

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 2016-17 Academic Year

'DRAFT FOR SCRUTINY'

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Safeguarding Children and
Improving Education Standards for All



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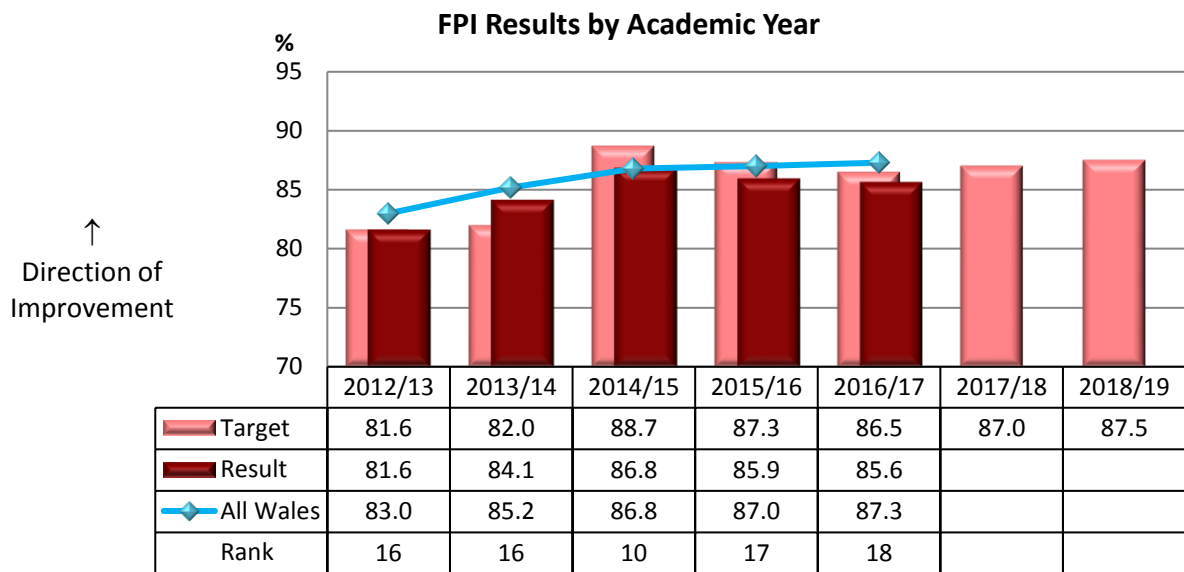
1. Standards: Our achievements for 2016-17

1.1 Support, Challenge and Intervention for improved provision and outcomes

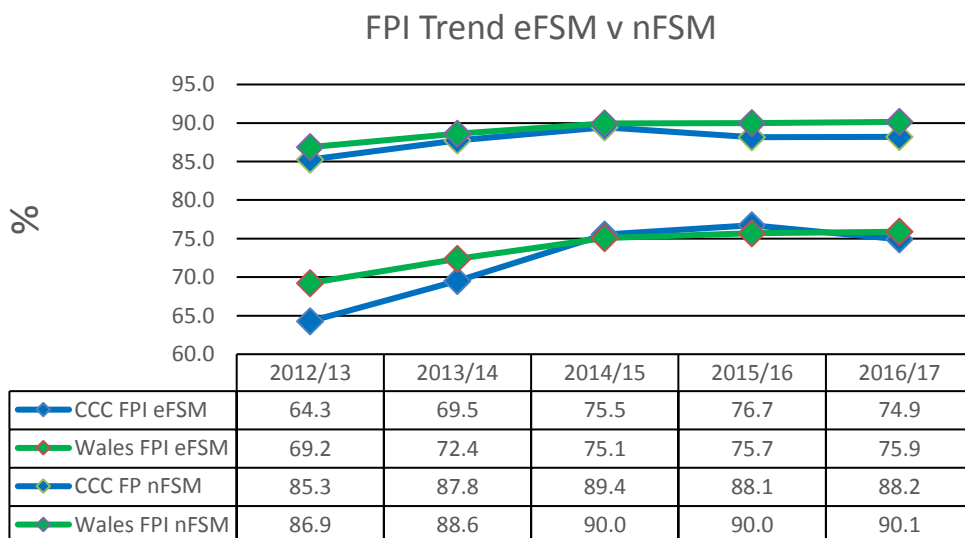
A varied programme of support, challenge and intervention activities undertaken in partnership with schools and stakeholders has continued to focus on improving provision, outcomes and progress for all Carmarthenshire learners. The following graphs provide an overview of our progress, strengths and areas for further improvement across our schools based on 'end of key stage indicators.'

1.1.1 Foundation Phase:

- This graph (percentage of pupils achieving the Foundation Phase Indicator 'FPI') demonstrates an upward improvement trend to 2015. Small declines in performance have occurred in 2016 and 2017.

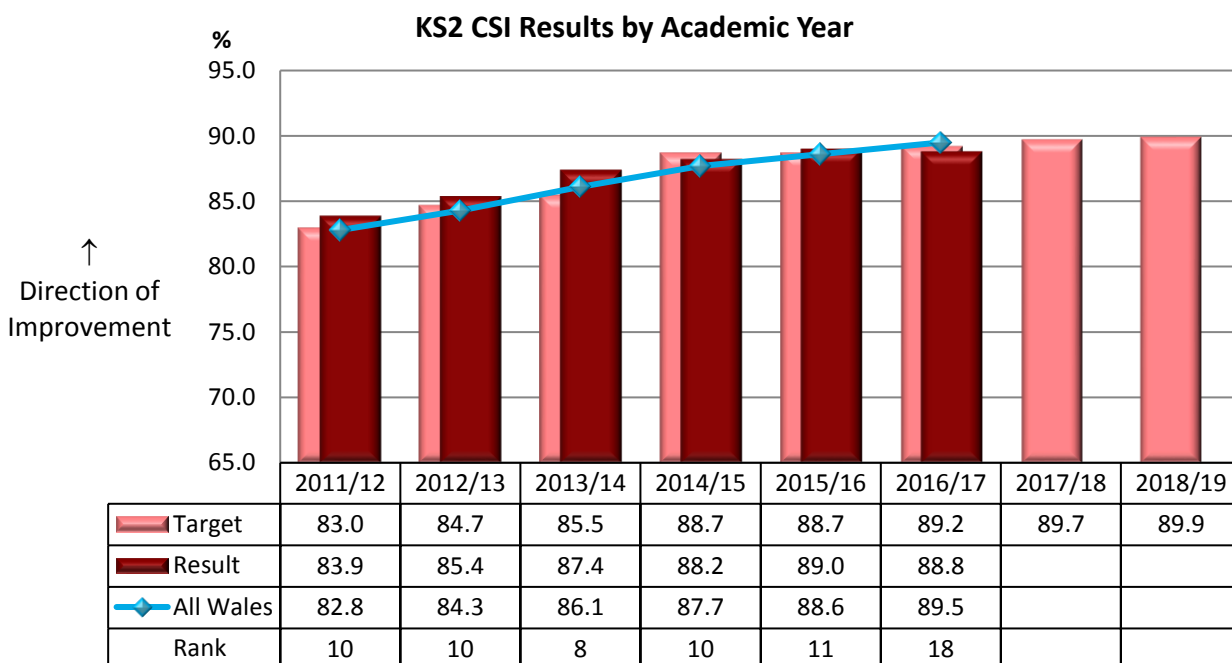


- This graph demonstrates the performance of our eFSM learners over five years along with comparisons in Carmarthenshire and Wales (non-eFSM / eFSM), placing us just 1% point below the Wales average for 2016/17.

