Key Stage 4</i>	6
1.1.5 <i>Key Stage 5</i>	7
1.2 <i>Attendance – Primary Schools</i>	7
1.3 <i>Attendance – Secondary Schools</i>	8
2 School Inspection Outcomes	
2.1 <i>Key messages</i>	9
2.2 <i>Inspection Outcomes Profiles for 2015-16</i>	10
3 Developing Values and Skills for Life Long Learning	
3.1 <i>Foundation Phase</i>	11
3.2 <i>Non maintained settings</i>	12
3.3 <i>Enhancing Welsh Heritage, Culture, Sustainable Development and Global Understanding</i>	13
3.4 <i>Information and Communication Technology</i>	20
3.5 <i>Healthy Schools</i>	21
3.6 <i>Carmarthenshire School-based Counselling Service</i>	23
3.7 <i>Carmarthenshire Minority Ethnic Achievement Service</i>	24
3.8 <i>Carmarthenshire Traveller Achievement Service</i>	25
3.9 <i>Supporting Additional Learning Needs</i>	26
3.10 <i>Carmarthenshire Music Service</i>	27
3.11 <i>Leadership of Learning</i>	29
4 Jargon Buster	32

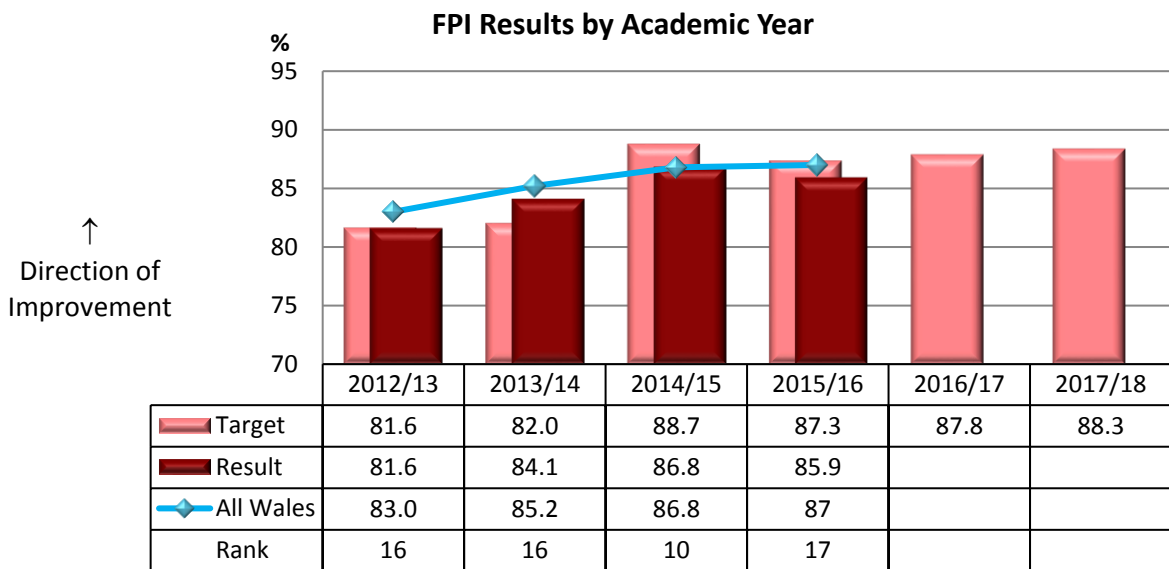
1. Standards: Our achievements for 2015-16

1.1 Challenge, Support and Intervention for improved provision and outcomes

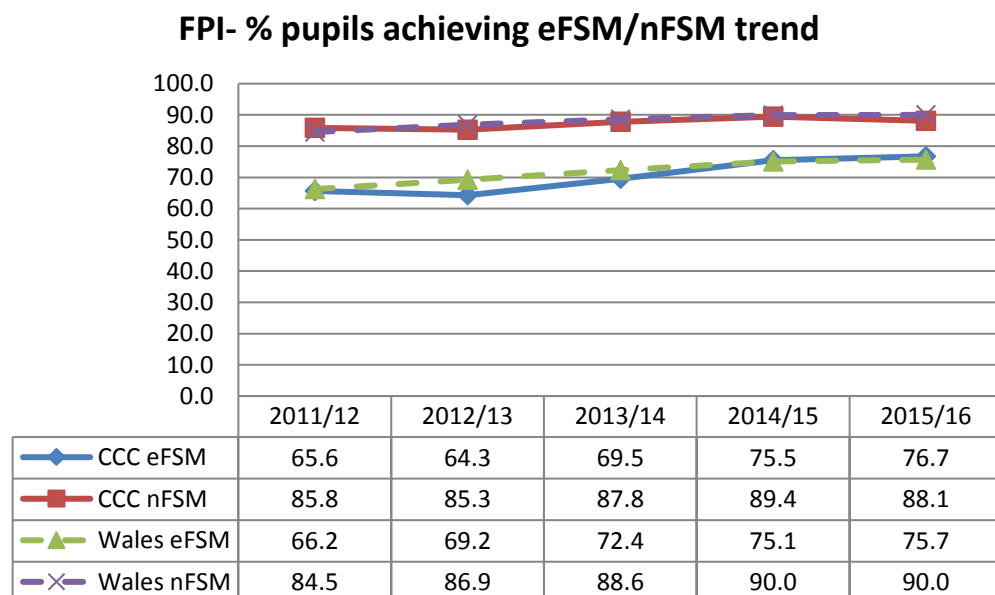
Challenge, support and intervention activities across our schools have continued to focus on improving provision and outcomes for all Carmarthenshire learners. The following range of performance data graphs provide an overview of our progress, strengths and areas for further improvement.

1.1.1 Foundation Phase:

- This graph (percentage of pupils achieving the Foundation Phase Indicator 'FPI' as a four year trend) demonstrates ongoing our upward improvement trend to 2015 and a slight decline in performance in 2016.

