LEARNING COMMUNITIES: EXTENDING SUCCESS

Single Education Plan
2006-08

CONTENTS

6 Improving pupils' achievements

7 Building success for all

8 Schools in their communities

9 Making the right provision

Appendices

1   Introduction

This Single Education Plan sets out Bridgend County Borough Council's priorities, strategies and targets for its education provision for a two year period: the school years 2006-07 and 2007-08. The Plan is the successor to the Education Strategic Plan (ESP) 2002-05 *A Community of Schools* and the Supplementary ESPs that followed on from it, each of which was primarily concerned with school improvement.

Whilst still focusing on improved educational outcomes for children and young people, this new Plan brings together, within a coherent integrated approach, elements of other statutory plans that were previously published separately, such as the School Organisation Plan, the Early Years Development Plan and the Behaviour Support Plan. This recognises that improving educational performance relies on progress in many aspects of our work in addition to the important activities of teaching and learning in the classroom.

By working together in partnership, towards an agreed set of objectives in a single plan, we believe that we are more likely to focus our efforts, benefit from synergies and achieve success. It is this belief that also underpins Bridgend's Community Strategy and the Welsh Assembly Government's *Making the Connections* initiative which both encourage people to work together to achieve better outcomes and an efficient use of resources.

Just as we recognise that many factors - the curriculum, attendance, behaviour and so on - influence pupils' educational achievements, there is an increasing appreciation of the connectivity between all the aspects which contribute to the overall well-being of each young person. As part of a children's services authority, the Children Act 2004 requires us all to cooperate to improve the well-being of children. One of the Council's new duties under this legislation will be to produce a Children and Young People's Plan that sets out our strategies for children across the whole range of services. Hence, this Single Education Plan represents a stepping stone between the previous approach of very many plans to the future requirement, from 2008, for a single integrated plan for children and young people.

In order to provide a clear context for this Plan and the strategies it sets out, we provide, in Section 2, a statement of our values and strategic vision for education provision in the County Borough and, in Section 3, an account of the broader framework of public policy and legislation that must inform our work. Section 4 of the Plan then goes on to identify the way in which the Council seeks to work together with schools and other partners in realising our vision.

Section 5 of the Plan sets out our targets for improvement over a three year period in terms of pupils' attainment, attendance and inclusion. We then identify four key areas of priority, detailed in Sections 6-9, in terms of strategy to achieve the improvements and developments we seek. These are:
- improving pupils' achievements;
- building success for all;
- schools in their communities;

- making the right provision.

The appendices that follow these sections include a range of relevant data that provides essential background to the Plan.

Hilary Anthony

Executive Director - Learning
Bridgend County Borough Council

2　What we believe

Our vision for children and young people must embrace:

- the rights and entitlements that they should enjoy as individuals, and
- the need to prepare children and young people for the various roles and opportunities that they will have in the future.

We want children and young people to:

- be included and have access to a full range of opportunities;
- be treated, and treat others, with respect;
- learn the skills and knowledge, that they will need, through interesting and engaging teaching;
- be able to make friends and build positive relationships;
- be motivated, self-confident and resilient;
- be creative and enquiring, and
- be inspired and stimulated by the world around them.

We want children and young people to enjoy their education and the time they spend in school and on other learning experiences.

We also need to ensure that young people are well equipped for all aspects of adulthood: their own health and development; work; parenthood and involvement within their communities and the natural environment.

Our vision sees schools at the hub of learning communities, with shared purposes and goals, that focus not only on learning, but on the broader aspects on which a healthy and vibrant society depends. Increasingly, schools will look outwards and exploit new opportunities to play a wider role in leading and serving their communities. They will work closely together to common ends, and provide mutual support. Their work, and their facilities, will need to reflect changes in the nature of teaching and learning, with a greater emphasis on learning to think and learn, on personal independence and self-management as well as on community inter-dependence.

We recognise the enormous importance of parents and carers in supporting children and young people. Our vision is for all young people to benefit from the support of active, involved and encouraging parents and carers.

We recognise, too, the great contributions that other agencies and the voluntary sector make in support of children and young people's well-being, including education.   We believe that children and young people benefit most when providers work effectively together to plan and co-ordinate their services.

Our vision is for shared ownership of our plan, so that it has clear and close relationships not just with school development plans, but also with the other strategic plans for Bridgend.

These aspirations support and are consistent with the National Assembly for Wales' aims for children and young people, the 'Making the Connections' initiative and the Children Act 2004.

The values underpinning our plan are:

- every child and young person matters, is of equal worth and has a right to equality of access to services that meet their unique needs;
- every child and young person, as a unique person, has rights and responsibilities. We have a duty to ensure those rights are respected and that children and young people have the education and support they need to accept their emerging responsibilities;
- every child deserves the best possible start in life to grow and develop in a safe environment in which they can learn and flourish;
- every member of staff, and each of our partners working in support of learning, whether in schools our elsewhere, is highly valued. We will help those who deliver our services to continuously improve outcomes by encouraging honest self-evaluation, providing opportunities for training and professional development and involving them in decisions about what we should do.

3   Our responsibilities

3.1 Education and well-being

The Council's specific responsibilities for education are set out in a series of Education Acts and associated guidance. That legislation covers all aspects of learning - from the promotion of school improvement, and school admissions, through to the assessment of special educational needs, school governance and the curriculum.

In Wales, in addition to fulfilling our statutory duties, we work in support of the Welsh Assembly Government's aims for children and young people. These are that:

- all children have a flying start in life and the best possible basis for their future growth and development;
- all children and young people have access to a comprehensive range of educational, training and learning opportunities, including the acquisition of essential personal and social skills;
- all children and young people enjoy the best possible physical and mental, social and emotional health, including freedom from abuse, victimisation and exploitation;
- all children and young people have access to play, leisure, sporting and cultural activities;
- all children and young people are listened to, treated with respect, and are able to have their race, faith and cultural identity recognised;
- all children and young people are provided with a safe home and a community that supports physical and emotional wellbeing; and
- all children and young people are not disadvantaged by child poverty.

Our plan will also help us address the requirements of the Children Act 2004. This states that we should work together with others to promote the well-being of children and young people. This means ensuring that children and young people can:

- be healthy.
- stay safe.
- enjoy and achieve.
- make a positive contribution, and
- achieve economic well-being.

3.2 The UN Convention On The Rights Of The Child and the Human Rights Act 1998

The Council's duty to promote and safeguard children's and young people's well-being is, as we have indicated, fundamental to our purpose. This duty stems from, among other sources, the United Nations Convention on the Rights of the Child and

the Human Rights Act 1998, which incorporates the European Convention on Human Rights.

The UN Convention on the Rights of the Child applies to all children and young people aged 17 or under, providing them with a set of comprehensive rights, including the right to express their views and have their views taken into account, the right to play and leisure and the right to be free from all forms of violence. As well as these wider rights, the Council fully embraces Article 28 of the Convention, which deals directly with the right to education in terms of:
- provision and accessibility;
- the provision of information and guidance;
- attendance and behaviour.

The rights set out here are complemented by those in the European Convention that the 1998 Act ratified and the Council seeks to ensure that the right to education set out in Article 2 of the First Protocol are also fully reflected in Bridgend County Borough, including those provisions relating to choice and inclusion.

3.3 The Sex Discrimination Act 1975

The Sex Discrimination Act prohibits discrimination, whether 'direct' or 'indirect', in a wide ranging set of circumstances, including in employment, training, education and the provision of services to the public. The implications of this Act for the Council and schools are, obviously, significant: the Council must not discriminate in carrying out its functions under the various Education Acts.

The Act will be reinforced in April 2007 when the gender equality duty, a parallel provision to that for racial equality, will come into force. This will require organisations to demonstrate fair treatment of both genders in services and employment.

3.4 The Race Relations Act 1976 and the Race Relations (Amendment) Act 2000

The Race Relations Act 1976 and, particularly, the Race Relations (Amendment) Act 2000 place a duty on the Council and schools, as public bodies, to promote racial equality and to have clear policies in place for this. Bridgend LEA takes this duty very seriously and has worked to fulfil its responsibilities. The Council's policy for the promotion of racial awareness and for education for a multi-cultural society, and for preventing and addressing racism in schools is set out in Appendix 8 to this Plan.

Our Education Strategic Plan 2002-05 included attention to developing racial awareness and understanding of cultural diversity in schools and among young people as a specific priority.   Since that time, we have developed and provided curriculum and support material to schools for schools and provided training on their potential use and on schools' responsibilities under the Acts to headteachers, other teachers and governors. More recently, we have followed up this initial training with

further training and with adviser visits to every school to provide additional support and to gauge schools' progress on this issue and the extent to which appropriate policies are in place and being implemented. This work indicates that the great majority of schools have effective, working policies, although, in general, whole school approaches to cultural diversity and the promotion of racial equality are more well-developed in primary schools than in secondary schools.

We recognise that this is an area of work that remains a continuing priority for us as a Council and community of schools. We will, therefore, continue to:

- ensure that schools and schools' governing bodies remain aware of their statutory responsibilities, of the Commission for Racial Equality's Code of Practice, and any further duties created under the new single equalities commission, and that they are equipped and supported to implement these;
- monitor the attainment of black and ethnic minority pupils to ensure that the standards they reach are at least commensurate with their potential and ability;
- monitor black and ethnic minority pupils' broader achievements and the extent of their inclusion and integration within the wider school community;
- record and investigate any racially-motivated incidents that occur within our schools, working with other agencies, such as the Valleys Race Equality Council (VALREC) and the South Wales Police to share information where appropriate and achieve resolution;
- work together with our partners in the Bridgend Racial Equality Forum within the broader context of racial and cultural diversity issues within the County Borough to promote equality and celebrate diversity;
- continue to undertake initiatives with schools, young people and the wider community that focus on equality and diversity issues, such as our annual Holocaust Memorial Day event;
- monitor, and make sure that schools are aware of, the implications of movements of groups of people, such as refugees, who are being settled in particular parts of the County Borough; and
- monitor and evaluate the implementation of our duties and the impact of the action that we have undertaken in this area.

3.5 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 are guided by the Council's Welsh Language Scheme and policy, which form an important element of our equalities framework.

Under the terms of Section 5 of the Act, we have also drafted a second Welsh Education Scheme, for the period 2006-11, which is currently awaiting approval from the Welsh Language Board before becoming the subject of a wide-ranging public consultation in the summer of 2006. This draft Scheme describes the vision and goals in providing Welsh language education in the county Borough 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 advisory service, partnerships, recruitment and community education. The draft Scheme sets out 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 Bridgend 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 'market' the language in the County Borough 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;
- 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 the progressive development of bilingual and Welsh language skills.

3.6 The Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001 and the Disability Discrimination Act 2005

One of the recently redefined overarching aims of the Bridgend Community Strategy is 'to have a more inclusive county borough where everyone is supported to maximise their potential and live a full life'. These three disability-related Acts also place statutory requirements on the Authority relating to access to the curriculum, information and the environment.

Every school within the county borough has an accessibility strategy which sets out short, medium and long term targets for ensuring and increasing accessibility. Access to services is enshrined in BCBC policy in relation to meeting special and other additional learning needs.

We seek to ensure that all children and young people within the county borough have access to a broad and balanced curriculum within a learning environment suited to their needs, environment and that this should take place within the local mainstream school, wherever practicable. We will build upon our accessibility and inclusive education strategies with clear guidance for all our schools and services on how to implement the Disability Equality duty. This will support the recruitment and retention of disabled staff, and the greater participation of disabled pupils, disabled parents and disabled people in all aspects of school life.

We will continue to monitor the implementation of the school accessibility strategies. We are also in the process of consulting on our proposed inclusive education strategy. We will also consult on the establishment of a multi-disciplinary task group to oversee the development of guidance on Disability Equality Schemes. The group will involve disabled people as well as a range of professional disciplines.

We will monitor our progress through Estyn reports, commissioned Review and Development reports from ESIS and targeted visits from the Access and Inclusion Service.

4 How schools, the council and other partners work together

4.1 Partnership, support and challenge

Partnership working

The Council's Community Strategy demonstrates our commitment to effective partnership working with all those who can contribute to the health, well-being and prosperity of the children, young people and citizens of the County Borough. Schools represent a sizeable and critical element of this partnership and the success of the Community Strategy and this Single Education Plan will depend to a considerable extent on the way in which the Council, schools and other partners are able to work together in concerted action towards common goals. Schools are central to the priorities and targets set out in this Plan.

Just as schools themselves are learning communities, it may be helpful to view the schools of the County Borough as representing a community of schools – a community which shares common aspirations, and which works and learns together. Our ethos, which is based on positive and open relationships, in which the various partners can speak freely and frankly to each other in a climate of trust and mutual respect, needs not just to be maintained, but developed further. The Council's leadership role in its relationship with schools is exercised through the provision of a balance of *support* and *challenge*, and we need to be as explicit as possible in detailing how these twin roles will be developed. Section 4.2 following sets out the principles that we follow here in the context of the Code of Practice on LEA – School Relations.

Partnership, collaboration and co-operative working are, rightly, increasingly prominent concerns in making effective educational provision. In addition to our partnership with schools, we are committed to making an active and constructive contribution to the range of wider networks locally and regionally that are concerned with provision for children and young people and their well-being. These networks include, most obviously, the:
- Children's and Young People's Partnerships;
- Bridgend Community Consortium for Education and Training (CCET);
- 14-19 Network Partnership;
- Bridgend Welsh Education Partnership;
- Community Safety Partnership
- Local Health Partnership
- Local Strategic Partnership
- Communities First focus groups and partnerships.

We will also continue to contribute to and work with a variety of other critical groups and agencies, such as the Education Business Partnership, Careers Wales, and the Local Health Board.

Working with schools

In order to play an effective role in working with schools to raise standards further and to continue to improve the quality of provision, a close knowledge of all our schools – of their strengths and areas for development, of their priorities and challenges – is vital. Our dialogue with schools will be objective, clearly focused and evidence-based. It will take close account of the context in which the school is operating, of its recent history and the trends in its development. Because we are concerned with pupils' well-being, it will be broadly-based and set issues such as pupil attainment within a wider understanding of what each school aims to achieve for children and young people. Above all, it will be conducted transparently and incorporate how schools *themselves* view their achievements and challenges, as well as other 'external' views such as those gained from inspection. Performance and other data is clearly an important consideration, but one that needs to be understood in context as the principal use of such data is often raising, rather than answering, questions.

Our approach will also take account of the principle of 'intervention in inverse proportion to success'. Although the Council has an important role in identifying and promoting the sharing of effective practice, schools that are performing well, as many are in Bridgend, do not need the same level of support as those that are not. Our review and development programme, including an annual performance review, will continue to include all schools within its scope. However, we will, increasingly, differentiate the approach in order to enable us to target our scarce resources where they are most needed. The further principle of 'intelligent accountability' will also inform our strategy. In simple terms, this means that the Council will seek to streamline its dialogue and engagement with schools, bringing currently disparate strands together, in order to eliminate duplication and bureaucracy in gathering information, and thus enabling schools to focus more closely on their key priorities.

An approach of this kind makes robust and effective school self-evaluation even more important. We have, through our advisory service, already provided, in *CRIS*, a sound, user-friendly and comprehensive framework and tool for self-evaluation that complements and is consistent with the Estyn framework. Ensuring that good, workable self-evaluation and quality assurance procedures, that inform strategic planning and resource management, are in place in all our schools will be the major focus of our engagement with the majority of schools through the review and development programme.

4.2 The Code of Practice on LEA - School Relations

The School Standards and Framework Act 1998 requires the Council, headteachers and governing bodies to 'have regard to' the provisions of the *Code of Practice on LEA – School Relations*. In designing its cycle of engagement with schools and its provision of support and challenge, we have taken full account of this Code and seek to ensure that our actions are fully consistent with the principles that are set out in it. These principles include:
- the need to focus on raising standards as an over-riding aim;

- the principle that schools are, essentially, self-managing institutions, responsible for their own performance, priorities and decisions;
- the need to ensure that 'intervention' should be in inverse proportion to the school's success;
- the need for partnership, based on mutually understood and clear roles and responsibilities;
- the need to act in the interests of pupils, especially in those comparatively rare cases where the quality of provision for them is compromised;
- the need to get good value for money in the way that the Council and schools work together; and
- the need to eliminate unnecessary bureaucracy and create a climate of 'intelligent accountability'.

These principles are central to the way in which the Council operates in a number of key respects. These include:
- the role of the advisory service in giving advice and support to schools;
- our role in monitoring performance and development;
- the process of setting and agreeing schools' and the Council's targets for improvement;
- supporting schools facing challenges;
- routine communication with schools and the collection of information from them;
- our involvement in governing bodies' appointment of headteachers and deputies;
- developing schools' community focus;
- the identification and dissemination of effective practice; and
- the induction of newly qualified teachers.

4.3 Targeting resources

The Council provides resources to support schools in a number of ways. Obviously, by far the most significant is via the schools budget formula, which is subject to review by the statutory School Budget Forum. However, there are several other 'streams' of support that the Council makes available. These include, most prominently:
- the provision of delegated grant funding, such as from the Better Schools Fund;
- other specific Welsh Assembly Government grants, such as those related to the development of community-focused schools, small schools and the development of transition arrangements and plans;
- grants from other agencies, such as the Basic Skills Agency; and
- the provision of officer and adviser time to support development and monitor progress.

In allocating resources, including funding and officer and adviser time, we have sought and will continue to seek to work closely with schools in order to gain consensus about needs and priorities and to ensure equitable distribution. This is essential to the close partnership between the Council and schools, as is agreement concerning the criteria that should be used to determine how resources are best deployed, balancing equity and fairness with the need to direct support to those

areas where it is most needed. In targeting available resources, we will increasingly differentiate our approach by focusing additional resource on:

- pupils whose well-being may be compromised by social and economic disadvantage;
- pupils at risk of social exclusion;
- pupils who have additional educational needs;
- schools where pupils may be under-attaining or under-achieving compared with others in similar circumstances; and
- schools facing particular challenges or difficulties.

4.4 Supporting schools that are facing challenges

A school may face challenges however well it is performing and however well it is managed and led. The challenges range from relatively minor problems that are easily addressed to more significant concerns that require more concerted attention and action over time. In the great majority of cases, however, schools are well-equipped to recognise the nature of the challenge, to identify the course of action needed and to implement this. The emphasis of our approach to school improvement is to extend and support the capacity of schools, through their routine self-evaluation, planning and implementation cycle, to prioritise and meet their challenges themselves. The Council will support schools when help is requested, but recognises the importance of schools being free, within agreed parameters and a framework of mutual support, to manage their own affairs. In the overwhelming majority of cases, through effective self-evaluation and good planning for development and improvement, we expect that schools will able to meet the challenges they face through effective use of the resources that are delegated to them.

From time to time, however, schools may face challenges that are particularly difficult or intractable and that may be beyond their capacity to confront and resolve either through their own efforts or through their purchase of additional support, such as from the advisory service. Since the entitlement of pupils to good quality provision is paramount, the Council has a clear responsibility to ensure that this is secured by working in close partnership with a school that finds itself in this position. In these comparatively rare instances, there are clear principles that need to guide the manner of the Council's intervention. These are, essentially, that it should be:

- driven entirely by concerns for pupils' welfare and entitlement;
- supportive, and more concerned with achieving improvement than with apportioning 'blame';
- agreed, wherever possible, with the headteacher and governing body;
- transparent;
- highly focused, with clear expectations in terms of timescale and anticipated outcomes.

LEA intervention is expensive in terms of time, personnel and resources. Therefore, it needs to be targeted very effectively and the criteria for intervention considered carefully. The precise reasons for intervention will, inevitably, vary with circumstances, but in most cases they will be concerns which relate to one or, more

usually, several factors linked either to pupil attainment and the quality of teaching and learning or to school leadership and management.

Pupil attainment and the quality of teaching and learning

- In terms of attainment, this will include pupils' NC assessments and the results of public examinations, at whole school and subject level. It will also include consideration of any added value measures that are available and of any benchmarking information. It is essential, of course, that the consideration of performance data takes full account, not only of the school's context, but also of trends and directions over time and of any constraining circumstances. The quality of teaching and learning is central to a school's success and impacts directly on standards. Concerns about the work of an individual teacher or in a subject must be matters, primarily, for the school itself to address. Where concerns arise about the broader quality of teaching provided at a school, the Council has a responsibility to work with the school to secure measurable improvement.

School leadership and management

- Consideration of management effectiveness must, of course, include attention to the educational outcomes that the leadership provided by headteacher, governing body and other managers achieves. School leadership also impacts heavily, however, on a range of other issues such as staff morale, working relationships, the clarity of analysis, planning and strategy, and on levels of expectation. It also impacts on the relationship between the school and the community it serves. Where concerns arise, from evidence provided by routine monitoring, external inspection or a justified pattern of complaints, it is important that the Council should act supportively to address and resolve any shortcomings.

- The effective management and deployment of resources is a significant challenge for all schools and their governing bodies. We are committed to working with schools to secure efficiency, effectiveness and transparency in resource management. We will, therefore, intervene where it is necessary to support schools in achieving a balanced, stable budget that is informed by effective forward-planning and the best use of the resources available.

- Levels of attendance and exclusions are also key factors which may well affect a school's capacity to improve and to maintain good standards of attainment and high quality of learning for all pupils. Where necessary, targeted support will be agreed with schools to address challenges in these areas.

- Inspection by Estyn represents an important 'external' challenge to schools and we place great emphasis on the early identification and resolution of difficulties – tackling problems before they become highly significant. In the great majority of cases, we would expect that external inspection findings should broadly confirm the school's own assessment of its strengths and areas for development. The process of developing an appropriate post-inspection action plan, and the effective implementation of that plan, are very important elements of the cycle of continuing

development, however, and represent significant responsibilities for headteachers and governing bodies.

Just as circumstances and the nature of challenges vary, so the nature of any Council action or intervention needs to be appropriately differentiated. Intervention and support take different forms. **Support** is a routine, even incidental, process, exemplified in cases such as when an adviser works with one or more teachers on a specific aspect of their practice in a subject, or when it is suggested to a headteacher that they might find it helpful to visit a specified school to look at how a particular issue is tackled there. **Intervention** in relation to one or more of the above factors, however, is a more sustained process, involving considerably more time and resources, and is undertaken when the challenges faced are greater than can be resolved through the school's own resources or when there is failure to address challenges. Schools requiring intervention on this scale, where the challenges are more severe, will fall into one of two categories:

Schools requiring 'focused' support: These instances are characterised by the presence of a combination of factors – for example, underachievement within a group of subjects at a key stage, combined with a lack of clarity on the part of management in how best to tackle these shortcomings, or where teaching quality across the majority of the school is weak in a particular area of practice. In these cases an adviser or development officer will, typically, be assigned to work with the school over a specified time, helping to identify priorities and suggesting appropriate action, and providing or commissioning the necessary support, as well as assessing progress in improvement.