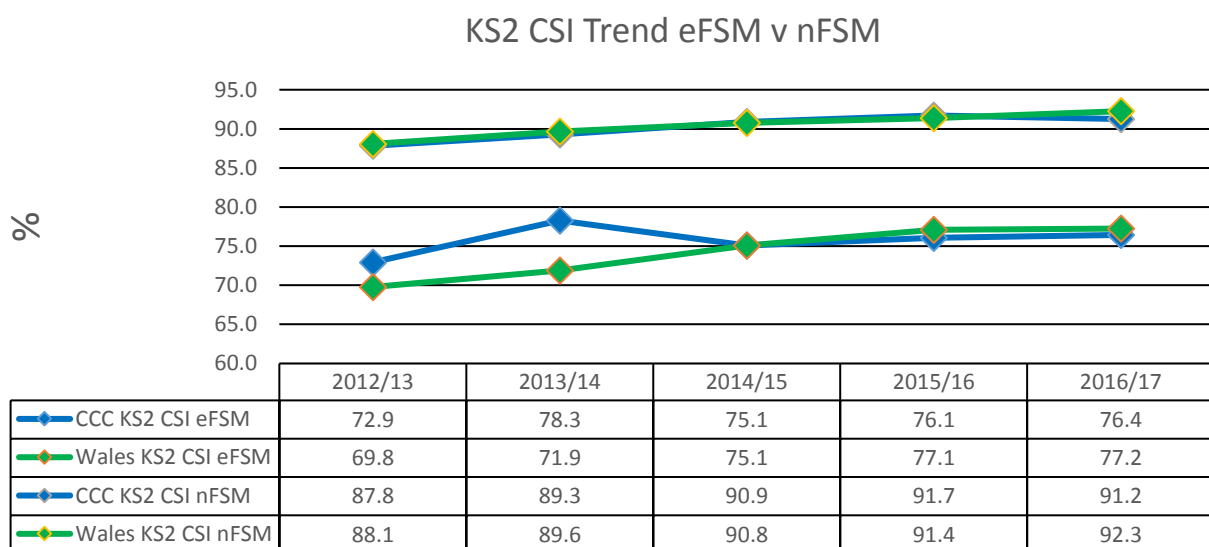


1.1.2 Key Stage 2 (KS2)

- This graph demonstrates a generally consistent upward trend of improvement in the KS2 Core Subject Indicator over the past six years. A slight decline of 0.2% point occurred in 2017, however progress of potentially 7.2% points can be measured against the cohort's performance at the end of the Foundation Phase in 2012/13 (81.6%).

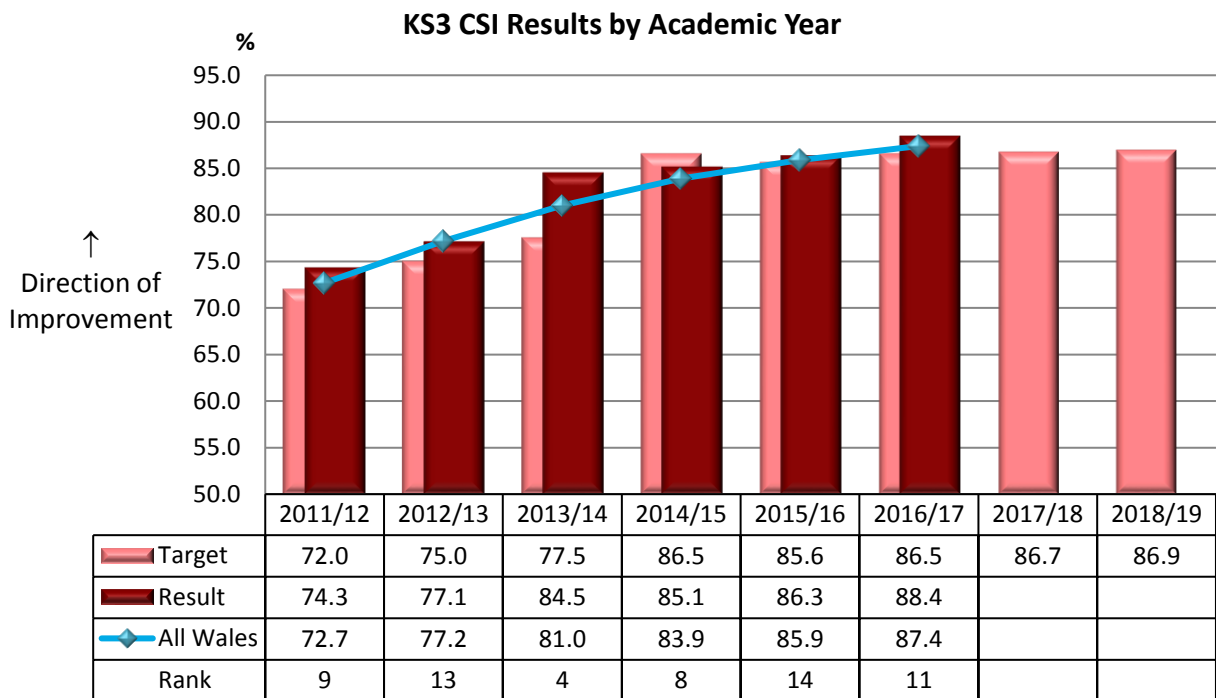


- This graph demonstrates the performance of our eFSM learners over five years, plus comparison with learners in Carmarthenshire and Wales (eFSM / non eFSM). An encouraging upward trend in performance is noted over the last three years, however a 1% point gap exists between ourselves and the All Wales average.

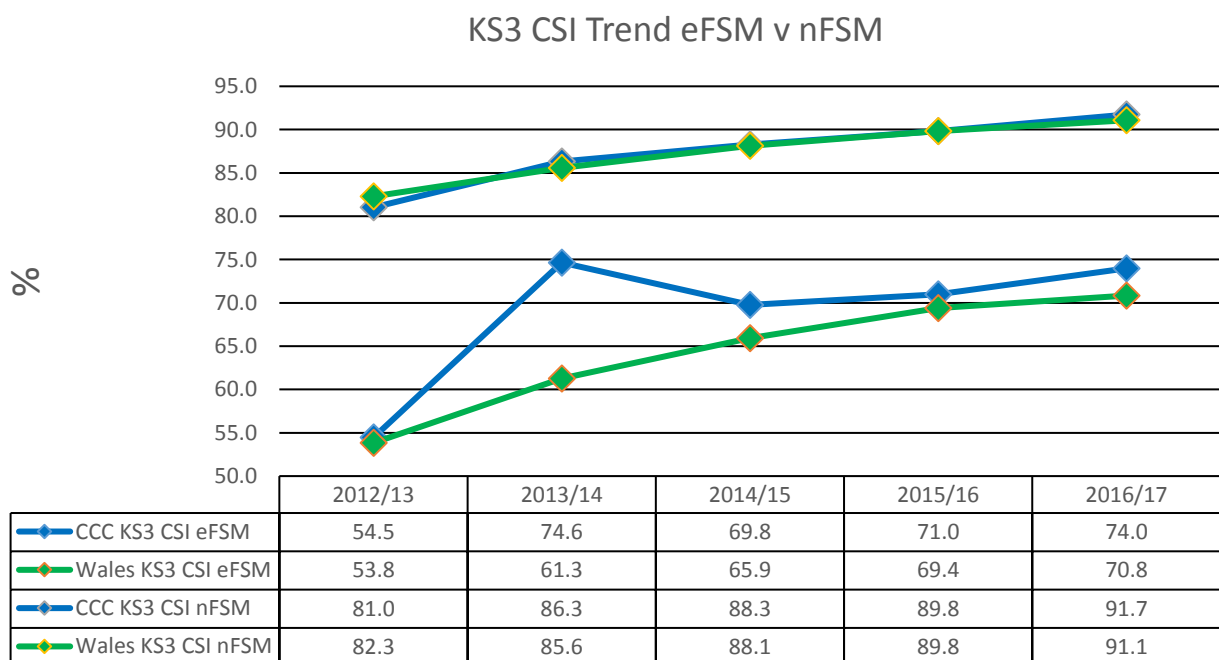


1.1.3 Key Stage 3 (KS3)

- This graph demonstrates a consistent six year upward trend of improvement for the KS3 CoreSubject Indicator. We have consistently outperformed the Wales average for five out the six years indicated.



