

Single Education Plan

September 2006 - 2008



Single Education Plan

Contents	Page No.
1 Introduction	3
2 Vision and Values	6
3 Strategic Analysis	9
3.1 Early Years.....	9
3.2 School Support & Improvement.....	11
3.3 Access & Inclusion	13
3.4 Schools Planning.....	18
4 Strategic Priorities	20
4.1 Developing Learners.....	20
4.2 Developing Learning Providers	24
4.3 Developing Leaders.....	27
4.4 Developing Communities.....	33
 Annexes	
1 Early Years Providers	43
2a Pupil Numbers: Primary Schools & Maintained Nursery Schools.....	45
2b Pupil Numbers: Secondary Schools.....	52
2c Projections of Pupil Numbers 2007-2011	53
3a Primary School Special Units in Maintained Settings.....	59
3b Secondary School Special Units in Maintained Settings.....	61
3c Special School Provision.....	562

1 Introduction

1.1 Statutory Basis for the Plan

As children's services authorities, local authorities in Wales are required to publish single education plans (SEPs) in accordance with section 26 of the Children Act 2004 (the 2004 Act), section 29 of the Education Act 1996 and the Single Education Plan (Wales) Regulations 2006. The intention is that this plan should give direction and focus and set intended outcomes for the education services provided by local authorities in keeping with policies set out in The Learning Country.

In accordance with schedule 5 of the 2004 Act, the previous requirement on the Local Education Authority (LEA) to publish an education development plan (known as Education Strategic Plan), School Organisation Plan, Behaviour Support Plan and Early Years and Childcare Development Plan has been repealed – though the plans themselves remain in force until replaced by this Single Education Plan from 1 September 2006.

The plan requirements are designed to support a more holistic approach to provision of education services for children and young people as a transitional step to Children and Young People's Plans (CYPPs), which local authorities will need to have from 2008.

This Single Education Plan covers the school years 2006-07 and 2007-08. Targets and supporting information will be updated in 2007.

1.2 Nature of the Plan

This plan takes account of and fits within the framework set out in the Council's Community Plan. As required by the regulations the plan is strategic. Details of the activity required to take forward the plan are set out in the Council's business and operational plans, and these are signposted accordingly within this plan. This Single Education Plan includes brief reference to the ways in which strategies will be monitored and reported on, and the monitoring and reporting arrangements themselves are set out in business and operational plans.

The Single Education Plan is being consulted on with a wide range of interested parties, and the published version will be made available to a range of stakeholders and the general public. The plan aims to be succinct and written in a plain style, which makes it accessible both to a general and a professional audience.

Versions of the draft and final Single Education Plan, which are accessible to children and young people, are available and allow consultation with pupils on decisions affecting them.

This plan includes the LEA's strategies for:

- Raising the standards and improving the performance of schools it maintains
- Raising the standards of education for children and young people not educated in school

- Provision of school places and early years places – including Welsh medium places
- Provision of support, advice and resources to schools to assist them in promoting positive behaviour; and support for children with behavioural difficulties, within or outside schools
- Provision for pupils with additional learning needs
- Development of a community focus for schools

This plan also makes reference to the LEA's strategy for development of 14-19 provision and links with the 14-19 development plan.

1.3 Links to Business and Operational Plans

The priorities identified in the SEP are secured through the business and operational planning culture embedded in the work of School Support and Improvement teams. The progress on operational plans is monitored via performance management routines identified in business plans. Identified targets in the business plans are monitored quarterly through internal monitoring processes, as are agreed targets in the Improvement Plan.

1.4 Reporting and Monitoring Arrangements

As well as systems already identified there is a detailed and extensive process in place for advisers to support school data analysis, development planning and self-evaluation. School development plans are constructed in response to the priorities of strategic planning in the Local Authority and analysis of school performance data. Self-evaluation is now part of routine practice and link advisors work annually with headteachers and governors to ensure that this is secure and accurate. Recent Inspection reports have indicated the effectiveness of this process and we will continue to develop the practice to make it ever more purposeful.

1.5 Consultation on the Single Education Plan

Prior to the development of this Single Education Plan (SEP) a consultation exercise was undertaken in respect of the Strategic Priorities. Four themes were identified, each with constituent elements, and a programme of consultation with school-based and LEA staff took place. The programme involved a self-completion questionnaire and a number of focus group discussions.

As per the guidance, in preparing our draft plan we need to ensure that all of the relevant interests within the Council itself are involved. This included, in addition to the education service, children's services, education welfare services and the youth services. The proposed content of this plan was also discussed with our Estyn District Inspector.

In addition, a draft copy of the plan has been provided to the following:

- Schools Management Division of the Welsh Assembly Government on behalf of the National Assembly
- The governing body and headteachers of every school maintained by the authority
- The teacher in charge and any management committee for every Pupil Referral Unit
- The diocesan authority for any church school maintained by the authority
- The Welsh Language Board
- Local health boards and NHS trusts operating in the local authority area
- The Young People's Partnership for the authority's area
- The Early Years Development and Childcare Partnership for the authority
- The Standing Advisory Council on Religious Education for the authority
- Youth Offending Teams operating in the authority's area
- Community Safety Partnerships operating in the authority's area
- The Children and Young People's Partnership for the authority

Consultation with children and young people was also conducted using a version of the SEP prepared as accessible to that audience. The County Art Adviser and a representative group of pupils from our schools prepared the appropriate version. Consultation with School Councils then followed.



2 Vision and Values

Preparing strategic plans as a Local Education Authority, it is important that we are responsive to a number of important overarching strategic leads. These include 'The Learning Country', the Welsh Assembly Government's paving document for educational development, and its follow up 'The Learning Country 2', which identifies remaining objectives, and Rhondda Cynon Taf's Community Plan.

'The Learning Country' is both the first comprehensive strategic statement on education and lifelong learning in Wales, and the first paving document, for primary and secondary legislation in this field issued from the National Assembly. Its scope reflects the breadth of the portfolio of the Minister for Education and Lifelong Learning which embraces virtually all education and training matters.

These principles outlined in the above document we take to be axiomatic and necessarily underpinning our thinking, planning, policy making and service development.

The Rhondda Cynon Taf Community Plan identifies five action themes and the Single Education Plan reflects these as they represent the priorities that have emerged from widespread consultation. The action themes are:

- Learning for Growth
- Safer Communities
- Our Living Space
- Our Health and Well-being
- Boosting our Local Economy

Within the 'Learning for Growth' theme our goals are:

- Enable everyone to fulfil their personal potential, from their earliest days to their retirement years
- High standards of education for all learners, with levels of attainment above the average for Wales and England
- A local workforce equipped with all the skills they need to take advantage of new employment opportunities, new ways of working, and changing technologies in the workplace

Continuing support for children and young people is a main focus of the plan particularly in the period covered by this Single Education Plan. In addition the Community Plan identifies a number of issues that matter to everyone and we intend to address these in the course of this work:

- Social Inclusion and Equality
- Information, Involvement and Empowerment
- Social and Cultural Identity
- Sustainable Development

Addressing these issues and contributing to the actions identified within the themes are amongst the principle concerns of the Single Education Plan and, therefore, are central to any statement of vision and values.

'Developing People, Developing Communities' remains a consistent and accepted theme for the work of the Education and Lifelong Learning Directorate, with our Vision being 'A Rhondda Cynon Taf where children, young people and adults are supported, throughout their development, to become full and active citizens and where learning, in all settings, is fostered and encouraged'. The focus on the needs of the individual, whether as learner or as a person in need of help and support, reflects the developing national and local agendas, as summarised above, and continues to direct our approach to service delivery.

In carrying out our responsibilities for delivering high quality services, all those who work with us, and for us, will need to believe in and demonstrate some key values:

- **Equality** – our services will promote equality of opportunity and secure fairness in the way we distribute resources and respond to need. This will, at times, require a disproportionate response and a higher investment of resources in support of specific individuals and/or communities
- **Honesty** – we intend to be open, honest and transparent in our dealings with each other and with those who work with us
- **Respect** – we need to respect other individuals irrespective of age, race, gender, religious belief, sexual preference, first language, physical or mental ability. We also need to:
 - Acknowledge other people's strengths
 - Be prepared to learn from others' example
 - Be willing to consider alternative views and the circumstances of others, within an open and inclusive system
- **Partnership** – we appreciate that we can often better meet our aims if we work in collaboration with others. This will, at times, mean an acceptance of the interests of the collective over and above the interest of our service or the interests of specific institutions, groups or individuals
- **Excellence** – we will aim to continually improve our service and to strive for the highest possible standards. This will also involve the recognition, encouragement and celebration of excellence
- **Sustainability** – we will aim to deliver our services in more sustainable ways: striving to help meet the economic, social and environmental, as well as educational, demands of the communities we serve

Extensive consultation processes have helped to inform our priorities, our development planning and the preparation of this Single Education Plan. During 2005-06 consultation on this plan proceeded via questionnaires to LEA staff and meetings with headteachers, teachers, governors, non-teaching staff, and pupils. The outcome of these consultations fed directly into the process of constructing and agreeing the content of the strategic proposals below and confirmed the relevance of the priorities already identified.

The promotion of the Directorate's priorities, in relation to the action themes and key issues of the Community Plan, has continued. The Directorate's three priorities are:

- Higher standards of achievement in our schools
- Promoting the interests of vulnerable children
- Promoting learning as a lifelong process.

The last priority needs to be stressed here because although the Single Education Plan is a Children and Young People's Plan, in Rhondda Cynon Taf education has to be set in the context of lifelong learning.

Within the Education Strategic Plan our key priorities were identified as:

- Skills (literacy, numeracy and ICT)
- Learning and teaching
- The community dimension of schooling
- Inclusive education
- Leadership and management
- Ethos

These link in to the Four Themes, and their constituent elements, which make the Strategic Priorities:

- Developing Learners
- Developing Learning Providers
- Developing Leaders
- Developing Communities

3 Strategic Analysis

The County Borough Council of Rhondda Cynon Taf was formed in 1996 from three districts of the previous Mid Glamorgan County Council. It serves an area of 44,000 hectares, with a population of some 231,952 (5.3 per hectare). The overall percentage decrease in population, highlighted in the 2001 Census data, shows a decline in population of 0.3% over the data for 1991.

However, an increase has occurred in the southern part of the County Borough, near the 'M4 corridor', as a result of extensive new housing development, resulting in an ageing and decreasing population in the northern areas.

Whilst statistics show that the southern area of the County Borough is the most economically and socially healthy, pockets of deprivation still exist in the southern part of the county.

The settlement structure of the County Borough is partly urban and partly rural, consisting of strings of villages along valley floors, the legacy of a mining industry which provided the main source of employment. With all but one of the mines closed it is unsurprising that unemployment is concentrated in specific areas. These same valley areas also exhibit high indices of social and economic deprivation.

The ethnic minority community accounts for 1.1% of the population of Rhondda Cynon Taf. A higher proportion of ethnic minorities exists in the ward of Treforest (7.3% of the population) due largely to the student population attending the University of Glamorgan.

The 1991 Census recorded that 91.1% of the population of Rhondda Cynon Taf were born in Wales, with 9% being Welsh speaking, compared to an all Wales average of 18.7%. 2001 data shows that 89.9 % of the population of the County Borough are now recorded as being born in Wales, with 12.48% being Welsh speaking, compared to an all Wales figure of 20.76%.

3.1 Early Years

Existing Early Years Provision can be summarised as follows:

* accurate figures of registered children for Parent & Toddler groups are not available as users access the service

Provision	Number of Settings	Number of Children Registered
After School Clubs	45	1,163
Breakfast Clubs	8	140
Childminders	146	827
Day Nurseries	24	804
Holiday Clubs	19	668
Parent & Toddler	89	*
Playgroups	57	1,109

as and when required

Details of Early Years providers can be found at Annex A.

The Strategic Aims and Objectives of the Early Years Service include:

- The ongoing development of education places for all three year olds, from the term following the child's third birthday, in accordance with guidance from WAG
- Fair and equitable provision for all children, which takes account of their individual needs
- Improving the quality and standard of provision across all settings, in order that young children receive the best possible start to a lifetime of learning and development
- Improving the internal and external learning environments, in the maintained sector, for young children wherever possible
- Contributing to plans and actions required to reduce surplus places
- Continuing to implement the Foundation Phase in line with WAG policy and available resources
- Ensuring that all resources are used effectively to promote best practice and value

The advances made during the past few years provide a strong foundation on which to develop an early years' education system which enables each child to reach their optimum potential, whilst simultaneously recognising and supporting the essential role parents play as their child's first educator.

The age at which children start school has, in the past, varied from school to school, but many children now start school on or soon after their third birthday. Welsh medium schools have one intake per year in September. In some areas of the Authority, there have traditionally been shortages of placements for three year olds. This disparity in provision has largely been addressed by the additional funding available from the Welsh Assembly Government.

Every three and four year old attending a registered education setting is entitled to a free part-time place (equivalent to five mornings or afternoons per week) from the term following their third birthday. In some areas of the Authority, there is insufficient capacity within the maintained sector to accommodate all children requiring placements. The LEA and EYDCP is therefore eager to contribute to, and support, a mixed economy of provision, which enables wider parental choice and parity of provision for all young children, e.g. continuing to work with Mudiad Ysgolion Meithrin in order to provide Welsh medium early years education within local communities. This approach has the further advantage of helping the longer-term sustainability of voluntary sector early years providers.

3.2 School Support and Improvement

The School Support and Improvement service is one of three elements of the Education and Lifelong Learning Directorate. The other elements are Lifelong Learning and Strategic Planning and Resources.

The service overall includes all those aspects of service delivery and support to schools which ensures that the Council meets its statutory responsibilities for raising the standards of education and quality of experience for our pupils. The School Support and Improvement service exists to ensure that schools and their governing bodies have access to high quality professional advice, support and training which will ensure effective teaching and learning.

We co-ordinate effective delivery of the Council's Single Education Plan (SEP) and the achievement of the Plan's targets and performance indicators.

The service contains a group of discrete teams, all of which provide support for school effectiveness and improvement:

- School Improvement
- School Improvement including the Advisory Service (RCT/ESIS) - (the Service Director, School Support and Improvement works closely with the Chief Adviser and the Senior Link Adviser)
- Access & Inclusion
 - Learning Support
 - Education and Child Psychology
 - Behaviour Support
 - Governance & Liaison

3.2.1 School Improvement

ESIS is a joint service which was established in 1996 from the advisory service of the former Mid Glamorgan LEA. The service is fully legally constituted as a consortium service and provides education support, advice and inspection to the county borough councils of Bridgend, Caerphilly, Merthyr and Rhondda Cynon Taf. The agreement covers the full range of financial, legal, and personnel and operational issues and formalises accountability to stakeholders and Elected Members. It is governed by a Joint Committee comprising elected members from the four LEAs, advised by their Directors of Education and a Board of Management which includes LEA officers and representative headteachers from each LEA, covering the primary, secondary and special school sectors.