'**Priority' support schools**: These relatively rare cases concern schools where there are clear, multiple weaknesses in a number of the areas referred to above and where management requires support in order to bring about radical improvement over a reasonably short space of time. In these instances, a school development officer is assigned to work with the school in an intensive way, providing support and guidance, and making an on-going assessment of progress and of the capacity to improve.

In cases of intervention, a clear action plan which identifies the priority areas for attention, the strategies to be used, responsibilities, timescales, and appropriate targets and/or success criteria is developed and agreed with the headteacher and governing body.

5 Where we want to get to: targets and timescales

5.1 The potential impact of our strategies on performance

The strategies for improvement and development that follow in Sections 6-9 of this Plan are those that we regard as the most critical in helping to achieve our targets, in terms of improving and broadening achievement, building success and inclusion for all, developing schools as a resource for the wider community and making the most appropriate end efficient quality provision. We believe strongly that improved standards across the board will be achieved not just by those actions that focus most obviously on pupils' attainment, such as in basic skills and improving subject provision, but also through our attention to the context in which pupils achieve and our support for their broader well-being. Reducing exclusion, improving confidence and self-esteem, increasing attendance and developing pupils' life skills are, in our view, absolutely central to the achievement of our targets, just as is the provision of an enriching and supportive learning environment that is fit for the purpose of 21st century learning.

We have grouped our strategies into four main areas, as indicated in the diagram below. However, there are vital inter-relationships between the four areas and it will be important that, in implementing our strategies, we emphasise and make use of the connections between them.
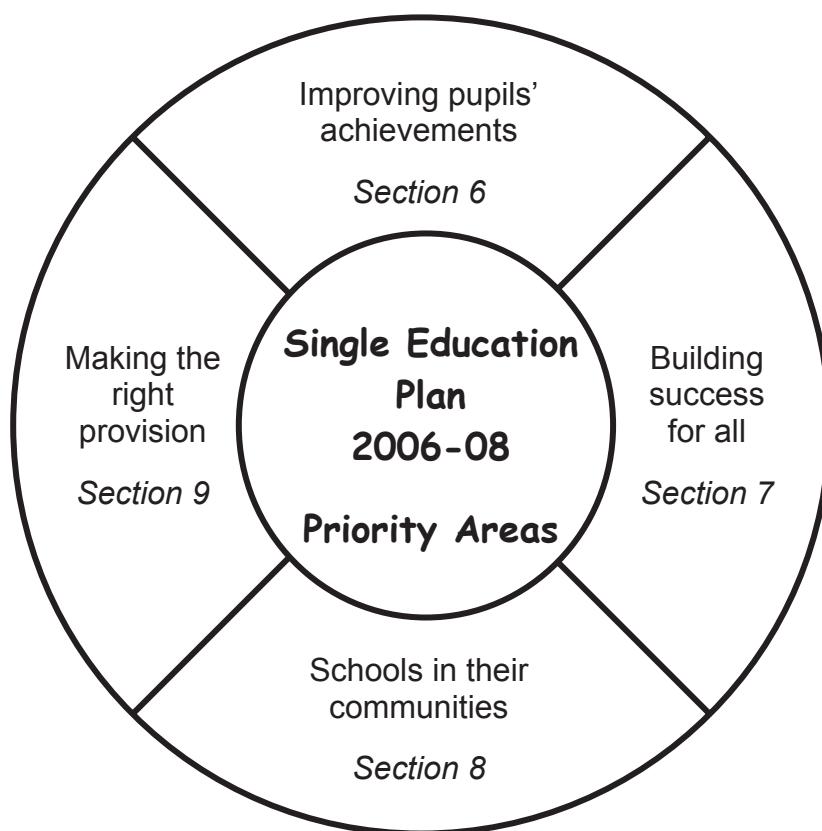
Clearly, many of our strategies, such as those for improving literacy, mathematical and scientific skills, are focused very specifically on achieving improvements in core subject attainment at each key stage and on improving the overall level of pupils' qualifications at 16 and beyond. However, improvements in transition across key stages and strategies to develop cross-curricular learning skills are no less critical in improving attainment and we consider that our support for the promotion of pupils' well-being and for the further development of positive attitudes and values focus on the bedrock on which achievement, in all its forms, is founded. Consequently, we have sought to balance more narrowly-based short to medium term strategies to gain further improvements with longer term approaches that should ensure that improvements are embedded and sustained for the future. However, in terms of high-level accountability and reporting, we are required to set targets for a number of key national performance indicators. These, together with targets for several other indicators that we feel are significant in measuring progress are set out in Tables 1 and 3 following Section 5.5. Sections 5.2 - 5.5 provide commentary on these targets and on our current progress towards them.

We believe strongly that all targets, those set by individual schools and the overall targets set by the Council, should include an appropriate degree of challenge. Targets represent important milestones against which progress can be measured, but they are also a means of raising aspirations for pupils and motivating them, as well as a tool that schools can use to identify priorities. It is our clear view that for a school to fall just short of a very challenging target is, in general, more valuable and productive than easily meeting a target that was insufficiently demanding. This view also informs our approach to target setting at County Borough level.

5.2 Current pupil attainment

Attainment is a vital aspect of children's and young people's well-being. Building success for pupils is, therefore, at the heart of this Plan and the continued improvement of standards for those of all abilities is a central focus for us.

In terms of pupils' attainment, the period from the Council's inception in 1996 to 2005 has seen a significant overall improvement in performance, although this has been uneven across the key stages, with the rate of improvement generally faster in the primary than the secondary sector. Table 2 summarises the overall progress made. Since 1996, the rate of improvement in the County Borough has been slightly above that for Wales at key stages 1 and 4, in line with it at key stage 2 and slightly behind it at Key Stage 3.

In general terms, current LEA performance places us at, or marginally above, the average for Wales at Key Stages 1, 2 and 3 and at, or marginally below, it at Key Stage 4. However, a recurring feature during this period has been that although there has been an overall improvement, there remains a significant and undue variation between schools' performance, including those that serve catchment areas that are broadly similar in character. Table 5 indicates the range of current attainment across schools.

In 2004-05, the County Borough's schools collectively continued to improve their performance against nearly all of the standard indicators. The Council's previous best overall performance was either equalled or surpassed at each key stage. The rate of improvement in 2004-05 was generally consistent across the key stages, with an encouraging improvement in the proportion of pupils achieving higher grades at the end of Key Stage 4. In most respects, improvement rates in Bridgend in 2004-05 over the previous year were similar to those found nationally. The following points summarise the key features of 2004-05 performance at each key stage:

Key Stage 1

- consolidation of 2004's marked improvement;
- further improvement in Welsh (first language);
- around nine out of every ten pupils achieved the expected level in each subject;
- Education Strategic Plan targets for improvement exceeded;
- outcomes above the Welsh average in every case;

Key Stage 2

- further improvement on the previous year's performance by between one and three percentage points in English, Welsh (first language), mathematics and science;
- a corresponding increase of three percentage points in the proportion of pupils achieving the Key Stage 2 core subject indicator;
- core subject indicator now 29 percentage points higher than in 1996;
- targets for improvement were exceeded in each subject;
- performance either at or slightly above the average for Wales as a whole on each indicator.

Key Stage 3

- further improvement of three percentage points in English tests;
- English performance above the Welsh average although, as nationally, it still lags behind the other core subjects;
- slight fall in performance in mathematics and science tests, although both remained above the Welsh average;
- Key Stage 3 core subject indicator improved further and above the average for Wales;

Key Stage 4

- encouraging improvement in the proportion of pupils achieving five or more higher grade (grades A*-C) GCSE passes, rising for the first time above 50%;
- corresponding improvements in the proportion of pupils achieving the key stage 4 core subject indicator and in the average GCSE points score per pupil;
- the proportion of pupils achieving five or more A*-G GCSE passes remains static, as it does nationally;

- further encouraging progress in reducing the proportion of pupils who achieve no recognised qualification at the end of statutory education - now two percent and better than the Welsh average;
- both higher grade GCSE performance and the core subject indicator now within one percentage point of the Welsh average and the average GCSE points score now equal to that average;
- GCSE results in mathematics and science are significantly more uneven between schools than those in English.

Overall, girls' attainment continues to be ahead of that of boys by a significant margin at every key stage.

Further information is also available that sets Bridgend's level of attainment in 2005 into context. The Welsh Assembly Government's Statistical Release SB20/2006 *Academic achievement and entitlement to free school meals in 2005* plots pupil attainment against free school meals percentages in Wales and from this derives 'expected benchmark comparisons' for each LEA. This data, which does not include pupils in special schools, indicates that Bridgend schools' performance at Key Stages 3 and 4 in 2005 is above the benchmark comparison on each indicator:

Indicator	Actual performance*	Benchmark comparison
Key Stage 3: CSI (Tests)	60	56
Key Stage 3: CSI (Teacher Assessment)	62	58
Key Stage 4: Five or more GCSEs at A*-C	52	50
Key Stage 4: Average GCSE points score	41	40

* : Mainstream schools only

5.3 Pupil attainment targets

The pupil attainment targets set out below in Tables 1-3 include those set for 2005-06 in the 2005-06 Supplementary Education Strategic Plan. Targets for 2006-07 have been reviewed, however, in the light of subsequent data, trends and performance against targets in 2004-05, as well as schools' reviews of their own targets for that year.

The Council's improvement targets are derived, wherever possible, from the aggregated targets set by schools themselves for pupil attainment. Ultimately, targets need to be related to the prior attainment and potential of the individual pupils in the cohorts concerned and schools themselves know their pupils' potential best. Provided schools' target setting is based on a robust analysis of the strengths and weaknesses of different cohorts and that it is subject to the process of challenge described in Section 5.5, there is no reason for there to be any significant degree of difference between the Council's and schools' aggregated targets. However, the Council also makes use of other data to check the validity of the aggregated figures, as it does at school level. The Council collects data on performance from schools and from other sources, such as the Welsh Examinations Database (WED), the Fischer Family Trust and the Welsh Assembly Government. It includes comparisons

of performance against targets, comparisons with national performance and with performance in 'similar' County Boroughs, predictive data based on prior attainment, data on past performance, trends over time and 'value added' data. This additional data enables the Council to take an informed view on any adjustments that may need to be made in setting the targets at County Borough level and on any subsequent review of the level of realism or challenge that the targets represent.

It continues to be clear that the variation between our highest and lowest performance will need to be reduced, and this against a background of continued improvement, if our challenging targets are to be realised. We are aware that we must continue to find ways to identify, disseminate and further embed effective practice from our best performing schools. Our targets are predicated on the anticipation that the current variation in performance will be reduced over time.

In Section 5.2 we commented on the extent to which our Supplementary Education Strategic Plan's targets for pupils' attainment in 2005 were met in practice. In broad terms, while those for Key Stages 1 and 2 were met or exceeded there was a shortfall in our targets for Key Stages 3 and 4. In developing this Plan, we have taken the opportunity to review the targets originally set for attainment in 2006-07. Having looked closely at the aggregated targets set by schools, the patterns of attainment and trends in recent years and the predictive data on prior attainment available through the Fischer Family Trust, we feel that there is a case for slight revision in one or two areas. The main impact of these revisions is to bring the Council's targets more closely into line with the aggregated targets set by schools themselves. In most cases, this has increased the degree of aspiration and challenge that the targets present.

Some slight variance remains between the overall targets set by the Council and the aggregation of targets set by schools individually, although this is now marginal at Key Stages 2, 3 and 4. At Key Stage 1, having reviewed current performance and trends, we feel that schools' aggregated targets are, overall, too low and that there is scope to add further challenge to them. This is reflected in the targets that we have set. Table 4 sets out the remaining variance between the Council's targets and schools' aggregated targets for 2007 and 2008.

5.4 Targets for inclusion

Attendance and exclusions

The targets for attendance as set out in Table 1 differ from those previously set in the 2005-06 Supplementary Education Strategic Plan. The actual pupil attendance figure will provide a more meaningful performance indicator and is one which is best understood by schools, parents and the general public.

The secondary school attendance figure in Bridgend is above the national average and we expect this trend to continue over the coming years. Primary school attendance is, however, below the national average and the Council is committed to improving performance in this area.

The use of national statistics and comparable benchmarked data from similar County Boroughs has enabled the Council to set challenging targets for future years.

The exclusion targets, as illustrated in Table 1, also vary from earlier targets in the Supplementary Education Strategic Plan. The new targets will allow meaningful comparisons to be made nationally and against 'similar' County Boroughs. Bridgend is currently performing below the national average in relation to permanent exclusions from its secondary schools and therefore the targets set need to be realistic. Complementary work, in relation to expanding the number of learning pathways available for Key Stage 4 pupils showing signs of disaffection, is designed to have a positive effect in this area and should result in a reduction in exclusions.

Pupils with moderate learning difficulties

We aim to reduce the number of pupils with moderate learning difficulties, attending a segregated special school. This is an important priority for us because the inclusion of vulnerable groups, children and young people with special needs or disabilities is a core principle underpinning key Welsh Assembly Government publications, *Wales: The Learning Country* and the Welsh Special Educational Needs Code of Practice. Wales supports the Salamanca statement of 1994 calling for all children to be in mainstream education unless there are compelling reasons for doing otherwise.

Currently there are 146 children and young people attending the county borough's Special School for Moderate Learning Difficulties, Ysgol Bryn Castell.   Our target is for the number of pupils with moderate learning difficulties attending Ysgol Bryn Castell to be reduced by 20%.

A pilot project to establish a satellite base at Cynffig Comprehensive School has been planned for September 2006 and it is intended to plan for a further secondary base in the eastern half of the borough in the following year.

5.5 A broader range of targets

In the introduction to this Plan we recognised that improvement is a multi-faceted process and that the gains we wish to see in pupils' attainment and attendance, as well as reductions in exclusions, are more likely to be achieved and sustained if we broaden the scope of our aspirations and connect *attainment* to a wider view of *achievement* and to our responsibility to promote children's and young people's *well-being*. The strategies set out in this plan, therefore, seek to reflect that broader range and scope of aspiration.

The targets that we have set in this Plan cover all those indicators for which the WAG currently requires targets to be set. While recognising the need to retain a clear focus on these, and to avoid a proliferation of targets that would lessen that focus, we feel that a broader range of targets is needed if we are to reflect our broader aspirations and measure our progress towards these. Consequently, it is our intention, during the period of this Plan, to work with our partners, both in schools and elsewhere, to develop such a set of targets. We see this as an important part of our

work in developing greater connectivity between strategies and in preparing for the development and implementation of the Children's and Young People's Services Plan from 2008.

Obviously, we will need to consult widely, with our partners, concerning what range of targets would be most appropriate and helpful and what types of indicators would be most useful. However, as an initial indication of the kinds of areas that we think might be included, we suggest that the following should be considered:
- pupils' entitlement;
- bullying;
- listening to learners;
- school funding;
- leadership and governance;
- school buildings;
- provision of early years places;
- 14-19 provision;
- average points scores for qualifications;
- engagement with parents.

5.6 How the Council supports schools in setting targets

The Council supports schools and governing bodies in setting targets for improvement in two main ways: firstly, through the provision of a range of performance data that enables schools to analyse and compare their performance, and, secondly, through the annual review that link advisers undertake with all schools.

To complement both the review and development programme and the annual review, we will continue to provide a range of data for schools, to include:
- a dataset for primary schools that sets out 'headline' indicators and trends over time in both tabular and graphical formats;
- comparative 'benchmarking' data, based on groupings of schools with similar proportions of free school meal entitlement within this and other LEAs;
- predictive data based on individual pupils' prior attainment made available through a collaborative project with the Fischer Family Trust;
- Welsh Examinations database (WED) data;
- WJEC 'value added' data, based on key stage 3 / GCSE and GCSE / AS level comparisons;
- data on Council performance over time, based on the outcomes of NC assessments and public examinations each summer.

In addition, schools are able to access further comparative and trend data from the WAG schools' and statistics websites and via the Individual Pupil Data Project.

School governing bodies are required to set targets for attainment covering the following three school years each autumn term. These are collected and aggregated by the Council as part of its own target-setting process. Schools' targets are discussed and agreed with link advisers during the annual performance review,

which is also timetabled for the autumn term. These review meetings, in both primary and secondary schools, focus on:

- an analysis of the school's current performance data;
- trends in performance in recent years and the identification of key features and issues emerging;
- consideration of the targets for improvement that the school has set and agreement of these targets; and
- discussion of the way forward, in terms of the priorities identified within the school's development plan.

The reviews involve discussion between the adviser and the school based on a draft commentary that the adviser has prepared. Following discussion, this is amended as necessary and agreed between the adviser and the school. Applying challenge to schools' targets, to ensure that they are robust and represent an appropriate balance between aspiration and achievability, is an important part of the review. Where there is evidence to suggest either that targets may be insufficiently challenging or that they may be over-optimistic, the Council, through the link adviser, will draw this to the attention of the school concerned.

Table 1: Summary of Bridgend County Borough Council targets for attainment, attendance and exclusions: 2006-08

Target		Actual performance 2004-05	Supplementary Education Strategic Plan Targets		Single Education Plan Targets	
			2004-05	2005-06	2006-07	2007-08 *Subject to review in 2006-07*
Key Stage 2	Percentage of pupils achieving the Core Subject Indicator	75	74	75	77	78
Key Stage 3	Percentage of pupils achieving the Core Subject Indicator	61	63	64	64	65
Key Stage 4	Percentage of pupils achieving the Core Subject Indicator	37	41	43	44	47
	Percentage of pupils achieving 5 or more GCSE passes at grades A*-C	51	54	55	56	58
	The average points score for 15 year olds	40	40	41	42	43
	Percentage of pupils leaving full time education without a recognised qualification	2.0	2.0	1.8	1.5	1.4
Percentage of pupil attendance for primary schools		92.9	*Not applicable*	*Not applicable*	93.1	93.3
Percentage of pupil attendance for secondary schools		91.2	*Not applicable*	*Not applicable*	91.3	91.3
Permanent exclusions per 1,000 pupils for secondary schools		2.13	*Not applicable*	*Not applicable*	2.0	1.8
Fixed term exclusions: percentage of days lost for primary schools		0.0077	*Not applicable*	*Not applicable*	0.0065	0.0060
Fixed term exclusions: percentage of days lost for secondary schools		0.14	*Not applicable*	*Not applicable*	0.14	0.13
Average length of fixed term exclusion for primary schools		2.70 days	*Not applicable*	*Not applicable*	2.50 days	2.40 days
Average length of fixed term exclusion for secondary schools		3.24 days	*Not applicable*	*Not applicable*	3.20 days	3.15 days

Table 2: Summary of pupil attainment in Bridgend: 1996-2005

(a)   Primary schools

	1996 LEA	1996 Wales	1999 LEA	1999 Wales	2002 LEA	2002 Wales	2003 LEA	2003 Wales	2004 LEA	2004 Wales	2005 LEA	2005 Wales
Key Stage 1 (NC level 2 or above)												
EN (TA)	79	*78*	81	*81*	84	*83*	82	*82*	87	*83*	87	*84*
WE (T/TA)	79	*83/83*	77/77	*87/87*	84	*87*	86	*87*	89	*88*	91	*90*
MA (T/TA)	85/83	*82*	85/85	*86/86*	89	*88*	87	*87*	90	*87*	89	*87*
SC (TA)	84	*83*	84	*86*	88	*88*	87	*88*	91	*89*	91	*89*
CSI	*	*	77	*78*	81	*80*	80	*79*	84	*80*	84	*81*
CSI B/G	*	*	-9	*-10*	-11	*-8*	-10	*-8*	-9	*-9*	-7	*-9*
Key Stage 2 (NC level 4 or above)												
EN (T/TA)	57/60	*56/60*	68/67	*68/67*	81/74	*80/74*	78/78	*79/76*	80/76	*79/77*	79	*79*
WE (T/TA)	58/60	*54/54*	75/64	*65/63*	75/77	*75/72*	76/68	*78/76*	85/81	*79/77*	82	*76*
MA (T/TA)	58/63	*56/62*	69/70	*67/69*	73/73	*73/73*	76/78	*75/76*	79/77	*78/78*	80	*79*
SC (T/TA)	65/69	*65/68*	77/75	*77/75*	87/82	*86/81*	89/85	*88/85*	90/85	*89/87*	87	*86*
CSI	46	*45*	59/62	*58/61*	69/68	*68/68*	71/73	*70/71*	73/72	*72/72*	75	*74*
CSI B/G	-10	*-7*	-7	*-5*	-2	*-2*	-6	*-6*	-6	*-7*	-10	*-8*

T : Tests / Tasks   TA : Teacher Assessment   * : Data not available

(TA only for Key Stage 1 from 2002 and for Key Stage 2 from 2005)

(b)   ***Secondary schools***

	1996			1999			2002		2003		2004		2005	
	LEA	*Wales*		LEA	*Wales*		LEA	*Wales*	LEA	*Wales*	LEA	*Wales*	LEA	*Wales*
Key Stage 3 (NC level 5 or above)														
EN (TA)	64/*	*56/59*		62/64	*61/62*		62/67	*61/64*	65/66	*63/65*	65/65	*65/67*	68/69	*67/67*
MA (T/TA)	59/*	*55/60*		63/63	*60/63*		62/66	*62/66*	70/70	*68/69*	73/72	*71/71*	72/74	*71/73*
SC (TA)	59/*	*54/58*		58/61	*55/59*		65/67	*67/66*	71/72	*70/69*	75/76	*74/72*	73/75	*71/72*
CSI	*	*40*		48/50	*45/48*		50/54	*50/52*	56/56	*54/54*	58/58	*57/57*	59/61	*57/58*
CSI B/G	*	*		-12	*-5*		-7	*-8*	-10	*-9*	-15	*-11*	-9	*-9*
Key Stage 4 (% of cohort)														
5+ A*-C	39	*42*		43	*48*		47	*50*	48	*51*	49	*51*	51	*52*
5+ A*-G	74	*79*		80	*83*		83	*85*	85	*85*	85	*85*	85	*85*
Ave pts	*	*		34	*37*		38	*39*	38	*39*	39	*40*	40	*40*
CSI	31	*32*		33	*36*		33	*37*	35	*37*	36	*38*	37	*38*
CSI B/G	*	*-6*		-8	*-8*		-8	*-6*	-6	*-7*	-3	*-6*	-6	*-6*
No qual	9	*6*		9	*7*		4	*5*	4	*5*	3	*4*	2	*4*
EN A*-C	45	*48*		48	*52*		54	*55*	55	*56*	55	*55*	57	*55*
EN A*-G	80	*85*		84	*87*		89	*88*	90	*88*	90	*88*	92	*89*
MA A*-C	38	*40*		41	*43*		44	*45*	44	*45*	45	*46*	47	*48*
MA A*-G	78	*81*		82	*84*		87	*86*	87	*86*	88	*87*	88	*87*
SC A*-C	41	*42*		42	*47*		42	*48*	43	*48*	46	*48*	45	*48*
SC A*-G	78	*82*		85	*86*		88	*87*	87	*87*	89	*87*	88	*87*

