



**City and County of Swansea  
Welsh in Education Strategic Plan  
2014-2017**

***Final 06March14***

**Inc changes from WG comments, PACA, consultation respondents**

# The Action Plan – Tackling National Targets at a LA Level

## Section 1: Your vision and aim for Welsh-medium education

Swansea is a diverse, modern and forward-looking European city. It has a key role in promoting the culture and heritage of the area and its significance in a Welsh and wider context. As a result it also has a key role in facilitating the growth in, and addressing the demand for, the access to the Welsh language and Welsh-medium education.

In the City and County of Swansea we want to provide high quality education in the national language of choice, according to demand, and to a high standard. In order to meet the increasing demand for places in Welsh-medium education, the existing *Policy on the Welsh Language in Education* will be reviewed regularly. This will allow flexibility to meet the demand within the resources available whilst maintaining the existing high standards.

The authority will work to:

- Promote the use of Welsh in all schools schools.
- Promote the use of Welsh outside of schools.
- Make provision for pupils who are new to, or latecomers to, Welsh-medium education.
- Continue to help schools to improve the already good standards in Welsh First Language.
- Maintain the focus on developing literacy and improving the performance of boys in Welsh First Language.
- Progress the recommendations in Welsh Government's '*Review of Welsh Second Language at KS3 and KS4*' by supporting schools to improve transition from KS2 to KS3 to minimise any loss of language.
- Reduce the number of pupils who do not sit any exam at KS4.
- Improve performance in GCSE Short Course.
- Increase the percentage of pupils entering and attaining good grades in GCSE Full Course.
- Meet the needs of pupils with additional learning needs by developing capacity within schools.
- Continue to train teachers and support staff to deliver the Welsh language.
- Move to a more targeted approach to support and development by encouraging schools to work together to support each other, by developing a local/regional team able to deliver support in any setting.
- Continue to work in partnership with the region, Further Education, Higher Education, and other organisations such as Mudiad Meithrin, Menter Iaith, the Urdd and Rhieni dros Addysg Gymraeg.

## Section 2: The Action Plan

<b>Outcome 1: More seven-year-old children being taught through the medium of Welsh</b>			
<b>A. Objective</b>	<b>B. Current performance</b>	<b>C. Targets</b>	<b>D. Progress report</b>
1.1 Increase the number of seven-year-old children taught through the medium of Welsh	The number of pupils in Welsh-medium education continues to increase as more places are provided through the QED 2020 Programme in response to demand.	Aim to increase places in line with the lower value in the Welsh Medium Education Strategy bandwidth, as stated in the original WESP 2011-12 and in the tables below, but aspire to exceed this if funding becomes available.	
	<p>There will be a review of the Welsh Language Policy in Education (approved by Council in February 2010) to ensure it is fit for purpose in meeting need in Swansea and aligned with the WESP.</p> <p>This Policy was originally developed as an additional Target within the Welsh Education Scheme 2006-11. It can be found at <a href="http://www.swansea.gov.uk/wesp">www.swansea.gov.uk/wesp</a></p>	Cabinet will review the Welsh Language Policy in Education in the 2013-14 Academic year to ensure it is fit for purpose in meeting need in Swansea.	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>City and County of Swansea is committed to periodic analysis of demand and take-up to meet local and national priorities and targets for increasing Welsh-medium education.</p> <p>Parents of new born babies are surveyed to ask what their preference will be for their child's education - English-medium, Welsh-medium or Faith education. Reports on past surveys can be found at <a href="http://www.swansea.gov.uk/index.cfm?articleid=29525">http://www.swansea.gov.uk/index.cfm?articleid=29525</a>. So far, this survey has confirmed the authority's own assessment of demand.</p>	<p>Maintain the dialogue with parents, RhAG, Welsh Heads and continue to survey parents of new born babies to confirm demand for English or Welsh-medium education.</p>	
	<p>Demand for primary places in the greater Morrison area in the <b>east</b> Swansea has been successfully addressed by two new Welsh-medium primary schools, opened in 2011 and 2012. In 2013 YGG Tirdeunaw is expanding into recently vacated adjacent accommodation. For YGG Lon Las there is a proposal to rebuild the school on the current site, subject to planning approval, and to increase capacity at the school to meet demand to 525 (2.5 form entry of 75 from 2.0/60) to meet demand. The rebuild is a QEd Programme priority Band A project with a suggested opening in September 2016.</p> <p>Monitoring of demand will continue and short, medium and long term solutions will be sought.</p>	<p>Continue to assess demand in the east of Swansea and provide places accordingly, capital funding permitting.</p>	
	<p>Increased demand for primary places in the <b>west</b> of Swansea is being met through temporary accommodation in YGG Pontybrenin in the first instance.</p> <p>There are short term solutions and longer term plans to provide additional places to meet need in the North Gower</p>	<p>Continue the current engagement with stakeholders in the west.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>area. These plans are dependent on other considerations within the overall QEd 2020 Programme.</p>		
	<p>Assessment of capacity in the <b>secondary</b> phase for the medium and longer terms will be undertaken with stakeholders.</p>	<p>Continue assessment.</p>	
	<p>The Local Authority fully complies with the guidelines within the Learner Travel Measure (Wales) 2008 in relation to both the distance of travel and the assessment of available routes. Free transport to both English and Welsh-medium Schools is provided according to agreed distance criteria – 2 miles for Primary Schools, 3 miles for Secondary Schools – from the nearest available school.</p> <p>There is no requirement to provide school or college transport free of charge to any learner who is more than compulsory school age. Currently all post-16 pupils attending a Swansea school sixth form who live more than 3 miles from the school are provided with free home-to-school transport. However, all provision of discretionary transport is under review.</p>		

