

## **DEPARTMENT FOR EDUCATION & CHILDREN**

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

# **School Performance and Achievement Report 2017-18 Academic Year**

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**Safeguarding Children and  
Improving Education Standards for All**



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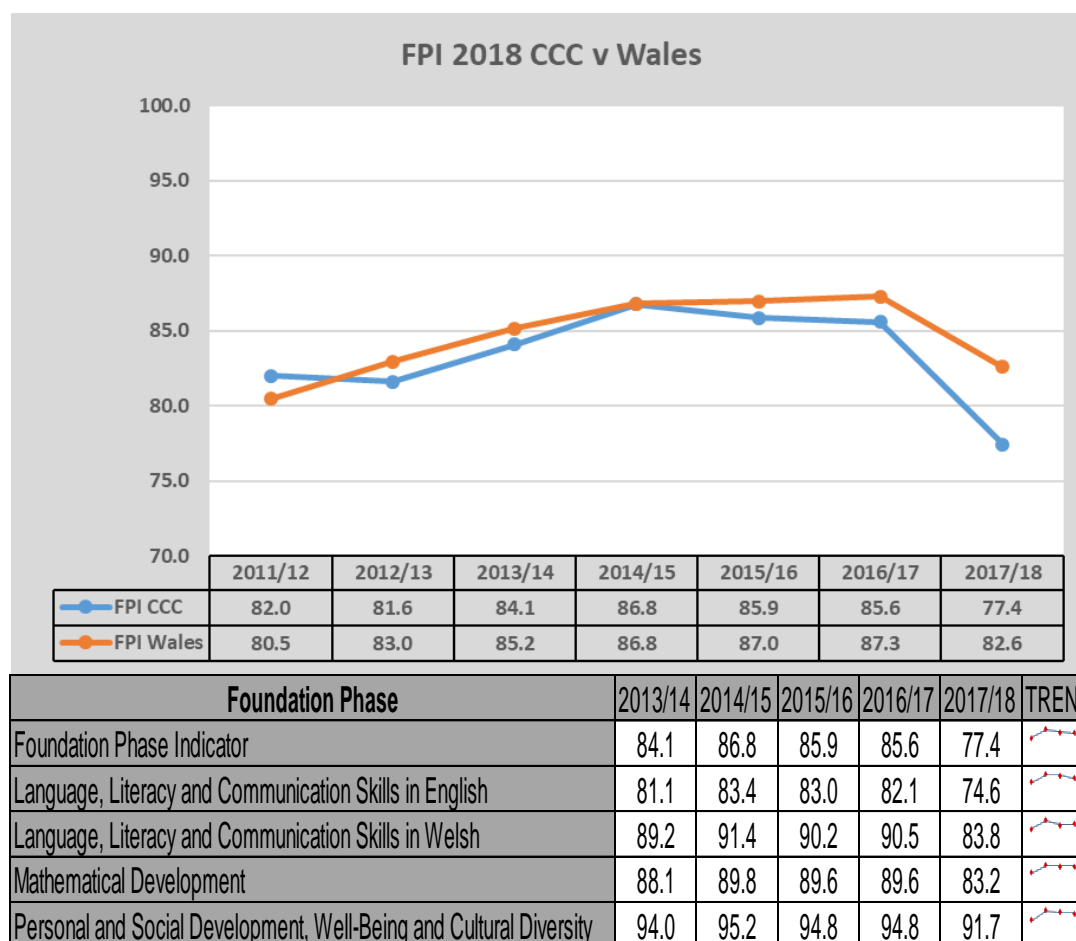
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# 1. Standards: Our achievements for 2017-18

## 1.1 Support, Challenge and Intervention for improved provision and outcomes

### 1.1.1 Foundation Phase:

#### Foundation Phase Indicator (FPI) and Areas of Learning (AoL) Outcomes



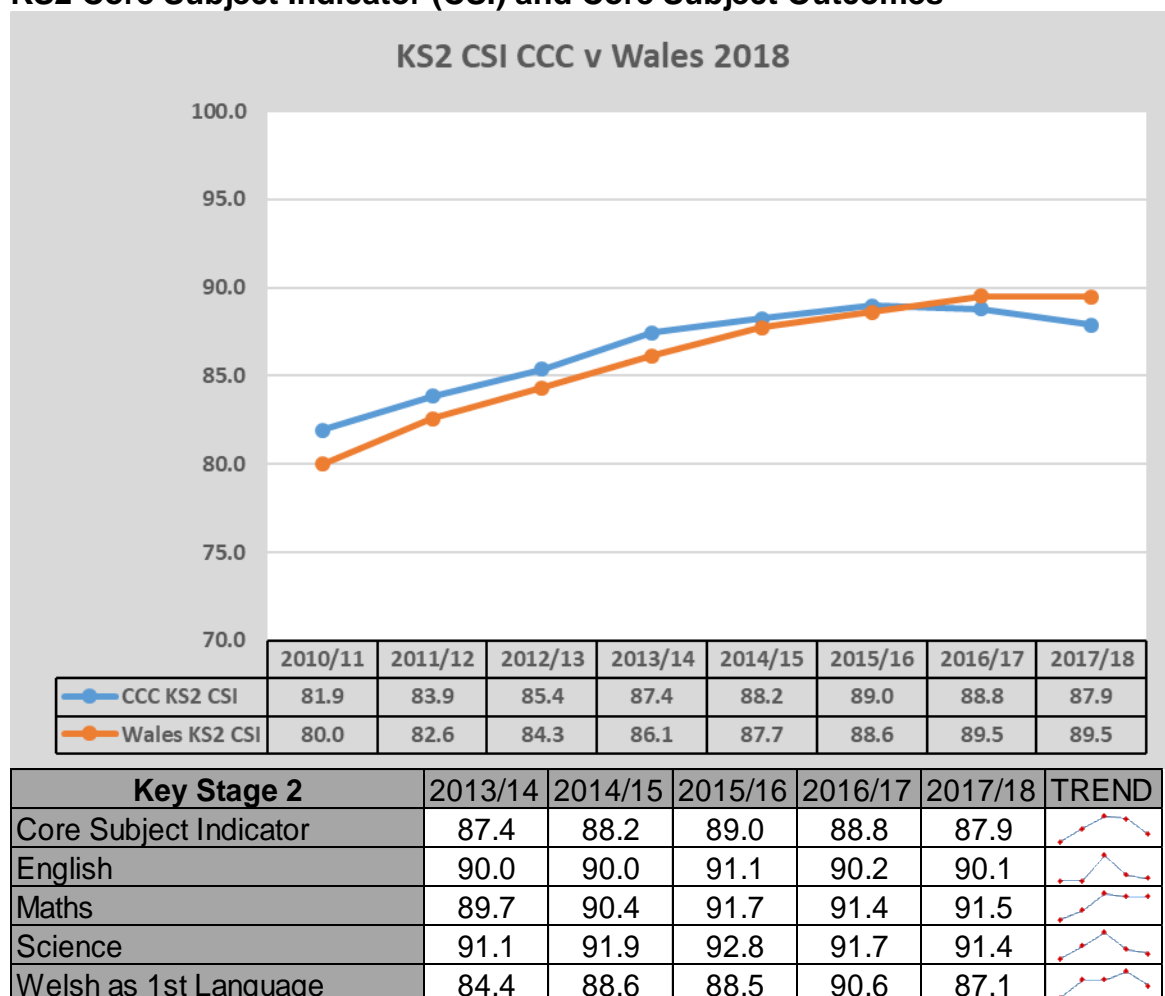
- Nearly all pupils are attaining a good level of progress across all indicators, e.g. 56.6 % achieving expected outcome in LCE (on entry) with 74.6% achieving expected outcome by the end of Year 2
- Evidence of good 'value added' over time
- Decrease in the Foundation Phase Indicator of 8.2 percentage points from last year (85.6% points to 77.4% points)
- We remain under the Wales average in our FPI performance (demonstrating a decline of 4.7%)
- WG expectation for 05 in LLC & MD was raised – potential impact on Teacher Assessment confidence