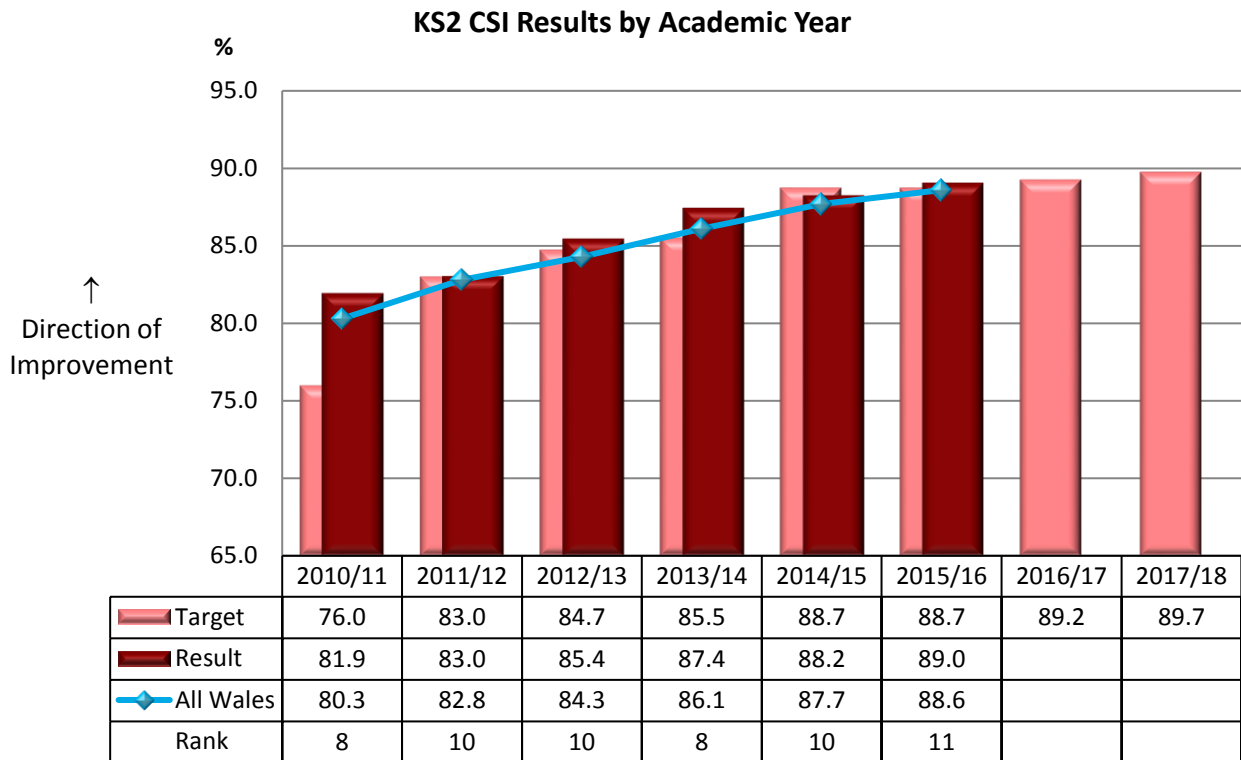


- This graph demonstrates our ongoing improvement in the performance of eFSM learners (eligible for Free School Meal) over five years and a comparison with non eFSM learners in Carmarthenshire and Wales.



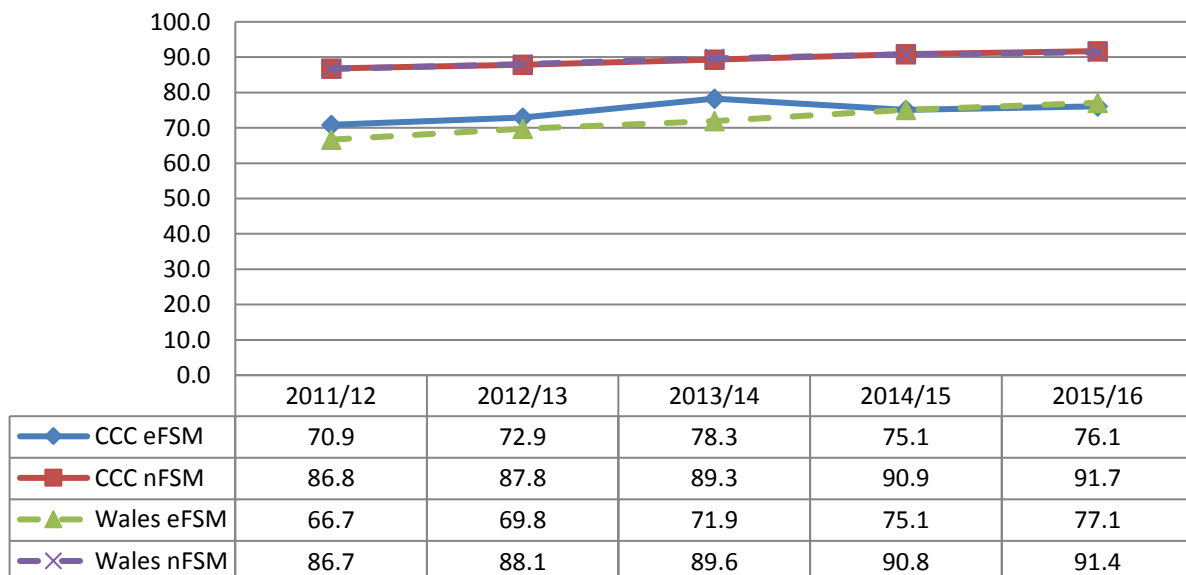
1.1.2 Key Stage 2 (KS2)

- This graph (percentage of pupils achieving the Core Subject Indicator 'CSI' as a six year trend) demonstrates our consistent upward trend of ongoing improvement.



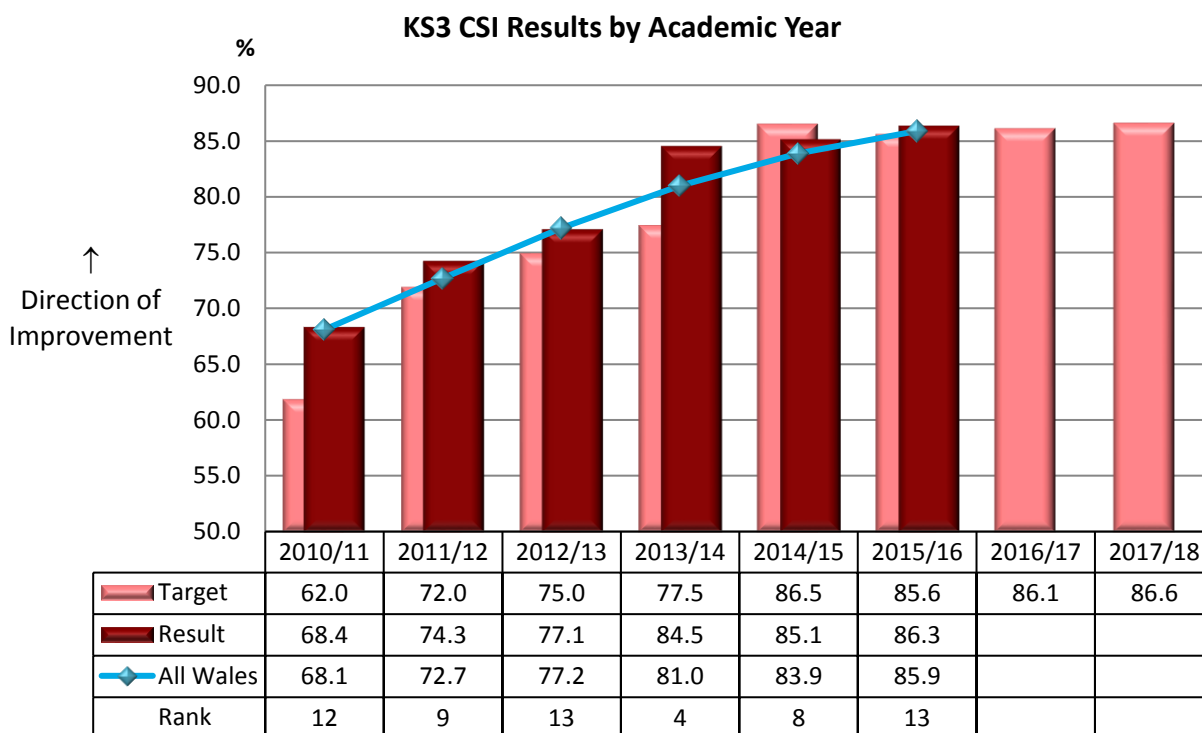
- This graph demonstrates the performance of our eFSM learners (eligible for Free School Meal) over five years and a comparison with non eFSM learners in Carmarthenshire and Wales. An increase in performance is noted this year, however a 1% point gap exists between ourselves and the All Wales performance.