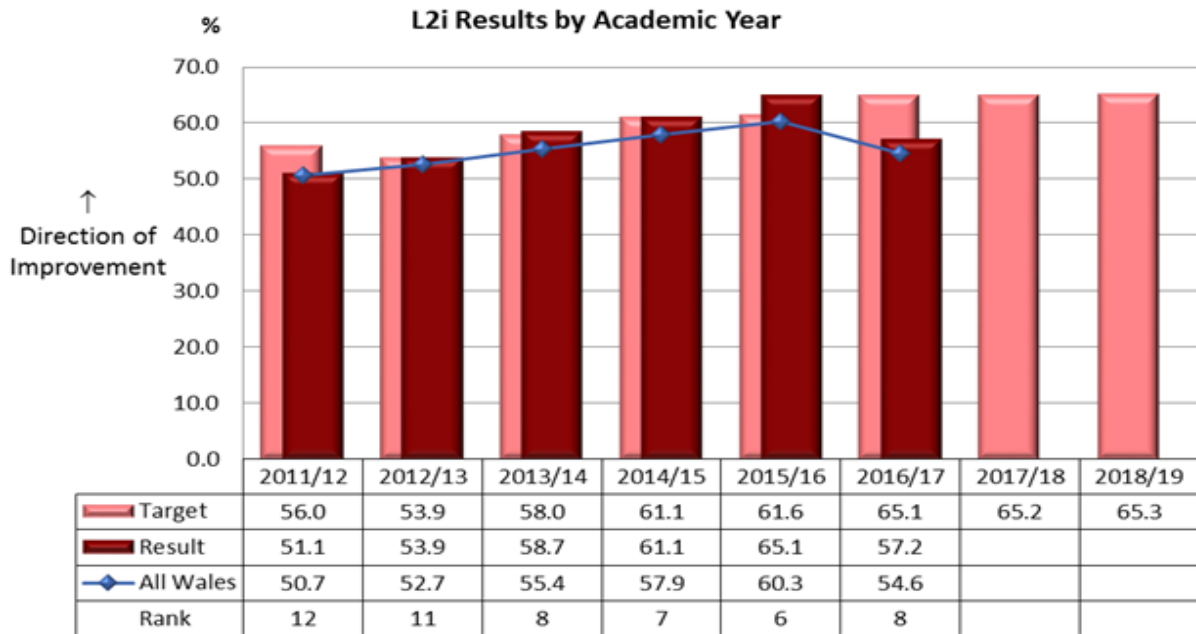
- This graph demonstrates the encouraging and ongoing upward trend in performance over the past six years. Our performance has remained consistently above the All Wales average.



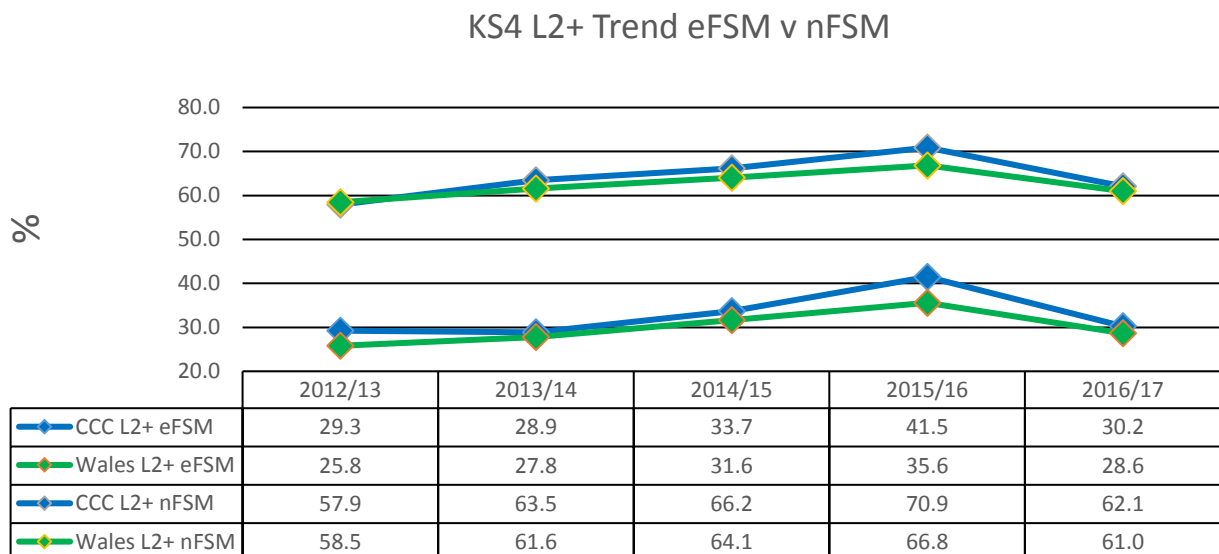
1.1.4 Key Stage 4

- This graph demonstrates the percentage of pupils achieving the Level 2 inclusive (L2i or L2+) indicator over the past five years **under previous examination arrangements**. The achievement of 65.1% in 2016 clearly represents the combined and focused efforts of all our schools and officers on raising standards and outcomes for all learners. The 2017 result needs to be considered in complete isolation to the previous years' stastics. However, our verified result places us comfortably above the Wales average by 2.6 percentage points.

KS4 Level 2 Inclusive:



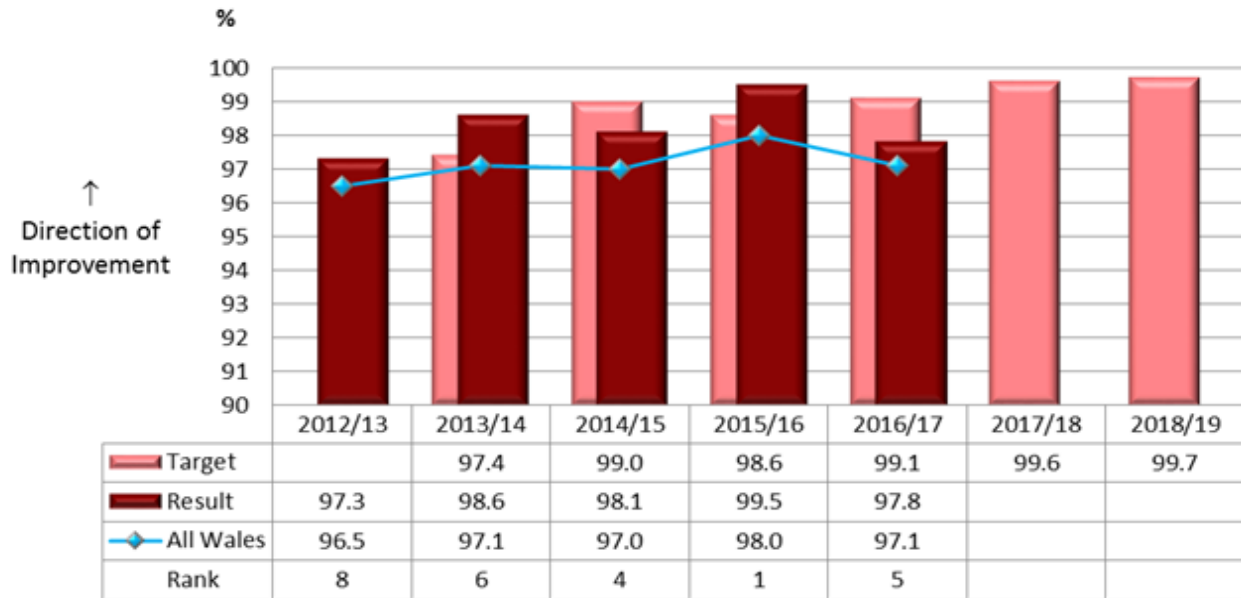
- This graph demonstrates the ongoing improvement in performance of our eFSM learners. The 2017 result under revised examination procedures also demonstrates an encouraging performance in comparison with the Wales average. We have consistently outperformed the Wales average.



1.1.5 Key Stage 5

This graph demonstrates our consistently high level of performance for the past five years at the Level 3 Threshold (2 or more A Levels or equivalent qualification). Despite a decline in our national ranking this year, we continue to outperform the All Wales average.

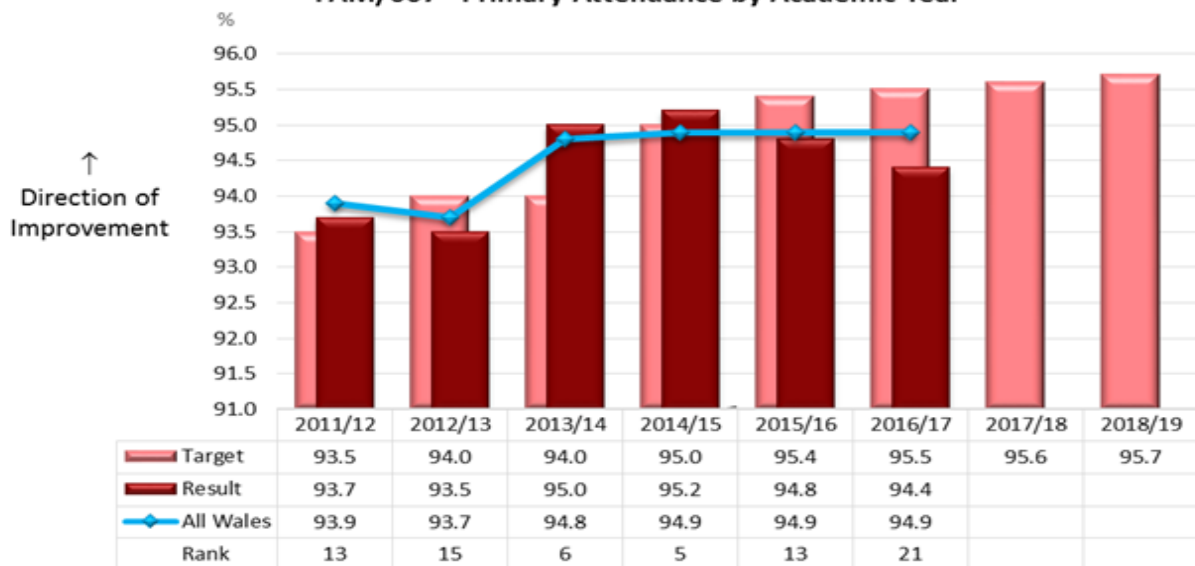
5.0.2.3 Results by Academic Year



1.2 Attendance - Primary Schools Performance:

Primary school performance has declined by 0.4 of a percentage point compared to the previous year's result. Our comparative ranking has declined significantly to 21st. However, further analysis of the data demonstrates a significant increase in absence due to 'pupil illness.' Such shifts within the data are sufficient to trigger the impact noted below on our ranking.

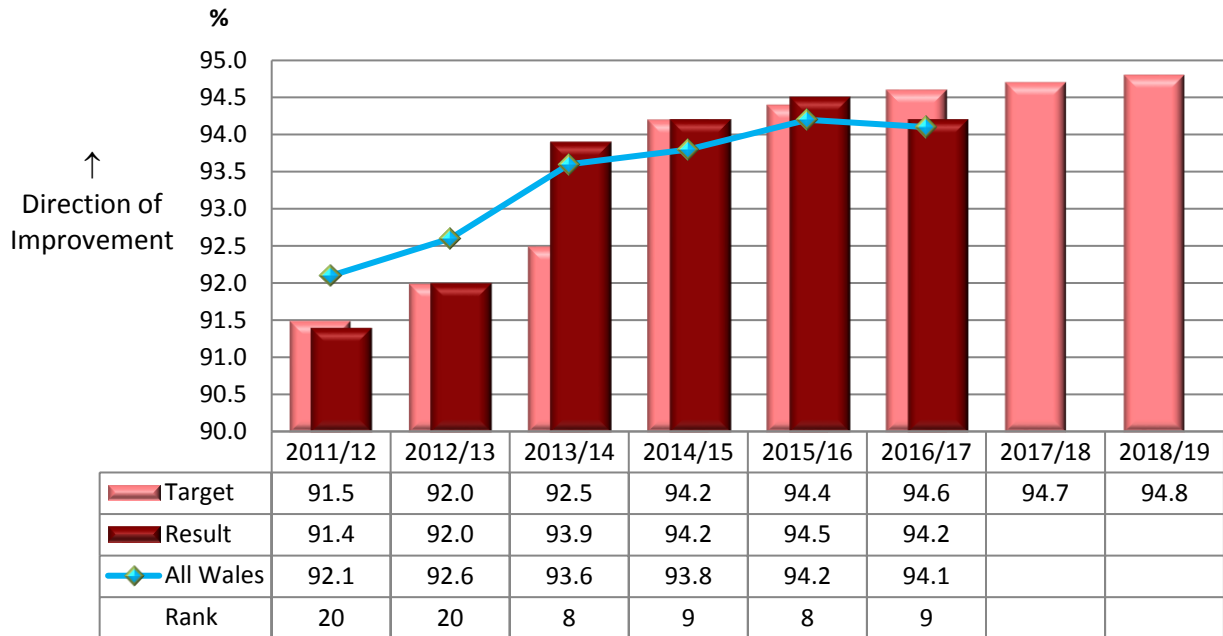
PAM/007 - Primary Attendance by Academic Year



1.3 Attendance – Secondary Schools

Our comparative ranking of 9th demonstrates a slight decline against last year’s ranking of 8th. However, the result continues to place us above the Wales average by 0.1% point. The ongoing commitment and partnership working between our schools and officers is greatly appreciated.