### Support and next steps:

- 'Moving Forward' S2S collaborative network
- Targeted support from the Foundation Phase Support officer
- Development of a provision planning tool
- Improve transition from Early Years' settings
- PLC for Year 1 teachers targeting 'maths'
- Further focus on baseline assessments during self-evaluation processes in schools

### 1.1.2 Key Stage 2 (KS2)

#### KS2 Core Subject Indicator (CSI) and Core Subject Outcomes



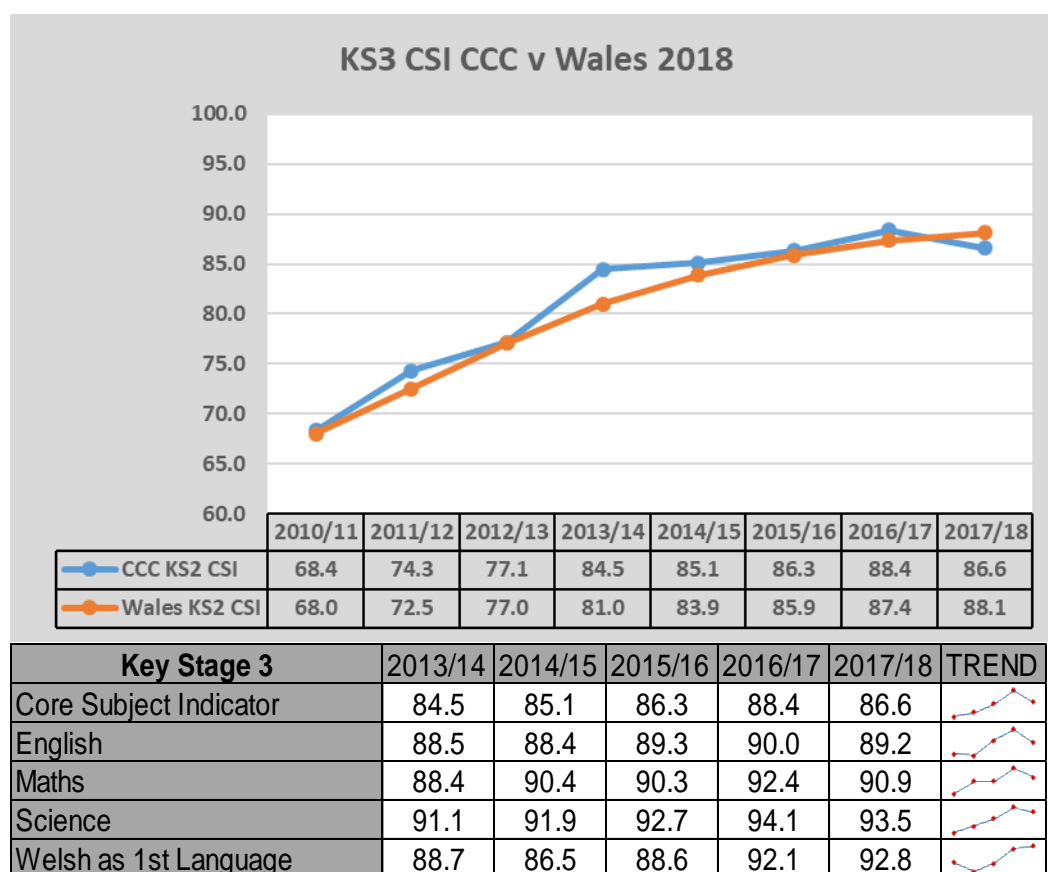
- Nearly all pupils have achieved good progress at the end of Key Stage 2, taking into account Foundation Phase outcomes
- Most pupils have achieved the CSI
- Increase across all indicators, apart from Welsh which has dropped slightly
- very small decrease in the CSI of 0.9% points from last year (88.8% → 87.9% points)
- Placed slightly below the Wales average for the CSI
- Upward trend in Mathematics continues

### Support and next steps:

- Key Stage 2 planning tool developed
- Training courses to support teachers including a network for KS 2 coordinators to share best practice
- Bespoke support via Associate Challenge Advisers in line with the school's developmental priorities
- Support from the ERW Network Leaders of Learning in relation to the development of the new curriculum
- Support for self-evaluation and improvement planning
- Standardisation and moderation support
- Support for the ALN transformation agenda

### 1.1.3 Key Stage 3 (KS3)

#### KS3 Core Subject Indicator (CSI) Outcomes

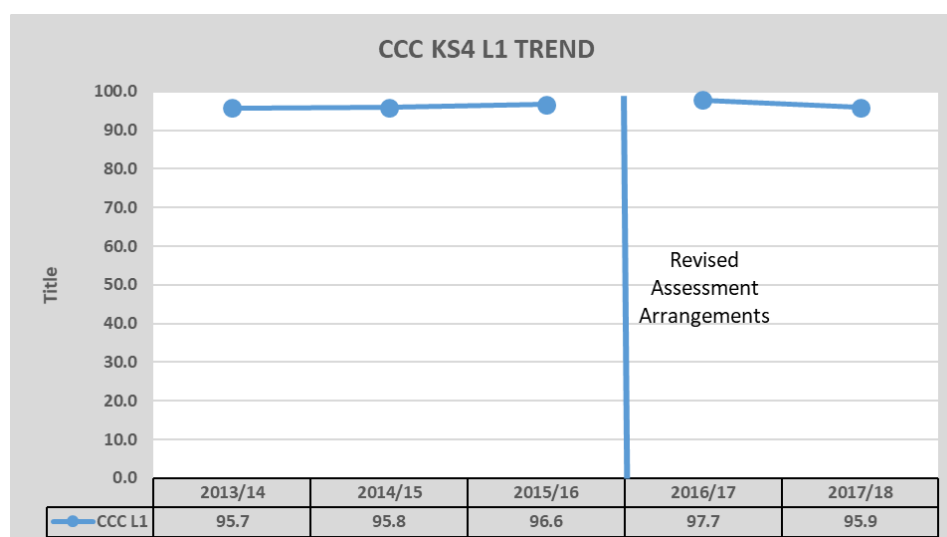


- Progress for Year 9 pupils exceeds expectations from Level 4+ in maths, science and Welsh 1<sup>st</sup> language
- CSI is slightly lower than expected.
- Migration and impact of number of pupils are factors for consideration
- Learning opportunities must take account of individual pupil targets

