

# Carmarthenshire's Welsh in Education Strategic Plan



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## Foreword

### Our vision is a Bilingual Carmarthenshire

In order to achieve this, significant growth in Welsh-medium education and training will be required to increase the number of people of all ages becoming fluent in Welsh and English and having the ability to use their languages confidently with their families, their communities and in the workplace.

In my capacity as the Leader of the Council, I recognise the importance of creating opportunities for the pupils of Carmarthenshire to become confident in Welsh and English. Put simply, all of our young people, from all walks of life, should have the opportunity to be bilingual when they emerge from our education system, proud of their identity and able to celebrate both languages.

In becoming bilingual we are expanding the horizons of our county's children. We also know from research that learning more than one language facilitates the learning of other languages. It must also be remembered that employers in Wales need a bilingual workforce, as services need to be provided bilingually.

Research shows that bilingualism delay the onset of Dementia and other symptoms of Alzheimer's disease.

It's an exciting time for education in Wales. The Welsh Government has a national vision and action plan: "Cymraeg 2050 - a Million Speakers" (2017) and Education in Wales: Our nation's mission, 2017-21 Action Plan (2017). It is timely, therefore, to ensure that our children and young adults in our county have the opportunity to become bilingual, and the best way to achieve this is through education.



Cllr. Emlyn Dole

Leader, Carmarthenshire County Council





## 1. Our vision is: A bilingual Carmarthenshire

**To achieve this we will:** Ensure significant growth in Welsh-medium education and training to increase the number of people of all ages to become fluent in both Welsh and English and have the ability to use their languages confidently with their families, in their communities and in the workplace.

## 2. Principles

- Welsh medium education is available to all learners, within reasonable travelling distance from their homes.
- Learners who have followed the Welsh 1st language programme in the primary phase will be expected to continue with this programme when transferring to the secondary phase.
- Work with other services to promote and increase bilingualism.
- Celebrate progress and commitment to developing the Welsh language.
- All learners to become proficient in 'two and more' languages.
- Learners with additional learning needs receive equal linguistic opportunity.

### 3. Objectives

- Ensure that every pupil is completely bilingual (and multilingual) when leaving school so that they have the skills to operate as bilingual citizens in their communities, the workplace and beyond/worldwide.
- Promote the cognitive, economic, social, educational, health and community benefits of bilingualism.
- Promote the development of the learners' bilingual skills at every opportunity within formal and informal settings in order that Welsh is used naturally for communicating.
- Promote opportunities for parents and the wider family to develop their Welsh language skills so they can support their children's language development.
- Provide services that will ensure high quality learning opportunities for all Carmarthenshire's children, young people and adults, and thereby enabling them to achieve their full potential as lifetime learners in the context of the unique bilingual nature of the County.
- Ensure that the Welsh language is taught as a 1st language and/or 2nd language in all of our schools, in accordance with the 2002 Education Act, and proactively preparing for the teaching of Welsh as a single continuum by 2020.
- Ensure that all pupils are able to speak, read and write the Welsh language fluently by the end of Key Stage 2 in accordance with their expected stage of development.
- Ensure progression from pre-school Welsh medium provision to bilingual primary and secondary education.
- Ensure linguistic progression across curricular areas when transferring from Key Stage 2 to Key Stage 3, from Key Stage 3 to Key Stage 4 and promote linguistic progression from Key Stage 4 to lifelong learning.
- Develop a clear County statement in terms of expectations when considering pupils' competence and the need to ensure appropriate challenge for all pupils in order to fully achieve their educational potential.
- Work in partnership with all providers to improve the standard of Welsh within the learning environment.
- Develop and promote training programmes which will enable the school workforce to gain the competency and confidence to teach through the medium of Welsh.
- Ensure that latecomers are supported to make the best possible use of the teachers who support the development of the Welsh language in order that they can integrate naturally in their local school and community.
- Consider remodelling provision and evaluate the feasibility of creating an immersion centre for latecomers within the lifespan of the plan – dependent upon budgetary matters and operational considerations such as staffing etc.



## 4. Link with Welsh Government Policies

**Rewriting the Future:** we are committed to the principle of raising aspiration and attainment in Carmarthenshire's schools by actively working to remove the barriers faced by learners from disadvantaged backgrounds. We will provide appropriate support to learners including effective and appropriate use of the Pupil Deprivation Grant in all settings.

**Successful Futures:** the role of the Welsh language in the new curriculum for Wales is stated clearly and frequently in the Successful Futures vision. We are committed, through designing a Carmarthenshire curriculum, to promoting the Welsh language as a subject, as a medium of instruction, as a competence and as the language for informal communication in our schools.

**Well-being of Future Generations (Wales) Act 2015:** we commit to creating a Carmarthenshire which is a society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.

**Welsh Government's Draft Strategy:** a million Welsh speakers by 2050- we commit to achieving a significant increase in the number of children and young people who access Welsh-medium education and have skills in Welsh, only by enabling more people to learn Welsh will it be possible to realise a million Welsh speakers across Wales. We will focus on the early years because the earlier a child has contact with the language, the more opportunity the child has to become fluent.

**21st Century Schools and Education Programme:** Carmarthenshire's investment programme will consider the Welsh in Education Strategic Plan and work to develop learning environments that will enable the successful implementation of strategies for improvement and better educational outcomes.

