

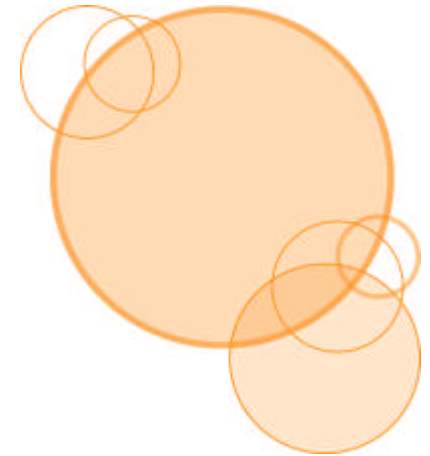


DEPARTMENT FOR EDUCATION & CHILDREN

Our Vision ...is to be an innovative and integrated department that supports all children and young people and encourages lifelong learning

**SCHOOL IMPROVEMENT
SERVICE**

**SCHOOLS' PERFORMANCE AND
ACHIEVEMENT
2009-10**



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Section 1:

Annual report on Teacher Assessment and Examination Results 2009-10

Key Stages (KS) 1,2 and 3 are reported on with regard to :-

- Subjects overall
- Core subject indicator (CSI)
- Gender comparison
- Welsh, English, mathematics and science

Key Stage 4 is reported on with regards to:-

- Level 1 and 2 thresholds
- Core subject indicator
- Gender
- Average points score
- % leaving full time education without a qualification (LENQ)

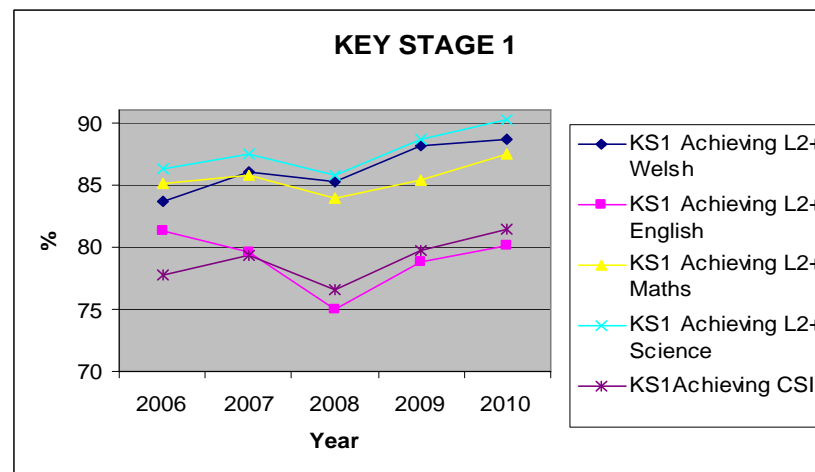
Key Stage 5 is reported on with regards to:-

- Level 3 threshold
- Average points score

Key stage 1

Subjects Overall

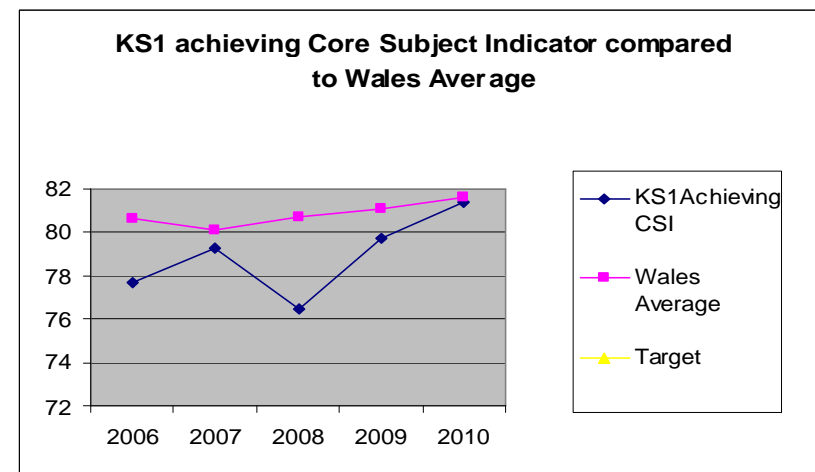
- There is an overall positive picture of improvement at KS1 with outcomes for all subjects showing increases since 2008.
- Outcomes in Welsh, Maths, Science and CSI are at their highest since 2006.
- Outcomes in Maths and Science have exceeded the national averages.



Core Subject Indicator

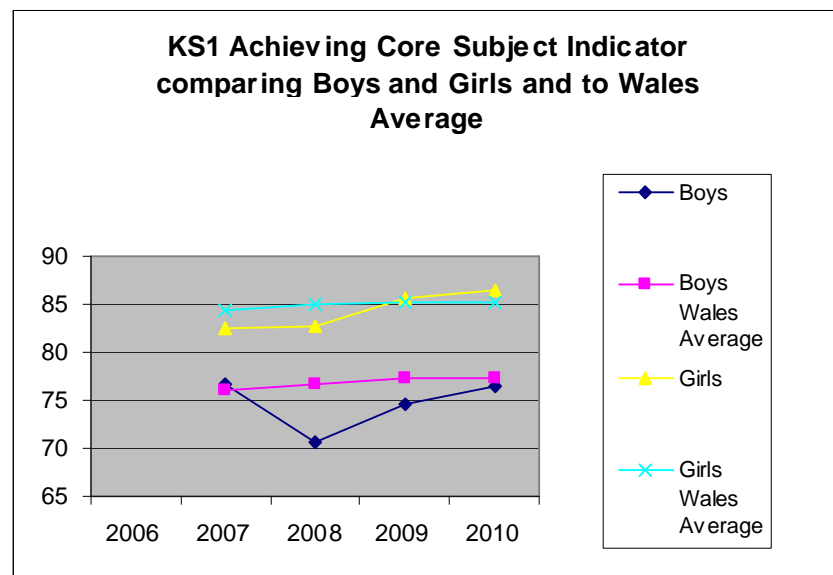
(Pupils achieving L2 in Maths, Science and either Welsh or English)

- The CSI result % point change from 2009 was 1.7% and as a result the gap between Carmarthenshire and the national average in 2010 has narrowed to 0.2%.
- This indicator suggests a continual narrowing of the gap between outcomes in Carmarthenshire compared with national averages.
- Over the last three years the All Wales % of cohort achieving CSI has increased by 0.9%, in Carmarthenshire for the same period the increase is 4.9%.



CSI Gender Comparison

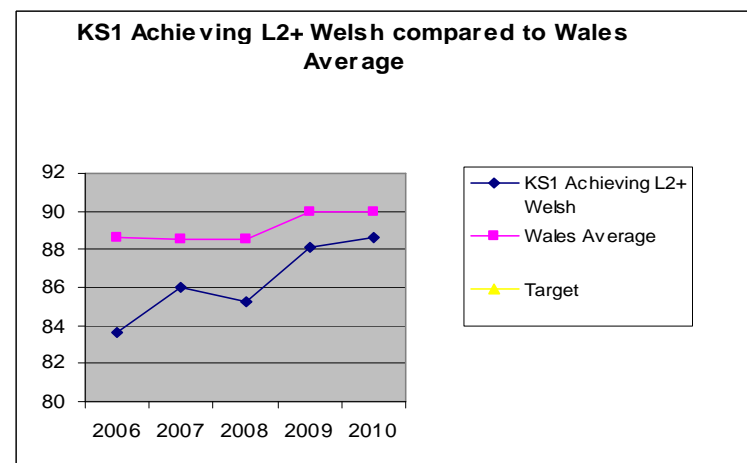
- In 2010 Girls outperformed the National average by 1.2%, continuing with a three year trend of improvement.
- The gap between Boys and the national comparison is narrowing (2009 2.6% and 2008, 6%) however remain 0.8% below the national comparison for Boys in 2010.
- It is also positive to note than in Carmarthenshire over the past two years the gap between Boys' and Girls' CSI is narrowing, this is a reflection of continuous improvement in attainment for Boys within the county.



Welsh at the end of Key Stage 1

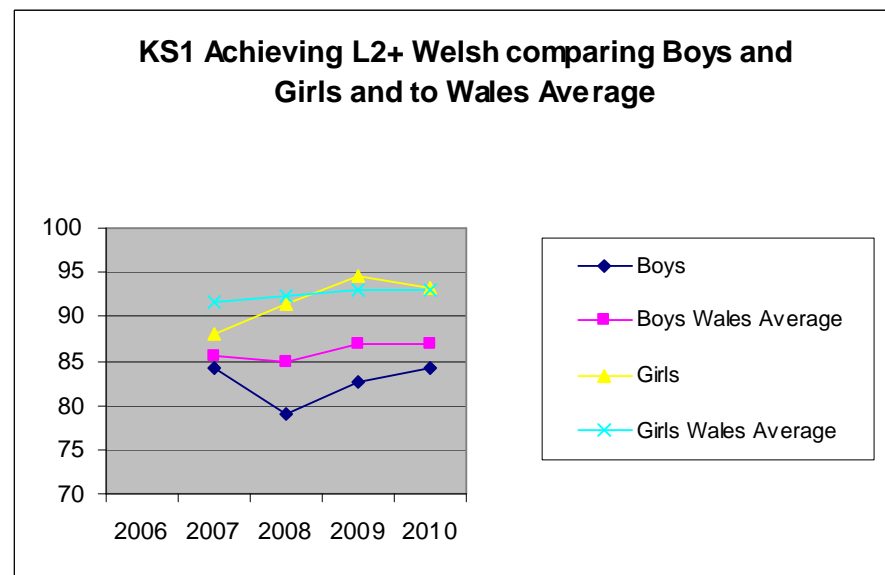
L2+ Welsh

- There has been continuous increase in the % of pupils achieving L2 in Welsh since 2008.
- Outcomes in Welsh for pupils at KS1 are at a new figure of 88.6%.
- The 4 year increase from the comparable figure in 2007/8 is 3%.
- The gap between Carmarthenshire and Wales is narrowing; 1.4% 2010. In 2009 the gap was 1.9% and in 2008 3.3%.



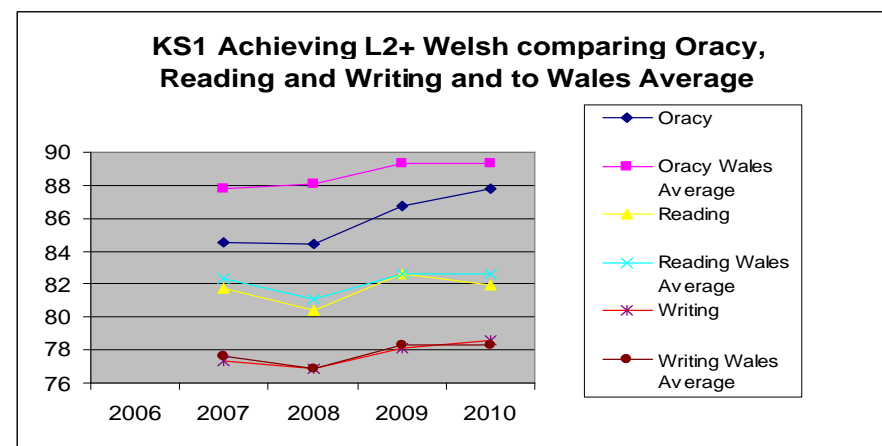
Gender comparison for Welsh

- Outcomes for Boys in Welsh continue to improve (84% achieving L2).
- The % point change from 2009 was 1.4%. There was no improvement in Boys achieving L2 Welsh across Wales.
- The current gap between Boys and the all Wales comparison is 2.8%. This gap is less than 2009 (4.2%)
- Girls achieving L2 Welsh decreased by 1.3%, however remain above the national comparison.
- The gender gap in Carmarthenshire is narrowing. In 2010 the gap was 9.2%, the comparison in 2009 was 11.9% and in 2008 12.4%. In 2010 the decline in % of Girls achieving L2 could be a contributing factor; however it is important to acknowledge the continuous improvement made by Boys.



Oracy, Reading and Writing in Welsh.

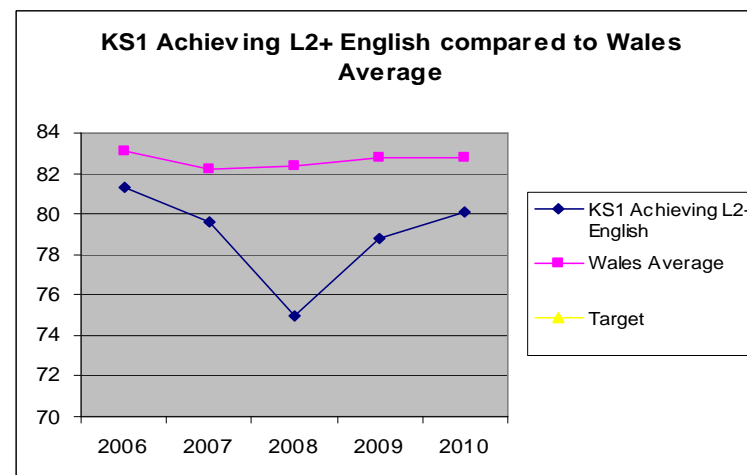
- Indicators for both oracy and writing have shown a % increase trend since 2008.
- Attainment in writing, although trailing other linguistic skills is above the national average for the first time since 2007
- Results for both oracy and writing are at their highest since 2007 and the difference between LA and national average is reducing in oracy (-1.5%)
- Reading results for 2010 were lower than in 2009 (-0.7%,)



English at the end of Key Stage 1

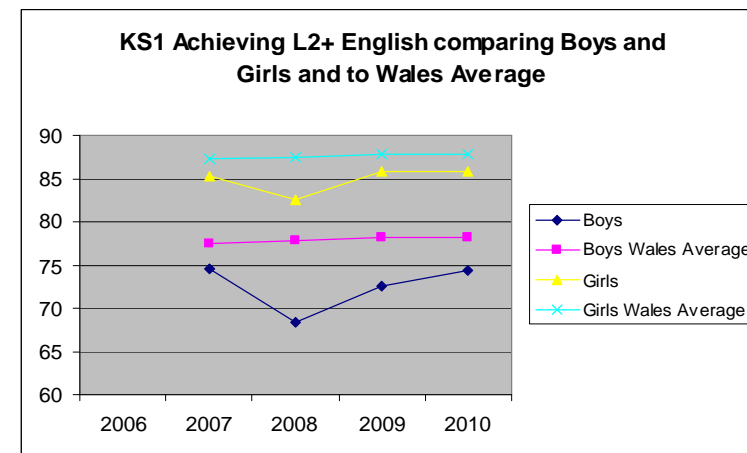
L2+ English

- There has been continuous increase in the % of pupils achieving L2 in English since 2008.
- The gap between Carmarthenshire and the Wales average continues to narrow 2010 (-2.7%), 2009 (-4%) and 2008(-7.4%)
- Although we welcome this improvement trend over the last two years, it remains evident that the gap between LA attainments and national comparison is greater in English than in other subjects at KS1.



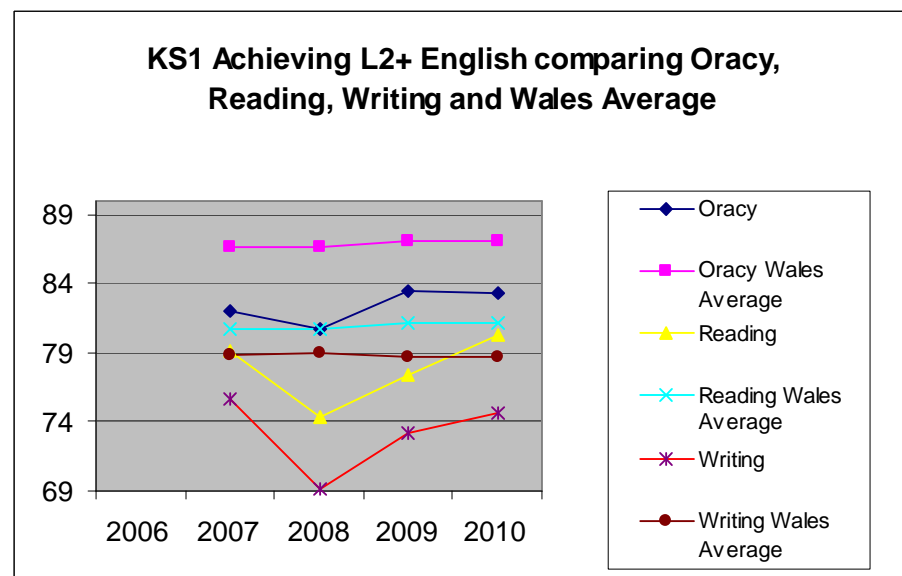
Gender comparison for English

- An improvement trend can be seen in outcomes for Boys compared with 2008. (+5.1%,) narrowing the gap with the all Wales comparison to 3.9%
- Outcomes for Girls remained consistent from 2009, with only a slight decrease of 0.1%.
- The gender gap within Carmarthenshire is narrowing, in 2010 the gap is 11.5%, in 2009 the gap was 13.3%
- The cohort of Girls and Boys in Carmarthenshire fall short of the All Wales averages for this indicator. Girls by 2% and Boys by 3.9%.



Oracy, Reading and Writing in English.

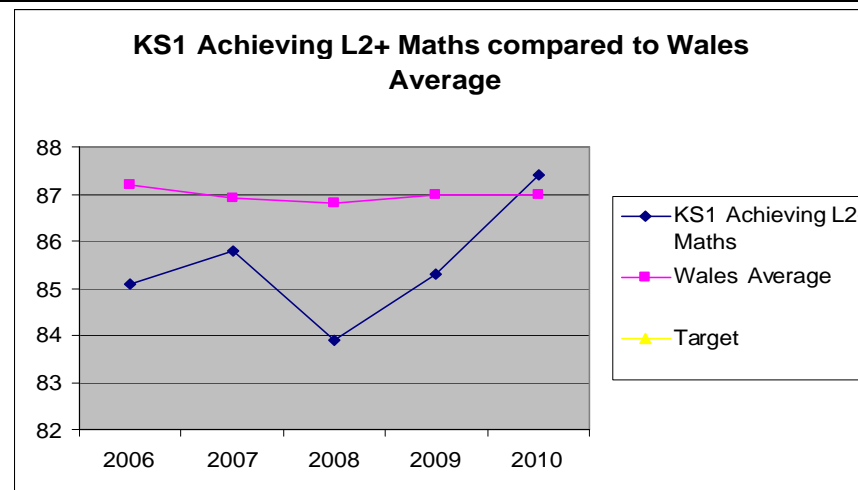
- A two year trend of improvement is evident in reading, with outcomes at their highest since 2007. This same pattern of improvement is also evident in writing although this skill remains 4% below the all Wales comparative.
- Following an improvement in 2009 there was a slight downturn of (0.2%) in oracy for 2010. This would not be consistent with the national comparison where oracy outcomes remain consistently much higher than outcomes in other English key skills. It is encouraging to see that there is an overall narrowing of the gap between English indicators and the national comparison.



Maths at the end of Key Stage 1

L2+ Mathematics

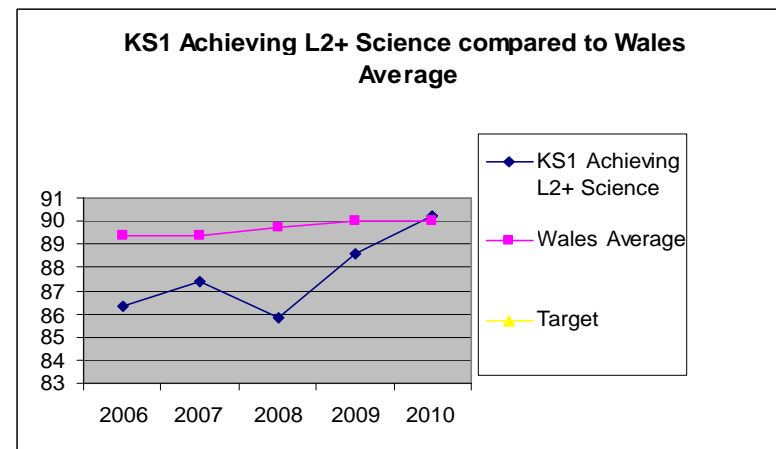
- Outcomes in Mathematics are above the national comparison for the first time since 2006, following an improvement of 3.5% compared with 2008.
- The cohort of Girls and Boys in Carmarthenshire exceed the All Wales averages for this indicator. Girls by 0.1% and Boys by 0.6% .
- Compared with 2009 outcomes for boys increased by 3.8%, however girls decreased by 0.1%
- The gender gap within Carmarthenshire has reduced to 3.2% in 2010, the All Wales equivalent is 3.7%



Science at the end of Key Stage 1

L2+ Science

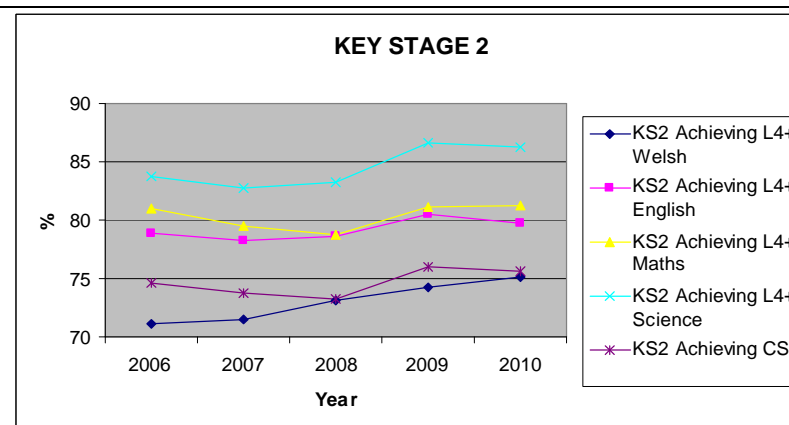
- Outcomes in Science are above the national comparison for the first time since 2006, following an improvement of 4.4% compared with 2008.
- The cohort of Girls in Carmarthenshire achieving L2 in Science exceeds the All Wales average for this indicator by 0.5%. Compared with 2009 there was an increase of 1% for girls within Carmarthenshire, nationally there was also an increase of 1%.
- Outcomes for Boys were equal to that of the national comparison of 88.4%. Outcomes for Boys show an improvement of 6.1% compared with the indicator in 2008. For the same period there was national improvement of 2.5%



Key Stage 2

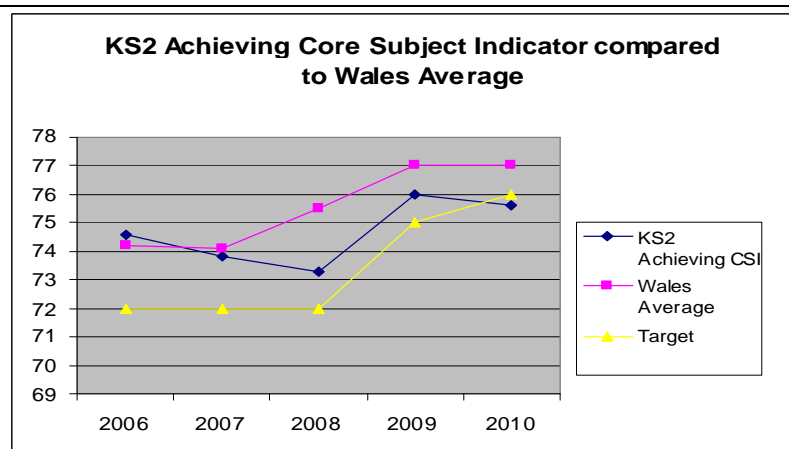
Subjects Overall

- The cohort being assessed at the end of KS2 in Carmarthenshire was 1861 pupils.
- The gender split for this cohort was 953 Boys and 908 Girls.
- The number of pupils assessed in Welsh as a first language was 914 (51%) and Welsh as a second language 905 (49%) pupils.
- Overall there was a disappointing picture in 2010 with English and Science failing to build on progress made in 2009. Slight progress was made in mathematics with an improvement of 0.9% in Welsh



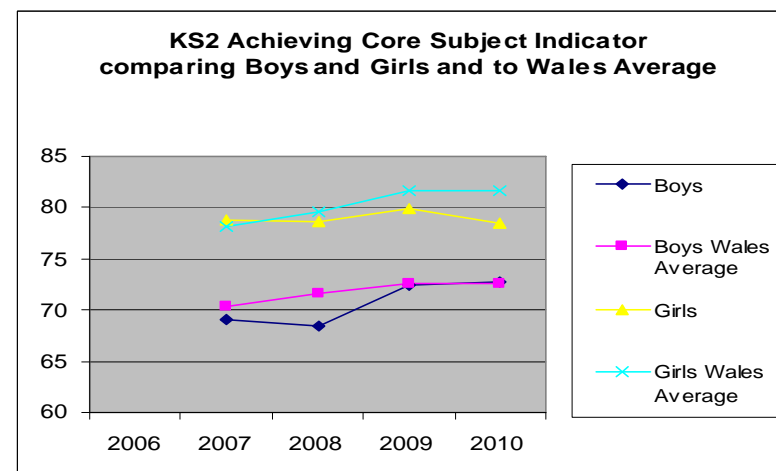
Core Subject Indicator

- The percentage of pupils achieving CSI in 2010 is 75.6%
- Having seen an improvement in CSI in 2009 a slight downturn of 0.4% is experienced in 2010.