KS2 CSI % pupils achieving eFSM/nFSM trend



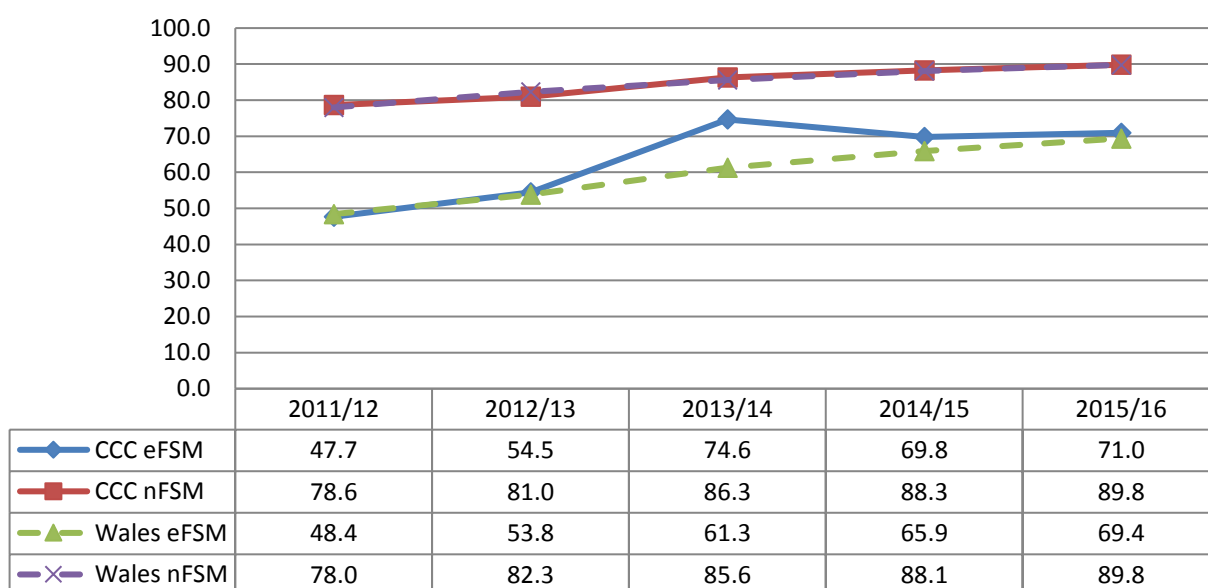
1.1.3 Key Stage 3 (KS3)

- This graph (percentage of pupils achieving the Core Subject Indicator 'CSI' demonstrates our consistent six year upward trend of improvement.



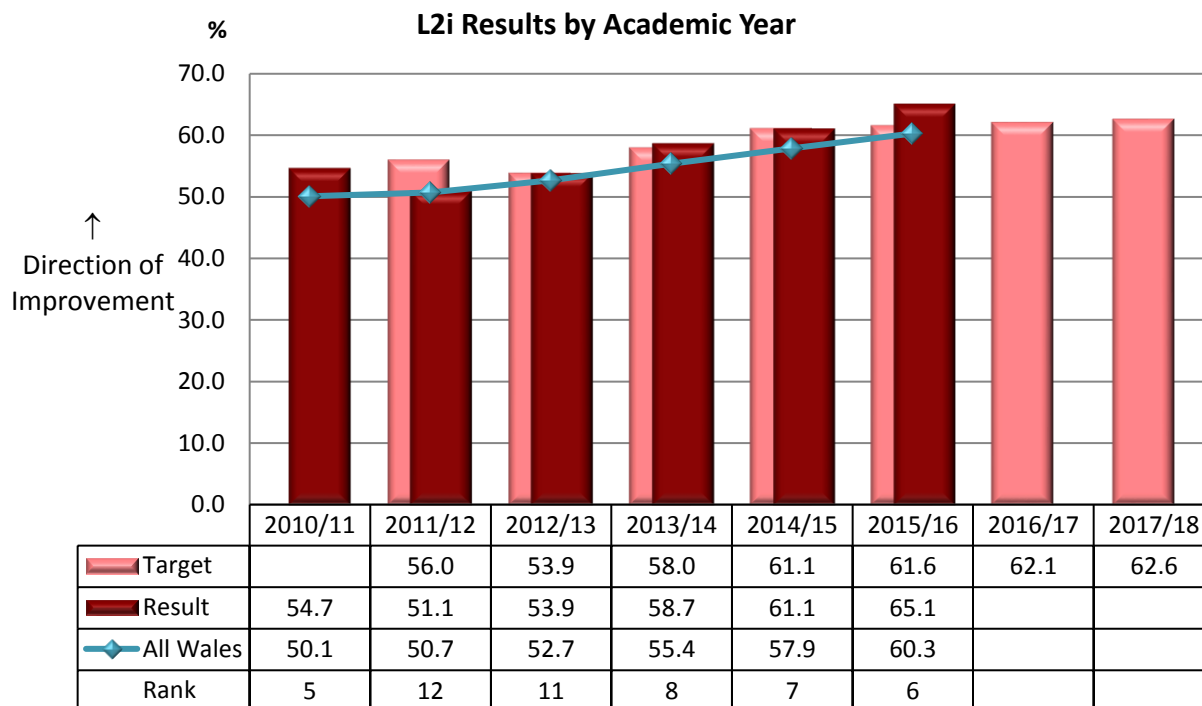
- This graph demonstrates an increase in the performance of KS3 eFSM learners (eligible for Free School Meal) in comparison with the previous year. Our performance remains above the All Wales performance figure for four out of the five years.

KS3 CSI - % pupils achieving eFSM/nFSM trend



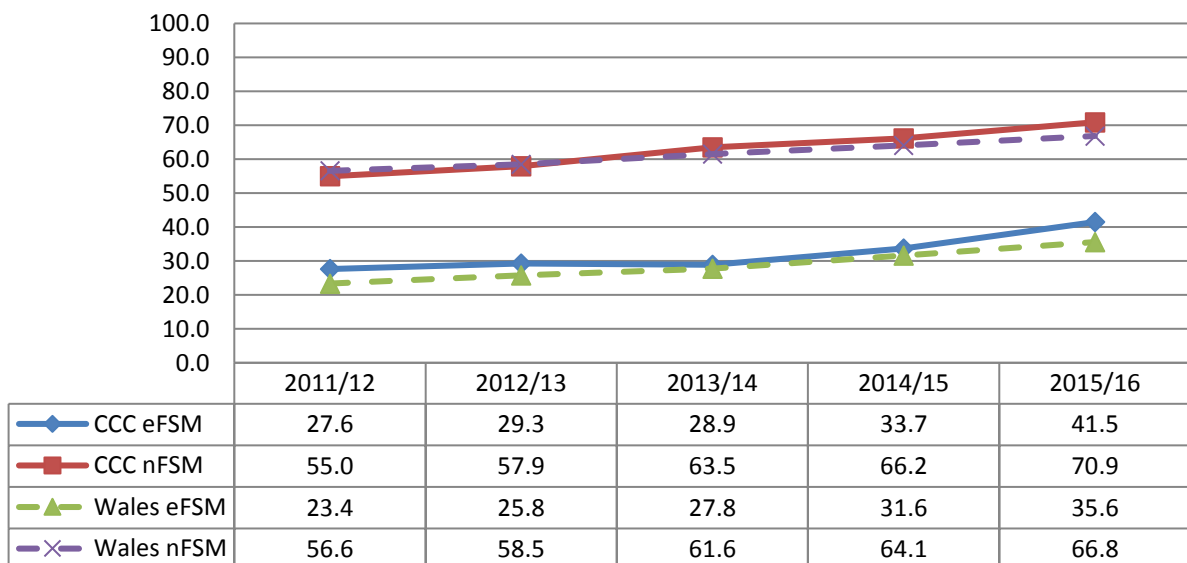
1.1.4 Key Stage 4

- This graph notes percentage of pupils achieving the Level 2 inclusive (L2i or L2+) indicator over five years demonstrates our greatest success to date with this key indicator. Achieving 65.1% is an excellent achievement. It clearly represents the combined and focused efforts of our schools and officers on raising standards.



- This graph demonstrates the ongoing improved performance of our eFSM learners at the L2i (with a comparison against nonFSM learners and All Wales data). We have consistently outperformed 'Wales eFSM L2i' since 2011/12.