## 5. Local authorities have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh

The local authority meets the requirements of Section 10 of the Learner Travel Measure (Wales) 2008. Primary Welsh medium education is available almost in every community in Carmarthenshire. There are some areas e.g. Laugharne/Tremoilet/Llanmiloe, where access to Welsh medium education is a challenge. The County Council has a plan to respond to this issue. In the secondary sector Welsh medium education is available to all pupils. Each school community is part of a designated Welsh medium school's catchment.



## 6. Role and Remit of the Language Forum

- To help develop the Welsh in Education Strategic Plan and to identify and develop performance measures in order that the objectives and targets are measured/achieved.
- To monitor and ensure implementation of the Welsh in Education Strategic Plan's objectives and targets.
- Ensure cross-reference to other relevant strategies and plans e.g. Integrated Community Strategy.
- Advise on undertaking a Survey of Need to advise on developing Welsh medium education.
- Consider attainment data and receive reports on specific aspects of the Plan.
- Consider and comment on the monitoring reports provided to the Welsh Government.
- To provide feedback to the Scrutiny Committee, the Welsh Language Members' Advisory Panel and other committees as required.
- Receive evidence from relevant parties/partners and consider ways in which the Council and the wider community can address the reduction in Welsh speakers challenge.
- To provide support and challenge on implementing the WESP.
- To share effective practice.

## 7. Implementation

- Implementation plan to be appended to this document.
- Pilot project for 2017/18 to assist a cross section of schools to move along the linguistic continuum.

### Alex Jones

“Having a bilingual education has been pivotal to me in so many ways. It meant that I had twice as many opportunities, it doubled my capacity to learn other languages, it enhanced my ability to communicate and therefore make friends, and most importantly, it gave me a strong sense of belonging and of our heritage. Starting out as a broadcaster in Welsh gave me the vast experience I needed to move forward to my dream job. Without a bilingual education, I'd be in a very different place.”



### Nigel Owens

“Without my Welsh education in School I would not have had all the opportunities to present and perform and I would not have been encouraged to start as a referee at 16 years old.

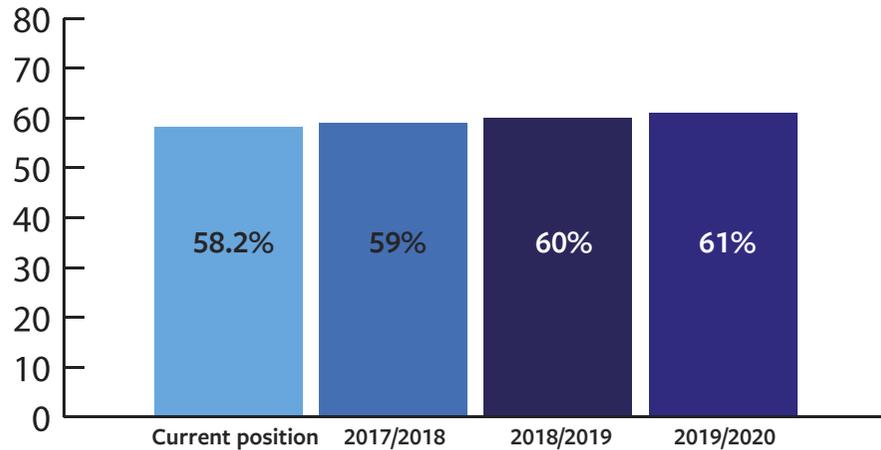
I carry Welsh with me wherever I referee in the world. Before each game I listen to Welsh music. I'm lucky enough to have two languages and Welsh is an important part of who I am.”



## 8. Objectives and action plan

### Outcome 1: More seven-year-old children being taught through the medium of Welsh

The current position relating to the number of seven year olds taught through the medium of Welsh and our targets for the next three years are as follows:



To achieve this outcome we will:

- Work with pre-school and child care providers to increase the number of learners who choose Welsh medium education, by promoting the benefits of bilingualism.
- Achieve a consensus to increase the number of Welsh medium places and supporting schools to move along the language continuum.\*
- Promote the Language Charters and other initiatives in order to develop the use of Welsh outside formal learning.
- Ensure high standards of attainment in Welsh in all schools.

*\*Note: The phrase 'moving along the linguistic continuum' is used to describe the journey all schools will eventually be expected to take if a million Welsh speakers are to be realised by 2050. These steps, to develop the teaching of Welsh and develop Welsh medium provision, will be gradual and incremental in some schools, whereas in others progress can be more rapid. It is our aim to work positively with all schools to provide support and training as necessary.*

### Supporting Statement:

In Carmarthenshire pre-school education is provided by schools and non-maintained settings. We will work with partners on increasing Welsh-medium provision targeting areas where there is currently no provision available. We will provide support and guidance via our Early Years team and share materials in relation to the value of bilingualism with parents in order that they have a better understanding and be able to make informed decisions about statutory education.

We will provide support and guidance to schools via our AGGaD team in how to respond to parental enquiries. We will share materials with parents/carers/guardians in relation to the value of bilingualism in order that they have a better understanding and are able to make informed decisions at

all transitional stages. The aim is to increase transition between the nursery groups and Welsh medium Foundation Phase.

We will ensure that parents, through our Information to Parents booklet know which schools offer Foundation Phase and Key Stages 2-5 Welsh medium provision. The information about the linguistic nature of each school, in accordance with the Welsh Government’s ‘Defining Schools according to Welsh medium provision’, 2008, is also available on the County Council’s website.

