



Single Education Plan

**WORKING TOGETHER FOR
CHILDREN, YOUNG PEOPLE
AND COMMUNITIES ACROSS THE VALE**

2006 - 2008

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Context

The production of the Vale of Glamorgan Council Single Education Plan is a significant event. The plan provides greater integration of School Improvement, School Organisation and Inclusion and Lifelong Learning priorities than has been possible in the past. The document also represents a stepping stone to the achievement of a Children's Plan in 2008.

As a consequence of the breadth of the document, a decision has been taken to produce a high level overview of Education provision within the Vale of Glamorgan. The plan provides a link between the Council's Corporate Plan and more detailed service plans. It addresses priorities and actions, but does not include the operational details, milestones and resource management elements which are included in subsidiary service plans. The intention is that the plan explains those elements of provision which will convert our aspirations and vision for Education in the Vale of Glamorgan into a reality for pupils, teachers, families and communities.

Vision

Education and Lifelong Learning is at the heart of individual and community development. Quality of life, employment opportunities, security, development, economic independence and well being are directly related to Education and Lifelong Learning. Investment in Children, Young People and Adults which develop skills, self confidence and potential is not "optional" if communities and individuals are to thrive.

Within the Vale of Glamorgan, there is a proud history of educational success and achievement. Schools perform well, pupils achieve, we have good standards of teaching and learning and a committed professional workforce.

The issues addressed in this plan reflect our need to sustain high performance whilst preparing pupils, schools and communities for the challenges of the future.

Our vision for Education and Lifelong Learning in the Vale of Glamorgan is based upon:-

1. The development of Community Focused Schools which will require enhanced collaboration between schools, within their communities and redefined relationships within the Council and other agencies.

2. An expectation that the Community Focused Schools model will enable the Vale of Glamorgan Council to sustain and build upon educational achievements, it will also better equip the Council to deliver the Children's Act obligations at a local level.
3. The commitment which the Council has made to its School Investment Strategy will improve the quality of education facilities. These improvements will be promoted on a clear expectation that they will provide opportunities for enhanced community use of school facilities and support effective planning for the future provision of schools places.
4. An understanding that the Council and Education Services will continue to face difficult financial challenges and will need to respond to Welsh Assembly Government targets for efficiencies and savings. It is expected that enhanced collaboration with and between schools will contribute to this objective.
5. The delivery of an educational agenda which extends opportunities for pre school education through the foundation phase, which improves the quality of transition from Primary to Secondary and will which enhances curriculum choice and opportunity and require effective partnerships with schools and other agencies. Over the life of the Single Education Plan, there will be further investment in and commitment to partnership working to deliver these priorities.
6. The Council will also continue to develop and manage provision for learners with additional or special needs. Whilst comparatively resource intensive, these initiatives are critical to enable individuals to reach their potential and to help reduce future levels of dependency.
7. The Directorate of Learning and Development has established arrangements to integrate Youth Services and Adult Education provision within a Lifelong Learning service. These services will play a major part in the delivery of our community focused schools aspirations.

Whilst the Single Education Plan is a transitional document leading to the 2008 Children's Plan requirement of the Welsh Assembly Government, the delivery of the above initiatives over the next 2 years will provide the foundation for the future success of Education and Lifelong Learning within the Vale of Glamorgan.

EQUAL OPPORTUNITIES FRAMEWORK

The Single Education Plan is underpinned by and reflects a commitment to equality of opportunity in terms of employment and access to education services. Specific legislative requirements and accountabilities include the following:

1. **The Sex Discrimination Act 1975**

This act makes it unlawful to discriminate on the grounds of gender in employment and service delivery. The Act applies to both men and women and makes it unlawful to:

- Discriminate directly or indirectly on the grounds of sex or marital status
- Apply conditions which have a disproportionately disadvantageous effect on people of a particular sex or marital status, where these cannot be justified
- Use discriminatory advertising
- Apply pressure to discriminate or to aid discrimination by another person

Members of the Council and its schools share responsibility for ensuring that the aims of the Sex Discrimination Act 1975 are promoted and implemented fairly and effectively in their recruitment processes and in offering a broad and balanced curriculum to all pupils.

2. **The Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2005),**

The Council and its schools have a duty to plan to increase progressively the accessibility to schools to disabled pupils and others. There are three strands to the legislation supporting disabled pupils;

- The SEN Framework (Part IV of the Education Act 1996)
- Disability discrimination duties
- Planning duties

Within the planning duties the Council has developed an Accessibility Strategy and its schools have developed Access Plans, which set out the actions to increase accessibility over time.

One of the aims of the Directorate of Learning and Development as stated in the Corporate Plan to promote an inclusive system that makes learning opportunities accessible to all, where everyone is supported to maximise their potential and live a full life. All schools are subject to Part 2 of the SEN and Disability Act 2001 which prohibits them from discriminating against disabled children

and to take reasonable steps to ensure they are not placed at a substantial disadvantage. The Council supports the recruitment and retention of disabled staff, and the greater participation of disabled pupils, disabled parents and disabled people in all aspects of schools life.

3. **The Race Relations Act 1976 and Race Relations (amendment) Act 2000**

The Race Relations Act 1976 (as amended by the Race Relations (Amendment Act 2000) gives the LEA and its schools a **general duty** to promote race equality. Under the duty, when carrying out their duties, the Council and schools must aim to:

- Eliminate unlawful discrimination
- Promote equality of opportunity; and
- Promote good relations between people of different racial groups

The Act further set out **specific duties** in policy-making, service delivery and employment in order to assist the Council and its schools to meet the general duty and improve performance.

Under the specific duties for policy-making, service delivery, the Council has published its Race Equality Scheme with schools developing and publishing their Race Equality Policy. All Council policies are subject to a Race Impact Assessment, on a rolling programme.

Training is provided to schools in addressing race equality issues through curriculum development and partnerships with schools with diverse pupil ethnicity. The achievement attendance and exclusion rate of pupils from minority ethnic families is monitored, with intervention through the EMAG Better Schools Funding Grant which has enabled the Council to work in partnership with the Cardiff EMAG service.

Schools are supported in responding to racist incidents. Quarterly reports are made to the Community Safety Partnership.

The Council continues to operate a Service Level Agreement with Race Equality First who provide advice and support to schools and work with them on specific projects to promote racial awareness and harmony.

4. **The Welsh Language Act 1993**

The Council places great importance on the fulfilment of its responsibilities as a public body under the Welsh Language Act 1993. In drawing up and implementing this Single Education Plan, we have been guided by Council's Welsh Language Scheme and policy, which form an important element of the equalities framework.

Under the terms of Section 5 of the Act, we have also drafted a Welsh Language Scheme, which describes the vision and goals in providing Welsh Language Education in the Vale of Glamorgan and its targets for development. These targets relate to early years, primary, secondary and special educational needs provision through the medium of Welsh, together with the role of the School Improvement Service, partnerships, recruitment and community education. The draft Scheme aims to ensure that provision:

- Delivers the key principles of equality, choice and opportunity for all
- Respects, promotes and embodies the linguistic and cultural diversity of the Vale of Glamorgan and Wales
- Recognises a common Welsh heritage
- Reflects the social, economic and cultural needs of Wales in the 21st century
- Provides the opportunity to reflect on and develop personal identity and a sense of place and community, and
- Is consistent with the national aspirations set out in *Iaith Pawb*

In realising this vision, the Council will work towards equality of access to the Welsh language and provision through the medium of Welsh by providing

- A practical programme to promote awareness of opportunities for Welsh medium education and to promote the language in the Vale of Glamorgan through education
- Welsh medium education for all those parents who require it for their children, and for all those students who desire it in all sectors and phases of statutory education
- Enhanced opportunities for continuing informal and community-based learning, bilingually or through the medium of Welsh and
- A grounding in bilingualism for all children and young people through early years and national curriculum provision at key stages 1-4 and progression development of bilingual and Welsh language skills.





PRIORITY 1

KEY AIM: 1:1 To support the development of schools as a key learning resource within the community

Why is this a key aim? We believe that schools should play an important part in helping to build strong and active communities and that the relationship between a school and its community is essential in securing effective learning. The school should function as a focus of community activity and act as a powerful agent for the development of that community providing a range of services and facilities to meet the needs of its pupils, their families and the wider community.		
ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006 - 08
Promote and support the development of schools as a key learning resource within the community	<ul style="list-style-type: none"> ▪ Council –against agreed outcomes: <ul style="list-style-type: none"> - Cabinet - Scrutiny Committee - Corporate Management Team ▪ Cluster level <ul style="list-style-type: none"> - Cluster Management board against key outcomes identified in cluster strategic plans 	<ul style="list-style-type: none"> ▪ Agreed outcome measures in place ▪ Monitoring reports placed on Cabinet and Scrutiny programme ▪ Cluster Management Boards established agree local provision based upon identified need ▪ Quality Services provided and/or signposted by schools
Undertake an audit of need and produce an Intelligence Profile for each identified cluster of schools.	<ul style="list-style-type: none"> ▪ Cluster priorities monitored by Management Board ▪ Cluster Action Plans by the Council 	<ul style="list-style-type: none"> ▪ Intelligence Profiles (IPs) produced for each cluster ▪ IPs used by Management Boards to priorities areas for development
Establish lines of communication between the Council and cluster learning managers	<ul style="list-style-type: none"> ▪ Cluster Management Board via Learning Manager ▪ Council Officer responsible for Community Focused Schools (CFS) 	<ul style="list-style-type: none"> ▪ Agreed pattern of meeting established ▪ Effective two-way communication established

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006 - 08
Facilitate and provide awareness – raising seminars for elected members and other council departments.	<ul style="list-style-type: none"> ▪ Course evaluation forms 	<ul style="list-style-type: none"> ▪ Members and Council departments have a greater understanding of <ul style="list-style-type: none"> - Role of Council - Strategy Implications for communities - Resources issue
Support the establishment of Integrated Children’s Centres (ICC) in schools and ensure an increasing range of services are provided within the community.	<ul style="list-style-type: none"> ▪ Education Management Team ▪ Head of Children Services ▪ Cluster Management Board 	<ul style="list-style-type: none"> ▪ ICCs established providing quality services for the community – based upon identified need
Extend Language and Play (LAP) and Number and Play (NAP) programmes within Vale communities	<ul style="list-style-type: none"> ▪ Monitor the uptake and sustainability of both programmes ▪ Evaluate responses from group leaders, parents and carers 	<ul style="list-style-type: none"> ▪ LAP and NAP programmes embedded within schools and community groups ▪ Programmes are sustainable ▪ Parents and carers are more effective in supporting their children’s early learning
Ensure that young people and adults attain appropriate standards of basic skills (including financial literacy)	<ul style="list-style-type: none"> ▪ Initial assessments of learners following accredited learning programmes ▪ Referrals to the Basic Skill Service 	<ul style="list-style-type: none"> ▪ Increase the number of learners achieving level 1
Maintain partnerships with other organisations to promote Welsh in the wider community e.g. Mudiad Ysgolion Meithrin, Menter Iaith, Urdd	Curriculum Adviser (Welsh) to monitor partnership development and audit and evaluate provision outcomes	<ul style="list-style-type: none"> ▪ All organisations working to a common plan to enhance Welsh within the community.

Key aim 1.1 is linked to the following:

(i) Service Plans:

- School improvement
- Lifelong Learning Strategic Management & Performance– Strategy

(ii) Others:

- Corporate Plan
- Welsh Education Scheme
- Community Focused Schools

PRIORITY 1

KEY AIM 1:2 To work more closely through multi-agency partnerships including the Children and Young People Framework Partnership, Vale Learning Network, Community Safety, Youth Offending Team, Police, and the local Health Service



Why is this a key aim?
 The Authority recognises the need to work through multi-agency partnerships to promote the right of all learners to access quality learning provision

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
<p>Develop further interagency and multi disciplinary networks to support pupils experiencing difficulties.</p> <p>Raise the profile of children and young people in the development of plans and strategies: Joint Commissioning Strategy; Health, Social Care and Well –Being Strategy; Community Safety Strategy; Youth Justice Plan; Substance Misuse Action Plan.</p>	<ul style="list-style-type: none"> ▪ Monitoring and evaluating Children and Young People’s Framework Partnership Plans on annual basis in summer term ▪ Access and Inclusion management team analysing data and reporting to Welsh Assembly Government (WAG) annually in January ▪ Children First strategy group collecting data and analysing annually in summer term. ▪ Quarterly reports of performance to Scrutiny. ▪ Access and Inclusion management team monitoring exclusions as they are reported and referring appropriately to other services to prevent further exclusion. 	<ul style="list-style-type: none"> ▪ Disadvantaged pupils and those at risk included within mainstream services: <ul style="list-style-type: none"> - Greater number of pupils with Special educational Needs (SEN) at school action plus or with Statements of SEN in mainstream schools rather than in special schools - Looked After Children co-ordinators (LAC) in schools working with Children First team to identify and support LAC. Increase in LAC achievement, attendance and reduction in exclusions. Reduction in LAC leaving school with no recognised qualifications, whether in Vale maintained schools or in out of county provision - Decrease in exclusions.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
	<p>Termly meeting of Substance Misuse Action Team: Prevention, education and training (SMAT PET) sub group monitoring termly exclusion data from Access and Inclusion Team and evaluating effectiveness of intervention as an alternative to permanent exclusion.</p> <ul style="list-style-type: none"> ▪ Young Carers strategy group monitoring referrals and identifying gaps in service provision. ▪ Youth Offending Team (YOT) steering group monitoring standard 11 of Youth Justice Plan and identifying and analysing shortfall in performance. ▪ Performance data from Child and Adolescent Mental Health Service (CAMHS) collected and analysed by CAMHS strategic partnership. Sick pupils receiving education monitored and discussed at regular meeting between Education Otherwise Than At Schools (EOTAS), School Medical Service and CAMHS. 	<ul style="list-style-type: none"> ▪ Reduction of pupils excluded on account of substance misuse related incidents. ▪ Young carers identified and in touch with support networks. ▪ Pupils involved in criminal activity attend 25 hours education programme. ▪ Pupils who are sick and those who have a mental illness are offered appropriate services.
<p>Review interagency panel with health and children's services, review protocols for LAC with SEN and in particular those in out of county provision, developing joint services to monitor and reduce out of county placements.</p>	<ul style="list-style-type: none"> ▪ Monitoring and evaluation of placements at weekly placement panel, monthly monitoring by Heads of Services: Access and Inclusion and Children's Services. 	<ul style="list-style-type: none"> ▪ Decrease in LAC attending alternative provision / out of county provision.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Strengthen operational partnerships with health and children's services to ensure health needs of children with SEN and disabilities are met.	<ul style="list-style-type: none"> ▪ Termly review by Operational Group: Pupil Support Services (PSS), Children's Services, Principal Schools Medical Officer (PSMO) and managers of schools based therapy and nursing services. ▪ Monthly multi-disciplinary team meetings held in Llandough Children's Centre, attended by representatives from PSS, (EPs and/or Specialist Teachers) who meet with Community Paediatricians, Children's Centre Therapists and Health Visitors to discuss, refer and review pre-school children with Special Educational Needs. 	<ul style="list-style-type: none"> ▪ Pupils in schools receive appropriate health and therapy interventions. Health and Local Authority plans shared. Health advice provided in accordance with statutory timescales.
Promote and encourage the healthy development and lifestyles of all children and young people through the Healthy Schools initiative. Promote the role of the School Nurse as the key health professional in schools to support classes on healthy eating, smoking, drugs, alcohol, sex education and growing up.	<ul style="list-style-type: none"> ▪ Healthy Schools Steering Group to monitor schools involvement in the Healthy School initiative and review activities developed and undertaken by individual schools 	<ul style="list-style-type: none"> ▪ 100% schools accredited as 'Healthy Schools' by 2010. ▪ Reports by schools of improved pupil behaviour, especially at lunchtime. ▪ Reduction in exclusions ▪ Reduction in obesity ▪ Improved pupil achievement
Review Parent Partnership Service and Disagreement Resolution Service.	<ul style="list-style-type: none"> ▪ Annual meeting between HoS and SNAP to consider report and evaluate use of service. 	<ul style="list-style-type: none"> ▪ 100% parents of pupils with SEN receive information of Parent Partnership Service. ▪ 100% parents of pupils with proposed statements of SEN receive information of Disagreement Resolution Service. ▪ Reduction in referrals to SEN Tribunal.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Develop transition protocol for pupils with SEN, in conjunction with Children with Disabilities Service.	<ul style="list-style-type: none"> ▪ Monitoring and evaluation by Manager of Pupil Support Service with administration team and Team Manager Children with Disabilities Service. 	<ul style="list-style-type: none"> ▪ 100% pupils with SEN and those with disabilities have a transition plan in place from year 9 onwards. ▪ Pupils referred as appropriate to adult services in accordance with protocol.
Develop assessment protocol for allocation of specialist equipment.	<ul style="list-style-type: none"> ▪ Consideration of reports and requests for equipment from Occupational Health and Schools. ▪ Monitoring of purchase and expenditure by fortnightly SEN budget panel. ▪ Cross agency and local authority monitoring of Joint Equipment Service (JES -Cardiff and Vale) 	<ul style="list-style-type: none"> ▪ Protocol for allocation of equipment operational. ▪ Joint Equipment Service operating across Cardiff and Vale. ▪ Budgetary responsibilities clarified. ▪ Multi agency specialist equipment panel developed.

Key aim 1.2 is linked to the following:

(i) Service Plans:
Access & Inclusion

(ii) Others:
Children and Young People's Framework Plan,
Children's Plan, Young People's Plan, Cymorth Plan,
Joint Commissioning Strategy;
Health, Social Care and Well-Being Strategy;
Community Safety Strategy;
Youth Justice Plan; Substance Misuse Action Plan
Inclusion framework



PRIORITY 1

KEY AIM 1:3 To provide specialist services to particular groups of learners who are underachieving

Why is this a key aim?
 The Authority recognises that some pupils have additional learning needs (ALN) and require specialist services to help them access the curriculum and environment to ensure their full inclusion in the school and their community, to help them reach their potential

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
<p>Support schools and other agencies to identify early those pupils with additional educational needs.</p> <p>Review criteria for accessing additional services and intervention for pupils with ALN, ensuring transparency of process of allocation of resources. Identify and access the SEN of pupils in accordance with the SEN Code of Practice for Wales.</p>	<ul style="list-style-type: none"> ▪ Scheduled visits by Educational Psychology Service (EPS) and other members of PSS. ▪ Evaluation of training identified as needed by schools and delivered. ▪ Quarterly reports to Scrutiny on performance of statements issued. 	<ul style="list-style-type: none"> ▪ Stages of intervention identifying responsibilities and referral mechanisms shared with and understood by schools. ▪ Pupils with additional needs identified and referred for services as appropriate ▪ Descriptors agreed for placing pupils at levels.
<p>Review Inclusion Framework and ensure arrangements are in place to support the inclusion of children and young people who are marginalised, vulnerable or in special circumstances in appropriate education provision, having due regard to the Assembly Government's Consultation on Inclusion and Pupil Support.</p> <p>Monitor the attendance, exclusion and achievement of travellers, pupils from minority ethnic families, sick pupils,</p>	<p>Monitoring by:</p> <ul style="list-style-type: none"> - Pupil Support Service - Weekly admissions/children hard to place group. - Children First review - YOT steering group - School Link Advisers - SEN Adviser - School Improvement Service – school visits and targeted support <p>Monitoring of pupils who have frequent short</p>	<ul style="list-style-type: none"> ▪ Marginalised, vulnerable or pupils in special circumstances included in mainstream schools. ▪ Reduction in exclusions ▪ Increased attendance ▪ Inclusion quality mark roll out programme across schools

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
excluded pupils, pupils transferring into the LEA, pregnant schoolgirls and school age mothers and pupils who are difficult to place, engaging them in the planning of their provision.	periods of absence from school on account of sickness by EWS with School Nursing Service.	
To encourage pregnant schoolgirls and school age mothers to attend school as much as possible and to access the Wales Partnership for Young Parents Project at Gladstone College for Parentcraft and associated educational, health and social activities.	Monitor the use of the provision by pupils pre 16 dual registered and consider appropriate registration. Partnership for Young Parents Steering Group to monitor and report on the use of the provision, attendance and achievement of all students.	<ul style="list-style-type: none"> ▪ Pregnant school girls and school age mothers to receive appropriate education and achieve qualifications and be supported to continue in further education, training or employment on reaching the end of statutory school age. Pregnant schoolgirls and school age mothers to receive appropriate Parentcraft skills at Gladstone College, whilst attending their mainstream school.
Promote and monitor the educational placement, achievement and attainment of LAC. Work with Children's Services to ensure Personal Education Plans (PEPs) are in place within 20 school days of entering care or a new school.	<ul style="list-style-type: none"> ▪ Annual collection and analysis of statistics by Children First team. ▪ Quarterly reports on performance of PEPs to Scrutiny. 	<ul style="list-style-type: none"> ▪ New LAC pupils having a school place within 20 days of becoming looked after. ▪ 10% improvement in LAC attainment over 05-06 scores. ▪ 10% reduction in LAC pupils leaving care with no recognised qualification over 05-06 data. (LAC attending Vale maintained schools and out of county provision) ▪ 20% increase in PEPS being in place within 20 days over 05-06 data.
EMAS and schools to identify pupils with English as a second language who are presenting with possible SEN, and assess in accordance with the SEN Code of Practice for Wales, referring for statutory assessment, issuing a Statement of SEN	<ul style="list-style-type: none"> ▪ Access and Inclusion Management Team to monitor data on an annual basis. Schools to monitor and review individual pupil progress in accordance with the SEN Code of Practice for Wales. 	<ul style="list-style-type: none"> ▪ Pupils with English as a second language with identified SEN to receive appropriate educational provision to enable them to make appropriate educational progress.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
and making specialist provision to meet educational needs where applicable.		
<p>Review, with the Council's equality unit, policies and procedures to promote racial equality, and to record racist incidents.</p> <p>Develop and facilitate appropriate training programmes for schools to promote racial awareness. Analyse Estyn inspection reports regarding diversity.</p>	<ul style="list-style-type: none"> ▪ Access and Inclusion team monitor data with Corporate Equalities and evaluate training programmes and compliance with reporting and recording racial incidents. 	<ul style="list-style-type: none"> ▪ 100% Schools have access to training in diversity to support policy development and the achievement of pupils from ethnic minority and traveller families. ▪ Increase in reporting of racial incidents in schools.
<p>Review provision and intervention for pupils with emotional, social and behavioural difficulties, particularly in respect of the Pupil Referral Unit (PRU) and provision at Key Stage 4.</p> <p>Determine the relationship between attendance, exclusion and pupil performance, providing termly reports to SIS data unit. Develop strategies with schools to improve these areas.</p>	<ul style="list-style-type: none"> ▪ Exclusion data reported quarterly to Scrutiny. ▪ Admissions/ pupils hard to place panel reporting to Access and Inclusion management team on monthly basis. ▪ Reports to termly link advisers' meeting. 	<ul style="list-style-type: none"> ▪ Reduction in exclusions ▪ Reduction in length of time pupils remain at PRU. ▪ Pupils' placements at PRU reviewed after 6 months. ▪ Reduction in pupils in alternative provision at KS 4.

