



Well-being Objective 3

Start Well - Continue to improve learner attainment for all

The following are our commitments and end of year progress comments for this Well-being Objective during 2018/19.

Last Year's Commitments	✓ ✗	Progress Comment
A – Improve Education Outcomes		
<p>We will enhance outcomes for More Able and Talented pupils. <i>(Ref 13114)</i></p>	<p>✓</p>	<p>A Carmarthenshire MAT/ Seren Foundation Coordinators group has been established ensuring that MAT pupils are identified correctly and that their learning opportunities extend their skills and talents throughout the secondary school. Activities are collaboratively planned to ensure maximum impact from grant funding. Launch events supported by Professor Matthew Williams from Jesus College Oxford, involved approximately 700 pupils from our year 9 and 10 cohorts who gained a useful and inspiring insight into entry requirements for a range of leading universities.</p> <p>The Further Maths Support Programme worked in collaboration with LA officers and secondary school maths teachers in delivering a Math's Challenge event to year 10 students from all of Carmarthenshire's secondary schools. The event prepared the pupils well for their forthcoming maths challenge competition whilst also providing meaningful professional development for teaching staff in relation to problem solving pedagogy.</p> <p>MAT pupils working within The Seren Foundation and Academy programmes have experienced a range of enrichment activities during the academic year. These include an engineering day at Swansea University, workshops at Bath University, Engineering and Chemistry taster days at Swansea University and drama and music workshops at The Royal Welsh College of Music and Drama in Cardiff. Feedback has been extremely positive from all events inspiring our pupils and ensuring that their expectations remain high.</p> <p>Post 16 Seren (Seren Academy) have had talks on Oxbridge applications by Jonathan Padley and this year we have had 10 students who have received offers from Oxbridge. Two students from Carmarthenshire have achieved places at the Harvard Summer School for July this year.</p> <p>Teachers and advisors from Carmarthenshire have visited School 21 in London focussing on how the school uses oracy, coaching and Project Based Learning to challenge all learners. This research visit will inform our leadership and MAT strategy for 2019 / 2020. For example, coaching for leaders and a coaching mindset for teaching staff is being explored within some pilot schools aiming to cascade the coaching approach to independent learning across to our pupils.</p>

Last Year's Commitments	✓ x	Progress Comment
		<p>In addition, an inspiring conference led by James Nottingham has been held for our small and rural schools, challenging pedagogical methodology and encouraging aspirational learning opportunities underpinned by challenging, meaningful tasks and experiences for all learners. The success of this conference has ensured a repeat in order to engage all schools during the summer term.</p>
<p>We will continue to increase the percentage of schools designated with a 'Green or Yellow' support category within the National School Categorisation System. <i>(Ref 13115) MF5-29</i></p>	✓	<p>Challenge advisers have worked alongside headteachers and representatives from governing bodies throughout the autumn term to ensure that the bespoke support package arranged for all schools on an individual basis robustly aligns to their individual developmental plans. Pupil progress and the quality and impact of self-evaluation processes have been reviewed to ensure accuracy in the identification of developmental priorities. This information has informed the categorisation of the schools in line with Welsh government policy. The overall picture for Carmarthenshire reflects that the number of 'green' schools within the primary sector continues to increase. Our number of 'yellow' schools remains fairly static overtime. We have 2 schools categorised as 'red' during the 2018 / 2019 academic year. Within the secondary sector we have 7 schools categorised as 'Green' and 5 as 'yellow'. Within our special schools and PRU's categories range from Green to red. When reflecting on this data it must be noted that the most important element of this process is the support package provided, routinely monitoring the impact of the support and ensuring that the school is enabled and has the capacity to achieve timely progress.</p>
<p>We will support schools, in tandem with ERW (Education through Regional Learning), to further improve outcomes for all pupils outcomes at the end of the Foundation Phase, Key Stage 2, Key Stage 3 and Key Stage 4 but with a particular emphasis on raising the achievements of pupils entitled to free school meals and looked after children. <i>(Ref 13116) MF5-28</i></p>	✓	<p>During the academic year Challenge Advisers and Associate Challenge advisers have worked alongside headteachers, senior leaders and governors supporting and reviewing progress in line with the school's developmental priorities. The bespoke package of support is ensuring rigorous focus on key priorities whilst also providing guidance in relation to the National mission and related changes that are currently being implemented across the education sector. Challenge advisers are increasingly encouraging schools to work in partnership with each other aiming to develop schools as learning organisations, sharing best practice and developing self- evaluation and monitoring processes in a collaborative manner. Research visits to Ceredigion to review Foundation Phase standards, to School 21 and to Pembroke Doc school to review challenge and inspirational teaching have been undertaken in order to inform the school improvement strategy. Impact of support to schools is routinely reviewed, capturing progress within the ERW reports. This information is used well to tailor support for the forthcoming term</p>