RCT/ESIS provides a range of services to the LEA through a service level agreement. These services, in the main, cover the statutory duties of the LEA to promote and secure high standards of education and to monitor and evaluate the quality of education provision.

RCT/ESIS also provides services directly to schools through service agreements. These services cover curriculum and professional consultancy, training and support. They are purchased largely through delegated funds from the Welsh Assembly Government's Better Schools Fund (BSF).

Economies of scale provided through the consortium arrangements enable the LEA and schools to have access to a full range of quality professional support and advice. This range includes phase provision from early years to post-16 and full curriculum coverage.

The work of the Advisory Service is complemented by the core service for school improvement. This additional capacity consists of a secondary and primary improvement team.

The team consists of 2 Primary Improvement Officers, the Secondary Improvement Officer, a seconded teacher leading reading recovery support assistants (Catch Up), a community focus officer coordinating and leading this development, substance misuse education workers (Get Sorted), an officer responsible for raising standards in Physical Education and School Sport (PESS Co-ordinator) and the Music Service.

The Service Area has identified the following principles which provide strategic direction for the service:

- Supporting schools to improve leadership and management through a period of change
 - Schools that are effectively led and managed will achieve high standards and manage change successfully
- Improving learning and teaching to support the raising of standards across all key stages
 - A key priority in all strategic planning
- Supporting the Council's Lifelong Learning strategy through the development of Community Focused Schools on a cluster basis
 - Actively supporting the community dimension of schools as promoted in the Community Plan
- Contributing to the achievement of the Directorate and Council's wider objectives
 - How we plan to support the implementation of the Community Plan and its underpinning strategic plans

3.3 Access and Inclusion

The Access and Inclusion Service of the County Borough supports the education of children and young people with additional learning needs. The service is made up of three intervention arms:-

- Behaviour Support Service - (BSS)
- Learning Support Service - (LSS)
- Education and Child Psychology Service - (EPS)

These services, in partnership with others, provide advice and support to mainstream schools and special education settings for all young people with additional learning needs at School Action Plus of the Special Needs Code of Practice for Wales.

The three intervention services are supported by the Special Needs Administration Team. They provide support for intervention, placement, statementing and management and tracking of pupils.

The Service Area has identified the following principles for children with special educational needs:

- All children should, as far as possible, be educated in mainstream schools
- All children should, as far as possible, be educated within the County Borough of Rhondda Cynon Taf, in order that we can maximise the benefits of keeping pupils as close as possible to the communities in which they live
- All children should have an entitlement to a broad, balanced, relevant and differentiated curriculum regardless of gender, race, language (this includes the right to Welsh medium special needs education) or special need

- All children with special educational needs will be given every opportunity “to achieve as high a standard as possible” (National Curriculum Inclusion Statement)
- Full involvement of parents and children in responding to special educational needs
- An effective and efficient service is best secured through a partnership approach involving pupils, families, school staff and all relevant agencies
- Development of consistent schools’ policies for special educational needs
- Early identification of special educational needs and regular review of provision

3.3.1 Behaviour Support Service

The Behaviour Support Team supports individual pupils in the early intervention and remediation of behavioural difficulties in mainstream classes.

The Behaviour Support Team can offer the following to individual pupils:

- Counselling
- Initiating and monitoring behavioural programmes
- Organising group intervention strategies e.g. ‘circle time’ and ‘circle of friends’
- Facilitating a multi agency approach to solving behavioural problems
- Anger management programmes
- Initiating restorative justice procedures
- Mediation

3.3.2 Learning Support Service

The Learning Support Team provides schools with support to enable them to meet the additional learning needs of individual pupils and their families.

The Learning Support Team offers the following to schools, individual pupils and their families:

- Referral system
- Assessment techniques
- Specialist advice, guidance and support
- Specialist intervention programmes
- Monitoring
- Advice and guidance on the adaptation of resources to improve access for children with disabilities
- Professional development
- Peer support and mentoring for new teachers in specialist provision
- Pre-school support for pupils with sensory impairments

3.3.3 Education and Child Psychology Service

The Education & Child Psychology Service provides specialist support and advice for children, families, school staff, BSS staff and professionals from other agencies including voluntary organisations, to meet the needs of pupils with social, emotional and behaviour difficulties.

Psychologists offer the following:

- Need based time allocation to schools
- Open, eclectic, consultation based delivery
- Assessment and intervention work with individuals or groups of pupils
- Consultation with school based staff
- Developmental work with school staff
- Therapeutic programme development
- Referrals
- Collaboration with other relevant agencies

3.3.4 Special Educational Needs Provision

- **Special Schools** – a small number of pupils do require education outside of the mainstream setting and to this end four special schools are maintained. Three of these schools are all age schools dealing with the whole spectrum of complex additional needs. The fourth special school is for Key Stage 3 and 4 pupils with moderate to severe education delay with other related difficulties.
- **Other Pupils Educated Outside of Mainstream Schools** – some pupils receive education in the following settings which are monitored and managed through the Behaviour Support Service:
 - **Pupil Referral Units (PRUs)**
 - ❑ **Tai Centre** – caters for primary and Key Stage 3 pupils, all of whom are dually registered at the centre and at their mainstream schools
 - ❑ **Ty Gwyn Education Centre** – is a long-term alternative to mainstream schooling for KS2 and secondary pupils
 - **Tuition Groups** – educate pupils with attendance difficulties at school as a first step towards reintegration for many vulnerable youngsters
 - **Home Tuition** – is generally a short-term intervention for sick and injured pupils pending return to mainstream education but small numbers of significantly ill or emotionally vulnerable pupils receive home tuition for long periods
 - **Children Educated at Home** – The BSS facilitates the building of good relationships with parents who choose to educate their children at home providing advice and support where necessary
 - **Key Stage 4 Alternative Education** – for pupils at risk of exclusion, those who have become disengaged from mainstream school and those who have considerable attendance difficulties. Pupils are nominated by pupil review panels that exist in each secondary school cluster and are offered one of three options:

- ❑ College placement
- ❑ Work experience or training
- ❑ Partnership Programme with the Youth Service

3.3.5 Youth Service

The Youth Service is managed within the Lifelong Learning Service Directorate and it supports the education of young people in and outside of school settings.

Provision includes:

- Thirty youth centres and detached/street based youth work throughout RCT
- Accreditation of young people's learning in leisure time and school
- Youth information Service
- Facilitating Duke of Edinburgh Award, outdoor education, alternative education and environmental education in English and Welsh medium settings
- Financial support to the Voluntary Sector and wide ranging partnership work to deliver youth work programmes
- Facilitation of the RCT Youth Council and district youth forums
- Out of schools hours learning, after schools clubs, holiday and weekend schemes and projects
- Programme for young people engaged with the Youth Offending Service

3.3.6 Education Welfare Service

The Education Welfare Service (EWS) is located in the Early Years & Family Support Section. Education Welfare Officers (EWO) play a key role in supporting children who are experiencing problems in order that they may take full advantage of the educational opportunities available to them.

The EWS is primarily child-focused and EWO work closely with children and their families, schools, social work colleagues and other support services and take an active part in any plans that may be in place with families.

The EWS fulfils the statutory duties placed upon the LEA by the Education Act 1996 that relates to the Children and Young Persons Acts (1933 and 1963) which regulate how children can be involved in employment and entertainment. The County Borough Education Welfare Service through its work:

- Supports schools in their efforts to maintain regular attendance of all pupils
- Provides a source of advice and support to school for those children in need of services or protection
- Advises families on matters such as school transport, welfare benefits, attendance issues, bullying and their rights within the various Education Acts etc.
- Provides a key link between home, school and a range of other statutory and voluntary services

- Enables children and young people to take full advantage of the educational opportunities available to them.

This service provides an essential link between home and school. This is vitally important for those pupils who are experiencing behaviour problems. Education Welfare Officers are available to:

- Assist school staff, parents and pupils with early identification and management of behaviour problems through partnership with the BSS
- Advise, guide and support school, pupils and parents on attendance matters
- Support pupils to take full advantage of the educational opportunities available to them
- Offer more specialist help to those pupils and parents who require it

3.3.7 Governance and Liaison

The Governance and Liaison Service promotes and supports effective governance at all schools in Rhondda Cynon Taf.

The Governance and Liaison Team offers the following services to schools and the LEA:

- Support for schools and their governing bodies on management functions through formal Service Level Agreements
- Finance and budgetary support to non-cheque book schools
- Governor training
- Appropriate support to colleagues within the Education and Lifelong Learning Directorate
- Contributions to other initiatives across the Council
- Complaints and Parental Advocacy
- Admission to Schools Policy and direction of pupils etc
- Race Equality and Multi Agency Forum against Racial Harassment
- Transport Policy – working with the new Integrated Transport Unit and the development of Home to School Transport Policy

3.4 Schools Planning

3.4.1 The Structure of Education Provision

Our local education service is the second largest in Wales by population but, being a diverse area, both demographically and geographically, it possesses the largest number of schools of all Welsh LEAs. As a consequence of the variety of the area, school size is equally variable with infant, junior and primary schools ranging from 22 to 454 pupils and secondary schools from 708 to 1,510 pupils. See Annexes 2a and 2b for school sizes.

There is a range of provision including 13 Welsh Medium and 3 Bilingual Primaries, and 4 Welsh Medium Secondary Schools. Of the English Medium Schools, 6 of the Primary Schools and 2 of the Secondary Schools are Voluntary Aided, organised and run by either the Church in Wales or the Roman Catholic Diocesan Education Authority in partnership with the LEA. There are no Voluntary Controlled Schools in this County Borough. Two of our secondary schools are single-sex schools (Aberdare Girls and Aberdare Boys Comprehensives).

3.4.2 Education Premises

In January 1999 there was a total of 172 schools in the County Borough. This figure reduced to 169 in the summer of 1999 as a consequence of certain rationalisations, and, with four further primary amalgamations in January 2003, three more in September 2003, together with further closures and amalgamations arising from our current Primary Review, numbers currently (January 2006) stand at 156.

	January 1999	January 2006
Nursery	8	5
Infant	35	24
Junior	19	11
Primary	85	91
Secondary (Mixed)	17	17
Secondary (Single Sex)	2	2
Special	4	4
EBD/Pupil Referral Unit	2	2

Confirmation has been received from the Welsh Assembly Government that two schools will amalgamate and five schools will close by 31 August 2006. We are still awaiting the decision of the Assembly regarding a further three closure proposals. If these proposals are accepted, the number of schools will fall to 147.

3.4.3 The Primary Review

In September 2004, the Council recommenced its programme of review of primary education provision. The need to undertake this process was reinforced following a Strategic Management Inspection of the LEA undertaken by ESTYN in October 2004, where the prime key issue for attention was the urgent requirement to remove surplus places from the primary school system.

If all proposals are accepted by the Assembly, a reduction in the number of surplus places of almost 28% of the total in January 2004 will have been achieved.

3.4.4 The Secondary Review

In October 2004, Members gave approval for a review of secondary education provision. At the same time ELWa invited LEAs to participate in their proposed 'Pathfinder Projects'. Given that our own review would need to include post 16 provision and that such provision would be funded and determined by ELWa, it was entirely appropriate for us to take part in the project.

Throughout this joint process we have confirmed our commitment to 11-18 schools, but we do recognise the need for radical change within the existing range of post 16 provision. Our schools have already developed increasingly effective consortium operation. This needs to be further developed.

A formal review of progress towards interim targets for post-16 provision will be undertaken in 2008-09.



4 Strategic Priorities

4.1 Developing Learners

4.1.1 Core Key Skills

- To increase support to all learners to enable them to achieve their full potential, with particular reference to core key skills, through the Bro Dysg Partnership we will:
 - Enable (0 to 7 year old) children to develop the basic skills necessary for a lifetime of learning through good quality pre-school and early education services
 - Support (8 to 13 year old) children and families to increase the acquisition of basic skills
- To provide high quality life and work skills, with particular reference to core key skills, through the Bro Dysg Partnership we will:
 - Increase the proportion of (8 to 13 year old) pupils with a minimum of Level 2 attainment in literacy, numeracy and ICT
- Basic competency in reading, writing and oracy is essential to give any child access to the full curriculum. Programmes have operated in Rhondda Cynon Taf for several years to develop basic literacy skills and these will be continued to raise standards further. To improve literacy we will:
 - Target those learners with identified literacy deficits through the Catch-Up and Dyfal Donc programmes in Primary schools
 - Continue to focus on the development of language skills across the curriculum through the Key Stage 3 literacy strategy; evaluate progress to date in 2006 to determine the way forward up to 2008
 - Link the development of literacy with thinking skills through a centrally available training programme
- The development of pupils' Welsh literacy skills (inclusive of dual literacy) is a key factor within Rhondda Cynon Taf Welsh medium primary schools with the majority of pupils having English as their home language. The acquisition of the language holds the key to the curriculum as a whole and standards achieved by pupils across all curricular areas. It is paramount therefore to continually support teachers and pupils in striving to raise standards in all language skills. The development and progression of pupils' bilingual skills across all schools is an issue to be addressed in line with Welsh Assembly government and Estyn guidelines. To improve Welsh literacy we will:
 - Share good practice following the national guidelines presented in WJEC document in whole school meetings, co-ordinator inset, cluster LEA initiative
 - Audit provision and standards in reading in LEA Welsh medium schools
 - Introduce resource produced nationally in order to assist the understanding and teaching of dual literacy within Rhondda Cynon Taf schools
 - Provide training for all Welsh medium schools in effective spelling strategies and techniques in order to raise standards in spelling
 - Develop teaching and learning to include self-evaluation