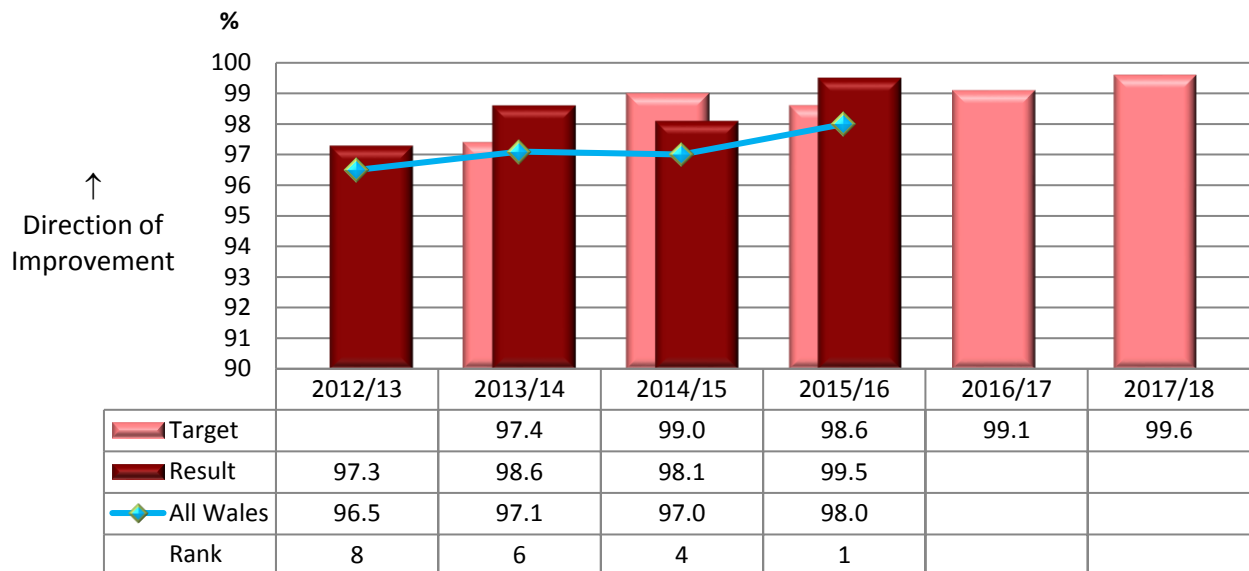
KS4 L2+ - % pupils achieving eFSM/nFSM trend



1.1.5 Key Stage 5

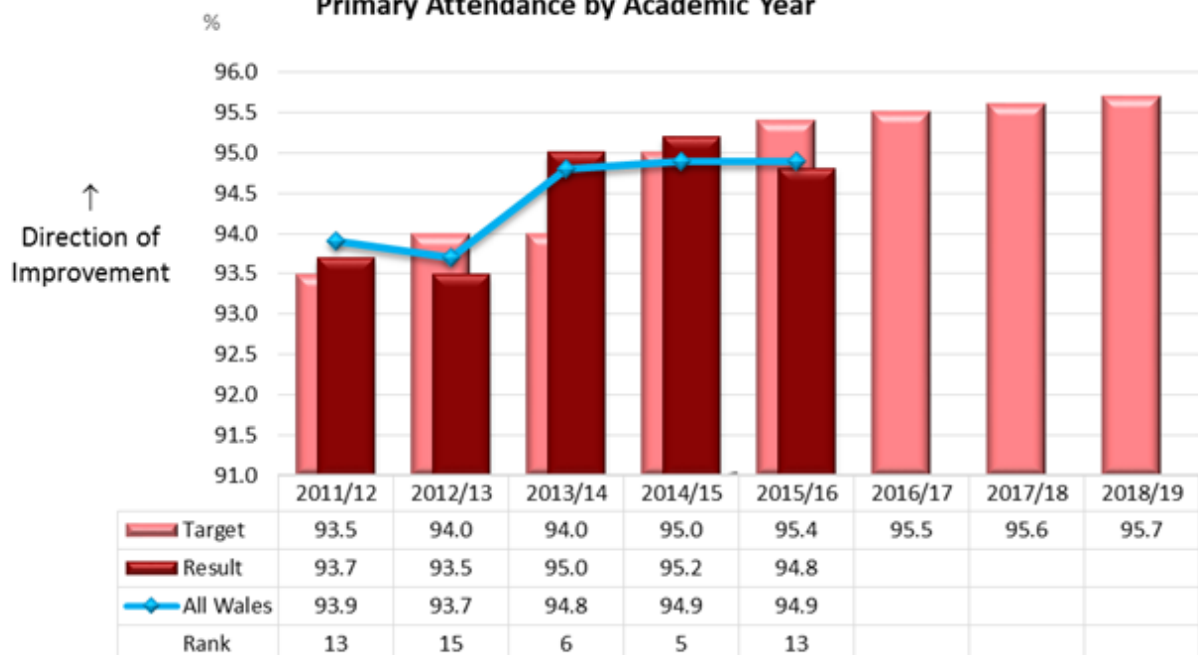
This graph demonstrates our consistent high level of performance (above the All Wales figures since 2009) for the past four years at Level 3 Threshold (2 or more A Levels or equivalent qualification). We have outperformed the All Wales figure for each year.

L3 Results by Academic Year



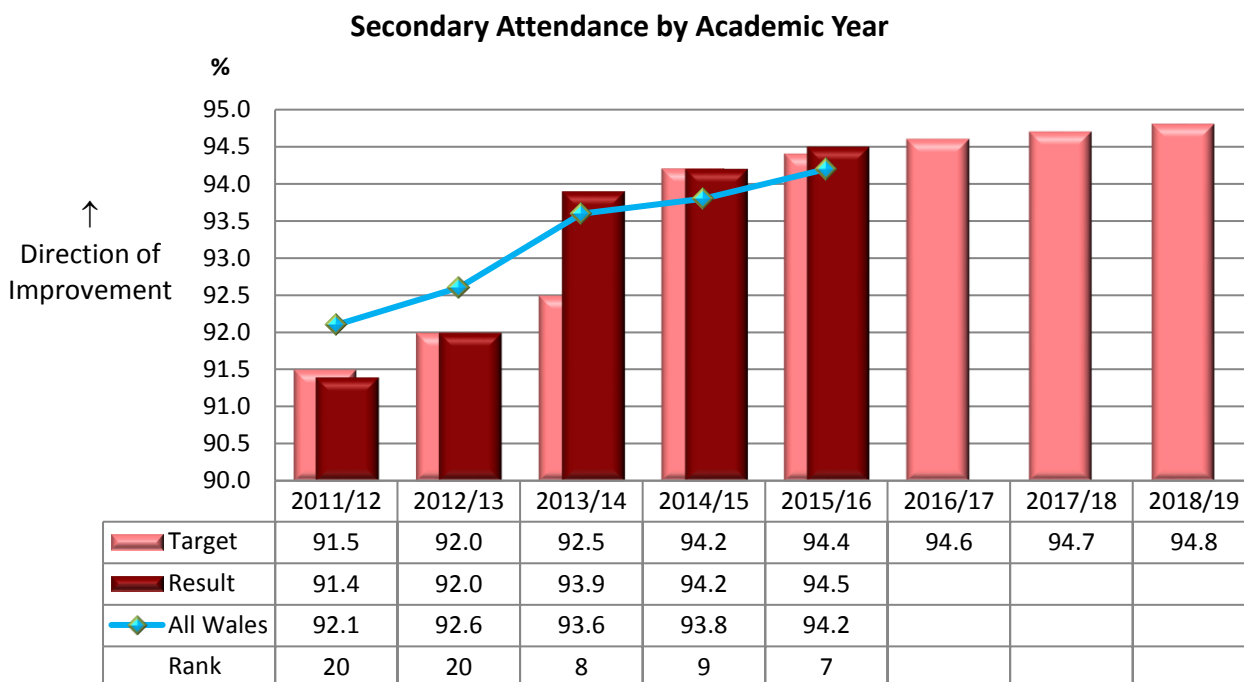
1.2 Attendance - Primary Schools Performance:

Primary Attendance by Academic Year



Primary Attendance is off target and the result has declined compared to the previous year (94.8% compared to 95.2%). Our Welsh comparative ranking has remained constant at 5th having risen from 15th three years ago. The Education Welfare Service has improved engagement from parents. Headteachers are supported with more accurate and regular data monitoring and sharing activities.

1.3 Attendance – Secondary Schools



This Performance Indicator is on target and the result has improved compared to the previous year (94.5% compared to 94.2%). Our provisional comparative ranking is equal 7th which is two places higher than last year (9th). This result is also above the Welsh average of 94.2%. Our expected ranking, based on the % of Eligible Free School Meal pupils per LA is 11th, something we have exceeded by 4 places with this result. Restructuring of the Education Welfare Service has improved engagement from Headteachers coupled with more accurate and regular data monitoring and sharing which assisted in improving attendance.