Year	All pupils in Y6 (age 11)	Y6 pupils in Welsh-medium (EDU/006a)		Target		Welsh-Medium Education Strategy Target
		No.	%	No.	%	
2007	2617	209	8.00			<p>Swansea Baseline 2009 in Y6 is 242 pupils = 9.31%</p> <p>Original Target: Increase by 32-40% to meet WMES target by 2015 = 319-339 pupils in Y6 (=32-40% increase)</p> <p>Increase as funding allows towards <b>WMES October 2012 Target for 2015 - 345 pupils in Y2</b> (to meet regional increase)</p> <p><i>Note: the 2015 target of 319-339 in the WMES will not be met but the next table below shows that increased places are planned over a longer period.</i></p>
2008	2700	246	9.11			
2009	2599	242	9.24			
2010	2479	227	9.16			
2011	2481	266	10.72			
2012	2436	245	9.98			
2013	2418	253	10.46	259/2425	10.7	
2014				305/2511	12.1	
2015				293/2493	11.8	
2016				329/2448	13.4	
2017				366/2546	14.4	
2018				433/2775	15.6	
2019				425/2583	16.4	

Source: Teacher assessment returns to WG; PLASC & Pupil Projections, January

Pupils age 7 in Welsh-medium primary schools (Year 2)				Pupil Places Projections (local)	
Year	All pupils in Y2	Y2 pupils in Welsh-medium		Projection	
		No.	%	No.	%
2007	2497	279	11.17		
2008	2446	267	10.92		
2009	2369	275	11.61		
2010	2460	320	13.01		
2011	2472	297	12.01		
2012	2441	332	13.6		
2013	2546	366	14.4	377/2539	14.8
2014				433/2775	15.6
2015				425/2583	16.4
2016				415/2708	15.3
2017				426/2710	15.7
2018				426/2672	15.9
2019				422/2967	14.2

Swansea Baseline in 2009 in Y2 is 275 pupils / 11.61%

Original Target : increase by 27-32% to meet national 2015 target  
= 349-363 pupils in Y2 (27/32% increase)

Increase as funding allows towards **WMES October 2012 Target for 2015 - 345 pupils in Y2** (to meet regional increase)

*Note: the increase is subject to approval and finance, the numbers and percentages should be regarded as annual **Projections** (as stated), not targets.*