(<http://www.carmarthenshire.gov.wales/home/residents/education-schools/find-aschool/#.WAoGfMuV-1s>)

The current definition of our primary schools is as follows:

Type of school	Number	%	Number of pupils
Welsh Medium	58	58.6	6784
Transitional	2	2	292
Dual Stream	11	11.1	2885
English Medium with significant Welsh	3	3	698
English Medium	25	25.3	4626



In order to increase the number of Welsh medium places available we will reconfigure the current provision by:

- Developing more child care/pre-school provision through the medium of Welsh.
- Supporting our current dual stream and transitional schools to become Welsh medium schools.
- Invest in establishing new Welsh medium/dual stream schools utilising 21st Century Schools and Section 106 funding where appropriate.
- The County Council’s Band B Modernising Schools Programme will ensure significant increases in Welsh medium places. Band B proposals are currently going through the corporate process and further details will be available in the WESP 2018/19 revision.
- Particular consideration will be given to schools which are within 10% of their capacity. (Note: Capacity refers to spare school places. Schools close to, or exceeding capacity require careful consideration when planning additional Welsh medium places).
- Supporting English medium schools to develop Welsh Foundation Phase provision.
- Extending the age range of specific schools and creating a space for providing Welsh medium early years’ provision.
- We will continually monitor with partners the demand in our urban areas and promote and expand provision as required.
- The spare capacity in Carmarthenshire Schools is monitored on a regular basis and plans are put in place to address any issues. In January 2016, 33% of Primary and 42% of Secondary Schools had less than 10% spare capacity.
- We will consider housing and economic developments and impact on school places and expand provision as required.

We will work with partners e.g. Welsh Government, ERW, Mentrau Iaith, University College Trinity St. David's to finalise our promotional material on the benefits of bilingualism. We will ensure that our publications are based on the most recent and relevant scientific research. We will use local case studies and examples of the positive impact of bilingualism to share with stakeholders. We will actively promote the value of being bilingual in Carmarthenshire in order to achieve our vision.

We will support schools and work with partners to develop opportunities for using Welsh outside the classroom. The 'Codi Caerau' and 'Cymraeg Campus' Welsh Language Charters will be promoted and we will celebrate and share good practice. We will continue to encourage a range of Welsh medium extra-curricular activities which provide opportunities for learners to socialise through the medium of Welsh e.g. Mentrau Iaith, Yr Urdd, YFC. This will be promoted by utilising the Young Peoples' Social Use Mapping Framework (drafted in consultation with stakeholders) as a basis for collaboration. The role of every partner is highlighted in order to ensure increases in young peoples' social use of Welsh.

Currently we support latecomers by providing bespoke in-school packages of intervention. **Within the lifetime of the strategy, we will investigate the practicalities and associated costs of implementing an immersion model however, in the current economic climate there will be a need for political agreement and financial input.**

Our School Improvement Team will support and challenge schools to ensure that Welsh language outcomes are improved and sustained. We will undertake a study of outcomes and attainment of our learners in Welsh with a focus on pedagogy, moderation of assessments and resources. This will lead to identifying effective practice and developing an action plan for improvement. This may include a programme of school federations which will lead to strengthened leadership and improved outcomes.

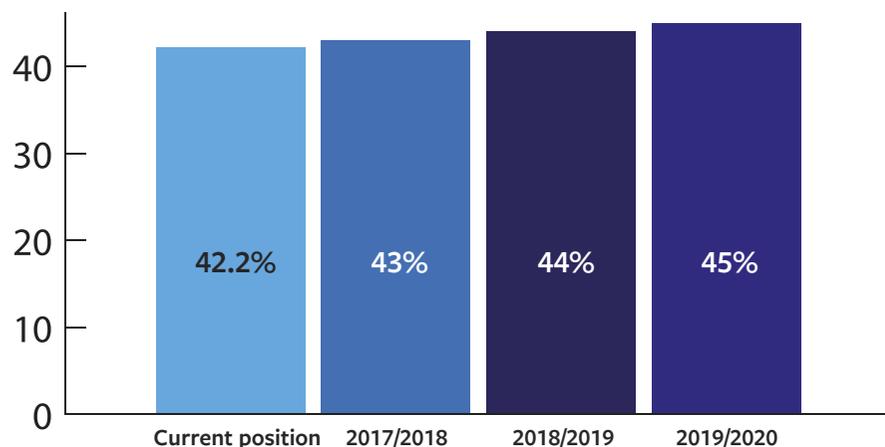
### Responsibility

- Primary School headteachers and their Governing Bodies
- Head of School Effectiveness and Challenge Adviser team and AGGaD
- Welsh Language Development Manager
- School Modernisation Manager
- Mudiad Meithrin



## Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school

Our current position and targets for the next three years relating to the number of Year 9 learners who are assessed in Welsh (First Language) are as follows:



### To achieve this outcome we will:

- Promote the benefits of bilingualism.
- Ensure linguistic progression from early years sector to KS2 and to the secondary sector.
- Increase the provision of bilingual education in the secondary sector.
- Adopt a clear progression protocol to increase the number of pupils who continue to study through the medium of Welsh at each key stage and ensure that this is communicated clearly to all stakeholders.

The above are to be planned based upon an analysis of current transition trends i.e. number of pupils who transfer to Welsh medium provision from one key stage to the next.