CSI Gender Comparison

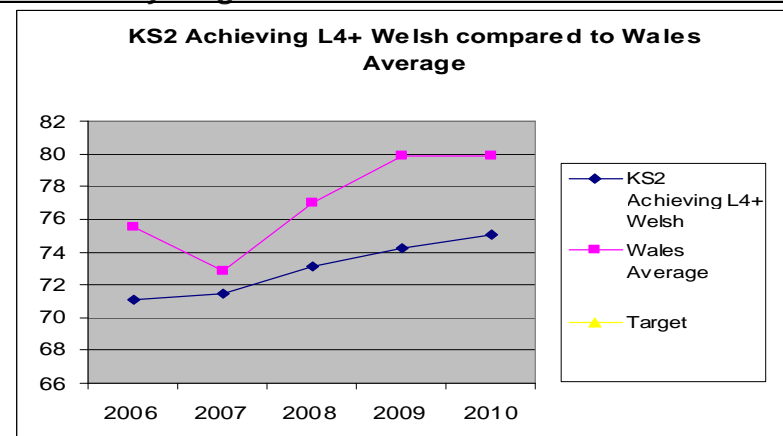
- An improvement in the percentage of Boys achieving CSI can be seen in 2010 (72.7 %.) A new figure and above the national comparison of 72.6%
- The percentage of Girls achieving CSI is 78.5%; this is lower than the national comparison of 81.7%
- The gender gap within Carmarthenshire is narrowing; in 2010 5.8% as opposed to 7.5% in 2009 and 10.3% in 2008. This can be attributed to the improvement in attainment for Boys.



Welsh at the end of Key Stage 2

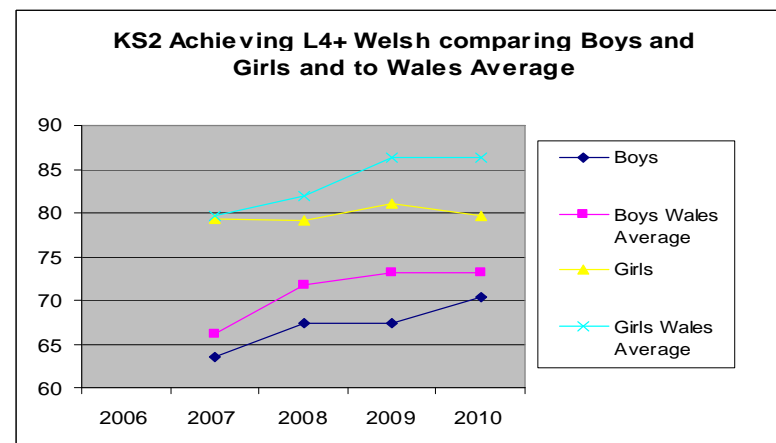
L4+ Welsh

- Over the last three years the cohort achieving L4+ Welsh has increased by 4%.
- 914 pupils were assessed in Welsh, just over 50% of the overall year 6 Carmarthenshire cohort.
- Pupil performance as measured by Teacher Assessment is 75.1%. An increase of 0.9% from last year's figure. The All Wales result remained as in 2009 at 79.9%.



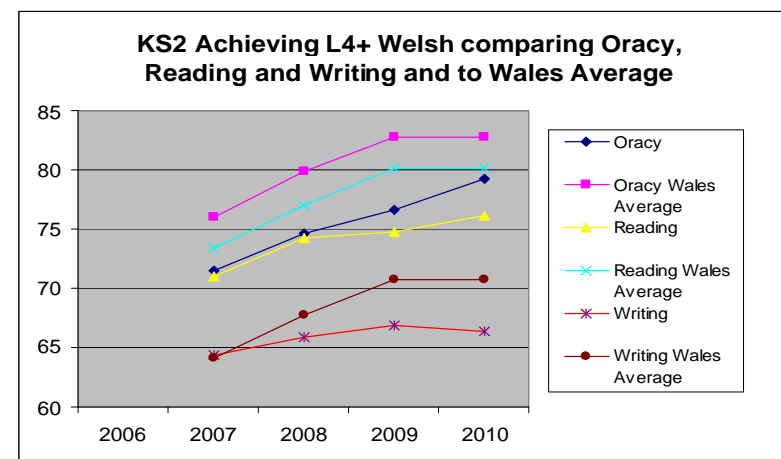
Gender Comparison for Welsh

- The percentage of Boys achieving L4 is 70.3% a new figure for Carmarthenshire and a % point change of 2.9% from 2009.
- The gap between Boys and the national comparison is 2.9%
- Outcomes for Girls in 2010 were down 1.4% compared with 2009. This figure is 6.7% below the national comparison for Girls.
- The gender gap within Carmarthenshire is 9.4%, the national comparison is 13.2%



Oracy, Reading and Writing in English.

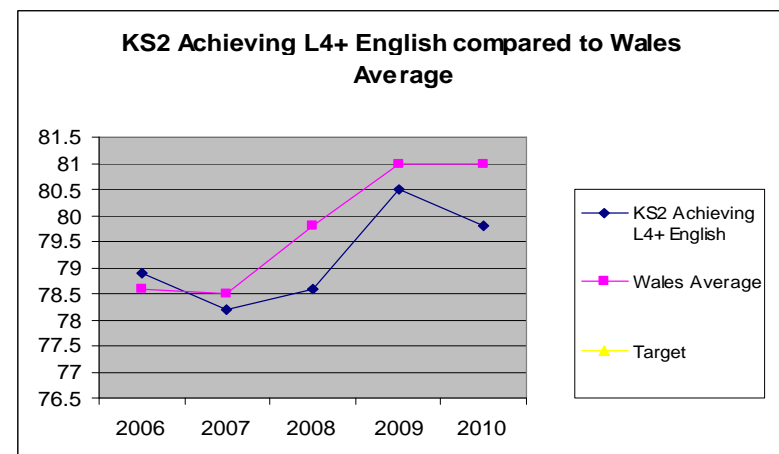
- An improvement is evident in Reading and oracy with both attainment targets reaching new figures in 2010. Oracy being 79.3% and reading 76.1%
- Oracy remains 3.5% below the national indicator, this impacts on Teacher Assessment outcomes for Welsh as the attainment targets are weighted in favour of Oracy (Oracy-X4, Reading-X3, Writing-X3)
- The % of pupils achieving L4+ in reading is 76.1%, this figure is 4% below the national comparison.
- Teacher assessment for Writing in 2010 is 66.4%, compared with 66.9% in 2009. Writing in 2010 is 4.4% below the national comparison.



English at the end of Key Stage 2

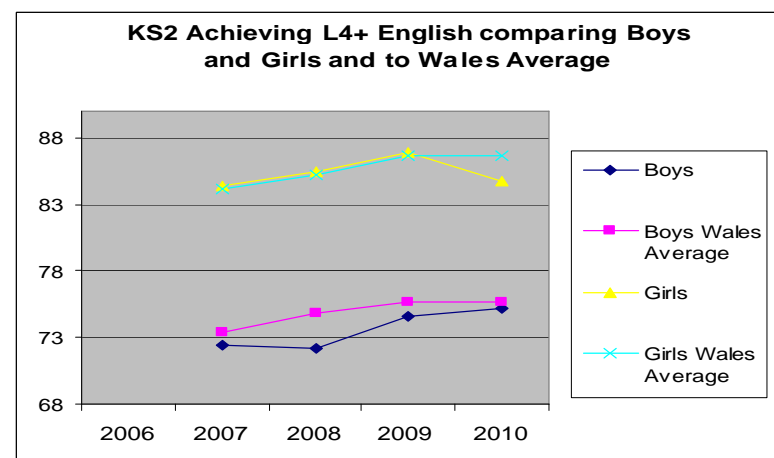
L4+ English

- The percentage of pupils achieving L4 is 79.8% compared with 80.5% in 2009.
- The all Wales figure for 2010 is 81% consistent with 2009.



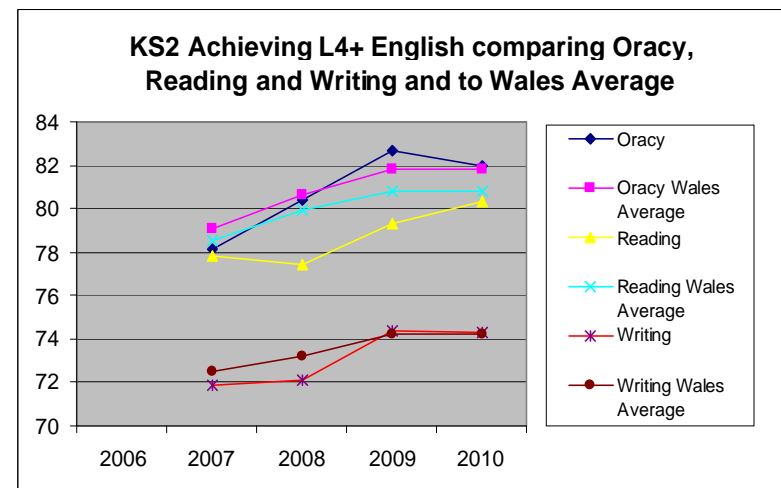
Gender comparison for English.

- The % of Boys achieving L4 has risen to a new figure of 75.2%, (0.4% below the national comparison)
- Teacher assessment for Girls in 2010 is 84.7%, this is 2% below the national figure.
- The gender gap in Carmarthenshire in 2010 is 9.5%. The national comparison would be 11.1%. However it is noted that the main contributing factor in the narrowing of the gap would be the downturn in achievement for Girls in 2010.



Oracy, Reading and Writing in English.

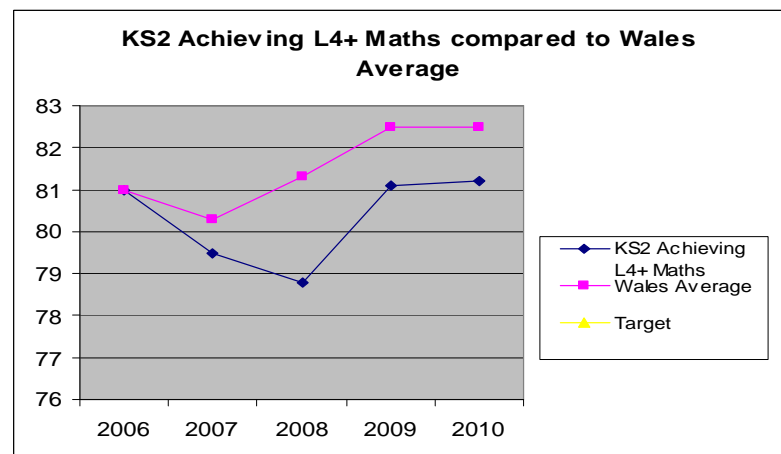
- The % of pupils achieving L4 in Oracy is 82%, a slight change from 82.7% in 2009.
- Assessment of reading recorded a new figure of 80.3% almost equal to the national comparison of 80.8%.
- The indicator for writing was 74.3% consistent with the national average of 74.4%
- The greatest downturn was seen in Oracy.



Maths at the end of Key Stage 2

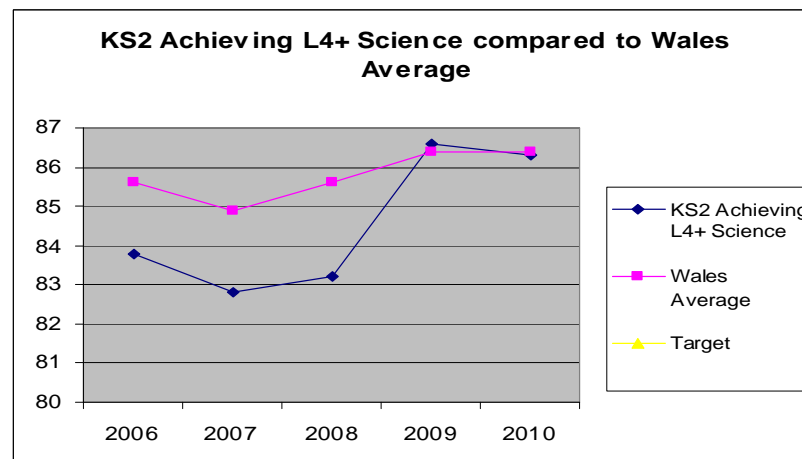
L4 Maths

- The percentage of pupils achieving L4+ in Maths was 81.2%, a new figure since 2006. This figure is 1.3% below the national comparison of 82.5%
- The percentage of Boys achieving L4+ is 80.6% and above the all Wales comparison of 80.3%. This figure of 80.6% for Boys within the county is also a new figure since 2006.
- The percentage of Girls achieving L4+ in 2010 is 81.8% compared with the 2009 figure of 83.1%. The national comparison for 2010 is 84.8%



L4 Science

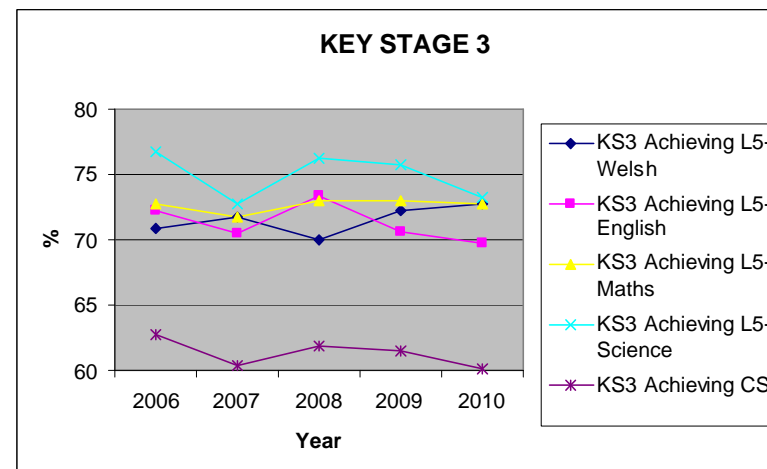
- Pupil performance as measured by Teacher Assessment is 86.3% compared with a national average of 86.4%.
- The % achieving L4+ Science in 2009 was slightly higher at 86.6%
- The percentage of Boys achieving L4+ is 72.7% and above the national comparison.
- The percentage of Boys achieving L4 in Science is also a new figure for the authority (72.7%), an increase of 0.8% from 2009. The national indicator for boys remained static from 2009.
- The percentage of Girls achieving L4 is 78.5%; 1.4% lower than last year's figure.



Key Stage 3

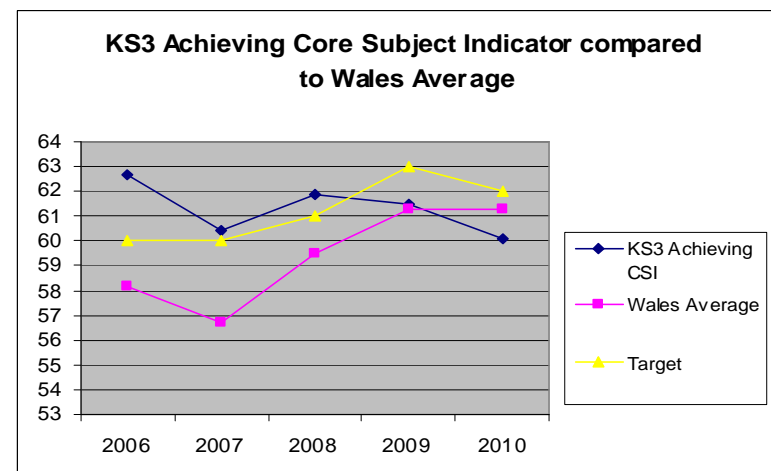
Subjects Overall

- The cohort being assessed at the end of KS3 in Carmarthenshire was 2158 pupils.
- The gender split for this cohort was 1123 Boys and 1035 Girls.
- The number of pupils assessed in Welsh as a first language was 766 (35%) and Welsh as a second language 1392 (65%) pupils.



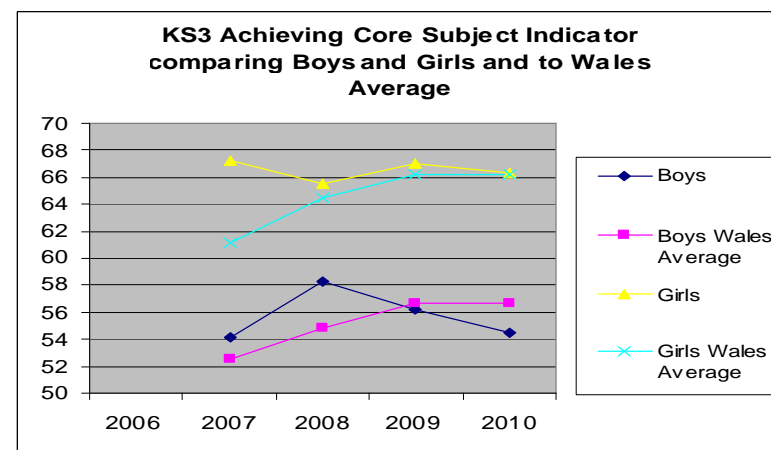
Core Subject Indicator

- The percentage achieving CSI has decreased by 1.4% to 60.1%. The All Wales average figure remained at 61.3%
- 2010 saw the LA average fall 1.2%.below the all Wales comparison.



CSI Gender Comparison

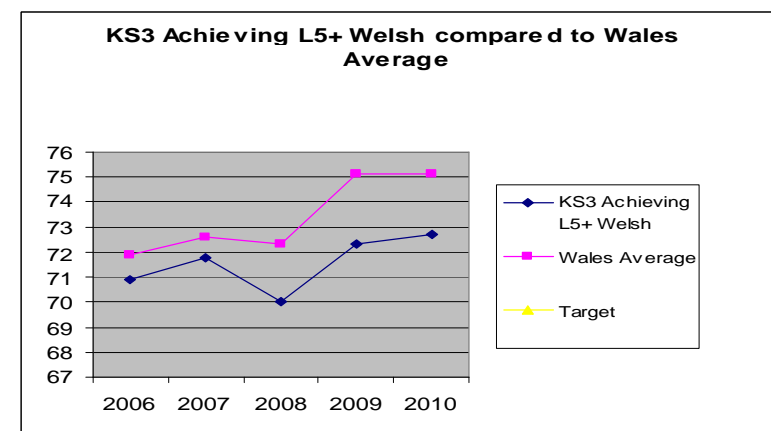
- The percentage of Girls achieving CSI in 2010 is 66.3%. This is 0.4% lower than in 2009, however still above the national comparison.
- The percentage of Boys achieving CSI in 2010 is 54.5%. This is 1.7% lower than in 2009.
- 56.7% of Boys and 66.2% of Girls achieve the CSI nationally.
- Nationally since 2008 there has been an increase of 1.9% in CSI for Boys. During the same period the CSI for Boys in Carmarthenshire has decreased by 3.8%



Welsh at the end of KS3

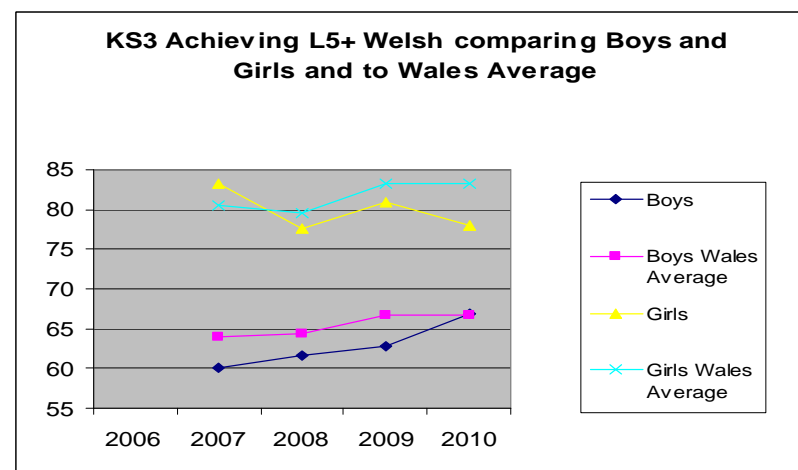
L5 Welsh

- Over the two years the cohort achieving L5+ Welsh has increased by 2.7%. The All Wales average figure increased by 2.8%
- The percentage of pupils achieving L5+ in Welsh was 72.7%, a new figure for Carmarthenshire; however this figure remains 2.4% below the current average for Wales.