Source: PLASC & Pupil Projections, January

A. Objective	B. Current performance	C. Targets	D. Progress report
<p>1.2 Adopt systematic processes for measuring the demand for Welsh-medium childcare and Welsh-medium statutory educational provision. Act promptly on the findings of parental surveys.</p>	<p>Mudiad Meithrin and Menter Iaith Abertawe are commissioned to support and further develop quality Welsh medium childcare opportunities in Swansea via agreed targets that mirror Childcare Sufficiency Assessment findings which are monitored on a quarterly basis.</p> <p>Mudiad Meithrin predominantly support new and existing settings offer a quality service with the ultimate aim that all providers achieve CSSIW registration.</p> <p>Within this plan the City &amp; County of Swansea would recommend the maintenance of the 3 currently registered settings (Parc Y Werin, Abacus, Treboeth/Tirdeunaw, Clydach), together with the realisation and achievement of registered status with regard to a further 8 Cylchoedd Meithrin between 2013-17.</p>	<p>Budget permitting, dependence on the continuation of identified need and achievement of set targets via robust performance monitoring, the Authority would aim to maintain partnership working with both Mudiad Meithrin and Menter Iaith Abertawe.</p>	
	<p>Menter Iaith Abertawe is tasked to develop and deliver a Welsh immersion package within a set number of registered settings engaging both children and staff, ultimately aiming at improving the quality and usage of Welsh on a daily basis, together with contributing towards the Childcare Workforce Development Strategy with regard to sample destination tracking of Welsh Medium students.</p> <p>Quarterly targets and Results Based Accountability methodology are used to monitor the Service Level Agreements. Full details are available.</p>	<p>Performance monitoring of Menter Iaith's work through target monitoring of the RBA scorecard.</p>	