A summary of strengths and areas for further improvement:

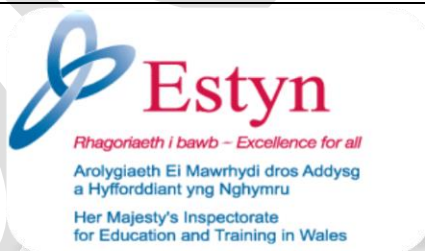
Our key strengths:

- All end of Key Stage indicators, apart from the Foundation Phase, have demonstrated an increase in performance.
- Attainment at the L2i threshold (5 A Levels A* - C including Welsh or English and Maths) recorded 65.1% - our highest result ever.
- The attainment of Free School Meal pupils across all Key Stages has improved. Attainment in Key Stage 4 for the 'L2i' continues to improve significantly and outperform the Wales average.
- We are ranked 1st within Wales for attainment at Level 3 in Key Stage 5.
- Levels of attendance at both primary and secondary continue to demonstrate consistency and improvement, particularly in the secondary sector.

Areas for further improvement:

- Continue to enhance provision and outcomes in the Foundation Phase
- Continue to enhance provision and outcomes for More Able and Talented pupils
- Continue to ensure enhanced outcomes for all eFSM learners

2. School Inspection Outcomes



2.1 Key messages from 2015-16 Inspections (*based on 15 school inspections*)

Main strengths:

- A range of our schools have continued to receive judgements of 'Excellent' against specific areas of the Estyn Inspection Framework and were invited to provide 'Good Practice Case Studies' to support the work of other schools:
Bro Myrddin – Well being and Learning Experiences
Teilo Sant – Well-being, Learning Experiences, Leadership and Improving Quality

Myrddin – Partnerships

- ‘Care, Support and Guidance,’ ‘Partnerships’ and ‘Learning Environments’ were judged to be good or better in nearly all schools.

Areas for improvement:

Around half of the schools inspected need to focus further on -

- Further improving attainment to support higher judgements of ‘standards’
- Further improving Leadership and Improving Quality

2.2 Inspection Outcomes Profile for 2015-16

1. The following tables show the percentage of grades achieved against Estyn’s ‘Quality Indicators’ by schools* inspected during the academic year 2015-16 (15 schools - 12 primary, 2 secondary and 1 Pupil Referral Unit).

*each school represents approximately 7%

	Excellent	Good	Adequate	Unsatisfactory
Standards	0%	47%	53%	0%
Wellbeing	13%	53%	27%	7%
Learning Experiences	13%	33%	54%	0%
Teaching	0%	60%	40%	0%
Care, support and guidance	0%	87%	13%	0%
Learning environment	0%	66%	27%	7%
Leadership	7%	53%	33%	7%
Improving Quality	7%	40%	40%	13%
Partnerships	7%	80%	13%	0%
Resource Management	0%	47%	46%	7%

2. The following table shows the number of our schools placed across the complete range of Estyn categories over the past five academic years.

	2011-12 (16 schools)	2012-13 (23 schools)	2013-14 (19 schools)	2014-15 (20 schools)	2015-16 (15 schools)
Sector Leading (Case Study)	6%	9%	5%	15%	13%
Other 'good schools' (no category)	25%	26%	32%	20%	20%
LA Monitoring	6%	13%	16%	20%	13%
Estyn Monitoring	44%	48%	47%	35%	41%
Significant Improvement	13% (2 schools)	4% (1 school)	-	10% (2 schools)	13% (2 schools)
Special Measures	6% (1 school)	-	-	-	-
Overall in Category	69%	65%	63%	65%	67%

3. Developing Values and Skills for Life Long Learning

Carmarthenshire schools strive tirelessly to provide high quality teaching and learning through a wide range of stimulating and engaging experiences for all. Our learners develop numerous important values and skills from early Foundation Phase activity right through to Sixth Form study. In an ever changing world of challenge and opportunity, such core values and key skills are essential to success and enjoyment for all learners. In this section of the report we celebrate the wide variety of opportunities, focusing on participation and achievement, available within our schools. These opportunities are as important as the more traditional aspects of standards and attainment as reported in Section One. Developing a multi-skilled lifelong learner demands a varied and innovative curriculum of opportunities as the following overview celebrates.

3.1 The Foundation Phase

Throughout 2015-2016 academic year we have continued to provide Carmarthenshire schools with support for the delivery and implementation of the Foundation Phase

Framework for Children’s Learning for 3-7 year olds in Wales. The Foundation Phase Grant has maintained its delegated allocation to schools to employ additional Teaching Assistants (enabling them to work towards achieving the ratios recommended by the Welsh Government). The Local Authority has also provided the expertise and guidance of a Foundation Phase Training Officer who has delivered an effective training programme, together with additional, direct support in schools. The 2015-2016 training programme focused mainly on developing literacy and numeracy in the Continuous Provision and also looking at early writing in the Foundation Phase.

3.2 **Non maintained settings**

Estyn Inspections in 2015-2016	
Number of Non-Maintained Settings in full Estyn inspections	8
% of Non-Maintained Settings in ‘followup’	37.5%
Excellent	1
Good	4
LA Monitoring	1
Estyn Monitoring	2
In need of Significant Improvement	0
Special Measures	0
Number of Settings in ‘followup’ from 2014-2015 with good outcomes	4

- There are 41 Non Maintained Settings in Carmarthenshire delivering part time educational provision to 3 year olds.
- A total of 1181 children accessed the free early years entitlement in Non-Maintained Settings for 2015-2016.

Cae’r Ffair Nursery and Myrtle House Nursery kindly agreed to take part time in pilot inspections, where Estyn and CSSIW are working together to develop a joint inspection framework for early years and childcare provision. The pilot inspections resulted in good outcomes with Cae’r Ffair Nursery recognised to have excellent provision in providing children with high quality learning experiences. Estyn acknowledged that Cae’r Ffair Nursery inspire children’s learning which improves their literacy and numeracy skills, by going on trips to local sites and receiving visitors.

The Non-Maintained Settings continue to receive productive support and training from the Early Years Advisory Teachers. The main focus of the training programme in 2015-2016 was on child development and attainment through the introduction of the Foundation Phase Profile (FPP). The FPP supports summative assessments at statutory points and provides a nationally consistent method for scoring the Foundation Phase outcomes and progress data.

The Early Years Pupil Deprivation Grant allows the Non-Maintained Settings to set out to tackle poverty and inequalities. The grant has been assigned to support children's oracy skills by introducing the Non-Maintained Settings to the ChATT programme. The programme has allowed Settings to identify early on strategies and approaches to effectively support children's oracy skills.

The Non-Maintained Settings work collaboratively with the Local Authority to maintain and deliver good and high quality provision.

3.3 *Enhancing Welsh Heritage, Culture, Sustainable Development and Global Understanding*

Reading our way to enjoyment and success ...

1. Welsh Book Council Quiz 2015-16

57 teams from our primary schools participated in 2 rounds held within Carmarthenshire. 256 pupils were involved in discussion and presentation of materials based on their reading and learning. Ysgol Llannon won in the National Round held in Aberystwyth on 14th June 2016 for years 3 and 4.



New Book Quiz for KS3

Carmarthenshire and Pembrokeshire schools piloted a new Book Quiz competition for KS3 pupils on behalf of the Welsh Books Council.

Ten teams came together at the Griffith Jones Centre, St Clears, to compete for the trophy in a competition of high standard.

Elinor Wyn Reynolds of Gomer Press was the judge, and was very pleased with the lively, intelligent and mature discussions.

In 3rd place came a team of Year 8 pupils from Ysgol Maes y Gwendraeth; second was a team of Year 9 pupils from Ysgol Bro Dinefwr and 1st place went to Year 9 pupils at Ysgol y Strade.