- A slight decline in the Core Subject Indicator of 1.8 percentage points.
- We are placed slightly below the Wales average for our CSI performance
- Welsh (first language) outcomes continue to strengthen

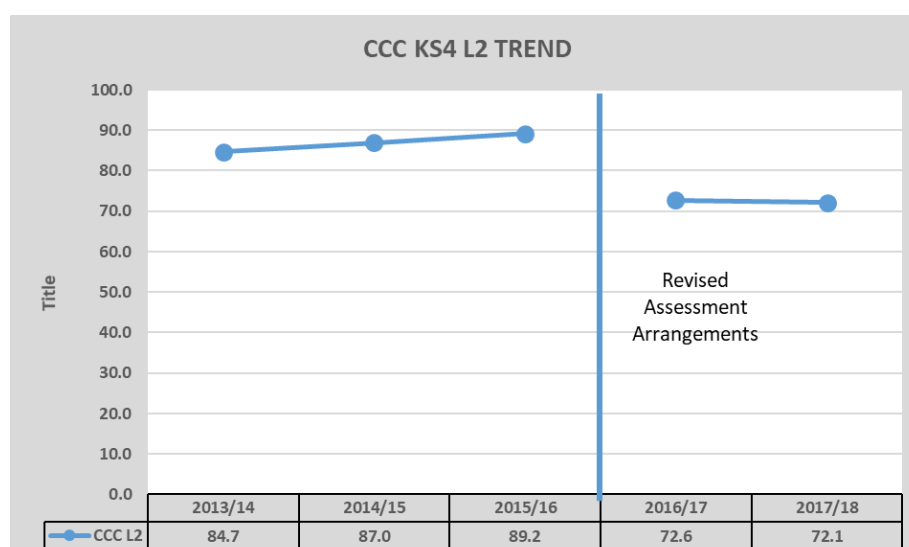
### 1.1.4 Key Stage 4

#### Level 1 (5 GCSEs - D to G)



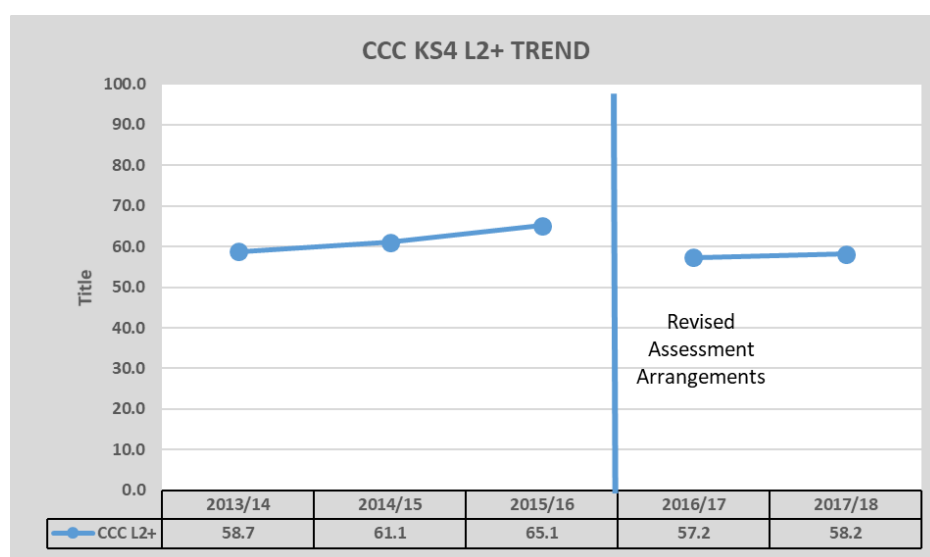
- Slight decline of 1.8% points
- Pupil progress at an individual level denotes inclusive nature of our schools

#### Level 2 (5 GCSEs - A\* to C.)



- Slight decline of 0.5% points

## Level 2+ (5 GCSEs - A\* to C including Welsh/English and maths)



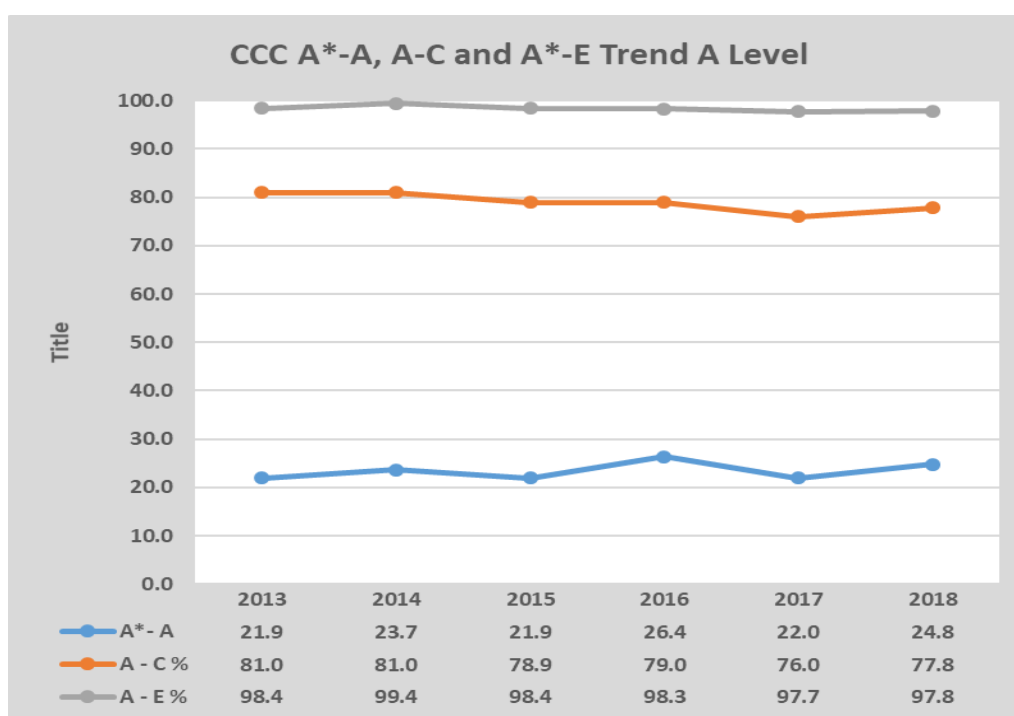
- Number of pupils achieving the L2+ increased in 9 out of 12 schools
- Secondary leaders and teachers know their pupils well, providing effective support to ensure effective individual pupil progress
- Improvement of 1.0 % point on last year