T : Tests / Tasks   TA : Teacher Assessment   * : Data not available   (TA only for Key Stage 3 from 2006)

Table 3: Summary of pupil attainment and targets in Bridgend: 2002-2008

(a)   Primary schools

	2002		2003		2004		2005		2006 targets		2007 targets		2008 targets	
	LEA	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*
Key Stage 1 (NC level 2 or above)														
EN (TA)	84	*83*	82	*82*	87	*83*	87	*84*	85	*?*	85	*?*	85	*?*
WE (T/TA)	84	*87*	86	*87*	89	*88*	91	*90*	85	*?*	85	*?*	85	*?*
MA (T/TA)	89	*88*	87	*87*	90	*87*	89	*87*	85	*?*	85	*?*	85	*?*
SC (TA)	88	*88*	87	*88*	91	*89*	91	*89*	85	*?*	85	*?*	85	*?*
CSI	81	*80*	80	*79*	84	*80*	84	*81*	84	*?*	84	*?*	84	*?*
CSI B/G	-11	*-8*	-10	*-8*	-9	*-9*	-7	*-9*	-6	*?*	-5	*?*	-5	*?*
Key Stage 2 (NC level 4 or above)														
EN (T/TA)	81/74	*80/74*	78/78	*79/76*	80/76	*79/77*	79	*79*	79	*?*	79	*?*	79	*?*
WE (T/TA)	75/77	*75/72*	76/68	*78/76*	85/81	*79/77*	82	*76*	80	*?*	80	*?*	80	*?*
MA (T/TA)	73/73	*73/73*	76/78	*75/76*	79/77	*78/78*	80	*79*	80	*?*	81	*?*	82	*?*
SC (T/TA)	87/82	*86/81*	89/85	*88/85*	90/85	*89/87*	87	*86*	85	*?*	85	*?*	85	*?*
CSI	69/68	*68/68*	71/73	*70/71*	73/72	*72/72*	75	*74*	75	*?*	77	*75*	78	*75+*
CSI B/G	-2	*-2*	-6	*-6*	-6	*-7*	-10	*-8*	-6	*?*	-8	*?*	-7	*?*

T : Tests / Tasks   TA : Teacher Assessment   * : Data not available

(TA only for Key Stage 1 from 2002 and for Key Stage 2 from 2005)

(b) **Secondary schools**

	2002		2003		2004		2005		2006 targets		2007 targets		2008 targets	
	LEA	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*	**LEA**	*Wales*
Key Stage 3 (NC level 5 or above)														
EN (TA)	62/67	*61/64*	65/66	*63/65*	65/65	*65/67*	68/69	*67/67*	73	*?*	75	*?*	75	*?*
MA (T/TA)	62/66	*62/66*	70/70	*68/69*	73/72	*71/71*	72/74	*71/73*	75	*?*	77	*?*	77	*?*
SC (TA)	65/67	*67/66*	71/72	*70/69*	75/76	*74/72*	73/75	*71/72*	75	*?*	77	*?*	79	*?*
CSI	50/54	*50/52*	56/56	*54/54*	58/58	*57/57*	59/61	*57/58*	64	*?*	64	*60*	65	*60+*
CSI B/G	-7	*-8*	-10	*-9*	-15	*-11*	-9	*-9*	-7	*?*	-6	*?*	-6	*?*
Key Stage 4 (% of cohort)														
5+ A*-C	47	*50*	48	*51*	49	*51*	51	*52*	55	*?*	56	*55*	58	*55+*
5+ A*-G	83	*85*	85	*85*	85	*85*	85	*85*	93	*?*	93	*87*	93	*87+*
Ave pts	38	*39*	38	*39*	39	*40*	40	*40*	41	*?*	42	*?*	43	*?*
CSI	33	*37*	35	*37*	36	*38*	37	*38*	43	*?*	44	*40*	47	*40+*
CSI B/G	-8	*-6*	-6	*-7*	-3	*-6*	-6	*-6*	-3	*?*	-3	*?*	-6	*?*
No qual	4	*5*	4	*5*	3	*4*	2	*4*	3	*?*	1.5	*?*	1.4	*?*
EN A*-C	54	*55*	55	*56*	55	*55*	57	*55*	60	*?*	61	*?*	62	*?*
EN A*-G	89	*88*	90	*88*	90	*88*	92	*89*	93	*?*	94	*?*	94	*?*
MA A*-C	44	*45*	44	*45*	45	*46*	47	*48*	52	*?*	53	*?*	54	*?*
MA A*-G	87	*86*	87	*86*	88	*87*	88	*87*	93	*?*	94	*?*	94	*?*
SC A*-C	42	*48*	43	*48*	46	*48*	45	*48*	52	*?*	53	*?*	54	*?*
SC A*-G	88	*87*	87	*87*	89	*87*	88	*87*	93	*?*	94	*?*	94	*?*

T : Tests / Tasks   TA : Teacher Assessment   * : Data not available   (TA only for Key Stage 3 from 2006)

Table 4: Variance between County Borough targets and schools' aggregated targets

	2007 targets			2008 targets		
	LEA	**Schools**	*Variance*	**LEA**	**Schools**	*Variance*
KS1 (% level 2+)						
English	85	81	*+4*	85	82	*+3*
Welsh	85	77	*+8*	85	83	*+2*
Mathematics	85	85	*0*	85	83	*+2*
Science	85	85	*0*	85	82	*+3*
Core subject indicator	84	80	*+4*	84	78	*+6*
KS2 (% level 4+)						
English	79	78	*+1*	79	79	*0*
Welsh	80	80	*0*	80	78	*+1*
Mathematics	81	81	*0*	82	82	*0*
Science	85	84	*+1*	85	84	*+1*
Core subject indicator	77	77	*0*	78	78	*0*
Core subject indicator (Boys)	73	73	*0*	74	74	*0*
Core subject indicator (Girls)	81	81	*0*	81	81	*0*
KS3 (% level 5+)						
English	75	75	*0*	75	75	*0*
Mathematics	77	78	*-1*	77	77	*0*
Science	77	77	*0*	79	79	*0*
Core subject indicator	64	64	*0*	65	65	*0*
Core subject indicator (Boys)	62	62	*0*	63	63	*0*
Core subject indicator (Girls)	68	68	*0*	69	69	*0*
KS4						
% 5+ GCSEs A*-C	56	56	*0*	58	60	*-2*
% 5+ GCSEs A*-G	93	93	*0*	93	93	*0*
Core subject indicator	44	44	*0*	47	47	*0*
Core subject indicator (Boys)	42	42	*0*	44	44	*0*
Core subject indicator (Girls)	45	45	*0*	50	50	*0*
Leaving with no qualification	1.5	1.5	*0*	1.4	1.4	*0*

Table 5: Range of current (2005) attainment in Bridgend schools

	Highest	Lowest
KS1 (% level 2+)		
English	100	53
Welsh	93	88
Mathematics	100	53
Science	100	53
% Core subject indicator	100	53
KS2 (% level 4+)		
English	100	45
Welsh	89	72
Mathematics	100	43
Science	100	50
% Core subject indicator	94	43
KS3 (% level 5+)		
English	79	54
Mathematics	85	64
Science	88	60
%Core subject indicator	73	45
KS4		
% 5+ GCSEs A*-C	67	35
% 5+ GCSEs A*-G	94	75
% 1+ GCSE A*-G	98	91
% Core subject indicator	53	21
Average GCSE points score	47	32
% with a qualification at 16	(1)	(5)

6 Improving pupils' achievements

Our priorities for action ...

6.1 Transition from KS2 to KS3
6.2 Literacy and oracy (English)
6.3 Literacy and oracy (Cymraeg / Welsh)
6.4 Numeracy and mathematical skills
6.5 Basic skills programmes
6.6 Improving boys' attainment
6.7 Developing learning skills
6.8 Science
6.9 Modern foreign languages
6.10 Preparing for the Foundation Phase
6.11 Learning Pathways 14-19
6.12 Education for Sustainable Development and Global Citizenship
6.13 The leadership of learning
6.14 Sharing effective practice

6.1 Transition from KS2 to KS3

Why is this an important priority?
We need to ensure that there is better continuity and progression in terms of teaching, learning and the curriculum between primary and secondary schools in general, and between Years 6 and 7 in particular. This will help to ensure that there is a better mutual understanding of pedagogic issues across both sectors, that assessment is accurate, that pupils' learning does not drop in pace and that primary school teachers' knowledge of their pupils is shared more effectively with receiving secondary schools so that pupils' potential is developed to the full.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
There is considerable good practice in transition from Key Stage 2 – 3 within the County Borough. Practice regarding transition plans is varied within the County Borough. Some secondary schools and their clusters have had some form of joint action plan, others have more limited plans. Joint curriculum planning takes place in a small number of subjects in a minority of clusters. However there have been some notable successes particularly in English.	We need to: • confirm where good practice exists within the County Borough; • share this good practice with all schools and clusters within the borough; • seek out good practice from outside the LEA; • encourage schools to pilot new ideas and initiatives. Provide a framework for action planning to be used by all schools. Prioritise transition developments, concentrating	2006-07: Develop and provide a framework for Transition Action Planning for all secondary schools and their associate clusters of primary schools. 2006-08: Encourage and provide opportunities through the TCG and the Council's advisory service, ESIS, to share good practice within and outside the authority. 2006-08: Provide good in service training opportunities for transition Key Stage 2 – 3 with a focus on: • English, Mathematics and Science. Also the	The responsibility for monitoring and evaluation will be that of the Officer responsible for transition in conjunction with the Council's advisory service, ESIS. The TCG will have responsibility to report progress with their own schools and cluster of schools. All clusters will be asked to have a named person or persons who will be responsible for the monitoring and evaluation of Transition Key Stage 2 – 3. Evidence to be considered will

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Continuity and progress in teaching and learning is at an early developmental stage in all but a small number of clusters. Most notable are the joint developments with learning to learn and accelerated learning strategies. Consistency in assessment has not been achieved across the borough despite support for schools in using NFER tests. Whilst the majority of schools use the NFER tests paid for by the Council some chose to use them at a different time and others not at all. The Council has recently established a Transition Key Stage 2 – 3 Transition Consultative Group (TCG). The TCG has established its role, terms of reference and arrangements for meetings.	initially on the core subjects, key skills and critical areas: • joint curriculum planning; • continuity and progression in teaching and learning; • consistency in assessment. All secondary schools and their associate primary schools to produce a concise statement of transition practice by June 2006, to be updated annually. All secondary schools and their associate primary schools to produce a Transition Action Plan by September 2006. Extend work with parents and other agencies in addressing transition issues.	• Key skills of Literacy, Numeracy and ICT. • Transition and Support for Transition Plans. • Methodologies of teaching and learning providing continuity and progression. • Consistency in assessment. 2006-08: Annual Transition Conference to be held in the Autumn Term of each academic year. 2006-08: Transition to be prioritised in the Good Practice Programme of In-Service Training. Implement the transition schemes being developed for pupils in Welsh medium schools, as indicated in Section 9.4 of this Plan.	include pupils' progress from Key Stage 2 to Key Stage 3 and inspection findings concerning the quality and effectiveness of transition arrangements.

6.2 Literacy and oracy (English)

Why is this an important priority?
Language skills underpin learning. Raising standards in speaking, listening, reading and writing will lead to improved achievement in all subjects in the primary and secondary curriculum

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Cross curricular programme of training in Oracy skills for secondary teachers from the full range of subjects on-going during the academic year 2005-2006.	To complete Oracy training in the Summer Term 2006	8 days of training (4 subject areas) will take place May/June 2006.	Scrutiny of attendance registers and course evaluations to establish take-up and quality of the training.
Impact of the 3-year Secondary Literacy and Oracy programme on provision and standards not yet evaluated	To begin the evaluation of the Secondary Literacy and Oracy programme on provision and standards in all departments.	LEA Adviser to meet with Secondary Literacy Co-ordinators in Summer Term 2006 to establish a strategy for evaluating the first phase of the programme, (Writing 2003-2004).	Coordinators to audit impact in their respective schools. Summary report for Council compiled by English Adviser. Evaluation completed by the end of the Autumn Term 2006.
Successful pilot of cross-phase moderation of T.A. in Reading (KS2-3) conducted with one cluster in the LEA in Spring Term 2006	To extend this transition moderation exercise to all clusters in the LEA during the academic year 2006-2007, including moderation KS1-2	For each cluster ½ day training in moderating Reading Standards, followed by 1 day standardisation exercise using pupil outcomes generated by the training.	Teachers in each cluster consulted on the degree of success of moderation strategy and report compiled for Council. Agreement on standards in Reading in each cluster

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Networking of English departments in Secondary schools in planning stage currently.	To establish the network in 2006-2007.	A series of ½ termly meetings to share good practice and discuss impact of curriculum and assessment changes to be implemented in 2008.	and across clusters. On-going evaluation of success of the network as meetings take place. Teachers prepared to implement change.
Standards of attainment and the quality of teaching and learning in 100% of the borough's English departments and primary schools monitored via the Council's Review and Development programme and an annual statistical analysis used as a basis for discussion between the English Adviser and the Directorship. Advice and support available to those departments or primary schools perceived to be under performing.	To continue with the Review and Development Programme and the advice and support offered to schools.	Review and Development Programme to be on-going 2006-2007. Advice and support linked to identified need.	Individual school / departmental reports compiled by Advisers for Council scrutiny and action if necessary.

6.3 Literacy and oracy (Welsh / Cymraeg)

Why is this an important priority?/ Pam fod hwn yn flaenoriaeth bwysig?
The development of pupils' Welsh literacy skills is a key factor within Welsh medium primary schools as the majority of pupils have English as their home language. In Welsh medium schools, the acquisition of the language holds the key to the curriculum as a whole and standards achieved by pupils across all curricular areas. We need continually to support teachers and pupils in striving to raise standards in all language skills. We also need to ensure that pupils' skills in Welsh (second language) are developed consistently and effectively.

Where are we now? / Ble ydyn ni nawr?	Where do we want to be? / Ble hoffen ni fod?	How will we get there? / Sut fyddwn ni'n cyrraedd?	How will we evaluate? / Sut fyddwn ni'n monitro cynnydd?
All schools within the LEA are developing initiatives to support the raising of standards in reading in primary sector and the development of dual literacy In Welsh medium schools, writing is an aspect which regularly requires improvement of all the language skills in KS2. Standards of pupils' Welsh as a second language varies across schools and key stages At present standards in bilingualism are not assessed	Pupils' standards in reading improved in Welsh medium schools. Pupils have a positive attitude towards reading Welsh materials Pupils have developed higher reading skills. All teachers aware of suitable teaching strategies in order to develop pupils' dual literacy effectively. Improvement in spelling across the key stage.	2006-07: Share good practice following the national guidelines presented in WJEC document in whole school meetings, co-ordinator INSET, cluster initiatives 2007-08: Audit of provision and standards in reading in Welsh medium schools 2007-08: Introduce resource produced nationally in order to assist the understanding and teaching of dual literacy within Bridgend schools 2006-07: Training for all Welsh medium schools in effective	Tracking progress made at the end of both key stages Define attitudes and approaches to reading. Use systematic recording processes to assess reading standards as recommended in the end of key stage statutory materials. Focus on small group of pupils within each year in all schools and determine progress through assessments of a range of activities with advisory support.

Where are we now? / Ble ydyn ni nawr?	Where do we want to be? / Ble hoffen ni fod?	How will we get there? / Sut fyddwn ni'n cyrraedd?	How will we evaluate? / Sut fyddwn ni'n monitro cynnydd?
within the county	Improvement in writing standards at the end of the key stage. Estyn inspection judgements indicate standards in Welsh second language are Grade 3 or above in all schools KS1-4. Estyn inspection judgements indicate bilingual competence (Welsh and English) is judged to be satisfactory or better in all schools	spelling strategies and techniques in order to raise standards in spelling. 2006-08: Develop teaching and learning to include self-evaluation. Involve pupils in all schools in parallel activities to include *Prawf Glannau Menai* 2006-08: Provide access to a comprehensive training programme for staff to enable them to deliver effective teaching and learning strategies to continually raise standards in both Welsh. Training on effective strategies and techniques in order to raise standards in pupils bilingualism skills. 2006-08: To share good practice of supporting bilingualism in schools within the LEA	Regular monitoring from advisory service of standards achieved in both Welsh and bilingualism Audit pupils' progression of bilingual skills across a three year period.

6.4 Numeracy and mathematical skills

Why is this an important priority?
Numeracy is a key skill. Poor numeracy skills hold back pupils' progress and can lower self-esteem. Mathematics has applications in many other subjects of the curriculum. Improving pupils' mathematics skills across the curriculum will improve mathematics standards overall and give pupils a context for their mathematical studies.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
All secondary schools received first-phase training in mathematics across the curriculum during 2005/06.	All other subjects in the KS3 curriculum will have been provided with training for mathematics across the curriculum, as appropriate to their needs.	By providing two more phases of cross-curricular training in mathematics during 2006-07 and 2007-08: - for history, RE, PE and Art; - for English, Welsh, MFL, and music.	Following the training a review of the effect on standards in mathematics will be undertaken by ESIS personnel. Issues relating to mathematics across the curriculum will be identified during regular R&D visits.
All secondary schools have received training in the use of CAME materials.	All primary schools will have received training in the use of p-CAME materials.	By providing training for all primary schools in the use of the p-CAME materials and purchasing the teachers' folders. The training will involve demonstration lessons from accredited CAME tutors.	Following the training a review of the effect on standards in mathematics, and the quality of teaching in mathematics lessons, will be undertaken by ESIS personnel.
An extensive programme of INSET was provided, for primary and secondary schools, during 2005/06. This	The extensive programme will continue to be provided into 2006/07 and beyond.	2006-08: ESIS will publish its programme of central INSET courses and consultancy visits for schools to participate in.	The effectiveness of the training will be measured via ESIS' quality assurance programme. The impact of the

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
was in the form of central training and consultancy visits.

Schools are responding to the recommendations that followed the Daugherty report, but need support to undertake moderated teacher assessment in mathematics. | Schools will produce reliable judgements through teacher assessment and will have effective moderation processes in place. | 2006-08: The mathematics team at ESIS will produce a file of exemplar material for schools to use during their internal moderation processes. Supporting materials in the form of end-of-key stage tasks will also be produced. To accompany the materials, training will be provided for all primary and secondary schools. | training in schools will be measured via routine monitoring visits.

The effectiveness of the materials will be measured by routine monitoring of assessment processes in primary schools and via external moderation processes in secondary schools. |

6.5 Basic Skills Agency programmes

Why is this an important priority?
We need to improve competence in the basic skills of literacy among children, young people and adults. In particular, we need to target our work at specific groups and within communities where the levels of these skills are lowest. We need to ensure that children and young people are given the support they need to access learning effectively and to create new opportunities for lifelong learning and improvement in basic skills for families and adults.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
We have developed a plan to make effective use of the Basic Skills Agency's *Training Grant* in primary and secondary schools.	We will improve the quality of literacy (specifically oracy and writing) and numeracy in Years 6 and 7. In 2006-07 we will focus on literacy. In 2007-08 moves the focus on to numeracy.	2006-08: We will implement the TALENT project (Teaching and Learning English & Numeracy Transition project). The project will focus initially on the four secondary school clusters of highest deprivation.	TALENT project to be monitored by TALENT Team in conjunction with English / Welsh and mathematics advisers and support from LEA School Development Officer, Basic Skills Co-ordinator and school Link Advisers.
All secondary schools and two special schools currently have the Basic Skills *Quality Mark*. All primary, junior, infant and nursery schools have the Quality Mark with the exception of two primary schools both of which will be assessed in the Summer term 2006.	The LEA plans to ensure that all schools meet and maintain the standard required by the Quality Mark.	2006-08: Annual monitoring visits for all primary and secondary schools undertaken either by the Link Adviser or the adviser with responsibility for QM. The monitoring will be integrated within all schools' annual review and development programmes.	The LEA will carry out regular monitoring of all schools with PQM and SQM. All schools will be monitored annually. A School Development Officer will maintain an overview of the Quality Mark across the County Borough.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Language and Play and *Number and Play* programmes have run successfully in the County Borough. We now need to target disadvantaged areas more thoroughly.	We will develop programmes in areas and schools in Communities First areas and in other areas of disadvantage to support parents in helping their children in their literacy and numeracy development.	We will continue and extend the LAP and NAP programmes in partnership with Bridgend College, Communities First, Community Learning, On Track and the Children's Partnership.	We will monitor and evaluate progress through the LAP/NAP Operational Group and the County Borough Basic Skills Consultative Group.
Family programmes have run successfully in schools throughout the LEA.	We will improve the literacy and numeracy skills of parents and children in areas of significant disadvantage and underattainment and contribute to the Basic Skills Agency's targets	In 2006-07 and 2007-08, we will run 12 programmes per year. Each will involve at least 10 adults and 10 children.	We will analyse adult questionnaires and make comparisons of initial and end of programme assessments. The outcomes will be monitored by the Basic Skills Consultative Group.
The *Strategic Intervention Grant* (SIG) has been targeted at clusters of schools but we need to place a greater emphasis on targeting deprivation and underachievement in identified schools.	We want to see an improvement in literacy and numeracy levels schools serving the more disadvantaged parts of the County Borough. We will work with other service providers who can support the improvement of basic skills.	2006-08: Fourteen schools have been identified from an agreed set of criteria. We will: • create a development group for literacy and numeracy; • run residential courses in literacy and numeracy for underattaining pupils; • provide further training for teachers and LSAs • develop a tracking system for underattaining pupils.	The SIG coordinator will produce an interim and a final report for the Steering Group and headteachers. Headteachers in conjunction with their staff will produce a termly evaluation of the project.