Gender Comparison for Welsh

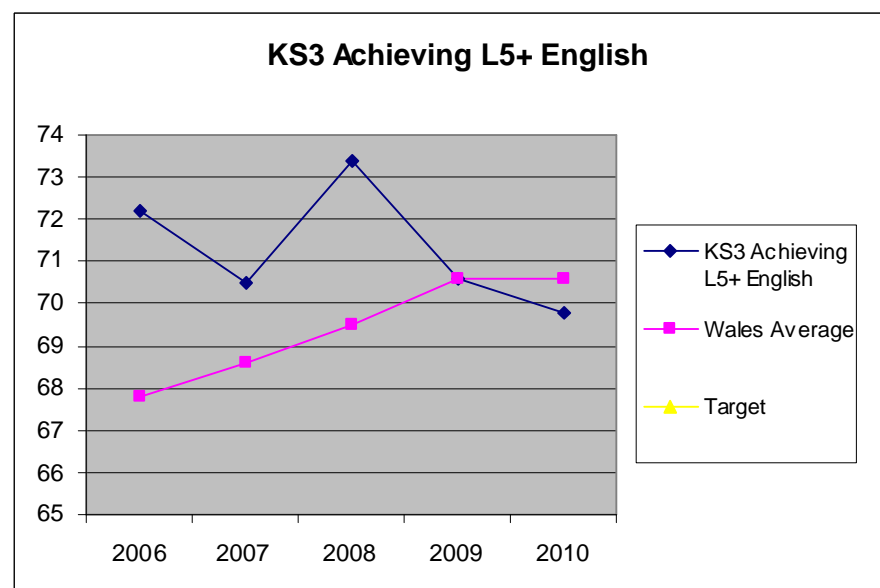
- The percentage of Boys achieving L5 is 66.8%, a new figure for Carmarthenshire and a % point change of 4.1% from 2009. The national comparison is 66.6%.
- We can see a 4 year trend of improvement for Boys with 6.18% point change from 2007. The national comparison % change since 2007 would be 2.6%
- Recent assessment indicators for Girls in Carmarthenshire have been below the national comparison for 3 years, with the gap widening to 5.3% in 2010. The national trend for Girls is that of improvement.



English at the end of KS3

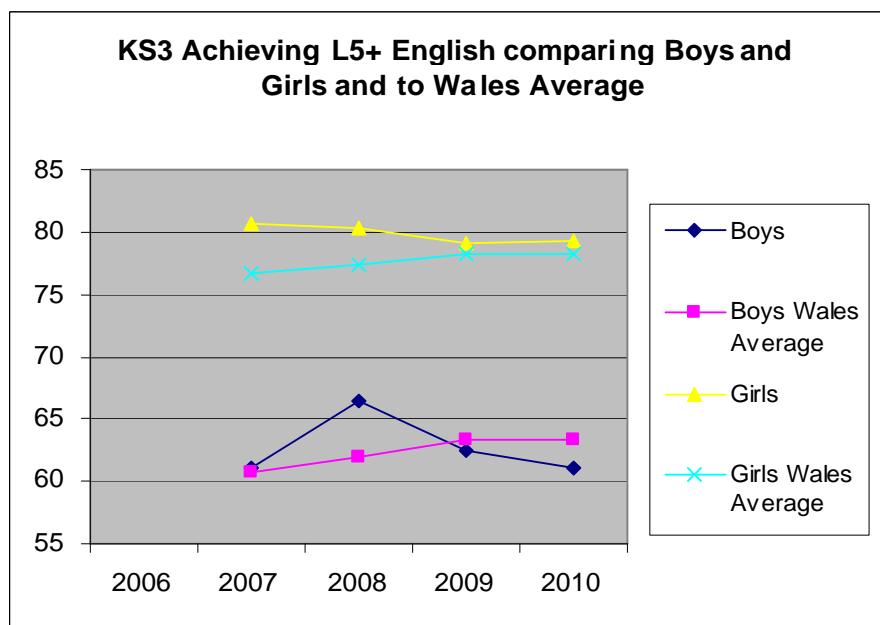
L5 English

- Pupil performance as measured by Teacher Assessment in 2010 is 69.8%. A decrease of 0.8% from last year's figure. The All Wales result remained at 70.6% from 2009.
- Over the last two years there has been a downward trend of 3.6% in the percentage of pupils achieving L5 in English. Nationally there has been an improvement of 1.1%



Gender Comparison for English

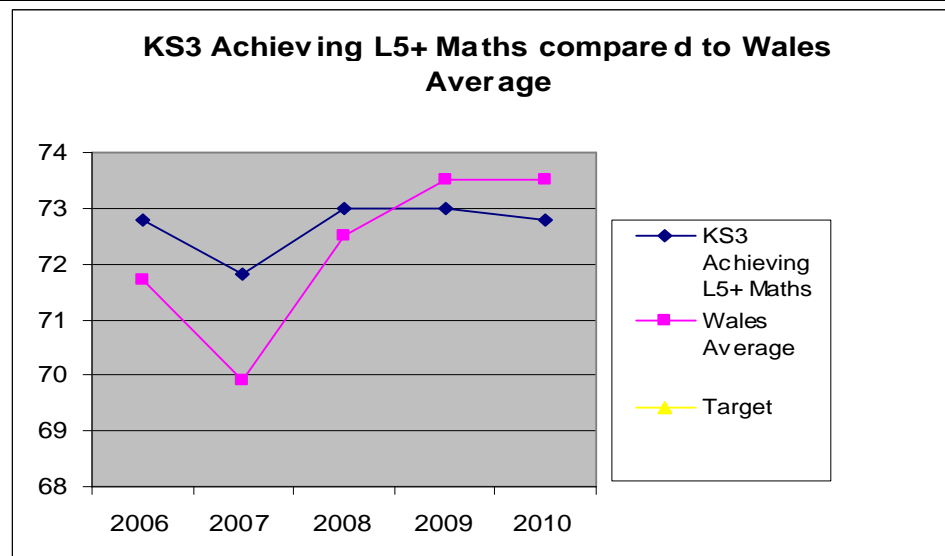
- The percentage of Girls in Carmarthen achieving L5 in English is 79.3%. This figure is 1% above the national comparison for Girls. There has been an increase of 0.2% compared with the Authority's average for Girls in 2009.
- For Boys the picture is less positive with Boys trailing the national comparison for Boys by 2.3%. There has also been a downturn of 5.5% compared with the figure for Boys in 2008.
- Within Carmarthenshire the gender gap in 2010 is 18.3%. The national comparative figure in 2010 is 15%.
- Of more concern is the manner in which this gender gap within Carmarthenshire is increasing, 2010 18.3%, 2009 16.6%, 2008 13.8%.
- There is a four year trend of improvement for Girls and Boys nationally.



Mathematics at the end of KS3

L5+ Maths

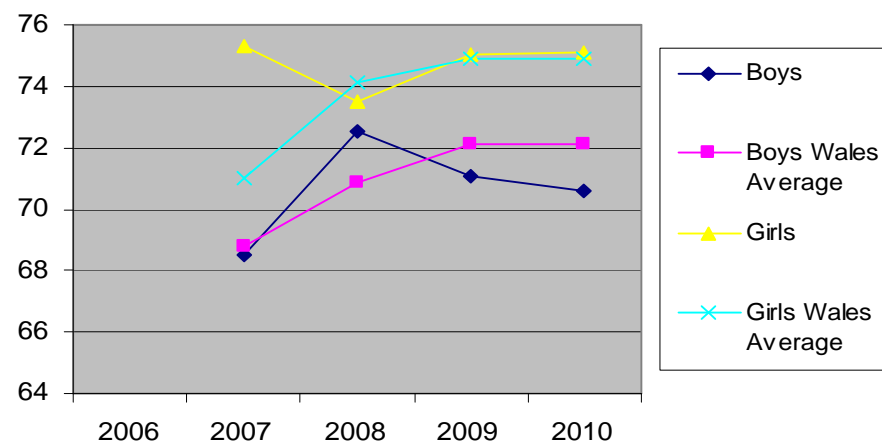
- Having been above the National average between 2006-2008, the attainment of pupils within Carmarthenshire is below the all Wales comparison in 2010 by 0.7%.
- The current indicator for mathematics is fairly consistent since 2008.



Gender Comparison for Maths.

- Girls however are currently above national average since 2009. In 2010 the gap between Girls in Carmarthenshire and the national comparison for Girls is 0.2%.
- Boys within the Authority currently trail the national comparative for Boys by 1.5%.
- The gender gap within the Authority for 2010 is 4.5%; in 2009 this gap was 3.9% and in 2008 2.3%. The national gender gap in 2010 is 2.9%
- The gender gap across Wales within mathematics is narrowing since 2008.

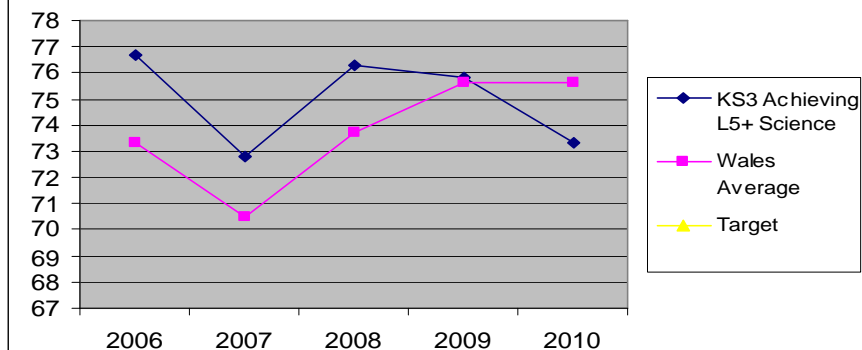
KS3 Achieving L5+ Maths comparing Boys and Girls and to Wales Average



L5+ Science

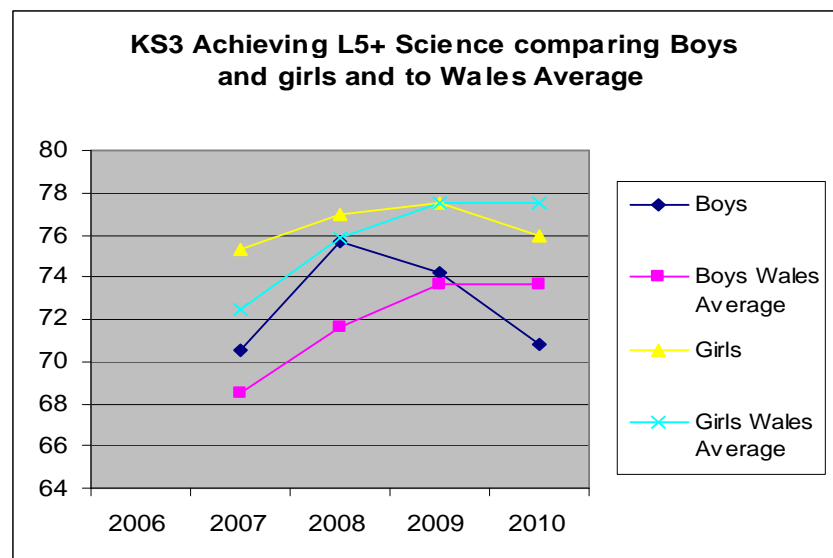
- Having been above the National average between 2006-2009, the attainment of pupils within Carmarthenshire is below the all Wales comparison in 2010 by 2.3%.
- There has been a two year downward trend of 3% in Science since 2008, for the same period there has been a 1.9% improvement in Science outcomes for pupils nationally.

KS3 Achieving L5+ Science compared to Wales Average



Gender Comparison for Science

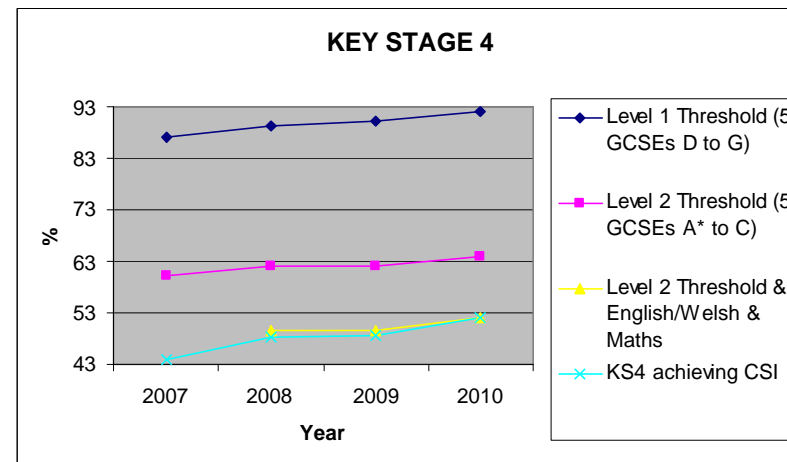
- In 2010 attainment for both Girls and Boys within Carmarthenshire fell below the National comparison by 1.5% and 2.9% respectively.
- Between 2008 and 2009 there has been a 4.9% fall in the percentage of Boys attaining L5+ in Science.
- The current gender gap within Carmarthenshire is increasing. B/G comparisons in 2010 -5.2%, 2009 -3.3%, 2008 2.3%. National comparison indicator for 2010 would be 3.8%.
- The National trend for both Girls and Boys nationally is that of improvement.



Key Stage 4

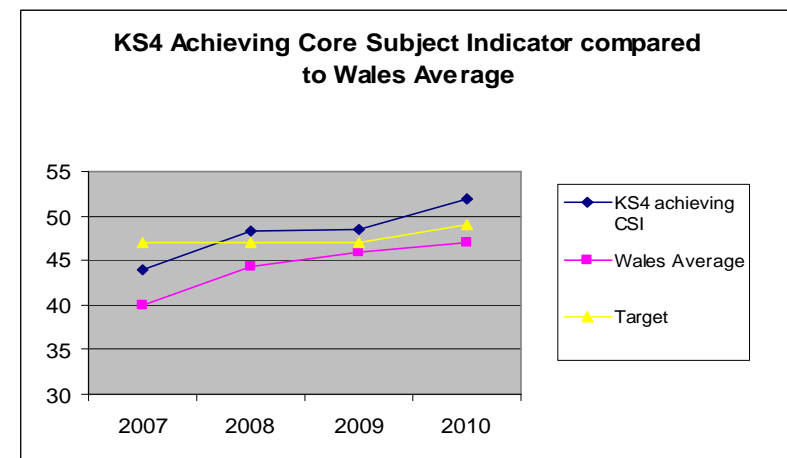
The Level 1 Threshold represents a volume of learning equivalent to 5 GCSEs at grade D to G. The Level 2 Threshold represents a volume of learning equivalent to 5 GCSEs at grade A* to C.

- Over the last four years the Carmarthenshire % of cohort achieving the Level 1 and Level 2 threshold has increased.
- Over the last four years the Carmarthenshire % of cohort achieving the Level 2 and Welsh/English and Maths has increased.
- Over the last four years the percentage of pupils achieving the Core Subject Indicator at KS4 has also increased.



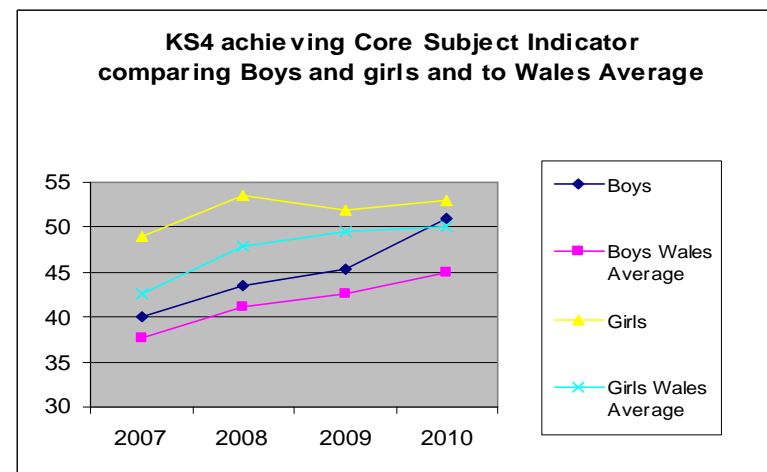
Core Subject Indicator at KS4

- The percentage of pupils achieving the CSI in 2010 is 52%
- The percentage of pupils achieving the CSI in 2010 is 5% above the All Wales average.
- Since 2007 there has been an 8% increase in the percentage of pupils achieving CSI. The national comparison for the same period would be 7%



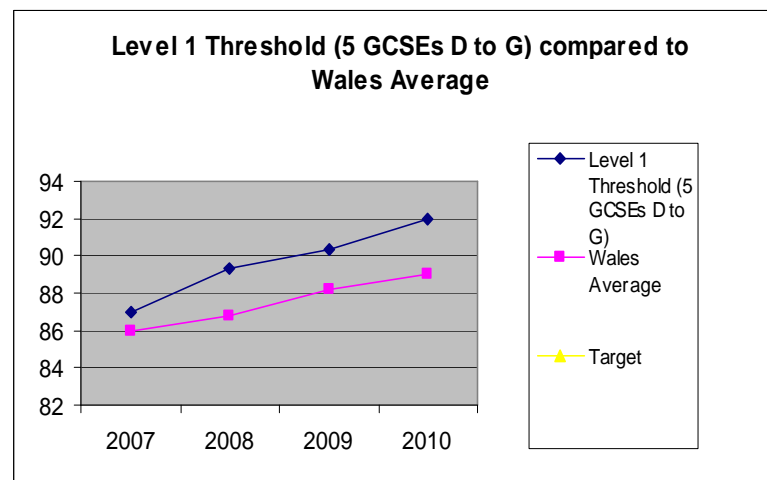
Gender Comparison for CSI

- In 2010 Boys and Girls are significantly achieving higher in CSI than the national comparison. Boys are 6% above the average whilst Girls are 3% above the All Wales comparison.
- Since 2007 there has been a 10.9% increase in the % of Boys achieving CSI. The national comparison for the Boys for the same period is 7.4%
- Within Carmarthenshire the gender gap for 2010 is 2%, nationally the gap in 2010 is 5%.



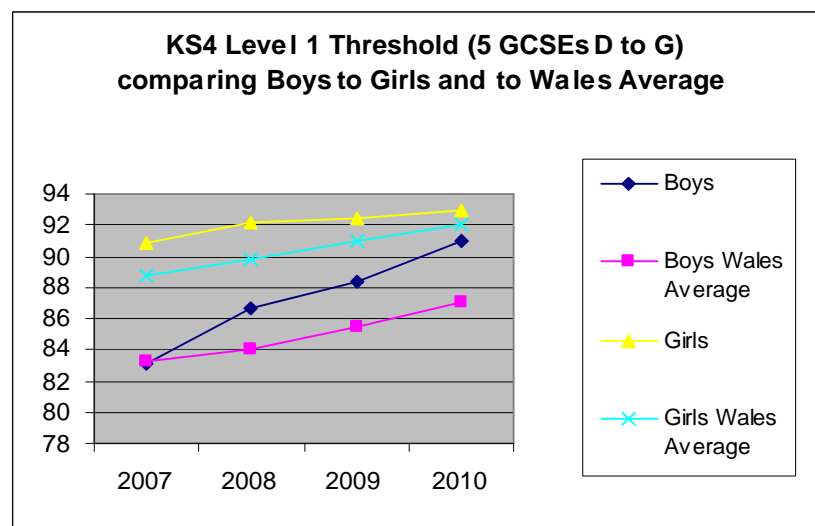
The Level 1 Threshold represents a volume of learning equivalent to 5 GCSEs at grade D to G.

- The percentage achieving the Level 1 Threshold has increased by 1.7% from last year's figure.
- In 2010 the percentage of pupils achieving L1 threshold is 3% higher than the National average
- Since 2007 the All Wales % of cohort achieving the Level 1 Threshold has increased by 3 %, in Carmarthenshire for the same period the increase is 5%.



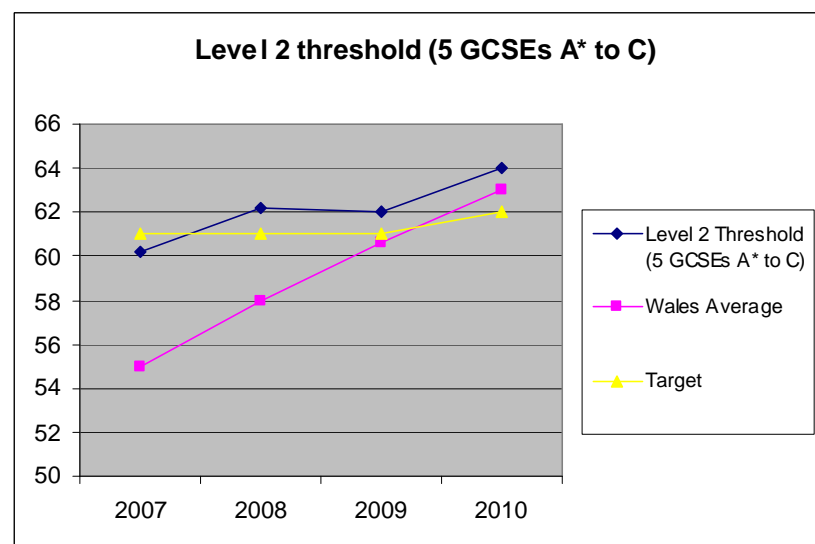
Gender Comparison for Level 1 Threshold.