A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>Surveys of the parents of new born babies have been held since 2007, described in 1.1.above. The findings have been analysed and published on the Swansea website at <a href="http://www.swansea.gov.uk/index.cfm?articleid=29525">http://www.swansea.gov.uk/index.cfm?articleid=29525</a> and shared with RhAG, parents, schools, Mudiad Meithrin and Welsh Government.</p> <p>In September 2012 an additional section on the language preference for pre-school childcare was added to the Survey to supplement information from the Childcare Sufficiency Audit. To date only one survey has been analysed, the evidence of which was inconclusive. However it is hoped that the continued inclusion of this question in future surveys will evidence geographical demand.</p>	<p>Maintain the survey of parents of new born babies preferences for medium of education and childcare.</p>	
<p>1.3 Ensure that proposals for 21st Century Schools include full consideration of Welsh-medium education.</p>	<p>The Authority's plans are fully reflected in, and consistent with, Swansea's Strategic Outline Programme for 21<sup>st</sup> Century Schools submitted to the Welsh Government. The priority capital investment needs identified would enable further rationalisation of English medium provision as well as the further delivery of additional Welsh medium provision to match the continuing growth in demand. Stakeholders are always involved from early planning stages.</p>	<p>Deliver the identified capital investment priorities within the Strategic Outline Programme as funding is made available.</p>	
<p>1.4 Ensure cross-border working through consortia.</p>	<p>Elements of Welsh-medium secondary provision 14-19 are being developed in cross-authority partnerships, eg. with YG Ystalyfera and Neath College (NPT) and Coleg Sir Gar (Carms). (see 3.4 below).</p>	<p>Monitor the outcomes and effectiveness of this provision with a view to enhancing and developing it, subject to sufficient learner demand and funding.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>The Authority's Strategic Outline Programme reflects a wide ranging stakeholder engagement process which has included meetings with neighbouring authorities. It includes an statement on regional collaborative working in which each Authority commits to developing collaborative working re 21<sup>st</sup> Century Schools programmes by building on the existing collaboration taking place between the south west and mid-Wales authorities.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Developing a consensus on Strategic Outline Programme applications and priorities and learning lessons from previous projects</li> <li>• Critically examining ongoing plans to avoid duplication of provision especially close to borders and in respect of specialist, Welsh medium and Faith provision</li> <li>• Committing to exploring sharing of resources and potential for joint commissioning of services</li> </ul> <p>There are no current plans for joint provision of places with neighbouring authorities.</p>	<p>Continue to build on the work undertaken within the region to ensure the coherence of identified capital investment priorities and maximise the benefits to be realised through shared procurement and expertise.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report																																	
<p>1.5 Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for latecomers.</p>	<p>Joint working with Neath Port Talbot to provide the Latecomers' Centre at Ysgol Y Wern in NPT ceased in August 2012.</p> <table border="1" data-bbox="506 344 1382 536"> <thead> <tr> <th colspan="3" data-bbox="506 344 1382 379">Historical data</th> </tr> <tr> <th colspan="3" data-bbox="506 379 1382 414">Pupils attending the Latecomers' Centre to July 2012</th> </tr> <tr> <th data-bbox="506 414 943 450">Date</th> <th data-bbox="943 414 1155 450">Swansea</th> <th data-bbox="1155 414 1382 450">NPT</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 450 943 485">Sept 2011 – Feb 2012</td> <td data-bbox="943 450 1155 485">4</td> <td data-bbox="1155 450 1382 485">8</td> </tr> <tr> <td data-bbox="506 485 943 536">Feb 2012 – July 2012 (end)</td> <td data-bbox="943 485 1155 536">6</td> <td data-bbox="1155 485 1382 536">6</td> </tr> </tbody> </table> <p>Swansea Welsh-medium heads requested a Swansea-only provision from September 2012, funded mainly by WEG. This provision has been established and also includes the provision of extra support for pupils whose language skills need a boost. The Latecomers/Boost provision is based at YGG Tan-y-lan until July 2014 after which it will move to Ysgol y Cwm. It has capacity for 12 pupils per session and is staffed by one full time Welsh in Education Officer and a 0.8% teaching assistant.</p> <table border="1" data-bbox="506 943 1382 1171"> <thead> <tr> <th colspan="3" data-bbox="506 943 1382 978">Pupils receiving Latecomer &amp; Boost Provision</th> </tr> <tr> <th data-bbox="506 978 931 1013">Date</th> <th data-bbox="931 978 1137 1013">Latecomers</th> <th data-bbox="1137 978 1382 1013">Boost</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 1013 931 1048">Sept 2012 – Feb 2013</td> <td data-bbox="931 1013 1137 1048">3</td> <td data-bbox="1137 1013 1382 1048">11</td> </tr> <tr> <td data-bbox="506 1048 931 1083">Feb 2013 – July 2013</td> <td data-bbox="931 1048 1137 1083">1</td> <td data-bbox="1137 1048 1382 1083">12</td> </tr> <tr> <td data-bbox="506 1083 931 1118">Sept 2013 – Feb 2014</td> <td data-bbox="931 1083 1137 1118">8</td> <td data-bbox="1137 1083 1382 1118">7</td> </tr> <tr> <td data-bbox="506 1118 931 1171">Feb 2014 – July 2014</td> <td data-bbox="931 1118 1137 1171"></td> <td data-bbox="1137 1118 1382 1171"></td> </tr> </tbody> </table>	Historical data			Pupils attending the Latecomers' Centre to July 2012			Date	Swansea	NPT	Sept 2011 – Feb 2012	4	8	Feb 2012 – July 2012 (end)	6	6	Pupils receiving Latecomer & Boost Provision			Date	Latecomers	Boost	Sept 2012 – Feb 2013	3	11	Feb 2013 – July 2013	1	12	Sept 2013 – Feb 2014	8	7	Feb 2014 – July 2014			<p>Maintain provision for Latecomers and pupils who need a boost.</p> <p>Monitor pupils' progress through PACA.</p>	