- Involve pupils in all schools in parallel activities to include Prawf Glannau Menai
 - Provide access to a comprehensive training programme for staff to enable them to deliver effective teaching and learning strategies to continually raise standards in both Welsh and English
 - Training on effective strategies and techniques in order to raise standards in the acquisition of Welsh as a second language
 - Share good practice of supporting bilingualism in schools within the LEA
 - Maintain and develop Welsh language resources available in our public libraries, working in partnership with schools to meet pupils' recreational and information needs
-
- Numeracy is a key skill. Poor numeracy skills hold back pupils' progress and can lower self-esteem. Mathematics has applications in many other subjects of the curriculum. Improving pupils' mathematics skills across the curriculum will improve mathematics standards overall and give pupils a context for their mathematical studies. To improve numeracy we will:
 - Provide two more phases of cross-curricular training in mathematics:
 - ❑ For history, RE, PE and art
 - ❑ For English, Welsh, MFL and music
 - Provide training for all primary schools in the use of the p-CAME materials and purchasing the teachers' folders. The training will involve demonstration lessons from accredited CAME tutors
 - Publish the ESIS programme of central INSET courses and consultancy visits for schools to participate in
 - Produce a file of exemplar material for schools to use during their internal moderation processes. Supporting materials in the form of end-of-key stage tasks will also be produced. To accompany the materials, training will be provided for all primary and secondary schools
-
- Good progress has been made in developing ICT capability in Rhondda Cynon Taf but there are a number of outstanding issues if standards are to rise further. To improve ICT we will:
 - Promote the transfer of generic ICT skills from one phase to the next through a Key Stage 2/3 transition project
 - Update ICT co-ordinators in primary schools and ICT teachers in secondary schools on latest technologies and pedagogies through a programme of training
 - Promote the DiDA courses in Key Stage 4 to develop more advanced ICT skills and accredit learning
 - Maintain and develop the free ICT facilities available in our public libraries and extend the provision of ICT training in libraries in partnership with other agencies

4.1.2 Wider Key Skills

- The wider key skills are critical to learners' capacity to apply their knowledge and understanding to different contexts. They cannot be viewed or taught in isolation and with the advent of the revised National Curriculum in 2008 teachers will need to prepare for and plan carefully for a curriculum which fully addresses this skills development. The develop wider key skills we will:
 - Promote the Think2Learn programme which addresses the wider key skills and others
 - Integrate advice on wider key skills into support work by advisory staff
 - Develop the Learning Coach role in secondary schools

4.1.3 Learning Skills

- To increase support to all learners to enable them to achieve their full potential, with particular reference to learning skills, through the Bro Dysg Partnership we will:
 - Widely promote the value of learning through play with organisations, parents and professionals for 0 to 7 year old learners
 - Expand the "Learning to Learn" initiative in our schools for 8 to 13 year old learners
 - Promote "volunteering" as a means of helping potential learners engage in learning for community learning
- To monitor the progress of children being educated at home and provide support for their parents we will:
 - Consult with parents
 - Identify and resolve concerns
 - Provide written reports outlining ongoing concerns
 - Allow a 15 day period for parents to respond to professional concerns
 - Serve a School Attendance Order if concerns are not adequately met
 - Promote the Think2Learn programme which addresses the wider key skills and others including critical thinking, memory and recall, reflective skills, research and problem-solving

4.1.4 Bi-lingual Skills

- To promote the benefits of bilingualism we will:
 - Continue to work with the Welsh Language Board to publicise opportunities for families to choose to educate their children in Welsh medium or bilingual settings
 - Respond to evidence of increased demand by developing suitable additional provision
 - Promote innovative, intensive learning opportunities in order to accelerate second language acquisition
 - Support families who choose alternative entry points to Welsh medium education for their children

- To support schools through policies to secure continuity of learning by pupils through the medium of Welsh, particularly at the point of transition from primary to secondary school when a drift from first to second language occurs we will:
 - Ensure that the actions planned to support improved transition from Key Stage 2 to Key Stage 3 have special resonance for learners in the Welsh medium schools (see section 4.2.1). The necessity to secure continuity of learning in Welsh is an essential outcome of this planning.
 - Target those learners with identified literacy deficits through the Dyfal Donc programme in Primary schools

4.1.5 Personal and Social Education

- To increase support to all learners to enable them to achieve their full potential, with particular reference to personal and social education, through the Bro Dysg Partnership we will:
 - Increase personal support provided to learners to overcome problems at home, in school or college for 14 to 19 year old learners
- To develop personal and social education we will:
 - Support schools to develop health-promoting policies and systems by considering a range of actions on particular health topics
 - Provide awareness raising and training sessions relating to good practice to encourage the participation of all schools in health promoting activities
 - Involve parents so that they, too, can improve their health and well-being as well as help their children
 - Promote healthy lifestyles through working together with education, health, leisure and voluntary agencies
 - Promote the work of the PESS Initiative to drive forward the health agenda in primary and secondary schools
 - Promote education for sustainable development and global citizenship in schools, including support for schools in addressing actions in the relevant strategy and action plan for Wales
- To develop learners in respect of substance misuse education we will:
 - Continue to develop and maintain a co-ordinated and consistent approach to substance misuse education for children and young people up to the age of 25 in formal and informal educational settings
 - Ensure schools, colleges and youth centres are compliant with guidelines for substance misuse in line with WAG circular 17/02 Substance Misuse: Children and Young People.

4.1.6 Spiritual and Moral Education

- To develop learners in respect of spiritual and moral education we will:
 - Take forward the work of SACRE in supporting schools not just in the provision of RE and collective worship, but also in the wider consideration of how spiritual development can be promoted across the curriculum and in out-of hours learning

4.2 Developing Learning Providers

4.2.1 Learning and Teaching Strategies

Our strategies for raising school standards include the following:

- To support schools whose performance is significantly worse than other schools with comparable levels of pupils entitled to free school meals or which have, as a result of inspection, been identified in need of special measures, as having serious weaknesses or requiring significant improvement we will:
 - Continue to employ a detailed tracking system that highlights all support given and intervention strategies undertaken in identified schools, updated on a termly basis
 - Continue to employ a detailed system to identify departments and schools where support and intervention strategies are required
 - Identify schools that remain within the lower quartile for a significant period of time and support improvement through the production of an agreed action plan
 - Undertake a diagnostic review for a small number of schools
 - Carry out a termly review of the progress of the support and intervention strategies in place
 - Develop special projects in order to drive progress on identified priorities
- To support schools in improving pupil transition from primary to secondary education we will:
 - Audit all clusters
 - Produce cluster reports outlining current effective practice and where the cluster should plan for improvement
 - Support clusters to produce draft transition plans in September 2007 in order to secure effective transition planning by September 2008
 - Advocate the 'PESS model' as an effective transition tool
 - Provide each cluster with appropriate funding to begin the process of improving transition
 - Through the Bro Dysg Partnership, ensure effective transition for all learners between primary and secondary education

- To support schools to improve standards of literacy and numeracy, including provision for improving the basic skills of under-attainers we will:
 - Ensure all schools secure and maintain the Basic Skills Agency Quality Mark standards for basic skills provision
 - Continue our intervention strategy 'Catch Up' literacy, which is part-funded by the Basic Skills Agency Strategic Intervention Grant, targeting identified need
 - Implement our intervention strategy 'Spotlight' numeracy, which is part-funded by the Basic Skills Agency Training Grant, targeting identified need
 - Work with all schools, particularly those identified as participants in the RAISE Initiative, to identify and share good practice in raising standards of literacy and numeracy
 - Maintain and develop resources available in our public libraries to support schools improve standards of literacy and numeracy and, working with schools, identify additional special resources

Support for literacy and numeracy in secondary schools is achieved through partnership work with the Basic Skills Agency on Quality Mark maintenance and cross-curricular training

These strategies are all in place to help us to achieve the targets we have set for educational attainment. The targets have been set by considering individual school targets, interventions in place to improve attainment, and analysis of trends data, to ensure that an element of challenge is introduced.

			SESP Targets		Single Education Plan Targets	
	Target	Actual Performance 2004/05	2004/2005	2005/2006	2006/2007	2007/08 NB subject to review in 06/07
Key Stage 2	Percentage of pupils achieving the CSI	73.0	70	71	74.0	75.0
Key Stage 3	Percentage of pupils achieving the CSI	54.2	56	54	55.5	56.0
Key Stage 4	Percentage of pupils achieving the CSI	30.4	44	44	35.0	37.0
	Percentage of pupils achieving 5 or more GCSE passes at grades A*-C	44.4	52	52	50.0	51.0
	The Average Point Score for 15 year olds	36.6	n/a	n/a	39.0	39.5
	Percentage of pupils leaving full time education without a recognised qualification.	3.4	3.0	3.0	2.0	2.0

- To educate pupils outside of the school setting we will develop our ability to deliver a range of learning pathways under the 14-19 agenda to include:
 - Built Environment Pathways
 - Youth Worker Pathways
 - Media and music Pathways
 - Welsh medium Pathways
 - Outdoor Pursuits Pathways
 - Dance Leadership Awards Pathways
 - Pathways for young people with additional needs
 - Pathways to Business and Management

- To meet the challenge of the 14-19 agenda we will:
 - Establish a Virtual Learning network
 - Identify wider employer stakeholders through EBP and Careers Wales
 - Support intergenerational learning through Adult, Youth centre, , Library and Museum Service activity
 - Pilot the development of Learning Coaches
 - Utilise the Museum Education Service and Library Service Community Learning Workers to develop targeted learning opportunities for 14 – 19 year olds

4.2.2 Assessment for Learning

- With the advent of the Foundation Phase and the phasing out of SATs in Key Stage 2 and 3, the needs for more locally driven assessment strategies is even greater if assessment is to be accurate, rigorous and inform planning for improvement. To develop learning providers in respect of assessment for learning we will:
 - Provide schools, from Early Years through to Key Stage 3, with exemplification of standards in all core subjects and non-core subjects, through the development of the Progress in Learning series
 - Make training available to schools on effective cluster moderation using Progress in Learning
 - Accredite secondary schools' moderation systems through the involvement of LEA advisers/officers in Key Stage 3 Welsh Assembly Government driven process

- To identify and monitor need, match provision to that need and evaluate its effectiveness in respect of children and young people not educated in mainstream school we will:
 - Run Pupil Review Panels and Special Educational Needs Provision Panels to look at the needs of children and young people who are experiencing difficulties in school
 - Monitor the teaching within the provisions through visits and classroom observation from the Access & Inclusion service and through external Estyn inspection

- Monitor home tuition through conducting home visits and observing the teaching delivery for a proportion of pupils and reviewing the Individual Teaching Programmes for each child

4.2.3 Review, Challenge & Support

- To support and challenge staff to improve continually learning and teaching we will:
 - o Monitor the effectiveness of the Review and Development programme
 - Differentiate levels of support to schools and departments based more on need while still ensuring a basic entitlement for all
 - Improve target setting processes
 - Determine levels of support through greater use of school's own self-evaluation findings

4.2.4 Continuous Professional Development

- To develop learning providers through continuous professional development we will:
 - Offer a well planned comprehensive programme of training and development opportunities that is both broad and flexible enough to meet the requirements of the modern profession
 - Respond to the strategic challenges which are identified nationally or locally, or which arise because of policy changes

4.2.5 Workforce Re-modelling

- To ensure that the workforce re-modelling exercise continues and is completed within the timeframe established by WAG we will:
 - Provide support and advice to schools to assist in the process of change
 - Provide support and advice to individual staff members in schools affected by the re-modelling exercise

4.2.6 Behaviour Management

- To provide advice and support to schools to assist them in promoting positive behaviour including preventing and dealing with bullying we will:
 - Ensure mainstream schools have and keep under review a whole school policy which ensures a positive school climate, and promotes appropriate behaviour
 - Have and keep under review related whole school policies e.g. on bullying, racial harassment, child protection, etc.
 - Ensure early identification of those pupils who are not responding to approaches based on the whole school policy, and implementation of effective assessment strategies and related individual education plans (IEPs)

- To support schools to help them to keep pupils with behavioural difficulties in school we will:
 - Ensure schools engage with appropriate, high quality training and support. The BSS, LSS, ECPS, ESIS and YOS offer schools training in many areas
 - Commission consultants from outside the Council to complement the professional development courses provided by the above agencies

- To address any incidence of high levels of fixed term or permanent exclusions in individual schools we will:
 - Work in close partnership with schools to provide support and guidance on behavioural issues
 - Continue to work within the inclusive ethos which has secured a low permanent exclusion rate
 - Provide effective support systems that offer alternatives to permanent exclusion
 - Support pastoral support classes, which are successfully based on nurture principles
 - Support Pupil Review Panels in each cluster

- To make full time provision for pupils who have been excluded we will:
 - Return permanently excluded pupils to mainstream education where possible
 - Identify and provide appropriate alternative educational opportunities where necessary
 - Provide individual support to pupils and their families

- To support schools to reintegrate excluded pupils and other pupils who have been out of school temporarily for behavioural reasons we will:
 - Support schools by providing a staggered return to mainstream education
 - Provide individual support to pupils and their families
 - In some instances provide a part-time place in the PRU and provide support back into mainstream from teachers within the unit

These strategies are all in place to help us to achieve the targets we have set for minimising exclusions. The targets have been set by considering trend information in the context of local circumstances and changes in national policy.

Target	Actual Performance 2004/05	SESP Targets		Single Education Plan Targets	
		2004/2005	2005/2006	2006/2007	2007/08 NB subject to review in 06/07
Permanent exclusions per 1,000 pupils for secondary schools	0.05	0.16	0.10	0.10	0.10
Fixed term exclusions; percentage of days lost for primary schools	0.017	n/a	n/a	0.014	0.013
Fixed term exclusions; percentage of days lost for secondary schools	0.144	n/a	n/a	0.13	0.120
Average length of fixed term exclusion for primary schools	4.35	n/a	n/a	4.00	3.75
Average length of fixed term exclusion for secondary schools	3.31	n/a	n/a	3.00	2.75

- To support schools to improve pupil attendance rates we will:
 - Continue to review and develop effective practice
 - Support initiatives to disseminate best practice and to raise the profile of this important challenge
 - Work in partnership with other agencies to develop the capacity to target specific problem areas (for example Crucial Crew, Whys for Life and Truancy Patrols)
 - Utilise the electronic attendance funding in pilot schools and monitor its effectiveness
 - Work with identified parents of primary pupils to support their efforts to improve their children's attendance rates

These strategies are all in place to help us to achieve the targets we have set for maximising attendance. The targets have been set by considering trend information in the context of local circumstances and changes in national policy.