Key aim 1.3 is linked to the following:

(i) Service Plans:
Access and Inclusion

(ii) Others:
Inclusion Framework; Children First Plan;
SEN Strategy



PRIORITY 1

KEY AIM 1:4 Ensure that specialist and low incidence services can be accessed through the further development of the regional consortium of LEAs

Why is this a key aim?		
<p>Whilst the majority of pupils with disabilities have their educational needs met in Vale schools with Vale services, some benefit from collaboration with neighbouring authorities. Pupils with hearing and visual impairment receive the services of specialist teachers either based in schools or from a Vale peripatetic service. The Vale is working with Cardiff LEA to develop arrangements to support pupils with MSI.</p> <p>The Vale maintains specialist unit provision for pupils with severe language impairment, however the Vale collaborates with Cardiff LEA who make provision for primary aged pupils with severe and complex difficulties who require a signing environment.</p> <p>The Vale makes provision for pupils with Autistic Spectrum Disorder (ASD) from a number of Welsh (and one English) authority areas in its specialist school at Ashgrove. It is working with Cardiff LEA to develop proposals for additional residential and/or respite provision for pupils with severe and complex ASD, with the aim of supporting parents to enable their children to remain at home.</p> <p>Specialist provision for secondary aged pupils with severe physical disabilities is made at Ysgol Erw'r Delyn. A number of pupils are placed by other neighbouring LEAs</p>		
ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Commission and provide specialist support and advice where none is currently available.	<ul style="list-style-type: none"> ▪ Education Management Team ▪ Head teacher Steering Group ▪ Consortium Management Board 	<ul style="list-style-type: none"> ▪ Schools in receipt of relevant quality services to assist in the raising of standards
<p>Clarify the arrangements to identify and provide intervention to pupils with sensory impairment. Review the services provided against the standards recommended by WAG.</p> <p>Review staffing levels and promote training opportunities to develop the skills of the workforce to address low incidence needs, working in collaboration with neighbouring authorities as appropriate</p>	<ul style="list-style-type: none"> ▪ Termly monitoring by Head of Service (HoS) and PSS Manager with team leaders Visual Impairment (VI) and Hearing Impairment (HI). 	<ul style="list-style-type: none"> ▪ Baseline measurements against standards. ▪ Targets set to reach standards of educational arrangements and intervention for pupils with sensory impairment. ▪ Additional specialist teacher trained to support pupils with visual impairment. ▪ School staff develop expertise to deliver an effective curriculum

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Develop options and proposals to increase residential provision and provide respite for pupils with severe and complex ASD, in partnership with neighbouring authorities.	<ul style="list-style-type: none"> ▪ Development and monitoring of progress of proposal by steering group. 	<ul style="list-style-type: none"> ▪ Steering group established between Cardiff and Vale LEAs, Children's Services, NHS Trust and Cardiff and Vale Local Health Board (LHB). ▪ Proposal for capital funding of new provision submitted to WAG.

Key aim 1.4 is linked to the following:

(i) Service Plans:
Access and Inclusion

(ii) Others:
Inclusion Framework
SEN Strategy



PRIORITY 1

KEY AIM 1:5 Promote the further inclusion of children with special educational Needs (SEN) into an appropriate educational setting

Why is this a key aim?		
<p>The importance of pupils with SEN being fully included in their local community is recognised. A barrier to their full inclusion arises when they attend schools outside their community. For some, with severe and complex needs specialist provision may be necessary at some time to help develop their skills or to provide them with specialist health services. However, the aim is for the majority to access the services they need within their local school. A key aim is therefore to develop capacity of local mainstream schools to enable more children with SEN to be included, rather than attend special schools or provision outside their community.</p>		
ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Integrate SEN Strategy with the Inclusion Framework	<ul style="list-style-type: none"> ▪ Link Advisers to monitor via link meetings ▪ SEN Adviser to monitor via reviews and external inspection. 	<ul style="list-style-type: none"> ▪ Inclusion Framework completed shared with schools ▪ Strategy implemented across the Vale
Review and further develop strategy to develop the capacity of schools to meet ALN	<ul style="list-style-type: none"> ▪ Planned visits by EPS and other PSS team. ▪ Link advisers meeting ▪ Audit of training needs by SIS ▪ Evaluation of training ▪ SEN termly cluster based visits by SEN adviser and associate adviser 	<ul style="list-style-type: none"> ▪ Pupils with SEN in appropriate placement provision to ensure educational needs are met.
<p>Monitor the implementation of the SEN and Disability Discrimination Act 2001 and the resulting Accessibility Strategy.</p> <p>Ensure the Council and its schools comply with statutory duties in relation to the SEN Code of Practice for Wales.</p>	<ul style="list-style-type: none"> ▪ 6- monthly review of strategy with HoS strategic planning and performance. ▪ Quarterly reports to Scrutiny of performance of statements of SEN 	<ul style="list-style-type: none"> ▪ Accessibility strategy implemented in accordance with strategy.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Strengthen the role of SENCOs and further enhance effective SENCO networks to establish a process of monitoring progress of pupils on SEN registers, through the implementation of the B ² materials and Provision Mapping	<ul style="list-style-type: none"> ▪ Monitor course evaluations ▪ Link and Curriculum advisers 	<ul style="list-style-type: none"> ▪ SENCOs are more effective in identifying managing support programmes and promoting inclusion within schools ▪ Effective Provision Maps in all schools ▪ B squared assessment materials used for class teacher planning and differentiation.
Contribute to the LEA Welsh Education Scheme, identifying and addressing SEN needs and arrangements for pupils with SEN in mainstream schools	<ul style="list-style-type: none"> ▪ SIS Advisers school visits ▪ Scheduled visits by EPS and other members of PSS 	<ul style="list-style-type: none"> ▪ Pupils in Welsh medium schools receive support to meet identified needs
Develop outreach services with special schools, monitoring the impact of WAG's Unlocking the Potential of Special Schools funding grant.	<ul style="list-style-type: none"> ▪ SEN adviser with HoS Access and Inclusion and PSS Manager monitoring school action plans. 	<ul style="list-style-type: none"> ▪ Action plan developed by 3 special schools. ▪ Development of outreach services from Ashgrove, Ysgol Erw'r Delyn and Ysgol Maes Dyfan. ▪ Improved provision for those pupils with ASD, physical disabilities and severe learning difficulties within the mainstream setting.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES
<p>Review formula for delegation of SEN funding, review Local Management of Special Schools (LMSS) formula and budget for special schools</p> <p>Develop and consult on model of further delegation of SEN funding to schools, ensuring process in place for monitoring management, expenditure and outcomes for pupils.</p>	<ul style="list-style-type: none"> ▪ SEN review group 	<ul style="list-style-type: none"> ▪ SEN budget panel established. ▪ Models of delegation considered and agreed. ▪ Monitoring process of delegated funding considered and agreed.

Key aim 1.5 is linked to the following:

(i) Service Plans:
School Improvement
Access and Inclusion

(ii) Accessibility Strategy;
Welsh Education Scheme;
Inclusion Framework

PRIORITY 1



KEY AIM: 1:6 To promote high standards of teaching and learning

Why is this a key aim?

Every learner in the Vale has the right to a quality education. We need to work with schools to ensure that all learners are given the opportunity to succeed by accessing a curriculum commensurate with their needs and aspirations, and which will equip them with the necessary skills for life.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Ensure that recent research findings and developments in relation to learning are reflected within LEA schools and classrooms	<ul style="list-style-type: none"> ▪ Monitor School Development Plan (SDPs) / School Improvement Plan (SIPs) school self-evaluation reports in relation to Single Education Plan (SIP) and Better Schools Fund (BSF) by Link Advisers ▪ Monitor school staff attendance at major LEA training initiatives ▪ Observation and evaluation of classroom practice by Curriculum Advisers ▪ Monitor Estyn inspection reports. 	<ul style="list-style-type: none"> ▪ Teachers demonstrate a range of strategies derived from recent educational research that demonstrably impact upon pupils' learning. ▪ LEA's key themes reflected in practice observed.
Ensure effective classroom practice and the engagement of learners	<ul style="list-style-type: none"> ▪ Monitor and evaluate school self-evaluation reports by Link and Curriculum Advisers ▪ Work in partnership with schools in the observation and evaluation of classroom practice by Curriculum and Link Advisers 	<ul style="list-style-type: none"> ▪ Teachers consistently employ teaching and learning strategies e.g. in relation to assessment for learning and thinking skills development that demonstrably impact upon pupils' learning. ▪ Learners have greater ownership of their own learning.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Promote and develop the essential skills of pupils as they progress through school(s)	<ul style="list-style-type: none"> ▪ Monitor INSET provision in relation to essential skill development ▪ Monitor teacher evaluations of INSET courses ▪ Review SsOW – Curriculum Advisers ▪ Review planning - Link Advisers/ Basic Skills Quality Mark (BSQM) Assessors ▪ BSQM audits ▪ School Provision Maps 	<ul style="list-style-type: none"> ▪ Teachers implement a range teaching and learning strategies in relation to developing key / essential skills that demonstrably impact upon pupils' learning. ▪ Pupils apply rehearsed skills in a range of situations.
Ensure young people value learning and understand the contribution they can make to a community.	<ul style="list-style-type: none"> ▪ Voluntary and community involvement of young people monitored by 14-19 Network. 	<ul style="list-style-type: none"> ▪ Young people develop the skills required for lifelong learning ▪ Personal, social health education (PSHE) and personal support programmes reflect impact upon young people's readiness to contribute to the educational and social well-being of the communities they live in.
Allow early identification and plan intervention programmes for children with additional learning needs	<ul style="list-style-type: none"> ▪ Monitor data meetings and training days with SENCOs and Unit staff to ensure appropriate pupils are being targeted – Data Unit / SEN Adviser ▪ Monitor the effective match of support with pupil need – Data Unit and Curriculum Advisers ▪ Monitor staff attendance at training events related to intervention programmes – Curriculum Advisers ▪ Audit of Unit provision 	<ul style="list-style-type: none"> ▪ All children with additional learning needs receive early and appropriate support through planned intervention procedures.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Ensure that there are effective support and intervention strategies commensurate with the needs of all learners	<ul style="list-style-type: none"> ▪ Monitor the quality of teaching, learning and support programmes within schools – Link and Curriculum Advisers ▪ Monitor and evaluate basic skill and cognitive attainment and progress via p-scales, small steps and standardised assessment information at individual pupil, class and whole-school level ▪ Monitor and evaluate school SDPs, and basic skill funded intervention plans 	<ul style="list-style-type: none"> ▪ All learners are engaged in educational programmes which address their needs and learning styles. Additional support is available and implemented where required
Ensure that the needs of more able and talented (MAT) pupils are met	<ul style="list-style-type: none"> ▪ Monitor pupil performance data to identify MAT pupils and subsequently measure their progress ▪ Curriculum / Link Adviser audits of MAT strategies within schools ▪ Teacher Evaluations from INSET courses 	<ul style="list-style-type: none"> ▪ Teachers within all phases employ a range of strategies to ensure challenge and progression for more able and talented pupils
Provide schools with a range of data analyses including progress reports at pupil, class and school level	<ul style="list-style-type: none"> ▪ Monitor use of analyse within schools by Link and Curriculum Advisers to determine appropriate identification of pupils' learning needs ▪ Monitor impact of support strategies within schools via pupil progress and attainment - Link, Curriculum Advisers 	<ul style="list-style-type: none"> ▪ Analyses are understood and used by teachers / schools to identify areas of good practice and where support should be targeted
Continue to provide support and guidance to schools and funded playgroups in sustaining and further improving standards	<ul style="list-style-type: none"> ▪ Monitor Nursery / Playgroup visits and evaluations from Centre based training events ▪ Monitor and evaluate training, provision and standards. 	

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Provide guidance, advice and support, in order to improve performance at all Key Stages for core and non-core subjects.	<ul style="list-style-type: none"> ▪ Monitor of support programmes and brokered support by Lead Curriculum Adviser ▪ Monitor SDPs / SIPs by Link Advisers ▪ Analysis of performance data. ▪ Monitor Estyn inspection reports by Curriculum and Link Advisers ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Performance levels within schools and at LEA level are maintained or improved for all phases
Identify, share and disseminate good practice in order to sustain and develop the standards and quality of teaching in literacy, numeracy, core subjects and Information Communication Technology (ICT)	<ul style="list-style-type: none"> ▪ Monitor participation levels at dissemination events ▪ Monitor teacher evaluations of dissemination events ▪ Basic Skills audits ▪ Link adviser via school visits ▪ Analysis of performance data in order to identify high performance ▪ Monitor Estyn Inspection reports - Curriculum and Link Advisers ▪ SEN termly cluster visits 	<ul style="list-style-type: none"> ▪ Good practice is routinely identified and disseminated within a range of meetings facilitated by advisers / School Improvement Service
Enhance the skills of secondary subject leaders, so that they are able to monitor standards and can more effectively contribute to the school's self-evaluation process	<ul style="list-style-type: none"> ▪ Curriculum adviser via school visits and review of self-evaluation documentation. ▪ Link Adviser meetings with school Headteacher(HT) / Senior Management Team (SMT). ▪ Monitor teacher evaluations of Subject Leader meetings. ▪ Monitor application and attendance for Middle Level Leadership (MLL) provision 	<ul style="list-style-type: none"> ▪ Subject leaders are more effective managers and this is reflected within departmental self-evaluation procedures and reports

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Ensure that primary and secondary subject leaders and those who support and promote identified subjects within the primary school are informed of national and local priorities	<ul style="list-style-type: none"> ▪ Curriculum advisers / Lead curriculum adviser via school visits and subject specific meetings ▪ Monitor files of subject leaders ▪ Monitor teacher evaluations of Subject Leader (Sec) and specific subject (Pri) meetings ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Information in relation to local and national priorities is regularly disseminated by email, letter and within subject specific meetings
Provide advice and support for developing the use of literacy, numeracy, and ICT skills across the curriculum including the Foundation Phase	<ul style="list-style-type: none"> ▪ Monitor training provision and school attendance ▪ Reviews and lesson observations in schools by Curriculum Advisers and Associate Advisers ▪ Monitor of SDPs / SIPs by Link Advisers ▪ BSQM audits ▪ Monitor Estyn inspection reports by Curriculum and Link Advisers re. standards in basic and key skills ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Effective training programmes are provided by the School Improvement Service including a range of centre-based and school-based INSET. ▪ SIS curriculum advisers visit all schools annually to audit need and development requirements
Provide guidance and support for developing and accrediting pupils' Key Skills within Key Stages 3 and 4	<ul style="list-style-type: none"> ▪ Strategic Curriculum Planning group – monitor outcomes working with 14-19 Network. ▪ Monitor training, school development, pupil portfolios and accreditation outcomes ▪ Monitor Estyn inspection, reports by Curriculum and Link Advisers re. standards in key skills ▪ Monitor SDPs / SIPs by secondary Link Adviser 	<ul style="list-style-type: none"> ▪ Curriculum patterns within schools demonstrate an increased focus upon Key Skill development together with improved levels of accreditation for pupils

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Provide guidance, advice and support for assessment and moderation	<ul style="list-style-type: none"> ▪ Curriculum Advisers' participation in Key Stage 1 and 2 moderation meetings for cluster schools ▪ Secondary Curriculum Adviser's participation in Key Stage 3 moderation meetings for subject leaders ▪ Review of assessment and moderation procedures within schools by Curriculum(CA) and Link Advisers(LA) ▪ Monitor SDPs / SIPs by Link Advisers ▪ Monitor Key Stage 3 external moderation, verification and accreditation reports ▪ Link advisers via link visits ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Increased reliability and consistency of teacher assessment at all Key Stages ▪ Consistency of judgements and application of National Curriculum assessment criteria at cross-phase transition ▪ All secondary schools achieve accreditation for assessment procedures at Key Stage 3

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Provide guidance, advice and support to schools on 'Assessment for Learning.'	<ul style="list-style-type: none"> ▪ Monitor SDPs / SIPs by Link Advisers ▪ Monitor policy and practice within schools via link meetings/lesson observations. ▪ Monitor teacher evaluations of INSET ▪ Monitor feedback from research projects e.g. Cadre groups ▪ Monitor key questions 1 and 2 in Estyn inspection reports 	<ul style="list-style-type: none"> ▪ Teachers consistently employ teaching and learning strategies in relation to assessment for learning development ▪ Pupils become more effective learners and achieve outcomes commensurate with their skills
Develop and implement 'Cognitive Acceleration' strategies within Key Stages 1 – 3.	<ul style="list-style-type: none"> ▪ Monitor SDPs / SIPs by Link Advisers ▪ Monitor policy and practice within schools via link meetings/lesson observations. ▪ Monitor teacher evaluations of INSET ▪ Monitor feedback from research projects e.g. Cadre groups ▪ Monitor key questions 1 and 2 in Estyn inspection reports 	<ul style="list-style-type: none"> ▪ Teachers consistently employ teaching and learning strategies in relation to thinking skills development ▪ Pupils become more effective thinkers and learners and achieve outcomes commensurate with their skills
Develop the skills and competencies of Learning Support Assistants (LSAs) in supporting pupils' development across the curriculum.	<p>Senior Primary Adviser (SPA), LAs and CAs to monitor impact by:</p> <ul style="list-style-type: none"> ▪ seeking direct feedback from HTs via link visits ▪ indirect monitoring LSAs in practice via CAs in class work ▪ discussion with class teachers and Key Stage leaders lead by CAs ▪ Monitor training evaluation forms to check level of satisfaction meets 100% target ▪ Monitor number of Higher Level Teaching Assistants (HLTAs) in post 	<ul style="list-style-type: none"> ▪ LSAs are increasingly skilled more competent, and able to support pupils' learning more effectively within a range of school settings. ▪ Increased number of LSAs attain accreditation through NVQ / HLTA programmes.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Maintain and develop a comprehensive training programme to support learning Welsh as a second language across all phases.	<ul style="list-style-type: none"> ▪ Review of INSET programme by Headteacher Steering Committee ▪ Monitor INSET programme and staff attendance - Welsh Adviser ▪ Monitor teacher evaluations of training provision ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Effective training programmes are provided for Welsh including a range of centre-based and school-based INSET. ▪ The Welsh adviser visits all schools annually to audit need and development requirements
Develop teachers' skills and knowledge in order to effectively deliver other subject areas through the medium of Welsh.	<ul style="list-style-type: none"> ▪ Monitor teachers' course evaluations ▪ Monitor and evaluate the range and depth of Welsh delivery within schools by Welsh adviser and Athrawon Bro team 	<ul style="list-style-type: none"> ▪ Teachers demonstrate raised skill levels in Welsh ▪ Increased delivery of subjects through the medium of Welsh
Develop skills of teachers to address dual literacy in Welsh medium schools.	<ul style="list-style-type: none"> ▪ Monitor teachers' course evaluations ▪ Monitor and evaluate the range and depth of Welsh delivery within schools by Welsh adviser and Athrawon Bro team ▪ Monitor Estyn inspection reports 	<ul style="list-style-type: none"> ▪ Teachers demonstrate raised skill levels in Welsh ▪ Pupils demonstrate commensurate skills for both Welsh and English
Provide advice and support for developing bilingualism across the curriculum in all phases	<ul style="list-style-type: none"> ▪ Monitor teachers' course evaluations ▪ Monitor and evaluate the range and depth of Welsh delivery within schools by Welsh adviser and Athrawon Bro team ▪ Monitor Estyn inspection reports 	<ul style="list-style-type: none"> ▪ Increased number of schools demonstrate a bilingual approach to teaching and learning.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Foundation Phase team to establish strategies for sharing proven good practice within Early Years and Key Stage 1 (3-7yrs).	<ul style="list-style-type: none"> ▪ Monitor and evaluate of teacher feedback and the sharing of good practice 	<ul style="list-style-type: none"> ▪ Good practice disseminated across all schools ▪ Improved practice within schools
Develop individual pupil profiles based on assessment information in order to identify specific learning needs	<ul style="list-style-type: none"> ▪ Senior Management Team (SMT) ▪ Data Unit / Lead Curriculum Adviser to monitor development of profiles and dissemination within SIS and to schools. ▪ Link and Curriculum Advisers to monitor use within schools ▪ Monitor SEN Pupil profiles 	<ul style="list-style-type: none"> ▪ Pupil profiles / assessment information is understood and used by teachers / schools to identify specific needs of pupils and where support should be targeted
Target primary school support for literacy and numeracy using a range of performance data, contextual information, school review reports and Estyn inspection evidence	<ul style="list-style-type: none"> ▪ Associate Advisers / Curriculum Advisers to monitor progression of school support programmes. ▪ Lead Curriculum Adviser to monitor school support programmes and reports 	<ul style="list-style-type: none"> ▪ Support programmes are effectively targeted in relation to performance outcomes and to the developmental needs of schools
Target SEN support using a range of performance data, contextual information, school review reports and Estyn inspection evidence	<ul style="list-style-type: none"> ▪ SEN /Associate SEN Adviser to monitor progression of school support programmes via school provision maps ▪ Lead Curriculum Adviser to monitor school support programmes and reports ▪ Use of B squared assessment materials and pupils profiles ▪ SEN descriptors used to identify pupils' needs 	<ul style="list-style-type: none"> ▪ Support programmes are effectively targeted in relation to performance outcomes and to the developmental needs of pupils, SEN units and special schools

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Sustain 'Catch Up' as a reading intervention in the primary phase and in KS3.	<ul style="list-style-type: none"> ▪ Curriculum Adviser / Basic Skills Support Officer to visit schools and analyse pupil progress 	<ul style="list-style-type: none"> ▪ 'Catch-Up' programmes are embedded within schools ▪ Improved reading skills for all pupils receiving support
Strengthen the role of SENCOs within schools	<ul style="list-style-type: none"> ▪ SEN Adviser to monitor attendance at training courses ▪ Monitor practice during termly cluster visits 	<ul style="list-style-type: none"> ▪ SENCOs are more effective in identifying managing support programmes and supporting inclusion within schools
Introduce and implement <ul style="list-style-type: none"> - Additional Literacy Strategy materials - Early Literacy Strategy materials - Write Dance for teachers 	<ul style="list-style-type: none"> ▪ SEN Adviser and associate adviser to monitor use of materials within schools 	<ul style="list-style-type: none"> ▪ An increased range of literacy support materials consistently in use within schools
Introduce and implement Quality Assurance Systems and share good practice with partner providers	<ul style="list-style-type: none"> ▪ VLN Quality Development Group to monitor and update policies and procedures as required 	<ul style="list-style-type: none"> ▪ Area self assessment report produced annually ▪ Common planning cycle adopted by all providers ▪ Share training programme
Develop further training programmes for schools in positive behaviour management	<ul style="list-style-type: none"> ▪ Primary Behaviour Improvement Team and EPS audit of training needs and evaluation of training and impact on schools' ability to manage behaviour. 	<ul style="list-style-type: none"> ▪ Reduction in exclusions

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Work with key stakeholders extend and enhance Learning Pathways 14-19	<ul style="list-style-type: none"> ▪ 14-19 Network ▪ School Strategic Curriculum Planning Group ▪ Focused groups of learners 	<ul style="list-style-type: none"> ▪ Increased choice and flexibility for young people 14-19.