Secondary Attendance by Academic Year



Summary of current strengths and areas for further improvement:

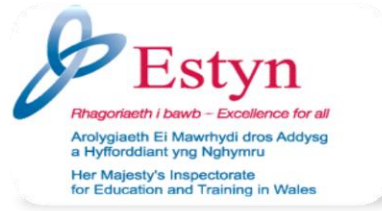
Current strengths:

- Key Stage 3 continues to demonstrate an encouraging upward trend in performance
- Attainment at the L2i threshold (5 GCSE A* - C including Welsh or English and Maths) under revised examination procedures placed us higher than the Wales average
- Attainment of eFSM pupils in Key Stages 3 and 4 continues to improve and outperform the Wales average.
- We are ranked 5th 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, outperforming the Wales average in the secondary sector for the past four years.

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 ongoing progress and outcomes for all eFSM learners
- Continue to support enhanced provision, achievement and progress for KS4 learners
- Maintain and support our ongoing focus on ‘school-to-school’ collaboration and sharing of ‘good practice’

2. School Inspection Outcomes



2.1 Key messages from 2016-17 inspections (*based on 18 school inspections*)

During the academic year 2016-17, Estyn inspected fourteen primary schools, three secondary schools and one special school within Carmarthenshire. These inspections reflected a high number of strengths and areas of 'good practice' - some of which have been shared nationally by Estyn. Our schools and services have worked hard through effective partnership to achieve such pleasing and encouraging outcomes. A summary of key findings is provided below:

Main strengths:

- Thirteen out of the eighteen schools inspected received summary judgements of Good/Good or higher (72%)
- An encouraging number of our schools received judgements of 'Excellent' against specific areas within the Estyn Inspection Framework and were invited to provide 'Good Practice Case Studies' to support the work of other schools on a national basis:
Bryngwyn – Glanymor Federation:
Bynea:
Saron:
Parcyrhun:
Heol Goffa:
- 'Partnership working' (including strategic partnerships, joint planning, resourcing and quality assurance) was judged to be good or higher in all schools
- 'Care, support and guidance' was judged to be good or higher in nearly all schools
- The 'Learning Environment' was judged to be good or higher in nearly all schools

Areas for improvement:

Less than half of the schools inspected need to focus further on –

- Further improving 'wellbeing' (this statistic was influenced by the focus on 'attendance data')
- Further improving their work and systems on 'Improving Quality' (self-evaluation and planning for improvement)

2.2 Inspection Outcomes Profile for 2016-17

1. The following table shows the cross-section of grades achieved against Estyn's 'Quality Indicators' by schools inspected during the Academic Year 2016-17 (18 schools - 14 primary, 3 secondary and 1 Special):

	Excellent	Good	Adequate	Unsatisfactory
Standards	5	9	4	0
Wellbeing	3	7	8	0
Learning Experiences	6	9	3	0
Teaching	5	8	5	0
Care, support and guidance	3	13	1	1
Learning environment	4	12	2	0
Leadership	6	7	5	0
Improving Quality	5	7	5	1
Partnership working	5	13	0	0
Resource Management	5	8	5	0

2. The following table shows the performance of our schools across the complete range of Estyn categories over the past six academic years. The overall percentage in of schools in 'follow up' has decreased significantly. The significant increase in the percentage of schools contributing to the national school improvement agenda via 'Good Practice' Case Studies is cause for much recognition and celebration.

	2011-12 (16 schools)	2012-13 (23 schools)	2013-14 (19 schools)	2014-15 (20 schools)	2015-16 (15 schools)	2016-17 (18 schools)
Sector Leading (Case Study)	6%	9%	5%	15%	13%	33%
Other 'good schools' (no category)	25%	26%	32%	20%	20%	72%
LA Monitoring	6%	13%	16%	20%	13%	N/A
Estyn Monitoring	44%	48%	47%	35%	41%	22%

Significant Improvement	13%	4%	-	10%	13%	6%
Special Measures	6%	-	-	-	-	-
Overall % in Category	69%	65%	63%	65%	67%	28%

2.3 Comparison of Estyn inspection and National Categorisation outcomes (2016-17)

The following table presents comparative information based on National Categorisation and Estyn outcomes for the Academic Year, 2016-17. It is important to note that each system is implemented according to its own individual agenda and processes at a specific point within the school year e.g. National Support Categories are agreed during the Autumn Term. The depth and interpretation of comparison may therefore require a broader range of contextual evidence and explanation which is not available within this report.

School	National Support Category (at time of inspection)	Estyn Inspection Outcome	National Support Category (2018 outcome)
Heol Goffa	Yellow	Excellent/Excellent	Green
Bryngwyn	Yellow	Excellent/Excellent	Green
Glanymor	Green	Excellent/Excellent	Green
Ysgol Bro Dinefwr	Green	Good/Good	Green
Penygroes	Green	Good/Good	Green
Pontiets	Amber	Adequate/Adequate (SI)	Amber
Stebonheath	Yellow	Good/Good	Yellow
Ysgol Gymraeg Dewi Sant	Yellow	Good/Good	Yellow
Ysgol Gymraeg Ffwrnes	Green	Adequate/Adequate (EM)	Amber
Ysgol Gymraeg Rhydaman	Green	Adequate/Adequate (EM)	Amber
Bynea	Yellow	Excellent/Excellent	Green
Ffairfach	Amber	Good/Adequate (EM)	Amber
Llanedi	Amber	Good/Good	Amber
Parcyrhun	Green	Excellent/Excellent	Green
Saron	Green	Excellent/Excellent	Green
Llansteffan	Amber	Adequate/Adequate (EM)	Amber
Y Fro	Red	Good/Good	Amber
Ysgol Y Felin	Green	Good/Good	Green

3. Developing Values and Skills for Life Long Learning

Our schools have continued to strive tirelessly to provide high quality teaching and learning via a wide range of stimulating and engaging experiences for all Carmarthenshire children and young people. We celebrate the fact that our learners have the opportunity to develop numerous values and skills from the outset of the early years and Foundation Phase right through to the end of their secondary school experiences. In a continuously evolving and challenging world, such core values and key skills are essential in securing success, enjoyment and achievement.

In this section of the report we therefore celebrate the wide variety of opportunities available within schools which focus relentlessly on participation, enjoyment and achievement. These broad and rich learning experiences are of great importance as they demonstrate and evidence the progress pathways available to all. We wholly recognise that developing a multi-skilled lifelong learner demands a varied and innovative curriculum as the following sections describe.

3.1 *The Foundation Phase*

Throughout the academic year 2015-2016 we have continued, in partnership with our schools, to provide support for the ongoing delivery and implementation of The Foundation Phase Framework for Teaching Children of 3-7 years old in Wales. The Foundation Phase Grant has maintained the delegated allocation for 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 the Foundation Phase Training Officer who has provided an effective training programme, along with additional and direct support in schools.

The 2016-2017 training programme focused mainly on Targeting advanced outcomes in Language, Literacy and Communication and Personal and Social Development, Wellbeing and Cultural Diversity. A number of classroom assistants were trained when looking after them to support pupils' attainment and mainly in helping with problem-solving activities. Specific training was provided to support schools to strike a balance between pedagogy and standards.

A programme was run which targeted a group of specific teachers through the 'Moving Forward Together' programme. There is a specific focus on training sessions in the morning - pedagogy, assessment and tracking progress, the area outside, numeracy and literacy. In the afternoon we visited a number of different schools that showed good / excellent provision to provide school to school support. An action plan was produced by everyone and a day was held to introduce improvements and changes and the impact of the training within their schools.

3.2 *Non maintained settings*

There are currently 41 Non-Maintained Settings across Carmarthenshire delivering part time learning provision to 3 year olds. A total of 994 children accessed the free early years entitlement in non-maintained settings. During the 2016-2017 academic year, four non-Maintained Settings were inspected by Estyn. Two settings were LA monitored and one was Estyn monitored. Three settings were re-inspected by Estyn (2015-2016) and was judged to meet all the recommendations.