Target	Actual Performance 2004/05	SESP Targets		Single Education Plan Targets	
		2004/05	2005/06	2006/07	2007/08 NB subject to review in 06/07
Percentage of pupil attendance for primary schools	91.9	n/a	n/a	92.5	92.5
Percentage of pupil attendance for secondary schools	89.0	n/a	n/a	90.0	90.0

4.3 Developing Leaders

4.3.1 Management of Learning

- The successful management of change is critical in the lead-up to major curriculum innovation. In order to build management capacity it is necessary to develop leadership and management skills in middle and senior leaders. To develop leaders in respect of management of learning we will:
 - Continue to focus on leadership and management issues in Review and Development programme
 - Support schools causing concern as a result of leadership issues with intervention as necessary
 - Deliver the Middle Leader Programme with 6 new module courses developed by ESIS / Cynnal and SIHE
 - Deliver the Senior Leader Programme which builds upon the Middle Leader diploma course, offering additional modules and leading to Masters for those seeking accreditation
 - Focus on key features of leadership and sharing best practice through the Headteacher seminar programme
 - Facilitate an annual Leadership Conference
 - Organise leadership cells within The Learning Network

4.3.2 Workforce Re-modelling

- To ensure that the workforce re-modelling exercise continues and is completed within the timeframe established by WAG we will:
 - Provide support and advice to schools to assist in the process of change
 - Provide support and advice to headteachers and governors where there are issues arising because of the re-modelling exercise

4.3.3 Curriculum Re-modelling

- The Foundation Phase and new curriculum for Key Stages 2 and 3 in 2008 will require significant preparatory work in planning for not only curriculum but pedagogical change (see 4.1.3). Also, changes to accreditation and syllabi / specifications in Key Stage 4 and post-16 are due to begin from September 2006 and will continue over the next three years, with major change in 2009. To develop leaders in respect of curriculum re-modelling we will:
 - Produce case study materials for schools, support materials e.g. in bilingualism and in multicultural education, and units of work planned to fulfil the requirements for the 7 areas of learning through Foundation Phase development work
 - Incorporate the thinking / learning skills framework which underpins the new 7-14 curriculum through the Think2Learn programme
 - Make subject specific guidance from subject advisers on the new NC orders at Key Stages 2 and 3 available to schools through buying into consultancy and in-service training programmes
 - Support secondary school departments in implementing new accredited pathways e.g. DiDA, revised GCSEs, new Key Skills qualifications through buying into consultancy and in-service training programmes

4.3.4 School Self-evaluation

- The LEAs self-evaluation model is in place in schools and being used flexibly by them. The management processes need to be developed further to make best use of the model in identifying good practice and recognising areas for development. To support schools to improve the performance of schools, taking account of the Code of Practice on LEA / School Relations, and linking with the targets agreed with individual schools for attainment we will:
 - Audit the use and effectiveness of CRIS2 through the Review and Development programme
 - Provide targeted advice and support for schools needing to improve their use of self-evaluation in planning for improvement

- Upgrade eCRIS to allow all schools full access to the on-line system and to move from development stage to full implementation of the system

4.3.5 Review, Challenge and Support

- To support schools operating in challenging circumstances i.e. in areas of deprivation, and under-performing or low performing schools we will:
 - Review the effectiveness of the Review and Development programme
 - Differentiate levels of support to schools based more on need while still ensuring a basic entitlement for all
 - Improve target setting processes
 - Determine levels of support through greater use of school's own self-evaluation findings

4.3.6 Continuous Professional Development

- To develop leaders through continuous professional development we will:
 - Offer a well planned and purposeful programme of training and development opportunities for middle and senior management
 - In partnership with NPQH Centre offer a well planned and purposeful programme of training and development opportunities for those preparing for headship
 - Offer a well planned and purposeful programme of induction for all new headteachers whether permanent or in an acting capacity
 - Respond to the strategic challenges which are identified nationally or locally, or which arise because of policy changes

4.3.7 Governance

- To develop leaders in respect of governance we will:
 - Support the strategic, "critical friendship" and quality assurance roles and responsibilities of our school governors to ensure that their contributions are focused on school improvement and raising standards.
 - Review the content of our governor training and development programme to ensure that it is current and reflects legislative changes and the priorities of Rhondda Cynon Taf County Borough Council, the LEA and WAG.
 - Work in partnership with Rhondda Cynon Taf Governors Association to plan and organise annual governors' conferences focused on effective governance.

- Review the governing body self evaluation tool and promote the take up of this development opportunity to ensure that it makes a positive impact in improving governing body effectiveness

4.3.8 Resource Management

In order to match school provision with identified need in all sectors from age 3 to post-16, we have concluded that:

- In most areas of the Council we are meeting the targets for the provision of free nursery education places for three year olds. Occasionally we have been unable to meet demand in the south west of the Council due to a shortage of places in both the maintained and non-maintained sector.
- It is forecast that there will be a fall of 2.6% of pupils in the primary sector from January 2006 to January 2011, and a fall of 3.9% of pupils in the secondary sector over the same period. A further fall could also be experienced within the secondary sector if a proposed new Welsh medium school is opened in the Bridgend area. See Annex 2c for Pupil Projections.
- The projections are not uniform. Some schools' pupils numbers are forecast to fall (and thereby result in increased surplus places), whilst others show increasing trends, which will require additional, statutory, basic need accommodation, unless remedial strategies are introduced, such as reviewing school catchment areas and/or amalgamating some schools
- Over half of our school sixth forms are considered to be small (less than 160 pupils). However, an assessment of the numbers on roll for the past nine years shows that there has been an overall growth in the number of pupils in the majority of sixth forms. The number of sixth form pupils on roll was 2,417 in 1997 and in 2006 the number was 3,081.
- To achieve a match between supply and demand of early years we will:
 - Complete an audit of provision to ascertain the levels of unmet demand for nursery education Council wide, including separate analyses for English and Welsh medium provision
 - Encourage the development of full daycare providers as registered education providers through negotiation and the provision of advice, guidance and support
 - Support the right of parents to choose the form of provision they require for their child. As statutory education does not begin until the term following the child's fifth birthday parents have the right to send their child to one of the following provisions until this time:
 - ❑ A maintained school
 - ❑ A Local Authority family centre or day nursery, which provides day-care under section 18 of the Children's Act 1989

- ❑ An establishment registered under section 71(1)(b) of the Children's Act 1989 e.g. a playgroup or private nursery
- ❑ An independent school finally registered with the WAG
- ❑ An independent school provisionally registered with the WAG – but in the case of four year olds with a statement of special educational needs who have a specific consent from the secretary of state to attend that school
- ❑ A Portage scheme with the National Portage Association
- ❑ Registered Childminders who are members of NCMA's Children Come First Childminding Network
- Ensure part-time provision will continue to be available from settings registered with EYDCP. If places are unavailable at one of the Authority's schools, or parents wish to choose an alternative setting, places will be funded at named settings
- Continue to develop Integrated Children's Centres – following completion to the two new centres further developments are more likely to focus on adaptations to existing buildings on school sites in Community First areas, where surplus places provide capacity
- To provide high quality life and work skills, with particular reference to resource management, through the Bro Dysg Partnership we will:
 - Develop equality of access to early years services and childcare, to ensure all parents and children are able to develop the skills needed for lifelong learning and work
 - Target investment in early years and Sure Start services to those in greatest need
- To achieve a match between supply and demand of school places we will:
 - Ensure there are sufficient places available in accordance with parental preference, except where this would prejudice effective education and the efficient use of resources
 - Take account of overall changes in demographic trends (including births), local variations as a result of new housing development or housing estates in decline, changing levels of demand for particular schools, and external factors such as schools opening in other authority areas that impact on our pupil population
 - Establish a formal Admission Forum and demonstrate value for money / cost effectiveness in the efficient delivery of the service, in accordance with the principles of Best Value
 - Review provision of school places regularly
 - ❑ Formally review Primary Education Provision
 - ❑ Amalgamate / close schools as appropriate
 - ❑ Remove surplus places

- Formally review progress towards interim targets for post-16 provision in 2008-09
- Review pupil forecasts
 - ❑ To determine additional accommodation needs
 - ❑ To inform allocation of capital monies for school buildings
- Provide building adaptations and extensions as appropriate
- Secure Section 106 'planning gain' for new housing developments through close working with Development Control

- To meet the legal limit of 30 pupils on the size of infant classes and the desirability of limiting junior class sizes to 30 pupils we will:
 - Consider the issue of class sizes when planning new provision, or when additional provision is deemed necessary due to overcapacity issues
 - Ensure that junior sector class sizes are, in line with the infant sector, limited to 30 pupils or less wherever possible, through working closely with headteachers

- To provide post 16 school places in accordance with grant provided by the Assembly Government under the Learning and Skills Act 2000 we will:
 - Provide equal entitlement to a range of quality post-16 places at all of our English and Welsh medium secondary schools
 - Ensure appropriate and stimulating academic and vocational courses working across consortia and with partners
 - Continue the close strategic and working links between the LEA and Coleg Morgannwg, including the development of appropriate learning opportunities for pupils following alternative programmes of study
 - Continue the effective working relationships that exist between the LEA, schools, Coleg Morgannwg and the Education Business Partnership through the strong strategic links with the University of Glamorgan
 - Strongly support the potential of these relationships by seconding an LEA officer to lead the implementation of consortium proposals identified in the Geographic Pathfinder 2005-06

4.4 Developing Communities

4.4.1 Community Dimension of Schools

- To support schools to develop a community focus we have developed a strategic plan which means we will:
 - Appoint a number of Community School Focused Cluster Workers on 18-month fixed term contracts. These workers will:
 - ❑ Support the identification of needs amongst children and families
 - ❑ Recognise and respond to the important differences between the community focus challenge in our English and Welsh medium settings
 - ❑ Help support the cohesive delivery of services in order to meet these needs
 - Work with the recently appointed Intervention Co-ordinators to support the roll-out of the 'On Track' pilot, which builds on universal services already provided in the community, through partnerships with the community, schools, parents and service providers, using the best evidence of what works. Specifically, the posts will:
 - ❑ Support the development of multi-agency activity between the core services
 - ❑ Encourage school staff and the community to participate in the development of integrated services
 - Appoint a Co-ordinator on a 2-year contract, to provide:
 - ❑ On the ground support for the Cluster Workers
 - ❑ A critical evaluation role for dissemination to the strategic partnerships
 - Implement the plan over a three-year period, and will roll the grant into an overall package, following the guidance in section 3.14 of the grant letter from WAG
- To provide high quality life and work skills, with particular reference to community dimension of schools, through the Bro Dysg Partnership we will:
 - Increase the promotion of intergenerational and lifelong learning through integrated centres and community schools to ensure the sharing of skills and knowledge between different generations
 - Develop the community dimension of schools as a central community resource for lifelong learning



4.4.2 Access - Vulnerable Children and Families, Looked After Children, Travellers

A number of strategies exist to provide for a range of pupils with additional learning needs. These are pupils with learning needs, which are significantly greater than the majority of their peers.

- To provide for pupils with additional learning needs due to being children of families seeking asylum or who have refugee status / unaccompanied asylum seeking children and children from Gypsy and Traveller communities we will:
 - Provide staggered entry into mainstream school through placement in tuition groups to support them back into education after a break from schooling
 - Teach the social skills required in order to reintegrate children into mainstream full-time education

- To provide for pupils with additional learning needs due to being pupils with severe complex and/or specific learning difficulties (special educational needs), disabled pupils, more able and talented pupils, or English as an additional language we will:
 - Design and implement programmes of support in mainstream schools and advise on placement in specialist provision where appropriate
 - Offer advice and training to school staff in the following range of specialist areas:
 - ❑ Hearing impairment
 - ❑ Visual impairment
 - ❑ Communication Disorders
 - ❑ Autistic Spectrum Disorder
 - ❑ Speech and Language difficulties
 - ❑ Specific Learning difficulties
 - ❑ The more able and talented
 - ❑ Mobility and access difficulties
 - ❑ Learning Delay
 - ❑ Complex learning difficulties
 - ❑ Physical Disability
 - ❑ English as an additional language
 - ❑ Training support assistants working with individual children
 - Provide a range of specialist mainstream-based provision, where pupils access more intensive education support through a class placement. The classes aim to education pupils within or near to the communities in which they live whilst maintaining pupils within mainstream schools.

These include:

- Complex learning difficulty
 - Autistic spectrum disorder
 - Speech and language
 - Communication disorder
 - Hearing impairment
 - Continue to work to develop Welsh medium special needs education provision
- To provide for pupils with additional learning needs due to being pupils who are looked after by the local authority we have:
- Identified inclusive education as a key priority
 - Given the education of looked after children (LAC) high profile
 - Established the Promoting the Education of Looked After Children Team (PLACE) which offers the following to LAC pupils:
 - Monitoring and support in their educational settings
 - Help to access alternative education provision where necessary
 - Act as advocates for LAC in their educational settings
 - Help pupils to improve attendance and attainment levels
- To provide for pupils with additional learning needs due to being pupils with medical needs we will:
- Provide or commission hospital tuition services to support children and young people during prolonged stays in hospital
 - Provide one to one support for children with significant medical needs within the classroom
- To provide for pupils with additional learning needs due to being young parents and pregnant young women we will:
- Allow pregnant schoolgirls to continue their education at their school if they wish
 - Provide Books and Babies for those of statutory school age not wishing to remain in school at a designated centre (Penrhys Primary School)
 - The centre is registered as an examination centre
 - Lesson content is agreed in consultation with the girls' schools
 - Transport is provided and on site nursery places free of charge
 - Provide access to childcare for those girls pursuing further education

- To provide for pupils with additional learning needs due to being young offenders we will:
 - Work in conjunction with the Youth Offending Service to provide appropriate educational experiences to young offenders following breaks in schooling
- To provide for pupils with additional learning needs due to being children of families in difficult circumstances and lesbian, gay, bisexual and transgender pupils we will:
 - Work with Children's Services to provide support to the most needy children and young people who fall within these categories
- To provide for pupils with additional learning needs due to being young carers we will:
 - Work with Children's Services and through Pupil Review Panels in schools to provide support to allow young carers to maximise their educational potential
- To provide for pupils with additional learning needs due to being school phobics and school refusers we will:
 - Work with Education Welfare Service and Education and Child Psychology Service to provide teaching and support individually and in groups with the eventual aim of a return to full-time mainstream education
- To provide for pupils with additional learning needs due to being pupils who perform or who have employment we will:
 - Provide a bilingual parental guide clarifying legal restrictions and requirements for the licensing of performance related activity
 - Provide a bilingual employers' guide clarifying legal restrictions and requirements for the employment of children
 - Administer the licensing and registration procedures related to entertainment and employment
 - Protect the interests of children if their welfare becomes threatened due to employment
- To improve the quality and accessibility of information, advice and guidance for all learners, with particular reference to access, through the Bro Dysg Partnership we will:
 - Ensure parents of (8 to 13 year old) children with additional education needs will have better access to information enabling them to achieve their full potential
- To develop and commission advocacy for children and young people in order to support access to public information and complaints procedures we will:
 - Work with the local framework partnership, Fframwaith, and the Welsh Assembly Government's Children's Advocacy Unit to introduce and monitor this service
- To provide high quality life and work skills, with particular reference to access, through the Bro Dysg Partnership we will:
 - Improve the quality of work experience placements for young people with additional educational needs in English and Welsh medium settings