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		<p>ensuring that the focus remains on the progress of all learners.</p> <p>Summative pupil outcomes will be reviewed during the summer and autumn terms. Analysis of this information, along with progress reported through ERW reports is informing the school improvement teams developmental and training programmes for 2019 / 2020.</p> <p>In addition, there has been specific emphasis on pupil progress in the foundation phase, including a range of training focussed on understanding the outcomes of the Foundation Phase Plan; improving oracy and emergent writing for Nursery and Reception age pupils; raising standards of teaching mathematics and numeracy; and improving the impact of monitoring processes within schools.</p>
<p>We will continue to hold all schools and ERW (Education through Regional Learning) to account for further improving standards and outcomes for learners, intervening in schools where performance is not satisfactory. (Ref 13117)</p>	✓	<p>ERW Challenge Advisers and Associate Challenge Advisers have undertaken a wide range of activities to ensure successful implementation and outcomes from this action. A relentless focus has been maintained on supporting schools to improve leadership, provision and progress through appropriate and agreed bespoke improvement programmes for each school following its ERW Core Support Visit (including `National Categorisation` as a key element of the work) during the Autumn Term 2018. The Head of Education Services and Head of School Effectiveness have monitored and evaluated the impact of this work closely. This included review, evaluation and scrutiny of progress made by all `Schools Causing Concern.`</p> <p>Activities have been supported effectively by the LA Education Scrutiny Panel School Visit Programme along with:</p> <ul style="list-style-type: none"> - Estyn LALI (Local Authority Link Inspector) discussions - Intervention & support work of individual School Improvement Panels - Undertaking of specific elements of training and focused provision / support in specific school settings (focused on leadership and curriculum provision) - Additional focused scrutiny through local `SCIT` meetings (Support, Challenge and Intervention Team) - Officers presenting a range of analytical reports to the ECS Scrutiny Panel (ensuring an opportunity to discuss and analyse performance and the impact of ERW work in our schools, including areas for improvement and increased resources). <p>Such accountability and support processes have witnessed great success during the year. They will continue to be delivered and enhanced in an appropriate manner and according to the needs of individual schools.</p>
<p>We will improve the Average Capped 9 score (best 9 exam results) for pupils in Year 11 (PAM/032) (2017/18 Result – 360.8 – 16/17 Academic Yr) (2018/19 Target – 361.1 – 17/18 Academic Yr)</p>	✓	<p>2018/19 Result 363.1 (17/18 Academic Year).</p> <p>The result is on target and an improvement on the previous year of 360.8. This is above the Welsh average of 349.5 and the 6th best result in Wales. A very good result which reflects the impact of collaborative working between our</p>