The Early Years Advisory Teachers continue to deliver valuable training and support to staff enabling them to deliver effective learning provision. The training programme funded through EYPDG focused on Language and numeracy skills and parental engagement. An Early Years conference was organised with Cath Delve as the guest speaker, focusing on Literacy and pupil voice.

The Local Authority continues to endeavour to support settings and provide good quality training to ensure settings work to their full potential and work in partnerships with schools and other settings successfully.

	2016-17
Number of Non-maintained settings inspected	4
LA Monitoring	2
Estyn Monitoring	1
In need of Significant Improvement	None
Special measures	None

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

3.3.1 **Welsh Book Council Quiz 2016-17**

Carmarthenshire:

	Round 1 County	Round 2 County	National Round
Number of Schools	60	9	2
Number of Pupils	240 (discussion only - no presentation)	72	20

3.3.2 Bookslam 2016-17!

*“You can find magic wherever you look. Sit back and relax – all you need is a book!”
- Dr Seuss*

- In June this year, a team of avid readers from Stebonheath School, Llanelli, were crowned the 2017 National Champions of BookSlam, the Welsh Books Council’s annual reading competition for children.
- During the day’s activities, children and teachers from across Wales, also enjoyed a fantastic presentation by author Eloise Williams.
- Pupils from Johnstown CP School won the county round of the Year 3 and 4 competition for younger pupils this year.

Below: Stebonheath CP’s successful team, pictured in Brecon, with the 2017 Bookslam Trophy.



Above: Ysgol Llangynnwr’s team pictured with author, Eloise Williams.

3.3.3 Writing Squads

- In the spring term, Dan Anthony, a well-known 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 the performance poet, Claire Ferguson and Fran Evans, author and illustrator.



Above: Author, Dan Anthony, reading extracts of his work to Writing Squad pupils.

Below: Pupils from Bro Dinefwr secondary school exploring the outdoors to find inspiration for poetry writing.



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 twenty three schools in Carmarthenshire and 4,290 pupils used this free loan service.

Welsh Heritage Schools Initiative



Pupils from Ysgol Nantgaredig at Carmarthen Guildhall

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

This year was another highly successful year for schools in Carmarthenshire with 12 winning submissions. Ysgol Natgaredig won the National History Museum shield for their project on the history of Carmarthen town.

County schools displayed their entries at the County museum at Abergwili over the summer.

Fair Trade Activities



Pupils from Ysgol Parc y Tywyn with their 'FairAchiever Flag'

Growing numbers of schools in Carmarthenshire are committed to helping make the world a fairer place by supporting Fairtrade. Eighteen schools now hold the coveted FairAchiever Award. Representatives from the most recent schools to achieve the award joined those who had submitted winning entries for the Carmarthenshire Fairtrade poster competition for a celebration at Parc Dewi Sant. Mr Gareth Morgans, Director of Education congratulated the schools for helping their pupils become agents for positive change, the theme of this year's World Fair Trade Day.

Two further Fairtrade - themed KS2/KS3 transition days were held with 65 pupils from 9 primaries taking part in Dyffryn Aman while 130 pupils from 20 primaries participated in the event at Bro Myrddin. These included an Unfair Funfair as well as interactive workshops led by Martha Musonza Holman from Zimbabwe and Emmanuel Okuni from Ghana. "I thought people from Africa would be a lot different from us but I understand now how we're all connected", said a year 5 pupil from Ysgol Tycroes.

The Divine Fair Trade chocolate poetry competition is an established feature of the Welsh education year. This year pupils from Ysgol Bro Myrddin came second and third in the secondary competition and a pupil from Ysgol Nantgaredig came third in the primary category.

Eco Schools (all schools in Carmarthenshire are registered on the Eco Schools programme)

- Ninety five schools in the county have been awarded the International Eco Schools green flag and Forty four schools have received the Platinum Award (schools that have been performing to green flag standard for over eight years).



(pupils from Ysgol Brynsierfel working on a honey project)

- The Eco-Schools programme is an international initiative that enables sustainable development to be a major part of the life and ethos of schools. We work in partnership with Keep Wales Tidy and the National Botanic Garden of Wales to deliver the programme in the county.
- Designed to fit into the curriculum, it's an award scheme that gets everyone in the school community involved in making the school environment better and encouraging pupils to be good citizens for the future. Pupils study topics including waste, litter, energy, water, transport, healthy living and global citizenship.

Holocaust Memorial Day 2017 – Sixth form conference



Nia Price, Holocaust Memorial Trust Youth Ambassador and former pupil at Ysgol Bro Dinefwr presenting the Chairman of the Council, Cllr Eryl Morgan with a certificate to mark Holocaust Memorial Day 2017

Learning lessons from the past to create a safer, better future was the title of the inaugural event held by Carmarthenshire County Council to mark Holocaust Memorial Day. Sixth formers from across the county were invited to county hall to hear a holocaust survivor share her recollections of her time in Nazi concentration camps via video link. The event was supported by county teachers who had participated in the Lessons From Auschwitz programme. A number of challenging workshops addressed dilemmas & choices and sympathy & solidarity were run in the afternoon.

European School Partnerships



Year 10 pupils from Dyffryn Taf and Y Strade taking part in an international cooking challenge in Melilla.

Twelve schools in the county are currently taking part in Erasmus+ strategic partnerships. Several of these schools have been singled out for particular praise by the British Council and ESTYN.

Leading Lights:

The *Leading Lights* project involving Dyffryn Taf and Ysgol Y Strade focuses on the refugee crisis and challenges young people to work together to combat discrimination. Recently Year 10 pupils and staff together with their Portuguese, Finnish, and Italian school partners visited the Spanish enclave of Melilla on the coast of North Africa. Pupils collaborated on different activities in international groups which helped improve their confidence and hone their foreign language and IT skills. They also made a visit to a busy migration centre and heard about the experiences of refugees and asylum seekers at first hand.

As a result of this project and other impressive international activities, Dyffryn Taf was recently reaccredited with the International Schools Award and invited to join the Best Practice Schools network.

Heol Goffa's *Take my hand* partnership with other Special Schools across Europe was highlighted as outstanding in their recent Estyn inspection. The project has provided many pupils with exciting opportunities to experience overseas travel and learn first-hand about other cultures as well as enabling staff to share good practice and enrich the curriculum.

3.4 Digital Learning

A common theme for all Carmarthenshire schools this year has been engaging with the Digital Competence Framework, using workshops and networking sessions to support development of digital skills.

Carmarthenshire schools were strongly represented at the 2017 National Digital Learning Event (NDLE). Ysgol Bro Banw won the Online Safety award for *Developing Digital Competence through Flip Teaching* & were Joint Winners of the Digital Project award for *The Superheroes*. Coedcae School won the 2017 Hwb Community award for Resources for new GCSE Religious Studies.

Online safety continues to be promoted and evidenced with 100% engagement by Carmarthenshire schools through the Welsh Government and SWGfL 360° Safe Cymru online framework. Model CIW School gained highly commended for their Online Safety logo as part of Safer Internet Day competition promoted by Welsh Government. Model CIW School also became the first school in Carmarthenshire to achieve the 360° Safe Cymru Online Safety Mark (OSM).