## How does it look across ERW?

Local Authority	2016	2017 (revised)	2018 (Provisonal)	difference (2017 - 2018)
<u>Powys</u>	65	61	62	+1
Ceredigion	70	62	58	-4
<u>Pembrokeshire</u>	59	55	53	-2
<b>Carmarthenshire</b>	<b>65</b>	<b>57</b>	58	<b>+1</b>
Swansea	65	57	60	+3
NPT	61	50	51	+1
ERW	64	56	57	+2

- Carmarthenshire performance is favourable and above ERW average

### 1.1.5 Key Stage 5



- Ongoing positive picture across grades
- A\* - A outcomes highlighting improvements.

### AS Level

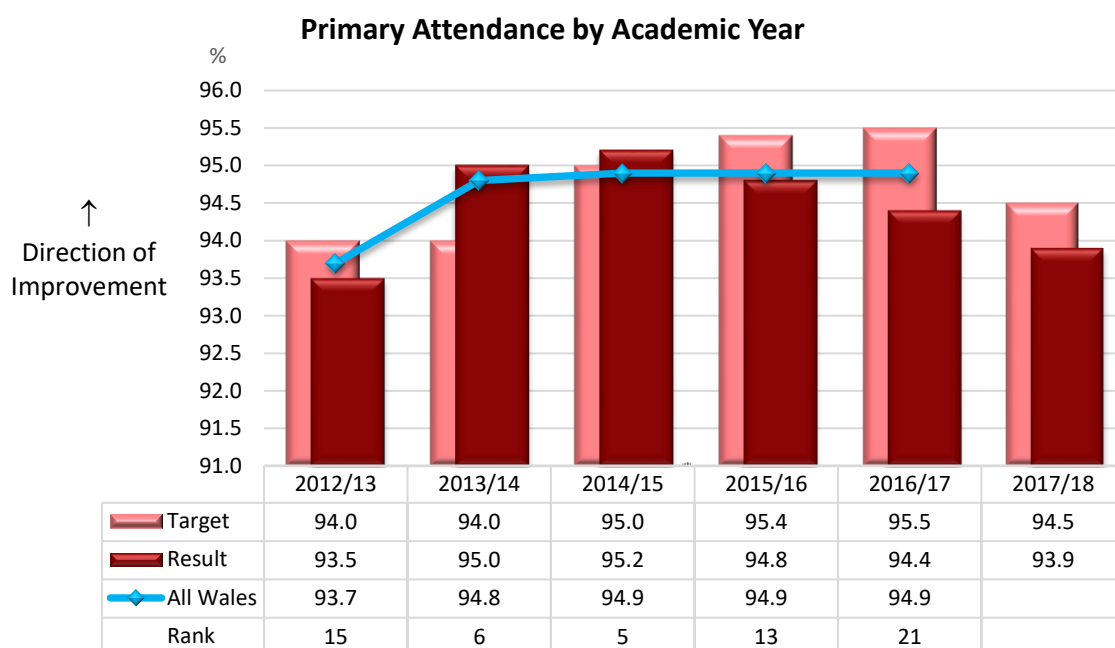
- Ongoing upward trend
- Increased learner participation
- A – E success higher than national (88.9%)

### Support and next steps in relation to key stages 3, 4 and 5:

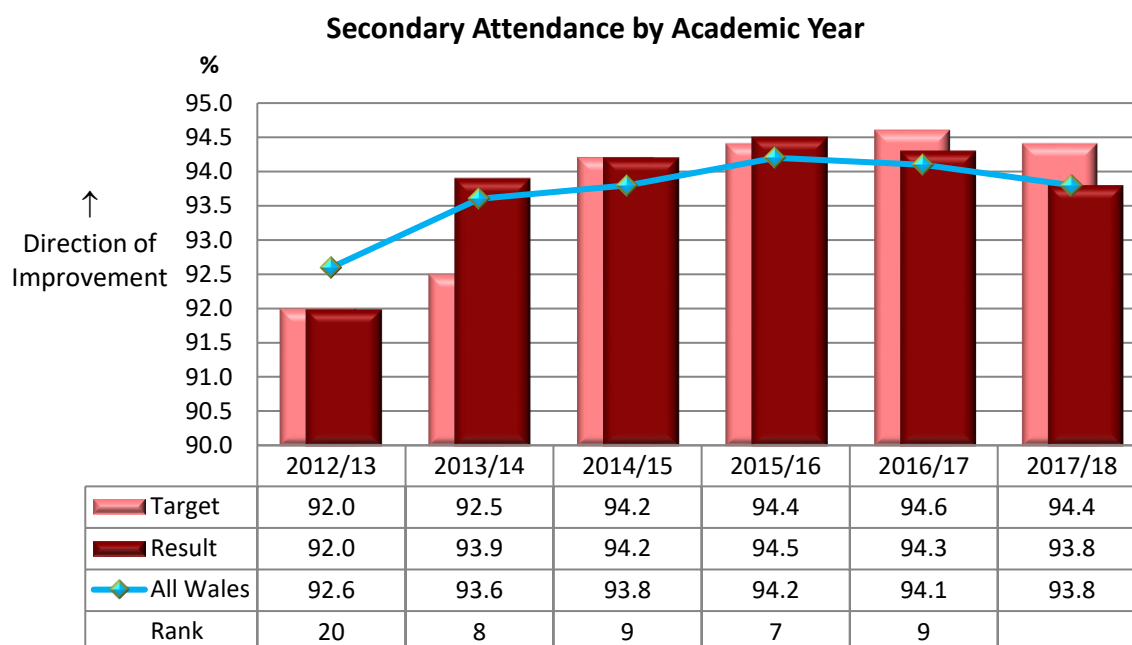
- Bespoke support in line school developmental priorities
- 'Schools Causing Concern' receive purposeful, bespoke support
- Leaders of Learning support provided in relation to curriculum developments
- Implementation of the Behaviour Strategy aims to impact positively on pupil engagement



## 1.2 Attendance - Primary Schools Performance:



## 1.3 Attendance – Secondary Schools



**Our next steps**

- Implement ERW School Improvement Strategy for 2018 / 2019 (flexibility to ensure that our schools receive support directly in line with their improvement plans)
- Further develop 'School to School' support networks (facilitated by Challenge Advisers and Leaders of Learning)

## **2. School Inspection Outcomes**

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### ***2.1 Key messages from 2017-18 inspections (based on 17 school inspections)***

During the academic year 2017-18, Estyn inspected 16 primary schools and one pupil referral unit (PRU) within Carmarthenshire. These schools were inspected on the new inspection framework that was introduced in September 2017. The outcomes from the inspections continue to reflect a significant number of strengths and areas of 'good practice' – some of which have been shared nationally by Estyn. Our schools and services have worked hard through effective partnership to achieve such pleasing and encouraging outcomes. A summary of key findings is provided below:

#### **Main strengths:**

Most schools inspected received Good or better in all 5 inspection areas.