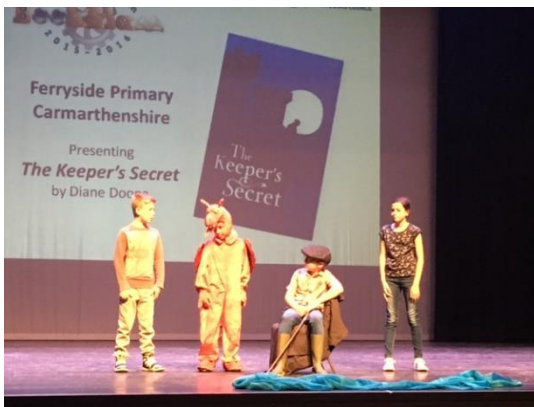
2. 'Sgwad Sgwennu Cymraeg' (Welsh Writing Squad)

Twenty 'More Able and Talented' KS3 pupils from Ysgol Bro Myrddin, Ysgol Maes Y Gwendraeth and Ysgol Y Strade participated in our termly Sgwad Sgwennu 'creative writing' workshops with poets and authors - Manon Rhys, Eurig Salisbury and Elinor Wyn Reynolds.

3. Bookslam 2015-16!

"The more you read, the more things you will know.
The more that you learn, the more places you'll go." Dr Seuss.

- A very successful county round of the Welsh Books Council reading competition - 'BookSlam' - was held on 22nd April, 2016. The standard of the competition was extremely high, with book discussions and stage performances from pupils of Johnstown CP, Ysgol Glanyfferi, Stebonheath, Ysgol Bro Banw and Ysgol Llangunor.
- Congratulations to Ysgol Glanyfferi who were county winners this year. Johnstown CP's team also qualified for a coveted place in the National Round.
- A Roald Dahl drama workshop provided entertainment throughout the day.

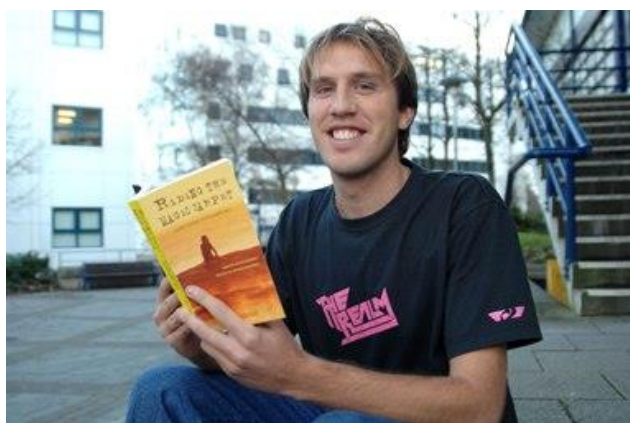


Above: Pupils of Ysgol Glanyfferi perform in the National Final of the BookSlam Competition - Theatr Brycheiniog, Brecon.

Below: Johnstown CP School's team pictured on stage. The BFG also made a guest appearance!



- In the summer term, Tom Anderson, an up and coming Welsh author, visited Carmarthenshire to work with some of our more able and talented writers .
- The Writing Squads are organised to inspire and develop the talent of Carmarthenshire’s young writers at secondary level. Other recent guest authors include Mererid Hopwood, Ceri Elen Morris and Fran Evans.



Carmarthenshire Secondary Writing Squad working with Tom Anderson, Welsh author.

History and Religious Education Artefact Loan Service

Celtiaid/Celts 1	
Eitemau yn y Cawell Storio/ Items in Storage Crate	Nifer/Quantity
1. Helm Waterloo/Waterloo Helmet	1
2. Trowsus/Trousers	1
3. Clogyn/Cloak	1
4. Tlws/Brooch	1
5. Sgyrt/Skirt	1
6. Llyfr/Book: Caradog and the Romans	1
Eitemau sydd ddim yn y Cawell Storio/Items not in Storage Crate	
7. Tarian/Shield	1
8. Gwayffon/Spear	1
9. Cleddyf/Sword	1
10. Gwain/Sheath for Sword	1



- The County Museum at Abergwili hosts a collection of loan boxes that supports the teaching of history and Religious Education.
- There are over 30 history boxes ranging from Roman soldiers' uniforms through to household items from the 1960s and 1970s. There are also a number of historical models such as castles that can be borrowed.
- There are a similar number of Religious Education boxes containing religious artefacts such Torah scrolls, prayer mats and Diwali sets.
- The collections support learning from the Foundation Phase to Key Stage Three. New packs of resources are currently being developed.
- This year sixty one schools in Carmarthenshire and 4,606 pupils used this free loan service.

Welsh Heritage Schools Initiative



Pupils from Ferryside school recreating a photograph taken in their village last century

Each year, the Welsh Heritage Schools Initiative invites schools across Wales to undertake heritage projects and to submit them for this nationwide heritage competition.

- This year was another successful year for schools in Carmarthenshire with six winning submissions.
- County schools displayed their entries at the County museum at Abergwili over the summer.

The Scarlets partnership

This year the partnership focused on e-books and the five Carmarthenshire Digital Pioneer schools looked at a different aspect of the Scarlets experience such as match day and the environmental impact of the stadium. Pupils from Ysgol y Dderwen, Ysgol Llangadog, Ysgol Nantgaredig, Ysgol Peniel and Ysgol Teilo Sant worked closely with staff from the rugby club and then produced themed bilingual e-books that will be hosted on the Scarlet's education web page.



Fair Trade

Carmarthenshire has been a Fair Trade county for nearly seven years. The schools in the county have contributed significantly to this achievement. Ninety schools are registered on the Fair Trade scheme with 20 schools having worked their way through the full programme and gained the Fair Trade flag having been awarded the Fair Achiever Award.



The Fair Trade Committee and staff from Ysgol y Felin and guests celebrating gaining their new Fair Trade flag

The Divine chocolate poetry competition is an established feature of the Welsh education year. A number of primary and secondary schools in the county have been very successful in this event over the years. This year Ysgol Nantgaredig were runners up in the primary category of this event.



Elsa Moore from Ysgol Nantgaredig with her prize from Divine chocolate

European School Partnerships and Professional Development

New projects

2015/16 saw a 100 percent success rate for the Carmarthenshire schools supported to apply for EU funding from the Erasmus + programme to develop strategic partnerships aimed at exchanging best practice and promoting innovation.

Some of the issues to be tackled by these partnerships include:

- promoting equality and combatting discrimination (Dyffryn Taf & Strade, Beca)
- developing digital competences to raise standards in literacy and numeracy (Y Dderwen & Peniel, Parc y Tywyn)
- improving wellbeing and enhancing entrepreneurship (Ysgol Gymraeg Rhydaman)
- empowering whole school communities to take greater control of their learning journeys (Ffwrnes & Maesllyn)

A cluster application was successfully made for funding for Foundation Phase practitioners from Tygroes, Penygroes, Llys Hywel and Y Ddwylan. This will enable them to develop more creative teaching approaches and make better use of the outdoor environment through accessing specialist training in Italy and Iceland.

Ongoing projects

Heol Goffa are working with other Special Schools in the Republic of Ireland, Northern Ireland and Scotland to develop teaching approaches to support students with severe communication difficulties.

Coedcae successfully completed the second year of their three year partnership working with Lithuania, Spain, Poland and Italy, looking at improving wellbeing through sport.

Ysgol Bro Myrddin's project focusing on Sustainable Development drew to a close this year, culminating in a European summit in the Council Chamber. This exciting project has been included as a case study on the ERW website <http://www.erw.wales/news-archive/2016/04/together-for-a-green-europe/>

3.4 Information and Communication Technology:

- Primary schools have been supported through practical workshops and half day update networking sessions in using hwb tools with a focus on data handling using J2Data and data modelling with Excel online.
- Secondary schools have been supported in using a range of hwb tools including Office 365, playlists, assignments and hwbnetworks through middle leader PLCs.
- Support has been provided to secondary schools on e-portfolio use for the Welsh Baccalaureate qualification.
- A blended learning approach to support shortage subjects is being developed using a range of hwb and wider tools.
- A common theme for all schools has been the context of the ERW pathway to Digital Competence, with an initial priority of developing schools evidence of online safety through the 360° Safe Cymru online framework. Three LA officers have embarked on becoming 360° Safe Cymru Mark assessors. Schools have had the opportunity to

engage with and feedback on the draft version of the Welsh Government Digital Competence Framework.