## Supporting Statement:

The current definition of our secondary schools is as follows:

Type of school	Number	%	Number of pupils
Welsh Medium	1	8.3	877
Bilingual- 2A	2	16.6	1920
Bilingual- 2B	2	16.6	2757
English Medium with significant Welsh (EW)	3	25	2779
English Medium (EM)	4	33.3	2484

In order to increase the number of places available in Welsh medium and bilingual schools, we will reconfigure the current provision by:

- Increasing the number of subjects available through the medium of Welsh in our 2B, EW and EM schools.
- Ensuring that our EW and EM schools provide Welsh as a 1st language.
- Measuring the demand for bilingual education in our urban areas with a focus on secondary education before the end of the plan.

We will ensure that all pupils are able to speak, read and write the language fluently by the end of Key Stage 2 to their expected levels. We will develop a protocol which outlines our expectations that learners who have followed the Welsh 1st language programme in the primary school will continue with this programme when transferring to the secondary phase.

It will also articulate our expectation that all learners who have attended primary schools defined as bilingual **will study at least 3-5 curricular areas through the medium of Welsh at Key Stage 3** in order to embed and further develop their linguistic competency.

This will be achieved by targeting training for staff who teach KS3 in the schools in question, initially in an ERW/WG funded pilot project, to be implemented in 2017/18.

Of the Year 6 pupils who were assessed in Welsh (808 pupils/56.6% of all the county's pupils), 751 pupils/92.9% of them were assessed in Welsh (as a subject) at the end of KS3 in 2016.

There is clearly a reduction in the numbers between Key Stages which will be addressed by the above – and will be subject to particular focus with head teachers in order to exceed current percentages.

#### Responsibility

- Primary and Secondary headteachers and their Governing Bodies
- Head of School Effectiveness and Challenge Adviser team and AGGaD
- Welsh Language Development Manager
- School Modernisation Manager
- Mudiad Meithrin

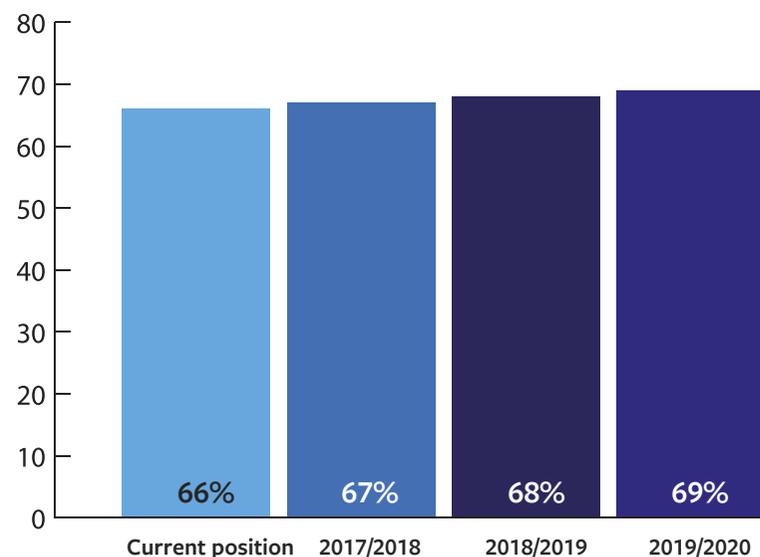
### Who'd have thought?!

Bilingualism strengthens cognitive abilities - bilingual people tend to be more creative and flexible. They can be more open-minded, and they also find it easier to focus on a variety of tasks

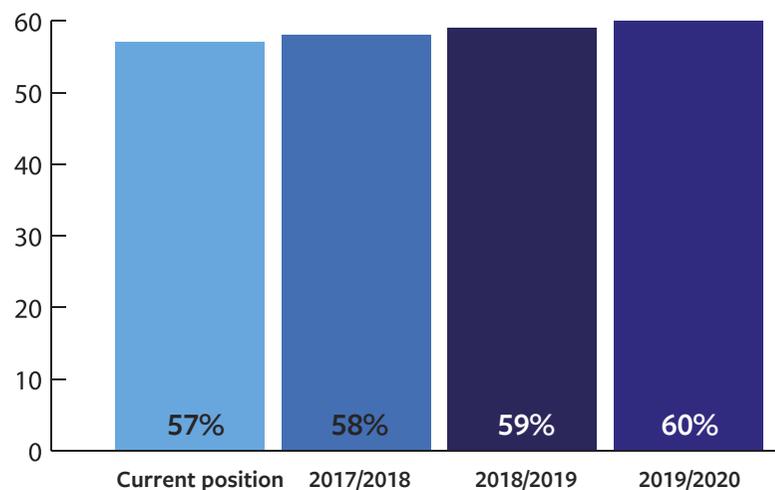
### Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh

### Outcome 4: More students aged 14-19 study subjects through the medium of Welsh, in schools, colleges and work-based learning

Our current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) who are studying for 2 or more further Level 1 or Level 2 qualifications through the medium of Welsh are as follows:



Our current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) who are studying for 5 or more Level 1 or Level 2 qualifications through the medium of Welsh are as follows:



\* Note: Targets relate to 8 schools (1xcategory1; 2x2A;2x2B;3xEW) who deliver provision as described in the narrative above).