An encouraging number of our schools received judgements of 'Excellent' against specific areas within the Estyn Inspection Framework and were invited to provide 'Good Practice Case Studies' to support the work of other schools on a national basis and this is cause for much recognition and celebration. Schools are listed below:

Meithrin Rhydaman

Trimsaran

Hendy

Pembrey

Brynsierfel

Beca

Llangynnwr & Johnstown were awarded 'Good' in all 5 Inspection Areas but were also asked to provide 'Good Practice Case Studies'

#### ***Areas for improvement***

A few of our schools need to further improve on:

- Standards in skills, planning sufficient challenge and independence
- Pupil tracking
- Attendance
- Governance

A minority of our schools need to further improve:

- Self-evaluation and planning for improvement

## 2.2 Inspection Outcomes Profile for 2017-18

The following table shows the cross section of judgements achieved against ESTYN's 'Inspection Areas' by schools inspected during the Academic Year 2017-18

(16 primaries and one special setting)

	Excellent	Good	Adequate and needs improvement	Unsatisfactory and needs urgent improvement
Standards	1	12	4	
Wellbeing & attitudes to Learning	4	12	1	
Teaching & Learning	3	10	3	1
Care, support & Guidance	5	9	2	1
Leadership & management	2	11	4	

The following table shows the performance of our schools across the complete range of Estyn categories over the past 6 academic years. The overall percentage of schools in 'follow up' continues to decrease. There is a significant increase in the percentage of schools contributing to the national school improvement agenda via 'Good practice' Case Studies year on year.

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Sector Leading(Case Study)	9%	5%	15%	13%	33%	47%
Other 'good schools'(no category)	26%	32%	20%	20%	72%	76%
LA monitoring	13%	16%	20%	13%	N/A	N/A
Estyn monitoring	48%	47%	35%	41%	22%	18%
Significant Improvement	4%	-	10%	13%	6%	6%
Special Measure	-	-	-	-	-	-
Overall % in Category	65%	63%	65%	67%	28%	24%

### **3. Developing Values and Skills for Life Long Learning**

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#### **3.1 *The Foundation Phase***

Throughout the year we have continued, in partnership with our schools, to provide support for the delivery and implementation of The Foundation Phase Framework of 3-7 years old in Wales. The Foundation Phase Grant has maintained the delegated allocation for schools to employ additional Teaching Assistants to support the teaching and learning across the phase. This also enables schools to adhere, as close as possible, to the Welsh Government recommended ratios. The Local Authority has also provided the expertise and guidance of the Foundation Phase Training Officer who has provided an effective training programme, along with additional and direct support in schools.

The 2017-2018 training programme focused mainly on Targeting the Outdoor Provision in ensuring that schools develop effective Continuous Provision zones. A number of modules have been created on Office Sway to support classroom assistants in their Professional Development. This will further support them to ensure that Foundation Phase pedagogy is embedded within the classroom.

A group of Foundation Phase Coordinators followed the 'Moving Forward Together' training programme. There was a specific focus on pedagogy, assessment and tracking progress, the outdoors and Independence as well as visits to observe good/excellent practice across a number of our schools, thus providing good quality school to school collaboration.

Effective planning was the main area of development for Foundation Phase Coordinators this year. Training was provided on effective use of the planning package that was provided by the Foundation Phase Training Officer. Schools were advised to use this package to map out the coverage, range and skills across their long and medium term planning. This would identify or avoid having any gaps in the skills being taught across the phase. Coordinators were also given a range of monitoring tools, including effective monitoring of Continuous and enhanced provision and also monitoring of Personal and Social, Well-being and Cultural Diversity, with suggested activities to move pupils from an Outcome 4 to an Outcome 5. During the year the scientific element of Knowledge and Understanding of the World area of learning had a huge focus. A pack was created to support Year 1 and 2 teachers in science investigations and ideas for challenges to set out. All coordinators received training on the benefit and impact of Block Play on pupils learning. Finally, head teachers and senior leadership teams were provided training on informed understanding of the Foundation Phase Pupil Profile. This greater understanding of Foundation Phase Profile statements and expectations prepared leaders well, enabling them to effectively support their staff with Foundation Phase assessments and ensuring their accuracy.

### 3.2 **Non maintained settings**

There are currently 37 Non-Maintained Settings across Carmarthenshire delivering part time learning provision to 3 year olds. A total of 826 children accessed the free early years' entitlement in non-maintained settings. During the 2017-2018 academic year, four Non-Maintained Settings were inspected by Estyn. One setting was judged to be excellent across all aspects of provision and one setting was judged to have good standards. Two settings in respect of the key issues for action have recognised to require Estyn monitoring and are awaiting a follow up inspection to measure their progress.

We wish to celebrate that Cylch Meithrin Cefneithin Gorslas received an admirable Estyn report and was judged to have excellent practice. The Cylch has been presented with an award from Estyn to honour their hard work and dedication in offering high quality provision. It was observed that all children develop well as active learners due to the highly motivated and enthusiastic practitioners.

Effective use has been made of the The Early Years Pupil Development Grant awarded by Welsh Government. The grant supported children's early literacy skills in particular early writing and talking. The Local Authority delivered customised training and resources which provided effective approaches for settings to develop. This support has impacted well, demonstrating positive changes to the teaching and learning provision across all settings. Training also focused on settings' self-evaluation processes. As a result, the majority of settings have a clear understanding of their areas for development and have recognised the required actions to take in order to ensure that all children reach their full learning potential.

The Early Years department has continued to maintain a valuable service and ensure parents/carers have access to good quality early years provision across the local authority.

### 3.3 **Ethical and Informed Citizens of Wales and the World**

#### **Fairtrade**

Recent research<sup>1</sup> from the Institute of Education on the Fairtrade Schools programme has shown that where Fairtrade is integrated into the curriculum, it helps to make connections between a range of subjects and above all empowers pupils to have a voice and share their own views.

Ysgol Dewi Sant, Ysgol Peniel and Ysgol Meidrim were awarded Fair Achiever status this year bringing the number of Carmarthenshire schools with the Fairtrade Flag to 22.