- For 2010 the gender gap for Carmarthenshire pupils has reduced to 2%. In 2009 the gap was 4.1% and in 2008 there was a wider gap of 4.2%. The All Wales gender gap in 2010 is 5%.
- Over the last four years the All Wales % of Girls achieving the Level 1 Threshold has increased by 3.2%, in Carmarthenshire for the same period the increase is 2.1%.
- The picture for Boys is different. Over the last four years the All Wales % of Boys achieving the Level 1 Threshold has increased by 3.7%, in Carmarthenshire for the same period the increase is 7.9%.



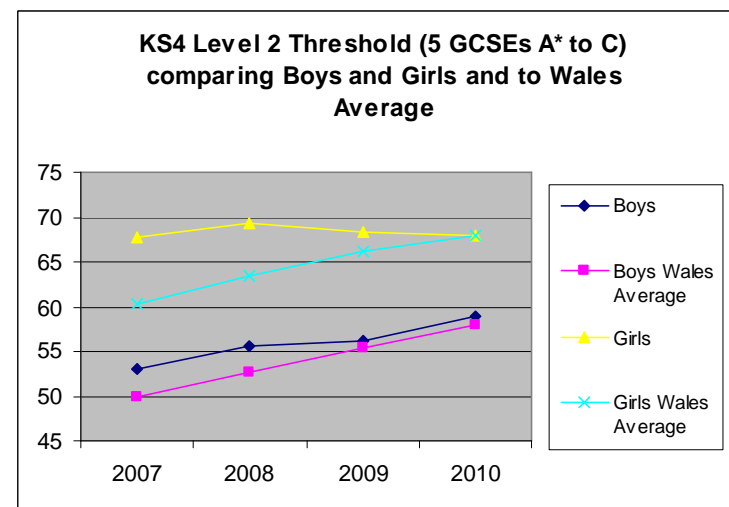
The Level 2 Threshold represents a volume of learning equivalent to 5 GCSEs at grade A* to C.

- The percentage achieving the Level 2 Threshold has increased by 2% from last year's figure.
- In 2010 the percentage of pupils achieving L2 threshold is 1% higher than the National average
- Since 2007 the All Wales % of cohort achieving the Level 1 Threshold has increased by 8 %, in Carmarthenshire for the same period the increase is 3.8%.



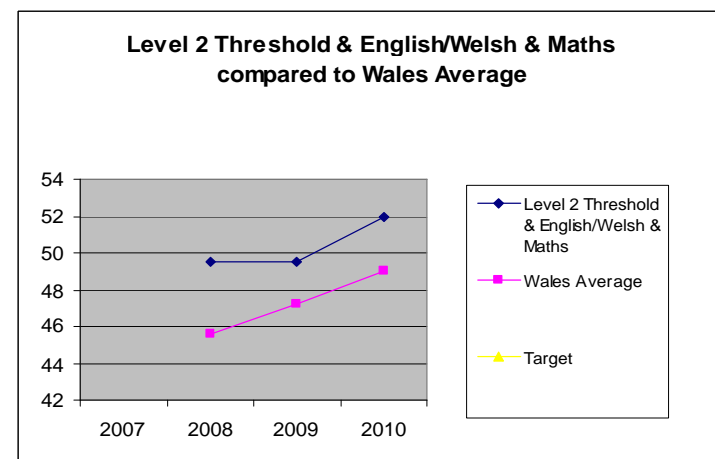
Gender Comparison for Level 2 Threshold.

- For 2010 the gender gap in for Carmarthenshire pupils has reduced to 9%. In 2009 the gap was 12.3% and in 2008 there was a wider gap of 13.8%. The All Wales gender gap in 2010 is 10%.
- Over the last four years the All Wales % of Girls achieving the Level 2 Threshold has increased by 7.7%, in Carmarthenshire for the same period the increase is 1.2%.
- Over the last four years the All Wales % of Boys achieving the Level 2 Threshold has increased by 8%, in Carmarthenshire for the same period the increase is 5.9%. The percentage of Boys achieving L2 threshold has remained above the All Wales Boys' comparison since 2007.



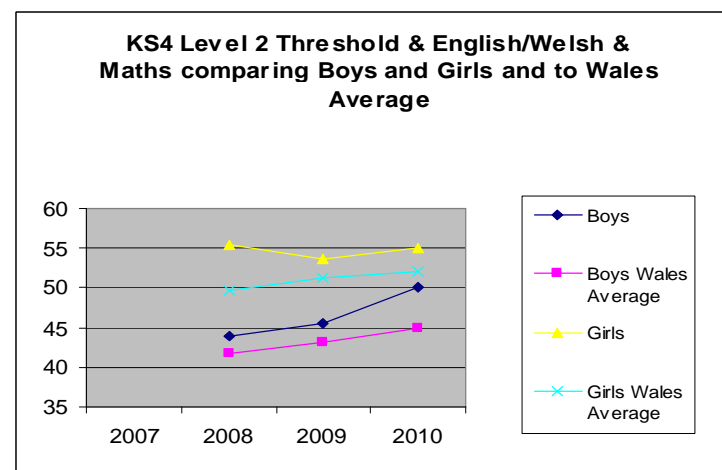
The % of pupils who achieve The Level 2 Threshold and Welsh/English and Maths.

- The percentage achieving the Level 2 Threshold inc E/W + M is 52%, this figure is 3% above the national figure of 49%.
- The percentage achieving the Level 2 Threshold inc E/W + M has increased by 2.5%. The All Wales increase comparison is 3.4%



Gender Comparison for L2 Threshold and Welsh/English and Maths

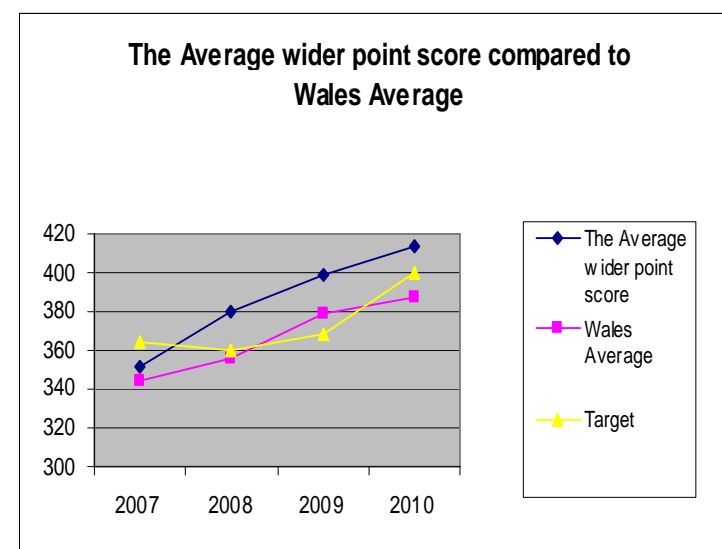
- The % of Girls achieving the Level 2 and W/E and Maths Threshold increased from last year's figure by 1.3%. Nationally Girls made an increase of 0.7%
- Over the past three years the % of Boys achieving L2 threshold and W/E and Maths has increased by 6%. Nationally Boys made an increase of 3.3%
- Both Girls and Boys remain above the national comparisons by 3% and 5% respectively.
- The gender gap within Carmarthenshire has reduced to 5%. The gap in 2009 was 8.1% and in 2008 there was a difference of 11.5%



The Average wider point score.

- The Average Wider Points score for Carmarthenshire has increased from last year by 14.8 points. All Wales score increased by 8.2 points.
- Over the last four years the percentage increase in the points score in Carmarthenshire is 25% for Boys, 12% for Girls. Nationally the figures are 14% increase for Boys and 11% increase for Girls.

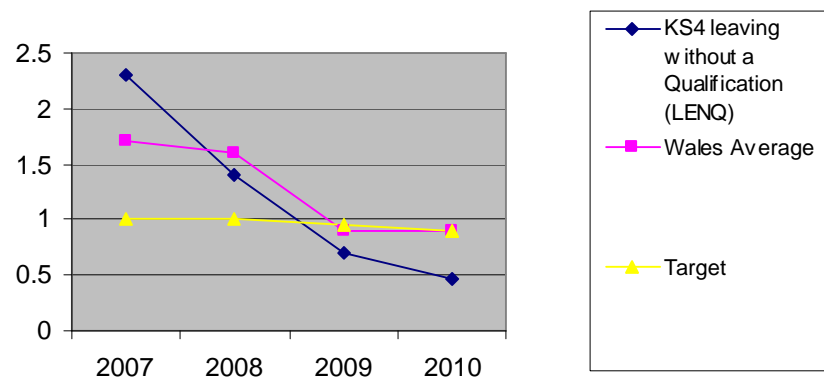
The Average wider point score is contributed to by any qualification at any level of the National Qualification Framework approved for use in Wales which attracts a points value. (Points vary according to grade so GCSE at grade C is worth 40 points, but the same qualification at grade A is worth 58.)*



% Leaving Full Time Education without a Qualification (LENQ)

- The target of 0.9% Leaving Full Time Education without a Qualification in Carmarthenshire was met. In 2010 this percentage is 0.4%
- Over the last three years the LENQ figure for Carmarthenshire has decreased by 1.4%. The reduction in the figure for Boys (2.8%) is excellent. For Girls the figure is 0.8%
- The Carmarthenshire figure of 0.4% is well below the National comparison.

KS4 leaving without a Qualification (LENQ) compared to Wales Average



Key Stage 5

The Summary of Secondary School Performance (SSSP) is issued for every Secondary School. The information provided for all Local Authorities (LA) is taken from Examination Results in Wales 2009/10.

Key Findings

- Percentage of Pupils in the Carmarthenshire cohort who achieved the Level 3 threshold (Volume of 2 A Levels at Grade A-E) is 97%. This is 0.4% lower than 2009. The National comparison is 96%. Carmarthenshire is the best performing county in Wales in this respect.
- The Carmarthenshire average for Girls is 98% this compared with the National average of 96%.
- The Carmarthenshire average for boys is 95%, 2% above the National average for boys of 93%

Average Wider Point Score

The Average wider point score is contributed to by any qualification at any level of the National Qualification Framework approved for use in Wales which attracts a points value. (Points vary according to subject and grade)

- The average wider points score for pupils aged 17 in Carmarthenshire cohort is 759. The Average Point Score for 2009 was 729. In four years the Average Point Score has increased from 691 to 759. This is an increase of 9.8%.
- The National average of cohort is 763.
- The Carmarthenshire Average Wider Points Score for Girls is 800; the National average for Girls is 795. Over last four years the Average Point Score increase for Girls has increased from 711 to 800. This is an increase of 12.5%
- The Carmarthenshire Average Wider Points Score for Boys is 706; the National average for Boys is 726. Over last four years the Average Point Score increase for Boys has increased from 585 to 706. This is an increase of 20.7%

Conclusion and Value Added Commentary

At **Key Stage 1** progress has been made over the last two years, with indicators for both Girls and Boys increasing in all subjects. The gap between Carmarthenshire and the National averages in both Welsh and English is narrowing. In Maths and Science we see the LA averages above the National comparison for the first time. However we acknowledge that continuous improvement and building on current good practice is required in order to bring outcomes at the end of Key Stage 1 in line with or surpass outcomes for similar pupils in other authorities.

Data at **Key Stage 2** provides a confusing picture. Continued progress can be seen in Welsh and to a lesser extent in Mathematics; however there is a decrease in the indicator for both English and Science. We also note that the trend for boys in all subjects is that of improvement; however a downward trend in outcomes for Girls is evident in 2010. A 3 year trend Value Added analysis (See below) suggest that attainment for pupils was as estimated in English, Maths and Science but lower than estimated in Welsh.

At **Key Stage 3** we see progress similar to that at Key Stage 2 with an increase in pupils achieving L5 in Welsh; however the same progress is not evident in other core subjects. Boys show improvement in Welsh, whilst there is evidence of progress for Girls in Mathematics. The 3 year trend Value Added analysis suggests that attainment was as expected in English and Science, however lower than estimated in Welsh and Mathematics.

Key Stage 4 Over the last four years the Carmarthenshire % of cohort achieving the Level 1 and Level 2 threshold has increased and is above the National comparison. This is also the trend for the Wider Point Score comparison. Indicators for both Girls and Boys remain above the National comparison since 2008. Value Added data for pupils from KS2 to KS4 is positive for nearly all indicators, the Level 1 and 2 Thresholds indicate Significant Positive Value Added. This suggests that the pupils make very good progress from KS2 through to KS4 on the basis of the attainment at the end of KS2.

Key Stage 5. The percentage of pupils achieving the L3 indicator remains above the national comparison. Boys and Girls remain above their respective National comparisons. The National Average Point Score is slightly lower than the National comparison.

Assessment and Outcomes

It is recommended that schools continue to develop consistent judgements for Teacher Assessment at the end of the Key Stage. Participation in Standardisation and Moderation exercises with colleagues in school and on a wider basis is considered essential. Consistency in Teacher Assessment and a culture of high expectation for pupils, making consistent use of level descriptors and data is considered essential in order to bring outcomes at the end of Key Stage 1- 3 in line with or surpass outcomes for similar pupils in other authorities.

What is Value Added?

Value added shows the progress made by an individual or a group compared with the average progress made by similar pupils nationally between key stages, i.e., the relative progress they have made.

Value added information, therefore, supplements pupils' results from National Curriculum assessments or public examinations by showing the improvement that they have made in the period prior to the time they were assessed. It shows if they have improved on average by more, or less, than their peers, over the same period. Many studies have confirmed that prior attainment is by far the best indicator of a pupil's ultimate performance.

Schools will use the information to assess how their pupils are performing in comparison with pupils of similar starting attainments nationally.

Section 2:
Good Practice, Support and Challenge Framework – Self
Evaluation
Outcomes 2009-10

Outcomes of the Good Practice, Support & Challenge Framework in 2009-10

Background

The 'Good Practice, Support and Challenge Framework' (GPSCF) was drawn up in order to (a) foster a culture of self evaluation within schools by establishing a quality assurance framework within a local context; and (b) make more explicit the basis upon which support is provided to schools.

Each year, the GPSCF forms the basis of annual professional discussions between schools and their link school improvement officers. As with Estyn's Inspection Framework for Schools, the GPSCF has three main sections, namely Standards, The Quality of Education and Leadership & Management. Each of these sections contains between five and seven sub-sections, each of which, in turn, contains a series of statements in relation to every aspect of school life, consistent with the inspection framework. The sub-sections of the GPSCF are as follows:

Standards	The Learner, Pupil Progress, Key Skills & Bilingualism, Lifelong Learning, Personal & Social Development, Attendance
Quality of Education	Teaching, Assessment, (Curriculum) Planning, Learning Experiences, Inclusion, Care, Support & Guidance, Partnerships.
Leadership & Mgnt	Leadership, Strategic Planning, CPD (Continuous Professional Development), Self-evaluation, Managing Resources.

The headteacher, frequently following internal discussions with staff, and occasionally following discussion with pupils and governors, would agree, with the link school improvement officers, which statements best reflect the school's position in relation to a continuum of four stages. One example, from the sub-section on Pupil Progress, is provided below:

The school that challenges itself	The school with some further challenges	The school that requires additional support to address specific issues	The school that needs intensive support and guidance.
Pupils exceed expectations based upon previous key stage (KS) performance.	Pupils perform in line with expectations based upon previous KS performance.	Performance of pupils is often low in relation to previous KS performance.	Pupils perform poorly in relation to previous KS performance.

The outcome of each school's GPSCF is shared, annually, with the chair of the school's governing body.

The following analysis is based upon completed results from every primary, special and secondary school in the county. As in previous years, the analysis is used to inform the extent of additional support to be provided to individual schools, and to assist in

the dissemination of good practice that exists. It is important to note that whilst percentage figures may be valid in the primary phase, they need to be viewed with greater caution in relation to secondary & special schools, given the smaller numbers involved.

Standards

Primary Schools

Schools that . . .	The Learner	Pupil Progress	Key Skills & Bilingualism	Lifelong Learning	Personal & Social Dev ^{nt}	Attendance
challenge themselves	34	29	28	44	70	26
have some further challenges	64	60	65	54	30	72
need additional support to address specific issues	1	11	7	3	0	2
need intensive support and guidance	1	0	0	0	0	0

Secondary & Special Schools

Schools that . . .	The Learner	Pupil Progress	Key Skills & Bilingualism	Lifelong Learning	Personal & Social Dev ^{nt}	Attendance
challenge themselves	43	50	29	50	57	7
have some further challenges	57	43	71	50	43	79
need additional support to address specific issues	0	7	0	0	0	14
need intensive support and guidance	0	0	0	0	0	0

Main Strengths

- Overall, the vast majority of schools either *challenge themselves* or *have some further challenges*.
- Compared with last year, there was a marked improvement in the percentage of schools that *challenge themselves* in every aspect of standards, with the exception of The Learner at primary level: which was similar to last year.
- Personal & Social Development is a very positive aspect, where 70% of primary schools and 57% of secondary schools *challenge themselves*.
- Some 50% of secondary schools *challenge themselves* in relation to both Pupil Progress and Lifelong Learning and 43% in relation to The Learner.
- In primary schools, 44% *challenge themselves* in relation to Lifelong Learning and 34% in relation to The Learner.

Main Challenges

- Attendance still poses a challenge at secondary level, where only 7% *challenge themselves* and 14% need *additional support*. However, there is a marked improvement from last year – where 31% required *additional support*.
- 11% of primary schools need *additional support* in relation to Pupil Progress. This is generally where schools find themselves in the lower quartiles when compared with similar schools nationally.
- A relatively small percentage of primary schools (7%) require *additional support* with Key Skills & Bilingualism and a similar percentage of secondary schools need *additional support* in relation to Pupil Progress.
- 1 primary school requires *intensive support and guidance* in relation to The Learner.

Quality of Education

Primary Schools

Schools that . . .	Teaching	Assessment	Planning	Learning Experiences	Inclusion	Care, Support & Guidance	Partnerships
challenge themselves	61	56	75	81	91	87	81
have some further challenges	38	43	23	19	9	13	18
need additional support to address specific issues	0	2	2	0	0	0	1
need intensive support and guidance	0	0	0	0	0	0	0

Secondary & Special Schools

Schools that . . .	Teaching	Assessment	Planning	Learning Experiences	Inclusion	Care, Support & Guidance	Partnerships
challenge themselves	57	57	50	71	93	71	93
have some further challenges	43	43	50	29	7	29	7
need additional support to address specific issues	0	0	0	0	0	0	0
need intensive support and guidance	0	0	0	0	0	0	0

Main Strengths

- The majority of primary, secondary and special schools *challenge themselves* in relation to each aspect of the quality of education. All secondary and special schools, and virtually all primary schools, *challenge themselves* or *have some further challenges* in relation to the quality of education.
- Compared with last year, there was a marked improvement in the percentage of primary schools that *challenge themselves* in all aspects of the quality of education. There is a similar increase at secondary and special schools in relation to Learning Experiences and Partnerships.
- In the primary phase, an exceptionally high percentage of schools *challenge themselves* in relation to Inclusion (91%), Care, Support & Guidance (87%) and Partnerships (81%) whilst 75% do so in relation to Planning.
- At secondary & special level, an exceptionally high percentage of schools *challenge themselves* in relation to Inclusion (93%) and Partnerships (93%). Some 71% of secondary & special schools also do so in relation to both Learning Experiences and Care, Support & Guidance.

Main Challenges

- There is a slight decrease in the percentage of secondary and special schools that *challenge themselves* in relation to five of the seven aspects.
- A very small percentage of primary schools require additional support with Assessment (2%), Planning (2%) and Partnerships (1%).

Leadership & Management

Primary Schools

Schools that . . .	Leadership	Strategic Planning	CPD	Self-evaluation	Managing Resources
challenge themselves	79	81	75	58	76
have some further challenges	18	16	24	39	24
need additional support to address specific issues	3	3	1	3	0
need intensive support and guidance	0	0	0	0	0

Secondary & Special Schools

Schools that . . .	Leadership	Strategic Planning	CPD	Self-evaluation	Managing Resources
challenge themselves	79	71	57	71	79
have some further challenges	14	21	43	29	21
need additional support to address specific issues	7	7	0	0	0
need intensive support and guidance	0	0	0	0	0

Main Strengths

- The majority of schools at primary, special and secondary level *challenge themselves* in relation to Leadership and Management.
- Compared with last year, there is a marked improvement in the percentage of primary schools that *challenge themselves* in all aspects of leadership. There is a similar pattern at secondary and special level in relation to Leadership, Self-evaluation and Managing Resources.
- A very high percentage of primary schools *challenge themselves* in relation to Strategic Planning (81%), Leadership (79%), Managing Resources (76%) and CPD (75%).
- At secondary and special level, a very high percentage (79%) *challenge themselves* in relation to both Leadership and Managing Resources, whilst 71% do so in relation to both Strategic Planning and Self-evaluation.

Main Challenges

- A relatively small percentage of secondary & special schools (7%) need *additional support* in relation to both Leadership and Strategic Planning.
- A small percentage of primary schools require *additional support* in relation to Leadership (3%), Strategic Planning (3%) and Self-evaluation (3%).

Summary

Overall, the greatest strengths in Carmarthenshire schools appear to lie in relation to:

- ▶ **Inclusion**, where 93% of secondary schools and 91% of primary schools *challenge themselves*;
- ▶ **Partnerships** where 93% of secondary schools and 81% of primary schools *challenge themselves*;
- ▶ **Care, Support & Guidance** where 87% of primary schools *challenge themselves*.
- ▶ **Learning Experiences** and **Strategic Planning** where 81% of primary schools *challenge themselves*.