To achieve this outcome we will-

- Increase the number of subjects offered and taught through the medium of Welsh.
- Increase the volume of learners studying subjects through the medium of Welsh.
- Improve the delivery and quality of teaching through the medium of Welsh with an emphasis on training of staff at all levels of proficiency and by using a range of methods.
- Ensure progress in standards against recognized indicators.

## Supporting Statement:

We intend to move every primary and secondary school along the language continuum (except those schools which already implement the model in its entirety). We will arrange that at least 4 secondary schools move along the language continuum within the lifetime of the strategy (more detail in the implementation plan). This entails a comparatively shorter timescale for those schools who are already on the journey; for others, it will be a longer term aim. We will develop a list of schools with the appropriate expectations noted with this strategy and ensure that progress sought is both reasonable and achievable

For the medium/longer term (5 years+) we will move schools along then continuum. In the short term (by 2020) we will set targets and support 2A, 2B, 2C, EW and EM secondary schools to increase the numbers learning through the medium of Welsh. These figures to be appropriately challenging, but reasonable and achievable, with appropriate assistance.



We also aim to implement the recommendations of the 11-19 curriculum review in Carmarthenshire: The curriculum set out in the 11-19 Review will be developed in Welsh, English and bilingually where appropriate.

This will include prioritisation of course options to ensure a range and linguistic continuum of Welsh-medium opportunities for learners in accordance with the Learning and Skills Measure (Wales) 2009.

For Welsh medium provision, the role of the Welsh Education Partnership cluster network including Welsh-medium Schools, Coleg Sir Gâr and key local employers will be essential to ensure that there is an effective continuity of options for Welsh-medium courses at Key Stages 4 and 5. Stronger links with local higher education provision through the medium of Welsh will also be developed to enable young people to have further linguistic continuity.

We will also develop strategic and policy partnerships with stakeholders at all levels, including the Welsh Professional Adviser in Education (Welsh Government). Also, we will lobby the Welsh Government for resources and developments in overarching provision that would complement activity at County Level. This could mean changes to legislation / regulations. More locally we want to lead the Welsh language within the Curriculum in collaboration with the ERW region, promoting the findings of a strategic document at this level and proactively working to implement recommendations 21-30 in the Donaldson Review, 'Successful Futures', in schools in the county as highlighted in the internal report, 'Paving the Way'.

#### Responsibility

- Secondary School Heads and their Governing Bodies
- Head of Learner Programmes
- Head of School Effectiveness and the Challenge Advisers team
- Welsh Language Development Manager and AGGaD

## Common parental concerns

*'How can I help my child with homework if I don't understand much Welsh myself?'*

Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what your child is being asked to do at home. The schools themselves will be happy to provide educational advice and the parents evening will be in your chosen language. [hwb.wales.gov.uk](http://hwb.wales.gov.uk) provides access to a range of nationally provided digital Learning tools and resources.

Work set will be appropriate to the pupil's age and ability level and therefore should be within your child's reach. Developing increasingly as independent learners, you may find that your child is happy to progress without extra parental guidance as they get older.

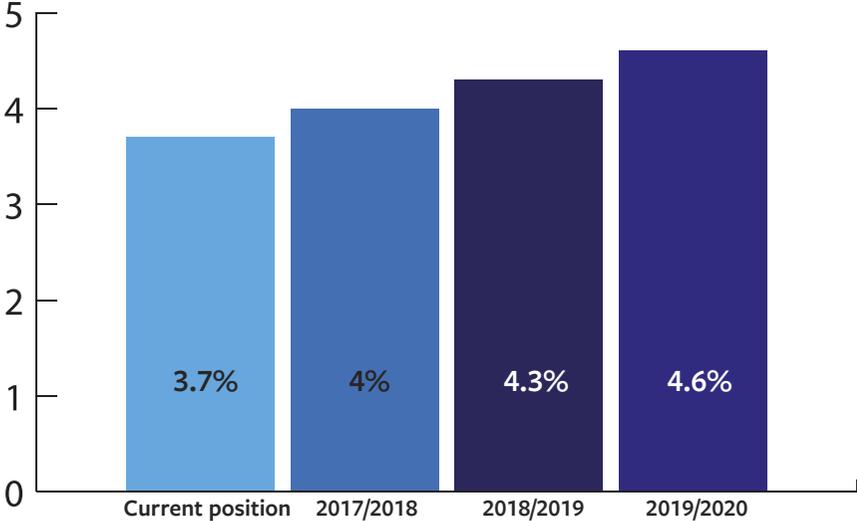
*'The children will be confused and their English will suffer.'*

On average, bilingual children achieve higher grades in the English language. Also, as a child explains homework in English to the parent, their own understanding is reinforced. Ask your child to describe what he/she is doing in his own words.