A blended learning approach continues to develop in partnership with Welsh Government using a range of hwb and wider tools to support delivery of shortage specialist subjects between schools. A Level Law and Criminology for the PAG schools and Further Mathematics in Ysgol Dyffryn Aman.

Ten primary schools engaged in blogging projects between groups of schools using J2bloggy through Hwb.

3.5 Healthy Schools Scheme

The Healthy Schools Scheme is now in its 14th year with a total of 112 schools actively on board the initiative. During this academic year, 9 schools were successful in completing another phase within the scheme.

The table below shows the Phases achieved by participating schools:

Phases	Number of Schools
Phase 1	112
Phase 2	112
Phase 3	103
Phase 4	71
Phase 5	36
Phase 6	1
National Quality Award (NQA)	1

During this academic year, Carmarthenshire had the highest number of schools completing Phase 4 of the Scheme across Wales.

55 year 12 pupils attended the 2 day 'Sex and Relationships Educator' training that is delivered annually by Carmarthenshire's Healthy Schools Team in partnership with an experienced Sexual Health Nurse. The pupils receive training on the following topics: Healthy relationships, Anatomy, Puberty, Contraception, Sexually Transmitted Diseases

and Sexual Discrimination. Successful pupils are presented with certificates and must then deliver sessions to their younger peers in years 8 and 9.

124 Year 4 and 5 pupils were trained as effective Playground Buddies. Pupils were educated on the essential skills that are required to be an effective 'Buddy' such as good communication skills, problem solving skills and how to deal with certain situations in a sensitive manner. The purpose of the 'Buddy Scheme' within primary schools is to provide Peer Support during break and lunch times for those who may feel lonely or sad or who need support to solve low level disputes.

30 schools, 120 Pupils and 120 school staff took part in the annual Pedometer Challenge. The purpose of the challenge is to raise awareness to the 'Walk to school Week' and 'Walk to Work Week' campaigns and also to increase participation levels amongst pupils and their families and teachers.

'Llythrennedd a Lles'

In partnership with the ARCH Project and Carmarthenshire Libraries, the Healthy Schools Scheme invited Carmarthenshire Primary Schools to take part in the 'Llythrennedd a Lles' competition, to raise awareness amongst pupils and their families regarding the current Obesity Epidemic and to educate them on the benefits of healthy eating and regular physical activity on well-being and on the negative effects that sugar, salt and fat can have on health.

Over 300 pupils took part in the competition, with the foundation phase pupils submitting posters regarding healthy eating, years 3 and 4 submitting stories or poems regarding healthy eating and obesity and years 5 & 6 submitting stories and poems regarding oral hygiene. The winning entries were displayed within each of the libraries in Carmarthenshire during the Summer Holidays, in order to raise further awareness regarding the benefits of healthy eating within the communities.

3.6 Carmarthenshire Independent School-based Counselling Service (ISBCS)

Carmarthenshire has commissioned Area 43 to manage and provide a professionally accredited independent school-based counselling service to its young people from year 6 to age 18.

Pupil use of the service has continued to be good. 993 pupils used the service in this academic year accessing an average of 5.97 counselling sessions. There has been a similar level of use of counselling by year 6 pupils compared to last year, 37 this year, with greatest take up in Years 8 to 10. The top three predominant areas brought for counselling are family, self worth and relationship with others. 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:

How did counselling help you?

- I had lots of bad thoughts, problems and worries. It helped me with the thoughts and worries a lot.
- It helped me re-think about ending my life by telling me what I am worth.
- It helps me when I can talk to someone who understands what's going on and they can help me through my problems.
- It helped give me the confidence to speak out about feelings.

- It helped me when I got stuck on things, counselling helped me get through stuff.
- It helped me get through times when I was feeling sad, or thinking about bad things that have happened to me.
- It guided me through difficult relationships, helped me cope with my negative thoughts.
- My confidence has improved and I have self harmed less.
- Helped me understand my feelings, helped me overcome my problems.

3.7 Minority Ethnic Achievement Service (MEAS)

This year has again seen a steady increase in our EAL population. 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).

Presently we are a staff consisting of a Team Manager plus 3 English as and Additional Language (EAL) Specialist teachers, 1.4 FTE Polish Bilingual Teaching Assistants and 2.5 FTE 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. 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 regional inset packages.

Learners continue to be encouraged to use first languages and gain home language qualifications – GCSE, AS and A level. This year we will be supporting secondary schools offering Arabic GCSE.

Currently our work is still dominated by the welcome arrival of Refugee families in the authority. There is additional Home Office funding to employ dedicated Arabic Teaching Assistants who may also require induction, training, support in addition to the new pupils and families. Our new Bilingual Teaching Assistants are working closely with the families to assist the induction process with translation and interpretation in addition to supporting children in accessing the curriculum in class.

Last November we organised a very successful ‘Safe Havens Conference’ with Global Learning Programmes – Wales to raise awareness of the issues surrounding refugees and their resettlement. This event has now been successfully replicated in other authorities.

We also took part in the ‘Send My Friend to School’ initiative to raise awareness of the state of education internationally and generate the political will necessary to ensure the UK plays an active and effective part in efforts to secure education for all.

We have also worked closely with other agencies such as the Ethnic Youth Support Team and Show Racism the Red Card to equip staff and schools with the expertise and resources to best help the resettlement process. Staff have also attended a number of training sessions to develop them professionally.

The MEAS Team Manager attends half termly meetings along with other regional MEAS leads. The group’s focus is information exchange and policy development related to achievement/outcomes of Ethnic Minority/EAL learners through leadership and management and teaching and learning.



3.8 Carmarthenshire Traveller Achievement Service

Carmarthenshire Traveller Achievement Service supports 17 schools across the county both Primary and Secondary. The service continues to provide support on a need basis, focusing on literacy/numeracy and when needed self-esteem. Intervention is welcomed at all schools we support. The children respond well and enjoy their support sessions. There has been an increase in support given to families not just the children in school. There is increased partnership working with other services to support the variety of needs being presented by these families. In Secondary schools we have strong working relationships as intervention and close monitoring of pupils is necessary, to ensure appropriate steps are put in place to ensure the children progress through to their GCSEs and college.



3.9 Supporting Additional Learning Needs (ALN)

Supporting schools with ALN Reform

Person-centred champions and 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 and schools are supported to use the tools for personalised learning for pupils.

Flagship Schools 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.

Two Person Centred Practice Conference were held to bring together school-based PCP leaders and facilitators to gain a shared understanding of Person Centred Practice and to support schools to prioritise, plan and embed whole school PCP approaches.

Behaviour Support Service

Work on remodelling of the Behaviour Support Service was completed in April. The new Behaviour Support Service has integrated the Behaviour Support Community Team and the Day Centre staff under the leadership of the Behaviour Support Manager and increased the outreach capacity to support schools in prevention and early intervention and raising capacity to meet pupils' emotional and behavioural needs.

The Integrated Team is based at Canolfan Bro Tywi (previously known as Rhydygors Day Centre) which also provides part-time short-term small group intensive behaviour change interventions for 24 Primary pupils on-site for up to two terms, maintaining close partnership working with and support for the pupil's school and family. The Service's ongoing development is supported by the Senior Educational and Child Psychologist for Behaviour. As part of this remodelling, Canolfan Y Gors provision has been strengthened and brought under the management of the Carmarthenshire Secondary Teaching and Learning Centre.

Training:

Other training being rolled out across schools and services in the county include training through the ALNCO 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.

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 2016-2017:

- Pupil numbers remained high with just over 5,500 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 2017.

