

Public Document Pack



Cyngor Sir
CEREDIGION
County Council

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ceredigion.gov.uk

Date Not Specified

Lisa Evans

01545 570881

Dear Sir / Madam

I write to inform you that a Meeting of the Learning Communities Overview and Scrutiny Committee will be held at the ZOOM on Thursday, 27 May 2021 at 10.00 am for the transaction of the following business:

1. **Apologies**
2. **Disclosures of personal interest (including whipping declarations)**
Members are reminded of their personal responsibility to declare any personal and prejudicial interest in respect of matters contained in this agenda in accordance with the provisions of the Local Government Act 2000, the Council's Constitution and the Members Code of Conduct. In addition, Members must declare any prohibited party whip which the Member has been given in relation to the meeting as per the Local Government (Wales) Measure 2011.
3. **A verbal update in relation to support for the Schools Service during the COVID 19 period**
4. **Music Service: Using Virtual Provision in Future (Pages 3 - 6)**
5. **Partnership Agreement between LA and Schools 2021-24 (Pages 7 - 56)**
6. **Welsh in Education Strategic Plan 2022-32 (Pages 57 - 94)**
7. **To confirm the Minutes of the previous Meeting and to consider any matters arising from those Minutes (Pages 95 - 100)**
8. **To consider the Overview and Scrutiny Forward Work Programme (Pages 101 - 104)**

Members are reminded to sign the Attendance Register

A Translation Services will be provided at this meeting and those present are welcome to speak in Welsh or English at the meeting.

Yours faithfully

A handwritten signature in black ink, appearing to read 'L Edwards', written in a cursive style.

Miss Lowri Edwards
Corporate Lead Officer: Democratic Services

**To: Chairman and Members of Learning Communities Overview and
Scrutiny Committee**

The remaining Members of the Council for information only.

Cyngor Sir CEREDIGION County Council

REPORT TO: Learning Communities Overview and Scrutiny Committee

DATE: 27.05.21

LOCATION: Virtual Meeting

TITLE: Music Service: Using Virtual Provision in Future

PURPOSE OF REPORT: Update members on the work of the Music Service in 2020-21 and outline the Service's considerations for 2021-22

BACKGROUND:

Current situation

Since the first lockdown in March 2020 Ceredigion Music Service has continued to deliver instrumental/vocal lessons on the Microsoft Teams platform with the aim of ensuring that pupils continued to engage with tutors and demonstrated progression on their musical learning journey.

The service was the first in Wales to deliver virtual lessons and as such demonstrated sector leading practice which resulted in the Service, guided by Gareth Lanagan from the e-sgol project, providing training and assistance to other music services across Wales. The Music Service staff worked tirelessly to adapt to new ways of working, learning to use the different platforms needed to deliver online lessons – eg Flip Grid and Teams.

The virtual provision ensured that pupils were able to continue to engage - with approximately 55% of pupils continuing with their studies.

Securing a virtual provision throughout the period March 2020 to March 2021 has been a major accomplishment for the Service. Other Local Authorities in comparison drastically reduced their provision with some discontinuing all Music Service provision during periods of lockdown.

Numbers:

665 pupils were able to access tuition during the year

Strings	91
Woodwind	144
Brass	139
Piano	135
Percussion	53
Vocal	64
Harp	14

In comparison numbers for the previous year were as follows:

Strings	356
Woodwind	196
Brass	315
Piano	57
Percussion	104
Vocal	98
Harp	55

In reviewing the past year and planning for the future the Service acknowledges the following merits and challenges of a virtual provision:

Merits

- The Music Service was able to continue to engage with pupils
- Continuity and progression for pupils
- Experimenting with innovative ideas such as the Virtual Peri Tour – an introduction to instrumental/vocal lessons with large numbers of pupils able to be reached in one session
- Savings in terms of budget and time spent travelling from one location to another
- The West End of Wales project has demonstrated how online performances could serve to promote the Music Service and reach new audiences

Challenges

- Internet connection including poor sound quality can cause issues for pupils and tutors
- Difficulties in tuning instruments – stringed instruments in particular
- Difficulties in providing accompaniment as a result of online delay
- Difficulties in repairing instruments
- Absence of group/ensemble/concert work and the associated social interaction which encourages progression
- Difficulties for beginners without the necessary initial practical tuition and demonstration
- Creating online performances such as the West End of Wales project performances requires a high degree of technological input and external expertise

Factors being considered in moving forward

Acknowledging that the Service has adapted well and has explored new and innovative ways of delivering its provision the Music Service and the Corporate Manager for Culture will consider the following in moving forward:

- When safe and purposeful to do so recommencing face to face provision in schools will enable the Service to rebuild numbers to pre-pandemic levels and re-establish school ensembles

- Virtual provision could be offered to schools at certain times as a trial in the first instance. This would help with timetabling issues which result from other school activities such as school trips, GCSE and A Level examinations etc.
- Virtual provision could enable the Music Service to reach the wider community e.g. Care Homes, Rural Community Groups, Hospital Wards. Pre-recorded performances or live streamed performances by individuals or ensembles could be made available as lunchtime or evening concerts
- A series of pre-recorded demonstrations similar to the Virtual Peri Tour could be created and made available to schools or parents enabling the Music Service to reach out to a greater number of potential pupils
- To enable the service to deliver a high quality virtual provision it would need to overcome some of the connectivity issues and invest in key equipment.

Conclusion

Virtual provision in terms of one to one tuition and performances can and will continue to be used in the future – particularly as the threat from further Coronavirus-19 outbreaks continues. Whilst virtual provision has been successful, it cannot however replace the impact and importance of face-to-face tuition. The Music Service will therefore look to develop a blended model for the future, combining virtual and face-to-face provision to ensure the best possible learning experience for its pupils.

RECCOMENDATION (S):

The Committee accepts the report as an update on the work undertaken by the Music Service in 2020-21

Contact Name: Non Davies
Designation: Corporate Manager for Culture
Date of Report: 06/05/2021

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Cyngor Sir CEREDIGION County Council

REPORT TO: Learning Communities Overview and Scrutiny Committee

DATE: 27 May 2021

LOCATION: Zoom

TITLE: Partnership Agreement between LA and Schools 2021-24

PURPOSE OF REPORT: For information

REASON SCRUTINY HAVE REQUESTED THE INFORMATION: To consider the content of the Partnership Agreement between the LA and schools for 2021-24, for further consideration by Cabinet

BACKGROUND:

Section 197 of the Education Act 2002 is a Wales only provision that empowers the Welsh Government (“WG”) to require that local authorities form a partnership agreement with the governing body of all schools that are maintained by the authority. The purpose of a Partnership Agreement is to enhance and sustain partnership working between the LA and schools.

CURRENT SITUATION:

The Partnership Agreement specifies the arrangements for the review of the agreement and must be reviewed every 3 years.

The proposed Partnership Agreement between the LA and schools is for September 2021 until August 2024. The Partnership Agreement is included in Appendix A.

The main changes in the document can be summarised as follows:

- Changes in Ceredigion contacts/ contact details
- Changes due to change in legislation e.g. ALN Transformation/ GDPR etc
- Changes in School Improvement arrangements due to Ceredigion withdrawing from the ERW consortium

Section 2 of the Partnership Agreement may be further adapted during the period of the Agreement in accordance with the Welsh Government’s ‘School Improvement Guidance: Framework for Evaluation, improvement and Accountability.’

Has an Integrated Impact No Assessment been completed? If not, please state why

WELLBEING OF FUTURE GENERATIONS:

Summary:
Long term: N/A
Integration: N/A
Collaboration: N/A
Involvement: N/A
Prevention: N/A

RECOMMENDATION (S):

To recommend the Partnership between the LA and Schools 2021-24 for Cabinet approval

REASON FOR RECOMMENDATION (S):

In order to proceed with getting the Governing Body of each school to approve the agreement in place from 1 September 2021 onwards.

Contact Name: Meinir Ebbsworth
Designation: Corporate Lead Officer – Schools
Date of Report: 22 April 2021
Acronyms: N/A



CEREDIGION COUNTY COUNCIL

And

THE GOVERNING BODY OF _____ SCHOOL

SCHOOL PARTNERSHIP AGREEMENT 2021-2024

Under

The Maintained Schools (Partnership Agreements) (Wales) Regulations 2007

Mrs Meinir Ebbsworth
Corporate Lead Officer – Schools
Ceredigion County Council
Canolfan Rheidol
Rhodfa Padarn
Llanbadarn Fawr
Aberystwyth
SY23 3UE

A PARTNERSHIP AGREEMENT (2021-24) dated the _____ 2021

BETWEEN:

(1) CYNGOR SIR CEREDIGION COUNTY COUNCIL of Canolfan Rheidol, Rhodfa Padarn,
Llanbadarn Fawr, Aberystwyth, SY23 3UE ('LA') acting by **Mrs MEINIR EBBSWORTH**
Corporate Lead Officer - Schools

and

(2) THE GOVERNING BODY ('the Governing Body') of _____ **SCHOOL**
(‘the School’) acting by its chair _____ [Insert name]

SIGNED for and on behalf of **CEREDIGION COUNTY COUNCIL** by Mrs Meinir Ebbsworth

SIGNED for and on behalf of the **BOARD OF GOVERNORS** of _____
SCHOOL

_____ Chair of Governors

_____ Head of School

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SECTION 1

I. LEGAL BACKGROUND

1.1 Section 197 of the Education Act 2002 the Welsh Government ('WG') is empowered to require each Welsh local authority ('LA') to enter into a Partnership Agreement with the governing body of each school maintained by that LA. [The Maintained Schools \(Partnership Agreements\) \(Wales\) Regulations 2007](#) regulates the content of each Partnership Agreement.

1.2 A Partnership Agreement sets out how a LA and each governing body are to discharge their respective responsibilities towards a school, whether as prescribed by legislation or as otherwise agreed between the LA and the governing body under a Partnership Agreement.

1.3 If a LA and its governing body fail to reach agreement, the LA may, under s.197(3) of the 2002 Act, draw up a Statement setting out how the LA and the governing body will discharge their respective responsibilities towards a school. The content of a Statement will be the same as a Partnership Agreement.

[School Effectiveness Framework](#)

II. PURPOSE OF THIS DOCUMENT

2.1 This document constitutes a Partnership Agreement under the above legislation between the LA and the Governing Body, for the benefit of the School.

III. TERM

3.1 The term of this Agreement is 3 years from 1 September 2021.

IV. LA'S RESPONSIBILITIES

- 4.1 Ensure and promote effective governance, leadership and management within schools
- 4.2 Intervene in schools where improvements are needed
- 4.3 Agree challenging targets with schools regarding pupil attainment, attendance and behaviour
- 4.4 Challenge every school to improve, and provide graduated and bespoke support as necessary
- 4.5 Support improvements in teaching and learning through local, partnership and national initiatives
- 4.6 Assist and promote the dissemination of good practice between all schools , and provide opportunities for professional development
- 4.7 Offer training, advice and guidance to the School's Safeguarding Children Co-ordinator /Headteacher and the Governing Body's designated Governor for Safeguarding Children.
- 4.8 Support core training for school staff in order to better meet the needs of pupils
- 4.9 Provide pupil progress data and high quality analyses of schools' performance
- 4.10 Validate the school's priority areas and processes and report accordingly to schools, governing bodies, senior LA officers and elected members

- 4.11 Ensure that there are arrangements in place for identifying and providing for pupils with special educational needs
- 4.12 Provide advice, training and appropriate resources to promote the development of Welsh in schools as both a subject and a medium, in line with the Welsh Language in Education Strategy.
- 4.13 Support schools in maintaining high attendance levels
- 4.14 Offer support and advice to headteachers to help them meet WG recommendations regarding exclusion and provide education for pupils that have been permanently excluded from school.
- 4.15 Provide an appropriate number of learning places and ensure an appropriate learning environment for all pupils
- 4.16 Fund schools with a transparent formula
- 4.17 Provide school transport in compliance with the LA's transport policy

V. GOVERNING BODY'S RESPONSIBILITIES

Activities

- 5.1 Set aims and objectives, policies and areas for development where appropriate for the school, agreeing priorities for improvement and addressing issues of under-performance, with advice from the headteacher.
- 5.2 Ensure that all pupils have access to a broad and balanced range of curriculum, and that the learning experiences for all pupils are based on a core of developing their literacy, numeracy and digital skills along with the 4 core principles of the Curriculum for Wales
- 5.3 Promote the wellbeing and safeguarding of pupils, including the promotion of healthy eating and nourishment requirements.
- 5.4 Act as a key partner in the school's development, to support and challenge the head teacher and senior leaders in continuous improvement and statutory functions.

Information and input from:

- ← ● Analysis of pupil progress.
 - Analysis of information from pupils, parents, community, LA, partner schools and others (questionnaires/surveys/reports from School Council/meetings with community members etc.).
 - Termly Headteacher reports on school developments, including pupil behaviour and attendance, staffing matters and attendance.
 - Review of policies (statutory policies annual review, other policies by agreement).
 - After discussion with headteacher and involvement/consultation with staff, pupils, parents and governors, agree and sign off the School Development Plan (SDP). Monitor and review progress regularly via committees and full governing body meetings.
-
- ← ● Regularly review the development against the school's priorities.
 - Link governor meetings with school staff.
 - Review of the school Self-Evaluation Processes Report (SER) at least annually. (The SER is the governing body and school's internal overview of progress towards their objectives and targets and will inform the SDP. The SER provides governors with an indication of the school's improvement priorities, as listed in the SDP.)

- 5.5 Be accountable for any decisions and actions taken and be prepared to explain its decisions and actions to interested persons.
 - 5.6 Eliminate discrimination in school and promote equal opportunities and good relations between all persons regardless of their differences.
 - 5.7 Elect chair and vice-chair annually.
 - 5.8 Review committee structure, membership and terms of reference.
 - 5.9 Agree the staffing structure for the school aligned with the school's budget and priority areas.
 - 5.10 Appoint staff at the school.
 - 5.11 Play a leading role in staff recruitment and performance management within the principles of safe recruitment and employment law and regulation, including pay, disciplinary and dismissal issues, grievance, and performance management
- Review of the headteacher's performance in the autumn term each year at which his/her objectives and targets will be reviewed and set.
 - ← • Minutes of meetings, including related documents discussed, will be made available to the public on request.
 - All personal information kept by the school is secure and protected from unauthorised access.
 - Annual report to parents/carers adhered to statutory guidance.
 - Equality Policy – The Equality Act 2010
 - ← • <http://www.legislation.gov.uk/wsi/2005/2914/contents/made>
 - ← • Advice from the headteacher.
 - The Staffing of Maintained Schools (Wales) Regulations 2006 (as amended). Appoint a panel of governors to deal with headteacher and deputy headteacher appointment. Agree delegated power to headteacher (if appropriate) for certain appointments.
 - Ensure that all staff have access to professional and valuable learning experiences.

VI. REVIEW

- 6.1 A review of this Agreement will be undertaken by the LA and the Governing Body not less than 6 months before the expiry date of the term, or immediately should any of the following events occur:
- serious concern over the performance of the School justifying the service of a warning notice under clause 8 below
 - the School goes into special measures, or a requirement for significant improvement is identified by inspection
 - the Welsh Ministers direct closure of the School
 - statutory proposals are made and come into effect leading to:
 - amalgamations of schools
 - changes to ALN provision
 - introduction of permitted pupil selection arrangements (pupil banding)
 - change of language medium of the School
 - where the LA makes, or the Minister approves, school re-organisation proposals which may lead to the establishment, alteration or discontinuance of the School

- the LA uses its power to suspend the Governing Body's right to a delegated budget
- the LA uses its power to appoint additional governors
- consistent and upheld complaints by stakeholders against the School

Once a circumstance triggering a review occurs, the LA and the Governing Body will, within 6 months, implement the review and, if necessary, revise this Agreement or (if applicable) the Statement accordingly

VII. WARNING NOTICES

7.1 Under s.3 of the School Standards and Organisation (Wales) Act 2013, a warning notice may be given by a local authority to the governing body of a school in any one of the following circumstances.

- **Ground 1:** The standards of performance of pupils at the school are unacceptably low.
- **Ground 2:** There has been a breakdown in the way the school is managed or governed.
- **Ground 3:** The behaviour of pupils at the school or any action taken by those pupils or their parents is severely prejudicing, or is likely to severely prejudice, the education of any pupils at the school.
- **Ground 4:** The safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise).
- **Ground 5:** The governing body or head teacher has failed, or is likely to fail, to comply with a duty under the Education Acts.
- **Ground 6:** The governing body or head teacher has acted, or is proposing to act unreasonably, in the exercise of any of its or his or her functions under the Education Acts.

VIII. COLLABORATION

8.1 The LA and the Governing Body agree that they will work together in good faith and in an open, collaborative and constructive manner under this Partnership Agreement and in a spirit of mutual trust, and will each respond in a timely manner to all reasonable requests from the other.

IX. FUNCTIONS AND PROTOCOLS

9.1 Details of the LA's current statutory and non-statutory functions, and the protocols and procedures concerning its relationship with and responsibilities to the Governing Body and the School (and vice versa), are set out in the Section 2 of this Agreement, and shall be deemed to be part of this Agreement.

X. CONTACT

10.1 The Ceredigion contact for each section has been included in Appendix 1.

SECTION 2

1. PUPIL PROGRESS, ATTENDANCE AND EXCLUSION TARGETS

1.1 PUPIL PROGRESS

Ensuring and reporting on pupil progress is an integral part of every school and LA improvement strategy. This enables professional learning and resources to be targeted to the appropriate priority areas.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Professional discussion regarding information based on pupil progress• Provide professional development and guidance on analysing pupil progress.• Collect and collate individual pupil targets annually for statutory school years. [Please note that it is not a statutory requirement to collect targets for 2021. The situation will be reviewed as long term guidance is issued following the Covid-19 period]	<ul style="list-style-type: none">• analyse pupil progress and adapt planning accordingly.• Provide relevant information for the LA in electronic form to report on pupil progress.• Arrange for school representatives to attend professional development sessions delivered by the LA on pupil progress.