3.5 **Healthy Schools Scheme**

The Healthy Schools Scheme is now in its 13th year with a total of 113 schools on board the scheme. During this academic year a total of 4 schools were successful in completing another phase within the scheme. There are currently 4 Schools working towards Phase 2, 16 schools working towards Phase 3, 35 schools working towards Phase 4, 36 Schools working towards Phase 5 and 19 schools working towards the National Quality Award (NQA) which is the highest award achievable within the scheme.

Training for Teachers and LSA's

- Whole School Training sessions were delivered on the National PSE 'Growing-Up' Resource.
- A Primary School Food Conference was held to emphasise the prevalence of childhood obesity and its effects on the nation. Delegates attended 5 different workshops which included a 'Food in Schools' workshop which was delivered by Gareth Thomas the Food in Schools Co-ordinator for Wales and Associate Officer for WAG.
- Four 'Healthy School Co-ordinator' training days were held. Attendees received training on various health issues such as Domestic Abuse, Healthy Eating & Oral Hygiene.
- A Lesbian, Gay, Bisexual and Transgender (LGBT) Anti Bullying Train the Trainer Course was delivered by Stonewall Cymru to both primary and secondary school practitioners.
- A 'Whole School' Twilight Training session was delivered to Ysgol Gymraeg Rhydaman with regards to recent up-dates to the Healthy Schools Scheme and current Health issues. Focus was placed on the 'Healthy Eating in Schools Regulations Act' and on the new Eat-well-Guide.

Training for pupils

- The scheme delivered Sexual Health & Relationships Educator Training to over 60 Year 12 pupils at 3 secondary schools within the authority: Bro Dinefwr, Amman

Valley and Stradey. The Year 12 pupils successfully delivered Sexual Health & Relationship sessions to their year 8 and 9 peers following the training.



Healthy Eating provision for Schools:

- The scheme has funded the delivery of Nutritional sessions delivered by Hayley Herbert (Registered Dietitian) and practical cooking sessions by Jane McEwen (Cooking Counts Wales) to Penygroes, Laugharne, Ysgol y Castell and Peniel, who are all working towards the NQA. The scheme also arranged for these schools to receive sessions from Carmarthenshire's Catering Service on creating healthy smoothies with the use of the Smoothie Exercise bikes.



Partnership Working and Health Promotion

- Stonewall Cymru has confirmed that Carmarthenshire is now placed 33rd out of 50 other Local Authorities in The Education Champion Equality INDEX, an improvement from last year.
- The Healthy School Scheme participated in 3 events delivered and organised by Menter Cwm Gwendraeth Elli in order to promote the scheme and to promote the benefits of regular physical activity and healthy eating on health.

- The Healthy Schools Officer had the opportunity to meet with visiting teachers and their Head-teacher from Kanstelli Community School in Finland. The visitors were given a presentation which focussed on the aims and principles of the Healthy Schools Scheme on a national level and also the work that has been undertaken within Carmarthenshire. It was a very positive experience for all, with the Finnish teachers being inspired to set up a similar initiative within their area.
- The HSS continues to co-ordinate and chair the Childhood Obesity Prevention Group Meetings which have been running successfully for over two years. The scheme continues to have several actions within the Group's Action Plan such as increasing physical activity levels amongst school pupils.
- The scheme held the Healthy Schools Christmas Competition, (October 2015 – December 2015) where pupils from both secondary and primary schools were invited to re-create the popular Christmas song 'The 12 Days of Christmas' to 'The 12 Healthy Days of Christmas'. The winning school was Johnstown Primary school who received Physical Activity Equipment.
- A Healthy Schools Network has been created on Hwb for Healthy School Co-ordinators and Teachers. The purpose of the Network is to strengthen the relationship between the Co-ordinators across Carmarthenshire, to improve communication, to share resources, ideas and good practice.
- A second Healthy Schools Officer was appointed on a secondment basis to work alongside the current Officer during the 2016-17 academic year.

3.6 Carmarthenshire School-based Counselling Service (SBCS)

Carmarthenshire has commissioned Area 43 to manage and provide a professionally accredited school-based counselling service to its young people from year 6 to age 18. Pupil use of the service has continued to be good. 916 pupils used the service in this academic year accessing an average of 5.8 counselling sessions. There has been an increase in use of counselling by year 6 pupils, 38 this year. Young People Core outcome

measures show that the level of emotional distress frequently moves from moderate to mildly elevated and young people's own evaluation of the service is overwhelmingly positive. For example:

- Reassuring advice to help with stress and low mood and how to cope with overthinking.
- Talking through my problems and it's better at home now with mum.
- I was nervous and anxious in the beginning and now I'm more confident.
- It helped me because I had someone I could talk about my problems to.
- I felt a weight has been lifted from my shoulders, it definitely helps to talk issues through.
- It was very good and helped me control my anger and helped me to look at the situation before getting angry and to have a better relationship with my family.
- It helped me with my bullying.

Almost all the children and young people report that their confidence has improved as a result of the counselling sessions, that they were less worried, felt more supported and were more able to cope with issues they were facing.

The predominant issues addressed through counselling were linked to family and self worth. School staff continue to be very satisfied with the provision of the SBCS.

3.7 Carmarthenshire Minority Ethnic Achievement Service (MEAS)

This year has seen our EAL population rise again. The service covers 40 primary schools and 6 secondary schools. Currently we have in excess of 1200 children on our EAL register, a number which has increased year on year (87 in 2003/4).

The service employs 4 English as and Additional Language (EAL) Specialist teachers, 2 Polish Bilingual Teaching Assistants and 2 Arabic Bilingual Teaching Assistants. We support all children who are stage A and B on the EAL register and the majority of stage C students in Secondary. We work closely with those who have daily contact with EAL learners to help them develop inclusive strategies and reach their potential. We offer support for schools preparing for new arrivals and with more advanced learners. This year we have employed a new Specialist Teacher who is a fluent Welsh speaker which allows us to fully support our learners in Welsh medium schools. We work with EAL Coordinators

to monitor the progress of our learners and help with pupil assessment, target setting and planning for future learning. We also provide staff training and offer inset packages.

The MEAS team, working closely with our colleagues in schools, aim to achieve the following common objectives:

- Continued and marked progress of English/Welsh language acquisition
- Enhanced personal development
- School leavers with qualifications and good employment prospects.

Home Office funding has enabled us to employ dedicated Arabic TAs who work closely to support the arrival of Refugee families in the authority. The TAs assist the induction process with translation and interpretation in addition to supporting children in accessing the curriculum in class.

A very successful 'Safe Havens Conference' was held in 2015-16 to raise awareness of the issues surrounding refugees and their resettlement. We have worked closely with other agencies such as the Ethnic Youth Support Team and Show Racism the Red Card to equip schools with the expertise and resources to best help the resettlement process. We also work closely with our colleagues in other ERW regions to share support and best practice.



3.8 Carmarthenshire Traveller Achievement Service

This year the service has been able to support 6 secondary schools and 7 primary schools. We currently have 171 children on our register, not all of whom are currently receiving support.

Support continues to be delivered on a weekly basis, in small groups or 1:1 sessions with the focus being on Literacy and Numeracy. The target is to enable the children to be better equipped to deal with situations that they encounter later in life.

There has been an overall improvement with attendance from Traveller children over the past year. This has impacted slightly on improving their attainment levels in primary schools.

Some Traveller children have continued with their education into years 12 & 13, which is a real achievement. Gypsy children are making the transition to secondary schools but many are leaving from around year 9. However, Irish Travellers are not making the transition to secondary school as their culture is such that they wish their children to be educated at home away from any influences from the settled community.