Three Football Tournaments played with Fairtrade balls have helped highlight the unfair treatment of many workers including children who make the sports balls sold across the world. Pupils from 40 of the county's primary schools learnt how Fairtrade ensures a fair price for the balls as well as safe working conditions with no child

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<sup>1</sup> Bourn, D. (2018). [Fairtrade in Schools and Global Learning](#) (Development Education Research Centre Research Reports).

labour by competing in tournaments held at Maes y Gwendraeth, Llanelli Leisure Centre, and Johnstown Primary School. Many of the schools also researched and represented a different Fairtrade Producer country and made posters showing the products they export. Pontyberem, Bro Banw, Dewi Sant and Nantgaredig won the football tournaments while Llansteffan, Stebonheath, Llandeilo and Gwenllian were all winners in the poster competition. Johnstown won the Supporters Cup for their excellent hosting of the Carmarthen tournament.



This year's Fairtrade transition events were hosted by Dyffryn Taf who held a Teddy Bears' Picnic for Foundation Phase pupils and Coedcae who invited in pupils from Bigyn, Bynea and Halfway to participate in themed workshops. "I think it's really unfair that people have to work so hard and get so little money." said a pupil from Bynea who added that he wouldn't be taking school for granted any more. The Divine poetry competition winners were presented with their awards at the Urdd Eisteddfod. Pupils from Ysgol Bro Myrddin won the top three prizes in the secondary section and a pupil from Ysgol Llanddarog won the 2nd prize in the primary section.

## Eco Schools

The Eco-Schools programme is an international initiative that enables sustainable development to be a major part of the life and ethos of schools. The scheme gets everyone in the school community involved in improving the school environment and encouraging good citizenship. Pupils study topics including waste, litter, energy, water, transport, healthy living and global citizenship.

All schools in Carmarthenshire are registered on the Eco Schools programme. Ninety eight schools in the county have been awarded the International Eco Schools green flag and forty nine schools have received the Platinum Award (schools that have been performing to green flag standard for over eight years).

## Holocaust Memorial Day 2018

For the second year running, Carmarthenshire County Council organised an event to commemorate the Holocaust. This year the conference was aimed at pupils in Years 10 and 11 to allow for participation by all the county's secondary schools.

Referencing this year's theme "The Power of Words", the Director of Education set the tone by sharing the words of Holocaust survivor, Elie Wiesel: "I swore never to be silent whenever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented."

Pupils then heard the moving testimony of Polish Holocaust survivor, Janine Webber via a live video link before taking part in workshops and visiting a display created by the county's Gypsy Traveller Support Team highlighting the persecution of the Sinti and Roma during WW2.

Freya Davis from Ysgol Gyfun Emlyn was one of many pupils moved to respond in writing following her participation at the event. Here is an extract from her poem:

*The power of words, does it mean a thing?  
The freedom of speech, the right to sing?  
While our children are free to learn and play  
Others are witnessing genocide today.*

## Erasmus + European CPD and School Partnerships

The county's Erasmus + Consortium Project drew to a close this summer having been awarded a score of 90% from the British Council. "Foundations of Success" enabled 11 teachers from Penygroes, Tycroes, Llys Hywel and Y Ddwylan to participate in CPD abroad. They learnt from effective practice in adopting more creative teaching approaches and making best use of the outdoors for learning at centres of excellence in both Italy and Iceland. These approaches were then shared with other Foundation Phase Coordinators from across Carmarthenshire and Pembrokeshire.



Old Road school successfully applied for an Erasmus + grant to develop family engagement while Coedcae, Glan y Môr, Stebonheath and Y Ddwylan have all been successful in their applications for Erasmus+ School Partnerships.



### Learning about the Sustainable Development Goals

The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

Johnstown Primary and Glan y Môr Comprehensive submitted winning proposals to carry out projects funded by the Global Learning Programme-Wales to promote awareness of the goals and encourage active global citizenship. Johnstown led three other Carmarthen primary schools in "Turning the Tide on Oceans of Plastic" focussing on SDG 14 Life below Water. Glan y Môr worked with feeder primaries on SDG 6 Clean water and Sanitation finding out about the importance of these in reducing global poverty and collaborating on designing an eco toilet.



### Urdd Myrddin 2017-18

- **738** children visited the Urdd Camps
- **210** children frequented one day and overnight trips
- **3,115** children participated in sports - (this number includes a variety of sports competitions, so individuals appear more than once)
- Over **150** children attended weekly Adran / Aelwyd sessions (extra-curricular)
- **4014** children competed in Eisteddfodau

### 3.4 Language and literacy

#### Welsh Book Council Quiz 2017-18

##### Years 3 a 4

	Round 1	Round 2	National
Number of schools	10 schools 18 teams	3 schools	1 school  Won the National Round!
Number of pupils	72 (discussion only)	24	12



##### Years 5 a 6

	Round 1	Round 2	National
Number of schools	14 schools 27 teams	3 schools	1 school  Came 3 <sup>rd</sup> in the National Round!
Number of pupils	108 (discussion only)	24	12

## KS3 BOOK QUIZ 2018 (Carmarthenshire and Pembrokeshire)

ADJUDICATOR: Elinor Wyn Reynolds

School	Team	Book
Bro Myrddin	1 x Year 8	Efa
Strade	1	Gethin Nyth Bran
Strade	1	Gethin Nyth Bran
Strade	1	Gethin Nyth Bran
Maes y Gwendraeth	1 x Year 7	Gethin Nyth Bran
Maes y Gwendraeth	1 x Year 8	Efa
Maes y Gwendraeth	1 x Year 9	Yr Ynys
Y Preseli	1	Yr Ynys
Y Preseli	1	Yr Ynys

7 teams from Carmarthenshire competed. The winning team was from Maes y Gwendraeth.

## Bookslam

- In June, a team of avid readers from Stebonheath and Pwll Schools in Llanelli qualified to participate in the National Final of BookSlam, the Welsh Books Council's annual reading competition for primary-aged children.
- Carmarthenshire pupils' love of reading and enthusiasm was praised by this year's judges. Teachers from both schools were asked to feature in a short film outlining the benefits of reading and their experiences in the Bookslam competition. You can see the film here: <https://youtu.be/2QNJ9zAlo3M>

**Pwll Primary School's Team**, who chose to present 'Secret Tales from Wales' by Daniel Morden.





Above : **Stebonheath's successful Bookslam team**, pictured with the County Trophy.

Termly writing squad sessions for MAT Key Stage 3 creative writing pupils are held by famous Welsh poets and authors. Around fifty secondary pupils join in the workshops organised by Carmarthenshire officers. These creative workshops are sponsored by Literature Wales.



In summer term, Aneirin Karadog, a well-known Welsh poet, worked with some of our more able and talented writers. He taught the pupils about different forms of cyghanedd – and how these might be applied to enhance their poetry in English, as well as Welsh.