Key aim 1.6 is linked to the following:

(i) Service Plans:
School Improvement
Access and Inclusion

(ii) Others
14-19 Annual Development Plan;
Behaviour Support Plan;
Welsh Language Board Annual Report,
Athrawon Bro Protocols,
Welsh Language Scheme,
Iaith Pawb (WAG)
SEN Strategy



PRIORITY 1

KEY AIM: 1:7 Widen participation in Lifelong Learning

Why is this a key aim? To develop a culture of lifelong learning to ensure a fulfilled and prosperous community, with everyone participating to their full potential		
ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Support the Vale Learning Network in the delivery, management and evaluation of projects that result in increased participation in adult and community based learning	<ul style="list-style-type: none"> ▪ Monitor number of learners, achievements and progressions to further learning ▪ VLN Project Management and development Group 	<ul style="list-style-type: none"> ▪ Wider participation in LLL opportunities ▪ Learner achieving qualifications and progressing to further learning
Provide a programme of learning opportunities that is delivered in venues throughout the Vale and at times that are suitable to learners	<ul style="list-style-type: none"> ▪ Number of learners who return to learning ▪ Number of community venues used ▪ Ratio of daylight time provision 	<ul style="list-style-type: none"> ▪ Increased use of community venues ▪ Wider participation in LL learning opportunities
Establish enhanced outreach facilities with ICT provision	<ul style="list-style-type: none"> ▪ VLN ICT strategy group to monitor the number of ICT facilities in community venues and evaluate the level of usage 	<ul style="list-style-type: none"> ▪ ICT access available in more community venues ▪ Higher levels of ICT learning opportunities available
Support the raising of standards for children and young people educated otherwise than at school	<ul style="list-style-type: none"> ▪ EOTAS with HoS and PSS manager monitoring numbers and achievement. 	<ul style="list-style-type: none"> ▪ 100% pupils not educated in school to achieve qualifications

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Promote and support the development of schools as a key learning resource	<ul style="list-style-type: none"> ▪ Council –against agreed outcomes: <ul style="list-style-type: none"> - Cabinet - Scrutiny Committee - Corporate Management Team ▪ Cluster level <ul style="list-style-type: none"> - Cluster Management board against key outcomes identified in cluster strategic plans 	<ul style="list-style-type: none"> ▪ Agreed outcome measures in place ▪ Monitoring reports placed on Cabinet and Scrutiny programme ▪ Cluster Management Boards established agree local provision based upon identified need ▪ Quality Services provided and/or signposted by schools
Contribute to the development of the 14-19 initiative, in particular support the development of Learning Pathways for pupils at risk of disaffection and disengagement, with the aim of reducing not engaged in education employment or training (NEETs) on leaving statutory schooling.	<ul style="list-style-type: none"> ▪ 14-19 Network ▪ YPP monitoring NEETS 	<ul style="list-style-type: none"> ▪ Learning Pathway Plan developed for all young people KS4 in alternative provision. ▪ Baseline for NEETS established. ▪ Targets set for reduction.
Continue to develop NVQ training programme for residential childcare staff.	<ul style="list-style-type: none"> ▪ HoS with special school HTs 	<ul style="list-style-type: none"> ▪ 100% child care staff in residential special schools achieve NVQ in line with Care Standards Inspector of Wales (CSIW) standards
Consider options for developing NVQ programme for Education Welfare Officers	<ul style="list-style-type: none"> ▪ HoS with Senior EWO 	<ul style="list-style-type: none"> ▪ Training programme in place for Education Welfare Service (EWS). Qualified Education Welfare Service
Contribute to promoting positive parenting within the Over-arching Leadership Group (OLG) preventative project, Flying Start and WAG's disaffection grant through developing	<ul style="list-style-type: none"> ▪ Flying Start steering group reporting to Children and Young People's Framework Partnership. ▪ Evaluation of Coping with Kids training. ▪ Monitoring of school programmes by Primary Behaviour Improvement Team (PBIT) 	<ul style="list-style-type: none"> ▪ Flying Start proposal accepted. ▪ Programme in place to prepare children for entry to school and formal education. ▪ Increase in LAP programme in

Coping with Kids parenting training programmes with schools, in order to help parents support their children's learning.		Flying Start area.
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Key aim 1.7 is linked to the following:

(i) Service Plans:
Access and Inclusion

(ii) Others:
14-19 Annual Development Plan
Young People's Plan
Corporate Plan
Strategy Community Focused Schools
Community Strategy
Community Learning Service Delivery Plan
Lifelong Learning Service Plan
Vale Learning Network (VLN)



PRIORITY 2

Raising
Standards

PRIORITY 2



KEY AIM: 2.1 Promote a learning culture where all learners and their families expect and are entitled to be engaged in a lifelong process

Why is this a key aim? Learning gives people of all ages the opportunity to acquire the knowledge, experience and skills necessary to improve the quality of their lives, and of the communities where they live and work.		
ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Deliver Family Literacy and Numeracy programmes in schools across the Vale.	<ul style="list-style-type: none"> ▪ Number of schools involved, parents participating and outcomes achieved. 	<ul style="list-style-type: none"> ▪ Improved levels of literacy and numeracy ▪ Parents progressing to further learning or employment
Make contact with and provide services for hard to reach groups, particularly young people	<ul style="list-style-type: none"> ▪ New learners participating in programme of learning. 	<ul style="list-style-type: none"> ▪ Increased use of community venues ▪ Wider participation in lifelong learning activities across all sectors of the community
Increase the number of adults in work-based and community-based learning.	<ul style="list-style-type: none"> ▪ New learners participating in programmes of learning 	<ul style="list-style-type: none"> ▪ Increased levels of participation in learning opportunities ▪ More economically active residents in the Vale
Target provision at under-represented groups	<ul style="list-style-type: none"> ▪ Increased enrolments from young people, lone parents, economically inactive and ethnic minority groups. 	<ul style="list-style-type: none"> ▪ Wider participation in lifelong learning activities across all sectors of the community ▪ Barriers to learning identified and addressed.

Key aim 2.1 is linked to the following:

(i) Service Plans:
Lifelong Learning

(ii) Others:
Community Learning Service Delivery Plan;
Community Strategy

PRIORITY 2

KEY AIM: 2.2 Promote and safeguard the welfare of children and young people



Why is this a key aim? Children and young people need to be safe and protected from risk of harm to enable their educational, health and social development to be positive. Schools have a key role to play in identifying children in need and those at risk of serious harm. The aim is to assist schools in carrying out their statutory duty to promote and safeguard the welfare of their pupils		
ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
<p>Ensure 100% schools have a child protection coordinator who is trained in procedures. Provide annual training to schools and Governing Bodies to ensure their understanding and compliance with their duty under Section 175 of the Education Act 2002 to safeguard and promote the well being of children.</p> <p>Provide training materials to Child Protection Coordinators to enable them to cascade training to all staff members working in schools.</p>	<ul style="list-style-type: none"> ▪ Area Child Protection Committee (ACPC) / Local Safeguarding Children’s Board monitoring effectiveness of training ▪ Annual analysis by HoS of school compliance ▪ Course Evaluation 	<ul style="list-style-type: none"> ▪ 100% schools have Child Protection (CP)Co-ordinator ▪ 100% school staff trained in CP procedures. ▪ 100% Governing Bodies have access to CP training. ▪ Referrals made appropriately to Children’s Services. ▪ 100% schools contribute to case conferences.
<p>Contribute to the development of the Local Safeguarding Children’s Board; ensuring the directorate plays a full part.</p>	<ul style="list-style-type: none"> ▪ ACPC/LSCB monitoring of agency participation 	<ul style="list-style-type: none"> ▪ LSCB in place. ▪ Directorate contribution to development and planning.

Key aim 2.2 is linked to the following:

(i) Service Plans:
Access and Inclusion

(ii) Others:
ACPC/LSCB Business Plan;

PRIORITY 2



KEY AIM: 2.3 Ensure there are no 'underachieving' schools

Why is this a key aim?

A key role of the Council is to support and monitor challenge schools to ensure that there are no barriers to pupils' learning, progress and achievements

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Ensure that statutory requirements are being met within schools	<ul style="list-style-type: none"> ▪ LAs have a minimum of three visits per term ▪ Record of visit reports evaluated by Senior Primary Adviser (SPA) ▪ Identified points for action are followed through by SPA ▪ Monitor SDPs, SIPs and self-evaluation reports ▪ Monitor Estyn reports and recommendations 	<ul style="list-style-type: none"> ▪ Recent and relevant information on schools maintained by School Improvement Service (SIS) ▪ SIS personnel satisfied that statutory requirements are being met and maintained
Effective procedures are in place to monitor performance and standards in schools, support them when necessary and challenge them where appropriate.	<ul style="list-style-type: none"> ▪ Sharing of Information meetings Heads of Service (HoS), SPA and LAs ▪ Intervention Triggers ▪ Specific support, monitoring and challenge visits by SPA ▪ Monitor SDPs, SIPs and self-evaluation reports ▪ Monitor Estyn reports and recommendations ▪ Link Adviser and Curriculum visits and reports 	<ul style="list-style-type: none"> ▪ Senior Management Team (SMT) and Heads of Service (HoS) fully apprised of current performance and standards ▪ Identified needs in schools with reference to leadership, management and performance are addressed ▪ All schools are appropriately supported and challenged.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Effective procedures are in place to support schools in special measures and/or require significant improvement.	<ul style="list-style-type: none"> ▪ Estyn reports and recommendations ▪ Director and Cabinet Member of Learning and Development ▪ School SDP's, SIP's and self-evaluation reported monitored ▪ Sharing of Information meetings – HOS, SPA and LA ▪ Intervention Triggers ▪ Link Adviser and curriculum visits and reports ▪ Planned programme of meetings to monitor progress (Chair, Headteacher, Director, Cabinet Member and Senior School Improvement Officers) ▪ Director of Learning and Development and Cabinet Member regularly updated. 	<ul style="list-style-type: none"> ▪ Progress reports to Cabinet Member, Chair and Vice Chair of Lifelong Learning Scrutiny Committee ▪ Identified issues addressed ▪ Action plans in place in relation to identified shortcomings ▪ Improvements observed within the school no longer require the classification special measures and/or require significant improvement.
Develop individual whole-school profiles in order to identify specific issues and support strategies	<ul style="list-style-type: none"> ▪ Data Unit / Lead Curriculum Adviser to monitor development of profiles and dissemination within SIS ▪ SMT to monitor profiles' contribution to identification of school issues and support ▪ SMT to monitor profiles' contribution to identification of good practice 	<ul style="list-style-type: none"> ▪ Individual school profiles produced and in use within SIS ▪ Profiles effectively contribute to Link Advise meetings. ▪ Profiles effectively contribute to Curriculum Adviser support strategies (where applicable) ▪ LEA support plans for schools based on needs identified within profiles ▪ Profiles contribute to the identification of good practice within the LEA

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Focus on quality of leadership in schools	<ul style="list-style-type: none"> ▪ LAs, SPA and Lead Curriculum Adviser through link visits ▪ Monitor identified schools where triggers of intervention apply (SMT) ▪ SPA to monitor complaints / concerns regarding leadership lodged with Governor Support Unit (GSU) ▪ Monitor and evaluate impact of guest speakers at Headteachers' conferences and meetings (SMT) ▪ Direct feedback from HTs on the impact of middle management by staff completing MLL programme. 	<ul style="list-style-type: none"> ▪ Quality of leadership in schools appropriately monitored, supported and challenged ▪ Leadership issues expressed through GSU addressed within the agreed timescale ▪ Leadership at all levels in schools indicates a continuum of increased effectiveness
Improve the skills expertise and professional development of all teachers	<p><i>School visits</i></p> <ul style="list-style-type: none"> ▪ LAs and Curriculum Advisers (CAs) through observation and discussion ▪ Monitor impact of Centre based training on practice (LAs and CAs) ▪ LAs to monitor, challenge and evaluate impact of expenditure of BSF grant to support professional knowledge, skills and competences ▪ Monitor training evaluation forms to check level of satisfaction meets 100% target ▪ Monitor staffing levels / curriculum plans – Link Advisers ▪ Annual needs analysis of training requirements ▪ Monitor INSET attendance and teacher evaluations 	<ul style="list-style-type: none"> ▪ Classroom practitioners have increased confidence and competences which impact on quality teaching for learning/standards

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Provide guidance and mentor training for experienced HTs to enable them to fulfil a mentoring role to those new to office and/or Vale of Glamorgan	<ul style="list-style-type: none"> ▪ SPA to evaluate impact of Guidance Booklet (2006/07) ▪ SPA to evaluate appropriateness of implemented training session ▪ SMT to evaluate impact of mentoring partnership on leadership 	<ul style="list-style-type: none"> ▪ Experienced headteachers work in purposeful partnership with those new to office to strengthen effective leadership.
Ensure that school managers, teachers and other staff have access to training appropriate to address identified needs	<ul style="list-style-type: none"> ▪ Monitor impact of training through classroom observation ▪ LAs through discussion with headteachers evaluate the impact of training undertaken on practice 	<ul style="list-style-type: none"> ▪ Improved teaching for learning ▪ HTs have increased opportunities to keep up to date with local and national initiatives
Provide guidance and training for experienced HTs to enable them to fulfil a mentoring role to those new to office and/or Vale of Glamorgan	<ul style="list-style-type: none"> ▪ SPA to evaluate impact of Guidance Booklet 06/07 ▪ SPA to evaluate appropriateness of implemented training sessions ▪ SMT too evaluate impact of mentoring partnership on leadership 	<ul style="list-style-type: none"> ▪ Experienced headteachers work in purposeful partnership with those new to office to strengthen effective leadership
Provide opportunities for newly appointed Deputy Headteachers (DHTs) to further develop their leadership and management skills	<ul style="list-style-type: none"> ▪ SMT to monitor impact of guidance and support of deputy headteachers via direct contact and headteachers meetings ▪ Direct feedback to SPA via link visits ▪ SPA to evaluate through discussion impact of peer support for newly appointed deputy headteachers via direct contact with them and at headteacher meetings 	<ul style="list-style-type: none"> ▪ DHTs through peer support and meetings are more ably prepared to take over the strategic leadership/management of a school in the absence of a HT.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES
Evaluate and refine the professional development programme for middle level leaders (MLL) in schools (Graduate Diploma).	<ul style="list-style-type: none"> ▪ Steering Group of MLL programme to monitor ongoing appropriateness of Module contents ▪ SPA with HTs evaluate impact on practice of participants re: leadership and management ▪ SPA and Steering Panel to monitor training evaluation forms to check level of satisfaction meets 100% target. 	<ul style="list-style-type: none"> ▪ School leaders benefit from the increased contribution to management from staff who have successfully completed the MLL programme
<p>Continue to provide senior managers with opportunities to strengthen their understanding of current legislation and LEA initiatives through:</p> <ul style="list-style-type: none"> ▪ Headteacher meetings ▪ Deputy Headteacher meetings ▪ Annual residential conference for Primary Headteachers 	<ul style="list-style-type: none"> ▪ Senior Management Team (SMT) through direct discussion with <ul style="list-style-type: none"> - Headteachers - Headteachers Steering Group to evaluate the level of satisfaction in connection with awareness raising of current legislation and initiatives ▪ Monitor evaluations to check level of satisfaction meets 100% target 	<ul style="list-style-type: none"> ▪ School leaders are kept fully apprised of Welsh Assembly Government legislation and LEA initiatives

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Maintain a tracking and administrative support system to ensure that all Newly Qualified Teachers (NQTs) meet end of induction standards and schools address their statutory obligations.	<ul style="list-style-type: none"> ▪ SPA to monitor with designated administrative officer and support office school assessment forms ▪ SPA to monitor any concerns and evaluate additional support for identified teachers ▪ SPA to monitor rates of success re: end of induction standard ▪ SPA to evaluate reasons for any “drop off” from completing induction period ▪ LAs and CAs through school visits to seek direct feedback on NQTs’ practice. 	<ul style="list-style-type: none"> ▪ Schools are appropriately supported to meet statutory induction requirements ▪ Appropriate Body (LEA) address minority incidence of NQTs’ at risk of not meeting End of Induction Standard.
Provide training, guidance and support for school governors in order to allow them to fulfil their roles effectively.	<ul style="list-style-type: none"> ▪ GSU team to monitor training evaluation forms to check level of satisfaction meets 100% target ▪ GSU team to seek evaluation directly from governors on appropriateness of distributed guidance materials 	<ul style="list-style-type: none"> ▪ A comprehensive range of mechanisms are in place to assist governors in fulfilling their role effectively.

Key aim 2.3 is linked to the following:

(i) Service Plans
School Improvement
Access and Inclusion

(ii) Others
Guidance Materials – Governor Support Unit

PRIORITY 2



KEY AIM: 2:4: Reduce the rate of exclusions

Why is this a key aim?

The education of pupils who are excluded is disrupted which can lead to low achievement and poor educational and social outcomes. The aim is support schools and pupils at risk of exclusion to halt this cycle and to transform into positive outcomes of schools and pupil improvement

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Continue to monitor and implement Behaviour Support Plan	<ul style="list-style-type: none"> ▪ Termly monitoring of plan by HoS, senior EP and manager PBIT 	<ul style="list-style-type: none"> ▪ Behaviour Support Plan action plan progressed
Continue to develop emotional literacy programmes in schools as a means of improving pupils' social, emotional and behavioural development and reducing exclusions as a consequence.	<ul style="list-style-type: none"> ▪ EPS with PSS manager and PBIT analysing impact of programme on pupil development 	<ul style="list-style-type: none"> ▪ 5 schools implementing emotional literacy programme.
Continue to collect and monitor exclusion data and direct resources accordingly, with particular regard to LAC, pupils with ALN and vulnerable children.	<ul style="list-style-type: none"> ▪ Quarterly reports to Scrutiny. ▪ Termly reports to Welsh Assembly Government ▪ Access and Inclusion team monitoring 	<ul style="list-style-type: none"> ▪ Reduction in exclusions
Monitor the transfer and admission of pupils excluded or at risk of exclusion. Consult on protocol for the readmission of pupils excluded from schools	<ul style="list-style-type: none"> ▪ Access and Inclusion team monitoring ▪ Evaluation by admission/ pupil hard to place panel 	<ul style="list-style-type: none"> ▪ Excluded pupils provided with appropriate education within 16 days of being excluded. ▪ Reduction in delay of placement.

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Facilitate training for schools in reducing bullying incidents and supporting them in dealing with bullying incidents effectively.	<ul style="list-style-type: none"> ▪ HoS with senior EWO and Directorate's complaints officer monitoring incidents and schools responses. 	<ul style="list-style-type: none"> ▪ Baseline of bullying incidents in schools as reported to the LEA. ▪ Schools identified for training
Primary Behaviour Improvement Team to be informed of fixed term exclusions of 5 days or more. PBIT to work with excluding school and pupil.	<ul style="list-style-type: none"> ▪ Termly monitoring by HoS and PSS manager with Team Leader. ▪ Report prepared for BSF 	<ul style="list-style-type: none"> ▪ Reduction in fixed term exclusions. ▪ Nil permanent exclusions at primary level.
Cymorth funded Primary/ Secondary Transition Bridge specialist teacher to work with identified at risk or vulnerable pupils in year 6 during the summer term and to follow them into year 7, for Autumn and Spring term	<ul style="list-style-type: none"> ▪ 6-monthly report to Cymorth Project Monitoring officer. ▪ Termly review by HoS, PSS manager and transition teacher ▪ Questionnaires completed by pupils, parents and staff at commencement and conclusion of intervention. 	<ul style="list-style-type: none"> ▪ Nil exclusions of pupils involved with project ▪ Project pupils to achieve positive first year at secondary school.
Identify schools with high levels of fixed term and permanent exclusions at both primary and secondary level and target behaviour management training accordingly.	<ul style="list-style-type: none"> ▪ Termly meeting by HoS, PSS, Senior EP and PBIT Team Leader. 	<ul style="list-style-type: none"> ▪ Reduction in fixed term and permanent exclusions.

Key aim 2.4 is linked to the following:

(i) Service Plans:
Access and Inclusive

(ii) Others:
Behaviour Support Plan

PRIORITY 2



KEY AIM: 2.5: Support schools in achieving successful outcomes for pupils

Why is this a key aim? We need to ensure that schools have a range of information in order to develop effective monitoring and support strategies relevant to all pupils and to safeguard continuity of learning and pupil progress within years and across phases		
ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Provide guidance, advice and support, in order to improve performance at all phases for core and non-core subjects.	<ul style="list-style-type: none"> ▪ Monitor support programmes and brokered support Lead Curriculum Adviser ▪ Monitor SDPs / SIPs - Link Advisers ▪ Analysis of performance data. ▪ Monitor Estyn inspection reports - Curriculum and Link Advisers ▪ SIS quality assurance procedures ▪ Regular monitoring reports to Cabinet and Lifelong Scrutiny Committee - SMT 	<ul style="list-style-type: none"> ▪ Performance levels within schools and at LEA level are maintained or improved for all phases. ▪ Increased awareness of elected members on school performance and associated issues.
Provide schools with a range of data and analyses including progress reports at pupil, class, and school level	<ul style="list-style-type: none"> ▪ Monitor use of analyses within schools by Link, Curriculum and SEN Adviser to determine appropriate identification of pupils' learning needs ▪ Monitor impact of support strategies within schools via pupil progress and attainment - Link, Curriculum and SEN Advisers 	<ul style="list-style-type: none"> ▪ Analyses are understood and used by teachers / schools to identify areas of good practice and where support should be targeted

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Develop individual pupil profiles based on assessment information (where applicable) in order to identify specific learning needs	<ul style="list-style-type: none"> ▪ Data Unit / Lead Curriculum Adviser to monitor development of profiles and dissemination within SIS and to schools. ▪ Link and Curriculum Advisers to monitor use within schools. 	<ul style="list-style-type: none"> ▪ Pupil profiles / assessment information is understood and used by teachers / schools to identify specific needs of pupils and where support should be targeted
Target school support using the above analyses together with other performance measures, school review and inspection evidence	<ul style="list-style-type: none"> ▪ Monitor and evaluate the range of evidence used to target school support ▪ Monitor and evaluate the range and volume of support schools receive ▪ Lead Curriculum Adviser to monitor school support programmes and reports ▪ Monitor and evaluate impact of support programmes – Advisers and SMT ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Support programmes are effectively targeted in relation to performance outcomes and to the developmental needs of pupils and schools
Improve contextual information in relation to pupil and school performance by sharing data, i.e: attendance, exclusion, SEN stage with Pupil Support Service	<ul style="list-style-type: none"> ▪ Monitor and evaluate range of data and evidence available and maintained 	<ul style="list-style-type: none"> ▪ A more holistic picture of school performance is gained based on progression and the value added outcomes for pupils
Continue to promote and develop effective transition particularly at KS2 -3 by means of: improved data transfer, improved curriculum continuity, and consistency in assessment and moderation	<ul style="list-style-type: none"> ▪ Monitor and evaluate transition plans, cluster activities, and classroom practice – Curriculum and Link Advisers ▪ Curriculum advisers participate in moderation meetings of cluster schools. ▪ Analysis of performance data including progress measures between KS2 and 3. ▪ Physical Education School Sports (PESS) Co-ordinator to observe lessons and facilitates cross-phase observations 	<ul style="list-style-type: none"> ▪ Year 6 data informs Year 7 class organisation, support and intervention programmes ▪ A continuum in teacher planning and schemes of work in place ▪ Consistency and reliability in assessment with regular moderation meetings of Key Stage 2 and 3 teachers in place

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Provide advice and support for developing pupils' key skills across the curriculum	<ul style="list-style-type: none"> ▪ Monitor training provision and staff attendance ▪ Reviews and lesson observations in schools by Curriculum Advisers and Associate Advisers ▪ Monitor SDPs / SIPs by Link Advisers <ul style="list-style-type: none"> - BSQM audits ▪ Monitor Estyn inspection reports by Curriculum and Link Advisers re. standards in basic and key skills ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Curriculum patterns within primary schools demonstrate an increased focus upon key skill development across the curriculum • Pupils demonstrate improved progress for key skills
Raise awareness through training and guidance materials to support the development and implementation of Transition Plans KS2-3	<ul style="list-style-type: none"> ▪ School visits and link advisers evaluation of reports ▪ Training ▪ Governor Support Unit (GSU) monitor Transition Plans 	<ul style="list-style-type: none"> ▪ Schools meet statutory requirements in relation to Transition Plans ▪ Transition Plans impact upon continuity of learning and pupil progression
Develop strategies of support for more able and talented pupils within core subjects and ICT	<ul style="list-style-type: none"> ▪ Monitor pupil performance data to identify MAT pupils and subsequently measure their progress ▪ Curriculum / Link Adviser audits of MAT strategies within schools ▪ Classroom observation – Curriculum, Associate and Link Advisers ▪ Teacher Evaluations from INSET courses ▪ School accreditation –MAT Quality Mark 	<ul style="list-style-type: none"> ▪ Teachers within all phases employ a range of strategies to ensure challenge and progression for more able and talented pupils