The service works closely with other agencies and continues to develop close relationships with families to maintain the best educational opportunities for all Traveller pupils within the authority.

3.9 Supporting Additional Learning Needs (ALN)

Supporting schools with ALN Reform

Person-centred coaches have supported schools to familiarise themselves and use person-centred tools. Useful resources for schools such as One Page Profiles and Individual Development Plan pro forma have been developed.

Flagship Schools have been developed to act as models of best practice in the field of Person Centred Practice and champion the tools needed to support future ALN reform. These schools are also developing PCP Support Networking Groups and organise support meetings for coaches.

A Person Centred Practice Conference was held to bring together leaders and managers across Education, Children's Services and Health to gain a shared understanding of Person Centred Practice and to support Welsh Government's vision for ALN transformation.

Behaviour Support Services

Work on remodelling of the Behaviour Support Services continued this year following on from last year's consultative and evaluative work around looking at what works, what needs development and what needs to change. The model at Rhydygors day centre has been adapted to 4 day placements to allow regular outreach support into mainstream schools to strengthen interventions, partnership working and raise capacity. The Behaviour Support Community Team and Rhydygors Day Centre and Canolfan Y Gors staff have been undertaking joint development and training.

Training

Other training being rolled out across schools and services in the county include training through the SENCO Fora on the ALN Transformation Programme, Specific Learning Difficulties, autism awareness, social stories, the 'working for' approach, Anxiety and Autism, Picture Exchange Communication System (PECS) and Proact Scip Positive Behaviour Management.

Canolfan Cothi and Garreglwyd

Canolfan Cothi opened as the new Secondary specialist ALN autism provision as part of the newly built Ysgol Bro Dinefwr. During the past year, pupils previously located at Garreglwyd successfully transferred to the Canolfan Cothi Centre which has facilities to support up to 30 secondary aged pupils on the autism spectrum.

Garreglwyd Residential Autism Provision remains in its current location in the Gwendraeth Valley. Two secondary aged pupils with autism who were previously in out-of-county specialist residential provision have returned to Garreglwyd during the year, considerably reducing out of county costs. Planning discussions for further expansion of this provision are in place.

3.10 Carmarthenshire Music Service

Carmarthenshire Music Service has continued to provide high quality tuition and performing opportunities to the pupils of our county. During 2015-2016:

- Pupil numbers remained high with just under 6,000 pupils receiving weekly provision in the form of instrumental lessons, vocal tuition or curriculum support.

- The service ran 5 ensembles at Intermediate Level (Key Stage 3) which culminated in the Intermediate Music Festival held at Q.E. High School during March 2015.
- The service ran 6 ensembles at Senior Level (Key Stages 4 & 5) which culminated in the Senior Music Festival held at the Ffwrnes and Lyric Theatres during March 2016.
- The Service ran 14 Junior ensembles (Primary) that took part in the *Junior Proms Festival* held across four concerts at the Ffwrnes Theatre in June 2016. More than 2,000 primary school pupils from Key Stage 2 took part .
- Over 60 secondary school pupils represented Carmarthenshire in the Six Counties Ensembles run by the ERW Consortium.
- Over 30 young musicians represented Carmarthenshire at National Level performing with National Youth Arts Wales.
- The County Senior Orchestra progressed to the regional finals of the Music for Youth Festival and were invited to perform at Symphony Hall, Birmingham.



- The Secondary Schools' Girls Choir progressed to the regional finals of the Music for Youth Festival and were invited to perform at Symphony Hall, Birmingham.
- The Secondary Schools' Girls Choir were invited to perform at the Music for Youth Proms at the Royal Albert Hall.



3.11 Leadership of Learning

We are fully committed to ensuring the highest quality of 'Leadership of Learning' across all our schools and at every level within them. We actively promote the national drive to enhance the leadership skills and roles of all school practitioners and leaders in support of the best learning and outcomes for all young people. Our work encompasses the entirety of the 'Leadership continuum' to provide opportunities for the whole school community, including Learning Support Assistants, Higher Level Teaching Assistants, Newly Qualified Teachers, Middle Leaders, Aspiring Leaders, Senior Leaders and Governors. Here are a few examples of this work in practice:

i) ERW School Leadership Development Programme:

We have continued to enhance the skills and experiences of our 'middle' and 'aspiring' leaders through active participation in the ERW School Leadership Development Programme. This revised programme provides wholly relevant and constructive opportunities for our practitioners to study key areas of both the Wales and international education agendas. In addition, facilitating 'good practice' and supporting 'whole school improvement' across a variety of strategies forms a focal part of the work.

ii) NPQH (National Professional Qualification for Headship) Provision:

We provide ongoing guidance and support for practitioners from across all sectors wishing to pursue the NPQH programme. We are proactive in the identification of future leaders as a part of ‘talent spotting’ process and work in close partnership with our headteachers and senior leaders. This is clearly aimed at providing a practical ‘succession planning’ programme across our authority.

iii) Carmarthenshire NPQH Programme graduation statistics:

Cohort	Primary	Secondary	Total
2011/12	1	2	3
2012/13	5	2	7
2013/14	2	1	3
2014/15	3	-	3
2015/16	6	-	6

iv) Professional support and development for Newly Appointed Head teachers:

We continue to support our newly appointed headteachers with –

- Professional mentor support
- Local network meetings*
- ERW Seminars/workshops

*meetings provide opportunities for discussion and collaboration with local authority partners e.g. Human Resources, Inclusion, School Improvement, Finance, Safeguarding, Health & Safety etc.

v) Professional development for Head teachers and Senior Leaders:

Carmarthenshire supports and promotes the effective sharing of good practice within our LA and region through numerous levels of activity. Local Authority and regional collaboration has facilitated individual professional development and whole school improvement most effectively. Once again, our Head teachers and Senior Leaders have experienced and contributed to this work in an enthusiastic and supportive manner. These activities have included:

- Undertaking Executive Headteacher roles (leading schools within a partnership or federation)

- Curriculum innovation work through local or regional 'Leaders of Learning' (sharing of good practice – particularly in the fields of literacy, numeracy, ICT and reducing the impact of poverty)
- Commissioned leadership work: undertaking support and challenge activity within our schools e.g. working with schools causing concern, providing increasing levels of 'School-to-School' support, undertaking ERW Core Visits etc
- Supporting Local, Regional and National Networks including - developing Leadership Programmes, Professional Development Programmes, Governor Services, HR Services, supporting Headteacher Reference Groups etc.
- DEPNET Group (Secondary Deputy Headteachers' Network): this network has continued to link deputy head-teachers from all our secondary schools, engaging them in a wide range of self-improving activities in support of raising standards.

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3. Jargon buster

Jargon	Meaning
AfL	Assessment for Learning
ALN	Additional Learning Needs
Area 43	Youth Project Charity
CSI	Core Subject Indicator - awarded to pupils at the end of: KS2 (Year 6) – achieving Level 4 or above in Welsh or English, Maths and Science KS3 (Year 9) – achieving Level 5 or above in Welsh or English, Maths and Science
DEPNET	Secondary Deputy Head teachers' Network
EAL	English as an Additional Language
EIG	Education Improvement Grant
ERW	Education through Regional Working (our Regional Consortium)
EWO	Education Welfare Officer
FP	Foundation Phase
FPI	Foundation Phase Indicator - awarded to pupils at the end of Year 2 achieving Outcome 5 or above in Language (Welsh or English), Mathematical Development and Personal & Social Development
KS	Key Stage
LA	Local Authority
L2i	Level 2 inclusive (5 A Levels A* - C including Welsh or English and Maths)
L2	Level 2 (5 Levels at A* - C grades)
Level 3 Threshold	2 or more A Levels or equivalent qualification
MEAS	Minority Ethnic Achievement Service
NPQH	National Professional Qualification for Headship (mandatory in Wales)
PLC	Professional Learning Community
Quality Indicators	The ten 'Quality Indicators' as used by Estyn within the Inspection Framework
SBCS	School Based Counselling Service
UWTSD	University of Wales, Trinity St. David