Where schools require *additional support*, it is most frequently in relation to:

- ▶ **Attendance** (14% of secondary and special schools);
- ▶ **Pupil Progress** (11% of primary schools and 7% of secondary & special schools)
- ▶ **Key Skills & Bilingualism** (7% of primary schools);
- ▶ **Leadership** and **Strategic Planning** (7% of secondary & special schools).

Section 3: Outcomes of Estyn Inspections 2009-10

Outcomes of Estyn Inspections in Carmarthenshire 2009-10

In the academic year 2009-10, twenty-eight schools in Carmarthenshire were inspected, comprising twenty-one primary schools, four secondary schools, one special school and two pupil referral units.

Type of Inspection

- 6 schools received short inspections where only the 7 key questions (KQ) were inspected.
- 13 schools received standard inspections where the 7 KQ and 6 subjects were inspected.
- 9 schools received full inspections where the 7 KQ and all subjects were inspected. (New and special schools always receive full inspections.)

In grading schools, Estyn used a five point scale:

Grade 1: Good with outstanding features

Grade 2: Good features and no important shortcomings

Grade 3: Good features outweigh shortcomings

Grade 4: Some good features, but shortcomings in important areas

Grade 5: Many important shortcomings

Inspection Outcomes for Carmarthenshire in 2009-10 (by School and Key Question)

	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Aalton House PRU	2	2	2	2	2	2	2
Bancyfelin	2	2	1	2	1	1	1
Bro Banw	2	1	1	1	1	1	1
Bro Myrddin	1	1	1	1	1	1	1
Bynea	2	2	2	1	2	2	1
Carreg Hirfaen	2	1	1	1	2	2	2
Carwe	3	2	1	2	2	2	2
Cwrt Henri	2	2	2	2	2	2	2
Dewi Sant	2	1	1	1	1	1	1
Ffairfach	2	2	1	2	2	2	1
Glanymor	3	3	2	2	3	3	2
Gwendraeth	3	2	2	1	3	3	2
Gymraeg Rhydaman	1	1	1	1	1	2	1
Heol Goffa	1	1	1	2	1	1	1
Llandeilo	3	3	2	1	2	3	2
Llangain	2	2	2	2	2	2	2
Llangennech Infants	2	1	1	1	1	2	1
Llansteffan	2	2	2	2	2	2	2
Llanwrda	3	3	2	2	2	2	2
Maes y Morfa	2	2	2	1	2	2	2
Maesyryrfa	2	1	1	1	1	2	2

Schools' Performance and Achievement 2009-10

	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Parcyrhun	2	2	1	1	2	1	2
Penygroes	2	1	1	1	1	1	1
Pontiets	2	2	2	2	2	2	2
Pwll KS3 PRU	2	2	2	2	2	2	2
Tycroes	1	1	1	2	2	2	2
Y Dderwen	1	1	1	1	1	1	1
Y Felin	3	3	2	2	2	3	2

Summary of 2009-10 Inspection Outcomes (by Key Question)

Key Questions		Grade				
		1	2	3	4	5
KQ1	How well do learners achieve?	18%	61%	21%	-	-
KQ2	How effective are teaching, training & assessment?	40%	46%	14%	-	-
KQ3	How well do learning experiences meet the needs & interests of learners and the wider community?	54%	46%	-	-	-
KQ4	How well are learners cared for, guided and supported?	50%	50%	-	-	-
KQ5	How effective are leadership and strategic management?	36%	57%	7%	-	-
KQ6	How well do learners and managers evaluate and improve quality and standards?	29%	57%	14%	-	-
KQ7	How efficient are leaders and managers in using resources?	39%	61%	-	-	-

How does this compare with the picture across Carmarthenshire and Wales last year*?

	% Awarded Grade 1 or Grade 2						
	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Carmarthenshire 2009-10	79%	86%	100%	100%	93%	86%	100%
Carmarthenshire 2008-09	87%	100%	100%	91%	96%	74%	91%
Wales Primary 2008-09	87%	91%	93%	97%	87%	78%	90%
Wales Secondary 2008-09	72%	81%	75%	86%	72%	75%	80%

** The percentages for schools across Wales in 2009-10 are not yet available.*

General Observations

- In 2009-10, every school in Carmarthenshire was awarded a Grade 1 or 2 for KQ3, 4 and 7.
- Compared with 2008-09, the percentage of schools attaining Grade 1 or 2 in Carmarthenshire increased this year in relation to KQ4 (+9%), KQ6 (+12%) and KQ7 (+9%), whilst 100% was achieved for the second consecutive year in KQ3. The percentage attaining Grade 1 or 2 declined in KQ1 (-8%) and KQ2 (-14%) and very slightly in KQ5 (-3%).
- There was a significant increase in the percentage of schools being awarded Grade 1 in Carmarthenshire in each KQ this year. The greatest increases (since 2008-09) were in relation to KQ2 (+18%) and KQ7 (+13%).
- There were some exceptional performances in 2009-10:
 - Two schools were awarded Grade 1 for each of the seven KQ;
 - Five schools were awarded Grade 1 for six of the seven KQ;
 - One school was awarded five Grade 1s and two schools were awarded four Grade 1s.
- For the second consecutive year, no Carmarthenshire schools were awarded less than Grade 3 for any key question.

Standards of Achievement by lesson (in primary schools receiving full or standard inspections)

- In Carmarthenshire primary schools in 2009-10, 12% of lessons observed by inspectors were deemed to be 'good with outstanding features' (Grade 1). This was slightly higher than the 11% achieving Grade 1 in 2008-09. The 84% of lessons that were at least 'good' (Grade 1 or 2) in 2009-10 also compared well with the 79% that reached this grade last year.
- The most recent report by Her Majesty's Chief Inspector of Education & Training in Wales (HMCI) shows that 12% of lessons observed in primary schools across Wales in 2008-09 were awarded Grade 1 (the same as Carmarthenshire this year). Nationally, 85% of lessons were 'good' or better last year: very slightly higher than Carmarthenshire in 2009-10.

Quality of Teaching by lesson (in all primary schools inspected)

- The quality of teaching was deemed to be 'good with outstanding features' in 24% of the lessons observed by inspectors in Carmarthenshire primary schools in 2009-10. This compared very favourably with the 18% awarded that grade in 2008-09. In 2009-10, the teaching in 89% of lessons was graded at least 'good' compared with 86% in 2008-09.
- HMCI's most recent report (2008-09) shows that 22% of the lessons observed across Wales were awarded a Grade 1 (slightly below Carmarthenshire) and 91% of lessons were awarded at least a Grade 2 (slightly above Carmarthenshire).

Common Recommendations

In each inspection report, Estyn makes a series of recommendations to the school, based on its findings. In 2009-10, the following issues were commonly found amongst the recommendations:

Standards

- In almost half the schools (46%), there were shortcomings in the key skill of writing.
- Where Welsh was inspected as a subject, a Grade 3 was awarded in more than a third of schools (36%). The percentages were generally similar whether Welsh was taught as a 1st or as a 2nd language. However, it was noticeable that the majority of shortcomings were found in Key Stage 2, where Grade 3s were awarded in 50% of 2nd language and 42% of 1st language schools. Of the 42 grades awarded for Welsh in Carmarthenshire, only one Grade 1 was awarded.
- Attendance was highlighted as an issue in close to a third of schools (29%).
- In almost a fifth of schools (18%) pupils' bilingual skills were identified as an issue.
- In three or more schools (11-14%), recommendations included one or more of the following subjects or key skills:
 - speaking;
 - numeracy;
 - information and communications technology;
 - English;
 - physical education.

The Quality of Education

- In a little over a fifth of schools (21%), inspectors felt pupils should be involved more in assessing their own progress.
- In just under a fifth of schools (18%), tracking or monitoring pupils' progress was identified as an issue for development.
- In three or more schools, inspectors identified the need for schools and teachers to:
 - differentiate more appropriately for the range of age and ability within the class;
 - further develop assessment for learning strategies;
 - improve the quality of marking of pupils' work; or
 - improve the support for pupils with additional learning needs.

Leadership and Management

- A quarter of schools (25%) were found to have shortcomings in relation to the accommodation.
- In three or more schools (11-14%), inspectors identified the need for:
 - governing bodies to strengthen their role in monitoring the quality of provision and standards of achievement;
 - self-evaluation to place greater emphasis on monitoring standards of achievement;
 - subject leaders / co-ordinators to monitor their subjects more rigorously.
- Although the number of secondary schools inspected was very small, a number of references were made to the need to strengthen the role of the leadership group.

Section 4:
Developing values and skills for life long learning

Schools are places where learners develop important values and skills. In this ever changing world these positive attributes are essential and often the successes within schools are not highlighted as regularly as attainment and achievement. In this section we celebrate the various successes and achievements within schools that are as important as the more traditional aspects normally reported. In developing a multi skilled lifelong learner schools offer a wide range of opportunities. Many of these are listed in the following sections:-

- Art and design
- Addressing the Impact of Disadvantage on Pupils' attainment
- Foundation Phase
- Information and Communication Technology Handheld Learning
- Welsh Heritage Schools Initiative
- Eco Schools
- Fair Trade
- Young Reporters for the Environment Winners
- The Carmarthenshire Literacy Project
- International School Partnerships and Global Citizenship in Carmarthenshire Schools
- Community Focused Schools
- The PE and School Sport (PESS) Project
- School Leadership Development
- The Work of the Governing Body
- Carmarthenshire Communication Support Service
- The F1 Challenge
- The Minority Ethnic and Traveller Achievement Service (METAS)
- School based Counselling Service
- Senco fora in Carmarthenshire
- Carmarthenshire Music Service
- Urdd activities
- Welsh network of Healthy Schools
- Key Skills in Carmarthenshire
- Duke of Edinburgh statistics
- Literacy and Play/Numeracy and Play
- Welsh Book Council activities

Art and Design

Joseph Herman Award

Every year in partnership with a school from Swansea, Ceredigion and Neath and Port Talbot a school from Carmarthenshire is invited to take part in the Joseph Herman Award. This year Ysgol Y Bedol took part. Year 5 Pupils worked with the textile artist Becky Adams and visited the Big Pit, the countryside around Ystradgynlais and also worked with the artist in their school. The aim of the project was for pupils to identify with the industrial mining landscape which had inspired Joseph Herman and to create artwork inspired by this with the guidance and inspiration of working with a professional artist. The resulting work was exhibited in Ystradgynlais Welfare Hall and was very spectacular. The richness of language developed and creative and problem solving skills demonstrated in such a project was evident to all as well as the pupils' deepening understanding of the Curriculum Cymreig.



Small schools grant - arts project:

An example of the small schools grant project taking place recently has been the artist Charlotte Leadbetter working with pupils from Abergwili School to create a beautiful wall mosaic depicting the history and landscape surrounding the school. All pupils enjoyed taking part in the project and benefitted from creating such an interesting and long lasting collaborative piece. Projects such as these highlight the value of group working, problem solving, investigation, developing thinking skills and working within a real context.

Leonardo Effect

The Leonardo Effect is going from strength to strength in Teilo Sant Primary School and Trimsaran Primary School. This is an innovative and cross curricular method of delivering the curriculum – focusing especially on science and art. Other schools are also following a similar model of learning and all involved are commenting on greater pupil engagement especially with regard to the boys involvement. There is also a higher level of parental awareness of what is being covered in the classroom and a higher parental involvement. Pupils communication and thinking skills and often their ICT skills develop greatly through such a method of learning as do their ability and opportunity to learn independently and follow pathways of direct interest to them.

Oriel Myrddin

Thanks to funding from the Prince's Trust 'Galleries and Education Project' pupils from Alton House have been working with the artist Julia Griffith Jones, the education officer from the Welsh Woollen Museum and the education officer from Oriel Myrddin in conjunction with the breathtaking Warp and Weft exhibition at Oriel Myrddin.

Coleg Sir Gar

Foundation and degree students from the faculty of Art and Design, Coleg Sir Gar have been working in partnership with the Local Authority (LA) and the CAD/CAM facilities to try out and develop the use of new and innovative ways of developing 3D objects. They have brought new ideas and ways of working and have taken the use of these advanced technologies in new directions. The students were able to use these technologies and facilities to enhance their foundation and degree portfolio of work and the final results could be seen in their degree and end of course shows.

Addressing the Impact of Disadvantage on Pupils' Attainment

Schools in the Bryngwyn, Coedcae and Glan Y Mor Family of Schools have participated in Year 4 of the RAISE initiative. During the first three years of the initiative, the focus was on supporting pupils within individual schools. However during the fourth year the focus was on collaborative working and on the development of resources that could be shared with other schools across Wales. The schools within both the Bryngwyn and Coedcae families focused on developing practices and resources to support the emotional well being of disadvantaged pupils whilst the Glan Y Mor School focused on developing a community focused approach to raise the aspirations of disadvantaged pupils particularly those who were at the risk of disengagement at the point of transition from Key Stage 2 to Key Stage 3.

All three families of schools shared their experiences during the course of a regional dissemination conference that took place in Parc Y Scarlets. Copies of the resources that had been developed across the South West and Mid Wales consortium were given to delegates that had been nominated to attend the conference on behalf of their families of schools. Copies of all the resources that have been produced both within the South West and Mid Wales consortium and other consortia across Wales can be accessed on the national RAISE website at:-
www.raise-wales.org.uk

Foundation Phase

During the course of the year the Foundation Phase Framework has become statutory for all children in Wales aged three to six. In 2010 -2011 it will become statutory for all pupils up to the age of seven.

Non Maintained Settings

The team has supported sixty three non maintained settings during the course of the year with on average four hundred pupils attending the settings each term. Nine of the non maintained settings were inspected during the course of the year. Particularly successful was Cylch Meithrin Llansawel where the inspectors awarded the setting Grade 1s in all areas that were reported.

During the Summer Term a new transfer document was introduced to all non maintained settings that deliver learning provision on behalf of the Local Authority. All staff were trained to complete the transfer document which will be passed on to the school when the child transfers out of the non maintained setting. The aim of the transfer document is to promote continuity and progression in terms of children's learning and to foster partnership between non maintained settings and their partner primary schools

Training

The members of the Foundation Phase Team have delivered an extensive range of training for both schools and non maintained settings. The training that has been delivered has focused on learning in the outdoor learning environment, meeting the needs of children with additional learning needs in the Foundation Phase and the development of reading skills. There was training for Year 1 teachers that were preparing for the introduction of the Foundation Phase Framework in September and there was training for members of staff that were new to Foundation Phase pedagogy and practices. The Foundation Phase team also worked in partnership with members of the Physical education and school Sport (PESS) team in order to deliver the Play to Learn training programme to all schools in Carmarthenshire.

Conferences

Teachers from Carmarthenshire participated in the National Assessment Conference which focused on the importance of developing effective strategies as part of the teaching and learning cycle.

The Foundation Phase team also presented a workshop in the Welsh Medium Education Conference which provided an opportunity to investigate the effective use of Welsh as a medium of communication in the Foundation Phase.

Child Assessment Tool

During the year, a number of schools and non maintained settings piloted the Child Assessment tool which is being developed on behalf of the Welsh Assembly Government by Liverpool University. The first stage of the pilot took part during the Autumn Term whilst the second stage followed during the first few weeks of the Summer Term. The Child Assessment Tool was piloted in Llandeilo, Gorslas, Old Road, Pontyberem, Saron, Teilo Sant, Johnstown, Ammanford Nursery, Carreg Hirfaen and Heol Goffa Schools. It was also piloted in Cylch Meithrin Bro Elfed, Cylch Meithrin Hendy, Cylch Meithrin Pontyberem, Little Learners Nursery, Brambles Day Nursery, Cae'r Ffair Day Nursery, Cylch Meithrin Llanddarog and School House Day Care. We are very grateful for all their support and cooperation in dealing with all the challenges that the pilot programme presented and for all their feedback which was reported to the researchers developing the assessment tool.

Information and Communication Technology Handheld Learning

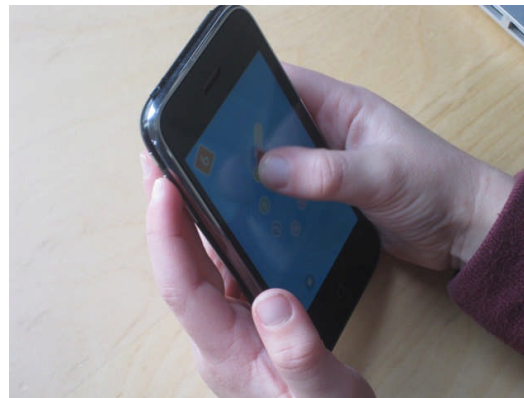
Technology in the classroom is changing rapidly, and while traditional desktop PCs still make up the majority of the IT equipment in our schools, there has been a significant shift in recent months to new technologies, including laptops, netbooks, iPods and most recently, the iPad.

There is a clear view that technology needs to go to the learner rather than the traditional model of learners going to the technology. This has been facilitated by the use of wi-fi technology and handheld devices in our classrooms.

To help evaluate the pros and cons of using this type of technology, a set of iPods and iPads have been loaned to a number of schools across Carmarthenshire, during the Autumn term.

Twenty iPod Touches and a docking station have been used in Bro Myrddin for the majority of this term.

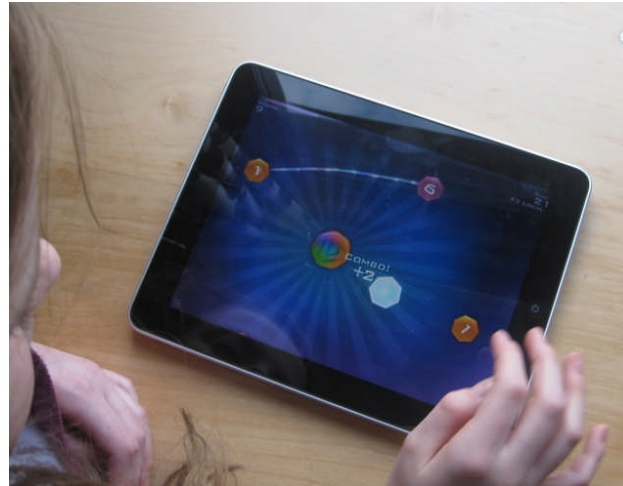
Six iPod Touches and four iPads have been available to Primary schools and they have proved to be very popular. As a result of their popularity, the loan period for which these devices are being put into schools is restricted to a week, to enable as many schools to have access to this new technology as possible. This will give any school hands on experience to trial this technology before they make any purchases.



Here is some of the feedback from the primary schools that have used the handheld devices this term:

- Pupils are confident and have a very positive attitude about using the devices
- The equipment is easy to handle within the classroom
- Pupils familiarised themselves with the technology in a very short period of time – very user friendly
- Pupils worked collaboratively very effectively and their communication skills developed as a result

- Pupils could easily share these skills with younger pupils within the school
- We found them really useful for researching on the internet as pupils can easily turn to them whilst sitting at their desks
- By using specific Software Applications (Apps), we supported pupils literacy and numeracy
- Pupils were able to present data in the form of graphs and prepare various presentations
- Pupils were happy to work independently on them and they felt an ownership of their work
- The younger pupils tended to use the pre-installed Software Applications (Apps), while the older pupils used them for research work



Welsh Heritage Schools Initiative

 <p>The image shows the logo for the Welsh Heritage Schools Initiative 2010, celebrating its 20th anniversary. It features a blue dragon in the background with the text 'Welsh Heritage Schools Initiative' in red and white. Below the dragon is a red box with '20th ANNIVERSARY' and the website 'www.whsi.org.uk'. At the bottom, there is a collage of logos for various partners including AEDP, Cymdeithas yr Iaith Gymraeg, and others.</p>	<p>Each year, the Welsh Heritage Schools Initiative invites schools across Wales to undertake heritage projects and to submit them for the nationwide heritage competition.</p> <p>This year was another very successful year for schools in Carmarthenshire with six winning submissions.</p> <p>Ysgol Llannon – A span of Welsh history relating to their village</p> <p>Ysgol y Castell – Creating games from Welsh history</p> <p>Ysgol Gwynfryn – History of the Valleys Railways</p> <p>Ysgol Teilo Sant – Pili Pala – The Old National School</p> <p>Ysgol Penboyr - Remembering T Lew Jones</p> <p>Old Road School – Victorian Education</p>
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Eco Schools



One hundred and twenty eight schools in the county are registered on the Eco Schools programme. At the end of September 2010 One hundred and twelve Eco Schools green flags had been awarded to schools in Carmarthenshire.

Two schools, Ysgol Saron and Ysgol Feithrin Rhydaman have received the platinum award which recognises schools that have been performing to green flag standards for over eight years.

The new inspection framework which highlights the importance of Education for Sustainable Development & Global Citizenship (ESDGC) as part of the Learning Experience will promote the importance of the Eco School programme in the life of our schools.



Fair Trade

Ysgol Dyffryn Taf and Ysgol Gynradd Llanddarog have become the first schools in Carmarthenshire to gain the new Fair Trade Flag after gaining Fair Trade Accreditation.



Presentation of the Fair Trade flag to Ysgol Dyffryn Taf

To become a Fair Trade School you need to meet 5 goals

- Set up a Fair Trade School Steering Group (with at least half of the group being pupils) which meets at least once a term.

- Write and adopt a Fair Trade Policy which has the support of the board of Governors and is signed by the Head teacher.
- Use and sell Fair Trade products as much as possible.
- Learn about Fair Trade in at least three subjects in two year groups.
- Take action for Fair Trade at least once a term in the school and once a year in the community.

There are currently 27 schools in Carmarthenshire registered on the Fair Trade programme. For more information about Fair Trade visit the Fair Trade pages on Amdro http://intranet.ysgolccc.org.uk/eng/Learning/County_Initiatives/Fair_Trade/



Ysgol Glan-y-mor - Young Reporters for the Environment winners

Young Reporters for the Environment (YRE) is a European Union programme for secondary school pupils. Each group focuses on a project about a local environmental issue. Pupils undertake an investigation about a local environmental issue. This year submissions were received from over 20 countries.

Ysgol Glanymor investigated the impact of the Beach Break Live event at Penbrey Country Park. The event was originally pitched on Dragon's Den in 2008. Over 17,500 students flocked to Pembrey this year for four days of post examination music.



Pupils at the school explored the financial and environmental impact of the Beach Break Live event. Their submission won the national section of the competition and went on to represent Wales at international level where they won first prize for the International Biodiversity Award.