6.6 Improving boys' attainment

Why is this an important priority?
Attainment by boys continues to lag behind that of girls. Although the differences in performance between boys and girls in Bridgend vary little from the national averages, the issue needs constant attention to address the complex motivational, cultural, physiological and educational factors which appear to affect adversely the performance of boys.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
In 2005 there was a 12% difference in 5+ A*-C performance in favour of girls (the same as the difference nationally). At 5A*-G the gap was 7% (girls were 1% above the national average while boys were exactly in line with it. At 1 A*-G the gap in the LEA less than the national average. The greatest gap is in English although at A*-C both boys and girls exceed the national average. These sorts of differences are also found at key stages 3 and 2 where the gap is mostly consistent with the national averages.	Girls' attainment continues to rise over the period 2006-2008, but boys' attainment rises at a faster rate than that of girls. The functional literacy skills of boys in all phases improve. Out of hours learning opportunities stimulate and meet the interests of boys and enable them to find success. Boys have the skills and personal qualities which make them "emotionally literate". A more relevant curriculum in schools engages boys and leads to higher exam entry rates.	2007-08: Review and development programme takes boys' attainment as a focus; recommendations follow. Draft plans for Catch-up programme from 2008. 2007-08: Target extended schools funding to areas where boys' attainment is a particular issue. 2006-08: Think2Learn programme trains teachers in emotional literacy. 14-19 Pathways sensitive to boys' needs and aspirations. DiDA and other GCSE equivalent courses introduced.	2007: Spring term: R and D outcomes inform detailed planning; literacy evaluation. 2007: Summer and autumn terms: ESIS evaluation of T2L programme for participating schools; 14-19 officer audits 14-19 curriculum and boys are a focus of review process. 2008: Catch-up in place – generates own evaluation data; analysis of GCSE results shows narrowing of gender gap.

6.7 Developing learning skills

Why is this an important priority?
The nature of the curriculum is changing for the 3-7, 7-14 and 14-19 age ranges. Integral to these changes in all three phases is the emphasis on and need for more explicit development of learning skills. These embrace basic and key skills and also the various learning skills and qualities which give anyone the capacity to be an effective learner. The Foundation Phase and revisions to NC orders in KS 2 and 3 are implemented from 2008, new GCSE specifications come into effect in 2009 and the 16+ agenda places continuing weight on skill development.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Schools have been seeking to develop the skills of pupils as learners with varying degrees of success. There are no firm measures of success apart from the BSA QM which does not gauge the outcomes of a wide range of skills for all learners. A skills test is proposed by Welsh Assembly Government for Y5 pupils; no discernible progress on this front. ESIS is developing a learning skills package (Think2Learn) and planning a network to support schools as they take	The majority of Bridgend schools able to report 1.6 and 1.7 in CRIS2 as grade C or R by 2008. Schools planning for a more skills based curriculum in place by summer 2008. Learners benefit from increased focus on skills and this is reflected in attainment and achievement levels.	2006-07: ESIS to provide a modular training programme to schools which focuses on 9 learning skills (Think2Learn) 2006-07: Consolidate and extend good practice in developing learning skills through The Link2Learn Network which will: - support the implementation of T2L in the classroom; - organise, support and publicise action research; - link sub-networks with those with common interests in Bridgend	2006 Autumn: Skills programme in place with take up by 50% of schools 2007 Summer: interim review of progress through R and D visits and network advisers. 2008 Spring: Moderated school self-evaluation exercise using CRIS2 criteria; planning audit.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
forward the skills agenda in a more systematic way (The Link2Learn Network). CRIS2 gives criteria for schools to judge the learning skills and qualities demonstrated by pupils.		CBC and other LEAs; • offer a seminar programme to showcase the best practice; • organise an annual conference with high-profile speakers; • develop a web-site to link network members, co-ordinate events and action research projects; • offer a resource base at Ty Dysgu. Audit schools' planning and practice in developing learning skills.	

6.8 Science

Why this is an important priority?
Science is a core subject and will see major changes at all key stages between 2006-08. Pupils have done well in science at KS1 but the subject will not be part of the new foundation phase. It is essential that young pupils continue to develop their experience of living things, materials and physical changes. Pupils' performance in science has been uneven across the age and ability ranges. While girls have generally done better than boys in science, this is not the case at KS3, where girls do less well than boys. Attainment of A*-C GCSE grades in science has been well below Welsh averages in the last 3 years, with boys generally performing less well than girls.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
We have designed units of work that are broad and balanced and meet the requirements of education in the foundation phase but which have an appropriately scientific content and trained teachers in the use of these.	In 2006-07 we want to: • Continue to develop appropriate foundation phase resources • Help train teacher in their use • Liaise with teacher from nursery to Y2 and respond to concerns and suggestions about how the work and training provided can be further improved.	2006-07: We will provide advisory service Foundation Phase training over the next 12 months and visit schools, as required, to train staff.	We will monitor INSET evaluations and the teaching and learning undertaken in response to our training programme.
We have begun to encourage the exchange of good ideas and resources between secondary science teachers. We have:	In 2006-07 we want pupils to: • Enjoy science more • Attain more A*-C passes in science(particularly boys) • Produce significantly better	2006-07: We will: • Raise awareness of underachievement in science among senior managers and science	We will continue to monitor GCSE examination results and use advisers' visits and County Borough support for underachieving departments to

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
• Identified the key challenges facing science teachers, including the teaching of Ideas and Evidence, and the improvement of GCSE coursework • Helped teachers to become familiar with the range and choices available within the new science GCSE	coursework across the ability range • Score highly in the new science GCSE 'Ideas and Evidence' questions • Score highly in the new science GCSE context-based questions.	teachers, so that they respond to the problem appropriately; • Share good practice through the science working group regarding applied science GCSE and separate sciences • Develop resources for the effective teaching of 'Ideas and Evidence.	observe lessons and monitor pupils' work, and share Heads of Science self-evaluation findings at Science working group meetings
We have begun to tackle the issue of a dip in girls' performance in science at KS3 since 2003 by providing teachers with resources and training that are aimed at making the science being taught more relevant to girls by stressing the application of science in industry, health and environmental contexts. We have also encouraged teachers to use discussion, creative writing and projects more effectively in the teaching of science.	We intend that by 2007-08: • Girls will enjoy key stage 3 science lessons • Fewer girls will opt for single award science at GCSE • Science teachers will continue to develop a wider range of teaching and learning styles in science, to make the most of pupils natural abilities and aptitudes.	2007-08: We will: • Increase the availability of resources and encouragement for the use of discussion, presentation and contextualised teaching and learning in KS3 lessons; – Encourage heads of science to collaborate and share ideas and resources relating to the long-term development of science at KS3.	We will evaluate improvement by: • analysing pupil achievement at KS3; • surveying the opinions of subject leaders at Science working group meetings • observing lessons and looking at pupils' work during advisers' visits to secondary science lessons

6.9 Modern foreign languages

Why is this an important priority?
We recognise the importance of improving the MFL skills of young people in Wales and the pressing need to increase the uptake of MFL courses in Key Stage 4 and the sixth form, given the current downward trend in enrolment. We consider MFL competence as crucial in raising the international profile of Wales and in equipping our young people for the adult world of work and especially for job mobility within Europe. We are concerned that, currently, the large majority of our young people begin and end their study of MFL within Key Stage 3.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Some schools offer two languages and have good uptake at KS4 and post 16. However, overall LEA take up is below the Welsh average. In schools with low MFL uptake, we have reviewed closely the effectiveness of planning and teaching, use of resources, quality of learning, levels of motivation and achievement, as determinants in MFL uptake at the option stages. We have targeted Year 9 learners, seeking to raise their awareness of the benefits of MFL competence.	In several schools, increase uptake for MFL post 14. Increase the number of boys and less able pupils who continue with MFL into KS4. Improve the profile of MFL in all schools. Improve the attainment of all learners, but of boys in particular. Ensure the viability of foreign language study post 16.	2006-08: Continue to monitor the KS4 and post 16 uptake figures in MFL at school and LEA level. 2006-08: Through network of heads of department: • Monitor the successes of MFL teaching at KS 2. • Use certification for Year 9 pupils. • Promote study visits. • Develop the national day of languages each September. • Share good practice through a web-based forum. • Explore benefits of video conferencing, through work with Bridgend College.	Specialist advisers will work with modern foreign language departments to evaluate the strategies that they have introduced. Reports from the modern languages adviser to the Assistant Director to include data from schools, progress in initiatives undertaken. Meetings of secondary schools heads of MFL departments.

6.10 Preparing for the Foundation Phase

Why is this an important priority?.
Early education is fundamentally important in establishing patterns of learning for later life. An effective pilot will inform future national policy and identify necessary training programmes required to support settings in implementing and subsequently developing the Foundation Phase curriculum

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
The Foundation Phase is being piloted in a maintained and non-maintained setting. Council Officers are supporting these pilots. A comprehensive training programme is available through ESIS and the non-maintained associations' Training Officers, to support settings in preparing for the introduction of the Foundation Phase. The Council is assisting the Welsh Assembly Government in the monitoring and evaluation of the impact of the Foundation Phase pilot.	The Foundation Phase implemented successfully in both pilot settings and impacted on standards and the quality of provision. A clear policy and strategy for the implementation of the Foundation Phase has been established which supports all settings. All settings are prepared for the implementation of the Foundation Phase and are aware of strategies to develop pupils' bilingual skills and their understanding of diversity. Parents, whatever their circumstances, are well-informed partners in their children's education.	Continue to support the two settings in piloting the Foundation Phase during 2006-7- and 2007-08. Attend network meetings and respond to requests for information, advice, monitoring and evaluation. 2006-08: Monitor and evaluate the impact of the Foundation Phase pilot. 2006-08: Provide a programme of training that ensures schools / settings are prepared for implementation. 2006-07: Provide information requested by WAG to facilitate the implementation of the Foundation Phase.	Council officers will evaluate the pilot through regular visits to the settings and discussion with staff. ESIS Advisers and non-maintained associations' Training Officers will monitor course evaluations and inform the Council of these. The Council will evaluate training and identify future needs. The Council will monitor the provision of essential information to the Welsh Assembly Government.

6.11 Learning Pathways 14-19

Why is this an important priority?
We need to transform 14-19 provision in the County Borough by increasing diversity, flexibility and choice in the range of provision in order to work towards WAG's target that 95% of people by the age of 25 should be ready for high skilled employment or higher education by 2015. The 14-19 Learning Pathways Action Plan 2006 – 2010 sets a challenging agenda for our work in the County Borough in extending and developing our 14-19 Learning Pathways programme.   Currently, at least 10% of young people are not achieving success through existing educational routes.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
An effective 14-19 Network Partnership is in place.

Annual Network Development Plan for 2006 / 07 completed and submitted to WAG for approval. Outline priorities identified for future years,

Clear local priorities identified which reflect a strategic approach to the implementation of the national Learning Pathways 14-19 Guidance.

Appraisal of post 16 provision in the county borough completed by an independent consultant. | A clear vision for the future of 14-19 learning developed. Vision statement signed up to by the LEA and its schools, and a range of other key partners and providers.

Measurable improvement in the number, range and quality of learning pathways established in the area.

Accurate Option Menu in place which is used widely by curriculum planners and learners.

Reduction in the number of learners failing to make a successful transition to work | 2006-08: By continuing to work productively with local providers, key partnerships and organisations in the area including the Young People's Partnership and Careers Wales.

2006-08: Delivering a planned programme of agreed priorities which challenge partners to be innovative and creative whilst safeguarding the quality of provision for learners.

Learning from and building upon existing good practice.

Taking account of the main findings and recommendations | Through the 14-19 Network and the Welsh Assembly Government (WAG) who have a monitoring role in relation to the 14-19 Annual Network Development Plan (ANDP).

Quality reviews conducted by our Advisory Service of new and developing learning pathways.

Analysis of the numbers of learners benefiting from new learning pathways.

Implementation of the 'Demonstrating Success' Guidance to be produced by WAG. |

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Option Menu 14-19 established.	based learning, further education or employment at 16. Successful implementation of all 6 elements of the 14-19 Learning Pathways Guidance 2 (April 2006). Full implementation of the Bridgend 14-19 Network Development Plan. Provision of an appropriate range of 14-19 learning pathways for pupils educated though the medium of Welsh, as indicated in Section 9.4 of this Plan.	of a range of local and national strategic documents and research papers which impact upon the 14-19 agenda. Raising standards and widening participation by improving the quality and range of learning pathways for learners of all abilities and aptitudes. Challenging the academic / vocational divide at every opportunity. Raising learners' aspirations and promoting continuity, progression and lifelong learning. (Also see: 14-19 Network Development Plan 2006-07)	

6.12 Education for Sustainable Development and Global Citizenship

Why is this an important priority?
ESDGC encourages the development of responsible, healthy, global citizens with a knowledge and understanding of how we can continue improving and developing communities across the world, while ensuring sustainability. The current review of the National Curriculum will emphasise further the importance of ESDGC. *Starting to Act Differently – a Framework for Action on Sustainability within Bridgend County Borough Council* has been developed as a policy framework to integrate sustainable development into all the Authority's activities. Part five of this strategy focuses on action to support Education for Sustainable Development & Global Citizenship (ESDGC) in our schools.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
ESDGC is delivered via the curriculum in schools and through specific schemes and services such as the Healthy Schools Scheme, Eco Schools Scheme, Out of School Hours Environment Clubs, the County Borough Countryside Warden Services, youth leaders and other education professionals. ESDGC is promoted through the Bridgend Environmental Education & Sustainability Partnership (BEES). The Local Agenda 21 Strategy set a target of 10% of schools	All schools to understand the scope of ESDGC and integrate opportunities across the curriculum and in other aspects of school life. Schools to include ESDGC in their development planning, have ESDGC policies-stand alone or linked to PSE, race equality etc. Schools to commit to holding celebration of cultural diversity events. increase the number of schools with involvement in international links and projects to at least 50%.	2006-08: Support through focused project groups, CPD for headteachers and coordinators with a responsibility for ESDGC. Transition projects linked to ESDGC. 2007-08: To remain an effective partnership, BEES must be centrally co-ordinated and steered by the BCBC Task Group for ESDGC and adviser with responsibility for ESDGC. The Healthy Schools Co-ordinator is an active BEES Partner and co-ordinates her work with other BEES Partners.	School development plans and policies. Evaluations at end of projects. School inspection reports. Estyn baseline survey report . Number of schools with involvement in international links and projects Number of school links made with BBES partners. Hits of ESDGC site on the Bridgend Grid for Learning. 'Green envelope' returns.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
awarded Eco Schools 'green flags'. In Bridgend 70% of schools are currently registered on the Eco-Schools Scheme, with three schools having the Green Flag, nine with the silver award and 18 at bronze level. Other ESDGC Related Activities within Bridgend County Borough Schools include: • 15 Out of Schools Hours Environment Clubs; • The Warden Services at Kenfig National Nature Reserve and Bryngarw Country Park who both provide an environmental education service; • Bridgend Youth Service (a BEES partner) co-ordinates programmes that encourage good health, citizenship and environmental responsibility; • Bridgend Youth Council heritage project.	All schools to be aware of and receive continued support and development through the BEES Partners The ultimate aim is for all schools to achieve the Green Flag Award. This is recognition that the school is engaging in a process of continuous improvement. Target of 10% not yet met so this target still stands. Current focus on schools needs to continue and develop but also integrate ESDGC into youth groups, colleges and other life long learning facilities. Youth Council members to set up an environment sub-group. Additionally, an opportunity exists for the Youth Council to establish links with the Welsh Youth Sustainable Development Forum.	2006-08: Support for Eco-Schools requires a specific role carried out by an ESDGC professional. Silver schools to be supported through the Eco-Schools officer. Special projects to receive support from the Eco-Schools officer and adviser with responsibility for ESDGC 2007-08: Further co-ordination between the Youth Services team, the Youth Council and an ESDGC professional will assist them in seeing how they can integrate other aspects of ESD&GC into their work.	Eco- Schools officer for S East Wales will provide regular updates of progress through the BEES partnership. Number of schools with out of hours environment clubs. Number of schools visiting Kenfig National Nature Reserve and Bryngarw Park. Links made by the Youth Council with Welsh Youth Sustainable Development Forum.

6.13 The leadership of learning

Why is this an important priority?
The successful management of change is critical in the lead-up to major curriculum innovation. In order to build management capacity it is necessary to develop leadership and management skills in middle and senior leaders.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Inspection evidence indicates good senior leadership overall. Middle leader programme in place but very limited Welsh Assembly Government funding to build the capacity required. TLR structures yet to become established.	Effective headship community with all schools achieving grades 1 or 2 on key questions 5, 6 and 7 in inspection. Senior leaders with vision and the necessary skills to manage change and bring about continuous improvement. Strong middle leaders taking responsibility for management of learning. Effective CPD programme for all those holding or aspiring to leadership roles. LEA performance continues to progress at a rate faster than that nationally.	2006-08: Continued focus on leadership and management issues in review and development programme and interventions. 2007-08: Middle leader Programme: new 6 module course developed by ESIS / Cynnal and SIHE. 2007-08: Senior leader programme offering additional modules and optional accreditation. Headteacher seminar programme focusing on key features of leadership and sharing best practice. 2007-08: Leadership cells within The Learning Network	2007 and 2008 Summer: review Estyn inspection findings; review success of intervention strategies 2008 Spring: evaluation of leadership and management CPD programme.

6.14 Sharing effective practice

Why is this an important priority?
The expertise, experience and effective practice that exists in our primary and secondary schools represents a considerable resource for all within the county borough. Existing effective practice is the starting point for many of the key priorities in this Plan and needs to be identified more systematically, and shared more widely, if we are to meet our challenging targets for improvement.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
A Good Practice Programme has been in operation since 2000 in the primary sector. Through this, schools have been able to share their successes through 'twilight' sessions and open days. These sessions have been wide-ranging in their scope and well-supported by teachers. Dissemination of effective secondary practice has been less well-developed, although professional networks have been established for science and modern foreign languages teachers and for heads and senior leaders, heads of sixth forms and curriculum managers.	We want to expand the range of primary good practice seminars to cover a broader range of topics, using a greater variety of approaches. We want to extend the number of good practice networks available in the secondary sector and to ensure that these work efficiently and effectively, with the support of all secondary schools. We also wish to give a greater priority to cross-phase initiatives, to support continuity and progression at the transition between key stages.	2006-08: Continue to identify effective practice through discussion with schools and through the Review and Development programme. In consultation with schools, establish new professional networks for secondary teachers in a range of curriculum areas. Continue to operate, in partnership with primary schools, a broad Good Practice Programme. In partnership with secondary schools' learning co-ordinators, offer a conference to disseminate teaching and learning initiatives.	We will evaluate progress through meetings with primary cluster co-ordinators and secondary headteachers, as well as through consideration of feedback from networks. All Good Practice Programme events to be routinely evaluated by participants.

7   Building success for all

Our priorities for action …

7.1   Improving pupil behaviour
7.2   Reducing exclusion
7.3   Re-integrating excluded pupils
7.4   Improving attendance
7.5   Pupils with additional learning needs
7.6   Pupils not educated in school
7.7   Improving confidence and self-esteem
7.8   Improving pupils' life skills
7.9   Improving health and well-being

7.1 Improving pupil behaviour

Why is this an important priority?
There is increasing concern regarding behaviour, as reflected in the volume of referrals to the Behaviour Support Service Panel. These cover all sectors of the education system, early years through to Key Stage 4. The impact of behavioural problems in schools has significant affects on the learning, achievement and academic success of pupils and on the emotional well-being of the whole school community.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
There is a continuum of support available to assist individual pupils and schools in tackling and resolving behaviour issues. Special provision is extensive ranging from a special school for children and young people with behavioural, emotional and social difficulties, class based provision in the Pupil Referral Unit, (PRU) through to preventative initiatives and school support. The PRU provides classes for children at all key stages of their education and also tuition group support.

Outreach support and advice is also provided by staff from | Schools receiving regular training on behaviour management principles.

A programme of training for both Newly Qualified teachers and existing staff available.

An enhanced role for behaviour outreach and an increase in Behaviour Support Teachers.

Support classes for children with MLD and behaviour issues at Key stage 2.

The extension of the peer mediation programme and ways of developing this approach at comprehensive | 2006-07: The authority has identified 9 staff to become trained to instructor level on the Strategies for Crisis Intervention (SCIP) programme. They will be available from November 2006 to organise a range of courses on behaviour issues for both special and mainstream schools.

2007-08: A review of the management structure of the Behaviour Support Service is planned.
Mediation schemes at secondary school level using a restorative justice approach are to be piloted in 2 comprehensive schools and if | This will be undertaken through the Behaviour and Attendance Review Group and the Behaviour Support Service Consultative Group. |

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
the Behaviour Support Service. Providing advice and support for behavioural issues is also a key role of the educational psychology service. The Bridgend Social Inclusion Team comprises members of both the EPS and BSS and also the Education Welfare Service. They are undertaking a range of preventative approaches to develop the capacity of schools to address conflict resolution through peer mediation and social skills approaches. The Playground Peacemaker scheme has now been rolled out to half of the schools in the borough and evaluations have been very positive.	school level identified.\n\nEnhanced provision at Key stages 3 and 4 in the PRU would also be warranted.\n\nIncreased support for parents and families, where appropriate.	successful they could be extended across the borough.\n\n2007-08: Nurture class development at Key Stage 2 will be part of the ongoing review - *Learning Communities: Schools of the Future*.\n\n2006-07: Audit of future SEN requirements.	