- To provide support for schools to have in place a disability equality scheme from December 2007 we will:
 - Provide training for school staff and governors to enable appropriate preparation
 - Research and develop resources for schools to ensure efficient preparation

4.4.3 Access - Race, Gender, Disability

- The Council will discharge its responsibilities under equality legislation in relation to education in appropriate strategies detailed within this Plan as follows:
 - Sex Discrimination Act 1975 – see section 4.4.2
 - Race Relations Act 1976 and Race Relations Amendment Act 2000 – see section 4.4.2
 - Welsh Language Act 1993 – see sections 4.1.1 & 4.1.4
 - Disability Discrimination Act 1995 as amended by Special Educational Needs and Disability Act 2001 and Disability Discrimination Act 2005 – see section 4.4.2
 - Human Rights Act 1998 – see section 4.4.2

- In taking account of the legal obligation to improve access for disabled pupils by implementation of an access strategy and to facilitate access for disabled employees and other users of school premises we will:
 - Undertake full disability access surveys at all school premises
 - Share the reports of the surveys with headteachers and governing bodies
 - Take account of information in these reports when considering priorities for capital expenditure
 - Give the highest priority to school buildings that already accommodate children with physical disabilities
 - Undertake work as and when it is identified as a priority, with the aim of ensuring that reasonable adjustments are undertaken to school sites wherever possible, to ensure compliance with the relevant legislation

4.4.4 Health and Well Being

Poor health blights the lives of people and families. Some of the main causes of ill-health can be prevented. Some cancers, heart disease and diabetes, for example, are all influenced by the way we live. Preventing ill-health in the first place not only saves people from pain and suffering but also helps our health and care services work more effectively.

Healthy communities are just as important as healthy people. Activities that improve the quality of our environment, promote equality and create better jobs and skills all help to create happier and healthier places to live

Health is worse in Wales than in many other parts of Britain

- To develop communities in respect of health and well being we will:
 - Encourage the participation of all schools in health promoting activities through awareness raising and training sessions relating to good practice
 - Assist schools to develop a three year action plan, which is monitored and evaluated annually, through the local healthy schools coordinator, support officer and the LEA
 - Support schools to develop a whole child-centred approach targeting vulnerable children, young people and families within universal provision
 - Work in partnership with a range of agencies and organisations to fully support schools in implementing their action plans
 - Support schools to fulfil their partnership role within the Fframwaith structure and to be fully active in the development of the multi-agency integrated model during 2006-07, for implementation within areas of greatest need during 2007-08
 - Develop partnership working between the Library Service and local health authorities to promote self-help projects such as Book Prescription Wales

4.4.5 The Built Environment

- To bring all school buildings up to a fit standard for delivery of the national curriculum and where appropriate enabling community use of school premises we will:
 - Provide access to all members of the community through identifying difficulties and providing solutions to overcome them
 - Maintain a Service Asset Management Plan which:
 - ❑ Provides accurate, consistent and up to date information on property assets
 - ❑ Enables informed decisions to be made on maintenance and future development of services
 - ❑ Ensures funding decisions concerned with investment in premises are clear and easily understood
 - Explore opportunities to encourage joint use of facilities at primary and secondary schools
 - Ensure all new schools and premises cater for community usage
 - Regularly review the building stock
 - Maintain school premises and sites in good condition

- Remodel school premises so that they are best suited to the effective delivery of the curriculum
- Improve access and facilitate use of schools and premises by children and adults with disabilities
- Provide a safe and secure environment
- Work in partnership with all our stakeholders and agree outputs to be achieved from investment in premises
- Ensure Best Value is achieved for schools and all our premises in the use of our community buildings
- Ensure good practice is followed in terms of environmental sustainability, including energy conservation and efficiency, supporting the Council's Sustainable Development Policy

4.4.6 Resources e.g. E-learning

- To increase support to all learners to enable them to achieve their full potential, with particular reference to resources, through the Bro Dysg Partnership and the Library Service we will:
 - Increase resources to support community learning, including childcare provision
- To improve the quality and accessibility of information, advice and guidance for all learners, with particular reference to resources, through the Bro Dysg Partnership and the Library Service we will:
 - Increase the accessibility of information to parents and professionals through the Children and Young People's Information Service (CIS) to support 0 to 7 year olds
 - Raise awareness of community and informal learning opportunities as an essential component of social and economic regeneration in communities for community learning
 - Implement a Quality Mark for information, advice and guidance services delivered at a community level
 - Integrate the CIS with the Library Service's Community Information Database website

4.4.7 Citizenship

- To develop communities in respect of citizenship we will:
 - Provide educational activities through long term planning and day to day activities which enable young people to develop the knowledge, skills and values to participate in local and global decision making to promote a more equitable and sustainable world

4.4.8 Partnership e.g. Industry and Business

- To educate pupils outside the school setting we have Pupil Referral Units as follows:
 - **Tai Centre** – concentrates heavily on raising attainment levels in literacy and numeracy as well as promoting positive behavioural change. Around 70% to 80% of youngsters return to mainstream education from the centre each year
 - **Ty Gwyn Education Centre** – offers a full national curriculum programme including access to a limited number of GCSE courses. The centre integrates small numbers of pupils into mainstream schools and colleges but offers full-time education to those with long term social, emotional and behavioural difficulties.

- To educate pupils outside the school setting we have the following links to FE colleges:
 - Key Stage 4 alternative education is offered to pupils at risk of exclusion, those who have become disengaged from mainstream school and those who have considerable attendance difficulties in their mainstream schools. One option offered is college placement, where pupils have the option of following tailored education packages of an academic or vocational type, or mixture of each

- To educate pupils outside the school setting we have the following links to other agencies including voluntary sector organisations:
 - Community Arts and Theatre projects
 - The Museum Education Service
 - Dare Valley Country Park
 - Children Support voluntary services
 - Statutory services links

- To increase support to all learners to enable them to achieve their full potential, with particular reference to partnership, through the Bro Dysg Partnership we will:
 - Develop and implement a range of mentoring initiatives to support individual learners for community learning
 - Promote the value of non-mainstream education and informal learning for community learning
 - Support employers and employees to improve business capability and individual skills

- To improve the quality and accessibility of information, advice and guidance for all learners, with particular reference to partnership, through the Bro Dysg Partnership we will:
 - Implement an appropriate referral, signposting and support mechanism to enable community based organisations to assist individuals through key transitions into appropriate opportunities for community learning

- Raise awareness of the benefits of learning and the opportunities available for employers and employees
- To provide high quality life and work skills, with particular reference to partnership, through the Bro Dysg Partnership we will:
 - Track future labour market skills needs and target skills gaps
 - Encourage Bro Dysg partners to sign the Basic Skills Employer Pledge
 - Develop and implement Basic Skills programmes for individuals in employment

4.4.9 Sustainable Development

2005-2014 is the UN's Decade of Education for Sustainable Development.

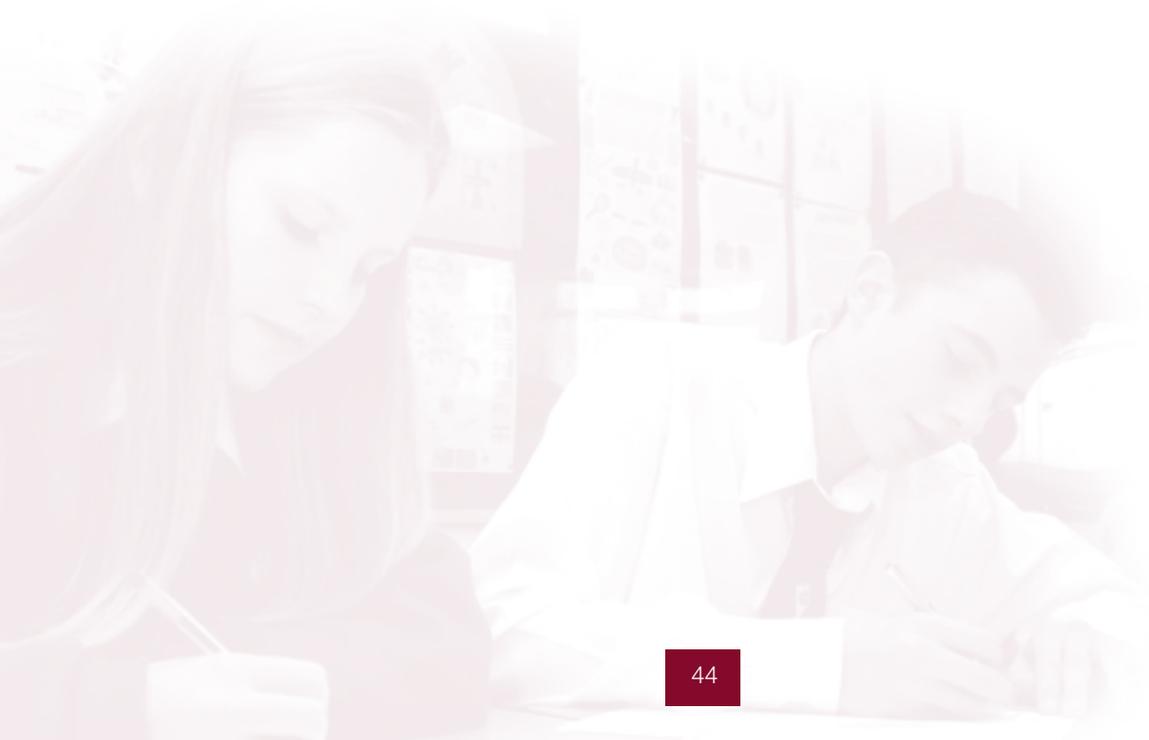
Education for Sustainable Development and Global Citizenship (ESDGC) is now one of ten headline actions within the WAG Sustainable Development Action Plan 2004-2007. It lays down a number of ways in which Councils, schools and others should support and promote the agenda and have an impact locally. The WAG Sustainable Development Action Plan also states: The challenge now is to ensure that sustainable development and global citizenship take their proper place in education and lifelong learning.

Within its Corporate Plan 2003-2006, Estyn, the office of Her Majesty's Inspectorate for Education and Training in Wales, set out its strategic priorities for inspection activity. Sustainable development is highlighted as one of the three main areas of commitment that it will support within its inspections. All schools in Wales are now inspected on ESDGC. Estyn have recently conducted a baseline audit of ESDGC across all LEAs in Wales.

Relevant learning opportunities are found in National Curriculum subjects, religious education, personal and social education and as part of other aspects of school life. The current ACCAC review of the curriculum highlights the importance to the subject working parties to include ESDGC where appropriate.

- To improve the quality and accessibility of information, advice and guidance for all learners, with particular reference to sustainable development, through the Bro Dysg and Living Space Partnerships we will:
 - Improve awareness of learning opportunities including environmental sustainability issues as a means of enabling them to make appropriate choices
 - Support environmental improvement partnerships to meet their aims including those related to education for sustainable development
 - Support environmental improvement partnership to provide advice to businesses on how to reduce pollution to air, land and water

- To develop communities in respect of sustainable development we will:
 - Support CPD for headteachers and coordinators with a responsibility for ESDGC through focused project groups and transition projects linked to ESDGC
 - Support for Eco-schools requires a specific role carried out by an ESDGC professional
 - Support all existing eco-schools and schools seeking to gain eco-school accreditation through the Eco-schools officer
 - Support for special projects from the Eco-schools officer, adviser with responsibility for ESDGC and members of Community Plan Partnerships where appropriate
 - Further co-ordinate the Youth Services team, the Youth Council and an ESDGC professional, to assist them in seeing how other aspects of ESD&GC could be integrated into their work



Annex 1

Availability of Education Places Accessible to Children Requiring Full Day Care and Vice Versa

The Early Years Sector is pro-active in encouraging the development of full daycare providers as registered education providers. It must be acknowledged that this can only be achieved through negotiation and the provision of advice, guidance and support as there is little incentive for private childcare providers to undertake additional inspection and regulatory controls, when demand for childcare continues to outstrip availability. Nevertheless we have been successful locally in helping a number of settings become registered education providers.

The following Voluntary and Private Sector Settings are approved and registered to provide education to three and four year olds

- 1) Little Folk Playgroup, Church Village
- 2) Little Stars Playgroup, Crown Hill, Llantwit Fardre
- 3) St. Paul's Church Day Nursery (Playgroup), Pontyclun
- 4) University of Glamorgan Playcentre, Pontypridd
- 5) Cylch Meithrin Cwmparc, Community Hall, Treorchy
- 6) Cylch Meithrin Porth, St Paul's Church, Porth
- 7) Cylch Meithrin Ynyshir/Wattstown, Wattstown, Porth
- 8) Cylch Meithrin Tynewydd, Treherbert
- 9) Ysgol Feithrin Pentre-Eglwys, Church Village
- 10) Ysgol Feithrin Llanilltud Faerdref, Llantwit Fadre
- 11) Ysgol Feithrin Ffynnon Taf, Taffs Well
- 12) Bees Knees Day Nursery, Treforest
- 13) Brynna Primary Playgroup, Brynna
- 14) Cylch Meithrin Treherbert, Treherbert
- 15) Cwmlai Playgroup, Cwmlai Primary School
- 16) Rainbows End Playgroup, Pontypridd
- 17) Cylch Meithrin Y Ddraenen Wen, Hawthorn
- 18) Talbot Green Playgroup, Talbot Green
- 19) Little Inspirations Day Nursery, Llantrisant

New Education Providers registered in 2005

- 20) Genesis Community Day Nursery Penygawsi
- 21) Cylch Meithrin Aberdâr, Aberdare
- 22) Ysgol Feithrin Brynna, Brynna
- 23) Valerie Mor-O'Brien – Childminder in Pontypridd
- 24) Karen Elliot – Childminder in Gilfach Goch

The following non-maintained settings are in the process of registering to provide education:

- 1) Genesis Community Day Nursery Pontypridd, Millfield Centre, Mill Street, PONTYPRIDD, CF37 2TS
- 2) Ysgol Feithrin Pontyclun

The EYDCP has established a working group to consider applications from settings to become approved education providers. The working group consists of a representative from MYM, WPPA, NCMA, a day nursery and the Early Years Advisory Teachers. Advice and guidance is also sought from the Primary Advisor at ESIS.