2. SCHOOLS' ENTITLEMENT TO LA SUPPORT

2.1 ACTION TAKEN BY THE LA TO MONITOR SCHOOLS

The LA has a key role in monitoring schools.

The monitoring will be undertaken through regular visits and visit report will be shared with the school and governing bodies. The reports will include detail of any follow up support by the LA.

Visits will include focus on the following elements:

- Pupil progress,
- quality of impact of teaching
- quality and impact of leadership
- quality of Curriculum offer
- quality and impact of provision of Inclusion and wellbeing

LA	SCHOOL/GOVERNING BODY
<p>Comply with requirements as noted in the WG Circular No.: 28/03, Schools Requiring Special Measures or Significant Improvement following an Inspection under Section 28 of the Education Act 2005.</p>	
<p>As a matter of urgency the LA will:</p> <ul style="list-style-type: none"> • Ensure that the school has an appropriate and detailed Post Inspection Action Plan to address identified shortfalls. • Undertake an urgent review of the school’s staffing structure. • Agree on a level of support for the school through initial and regular meetings including the Headteacher and Chair of Governors (and Diocese in the case of church schools). • Offer, where appropriate, school to school support. • Establish a progress board in line with an agreed remit in order to cooperate to meet recommendations. • Provide significant additional support from the Learning Services as a whole to address specific shortfalls. • Undertake a firmer role in monitoring the school Post Inspection Action Plan and extra visits to assess progress on a regular basis. • The LA will produce an Action Plan to support, challenge and monitor the school’s progress in moving away from statutory categorisation. • The School Support Adviser will provide regular progress reports for the Strategic Director of Learning and Partnerships and Corporate Lead Officer for Schools Service, as well as the Chair of Governors, until the school is deemed ready to be taken out of special measures. • Where a school does not improve, the LA will use its statutory intervention powers. 	<p>As a matter of urgency the school must:</p> <ul style="list-style-type: none"> • Acknowledge the identified shortfalls and draw up a detailed Post Inspection Action Plan in consultation with the Governors, to address these shortfalls. • Provide a copy of the Action Plan for the School Support Adviser. • Set up a monitoring system to ensure that the Action Plan is implemented within the agreed timetable. • Attend and contribute to any progress boards established. • Provide progress reports for the Learning Communities Overview and Scrutiny Committee as required.

Note that the LA has intervention powers that become operational when Estyn has named a school as one that requires special measures or one that needs significant improvement, or when the LA has serious concerns regarding probable outcomes for the school without intervention. These intervention powers are in accordance with the Education and Inspections Act 2006 (Appendix 7) and are implemented by the LA according to the specific matters of concern identified at the school.

The LA will use its intervention powers as quickly as possible, starting with formal warnings to improve, to ensure the necessary improvements take place as soon as possible. This should avoid the need for Estyn to place the school in any statutory category.

Supporting Documentation

[Welsh Government Guidance for Schools Causing Concern](#)

3. THE ROLE OF SCHOOLS AND THE LA IN DEVELOPING EFFECTIVE TRANSITION

3.1 KEY STAGE 2 TO KEY STAGE 3

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Cultivate close working relationships between primary and secondary sectors by promoting and supporting effective transfer practices.• Ensure that the Transition Plans for the area is suitable and meets statutory requirements.• Arrange for pupil data to be transferred between primary and secondary sectors.	<ul style="list-style-type: none">• Maintain and review transition plans in relation to core aspects:<ul style="list-style-type: none">➤ Management and cohesion;➤ Joint curriculum planning;➤ Teaching and learning;➤ Assessing, monitoring and tracking pupil standards and welfare;➤ Weighing up the effect on standards;➤ Pastoral links;➤ Information on pupil achievement, attainment, attendance and behaviour;➤ The learning needs of individual pupils.• Develop consistent approaches to learning, teaching and assessment across Key Stage 2 (KS2) and Key Stage 3 (KS3).• Help pupils to make better progress by sharing expertise and ensuring continuity of work plans from KS2 to KS3.• Secondary sectors to receive KS2 teacher assessment and Standard Tests ensuring robust moderation arrangements to validate teacher assessments.• Ensure pupil cohesion and progress.• Provide full information about any pupil's participation in basic skills intervention groups in primary school so that the secondary school can review appropriately to ensure continued support.

3.2 TRANSITION TO ALL KEY STAGES

Secondary Schools are aware of the importance of effective transition arrangements between all key stages. This also involves supporting young people and their parents to choose appropriate courses at Key Stage 4 and 5.

Supporting Documentation

[Guidance on the Preparation of Key Stage 2 to Key Stage 3 Transition Plans \(Circular No. 30/ 2006 Welsh Government\)](#)

4. SUPPORTING SPECIFIC LEARNING IN SCHOOLS

4.1 FOUNDATION PHASE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Support schools with the implementation of good practise in the Foundation Phase and broker school to school support as required. • Monitor the impact of professional development and appraise the quality of classroom provision. • Provide advisory support following an analysis of needs. • Offer professional development and advice on best practise in assessment to support every learner to make progress • Inform and lead schools on national and local priorities. • . 	<ul style="list-style-type: none"> • Ensure that all members of staff are able to implement good practice within the Foundation Phase. • Monitor the impact of professional development in the classroom and ensure follow-up actions. • Support, ensure implementation of, and monitor Advisory Team recommendations. • Develop assessment procedures that are intrinsic to curriculum design in which the overarching purpose within the curriculum is to support every learner to make progress • Identify school priorities through the self-evaluation process and target national and local initiatives to raise standards and quality.

4.2 14-19 PROVISION

LA	School/Governing Body
<p>Ensure that schools adhere to the requirements of the Learning and Skills Measure 2009 and provide a suitable Local Curriculum.</p> <p>Promote inclusiveness and ensure that all learners in Ceredigion have fair and equal access to learning paths.</p> <ul style="list-style-type: none"> • Ensure that the courses provided meet requirements and economic development in the County and is linked to the RLSP. (In accordance with LMI research). • Ensure that 14-19 learners have the opportunity to express an opinion through 'Pupils' Voice' questionnaires. • Promote and ensure progress of 14-25 yr olds in education, training or employment. 	<p>Ensure that provision for 14-19 yr olds conform to the Learning and Skills Measure 2009.</p> <ul style="list-style-type: none"> • By cooperating with other establishments, ensure that the 6 elements of the Key 14-19 Learning Paths are accessible and beneficial to all learners. • Promote the school as a learning environment for all. Provide appropriate training skills for learners throughout their school career. • Ensure that all learners leave school with qualifications. • Ensure that a wide range of activities and services of high quality are provided by learners. • Ensure that the 'School Council' is representative and inclusive, and contributes effectively to the running of the school.

5. SUPPORTING VULNERABLE PUPILS

5.1 ATTENDANCE

Schools and the LA will agree to set and monitor attendance targets in order to meet national benchmarking targets.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Implement a consistent and common set of attendance procedures . • Monitor and analyse attendance rates relevant data and information shared with schools • Prepare an annual attendance self-evaluation review with each school. • Prepare an action plan for schools with attendance in FSM benchmarking Quartiles 3 and 4 and for those schools who are not implementing consistent attendance procedures. • Prepare half termly attendance reports for Primary Schools highlighting pupils with attendance issues and ongoing cases. • Prepare minutes of weekly attendance meetings with secondary schools highlighting pupils with attendance issues and ongoing cases. • Receive all referrals for investigation in accordance with the LA's Education Inclusion Service's criteria for referral. • Visit schools (Education Inclusion Officers) regularly to provide advice and guidance on improving attendance and related issues. 	<ul style="list-style-type: none"> • Implement a consistent and common set of attendance procedures. • Maintain a complete and accurate register of all enrolled pupils (the school register is a legal document and it is the Headteacher's responsibility to ensure its completion and accuracy.) • Record the attendance of all pupils on the register. Every morning and afternoon session must be recorded during term time using the electronic system. • Headteachers to check the electronic registers at the end of every week to ensure that there are 'no missing marks'. • Regular monitoring of registers and noting pupils with attendance rates below 92%. Following the appropriate procedures and sharing the information with the Education Inclusion Service. • Respond to half termly attendance reports within 10 working days (primary schools only). • Return attendance rates to the LA electronically in accordance with WG guidelines • Headteachers to agree total absenteeism targets with their school governing body annually. • Headteachers to review and monitor attendance rates every term and take action when necessary. • Implement the annual attendance self-evaluation review and implement any action plan that might arise from the self-evaluation.

Supporting Documentation

Attendance Strategy and Attendance Policy Template for Schools

5.2 BEHAVIOUR

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Work towards improving educational attainment by decreasing the number of days lost through exclusions by working in guidance with (Partnerships Agreements Wales Regulations 2007). 	<ul style="list-style-type: none"> • Observe WG recommendations regarding exclusion procedures set out in Exclusion from schools and pupil referral units (gov.wales); or any other subsequent WG documentation.

<ul style="list-style-type: none"> • Offer support and advice to teachers, headteachers and Schools Staff to help them meet WG recommendations regarding exclusion procedures as outlined in Exclusion from schools and pupil referral units(gov.wales);or other relevant WG documentation. Work in line with the Families First agenda considering the Team Around the Family/WRAP around approach to support families in need. • Analyse and disseminate comparative data on fixed term and permanent Secondary School exclusions. • Attend all Governor meeting's where permanent exclusions are discussed. • Challenge and support schools that do not meet targets and/ or the needs of children and young people. • Provide through-age, integrated delivery of universal and focussed early support, information, advice and interventions. Improve aspects of an individual's personal, social, educational, physical, mental and emotional wellbeing. • Promote the opportunities for engagement, through an inclusive approach to promote expressive, positive educative experiences through alternative curriculum and work/volunteer opportunities. • Ensure the UN Convention on the Rights of the Child (UNCRC) - Unicef UK are met throughout this process. • Promote and develop individual and family resilience, empowerment and independence to improve educational attainment, engagement and positive educational experiences. 	<ul style="list-style-type: none"> • Work with Porth Cymorth Cynnar to allocate and deploy staffing support and resources to improve the quality of provision for children and young people as appropriate. • Adhere to Porth Cymorth Cynnar's Professional Panel as outlined in the Terms of Reference. • Work towards providing opportunities for children and young people as outlined in the Pupil inclusion, well-being, behaviour and attendance Sub-topic GOV.WALES. • Ensure the UN Convention on the Rights of the Child (UNCRC) - Unicef UK are met throughout this process. • Actively support the Team Around the Family agenda to implement the Wrap around approach and communicate with additional services to support where appropriate. • Support Porth Cymorth Cynnar staff's safety and wellbeing through appropriate information sharing, up to date risk assessments and following health and safety guidelines. •
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The Pupil Discipline and Exclusions Committee is required in law to have a clerk. The person clerking may be the same person that is the clerk to the governing body or it may be a different person.

Supporting Documentation:

<https://gov.wales/pupil-inclusion-well-being-behaviour-and-attendance>

<https://www.ceredigion.gov.uk/resident/children-young-people-services/youth/>.

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

<https://www.cwvys.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf>

https://gov.wales/sites/default/files/publications/2019-07/families-first-performance-management-guidance-for-local-authorities_0.pdf;

5.3 POLICY ON A SPECIAL EDUCATIONAL NEEDS PROVISION IN EVERY SCHOOL

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Communicate and provide guidance to early years providers with regard to meeting the needs of pre-school pupils with special educational needs.• Develop criteria for schools to earmark pupils at every stage of the ALN Register, and to review provision in line with the ALN Code of Practice for Wales 2002 and in accordance with the LA's ALN Strategy.• Hold ALN planning and evaluation of provision meetings with all schools.• Offer guidance and support to schools on ways of meeting needs, through a graduated response.• Distribute resources to schools to deliver the appropriate level of provision to meet the needs of pupils in accordance with the LA's ALN Strategy.• Provide a high level of professional learning for schools and staff, to meet the needs of pupils in accordance with Ceredigion's ALN strategy.• Undertake Statutory ALN Assessments as necessary.	<ul style="list-style-type: none">• Nominate a member of the Governing Body with responsibility for Safeguarding Children and ALN.• Take inclusive action to meet the special educational needs of all pupils.• Earmark pupils whose learning or behaviour is a cause for concern at every stage of the ALN Code of Practice for Wales 2002.• Ensure early intervention for pupils who require additional support• Provide graduated support for pupils.• Where schools are concerned about individual pupils as a result of monitoring and review following intervention, they should refer to the LA's Support Panel, using the Application for Inclusion Support form.• Provide educational advice of a high standard as part of the statutory assessment of children's' needs.• Where the Special Educational Needs budget is delegated to the school, schools must ensure that they utilise the budget to meet the SEN needs of all pupils at the school.

Supporting Documentation:

[Special Educational Needs: Code of Practice for Wales](#)

[Ceredigion's Special Educational Needs Policy/ALN Strategy](#)

5.4 SUPPORT FOR LOOKED AFTER CHILDREN (LAC)

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Work closely as community planning partners in a shared responsibility for looked after children. • Establish a clear shared vision and priorities to improve outcomes for looked after children. • Ensure a rigorous and systematic approach to monitoring attainment, academic progress and attendance for looked after children • Ensure a rigorous and systematic approach to the evaluation of services for looked after children. • Provide professional learning opportunities to ensure that all relevant staff are aware of their corporate parenting responsibilities. 	<ul style="list-style-type: none"> • Ensure a shared responsibility in identifying and meeting the needs of looked after children and young people and removing the barriers to their success in Education. • Ensure that admissions, programmes of learning and support are arranged and agreed with relevant staff promptly. • Set high expectations for looked after children and establish strong partnership working to meet their needs. • Promote positive attitudes and high expectations for looked after children and recognise and celebrate their achievements. • Ensure Personal Education Plans (PEPS) are completed and the multi-agency review meetings can be attended • Application of exclusion as a sanction and the use of alternatives to fixed term exclusions • Include Looked After Children and listen to their voice. • Each school must have a Designated LAC co-ordinator and this person must be known to all staff

5.5 SUPPORTING EAL PUPILS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • To continue to manage the Ethnic Minority element of the Education Improvement Grant. • Provide regular support to appropriate schools to monitor the progress of the EAL pupils. • Provide advice, support and training on meeting the needs of EAL pupils to access the Curriculum. • Keep up to date with the latest research and information on EAL and share effective practice. • Allocate funding to the schools with highest numbers of EAL pupils to provide appropriate support. Support with provision of specialist services as required e.g. translation and interpretation services, bilingual resources. 	<ul style="list-style-type: none"> • Notify the EAL Advisory service when new pupils arrive and support services are required. • Keep accurate and up to date records of EAL pupils and their levels and share these with the Advisory Service. Examine relevant data to pinpoint areas of concern and respond appropriately to the challenge of addressing these. • Take advantage of training offered to broaden the knowledge base and provide consistency and continuity of provision across schools. • Head teachers to ensure that teachers with EAL pupils in their classes liaise regularly with support staff to make certain provision aids progress and improves access to the curriculum.

LA	School/Governing Body
<ul style="list-style-type: none"> • The LA's Named Officer for Safeguarding Children can offer advice and guidance to the School's Safeguarding Children Co-ordinator /Headteacher and the Governing Body's Designated Governor for Safeguarding Children. • The LA will offer level 2 training to the Chair of Governing Body and the Designated Governor for Safeguarding, in relation to safe recruitment and the procedures to be followed if there are allegations against members of staff. • The LA will arrange specific training to the School's Safeguarding Children Co-ordinator on a regular basis. • The LA's Named Officer for Safeguarding Children will audit the Safeguarding policies of each school on a yearly basis. 	<ul style="list-style-type: none"> • The Governing Body must nominate a Designated Governor for Safeguarding Children; the School must have a named member of staff with responsibility for Co-ordinating Safeguarding Children within the school. The Named person with responsibility must be known to all staff. • The Headteacher will ensure that the Chair is informed of the allegation and will invite the chair to attend Strategy meetings under Section 5 of the 'Wales Safeguarding Procedures,' where safeguarding allegations/concerns about practitioners and Those in positions of Trust are considered. The Co-ordinator for Safeguarding Children/Headteacher will also be invited to all Strategy meetings. • The Chair and Designated Governor for Safeguarding will be expected to attend level 2 training so that they are conversant with their role and responsibilities. • The School's named Co-ordinator must attend level 2 training so that they are conversant with their role and responsibilities. • All Governors are encouraged to attend level 1 training.