7.2 Reducing exclusion

Why is this an important priority?
Addressing high levels of exclusion and maintaining pupils in an appropriate education environment is a crucial factor in maintaining standards of pupil performance and achievement and will ensure equality of educational opportunity for all pupils. Additionally, there is a need to make provision for permanently excluded pupils to ensure minimal disruption to their education.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
21 pupils were permanently excluded from secondary schools in Bridgend in the 2004/05 academic year. This equates to an exclusion rate of 2.13 per 1,000 pupils, which is slightly above the Welsh average of 1.9 per 1,000 pupils.	The trend in Bridgend has remained constant over the past 5 years. We must therefore be realistic in our targeting setting and aim in the short term to be in line with the Welsh average by 2008.	We need to examine further and learn from the experiences of the best performing LEAs. 2007-08: An additional KS3 class at the Pupil Referral Unit will provide specialist support for pupils with emotional and behavioural difficulties. We will facilitate 'managed moves' between schools to afford pupils a fresh start. 2006-07: In collaboration with the Youth Offending Team a pilot scheme on Restorative Justice will be introduced at two secondary schools.	We will monitor and evaluate through: • Statistics reported annually to secondary headteachers. • A secondary school forum comprising senior staff to analyse data and consider best practice within Bridgend and across Wales. • The multi-agency Behaviour and Attendance Review Group. • The Annual Report of the Behaviour Support Service to the Behaviour Management Consultative Group. • Annual Report to Cabinet

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
In Bridgend each permanently excluded pupil is considered individually. The aim is to ensure that pupils are re-integrated into full time appropriate provision.	All pupils receive full-time appropriate provision following exclusion, in accordance with Welsh Assembly guidance. The individual package agreed will re-engage the pupil and encourage him/her to fulfil their potential. An expanded range of learning pathways available to permanently excluded pupils.	2006-08: An LEA/School Protocol has been established and will the basis for dealing with those pupils who have been permanently excluded from school. The establishment of a multi-agency KS4 Complementary Curriculum Task Group will assist in expanding the opportunities for these pupils. The successful pilot of a complementary curriculum programme for year 11 pupils in the 2005/06 academic year will be expanded in September 2006 to include year 10 pupils who may be excluded during the 2006/07 academic year.	We will monitor progress through: • The multi-agency Behaviour and Attendance Review Group. • The KS4 Complementary Curriculum Task Group • The Annual Report of the Behaviour Support Service to the Behaviour Management Consultative Group. • Annual Report to Cabinet

7.3 Re-integrating excluded pupils

Why is this an important priority?
The Council recognises the need to ensure that permanently excluded pupils are reintegrated at the earliest opportunity in order to minimise the disruption to their education.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
The Council aims to reintegrate permanently excluded pupils into appropriate full time provision on the 16th day following the headteacher's decision to exclude. However it is recognised that in some cases pupils have to be re-introduced gradually back into education. A reintegration plan is agreed with the pupil and parents	We want to ensure that the Protocol works effectively and that all pupils, where possible, are reintegrated in accordance with Welsh Assembly guidance. Key PIs to be introduced in 2006/07 will enable the Authority to compare performance across Wales and with neighbouring LEAs (in socio-economic terms).	2006-08: We will continue our key role in creating flexible strategies to support the speedy reintegration of pupils permanently excluded form school.	The Council will continue to monitor performance in this area. The introduction of KPIs will ensure comparative information is available from across Wales in order that quantitative judgements can be made. We will monitor progress through: • The multi-agency Behaviour and Attendance Review Group. • The KS4 Complementary Curriculum Task Group • The Annual Report of the Behaviour Support Service to the Behaviour Management Consultative Group. Annual Report to Cabinet

7.4 Improving attendance

Why is this an important priority?
Bridgend County Borough Council is committed to maintaining consistently high levels of pupil attendance at school and recognises that improving attendance is a crucial factor in maintaining standards of pupil performance and achievement and will ensure equality of educational opportunity for all pupils. Currently, too many days' learning are lost through non-attendance.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
The LEA's Attendance Policy *Success Starts by Being at School* is currently being revised and will be finalised following receipt of final Welsh Assembly guidance on Inclusion and Pupil Support. Attendance at primary schools in the 2004/05 academic year was 92.9%. This is currently below the Welsh average. Within the secondary sector attendance for the 2004/05 academic year was 91.2%. This is above the Welsh average and the trend has been for improved attendance over the past 4 years.	Primary attendance levels are a cause of concern and we wish to see Bridgend performing at a level that is at least comparable to our neighbouring LEAs in socio-economic terms and at the Welsh average. In the secondary sector, we strive to continue the upward trend and remain above the Welsh average. We want to promote positive attitudes to good attendance at school among all parents.	2006-08: The WAG grant for Electronic Registration to be targeted at the primary sector with the goal of achieving 100% of primary schools recording attendance electronically. Coupled with this initiative the Authority has procured a central attendance management package to enable data to be transferred electronically to the LEA. This will provide better management information for the Education Welfare Service and Senior Managers to enable them to tackle poor attendance levels.	The Authority has a number of reporting structures to monitor attendance levels: 1. Meetings at individual secondary schools with the Education Welfare Service. It remains the aims for multi-agency attendance at these meetings. 2. Annual Education Welfare Report to Cabinet 3. Multi-agency Behaviour & Attendance Review Group 4. Secondary Schools Forum 5. Establishment of a Review Group to monitor and assess the success of electronic registration across the Authority.

7.5 Pupils with additional learning needs

All of the Council's current policies and provision are designed to ensure that it complies fully with the requirements of the SEN Code of Practice for Wales. Similar importance will be attached to the new and currently awaited Welsh Assembly Government guidance on Inclusion and Pupil Support.

Why is this an important priority?
Providing for pupils with additional learning needs supports the Community Strategy aims of improving quality of life for all, increasing prosperity and having a more inclusive county borough. It also relates to the Corporate Improvement Plan objectives of improving educational attainment, supporting vulnerable groups and ensuring equality of access. The provision for additional learning needs in our special schools and special resourced mainstream provision has an important role to play in supporting an 'inclusive education' strategy across all schools and educational establishments within the county borough.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Services exist for all of the elements of this priority relating to special educational needs and to the additional areas of ethnic minority achievement, children of Traveller families, more able and talented pupils, Looked After Children and children with medical needs. Other vulnerable groups such as young parents and pregnant young women, school phobics / refusers, young offenders etc. receive support via the Behaviour Support Service	We seek to continue to become more inclusive, to develop recently established services such as those for children of Traveller families and to extend the range of advice and support available from our services.

We seek to ensure equality of access to support services, including for those pupils educated through the medium of Welsh. | 2006-07: Audit to establish future levels of need and most appropriate provision.

2007-08: Integration of planning for additional educational needs in the work taking forward the outcomes of the Council's *Learning Communities: Schools of the Future* consultation.

2006-08: Planned development of existing practice depending on continued access to specific | Via the Special Needs Advisory Group (SNAG), the Special Needs Senior Management Team (SNSMT) and the Welsh Assembly Government monitoring of grant usage. |

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
and links with the Youth Offending Team. Advice in relation to homophobic bullying is also now available.		grants such as the Ethnic Minority Achievement Grant and the Traveller Grant.	
There are two special schools and a wide range of specially resourced mainstream schools with special resource centres and bases to support the educational inclusion of pupils with a wide range of special educational needs.

This provision is kept under annual review to ensure the special provision being made is consistent with current needs. | The Special Needs Services are in the process of developing an 'Inclusive Education' Strategy on behalf of the Council. This will need to be integrated within the Bridgend Model of SEN Services Delivery and made known to all relevant stakeholders.

The annual review of provision also needs to be effective and appropriate funding made available to overcome identified shortfall in provision. | A number of task groups, linked in with the Special Needs Advisory Group (SNAG), and in some cases involving representatives from other agencies, have been set up to investigate various aspects of special educational needs provision and how best to address future needs. | A number of groups will be monitoring progress related to various aspects of this priority – for example:
• The Special Needs Advisory Group (SNAG)
• The SNS Senior Management Team.
• The Directorate Executive Management Group.
• The Local Authority Children & Young People's Joint Executive Team. |
| Currently a LAC Education Co-ordinator is funded through Children First monies and the Education department fund a full time Learning and Behaviour support assistant to provide specific input to children in the looked after | We are committed to increasing opportunities for LAC children and young people to access mainstream education on a regular basis and enhance their educational performance, academic achievements and emotional | 2006-07: Utilisation of LAC RAISE grant to enhance services through increasing the numbers of dedicated support assistants. Increase the time provided by the specialist educational psychologist and use the | 2007-08: Monitoring of services to ensure regular review and adaptation to changing needs. Training and support for LAC specialist staff in all schools. |

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
system. There is also funding for an educational psychologist to provide services for this group for one day per week.	well-being. Developing the levels of educational support should lead to improved attendance, reduced incidence of behavioural problems and increases in the numbers accessing further and higher education. A tutorial centre specifically catering for LAC students located at an off school site needs to be developed.	special school expertise to provide behaviour support advice. Ensuring all LAC children have an effective Personal Education Plan (PEP). Support for the effective operation of the tutorial base.	
A draft policy has been developed in relation to the education of children of Traveller families. A team of support staff is employed to act as a liaison with the families and to provide in-class support for the children as required.	We wish to improve attendance in the Early Years stage and also to support transition to secondary education.	2006-2007: We will continue to consult on the draft policy. 2006-2008: We will seek to further develop relationships with the Traveller families to address the aims stated above.	We will collect data relating to attendance and achievement from the schools involved. The provision for these pupils will be monitored and evaluated by the Access and Inclusion Service which will report to the School Improvement Service Management Team, the Special Needs Advisory Group and ESIS. This provision is funded via a specific WAG grant which has its own monitoring and evaluation procedures Note will also be taken of Estyn inspections.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
An Ethnic Minority Achievement Service has been established within the Access and Inclusion Service. Advice and guidance is available for all schools and support is allocated for individual pupils/ groups of pupils.	We wish to further develop awareness of diversity issues in relation to this area and to enhance the support available for pupils.	2006-07: We will develop data collection to allow for a more systematic monitoring and evaluation of individual and group attendance, progress and achievement. 2006-2008: A comprehensive training programme has involved all Bridgend schools in relation to responding to diversity and English as an additional language. Courses will continue to be provided. Visits will be undertaken to all schools to support the effective implementation of the training programme.	The provision for these pupils will be monitored and evaluated by the Access and Inclusion Service, the Special Needs Advisory Group and ESIS. This provision is funded via a specific WAG grant which has its own monitoring and evaluation procedures Note will also be taken of all relevant Estyn inspections.
Individual support is allocated via a multi-agency panel for children with long-term, complex medical needs. Shorter term needs are addressed via the Home Tuition Service.	We seek to address issues of recruitment and retention of staff and to develop a better trained workforce.	2006-2007: We will continue to consultation proposed changes to the employment of staff undertaking additional support. 2006-2008: We will work towards establishing a centrally employed team of staff who will have access to appropriate and accredited training.	Provision will be monitored and evaluated by the Access and Inclusion Service which will report to the School Improvement Service Management Team and the Special Needs Advisory Group.

7.6 Pupils not educated in school

Why is this an important priority?
A small minority of pupils may need to be educated away from a school environment for short periods of time, e.g. due to their current emotional, behavioural or social circumstances. However, this type of provision should only be made under exceptional circumstances and delivering education via a school should be the norm in the vast majority of cases.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Some pupils with emotional, behavioural and social difficulties (EBSD) in both the primary and secondary sectors may attend our Pupil Referral Unit (PRU) on a part time basis with the rest of their time spent in school. Some pupils may be educated at home because of a medical condition. In some cases of Key Stage 4 pupils, they may have been permanently excluded from a mainstream school and not be on the roll of a school when attending the PRU.	Although the PRU provides a vital role in working in collaboration with mainstream schools, there is a need to restructure our Key Stage Four provision to ensure that all KS.4 pupils have a package of provision which is linked to a mainstream or special school. A two year programme in KS.4 of complementary curriculum provision for vulnerable pupils should have a major impact on reducing the number of permanent school exclusions.	2006-08: Multi-disciplinary Key Stage 4 Complementary Curriculum Task Group will explore the feasibility of providing 'Additional Learning Pathways' via a suitably accredited two year programme encompassing school or PRU based studies; sheltered work sampling activities; work experience; and diversionary activities. The delivery of this programme will be linked to the Bridgend Young People's Partnership and involve a range of service providers from the statutory, voluntary and private sectors.	This complementary curriculum provision will be monitored by the KS.4 Complementary Curriculum Task Group who, in turn, will report to the Bridgend Secondary Headteachers Forum, the Bridgend CCET (Community Consortium for Education) and the Bridgend Children and Young People's Framework Partnership.

7.7 Improving confidence and self-esteem

Why is this an important priority?
This is linked to the core aim of the Welsh Assembly Government to promote the emotional well-being of children and young people. This is reflected in the Bridgend community strategy relating to the target of "supporting vulnerable groups". By improving quality of emotional experiences the general quality of life can be enhanced leading also to gains in learning and achievement.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Peer mediation in the primary sector using the Playground Peacemaker scheme has now extended to half of the schools in the County Borough. Primary schools have also completed a range of training on circle time and crucial skills development which will impact on children's self confidence and self-esteem. Training materials have been developed by the Educational Psychology Service to promote self-esteem at Key Stages 2 and 3. Secondary school materials and training have also been provided through the Healthy Schools Initiative	All schools to be able to promote emotional health, intelligence and well–being and to have clear coherent policies covering their strategies. The intention is to extend the training programmes and schemes to all schools offering training opportunities for the development of these approaches.	2006-08: Training opportunities to be established for all schools to access schemes such as Playground Peacemaker. 2006-08: Liaison between support services and Healthy Schools personnel to be maintained so a key group is available to plan interventions. 2006-08: Continued funding and support for the Social Inclusion Team to build on their successful developments of the past few years.	This will be through the Behaviour and Attendance Review Group, Behaviour Support Service Consultative Group and the Special Needs Advisory Group.

7.8 Improving pupils' life skills

Why is this an important priority?
It is essential that young people leave the education system with the life skills that they need to enable them to lead a full and active life at work and in their communities and to enjoy a sense of personal well being. A lack of basic skills, including life skills, is widely perceived to be a major cause of social exclusion. We want to ensure that all learners in Bridgend gain maximum life chance benefits from their time in education and are given every chance to fulfil their potential.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Personal and Social Education and Work Related Education include opportunities for the development of pupils' personal, social and life skills.

Careers Education and Guidance gives all pupils the opportunity to reflect upon and develop their skill levels and to consider the relevance of these to the world of work.

All pupils leave school with a Bridgend Record of Achievement which provides them with an opportunity to record their skill development and to build confidence about their future role in work and the community. | Further clarity to be established in respect of the definition of life skills and the interface between life skills, basic skills and key skills.

Life skills become embedded throughout the formal curriculum in schools and across all informal and non-formal learning pathways.

All pupils are equipped with the life skills that they need to enable them to fulfil their potential in their personal lives, their work and their communities. | 2007-08: Develop a co-ordinated, partnership approach to the development and accreditation of pupils' life skills across a range of formal, non-formal and informal learning routes. Ensure that the development of learners' life skills can be linked to the development of their basic and / or key skills.

2007-08: Provide training sessions on good practice in life skills for teachers and tutors. Work in partnership with a range of providers to address the barriers which prevent individuals from developing their life skills. | Progress will be monitored by the Council, the 14-19 Network and the work of the Young People's Partnership (YPP).

Work will be undertaken to analyse the various forms of accreditation and the extent to which these are used to recognise the development and achievements of pupils' life skills, basic skills and key skills. |

7.9 Improving health and well-being

Why is this an important priority?
Health is worse in Wales then in many other parts of Britain. Poor health blights the lives of people and families. Some of the main causes of ill-health can be prevented. Obesity, some cancers, heart disease and diabetes, for example, are all influenced by the way we live. Preventing ill-health in the first place not only saves people from pain and suffering but also helps our health and care services work more effectively. Healthy Communities are just as important as healthy people. Activities that improve the quality of our environment, promote equality and create better jobs and skills all help to create happier and healthier places to live.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
52 schools in Bridgend are currently in the Welsh Network of Healthy School Schemes (WNHSS) The Personal and Social Education (PSE) Framework sets out opportunities to teach about healthy and active lifestyles	All schools in Bridgend to be part of the WNHSS by 2008 Schools to develop health-promoting policies and systems by considering a range of actions on particular health topics Involvement of parents so that they, too, can improve their health and well-being as well as help their children. Education, health, leisure and voluntary agencies working together to promote healthy lifestyles.	2006-08: Awareness raising and training sessions relating to good practice to encourage the participation of all schools in health promoting activities 2006-07: The local healthy schools coordinator, support officer and the Council to assist schools to develop a 3 year action plan, which is monitored and evaluated annually Work in partnership with a range of agencies and organisations to fully support schools in implementing their action plans	Progress will be monitored by the Bridgend Healthy Schools multi-agency steering group Quality assurance visits to monitor schools.

8 Schools in their communities

Our priorities for action …

8.1 Developing schools' community focus
8.2 Supporting families and linking with parents

8.1 Developing schools' community focus

Why is this an important priority?
Both the Bridgend Community Strategy and the Council's Corporate Improvement Plan place a major emphasis on lifelong learning in supporting quality lifestyles for all the residents of the county borough and in sustaining prosperous communities. Within this context, schools are seen as having a vital role to play within their local communities, not only from the perspective of enhancing the learning opportunities for children and young people, but also those of their parents and carers, as well as other members of the wider community.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Many schools in the county borough have always provided additional facilities and services for the communities they serve. For example: • Betws Primary School provides a breakfast club and a wide variety of after school provision for children. The police and community dentist are located in the school and a partnership committee has been formed, including representatives from community groups to develop joint activities in the local area. • Eight schools in Kenfig Hill,	A clear Community Focused Schools Strategy to guide all our schools in maximising their contribution to their local communities, with opportunities to network in sharing good practice.	2006-08: The Council aims to maximise partnership working structures within the county borough to aid the implementation of the Community Focused Schools initiative. This will include supporting the 'Local Community Forums' being established by the Local Authority as part of its community regeneration strategy. Existing community focused work in schools will be audited to identify strengths and areas for further development. Audits will result in individual	The development and implementation of the 'Community Focused Schools' Initiative will be monitored as part of the Community Strategy by the Local Strategic Partnership Steering Group, together with its contribution to other partnership initiatives. The Council will monitor the outcomes of Estyn inspections and Review & Development reports provided by the Education Support & Improvement Service. A monitoring and evaluation group will be established to oversee the development and evaluation of the CFS strategy.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Cornelly, Pyle and Cefn Cribwr have been working in partnership with five community groups to develop a joint local history project. In October 2005, WAG launched a three-year Community Focused Schools (CFS) grant. The funding was deployed to create a CFS co-ordinator and a consultative group was established to oversee the grant and the development of a CFS strategy in the county borough. Membership comprises representatives of schools and a range of public and voluntary sector groups. Seventeen schools have been given grants to develop their community focus during 2005-07 and a conference has been held (March 2006) for schools, county borough departments, external groups and local organisations.		schools and clusters working in partnership to identify community needs and priorities, including out of school hours activities, health, childcare etc. These needs will be addressed through the identification and implementation of shared goals and targets. Once established, these opportunities will then be actively marketed to pupils, parents, families and the wider community. We will work with partners, such as Menter Bro Ogwr, to develop further opportunities for pupils in Welsh medium schools to use their linguistic skills in community-focused activities.	

8.2 Supporting families and linking with parents

Why is this an important priority?
We need to establish a strong working partnership with parents and families based on mutual respect, to encourage their involvement in schools and other establishments, utilising their skills and knowledge to enhance the quality of education and services provided.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Effective channels of communication that are currently in place to enable parents and families to receive information and consult with schools and the LEA need to be maintained and strengthened. Procedures relating to reporting pupil progress and attainment need to be maintained and where necessary, increased. The LEA and schools provide statutory and non-statutory documents, however not all of these are produced bilingually. Parents' and the public's views have been sought through	Strong partnerships between parents, families and schools enhance the quality of education provided. Parents' contributions as the child's first educators are valued and built upon on entry to school. Parents are well informed of the policy and practices of the LEA and their schools. Reports and comparative data provided enable parents to evaluate standards, identify a school of their choice and remain fully informed of their child's progress and attainment. Parents of children with special educational needs are fully	2006-08: Continue to provide useful and accessible information for parents regarding educational provision. Parents and members of the public will be consulted on all relevant matters. Use the County Borough website to inform parents of relevant information sources. Continue to promote active parental participation in the process of identification and assessment of children with special educational needs. Support schools in providing statutory information for	Progress in this key area for action will be assessed annually by the Education and Leisure Services Executive Management Group, drawing on information from discussion with headteachers, school governors, parents, families and elected members and the Council's complaints officer

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
consultation and surveys and reviews and consideration is given to the information received. We must ensure parental reviews take place systematically to inform future educational provision. The services provided by the LEA are monitored and evaluated and this information is used to inform development plans outlining targets for future service delivery. The County Borough's first Integrated Children's Centre has been established and is providing a valuable service to parents, families and local community groups. The services provided can be further developed.	informed and make an active contribution to their child's education. Parents, families and the members of local communities contribute to the work of schools. The LEA, in partnership with a range of agencies, provides quality information and services that support parents and families. Documents and information is provided bilingually. Information received from consultation with parents and the public informs future education and service provision. Bridgend's Integrated Children's Centre provides a wide range of valued services for children, parents, families, the local and wider community	parents and provide a training programme for governors focusing on the development of these key documents. Promote the principles of Bridgend's Welsh Education Scheme and ensure documents are produced bilingually. Continue to work closely with other agencies to provide quality information about education and training for young pupils and their parents and families. Through partnership working, further develop the services provided at Bridgend's Integrated Children's Centre.	

9 Making the right provision

Our priorities for action …

9.1 Data on schools and forecasts of pupil numbers

Appendix 1 to this Plan includes a range of data on primary schools and maintained nursery schools in the County Borough, including the age range of pupils, the number of pupils on roll, the extent of surplus places and the number of places refused in 2005-06. Appendix 2 includes the same information for the County Borough's secondary schools, as well as details of numbers of pupils in sixth forms. Appendix 3 provides projections of pupil numbers for all our schools for the period 2007-11.

Taken together, this data forms the background to the action proposed in Section 9.2 following.

Our main aims in relation to data about schools and future pupil numbers are:
- further development of asset management information; and
- extending pupil number projections beyond 2011.

Geographical issues

The Cefn Glas / Bryntirion housing estate to the west of the town of Bridgend has five schools in the primary phase. One of these is a Catholic voluntary aided school, the other four comprise two community infant and two junior schools. The two junior schools are co-located on the same campus. Three of these community schools have a significant number of surplus places (over 25%), with two of the schools currently projected to decline in pupil numbers between now and 2011.

In the town area of Bridgend itself there is currently oversubscription at adjacent infant and junior schools, where over a third of pupils are currently admitted from outside the local area. Pressure on these two schools is likely to ease with forecast pupil numbers showing an overall decline by 2011.

In Caerau, Maesteg, a significant number of surplus places will be removed following the opening of a new primary school in 2008.

In the secondary sector, there is one secondary school in the west of the county borough which has almost 44% of surplus places. There are also two secondary schools, one with over 33% surplus places, the other with over 22%, serving valleys communities, located just over a mile apart from each other.

Faith schools

There is one secondary voluntary aided (VA) Catholic school, three catholic VA primary schools, one Church in Wales VA primary school and one Church in Wales voluntary controlled primary school in the county borough. Since there is no Church in Wales secondary school in the county borough, those parents who seek a denominational education for their children, apply to the Roman Catholic secondary school, or in some cases a very small number have sought places in the nearest Church in Wales secondary school in Cardiff. It is understood that there is a review being conducted by the Archdiocese of Cardiff into the future provision of catholic provision in the county borough. Pupil numbers due to attend these three catholic

primary schools are forecast to show an overall fall by 2011. The Archdiocese of Cardiff and the governing body of the secondary Catholic school are currently considering, in discussion with the Welsh Assembly Government and the Council, future options for the school, given the current condition of its buildings. The Council is also in the process of planning to replace the voluntary controlled Church in Wales primary school by 2008/09.