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Support all schools in the maintenance of and renewal of the Basic Skills Quality Mark (BSQM) and Inclusion Quality Mark (IQM).	<ul style="list-style-type: none"> ▪ Curriculum Advisers / Link Advisers to monitor progress against 10 elements of QM. ▪ Monitor success rate of schools renewing the QM ▪ Curriculum Adviser (SEN) to monitor IQM uptake and individual school progress ▪ IQM award rate 	<ul style="list-style-type: none"> ▪ All schools successfully renew the BSQM ▪ A range of other external awards are accredited to schools e.g. Investors in People (IIP) ▪ Roll out programme for IQM in place
Develop the skills and competencies of Learning Support Assistants in supporting pupils' development in literacy, numeracy, the core subjects and ICT	<ul style="list-style-type: none"> ▪ Monitor training provision and staff attendance ▪ Lesson observations in schools by Curriculum Advisers and Associate Advisers ▪ Link adviser via link visits 	<ul style="list-style-type: none"> ▪ LSAs are increasingly skilled and more competent, and able to support pupils' learning more effectively within a range of school settings
Maintain and develop a comprehensive training programme to support learning Welsh as a second language across all phases.	<ul style="list-style-type: none"> ▪ Review of INSET programme by Headteacher Steering Committee ▪ Monitor INSET programme and school attendance by Welsh Adviser ▪ Monitor teacher evaluations of training provision ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Effective training programmes are provided for Welsh including a range of centre-based and school-based INSET. ▪ Welsh Adviser visits all schools annually to audit need and development requirements
Provide advice and support for developing bilingualism across the curriculum in all phases	<ul style="list-style-type: none"> ▪ Monitor teachers' course evaluations ▪ Monitor and evaluate the range and depth of Welsh delivery within schools by Welsh Adviser and Athrawon Bro team ▪ Monitor Estyn inspection reports 	<ul style="list-style-type: none"> ▪ Increased number of schools demonstrate a bilingual approach to teaching and learning

ACTION	MONITORING and EVALUATION	KEY OUTCOMES 2006-08
Facilitate external advisory support where none exists within the existing school support structures	<ul style="list-style-type: none"> ▪ Annual needs analysis of training requirements ▪ Monitor INSET attendance and teacher evaluations ▪ Monitor external INSET provision in relation to needs analyses ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Audits / needs analyses school self-evaluation identify support required ▪ External support is commissioned by LEA ▪ Support impacts upon subject standards
Provide guidance, advice and support for assessment and moderation	<ul style="list-style-type: none"> ▪ Curriculum Advisers' participation in Key Stage 1 and 2 moderation meetings for cluster schools ▪ Secondary Curriculum Adviser's participation in Key Stage 3 moderation meetings for subject leaders ▪ Review of assessment and moderation procedures within schools by Curriculum and Link Advisers ▪ Monitor SDPs / SIPs by Link Advisers ▪ Monitor Key Stage 3 external moderation, verification and accreditation reports ▪ Link advisers via link visits ▪ SIS quality assurance procedures 	<ul style="list-style-type: none"> ▪ Increased reliability and consistency of teacher assessment at all Key Stages ▪ Consistency of judgements and application of National Curriculum assessment criteria at cross-phase transition ▪ All secondary schools achieve accreditation for assessment procedures at Key Stage 3
Develop and implement intervention programmes to improve pupils' literacy, numeracy and thinking skills	<ul style="list-style-type: none"> ▪ Monitor the range and depth of programmes being developed and offered by SIS ▪ Curriculum Advisers monitor interventions through classroom observations and discussions with staff ▪ Regular project meetings with staff to review progress of interventions strategies ▪ Analysis of standardised assessment and cognitive development data 	<ul style="list-style-type: none"> ▪ A range of intervention programmes are effectively running within schools ▪ Expertise developed in schools ensures that programmes are sustainable ▪ Enhanced skills in literacy, numeracy and thinking skills

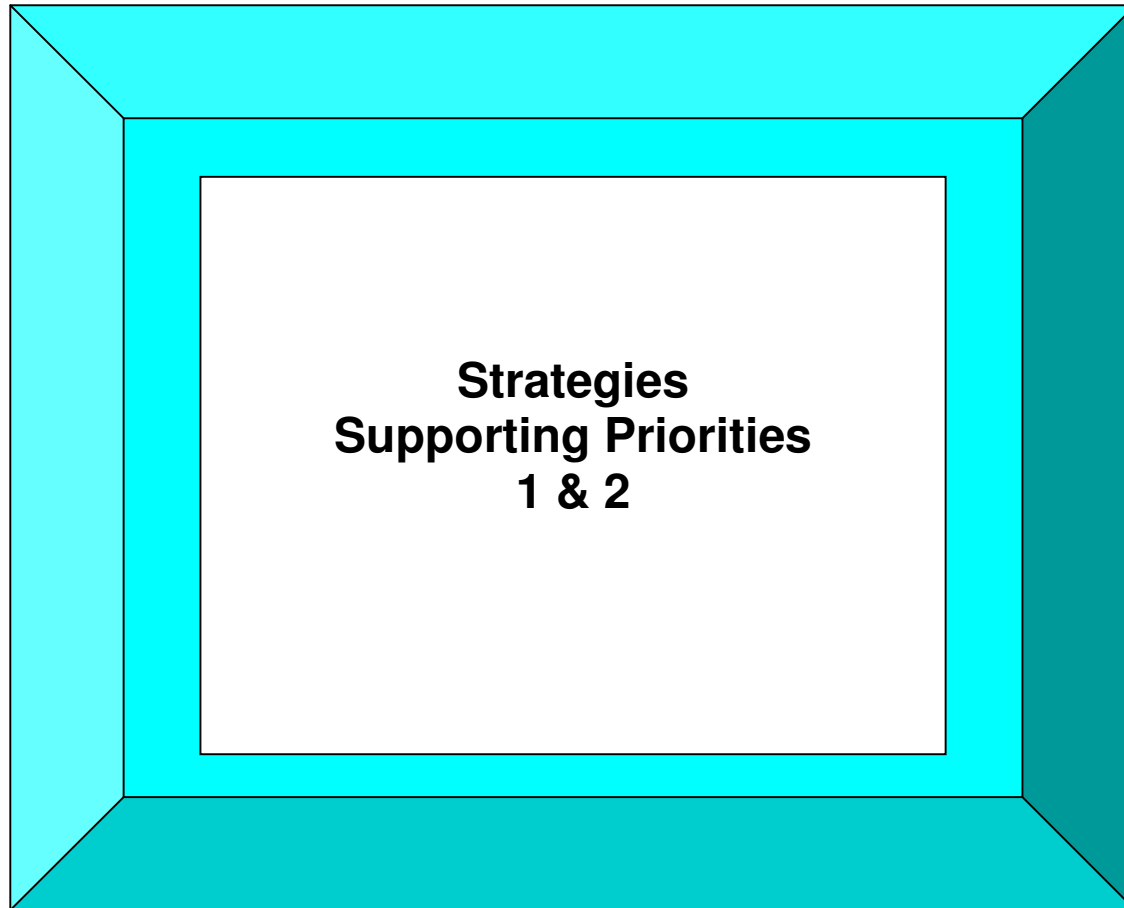
ACTION	MONITORING and EVALUATION	KEY OUTCOMES
Working with key stakeholders to extend and enhance learning pathways 14 – 19	<ul style="list-style-type: none"> ▪ 14-19 Network ▪ School Strategic Curriculum Planning Group ▪ Focused groups of learners 	<ul style="list-style-type: none"> ▪ Increased choice and flexibility for young people 14-19.
<p>Continue to improve and monitor attendance levels, taking forward WAG's Task and Finish group recommendations:</p> <ul style="list-style-type: none"> ▪ EWS to agree attendance targets with schools on annual basis ▪ EWS to work with all schools, however targeting particularly those schools with attendance less than 90% Secondary, 92% primary ▪ Support schools in development of electronic management of attendance; Support secondary schools in development of lesson monitoring. 	<ul style="list-style-type: none"> ▪ Quarterly reporting to Scrutiny ▪ Monthly reporting of initiatives by EWOs at EWS team meetings; considered by Access and Inclusion Management Team on quarterly basis and reported to Scrutiny ▪ Reports to SIS Sharing of Information Meetings ▪ Quarterly monitoring by HoS and Data/ EMS team. Reporting to WAG in accordance with agreement. 	<ul style="list-style-type: none"> ▪ Targets set by schools met: Increase in pupil attendance ▪ All secondary schools to achieve more than 90% attendance ▪ All primary schools to achieve more than 92% attendance. ▪ 100% schools reporting attendance to WAG electronically; Improved ▪ Improved attendance in lessons

ACTION	MONITORING and EVALUATION	KEY OUTCOMES
Cymorth-funded home school liaison officers working with primary schools and their families to secure improved attendance and effective working relationships between home and school	<ul style="list-style-type: none"> ▪ 6-monthly monitoring and evaluation through reports to Project Monitoring Officers within the Children and Young People's Framework Partnership and reported to WAG. 	

Key aim 2.5 is linked to the following:

(i) Service Plans:
School Improvement
Access and Inclusion

(ii) Others:
Behaviour Support Plan;
Cymorth Plan
BSA Applications
SEN Strategy



RAISING STANDARDS AND IMPROVING PERFORMANCE OF SCHOOLS – SUPPORTING STRATEGIES

The approach to working with schools in the Vale of Glamorgan is informed by the Code of Practice for LEA – school relations (Welsh Assembly Government 1999).

We are committed to working in partnership with schools but at the same time ensuring that we retain our role in supporting, monitoring, challenging and intervening where it is deemed necessary.

Schools are unique in nature and hence all will have a different mix of strengths and weaknesses. It is recognised therefore that levels of intervention will lie along a spectrum from those schools requiring “light touch” to those in special measures.

A range of factors will be used to inform the Council of the level of support and intervention that is required:

1. School Data – performance, attendance, exclusions
2. School Self Evaluation
3. Link Adviser visits
4. Quality Mark Reviews
5. Criteria used to identify Schools Causing Concern (Trigger Document under review)

We therefore see the monitoring of schools as an information gathering process which promotes a dialogue and helps to answer questions such as:

- How well are we doing?
- What progress has been made?
- Have we achieved what we set out to do?

The process should:

- Complement existing school processes of self evaluation
- Recognise and celebrate good practice
- Identify areas for development and result in an agreed programme of support
- Ensure accountability for improvement by an individual school where there is poor performance and /or, there are concerns.

A school causing concern is the first priority for all teams, reflecting inverse proportionality in the Code of Practice.

Targeting Support to Schools

The development of additional data sets and the willingness of schools to share their performance outcomes have allowed both high performing and underachieving schools to be more effectively identified. Additional contextual information from school link and curriculum advisers has significantly contributed to the targeting process. The School Improvement Service now knows its schools well. In particular, we are now well placed to identify 'coasting' schools whose NC assessment outcomes and examination results would not have immediately indicated them as a cause for concern.

At Key Stages 1 and 2 schools have been placed in local benchmarking groups which generally approximate to national benchmarking groups. Benchmarking performance for all performance indicators (PIs) over the last 4 years are used to indicate trends of achievement. Graphs indicating individual school PI performance against percentage of free school meals help to indicate comparative performance. Those schools showing greatest deviation from the trend-line are potentially indicated as demonstrating greatest levels of underachievement or higher levels of achievement. A similar process occurs in the identification of underachievement and/or good practice within secondary schools although local benchmarking groups are not compiled due to the small numbers within the Vale.

Additional data sets, particularly those relating to progression of pupils and discussion with LEA officers continue to contribute to the targeting process. In particular, the development of progression measures for reading and mathematics (using standardised assessment information) has allowed underachievement and effective practice to be recognised within schools which would not be identified through National Curriculum assessments i.e. within 'coasting' and low attaining schools. The extended use of standardised tests within Year 7 continues to provide a challenge for secondary schools to achieve the same levels of pupil progress demonstrated within primary schools. Pupil outcomes from Year 7 are analysed at individual, class and school level and so provide opportunity to precisely target support, improve pupils' literacy and numeracy skills and raise standards at Key Stage 3.

Outcomes from p-scale and 'Small Steps' assessments also makes a valuable contribution to targeting school support for literacy, numeracy and specifically to address SEN issues.

Additional contextual information has further contributed to the targeting process and includes:

- Attendance and exclusion data
- SEN information
- Mobility of pupils
- Recent Estyn reports

Following identification of schools, school improvement officers arrange specific and detailed support programmes with individual headteachers and staff. An important element of the support programmes is an agreed requirement that, after an appropriate interval, advisory staff return to those schools supported in order to monitor progress and assess how effectively teachers / schools have embedded those strategies promoted.

Support for School Target Setting

Schools are provided with a range of data to assist in their target setting procedures. This includes:

- Performance trends and national benchmarking performance for the last 4 years
- Standardised assessment analyses for reading / English, mathematics and non-verbal skills (including end of Key Stage pupil estimates)
- Fischer Foundation Trust (FFT) end of Key Stage pupil / school estimates

The Autumn term Link Adviser meeting with headteachers / senior managers at each Vale school focuses upon pupil attainment and target setting. A range of contextual data is also considered including the numbers of pupils having additional learning difficulties e.g. SEN pupils, LAC, EAL pupils and the support provided and intervention strategies implemented for these.

Headteachers have received training in data analysis and interpretation during previous years but receive regular updates via whole-authority meetings. Other school staff have received and will continue to receive data training via centre-based and school-based INSET. In addition the School Improvement Service has facilitated and supported a series of moderation meetings for Key Stage 2 core subjects (together with Key Stage 3 representatives) and at Key Stage 3.

Schools are provided with appropriate proformas and whole-school targets submitted by the first week in December. The Adviser with responsibility for data aggregates the submissions and produces LEA targets on the basis of these returns and by comparison with previous performance trends.

In previous years, aggregated school estimates have been significantly below actual performance outcomes for Key Stage 2. The move to teacher assessment has also influenced teachers' judgements at this phase. The School Improvement Service has consistently emphasised the need for more realistic estimates particularly with regard to the demise of NC test feedback. Returns for 2006-08 indicated a significantly raised expectations for the majority of primary schools reflecting a more considered approach to the process.

Data Provision to Schools

The range of tests and corresponding data continue to be used by schools but with the following amendments:

- A large majority of junior and primary schools now employ standardised assessments for reading, mathematics and non-verbal skills within Years 3 to 6
- A large majority of infant and primary schools now employ standardised assessments for reading and mathematics within Years 1 to 2
- All but one secondary school employ standardised assessments for reading, mathematics and non-verbal skills within Year 7.

As previous years, the purpose of the annual assessments is to track pupil progress in these important skill areas, identify where pupil support is required and provide appropriate intervention strategies and staff training for schools e.g. for 2005-06, 'Catch-Up' support programmes have been introduced for Year 7 pupils. Training has been undertaken for staff from all secondary schools. Outcomes of the programme are currently being analysed.

All National Curriculum assessment data and Key Stage 4 results continue to be made available to schools and are shared between schools in order to identify good practice and where support may be targeted. National Curriculum assessment data and standardised assessment data is transferred between primary and receiving secondary schools. This informs secondary schools in arrangement of teaching groups within Year 7 and helps identify specific pupils for support. A range of comparative contextual data is also provided to schools including information on attendance, exclusion and additional learning needs. This information is also shared with other service areas within the Learning and Development directorate and, where appropriate, with cabinet and scrutiny committee.

We have continued to develop the use of B Squared resources which comprise assessments for p-scales (below NC Level 1) and 'Small Steps' (progressive achievement within NC Levels 1-5). The majority of Vale schools (including nursery and special schools) undertook the second round of assessments during 2005-06. This allows the progress of pupils having additional learning needs to be determined in order that school and adviser support be more effectively targeted for literacy, numeracy and for specific Special Educational Needs issues.

The School Improvement Service is currently developing individual school profiles which will incorporate a comprehensive range of performance and contextual data. These will contribute to Link Advisers (LAs) visits and discussions with schools and to school self-evaluation procedures.

School and centred based training in the understanding and use of data continues to be provided for a range of staff.

SCHOOL PERFORMANCE IN THE VALE OF GLAMORGAN

The performance outcomes for all Key Stages for 2000 – 2005 are set out in Table 1.

REPORT OF PROGRESS 2004 – 2005

Key Stage 2

Changes in the proportion of pupils achieving Level 4 or higher in the core subjects and for the core subject indicator (CSI) are as follows (unitary authority ranking in brackets):

- English – a decrease from 86 to 83% (2)
- Welsh – an increase from 85 to 89% (3)
- Mathematics – a decrease from 84 to 83% (2)
- Science – a decrease from 95 to 92% (1)
- Core Subject Indicator – a decrease from 80 to 79% (2)

The gender gap for CSI performance was 3.5% compared with 4% for 2003-04 and 8.0% for Wales.

National benchmarking performance indicated that 63% of school-level performance indicators were above median – an increase of 1% compared with 2003-04.

A fall in reported pupil outcomes was anticipated as a consequence of the change from National Curriculum testing to teacher assessment. The School Improvement Service (SIS) has facilitated a series of moderation meetings held jointly with secondary representatives in order to address reliability and consistency of assessment at Key Stage 2. Teachers and schools will require (and receive) continued support to this end. Relative performance as compared with other unitary authorities was very good and achieved higher ranking positions than indicated by free school meal eligibility. At school level, the proportion of performance indicators above median was significantly higher than expected when using free school meals (FSM) as a proxy indicator. The gender gap was less than half that for Wales as a whole.

Key Stage 3

Changes in the proportion of pupils achieving Level 5 or higher in the core subjects and for the core subject indicator (CSI) are as follows (unitary authority ranking in brackets):

- English – an increase from 70 to 73% (2)
- Mathematics – an increase from 74 to 79% (1)
- Science – an increase from 78 to 80% (2)
- Core Subject Indicator – an increase from 62 to 64% (2)

The gender gap for CSI performance was 14.2% compared with 12% for 2003-04 and 10.7% for Wales.

National benchmarking performance indicated that, for core subjects, 66% of school-level performance indicators were above median – an increase of 22% compared with 2003-04. For non-core subjects, 66% were also above median – an increase of 17%.

There were significant increases in pupil outcomes for all performance indicators and this is reflected in much improved unitary authority rankings compared with 2003-04 and, as for Key Stage 2, these were notably better than indicated by free school meal eligibility. At school level, both core and non-core performance was significantly higher than expected when using free school meals (FSM) as a proxy indicator with the majority of performance indicators now above median. The gender gap was higher than that for Wales as a whole and support is being provided to schools to address this issue which currently appears to be specific to Key Stage 3.

Key Stage 4

The proportion of pupils achieving specified performance indicators and average points score are as follows (unitary authority ranking in brackets):

- English – no change at 62% (3)
- Mathematics – an increase of 3 to 63% (1)
- Science – a decrease of 5 to 51% (9)
- Core Subject Indicator – no change at 45% (2)
- 5+A*-C grades – a decrease of 1 to 62% (1)
- 5+A*-G grades – a decrease of 1 to 90% (2)
- Average points score – a decrease of 2 to 46 (2)

The gender gap for CSI performance was 2% compared with 4% for 2003-04 and 6.8% for Wales.

National benchmarking performance indicated that 47% of school-level performance indicators were above median – a decrease of 5% compared with 2003-04.

Key Stage 4 was the weakest performing phase for 2004-05. Except for maths, 2005 performance was below school derived estimates and disappointing overall. Outcomes for science are of particular concern with 4 of the 8 secondary schools in the Vale being in the lower quartile for national benchmarking performance and only 2 gaining above median ranking. Science outcomes inevitably impacted upon both CSI and points score performance although ranking comparisons with other unitary authorities remained competitive. The weak science outcomes were contributed to by a number of factors including:

- Significantly weaker performance in science than in other core subjects within some schools

- Weaker outcomes in coursework assessment for pupils in some schools
- Lack of engagement of pupils where a restricted range of science options were available

The above issues are currently being discussed and addressed with subject leaders and senior managers within schools.

Support for school to improve pupil attendance rates

The Education Welfare Service has been enhanced through the Cymorth fund allocated by the Children and Young People's Framework Partnership. Pupil attendance has been recognised as a key priority by the Partnership, particularly attendance in primary schools in Barry and Penarth. Successful applications have been made to employ home-school liaison officers, based within the central Pupil Support Service, working in the Barry and Penarth areas, whose role is to work with school, families and pupils identified as having poor or low attendance.

Attendance at primary level has improved from 92.83% in 2000/01 to 94.4% in 2004/05.

Schools with attendance at less than 90% are targeted for particular intervention, with home-school liaison officers working with the schools to develop projects and strategies to address poor attendance. All primary schools operate a first day contact policy and are being provided with hardware and software to electronically manage attendance.

At secondary level each school has a dedicated school-based education welfare officer. Although remaining as part of a centrally based Pupil Support Service, managed by a Senior Education Welfare Officer, they are deployed in different ways, as agreed with each school. All secondary schools already manage and report attendance electronically, however the recent grant from WAG is being used to develop lesson monitoring in each school. Secondary schools operate a first day contact and report attendance to the SEWO on a monthly basis, to aid monitoring and ensure the effective targeting of resources to priority pupils. Attendance at secondary school is steadily increasing year on year. In 2000/01 the attendance was 90.27%, with the target set at 92% for 2005/06. The actual attendance for 2004/05 was 91.7%.

The Authority has produced an Attendance Matters booklet, distributed to all pupils and their parents, which promotes the regular attendance of all pupils, and the contribution this makes to pupil and school improvement. It also discourages parents from withdrawing their pupils from school for holidays.

Individual school targets are developed between each EWO and the school.