Supporting Documentation

<https://gov.wales/sites/default/files/publications/2020-10/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act.pdf>

6. WELSH EDUCATION STRATEGY

6.1 SUPPORTING AN INCREASE IN THE WELSH MEDIUM PROVISION AND RAISING STANDARDS IN WELSH

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Ensure and monitor that all schools provide accurate information regarding their language definition/designation on PLASC every year; provide information for the public on the nature of the provision across the county in accordance with the relevant designation. • Report on relevant progress against the Ceredigion Welsh Language Strategy and the Welsh in Education Strategic Plan. • Ensure the implementation of Ceredigion Council's School Language Policy in all its schools. • Provide a 'Welsh Language Support Teachers' service to monitor and support progress in Welsh within schools based on need. • Provide appropriate opportunities for primary age latecomers to attend 'canolfannau iaith' to speed up the process of acquiring the language amongst latecomers. • Provide advice, training and appropriate resources to promote the development of Welsh in schools as both a subject and a medium. 	<ul style="list-style-type: none"> • Provide an accurate language definition/designation on PLASC every year, and provide relevant information for parents about the school's language provision in accordance with the relevant and agreed designation. • Cooperate, co-plan with the LA to act upon the targets set out in the present Welsh Education Strategic Plans (2022-32). • Cooperate with the LA in successful implementation of its School Language Policy in order to support the vision and ambition to see a million people able to enjoy speaking and using Welsh by 2050 • Schools receiving the service to cooperate fully and effectively with 'Athrawon Cefnogi'r Gymraeg' to raise standards in Welsh. • Schools to discuss and promote the advantages of 'Canolfannau iaith' with families and pupils. Schools to monitor the progress of latecomers to the school. • Schools to identify specific development needs and allocate specific budgets to meet training and resource requirements.

7. BUSINESS SUPPORT

7.1 DATA / INFORMATION

Including the LA's responsibility to maintain and develop effective information systems with schools, and schools' duty to maintain, update and apply data.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide guidance for schools so that they have a clear understanding of their roles, responsibilities and accountability in relation to collecting and maintaining and providing pupil data (Attendance, Key Stage Assessments and Targets, Test Results and Annual Census returns). • Maintain a central database of pupil details and manage information on admissions, transfers, Free School Meal eligibility, ALN and LAC Status etc. (Information taken from Parents and Schools). • Provide all schools with performance data of a high standard to complement National data. This includes: <ul style="list-style-type: none"> ○ Detailed reports showing progress across all key stages; ○ Support for pupil tracking systems, e.g. EhedLin and new KS4/5 indicator • Make available reports and relevant information received from the WG 	<ul style="list-style-type: none"> • Undertake pupil assessment arrangements in accordance with agreed programmes and provide the LA with information on performance to enable analysis. • Undertake effective continuous appraisal and analysis of data to clearly show the school's strengths and areas for development and weaknesses. Address them and include them in the School Development Plan (SDP). • Forward accurate data to the LA within the specified timetable. • Check the provisional information provided by WG (SSSP, and NEWBEs etc.) are accurate so as to correctly feed into Final Reports. • Regularly maintain pupil data to ensure that pupil details are correct. • Register for Data Protection.
<p>The LA also offers full access to pupils' central records via the Teacher Centre (school management information system).</p>	

7.2 PREMISES MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide advice and guidance on matters relating to the management of school sites. • Provide funding in school budgets for repairs and maintenance and for capital projects. • Undertake major capital work in relation to school sites. • Provide leadership regarding the landlord's duty and the school's duty as tenant with regard to maintenance. • Advise schools on their responsibilities in relation to repairs and maintenance, and grounds maintenance. • Undertake work in accordance with the Division of Responsibilities between the LA and Schools/Governors as detailed in the document "Responsibility for Repairs and Maintenance within the Schools of the County". • Discuss and advise on minor repairs to school sites. • Arrange regular tests on various appliances. • Arrange various assessments e.g. asbestos, legionella. • Monitor the condition/state of repair of sites. 	<ul style="list-style-type: none"> • Inform the LA before starting on any maintenance work that involves using power tools. • Ensure that the site is kept in good repair and meets Health and Safety Legislation requirements for sites. • Determine the proportion of the working budget to be allocated for repairs and maintenance. • Agree a maintenance programme. • Draw the LA's attention to matters causing concern in relation to the management of the site and grounds. • Discuss maintenance matters causing concern with relevant Services. • Undertake maintenance work in accordance with the Division of Responsibilities between the LA and Schools/Governors as detailed in the document "Responsibility for Repairs and Maintenance within the Schools of the County". • Take due regard to any assessments on the building before undertaking maintenance work.
<p>The LA also offers assistance, through the SLA, with all aspects of the work involved in managing the school site.</p> <p>Owing to legal requirements and possible outcomes in relation to this area of responsibility, schools/governors are required to give serious consideration to signing an SLA provided by the LA; protecting schools/governors if matters arise that are a cause for concern.</p>	

7.3 LANDLORD & TENANT MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Advise schools on estate management matters, including queries regarding boundaries, land ownership, rights of way, easements, wayleaves etc. • Discuss terms and sanction leases and agreements with other establishments/partners e.g. Before and After School Clubs. 	<ul style="list-style-type: none"> • Draw the LA's attention to matters causing concern in relation to the management of the site and grounds, and advise in advance of any third party agreements intended to be entered into that may affect the land, buildings or any rights reserved.

7.4 INSURANCE MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">Advise on, and organise buildings and contents insurance.	<ul style="list-style-type: none">Discuss insurance needs with the LA

7.5 SCHOOL SITE MANAGEMENT

In all community schools and voluntary controlled schools, the LA owns the property and has landlord status; the school occupies and uses the site as a tenant. The LA does NOT own the property of voluntary aided schools.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">Provide written consent, as appropriate, for the Governing Body to occupy and use the site.Provide specific guidance under relevant legislation on the use of sites it owns or maintains.In exceptional circumstances, use the powers at its disposal to provide specific guidance on the use of maintained schools.Provide advice and guidance on matters pertaining to hiring school sites – School Lettings Policy.	<ul style="list-style-type: none">Bear in mind the benefit of making the site available for community use. However, the Governing Body cannot change the use of, or dispose of any aspect of sites the Authority retains ownership of e.g. playing fields etc., without the written consent of the Authority.Consider a transfer of control agreement if its purpose is to promote community use of the school site – subject to regulations set out in The Control of School Premises (Wales) Regulations 2008.Comply with the LA ‘School Lettings’ policy for arrangements for all short-term, sessional use of maintained school sites (including use associated with the purposes of the school, e.g. parent teacher association fundraising events etc., or events that benefit the community e.g. holiday play scheme activities etc.). The Governing Body should consider the guidelines for setting Rates for this type of use and set them, as well as any conditions of use.

Supporting Documentation

[The Control of School Premises \(Wales\) Regulations 2008](#)

7.6 HEALTH AND SAFETY MATTERS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide advice and guidance on health and safety policies and procedures. • Support the schools to meet their legal duties in respect of health and safety and fire safety • Monitor the situation to ensure compliance with health and safety legislation. • Undertake health and safety inspections. • Provide advice and guidance on health and safety matters. • Provide advice and support on health and safety training requirements. • Assist with carrying out complex risk assessments. • Provide advice on safe working environments for workers, pupils, visitors and others on school premises. • Exercise employer's responsibility for workers' health and safety on site. • Assist with carrying out complex incident investigations • Liaise with enforcement agencies on behalf of the school e.g. Health and Safety Executive, Dyfed Powys Police, Mid and West Wales Fire and Rescue Service etc. • Support and participate in the school's health and safety forum. 	<ul style="list-style-type: none"> • Develop local management arrangements to implement LA health and safety policies and requirements. • Nominate a Governor with responsibility for the school's Health and Safety matters. • Undertake an annual Health and Safety Audit during the Autumn term and ensure this is returned to the LA before the Christmas holidays. • Manage the school site and/or school activities from day to day, adopting safe practices in accordance with risk assessments and/or guidance provided by the LA. • Work in partnership with the LA, including its monitoring arrangements, and notify the Authority of any matters that could jeopardize its ability, as an employer, to comply with its health and safety responsibilities. • Ensure that all accidents, incidents or dangerous conditions are notified and investigated in accordance with relevant procedures. • Encourage workers to take part in health, safety and risk control at the school, and that an effective health and safety committee meet regularly and support managers' efforts to develop a positive health and safety culture. • Ensure a provision for upgrading, repairs and maintenance of the school site and keeping the school safe by:- <ul style="list-style-type: none"> ○ Ensuring that any defects and/or dangerous conditions identified within the workplace(s) are notified and dealt with promptly. ○ Undertake inspections and/or walk around the site from time to time to ensure that risk control measures continue to be effective, and that safe exits are provided and maintained (e.g. fire escape routes are clear and fire alarm systems are working). • Ensure that health and safety regulations are adhered to when undertaking the following: <ul style="list-style-type: none"> ○ Appointing and/or supervising contract workers, and ensuring that only qualified contractors are employed, in accordance with health & safety regulations and/or relevant access; ○ Selecting, choosing, accessing and/or introducing tools and/or substances to the workplace. • Ensure that workers or pupils use any tools, machinery, or dangerous substances in accordance with guidance and/or training provided.

	<ul style="list-style-type: none"> • Provide appropriate personal protective equipment for workers and pupils, and ensure their use. • Ensure that staff and governors attend health and safety training courses. • Work in partnership with the LA on health and safety inspections and return responses within deadlines. • Safeguarding and Site Control. • Provide an up to date list of trained personnel. • Carry out suitable and sufficient risk assessments with support from the health and safety team • Discuss health and safety issues that are causing concern with the authority.
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7.7 EDUCATIONAL VISITS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide advice and guidance for all adventurous and overseas educational visits. • Maintain accurate records of all adventurous and overseas educational visits. • Provide approval for educational excursions involving adventurous and overseas educational visits • Undertake sample monitoring of excursions and trips • Assist with risk assessments where required • Assist with incident reporting and investigation • Assist with monitoring and assisting staff with the EVOLVE system • Provide training and support on use of the EVOLVE system to Educational Visits Coordinators 	<ul style="list-style-type: none"> • Ensure that all educational visits comply with the Ceredigion County Council Educational Visits Policy. • Notifying the LA of any overseas visits (at least 28 days before visit) • Obtaining LA approval for any visits involving adventurous and overseas educational visits (at least 28 days before visit).

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Advise school staff on providing a healthy menu that conforms with the requirements of Healthy Eating in Schools (Wales) Measure 2009. • Assess the provision of food standards across the whole school day. • Prepare a menu for pupils who have special dietary needs. • Investigate any complaints about the standard of school meals. • Provide special sessions, for example cooking with the pupils, taster sessions or arrange a special menu to support the curriculum. • Attend parent meetings and school council meetings if required. • Provide advice on healthy packed lunches. • Encourage the take up of school meals. • Monitor the Primary Schools Breakfast Initiative. 	<ul style="list-style-type: none"> • Collect dinner money and complete returns. • Send out letters of notification to parents who are in arrears of school meals payments. • Communicate any concerns regarding the menu or the quality of meals. • Immediate notification if it is not possible to provide hot school meals. • Ensure that the Medically Prescribed Diet Form is completed with doctor's verification for children with special dietary needs and that a copy is sent to the LA immediately https://www.ceredigion.gov.uk/SiteCollectionDocuments/Resident/Schools%20and%20Education/School%20Information/School%20Meals/special-diet-leaflet-english.pdf • To include in the governors' report information on the action taken to promote healthy eating and drinking by pupils of the school. • Encourage the take up of school meals and milk and take reasonable steps to ensure that every pupil who is entitled to receive free school lunches and free school milk does receive them. • Ensure that kitchens meet food hygiene standards for schools that have opted out of the catering service. • Take steps to ensure that pupils who bring packed lunches from home are in line with the Healthy Eating in Schools (Wales) measure 2009 for school lunches and the Healthy Schools Scheme. • Ensure that pupils have easy access at all times to free, fresh drinking water. • Ensure that the LA Catering Service is notified if a request for the hire of the kitchen is received, except in voluntary aided schools <p>The following matters will be addressed by the LA for schools which take the LA's Catering SLA:</p> <ul style="list-style-type: none"> • Ensure that kitchens meet food hygiene standards and work with schools in any discussions with Environmental Health. • Provide menus and information sheets for parents on healthy eating through the Council/School website. • Ensure the use of LA approved suppliers that have been inspected by third party audit. • Provide alternative arrangements to ensure that pupils are provided with cold meals in the event of an electricity cut or equipment failure. <p>Provide training for staff on Health and Safety</p>

For Schools entered into the SLA:

The statutory responsibility for any food hygiene issues that may arise and responsibility for complying with the statutory obligation of Healthy Eating in Schools (Wales) measure 2009 falls on the LA.

For Schools not entered into the SLA:

The Statutory responsibility for any food hygiene issues that may arise and responsibility for complying with the statutory obligation of Healthy Eating in Schools (Wales) measure 2009 falls on the Governing Body and headteacher.

Supporting documentation

Appetite for Life Action Plan

7.9 ACCESS TO EDUCATION: ADMISSIONS POLICY

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Provide an appropriate range and number of school places.• Coordinate effective arrangements for admitting children to schools.• Calculate the school's capacity and admission numbers and ensure county schools are not overcrowded.• Prepare and present LA cases to the School Admissions Appeals panel.• Represent the LA at the School Admissions Forums – held twice a year.	<ul style="list-style-type: none">• Follow the LA Admission policy. Only admit pupils that have been accepted by the LA Admission Authority.• Agree annual admission numbers with the Authority.• Manage class sizes appropriately.

Supporting Documentation

[Pupil Admission Policy inc. School Capacity and Numbers](#)

8. GOVERNORS SUPPORT SERVICE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide a service to set up Governing Bodies/Shadow Governing Bodies that involves preparing and updating Instruments of Government. • Provide help and advice for Governors and Headteachers on managing regulatory and procedural matters to help them fulfil their roles. • Facilitate Forums to brief governors on new local and national initiatives and to share best practices. • Provide a coordinated Governor training programme to meet LA/WG legislative guidelines. • Offer advice, support and training to Governing Bodies or/and their clerks. • Provide policies, guidance material and resources. • Offer guidance, advice and support on the process of holding governor elections. 	<ul style="list-style-type: none"> • Comply with the WG School Governors Guide to the Law • Facilitate good partnership arrangements with other schools, Governing Bodies and the LA. • Work with the LA to improve recruitment and selection procedures and ensure that vacancies are filled at the earliest opportunity with suitably qualified personnel. • Administer the Disclosure Barring Scheme (DBS) checks for necessary governors. • Administer the process of appointing authority governors, and school governors from amongst teachers, staff, parents and co-opted individuals. • Update the LA of Governing Body membership details during the Autumn term and as changes occur. • Implement any new legislative requirements introduced by WG/LA within given timeframes. • Establish compulsory Sub-committees and ensure they undertake their delegated duties. • Complete the Annual Report to Parents, make available on school website and present to the LA. • Provide and approve school budgets. • Produce a termly report to the required standard (as deemed by Local Authority) and submit to the LA and all Governors 2 weeks prior to a Governing Body meeting. • Ensure that all Governor's attend mandatory training as deemed statutory by WG or the LA. • Identify governors to attend specialist training courses as required. • Keep governor records: membership, terms of service and minutes of meetings and send these to the LA termly. • Collect information during termly governor meetings regarding the number of cases of bullying at the school, and report these to the Local Children's Safeguarding Board.

SLA

Where schools have signed up to the SLA a full clerking service will be provided, otherwise the Governing Body Clerk will be responsible for all Governor Clerking Services.

Supporting Documentation

[Ceredigion Governor's Website](#)

9. COMMUNICATION AND ENGAGEMENT STRATEGY

9.1 COMMUNICATION ARRANGEMENTS

School improvement support is managed in true partnership between schools, the authority and the wider community so that the service's operations reflect co-understanding and co-commitment. Consultation and steering groups, including Authority officers and school representatives meet regularly to identify needs, determine provision of services and monitor the standard of delivery.

The LA's communication with schools include:

- Access to Teacher Centre and SIMS (which holds individual pupils and school data)
- Regular business meetings and conferences with headteachers
- Forums e.g. Governors, Finance and Admissions.
- Termly support and meetings with schools and School Support Adviser
- Head teacher focus group
- Email/newsletter and Teams sites communication with schools – Secondary, Primary and Middle
- Quartelry Governor newsletter
- Regular updates via the Ceredigion Press Office

In cooperation with all these groups, strategic and operational plans are produced that show priorities, targets and performance on a yearly basis. Extensive use is made of Governing Body meetings also to improve schools by placing regular items on agendas.

This service provision consultation framework is used to influence future planning with regards to setting priorities, implementing achievement strategies and establishing related achievement targets and criteria. Information is channelled and discussed through regular meetings for staff ensuring maximum participation by colleagues. Officers within Schools and Culture Service play a lead role in this framework of consultation and service provision.

The LA will identify relevant stakeholders and decide on the most appropriate method of communicating with these stakeholders.

Supporting Documentation

[Ceredigion Language Strategy](#)

[Welsh Government School Organisation Code](#)

9.2 COMPLAINTS AND COMPLIMENTS

The statutory responsibility for resolving complaints about schools lies with the Governing Body. However the LA's Complaints and Freedom of Information (FOI) Team is able to provide advice and assistance to the Governing Body if required to ensure that complaints are managed effectively and in accordance with the school's own complaints policy. All schools must have an up-to-date complaints policy which is compliant with Welsh Government's '[Complaints procedures for school governing bodies in Wales](#)' (circular no: 011/2012) and is publicly available.

Advice and support can be offered at any stage of the complaints procedure with regards to the investigation process, how complaints are managed and/or escalated, how to remain resolution-focused, learning lessons from complaints and also to provide guidance on how to write a clear and robust complaints report or response. The Complaints and FOI Team in the LA is also available to provide general guidance on the principles and practice of good complaints handling. The LA will provide complaints handling training to the Governing Body on an annual basis or upon request if required.

The final decision regarding a complaint will rest with the Governing Body (in according with WG guidance) and there will be no appeal mechanism available to complainants via the LA. However, if training needs are identified at any time with regard to complaints handling provision this will be arranged upon request from the Governing Body. If the LA comes to the conclusion that the process followed in a specific case was lacking, it may ask the Governing Body to reconsider the matter.

The LA must be informed about any complaints about the Governing Body as a whole or in relation to an alleged criminal offence (as in sections 4.11 and 4.12 of WG guidance).