The Carmarthenshire Literacy Project.

The Carmarthenshire Literacy Project has “snowballed” from small beginnings into a huge LA drive towards motivating and enabling schools across Carmarthenshire to take on a whole school approach to the systematic teaching of reading and spelling through synthetic phonics. It was born out of what was then the Dyslexia group and has now evolved into the Dyslexia/Literacy group. This group comprises 12 members with an interest and expertise in literacy made up of representatives across Governance and Inclusion, Children’s Services, School Improvement and schools. It has been active now for over 2 years.

A very early decision to be made was to agree on a definition of Dyslexia. After much debate it was agreed by all that the British Psychological Society’s was the most appropriate. This defines dyslexia as being a persistent difficulty with the acquisition of reading and/or spelling despite “the usual teaching methods”. We took this to include good teaching and good intervention. In other words, for a child to be assessed as “dyslexic” a history was needed of how the child’s difficulties had been assessed, as well as what teaching and intervention had been put in and how these had been tracked and monitored.

It soon became apparent that this had huge implications for practice in schools. We needed to establish first that initial teaching of reading and spelling had been good. In other words we were looking to see that it had been systematic, consistent, thorough and developmentally appropriate for every child. We needed to check that our teachers had been provided with the training and tools to be “expert” teachers of literacy for every child.

Very soon we developed a simple practical assessment to explore literacy and pre-literacy skills of pupils with difficulties. Through this it was easy to see more clearly the nature of a pupil’s difficulties and whether they were as a result of missed teaching or more complex processing difficulties, or indeed both. We also took advantage of Letters and Sounds (English National Literacy Strategy) as a vehicle from which we could develop a whole school approach to systematic synthetic phonics at a developmentally appropriate level, and we explored Ruth Miskin’s excellent Read Write Inc approach to teaching synthetic phonics.

Since then, things have spiralled. Our schools have been enthusiastic to take up the many opportunities offered for literacy training through the medium of English and Welsh. To ensure equal access, we have now developed materials for assessment and whole school teaching as well as individual intervention through the medium of Welsh. Based on “Letters and Sounds” we have called this “Llythrennau a Synau”. We have around 30 schools using this approach, either Read Write Inc. or Letters and Sounds (English and Welsh) at a whole school level, and many more are taking on the approach, albeit in a more limited way, in their classrooms. The drive continues.

Initial results are very positive for *all* pupils. Children with Additional Learning Needs (ALN) as well as more able pupils and pupils learning English as an additional language are all making marked progress. Schools are excited and motivated. We believe that joined up, collaborative working across the authority has driven this enthusiasm and success.

International School Partnerships and Global Citizenship in Carmarthenshire Schools

This academic year for the first time, 100% success rate has been achieved in supporting Carmarthenshire schools with applications for funding from the European Commission and from the Department of International Development. These grants enable schools here to form meaningful, sustainable partnerships with other European schools, and with schools in developing countries. In addition to contributing to staff professional development, these links provide the authentic context necessary to improve learners' skills and knowledge, and can help them develop as truly global citizens.

European Links

Wide Minds (WiMi) Comenius Network

This network of 14 EU countries is co-ordinated by Ceredigion County Council and supports schools in Ceredigion and Carmarthenshire with multilateral European projects aimed at improving ICT skills and encouraging the learning of other languages. The network was evaluated by an external expert this year who referred to its work as "remarkable and outstanding". In addition it has been highly praised by the EU Commission.

The following 10 Carmarthenshire schools have attended WiMi training here in Wales and following attendance at WiMi conferences and further support here have been successful in obtaining grants of up to 22,000 Euros to develop pan European curriculum projects: Glanymôr, Pontyberem, Gwenllian, Bancffosfelen, Pen-y-groes, Y Dderwen, Old Road, Carwe, Cefneithin, Y Ddwylan. In addition, the following 9 schools have registered to take part in the same process in the year 2010/11: Ysgol Gymraeg Rhydaman, Halfway, Parc y Tywyn, Teilo Sant, Pontiets, Felinfoel, Rhys Pritchard, Beca, Tymbi.

Citizenship Project

A successful application for a Citizenship grant focusing on sustainable development and community cohesion from the Lifelong Learning Programme enabled Kidwelly to invite their twin town of St Jacut de la mer in Brittany to visit in July 2010. This included 18 school age pupils hosted by Ysgol Y Castell and the town's Youth Council. The grant will help subsidise a return visit to Brittany by pupils from all schools in the Kidwelly area in May 2011.

Foreign Language Assistants

The following 7 schools hosted FLAs from France and Germany: Amman Valley, Maesyryrfa, QE High, Dyffryn Taf, Tregib, Bryngwyn, and Strade. In addition, Ysgol Y Castell hosted a German Comenius assistant from Heidelberg to enhance German language provision in the school.

Initial talks have taken place with the University of Teacher Education in St.Gallen, Switzerland with a view to placing some of their trainees in primary schools to further their pedagogical and linguistic skills and teach something of the languages and culture of Switzerland.

Links with China

A very successful partnership has now been established with the Confucius institute based the University of Wales Trinity Saint David. Through HSBC supported China Links funding , the teaching of Chinese language and culture has taken place in the following schools: Halfway, Dyffryn Taf, and Emlyn. In addition to the Welsh Bacc, further accreditation for the learning of Mandarin in the secondary sector is currently being investigated.

Global Schools Partnerships with Lesotho

Work has continued with Dolen Cymru Lesotho to establish mutually beneficial links with Wales' twin country ,Lesotho , through the Global Schools Partnership Programme. The following schools have taken part in the first stage, the Reciprocal Visit: Model, St Mary's, Brechfa, and Bro Myrddin. Others have now gone on to the next stage which involves more sustained and in depth curriculum linking focussing on Sustainable Development and Global Citizenship over a potential 3 year period: Dyffryn Taf, Glanymor, Peniel , Teilo Sant, Dewi Sant.

Cluster working whereby experienced schools work with new ones has been key to the success of these projects which can help to change lives for the better in both countries.

Connecting Classrooms with India

A three year school cluster project with 10 schools in Orissa , India, was successfully initiated in the Autumn. The following schools are participating: Penboyr, Dafen, Brynteg, Dyffryn Taf. They have already hosted a visit from a local authority representative and two teachers from Orissa and all involved took part in an official welcome at County Hall. This project focuses on cultural exchange and celebrating diversity.

Local Authority Global School Links with Malawi

Carmarthenshire and Ceredigion are now linked to the Mangochi District of Malawi, situated just south of Lake Malawi. 7 Carmarthenshire schools - Strade, Pantycelyn, Y Felin, Penygroes, Bryn, Parc y Tywyn, Ty-croes - will be involved in this exciting new project which has potential funding for 4 years. Some of the themes we hope to explore with our new partners include Biodiversity and Fair Trade. Like the Lesotho school partnerships, these equitable links are to promote Global Citizenship in schools in both countries and are not based on charity fund raising.

International Schools Award

Dyffryn Taf is one of very few secondary schools in Wales to have received the prestigious International Schools Award for their work integrating an international dimension and global citizenship into many areas of the curriculum and making it part and parcel of school life. Other winners this year include Ysgol Y Castell.

Celebrating success

In April, 2010, the WAW (Wales and the World) Factor event was held and attended by Carmarthenshire and Ceredigion schools keen to share what they had learnt from their international school partnership projects. Staff and pupils from Penboyr, Brynteg, Dafen, Dyffryn Taf, St Mary's, and Y Dderwen participated and provided lively performances relating to their links with countries as diverse as India, Ethiopia and France. They also took part in Tai Chi, India Dance, and Global Handicraft workshops. We hope to hold this type of event again in future years as the feedback from all the schools involved was extremely positive.

Community Focused Schools

Ownzone After School Clubs

In September 2009 five new out of school hours clubs for Key Stage 3 pupils were opened in secondary schools within Carmarthenshire. The new clubs which deliver childcare / learning provision based on the Ownzone model opened in Amman Valley, Glan Y Mor, Maes Yr Yrfa, Strade and St John Lloyd Schools. The new settings brings the total of Ownzone clubs in Carmarthenshire to ten as clubs have been running in Bryngwyn, Coedcae, Dyffryn Taf, Gwendraeth and Tregib for a number of years.

The out of school hours provision that is being delivered is different in each of the schools. The young people have been consulted and the menu of activities that has been developed reflects the outcomes of those consultations. Examples of the activities that have been delivered include, cookery, drama, karate and craft sessions. The club leaders in each school have worked in partnership with other out of hours learning providers including 5x60 officers, MEND officers and Youth Workers to maximise the resources that are available and to ensure as broad a range of learning opportunities as possible.

The young people have found the Ownzone experience rewarding and stimulating. When asked for their opinions in relation to the experiences they get by attending the Ownzone clubs the responses received included "I'm developing my communication skills", "The best thing about coming to Ownzone is art, Aikido and cooking" and "It helps me with my skills".

When questioned for their reasons for attending the after school clubs the response included "It gives me time to relax and have some free time" "It gives me a chance to do homework and play scrabble and chat" "It's better than going home and doing nothing"

European Visitors

A group of fourteen educational practitioners from the Czech Republic visited Ysgol Carwe. The practitioners were in Wales on an European Transversal visit to learn how community focused schools are being developed in Wales, and how they are identified as a key national strategy for addressing the impact of poverty on pupil attainment.

The visit to Ysgol Carwe was undertaken in order that delegates were able to experience at first hand how a small rural school is effectively delivering community focused provision that is meeting the needs of the learners, their parents and the local community.



The PE and School Sport (PESS) Project

PE & School Sport
AG a Chwaraeon Ysgol



The PE and School Sport (PESS) Project was set up in 2000 as a result of a task force report outlining the key actions required to improve standards of PE.

The project aims to raise standards in physical education by making sure that all schools:

- Manage the subject effectively within the whole school curriculum;
- Set challenging targets for raising standards in physical education and school sport;
- Provide enough curriculum time to teach the requirements of the National Curriculum for physical education in all key stages;
- Develop young people's physical skills from one year to the next and improve their understanding of the importance of health and fitness;
- Raise standards in physical education and school sport by establishing accredited continuing professional development (CPD) programmes for all teachers;
- Support schools in Wales to extend opportunities for school sport beyond the school day by improving the quality and the breadth of after school activities for all young people whatever their age, ability, ethnicity, gender or geographical location;
- Establish Development Centre Partnerships and ensure they work together for the identification and development of good practice in PE and School Sport.

The PESS project is managed by Sport Wales on behalf of the Welsh Assembly. Sport Wales is supported by a national implementation team drawn from PE specialists across Wales. These specialists are also consultants supporting the development of the specialist projects and a team of national trainers to support the delivery of a high quality training programme as part of the project.

PESS Courses

During the last academic year, PESS ran 26 free courses, which were attended by 383 teachers:

- Gymnastics Module 1 x 1 – 27 teachers
- Gymnastics Module 2 x 3 – 46
- Foundation Phase Dance x 2 - 31

- Health, Fitness & Wellbeing (Primary) x 3 – 34
- Health, Fitness & Wellbeing (Secondary) x 1 regional course – 5
- ICT in PE x 2 – 17
- Keeping Learning on Track x 3 – 39
- KS 2 Dance x 3 – 39
- Outdoor Learning Cards x 2 – 37
- Play to Learn x 6 - 108

PESS Coordinators worked closely with internal staff, as well as ESIS, Dawns Powys, lecturers from Trinity Saint David and national trainers to provide these CPD opportunities. 90 teachers also received mentoring sessions as a follow-up to their attendance at PESS courses.



Transition Event

During Spring Term 2010, PESS worked in partnership with Healthy Schools officers, Cancer Research, Debra Byers (Health & Wellness Practitioner), Dietetics staff and the 5x60 officer to provide a transition event at Pantycelyn School for Year 6 pupils from the feeder primaries and Pantycelyn's Year 7. Children participated in different workshops relating to health, fitness, wellbeing and nutrition, with Sixth Form pupils helping the younger ones to find their way to the workshops and also carrying out supervisory duties.



PESS 'Play to Learn'

This resource was created to support practitioners in settings and schools in the delivery of Physical Development and Creative Movement in the Foundation Phase, presenting ideas and activities for continuous, enhanced and focussed provision that integrates all areas of learning. The roll-out of the 'Play to Learn' resource in the county was an excellent example of partnership working between PESS co-ordinators, Foundation Phase advisory teachers and FP staff from some of our schools. Roll-out to schools was completed during Summer term 2010, while settings will receive training during Autumn term 2010.

Sport Wales have developed a further resource for Foundation Phase practitioners called 'Creative Movement in the Foundation Phase' and it is hoped that PESS will once again work in close partnership with the Foundation Phase team to provide the relevant training.

PESS Funding

Since the start of the current financial year, allocating PESS funding has become more flexible, with schools now being more able to plan their own progress within the PESS project. PESS is continuing to offer courses and mentoring, but schools can now also apply for funding for supply costs, in order for teachers to be released to develop schemes of work (in collaboration with other schools in their cluster), to monitor PE across the school, to observe good practice in other schools or to have time to plan how to implement what has been gained from a course. Quite a number of schools have started to take advantage of this new system already.

School Leadership Development

“Securing Improvement through Professional Development”

Primary Middle Leader Development Programme

Our Primary Middle Leader Development Programme continues to enhance leadership and management skills for primary practitioners. Cohort 4 is the first cohort to undertake the revised swamwac Middle Leader Programme utilising the following modules:

- a) Self evaluation, Reflection and Professional Development Planning
- b) Leading the Learning
- c) Strategic Direction for School Improvement

Programme content covers current key drivers within Welsh education (Tri-Level Working, the School Effectiveness Framework, System Leadership, PLCs, Reflective Practice etc) and facilitates improved practice and progress at individual school level. Candidates enjoy a wide range of study and activity including the leading of an agreed school improvement project. All improvement projects are rooted in their individual school development plan. In addition, the course acts as a most useful precursor to advanced leadership roles and NPQH provision. We continue to work in close partnership with University of Wales Trinity St. David, Carmarthen, with all successful candidates graduating with the Graduate Certificate in Professional Development – Primary Leadership.

Participation/Graduation statistics:

Cohort:	No. of Participants	Number of Graduates
Cohort 1 (2007/08)	13	13
Cohort 2 (2008/09)	19	19
Cohort 3 (2009/11)	21	*Summer 2011
Cohort 4 (2010/12)	29	*Summer 2012

NPQH (National Professional Qualification for Headship) Provision

We have continued to support and guide primary, secondary and special school colleagues wishing undertake the NPQH qualification. Following WAG revision of the course and the decision not to recruit during the Autumn Term, 2010, we are monitoring developments closely with regard to future provision. Since its conception, a total of 85 Carmarthenshire colleagues have successfully completed the NPQH course, with a further 12 in progress. Of these, 38 colleagues have moved on to headship posts.

3 year data picture – Gender:

Year:	Male applicants(M)	Female applicants(F)	Eligible	Non-eligible	Bilingual (Eligible)
2007	15	12	14 (8M/6F)	13 (7M / 6F)	8 (2M / 6F)
2008	9	15	12 (3M/9F)	12 (6M / 6F)	10 (3M / 7F)
2009	11	9	12 (5M/7F)	8 (6M / 2F)	9 (5M / 4F)
2010	Recruitment postponed				

3 year data picture – Phase:

Year:	Primary (P)	Secondary (S)	Special (Sp)	Eligible	Non-eligible
2007	22	3	2	14(12P/1S/1Sp)	13 (10P/2S/1Sp)
2008	17	6	1	12 (9P / 3S)	12 (8P/3S/1Sp)
2009	12	5	3	12 (6P/5S/1Sp)	8 (6P / 2Sp)
2010	Recruitment postponed				

The PHIP (Professional Headship Induction Programme) Programme

This WAG funded programme for newly appointed headteachers is currently undergoing revision. We continue to work to the original format (a two year support programme via mentor and additional professional learning community activity) whilst actively supporting the development of a regional delivery model, under the auspices of swamwac. Two networks (North Carmarthenshire / South Carmarthenshire) are in operation, providing support for a total of 21 headteachers. Group meetings are held twice per term with their content analysing practical, relevant issues for headteachers and facilitating engagement with additional partners (HR, Inclusion, School Improvement Team colleagues etc).

iNet / SSAT 'Developing Leaders for Tomorrow'

We continue to support swamwac cohorts within this excellent leadership programme for secondary / special sector colleagues. Our seven original Carmarthenshire colleagues (Cohort 3) have now moved into their second and final year of the diploma accredited course. We have welcomed one Carmarthenshire based colleague to Cohort 4 who will undoubtedly benefit from partnership working with other swamwac colleagues. The course, aimed specifically at preparing future leaders, employs a wide range of activity and engagement with the most recent developments in Welsh and international education. In addition, course involvement provides our authority with a most valuable additional tier of networking across our schools.

(*International Networking for Educational Transformation / Specialist Schools Academy Trust)

Swamwac 'Developing Leaders for Tomorrow' Cohort 1:

Authority	Male participants	Female participants	Totals
Carmarthenshire	3	4	7
Swansea	2	1	3
Ceredigion	1	0	1
Cohort Total			11

Swamwac 'Developing Leaders for Tomorrow' Cohort 2:

Authority	Male participants	Female participants	Totals
Carmarthenshire	1	0	1
NPT	0	2	2
Powys	1	4	5
Cohort Total			8

System Leadership Development

Carmarthenshire is actively developing its 'Systems Thinking' in a practical and productive manner. Building on the successful swamwac System Leadership Development Programme (Summer Term 2010) which facilitated the training and preparation of 35 school and LA based colleagues; we are now working with colleagues across a range of settings and roles.

Our 'System Leaders' are enthusiastically engaged in a variety of activities including:

- a) Headteacher partner – providing guidance and support for schools facing challenge in specific areas
- b) Executive headteacher – leading schools within a partnership / federation
- c) Curriculum innovators – leading curriculum innovation and the sharing of good practice
- d) Strategic School Improvement Officer role – providing advice, support and challenge to schools across a wide range of generic and specific areas

- e) Professional Learning Community Leaders – leading PLCs at inter and intra school levels
- f) Peer headteacher / practitioner – supporting schools through Basic Skills Quality Standard processes etc

The worthy emphasis on engagement with PLCs supports such work, which in turn, will continue to gain greater momentum and focus as further routes for effective collaboration unfold.

The work of the Governing Body

One of a school governing body's main responsibilities is that it has a strategic role in the development of the school helping to set the broad framework within which the head teacher and the staff run the school. Being accountable to stakeholders a governing body adopts and reviews policies in support of achieving aims and objectives in school improvement, standards and conduct. To achieve these ends governors continually need appropriate training and support in order to carry out their duties effectively.

Until recently the Local Authority used to consult with the Governors Training Focus Group to consider what training was required by governors. This group has now evolved into the Governors Forum where representative governors regularly meet with senior officers of the authority to discuss and make recommendations on strategic direction, training and other matters relative to effective governance. The Carmarthenshire Governors Forum recognises the increased responsibilities and duties of governors today in the importance of working collaboratively with the authority in school improvement and standards for the sake of the children and to this purpose aiming towards excellence.

Carmarthenshire Communication Support Service

Staff from the Department for Education and Children are working with colleagues in the Speech and Language Therapy Service of the Hywel Dda Health Board to explore and implement a new collaborative way of supporting children and young people with speech, language and communication needs.

The first step was to examine the existing way in which both departments operated. This was undertaken by a Task and Finish Group made up of colleagues from both services and a report of the group's findings was produced in February

2009 which made recommendations for collaborative practice. The Task and Finish Group also developed an action plan detailing how this would be achieved. Since then consultation has taken place with stakeholders and a pilot in six Llanelli primary schools commenced in September 2010. An interim evaluation of that pilot will be carried out early in 2011 and the next stages of the action plan activated. These will include development of a business case to roll out the new approach across the county and a second pilot which will involve schools operating through the medium of the Welsh language.

The aims of the new approach can be summarised as to

- use existing resources in both departments more effectively to meet the needs of all pupils.
- empower schools to meet the speech, language and communication needs of their pupils by providing training and resources as well as supporting effective practice at classroom and whole school level.
- engage with parents and involve them in fostering the speech language and communication skills of their children.
- eventually improve the speech, language and communication skills of all pupils in Carmarthenshire.

This new approach is noted in the Children and Young People's Plan and is monitored termly by the Strategic Group for Complex Needs and Disability.

The F1 Challenge

The F1 in Schools Challenge is continuing to grow in popularity as schools are beginning to realise its potential in motivating pupils in their learning by providing a rich and real context. Modelling themselves on a real F1 team, pupils have to raise sponsorship, develop a team image and research and design a racing car using the latest in computer technology. Primary and secondary schools from the authority have achieved notable success in the South Regional Finals during the last two racing seasons and as many as eight teams will be representing the authority in the coming weeks with the launch of the new 2010-11 Racing Season.

Action Research involving 5 primary schools and a secondary school who were intent on developing their Professional Learning Community used the project as the vehicle to support and challenge learning. The project showed that providing a rich context and focusing on learning outcomes showed that PLC's improve pupil outcomes. Currently, three of Carmarthenshire's SMART Projects are using the F1 in Schools challenge in order that the young people gain accreditation for their learning through this program.



Representatives from Ysgol Carwe, Bancffosfelen, Pontiets, Gwynfryn and Ponthenri at their Networking "Race Day" Event in May 2010.

The Minority Ethnic and Traveller Achievement Service (METAS)

This year METAS has been successful in acquiring ESF funding for two projects aimed at adding value and capacity to both aspects of the service, using the annual WAG funding as match.

The Minority Ethnic Achievement Service.

The arrival in recent years of large numbers of families from European accession states as well as the steady increase in families from many other parts of the globe has undoubtedly put pressure on education departments across Wales and the rest of the U.K. in providing appropriate support to children and young people in schools accessing English as an Additional Language.

To date, there are currently close to 450 - 500 minority pupils in Carmarthenshire schools who are learning English as an Additional language and now almost half are from Poland. Others are from other Eastern European countries as well as the Philippines, India, China and a wide range of other linguistic backgrounds.