Infant and junior class sizes

During the period covered by this Plan, we will continue to work with schools to ensure compliance with the statutory limit on infant class sizes and Welsh Assembly Government guidelines regarding junior class sizes are met and that, consequently, infant and junior classes in the county borough's schools contain, in each case, no more than 30 pupils.

9.2 Pupils with special educational needs

Information concerning the provision of special units in maintained settings in primary schools and secondary schools respectively is provided in Appendices 5 and 6 to this Plan. Appendix 7 includes further information about special school provision.

About 16% of the current pupil population are considered to have special educational needs (approx. 3,700) of whom about 2,200 receive support at the 'School Action Plus' stage of the Bridgend Model of SEN Services Delivery. About 340 have a Statement of Special Educational Needs.

At the present time, the following numbers of pupils with special educational needs are receiving specialised provision either by attending a special school or a specially resourced mainstream resource base/centre:

(1)   Have a special school placement: 295

(2)   Attend a Primary Moderate Learning Difficulties Special Class: 220

(3)   Attend a General Developmental Delay Observation Class: 66

(4)   Attend a Specially Resourced Mainstream School with a
         Resource Base/Centre for various types of Specialised Needs: 97

9.3 Making schools fit for purpose

Why is this an important priority?
There is an urgent need to continue to modernise our school buildings, and take some important decisions about their future and the role they play in our local communities. We need to secure increased funding to ensure school buildings and grounds are safe, in good condition and fit for purpose. There is a current backlog of over £12m for structural repairs and maintenance.
As a result of falling pupil numbers, there are already many unfilled places in Bridgend CBC schools. Surplus places represent a considerable waste of money and resources. There is also pressure on accommodation in certain areas due to local housing developments. In our primary schools, there are now nearly 1800 surplus places (13%) and these are likely to grow to over 2500 surplus places (19%) by 2009—10. In the secondary sector we already have 2500 surplus places (20%) and these are likely to grow to over 3300 (28%) by 2009.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
The Council has agreed that school funding and investment in school buildings are among its top three priorities. As a consequence, the Council has commenced a borough wide consultation (March-May 2006) on a strategy to respond to change and improve the overall education provision. Removal of surplus places will be a priority for action in the next two years at least. The Council has allocated sites for new and extended	Policy framework in place to inform Elected Members' decisions about school development and reorganisation proposals. By 2015 there are sufficient schools of the right type and size, in the right place, with a full range of excellent facilities, and properly resourced.	2006-07: Analysis of projected pupil numbers; assessment of school accommodation deficiencies and level of surplus places. 2006-08: Priorities will be agreed for targeting investment; capital and revenue funding sources identified, and costed proposals brought forward to modernise the Council's schools. Statutory processes will subsequently be progressed in line with	Through: • careful monitoring of birth statistics, projected pupil numbers, parental preferences, planned housing developments; • assessing regularly the capacity of schools; • project monitoring group involving cross-directorate representatives will meet to review progress on

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
education facilities under Policy SC5 of the adopted Bridgend Unitary Development Plan (2001-06).		proposals and agreed priorities. The use of prudential code for borrowing will be used to supplement the Council's capital programme, and capital allocations from Welsh Assembly Government. Collaboration between Education and Planning Services will facilitate the identification of sites for new and extended education facilities, where a need has been identified, in the new Local Development Plan (2006-21).	schemes, reporting to Executive Director, Corporate Management Board and Cabinet, as and when appropriate.

9.4 Welsh-medium provision

Provision of places

The Council has analysed current demand and the availability of places for Welsh medium education in the early years, primary and secondary sectors, as well as trends in that demand. This analysis indicates that demand is being met at present and that there is no shortage of places in Welsh medium schools in the County Borough. In 2005, 916 pupils aged 4-11 were on the roll of the Council's four Welsh medium schools, where there were, in total, 208 surplus places based on More Open Enrolment (MOE) capacity calculations. In addition 687 pupils from the County Borough attended Ysgol Gyfun Llanhari in Rhondda Cynon Taff, representing a transition rate from primary to secondary Welsh medium education of some 94%.

Overall, the number of pupils receiving Welsh medium primary education has fallen between 1996 and 2005. In Key Stage 1 it has fallen by 12.5%, which is comparable with the fall in rolls generally. In Key Stage 2 it has fallen by 16.2%, compared with a fall of 8.6% in numbers across all schools. Current projections for future pupil numbers are included in Appendix 7 to this Plan.

In September 2008 the Council proposes to open a Welsh medium secondary school at Llangynwyd, on the site of the existing upper school of Maesteg Comprehensive. This new provision will mean that, for the first time, pupils receiving Welsh medium primary education will be able to transfer to a secondary school situated within the County Borough. Although some parents, particularly those in the south east of Bridgend, may well choose for their children to transfer to Llanhari, our current estimate is that by 2014 the new Llangynwyd school will have above 700 pupils on roll.

The Council is very aware that current patterns of parental demand for Welsh medium provision may be closely related to the geographical location of Welsh medium schools. In the summer of 2005, the Authority conducted a survey of potential parental demand among parents of Reception aged children. Among other things, this survey invited parents to state their likely preference for either Welsh or English medium education if both were available 'within reasonable travelling distance'. Although the response rate to the survey was only a little over 30%, responses received appeared to indicate that there may be some demand for Welsh medium education which was not materialising because of geographical factors. It is the Council's intention to repeat this survey in 2006 and to supplement the data obtained by attempting to gain the views and intentions of parents of pre-school children. The intelligence obtained from this exercise will help us to estimate more accurately potential parental demand and to assess the geographical factors that impact on it.

Continuity in provision

The Council's draft Welsh Education Scheme highlights our commitment to ensuring that there is continuity in provision for Welsh medium education. Arrangements are in place to ensure continuity between key stages is effective from the early years through to secondary education. There is a close working relationship between

Ysgol Gyfun Llanhari and our four Welsh medium primary schools that promotes continuity in both pastoral and curriculum terms. Very few pupils overall do not continue their Welsh medium education from the primary to the secondary sector. All post 16 pupils are able to receive a Welsh medium / bilingual education at Ysgol Gyfun Llanhari in the great majority of subjects. Ysgol Gyfun Llanhari works within a consortium of four Welsh medium secondary schools in Rhondda Cynon Taff County Borough in order to extend the post 16 provision available to ensure suitable and relevant learning pathways.

In order to extend continuity of provision further, we have identified two main priorities for our work in this area over the next two years. These are:
- to work with our partners in the 14-19 Network Partnership to broaden the range of vocational courses available through the medium of Welsh for post 16 learners;
- to ensure that Welsh medium cluster activity focusing on Key Stage 2-3 transition parallels that in the English medium schools and that Bridgend schools are able to work in partnership with those in Rhondda Cynon Taff to this effect.

9.5 Accessibility strategy

Why is this an important priority?
Our accessibility strategy is an important priority because of statutory requirements and the Authority's stated aims of becoming more inclusive.

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Every school has an accessibility strategy.	We want to ensure that the targets set within these strategies are achieved.	The implementation of the SEN Self Evaluation Profile is relevant to the school's identification of its statutory compliance in many areas including accessibility	Progress will be monitored via Estyn and ESIS reports as well as monitoring by the Access and Inclusion Service.

9.6 Early years provision

Bridgend County Borough Council places great importance on the provision of early years education, aiming to create an inclusive foundation for learning. We want pupils to get the best possible start and, to do this, we need to identify any particular areas of need at an early stage. We believe in lifelong learning as an entitlement for all and aim to secure a seamless and progressive provision, in terms of the curriculum and teaching methods, that runs from pre-school and early years education through to post 16 provision, training, higher education and employment.

The following three principles embody our approach to early years education:
- To provide high quality education, which enables children to reach their full potential.
- To aim to provide equality of access to educational provision throughout the County Borough for all children.
- To work in partnership with a wide range of agencies to provide effective services for young children and their families.

Statement of proposals for securing places for eligible three and four year olds

The Local Education Authority, in consultation with the Children's Partnership (incorporating the Early Years Development and Childcare Partnership), has a statutory duty to fund a free part-time education place in a maintained or non-maintained setting from the term after a child's third birthday, should the parents request it. The eligibility dates, therefore, in Bridgend County Borough are as follows:

For the period 1st April 2006 to 31st March 2007:

TERM	QUALIFYING DATES OF BIRTH
Summer Term 2006	Children born between 1st January 2003 and 31st March 2003
Autumn Term 2006	Children born between 1st April 2003 and 31st August 2003
Spring Term 2007	Children born between 1st September 2003 and 31st December 2003

For the period 1st April 2007 to 31st March 2008:

TERM	QUALIFYING DATES OF BIRTH
Summer Term 2007	Children born between 1st January 2004 and 31st March 2004

Autumn Term 2007	Children born between 1st April 2004 and 31st August 2004
Spring Term 2008	Children born between 1st September 2004 and 31st December 2004

Current provision and priorities

The provision of early years education places is varied across the County Borough with a mixture of full and part time provision. Access to good quality early years education to meet parents' wishes is not currently available universally. The inequality of provision will remain a priority for the local education authority to address, in consultation with schools, other providers and the Children's Partnership, in the coming two years. Other priorities include securing consistently high quality in early years education and extending partnership working with a wide range of agencies to provide effective services for young children and their families.

In Bridgend County Borough educational places for three and four year olds are provided through the maintained and non maintained sectors. The Council has 54 nursery, infant, primary and special schools, and 43 playgroups or private nurseries in the non-maintained sector providing early years education. This includes both English and Welsh medium provision. One special school, Heronsbridge, provides residential facilities and takes children from beyond the County Borough boundary. Specialist childcare services are provided by Y Bont, which has the capacity to provide childcare for up to 18 children with special educational needs per day. Intake of pupils to settings is varied. The majority of schools take in pupils each term, however, there is a small number of schools who take pupils in the autumn term only and others, again only a small percentage, who operate an intake during the autumn and spring terms only. All non-maintained settings operate a termly intake.

Provision of places for three and four-year olds within the maintained, private and voluntary sectors 2006-2007 and 2007-08

The estimated number of nursery education places available in each term of the academic years 2005-06, 2006-07 and 2007-08 is as follows:

Type of Provision	*Autumn Term 2005*	*Spring Term 2006*	*Summer Term 2006*
Maintained Reception Classes	1840	1840	1840
Maintained Nursery Classes*	1580	1620	1700
Maintained Nursery Places in Nursery/Reception Classes	0	0	0
Maintained Nursery Schools	130	130	130
Private Nurseries*	946	946	909

Voluntary pre-school Groups**	571	571	551

Type of Provision	Autumn Term 2006	Spring Term 2007	Summer Term 2007
Maintained Reception Classes	1840	1840	1840
Maintained Nursery Classes*	1781	1781	1781
Maintained Nursery Places in Nursery/Reception Classes	0	0	0
Maintained Nursery Schools	130	130	130
Private Nurseries**	909	909	909
Voluntary pre-school Groups**	499	499	499

Type of Provision	Autumn Term 2007	Spring Term 2008	Summer Term 2008
Maintained Reception Classes	1840	1840	1840
Maintained Nursery Classes*	1781	1781	1781
Maintained Nursery Places in Nursery/Reception Classes	0	0	0
Maintained Nursery Schools	130	130	130
Private Nurseries**	909	909	909
Voluntary pre-school Groups**	499	499	499

*
The number of places available refers to those places within designated nursery class accommodation. Additional nursery places have and will be provided by establishing mixed nursery/reception classes. However, this provision will be adjusted in each academic year according to the number of pupils on roll. Appendix 4 to this Plan outlines the specific number of places funded for the 2005-06 and the projected figures for 2006-07 and 2007-08.

**
The places identified in the private nursery and voluntary pre school groups are the total places at the settings and could be occupied by children of ages 0-5 years, not specifically 3 and 4 years old.

Early Years Education in Faith Based Settings

Early years education places are available in faith based settings (See Appendix 4). These places are regulated by the Diocese. The Council monitors applications for places for the reception class in Pen y fai Church in Wales Primary School which is a controlled primary school. Currently this school does not have nursery provision.

Welsh Medium Early Years Places

The following table outlines the number of and demand for Welsh medium nursery places in the four Welsh medium primary schools in the County Borough. The number of places available refers to those places within designated nursery class accommodation. Additional nursery places have and will be provided by establishing mixed nursery / reception classes. However, this provision will be adjusted in each academic year according to the number of pupils on roll:

School	2002-03		2003-04		2004-05		2005-06		2006-07	
	Number of available places	Demand	Number of available places	Demand	Number of available places	Demand	Number of available places	Demand	Number of available places	Demand
Ysgol Gymraeg Bro Ogwr Bridgend	30	30 Full-time	30	30 Full-time	60	59 Full-time	60	41 Full time	60	40
Ysgol Gynradd Gymraeg Cwm Garw Garw Valley	33	22 Full-time	33	22 Full-time	33	23 Full-time	33	15 Full-time	33	16
Ysgol Cynwyd Sant Maesteg	23	25 Full-time	23	25 Full-time	23	49 Full-time	23	35 Full-time	23	35
Ysgol Y Ferch O'r Sgêr Corneli North Cornelly	0	1 Full-time	0	0	24	19 Full-time	30	35 Full-time	30	35

Council monitoring of the availability of places indicates that all parents who request Welsh medium early years education are able to access provision.

A list of all settings in the maintained and non-maintained sectors who are registered with the Children's Partnership to receive funding to provide nursery education can be found in Appendix 4 to this Plan. Specific information regarding contact details, type of setting, medium of provision, number of funded places and projected pupil numbers can also be found in this appendix.

Extending early years education provision

Why is this an important priority?.
The provision of early years education is essential to create an inclusive foundation for learning which will ensure areas of need are identified at an early stage and pupils get the best possible start

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
Welsh Assembly Government revenue and capital funding has enabled the Council to: • fund early years education places in the maintained and non-maintained sectors for children the term following their third birthday. • expand nursery provision in schools to increase parity and ensure parental choice of setting. The provision of early years education places is varied across the County Borough with a mixture of full and part time provision. Access to good quality early	A free part-time education place in the maintained or non-maintained sector is available for children the term following their third birthday. Nursery provision is expanded in schools to ensure parental choice of setting. Full-time education is provided for all children who attend a school or non-maintained setting for the academic year prior to the Reception year. High quality early years education is provided, which enables children to reach their full potential. Effective partnership working with a wide range of agencies	2006-08: Fund a free part-time education place in the maintained or non-maintained sector for children the term following their third birthday 2006-08: Address the inequality of provision, in consultation with schools, other providers and the Children's Partnership, in the coming two years by implementing a planned programme for the expansion of nursery education in schools, using capital funding provided by WAG. Pilot the funding of full time education for children who attend a school or non-maintained setting for the academic year prior to the	The Council's Group Manager, Financial Support Unit, will monitor the take up of places each term and identify the overall cost. The Council will evaluate the effects of the programme of expansion and inform the Children's Partnership when necessary. The Council's Group Manager, Financial Support Unit, will monitor the cost of providing full time education for children who attend a school or non-maintained setting for the academic year prior to the Reception year. ESIS Advisers, the Council's School Development Officer

Where are we now?	Where do we want to be?	How will we get there?	How will we evaluate?
years provision to meet parents' wishes is not currently available universally. Education for three and four year old children is provided through the maintained and non-maintained sectors. The quality of provision is more varied in the non-maintained sector.	ensures quality services for young children and their families. Programmes and initiatives funded by the Welsh Assembly Government and the Basic Skills Agency are effective. Bridgend's first Integrated Children's Centre provides high quality services which impact on standards and the quality of provision for children, parents and the local and wider community.	Reception year in both sectors and evaluate the possibility of funding for 2007-08. 2006-08: Monitor and evaluate the quality of provision in both sectors, and provide training and support. Develop partnership working by implementing the principles of the Compact agreement and support the work of the Children's Partnership, which incorporates the Early Years Development and Childcare Partnership. 2006-08: Support the development of externally funded programmes and initiatives through Officer involvement in each project. 2006-08: Support the Lead Headteacher in managing the Integrated Centre.	and Early Years / Key Stage 1 Support Officer will evaluate the quality of provision. The Council will evaluate the overall effectiveness of partnership working each term. The Council, in consultation with relevant agencies and partners will evaluate the impact of new programmes and initiatives. The ICC Management Board will evaluate the services provided by the Integrated Children's Centre each term and annually in July.

Appendices

Appendix 1: Pupil numbers: primary schools and maintained nursery schools: January 2006

School Number	School Name	Welsh Indicator	Type of School	Age Range	NOR (based on Jan 2006)	MOE	Surplus capacity Jan 06	Over capacity Jan 06	S N	Number of FTE places available in a designated nursery class Jan 06	Number of pupils on roll in a designated nursery class Jan 06	No of places available in temp accom	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
2046	Abercerdin Primary	N	C	3-11	139	147	8	0	26+6	48	24	0	5.44	0.00	0
2304	Afon y Felin Primary	N	C	3-11	142	156	14	0	25	0	0	0	8.97	0.00	0
3323	Archdeacon John Lewis C in W Primary	N	VA	4-11	189	209	20	0	25	0	0	0	9.57	0.00	0
2051	Betws Primary	N	C	3-11	191	263	72	0	43	40	32	0	27.38	0.00	0
2094	Blaencaerau Junior	N	C	7-11	178	197	19	0	68	0	0	0	9.64	0.00	0
2055	Blaengarw Primary	N	C	3-11	180	196	16	0	25	0	0	0	8.16	0.00	0
2332	Blaenllynfi Infants	N	C	4-7	121	232	111	0	72	0	0	0	47.84	0.00	0
2303	Brackla Junior	N	C	7-11	147	247	100	0	74	0	0	0	40.49	0.00	0
2357	Brackla Infants	N	C	3-7	109	110	1	0	84	75	50	0	0.91	0.00	0
2368	Bryncethin Primary	N	C	4-11	232	226	0	6	39	0	0	0	0.00	2.65	0
2086	Brynmenyn Primary	N	C	4-11	161	175	14	0	19	0	0	0	8.00	0.00	0
2294	Bryntirion Junior	N	C	7-11	149	223	74	0	62	0	0	0	33.18	0.00	0
2090	Bryntirion Infants	N	C	3-7	122	200	78	0	45	44	34	0	39.00	0.00	0
2103	Cefn Cribwr Primary	N	C	3-11	153	185	32	0	22	0	0	0	17.30	0.00	0
2300	Cefn Glas Infants	N	C	3-7	148	198	50	0	107	94	81	0	25.25	0.00	0
2109	Coety Primary	N	C	3-11	125	131	6	0	20	30	13	0	4.58	0.00	0
2288	Corneli Primary	N	C	3-11	276	340	64	0	45	30	29	0	18.82	0.00	0
2146	Coychurch Primary	N	C	3-11	82	86	4	0	20	0	0	0	4.65	0.00	0
2279	Croesty Primary	N	C	3-11	239	240	1	0	31	33	26	0	0.42	0.00	0
2117	Cwmfelin Primary	N	C	3-11	180	181	1	0	23	40	29	0	0.55	0.00	2
2122	Ffaldau Primary	N	C	4-11	159	159	0	0	33	0	0	0	0.00	0.00	0
2129	Garth Primary	N	C	3-11	194	238	44	0	41	40	39	0	18.49	0.00	0
2136	Heol Y Cyw Primary	N	C	3-11	65	76	11	0	12	0	0	0	14.47	0.00	0
2141	Litchard Junior	N	C	7-11	246	250	4	0	70	0	0	0	1.60	0.00	0
2299	Litchard Infants	N	C	3-7	175	210	35	0	66	40	28	0	16.67	0.00	0
2292	Llangewydd Junior	N	C	7-11	297	313	16	0	81	0	0	0	5.11	0.00	0
2149	Llangynwyd Primary	N	C	3-11	86	109	23	0	11	0	0	0	21.10	0.00	0
2367	Maes yr Haul Primary	N	C	3-11	361	390	29	0	45	30	54	0	7.44	0.00	0
2166	Mynydd Cynffig Infants	N	C	3-7	152	174	22	0	46	40	43	0	12.64	0.00	0

School Number	School Name	Welsh Indicator	Type of School	Age Range	NOR (based on Jan 2006)	MOE	Surplus capacity Jan 06	Over capacity Jan 06	S N	Number of FTE places available in a designated nursery class Jan 06	Number of pupils on roll in a designated nursery class Jan 06	No of places available in temp accom	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
2162	Mynydd Cynffig Junior	N	C	7-11	211	225	14	0	49	0	0	0	6.22	0.00	0
2172	Nantyfyllon Primary	N	C	3-11	251	244	0	7	41	56	40	0	0.00	2.87	0
2178	Nantymoel Primary	N	C	3-11	176	189	13	0	28	64	24	0	6.88	0.00	0
2185	Newton Primary	N	C	3-11	203	213	10	0	28	30	34	0	4.69	0.00	0
2194	Nottage Primary	N	C	3-11	393	415	22	0	59	48	48	0	5.30	0.00	0
2369	Ogmore Vale Primary	N	C	3-11	393	436	43	0	64	70	45	0	9.86	0.00	0
2198	Oldcastle Junior	N	C	7-11	220	187	0	33	60	0	0	0	0.00	17.65	0
2202	Oldcastle Infants	N	C	3-7	147	138	0	9	45	30	35	0	0.00	6.52	0
2205	Pandy Infants	N	C	3-7	53	49	0	4	29	0	0	0	0.00	8.16	0
2210	Pencoed Junior	N	C	7-11	232	268	36	0	82	0	0	0	13.43	0.00	0
2214	Pencoed Infants	N	C	3-7	181	174	0	7	76	28	38	0	0.00	4.02	0
2220	Penybont Primary	N	C	3-11	294	334	40	0	36	69	47	0	11.98	0.00	0
3013	Penyfai C in W Primary	N	VC	4-11	165	200	35	0	19	0	0	0	17.50	0.00	0
2227	Pil Primary	N	C	3-11	200	194	0	6	31	30	26	0	0.00	3.09	0
2232	Plasnewydd Primary	N	C	3-11	342	334	0	8	54	47	44	0	0.00	2.40	0
2296	Porthcawl Primary	N	C	3-11	146	145	0	1	16	28	26	0	0.00	0.69	0
3322	St Marys RC Catholic	N	VA	3-11	220	214	0	6	26	23	30	0	0.00	2.80	0
3311	St Marys & St Patricks Catholic	N	VA	3-11	199	168	0	31	26	30	28	0	0.00	18.45	0
3315	St Roberts RC Catholic	N	VA	4-11	173	171	0	2	19	0	0	0	0.00	1.17	0
2342	Tondu Primary	N	C	3-11	166	168	2	0	10+37	0	0	0	1.19	0.00	0
2256	Trelales Primary	N	C	3-11	186	184	0	2	26	25	30	0	0.00	1.09	6
2366	Tremains Infants	N	C	4-7	195	205	10	0	70	0	0	0	4.88	0.00	0
2360	Tremains Junior	N	C	7-11	252	276	24	0	73	0	0	0	8.70	0.00	0
2275	Tynyrheol Primary	N	C	3-11	67	52	0	15	16	0	0	0	0.00	28.85	0
2301	West Park Primary	N	C	3-11	351	329	0	22	36	21	35	0	0.00	6.69	0
2298	Ysgol Gymraeg Bro Ogwr	Y	C	3-11	342	430	88	0	53	59	40	0	20.47	0.00	0
2363	Ysgol Gymraeg Cwm Garw	Y	C	3-11	128	177	49	0	30	78	17	0	27.68	0.00	0
2259	Ysgol Cynwyd Sant	Y	C	3-11	288	339	51	0	41	23	27	0	15.04	0.00	0
2358	Ysgol Y Ferch O'r Sger Corneli	Y	C	3-11	170	208	38	0	32	30	28	0	18.27	0.00	0