TABLE 1

VALE OF GLAMORGAN - KEY STAGE PERFORMANCE (2000-05)

Key Stage 1 Performance % Level 2+ LEA (Wales)

	2000	2001	2002	2003	2004	2005
English	91 (82)	90 (83)	89 (83)	87 (82)	88 (83)	90 (84)
Welsh	89 (87)	93 (86)	91 (87)	89 (87)	94 (88)	89 (89)
Maths	94 (88)	93 (89)	93 (88)	90 (87)	91 (87)	92 (87)
Science	93 (87)	93 (88)	94 (88)	90 (88)	93 (89)	94 (89)
CSI	88 (80)	87 (81)	87 (80)	85 (79)	87 (80)	88 (81)

Key Stage 2 Performance % Level 4+ LEA (Wales)

	2000	2001	2002	2003	2004	2005
English	78 (74)	78 (77)	87 (80)	84 (79)	86 (79)	83 (79)
Welsh	71 (68)	75 (71)	86 (75)	88 (78)	85 (79)	89 (76)
Maths	73 (69)	76 (74)	79 (73)	81 (75)	84 (78)	83 (79)
Science	85 (81)	83 (82)	92 (86)	92 (88)	95 (89)	92 (86)
CSI	67 (63)	69 (68)	76 (68)	77 (71)	80 (72)	79 (73)

*TA

Key Stage 3 Performance % Level 5+ LEA (Wales)

	2000	2001	2002	2003	2004	2005
English	66 (59)	69 (62)	71 (61)	71 (63)	70 (65)	73 (67)
Welsh						
Maths	67 (61)	67 (62)	69 (62)	73 (68)	74 (71)	79 (71)
Science	67 (58)	72 (63)	76 (67)	76 (69)	78 (74)	80 (71)
CSI	55 (46)	57 (50)	60 (50)	63 (54)	62 (57)	64 (57)

Key Stage 4 Performance % LEA (Wales)

	2000	2001	2002	2003	2004	2005
Eng (C+)	62 (54)	62 (54)	61 (55)	63 (56)	62 (55)	62 (55)
Welsh						
Ma (C+)	49 (47)	52 (44)	52 (45)	52 (45)	53 (46)	56 (48)
Sci (C+)	57 (48)	57 (47)	55 (48)	54 (48)	56 (48)	51 (48)
CSI	43 (36)	46 (37)	43 (37)	44 (38)	45 (38)	45 (38)
5+A*-C	58 (49)	59 (50)	60 (50)	62 (51)	63 (51)	62 (52)
5+A*-G	90 (85)	88 (85)	90 (85)	90 (85)	91 (85)	90 (85)
Av.Points	42 (38)	43 (38)	45 (39)	46 (39)	48 (40)	46 (40)

LITERACY

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Develop the literacy skills of children and young people so that they are able to participate and effectively contribute to an increasingly literate society. This will allow greater employment opportunities, improved life chances, and to contribute to the social development of communities within the Authority.</p>	<ul style="list-style-type: none"> ▪ Promote pre-school literacy through e.g. Language and Play and Surestart ▪ Sustain and develop standards in English / literacy in all schools through the promotion of effective teaching and learning strategies ▪ Support and maintain the Basic Skills Agency's Quality Mark in every school. ▪ Establish an effective teaching and learning continuum in literacy at all points of transition ▪ Promote and deliver a range of intervention strategies within schools using funding sources from the Basic Skills Agency and DELLS e.g. Catch-Up ▪ Encourage the participation of families in literacy learning e.g. Family Learning programmes. ▪ Support literacy in the wider community for targeted groups e.g. minority groups of adults and children ▪ Work in partnership with a range of agencies to ensure a more cohesive approach to literacy development e.g. The Library Service and the Basic Skills Agency ▪ Employ a range of strategies to promote bilingualism working with other agencies e.g. Urdd and the Welsh Language Board 	<ul style="list-style-type: none"> ▪ Assess progress by analysing a range of appropriate assessments e.g. baseline assessments, NFER reading and NC oracy assessments ▪ Gather relevant data e.g. teacher observations, pupil, teacher and parent questionnaires ▪ Monitoring by external agencies - ▪ Basic Skills Agency and ▪ Cardiff University ▪ School visits by Link and Curriculum Advisers (CA) and related reports ▪ Estyn inspection reports ▪ Ethnic Minority Achievement Service (EMAS), Open Learning Centre

NUMERACY

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Develop the numeracy skills of all children and young people, ensuring that they are functionally numerate and allowing them to contribute and operate effectively within the changing demands of a modern society and including:</p> <ul style="list-style-type: none"> - Being financially literate - Possessing the skills required for employment - Allowing access to chosen learning pathways 	<ul style="list-style-type: none"> ▪ Promote pre-school numeracy through e.g. Number and Play and Surestart ▪ Sustain and develop standards of numeracy and the quality of numeracy teaching in all schools ▪ Support and maintain the Basic Skills Agency's Quality Mark in every school. ▪ Establishing an effective teaching and learning continuum at all points of transition. ▪ Promote and deliver a range of intervention strategies within schools using funding sources from the Basic Skills Agency and DELLS e.g. Maths Recovery. ▪ Provide support for the development of effective teaching and learning strategies through a training programme for all staff. ▪ Develop numeracy in the wider community by working in partnership with library services, Dow Corning, Careers Wales and the Basic Skills multi-agency group. 	<ul style="list-style-type: none"> ▪ Assess progress by analysing a range of appropriate assessments e.g. baseline assessments, NFER Progress in Mathematics ▪ Evaluate a range of evidence / data e.g. lesson observations, pupil, teacher and parent questionnaires, teacher assessment, teacher evaluations, LEA reports, pupil's work. ▪ Monitoring by external agencies - Basic Skills Agency, Dow Corning, Careers Wales ▪ School visits by Link and Curriculum Advisers and related reports ▪ Estyn inspection reports

ICT

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Empower all children and young people with appropriate skills to enable them to access and employ technologies to enhance their life skills. To develop an ICT literate community with a high level of communication skills commensurate with the demands of the modern world and future workforce requirements.</p>	<ul style="list-style-type: none"> ▪ Support all schools in embedding ICT as a skill for life. ▪ Enhance the skills of teachers and support staff to develop an ICT rich environment. ▪ Encourage and promote extra curricular activities to develop ICT as a skill for life. ▪ Disseminate good practice through: - <ul style="list-style-type: none"> - visits to schools - SIS portal - video conferencing - INSET training programme - ESTYN inspection reports ▪ Encourage and support schools in working towards achieving the IT Mark (BECTa/NCSL) ▪ Contribute towards 14-19 Pathways – by enabling young people to access suitable courses that are appropriate to their needs. ▪ Develop a portal in order that all children and young people will be able to access on line courses / materials – anytime, any place anywhere through virtual learning environments (VLEs). 	<ul style="list-style-type: none"> ▪ School visits and discussions with senior management personnel, pupils, teachers and parents. ▪ Monitoring school curriculum plans for ICT delivery ▪ Observations of ICT delivery within schools within specific lessons and in cross-curriculum applications ▪ School visits by Link and Curriculum Advisers and related reports ▪ Estyn inspection reports ▪ Monitor take-up of 14-19 ICT related courses ▪ Monitor levels of access and usage of ICT portal

EARLY YEARS

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>To support, challenge and strengthen the educational provision and standards for children 3-7 years by ensuring children have opportunities to enable them to progress along an individual learning continuum.</p>	<ul style="list-style-type: none"> ▪ Maintain guidance and support in line with Council’s initiatives and national legislation. ▪ Maintain purposeful partnerships with multi-disciplinary agencies. ▪ Continue to support schools and funded non-maintained settings in the preparation for and implementation of the forthcoming Foundation Phase. ▪ Devise and make available a common planning format to address and support the forthcoming Foundation Phase ▪ Initiate a programme to support effective individual assessment through adult observation of 3-7 year olds as they move along the learning continuum. 	<ul style="list-style-type: none"> ▪ Head of service and Senior Primary Advisor. ▪ Children’s Partnership ▪ Foundation Phase Team <ul style="list-style-type: none"> - Link Advisers - Curriculum Advisers - Children’s Partnership - Through visits and evaluations from centre based training events. ▪ Senior Primary Adviser (SPA) <ul style="list-style-type: none"> - Foundation Phase Team - Through visits and evaluations from centre based training events. ▪ Senior Primary Adviser <ul style="list-style-type: none"> - Foundation Phase Team - Through visits and evaluations from centre based training events.

EARLY YEARS contd

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
	<ul style="list-style-type: none"> ▪ Initiate strategies to safeguard effective transition through continuity in pedagogy. ▪ Continue to raise awareness of the value to children’s holistic development through equal access of opportunity in all aspects of learning. ▪ Provide training, support and challenge to enable schools and <ul style="list-style-type: none"> ▪ settings to maintain and further ▪ improve provision and standards. ▪ Continue to raise awareness of the value of extending children’s learning beyond the classroom. 	<ul style="list-style-type: none"> ▪ Senior Primary Adviser <ul style="list-style-type: none"> - Foundation Phase Team - Curriculum Advisers - To monitor support programmes for transition ▪ Senior Primary Adviser Foundation Phase Team Through visits and evaluations from centre based training events. <ul style="list-style-type: none"> - Professional dialogue with Headteachers and Play Leaders. - Evaluation forms ▪ Senior Primary Adviser <ul style="list-style-type: none"> - Foundation Phase Team - Through visits and evaluations from centre based training events.

EARLY YEARS contd

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
	<ul style="list-style-type: none"> ▪ Establish strategies for sharing proven good practice to contribute towards ongoing improvement in provision and standards. ▪ Strengthen the partnership and support for the educational provision and standards in the Western Vales Integrated Children’s Centre. ▪ Working in partnership to ensure parents and carers are fully informed of local and national initiatives. 	<ul style="list-style-type: none"> ▪ Senior Primary Adviser ▪ Foundation Phase Team / Curriculum Advisers <ul style="list-style-type: none"> - to monitor classroom practice. ▪ Foundation Phase team <ul style="list-style-type: none"> - Cross-Agency meetings - Children’s Partnership Director for Learning and Development ▪ Professional dialogue with Headteachers and Play Leaders. <ul style="list-style-type: none"> - Evaluation forms

PUPIL BEHAVIOUR

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>The strategy to improve pupil behaviour and reduce exclusions is designed to:</p> <ul style="list-style-type: none"> • Support schools in positive behaviour management so that pupils who do present with emotional and/or behaviour difficulties, or behaviour that is challenging, are supported and managed appropriately to ensure social and educational progress through inclusion in the learning environment • Ensure that adverse behaviour of some pupils does not hamper the educational progress of all other pupils in the class. 	<ul style="list-style-type: none"> ▪ Continue to monitor and implement Behaviour Support Plan ▪ Provide specialist advice and support to schools to promote positive behaviour management and anti bullying strategies through programme of Inset, based on audit of schools' identified need ▪ PSS (PBIT) to offer 'Coping with Kids' parenting training to school staff and groups of parents, to provide the necessary materials and expertise to school staff to enable them to continue the programmes with parents of pupils within their school. ▪ Support identified pupils and develop strategies with primary schools via Primary Behaviour Improvement Team (PBIT) to maintain their school place ▪ Provide short-term placement at High Street behaviour unit ▪ Target 3 secondary schools with additional funding to improve pupil behaviour ▪ Identify vulnerable year 6 pupils, provide mentoring support through Cymorth funded Primary/ secondary transition project, working with families, to assist their transition into year 7 ▪ PBIT to work with primary pupils excluded for fixed term > 5 days 	<ul style="list-style-type: none"> ▪ Termly monitoring and review of plan by HoS, senior EP and PBIT team leader. ▪ Excluded and hard to place pupils monitored by panel fortnightly ▪ PBIT review of interventions weekly, to target resources appropriately. ▪ 6 monthly review of Cymorth project by Project officer. ▪ Data on exclusions – fixed term and permanent and resulting behaviour intervention monitored at joint SIS and PSS termly liaison meeting. ▪ EOTAS pupil achievement and attendance monitored termly through EWS.

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
	<ul style="list-style-type: none"> ▪ Pupil Support Service (PSS) to target schools with high levels of fixed term exclusion ▪ PSS to work with schools to prevent permanent exclusion: <ul style="list-style-type: none"> ○ Placement at Key Stage 3 PRU as appropriate 	
	<ul style="list-style-type: none"> ○ Referral at Key Stage 4 for Youth Access vocational placement with individual training providers or Amelia Trust Farm or Youth Service provision ▪ PSS to work with schools to arrange appropriate education for excluded pupils on 16th day of exclusion: placement at PRU, Amelia Farm Trust, Youth Service and other Learning Providers, out of school tuition, working towards every excluded pupil receiving 25 hours education provision. ▪ Establish panel to monitor progress of pupils educated otherwise than at schools (EOTAS) ▪ Develop protocol with schools to support reintegration of excluded pupils, to include arrangements for managed moves ▪ Collect data on exclusions and analyse with SIS and Link adviser, correlate with achievement data and share with schools. 	

SPECIAL EDUCATIONAL NEEDS

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>The strategy for Special Educational Needs is underpinned by four principle aims which together will serve to promote school improvement and an inclusive approach to learning across all schools for all learners:</p> <ul style="list-style-type: none"> - Provide a range of appropriate provision which is seen along a continuum, where the needs of all learners are increasingly met whether in mainstream schools or specialist settings. - Develop strategies that enable early identification of needs and thus, lead to early identification - Provide a comprehensive needs led training programme, which will serve to support and develop the knowledge and expertise of all school staff across a range of learners needs, thus enabling a more inclusive approach. - 	<ul style="list-style-type: none"> ▪ Promote and develop further an appropriate curriculum for all learners ▪ Continue to work with schools in effectively tracking pupil progress at School Action Plus, Early Years Action Plus and statemented using the B Squared assessment materials. ▪ Promote and develop the use of Provision Maps in all schools to plan effective interventions for identified groups of learners. ▪ Work with a range of agencies to promote the effective use of IEPs for identified pupils ▪ Introduce SEN Descriptors across the four areas identified in the Code of Practice to support schools in early identification, implementing effective strategies and monitoring of pupil progress. ▪ Continue to develop and support the SENCo role in all schools through effective training identified from school Provision Maps. ▪ 	<ul style="list-style-type: none"> ▪ Assess progress by analysing the B Squared data on an annual basis. ▪ Use a range of appropriate assessments eg. Baseline assessments, NFER reading to further identify the needs of pupils. ▪ Gather relevant data eg. Teacher information, class based observations, termly cluster based SEN visits. ▪ Annual collection of school Provision Maps. ▪ Teacher evaluation forms from training events. ▪ School visits by Link and Curriculum Advisers and Associate Advisers.

SPECIAL EDUCATIONAL NEEDS contd

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<ul style="list-style-type: none"> - Specialist school settings and unit provision, to provide an enhanced support role for mainstream settings 	<ul style="list-style-type: none"> ▪ Continue to develop and support unit and special school staff with a termly focused training programme and class based observations. ▪ Implement the Inclusion Quality Mark in a roll out programme across schools. ▪ Provide effective outreach support to mainstream schools from the special school settings. ▪ Continue to provide guidance, information and training for governors. 	<ul style="list-style-type: none"> ▪ Liaison with colleagues eg. Pupil Support Services, EWO, EMAS, PBIT ▪ ESTYN Inspection reports.
<p>Pupils with SEN and disabilities</p>	<ul style="list-style-type: none"> ▪ Provide effective and efficient administration of the statutory assessment and review process. ▪ Review and arrange provision and funding to meet needs. ▪ Setup SEN panel and review current model of delegation of SEN formula budget and develop model of further delegation of resources to schools ▪ Provide advice to schools on their Accessibility Plans. 	<ul style="list-style-type: none"> ▪ Quarterly monitoring by Access & Inclusion team to report to Scrutiny. ▪ Review and monitor the SEN budget fortnightly. ▪ SEN panel to review and monitor delegated budgets. ▪ Monitoring of LEAs Accessibility Strategy in accordance with the identified timescale.

PUPILS WITH ADDITIONAL NEEDS

Strategies for making provision for:

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Pupils from minority ethnic families is to:</p> <ul style="list-style-type: none"> ▪ Ensure that these pupils are fully included in their local mainstream school as appropriate ▪ Ensure that pupils needing support and intervention on account of their low English language skills are identified and referred appropriately ▪ Target and support schools and pupils from ethnic minority families with low attendance, high exclusions and low achievement ▪ Provide schools with appropriate information and guidance to their statutory responsibilities under the Race Relations Amendment Act ▪ Assist schools to develop a curriculum which celebrates diversity in order to promote a community with greater understanding and tolerance of different cultures ▪ Identify and assess SEN of pupils with English as a second language in accordance with the SEN Code of Practice for Wales. 	<ul style="list-style-type: none"> ▪ All pupils to attend their local mainstream school or appropriate specialist provision to meet any identified special educational needs. ▪ Monitor the attendance, exclusions and attainment of pupils from ethnic minority families ▪ Provide advice and support to schools and individual pupils through the SLA with Cardiff EMAS. ▪ Provide training on diversity EAL issue to schools and Governing Bodies. ▪ Monitor and report data on racial incidents in schools. 	<ul style="list-style-type: none"> ▪ Admissions panel/ Hard to place panel to monitor admissions. ▪ Data to be collected and analysed by Access and Inclusion management team quarterly ▪ Monitoring of service in accordance with SLA. ▪ Evaluation of training analysed after each session. Schools to identify follow up action needed. ▪ On-going reporting by schools to HoS and reported quarterly to Community Safety Partnership.

PUPILS WITH ADDITIONAL NEEDS

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Pupils from gypsy and travellers families, asylum seekers and other transient families so that:</p> <ul style="list-style-type: none"> ▪ Children of these families have access to appropriate education whilst they live in the Vale ▪ Continuity of their education can be maintained through liaison with other LEAs ▪ The education of all children and young people is improved. 	<ul style="list-style-type: none"> ▪ Identify pupils, monitor their admission to their local school, attendance, exclusion and attainment and any special educational needs. ▪ Give advice and information to parents/carers as required ▪ Submit proposals for grant funding to improve the support to pupils ▪ Seek educational information from previous authorities and provide to receiving authorities as far as possible. 	<ul style="list-style-type: none"> ▪ EWS to monitor admission, attendance and exclusion at regular team meetings. ▪ Data on attainment recorded by Data Unit. ▪ Monitored by Access and Inclusion Management team quarterly and reported to WAG in accordance with the Grant
<p>More able and talented pupils so that pupils are identified and given appropriate intervention and guidance to fulfil their potential</p>	<ul style="list-style-type: none"> ▪ Support schools in identifying pupils who are more able and talented. ▪ Support more able and talented pupils with SEN or from other vulnerable or minority groups. 	<ul style="list-style-type: none"> ▪ Curriculum and Link Advisers audits of MAT strategies within schools ▪ Monitor the pupil performance data to identify MAT pupils and subsequently measure their progress

PUPILS WITH ADDITIONAL NEEDS CONTD

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Pupils who are looked after by the local authority:</p> <ul style="list-style-type: none"> ▪ To promote their educational attainment ▪ To ensure they receive the support of all sections of the Council as their Corporate. Parents: ▪ To ensure they are placed in appropriate education maintaining their local school place wherever possible ▪ So that they are given the tools to cope with their special circumstances and achieve their full potential ▪ To assist schools in carrying out their role in raising the achievements and outcomes for LAC ▪ To set and monitor targets for achievement, attendance, exclusion, PEPs. 	<ul style="list-style-type: none"> ▪ Provide training, support and advice to LAC Coordinators in schools. ▪ Ensure admission of LAC is prioritised. ▪ Raise, attendance and attainment of LAC. ▪ Reduce exclusions of LAC through early intervention. ▪ Support social workers and schools in their timely completion of Personal Education Plans. ▪ Provide training to social workers, foster carers and Governors on the education of LAC. ▪ Contribute to the Corporate Parenting Panel and ensure the role of the Corporate Parent is understood. ▪ Work innovatively with Children's Services and Health to avoid and reduce out of county placements 	<ul style="list-style-type: none"> ▪ Review training needs and evaluations with the Children First team and report to the Children First Steering Group. ▪ Provide monitoring reports to the Corporate Parenting Panel. ▪ Scrutiny to review the admission, attendance, exclusions and attainment of LAC on quarterly basis. ▪ Monitor placement of LAC at weekly interagency placement panel. ▪ Monitor budget at fortnightly budget meetings.

PUPILS WITH ADDITIONAL NEEDS CONTD

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Pupils with medical needs or who are sick. Pupils who are school phobic and school refusers so that;</p> <ul style="list-style-type: none"> ▪ The continuity of their education is maintained wherever possible; ▪ They are enabled to participate in school education once again. 	<ul style="list-style-type: none"> ▪ Work with schools and the School Health Service in developing health care plans for pupils with medical needs. ▪ Manage and monitor out of school tuition service for pupils who are unable to attend school through sickness or who are school refusers. ▪ Provide training to schools in conjunction with the health service on the administration of medication. 	<ul style="list-style-type: none"> ▪ Review individual pupils' health needs at regular meeting with Principal, Schools Medical Officer and CAMHS. ▪ Review tuition reports
<p>Pupils who are pregnant or who are school age mothers to ensure:</p> <ul style="list-style-type: none"> ▪ They understand the options and are able to make decisions ▪ Their formal education is disrupted as little as possible ▪ To assist their continuation in education training or employment ▪ Promotion of positive parenting. 	<ul style="list-style-type: none"> ▪ Support schools to liaise with their EWO and Sure Start midwife and refer pupils accordingly. ▪ Encourage pregnant schoolgirls and school age mothers to remain on roll and access the Partnership for Young Parents at Gladstone College for Parentcraft and health programmes. ▪ Encourage teenage mothers who reach school leaving age to attend Gladstone College as a stepping-stone to further education and training. 	<ul style="list-style-type: none"> ▪ EWS to monitor at regular team meetings. ▪ Review reports to Gladstone College Partnership Management Group.

PUPILS WITH ADDITIONAL NEEDS CONTD

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Young offenders so that:</p> <ul style="list-style-type: none"> ▪ Their education is maintained ▪ They are assisted to break any offending behaviour patterns ▪ They can fulfil their potential through developing skills to continue into further education training or employment in reaching statutory school leaving age. ▪ A reduction in youth crime leads to a safer, valued and positive society. 	<ul style="list-style-type: none"> ▪ Contribute to the YOT management group and the YOT plan. ▪ Facilitate liaison between schools and the YOT via the YOT/ education liaison officer. ▪ Ensure young offenders are offered full time education programmes working with the Intensive Supervision and Support Programme (ISSP) coordinator as appropriate. ▪ Review protocols for directorate working and information sharing with YOT and ISSP coordinator. 	<ul style="list-style-type: none"> ▪ Monitor access to education at bi-monthly YOT Management Group and contribute to data submitted to Youth Justice Board. ▪ Provide progress reports to Cymorth project monitoring at 6 monthly intervals.
<p>Young carers and children of families in difficult circumstances are:</p> <ul style="list-style-type: none"> ▪ Identified and supported in times of crises ▪ Given the opportunity to lead and develop their own lives as children and young people ▪ Understood by schools and their peers and supported in their education and are able to participate in the full life of the schools and their community. 	<ul style="list-style-type: none"> ▪ Contribute to the development of a multi agency Young Carers' strategy ▪ Raise the awareness of schools to identify and understand the needs of young carers and refer them to the Young Carers' service. ▪ Monitor the attendance, exclusions and attainment of pupils who are also young carers. ▪ Raise awareness of children of families in other difficult circumstances and make appropriate multi agency referral to Children's Services. 	<ul style="list-style-type: none"> ▪ Monitored by EWS at team meetings. ▪ Provision and support reviewed by the Young Carers strategy group.