The panel review portfolios submitted by the settings and registered childminders, in addition to feedback from the Early Years Advisory Teachers. Groups and individuals must also comply with the following criteria to be eligible to become an approved education provider:

- Be registered with CSIW;
- Be registered with our Children's Information Service;
- Be working towards the Desirable Outcomes for Children's Learning;
- Regularly access training to enhance their professional development;
- Be willing to receive support and advice from the Early Years Advisory Teacher and Nursery Liaison Officer on a regular basis;
- Provide a portfolio of evidence to prove that the setting is providing good quality care and education for the panel to assess;
- Be subject to observations by the Early Years Advisory Teachers prior to completing the portfolio;
- Once registered, be subject to inspections by Estyn every six years in addition to the annual CSIW inspections.
- Be a member of NCMA's Children Come First Childminding Network.

Settings can be included or removed from the plan at any time in the year, provided that Estyn are informed immediately in order for them to carry out inspection as soon as possible.

Annex 2A

Pupil Numbers: Primary Schools: Position at January 2006

School No.	School Name	1 Welsh Indicator	Type of School: Community /VCVA /Foundation	2 Age Range	3 NOR at Jan	4 MOE	Surplus capacity	Over capacity	5 Admission No.	6 FTE places available in designated nursery class	7 Number of pupils on roll in a designated nursery class	8 No of places available in temp accom	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
2049	Abercynon Infants	B	C	3-7	37	73	36	0	26	29	28	0	49.32	0.00	0.00
3317	Aberdare Town C in W Primary	B	V	3-11	282	263	0	19	37	23	30	0	0.00	7.22	7.98
2047	Aberllechau Primary	B	C	3-11	81	154	73	0	17	0	0	0	47.4	0.00	0.00
2053	Abernart Primary	B	C	3-11	119	123	4	0	12	0	0	0	3.25	0.00	0.00
2057	Abertaf Primary	B	C	3-11	107	166	59	0	4/5 - 14 7/8 - 7	0	0	0	35.54	0.00	0.00
2052	Alaw Primary	B	C	3-11	143	144	1	0	31	30	27	0	0.69	0.00	0.00
2056	Blaenlydach Infants+	B	C	3-7	55	82	27	0	26	49	19	0	32.93	0.00	0.00
2070	Blaengwawr Primary	B	C	3-11	208	262	54	0	27	0	0	0	20.61	0.00	0.00
2062	Blaenllechau Infants+	B	C	3-7	35	83	48	0	14	0	0	0	57.83	0.00	0.00
2069	Bodringallt Primary	B	C	3-11	112	170	58	0	4/5 - 29 7/8 - 33	0	0	0	34.12	0.00	0.00
2061	Brynau Primary	B	C	3-11	216	243	27	0	24	0	0	0	11.11	0.00	0.00
2077	Caegarw Primary	B	C	3-11	138	205	67	0	26	0	0	0	32.68	0.00	0.00
2084	Capcoch Primary	B	C	3-11	148	152	4	0	21	30	22	0	2.63	0.00	0.00
2093	Caradog Primary	B	C	3-11	167	126	0	41	24	28	30	0	0.00	32.54	0.00
2100	Carnetown Primary	B	C	3-11	157	229	72	0	4/5 - 18 7/8 - 14	0	0	0	31.44	0.00	0.00
2247	Cefn Primary	B	C	3-11	125	172	47	0	30	30	28	0	27.33	0.00	0.00
2060	Clifnydd Primary	B	C	3-11	209	223	14	0	41	0	0	0	6.28	0.00	0.00
2072	Coed-y-lan Primary	B	C	3-11	111	178	67	0	23	0	0	0	37.64	0.00	0.00
2124	Llantrisant Primary	B	C	3-11	144	106	0	38	25	0	0	0	0.00	35.85	21.70

* schools which will be amalgamated by September 2006

+ schools which will be closed by September 2006

Pupil Numbers: Primary Schools: Position at January 2006 (continued)

School No.	School Name	1 Welsh Indicator	Type of School: Community / VC/VA Foundation	2 Age Range	3 NOR at Jan	4 MOE	Surplus capacity	Over capacity	5 SN or Admission No.	6 Number of FTE places available in designated nursery class	7 Number of pupils on roll in a designated nursery class	8 No of places available in temp accom	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
2066	Coedpenmaen Primary	B	C	3-11	263	286	23	0	4/5 - 20 7/8 - 54	30	28	0	8.04	0.00	0.00
2116	Comin Infants	B	C	3-7	148	210	62	0	50	20	31	0	29.52	0.00	0.00
2107	Comin Junior	B	C	7-11	209	242	33	0	51	0	0	0	13.64	0.00	0.00
2225	Craig-yr-Hesg Primary	B	C	3-11	96	147	51	0	43	0	0	0	34.69	0.00	0.00
2125	Cwmaman Infants	B	C	3-7	81	118	37	0	44	60	25	0	31.36	0.00	0.00
3319	Cwmbach C in W Primary	B	V	3-11	53	93	40	0	25	0	0	0	43.01	0.00	0.00
2131	Cwmbach Infants	B	C	4-7	100	103	3	0	40	0	0	0	2.91	0.00	0.00
2240	Cwmbach Junior	B	C	7-11	146	161	15	0	52	0	0	0	9.32	0.00	0.00
2088	Cwmclydach Infants*	B	C	3-7	78	150	72	0	36	0	0	0	48.00	0.00	0.00
2080	Cwmclydach Junior*	B	C	7-11	126	207	81	0	64	0	0	0	39.13	0.00	0.00
2134	Cwmdar Primary	B	C	3-11	234	266	32	0	32	48	32	0	12.03	0.00	0.00
2079	Cwmlai Primary	B	C	3-11	313	315	2	0	37	30	48	0	0.63	0.00	0.00
2096	Cymmer Infants	B	C	3-7	83	101	18	0	48	0	0	0	17.82	0.00	0.00
2092	Cymmer Junior	B	C	7-11	186	327	141	0	58	0	0	0	43.12	0.00	477.06
2139	Cynon Infants+	B	C	3-7	0	0	0	0	19	0	0	0	0.00	0.00	0.00
2112	Darran Park Primary	B	C	3-11	256	293	37	0	4/5 - 20 7/8 - 42	0	0	0	12.63	0.00	0.00
2144	Darrenlas Primary	B	C	3-11	180	206	26	0	4/5 - 31 7/8 - 6	30	33	0	12.62	0.00	0.00
2083	Dolau Primary		C	3-11	303	271	0	32	42	55	44	0	0.00	11.81	11.90
2115	Ferndale Infants	B	C	3-7	80	64	0	16	26	30	16	0	0.00	25.00	4.69
2102	Flynnon Taf Primary	B	C	3-11	172	197	25	0	4/5 - 20 7/8 - 11	0	0	0	12.69	0.00	0.00
2119	Gelli Primary	B	C	3-11	178	208	30	0	26	34	20	0	14.42	0.00	0.00

Pupil Numbers: Primary Schools: Position at January 2006 (continued)

School No.	School Name	1 Welsh Indicator	Type of School: Community / VC/VA Foundation	2 Age Range	3 NOR at Jan	4 MOE	Surplus capacity	Over capacity	5 Admission No.	6 Number of FTE places available in designated nursery class	7 Number of pupils on roll in a designated nursery class	8 No of places available in temp accom	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
2087	Gilfach Goch Infants	B	C	3-7	22	38	16	0	12	0	0	0	42.11	0.00	0.00
2091	Glanfwrdd Infants	B	C	3-7	44	77	33	0	20	0	0	0	42.86	0.00	0.00
2095	Glanraf Infants	B	C	3-7	48	129	81	0	47	30	23	0	62.79	0.00	0.00
2244	Glenboi Primary	B	C	3-11	104	199	95	0	22	0	0	0	47.74	0.00	0.00
2157	Glynhafod Junior	B	C	7-11	126	138	12	0	31	0	0	0	8.70	0.00	0.00
2098	Graig-y-Wion Primary+	B	C	3-11	83	131	48	0	14	0	0	0	36.64	0.00	0.00
2375	Gwauncelyn Primary	B	C	3-11	317	380	63	0	60	0	0	0	16.58	0.00	0.00
2374	Gwaunmeisgyn Primary	B	C	3-11	255	258	3	0	4/5 - 50 7/8 - 55	30	39	0	1.16	0.00	0.00
2127	Hafod Primary	B	C	3-11	104	116	12	0	22	0	0	0	10.34	0.00	0.00
2104	Hawthorn Primary	B	C	3-11	234	235	1	0	29	30	30	0	0.43	0.00	1.18
2370	Hendreforgan Primary	B	C	3-11	298	279	41	0	50	30	37	0	14.70	0.00	0.00
2221	Heol-y-Celyn Primary	B	C	3-11	320	346	26	0	56	0	0	0	7.51	0.00	0.00
2170	Hirwaun Primary	B	C	4-11	209	255	46	0	44	60	41	0	18.04	0.00	0.00
2142	Llanharan Primary	B	C	3-11	121	158	37	0	24	0	0	0	23.42	0.00	0.00
2151	Llanhari Primary	B	C	3-11	142	198	56	0	24	26	24	0	28.28	0.00	0.00
2118	Llanilltud Faerdref Primary	B	C	3-11	206	248	42	0	32	0	0	0	16.94	0.00	0.00
2180	Llwydcoed Primary	B	C	3-11	108	105	0	3	13	0	0	0	0.00	2.86	0.95
2228	Llwynonwn Primary	B	C	3-11	345	446	101	0	64	30	41	0	22.65	0.00	0.00
2138	Llwyncelyn Infants	B	C	3-7	72	112	40	0	31	0	0	0	35.71	0.00	0.00
2143	Llwynypia Primary	B	C	3-11	210	296	86	0	4/5 - 20 7/8 - 41	30	25	0	29.05	0.00	0.00
2156	Maerdy Infants	B	C	3-7	93	134	41	0	48	60	46	0	30.60	0.00	0.00
2152	Maerdy Junior	B	C	7-11	119	210	91	0	75	0	0	0	43.33	0.00	0.00
2130	Maes-y-coed Primary	B	C	3-11	211	218	7	0	31	56	36	0	3.21	0.00	37.61

Pupil Numbers: Primary Schools: Position at January 2006 (continued)

School No.	School Name	1 Welsh Indicator	Type of School: Community / VCVA / Foundation	2 Age Range	3 NOR at Jan	4 MOE	Surplus capacity	Over capacity	5 Admission No.	6 Number of FTE places available in designated nursery class	7 Number of pupils on roll in a designated nursery class	8 No of places available in temp accom	Surplus %	Over sub-scribed %	Number of admission requests refused for academic year 2005/06
2263	Maesybryn Primary	B	C	3-11	283	264	0	19	38	54	45	0	0.00	7.20	7.89
2367	Miskin Primary	B	C	3-11	143	203	60	0	20	0	0	0	29.56	0.00	0.00
2174	Nantgarw Infants	B	C	3-7	31	36	5	0	14	0	0	0	13.89	0.00	0.00
2184	Newtown Primary+	B	C	3-11	22	54	32	0	6	0	0	0	59.26	0.00	0.00
2045	Oaklands Primary	B	C	3-11	241	314	73	0	45	60	33	0	23.25	0.00	0.00
3309	Our Lady's RC Primary	B	V	3-11	93	111	18	0	20	0	0	0	16.22	0.00	0.00
2161	Parc Primary	B	C	3-11	155	178	23	0	28	30	26	0	12.92	0.00	0.00
2137	Parclewis Primary	B	C	3-11	142	222	80	0	4/5 - 20 7/8 - 20	0	0	0	36.04	0.00	0.00
2044	Penderyn Primary	B	C	3-11	182	239	57	0	45	0	0	0	23.85	0.00	0.00
2192	Pengeulan Primary	B	C	3-11	157	168	11	0	22	0	0	0	6.55	0.00	0.00
2369	Pen Pych Community Primary	B	C	3-11	178	313	135	0	7/8 - 20	0	0	0	43.13	0.00	0.00
2376	Penrhioceiber Primary	B	C	3-11	127	161	34	0	34	30	25	0	21.12	0.00	0.00
2150	Penrhwiwr Infants	B	C	3-7	30	55	25	0	11	0	0	0	45.45	0.00	0.00
2373	Penrhys Primary	B	C	3-11	119	169	50	0	4/5 - 83 7/8 - 65	0	0	0	29.59	0.00	0.00
2169	Pentre Primary	B	C	3-11	108	264	156	0	37	0	0	0	59.09	0.00	0.00
2276	Penygawsi Primary	B	C	4-11	212	205	0	7	33	30	35	0	0.00	3.41	1.95
2179	Penygraig Infants	B	C	3-7	103	143	40	0	30	0	0	0	27.97	0.00	0.00
2176	Penygraig Junior	B	C	7-11	77	112	35	0	34	0	0	0	31.25	0.00	0.00
2371	Penynglyn Primary	B	C	3-11	220	210	0	10	30	30	35	0	0.00	4.76	1.90
2372	Penywaun Primary	B	C	3-11	183	317	134	0	4/5 - 32 7/8 - 42	60	32	0	42.27	0.00	0.00
2218	Pertthelwyn Primary	B	C	3-11	167	180	13	0	29	0	0	0	7.22	0.00	0.00
2196	Pontrhonda Primary	B	C	4-11	127	158	31	0	25	0	0	0	19.62	0.00	0.00

Pupil Numbers: Primary Schools: Position at January 2006 (continued)