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Provide assistance, guidance and training to schools and Governing Bodies so they are suitably equipped for dealing with complaints activity.• Provide guidance and examples of complaint responses to assist in delivering a high standard of complaints handling.• Advise in cases where an independent investigation may be warranted (particularly if the complaint relates to the Governing Body as a whole).	<ul style="list-style-type: none">• Adopt a complaints policy which is compliant with WG guidance and ensure full accessibility to all stakeholders.• Follow adopted policies, procedures and practices when dealing with complaints.• Request assistance in the event of complex complaints and/or if it is deemed that additional support is required from the LA. Ensure appropriate escalation of complaint to LA in the event of a complaint made against the Governing Body as a whole.

Supporting Documentation:

[WG School Governing Body Complaints Procedures](#)

9.3 FREEDOM OF INFORMATION

Each school has a statutory responsibility to deal with requests for information received by members of the public under the Freedom of Information (FOI) Act 2000. The management of FOI activity is regulated by the Information Commissioner's Office (ICO) who also oversees information requests concerning the General Data Protection Regulation – see separate guidance in 9.4 below.

The objective of FOI legislation is to promote openness and transparency and requires public authorities (such as maintained schools) to develop and abide by an ICO approved publication scheme, and give the general public the right to access information held by public authorities.

The FOI covers all recorded information held by the school, and sets out how you should respond to requests for access to that information. Remember that any request for the release of information under FOI is essentially asking the school to release the information to the public, in general, not just to the requester. FOI legislation states that information can only be withheld from disclosure providing an appropriate exemption can be applied, which deems it unlawful or prejudicial to release that information into the public domain. There are different exemptions that can be relied upon depending on the reasons cited for non-disclosure, some of which may require a Public Interest Test.

The LA's Complaints and FOI Team is able to provide advice to the Governing Body regarding the management of requests under the FOI Act, particularly in instances where an exemption may apply preventing the disclosure of the information sought. The LA can also provide training in respect of FOI to the Governing Body as and when required. However, the school Governing Body has statutory responsibility for the final decision surrounding disclosure of information under FOI and the school's compliance with the legislation.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Provide advice or guidance to schools and Governing Bodies regarding FOI exemptions.• Provide training on FOI if required.• Provide assistance with the acknowledgement, processing and responding to FOI requests	<ul style="list-style-type: none">• Deal with requests for information in an open and transparent manner.• Ensure the school is compliant with FOI legislation/requirements and can distinguish between what is required under FOI and what may be required under GDPR (which is slightly different).• Request advice / assistance from the LA regarding the management of information requests under FOI.

Additional Guidance:

[ICO Guidance re FOI for Schools](#)

9.4 DATA PROTECTION

The General Data Protection Regulation (GDPR) is a European regulation which governs the use and processing of personal data both across the EU and within any organisations which process EU citizens' data. Its provision will be incorporated into UK law after Brexit in the UK GDPR.

The Data Protection Act 2018 is the UK Act of Parliament which brought the provisions of the EU GDPR into UK law. The Information Commissioner's Office (ICO) is the supervisory authority which monitors compliance and to whom significant data breaches must be reported.

Schools are public authorities and are legally required to appoint a DPO (Data Protection Officer) to ensure the organisation meets the requirements of GDPR and complies with the Regulation. At present, schools are signatories to an agreement with the local authority, which carries out the data protection function on their behalf.

The school will need to ensure procedures are followed and fully support the DPO in providing time, evidence and resources as necessary.

Schools need to be aware that they will often be the first point of contact for individuals seeking to access personal data and their timely reporting of this to the Data Protection Team is imperative.

Schools collect and use a wide range of information about individuals in order to carry out their functions. Information which allows a living individual to be identified is that individual's personal data.

Processing of personal data must only be undertaken where the school has a lawful basis for carrying out the processing. Personal data to be processed must be limited to what is necessary to carry out the purposes of the processing, must be used only for the purpose for which it was obtained, must be processed securely, and must not be retained for any longer than necessary. Personal data must be processed transparently, and as such schools should make privacy notices documenting their processing publically available for individuals to read.

The Data Protection Act 2018 protects people's right to privacy, sets rules for how organisations in all sectors handle information about identifiable individuals, and provides individuals with rights over how their data is processed.

Individuals are entitled (subject to certain exemptions specified in the Data Protection Act) to request access to information held about them. All such Subject Access Requests should be logged at a corporate level and referred onward immediately to the relevant officer(s) in the Data Protection Team for action. Timeliness is particularly important because the Council must respond to a valid request within legally prescribed time limits. The Local Authority's data protection team supports schools and the governing bodies of the schools to carry out these statutory obligations. In order to assist the schools in meeting their statutory obligations the data protection team will from time to time conduct audits of the schools' processing of personal data.

In the event of a data breach, the Data Protection Team needs to be informed and the Data Protection Officer will carry out an assessment to determine whether the data subject and/or the ICO should be informed of the breach. Where breaches are sufficiently serious to warrant reporting to the ICO, the data protection team must do this within 72 hours of the breach occurring. It is therefore vital that in the event of a data breach occurring, the Authority's data protection team is informed as soon as possible.

The LA's Data Protection Team is able to provide advice and guidance to the Governing Body if required with regard of any data protection matters. The LA can also provide training in respect of data protection to the Governing Body as and when required.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none"> • Provide advice or guidance to schools and Governing Bodies regarding Data Protection. • Provide training on the GDPR, UK GDPR and Data Protection Act 2018 if required. • Support schools to meet their obligations under the Data Protection legislation • Respond to data breaches on behalf of schools 	<ul style="list-style-type: none"> • Refer requests for information to the LA's Data Protection Team • Request advice / assistance from the LA regarding the management of information requests under the DPA 2018. • Report data breaches to the LA's Data Protection Team

Additional Guidance:

[ICO Guidance for Schools](#)

9.5 DISCIPLINARY MATTERS

The Headteacher and Governing Body are strongly advised to seek the advice of the LA and its Human Resources Officers before the school commences any disciplinary procedures in cases of serious misconduct and during every stage thereafter. The 'All Wales Child Protection Procedures' and 'Welsh Government Disciplinary and dismissal procedures for school staff' should be followed when dealing with disciplinary matters involving Child Protection. This includes where appropriate the need for an external investigation.

Schools do not have to act in accordance with Human Resources advice in disciplinary matters and other employment matters. However, if the school does not act according to the advice given and costs consequently arise from the matter; those costs may be claimed back from the school.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Develop policies, procedures and model practices so that schools are well advised and supported on employment matters.• Promote and monitor policies and practices that ensure equal opportunities.• If the LA is informed that allegations have been made against a member of staff, the LA will offer advice to the Governing Body.	<ul style="list-style-type: none">• Adopt rules and procedures to regulate the behaviour and discipline of all school staff (schools may adopt LA policies or their own policies).• Follow adopted policies, procedures and practices when dealing with disciplinary matters.• Keep to the terms and conditions of the Human Resources Service Level Agreement (SLA) to develop effective Human Resources policies, procedures and management practices.• Ensure equal opportunities for all members of staff and students.• The Governing Body as an employer should not accept the resignation of a member of staff who is the subject of child protection or criminal investigations. Rather, the governing body should follow disciplinary procedures to ensure that a formal employment record of the investigation and outcome is available.

Supporting Documentation

[disciplinary-and-dismissal-procedures-for-school-staff_0.pdf \(gov.wales\)](#)

School Disciplinary Policy

9.6 SAFE RECRUITMENT

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• In accordance with safe recruitment protocols – undertake pre-appointment checks including DBS, references and Medical checks for all school staff.	<ul style="list-style-type: none">• Follow adopted policies, procedures and practices when dealing with safe recruitment matters.

It is the school's decision on how it manages its staffing complement, however; there are risks in using supply agencies that are not on the framework as they are not required to follow strict rules associated with safeguarding, fair pay of teaching staff, insurance cover etc. It also means that the school would have to make the following checks each time it uses a supply worker from an agency that is not on the framework:

- check for evidence of the Agency's recognition by the Recruitment & Employment Confederation (REC) <https://www.rec.uk.com/membership/member-directory>
- check that the terms and conditions of the contract with the Supply Agency states that liability insurance rests with the Agency and not with the School
- check the identity of the individual by means of an appropriate, original photo ID
- check the original DBS certificate
- check the individual's right to work in the UK (contact HR if you require assistance in relation to verifying documentation)
- check that appropriate references have been collected and verified by the agency
- check that the agency has carried out a full employment history
- check that the agency has carried out a health check
- check that the agency has verified all certificates
- check that the individual has registered with EWC

Supporting Documentation

[DBS Safe Recruitment Policy Guidance for headteachers and Governors](#)

[Keeping Learners Safe](#)

10. FINANCIAL SERVICES

10.1 FINANCIAL MATTERS

Setting targets at individual cohort, school and authority level is an integral part of the Authority's school improvement strategy.

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Allocate financial resources to schools in accordance with funding formulae.• Maintain a record of funding allocations and summary financial performances for all schools which use the LA's ledger system.• Issue an individual annual financial performance schedule to each school which use the LA's ledger system for certification.• Challenge schools that are in or are facing financial deficit.	<ul style="list-style-type: none">• Prepare a balanced working budget in accordance with the Scheme for Financing Maintained Schools.• Monitor financial performance on a regular basis to ensure that the budget is on target.• Sign and return annual financial performance schedule.• Maintain a viable level of financial reserves.• Inform the LA immediately of any apparent financial deficit.• Ensure that all sickness absence and payment documentation is sent on time.

Supporting Documentation

Scheme for Financing Maintained Schools

10.2 CORPORATE FINANCE

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Offer schools access to the corporate financial management systems.• Offer schools banking, payroll and creditor payment services.	<ul style="list-style-type: none">• Ensure that all sickness absence and payment documentation is recorded via the Ceri system.

10.3 PAY, BENEFITS AND PENSIONS

LA	SCHOOL/GOVERNING BODY
<ul style="list-style-type: none">• Offer schools a full payroll service inclusive of all payments and deductions and generation of a monthly payslip	<ul style="list-style-type: none">• Ensure that information is provided to in a timely manner (for example new starters, leavers and changes to contracts)• Ensure that all absence information is recorded via the Ceri system

<ul style="list-style-type: none">• Administer the Teachers' Pensions and LGPS pension schemes on behalf of school staff• Completion of statutory reports relating to pay and benefits	<ul style="list-style-type: none">• Ensure that all timesheet and expenses based information is authorised and provided through the required channels
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11. BUSINESS SUPPORT – SERVICE LEVEL AGREEMENTS

The LA acknowledges the requirements placed upon its Headteachers and Governors, especially in relation to legal responsibilities, and as such it has developed a number of SLA's to provide the required support.

The SLA's reduce the burden of following agreed protocols and ensure that any action taken conforms with legal requirements, and therefore protects Headteachers and Governors where the outcomes of their actions, if the worst should happen, could be challenged in a court of law.

In this context, the LA strongly advises School Governors to sign the SLA's provided, since the consequences of not doing so could lead to significant legal obligations for Headteachers and Governors.

SLA's are available to support schools in their management of:

- Premises
- Finance
- Legal Affairs
- HR and Payroll
- ICT
- Governance
- Catering
- Supply Cover Insurance

Further details and individual SLA contents can be obtained through the responsible sections.

For Schools entered into SLA's:

Should outcomes of actions undertaken be challenged or in instances of misadventure, the legal responsibility falls on the LA.

PLEASE NOTE: If a school incurs financial penalties as a result of following advice under an SLA, then the Council will reimburse the school as appropriate. Failure by the school/governing body to follow advice will leave the governing body liable for all potential penalties incurred as a result of their action/inaction.

For Schools not entered into SLA's:

Should outcomes of actions undertaken be challenged or in instances of misadventure, the legal responsibility falls on the Governing Body and Headteacher.

Opt-out of SLA

The agreement will remain in place from one financial year to another until one or other of the parties indicates that they wish to withdraw from the agreement giving at least three months' notice (i.e. before 1st January for following financial year)

School within the agreement will be informed prior to this date of the proposed method of calculating the cost of the agreement for the following financial year.

Application of Service Level Agreements (SLA's) to Schools











1. Schools are not bound to take up the SLA's offered by the LA. Schools which opt into SLA's with the LA are bound by the terms contained within each SLA, which may allow for variation of terms and conditions.
 2. Schools which opt out of any SLA in contravention of the agreed terms and conditions will be required to meet any additional costs or obligations incurred as a result of their action. Schools may also be bound to certain contracts approved by the Welsh Government for services, irrespective of the agreement of schools.
 3. Schools should note that, although governing bodies are empowered under para 3 s.10 SSAF Act to enter into SLA's or contracts, in most cases they do so on behalf of the LA, as the maintainer of the school and owner of the funds in the budget share. Where the governing body has clear statutory obligations, e.g. contracts made by voluntary aided schools for the employment of staff, the agreement may be made solely on behalf of the governing body.
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APPENDIX 1 – CEREDIGION CONTACTS (APRIL 2021)

	Section	Contact Name and Job Title	Phone & Email
1.1	Pupil Progress – Attendance & Exclusions	Gillian Evans <i>Corporate Manager – Inclusion and Wellbeing</i>	☎ 01970 633 605 ✉ gillian.evans@ceredigion.gov.uk
1.1	Pupil Progress - Data	Gwion Dafydd <i>Corporate Manager – Accountability and Progress</i>	☎ 01970 633630 ✉ gwion.dafydd@ceredigion.gov.uk
2.1	Action taken by the LA to monitor schools	Mary Davies <i>Corporate Manager – School Improvement</i>	☎ 01970 633 686 ✉ mary.davies@ceredigion.gov.uk
2.2	Support for schools places in a statutory Category by Estyn	Mary Davies <i>Corporate Manager – School Improvement</i>	☎ 01970 633 686 ✉ mary.davies@ceredigion.gov.uk
3.1	Key stage 2 to Key stage 3	Mary Davies <i>Corporate Manager – School Improvement</i>	☎ 01970 633 686 ✉ mary.davies@ceredigion.gov.uk

3.2	Transition to all key stages within Secondary Schools	Gareth Lanagan <i>Post 14 Curriculum Co-ordinator</i>	☎ 01970 633 147 ✉ gareth.lanagan@ceredigion.gov.uk
4.1	Foundation Phase	Vanessa Bowen <i>Senior Advisory Teacher – Foundation Phase</i>	☎ 01545 574 277 ✉ Vanessa.bowen@ceredigion.gov.uk
4.2	14-19 Provision	Gareth Lanagan <i>Post 14 Curriculum Co-ordinator</i>	☎ 01970 633 147 ✉ gareth.lanagan@ceredigion.gov.uk
5.1	Attendance	Catrin Petche <i>Team Leader, Education Inclusion Service</i>	☎ 01970 633 619 ✉ Catrin.petche@ceredigion.gov.uk
5.2	Behaviour	Gethin Jones <i>Corporate Manager – Porth Cymorth Cynnar Support and Intervention</i> David Jones	☎ 01545 572 355 ✉ Gethin.jones@ceredigion.gov.uk

		<i>Behaviour Support Manager – Porth Cymorth Cynnar Support and Prevention</i>	☎ 01545 572 319 ✉ david.jones2@ceredigion.gov.uk
5.3	Policy on Special Education Needs provision	Gillian Evans <i>Corporate Manager – Inclusion and Wellbeing</i>	☎ 01970 633 605 ✉ gillian.evans@ceredigion.gov.uk
5.4	Support for Looked After Children (LAC)	Gillian Evans <i>Corporate Manager – Inclusion and Wellbeing</i> Catrin Petché <i>Team Leader, Education Inclusion Service</i> Clair Grainger <i>Looked After Children and Well- being Education Inclusion Officer</i>	☎ 01970 633 605 ✉ gillian.evans@ceredigion.gov.uk ☎ 01970 633 619 ✉ Catrin.petché@ceredigion.gov.uk ☎ 01970 633685 ✉ clair.grainger@ceredigion.gov.uk
5.5	Supporting EAL pupils	Carole Price	☎ 01545 5702700 ✉ carole.price@ceredigion.gov.uk



		<i>Senior Advisory Teacher - Literacy</i>	
5.6	Safeguarding Children	Kizzie Garner-Hughes <i>Named Child Protection Officer and Training Officer Learning Services</i>	 01970 633 668 / 07977 510 316  Kizzie.garner@ceredigion.gov.uk
6.1	Supporting an increase in the Welsh Medium provision and raising standards in Welsh	Menna Jones <i>Senior Athrawon Bro</i>	 01970 6333611  menna.beaufortjones@ceredigion.gov.uk
7.1	Data/ Information	Gwion Dafydd <i>Corporate Manager – Accountability and Progress</i>	 01970 633630  gwion.dafydd@ceredigion.gov.uk Helpdesk  01970 633664 (Office Hours)
7.2	Premises Matters	Nia James <i>Corporate Manager – Learning Resources</i> Andrew Ginn	 01970 633364  Nia.James@ceredigion.gov.uk  01970 6333460