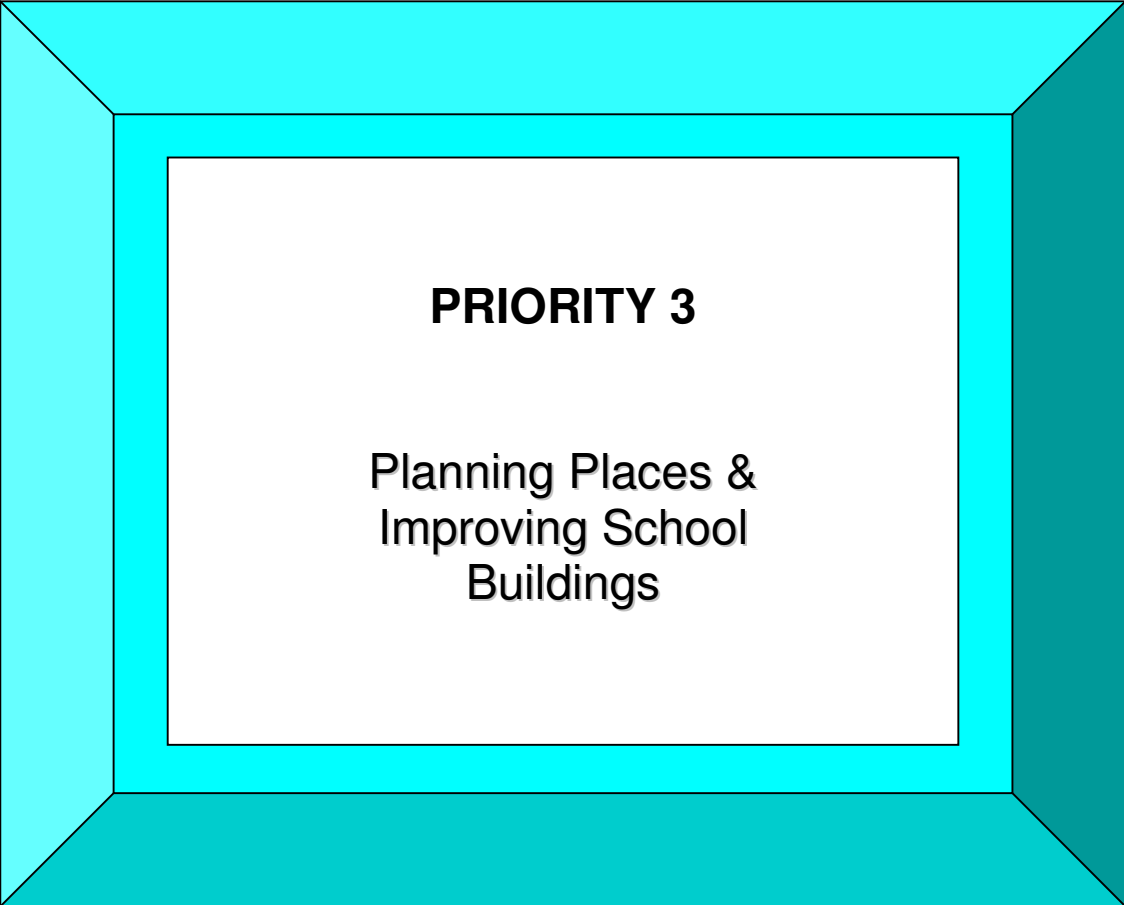
PUPILS WITH ADDITIONAL NEEDS **CONTD**

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Lesbian, gay, bisexual and transgender pupils are understood and able to feel safe and supported throughout their education.</p>	<ul style="list-style-type: none"> ▪ Establish intervention required by schools to support pupil. ▪ Provide training and advice on diversity. ▪ Identify incidences of bullying and support schools to tackle any such problems. ▪ EWS to offer support and counselling to individual pupils 	<ul style="list-style-type: none"> ▪ EWS to monitor at team meetings. ▪ Liaise with Link advisers as necessary.
<p>Pupils who perform or have employment:</p> <ul style="list-style-type: none"> ▪ Are safeguarded, with their welfare and education promoted. ▪ To ensure continuity of their education. 	<ul style="list-style-type: none"> ▪ EWS to operate, promote and monitor employment permits. ▪ Maintain database of pupil employment, employers and chaperones. ▪ Raise awareness and monitor compliance of legislation and enforce procedures as necessary. 	<ul style="list-style-type: none"> ▪ EWS monitor at team meetings.

RAISING THE STANDARDS OF EDUCATION FOR CHILDREN AND YOUNG PEOPLE NOT EDUCATED IN SCHOOL

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
<p>Promote high standards of education of pupils who are educated otherwise than at school.</p> <p>Such pupils may be:</p> <ul style="list-style-type: none"> - Sick (Refer to strategy for pupils with additional needs.) - Excluded (Refer to strategy for Pupil Behaviour) - Pregnant Schoolgirls or Young Parents (Refer to strategy for pupils with additional needs) - School phobics of school refusers (Refer to strategy for pupils with additional needs) - Educated at home by their parents - Attending Key Stage 3 PRU . - Attending other provision at Key Stage 4 : Training Providers, extended work experience placement 	<ul style="list-style-type: none"> ▪ Identify pupils and maintain database of pupils not educated in school. ▪ Through information gathering and assessment of individual pupils ensure provision matches needs. ▪ Improve links with parents, carers, and other agencies ▪ Provide advice to parents who wish to educate their child at home, undertake termly welfare and education visits. ▪ Establish and review referral systems to PRU. ▪ Support the PRU’s Management Committee, ensuring multi- disciplinary and interagency contribution. ▪ Review registration of provision made outside school and consider widening the registration of the current PRU, to include KS4 provision. ▪ Establish and review PRU links with mainstream schools. ▪ Monitor reintegration of pupils to mainstream schools ▪ Contribute to 14-19 initiative and develop range of learning Pathways ▪ Combine Youth Access programmes within Learning Pathway framework. ▪ Review placements with training providers and the multi option programme at Barry 	<ul style="list-style-type: none"> ▪ Provision and progress of pupils currently monitored by termly Youth Access steering group. ▪ Youth Access Cymorth budget monitored at fortnightly budget meeting. ▪ Monitoring reports at 6-monthly intervals to Cymorth Project monitoring team. ▪ EWS and PSS review and monitor individual placements. ▪ Development of learning pathways monitored by 14-19 steering group. ▪ With the SIS, the PSS to monitor the quality of provision made outside school.

STRATEGY	PROMOTED BY	MONITORING and EVALUATION
	College. <ul style="list-style-type: none"> ▪ Support development of the Learning Coach. ▪ Review provision made by Amelia Trust Farm and the Youth Service and develop Learning Pathways at these provisions. 	



PRIORITY 3

Planning Places &
Improving School
Buildings

PLANNING PLACES AND IMPROVING SCHOOL BUILDINGS

1. Strategic Context of the Vale of Glamorgan

1.1 Context of the Vale of Glamorgan

The Vale of Glamorgan Council was formed on 1st April 1996, under the Local Government (Wales) Act 1994. The administrative area is 33,083 hectares and extends from Penarth in the east to Ogmore-by-Sea in the West. The M4 motorway forms the Council's northern boundary. The main centres of population include Barry, Cowbridge, Llantwit Major, Dinas Powys and Penarth. The 2001 census showed the population to be 119,292.

1.2 Schools and their Location

The Vale of Glamorgan has 41 primary schools, 3 infant schools, 3 junior schools, 3 designated nursery schools and 8 secondary schools. These include 5 Welsh Medium Primary Schools and 1 Welsh Medium Secondary School. There are also 3 special schools, 1 pupil referral unit (PRU) and 15 SEN units attached to mainstream schools. A list of schools and pupil number on roll figures are attached at Annexe 3a & 3b. A location map is provided at Annexe 6.

1.3 Denominational Education

Denominational education in the primary sector is provided for at 13 of the Vale's 47 primary aged based schools. This is made up of 10 Church in Wales Primary Schools, 1 Roman Catholic Primary School, 1 Roman Catholic Infant School and 1 Roman Catholic Junior School. Secondary provision for parents wishing for a Catholic education is provided for at St Richard Gwyn High School in Barry. There is no Church in Wales Secondary School in the Vale. Parents wishing this type of education send their children to the Bishop of Llandaff Church in Wales Secondary School in Cardiff under arrangements agreed by Cardiff and the Vale authority. Current and forecast pupil projections at both primary and secondary level indicate sufficient capacity overall to accommodate demand for denominational education. Pupil numbers and projections for denominational schools are provided at Annexes 3a, 3b and 3c with those schools denoted as VA (Voluntary Aided) or VC (Voluntary Controlled) under the heading 'School Type'.

1.4 Welsh Medium Education

Welsh Medium Education in the Vale is provided for at 1 secondary and 5 primary schools. Current projections of demand to 2011 indicate that there is sufficient capacity in both the primary and secondary sector to accommodate the demand for Welsh Medium

Education. Demand is reviewed on an annual basis. Pupil numbers and projections for Welsh Medium Schools are provided at Annexes 3a, 3b and 3c with those schools denoted as (a) under the heading 'Welsh Indicator'.

1.5 *Post 16 Provision*

There are sixth forms in 7 of the 8 secondary schools. There is no sixth form provision available at St Richard Gwyn Roman Catholic High School in Barry. Barry College provides a range of full and part time places at GCSE and advanced level and GNVQ, NVQ and an adult education programme in partnership with the Vale's Lifelong Learning service. Roman Catholic sixth form provision is provided for at St David's Roman Catholic 6th Form College in Cardiff. Projected demand for 6th Form places indicates that there is sufficient capacity to accommodate future demand.

1.6 *Infant and Junior Class Sizes*

The Council will ensure compliance with infant class size legislation and Key Stage 2 limits of maintaining class size limits to 30 and below. In terms of junior class sizes, Key Stage 2 grant funding was initially made available annually by the Welsh Assembly Government to enable authorities to reduce junior class sizes. This funding has now transferred to the Revenue Support Grant so that targets can continue to be met by local authorities.

1.7 *Summary of School Places*

1.7.1 Overall across the Vale in the primary sector there are currently 1309 unfilled places. This represents aggregate surplus places of 11%. Within this aggregate 7 primary schools are oversubscribed, and 4 schools have surplus capacity in excess of 25%. Surplus capacity is predominantly located in the Barry and Llantwit Major area.

1.7.2 In the secondary sector overall there are currently 618 unfilled places, which represents aggregate surplus capacity of 6%. However, this includes the new secondary Welsh Medium school established in September 2000 that will not be operating to full capacity until September 2006. Three of the secondary schools are over-subscribed.

1.7.3 Detailed pupil projections until 2011 are shown in Annexe 3c.

1.8 *Major Actions to Date*

1.8.1 In recent years the following have been actioned:-

- Closure of Penarth Church in Wales Primary School to address surplus places
- Review of early years provision to look at the role of nursery schools in light of demand and development with respect to the foundation phase
- Nursery units established at Ysgol Iolo Morganwg, Llansannor C/W and Peterston C/W Primary Schools
- Additional private provider nursery provision established in the Barry and Llantwit Major areas
- Welsh Medium primary and secondary school provision established in the Barry area
- Review of school catchment areas

1.9 *Conclusions About Future Actions*

1.9.1 Each Local Education Authority has a statutory duty to ensure the supply of sufficient school places in its area to achieve a match between the supply and demand of places to ensure schools are in the right place to service their local communities. The Vale of Glamorgan Council is committed to the effective management of school places that is linked to an appropriate capital programme.

1.9.2. For the purposes of managing school provision, LEA maintained schools are considered in four geographical areas, Barry, Cowbridge, Llantwit Major and Penarth.

1.9.3. In the Vale overall pupil projections to the year 2011 indicate a slight decline at both primary and secondary school level. There are variations at individual school level with localised instances of surplus and overcapacity. Surplus capacity is predominantly located in the Barry and Llantwit Major area. Measures to reduce surplus capacity will include;

- Rationalisation programmes
- Removal of temporary accommodation
- A review of school catchment areas and feeder school arrangements
- Assessment of the impact of new housing developments

1.9.4 Oversubscription at schools will be addressed by strategies to extend buildings, rebuild as appropriate and the use of temporary classrooms where necessary.

- 1.9.5 The authority has developed a School Capital Investment strategy that will address a number of those issues outlined above.
- 1.9.6 A programme of planning for Welsh Medium and early years provision will continue in light of legislative requirements and Welsh Assembly Government initiatives.

1.10 Specific Actions to manage the supply and demand of school places

- 1.10.1 The level of surplus places and oversubscription is being reviewed in light of the implications of the requirements for the foundation phase, the impact of the new methodology for school capacity calculations and the effects of community focused schools
- 1.10.2 In Penarth, the impact of the Cogan Hall Farm Housing Development has been managed in the short term by clarification of the catchment areas of relevant schools. In the longer term a buildings strategy is being prepared to ensure that appropriate adaptations/buildings extensions are undertaken at relevant schools. This will form an integral part of the school investment strategy.
- 1.10.3 In Rhoose, in response to the proposed additional housing at Upper Farm, a plan to extend the school has been developed. Discussions are in hand to fund this through planning gain.
- 1.10.4 The level of surplus places in Llantwit Major and Barry is stable. A re-calculation is currently in hand in light of the new capacity methodology. Any subsequent specific actions to reduce surplus places in Llantwit Major will be dependant upon future military plans in the St. Athan area, specifically the possible siting of the Ministry of Defence Training College at the old DARA buildings. With reference to Barry, a detailed review will be part of the overall review planned to commence early 2007. This will take on board the impact of community focused schools.

2. Analysis of Key aims, Objectives and Actions

The Key Aims, Objectives and Actions are summarised in at Priority 3, key aims 3.1 – 3.5.

2.1 Key Aims, Objections and Actions Area 1 : School Capital Investment

2.1.1 The requirement for an effective strategy for school capital investment is driven by two main factors. Firstly the Welsh Assembly Government have set all LEAs in Wales the challenging target that 'all schools must be fit for purpose'. Secondly, the business needs of schools are clearly driven by requirements to deliver the curriculum on the basis of modern and developing understanding of effective teaching and learning, and in buildings which are healthy and safe.

2.1.2 The Vale School Investment Strategy is divided into two distinct but interrelated streams:-

- Redevelopment of three secondary schools
- Investment in all other schools.

The proposed completion date for delivery of the investment strategy is 2016. External technical advisers are being used with respect to design issues, project management and procurement options.

2.1.3 The scale of investment required is nearly £68 million. This is being funded from Welsh Assembly Government grants, prudential borrowing, supported borrowing and capital receipts.

Actions to Date

- Council has approved and committed to the strategy.
- Funding streams have been identified.
- Estimates of capital expenditure prepared.
- External consultants / technical advisers have been appointed to work alongside the Council.

3. Key Aims, Objectives and Actions Area 2: Plan for school places and future school provision

- 3.1 The supply and demand for school places will be best matched by regular reviews of pupil number forecasts and projections, as well as regular reviews of school capacities. The authority is committed to consulting schools and stakeholders on strategic issues regarding the supply and demand for school places.

In order to reach conclusions on the need to add or remove school places, the authority will:

3.1.1. Analyse pupil data to reach conclusions about future demand

3.1.2. Assess and recalculate the capacity of each school

3.1.3 Develop recommendations arising from conclusions drawn from pupil and school data analysis in respect of unfilled places and oversubscription.

3.1.4 Develop a strategy to manage school provision in the four geographical areas of the Vale of Glamorgan; Barry, Cowbridge, Llantwit and Penarth

3.1.5 Assess demand and plan for Welsh Medium and early years places

Actions to Date

- Review of school projection methodology.
- Assessment of school capacities in line with MOE calculation.
- Identification of surplus places in excess of 25% and recommendation of appropriate courses of action. Identification of over-subscription.

4. Key Aims, Objectives and Action Area 3 : Early Years Provision

4.1 Mixed Economy of Providers

- 4.1.1 The Vale of Glamorgan has provision for 2487 part-time places for 3 and 4 year olds. This is provided through 3 stand alone nursery schools (300 places), 34 nursery units attached to infant or primary schools (1716 places), together with 17 private/volunteer providers (471 places). An analysis of available spaces and take-up is shown at Annexe 3a and 4.
- 4.1.2 In order to satisfy the requirement for 100% provision for all 3 and 4 year olds, LEA expansion has taken place at Rhoose, Peterston, Llansannor and Llandough. Further expansion is due at Holton Road. The Vale have also included 8 additional private providers.
- 4.1.3 The overall uptake of 3 and 4 year olds is less than both the availability of places and forecast demand. Lack of awareness is being addressed by publication of information regarding the availability of 3 or 4 year old places.
- 4.1.4 Nevertheless there are areas where historically provision is too high. These are being addressed via a review of early years provision.

Actions to Date

- Assessment of demand for early years provision for 3 and 4 year olds.
- Assessment of supply of part-time places for 3 and 4 year olds to ensure 100% provision in accordance with Welsh Assembly Government requirements.
- Expansion of LEA provision utilising relevant Welsh Assembly Government capital grants.
- Increase involvement of private/voluntary providers in accordance with the Welsh Assembly Government's support for mixed economy provision.

5. Key Aims, Objectives and Actions Area 4 : Welsh Medium Provision

- 5.1 Current and projected demand for Welsh Medium primary school places over the next five years can be met by existing school provision. To ensure a more coherent and planned approach to Welsh Medium education, the authority will conduct a survey of parents of pre-school children on a triennial basis as to their language preference for the education of their children. It is anticipated that a survey will be completed during the Autumn Term 2006.
- 5.2 There are currently 5 Welsh Medium primary schools and 1 secondary school. Analysis of available places and demand is shown at Annexes 3a, 3b and 3c.
- 5.3 Adaptation is required at Ysgol Gwaun y Nant for September 2007.
- 5.4 A survey of Welsh Medium demand is planned for Autumn 2006. A sample survey form for parents is attached at Annexe 2.

Actions to Date

- Assessment of demand for Welsh Medium provision.
- Completion of Welsh Medium Secondary School in Barry.

6. Key Aims, Objectives and Actions Area 5 : Admissions and Parental Preference

- 6.1 The LEA is one of 4 admission authorities in the Vale. A list of all authorities is provided at Annexe 3a and 3b under school type and denoted as Foundation (F) or Voluntary Aided (VA). The Admissions Forum meets at least twice a year to consider relevant issues such as co-ordination of time-scales. Admissions information for individual schools for the academic year 2005/6 are provided at Annexe 3a and 3b.
- 6.2 In the Vale of Glamorgan, each primary school has a defined catchment area and is a designated feeder school to one of the eight secondary schools. Under normal circumstances parents can express their preferences for any school irrespective of residential location. However, in cases of over-subscription, catchment areas and feeder school arrangements override parental preferences. In these circumstances catchment areas can prove to be a useful tool in terms of the management of school places.

Some school catchment areas may no longer reflect the needs of the schools they serve. A review will help in the management of school places. A review of catchment areas could also incorporate feeder school arrangements.

Actions to Date

- Admissions Forum established to consider relevant issues.
- Co-ordination of admissions arrangements across the Vale for the different admissions authorities.
- Improved Admissions Booklet and Information including outcomes of admissions process.
- Improved documentation for appeals process including training for the panel.

PRIORITY 3



KEY AIM: 3.1 Delivery of the Vale School Capital Investment Strategy

The successful delivery of the School Investment Strategy is essential in order to ensure that schools are fit for purpose and ensure a modern teaching and learning environment

ACTION	TIMESCALES	MONITORING and EVALUATION	KEY OUTCOMES
Project Plan to incorporate all schools.	<ul style="list-style-type: none"> ▪ October 2006 	The current work of the technical advisers will be monitored by the Head of Strategic Planning and Performance. Regular reports will be made to Cabinet and Scrutiny.	<ul style="list-style-type: none"> ▪ Robust project plan that is consistent with availability of funding.
Design briefs for the three secondary schools (Cowbridge, St Cyres and Llantwit Major)	<ul style="list-style-type: none"> ▪ October 2006 		<ul style="list-style-type: none"> ▪ Design briefs that are consistent with LEA strategic direction and support aspirations of school governing bodies.
Validation of condition data and cost estimates in respect of all other schools.	<ul style="list-style-type: none"> ▪ October 2006 	An externally appointed project manager will be used with regard to the construction work.	<ul style="list-style-type: none"> ▪ Robust technical data that secures confidence of schools and other stakeholders.
Identification of suitable procurement option.	<ul style="list-style-type: none"> ▪ October 2006 	The Head of Strategic Planning and Performance will monitor the project manager to ensure construction is delivered on time and within budget.	<ul style="list-style-type: none"> ▪ Procurement route that is consistent with time-scales in project plan and which secures demonstrable value for money
Delivery of strategy.	<ul style="list-style-type: none"> ▪ October 2006 – March 2016 	The Head of Strategic Planning and Performance will report on a regular basis to Cabinet and Scrutiny.	<ul style="list-style-type: none"> ▪ Schools that are fit for purpose.

Key aim 3.1 is linked to the following: (i) Service Plans

(ii) Others:
Corporate Plan;
Medium Term Financial Plan
Corporate Asset Management Plan

PRIORITY 3

KEY AIM: 3.2 To Plan for School Places and Future Provision

The authority has a statutory duty to secure sufficient education provision in its area. This involves three main activities; managing the supply of school places, managing demand and managing outcomes by tackling problems – such as small schools. To ensure a match between the supply and demand for school places that addresses both surplus places and oversubscription, the council will ensure that the management of school places is linked to an appropriate capital programme.

ACTION	TIMESCALES	MONITORING and EVALUATION	KEY OUTCOMES
Further review of pupil projection methodology researching best practice and Validation thereof.	<ul style="list-style-type: none"> ▪ September 2006 – August 2007 	The pupil projection methodology will be monitored by around retrospective comparison of actual numbering with forecasts.	<ul style="list-style-type: none"> ▪ Robust pupil projections to support proposals for addressing surplus places and over-subscription.
Review of school capacities in line with WAG revised capacity calculation methodology.	<ul style="list-style-type: none"> ▪ September 2006 – August 2007 	School capacities will be recalculated/reviewed annually to take account of any changes in Welsh Assembly Government requirements and also any accommodation changes at schools.	<ul style="list-style-type: none"> ▪ Accurate school capacity data to support proposals for addressing surplus places and oversubscription.
Develop recommendations arising from conclusions drawn from pupil and school data analysis in respect of unfilled places and oversubscription	<ul style="list-style-type: none"> ▪ September 2006 – August 2007 	School capacities will be recalculated/reviewed annually to take account of any changes in Welsh Assembly Government requirements and also any accommodation changes at schools.	<ul style="list-style-type: none"> ▪ Proposals for addressing over-subscription to be incorporated into investment strategy where relevant.
Develop strategic plan for managing and planning school provision in the four geographical areas of the Vale of Glamorgan; Barry, Cowbridge, Llantwit Major and Penarth	<ul style="list-style-type: none"> ▪ September 2006 – August 2007 	The impact of proposals in terms of surplus places and over-subscription will be monitored by the Admissions Forum. Relevant reports will be made to Cabinet and Scrutiny as required.	<ul style="list-style-type: none"> ▪ Strategic vision for the organisation of school places in the Vale of Glamorgan.

ACTION	TIMESCALES	MONITORING and EVALUATION	KEY OUTCOMES
Develop buildings strategy at relevant schools to address impact of Cogan Hall Farm Development	<ul style="list-style-type: none"> ▪ September 2006 – August 2007 	The proposals will be monitored by the Admissions Forum. Relevant reports will be made to Cabinet and Scrutiny.	<ul style="list-style-type: none"> ▪ Pupils from Cogan Hall Farm can be accommodated in relevant schools.
Develop site strategy at Rhoose Primary to address implications of proposed additional housing at Upper Farm.	<ul style="list-style-type: none"> ▪ September 2006 - ongoing 	The site strategy will be monitored by the Admissions Forum and School Governing Body. Relevant reports will be made to Cabinet and Scrutiny	<ul style="list-style-type: none"> ▪ The school site is capable of accommodating the additional pupils
Review of school places in light of community focused schools and the foundation phase.	<ul style="list-style-type: none"> ▪ January 2007 – July 2007 	The review will be monitored by the Admissions Forum. Relevant reports will be made to Cabinet and Scrutiny	<ul style="list-style-type: none"> ▪ Conclusions about schools places incorporate community focused school and the foundation phase.

Key aim 3.2 is linked to the following: (i) Service Plans:

(ii) Others:
 Corporate Plan
 School Investment Strategy .

PRIORITY 3



KEY AIM: 3.3 To Effectively Plan Early Years Provision

It is now a statutory requirement that authorities make 100% provision in respect of part-time early years education. In the Vale 100% provision has been provided. However, there are pockets of over-provision which need review. This review needs to incorporate the implications of the Foundation Phase.