School No.	School Name	1 Welsh Indicator	Type of School: Community / VC/VA Foundation	2 Age Range	3 NOR at Jan	4 MOE	Surplus capacity	Over capacity	5 SN or Admission No.	6 Number of FTE places available in designated nursery class	7 Number of pupils on roll in a designated nursery class	8 No of places available in temp accom	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
2160	Pontyclun Primary	B	C	4-11	397	391	0	6	40	39	57	0	0.00	1.53	4
2200	Pontygwaith Primary	B	C	3-11	124	202	78	0	28	0	0	0	38.61	0.00	0.00
2211	Porth Infants	B	C	3-7	46	66	20	0	29	30	12	0	30.30	0.00	0.00
2295	Porth Junior	B	C	7-11	140	189	49	0	46	0	0	0	25.93	0.00	0.00
2167	Rhigos Primary	B	C	3-11	79	136	57	0	19	0	0	0	41.91	0.00	0.00
2289	Rhiwgarn Infants	B	C	3-7	29	56	27	0	29	57	15	0	48.21	0.00	0.00
3313	S.S. Gabriel & Raphael RC Primary	B	V	3-11	115	119	4	0	14	30	20	0	3.36	0.00	
3314	St. Margaret's RC Primary	B	V	3-11	97	110	13	0	16	0	0	0	11.82	0.00	0.00
3312	St. Michael's RC Primary	B	V	3-11	191	181	0	10	43	30	30	0	0.00	5.52	4.97
2229	Ton Infants	B	C	3-7	152	174	22	0	49	0	0	0	12.64	0.00	0.00
2222	Ton Junior	B	C	7-11	139	169	30	0	42	0	0	0	17.75	0.00	0.00
2234	Tonypandy Primary	B	C	3-11	152	192	40	0	22	0	0	0	20.83	0.00	0.00
2168	Tonyrefail Primary	B	C	4-11	242	258	16	0	45	0	0	0	6.20	0.00	0.00
2306	Tonysguborfau Primary	B	C	3-11	207	256	49	0	33	0	0	0	19.14	0.00	0.00
2182	Trallwng Infants	B	C	3-7	68	110	42	0	34	0	55	30	38.18	0.00	0.00
2243	Trealaw Primary	B	C	3-11	172	230	58	0	28	0	0	0	25.22	0.00	0.00
2269	Tref-y-Rhyg Primary	B	C	3-11	126	243	117	0	41	30	28	0	48.15	0.00	0.00
2186	Trefforest Primary+	B	C	3-11	54	268	214	0	27	0	0	0	79.85	0.00	0.00
2248	Treherbert Infants+	B	C	3-7	0	0	0	0	22	0	0	0	0.00	0.00	0.00
2199	Trehopcyn Primary	B	C	3-11	99	211	112	0	43	0	0	0	53.08	0.00	0.00
2251	Treorchy Primary	B	C	3-11	263	283	20	0	4/5 - 37 7/8 - 14	30	29	0	7.07	0.00	0.00
2206	Treorbar Primary	B	C	3-11	241	259	18	0	4/5 - 32 7/8 - 12	60	30	0	6.95	0.00	0.00

Pupil Numbers: Primary Schools: Position at January 2006 (continued)

School No.	School Name	1 Welsh Indicator	Type of School: Community / VCVA / Foundation	2 Age Range	3 NOR at Jan	4 MOE	Surplus capacity	Over capacity	5 SN or Admission No.	6 Number of FTE places available in designated nursery class	7 Number of pupils on roll in a designated nursery class	8 No of places available in temp accom	Surplus %	Over sub-scribed %	Number of admission requests refused for academic year 2005/06
2264	Tylorstown Primary	B	C	3-11	126	210	84	0	4/5 - 23 7/8 - 12	30	24	0	40.00	0.00	0.00
2258	Williamstown Primary	B	C	3-11	263	304	41	0	4/5 - 24 7/8 - 30	0	0	0	13.49	0.00	0.00
2226	Ynysboeth Infants	B	C	3-7	70	176	106	0	60	30	24	0	60.23	0.00	0.00
2223	Ynysboeth Junior	B	C	7-11	101	229	128	0	44	0	0	0	55.90	0.00	0.00
2277	Ynyshir Infants*	B	C	3-7	101	325	224	0	47	83	22	0	68.92	0.00	0.00
2345	Ynyshir Junior*	B	C	7-11	121	137	16	0	54	0	0	0	11.68	0.00	0.00
2281	Ynyswen Infants	B	C	3-7	72	79	7	0	28	0	0	0	8.86	0.00	0.00
2377	Ysgol Yr Eos	B	C	3-11	172	210	38	0	4/5 - 66 7/8 - 42	0	0	0	18.10	0.00	0.00
2364	Ysgol Gynradd Gymraeg Abercynon	A	C	3-11	268	262	0	6	30	104	59	0	0.00	2.29	1.91
2235	Ysgol Gynradd Gymraeg Aberdar	A	C	3-11	324	325	1	0	33	59	64	0	0.31	0.00	0.00
2356	Ysgol Gynradd Gymraeg Bodringallt	A	C	3-11	184	170	0	14	28	26	25	0	0.00	8.24	10.59
2365	Ysgol Gynradd Gymraeg Bronllwyn	A	C	3-11	236	269	33	0	30	22	30	0	12.27	0.00	0.00
2359	Ysgol Gynradd Gymraeg Castellau	A	C	3-11	138	198	60	0	34	30	29	0	30.30	0.00	0.00
2362	Ysgol Gynradd Gymraeg Evan James	A	C	3-11	374	422	48	0	38	76	55	0	11.37	0.00	0.00
2250	Ysgol Gynradd Gymraeg Garth Olwg	A	C	3-11	255	283	28	0	41	30	26	0	9.89	0.00	0.00
2351	Ysgol Gynradd Gymraeg Llantrisant	A	C	3-11	189	326	137	0	31	30	30	0	42.02	0.00	0.00

Pupil Numbers: Primary Schools: Position at January 2006 (continued)

School No.	School Name	1 Welsh Indicator	Type of School: Community / VC/VA Foundation	2 Age Range	3 NOR at Jan	4 MOE	Surplus capacity	Over capacity	5 SN or Admission No.	6 Number of FTE places available in designated nursery class	7 Number of pupils on roll in a designated nursery class	8 No of places available in temp accom	Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
2284	Ysgol Gynradd Gymraeg Llwyncelyn	A	C	3-11	268	284	16	0	32	30	30	0	5.63	0.00	0.00
2361	Ysgol Gynradd Gymraeg Llyn-y-forwyn	A	C	3-11	202	315	113	0	29	30	19	0	35.87	0.00	0.00
2216	Ysgol Gynradd Gymraeg Pont Sion Norton	A	C	3-11	215	238	23	0	37	30	44	0	9.66	0.00	0.42
2272	Ysgol Gynradd Gymraeg Tonyrefail	A	C	3-11	191	218	27	0	32	0	0	0	12.39	0.00	0.00
2287	Ysgol Gynradd Gymraeg Ynyswen	A	C	3-11	322	381	59	0	35	30	29	0	15.49	0.00	0.00
	Total number of schools =				20,035	25,365	5,551	221		2,233	1,825	0			

Indicate whether MOE (from 13/95) or MCW

- Please insert (a) if the school is Welsh-speaking. A school is Welsh-speaking if more than half of the National Curriculum subjects including religious education but excluding English and Welsh, are taught wholly or partly in Welsh. Insert (b) if Welsh is used for less than half of the curriculum. Insert (e) for schools in neither of these categories.
- Include Maintained Nursery Schools
- Number on roll (NOR) should include any part-time pupils on a head count basis, but exclude all full-time and part-time pupils in a designated nursery class.
- For 2006 and 2007: as indicated by the capacity assessment formula set out in Annexes A and B to circular 13/95, or in Assembly Guidance "Measuring the capacity of schools in Wales" (please indicate which). From 2008, latter method should be used. Non - permanent buildings which have been used as teaching accommodation for at least 3 years and where there are no plans for removal should be included.
- A Standard Number (SN)/Admission no. is a fixed minimum entry number derived from the school's capacity.
- Number of FTE nursery places which can be accommodated in the space available in a designated class. This should be recorded here and not in capacity.
- Number of nursery pupils on roll in a designated class should be recorded here and not in NOR.
- Temporary accommodation is only accommodation which is expected to be used for less than 3 years. It should not be included in the capacity calculation.

Annex 2b

Pupil Numbers: Secondary Schools: Position at January 2006

School No.	School Name	1 Welsh Indicator	Type of School: Community / VC/VA Foundation	Age Range	2 NOR at Jan	3 MOE	Surplus capacity	Over capacity	4 SN or Admission No.	AN for 6th form when available from MCW	No. of 6th Form pupils on Roll	5 No of places available in temp accom	MOE Surplus %	Over subscribed %	Number of admission requests refused for academic year 2005/06
4100	Aberdare Boys Comprehensive	B	C	11-19	716	911	195	0	149	68	68	0	21.41	0.00	
4101	Aberdare Girls Comprehensive	B	C	11-19	665	935	270	0	155	94	94	0	28.88	0.00	
4056	Blaengwawr Comprehensive	B	C	11-19	710	702	0	8	162	94	94	0	0.00	1.14	
4019	Bryn Celynnog Comprehensive	B	C	11-19	1269	1749	480	0	271	215	215	0	27.44	0.00	
4022	Coedyllan Comprehensive	B	C	11-19	1011	1451	440	0	245	180	180	0	30.32	0.00	
4083	Ferndale Comprehensive	B	C	11-19	708	1144	436	0	216	98	98	0	38.11	0.00	
4027	Hawthorn High	B	C	11-19	1086	1188	102	0	271	155	155	0	8.59	0.00	
4053	Mountain Ash Comprehensive	B	C	11-19	1116	1483	367	0	366	116	116	0	24.75	0.00	
4602	Newman RC Comprehensive	B	V	11-19	781	835	54	0	129	152	152	0	6.47	0.00	
4087	Porth Comprehensive	B	C	11-19	1396	1755	359	0	255	287	287	0	20.46	0.00	
4604	St John Baptist CW Comprehensive	B	V	11-19	949	849	0	100	132	166	166	0	0.00	11.78	
4095	Tonypanyd Comprehensive	B	C	11-19	1056	1218	162	0	246	171	171	0	13.30	0.00	
4057	Tonyrefail Comprehensive	B	C	11-19	1058	1596	538	0	268	125	125	0	33.71	0.00	
4081	Theorchy Comprehensive	B	C	11-19	1510	1799	289	0	301	266	266	0	16.06	0.00	
4096	Y Pant Comprehensive	B	C	11-19	1055	1175	120	0	138	138	138	0	10.21	0.00	
4088	Ysgol Gyfun Llanhari	A	C	11-19	1081	1550	469	0	228	198	198	0	30.26	0.00	
4054	Ysgol Gyfun Rhydfeilen ♦	A	C	11-19	910	1276	366	0	199	158	158	0	28.68	0.00	
4105	Ysgol Gyfun Rhydywaun	A	C	11-19	903	1022	119	0	150	147	147	0	11.64	0.00	
4097	Ysgol Gyfun Y Cymer	A	C	11-19	946	1132	186	0	95	135	135	0	16.43	0.00	
	Total number of schools = 19				18,926	23,770	4,952	108		2,963	2,963	0			

Indicate whether MOE (from 13/95) or MCW

♦ Following relocation, this school will be known as - Ysgol Gyfun Garth Olwg Campws Cymuned Gartholwg Community Campus from September 2006.

1. Indicate with (a) if Welsh speaking secondary school: i.e a school where more than one half of the following subjects, namely RE and the subjects other than English or Welsh which are foundation subjects are taught wholly or partly in Welsh
2. Number on roll (NOR) should include any part-time pupils on a FTE basis.
3. For 2006 and 2007 as indicated by the capacity assessment formula set out in Annexes A and B to circular 13/95, or in Assembly Guidance "Measuring the capacity of schools in Wales (MCW)" (please indicate which). From 2008, latter method should be used. Non - permanent buildings which have been used as teaching accommodation for at least 3 years and where there are no places for removal should be included.
4. A Standard Number (SN)/Admission Number (AN) is a fixed minimum entry number and is derived from the school's capacity.
5. Temporary accommodation is only accommodation expected to be used for less than 3 years. It should not be included in the MOE calculation.

Annex 2c

Projections of Pupil Numbers: 2007 - 2011

School No.	School Name	Actual Numbers January 2006	Forecasts January 2007	Forecasts January 2008	Forecasts January 2009	Forecasts January 2010	Forecasts January 2011
2049	Abercynon Infants	65	50	58	55	55	52
3317	Aberdare Town Church in Wales Primary	312	328	328	324	318	309
2047	Aberllechau Primary	81	71	66	62	61	61
2053	Abernant Primary	119	129	137	139	142	133
2057	Abertaf Primary	107	114	117	116	117	112
2052	Alaw Primary	170	175	172	169	162	158
2056	Blaenclydach Infants	74	75	73	73	73	72
2070	Blaengwawr Primary	208	186	187	185	177	176
2062	Blaenllechau Infants	35	40	39	39	39	38
2069	Bodringallt Primary	112	121	115	107	104	104
2061	Bynnau Primary	216	220	220	209	211	203
2077	Caerawr Primary	138	142	139	141	138	133
2084	Capcnoch Primary	170	146	147	137	132	128
2093	Caradog Primary	197	184	176	178	176	169
2100	Carnetown Primary	157	146	143	133	133	130
2247	Cefn Primary	153	155	157	163	164	165
2060	Gilfynydd Primary	209	206	207	205	209	215
2066	Coedpenmaen Primary	291	294	294	283	271	267
2072	Coed-y-lan Primary	111	114	123	118	119	116
2124	Llantrisant	144	160	158	162	167	165
2216	Comin Infants	179	186	184	188	186	184
2107	Comin Junior	209	205	201	185	182	181
2225	Craig-yr-hesg Primary	96	91	86	81	80	80
2125	Cwmaman Infants	106	126	123	125	124	123
3319	Cwmbach Church in Wales RC Primary	53	45	45	44	42	41
2131	Cwmbach Infants	100	81	96	107	114	105

Projections of Pupil Numbers: 2007 - 2011

School No.	School Name	Actual Numbers January 2006	Forecasts January 2007	Forecasts January 2008	Forecasts January 2009	Forecasts January 2010	Forecasts January 2011
2240	Cwmbach Junior	146	157	157	159	167	155
2088	Cwmclydach Infants	78	88	88	88	87	86
2080	Cwmclydach Junior	126	122	120	111	108	108
2134	Cwrmdar Primary	266	267	263	251	254	252
2079	Cwmlai Primary	361	347	368	361	362	376
2096	Cymmer Infants	113	121	119	121	121	117
2092	Cymmer Junior	186	168	167	159	151	156
2112	Darran Park Primary	256	284	273	274	287	291
2144	Darrenlas Primary	213	203	196	185	181	176
2083	Dolau Primary (including Welsh Unit)	347	364	377	402	403	391
2115	Ferndale Infants	96	109	105	106	105	103
2102	Ffynnon Taf Primary	172	193	184	188	191	184
2119	Gelli Primary	198	209	206	200	201	195
2087	Gilfach Goch Infants	22	24	25	26	27	26
2091	Glanfrwd Infants	44	35	37	38	38	37
2095	Glantaf Infants	71	80	82	84	85	82
2244	Glenboi Primary	104	107	114	114	118	118
2157	Glynhafod Junior	126	121	122	114	107	112
2098	Graig-y-wion Primary	83	82	83	83	88	88
2375	Gwauncelyn Primary	317	297	298	295	301	288
2374	Gwaunmeisgyn Primary	294	285	283	268	279	286
2127	Hafod Primary	104	113	111	109	105	109
2104	Hawthorn Primary	264	243	244	240	233	226
2370	Hendreforgan Primary	275	285	291	294	294	263
2221	Heol-y-celyn Primary (including Welsh Unit)	320	309	302	288	286	281
2170	Hirwaun Primary	250	240	234	231	221	213