The launch earlier this year of the "Many Voices, One Wales" DVD was the culmination of a WAG funded initiative to produce a good practice DVD that LEAs and schools in Wales could use for EAL training purposes. The education minister and other invited speakers at the launch in Cardiff praised the work put in by all the authorities who were involved of which Carmarthenshire was one. A copy was sent to each authority and to every school in Wales.

Although acquiring a new language in the early stages of schooling is generally not regarded as an overwhelming challenge, the issues in later stages, particularly at secondary level, are very different. Learners at this level are at a very real risk of underachievement, which can lead to disaffection and bleak prospects for future employment.

The annual Minority Ethnic Achievement Grant (MEAG) provided by the WAG funds this service and is constantly under review particularly in this difficult financial climate. However, the recent successful bid for European funding to carry out the (ESF funded) Minority Ethnic Language Achievement Project has enabled a degree of security for the continued benefit of MEAG (which is being used as match funding) at least for the life of the project which runs until September 2013.

The project is aimed at young people between 11 and 19 years of age, and the funding will add value to the work already being carried out by this service. The intention is to employ an additional EAL experienced teacher to

coordinate the work carried out in schools with the help of an additional Polish bilingual teaching assistant. They will work closely with staff and students in providing a range of support strategies in addition to classroom support.

These will include:

- mentoring opportunities;
- support for after school activities with the aim of helping to promote better social and community cohesion,
- support for homework clubs,
- guidance and support for studying community languages;
- advice on alternative learning pathways and
- careers advice.

It is envisaged that the project will provide a wider view of the challenges faced by young people from minority ethnic backgrounds who are struggling to realise their potential in schools and lead to a clearer understanding of how their future aspirations can be achieved.

The Traveller Achievement Service

It has long been recognised that Gypsy Roma Travellers are amongst the most marginalised and deprived sectors of the community. With this in mind, the launch this year of the Gypsy Traveller Learning and Future Employment Project, funded by the ESF and aimed at supporting the 11- 19 age group until September 2012, seeks to address some of the issues.

Traditionally, the Traveller community has tended not to send their children to secondary schools, as more importance is placed on following the cultural practice of marrying and having children at a young age, and adopting the traditional working roles of their parents. However things are changing and more young people from Traveller backgrounds are opting for a variety of learning opportunities which will lead to better employment prospects. Some pupils opt for mainstream education whilst a few attend the SMART programmes which provide more vocational opportunities.

A decision was made this summer to close the Bynea Learning Centre - a facility (attached to the primary school) for Traveller young people in the Llanelli area not comfortable with attending mainstream schools. The cost of providing intensive support in this setting was seen as prohibitive and only served a very small number of pupils. Furthermore, this initiative was not seen as best inclusive practice.

The WAG grant has now been used instead to employ staff to provide support and advice to a number of schools where the need is greatest and in particular working closely this term with the pupils formerly attending the Bynea Learning Centre whilst they adjust to a very different educational setting.

Some money from the WAG grant has been invested in buying laptops so that pupils from Fairground backgrounds can maintain links with their base schools whilst travelling with their parents. This enables them to log in and access course work and follow guidance from their teachers so that they do not fall behind when they return to school.

The space vacated at Bynea has been retained by the LEA and provides a base for the Traveller support staff including the (ESF funded) Project Coordinator who is working closely with families and schools to identify those young people who have had little or no experience of secondary school education. A drop in facility has been arranged at Bynea to provide support and guidance on a range of issues and visits are made to Traveller sites to engage directly with families to encourage the take up of a range of educational opportunities provided by the County. Working closely with the EWO service is an important element of the work.

The METAS Traveller Education Strategy has contributed towards a draft Traveller Strategy for Carmarthenshire – involving housing, health and other agencies working with Traveller communities. This is in the process of being approved by executive members of the council. The aim of the strategy is to adopt a more cohesive approach to providing access to services through understanding the needs of Carmarthenshire's Traveller population.

School Based Counselling Service

As part of the second year of the WAG strategy to provide secondary pupils with universal access to an independent professional counselling service each secondary school (14 in total) has been allocated a counsellor from Area 43, who are commissioned to provide the School-Based Counselling Service (SBCS). From September 2009 the service rolled out into the remaining 9 secondary schools in the Carmarthen and Dinefwr areas, Llanelli having been targeted in the first year. As demand for the service has grown throughout the year a second day a week has been provided to 3 schools.

8 primary schools have used the SBCS for year 6 pupils to support transition. Some of the counselling has taken place in the primary school setting and then transferred to the secondary setting supporting the KS2-KS3 transition process.

During the Summer term 10 the SBCS was introduced to the Pupil Referral Unit, Aalton House and Pwll KS3 Teaching and Learning Centre and a peripatetic counsellor allocated to these provisions.

The setup in new secondary schools has gone very smoothly and all schools had counselling in place by October 2009. Pupil take up of the service has been very good with 361 accessing the service for an average of 4 to 5 counselling sessions, spread across the age ranges and small waiting lists have been generated and responded to with an increase in provision where numbers warrant this.

Area 43 conduct a constant feedback and evaluation process based around client satisfaction questionnaires. This is done anonymously and young people are invited to respond to a range of questions which give them an open opportunity to give honest responses. The process yielded a 20% return rate of which 98% made positive or very positive comments to such questions as: Did you find seeing a counsellor helped you?; How did it help you?; Is there anything you think could improve the service?...and other questions about how it worked.....environment....appointments process etc.

Here are some quotes chosen at random from the year from different schools:-

“It helped me by talking about my emotions to other people.”

“It helped me be....ignoring other people and just do the work.”

“It helped me see things in a different perspective and improved my confidence.”

“That I had the confidence to talk about my problems and don't have to hold them to myself.”

“It gave me the opportunity to talk about how I was feeling and helped me through a lot. Just wanted to say thank you to Carol for everything she's done. She's helped me out so much.”

“It supported me through my parents divorce.”

“It helped me because I take everything out of me like my feelings, my anger I feel a lot better.”

Area 43 have now introduced YP CORE to the service and so in the future will be able to add measured data showing progress and change.

Area 43 have conducted a school satisfaction survey which yielded a 60% return rate with 100% positive feedback but also included some constructive comments which they have taken on board.

Secondary schools are providing feedback that school-based counselling is an extremely useful addition to their pastoral systems. It is seen as extremely responsive and able to meet a range of needs where pupils wish to use this kind of service. Schools and pupils perceptions indicate that application to learning and emotional wellbeing is enhanced as a result of receiving counselling in the majority of cases.

Area 43 counsellors have offered to contribute to PSE lessons in school in order to raise awareness of the SBCS and promote counselling as one aspect of supporting emotional wellbeing. A link has been made with the PSE Advisory Teacher to review the PSE curriculum. Area 43's manager has attended the PSE coordinators' network meeting this year.

Area 43's manager has also attended the CYPP multiagency strategic planning/commissioning group "Emotional Health and Wellbeing group" and contributed to blue sky planning.

Area 43 also presented at a headteachers' conference in October 2009 which focussed on the Emotional Wellbeing element of the School Effectiveness Framework.

SENCO Fora in Carmarthenshire

Termly SENCO fora form a very important part of the annual programme of training funded by the Better Schools Fund. The fora are organised by the Additional Learning Needs department and a typical programme begins with an update for SENCOs on new national and county initiatives which is usually presented jointly by the Head of Governance and Inclusion and the Additional Learning Needs Manager. The remainder of the day is made up of a mix of presentations and workshops and recent fora have covered:

- New approaches to behaviour management
- How to meet the needs of pupils with specific learning difficulties
- Aspects of the statutory process e.g. good practice for Annual Review meetings
- Assessment of pupils with ALN
- New collaborative approach to meeting the needs of pupils with speech, language and communication needs

Colleagues from the ALN department contribute to the fora as well as educational psychologists and speakers from other agencies. For instance, the next forum will include presentations and workshops provided by the Occupational Therapy department.

Where possible separate workshops are provided for primary and secondary SENCOs for part of the day as it is acknowledged that different challenges are faced in each sector.

As well as receiving new information and confirmation of good practice during the fora, SENCOs really value the opportunity to mix with colleagues from other schools and share their knowledge and experience.

The fora are well attended and evaluation by attendees generally favourable. Careful note is taken in the ALN department of all feedback received so that the organisation and content of future fora can hopefully be continually refined and improved.

Carmarthenshire Music Service

Large numbers of pupils in Carmarthenshire continue to be involved in various performing opportunities within the county, and several are progressing beyond county level:

- 6,134 pupils received tuition with Carmarthenshire Music Service
- 1,900 pupils were involved in performing opportunities at Junior Intermediate and County level.
- 93 pupils represented the county in the five ensembles offered at Three Counties level
- 30 pupils from Carmarthenshire performed in and around Paris with the Three Counties Youth Choir and Chamber Orchestra.
- 31 pupils represented Carmarthenshire in one of the 5 National Ensembles of National Youth Arts Wales.

Urdd Eisteddfod, Llanerchaeron, Ceredigion

Children and young people from Carmarthenshire continued to enjoy significant success at the 2010 Urdd Eisteddfod:

- Young people from Carmarthenshire won 21 first prizes, 16 second prizes and 21 third prizes on the stage of the National Eisteddfod.
- Young people from Carmarthenshire also won 31 prizes for Art and Design Technology and 13 prizes for homework. Morgan Lewis from Ysgol Carreg Hirfaen won the prize for website creation for pupils in Year 6 and under.

Young Music Makers of Dyfed

Young musicians from Carmarthenshire have continued to enjoy success in the two competitions provided by the charity 'Young Music Makers of Dyfed':

- Aled Start won the 2010 Young Composer of Dyfed competition with his piece 'Inflection' for saxophone quartet. Seven other young composers from Carmarthenshire also made the final - Christopher Bowman, Siôn Hupfield, Hannah McCarthy, Sioned Roberts, Aled Start, Emily Wright and Ewan Wright.
- The harpist Anne Denholm won the Young Musician of Dyfed competition in November 2009 with trumpeter Matthew Williams in second place.

Urdd Gobaith Cymru 2009-10: Activity statistics – Myrddin East and West Area

Sport

Totals

Junior Boys Football – 628

Junior Girls Football – 398

Junior Netball – 462

Junior Rugby – 512

Gymnastics – 71

Cricket – 90

Fun games – 488

Swimming – 891

Eisteddfodau

Area –

Caerfyrddin – Art and craft – 281, Eisteddfod cynradd – 1,556

Cwm Taf – Art and craft – 341, Eisteddfod cylch – 841

Mynydd Mawr – Art and craft – 88, Eisteddfod cylch – 740

Aman – Art and craft – 71, Eisteddfod cylch – 651

Blaenau Tywi – Art and craft – 190, Eisteddfod cylch – 601

Llanelli – Art and craft – 152, Eisteddfod cylch – 1,129

Region –

Eisteddfod ddawns (Dance) rhanbarth Gorllewin Myrddin – 189
Eisteddfod uwchradd (Secondary) rhanbarth Gorllewin Myrddin – 757
Eisteddfod cynradd (Primary) rhanbarth Gorllewin Myrddin – 517
Celf a chreffft (Art and craft) rhanbarth Gorllewin Myrddin - 159
Eisteddfod ddawns (Dance) rhanbarth Dwyrain Myrddin – 165
Eisteddfod uwchradd (Secondary) rhanbarth Dwyrain Myrddin – 689
Eisteddfod cynradd (Primary) rhanbarth Dwyrain Myrddin – 458
Celf a chreffft (Art and Craft) rhanbarth Dwyrain Myrddin - 107

Others –

Neges Ewyllys Da (Goodwill Day) (gweithdy yn y gerddi botaneg) – 193
Sul yr Urdd (Urdd Sunday) (gwasanaeth sul) – 43
Gwyl Ieuenctid (Youth forum) (secondary/uwchradd) – 52
Cwrs hyfforddi Dawnsio Gwerin (Folk Dancing) – 51
Cystadleuaeth coginio (Cooking Competition) – (Cogurdd – primary/cynradd) – 15
Adrannau pentref - (Community Junior section) -171 (adrannau Ffynnonddrain, Gwili, Llannau'r Felin, Neuadd fach, Penrhyd, Llandeilo a Llanarthne)
Aelwydydd pentref – (Community Senior section) -110 (Aelwydydd Myrddin, Hafodwenog, Cynwyl Elfed, Penrhyd, Gwili, Llanarthne a Llandeilo)
Clybiau Ysgolion cynradd (Junior School Clubs) - (43 o ysgolion yn cynnal clwb ar ol ysgol neu yn ystod oriau ysgol)

Welsh Network of Healthy Schools

The Healthy Schools Initiative is the partnership that oversees the local arrangements for the Welsh Assembly Government led initiative to ensure that local schools are healthy environments for children and young people. Projects are developed as a result of the Initiative around the range of issues that can affect health and well being in children and young people, including nutrition and dietary awareness, and physical and emotional health. The school is a key setting in which to improve both health and education.

All 134 schools in Carmarthenshire have joined the Welsh Healthy Schools scheme. Following the last assessment in June 2010, 130 schools have achieved level 1, 102 schools have achieved level 2, 71 schools have achieved level 3, 15 schools have achieved level 4 and Burry Port Infants have achieved level 5.

The scheme in Carmarthenshire is well in advance of Welsh Assembly requirements. The expectation was for 60% of schools to achieve Phase 3 by 2012, Carmarthenshire are looking to achieve this target by the end of 2010.

The scheme is involved with many agencies and has established good relationship and sharing of ideas with Eco Schools and Fair Trade schools. In 2009/ 2010 we have been involved in:

- Training with Stop Smoking Wales on brief intervention for secondary school teachers, Learning Support assistants and Youth workers ,
- Joint working with PSE adviser and secondary school teachers in the setting up of scheme of work for secondary PSE teachers in Drug and Substance Use and Misuse
- Working with outside agencies to produce a food and fitness training pack for Key Stage 3 PSE teachers
- Training of primary school teachers in sex and relationship through the SENSE DVD.
- Training to schools on staff health aspects.
- Working with PESS coordinators and 5/60 officers to organize a health day on Food and Fitness at Pantycelyn with transition pupils
- Encouraging school food co-ops- seven in existence at the moment

The scheme organizes the twice yearly visit by The Welsh Assembly Cooking Bus where pupils, parents and teachers receive lessons on cooking skills, food hygiene and healthy eating. This year it catered for Tumble, Llechyfedach, Llangadog and small primary schools in the north of the county. A database has been established of 15 CookITs, cooking resource kit that is distributed every term among primary schools in the county.

The scheme has been involved in a multi-agency peer education sex and relationship training programme using the expertise of the sexual health service, the youth service and the local education authority Over 100 Y12/13 students have been trained to educate peer groups. This year students at Carmarthen High, Pantycelyn, Emlyn, Amman Valley and Strade have been trained.

Key Skills in Carmarthenshire

Key Skills provision has continued to increase during the academic year 2009-10 and all schools in the county have now been approved to deliver the Welsh Bacalaureate Qualification.

The 14-19 schools that commenced delivery in 2009 will be accredited in 2011. A total of 294 candidates from the four schools previously approved for the WBQ achieved accreditation in 2010 as follows:

School	WBQ Advanced	WBQ Intermediate	WBQ Foundation	Total
Ysgol Emlyn	44			44
Ysgol y Strade	49			49
Ysgol Tregib	57	100	16	173
QE High School	28			28
TOTAL:				294

The consortium of schools in Carmarthenshire, formed for the accreditation of Key Skills through WJEC, continues to be successful. A total of 7869 Key Skills units were accredited during the academic year 2009-10. These figures include accreditation of:

- Key Skills units from all Secondary Schools, including increased accreditation of the Wider Key Skills particularly at Levels 2 and 3
- Key Skills units from three Primary Schools that have been approved as WJEC Centres for the delivery and accreditation of Key Skills:
 - Abergwili Primary – ICT and Communication
 - Maesymorfa Primary – ICT, Communication and Working with Others
 - Old Road School – Communication
- Key Skills units from eight Primary Schools that have been accredited through Ysgol Tregib, namely:

Cwm Ifor; Cwrt Henri; Ffairfach; Llandeilo; Llandybie; Llanfynydd; Llansawel and Penygroes

- Communication and ICT Key Skills from fifteen Year 11 'Pupils at Risk' from the Llanelli, Carmarthen and Gwendraeth areas, together with two pupils from the NEETS programme
- Key Skills from Heol Goffa Special School
- Key skills units from pupils attending the SMART programme

Coleg Sir Gâr, Ysgol y Strade and Llanelli Rural Council Training have also transferred accreditation through WJEC from 1 September; all 14-19 skills in the county therefore will now be accredited via the consortium.

Staff training and support has been on-going throughout the year including 14-19 partners in the Youth Service, NEETS Programme Staff and collaboration with the College. Regular meetings have been held to internally verify completed work to ensure the consistency and quality assurance of Key Skills portfolios submitted for accreditation within the county.

With the inception of Essential Skills Wales from 1 September 2010 all schools have requested additional training to assist with their planning. This has been arranged to be undertaken at individual schools, SMART programme, Llanelli Rural Council Training and the College due to staff being unable to be released to attend Inset programmes.

In March 2010, schools were invited by WJEC to take part in a pilot Essential Skills Programme during the summer term. Five schools in the county participated in this programme, Bro Myrddin, Bryngwyn, Glanymôr, Tregib and Queen Elizabeth High School and have submitted portfolios for formative moderation. These portfolios (with agreement from Head Teachers) will be used by WJEC as example work to deliver Essential Skills Wales training throughout Wales during the current academic year.

Continued training and development will be vital to assist the schools in embedding the skills effectively across the 11-18 curriculum and further development of the Wider Key Skills to meet the requirements of the WBQ, in addition to the transition of changes to the new set of qualifications i.e. from Basic and Key Skills to Essential Skills Wales.

Schools' Performance and Achievement 2009-10

CARMARTHENSHIRE KEY SKILLS ACHIEVEMENTS 2009-2010

SCHOOL	COMMS 1	COMMS 2	COMMS 3	CYFATHREBU 1	CYFATHREBU 2	CYFATHREBU 3	AON 1	AON 2	AON 3	ICT 1	ICT 2	ICT 3	ICT1 PROXY	ICT 2 PROXY	ICT 3 PROXY	WVO 1	WVO 2	WVO 3	PS 1	PS 2	PS 3	IOLP 1	IOLP 2	IOLP 3	TOTALS	
Aalton House	6																								6	
Amman Valley	210	22	1	61	229				4			1	89	99					244							960
Bro Myrddin			4	32	98	24		77	53					23					6							317
Bryngwyn	11						197	141	12	1	124									126						612
Coedcae	1						214			1				2	107	177										502
Dyffryn Taf							7																			7
Emlyn	105	111	55					191			53			116	1			51		105	55			56		899
Glanymôr	38	37		101			103	1		66		3					4		9							362
Gwendraeth	7	24	23				16	2	14	7	18					51	4									166
Heol Goffa																7										7
Maes-yr-Yrfa	11	1	13	142		12	83		1	89	13	1		9		54										429
Pantycelyn	10	77						50			119	3								89	30					378
Q E High	12		78				58	96		87	101				1	14		39			29	50		22		587
Rhydygors																										0
St John Lloyd	1	86	1								100					14			1							203
Tregib	7	146	53				10	140	58	41	259	61			26	33	140	59	42	95	50	5	89	48		1362
Youth Service (SMART)																						6				6
Ysgol y Strade				189	17	53	134	50	59	125						204		53			53	36		53		1026
Abergwili Primary				6						4																10
Maesmorfa Primary	6									6						6										18
Old Road Primary	12																									12
TOTALS:	437	504	228	531	344	89	822	748	201	427	787	69	89	249	135	560	148	202	302	415	217	97	89	179	7869	

(figures in green indicate portfolios submitted through the medium of Welsh)

Duke of Edinburgh Statistics

- 947 young people enrolled last year - 6% more than the previous year (2nd in Wales)
- 459 young people completed last year (2nd in Wales)
- We had the highest number of new starters as a % of the population in Wales - 3.8
- We came 3rd in Wales with Awards achieved as a percentage of the 14-25 population - 1.85
- Strade school had the highest number of young people achieve an Award through the medium of Welsh compared to any other school in Wales, followed closely by Maes yr Yrfa.
- There has been a 6% increase in the number of young people completing the DofE Award through the medium of Welsh.
- Approximately 11450 young person hours were spent on volunteering for the community last year (as part of doing the DofE Award)

Literacy and play/Numeracy and Play

- We continue to target schools as part of transition
- Many schools continue to provide support termly for children starting in the school system full time
- Good partnership working within the Dyfed three counties continues
- We continue to work with Sure Start in the designated areas
- We continue to work with family programmes so as to ensure coverage.

Welsh Book Council – Annual Book Quiz

Book Quiz 2009-10

Carmarthenshire round 1

16 schools took part with 64 contestants discussing selected Welsh books

Carmarthenshire round 2

7 schools through to the second round

Discussing additional books – 28 pupils

Presentations on selected books– 80 pupils

National finals (Aberystwyth)

(Y 3/4) Ysgol y Dderwen represented Carmarthenshire

(Y 5/6) Ysgol Dewi Sant represented Carmarthenshire and came second in Wales.

Section 5

Pupil exclusions in Carmarthenshire schools 2009-10

During 2009/10 there was a reduction in both permanent and fixed term exclusions ensuring that all performance Indicator (PI) targets [for both secondary and primary schools] projected for WAG were met or in most cases improved upon.