		<p><i>Operations Manager, Economy and Regeneration</i></p> <p>Eirian Jones</p> <p><i>Building Maintenance Manager</i></p>	<p>✉ Andrew.ginn@ceredigion.gov.uk</p> <p>☎ 01970 633909</p> <p>✉ eirian.jones@ceredigion.gov.uk</p>
7.3	Landlord & Tenant Matters	<p>Andrew Harries</p> <p><i>Principal Estates Officer</i></p>	<p>☐ 01545 572452</p> <p>☐ andrew.harries@ceredigion.gov.uk</p>
7.4	Insurance Matters	<p>Heather Thornton</p> <p><i>Finance Manager (Insurance and Business Support)</i></p>	<p>☎ 01970 633330</p> <p>✉ heather.thornton2@ceredigion.gov.uk</p>
7.5	School Site Management	<p>Nia James</p> <p><i>Corporate Manager – Learning Resources</i></p>	<p>☎ 01970 633364</p> <p>✉ Nia.James@ceredigion.gov.uk</p>
7.6	Health and Safety Matters	<p>Nia James</p> <p><i>Corporate Manager – Learning Resources</i></p> <p>Ann Lloyd</p>	<p>☎ 01970 633364</p> <p>✉ Nia.James@ceredigion.gov.uk</p> <p>☎ 01970 633841</p>

		<p><i>Health & Safety Adviser</i></p> <p>Donna Hughes</p> <p><i>Health and Safety Manager</i></p> <p>Health and Safety Team</p>	<p>✉ ann.lloyd@ceredigion.gov.uk</p> <p>☎ 07989474261</p> <p>✉ Donna.Hughes@ceredigion.gov.uk</p> <p>✉ Healthandsafety@ceredigion.gov.uk</p>
7.7	Educational visits	<p>Mererid Watson</p> <p><i>Health and Safety Adviser for Educational Visits</i></p> <p>Chris Near</p> <p><i>Educational Visits Advisor</i></p>	<p>☎ 07966841533</p> <p>✉ mererid.watson2@ceredigion.gov.uk</p> <p>☎ 07811228585</p> <p>✉ Chris.Near@ceredigion.gov.uk</p>
7.8	Catering Service	<p>Gill Jones</p> <p><i>Catering Services Manager</i></p> <p>Mandy Jones</p> <p><i>Catering Services Manager</i></p>	<p>☎ 01970 633679</p> <p>✉ gill.jones2@ceredigion.gov.uk</p> <p>☎ 01970 633915</p> <p>✉ mandy.jones@ceredigion.gov.uk</p>
7.9	Access to Education: Admissions Policy	<p>Gwion Dafydd</p> <p><i>Corporate Manager: Accountability and Progress</i></p> <p>Cheryl Evans</p>	<p>☎ 01970 633 630</p> <p>✉ gwion.dafydd@ceredigion.gov.uk</p> <p>☎ 01970 633672</p>

		<i>Administrative Assistant Admissions</i>	✉ Cheryl.evans@ceredigion.gov.uk
8.1	Governor Support Service	Pauline Lucas <i>Senior Governor Support Officer</i>	☎ 01970 633676 ✉ pauline.lucas@ceredigion.gov.uk
9.1	Communication Arrangements	Meinir Ebbsworth <i>Corporate Leader Officer – Schools</i>	☎ 01970 633631 ✉ Meinir.ebbsworth@ceredigion.gov.uk
9.2	Complaints	Marie-Neige Hadfield <i>Complaints and Freedom of Information Manager</i>	☎ 01545 574151. ✉ complaints@ceredigion.gov.uk
9.3	Freedom of Information	Marie-Neige Hadfield <i>Complaints and Freedom of Information Manager</i>	☎ 01545 574151 ✉ complaints@ceredigion.gov.uk
9.4	Data Protection	Robert Bennett <i>Data Protection Officer</i>	☎ 01970 633573 ✉ data.protection@ceredigion.gov.uk
9.5	Disciplinary Matters	Geraint Edwards	☎ 01545 57019

		<p><i>Corporate Lead Officer – People & Organisation</i></p> <p>Nia Roberts</p> <p><i>Principal HR Officer</i></p>	<p>✉ geraint.edwards2@ceredigion.gov.uk</p> <p>☎ 01970 633683</p> <p>✉ Nia.Roberts@ceredigion.gov.uk</p>
9.6	Safe Recruitment	<p>Geraint Edwards</p> <p><i>Corporate Lead Officer – People & Organisation</i></p> <p>Nia Roberts</p> <p><i>Principal HR Officer</i></p>	<p>☎ 01545 57019</p> <p>✉ geraint.edwards2@ceredigion.gov.uk</p> <p>☎ 01970 633683</p> <p>✉ Nia.Roberts@ceredigion.gov.uk</p>
10.1	Financial Matters	<p>Chris Hywel Macey</p> <p><i>Service Accountant</i></p> <p>Carys Fowles</p> <p><i>Assistant Accountant</i></p>	<p>☎ 01970 633583</p> <p>✉ ChrisHywel.Macey@ceredigion.gov.uk</p> <p>☎ 01970 633681</p> <p>✉ Carys.Fowles@ceredigion.gov.uk</p>
10.2	Corporate Finance	<p>Clint Middleton</p>	<p>☎ 01970 633933</p> <p>✉ clint.middleton@ceredigion.gov.uk</p>

		<i>Principal HR Officer – Pay and Benefits, , People and Organisation Service</i>	
10.3	Pay, Benefits and Pensions	Clint Middleton <i>Principal HR Officer – Pay and Benefits, , People and Organisation Service</i>	 01970 633933  clint.middleton@ceredigion.gov.uk

Cyngor Sir CEREDIGION County Council

REPORT TO: Scrutiny and Learning Communities Overview Committee

DATE: 27.05.21

LOCATION: Council Chamber, Penmorfa.

TITLE: Welsh in Education Strategic Plan 2022-32 (WESP)

PURPOSE OF REPORT: Provide information on the plan and consider any issues raised by the Language Committee and any changes made.

REASON SCRUTINY HAVE REQUESTED THE INFORMATION: The Welsh Government will expect to receive a copy of the plan no later than 31 January 2022 for approval.

BACKGROUND:

The plan is a 10 year strategy. It is a statutory document setting out the requirement to set ambitious strategic targets with the ultimate goal of reaching one million speakers by 2050. One key target in Ceredigion, and identified by the Welsh Government, is the expectation that 87% of Year 1 pupils will receive Welsh-medium education by 2032. Currently (2019) that percentage is 72.9%. The document is required to reflect the aim of substantially increasing the number of school learners who have the opportunity to develop Welsh language skills at school and the opportunity to use the language in their daily lives.

The strategy notes 7 statutory outcomes in order to develop and strengthen the position of the Welsh language in education.

Outcome 1: More nursery children/ three year olds receive their education through the medium of Welsh

Outcome 2: More reception class children/ five year olds receive their education through the medium of Welsh

Outcome 3: More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Outcome 4: More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Outcome 5: More opportunities for learners to use Welsh in different contexts in school

Outcome 6: An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Outcome 7: Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

CURRENT SITUATION:

Currently the authority continues to report annually to the Welsh Government on the 2017-20 plan.

Has an Integrated Impact Assessment been completed? If not, please state why YES

Summary: The Wellbeing of Future Generations (Wales) Act 2015 requires public bodies across Wales, named in the Act, to work towards achieving seven well-being goals, including 'A Wales with a vibrant culture where the Welsh language thrives'. There is also a statutory basis for the system for planning Welsh-medium education provision. The Welsh Government has a duty to promote and facilitate the use of the Welsh language and to work towards achieving the well-being goals.

WELLBEING OF FUTURE GENERATIONS:

Long term: Ceredigion County's 2022-32 WESP will be a document that sets out the steps to achieve the aim of increasing the number of Welsh speakers by 2032 within the county. Short and long-term targets and specific short and long-term actions will be identified over the ten year period.

Integration: In principle, the proposal reinforces Ceredigion County Council's aspiration to strengthen the position of the Welsh language through its Language Strategy. The proposal also supports the Council's Strategic Objectives and the Welsh Government's Million Speakers by 2050 Strategy.

Collaboration: Collaboration between partners and stakeholders will be at the heart of the plan. The main collaboration will be between officers of the authority and the schools and their governing bodies as well as parents through local consultations.

Involvement: Stakeholders and partners will be involved throughout the planning and consultation period.

Prevention: The procedures that will prevent any problems that may arise or escalate throughout the plan period will be set out in it.

RECOMMENDATION (S):

That scrutiny recommends that Cabinet approves the plan.

REASON FOR RECOMMENDATION (S):

To approve the plan in order to move to the next stage of the democratic process and consideration of the requirement to hold an eight week public consultation in September 2021.

Contact Name: Meinir Ebbsworth
Designation: Chief Education Officer -
Corporate Lead Officer Schools and Culture
Date of Report: 27.05.21
Acronyms: WESP – Welsh in Education Strategic Plan
CM – Cylch Meithrin
EYW – Early Years Wales
WM – Welsh Medium
WG – Welsh Government
KS2 – Key Stage 2 (KS3/KS4/KS5)
FPh – Foundation Phase
NPQH – National Professional Qualification for Headship
PLASC – Pupil Level Annual School Census
GCSE – General Certificate of Secondary Education
SEN – Special Educational Needs
ALN – Additional Learning Needs
SENCO – Special Educational Needs Co-ordinator
SRC – Specialist Resource Centre
TA – Teaching Assistant
DECLO – Designated Education Clinical Lead Officer

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WELSH IN EDUCATION STRATEGIC PLAN

Name of Local Authority

Ceredigion

Period of this Plan

2022-2032

This Welsh in Education Strategic Plan is made under Section 84 of *The School Standards and Organisation (Wales) Act 2013* and the content complies with the *Welsh in Education Strategic Plans (Wales) Regulations 2019*¹⁻². We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

Signed: Meinir Ebbsworth **Date:** 31 January 2022

(This Plan needs to be signed by the Chief Education officer within your local authority)

¹ [The Welsh in Education Strategic Plans \(Wales\) Regulations 2019](#)

² [The Welsh in Education Strategic Plans \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

Notes to help you

You will need to outline your local authority's Welsh-medium education vision of the next ten years and the main strategic objectives for this period. Demonstrate how you will achieve Outcomes 1 to 7 with reference to the Guidelines.

Before completing this template, please refer specifically to Part 2 of the Welsh in Education Strategic Plans Guidance.

<https://gov.wales/welsh-education-strategic-plans>

This part sets out the statutory requirements for what must be included in your Plan (as outlined in the Schedule of the Welsh in Education Strategic Plans (Wales) Regulations 2019). In addition to your overarching 10 year target, some statements in the Schedule require you to set other targets, and if so, please refer to those here.

DRAFT

Our ten year vision for increasing and improving the planning of the provision of Welsh-medium education in our area

10 YEAR TARGET RELEVANT TO THE NUMBER OF YEAR 1 CHILDREN IN WELSH MEDIUM EDUCATION

By September 2032, Ceredigion County Council's aspiration is that all pupils in the authority's schools will attend Welsh-medium immersion education until the age of seven. Having an excellent foundation in speaking and communicating in Welsh will increase the pupil's choice and confidence to follow a fully bilingual path throughout the rest of his or her educational career and in facing the future world of work and social life. Not only will this benefit the individual and the position of the Welsh language in Ceredigion as a community language, it will also contribute very positively to Wales' national well-being goals and to the Welsh Government's aim of increasing the number of Welsh speakers to one million by 2050.

These developments also go hand in hand with the three strategic aims of the 'Ceredigion Language Strategy'. These are:

- Increase the language skills of Ceredigion residents
- Increasing opportunities to use Welsh in Ceredigion
- Ensuring social conditions that enable the Welsh language to thrive and that will also contribute very positively to well-being goals

In September 2020, 72.9% of Year 1 pupils in Ceredigion schools were receiving Welsh medium education. By 2032, Ceredigion County Council's aspiration, through full consultation with stakeholders, is that the target of 87% (Upper Range) suggested by the Welsh Government be further exceeded to 100%.

Outcome 1:

More nursery children/ three year olds receive their education through the medium of Welsh

Where are we now?

Welsh medium childcare provision

- There is a good deal of Welsh-medium provision available in Ceredigion for pre-school age children due to the number of 'Cylchoedd Meithrin' and other childcare provision in operation here.
- More Welsh speaking childminders are required, especially in the north of the county. Aberystwyth and Aberaeron have been identified as two areas where more Welsh-medium childminder provision.
- There are 872 (Childcare Sufficiency Assessment data 2017-2022) pre-school/nursery/'Cylch Meithrin' places for 3 year olds in Ceredigion. 81% are in Welsh medium settings and the remainder are bilingual or English medium. There is a choice of sessional care providers across the county. Most are Welsh medium settings.
- The following provides a breakdown of the type of childcare used and the provider's language medium. Welsh medium childcare is the most commonly used of all types of childcare. This is highest for sessional care through the 'Cylchoedd Meithrin' and the free breakfast clubs available in schools. Most schools in Ceredigion are Welsh medium.

Number of childcare providers by language of provision (December 2019):

	Welsh	Welsh and English	English with elements of Welsh	English	Total settings
Number of registered child minders	12	12	16	11	51
Number of registered Day Nurseries	3	4	0	1	8
Number of registered Care Sessions	25	2	0	0	27
Number of registered after school settings	9	6	0	3	18
Total	49	24	16	15	104

There are 21 non-maintained settings providing education for 3 year olds across the county.

Name of setting	Language medium of provider
CM Penparc	Welsh
Meithrinfa Camau Bach (Aberystwyth)	Welsh
Plas Gogerddan Nursery	English with Welsh according to choice
Mês Bach/Little Acorns (Early Years Wales)	English with some bilingual elements
St Padarn's Playgroup (Early Years Wales)	English with some bilingual elements
CM Trefeurig	Welsh
CM Felinfach	Welsh
CM Talybont	Welsh
CM Ffrindiau Bach Tegryn (Aberporth)	Welsh
Aberporth Bilingual Play Group (Early Years Wales)	English with some bilingual elements
CM Llechryd	Welsh
CM Llangeitho	Welsh
CM Llanilar	Welsh
CM Llanarth	Welsh
CM Cei Newydd	Welsh
CM Llangwryfyon	Welsh
CM Llanrhystud (Glan y Môr)	Welsh
CM Llanfarian	Welsh
CM Pontrhydfendigaid	Welsh
CM Penllwyn	Welsh
CM Talgarreg	Welsh

Mudiad Meithrin Progression Data into Welsh Medium Education (2019/20 data):

The vast majority of children who attend Cylch Meithrin transfer to Welsh-medium education. However, in 2019/20 Cylch Meithrin Cei Newydd's progression rate to Welsh medium education is 25%, Camau Bach (Aberystwyth) 97.74%, Penllwyn CM 87.5.31%, CM Talybont 90%, Pontrhydfendigaid CM (0%) (1 child transferring to primary), CM Glan y Môr (Llanrhystud) at 92.31%.

Cylch Meithrin Cei Newydd (Welsh medium) is in the catchment area of Ysgol Cei Newydd which is defined as predominantly English medium primary school but with significant use of Welsh.

Early Years Wales and private care

There is no definite progress data for the children attending Plas Gogerddan Nursery, Little Acorns Childcare, St Padarn's Playgroup or Aberporth Bilingual Playgroup to Welsh medium education. Aberporth Bilingual Playgroup is in the catchment area of a Welsh medium school, Ysgol Gynradd Aberporth. An English medium/ bilingual service is offered by these settings.

Schools providing education for 3 year olds (nursery class):

School	Language Medium
Dyffryn Cledlyn	Welsh
Aberteifi	Welsh
Plascrug*	<i>English</i>
Llwyn yr Eos*	<i>English</i>
Rhydypennau	Welsh
Y Dderi	Welsh
Bro Teifi	Welsh
Aberaeron	Welsh
Henry Richard	Welsh
T Llew Jones	Welsh
Ysgol Gymraeg	Welsh
Cenarth	Welsh
Bro Pedr	Welsh
Bro Sion Cwilt	Welsh

12 of the schools are therefore Welsh-medium schools and two schools * in the Aberystwyth area are currently defined as English-medium schools with significant use of Welsh.

- Flying Start provides free sessional childcare for all 2 - 3 year olds living in the geographical areas of Flying Start within approved childcare settings. All of these placements are Welsh medium, including provision at 'Ffrindiau Bach yr Eos' (Penparcau/Llwyn yr Eos - Aberystwyth).
- The majority of childcare providers are registered to provide the Welsh Government's '30 hour Childcare Offer' for 3-4 year olds.
- There is a need to attract more childminders in areas where there is a lack of provision. This is especially true of Welsh speaking childminders.
- Encouraging staff in childcare settings to undertake training to improve their Welsh language skills remains a challenge, as staff would prefer to have the training available to them when they are with the children.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- Prepare an annual campaign to encourage more Welsh speaking child minders (from September 2022 onwards).
- Explore the possibility of trying to increase the number of providers/ childminders available to provide a Welsh language service by supporting them/paying for them to attend Welsh learning/improvement courses.
- Expansion of Welsh medium provision in all childcare provision in the Aberystwyth area (including childminders, Day Nurseries, Sessional Care and After School/Holiday Clubs (wrap around care).