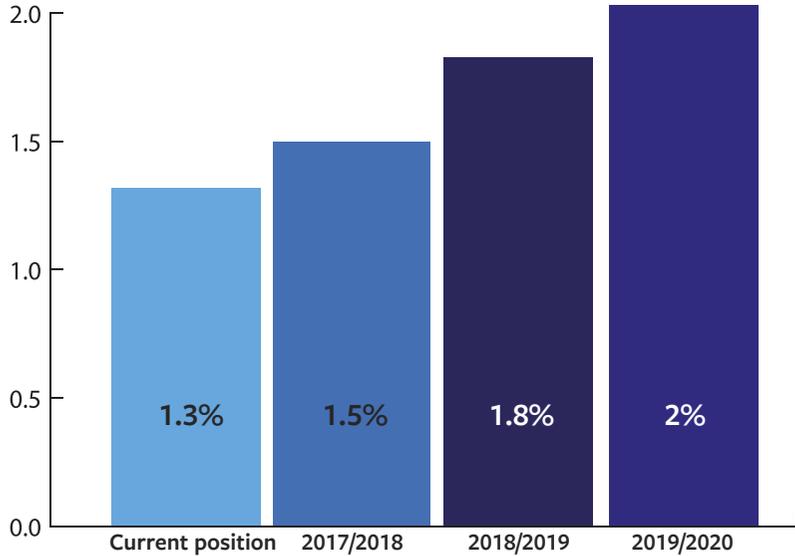
On average, about 80% of Carmarthenshire pupils who attend Welsh medium education get A\* to C in Welsh and in English.

### Outcome 5: More students who have higher language skills in Welsh

Our current position and targets relating to the current total A level Welsh first language entries as a % of GCSE Welsh first language entries two years earlier.



Our current position and targets relating to the current total A level Welsh second language entries as a % of GCSE Welsh second language entries two years earlier.



### To achieve this outcome we will:

- Create a Professional Learning Community across the LA/ERW to discuss successes and challenges and how to address them.
- Continue to work with employers and higher education to promote bilingualism as a key skill for further education and the world of work.
- Further develop opportunities to use Welsh in informal activities (e.g. volunteering, Duke of Edinburgh, Youth Clubs).
- Promote improved skills for the lifelong use of the Welsh language (research into and develop a Professional Welsh module for post-16 students e.g. through Welsh Bac).

### Supporting Statement:

We intend discussing ways of recruiting more young people to A Level/AS Level Welsh especially boys. We also wish to consider working cooperatively in order to develop a higher course in Professional Welsh. This course to be offered:

- as an A/AS level course in its own right.
- via free-standing modular elements that students can aim for, irrespective of whether they are studying Welsh to A Level e.g. Post 16 certificate/accreditation in Welsh for Scientists. This can entail investigating further possibilities within the Welsh Bac by encouraging students which are not on academic Welsh routes to hone their skills e.g. towards proficiency within our skills framework.

Towards the medium term and beyond, we aim to offer positive input whilst developing Welsh as one continuum, including options in the medium term to dual register pupils at GCSE level in the relevant schools. Additionally, we wish to: develop and promote the contribution older students in 11-18 schools can make as role models and mentors e.g. via initiatives such as PCAI; extend the proficiency of workers within the Youth Service, especially based in schools in

order to promote informal use of Welsh and develop promotional material which shows the value placed on bilingualism by employers.

We will support schools and work with partners to develop opportunities for using Welsh outside the classroom. We will continue to support a range of Welsh medium extra-curricular activities which provide opportunities for learners to socialise through the medium of Welsh.

We have plans to introduce a Secondary Schools' Language Charter within the lifetime of the strategy. This Charter will emphasise the advantages of bolstering acquisition of Welsh by using and practicing the language in social situations.

### Responsibility

- Head of Learner Programmes
- Welsh Language/Literacy Co-ordinators within schools
- Headteachers and Governing Bodies
- Head of School Effectiveness and team
- Members of the Welsh Language Forum
- Welsh Language Development Manager and AGGaD



## Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)

To achieve this outcome we will:

- Continue to ensure that all Additional Learning Needs specialist support services are available bilingually.
- Develop a bilingual system to respond to the ALN reform agenda.
- Work with our Special Schools/Units and Behavioural Support Team to further develop bilingual provision.
- Further develop the skills of our Additional Learning Needs Coordinators to support learners.

### Supporting Statement:

The Local Authority is committed to providing a bilingual service to Carmarthenshire's learners. Our vision is as follows- *'We will work with our partners to ensure that every child and young person has the opportunity to fulfil their potential in a bilingual environment which respects and values all cultures and traditions.'*

As a high proportion of our schools are bilingual we are able to meet requests for mainstream education provision in a timely fashion. All support services and statutory processes are available bilingually and we provide training and support to ALNCOs in order that they can meet each learner's needs.

All interventions are available bilingually and we commit to ensuring that all resources developed within Carmarthenshire are available in both Welsh and English.

We will continue to monitor requests for specialist support and work with school leaders, ALNCOs and inclusion officers to identify areas to develop and incorporate these developments in our school modernisation scheme.

We will reflect the new way of working and supporting learners with ALN (Child-centred, Individual Development Plan, and Voice of the Child) ensuring that the approach is available bilingually.

We recognise that bilingual provision in our Special Schools and Units is limited. We will work with these settings in developing bilingual provision to ensure that learners with complex additional needs can access bilingual provision and support in their chosen language. A more detailed audit will be undertaken in the Spring term of 2018. It is foreseen that it will be possible to respond to its findings in the Summer term of 2018 and via a rolling programme up to the end of the strategic plan's lifetime.

### Responsibility

- Inclusion Managers
- Authority Advisory staff
- Partners e.g. Health Board Officers
- Headteachers and ALNCOs



## Outcome 7: Workforce planning and continuing professional development

### To achieve this outcome we will:

- Use language skills questionnaires to identify the Welsh skill levels of all staff.
- To develop the skills and confidence of the current school workforce we will work with partners (ERW, National Centre for Learning Welsh) to deliver training programmes with a specific focus on teaching through the medium of Welsh.
- Work with partners on the future recruitment, development and training of the schools workforce in order to be able to deliver this Plan and the Welsh Government's 'A million Welsh speakers by 2050' aspiration.
- Support and provide advice to Governors and school leaders on staff appointments and development.