Permanent Exclusions

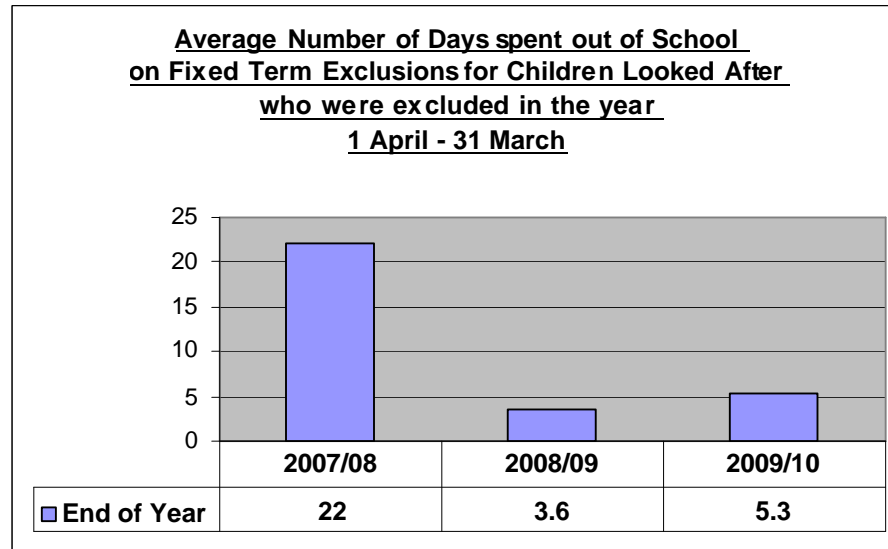
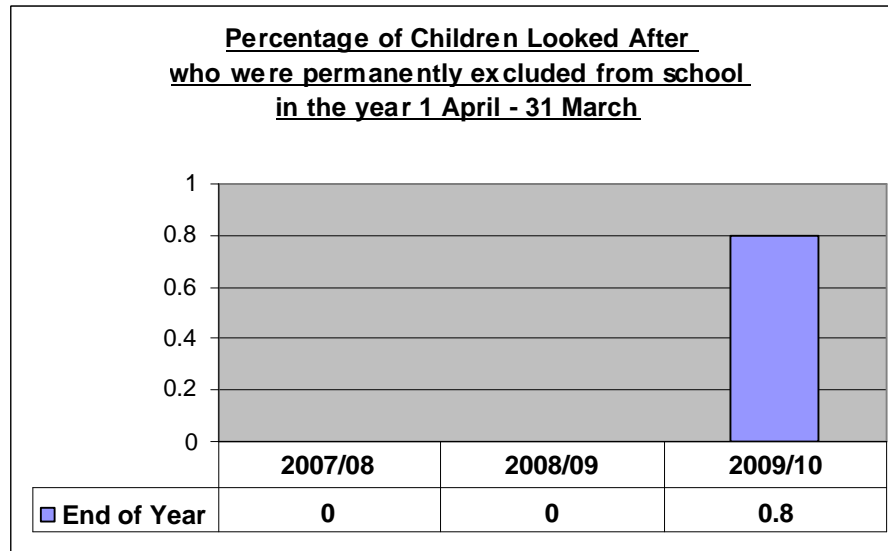
Initially six permanent exclusions were issued during the year. However, two were overturned on appeal reducing the number from eleven in 2008/9 to four in 2009/10. The reasons for the exclusions all came into the category of 'physical/verbal violence to staff/pupils'. There were no permanent exclusions from primary schools and the secondary exclusions were restricted to three schools.

Fixed Term Exclusions

Over the last few years the correlation between permanent and fixed term exclusions has indicated that as permanent exclusions have fallen, fixed term exclusions have increased. For the first time this pattern has changed with fixed term exclusions also falling. Secondary exclusions have been reduced from over 1800 days to 1484.5 days whilst primary figures have significantly fallen from over 200 to 69.5 days.

Schools' Performance and Achievement 2009-10

	2009/10				
	Secondary Pupils				Total
Schools	Perm	Temp≤5	Temp≥6	Pupils	Days
Amman Valley		55	0	55	128
Bro Myrddin		5	0	5	7
Bryngwyn	1	35	3	38	87
Coedcae	1	60	0	60	88.5
Dyffryn Taf		24	0	24	52
Emlyn		12	6	18	76
Glan Y Mor		118	8	126	287
Gwendraeth		37	3	40	146
Maes Yr Yrfa		0	0	0	0
Pantycelyn		26	0	26	52
QEH	2	98	13	111	372.5
Strade		12	0	12	31
Tregib		26	4	30	86
St John Lloyd		24	1	25	71.5
Totals	4	532	38	570	1484.5



Section 6

Attendance in Carmarthenshire schools 2009-10

Overview

The Education Welfare Service provides a statutory role for the Department for Education and Children to assist and advise Schools, Parents and Children in welfare issues in order to secure regular school attendance. In April 2010 the Education Welfare Service became part of the wider service area of 'Corporate Parenting and Child Welfare' with the aim of taking additional responsibility for monitoring the attendance of looked after children. The service will also provide a lead on developing a team around the child approach to enable Schools and related professionals to work together to address welfare issues for vulnerable children and their families.

The service comprises of 9 Education Welfare Officers and 1 Senior Education Welfare Officer.

Every school has a named Education Welfare Officer with the responsibility of working within designated school catchment areas.

The Education Welfare Service also has the responsibility for monitoring and licensing child employment and child performance across the authority.

This report summarises local and national data on pupil attendance.

Data Collection

The individual pupil records for the attendance return are generated automatically by the school's management information system and it is essential for all relevant pupil data to be entered accurately into the system before the return is created.

Definitions

The absenteeism information relates to:-

- Primary /Secondary school pupils of compulsory school age (5 – 16) registered at mainstream and special schools.
- The percentage of half day sessions missed to unauthorised absences and the percentage missed due to all absences.
- All absences comprise those which are authorised and unauthorised.

- An authorised absence is an absence with permission from a teacher or other authorised representative of the school. This includes instances of absences for which a satisfactory explanation has been provided (e.g illness, family bereavement, religious observance).
- Unauthorised absence is an absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences.

Attendance Data for 2009/2010

The average pupil attendance for Carmarthenshire schools for 2009/10 was 91.2% for Secondary Mainstream and SEN and 92.9% for Primary Mainstream and SEN.

The all Wales attendance statistics for 2009/10 are 91.1% for Secondary Mainstream and SEN and 93.1% for Primary Mainstream and SEN.

Carmarthenshire Secondary schools achieve an average of 0.1% above the Welsh average, and the Primary schools achieve 0.2% below the Welsh average.

The data that follows represents the 114 mainstream Carmarthenshire Primary and the 14 Secondary Schools.

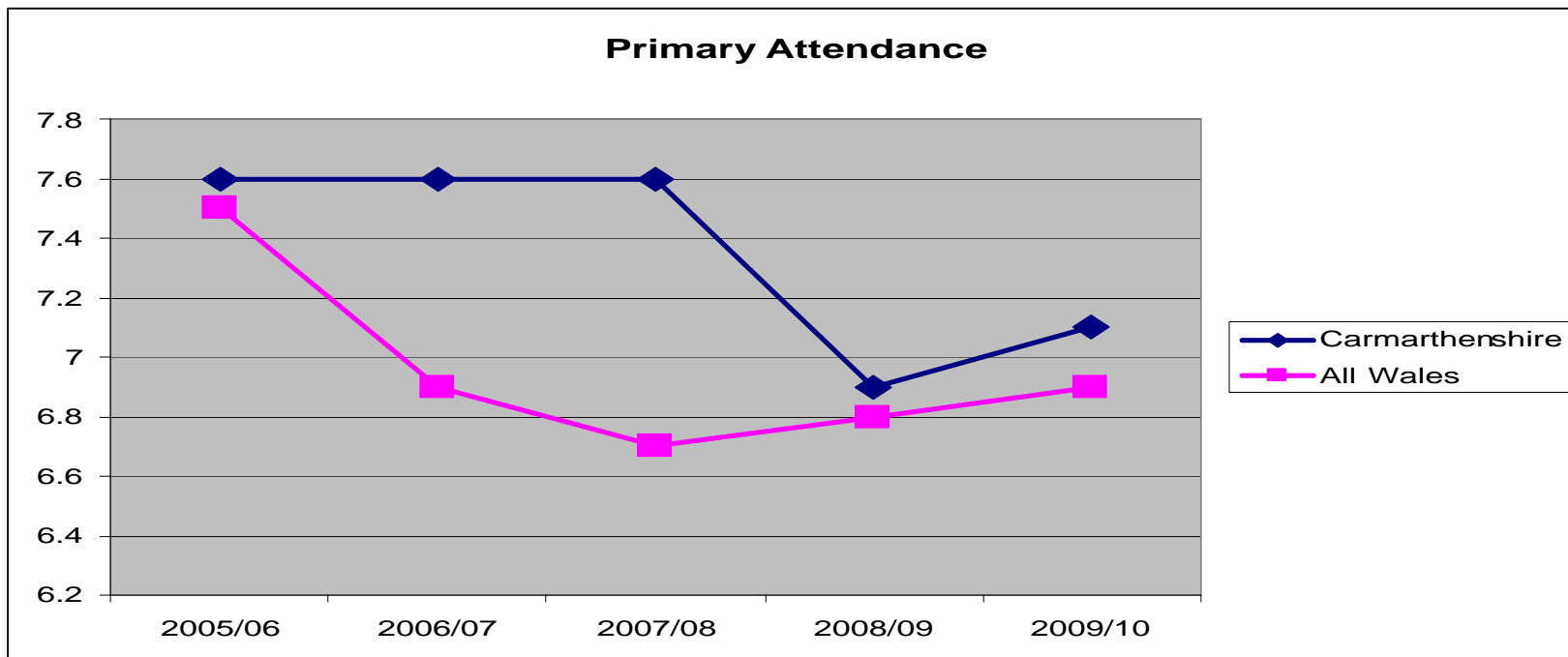
Summary of 114 Primary Schools in Carmarthenshire 2009/10

Age	DOB	Attended (%)			Authorised absences (%)			Unauthorised absences (%)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
12 or over	31/08/1997 and before	76.5	81.3	78.7	23.5	18.7	21.3	0.0	0.0	0.0
11	01/09/1997 - 31/08/1998	78.3	70.9	74.4	21.7	28.8	25.4	0.0	0.2	0.1
10	01/09/1998 - 31/08/1999	92.8	93.1	92.9	6.5	6.3	6.4	0.8	0.6	0.7
9	01/09/1999 - 31/08/2000	93.1	92.8	93.0	6.3	6.5	6.4	0.6	0.7	0.7
8	01/09/2000 - 31/08/2001	93.1	93.1	93.1	6.3	6.3	6.3	0.6	0.6	0.6
7	01/09/2001 - 31/08/2002	93.4	93.1	93.2	5.9	6.3	6.1	0.8	0.6	0.7
6	01/09/2002 - 31/08/2003	92.9	93.2	93.1	6.5	6.3	6.4	0.5	0.4	0.5
5	01/09/2003 - 31/08/2004	92.4	92.3	92.4	6.9	7.0	6.9	0.7	0.7	0.7
All ages		92.9	92.9	92.9	6.4	6.5	6.5	0.7	0.6	0.6

Attendance at Primary Schools in Carmarthenshire is on the whole very good and in line with the All Wales average. The information held on Integris (school information management systems) is updated regularly and Education Welfare Officers oversee attendance levels. Unauthorised absence is very low with reasons for authorised absence being sickness and parents withdrawing their children for holidays during term time.

Primary attendance data

	2005/06	2006/07	2007/08	2008/09	2009/10
Carmarthenshire Absence Average %	7.6	7.6	7.6	6.9	7.1
All Wales Average	7.5	6.9	6.7	6.8	6.9
Carmarthenshire to Wales Differential	- 0.1	- 0.7	-0.9	-0.1	-0.2
Ranking in Wales		13	14	13	12



Summary of 14 Secondary Schools in Carmarthenshire 2009/10

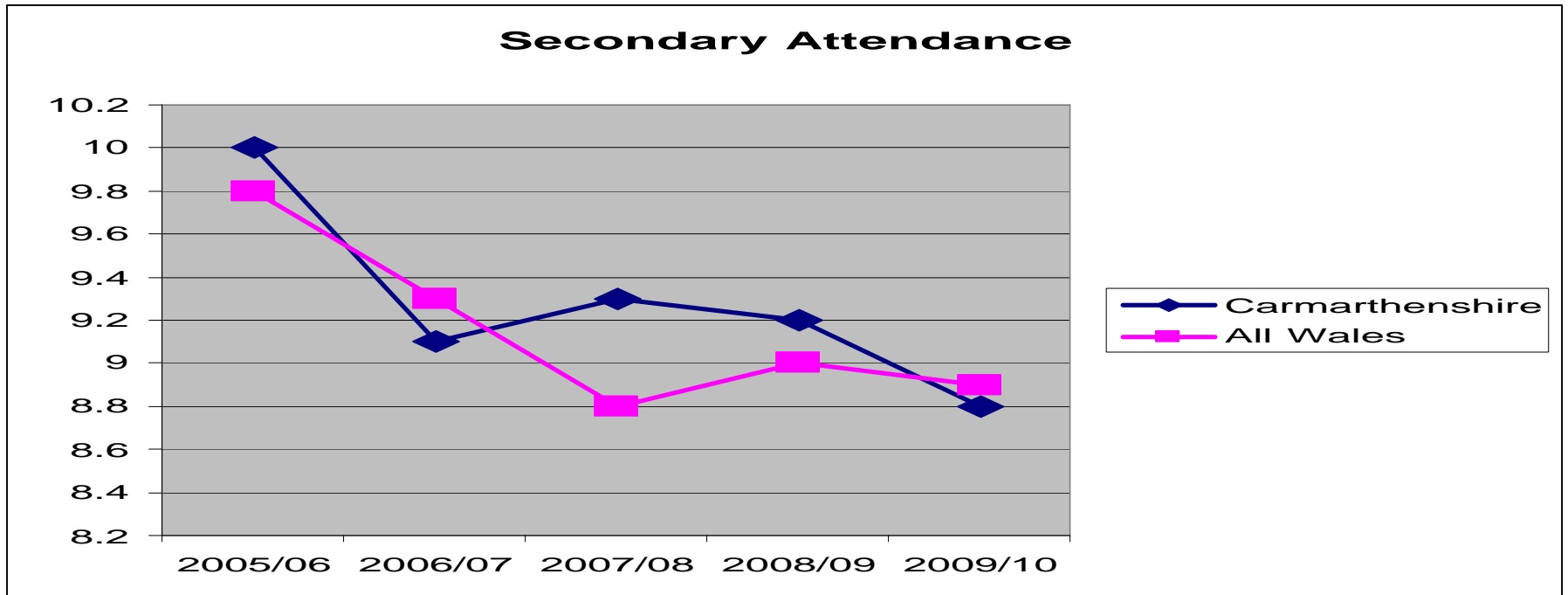
Age	DOB	Attended (%)			Authorised absences (%)			Unauthorised absences (%)		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
15	01/09/1993 - 31/08/1994	91.5	89.3	90.4	7.6	9.4	8.5	0.9	1.3	1.1
14	01/09/1994 - 31/08/1995	90.9	90.3	90.6	8.1	8.8	8.4	1.0	0.8	0.9
13	01/09/1995 - 31/08/1996	90.6	90.8	90.7	8.7	8.5	8.6	0.7	0.6	0.7
12	01/09/1996 - 31/08/1997	91.4	91.2	91.3	7.9	8.3	8.1	0.7	0.6	0.6
11	01/09/1997 - 31/08/1998	92.4	93.1	92.8	7.1	6.6	6.9	0.4	0.3	0.4
10	01/09/1998 - 31/08/1999	98.8	0.0	98.8	1.2	0.0	1.2	0.0	0.0	0.0
Less than 10	01/09/1999 - 01/01/3002	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
All ages		91.4	90.9	91.1	7.9	8.4	8.1	0.7	0.7	0.7

Attendance data per Secondary School

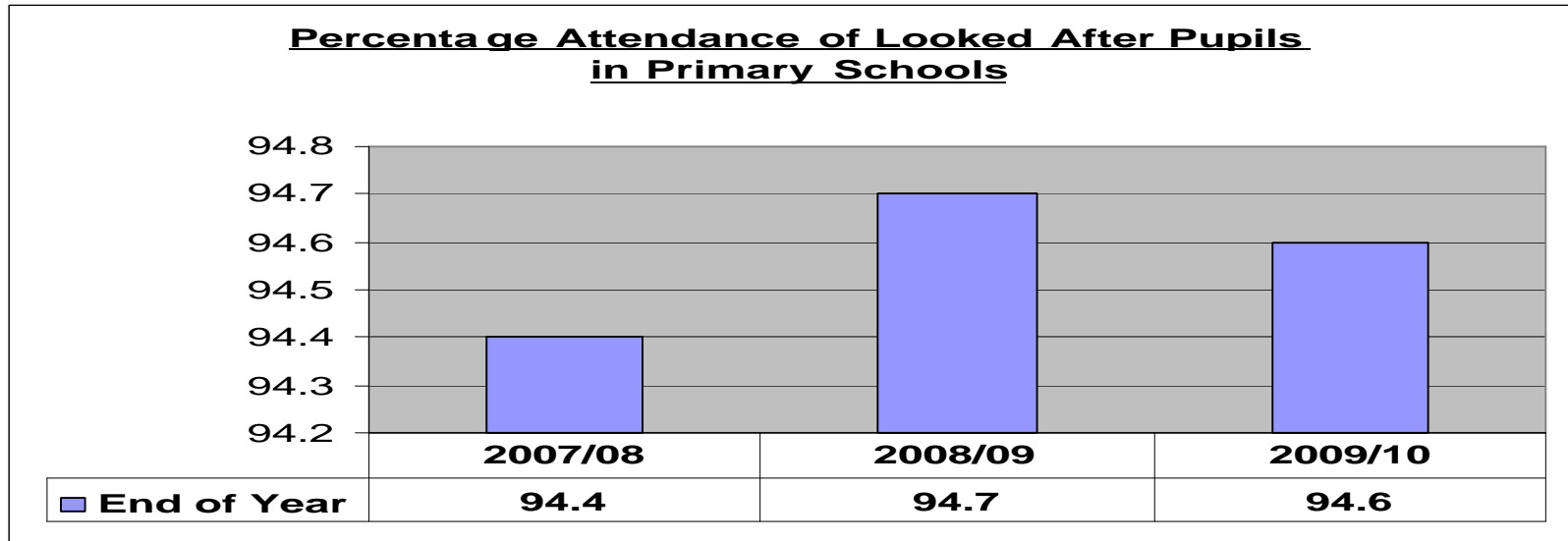
Secondary School	Number of Pupils	Unauthorised Absence	Attendance %	Authorised Absence %
Bryngwyn	845	0.9	90.8	8.3
Coedcae	1056	0.6	91.6	7.8
St John Lloyd	502	0.6	89.3	10.1
Ysgol Strade	977	0.7	92.1	7.2
Glan y Mor	621	0.7	90	9.3
Maes yrYrfa	784	0	92.6	7.4
Ysgol Gwendraeth	444	1	89.9	9.1
Amman Valley	1683	0.2	90.8	9
Tregib	990	0.9	91.7	7.4
Panycelyn	391	0.5	91.8	7.7
Bro Myrddin	891	0	93.6	6.4
QE High School	1460	2.3	90.3	7.4
Ysgol Dyffryn Taf	1046	0.2	90.7	9.1
Ysol Gyfun Emllyn	697	1.6	90	8.4
AVERAGE		0.7	91.1	8.1

Secondary Attendance Data

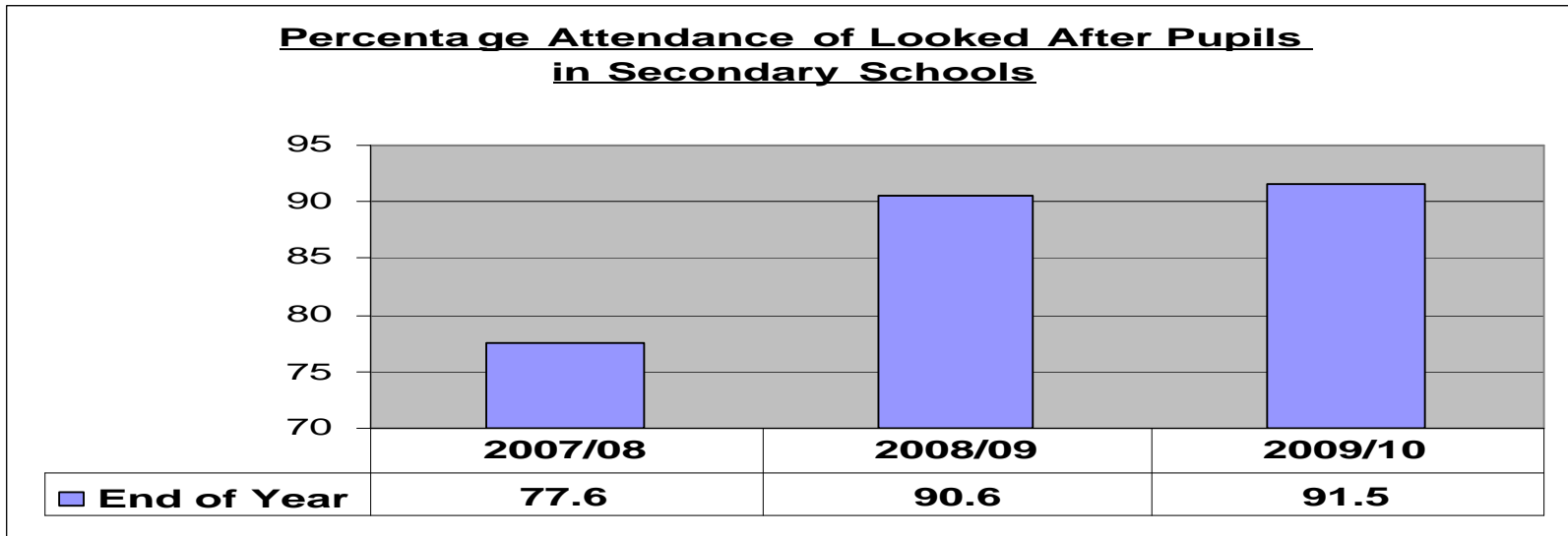
	2005/06	2006/07	2007/08	2008/09	2009/10
Carmarthenshire absence Average %	10	9.1	9.3	9.2	8.8
All Wales Average	9.8	9.3	8.8	9.0	8.9
Carm to Wales Differential	+0.2	- 0.2	+0.5	-0.2	+0.1
Ranking in Wales	12	9	13	14	11



Summary of attendance for looked after children.



Attendance at Primary School for looked after children remains higher than the All Wales average.



Attendance at Secondary School for looked after children is comparative with the All Wales average.

Future developments

The implementation of a team around the child approach will increase in momentum in 2010/2011 with the Service developing a range of pilots within their schools.