- Ensure close partnership with secondary schools and further education colleges in Ceredigion and 'Mudiad Meithrin' schemes/apprenticeships in order to have a sufficient Welsh medium workforce in the childcare sector (September 2022 onwards).
- Aim for 100% Welsh-medium progression from existing 'MM Cylchoedd Meithrin' to Aberystwyth Welsh-medium school nursery and reception provision during the first half of the timeframe of this strategic plan.
- During the first half of the timeframe of this strategic plan, consult with all stakeholders with the aim of creating a Welsh-medium nursery class at Ysgol Cei Newydd, Ysgol Comins Coch and St. Padarn's School. Also, within the same timeframe, to consult in order to plan Welsh-medium nursery provision at Ysgol Llwyn-yr- Eos and Ysgol Plascrug, therefore facilitating linguistic progression across the school foundation stage. (The above means that all children attending other 'Cylchoedd Meithrin' (MM)/Playgroup (EYW) provision across the county would follow a first language continuum as the foundation phase provision in all schools would be Welsh-medium).
- Ensure that we work with 'Flying Start' with the aim of increasing the places available in the Welsh-medium provision for 2-3 year olds in Penparcau (Ffrindiau Bach yr Eos), from September 2022 onwards.
- Prepare an annual programme of language improvement training for the current (and future) childcare workforce, specifically in the Aberystwyth area when funding permits.
- Design a supportive programme of professional learning about effective language immersion methods in the Early Years.
- Address the lack of Welsh speaking childminders by continuing to campaign and encourage more Welsh-speaking individuals to join the profession.
- Collaborate with partners in further education colleges etc. to promote the benefits of the Welsh language in the workplace and in particular the need for Welsh speaking childminders/childminding workforce in the future.
- Secure a class providing 3 year-old education in a new Welsh medium school serving Dyffryn Aeron schools (Felinfach, Ciliau Aeron and Dihewyd). At present, local 'Cylchoedd Meithrin' provide this. The 'Childcare Offer Capital Grant' has secured funding to provide space for Cylch Meithrin/wrap around care provision.
- Over the lifespan of the strategy, all new primary schools will provide Welsh-medium education for 3 year olds. The authority will co-operate with 'Mudiad Meithrin' to try to secure a placement to serve 2-3 year olds and wrap around care on site.
- Continue to work with Mudiad Meithrin to expand provision for pre-school children (2-3 years) through their 'Sefydлу a Symud' project.
- Ceredigion County Council will continue to encourage and promote the benefits of the Welsh language and multilingualism through the Ceredigion County Council website and through links displaying specific resources e.g. One Life – Two Languages, Cymraeg i Blant (Welsh for Children), 'Cylchoedd Ti a Fi', Ceredigion Childcare, 'Mudiad Meithrin', 'Cered', Welsh 'You-Tube' Channel etc.
- Childcare Unit - through a Childcare Sufficiency Assessment to identify and plan measures to strengthen and expand Welsh medium childcare provision

in the area to ensure a seamless pathway towards Welsh medium education. This will ensure that Family Information Services for parents/ carers and prospective parents/carers provide information on the advantages of raising children bilingually and using Welsh at home on the DEWIS Cymru and FIS website

- Following the relevant consultation processes, the council's 'CLIC' facility will refer new parents to the authority's Admissions officer who will state that all nursery provision will be Welsh medium (as planned within the first five years of the timeframe of this strategic plan).
- Any new parents from outside the authority will be referred to the authority's Admissions officer who will distribute uniform information indicating that provision for pupils will be Welsh-medium immersion education from the early years up to the age of 7. It will also note the benefits of bilingualism and living in a bilingual society. This will be operational within the first five years of this strategic plan.
- As parents choose a school for their child, it is a duty under Section 10 of the Measure to promote access to education and training through the medium of Welsh. Section 6 of the Measure empowers local authorities to provide transport arrangements for learners who do not necessarily attend their nearest school because of language choice.

Home to School/College Transport Policy:

<https://www.ceredigion.gov.uk/resident/schools-education/school-college-transport/>

- Work in partnership with Early Years Wales (which supports the settings) and relevant Management Committees to ensure that the provision in their playgroups for 2-3 year olds (eventually) i.e. St Padarn's, Aberporth and Little Acorns, will have an increasingly Welsh medium emphasis as all children will transfer to 3 year old nursery Welsh-medium provision in the local schools following a consultation process and within the first half of the timeframe of this strategic plan.
- The children of Aberporth Playgroup are currently transferring to Welsh-medium education, so we will be working alongside and supporting the setting to see an increase in the use of Welsh, from September 2022 onwards.
- Collaborate with private childcare groups e.g. Day Nurseries in order to ensure an increase in Welsh medium provision to facilitate continuity of Welsh medium nursery/reception education in Aberystwyth area schools.
- Continue to work with 'Mudiad Meithrin', Cymraeg i Blant (Welsh for Children), Ti a Fi Groups, Family Centres and Flying Start to support parents and children to begin the journey of Welsh medium education through the immersion method.
- Continue to work with 'Mudiad Meithrin' and hence the 'Cylchoedd Meithrin' to provide Flying Start, the Childcare Offer and wrap around services.

Where do we expect to be at the end of our ten year Plan?

Without exception, all children in Ceredigion will be provided with full access to Welsh-medium education from the early years (aged 3) to aged 7, building on that choice as they move on to the next stages of their education and social life, aged 11 and beyond.

Key Data

The table below shows the percentage of those 3 year olds who will be in Welsh-medium education (nursery classes) in Ceredigion schools and non-maintained Welsh medium settings. In 2020/21, that percentage was around 79%. By the end of this strategy, the percentage will have increased and will include those nursery classes (3-year olds) developed into Welsh-medium provision.

Numbers and % of 3-year olds receiving their education through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
	80 - 85%		80 - 85%		80 - 85%		80 - 90%		85 - 95%
2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028	
	85 - 95%		90 - 100%		95 - 100%		95 - 100%		95 - 100%



Outcome 2

More reception class children/ five year olds receive their education through the medium of Welsh

Where are we now?

In the 2020/2021 school year, 72.9% of all Year 1 pupils in Ceredigion County Council's schools attended Welsh-medium education.

Year 1 pupils at Ysgol Bro Pedr will be present in the data in September 2022 as they have already gone through the process of linguistic development for the foundation phase. Those children in the nursery class for 2020/21 are the first pupils to follow the Welsh-medium continuum in the foundation phase.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Welsh 2050 makes it clear that full Welsh language immersion education - that is, education in a predominantly Welsh-medium or Welsh-medium setting - is the most reliable way of creating individuals with the skills and confidence to use the language and to feel comfortable in using it in their daily lives.

- Through a consultation process and co-operation with headteachers, governing bodies and all stakeholders of Ysgol Cei Newydd, Ysgol Plascrug, St Padarn's, Ysgol Llwyn yr Eos and Ysgol Comins Coch, see the development of the current system in order to offer a wider linguistic choice to all the children in these schools. This development would mean a language immersion situation in the early years up to seven years of age in all schools including the establishment of a new Welsh medium nursery class at Ysgol Comins Coch, St. Padarn's and Ysgol Cei Newydd.
- Consult on the creation of Welsh-medium nursery and foundation phase provision at Ysgol Comins Coch, St.Padarn's and Ysgol Cei Newydd to coincide with the below.
- Hold a consultation process, specifically in the Aberystwyth area during the first half of the timeframe of this strategic plan, in order to see a language development in the Foundation Phase of:
Ysgol Plascrug (existing nursery provision)
Comins Coch School (offering nursery provision)
Ysgol Llwyn yr Eos (existing nursery provision)
St. Padarn's (offering nursery provision)
Ysgol Cei Newydd (offering nursery provision)

The first children to be considered on the Welsh medium continuum would be those who enter the nursery class in all schools (Ysgol Plascrug, Ysgol Llwyn yr Eos, Ysgol Comins Coch, St.Padarn's and Ysgol Cei Newydd) at the same time and at a set date within the first half of the timeframe of this strategic plan e.g. September 2024.

Any applications for WG grant funding in respect of schools will consider the target to increase the number of Year 1 children taught through the medium of Welsh.

A new school in Dyffryn Aeron will provide nursery education in a dedicated classroom, but will not add to the current number /% of Year 1 pupils, as all transferring schools are existing Welsh medium ones (YG Felinfach, YG Dihewyd, YG Ciliau Parc).

<https://www.ceredigion.gov.uk/resident/schools-education/planning-education-provision/>

Ceredigion will work closely with Powys, Carmarthenshire and Pembrokeshire County Council to ensure that pupils attending cross-border schools e.g. Ysgol y Preseli, Ysgol Gyfun Emlyn continue to follow a Welsh-medium continuum (if applicable).

Language Centres

Y2-6 latecomers' immersion centres are accessible at two permanent locations in the county, those being Canolfan y Castell (Aberteifi) and Canolfan y Felin (Felinfach). The county's provision for latecomers is on target. This is specialist provision for pupils who have recently moved into the area and is organised according to need.

A Language Centre for the Aberystwyth area, in the extension of Ysgol Gymraeg Aberystwyth, is an application from Ceredigion for the 2021 Welsh language capital grant in order to meet the growing need in the north of the county and in response to the consultations set out in this strategy.

The application for the extension of Ysgol Gymraeg Aberystwyth (above) will add 30 additional places there and will include a Language Centre.

Responding to demand e.g. in establishing language support for latecomers who are secondary aged pupils (mainly Y7 and Y8) at Ysgol Bro Teifi, is also part of the current and future strategy.

Through significant financial investment and the determined support of Ceredigion County Council, the provision across all language centres will continue.

Where do we expect to be at the end of our ten year Plan?

All children in Ceredigion have/will have had full access to Welsh medium education from the early years (aged 3) up to aged 7 and will build on that choice as they move on to the next stages of their education and social life up to the age of 11 and beyond.

Key Data									
Progress targets to show the percentage of 5 year olds (Year 1) receiving their education through the medium of Welsh.									
Numbers and % of 5-year olds receiving their education through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
	78%		80%		82%		85%		100%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
	100%		100%		100%		100%		100%

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Outcome 3

More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Where are we now?

The current situation, and how this is to progress further over the term of this plan (for children under 5), was noted in Outcome 1 and 2 (above).

72.9% of Year 1 pupils in Ceredigion are following the WM education continuum in 2020/21.

KS2 Data - Number /% assessed through the medium of Welsh since 2017/18 as a total and percentage of all KS2 pupils:

2017/18	2018/19	2019/20	2020/21
No. WM 496 (out of 685) % = 72.4	No. WM 483 (out of 648) % = 74.5	No. WM 411 (out of 571) % = 72.0 <i>(unofficial due to Covid)</i>	No. WM (out of 0.....) % = PLASC 2021 <i>(available June 2021)</i>

KS3 Data - The number and total number of pupils assessed in Welsh as a 1st Language subject in year 9 are as follows since 2017/18:

2017/2018	2018/2019	2019/2020(COVID-19)	2020/21(COVID-19)
Target: 66%	Target: 68%	Target : 70%	Target : 70%
Result: 64%	Result: 66%	Result: 72%	Result: N/A
No. of pupils (out of total in the year) = 469/732	No. of pupils (out of total in the year) = 479/728	No. of pupils (out of total in the year) = 458/633 <i>(unofficial due to Covid)</i>	No. of pupils (out of total in the year) = N/A <i>(available July 2021)</i>

Year 9: Second Language Assessment

2017/18	2018/19	2019/20(COVID-19)	2020/21(COVID-19)
No./% of pupils (out of total in the year) = 36% (263/732)	No./% of pupils (out of total in the year) = 34% (249/728)	No./% of pupils (out of total in the year) = 26% (165/633) <i>(unofficial due to Covid)</i>	No./% of pupils (out of total in the year) = N/A <i>(available July 2021)</i>

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

'School categories according to Welsh-medium provision' (Welsh Government)

In line with guidance in the Welsh Government's 'School categories according to Welsh-medium provision' guidance document, the authority will map current education provision according to Welsh language teaching and learning, using PLASC data as a baseline, from July 2021 onwards.

By July 2022 the authority will agree with the governors of each maintained school which category best describes the vision in the WESP for linguistic development, including the transitional categories.

The authority will co-operate with and support schools in order for them to meet the relevant and expected educational/linguistic outcomes as they progress towards them by 2032 and beyond.

Target

Percentage increase in the number of pupils transferring from existing Welsh-medium primary schools to Welsh-medium secondary education (in the Aberystwyth area).

79% of Year 6 pupils transferred to secondary WM education in September 2020 from these schools.

September 2021 Target: 80%

September 2022 Target: 82%

September 2023 Target: 84%

September 2024 Target: 82%

September 2025 Target: 90%

Target

Build on the solid foundation laid in the foundation phase so that pupils aged 7-11 at Ysgol Plascrug, St. Padarn's, Ysgol Llwyn yr Eos, Ysgol Comins Coch and Ysgol Cei Newydd can continue to develop their linguistic skills. The aim is to ensure that they understand and speak Welsh confidently in line with the aspiration in the four purposes of a Curriculum for Wales and to offer them further choice, in future, in the language medium of their secondary education.

Target

Collaborate with relevant stakeholders to ensure linguistic continuity from primary to secondary in Mathematics and Science at Ysgol Penweddig (to coincide with the linguistic continuum of the Curriculum for Wales)

Target

Increase linguistic progression in the areas offered and assessed through the medium of Welsh at KS3 across Ysgol Bro Pedr, Ysgol Henry Richard, Ysgol Penglais, Ysgol Uwchradd Aberaeron, Ysgol Uwchradd Aberteifi and Ysgol Penweddig.

Target

Consult with relevant stakeholders in order to plan the Category 3 linguistic development and progression in key stages 3 and 4 of Ysgol Henry Richard (School

categories according to Welsh medium provision' - Welsh Government) with implementation in the first half of the timeframe this 10 year plan.

Target

Plan a definite increase in the number of pupils studying for qualifications and assessed through the medium of Welsh across secondary schools. Build on the confidence of KS3 pupils through authority training support, extra-curricular support, homework support ('app' development at county/national level), language awareness training for staff and pupils in years 7, 8 and 9 etc., linked with the authority's HYDER campaign(see Outcome 5).

Target

In accordance with the guidance noted in 'School categories according to Welsh medium provision' (Welsh Government), consult with all stakeholders at Ysgol Penglais in order to plan the relevant language development over the 10 year period of this plan. The aim is to ensure linguistic progression from the primary according to the requirements of the four purposes and a Curriculum for Wales.

Target

Ensure that the 'Developing Education in Ceredigion 2022-32' document aligns with the WESP 2022/32 in terms of ensuring full post-16 Welsh-medium provision in the county.

Where do we expect to be at the end of our ten year Plan?

Over the next decade, it is intended to consult, in accordance with the guidance in 'School categories according to Welsh-medium provision' (Welsh Government) with the stakeholders of the following secondary schools: Ysgol Uwchradd Aberaeron, Ysgol Uwchradd Aberteifi, Ysgol Henry Richard and Ysgol Bro Pedr so that by 2032 they meet the requirements of C3 for the vast majority of pupils.

(The programme of consultation above will begin during the first part of this plan for Ysgol Henry Richard, followed by the other schools mentioned above).

Key Data

In September 2020, 387 (70%) of Year 6 pupils across primary schools in Ceredigion transferred to secondary Welsh-medium education. 168 (30%) of the same cohort transferred to English medium secondary education i.e. from KS2 to KS3.

Number and percentage of Year 1 - 6 pupils attending Welsh-medium and English-medium education in January 2020 (PLASC 2020)

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<u>Welsh Medium</u>	465	73%	500	76%	520	74%	503	75%	533	72%	459	74%
<u>English Medium</u>	170	27%	154	24%	178	26%	171	25%	207	28%	160	26%

(some pupils may be absent from the full cohort because the data was not received during the recording period of this document)

Remember to delete the *blue text* before submitting your Plan

Numbers and % of learners continuing to improve their Welsh language skills when transferring from one stage of their statutory education to another									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
	72%		75%		75%		75%		76%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
	76%		78%		79%		80%		81%

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Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Where are we now?

Welsh as a subject

Ceredigion's language policy indicates a strong progression in terms of the study of Welsh as a subject. Pupils who have attended Welsh medium primary schools or have spent a whole key stage studying Welsh as a first language follow the same continuum through the secondary key stages.

Number and percentage of pupils studying the first language specification in 2020/2021

KS3 – Due to Covid restrictions the data for KS3 is INCOMPLETE

KS4 - In Summer 2020, 63.5% studied for a first language GCSE qualification (453 pupils)

KS5 - In Summer 2020, 7.81% of the eligible pupils (who had previously studied Welsh as a first language) studied Welsh as an A Level subject.

Number and percentage of pupils studying the second language specification in 2020/2021

KS3 – Due to Covid restrictions the data for KS3 is INCOMPLETE

KS4 - In Summer 2020, 29% studied for a second language GCSE qualification (207 pupils)

KS5 - In Summer 2020, 1.97% of the eligible pupils (who had previously studied GCSE second language) studied Welsh second language as an A Level subject.

SUBJECTS THROUGH THE MEDIUM OF WELSH

Currently all pupils who attend a Welsh medium primary school experience the areas of learning through the medium of Welsh (FPh) and at least 70% of the teaching is through the medium of Welsh in KS2.

The aim is to teach 40% of the curriculum through the medium of Welsh in the FPh in the 'Predominantly English Medium but with significant use of Welsh' primary schools and 30% in KS2.

KS3 – Due to Covid restrictions the data for KS3 is INCOMPLETE

KS4 – In Summer 2020, 57% of Ceredigion pupils had succeeded in studying 2 or more GCSE qualifications through the medium of Welsh and 33% had studied 5 or more through the medium of Welsh.

KS5 – In Summer 2020, Ceredigion pupils acquired 1309 qualifications. 317 of those were through the medium of Welsh, including 157 Welsh Baccalaureate qualifications. This gives a percentage of 24% A Level pupils studying through the medium of Welsh.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- It will be necessary to ensure the same robustness in terms of language progression as we lead schools through a change in the schools' designations system.
- It will be necessary to support secondary schools as they encourage pupils to continue with their Welsh as a first language progression.
- Target more pupils from Welsh medium primary schools to continue with Welsh medium education, especially in the Aberystwyth area.
- Provide Gloywi Iaithe (Language Improvement) training for those teachers who lack confidence in their use of the language.
- It will also be necessary to ensure that schools understand the requirements of new GCSE qualifications due to the Curriculum for Wales.
- Further confirmation will be required following Qualifications Wales' consultation on the proposal that the Welsh GCSE will be equivalent to one and a half GCSEs. The consultation's findings will have an effect on the data and our targets.
- Similarly, it will be necessary to consider schools' provision of subjects through the medium of Welsh as they are organised into the correct designation. Many of our schools will fall between two categories and further support will be required to move schools along the route that increases the percentage of subjects offered, studied and assessed through the medium of Welsh.