### Supporting Statement:

All providers will biannually undertake a school workforce Welsh Language Skills questionnaire. Analysis of the data will identify current provision and areas for further development which will be reflected in the school's self-evaluation and school development documentation. Schools will be required to use their resources to provide opportunities for staff to access developmental opportunities.

Currently there are no issues in recruiting Welsh speaking education staff to work in our Welsh medium schools. However, challenges in recruiting Welsh speaking school leaders are becoming more obvious and we plan to instigate and formalise school federations to assist with the situation. We will provide guidance and training and support this new leadership role by facilitating school to school support.

Further analysis by the Local Authority of the workforce data will inform us of gaps in provision and future training needs/content of training programmes. An audit has already been completed in April 2017. Furthermore, a pilot project to train staff in 4 secondary schools and up to 12 primary schools is being planned for commencement in the Autumn of 2017.

As the Plan includes references to enhancing bilingual provision we will work with partners e.g. Consortia/Welsh Government on ensuring that we have a suitably skilled school workforce. This will include implementing the new Professional Standards for Teachers, increasing the number of teachers who can teach Welsh as a subject and work effectively in bilingual settings, take advantage of alternative routes into teaching, access national workforce planning systems and the Wales-wide approach to small and rural schools.

We will offer staff training to improve reading, writing and speaking in Welsh, and to refine the Welsh skills of those who already have a command of the language. We will use the County Council's Language Skills Framework, as a basis for this work. In addition, we intend developing the skills and confidence of teachers to teach through the medium of Welsh and also upskill support staff to lend assistance to pupils through the medium of Welsh.

Furthermore, we will upskill staff to ensure that appropriate pedagogy is adopted, in order to ensure that standards will be maintained and raised whilst teaching through the medium of Welsh. This can be supported by Leaders of Learning and Professional Learning Communities in order to ensure practical support for practitioners teaching increasingly through the medium of Welsh, especially with respect to classroom resources.

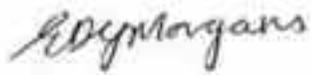
This can then lead into working with publishers of educational materials (e.g. CAA, Peniarth, outside agencies) to develop teaching resources, apps etc. and work with WG in order to secure financial resources to develop this aspect.

The Local Authority will provide support and challenge to Governors and school leaders on appointing suitably qualified staff in order that they can address the requirements of this Plan and continue to improve educational standards. We will work with Consortia colleagues on school workforce training and leadership development.

## Responsibility

- Headteachers and Governing Bodies
- Human Resources officers
- Welsh Language Development Manager and AGGaD
- Challenge Advisers

Signed:



Date: 25.9.17



## Appendix 1- DATA

### Outcome 1: More seven-year-old children being taught through the medium of Welsh

Expanding Provision	Current	2017-18	2018-19	2019-20
What is the percentage of seven-year-old children currently taught through the medium of Welsh?	58.2 1192 pupils	59%	60%	61%

### Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school

	Current	2017-18	2018-19	2019-20
What is the current percentage of learners in Year 9 who are assessed in Welsh (First Language)?	42.2 808 pupils	43%	44%	45%
How does this figure compare with percentage of learners in Year 6 who were assessed in Welsh (First Language) three years earlier?	50.4 (-8.2) 938 Pupils			

### Effective transfer and linguistic continuity

What are the rates of progression between:

Non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase?	97.7% 125*
Non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase?	0
Funded non-maintained Welsh-medium settings and maintained Welsh-medium/ bilingual schools?	88.6% 225 *
Non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh- medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium/bilingual schools? * Based on 18 replies to questionnaire	91.6% 350*
Foundation Phase and Key Stage 2?	93.1 895 pupils
Key Stages 2 and 3?	92.9 751 pupils
Key Stage 3 and 4?	98.6 742 pupils

*If your authority has bilingual secondary schools (categories 2A, 2B, 2C and 2CH), please provide data for each school showing how many pupils are in the Welsh-medium stream and how many are in the English-medium stream, by Key Stage.*

School Name	Welsh Stream			English Stream		
DYFFRYN AMAN (2B)	KS3- 369	KS4- 277	KS5- 4	KS3- 365	KS4- 264	KS5- 271
BRO DINEFWR (2B)	KS3- 353	KS4- 258	KS5- 5	KS3- 162	KS4- 162	KS5- 185
STRADE (2A)	KS3- 540	KS4- 335	KS5- 181	KS3- 0	KS4- 0	KS5- 0
MAES Y GWENDRAETH (2A)	KS3- 451	KS4- 235	KS5- 157	KS3- 0	KS4- 0	KS5- 0

**Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh**

**Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning**

Increasing the percentage of learners aged 14 -16 studying for qualifications through the medium of Welsh	Current	2017-18	2018-19	2019-20
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What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 5 or more further Level 1 or Level 2 qualifications through the medium of Welsh?	66% 464 pupils	67%	68%	69%
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What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 2 or more further Level 1 or Level 2 qualifications through the medium of Welsh?	57% 539 pupils	58%	59%	60%
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**Increasing the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools**