School Number	School Name	Welsh Indicator	Type of School	Age Range	NOR (based on Jan 2006)	MOE	Surplus capacity Jan 06	Over capacity Jan 06	S N	Number of FTE places available in a designated nursery class Jan 06	Number of pupils on roll in a designated nursery class Jan 06	No of places available in temp accom	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
1017	Pontycymmer Nursery	N	C	3-5	24	-	-	-	-	-	-	-	-	-	-
1019	Caerau Nursery	N	C	3-5	45	-	-	-	-	-	-	-	-	-	-
1022	Sarn Nursery	N	C	3-5	38	-	-	-	-	-	-	-	-	-	-
	Total Number of Schools =				107	0	0	0		0		0			0

Indicate whether MOE (from 13/95) or MCW   13/95

Appendix 2:   Pupil numbers: secondary schools: January 2006

School Number	School Name	Welsh Indicator	Type of School	Age Range	NOR (based on Jan 06)	Capacity	Surplus Capacity	Over capacity	SN or admission NO	AN for 6th Form when available from MCW	No. of 6th Form Pupils on roll	No of places available in temp accom	MOE Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
4601	Archbishop Mcgrath	N	VA	11-19	720	754	34	0	104		115	0	4.51	0.00	0
4078	Brynteg School	N	C	11-19	1,961	2,480	519	0	337		361	0	20.93	0.00	0
4068	Bryntirion Comprehensive	N	C	11-19	1,021	1,205	184	0	168		147	0	15.27	0.00	0
4059	Cynffig Comprehensive	N	C	11-19	686	1,221	535	0	254		103	0	43.82	0.00	0
4071	Maesteg Comprehensive	N	C	11-19	1,239	1,486	247	0	290		183	0	16.62	0.00	0
4084	Ogmore School	N	C	11-19	734	949	215	0	218		110	0	22.66	0.00	0
4076	Pencoed School	N	C	11-19	1,100	1,595	495	0	228		170	0	31.03	0.00	0
4080	Porthcawl Comprehensive	N	C	11-19	1,440	1,605	165	0	267		259	0	10.28	0.00	0
4074	Ynysawdre Comprhensive	N	C	11-19	891	1,340	449	0	273		108	0	33.51	0.00	0
					9,792	12,635	2,843	0		0	1,556				

Appendix 3: Projections of pupil numbers: 2007-11

School Number	School Name	Actual NOR at Jan 2006	Forecast NOR at Jan 2007	Forecast NOR at Jan 2008	Forecast NOR at Jan 2009	Forecast NOR at Jan 2010	Forecast NOR at Jan 2011
2046	Abercerdin Primary	139	136	137	147	156	168
2304	Afon y Felin Primary	128	114	96	155	148	142
3323	Archdeacon John Lewis C in W Primary	189	191	186	179	172	173
2051	Betws Primary	191	194	198	194	189	185
2094	Blaencaerau Junior	178	186	174	166	158	140
2055	Blaengarw Primary	153	150	147	160	171	184
2332	Blaenllynfi Infants	121	109	124	127	132	141
2303	Brackla Junior	147	154	141	118	118	143
2357	Brackla Infants	109	106	107	108	102	123
2368	Bryncethin Primary	232	222	216	199	195	192
2086	Brynmenyn Primary	161	144	137	136	142	137
2294	Bryntirion Junior	149	140	131	124	116	106
2090	Bryntirion Infants	105	109	94	83	80	75
2103	Cefn Cribwr Primary	132	135	132	122	119	108
2300	Cefn Glas Infants	148	161	168	188	181	177
2109	Coety Primary	125	127	112	111	113	116
2288	Corneli Primary	276	258	261	265	265	275
2146	Coychurch Primary	68	67	62	65	67	67
2279	Croesty Primary	239	234	235	229	223	221
2117	Cwmfelin Primary	178	190	183	185	193	199
2122	Ffaldau Primary	159	155	158	154	162	173
2129	Garth Primary	194	207	201	212	228	237
2136	Heol Y Cyw Primary	52	59	55	55	55	58
2141	Litchard Junior	246	251	244	234	222	217
2299	Litchard Infants	175	159	169	174	184	183
2292	Llangewydd Junior	297	289	270	242	237	235
2149	Llangynwyd Primary	71	80	78	74	64	63
2367	Maes yr Haul Primary	362	422	479	526	563	592
2166	Mynydd Cynffig Infants	138	120	119	131	156	165
2162	Mynydd Cynffig Junior	211	204	183	177	154	153
2172	Nantyffyllon Primary	245	241	231	235	237	244
2178	Nantymoel Primary	176	166	157	156	146	140
2185	Newton Primary	203	200	196	207	214	229
2194	Nottage Primary	394	369	364	352	348	334
2369	Ogmore Vale Primary	393	364	371	356	326	314
2198	Oldcastle Junior	220	217	206	187	170	156
2202	Oldcastle Infants	141	128	117	134	149	164
2205	Pandy Infants	36	35	31	34	35	33
2210	Pencoed Junior	232	222	223	212	215	210
2214	Pencoed Infants	158	157	151	150	157	168
2220	Penybont Primary	294	294	286	264	263	242
3013	Penyfai C in W Primary	165	169	154	142	141	138
2227	Pil Primary	200	198	194	194	192	192
2232	Plasnewydd Primary	342	310	321	326	318	320
2296	Porthcawl Primary	146	162	147	132	122	110
3322	St Marys RC Catholic	221	212	208	198	185	182
3311	St Marys & St Patricks Catholic	199	201	196	199	197	196
3315	St Roberts RC Catholic	172	167	155	146	145	132
2342	Tondu Primary	149	151	149	139	129	130
2256	Trelales Primary	186	187	196	195	193	195
2366	Tremains Infants	205	218	216	206	208	241
2360	Tremains Junior	252	242	246	239	247	268
2275	Tynyrheol Primary	56	56	56	51	55	55
2301	West Park Primary	351	343	336	328	333	329
2298	Ysgol Gymraeg Bro Ogwr	342	355	364	370	360	358
2363	Ysgol Gymraeg Cwm Garw	128	128	134	140	144	143
2259	Ysgol Cynwyd Sant	280	290	299	296	300	303
2358	Ysgol Y Ferch O'r Sger Corneli	164	171	177	173	186	193
1017	Pontycymmer Nursery	30	30	30	30	30	30
1019	Caerau Nursery	43	43	43	43	43	43
1022	Sarn Nursery	54	54	54	54	54	54
	TOTAL	**11250**	**11153**	**11005**	**10928**	**10907**	**10994**

School Number	School Name	Actual NOR at Jan 2006	Forecast NOR at Jan 2007	Forecast NOR at Jan 2008	Forecast NOR at Jan 2009	Forecast NOR at Jan 2010	Forecast NOR at Jan 2011
4601	Archbishop McGrath Comprehensive	720	703	693	680	665	653
4078	Brynteg Comprehensive	1961	1938	1910	1927	1896	1972
4068	Bryntirion Comprehensive	1021	1034	1058	1082	1088	1091
4059	Cynffig Comprehensive	686	663	656	623	593	619
4071	Maesteg Comprehensive	1239	1210	1162	1141	1130	1115
4084	Ogmore Comprehensive	734	712	660	640	640	626
4076	Pencoed Comprehensive	1100	1077	1066	1081	1083	1068
4080	Porthcawl Comprehensive	1440	1439	1460	1475	1466	1477
4074	Ynysawdre Comprhensive	891	857	817	780	752	722
	TOTAL	**9792**	**9633**	**9462**	**9429**	**9313**	**9343**

Appendix 4: Maintained settings registered with the Children's Partnership

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE [1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3 [2]	R4 [3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Caerau Nursery School Brynglas Terrace Caerau Maesteg CF34 0PW Headteacher: Mrs L A Emanuel Tel: 01656 734027	E	40					40			9			36						40			8			40	
Pontycymer Nursery School Victoria Street Pontycymer Bridgend CF32 8NN Headteacher: Mrs S Evans (Acting) Tel: 01656 870365	E	30					30						21	3					20						20	
Sarn Nursery School Heol Canola Sarn Bridgend CF32 9NU Headteacher: Ms L Evatt Tel: 01656 720978	E	60					60						52						53						53	
Abercerdin Primary School Kenry Street Evanstown Gilfach Goch Porth CF39 8RS Headteacher: Mrs M Phillips Tel: 01443 672262	E	48				9	15	18				9	15	18	9				14	15	9				15	22

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE [1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3 [2]	R4 [3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Afon y Felin Primary School Heol y Parc North Cornelly Bridgend CF33 4PA Headteacher: Mr P Croke Tel: 01656 740627	E	44				3	11	16				3	11	16					7	10	11			7	12	17
Archdeacon John Lewis C in W Primary School Brackla Way Brackla Bridgend CF31 2JS Headteacher: Mrs S L Evans Tel: 01656 767502	E	20				0	0	27				0	0	27				0	0	30						24
Betws Primary School Heol Bradford Betws Bridgend CF32 8TB Headteacher: Mrs C A Aston Tel: 01656 720468	E	40	7			0	25	26	7			0	25	26	7			0	25	24	7			0	29	25
Blaengarw Primary School Station Street Blaengarw Bridgend CF32 8BA Headteacher: Mrs S M Lugg Tel: 01656 870353	E	25	6	1		0	20	20	6	1		0	20	20	6			0	20	23	6			0	34	20
Blaenllynfi Infants School Grosvenor Terrace Caerau Maesteg Bridgend CF34 0RW Headteacher: Mrs B A Williams Tel: 01656 734231	E	0	0	0		0	0	43	0	0		0	0	43				0	40	80					66	40

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE [1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3 [2]	R4 [3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Brackla Infants School Brackla Way Brackla Bridgend CF31 2EZ Headteacher: Mrs A Price (Acting) Tel: 01656 766225	E	75	9	0		0	41	31	9	0		0	41	31	9			0	40	40	9			0	66	40
Bryncethin Primary School Heol Canola Bryncethin Bridgend CF32 9TH Headteacher: Mrs A J Wood Tel: 01656 721590	E	0	0	0		0	0	33	0	0		0	0	33				0	0	22						30
Brynmenyn Primary School Bryn Road Brynmenyn Bridgend CF32 9LA Headteacher: Mr P I Thomas Tel: 01656 720280	E	0	0	0		0	0	22	0	0		0	0	22				0	0	16						17
Bryntirion Infants School Bryngolau Bryntirion Bridgend CF31 4DD Headteacher: Mrs M Morris Tel: 01656 766227	E	44	13	0		0	28	36	13	0		0	28	36	13			0	30	26	13			0	44	30
Cefn Cribwr Primary School Cefn Road Cefn Cribwr Bridgend CF32 0AW Headteacher: Mr B Lewis Tel: 01656 740293	E	27	3	0		0	18	15	3	0		0	18	15	3			0	16	21	3			0	11	16

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE [1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3 [2]	R4 [3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Cefn Glas Infants School St Winifred's Road Cefn Glas Bridgend CF31 4PL Headteacher: Mrs R J Rees Tel: 01656 766229	E	94	20	0		0	61	50	20	0		0	61	50	20			0	58	58	20			0	45	58
Coety Primary School Heol Yr Ysgol Coity Bridgend CF35 6BL Headteacher: Miss M E Ellis Tel: 01656 652049	E	30	0	0		0	13	11	0	0		0	13	11				0	20	13					10	20
Corneli Primary School Hall Drive North Cornelly Bridgend CF33 4LW Headteacher: Mrs J Battrick Tel: 01656 754870	E	30	0	0		1	28	35	0	0		1	28	35	1			0	30	28	1			0	40	36
Coychurch (Llangrallo) Primary School Main Road Coychurch Bridgend CF35 5HN Headteacher: Mr M Kaye Tel: 01656 860256	E	11	2	1		0	11	8	2	1		0	11	8	2			0	10	11	2			0	10	10
Croesty Primary School Coychurch Road Pencoed Bridgend CF35 5LY Headteacher: Mr H J Hearing Tel: 01656 860692	E	33	0	0		1	25	29	0	0		1	25	29	1			0	25	30	1			0	20	40

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE [1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3 [2]	R4 [3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Cwmfelin Primary School Maesteg Road Cwmfelin Maesteg Bridgend CF34 9LD Headteacher: Mrs D Hiley Tel: 01656 733256	E	40	0	2		0	29	24	0	2		0	29	24				0	27	28					22	27
Ffaldau Primary School Albany Road Pontycymmer Bridgend CF32 8HW Headteacher: Mr S W Godwin Tel: 01656 870342	E	0	0	0		0	0	27	0	0		0	0	27				0	0	24				0	0	24
Garth Primary School Mission Road Garth Maesteg CF34 0ND Headteacher: Miss S J O'Halloran Tel: 01656 733041	E	40	7	0		0	32	37	7	0		0	32	37	7			0	34	34	7			0	46	34
Heol-y-Cyw Primary School High Street Heol-y-Cyw Bridgend CF35 6HY Headteacher: Mrs L P Bowen-Jones Tel: 01656 860240	E	12	0	0		3	10	10	0	0		3	10	10	3			0	10	10	3			0	7	22
Heronsbridge Special School Ewenny Road Bridgend CF31 3HT Headteacher: Mr C D Major Tel: 01656 653974	E	0	0	5		0	0	11	0	5		0	0	11				0	0	11				0	0	11

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE [1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3 [2]	R4 [3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Litchard Infants School GarfieldAvenue Litchard Bridgend CF31 1QB Headteacher: Miss M Lewis Tel: 01656 653896	E	40	1	0		2	25	56	1	0		2	25	56	2			0	40	50	2			0	60	40
Llangynwyd Primary School Heol Cadrawd Llangynwyd Maesteg CF34 9TE Headteacher: Mr R I Craven Tel: 01656 733166	E	19	6	0		0	9	6	6	0		0	9	6	6			0	8	9	6			0	14	17
Maes-Yr-Haul Primary School Ffordd Tirion Broadlands Bridgend CF31 5EG Headteacher: Mrs P Mahoney Tel: 01656 672900	E	30	0	0		0	55	68	0	0		0	55	68				0	60	65				0	60	60
Mynydd Cynffig Infants School Commercial Street Kenfig Hill Bridgend CF33 6DN Headteacher: Mrs M L Philips Tel: 01656 740330	E	40	20	7		0	30	44	20	7		0	30	44	20			0	40	35	20			0	55	40
Nantyffyllon Primary School Garnwen Terrace Nantyffyllon CF34 0ET Headteacher: Mr M J Davies Tel: 01656 733250	E	56	11	0		0	29	31	11	0		0	29	31	11			0	30	30	11			0	37	30

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE[1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3[2]	R4[3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Nantymoel Primary School, Gwendoline Street, Nantymoel, Bridgend, CF32 7PL, Headteacher: Mr J Roberts, Tel: 01656 840417	E	64	0	0		9	15	29	0	0		9	15	29	9			0	22	15	9			0	31	22
Newton Primary School, New Road, Porthcawl, CF36 5BL, Headteacher: Mr D A Jones, Tel: 01656 782431	E	30	1	2		3	28	23	1	2		3	28	23	3			0	30	28	3			0	48	30
Nottage Primary School, Suffolk Place, Porthcawl, CF36 3ED, Headteacher: Mr K J Brady, Tel: 01656 782558	E	78	5	42	1	0	0	43	5	42	1	0	0	43	5			0	40	40	5			0	28	40
Ogmore Vale Primary School, Aber Road, Ogmore Vale, Bridgend, CF32 7AJ, Headteacher: Mr P Booth, Tel: 01656 842677	E	70	0	0	0	3	42	62	0	0	0	3	42	62	3			0	55	43	3			0	33	55
Oldcastle Infants School, South Street, Bridgend, CF31 3ED, Headteacher: Mrs L Larcombe, Tel: 01656 766230	E	30	3	10	0	10	28	38	3	10	0	10	28	38	3			0	40	40	3			0	15	40

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE [1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3 [2]	R4 [3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Pandy Infants School Heol Persondy Aberkenfig Bridgend CF32 9RF Headteacher: Mrs T Emmanuel Tel: 01656 720339	E	20	0	0	0	5	12	8	0	0	0	5	12	8	0			5	15	12	0			5	14	15
Pencoed Infants School Penprysg Road Pencoed CF35 6RH Headteacher: Mrs L Griffiths Tel: 01656 860286	E	28	12	26	0	0	23	56	12	26	0	0	23	56	12	20		0	25	47	12	30		0	30	45
Penybont Primary School Minerva Street Bridgend CF31 1TD Headteacher: Mr C D Britten Tel: 01656 754860	E	69	11	0	0	0	36	51	11	0	0	0	36	51	11			0	30	36	11			0	30	30
Penyfai C in W Primary School Heol Eglwys Penyfai Bridgend CF31 4LX Headteacher: Mrs C Bach Tel: 01656 720376	E	0						23						23						20						22
Pil Primary School Pyle Inn Way Pyle Bridgend CF33 6AB Headteacher: Mr B D Blackall Tel: 01656 740482	E	46	3	0	0	0	23	28	3	0	0	0	23	28	3			0	27	25	3			0	34	27

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE[1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3[2]	R4[3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Plasnewydd Primary School Castle Street Maesteg CF34 9UN Headteacher: Mr N A Watkins Tel: 01656 732109	E	47	9	5	0	0	30	45	9	5	0	0	30	45	9	5		0	40	45	9	5		0	40	45
Porthcawl Primary School Meadow Lane Porthcawl CF36 5EY Headteacher: Mr A Wood Tel: 01656 784228	E	28	0	0	0	0	26	24	0	0	0	0	26	24	5			0	21	26	5			0	11	21
St Mary's & St Patrick's Primary Catholic School Monica Street Maesteg CF34 9AY Headteacher: Mr B Kehoe Tel: 01656 732349	E	34	2	0	0	0	26	35	2	0	0	0	26	35	2			0	25	25	2			0	25	25
St Mary's Primary Catholic School Llangewydd Road CF31 4JW Headteawcher: Mrs T Walsh Tel: 01656 766231	E	23	0	0	0	3	26	31	0	0	0	3	26	31	3			0	30	26	0			0	30	30
St Roberts Primary Catholic School Danylan Aberkenfig Bridgend CF32 9AB Headteacher: Mrs C Took Tel: 01656 720336	E	0	0	0	0	0	0	21	0	0	0	0	0	21				0	0	20				0	0	20

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE[1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3[2]	R4[3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Tondu Primary School Meadow Street Aberkenfig Bridgend CF32 9BE Headteacher: Mrs S J Pilcher Tel: 01656 722447	E	20	0	0	0	4	13	19	0	0	0	4	13	19				0	10	12				0	16	16
Trelales Primary School Well Street Laleston Bridgend CF32 0LF Headteacher: Mr C A Evans Tel: 01656 652747	E	25	1	0	0	0	29	30	1	0	0	0	29	30	1			0	28	30	1			0	28	28
Tremains Infants School Channel View Brackla Bridgend CF31 2NL Headteacher: Miss L Lewis Tel: 01656 648228	E	0	0	0	0	0	0	84	0	0	0	0	0	84				0	60	70				0	60	60
Tynyreheol Primary School Heol Llangeinor Llangeinor Bridgend CF32 8PN Headteacher: Mr M Griffiths Tel: 01656 870245	E	32	3	1	0	1	7	8	3	1	0	1	7	8	3	1		0	8	8	3	4		0	8	9
West Park Primary School West Road Nottage Porthcawl CF36 3SN Headteacher: Mr I Bird Tel: 01656 782719	E	51	0	0	0	0	35	44	0	0	0	0	35	44				0	45	34				0	45	45

School Name, Address and Contact Details	Medium of Provision	Nursery Capacity FTE [1]	Early Years Places 2005/6						Early Years Pupils on Roll 2005/06						Anticipated Numbers of Roll 2006/07						Anticipated Numbers on Roll 2007/08					
			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time			Part Time			Full Time		
			R3 [2]	R4 [3]	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R	R3	R4	R
Ysgol Gynradd Gymraeg Cwm Garw Hill View Pontycymer Bridgend CF32 8LU Headteacher: Mrs J Alexander Tel: 01656 870306	W	78	0	0	0	0	17	20	0	0	0	0	17	20				0	20	15				0	19	20
Ysgol Cynwyd Sant Pen-yr-Ysgol Maesteg CF34 9YE Headteacher: Mrs T R Ellis Tel: 01656 734235	W	40	0	0	0	0	35	49	0	0	0	0	35	49				0	25	37				0	25	40
Ysgol Bryn Castell Llangewydd Road Bridgend CF31 4JP Headteacher: Mr N Griffiths (Acting) Tel: 01656 767517	E	0	0	0	0	0	0	2	0	0	0	0	0	2				0	0	2				0	0	2
Ysgol Gymraeg Bro Ogwr Princess Way Brackla Bridgend CF31 2LN Headteacher: Mrs A Williams (Acting) Tel: 01656 652142	W	59	0	0	0	0	40	63	0	0	0	0	40	63				0	50	60				0	47	50
Ysgol Y Ferch O'r Sgêr Corneli Greenfield Terrace North Cornelly Bridgend CF33 4LW Headteacher: Mr I E Ellis Tel: 01656 743020	W	30	0	0	0	0	34	21	0	0	0	0	34	21				0	30	35				0	30	30
Total Pupil Numbers		1830	155	102	1	57	1170	1591	155	111	1	57	1149	1594	192	26	0	12	1376	1495	192	47	0	12	1463	1517

[1] The number of places available refers to those places within designated school and nursery class accommodation. Additional nursery places have and will be secured by the LEA through collaboration with headteachers to increase the number of places offered in nursery schools and by establishing mixed nursery/reception classes. This provision will be adjusted in each academic year according to the number of pupils on roll.