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		School Improvement Team and senior school leaders and staff.
<p>We will increase the % of pupils achieving the Level 3 threshold (2 A Levels grade A-E) (5.0.2.3) (2017/18 Result - 97.8% - 16/17 Academic Yr) (2018/19 Target - 98.0% - 17/18 Academic Yr)</p>	x	<p>2018/19 Result 97.9% (17/18 Academic Year). This is just off target but there is a slight improvement on the previous year. The Authority's relative ranking in Wales has declined from 5th to 11th. Additional challenge and support to schools continues to impact effectively on performance in general with each cohort's individual profile taken into context. Annual fluctuations are to be expected at such a high level of performance. It is important to note that we have remained above the Wales average for the past six years</p>
B - Improving School Attendance - Making every day count		
<p>We will continue to promote regular school attendance to maximise educational opportunities and child welfare, robustly challenging poor attendance and persistent absenteeism. (Ref 13118)</p>	✓	<p>The Education Welfare Service continues to promote positive school attendance in line with the all Wales guidance. As school attendance continues to be of concern consideration is being given to how the local authority could improve the service.</p>
<p>We will implement the Attendance Forward Working Plan following consultation with Headteachers. (Ref 13119)</p>	✓	<p>The service improvement plan is in place and a steering group established to monitor progress. Aspects of the plan have been completed and recorded and will feed into proposed changes in managing school attendance moving forward.</p>
<p>We will increase the % of pupil attendance in primary schools (PAM/007) (2017/18 Result - 94.4% - 16/17 Academic Yr) (2018/19 Target - 94.5% - 17/18 Academic Yr)</p>	x	<p>2018/19 Result - 93.9% - 2017/18 Academic Year. Disappointingly this is off target and declined on the previous year's result of 94.4%. Our Welsh comparative ranking has declined to 22nd from 21st the previous year. It is clear from the 2017/2018 figure that primary school attendance had dropped significantly in Carmarthenshire. The main reason for this was due to pupil illness as there had been a high number of childhood viruses and illness reported that year. Some schools were therefore more adversely affected than others. The Local Authority has continued to work with primary schools to reduce avoidable absence and this will remain a key priority over the coming year. This work has involved supporting schools in responding to absence in the early stages and ensuring that families are provided with a high level of advice, support and guidance where needed. In the very few cases where attendance has failed to improve due to unauthorised absence, we have had no option other than to refer to Court to ensure the educational entitlement of these pupils.</p>
<p>We will reduce the % of authorised absence in primary schools (4.1.2.3) (2016/17 Result - 4.4% - 15/16 Academic Yr) (2017/18 Target - 4.2% - 16/17 Academic Yr)</p>	x	<p>2018/19 Result – 5.1% - 2017/18 Academic Year. Disappointingly this is off target and declined on the previous year's result of 4.1%. There were a slight increase in the following authorised absence reasons: of 1) Other authorised circumstances; 2) Agreed Family Holiday and 3) Illness. Continued improvements will be sought through increased support and monitoring of schools. We will consult with Headteachers to consider how the potential improved and more consistent use of codes within the highlighted areas can support this measure.</p>

Last Year's Commitments	✓ x	Progress Comment
<p>We will increase the % of pupil attendance in secondary schools <i>(PAM/008)</i> <i>(2017/18 Result - 94.3% - 16/17 Academic Yr)</i> <i>(2018/19 Target - 94.4% - 17/18 Academic Yr)</i></p>	x	<p>2018/19 Result - 93.8% - 16/17 Academic Year. This is off target and has declined compared to the previous year of 94.3%. Authorised absence has remained constant at 4.8% but Unauthorised absence has increase and specifically in the use of 'Other' absence code. The comprehensive Educational Welfare Service (EWS) improvement plan outlines collaborative strategies across the department which will further support our schools to improve rates of pupil attendance. They will also contact those schools with a high percentage of 'O' codes to address any coding issues.</p>
<p>We will reduce the % of authorised absence in secondary schools <i>(4.1.2.2)</i> <i>(2017/18 Result - 4.8%- 16/17 Academic Yr)</i> <i>(2018/18 Target - 4.7% - 17/18 Academic Yr)</i></p>	x	<p>2018/19 Result - 4.8% - 16/17 Academic Year. This is off Target but has remained constant with the previous year's result. Illness remained the most common reason for absence accounting for 62.7% of all absences.</p>
<p>C - An excellent school in the right place</p>		
<p>We will deliver all Band A commitments identified in the Modernising Education Programme by 2019 therefore supporting our children and young people to receive a world class education in safe and stimulating environments. This includes the delivery of new campuses for Ysgol Penrhos and Ysgol Gymraeg Dewi Sant. <i>(Ref 13120) MF5-25</i></p>	✓	<p>Band A commitments are continually being delivered with construction complete or progressing well at a number of schools, ensuring that our children and young people are receiving world class education in safe and stimulating environments fit for the 21st Century. Construction works are complete at Burry Port, Carreg Hirfaen, Coedcae, Parc y Tywyn, Pen Rhos, Pontyberem, St John Lloyd, Strade and Trimsaran. Works are progressing at Llangadog. Whilst a scheme is being progressed to provide Ysgol Gymraeg Dewi Sant with a new campus, planning issues are currently being addressed.</p>
<p>We shall deliver a further £129million Modernising Education Programme investment between 2019-24. <i>(Ref 13121) MF5-26</i></p>	✓	<p>5 Band B projects have been accelerated in the MEP and development/design works are proceeding at pace. 1 has received Strategic Outline Case (SOC) approval and 2 have received Full Business Case approval by the WG. Strategic reviews and development work on the majority of Band B projects is well advanced.</p>
<p>We shall consider the delivery of primary education provision in the Ammanford, Llandeilo and Llandovery areas. <i>(Ref 13122) MF5-27</i></p>	✓	<p>The delivery of primary education in the Ammanford, Llandeilo and Llandovery areas are currently being progressed, with investment schemes planned for Ysgol Rhys Prichard and the Ammanford and Llandeilo areas.</p>
<p>We shall consider options to utilise the Welsh Government Mutual Investment Model (MIM) to further develop the education infrastructure through capital investment. <i>(Ref 13123) MF5-33</i></p>	✓	<p>Discussions are ongoing with WG colleagues and seminars attended. WG undertaking a national procurement for 1 strategic partner to facilitate the delivery of the MIM model. Carmarthenshire has reinstated its interest to be a strategic partner. Progress with any projects subject to Executive Board approval.</p>
<p>We shall ensure the Council fully responds and complies with the requirements of the Welsh Government School Organisation Code to support the attainment of better educational outcomes with specific reference to requirements for rural schools. <i>(Ref 13124) MF5-32</i></p>	✓	<p>The revised process incorporating the requirements for rural schools of the presumption against closure has received formal sign off by the Executive Board Member for Education and Children`s Services.</p>
<p>We will analyse and forecast capacity and pupil data for the planning of</p>	✓	<p>Capacity calculation review of all schools and pupil projections completed and submitted to Welsh Government by deadline date.</p>