Carmarthenshire teachers also developed their poetry writing skills this year as part of a course led by Jackie Morris the children's author and illustrator, famous for books such as *Tell Me a Dragon* and *the Lost Words*.



### 3.5 Digital Learning

Online safety forms the foundation of digital working and is being evidenced by Carmarthenshire schools through the 360° Safe Cymru framework. Ysgol Bryn Teg became the second school to achieve the Online Safety Mark in Carmarthenshire.

In the second year since the launch of the Digital Competence Framework, Carmarthenshire schools have continued to engage and develop digital skills across the curriculum, supported by workshops, networking sessions and access to online resources.

Progress of schools digital skills development was reflected in Carmarthenshire being well represented at the 2018 National Digital Learning Event. Ysgol Bro Banw achieved a Commendation for their project *The Better Balance Group Promoting a Better Screen Balance for Children and Parents*.

Four schools also provided practitioner and learner digital experiences in the Digital Marketplace:

- All About Hwb section: Halfway Primary School, *Exploring the use of J2office*;
- Award-winning projects section: Ysgol Bro Banw, *Superheroes project designed to develop the skills of boys who were sometimes struggling to engage with literacy in a classroom context*.
- Cracking the code section: Pwll CP School *Problem Learning coding skills with Minecraft: Education Edition and Code Connection*.
- Developing Creative Digital Projects section: Model CIW Primary School Arts Council of Wales Lead Creative Schools Project - *Mapping the Model - a digital teaching and learning resource created in partnership with the People's Collection Wales website*

Use of pioneering blended Learning approaches through Hwb has successfully supported Ysgol Maes y Gwendraeth students to complete their first year Level 3 Criminology course delivered by teaching staff at Ysgol Bro Myrddin.

### 3.6 Healthy Schools

The Healthy Schools Scheme is now in its 15<sup>th</sup> year with 100% of schools now on board the scheme. During this academic year a total of 9 schools were successful in completing another phase of the scheme and were presented with their awards at the Annual Healthy Schools Award Ceremony.

The Table below shows the number of Phases that schools have achieved to date.

Phase Achieved	Number of Schools	% of Schools
1	112	100%
2	112	99%
3	105	94%
4	75	67%
5	41	37%
6	1	
National Quality Award	2	

Peniel School was successful in achieving the National Quality Award in February 2018, which is the highest award achievable within the Healthy Schools Scheme. Gareth Morgans, Director of Education, presented the school with the prestigious award at a special ceremony held at the school.



### **Training delivered to pupils:**

- 70 Year 12 pupils attended the 2 day Sexual Health and Relationships Educator training course which is delivered annually by the Healthy Schools team in partnership with the Local Senior Sexual Health Nurse.
- 145 Year 5 and Year 6 pupils were trained as Playground buddies during this academic year by the Healthy Schools Team. As a result 2 schools within the Authority were commended by ESTYN in their inspection reports for implementing the scheme due to its positive impact on the well-being of it pupils. The Playground Buddy Scheme remains to work very well at schools by reducing levels of loneliness, low level conflict and increased levels of feeling safe amongst pupils.

### **Well-being Conference**

104 delegates attended a Well-being Conference delivered by the Healthy Schools Team in order to raise awareness on the importance of Mental & Emotional Health of both pupils and staff and its impact on performance.



### **‘Speakr’**

As a result of training sessions delivered during Autumn 2017 and collaborative working with Corporate Parenting and LAC teams, almost half of our primary schools have implemented the ‘Speakr’ tool. Speakr’ is an electronic well-being tool which allows pupils to express how they feel during the school day. Its main aim is to track pupils’ well-being and provide pupils with the opportunity to share their feelings or worries with a member of staff.

### **Carmarthenshire’s Outdoor School Scheme**

11 schools are now actively on board the scheme. Due to the opportunities and training experienced by the schools through the scheme, all 11 schools have improved their Outdoor Learning provision and increased learning time in the outdoors. This has resulted in the increase of Physical Activity amongst pupils and enhanced their Mental & Emotional Health.



### **3.7 Carmarthenshire Independent School-based Counselling Service**

Carmarthenshire has commissioned Area 43 to manage and provide a professionally accredited independent school-based counselling service to its young people from year 6 to age 18. The Service is highly valued and well used, often generating waiting lists which have to be carefully managed.

993 pupils used the service in this academic year accessing an average of 5.97 counselling sessions. There has been an increase in the level of use of counselling by year 6 pupils to 47, compared to 37 last year, with greatest take up in Years 8 to 10. The top three predominant areas brought for counselling are family, anxiety and self-worth. Young People Core outcome measures show that the level of emotional distress frequently moves from moderate to mildly elevated, improving their wellbeing and young people’s own evaluation of the service is overwhelmingly positive. For example:

How did counselling help you?

- I can get my feelings out when I’m worried and I’ve raised my worth
  - It has helped me come in to school. It has also boosted my confidence
  - Because I don’t like to talk I don’t say everything I want to, but \* is so so nice.
  - I could express myself and talk to \*\* without him or anyone judging me
  - Helped me see life through a different perspective and that I am enough.
- Provided me with various techniques and strategies for coping. Just a friendly

face to talk to about the bad days. Helped me regain confidence and self-worth after my attempt.

- Helped challenge the automatic negative thoughts associated with anxiety
- It helps me to stop harming myself
- It felt easier to talk to \*\*\* than it is to teachers
- Being able to talk to someone without grief and feeling unable to speak out.
- It helped me deal with stress and anxiety. Over a short period of time, things improved dramatically for me.
- It helped me cope when things went wrong and it helped me feel more confident in what I was doing and in myself.
- It helped me to cope with my low points and find confidence within myself.
- It helped me to actually be able to communicate about my depression – I only feel comfortable talking about it to my counsellor
- I found it helpful and made me feel more comfortable with meeting and socializing with other people. I became more able to deal with my problems and I became more happy with being by new people.

### **3.8 Behaviour Support Service**

The Behaviour Support Community Team received 100 referrals during the year, 31 from Secondary and 69 from Primary schools. Advice visits and pupil interventions were delivered which included individual and group work with pupils, their families, school staff and other key supporting professionals. 84% of pupils worked with maintained their place in school at the end of the intervention. Of the remaining 16%, a number had moved school/home before the work had been completed. Group work sessions included Thinking Detectives groups and this year some new groups for year 6-7 transition and adjusting to Year 7 were delivered. All staff have now been trained in delivering 'Drawing and Talking' a child-centred therapeutic intervention addressing emotional pain and 29 pupils benefitted from this intervention. 5 Primary schools received training for pupils to become Playground Peacemakers, 5 Primary schools were trained to implement Thinking Detectives and 20 schools to deliver Positive Play (18)/Positive Support(2). Evaluations from schools stated 72% of pupil interventions resulted in pupils' behaviour and 81% of pupils' wellbeing improving significantly. Parental evaluations received (from 50%) were 100% rating their child's behaviour at home and school as improved and appearing happier.