Projections of Pupil Numbers: 2007 - 2011

School No.	School Name	Actual Numbers January 2006	Forecasts January 2007	Forecasts January 2008	Forecasts January 2009	Forecasts January 2010	Forecasts January 2011
2142	Llanharan Primary	121	136	145	151	149	142
2151	Llanhari Primary	166	200	203	206	203	196
2118	Llanilltud Faerdref Primary	206	202	198	187	180	177
2180	Llwydcoed Primary	108	113	110	106	104	104
2138	Llwyncealyn Infants	72	76	76	76	76	74
2228	Llwyn-crwn Primary	386	404	414	410	404	407
2143	Llwynypia Primary	235	234	236	241	233	231
2156	Maerdy Infants	139	126	123	123	123	121
2152	Maerdy Junior	119	132	140	133	141	130
2263	Maesybryn Primary	328	298	309	315	320	300
2130	Maesycloed Primary	247	224	221	215	206	201
2367	Miskin Primary	143	139	136	129	124	123
2174	Nantgarw Infants	31	23	25	26	26	26
2184	Newtown Primary	22	22	19	15	16	13
2045	Oaklands Primary	374	279	281	270	267	268
3309	Our Ladys R C Primary	92	86	85	83	82	79
2161	Parc Primary	181	186	182	178	168	166
2137	Parclewis Primary	142	140	137	131	128	127
2044	Penderyn Primary (including welsh Unit)	182	191	194	188	193	189
2192	Pengeulan Primary	157	171	165	163	159	167
2369	Pen-pych Community Primary	178	189	187	174	173	170
2376	Penrhiwceibr Primary	152	160	161	152	144	146
2150	Penrhiwfer Infants	30	32	30	31	32	31
2373	Penrhys Primary	119	113	111	102	102	95
2169	Pentre Primary	108	106	99	100	98	97
2276	Penygawsi Primary	247	245	252	256	253	252

Projections of Pupil Numbers: 2007 - 2011

School No.	School Name	Actual Numbers January 2006	Forecasts January 2007	Forecasts January 2008	Forecasts January 2009	Forecasts January 2010	Forecasts January 2011
2179	Penygraig Infants	103	108	106	106	106	104
2176	Penygraig Junior	77	93	96	94	95	96
2371	Penyreglyn Primary	255	256	273	270	271	243
2372	Penywaun Primary	215	201	183	179	176	171
2218	Perthelwyn Community Primary	167	173	170	167	163	154
2196	Pontrhondda Primary	127	121	119	119	115	115
2160	Pontyclun Primary	454	507	518	522	518	507
2200	Pontygaith Primary	124	112	105	95	93	91
2211	Porth Infants	58	54	56	57	56	54
2295	Porth Junior	140	133	126	118	117	113
2167	Rhigos Primary	79	68	63	64	59	60
2289	Rhiwgarth Infants	44	49	48	49	48	47
3313	S S Gabriel and Raphael R C Primary	135	170	190	209	218	223
3314	St Margaret's R C Primary	97	108	112	110	107	105
3312	St Michaels R C Primary	221	219	223	216	209	204
2229	Ton Infants	152	145	147	148	147	145
2222	Ton Pentre Junior	139	147	142	131	137	126
2234	Tonypanyd Primary	152	142	156	167	174	166
2168	Tonyrefail Primary	242	190	182	187	176	176
2306	Tonysguboriau Primary	207	223	226	225	220	214
2182	Trailwng Infants	98	109	109	111	113	110
2243	Trealaw Primary	172	163	165	157	160	157
2186	Trefforest Primary	54	59	61	59	60	58
2269	Tref-y-rhyg Primary	154	150	153	146	141	138
2199	Trehopcyn Primary	99	109	113	116	112	111
2251	Treorchy Primary	292	296	284	288	289	294

Projections of Pupil Numbers: 2007 - 2011

School No.	School Name	Actual Numbers January 2006	Forecasts January 2007	Forecasts January 2008	Forecasts January 2009	Forecasts January 2010	Forecasts January 2011
2206	Trerobart Primary	271	274	273	264	267	264
2264	Tylorstown Primary	150	160	167	164	165	159
2258	Williamstown Primary	263	243	250	241	241	236
2226	Ynysboeth Infants	94	104	104	108	109	104
2223	Ynysboeth Junior	101	103	102	101	100	101
2277	Ynyshir Infants	123	126	128	130	130	125
2345	Ynyshir Junior	121	135	136	134	136	129
2281	Ynyswen Infants	72	77	76	77	77	75
2364	Ysgol Gynradd Gymraeg Abercynon	327	345	350	360	345	347
2235	Ysgol Gynradd Gymraeg Aberdar	388	397	421	432	433	435
2356	Ysgol Gynradd Gymraeg Bodringallt	209	217	217	213	211	211
2365	Ysgol Gynradd Gymraeg Bronllwyn	266	267	268	273	263	257
2359	Ysgol Gynradd Gymraeg Castellau	167	166	173	181	186	192
2362	Ysgol Gynradd Gymraeg Evan James	429	433	434	427	421	421
2250	Ysgol Gynradd Gymraeg Garth Olwg	281	312	335	355	374	363
2351	Ysgol Gynradd Gymraeg Llantrisant	219	225	235	232	231	227
2284	Ysgol Gynradd Gymraeg Llwynceilyn	298	313	322	326	330	315
2361	Ysgol Gynradd Gymraeg Llyn y forwyn	221	231	232	222	215	212
2216	Ysgol Gynradd Gymraeg Pont Sion Norton	259	242	239	241	233	224
2272	Ysgol Gynradd Gymraeg Tonyrefail	191	189	184	180	172	167
2287	Ysgol Gynradd Gymraeg Ynyswen	351	361	362	365	360	352
2377	Ysgol Yr Eos	172	153	144	138	130	128
Totals		21,947	22,016	22,121	21,914	21,779	21,368

Notes:

The forecasts are based on the January 2005 actuals as we are still finalising the 2006 data collection. January 2006 will be included in the final document. Due to school closures the forecasts for Cynon Infants has been incorporated into Darrenlas Primary, Treherbert Infants has been incorporated into Penyrenglyn Primary and Hirwaun Nursery has been incorporated into Hirwaun Primary.

Projections of Pupil Numbers: 2007 - 2011

School No.	School Name	Actual Numbers January 2006	Forecasts January 2007	Forecasts January 2008	Forecasts January 2009	Forecasts January 2010	Forecasts January 2011
4100	Aberdare Boys' Comprehensive	716	747	732	730	725	726
4101	Aberdare Girls' Comprehensive	665	686	668	662	665	668
4056	Blaengwawr Comprehensive	710	705	707	675	549	589
4019	Bryn Celynnog Comprehensive	1,269	1,323	1,311	1,273	1,267	1,195
4602	Cardinal Newman RC Comprehensive	781	766	760	739	713	720
4022	Coed-y-lan Comprehensive	1,011	979	930	891	880	867
4083	Ferndale Comprehensive	708	723	685	664	668	631
4027	Hawthorn High	1086	1,074	1,057	1,033	1,026	1,002
4053	Mountain Ash Comprehensive	1116	1,127	1,116	1,113	1,115	1,114
4087	Porth Comprehensive	1396	1,351	1,312	1,277	1,281	1,245
4604	St John Baptist C in W Comprehensive	949	941	928	912	909	911
4095	Tonypanyd Comprehensive	1056	1,052	1,033	995	975	959
4057	Tonyrefail Comprehensive	1058	1,075	1,079	1,047	1,062	1,055
4081	Treorchy Comprehensive	1,510	1,479	1,455	1,436	1,438	1,398
4096	Y Pant Comprehensive	1,055	1,071	1,083	1,131	1,163	1,216
4088	Ysgol Gyfun Llanhari*	1081	1,091	1,074	1,094	1,135	1,160
4054	Ysgol Gyfun Rhydfelen	910	921	926	907	925	921
4105	Ysgol Gyfun Rhydywaun	903	894	857	856	871	920
4097	Ysgol Gyfun Y Cymer	946	956	955	949	950	971
Totals		18,926	18,962	18,669	18,386	18,317	18,269

* The forecast figures for YG Llanhari will be subject to change if the proposed Welsh medium secondary school in Bridgend goes ahead

Annex 3a

Primary School Special Units in Maintained Settings

Name of setting	Type of Provision ¹	Language ²	No. Places ³	Gender
Abertaf Primary	ASD	English	6	Mixed
Perthcelyn Primary	ASD	English	6	Mixed
Tonypandy Primary	ASD	English	6	Mixed
Ynyswen Infants	ASD	English	6	Mixed
Capcoch Primary	HI	English	6	Mixed
Llwynocrwn Primary	HI	English	6	Mixed
Tonypandy Primary	HI	English	6	Mixed
Maesybryn Primary	SLCD	English	8	Mixed
Ynyswen Infants	SLCD	English	8	Mixed
Darrenlas Primary	SLCD	English	8	Mixed
Hafod Primary	SLCD	English	8	Mixed
Williamstown Primary	SLCD	English	8	Mixed
Llwynocrwn Primary	SLCD	English	18	Mixed
Capcoch Primary	SLCD	English	9	Mixed
Glenboi Primary	EBD	English	8	Mixed
Penyreglyn Primary	EBD	English	8	Mixed
Cymmer Junior	EBD	English	8	Mixed
Penywaun Primary	EBD	English	8	Mixed
Cefn Primary	EBD	English	8	Mixed
Cefn Primary	Nurture	English	8	Mixed
Blaenclydach Infants	Nurture	English	8	Mixed
Aberllechau Primary	M	English	8	Mixed
Alaw Primary	M	English	16	Mixed
Caradog Primary – KS1	M	English	8	Mixed
Darran Park Primary	M	English	8	Mixed
Graig-y-Wion Primary	M	English	16	Mixed
Llantrisant Primary	M	English	16	Mixed
Maesybryn Primary	M	English	8	Mixed
Oaklands Primary	M	English	8	Mixed
Penrhiwceibr Primary	M	English	8	Mixed
Penrhys Primary –KS1	M	English	8	Mixed
Robertstown Nursery	M	English	8	Mixed

Primary School Special Units in Maintained Settings

Name of setting	Type of Provision ¹	Language ²	No. Places ³	Gender
Caradog Primary – KS2	M	English	10	Mixed
Cwmbach Junior	M	English	10	Mixed
Gwaunmesigyn Primary	M	English	20	Mixed
Heol-y-Celyn Primary	M	English	10	Mixed
Maerdy Junior	M	English	10	Mixed
Penrhys Primary – KS2	M	English	30	Mixed
Perthcelyn Primary	M	English	10	Mixed
Tonysguboriau Primary	M	English	10	Mixed

- OA = Observation and Assessment
 EBD = Emotional and Behavioural Difficulties
 ASD = Autistic Spectrum Disorder
 MLD = Mild Learning Difficulties
 PD = Physical Difficulties
 SLD = Severe Learning Difficulties
 PMLD = Profound and Multiple Learning Difficulties
 SLCD = Speech, Language and Communication Difficulties
 SpLD = Specific Learning Difficulties
 HI = Hearing Impaired
 VI = Visually Impaired
 MSI = Multi sensory Impairment
 M = Mixed
 Med = Medical Difficulties
- Indicate if available through Welsh medium
- Number of pupils who can be accommodated

Annex 3b

Secondary School Special Units in Maintained Settings*

Name of setting	Type of Provision ¹	Language ²	No. Places ³	Gender
Tonypandy Community	HI	English	8	Mixed
Blaengwawr Comprehensive	SLCD	English	8	Mixed
Bryn Celynnog Comprehensive	SLCD	English	8	Mixed
Porth Comprehensive	SLCD	English	8	Mixed
Hawthorn Comprehensive – Pilot Project Sept. 2005	SLCD	English	8	Mixed

- OA = Observation and Assessment
 EBD = Emotional and Behavioural Difficulties
 ASD = Autistic Spectrum Disorder
 MLD = Mild Learning Difficulties
 PD = Physical Difficulties
 SLD = Severe Learning Difficulties
 PMLD = Profound and Multiple Learning Difficulties
 SLCD = Speech, Language and Communication Difficulties
 SpLD = Specific Learning Difficulties
 HI = Hearing Impaired
 VI = Visually Impaired
 MSI = Multi sensory Impairment
 M = Mixed
 Med = Medical Difficulties
- Indicate if available through Welsh medium
- Number of pupils who can be accommodated



Annex 3c

Special School Provision

Name of setting	Type of Provision ¹	Language ²	No. Places ³			Gender
			Day	Res 38 week	Res 52 week	
Maesgwyn School	Mixed	English	114			Mixed
Park Lane School	Mixed	English	67			Mixed
Ysgol Hen Felin	Mixed	English	120			Mixed
Ysgol Ty Coch	Mixed	English	108	6		Mixed
Ty Gwyn SEN Centre – Primary	EBD - PRU		24			Mixed
Ty Gwyn SEN Centre – Secondary	EBD - PRU		48			Mixed
Tai Centre	EBD - PRU		48			Mixed

- OA = Observation and Assessment
 EBD = Emotional and Behavioural Difficulties
 ASD = Autistic Spectrum Disorder
 MLD = Mild Learning Difficulties
 PD = Physical Difficulties
 SLD = Severe Learning Difficulties
 PMLD = Profound and Multiple Learning Difficulties
 SLCD = Speech, Language and Communication Difficulties
 SpLD = Specific Learning Difficulties
 HI = Hearing Impaired
 VI = Visually Impaired
 MSI = Multi sensory Impairment
 M = Mixed
 Med = Medical Difficulties
- Indicate if available through Welsh medium
- Number of pupils who can be accommodated