Last Year's Commitments	✓ x	Progress Comment
school places (POSP) and future school organisation. (Ref 13125)		
We will manage school estate affairs including building maintenance, asset verification, governor property initiatives and responsibilities under disability access (DDA) legislation. (Ref 13126)	✓	Estate management - requests for school development proposals and support for risk management bids considered and approved as required. Building Maintenance - Urgent capital works authorised for 2018/19. DDA - Adaptation Projects to facilitate pupil admission to school completed during School Holidays.
We will undertake statutory procedures associated with federation, school organisation and/or improvement projects. (Ref 13127)	✓	The statutory procedures to increase the capacity of Ysgol Gynradd Gorslas and to change the age range of Ysgol Parc y Tywyn to 3-11 are complete. The statutory procedures to discontinue Tremoilet VC and Maesybont Primary Schools have been completed. Five change in nature of provision proposals are being progressed to committees. Further school reorganisation and federation proposals are being reviewed and developed.
We will invest over £20 million in major school construction and modernisation projects at Pen Rhos, St John Lloyd, Parc Y Tywyn, Pontyberem, Rhys Pritchard and Llangadog. (Ref 13128)	✓	Construction works are complete at Burry Port, Carreg Hirfaen, Coedcae, Parc y Tywyn, Pen Rhos, Pontyberem, St John Lloyd, Strade and Trimsaran. Works are progressing at Llangadog. A Business Justification Case has been approved for Ysgol Rhys Prichard and the scheme is currently waiting for approval of planning permission before on site commencement.
We will develop and submit business cases for MEP school reorganisation and investment projects to the national 21st Century Schools Programme. (Ref 13129)	✓	Business case submissions are on target and in line with the Modernising Education Programme's business case submission timeline. A Business Justification Case for Ysgol Rhys Prichard has been approved and a Strategic Outline Case for Ysgol y Castell has been approved.
We will decommission premises following the closure or amalgamation of schools. (Ref 13130)	✓	Following approval to discontinue, Tremoilet VC and Maesybont Primary Schools are in the process of being decommissioned.
We will continue to improve the condition, suitability and ICT resources within schools and ensure that all newly built schools have the latest digital technologies and infrastructures in place to deliver 21st century education. (Ref 13131) MFS-89	✓	ICT provision at Ysgol Penrhos new build completed May 2018. ICT provision Parc y Tywyn refurb completed July 2018. ICT provision Pontyberem refurb completed January 2019. Llangadog ICT provision refurb/extension completed March 2019. Zimbra to Hwb email system migration completed March 19. Schools TIC Initiatives (Printing, Phone Systems & Lines/Calls) continuing to make efficiency savings. LiDW2/PSBA Upgrade – 43 schools complete, 1 awaiting BT. 10mbps to 100mbps regrading – awaiting date from PSBA. Cloud hosting of Schools Web Filtering proceeding as planned.
We will retain the % of schools graded as "Good" (Category A) or "Satisfactory" (Category B) for school building condition (4.3.1.8) (2017/18 Result - 57% / 2018/19 Target - 63%)	✓	63% of our schools were graded as "Good" (Category A) or "Satisfactory" (Category B) for school building condition during 2018/19.