- The service ran 6 ensembles at Senior Level (Key Stages 4 & 5) which culminated in the Senior Music Festival held at Neuadd Y Gwendraeth during March and April 2017.



- The Service ran 14 Junior ensembles (Key Stage 2) that took part in the *Junior Proms Festival* held across four concerts at the Ffwrnes Theatre in June 2017. More than 2,000 primary school pupils from Key Stage 2 took part .
- Over 40 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.

3.11 Leadership of Learning

We remain fully committed to ensuring the highest quality of ‘Leadership of Learning’ at every level within our schools. We have continued to actively promote the national drive to enhance the leadership skills and impact of all school practitioners in pursuit of the best learning experiences, outcomes and achievement for all our children and young people. Our work encompasses and embraces key elements of the ‘Leadership continuum’ by providing development opportunities and experiences 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 during the Academic Year 2016-17:

i) ERW School Leadership Development Programme:

Our ongoing participation in this regional programme has continued to enhance the skills and experiences of our ‘middle’ and ‘aspiring’ leaders. This revised middle leadership programme provides wholly relevant and constructive opportunities for our practitioners to study key areas of Wales and international education agendas. In addition and of equal importance, the programme facilitates ‘good practice’ sharing and supporting ‘whole school improvement’ across a variety of networking activities.

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

We continue to maintain close contact with the evolution of this national programme, providing ongoing guidance and support for practitioners from across all sectors wishing to pursue its content. We have been proactive in the identification of future leaders as a part of ‘talent spotting’ processes and work in close partnership with our headteachers and

senior leaders to ensure we ‘grow our own’ future leaders for Carmarthenshire. This work is clearly aimed at providing a practical ‘succession planning’ programme for the benefit of all schools across our authority.

iii) Carmarthenshire NPQH Programme graduation statistics:

Cohort	Primary	Secondary	Total	Graduates
2011/12	1	2	3	3
2012/13	5	2	7	5
2013/14	2	1	3	3
2014/15	3	-	3	3
2015/16	6	-	6	5
2016/17	9	1	10	9

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:

We are eager to support and promote a range of activities which provide professional development for leaders. We are grateful to all our senior leaders for their contributions within this crucial area of collaborative working. This is often undertaken through the effective sharing of good practice within our LA and region. Local Authority and regional collaboration during 2016-17 has facilitated individual professional development and whole school improvement most effectively. Our Head teachers and Senior Leaders have experienced and contributed to this work in an effective, 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’: (emphasising the 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 Support Visits etc
- Supporting Local, Regional and National Networks: this work has included the development and provision of Leadership Programmes, Governor and HR Services and participation in key networking groups such as the ERW Headteacher Reference Group etc.

3.12 Preparing Young People for Working Life

The Carmarthenshire 11-19 Review published in October 2016 identified the shared Carmarthenshire curriculum to be delivered in secondary schools and Coleg Sir Gar in the period 2016-2020. The report included strong links to the local economy and labour market priorities emerging from the work of the Swansea Bay City Region.

The recommendations of this report are now being implemented and include a number of key strands of current departmental work to prepare young people for jobs in-county, across the region and nationally.

These initiatives include:

- Local Authority responsibility for the management of work experience placements, including the vetting of all placements used in county for safeguarding and health and safety purposes;
- Organisation of a range of Careers and the World of Work events in partnership with Careers Wales, including a 2 day careers conference for all year 10 pupils and an innovative programme of work related experience run in the Llanelli area with local employers;
- Assemblies for Year 9 Pupils highlighting the job opportunities that exist locally now and in the future;
- Supporting over 600 learners in Key Stage 4 to undertake vocational courses at Coleg Sir Gâr in subject areas closely linked to the local labour market including engineering, construction, hair and beauty and agriculture;
- Providing additional personal support and alternative curriculum programmes for young people at risk of becoming NEET via the Carmarthenshire element of the regional Cynnydd ESF Project;
- Developing e-learning and blended learning technology to enable young people studying low take-up subjects to be taught remotely using cutting edge technology;
- Delivering the Seren Network hub activities in partnership with Pembrokeshire to enable our most able and talented young people to progress to the most competitive universities including Cambridge and Oxford;
- Supporting young people aged 16-24 who are NEET via Youth Support Services and the Cam Nesa ESF project
- Supporting the delivery of the Welsh Baccalaureate in schools which develops skills in enterprise and entrepreneurship, community development and global citizenship.

In addition to these actions, Carmarthenshire continues to be the leading local authority in Wales for the delivery of the Duke of Edinburgh's Award. In 2017, Carmarthenshire once again topped national statistics for the number of young people completing awards (610), the number of new starters (985), the number of Welsh speaking participants and the highest percentage of the 14-25 population taking part in the Award. The county has also been very well represented at national award presentations taking place at St James' Palace. Taking part in the Award enables young people to challenge themselves, work in groups and solve problems as well as developing new skills and volunteering in their local communities, all of which prepares them for life beyond school and college.

3.13 Welsh Baccalureate

The Welsh Baccalureate continues to be an integral component of the Carmarthenshire 11-19 curriculum, with universal uptake of the Intermediate and Advanced qualification in all secondary schools. The Local Authority supports Welsh Baccalaureate delivery via a dedicated 0.6FTE co-ordinator role working closely with school staff to ensure high quality delivery. Impact of this effective partnership working is evidenced through the progress achieved within our schools.

3.14 Seren Hub

Working in close partnership with Carmarthenshire and Pembrokeshire schools, Pembrokeshire College and Coleg Sir Gar a Seren MAT Co-ordinator has been appointed for the two county hub. Over the past two years, the most able Post 16 students have been supported via a series of events and activities that aim to increase their progress to the most competitive universities. This work resulted in 150 young people progressing to Russell Group universities in September 2017, including 8 students progressing to Oxbridge. During the coming year, there will be a greater focus on supporting MAT work in Key Stages 3 & 4, with a particular focus on activities delivered via the 'Brilliant Club.'

4 Acronym buster

Acronym	Buster
AfL	Assessment for Learning
ALN	Additional Learning Needs
ALNCO	Additional Learning Needs Coordinator
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
EAL	English as an Additional Language
eFSM	Eligible for Free School Meals
EIG	Education Improvement Grant
EM	Estyn Monitoring (up until Spet. 2017)
ERW	Education through Regional Working
ESF	European Social Fund
FP	Foundation Phase
FPI	Foundation Phase Indicator – for pupils at the end of Year 2 achieving Outcome 5 or above in Language (Welsh or English), Mathematical Development and Personal & Social Development
FTE	Full time equivalent
GCSE	General Certificate of Secondary Education
HR	Human Resources
ISBCS	Independent School Based Counselling Service
KS	Key Stage
LA	Local Authority
L2i	Level 2 inclusive (5 GCSE A* - C including Welsh or English and Maths)
L2	Level 2 (5 GCSEs at A* - C grades)
Level 3 Threshold	2 or more A Levels or equivalent qualification
MAT	More Able and Talented
MEAS	Minority Ethnic Achievement Service
NEET	Not in Education, Employment or Training
NPQH	National Professional Qualification for Headship (mandatory in Wales)
PAG	Partneriaeth Addysg Gymraeg (Welsh Education Partnership)
PCP	Person Centred Practice
PECS	Picture Exchange Communication System
PLC	Professional Learning Community
Quality Indicators	The ten 'Quality Indicators' as used by Estyn within the Inspection Framework up until September 2017
SI	Significant Improvement (Estyn follow-up category)
UWTSD	University of Wales, Trinity St. David