*What is the percentage of learners aged 16-19 who study 2 or more subjects*

a) through the medium of Welsh?	38.5 496 pupils
b) bilingually (e.g. elements of qualifications/modules)?	7.5 96 pupils

**Outcome 5: More learners with higher skills in Welsh**

Improving provision and standards in Welsh First Language	Current	2017-18	2018-19	2019-20
What is the percentage of learners at the end of the Foundation Phase who reach at least Outcome 5 in Language, Literacy and Communication Skills in Welsh medium/bilingual settings?	90.4% 982 pupils	91%	91.5%	92%
What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh?	88.3% 835 pupils	89%	89.5%	90%
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh?	88.5% 716 pupils	89%	89.5%	90%
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language?	72.8% 506 pupils	73.5%	74%	75%

Improving provision and standards of Welsh Second Language	Current	2017-18	2018-19	2019-20
What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language?	66.5% 623 pupils	67%	68%	69%
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language?	78.4% 827 pupils	80%	82%	83%
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course?	82.1% 830 pupils	83%	84%	85%
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course?	74.9% 158 pupils	76%	77%	78%
<i>What percentage of the cohort is entered for</i>				
(i) GCSE Welsh Second Language Full Course;	63.9 1011 pupils			60%
(ii) GCSE Welsh Second Language Short Course	None			None
(iii) not entered for either?	5.2			4.2%

More learners with higher-level Welsh language skills	
What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?	3.7
What are the current total A Level Welsh second language entries as a percentage of the full and short course GCSE Welsh second language entries two years earlier?	1.3

## Appendix 2 - Defining schools according to Welsh medium provision

### Primary Schools

Welsh Medium [WM]	Welsh medium primary school: <i>all Pupils in the Foundation Phase experience the areas of learning through the medium of Welsh. Welsh is the main teaching medium at KS2 with at least 70% of the teaching through the medium of Welsh. English is introduced formally as a subject at Key Stage 2 and is taught through the medium of English, and English may occasionally be used for some aspects of some subjects.</i>
Dual stream [DS]	Dual Stream Primary school: <i>Two types of provision exist side-by-side in these schools. Parents/pupils opt either for the mainly Welsh-medium or mainly English medium provision which is usually delivered as in categories WM and EM respectively.</i>
Transitional [TR]	Transitional primary school: <i>Welsh medium with significant use of English- Pupils in the Foundation Phase experience the areas of learning mainly through the medium of Welsh. Both languages are used in teaching at Key Stage 2 but with greater emphasis on Welsh so that Welsh is used as the medium of instruction for over half and up to 70% of the curriculum. (Schools would usually only be in this category on a temporary basis).</i>
English (with significant Welsh) [EW]	Predominantly English medium primary school but with significant use of Welsh: <i>Pupils in the Foundation Phase experience the areas of learning in both languages but with greater emphasis on English. In Key Stage 2, both Welsh and English is used in teaching but there is greater emphasis on English. Welsh is used as the medium of teaching or learning for between 20% and 50% of the primary curriculum overall.</i>
English medium [EM]	Predominantly English medium primary school: <i>All pupils in the Foundation Phase experience the areas of learning mainly through the medium of English. English is the main teaching medium at KS2. Welsh is taught as a second language in KS2, and some aspects of some subjects may be taught in Welsh.</i>  <i>Less than 20% of the teaching is through the medium of Welsh.</i>

### Secondary Schools

1	Welsh medium secondary school: <i>All subjects (including RE and PSE) apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects.</i>
2A	Bilingual Secondary School: <i>At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages.</i>
2B	Bilingual Secondary School: <i>At least 80% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.</i>
2C	Bilingual Secondary School: <i>50-79% of subjects (excluding Welsh and English) are taught through the medium of Welsh but are also taught through the medium of English.</i>
EW	Predominantly English medium secondary school with significant use of Welsh: <i>Both languages are used in teaching with 20-49% of subjects taught through the medium of Welsh. All subjects would normally also be taught through the medium of English.</i>
EM	English Medium secondary school: <i>Pupils are mainly taught through the medium of English. Welsh is taught as a second language up to KS4. One or two subjects (which would include Welsh first language) may be taught as an option through the medium of Welsh or using both languages.</i>

## Appendix 3 - ACRONYMS

AGGaD	Team of Teachers who support the development of the Welsh language in schools
ALN	Additional Learning Needs
CAA	Welsh Publisher
ERW	ERW is an alliance of six local authorities (Carmarthenshire, Ceredigion, Neath Port-Talbot, Pembrokeshire, Powys and Swansea) who work together to agree a regional strategy and business plan to deliver school improvement services.
Foundation Phase	The statutory phase for all 3 to 7 year olds in Wales
GCSE	General Certificate of Secondary Education
Key Stage 2	The second statutory phase for learners in Wales (ages 7-11).
Key Stage 3	The third statutory phase for learners in Wales (ages 11-14).
Key Stage 4	The fourth statutory phase for learners in Wales (ages 14-16).
Key Stage 5	The fifth statutory phase for learners in Wales (ages 16-18).
LA	Local Authority
PAG	Carmarthenshire's Welsh Education Partnership
PCAI	Project to support language practices
Peniarth	Welsh Publisher
WESP	Welsh in Education Strategic Plan
YFC	Federation of Young Farmers' Clubs
Yr Urdd	Welsh Youth organisation