### 3.9 Minority Ethnic Achievement Service (MEAS)



The main focus of MEAS is raising standards and tackling the risk of underachievement for learners from minority ethnic backgrounds, in particular those learning English or Welsh as an Additional Language. (EAL/WAL)

The Minority Ethnic Achievement Service supports:

- Approximately 450 targeted EAL/WAL learners, aged 3 - 18 years who receive direct support. Pupil support is prioritised based on need. Pupils are allocated a stage based on their level of English acquisition. The stages range from Stage A – New To English to E – Fluent.
- A further 700 EAL/WAL learners are monitored in conjunction with schools.
- 42 primary schools
- 7 secondary schools
- Coleg Sir Gar
- Parents and carers from minority ethnic backgrounds who are not fluent in English or Welsh and
- Other education professionals including educational welfare officers (EWOs) and Educational Psychologists (EPs) working with learners, parents and carers who are not fluent in English or Welsh

Demand on MEAS services has generally grown year-on-year against a backdrop of reducing funding. In 2003 in Carmarthenshire there were 87 EAL/WAL learners on school register, currently Carmarthenshire has over 1100 EAL/WAL learners.

Our work continues to be dominated by the welcome arrival of Refugee families in the authority. There is additional Home Office funding to employ dedicated Arabic TAs who are working closely with the families to assist the induction process with translation and interpretation in addition to supporting children in accessing the curriculum in class. We currently have 24 families in the authority.

We continue to work closely with other agencies such as the Ethnic Youth Support Team and Show Racism the Red Card to equip staff and schools with the expertise and resources to best help the resettlement process.

We are developing our Hwb network to provide EAL/WAL coordinators in schools with useful resources and a platform for informed discussion and sharing of best practice.

### 3.10 Carmarthenshire Traveller Achievement Service

This year the service has continued to support a number of Primary and Secondary schools to enable Traveller pupils to develop their literacy and numeracy skills in line with their expected targets set by the schools. All children are developing in these areas with the support for the service.

Attendance continues to be monitored with schools and EWO services and regular visits are made collaboratively to ensure regular attendance is achieved by these pupils.

The service participated in the 'Holocaust Memorial Day' held in Gwendraeth Hall in January. We have maintained links with 'Travelling Ahead' forums and children from Llanelli have represented Carmarthenshire at these regional events.

### 3.11 Carmarthenshire Music Service

Carmarthenshire Music Service has continued to provide high quality tuition and performing opportunities to the pupils of our county.

During 2017-2018:

- Pupil numbers remained high with just over 5,000 pupils receiving weekly provision in the form of instrumental lessons, vocal tuition or curriculum support.
- The service ran 4 ensembles at Intermediate Level (Key Stage 3) which culminated in the Intermediate Music Festival held at Q.E. High School during March 2018.
- The service ran 5 ensembles at Senior Level (Key Stages 4 & 5) which culminated in the Senior Music Festival held at Neuadd Y Gwendraeth during March and April 2018.



- The Service ran 11 Junior ensembles (Key Stage 2) that took part in the *Junior Proms Festival* held across four concerts at the Ffwrnes Theatre in June 2018. Once again, more than 2,000 primary school pupils from Key Stage 2 took part.

- Over 20 young musicians represented Carmarthenshire at National Level performing with National Youth Arts Wales.
- The County Youth Orchestra were invited to perform at the United Nations International School in New York City in October 2017.
- Côr Merched Sir Gâr and the Carmarthenshire Schools' Brass Ensemble were invited to perform at the National Assembly for Wales Christmas Celebration in December 2017.
- Côr Merched Sir Gâr were invited to perform at S4Cs *Carols from Llandudno*, at Venue Cymru Wales in December 2017.



- The Carmarthenshire Youth Jazz Orchestra, Côr Merched Sir Gâr and the Carmarthenshire Youth Wind Band won the opportunity to perform at Symphony Hall Birmingham as part of *The Festival of Music For Youth* in July 2018.



- Côr Merched Sir Gâr took part in the Llangollen International Eisteddfod in July 2018.

### 3.12 Leadership of Learning

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

#### i) **ERW School Leadership Development Programme:**

We have continued to enhance the skills and experiences of our 'middle' and 'aspiring' leaders through active participation in the ERW School Leadership Development Programme. This revised programme is endorsed by the recently established National Academy for Educational Leaders and provides wholly relevant and constructive opportunities for our practitioners to study key areas in line with both the Welsh and international education agendas. The National Mission underpins the developmental programmes constructively. In addition, programmes align to the New Professional Standards for school teachers and leaders which were brought in to practice in September 2018.

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

Challenge advisers provide ongoing guidance and support for practitioners from across all sectors wishing to pursue the NPQH programme, providing meaningful ways for aspiring leaders to become actively involved in developmental opportunities through core support visits. We are proactive in the identification of future leaders as a part of the 'talent spotting' process and work in close partnership with our headteachers and senior leaders. This is clearly aimed at providing a practical 'succession planning' programme across our authority. In addition, aspiring leaders benefit from the opportunities to provide support across schools, sharing expertise and best practice collaboratively with others.

#### iii) **Carmarthenshire NPQH Programme graduation statistics:**

<b>Cohort</b>	<b>Primary</b>	<b>Secondary</b>	<b>Total (graduates)</b>
2011 / 2012	1	2	3
2012 / 2013	5	2	5
2013 / 2014	2	1	3
2014 / 2015	3	-	3
2015 / 2016	6	-	5
2016 / 2017	9	1	9
2017 / 2018	13	3	16

## 4 Jargon buster

Jargon	Meaning
ALN	Additional Learning Needs
Area 43	Youth Project Charity
CSI	Core Subject Indicator - awarded to pupils at the end of: KS2 (Year 6) – achieving Level 4 or above in Welsh or English, Maths and Science KS3 (Year 9) – achieving Level 5 or above in Welsh or English, Maths and Science
EAL	English as an Additional Language
ERW	Education through Regional Working (our Regional Consortium)
EWO	Education Welfare Officer
FP	Foundation Phase
FPI	Foundation Phase Indicator - awarded to pupils at the end of Year 2 achieving Outcome 5 or above in Language (Welsh or English), Mathematical Development and Personal & Social Development
ISBCS	Independent School Based Counselling Service
KS	Key Stage
LA	Local Authority
L2i	Level 2 inclusive (5 GCSE A* - C including Welsh or English and Maths)
L2	Level 2 (5 GCSE at A* - C grades)
Level 3 Threshold	2 or more A Levels or equivalent qualification
MEAS	Minority Ethnic Achievement Service
NPQH	National Professional Qualification for Headship (mandatory in Wales)
PLC	Professional Learning Community
WAL	Welsh as an Additional Language