ACTION	TIMESCALES	MONITORING AND EVALUATION	KEY OUTCOMES
Identify lack of uptake of provision – particularly 3 year olds.	<ul style="list-style-type: none"> ▪ July 2006 – September 2006 	The levels of uptake of 3 year old places will be monitored via the Admissions Forum, based upon an analysis of birth data and schools “localised” knowledge.	<ul style="list-style-type: none"> ▪ Clearly identified lack of uptake to help understanding of reasons why.
Promote availability of provision.	<ul style="list-style-type: none"> ▪ September 2006 – December 2006 		<ul style="list-style-type: none"> ▪ Sufficient publicity of availability of early years provision.
Publication of clear admissions policy, including funding arrangements for private providers.	<ul style="list-style-type: none"> ▪ August 2006 – October 2006 	Promotion of provision, and publication of information will be monitored via feedback from schools and parents.	<ul style="list-style-type: none"> ▪ Clearly understood policies and criteria in respect of early years provision.
Assessment of implications of Foundation Phase on the need to alter current infrastructure for provision.	<ul style="list-style-type: none"> ▪ July 2006 – July 2007 	Implications for the foundation phase will be monitored by the School Admissions Forum in conjunction with the early years advisory service.	<ul style="list-style-type: none"> ▪ Clear understanding of how current early years infrastructure can accommodate Foundation Phase.
Review of early years provision to identify excess places and recommend appropriate courses of action.	<ul style="list-style-type: none"> ▪ July 2006 – August 2008 	Excess early years places will be monitored via the Admissions Forum. Appropriate reports will be submitted to Cabinet and Scrutiny.	<ul style="list-style-type: none"> ▪ Appropriate courses of action identified and implemented.

Key aim 3.3 is linked to the following: (i) Service Plans

(ii): Others
Corporate Plan,
Early Years and Childcare Plan

PRIORITY 3



KEY AIM: 3.4 To Effectively Plan Welsh Medium Provision

Positive promotion of Welsh medium provision is now a requirement of the Welsh Assembly Government. In the Vale there are 5 primary schools and 1 secondary school. However, the focus of provision is in the Barry area. This raises a number of issues related to catchment areas and transport. There is also now the requirement to undertake a survey with regard to the demand for Welsh medium education.

PROPOSED ACTIONS	TIMESCALES	MONITORING AND EVALUATION	KEY OUTCOMES
Undertake formal survey of demand for Welsh Medium education. A sample survey form is attached at Annexe 2.	<ul style="list-style-type: none"> September 2006 – December 2006 	The Admissions Forum will monitor the effectiveness of the survey for Welsh Medium Education, as well as any proposed action.	<ul style="list-style-type: none"> High response to survey.
Primary school expansion if required	<ul style="list-style-type: none"> September 2007 – September 2009 		<ul style="list-style-type: none"> School properly expanded on time.
Review catchment areas and school transport policies for Welsh Medium Schools.	<ul style="list-style-type: none"> September 2006 – January 2007 		<ul style="list-style-type: none"> Robust analysis of catchment areas to support appropriate school transport policies.

Key aim 3.4 is linked to the following: (i) Service Plans:

(ii) Others:

Corporate Plan,
Welsh Language Scheme

PRIORITY 3

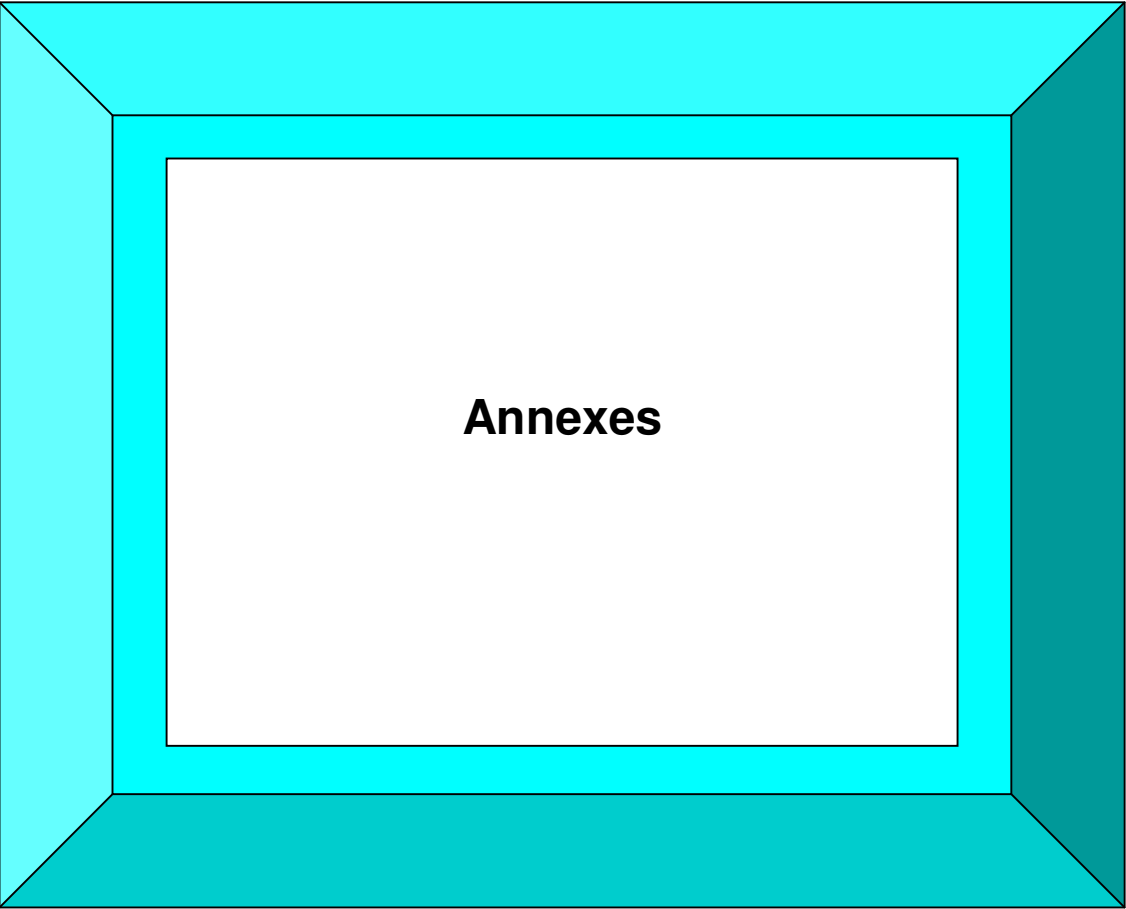
KEY AIM: 3.5 To Ensure Clarity of the Admission Process and Promote Parental Preference



<p>The nature of the Vale of Glamorgan is such that there are a large number of different admission authorities. There is therefore a clear role in ensuring adherence to the Admissions Code of Practice. The Authority is also duty bound to support preference by ensuring appropriate alignment of catchment areas, and addressing both surplus places and over-subscription</p>			
PROPOSED ACTIONS	TIMESCALES	MONITORING AND EVALUATION	KEY OUTCOMES
Review of catchment areas, school feeder arrangements	<ul style="list-style-type: none"> September 2006 – August 2009 	<p>The review of catchment areas will be monitored by the Admissions Forum, with appropriate reports to Cabinet and Scrutiny.</p>	<ul style="list-style-type: none"> Catchment areas that are more aligned with housing developments and demographics.
Standardised application forms and timetables for admissions process.	<ul style="list-style-type: none"> September 2006 – August 2007 	<p>The clarity of admissions and related procedures will be monitored by feedback from schools and parents</p>	<ul style="list-style-type: none"> Mange pupil demand efficiently. Equality of opportunities for all pupils in the admissions process.
Clear guidance and clarity of the admission process.	<ul style="list-style-type: none"> September 2006 – August 2007 		<ul style="list-style-type: none"> Composite booklet to enable parents to make informed applications for schools.
Appeal panel member training.	<ul style="list-style-type: none"> September 2006 – August 2007 		<ul style="list-style-type: none"> Clarity in the appeal process for parents.

Key aim 3.5 is linked to the following: (i) Service Plans:

(ii) Others:
 Corporate Plan
 School Investment Strategy



Summary of LEA Attainment Targets for Adoption in Single Education Plans by 31 July 2006

Target		Actual Performance 2004/05	SESP Targets		Single Education Plan Targets	
			2004/05	2005/06	2006/07	2007/08 <i>NB subject to review in 06/07</i>
Key Stage 2	Percentage of pupils achieving the CSI	79.1	78	79	80	80
Key Stage 3	Percentage of pupils achieving the CSI	64.5	62	65	67	67
Key Stage 4	Percentage of pupils achieving the CSI	45.3	48	49	51	51
	Percentage of pupils achieving 5 or more GCSE passes at grades A*-C	62.1	63	64	65	65
	The Average Point Score for 15 year olds	46.5	47	48	49	49
	Percentage of pupils leaving full time education without a recognised qualification.	1	2	1	1	1

Annexe 1b

Summary of revised LEA Attainment Targets for publication as an addition to Authority's Single Education Plans by 31 July 2007

Target		Actual Performance 2005/06	Target 2005/06	Target 2006/07 <i>As published</i>	Target 2007/08 <i>Reviewed</i>	2008/09 <i>NB subject to review in 07/08</i>
Key Stage 2	Percentage of pupils achieving the CSI	79(P)	79	80	80	80
Key Stage 3	Percentage of pupils achieving the CSI	N/A	65	67	67	67
Key Stage 4	Percentage of pupils achieving the CSI	N/A	49	51	51	51
	Percentage of pupils achieving 5 or more GCSE passes at grades A*-C	N/A	64	65	65	65
	The Average Point Score for 15 year olds	N/A	48	49	49	49
	Percentage of pupils leaving full time education without a recognised qualification.	N/A	1	1	1	1

Sample Survey Form for Assessing Demand for Welsh Medium Provision

Introduction

As a local education authority we have a duty to plan school places so as to match school provision with identified need from age 3 to post 16. We need to assess whether we have sufficient school places for children whose parents wish them to be educated through the medium of Welsh.

As the parent or guardian of a pre school child you are invited to complete the form below to assist us in our planning. You do not need to include your name and address, but please include your post code since this assists us in identifying the nearest schools to where you live, and matching demand to the availability of places.

You do not have to be a Welsh speaker to send your child to a Welsh medium school, and many children from English speaking homes already attend our Welsh medium schools.

1. Do you have any pre school children living with you at this address?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

2. How many pre school children live with you here?

3. Please state the age(s) of the child/children

4. Have you thought about which primary school or type of primary school you would like your child to attend?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

5. Which school (or which of the following schools) is the nearest to your home? Please circle the nearest school or more than one school if a number are at an equal distance.
(LEA to give list of schools in the local area if possible, including Welsh medium)

6. Which school(s) might you choose for your child?

7. If a Welsh medium school were as close to your home as other schools would you be likely to choose this school for your child?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

8. What is the greatest distance from your home you would be prepared for your child to travel to reach a preferred school?*

.....km/miles

9. Please provide address or Post-Code

Thank you for completing this form. Please return to :

If you have any queries about schools please contact:

Pupil Numbers: Primary Schools and Maintained Nursery Schools: Position at January 2006

Annexe 3a

School Number	School Name	Welsh Indicator	School Type F=Foundation VA=Voluntary Aided VC=Voluntary Controlled C=Community	Age Range	Standard Admission Number	NOR (Jan 2006)	MOE (School Capacity)	No of places available in temp accom	Over Capacity	Surplus Capacity	Surplus %	Over Capacity %	No of admission requests refused for 2005/06 Academic year	Number of Nursery Places (Part Time)	NOR Nursery Classes (Jan 2006)
6732109	Albert Primary	(b)	C	4-11	61	286	304	0	0	18	-6%	0%	4	52	40
6733372	All Saints C/W Primary	(b)	VA	4-11	31	200	207	0	0	7	-3%	0%	0	52	39
6732111	Barry Island Primary	(b)	C	4-11	36	148	173	0	0	25	-14%	0%	0	52	30
6732112	Cadoxton Primary	(b)	C	4-11	68	419	445	0	0	26	-6%	0%	0	N/A	0
6732114	Cogan Primary	(b)	C	4-11	50	194	217	0	0	23	-11%	0%	0	N/A	0
6732115	Colcot Primary	(b)	C	4-11	60	315	406	0	0	91	-22%	0%	0	52	44
6732116	Dinas Powys Infants	(b)	C	4-7	70	151	173	0	0	22	-13%	0%	0	78	49
6732180	Eagleswell Primary	(b)	C	4-11	50	225	284	0	0	59	-21%	0%	0	52	36
6732148	Evenlode Primary	(b)	C	4-11	55	435	418	0	-17	0	0%	4%	17	N/A	0
6732117	Fairfield Primary	(b)	C	4-11	36	278	273	0	-5	0	0%	2%	0	N/A	0
6732118	Gladstone Primary	(b)	C	4-11	47	361	320	0	-41	0	0%	13%	0	52	52
6733057	Gwenfo C/W Primary	(b)	VC	4-11	22	172	179	0	0	7	-4%	0%	1	N/A	0
6732120	High Street Primary	(b)	C	4-11	30	212	213	0	0	1	0%	0%	0	52	25
6732122	Holton Primary	(b)	C	4-11	90	415	589	0	0	174	-30%	0%	0	52	48
6732124	Jenner Park Primary	(b)	C	4-11	65	223	295	0	0	72	-24%	0%	0	52	37
6732126	Llancarfan Primary	(b)	C	4-11	14	114	123	0	0	9	-7%	0%	0	N/A	0
6732149	Llandough Primary	(b)	C	4-11	38	177	210	0	0	33	-16%	0%	0	26	23
6732127	Llanfair Primary	(b)	C	4-11	15	96	114	0	0	18	-16%	0%	0	26	18
6732128	Llangan Primary	(b)	C	4-11	15	99	112	0	0	13	-12%	0%	2	26	12
6732142	Llanilltud Fawr Primary	(b)	C	4-11	40	222	291	0	0	69	-24%	0%	0	52	24
6733365	Llansannor C/W Primary	(b)	VA	4-11	22	180	184	0	0	4	-2%	0%	0	52	23
6732143	Murch Junior	(b)	C	7-11	91	241	281	0	0	40	-14%	0%	0	N/A	0
6732163	Oakfield Primary	(b)	C	4-11	35	203	209	0	0	6	-3%	0%	1	78	33
6732131	Palmerston Primary	(b)	C	4-11	30	224	292	0	0	68	-23%	0%	0	52	31
6733363	Pendoylan C/W Primary Peterston-S-Ely C/W Primary	(b)	VA	4-11	14	178	151	0	-27	0	0%	18%	0	52	24
6733047	Primary	(b)	VC	4-11	18	148	176	0	0	28	-16%	0%	0	52	26
6732133	Rhws Primary	(b)	C	4-11	60	393	401	0	0	8	-2%	0%	0	52	46

School Number	School Name	Welsh Indicator	School Type	Age Range	Standard Admission Number	NOR (Jan 2006)	MOE (School Capacity)	No of places available in temp accom	Over Capacity	Surplus Capacity	Surplus %	Over Capacity %	No of admission requests refused for 2005/06 Academic year	Number of Nursery Places (part time)	NOR Nursery Classes (at Jan 2006)
			F=Foundation VA=Voluntary Aided VC=Voluntary Controlled C=Community												
6732135	Romilly Infants	(b)	C	4-7	70	226	262	0	0	36	-14%	0%	2	52	52
6732134	Romilly Junior	(b)	C	7-11	85	336	369	0	0	33	-9%	0%	0	N/A	0
6733364	St Andrew's Major C/W Primary	(b)	VA	4-11	36	209	204	0	-5	0	0%	2%	0	26	26
6732144	St Athan Primary	(b)	C	4-11	78	217	350	0	0	133	-38%	0%	0	52	23
6733320	St Brides Major C/W Primary	(b)	VA	4-11	28	174	218	0	0	44	-20%	0%	0	N/A	0
6733367	St David's C/W Primary	(b)	VA	4-11	18	167	169	0	0	2	-1%	0%	0	N/A	0
6733361	St Helen's R.C.Infants	(b)	VA	4-7	60	140	148	0	0	8	-5%	0%	0	52	47
6733369	St Helen's R.C.Junior	(b)	VA	7-11	60	217	187	0	-30	0	0%	16%	0	N/A	0
6732146	St Illtyd Primary	(b)	C	4-11	60	342	397	0	0	55	-14%	0%	3	52	53
6733368	St Joseph's R.C.Primary	(b)	VA	4-11	39	173	187	0	0	14	-7%	0%	0	52	21
6733037	St Nicholas C/W Primary	(b)	VC	4-11	16	109	127	0	0	18	-14%	0%	1	N/A	0
6732136	Sully Primary	(b)	C	4-11	40	359	324	0	-35	0	11%	11%	0	52	52
6732138	Victoria Primary	(b)	C	4-11	76	370	372	0	0	2	-1%	0%	2	52	52
6733321	Wick & Marcross C/W Primary	(b)	VA	4-11	20	90	128	0	0	38	-30%	0%	0	N/A	0
6732151	Y Bont Faen Primary	(b)	C	4-11	56	221	273	0	0	52	-19%	0%	0	52	26
6732179	Ysgol Gwaun y Nant	(a)	C	4-11	26	102	147	0	0	45	-31%	0%	0	52	32
6732152	Ysgol Gymraeg Peny Garth	(a)	C	4-11	40	272	311	0	0	39	-13%	0%	0	52	38
6732165	Ysgol Iolo Morganwg	(a)	C	4-11	25	128	163	0	0	35	-21%	0%	0	52	24
6732156	Ysgol Sant Baruc	(a)	C	4-11	30	199	201	0	0	2	-1%	0%	0	52	32
6732178	Ysgol Sant Curig	(a)	C	4-11	60	331	423	0	0	92	-22%	0%	0	52	51
								0							
Total Number of schools		47				10691	12000	0	-160	1469			33	1716	1189

School Number	School Name	Welsh Indicator	School Type F=Foundation VA=Voluntary Aided VC=Voluntary Controlled C=Community	Age Range	Standard Admission Number	NOR (Jan 2006)	MOE (School Capacity)	No of places available in temp accom	Over Capacity	Surplus Capacity	Surplus %	Over Capacity %
6731013	Bute Cottage	(b)	C	3-5	N/A	77	80	0	0	3	-4%	0%
6731010	Cadoxton	(b)	C	3-5	N/A	78	120	0	0	42	-35%	0%
6731011	Cogan	(b)	C	3-5	N/A	55	100	0	0	45	-45%	0%
Total Number of schools		3				210	300	0	0	90		

Pupil Numbers: Secondary Schools : Position at January 2006

Annexe 3b

School Number	School Name	Welsh Indicator	School Type F=Foundation VA=Voluntary Aided VC=Voluntary Controlled C=Community	Age Range and gender B-Boys G-Girls M-Mixed	Standard Admission Number	NOR (Jan 2006)	MOE (School Capacity)	No of places available in temp accom	Over Capacity	Surplus Capacity	Surplus %	Over Capacity %	No of admission requests refused for 2005/06 Academic year	AN for 6th form when available from MCW	No of 6th form Pupils on Roll
6734061	Barry Comprehensive	(b)	C	11-18 (B)	265	1362	1489	0	0	127	-9%	0%	4		176
6734062	Bryn Hafren Comprehensive	(b)	C	11-18 (G)	252	1242	1524	0	0	282	-19%	0%	0		195
6734065	Cowbridge Comprehensive	(b)	C	11-18 (M)	187	1301	1221	0	-80	0	0%	7%	8		277
6734060	Llanilltud Fawr Comprehensive	(b)	C	11-18 (M)	225	1265	1355	0	0	90	-7%	0%	7		183
6735401	St Cyres Comprehensive	(b)	F	11-18 (M)	270	1504	1568	0	0	64	-4%	0%	N/A		251
6735400	Stanwell School	(b)	F	11-18 (M)	256	1645	1572	0	-73	0	0%	5%	N/A		333
6734612	St Richard Gwyn R.C.Comprehensive	(b)	VA	11-16 (M)	90	562	489	0	-73	0	0%	15%	N/A		N/A
6734066	Ysgol Gyfun Bro Morgannwg *	(a)	C	11-18 (M)	185	781	1062	0	0	281	-26%	0%	0		78
Total number of schools		8				9662	10280	0	-226	844			19		1493

* Ysgol Gyfun Bro Morgannwg was established September 2000. The Number on Roll and surplus capacity figures relate to Years 7 to 12 only. The school will not be operating to full capacity i.e. to an upper sixth form level, until September 2006.

NOTES:

- (a) denotes Welsh Speaking Schools and (b) where Welsh is used for less than half of the curriculum.
- School capacities have been recently calculated in accordance with the capacity assessment formula set out in Annexes A to B to circular 13/95. From 2008 capacities will be calculated in accordance with NAFW Circular 09/2006.
- The standard admission number is a minimum entry number derived from the school capacity assessment formula. The above standard numbers are representative of a former school capacity calculation as variations resulting from a recent capacity exercise require Welsh Assembly Government approval.