	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
GCSE first language	63%				
GCSE second language	29%				
A Level first language	7.81%				
A Level second language	1.97%				

Pupils' options to study more than 10 qualifications vary from school to school and are dependent on option blocks and vocational subjects. We have therefore decided to use percentages of the qualifications rather than an absolute number.

	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
20% of the subjects studied through the medium of Welsh apart from Welsh and Welsh Literature					
of the subjects studied through the medium of					

Welsh apart from Welsh and Welsh Literature					
50% of the subjects studied through the medium of Welsh apart from Welsh and Welsh Literature					
100% of the subjects studied through the medium of Welsh apart from Welsh and Welsh Literature					

How will we support Secondary schools to take steps to increase the number of qualifications pupils can study through the medium of Welsh?

- Ensure that the new Secondary Curriculum Co-ordinator’s duties will specifically include the requirement to monitor the provision and to collect information regarding the KS4 and KS5 Welsh medium study rate. The Co-ordinator will be able to collect current data from whichever exam/qualification board schools choose e.g. some schools changing from teaching A Level to providing a BTEC course.
- Consult on changing one secondary school’s category to designation 3 (in accordance with 'School categories according to Welsh-medium provision' (Welsh Government).
- Continue to distribute the relevant Welsh language finance to ensure Welsh medium classes for KS4 subjects - monitor and justify this expenditure before, during and at the end of financial periods.
- Ensure that ‘adding to the provision of Welsh medium subjects’ is reported upon annually in each school’s ‘School Development Plan’.
- Establish a committee and meetings for Governors with responsibility for the Welsh language in order to refine their role and strengthen accountability.
- Use the e-sgol system to support GCSE subjects and enhance the e-sgol menu in terms of Welsh medium A Level subjects.
- Ensure that pupils studying a first language qualification, who also study the Welsh Baccalaureate, are to be assessed through the medium of Welsh.
- Support those teachers who lack linguistic confidence to attend the sabbatical course and provide improvement sessions (gloywi iaith) for them within the authority. Courses for assistants (Easter '21) and teachers (September '21) are ready. The new appointment of a ‘Teachers’ Early Career Support Officer’ will also help prioritise these teachers’ personal targets and lead them to the relevant courses within their first year and beyond. It will be an asset in preparing the workplace for being able to provide qualifications through the medium of Welsh.

- Collect current data from whichever exam/qualification board schools choose e.g. some schools changing from teaching A Level to providing a BTEC course.
- Hold a Careers/Jobs Fair - share the importance of bilingualism - it would be possible to do this through a series of short films portraying real life experience as well as through the Hyder (Confidence) Campaign (see Outcome 5).
- Support schools with the Curriculum for Wales - look at the 4 purposes' subtitle - "All our children and young people will be supported to develop into ambitious, capable learners who... can communicate effectively in different forms and settings, using both Welsh and English." Use the Coleg Cymraeg's 'Turning the Tide in Thirty Years' unit as a module with all pupils.
- Support Coleg Cymraeg Cenedlaethol's school ambassadors with their work.
- Support schools as they design an appropriate progression along pupils' linguistic route from one sector to another, in line with the Curriculum for Wales.
- Collaborate with Coleg Cymraeg and Cered to continue to attend secondary schools' open evenings and promote studying through the medium of Welsh and speaking Welsh. The Welsh in Education Promotion Officer and Cered to collaborate on a timetable and a Secondary support plan.
- Establish a close relationship and plan with Careers Wales in order to share positive messages.
- Ensure that the county's apprenticeships and jobs note the importance/ need for Welsh.

How will we collaborate with schools to ensure that Welsh is offered as an A Level subject by supporting schools to hold small classes, if necessary, in order to safeguard the subject?

- It will be possible to share expertise between schools through e-sgol.
- Promote master sessions held through the Coleg Cymraeg and universities scheme.
- Collaborate with the heads of department to recognise potential A Level pupils.
- Re-establish and strengthen the heads of department network in order to collaborate and keep a closer eye on numbers.

How will we collaborate with schools to promote the advantages of studying Welsh as a subject amongst pupils and parents/guardians?

- Share Welsh Government videos - <https://www.youtube.com/cymraeg> during options evenings as well as to promote them amongst parents and on Cardi Iait.
- Create our own case study videos tracing the careers to date of pupils who studied Welsh as an A Level subject.
- Create a case study video - Advantages of following the career progression of a member of staff who has studied Welsh. Collaborate with our stakeholders - Coleg Cymraeg, Cered, Careers Wales and FEIs.

Where do we expect to be at the end of our ten year Plan?

- We expect, at the end of this 10-year plan, that 6 of the 7 Secondary schools will meet the requirements of designation 3 (School categories according to Welsh-medium provision - WG).
- We expect to see the percentage of qualifications studied through the medium of Welsh increase gradually every year.
- We expect to see an increase in pupils and parents' confidence to choose Welsh medium education.
- In the 2031 census results, we will expect to see a higher percentage of pupils between 5 and 15 years old who can speak Welsh.

	2027/2028	2028/2029	2029/2030	2030/2031	2031/2032
GCSE first language					72%
GCSE second language					28%
A Level first language					20%
A Level second language					10%
20% Welsh medium					65%
40% Welsh medium					48%
50% Welsh medium					45%
100% Welsh medium (with the exception of English as a subject)					25%

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Where are we now?

A Welsh in Education Promotion Officer was appointed in September 2020 to lead on the work of the 'Siarter Iaith' (primary and secondary language charter) and to co-operate with a variety of stakeholders with the specific aim of encouraging the informal use of Welsh amongst Ceredigion pupils.

The Culture Department is now a part of the Schools Department in Ceredigion, therefore offering further opportunities to collaborate on extra-curricular and social opportunities in the context of the Welsh language.

This Outcome links directly to Ceredigion's 5 year promotion strategy (which is a requirement under the Welsh Standards):

Strategic Aim 1 - Maintain and increase Ceredigion residents' Welsh language skills.

1.3 Objectives - Ensure sufficient opportunities for young people and adults to acquire and develop their Welsh language skills: in the workplace and in the community

whilst also encompassing:

Strategic Aim 2 - Maintain and increase the opportunities to use the Welsh language in various contexts

2.1 - Maintain and increase the use of the Welsh language at a community level.

Cered Data



CERED Data
2019-20.docx

Theatr Felinfach Data

Project	Number of sessions	Number of pupils	Other
Dramatic	6	73	Henry Richard, T Llew Jones, Felinfach schools, KS2
Dramatic Performance (everyone together)	5	225	As above
Dance	5	72	Dihewyd, whole school
Story and Drama Session	1	53	Ysgol Aberaeron, KS2
Cwltwr (Youth theatre workshops)	20	84	Ysgol Bro Pedr, Henry Richard (KS3)

Arad Goch

A performance for KS3 pupils - HUDO

Here are the Ceredigion schools who received a performance/ performances:

School	Performances	Pupils
Henry Richard	1	26
Penglais	2	200
Aberteifi/ Cardigan	2	93
Aberaeron	2	91
Penweddig	2	90
Bro Pedr	2	89
Bro Teifi	1	102
	12	691

Note: 7 performances were held in Welsh and 5 in English

A performance for KS2 pupils – Tu fewn Tu Fas

Here are the names of Ceredigion schools who received the production during 2019-2020:

Talybont	Llwyn yr Eos
Craig yr Wylfa	Plascrug
Rhydypennau	Pontrhydfendigaid
Ysgol Gymraeg Aberystwyth	Syr John Rhys
Aberaeron Primary School	Mynach
Llangwryfon	Comins Coch
Llanfihangel y Creuddyn	Myfenydd
Penrhyncoch	Bro Pedr
Penllwyn	Llanarth
Cardigan Primary School	Dihewyd
Penparc	Ciliau Parc
Aberporth	Dyffryn Cledlyn
Felinfach	

Please note: 23 Welsh performances and 4 English performances were held.

Registered after school clubs

	Welsh	Welsh and English	English with elements of Welsh	English	Total placements
Number of registered after school placements	9	6	0	3	18

Ceredigion Youth Service

The Urdd, Young Farmers Clubs, Ieuentid Tysul Youth, Ceredigion Scouts, Girlguiding Cymru and Ray Ceredigion have a service level agreement with Ceredigion Youth Service. They work with young people aged between 11-25 years old. These Agreements need to meet the following targets in order to promote and support the Welsh language:

- Work towards the numerous National Accreditations provided through the medium of Welsh (the SLG must provide at least 20 to meet their targets)
- The number of sessions provided to develop children and young people's awareness of the social, cultural and economic value of the Welsh language (the SLG must provide at least 10 to meet their targets).

Language Awareness Sessions for Years 7 and 8 (Ysgol Penweddig during the Autumn Term 2020)

30 November (Year 7) - 50 present (over 2 sessions)
1 December (Year 7) - 50 present (over 2 sessions)
7 December (Year 8) - 50 present (over 2 sessions)
10 December (Year 8) - 75 present (over 3 sessions)

Siarter Iaith Data

Llwyn yr Eos – towards Bronze, Saint Padarn’s – Bronze, Comins Coch – Silver, Cei Newydd – Silver, Plascrug – Silver.
(*Cymraeg Campus*)

Bronze: Llanarth, Felinfach, Pontrhydfendigaid, Llangwryfon, Cenarth, Bro Sion Cwilt, Ciliau Parc, Dihewyd, Y Dderi, Aberporth, Dyffryn Cledlyn, Craig yr Wylfa, Llanfarian, Penparc

Towards Silver: Aberaeron, Talybont, Rhydypennau, Rhos Helyg, Myfenydd, Mynach, Llanfihangel y Creuddyn, Bro Teifi, Ysgol Gymraeg Aberystwyth, Henry Richard

Silver: Llanilar, Talgarreg, Syr John Rhys, Bro Pedr, Llanon, Llechryd, T Llew Jones

All-age Schools - Ysgol Bro Teifi (FPh and KS2: towards Silver, KS3 and KS4: Bronze)
Ysgol Henry Richard (FPh and KS2: towards Silver, KS3 and KS4: Bronze)
Ysgol Bro Pedr (FPh and KS2: towards Silver, KS3 and KS4: Bronze)

Secondary: Penweddig – Bronze, Penglais, Aberaeron, Aberteifi – towards Bronze.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- The Welsh in Education Promotion Officer (appointed to the role in September 2020) to lead on the work of the ‘Siarter Iaith’ (primary and secondary) and to co-operate with a variety of stakeholders with the specific aim of encouraging the informal use of Welsh amongst Ceredigion pupils.
- **YMGYRCH HYDER (CONFIDENCE CAMPAIGN) (September 2022 onwards)** - The Welsh Promotion Officer to co-operate specifically with our secondary schools, Ceredigion Actif, The Youth Service, Cered, Theatr Felinfach, The Welsh Support Teachers’ Service (training on improving language skills, developing high level and sophisticated oral skills using the School21 method, targeting Year 7, 8 and 9 pupils etc.). The aim is to encourage confident speakers who are more likely to use Welsh socially in various contexts (especially if they are from non-Welsh speaking homes and are pupils who have acquired a feeling of belonging and integration into their communities). Use the research evidence of the Bangor area and ‘Mentrau Iaith Cymru’ increasing confidence project to target the use of Welsh amongst diffident speakers e.g. the use of language psychology techniques to identify and overcome the individual’s barriers and create an individual confidence plan and offer assistance to act positively.

- Create a baseline questionnaire completed by the county's secondary school pupils regarding their confidence and perceptions in using Welsh.
- Collaborate with Ysgol Henry Richard (specifically) from September 2022, using and sharing evidence from the research project 'A study of the out-migration and aspirations of young people from the Welsh heartlands' in order to develop positive attitudes towards using the language.
- Create and analyse a Welsh in education questionnaire every two years in order to collect information and evidence regarding schools' needs, linguistic tendencies, barriers, details of the 'Siarter Iaith' etc. The questionnaire will offer practical implementation targets over time.
- Establish a new forum to monitor the implementation of the WESP, with specific attention paid to the informal use of Welsh element.
- Collaborate with Welsh medium providers to expand the provision which enables pupils to gain access to Welsh medium extracurricular activities, e.g. 'Urdd Gobaith Cymru', YFC, 'Theatr Felinfach' (which has developed a digital creative platform during COVID), 'Cered' (which has also developed a digital element during COVID - 'Cica Corona'), 'Mudiad Meithrin', Arad Goch Theatre Company, Ceredigion Youth Service, Ceredigion Actif.
- Create a 'Sports Plan', which will operate from September 2021 onwards. Establish a forum to promote the Welsh language in sport - to include representatives from Ceredigion Leisure Services, 1 Secondary Headteacher, 2 Secondary Sports Teachers, 2 members of the Welsh Development team, Cered, the Urdd and local clubs. The scheme's aim will be to promote the staff and young people's confidence to use their Welsh socially and to hear Welsh as a living language. Coaches/sports teachers play a prominent role in the lives of children and young people and can influence and encourage interest. By co-operating across departments, it will be possible to share the importance of the Welsh language and the opportunities for pupils to use it within swimming lessons, fitness classes, community clubs etc. The possibility of creating a Welsh language app within sport is also being planned which will be available to download for the benefit of coaches, pupils and staff. It would promote the use of Welsh/bilingual sports phrases and vocabulary, which would be useful when training. It would also assist pupils who are studying GSCE/a Physical Education qualification with key vocabulary, offer templates for presenting Welsh language press releases, assistance with publishing commentary/game results in Welsh on social media etc.
- Within 5 years, our aim is to see more pupils studying Physical Education through the medium of Welsh and that all Leisure Services staff, throughout the authority, have the confidence to teach/coach bilingually.
- Continue with 'Siarter Iaith' network meetings in order for the leads to share ideas, good practice, to note their frustrations and to collaborate and plan together etc. (first meeting held on 10 December 2020).
- Provide activities for specific days to promote the Welsh language, such as Shwmae Su'mae Day, Welsh Music Day, Saint David's Day, etc.
- Cardi-Iaith (@Cardiiaith): establish a Facebook page to share information, introduce language skills, language patterns, involvement and support for parents, to promote Welsh language opportunities within education in the

county. Also to share opportunities offered by other Welsh language establishments/ organisations.

- Music project – Selar Bach, gigs, promoting the Welsh language music scene by sharing information on current music and bands/artists, Jambori and a plan to work with the county's Music Service to ensure an increasing Welsh language element in the provision.
- Provide on-line training which will promote elements of the Welsh language digitally i.e. podcasts, provide resources, etc.
- Work with Welsh language partners locally and nationally to explore what may be possible regarding the use of computer games, social media, influences and 'influencers' etc. through the medium of Welsh.
- Alongside key partners, we will continue to revise our provision map annually as a record of what is available so that school age children can use their Welsh language skills socially and within their communities.

Where do we expect to be at the end of our ten year Plan?

During the ten year plan, through the above activities and in conjunction with the development of the Curriculum for Wales and elements of the four purposes (*i.e. **All our children and young people will be ambitious, capable learners who: can communicate effectively in different forms and settings, using both Welsh and English as well as All our children and young people will be ethical, informed citizens who: are knowledgeable about their culture, community, society and the world, now and in the past***), we expect to see increased confidence and pride amongst pupils in their ability to communicate in Welsh and English and in multilingualism in general. Ensuring that the Welsh language is relevant, lively, contemporary and inclusive will be crucial elements in the success of these actions during the WESP's duration.

All Ceredigion secondary schools will have fully engaged with the aims of the 'Siarter Iaith' and will be responding positively to developmental aims within the various steps.

A programme of extracurricular social activities, designed in collaboration with our stakeholders, will be in place to develop further the opportunities available for pupils of all ages to use their Welsh language skills.

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Where are we now?

- We are able to provide most of the ALN support bilingually. The only gap, by now, is the support for learners with hearing or multi-sensory impairment. The authority pays for the services of a specialist multi-sensory impairment teacher at a regional level but no service is available through the medium of Welsh. We have a specialist teacher with visual impairment accreditation in Ceredigion who can operate through the medium of Welsh.
- Over the last three years, we have planned to appoint and train an advisory teacher to be able to provide support for visually impaired learners through the medium of Welsh.
- All members of the central SEN team speak Welsh with the exception of one hearing impairment advisory teacher. Our ALN transition co-ordinator has been learning Welsh since her appointment.
- Team meetings are held through the medium of Welsh.
- All face-to-face training we offer to school staff can be delivered through the medium of Welsh.
- All digital training we have created for school staff since the lockdown period is available bilingually.
- All interventions we support within our schools can be provided in Welsh or English. The language of the class is prioritised for literacy, numeracy, physical and social cohesion intervention programmes. The only exception is speech and language programmes which prioritise the language of the home, as the health service policy is to target this as developing a life skill rather than an education skill.
- All SENCOs, apart from two, can speak Welsh. This means that SENCO networks are delivered bilingually.
- The main operating language of our Specialist Resource Centres (SRC) is English but they all teach Welsh as a second language. When a pupil who requires specialist provision through the medium of Welsh is placed in one of the SRCs, we provide this by ensuring the close support of a Welsh-speaking teaching assistant.
- Many of our childminders offer English language provision. This can be a problem as children transfer to Welsh-medium schools.
- The ability to speak Welsh is noted as an essential skill in the recruitment process for all new posts within the SEN/ALN team. Where the level of expertise means that applicants do not possess the necessary (Welsh) language skills, the post is offered subject to the agreement to develop these within two years.
- All schools ensure that parents understand that any provision and intervention is available in Welsh and with linguistic intervention (apart from

speech and language programmes) developing the language of the classroom takes priority over developing the language of the home.