[2] R3: Rising three provision refers to those children who receive education from the term following their third birthday.

[3] R4: Rising four provision refers to those children who attend a school or setting for the school year prior to their Reception year.

The figures in the above table include all children aged 3-5 years.

Appendix 5: Non-maintained settings registered with the Children's Partnership

Setting Name, Address And Contact Details	Medium of Provision	Type of Setting	Maximum number of places for which the setting has been registered and is eligible for funding	Number of Pupils Using Funded Places 2005-2006	Projected Number of Pupils 2006-2007	Projected Number of Pupils 2007/2008
Bees Knees Day Nursery 47 Merthyr Mawr Road Bridgend CF31 3NN **CONTACT DETAILS:** (As Above) Mrs L Ladbrooke 01656 667194 / 07711 621860	E	PN	45	14	14	14
Bridgend Christian School 59-63 High Street Laleston Bridgend CF32 0HL **CONTACT DETAILS:** (As Above) Helen James 01656 768028	E	EM	5	10	6	9
Bridgend College Day Nursery Bridgend College Day Nursery Cowbridge Road Bridgend CF31 3DF **CONTACT DETAILS:** (As Above) Mrs M Morgan Moody 01656 302241	E	PN	100	32	28	29

Bright Beginnings (Porthcawl) Florence Street Porthcawl CF36 3PF **CONTACT DETAILS:** (As Above) Mrs J Taylor 01656 773864	E	PN	50	16	27	29
Bright Beginnings Nursery (Tythegston) Ty Gwendoline Tythegston Bridgend CF32 0ND **CONTACT DETAILS:** (As Above) Mrs J Taylor 01656 788099	E	PN	24	12	41	21
Bryntirion Playgroup Bryntirion and Laleston Community Centre Mount Pleasant Bridgend CF31 1TD **CONTACT DETAILS:** Rachel Crooke 154 Llangewydd Road Bridgend CF31 4JX 01656 647121	E	EM	16	4	0	3
Children's Day Nursery George Street Bridgend Industrial Estate Bridgend CF31 3TS **CONTACT DETAILS:** (As Above) Alison Lester 01656 658520	E	PN	47	5	13	11

Cocoon Countryside Care Llangewydd Hall Laleston Bridgend CF32 0ET **CONTACT DETAILS:** (As Above) Hayley Corthine 01656 667104	E	PN	15	1	8	6
Coity Higher Community Council **Playgroup** Coity Community Centre Heol West Plas Litchard Bridgend CF31 1PA **CONTACT DETAILS:** Helen Harrison 12 Ty Gwyn Drive Brackla Bridgend CF31 2QF 07721 016785	E	EM	30	10	9	9
Cylch Meithrin Bryncethin Rugby Pavilion Blackmill Road Bridgend CF32 9TA **CONTACT DETAILS:** S Davies 8 Lon Y Bugail Llangewydd Court Bridgend CF31 4UE 01656 646515 / 07813 340986	W	CM	24	11	9	8

Cylch Meithrin Cynwyd Sant Ysgol Cynwyd Sant Pen-Yr-Ysgol Maesteg CF34 9NS **CONTACT DETAILS:** (As Above) Mrs D Griffiths 07812 635097	W	CM	28	21	19	20
Cylch Meithrin Diwlith 313 Bridgend Road Maesteg CF34 0AX **CONTACT DETAILS:** Ceri Lloyd 54 Yr Ysfa Maesteg CF34 9AG 01656 738308	W	CM	32	13	10	11
Cylch Meithrin Pencoed St David's Church Hall Wimbourne Road Pencoed CF35 6SG **CONTACT DETAILS:** Mrs J Jones The Coach House Pentre Meyrick Near Cowbridge Vale of Glamorgan CF71 7RN 07973 429373	W	CM	32	12	23	23

Cylch Meithrin Plant Bach Sarn Sarn Lifelong Learning Centre Heol Canola Sarn Bridgend CF32 9NU **CONTACT DETAILS:** Carol Trevelyan 28 Wimbourne Crescent Pencoed CF35 6SR 07813 286821	W	CM	24	18	13	17
Cylch Meithrin Tabernacle Tabernacle Hall Elder lane Bridgend CF31 1EU **CONTACT DETAILS:** Mrs C Blackmore 10 Clas Penglyn Pencoed 07813 246811	W	CM	30	23	20	21
Cylch Meithrin Y Sger Corneli Children's Centre Greenfield Terrace North Cornelly Bridgend CF33 4LW **CONTACT DETAILS:** Mrs P Davies 7 Curwen Terrace North Cornelly Bridgend CF33 4AW 01656 742997	W	CM	30	26	23	30

Dawn to Dusk Day Care Nursery The Enterprise Centre Village Farm Industrial Estate Pyle Bridgend CF33 6BL **CONTACT DETAILS:** Mrs S Averis 01656 748470	E	PN	40	5	24	24
Fingers and Thumbs Playgroup St Mary's Church Hall Coity Bridgend CF35 6BL **CONTACT DETAILS:** Mrs C Davies Harmony The Chase Ton Kenfig Bridgend CF33 4PT 01656 746660 / 07813 352893	E	PN	30	35	32	26
Happy Days Playgroup The Celtic Garth Welfare Park Bridgend Road Garth Maesteg CF34 0NE **CONTACT DETAILS:** Bethan Walker 14 Heol Cynan Llangynwyd Maesteg CF34 9TH 01656 732724	E	EM	24	18	22	18

Happy Hours Playgroup St David's Church Hall High Street Laleston Bridgend CF32 0LD **CONTACT DETAILS:** Mrs S Dauncy 110 Heol Y Bardd Bridgend CF31 4TD 01656 650331 / 0798 6925674	E	EM	20	22	32	27
Just Learning Nursery Ffordd Tirion Broadlands Bridgend CF31 5EX **CONTACT DETAILS:** (As Above) Melanie Thomas 01656 649644	E	PN	108	39	42	36
Little Poppets Day Nursery The Guide Hall South Road Porthcawl **CONTACT DETAILS:** L. Grant 1 Pintail Close Rest Bay Porthcawl CF36 3QD 07790 583668/07899 928037	E	PN	32	19	37	35

Mizpah Day Care Nursery at Maesteg Llynfi Enterprise Park Heol Ty Gwyn, Tyle Teg Maesteg CF34 0BQ **CONTACT DETAILS:** (As Above) Mrs C Duncan 01656 812799	E	PN	30	9	10	8
Mizpah Day Care Nursery at Porthcawl 1 The Precinct Rowan Drive Danygraig Porthcawl CF36 5AT **CONTACT DETAILS:** (As Above) Mrs C Duncan, Mrs C Thomas, Mrs B Irwin 01656 771285	E	PN	50	33	20	21
Nantyffyllon Playgroup Miners Institute Hall Bangor Terrace Nantyffyllon Maesteg CF34 0HU **CONTACT DETAILS:** (As Above) Caroline Hart 01656 733215	E	EM	30	18	29	28

Nantymoel Community Playgroup The Bryant Centre Commercial Street Nantymoel Bridgend CF32 7RA CONTACT DETAILS: Terrina Greenslade 18 Waun Wen Terrace Nantymoel Bridgend CF32 7NB 07812 334683 / 01656 842621	E	EM	10	8	10	10
North Cornelly Playgroup Corneli Children's Centre Greenfield Terrace North Cornelly Bridgend CF33 4LW CONTACT DETAILS: Mrs H Treharne 8 Barnes Avenue Cefn Glas Bridgend CF31 4QZ 01656 746571	E	EM	28	43	56	53
Old School House Day Nursery Old School House Heol Eglwys Penyfai Bridgend CF31 4LY CONTACT DETAILS: (As Above) Jacqueline Roberts 01656 766767	E	PN	46	33	46	40

Pencoed Pavilion Playgroup The Pavilion Felindre Road Pencoed CF35 5PB **CONTACT DETAILS:** S Hostettler 27 Islawen Meadows Pencoed CF35 6LW 01656 864339 / 07813 346506	E	EM	24	22	18	21
Pencoed Playgroup Welfare Hall Heol Y Groes Pencoed **CONTACT DETAILS:** Mrs J Tune 73 Deri Avenue Pencoed CF35 6TT 01656 861055 / 07812 933495	E	EM	32	18	21	19
Pendre Playschool c/o Litchard Junior School Garfield Avenue Litchard Bridgend CF31 1QB **CONTACT DETAILS:** Mrs C Davies 14 Briary Way Brackla Bridgend CF31 2PD 01656 658020 / 07974 390747	E	EM	24	37	17	18

Play and Learn Community Playgroup Penyfai Scout Hall Court Coleman Road Penyfai Bridgend **CONTACT DETAILS:** Mrs J Blackman 9 Sibrwd-Y-Dail Cavendish Park Penyfai Bridgend CF31 4GB 07813 392464	E	PN	32	42	40	45
Playdays Nursery 53 Commercial Street Maesteg CF34 9HJ **CONTACT DETAILS:** (As Above) Pam Davies 01656 733669	E	PN	29	10	9	8
Puddleduck Day Nursery Block B, Unit C12 Western Avenue Industrial Estate Bridgend CF31 3RX **CONTACT DETAILS:** (As Above) Gemma Perfect, Gaynor Griffiths 01656 651690 /07974 390747	E	PN	46	20	27	26
Rest Bay Nursery The Rest, Rest Bay Porthcawl CF36 3UP **CONTACT DETAILS:** (As Above) Mrs K May 01656 772552	E	PN	21	10	2	2

School House Day Nursery Princess of Wales Hospital Coity Road Bridgend CF31 1RQ **CONTACT DETAILS:** (As Above) Sian Harris 01656 753957	E	PN	50	12	21	19
St David's Nursery St David's Church Hall Church Street Maesteg CF34 9AA **CONTACT DETAILS:** Mrs Angela Edwards Ty Gwyn 64 Llywdarth Road Maesteg CF34 9HE 01656 734545 / 0781 3359042	E	PN	24	1	3	3
St John's School Newton Porthcawl CF36 5NP **CONTACT DETAILS: (As Above)** Mrs C Clint 01656 783404	E	EM	32	38	51	42

Tremains Playgroup Channel View Brackla Bridgend CF31 2NL **CONTACT DETAILS:** J Edbrooke, K Fox 101 Tremains Court Brackla Bridgend CF31 2SS 01656 890654 / 07974 390747	E	EM	52	138	Closing	N/A
Village Playgroup Welfare Hall, Hope Avenue Aberkenfig Bridgend CF32 9PR Mrs G Rosser 14 Anglian Close Litchard Bridgend CF31 1QX 0781 2931751	E	PN	40	86	81	81
Vine Christian Centre Playgroup Vine Christian Centre Australian Terrace Bridgend CF31 1LY **CONTACT DETAILS:** (As Above) Hilary Sykes 01656 664245 / 07813 348142	E	EM	24	22	12	11

Wildmill Nursery School Playgroup Wildmill Community Centre The Precinct Wildmill CF31 1SP **CONTACT DETAILS:** Mrs Susan Hopwood 21 St Nicholas Road Wildmill Bridgend CF31 1RT 01656 656107 / 07813 277490	E	PN	32	52	68	52
Y Bont Ewenny Road Bridgend CF31 3HT **CONTACT DETAILS:** (As Above) Paula Daniels 01656 646013	E	PN	18	15	16	21

Key	
W	Provision through the medium of Welsh
E	Provision through the medium of English
CM	Cylch Meithrin
EM	English Medium Playgroup
PN	Private Day Nursery

Appendix 6: Primary school special units in maintained settings

Name of setting	Type of Provision[1]	Language[2]	No. Places[3]	Gender
Betws Primary School	MLD	No	30	Mixed
Blaencaerau Junior School	MLD	No	30	Mixed
Blaengarw Primary School	MLD	No	15	Mixed
Blaenllynfi Infants School	SLD	No	8	Mixed
Brackla Infants/Junior	MI	No	30	Mixed
Bryncethin Primary School	MLD	No	15	Mixed
Brynmenyn Primary School	HI	No	12	Mixed
Bryntirion Infants School	SLD	No	8	Mixed
Bryntirion Junior School	MLD	No	30	Mixed
Cefn Cribwr Primary (Infant)	SLD	No	16	Mixed
Cefn Cribwr Primary (Junior)	MLD	No	15	Mixed
Corneli Primary School	MLD	No	30	Mixed
Cwmfelin Primary School	SLD	No	8	Mixed
Litchard Junior School	MLD	No	15	Mixed
Llangynwyd Primary School	S&L	No	16	Mixed
Maes yr Haul Primary School	S&L	No	8	Mixed
Nottage Primary School	MLD	No	15	Mixed
Ogmore Vale Primary School	SLD	No	8	Mixed
Ogmore Vale Primary School	MLD	No	15	Mixed
Pencoed Infants / JuniorSchool	VI	No	8	Mixed
Pencoed Infants School	SLD	No	8	Mixed
Pencoed Junior School	MLD	No	30	Mixed
Pil Primary School	MLD	No	15	Mixed
Plasnewydd Primary School	MLD	No	15	Mixed
Tremains Infants School	SLD	No	8	Mixed

[1.]OA= Observation and Assessment

EBD= Emotional and Behavioural Difficulties

ASD = Autistic Spectrum Disorder

MLD = Mild Learning Difficulties

PD = Physical Difficulties

SLD = Severe Learning Difficulties

PMLD= Profound and Multiple Learning Difficulties

SLCD = Speech, Language and Communication Difficulties

SpLD = Specific Learning Difficulties

HI = Hearing Impaired

VI = Visually Impaired

MSI = Multi sensory Impairment

M = Mixed

Med = Medical Difficulties

2. Indicate if available through Welsh medium

3. Number of pupils who can be accommodated

*Special units attached to mainstream schools may also be referred to as resource bases or centres.   Such bases or centres, which are funded and maintained by LEAs, provide for the education of pupils with special educational needs on a full or part-time basis.

Appendix 7: Secondary school special units in maintained settings

Name of setting	Type of Provision[1]	Language[2]	No. Places[3]	Gender
Brynteg School	SpLD	No	15	Mixed
Bryntirion Comprehensive	SLCD	No	12	Mixed
Cynffig Comprehensive	MLD	No	30	Mixed
Pencoed Comprehensive	VI	No	20	Mixed
Ynysawdre Comprehensive	MSI	No	30	Mixed

[1] OA= Observation and Assessment

EBD= Emotional and Behavioural Difficulties

ASD = Autistic Spectrum Disorder

MLD = Mild Learning Difficulties

PD = Physical Difficulties

SLD = Severe Learning Difficulties

PMLD= Profound and Multiple Learning Difficulties

SLCD = Speech, Language and Communication Difficulties

SpLD = Specific Learning Difficulties

HI = Hearing Impaired

VI = Visually Impaired

MSI = Multi sensory Impairment

M = Mixed

Med = Medical Difficulties

[2] Indicate if available through Welsh medium

[3] Number of pupils who can be accommodated

*Special units attached to mainstream schools may also be referred to as resource bases or centres.   Such bases or centres, which are funded and maintained by LEAs, provide for the education of pupils with special educational needs on a full or part-time basis.

Appendix 8:   Special school provision

| Name of School | Type of Provision[1] | Language[2] | No. Places[3] | | | Gender |
			Day	Res 38 week	Res 52 week	
Heronsbridge Special	ASD/PMLD/ SLD	No	180	6	-	Mixed
Ysgol Bryn Castell	EBD/MLD/ SLCD	No	185	-	-	Mixed

[1.] OA= Observation and Assessment

EBD= Emotional and Behavioural Difficulties

ASD = Autistic Spectrum Disorder

MLD = Mild Learning Difficulties

PD = Physical Difficulties

SLD = Severe Learning Difficulties

PMLD= Profound and Multiple Learning Difficulties

SLCD = Speech, Language and Communication Difficulties

SpLD = Specific Learning Difficulties

HI = Hearing Impaired

VI = Visually Impaired

MSI = Multi sensory Impairment

M = Mixed

Med = Medical Difficulties

[2.] Indicate if available through Welsh medium

[3.] Number of pupils who can be accommodated

Appendix 9: Policy for the promotion of racial awareness and for preventing and addressing racism

As an important part of Bridgend County Borough Council's corporate equalities strategy, we committed to working towards race equality, promoting positive approaches to difference and fostering respect for people of all cultural backgrounds. We are committed to supporting the County Borough's schools to this end and to working with them to ensure that appropriate policies, practices and procedures are in place to promote awareness of diversity and understanding of racial equality issues.

We are opposed to all forms of racial prejudice and discrimination. Language or behaviour that is racist or potentially damaging to any ethnic or racial group will not be tolerated and will be challenged. We recognise that Wales and the UK comprise diverse communities made up of people from many different racial, cultural, faith and linguistic backgrounds. It is important that all pupils are properly equipped to live and work in a diverse society.

RESPONSIBILITIES

Council officers, advisers and support staff

All Council staff have a responsibility to ensure that their work promotes and supports the principles and commitments outlined above. In particular, they will give appropriate advice, support and guidance to schools to assist them in implementing positive approaches to developing pupils' understanding of racial equality issues and to combating racist language, attitudes, behaviour and harassment. This will include the provision of training for schools and governors and the monitoring of schools' work in this area.

Council officers and advisers will maintain their knowledge of how to deal with racist incidents in schools, how to promote diversity, and how to identify and challenge bias and stereotyping. The Council will work in partnership with other relevant agencies to monitor race relations within schools and any occurrence of racial harassment or other race-related incidents.

Council staff will not discriminate, or allow personal feelings, prejudices or assumptions about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff within the Council or its schools.

Schools' Governing Bodies

The Governing Body of each school is responsible for ensuring that it complies with Race Relations legislation, including the general and specific duties in the 2000 Race Relations (Amendment) Act. With the headteacher, the Governing Body has responsibility for implementing appropriate courses of action to enable the school to implement its published racial equality policy.

Headteachers

The headteacher of each school shares with the Governing Body responsibility for action to implement the school's racial equality policy. They must ensure that staff receive appropriate training, as necessary, and are informed of the implications of the policy, including the relevant legislation.

Staff (teaching and support staff)

All staff share the general responsibility to promote racial harmony within schools. They are responsible for maintaining awareness of relevant legislation and regulations on racial equality issues, in line with schools' policies.

Teachers and support staff in schools should encourage good relationships between pupils and ensure that pupils of all racial and ethnic groups are included in all activities and that all have equal access to the curriculum.

All staff are responsible for ensuring that they do not discriminate in carrying out their functions, or allow personal feelings, prejudices, assumptions or stereotypes about racial or ethnic groups to affect their treatment of particular pupils, parents or other staff.

Visitors and contractors

Every effort will be made to ensure that all visitors or contractors working on school or other Council sites are made aware of the Council's position on racial equality and racial harassment. We expect all contractors and visitors to schools to maintain conduct which is consistent with this policy.

ETHOS

Schools need to consider carefully the diversity of their intake and its implications for curriculum, teaching and learning, as well as for the school's wider life and ethos. As all pupils in Bridgend will grow up within a diverse society, this consideration is equally important for all schools, whether or not their population contains a high proportion of pupils from ethnic minority groups.

Schools will need to ensure the specific needs of all ethnic and religious groups are addressed in school by celebrating diversity, catering for the dietary and dress requirements of different ethnic / faith groups and allowing pupils to observe various religious commemorations and festivals.

SUPPORT FOR PUPILS

Both the Council and its schools will monitor pupils' progress for signs of underachievement and to identify any differences between the performance of ethnic groups. Where they occur, these will need to be addressed through planned and targeted support, with advice from Council officers / advisers as appropriate.

The support for pupils provided by schools will need to take account of faith and ethnic differences and the experiences of refugee children. We will provide

appropriate support for pupils for whom English is an additional language and encourage them to use and develop their home languages where possible.

Schools and other relevant agencies working with them should encourage all pupils to consider the full range of work experience and post-school options to ensure there is no stereotyping of ethnic or racial groups.

Care should be taken to ensure that minority ethnic pupils, those for whom English is an additional language and refugee children are not disadvantaged through cultural and linguistic bias or lack of support in assessments. Where required by schools, the Council will provide advice and support in these matters.

CURRICULUM AND TEACHING AND RESOURCES

The Council will promote cultural diversity in the curriculum by supporting the teaching of positive, culturally diverse content and by fostering respect for people of different racial and ethnic groups. This will include the provision of specific teaching materials for schools and training for teachers in their use.

Materials used in Council training and in documentation will display portray positive images of a range of peoples and cultures. Training will use a variety of resources to challenge stereotypes and racism across the curriculum and to support teachers in fostering critical awareness of bias, inequality and justice.

Council provision will use role models and presenters from a range of different racial, ethnic and faith groups to share a wide range of skills and experiences.

ADMISSIONS AND ATTENDANCE

Council schools' admission criteria and interviews must be fair and equal for all and must not detrimentally affect any racial or ethnic groups.

We will seek to monitor attendance by ethnic group. We recognise pupils' right to take time off for religious observance and will encourage schools to make provision for pupils on extended leave to cover missed work.

BEHAVIOUR, DISCIPLINE AND EXCLUSION

Incidents in schools of a racist nature must be dealt with firmly and consistently and all allegations of racial harassment or provocation must be fully investigated, in line with schools' own policies. Incidents should be recorded and reported to the Council's Pupil Services section.

The Council will monitor exclusions by ethnic group.

PARTNERSHIP WITH PARENTS AND THE COMMUNITY

The Council will endeavour to draw on the expertise, skills and knowledge of people of a range of racial, ethnic and faith backgrounds, from the local and wider community, to develop positive attitudes to cultural diversity and to challenge racism.

It will link with both the Bridgend Racial Equality Forum and the Valleys Racial Equality Council to this end, as well as making use of expertise available through the Standing Advisory Council for Religious Education. Parents from all ethnic and faith groups should be encouraged to participate in the life of their local school.

STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

The Council will ensure that no discrimination takes place on racial grounds in any recruitment and promotion procedures.

Any incidents of racial discrimination or harassment involving Council and school staff must be dealt with in accordance with the Council's discipline and grievance procedures.

REVIEW

The impact of Council policies on minority ethnic group pupils, staff, governors and parents will be assessed, in line with the Authority's racial equality scheme, to ensure no discriminatory practice exists, particularly that which may contribute to the underachievement of minority ethnic pupils. The impact of this racial equality policy will monitored for its effectiveness and evaluations will take account of the views of pupils, staff, parents and members of the local community including any minority ethnic groups.