PROJECTIONS OF PUPIL NUMBER 2007-2011 – PRIMARY SCHOOLS

Annexe 3c

School Number	School Name	Welsh Indicator	School Type F=Foundation VA=Voluntary Aided VC=Voluntary Controlled C=Community	MOE (School Capacity)	Number on Roll; (NOR) January 2006	Forecast NOR at January 2007	Forecast NOR at January 2008	Forecast NOR at January 2009	Forecast NOR at January 2010	Forecast NOR at January 2011
6732109	Albert Primary	(b)	C	304	286	289	281	272	262	259
6733372	All Saints C/W Primary	(b)	VA	207	200	205	204	203	201	202
6732111	Barry Island Primary	(b)	C	173	148	152	158	161	163	161
6732112	Cadoxton Primary	(b)	C	445	419	423	424	411	411	407
6732114	Cogan Primary	(b)	C	217	194	199	208	193	191	197
6732115	Colcot Primary	(b)	C	406	315	316	316	308	294	298
6732116	Dinas Powys Infants	(b)	C	173	151	155	156	170	166	156
6732180	Eagleswell Primary	(b)	C	284	225	209	209	214	215	207
6732148	Evenlode Primary	(b)	C	418	435	433	414	412	413	414
6732117	Fairfield Primary	(b)	C	273	278	274	283	290	289	292
6732118	Gladstone Primary	(b)	C	320	361	352	341	329	323	331
6733057	Gwenfo C/W Primary	(b)	VC	179	172	172	169	171	164	159
6732120	High Street Primary	(b)	C	213	212	214	205	199	193	198
6732122	Holton Primary	(b)	C	589	415	407	408	403	381	383
6732124	Jenner Park Primary	(b)	C	295	223	229	219	207	205	204
6732126	Llancarfan Primary	(b)	C	123	114	119	116	112	113	112
6732149	Llandough Primary	(b)	C	210	177	174	182	189	192	188
6732127	Llanfair Primary	(b)	C	114	96	102	105	101	98	91
6732128	Llangan Primary	(b)	C	112	99	106	111	104	96	104
6732142	Llanilltud Fawr Primary	(b)	C	291	222	220	215	222	228	225
6733365	Llansannor C/W Primary	(b)	VA	184	180	175	176	177	184	183
6732143	Murch Junior	(b)	C	281	241	237	235	221	216	220
6732163	Oakfield Primary	(b)	C	209	203	194	199	197	205	200
6732131	Palmerston Primary	(b)	C	292	224	179	172	168	176	183

School Number	School Name	Welsh Indicator	School Type F=Foundation VA=Voluntary Aided VC=Voluntary Controlled C=Community	MOE (School Capacity)	Number on Roll; (NOR) January 2006	Forecast NOR at January 2007	Forecast NOR at January 2008	Forecast NOR at January 2009	Forecast NOR at January 2010	Forecast NOR at January 2011
6733363	Pendoylan C/W Primary	(b)	VA	151	178	176	178	186	185	194
6733047	Peterston-S-Ely C/W Primary	(b)	VC	176	148	145	139	131	134	132
6732133	Rhws Primary	(b)	C	401	393	407	407	408	407	410
6732135	Romilly Infants	(b)	C	262	226	221	220	222	218	222
6732134	Romilly Junior	(b)	C	369	336	340	318	313	315	291
6733364	St Andrew's Major C/W Primary	(b)	VA	204	209	212	199	197	197	195
6732144	St Athan Primary	(b)	C	350	217	229	226	224	227	222
6733320	St Brides Major C/W Primary	(b)	VA	218	174	181	191	194	187	180
6733367	St David's C/W Primary	(b)	VA	169	167	167	181	171	176	174
6733361	St Helen's R.C.Infants	(b)	VA	148	140	149	152	154	154	158
6733369	St Helen's R.C.Junior	(b)	VA	187	217	211	210	202	191	197
6732146	St Illtyd Primary	(b)	C	397	342	361	354	353	351	354
6733368	St Joseph's R.C.Primary	(b)	VA	187	173	179	186	190	193	185
6733037	St Nicholas C/W Primary	(b)	VC	127	109	113	113	106	99	97
6732136	Sully Primary	(b)	C	324	359	377	382	378	378	378
6732138	Victoria Primary	(b)	C	372	370	368	367	365	354	337
6733321	Wick & Marcross C/W Primary	(b)	VA	128	90	97	101	104	101	103
6732151	Y Bont Faen Primary	(b)	C	273	221	215	206	210	204	198
6732179	Ysgol Gwaun y Nant	(a)	C	147	102	102	106	115	125	120
6732152	Ysgol Gymraeg Peny Garth	(a)	C	311	272	272	257	254	259	246
6732165	Ysgol Iolo Morganwg	(a)	C	163	128	124	122	120	123	124
6732156	Ysgol Sant Baruc	(a)	C	201	199	202	200	199	199	197
6732178	Ysgol Sant Curig	(a)	C	423	331	339	346	352	346	355
Total				12000	10691	10722	10667	10582	10502	10443

PROJECTIONS OF PUPIL NUMBER 2007-2011 – NURSERY SCHOOLS

School Number	School Name	Welsh Indicator	School Type F=Foundation VA=Voluntary Aided VC=Voluntary Controlled C=Controlled	MOE (School Capacity)	Number on Roll; (NOR) January 2006	Forecast NOR at January 2007	Forecast NOR at January 2008	Forecast NOR at January 2009	Forecast NOR at January 2010	Forecast NOR at January 2011
6731013	Bute Cottage	(b)	C	80	77	75	80	80	80	80
	Cadoxton	(b)	C	120	78	80	90	90	90	90
	Cogan	(b)	C	100	40	60	60	60	60	60
Total				300	195	215	230	230	230	230

PROJECTIONS OF PUPIL NUMBER 2007-2011 – SECONDARY SCHOOLS

School Number	School Name	Welsh Indicator	School Type F=Foundation VA=Voluntary Aided VC=Voluntary Controlled C=Controlled	MOE (School Capacity)	Number on Roll; (NOR) January 2006	Forecast NOR at January 2007	Forecast NOR at January 2008	Forecast NOR at January 2009	Forecast NOR at January 2010	Forecast NOR at January 2011
6734061	Barry Comprehensive	(b)	C	1489	1362	1395	1372	1367	1344	1319
6734062	Bryn Hafren Comprehensive	(b)	C	1524	1242	1258	1232	1215	1185	1164
6734065	Cowbrdige Comprehensive	(b)	C	1221	1301	1315	1293	1310	1298	1321
6734060	Llanilltud Fawr Comprehensive	(b)	C	1355	1265	1225	1196	1174	1146	1132
6735401	St Cyres Comprehensive	(b)	F	1568	1504	1502	1471	1435	1420	1414
6735400	Stanwell School	(b)	F	1572	1645	1638	1644	1649	1637	1639
6734612	St Richard Gwyn R/C Comp.	(b)	VA	489	562	551	529	474	459	438
6734066	Ysgol Gyfun Bro Morgannwg	(a)	C	1062	781	884	914	910	911	885
Total				10280	9662	9768	9651	9534	9400	9312

Early Years - Funded Non-Maintained Settings: Approved registered providers with the Early Years Development Child Care Partnerships

Setting Name, address and contact details	Medium of Provision	Type of Setting:	maximum number of places for which the setting has been registered	Number of <i>pupils</i> attending the setting - Jan 2006	Projected Number of Pupils Jan 2007
Abracadabra Playgroup Welsh St Donats Community Hall Welsh St Donats Vale of Glamorgan CF71 7SS Contact: Mrs Debbie Mills Tel No 01446-781071	English	EM	32	13	12
Celtic Playgroup Celtic Community Centre Rhoose Vale of Glamorgan Contact: Mrs Jill Atkins Tel No 01446-711791	English	EM	30	13	15
Colwinston Playgroup The Community Hall Colwinston Cowbridge CF71 7NL Contact: Mrs Claire Housley Tel No 01656-766695	English	EM	24	23	24
Crossways Playgroup Crossways Methodist Church Hall	English	EM	36	3	3

<p>Court Road Barry Vale of Glamorgan Contact: Mrs Marjorie Ashmead Tel No 07741-180065</p>					
<p>Cylch Mithrin Y Bontfaen Ramroth Hall Broad Shoard Cowbridge Vale of Glamorgan Contact: Mrs Sian Morris Tel No 07811 - 891747</p>	Welsh	CM	24	21	24
<p>Cylch Meithrin Y Rhws Sports Pavillion Ceri Road Rhoose CF62 3HF Contact: Mrs Julie Newbury Tel No 07960-313765</p>	Welsh	CM	12	15	12
<p>Gillybeans Playgroup The Old School Wine Street Llantwit Major CF61 1RZ Contact: Mrs Gillian Holton Tel No 01446 - 792143</p>	English	EM	38	0	0

Jubilee Playgroup Jubilee Hall Smithies Avenue Sully CF64 5SS Contact: Mrs Judith Payne Tel No – 02920-530931	English	EM	32	10	10
Little Peoples Playgroup Gateqay Family Centre Tennyson Road Barry Vale of Glamorgan Contact: Mrs Kerrie Taylor Tel No:01446 - 733312	English	EM	26	0	0
Plant Hapus St Nicholas Hall Playgroup St Nicholas Church Hall St Nicholas Road Barry Vale of Glamorgan Contact: Mrs Rhona Court Tel No: 07790 - 579616	English	EM	26	1	1
St Brides Major & District Playgroup Church Hall St Brides Major Vale of Glamorgan CF32 0SH Contact: Mrs Amanda Rogers Tel No 01656 - 880851	English	EM	24	21	24

<p>St Donats Playgroup Atlantic College St Donats Llantwit Major CF61 1WF Contact: Mrs Lynda Duncan Tel No 01446 - 799276</p>	English	EM	30	2	2
<p>St Peters Playgroup St Peters Church Hall Mill Road Dinas Powys Vale of Glamorgan Contact: Mrs Marilyn Sadler Tel No 07977 - 026380</p>	English	EM	24	0	0
<p>Swallow Playgroup West Camp Community Centre RAF St Athan Vale of Glamorgan CF62 9WA Contact: Mrs Jacquie Griffiths Tel No 01446 - 798370</p>	English	EM	30	14	15
<p>Wenvoe Playgroup Village Hall Old Port Road Wenvoe Vale of Glamorgan CF5 6AG Contact: Mrs Rita Edwards Tel No 02920 597494</p>	English	EM	30	13	13

Westend Playgroup St Francis Millenium Centre Porth Y Castell Barry CF62 6NX Contact: Mrs Jacqueline Bengé Tel No 07950 - 895858	English	EM	26	11	10
Wick & District Playgroup Village Hall Wick Vale of Glamorgan CF71 7QH Contact: Mrs Chrys Thomas Tel No 07974 - 748868	English	EM	28	9	10
Total			471	169	175

NOTES:

1 Type of setting (CM- Cylch Meithrin), (EM- English-Medium playgroup), (CH- childminder), (PN -Private Day Nursery)

Provision for pupils with Special Educational Needs: Primary Provision in Maintained Settings

Name of setting	Define setting type ¹	Note SEN Type ²	Language ³	No. Places ⁴	Day/Res ⁵
Ashgrove	SpS	ASD	(e)	15	Res TT
Ysgol Erw'r Delyn	SpS	PMLD	(e)	11	Res TT
Ysgol Maes Dyfan	SpS	Moderate & SLD	(e)	17	Day
Cogan	SU	HI	(e)	9	Day
Fairfield	SU	Moderate LD	(e)	5	Day
High Street	SU	OA	(e)	10	Day
High Street	SU	EBD	(e)	8	Day
Holton	SU	Specific Learning Difficulty	(e)	16	Day
Jenner Park	SU	Moderate LD	(e)	20	Day
Llandough	SU	SPLD	(e)	20	Day
Palmerston	RP	Physical Impairment	(e)	14	Day
St Illtyd	SU	Moderate LD	(e)	10	Day

¹indicate with RP for Resourced Place, SU for Special Unit, SpS for Special School

² OA= Observation and Assessment

EBD= Emotional and Behavioural Difficulties

ASD = Autism Spectrum Disorder

MLD = Mild Learning Difficulties

SLD = Severe Learning Difficulties

PMLD= Profound and Multiple Learning Difficulties

SPLD = Speech and Language Difficulties

HI = Hearing Impaired

VI = Visually Impaired

MSI = Multi sensory Impairment

³ indicate if Welsh (w) or English (e) medium

⁴Number of pupils who can be accommodated

⁵ Indicate if day or residential, with TT for term time only or 52/52 for full year provision

Provision for Pupils with Special Educational Needs: Secondary Provision in Maintained Settings

Name of setting	Define setting type ¹	Note SEN Type ²	Language ³	No. Places ⁴	Day/Res ⁵
Ashgrove	SpS	ASD	(e)	17	Res TT
Ysgol Erw'r Delyn	SpS	PMLD	(e)	13	Res TT
Ysgol Maes Dyfan	SpS	Moderate & SLD	(e)	73	Day
Barry Comprehensive	RP	Moderate LD	(e)	25	Day
Bryn Hafren	RP	Moderate LD	(e)	1	Day
Llantwit Major	RP	Moderate LD	(e)	17	Day
St Cyres	RP	Moderate LD	(e)	13	Day
St Cyres	RP	HI	(e)	10	Day
St Cyres	RP	Physical Impairment	(e)	7	Day
Pupil Referral Unit	PRU	EBD	(e)	20	Day

¹indicate with RP for Resourced Place, SU for Special Unit, SpS for Special School

² OA= Observation and Assessment

EBD= Emotional and Behavioural Difficulties

ASD = Autism Spectrum Disorder

MLD = Mild Learning Difficulties

SLD = Severe Learning Difficulties

PMLD= Profound and Multiple Learning Difficulties

SPLD = Speech and Language Difficulties

HI = Hearing Impaired

VI = Visually Impaired

MSI = Multi sensory Impairment

³ indicate if available Welsh (w) or English (e) medium

⁴Number of pupils who can be accommodated

⁵ Indicate if day or residential, with TT for term time only or 52/52 for full year provision

Provision for Pupils with Special Educational Needs: Non -maintained, Out of County and Independent School Provision

Name of setting	LEA ¹	Define setting type ²	Note SEN Type ³	Language ⁴	No. Pupils ⁵	Day/Res ⁵	Gender ⁷
Bladon House	Burton on Trent	I	SLD	(e)	2	Res TT	M
Cotswold Community	Swindon	I	EBD	(e)	1	Res 52/52	M
Craig y Parc	Cardiff	I	PMLD	(e)	3	Res TT	2F 1 M
Eddington Shapwick	Somerset	I	Specific Learning Difficulty	(e)	1	Res TT	M
Headlands	Penarth	I	ASD	(e)	1	Day	M
Kings Monkton	Cardiff	I	ASD	(e)	2	Day	M
Marlowe		I	EBD	(e)	1	Res 52/52	M
New Horizon		I	EBD	(e)	2	Res 52/52	1 M/1F
Rowden House	Hereford	I	ASD/SLD	(e)	1	Res 52/52	M
Sedgemoore College	Somerset	I	Complex needs	(e)	1	Res 52/52	M
Solutions	Hereford	I	EBD	(e)	1	Res 52/52	M
St Christophers	Bristol	I	SLD	(e)	1	Res 52/52	M
St Mary's	East Sussex	I	ASD	(e)	1	Res TT	M
Bryntirion Comp	Bridgend LEA	SU	SPLD	(e)	1	Day	M
Clydach Primary	Monmouth LEA		EBD	(e)	1	Day	M
Hendre	Caerphilly LEA		Moderate LD	(e)	1	Day	F
Héronsbridge	Bridgend LEA	SpS	Moderate & SLD	(e)	5	Day	3M 2F
Meadowbank	Cardiff LEA	SpS	SPLD	(e)	10	Day	9M 1F
Michaelston College	Cardiff LEA		Specific Learning Difficulties	(e)	1	Day	M
Queen Elizabeth	Carmarthen LEA		EBD/Moderate LD	(e)	1	Day	M
The Court	Cardiff LEA	SpS	EBD	(e)	1	Day	M
St Christophers	Wrexham LEA	SpS	Moderate LD/EBD	(e)	1	Day	M
Woodland	Cardiff LEA	SpS	SLD	(e)	1	Day	M
Ysgol Bryn Castell	Bridgend LEA	SpS	Moderate LD	(e)	1	Day	F
Ysgol Glantaf	Cardiff LEA		Physical Impairment	(w)	1	Day	M

Name of setting	LEA ¹	Define setting type ²	Note SEN Type ³	Language ⁴	No. Pupils ⁵	Day/Res ⁶	Gender ⁷
Ysgol Gynradd Crymych	Ceredigion LEA		Moderate LD	(w)	1	Day	M

¹ Indicate area for out of LEA placements or if importing pupils indicate name of LEA in square brackets

² indicate with RB for Resource base, SU for Special Unit, I = Independent

³ OA= Observation and Assessment

EBD= Emotional and Behavioural Difficulties

ASD = Autism Spectrum Disorder

MLD = Mild Learning Difficulties

SLD = Severe Learning Difficulties

PMLD= Profound and Multiple Learning Difficulties

SPLD = Speech and Language Difficulties

HI = Hearing Impaired

VI = Visually Impaired

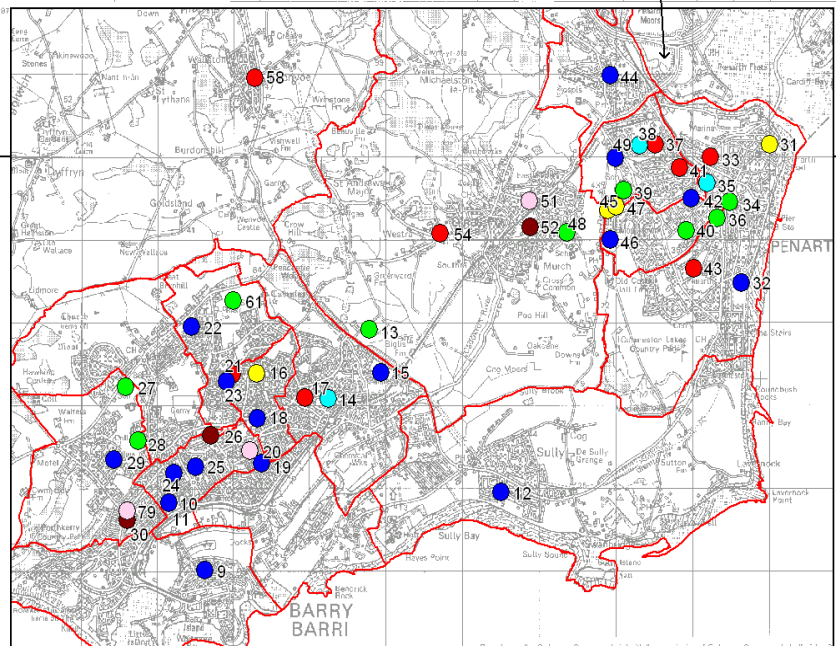
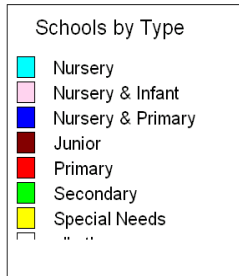
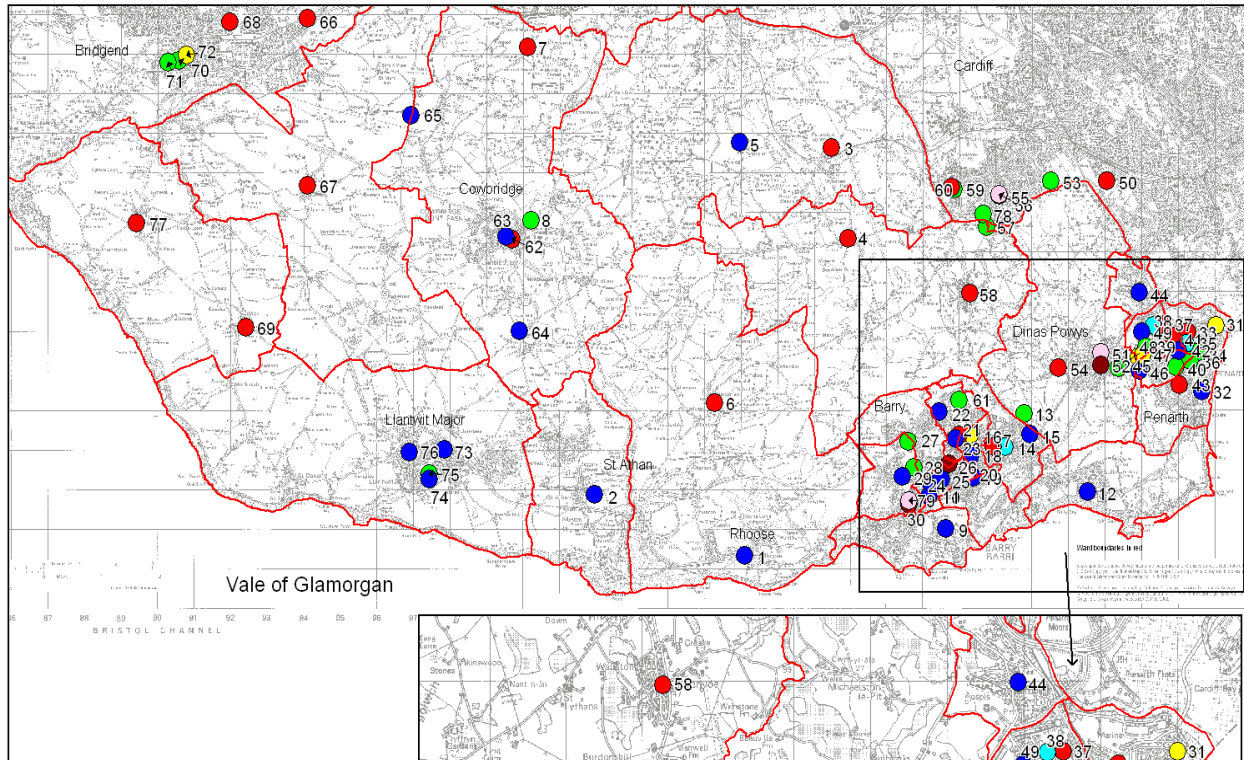
MSI = Multi sensory Impairment

⁴ indicate if Welsh (w) or English (e) medium

⁵ Number of pupils who have been placed

⁶ Indicate if Day or Residential, with TT for term time provision and 52/52 for year round; e.g R, 52/52

Vale of Glamorgan Location of Schools



School Numbers Key

W after school number indicates that teaching is in Welsh
 C after school number indicates a Church in Wales school
 R after school number indicates a Roman Catholic school
 N after school number indicates school not in Vale control

1 Rhws	17 Cadoxton Primary	33C Penarth	49W Ysgol Pen y Garth	65 Llangan
2 St Athan	18 Jenner Park	34N Westbourne	50NW Pwll Goch	66N Llangrallo
3C Peterston Super Ely	19 Holton Road	35N Bute Cottage	51 Dinas Powys	67C St Davids
4C St Nicholas	20R St Helens	36N Westbourne	52 Murch	68NW Ysgol Gynradd Penybont
5C Pendoylan	21W Gwaun y Nant	37 Cogan	53N Glyn Derw	69C Wick Marcross
6 Llanccarfan	22 Colcot	38 Cogan	54C St Andrews Major	70N Brynteg
7C Llansannor	23 Oakfield	39 St Cyres	55 Caerau Infants	71N Brynteg
8 Cowbridge	24W Sant Curig	40 Stanwell	56 Caerau Nursery	72 Herons Bridge
9 Barry Island	25 Gladstone	41 Fairfield	57N Mostyn but now 78	73 Eagleswell
10 High Street	26R St Helens	42 Victoria	58C Gwenfo	74 Llanilltyd Fawr Primary
11WSant Baruc	27 Barry Comprehensive	43 Evenlode	59N Glan Ely	75 Llanilltyd Fawr Comp
12 Sully	28W Bro Morgannwg	44 Llandough	60N St Fagans	76 St Illtyds
13R St Richard Gwyn	29C All Saints	45 Ashgrove	61 Bryn Hafren	77C St Brides Major
14 Cadoxton Nursery	30 Romilly	46R St Josephs	62W Iolo Morgannwg	78NR Mary Immaculate
15 Palmerston	31N Headlands	47 Erw'r Delyn	63 Y Bont Faen	79 Romilly
16 Maes Dyfan	32 Albert	48 St Cyres	64 Llanfair	

GLOSSARY

ACPC	Area Child Protection Committee
ALN	Additional Learning Needs
ASD	Autistic Spectrum Disorder
BSF	Better Schools Fund
BSQM	Basic Skills Quality Mark
CA	Curriculum Advice
CAMHS	Child and Adolescent Mental Health Service
CP	Child Protection
CSI	Core Subject Indicator
CSIW	Care Standards Inspectorate Wales
DELLS	Department for Education and Lifelong Learning Services
DHT	Deputy Headteacher
EMAS	Ethnic Minority Advisory Service
EMS	Education Management System
EOTAS	Education Other than at School
EPS	Education Psychology Service
EWS	Education Welfare Service
FFT	Fischer Foundation Trust
FSM	Free School Meals
GSU	Governor Support Unit
HI	Hearing Impairment
HLTA	Higher level Teaching Assistants
HOS	Head of Service
HT	Headteacher
ICT	Information Communication Technology
IEP	Individual Education Plan
IIP	Investors in People
INSET	In Service Education and Training
IQM	Inclusion Quality Mark
ISSP	Intensive Supervision and Support Programme
JES	Joint Equipment Services
KS	Key Stage
LA	Link Adviser
LAC	Looked After Children

LAP	Language and Play
LHB	Local Health Board
LSA	Learning Support Assistants
LSCB	Local Safeguarding Children's Board
MAT	More Able and Talented
MLL	Middle Level Leadership
NC	National Curriculum
NEETS	Not engaged in Education, Employment or Training
NFER	National Foundation for Educational Research
NQT	Newly Qualified Teacher
OLG	Overarching Leadership Group
PBIT	Primary Behaviour Improvement Team
PEP	Personal Education Plan
PESS	Physical Education School Sports
PET	Prevention Education and Training
PI	Performance Indicator
PRU	Pupil Referral Unit
PSHE	Personal Social Health Education
PSMO	Principle Schools Medical Officer
PSS	Pupil Support Service
SDP	School Development Plan
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SIP	School Improvement Plan
SIS	School Improvement Service
SLA	Service Level Agreement
SMAT	Substance Misuse Action Team
SMT	Senior Management Team
SPA	Senior Primary Adviser
SsOW	Schemes of Work
VA	Voluntary Aided
VI	Visual Impairment
VLE	Virtual Learning Environments
VLN	Vale Learning Network
WAG	Welsh Assembly Government
YOT	Youth Offending Team