- Parents receive the information regarding the language provision options when choosing a school and specialist setting.
- All the resources created to support schools are available bilingually. These are shared on 'Teams'. When resources complement an intervention that promotes the development of specific language skills, linguistic equality is ensured in the quantity and quality of resources.
- Standard assessments available through the medium of Welsh are insufficient but the team of educational psychologists within the authority are able to deliver standardised English assessments orally through the medium of Welsh. The weakness with this is that the results cannot then be recorded as standardised. Any development in this area is a national issue.
- We have conducted an audit of the resources and assessments available in Welsh and have translated English resources where there was a gap. There is still a large gap in psychometric assessments but using the Welsh language in administering them is practical enough – though insufficient. Developing this area is a national issue.
- As there is only one standard Welsh spelling assessment, which is not sufficiently suitable for use across the key stages, we have worked together to develop a spelling assessment within Ceredigion. Although not a standard assessment, it is used as part of a scheme to identify and strengthen specific spelling weaknesses. Any development in this area is a national issue.
- We are looking to rewrite Ceredigion's 'SEN Strategy and Policy' to accompany the Act and the new ALN Code. This work will be completed when the ALN Code is published in Spring 2021. We will ensure that all documentation, including the criteria, is bilingual.
- We have shared high quality bilingual ALN training resources with LAs within the region.
- We have also worked with the region in developing high quality bilingual ALN training resources.
- We have translated a speech and language skills assessment programme (Wellcomm) so that it is suitable for use within Ceredigion.
- We have adapted and translated training playlists shared by the County of Swansea.
- The multi-agency 'Referral Scheme' meetings are conducted through the medium of Welsh.
- When we organise a multi-agency conference, we provide a simultaneous translation service.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- Continue with the current position of ensuring a Welsh language provision within our schools and appropriate resources to support this.
- Develop the situation in terms of training by creating more specialised digital/virtual presentations in both languages so that school staff can use their language of choice on an individual basis.
- Put Welsh-medium provision in place in all cases including input from the advisory teacher for hearing impairment by making reasonable adjustments e.g. ensure a partnership with a Welsh language Teaching Assistant for translation purposes and a speech and language therapist where signing is required.
- Develop the Welsh language provision for sensory needs by planning to train an advisory teacher as a specialist teacher for hearing impairment. Specialist provision for multi-sensory impairment is a regional responsibility as the region's LAs share this expertise.
- Ensure that any new staff appointed are able to speak Welsh and provide input through the Welsh language. Where this is not possible, due to the professional skills expertise required, staff should commit to learning Welsh within two years of appointment.
- Raise awareness and expectations of the early years' workforce in terms of developing Welsh language skills and signposting them to free professional development. Include this information at the annual conference.
- Develop our systems to implement the requirements and implications of the Act and the ALN Code within our schools as well as our central provision.
- Continue to collaborate and share good practice with other LAs in the region although as a county we will not continue to be a member of ERW.
- Collaborate with DECLO and other agencies regarding the importance of the workforce's Welsh language skills and provision.
- Collaborate across the Hywel Dda region on the positive impact of the early years strategy and the integration system on the development of Welsh language skills.

Where do we expect to be at the end of our ten year Plan?

- Plan to ensure that the central ALN team continues to include a wide range of specialist skills as well as the ability to work and provide a service through the medium of Welsh as many members of the current team reach retirement age.
- Continue with the current position of ensuring Welsh language provision within our schools and appropriate resources and training to support this.
- Undertake an audit of learners' needs in Ceredigion as well as an audit of provision to ensure effective forward planning.
- Co-operate on a multi-agency level through the medium of Welsh where possible and appropriate.
- Ensure that the WG leads on the development of more specialist resources, including a structured Welsh spelling scheme and standard assessments, including standard Welsh spelling test/tests to support LAs and schools.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Where are we now?

Most recent data about the education workforce in Ceredigion (January 2021)

Age Groups (11/01/2021)								
Count of Age Group	Column Labels							
Row Labels	16-25	26-35	36-45	46-55	56-65	65+	N/A	Grand Total
Assistant Head Teacher		3	13	13			6	35
Classroom Teacher Main Pay Range	41	126	36	24	10	3	118	358
Classroom Teacher Upper Pay Range		86	176	138	48	18	5	471
Deputy Head Teacher		3	12	5	1		3	24
Head Teacher		3	10	22	2		5	42
Support Staff	115	187	228	358	281	58	273	1500
Unknown Head Teacher		1	2	2			1	6
Unqualified Teacher	3	4	4	2	3	1	1	18

Age Groups by Sector (11/01/2021)

Count of Age Group	Column Labels				
Row Labels	All Through School	Primary School	Secondary School	Supply Teachers	Grand Total
16-25	26	89	56	9	180
26-35	88	208	107	38	441
36-45	128	264	115	54	561
46-55	151	294	168	43	656
56-65	68	178	111	32	389
65+	12	93	35	18	158
N/A	88	278	124	2	492
Grand Total	561	1404	716	196	2877

Support Staff by Sector (11/01/2021)

Count of Age Group	Column Labels							
Row Labels	16-25	26-35	36-45	46-55	56-65	65+	N/A	Grand Total
Support Staff	115	187	228	358	281	58	273	1500
All Through School	15	49	65	99	56	8	54	346
Primary School	56	96	106	165	134	23	153	733
Secondary School	44	42	57	94	91	27	66	421
Grand Total	115	187	228	358	281	58	273	1500

The education workforce in Ceredigion's Secondary and All-age schools

Secondary School and All-age school (KS 3 onwards)	Teaching/Working through the medium of Welsh	Able to teach/work through the medium of Welsh	Unable to teach/work through the medium of Welsh	Teaching Welsh only as a subject	Total
	229	31	90	4	354

Number of teachers according to their Welsh language skills

Secondary School and All-age school (KS 3 onwards)	No Skills	Entry Level	Foundation Level	Intermediate Level	Higher Level	Proficient Level	No information	Total
	21	31	22	21	46	198	15	354

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- Ensure a career path and support for those teachers/deputy headteachers/senior teachers who wish to become headteachers within the authority and who are leaders in the Welsh medium sector through e.g. NPQH qualification.
- The authority's Human Resources department will revise its arrangements for planning the education workforce over the next period to ensure a sufficient workforce to meet the demand in the Welsh/bilingual sector.
- Work with Wales' National Academy for Educational Leadership to attract potential headteachers to Ceredigion when some of the current headteachers retire.
- Identify and secure full support for the relevant workforce that will need up-skilling through the Sabbatical Scheme (especially in schools in the Aberystwyth area) over the period of the plan.
- Develop a rolling programme to support secondary teaching and support staff to learn Welsh or to gain further confidence in it (through the Sabbatical Scheme). Identify at least 3 - 4 practitioners annually for this.
- Produce a model 'Language Policy' for internal use by all schools including e.g. the expectation when recruiting in terms of the Welsh language, the expectation regarding the use of Welsh, professional conduct and the Welsh language etc.
- Collaborate with 'Y Coleg Cymraeg Cenedlaethol' to promote the benefits of studying Welsh as a subject and to gain a qualification at all levels e.g. to use promotional materials in open evenings and options evenings in secondary schools, to train school leaders at all levels about the need to promote Welsh as a subject.

- Collaborate with 'Y Coleg Cymraeg Cenedlaethol' and Teacher Training Institutes to encourage pupils to consider and pursue a career in education (to teach in the bilingual sector and to teach Welsh as a subject).
- To target, shadow and mentor year 10-13 pupils in order to attract them to view teaching in the bilingual sector as an attractive career.
- To attend teacher training institutes' education fairs to try to attract individuals to teach in Ceredigion (mainly Bangor, Aberystwyth and Carmarthen).
- To collaborate with further education colleges to encourage students there to take advantage of their language skills and to improve them in order to gain employment as teaching assistants in Ceredigion schools.
- Ensure high level training for teachers on 'Areas of Learning and Experience - Language, Literacy and Communication' as well as the Welsh language across all other areas of learning and experience.
- Produce a plan of annual training on successful bilingual teaching methodology.

Where do we expect to be at the end of our ten year Plan?

- Ceredigion LA's education workforce is increasingly able to teach through the medium of Welsh and to teach Welsh as a subject.
- There is a supply of teachers to teach the current subjects which are difficult to recruit for e.g. Welsh, Science/Sciences, Mathematics, Modern Languages, Design and Technology.
- The workforce is aware of its role in offering pupils the confidence to speak and use Welsh not only academically (oral, reading and writing) but also socially (being confident speakers who engage with and integrate in their communities).
- The whole workforce in Ceredigion schools see the important role they have in creating pupils who are confident speakers and who see Welsh as an inclusive and relevant language in a world of other important languages.

How we will work with others to achieve our vision

The Forum will meet to offer its views during the initial planning of the document in May 2021. Once the document is approved by Welsh Government, the forum will meet once every school term to oversee its implementation and to evaluate progress.

The forum will include approximately 10 members including stakeholders in the relevant education sectors - one primary and secondary head teacher, members of the county's education team, the Welsh Language and Equalities Policy Officer, the Welsh Language Promotion Officer and representatives of the Parents for Welsh Medium Education Movement (RhAG), 'Mudiad Meithrin', Early Years Wales, Hyfforddiant Ceredigion, Coleg Ceredigion and Aberystwyth University's Department of Education.

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**Minutes of a Meeting of the
LEARNING COMMUNITIES OVERVIEW & SCRUTINY** held remotely by video-
conference on Thursday, 11 March 2021

PRESENT: Councillor Endaf Edwards (Chairman), Councillors Bryan Davies Marc Davies, Meirion Davies, Rhodri Davies, Lloyd Edwards, Keith Evans, Paul Hinge, Hag Harris, Gwyn James, Alun Lloyd Jones, Mark Strong, Lynford Thomas, Wyn Thomas and Ivor Williams

Also in attendance: Councillors Ellen ap Gwynn, Gareth Lloyd, Catrin Miles and Ray Quant (Cabinet Members)

Officers in attendance:- Mrs Meinir Ebbsworth, Corporate Lead Officer – Schools, Mrs Lisa Evans, Scrutiny and Standards Officer, Mrs Dana Jones, Democratic Services and Standards Officer and Mrs Dwynwen Jones, Scrutiny Officer

(10.30am-11:45am)

1 Apologies

Councillor Euros Davies and Mark Strong apologised for their inability to attend the meeting.

2 Disclosures of Personal/Prejudicial Interests

None.

3 School Improvement through Regional Working : a review of ERW impact on school improvement and value for money

Consideration was given to the Report of the Corporate Lead Officer – Schools upon the School Improvement through Regional Working : a review of ERW impact on school improvement and value for money. The report had been presented in order to inform the committee upon the conclusion of the Council's position on the ERW Consortium, the need to comply with the ERW Legal Agreement, and the notice of withdrawal issued by the Leader on 17.3.2020 in order to complete the withdrawal process from the ERW Consortium.

The Corporate Lead Officer – Schools provided Members with the following information that had led to the agreement to withdraw from the ERW Consortium:-

- Background
- Current Situation
- Erw Support
- Value of Money
- Risks of Withdrawal

Following questions from the floor, it was AGREED to note the report for information that would be presented to Cabinet the following Tuesday for a decision based on the following recommendation as follows:-

That Cabinet notes:

- (i) that the notice of withdrawal issued by the Leader on 17.3.20 stands as served,
- (ii) agrees that the Council will withdraw from the ERW Consortium on 31st March 2021; and
- (iii) If no ii) above was agreed, that delegated authority be granted to the Chief Executive and the Chief Education Officer/CLO-Schools and Culture in consultation with the Leader of Council and the Cabinet Member, to take all necessary actions and, to enter into all necessary agreements, to complete the withdrawal from ERW process

All Members thanked the Officers for their work during this difficult time.

6 Minutes of the Meeting of the Committee held on the Committee held on the 17 December 2020 and 18 February 2021

It was AGREED to confirm as a true record the Minutes of the Meeting of the Committee held on 17 December 2020 and 18 February 2021

Matters arising -.

None.

Members thanked the Councillor Endaf Edwards for his work as Chair of the Committee; as the next meeting would be chaired by a new Chairman

Confirmed at the Meeting of the Committee held on

Chairman:-_____

Date:-_____

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Minutes of a Special Meeting of the Learning Communities Overview and Scrutiny Committee held remotely via video-conferencing on Thursday, 18th March 2021

Present: Councillors Bryan Davies, Euros Davies, Marc Davies, Odwyn Davies, Rhodri Davies, Keith Evans, Hag Harris, Paul Hinge, Gwyn James, Alun-Lloyd-Jones, Mark Strong, Lynford Thomas, Wyn Thomas and Ivor Williams.

1.35pm – 1.40pm

- 1 **Apologies**
Councillors Meirion Davies, Endaf Edwards and Lloyd Edwards apologised for their inability to attend the meeting.

- 2 **Disclosure of Personal / Prejudicial Interests**
There were no disclosures of personal / prejudicial interests.

- 3 **Elect a Chairman for the Committee for the 2021/22 municipal year, with effect from 15th May 2021**
It was proposed by Councillor Bryan Davies and seconded by Councillor Keith Evans and unanimously **RESOLVED** that Councillor Wyn Thomas be elected Chairman of the Learning Communities Overview and Scrutiny Committee for the 2021/22 municipal year.

- 4 **Elect a Vice-Chairman for the Committee for the 2021/22 municipal year, with effect from 15th May 2021**
It was proposed by Councillor Bryan Davies and seconded by Councillor Alun Lloyd Jones and unanimously **RESOLVED** that Councillor Mark Strong be elected Vice-Chairman of the Learning Communities Overview and Scrutiny Committee for the 2021/22 municipal year.

Confirmed at the meeting of the Committee held on xxxx 2021

Chairman:

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Cyngor Sir CEREDIGION County Council

REPORT TO: Learning Communities Overview and Scrutiny Committee

DATE: 27 May 2021

LOCATION: Virtual Meeting

TITLE: Draft Forward Work Programme 2021/22

PURPOSE OF REPORT: Review the current work programme of the Committee

REASON SCRUTINY HAVE REQUESTED THE INFORMATION: The forward work programme of the Committee is reviewed and updated at each meeting

BACKGROUND:

Overview and Scrutiny Committees oversee the work of the Council to make sure that it delivers services in the best way and for the benefit of the local community.

The role of Overview and Scrutiny is to look at the services and issues that affect people in Ceredigion. The process provides the opportunity for Councillors to examine the various functions of the council, to ask questions on how decisions have been made, to consider whether service improvements can be put in place and to make recommendations to this effect.

Scrutiny plays an essential role in promoting accountability, efficiency and effectiveness in the Council's decision making process and the way in which it delivers services.

The main roles of the Overview and Scrutiny Committees:

- Holding the cabinet and officers as decision-makers to account
- Being a 'critical friend', through questioning how decisions have been made to provide a 'check and balance' to decision makers, adding legitimacy to the decision making process
- Undertaking reviews of council services and policy
- Undertaking reviews to develop council services and policies
- Considering any other matter that affects the county
- Ensuring that Ceredigion is performing to the best of its ability and delivering high quality services to its citizens
- Assessing the impact of the Council's policies on local communities and recommending improvement
- Engaging with the public to develop citizen centred policies and services

Effective Overview and Scrutiny can lead to:

- Better decision making
- Improved Service Delivery and Performance
- Robust Policy Development arising from public consultation and input of independent expertise
- Enhanced Democracy, Inclusiveness, Community Leadership and Engagement
- Adds a clear dimension of transparency and accountability to the political workings of the Council
- Provides an opportunity for all Members to develop specialist skills and knowledge that can benefit future policy making and performance monitoring processes
- Creates a culture of evidence based self-challenge

CURRENT SITUATION:

Questions to consider when choosing topics

- Is there a clear objective for examining this topic?
- Are you likely to achieve a desired outcome?
- What are the likely benefits to the Council and the citizens of Ceredigion?
- Is the issue significant?
- Are there links to the Corporate Strategy
- Is it a key issue to the public?
- Have the issues been raised by external audit?
- Is it a poor performing service?

Choosing topics

Overview and Scrutiny Committees should consider information from the Corporate Strategy, Improvement Plan, Strategic Plan, Service Plans, the Corporate Risk Register, budget savings – proposals and impact, Quarterly Corporate Performance Management panel meetings and departmental input in choosing topics and designing their Forward Work Programmes, as well as any continuing work.

RECOMMENDATION (S):

To review and update the current Forward Work Programme.

Contact Name:	Lisa Evans
Designation:	Scrutiny and Standards Officer
Date of Report:	19/5/2021
Acronyms:	FWP – Forward Work Programme

Overview and Scrutiny Draft Forward Work Programme 2021/22

Committee	Item (description/title)	Invited Speakers	Purpose i.e. monitoring, policy, recommendation
Learning Communities			
27 May	Welsh in Education Strategic Plan Use of virtual provision in the future Partnership Agreement between LA and Schools 2021-24	Silyn Roberts Meinir Ebbsworth/Non Davies	
1 September			
25 November	Report on the GCSE and Higher Level examination results		
2022 3 February			

24 February Budget Preparation 1:30pm	Budget		
Future meetings	Childcare Sufficiency Assessment (CSA) Play Sufficiency Assessment	Carys Davies Cathryn Morgan	
Workstreams	Standards and Schools ALN, Inclusion & Wellbeing Porth Cymorth Cynnar, Community Wellbeing & Learning	Meinir Ebbsworth Gillian Evans Elen James	