D - Workforce development and succession planning

We will continue to support, challenge and improve the quality of leadership and its impact on improving provision and outcomes in collaboration with senior school leaders e.g. provision of	✓	We have continued to implement a wide range of effective activities to support the bespoke nature of this crucial action, continuing to maintain a tight focus on the individual nature and content of schools' `bespoke support packages`. This has included:
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Last Year's Commitments	✓ x	Progress Comment
Leadership Seminars and Networks. <i>(Ref 13132)</i>		<ol style="list-style-type: none"> 1. Implementation and evaluation of ERW Support Core Visits 1 & 2 / agreeing National Categorisation within each individual school setting and focusing on: a) the school's Leadership / Teaching and Learning performance and capacity to self-improve); b) progress reviews and evaluations of each school's recommendations from the previous ERW visit c) review of progress against agreed actions within a cyclical programme; 2. Commissioning of Senior Leaders to support ERW Challenge Adviser work (as `Commissioned Challenge Advisers`) continues to contribute effectively to the sharing of `good leadership practice` across many of our schools and support commissioned colleagues with valuable professional development training. This work is supported by regular in-house Team development meetings. 3. Ongoing opportunities for Middle, Aspiring and Executive HT Leaders development through participation in the ERW leadership development programme 4. Informative and developmental `Leadership Seminars and Briefings for Senior Leaders and Governors` providing a focus on specific areas of strategic leadership and improvement in support of improving outcomes within our schools. 5. Ongoing commissioning of senior leaders in support of WG Grant funded packages e.g. Small and Rural Schools. 6. Implementation of ECS Scrutiny Panel School Visits 7. HT Seminar Presentations - `sharing effective practice` across all schools 8. Implementation of revised Newly Appt. HT Programme 9. Participation for nominated HTs to share strategic roles within our four Strategic Forums (Access to Education, Curriculum and Wellbeing, Education Services and School Budget Forum)
We will support Governors in their strategic leadership role through focused training and briefing activities, including the mandatory governor training programme. <i>(Ref 13133)</i>	✓	A training programme was formulated for the Autumn term in response to Governors' identified needs. This training programme has been fully implemented and well received by Governors. We continue to monitor training needs and evaluate the programme on an on-going basis.
We will further develop systems to support school improvement, including ongoing Professional Development and Performance Management provision for school staff. <i>(Ref 13134)</i>	✓	Schools CPD (Continuous Professional Development) staff continue to support Challenge Advisers and school staff in facilitating Professional Development opportunities. During the year additional grant funding for professional development was received and devolved to schools. Support continues to be provided to schools through financial year end to ensure specifically correct and full utilisation of grants.
Through the Swansea Bay City Deal we will ensure the Council aligns its educational curriculum with a menu of vocational opportunities to address local skills for work and routes to employability as well as developing learning pathways with Coleg Sir Gâr	✓	Discussions have continued between the Regeneration team and Secondary Head Teachers to align the City Deal with school learning pathways. Productive discussions with Coleg Sir Gar/UWTSD are continuing. We will continue to progress this action to align with further anticipated developments in the City Deal Skills and talent initiative.

Last Year's Commitments	✓ x	Progress Comment
and University of Wales Trinity Saint David. <i>(Ref 13135) MF5-34</i>		
We will review and encourage participation in governorship of schools. <i>(Ref 13136) MF5-35</i>	✓	Governor Support staff working with Challenge Advisers and Heads of Service continue to work with schools to promote, encourage and provide support and to new governors.
We will review all school pupil admission dates and age-ranges across the County. <i>(Ref 13137) MF5-36</i>		A review of school admission dates and age ranges formed part of the Early Years Education & Play Scrutiny Task & Finish Group. Recommendations from the Group's work will be available and considered in 2019/20.
We will review current specialist behaviour support services in the County with a view to decentralise and support bringing support services into mainstream provision by 2021. <i>(Ref 13138) MF5-42</i>	✓	From June 2018 plans were developed to transform current behaviour support services providing a model for Carmarthenshire that enhances Wellbeing and Behaviour Support. A Four Phase Model was proposed and developed through Strategic Groups, Departmental Management Team and to the Executive Committee. The Four Phase Model was agreed and will be taken forward.
We will continue to support partnership working with other providers of adult community learning through the Carmarthenshire Adult Community Learning Group. <i>(Ref 13139)</i>	✓	The Adult Community Learning (ACL) Service continues to support the wider work of the ACL partnership. Regular meetings of the Carmarthenshire ACL partnership have taken place. New partners have joined and a new chair and secretariat appointed. A joint Self Assessment Report has been produced and a Partnership Improvement plan is reviewed at CACL meetings.