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A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>Welsh-medium Primary Heads are very pleased with the progress pupils make as a result of the Latecomer/Boost provision. Pupils are able to access the curriculum in Welsh within a relatively short period of time, go on to achieve well and contribute to raising standards.</p> <p>The Latercomer/ Boost Officer and the WEG-funded Officer who provides in-class support for teachers work together under the direction of the Welsh-medium Primary Heads.</p>		
<p>1.6 Establish a Welsh-medium Education Forum and establish links with the Children and Young People's Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.</p>	<p>PACA (Partneriaeth Addysg Cymraeg Abertawe) was established in 2008 to guide Welsh in Education. It comprises headteacher representatives from Welsh-medium and English-medium primary and secondary schools and officers of the authority. PACA sits underneath Swansea's overarching partnership for raising standards in schools, the School Improvement Partnership (SIP). Welsh-medium Headteachers on PACA also sit on SIP. PACA meets half-termly.</p> <p>PACA has responsibility for the Welsh language in statutory education, bar the school organisation element which has its own processes under the QEd 2020 Programme. It was the group which agreed and monitored the targets in the Welsh Education Scheme (to 2012). Its work has been praised in the past by Estyn (2009) and Welsh Government/Welsh Language Board (July 2011). PACA is responsible for almost all the actions in this Plan, bar those concerning school places (1.1 – 1.4 above), which come under the QEd Programme, and pre-school provision which is guided by the Early Years Board and Operational Group, responsible to the Children &amp; Young People Board.</p>	<p>Maintain regular minuted meetings of PACA and monitor its main achievements through the WESP.</p> <p>Maintain annual self-evaluation of PACA activity in support of Welsh language and Welsh-medium education and agree any actions for improvement in the Annual WESP Progress Report .</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>In 2011 the CYP Partnership agreed 11 priorities for the CYP Plan 2011-14 (<a href="http://www.cypswansea.co.uk/plan">www.cypswansea.co.uk/plan</a>) to impact on Swansea's 3 'big issues' of safeguarding, substance misuse and family poverty. Raising standards in schools, especially in literacy, is one of the main actions to help families out of poverty. Support is targeted to need which includes Welsh-medium primary schools serving areas of greatest disadvantage.</p> <p>The new Single Integrated Plan for 2013 '<i>One Swansea</i>', and its Needs Assessment, include Challenges that 'Children have a good start in life' and that 'People Learn Successfully'. Welsh provision will be treated on an equal footing with English provision under the priorities of the plan. <a href="http://www.swansea.gov.uk/oneswansea">http://www.swansea.gov.uk/oneswansea</a></p>		
	<p><b>Consultation on the draft WESP 2014-17</b></p> <p>Key stakeholders were invited to comment on the initial draft of this document in September/October 2013. Two responses were received and considered for inclusion in this version. They were from RhAG and Gower College Swansea.</p> <p>Formal consultation took place December 2013 – February 2014. The details are included in Appendix 6. Changes to the WESP were made as a result of comments raised by respondents, including the addition of more targets as suggested by Welsh Government in their informal response. This did not amount to a major revision of the Plan.</p> <p>The school organisation element of the Plan is subject to the</p>	<p>Maintain stakeholder involvement through:</p> <ul style="list-style-type: none"> <li>• RhAG</li> <li>• Welsh Heads Group</li> <li>• Swansea City &amp; County Association of Secondary Heads (SCCASH)</li> <li>• The Council of Ysgolion Cynradd Abertawe (primary heads) and others</li> </ul>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	governance and stakeholder processes of the QEd 2020 Programme which are dealt with separately.		
<p>1.7 Provide information for parents/carers</p>	<p>A leaflet explaining the provision of education in Swansea is available to parents of new born babies as part of the Survey each year. Links to information about Mudiad Meithrin/Twf is also available.</p> <p>The Children’s Information Service in Social Services provides information about all pre-school childcare provision. There is still little registered childcare available in Welsh currently (see 1.2 above).</p> <p>Every year the authority provides a bilingual booklet entitled ‘Information for Parents’ for parents of primary and secondary school-age pupils. The booklets can be found at <a href="http://www.swansea.gov.uk/index.cfm?articleid=5738">http://www.swansea.gov.uk/index.cfm?articleid=5738</a> .</p> <p>As part of the targets in the Welsh Education Scheme 2006-11, a simple bilingual statement about the nature of education in Swansea was produced – <i>A Policy on the Welsh Language in Education</i>. (<a href="http://www.swansea.gov.uk/wesp">www.swansea.gov.uk/wesp</a> ). This will be reviewed in 2013-14 to ensure it meets local needs (see 1.1. above). The WESP and its progress reports are also published at the same web address.</p>	<p>Maintain information services for parents</p>	

**Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school** (see also Appendices 3/4)

A. Objective	B. Current position	C. Targets	D. Progress report
2.1 Increase the percentage of Year 9 learners who are assessed in Welsh (First Language)	The numbers attending the Welsh-medium secondary schools are steadily increasing as the number of places available in primary schools expands.  All pupils in Swansea's two Welsh-medium secondary schools are assessed in Welsh in Year 9.  In 2012 Swansea was the top performing local authority in Wales at Key Stage 3. In 2013 performance fell by 1.00%.	Maintain 100% teacher assessment through the medium of Welsh in Year 9 at both Welsh-medium secondary schools.	

**Pupils in Year 9 assessed in Welsh First Language** (Published as PI EDU/006b)

Year	All pupils in Y9	Y9 pupils in Welsh-medium (EDU/006b)		Target		<b>Actions</b> Increase places following consultation and as funding allows.  Source: PLASC
		No.	%	No.	%	
2007	2631	189	7.18			
2008	2600	229	8.81			
2009	2563	208	8.12			
2010	2561	233	9.09			
2011	2653	239	9.00			
2012	2535	245	9.66			
2013	2404	227	9.45	233/2426	9.6	
2014				266/2481	10.7	
2015				245/2436	9.98	
2016				253/2418	10.4	
2017				305/2511	12.1	
2018				293/2493	11.8	
2019				329/2448	13.4	

A. Objective	B. Current performance	C. Targets	D. Progress report
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<p>2.2 Develop more effective transfer between the funded non-maintained provision to maintained school provision, between Key Stage 2 and 3 and Key Stage 3 and 4.</p> <p>(See also Appendix 2)</p>	<p><b>Pre-school to School Transfer</b></p> <p>Whilst development support has been commissioned via Mudiad Meithrin and Menter Iaith, Swansea still has very little pre-school provision or childcare through the medium of Welsh, either in the maintained or non-maintained sectors.</p> <p>Mudiad Meithrin has provided information for 2011-12 and 2012-13 on destinations of young children who left childcare in Swansea as a whole. In 2011-12 89.4% (152/170) children moved into Welsh-medium nursery provision. In 2012-13 this was 81.7% (156/191). The transfer rates fluctuate year on year. Low transfer rates are investigated by the Family Information Service and any concerns are followed up. There are no concerns currently.</p> <p>Young children attending the Flying Start settings, including the two Welsh-medium settings, will be tracked through their time at school to monitor the impact of the provision. (Flying Start is targeted to areas of greatest social deprivation) Systems are being developed to do this but outcomes will take several years to become evident.</p> <p>All Swansea Welsh-medium primary schools are maintained and have nursery provision. There are no non-maintained settings providing the Foundation Phase in Swansea. (see 1.2 above)</p>	<p>Use the MM destination data to monitor any transfer concerns.</p>	
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A. Objective	B. Current performance	C. Targets	D. Progress report
	<p><b>Key Stage 2 to Key Stage 3 Transfer</b></p> <p>The transfer rate between Swansea Welsh-medium primary schools (KS2) and Welsh-medium secondary schools (KS3) is usually almost 100%. In 2012 the transfer rate was 99.2% and in 2013 it was 98.81% with only 3 pupils being lost to English-medium education. (See Appendix 3 below)</p> <p>There is overall inward migration into Year 7 in Swansea Welsh-medium secondary schools from other authorities. For example, in September 2013 4 pupils from Neath Port Talbot were admitted to Year 7 in YGG Bryn Tawe. YG Gwyr admitted 8 pupils from the Llanelli and Pontarddulais areas of Carmarthenshire.</p> <p>There is increased pressure on admissions.</p>	<p>Maintain the KS2-3 transfer rate between Welsh-medium primary and secondary schools at almost 100%</p>	
	<p><b>Key Stage 3 to Key Stage 4 Transfer</b></p> <p>98% of pupils continue in Welsh-medium education on transfer from KS3 toKS4. This is very positive.</p> <p>The post-16 stay-on rate has been very high at both secondary schools, typically over 70%. In September 2013 YGG Bryn Tawe experienced a drop in this rate because pupils chose to continue their studies at a further education college. Learners exercise their right to continue studies at other post-16 providers where pathways and curriculum choice is different. Future funding pressures post-16 are likely to exacerbate this trend as the curriculum narrows.</p>	<p>Maintain the minimal drop-out rate KS3 to KS4.</p>	
A. Objective	B. Current performance	C. Targets	D. Progress report

	<p>Few pupils are lost overall. A study of pupil movement in secondary schools for PACA in 2012 showed that while pupils move around within Welsh-medium education, only a very small number are lost to Welsh-medium education by KS4. The reason for leaving the two secondary schools is more likely to be because of a family move to an area where an English-medium secondary school is far more convenient than because a pupil is struggling with their Welsh.</p>		
<p>2.3 Promote a higher proportion of Welsh-medium provision within bilingual schools.</p>	<p>Swansea has no defined bilingual schools.</p>		

**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**

A. Objective	B. Current position	C. Targets	D. Progress report
<p>3.1 Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh</p>	<p>100% of Year 11 learners in both Welsh-medium secondary schools study for 5 or more recognised qualifications through the medium of Welsh.</p> <p>Maintenance is dependent upon suitable breadth of option choices and for Exam Boards and DfES to provide Welsh-medium support for new qualifications.</p>	<p>Maintain 100% level</p>	
<p>3.2 Ensuring that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009</p>	<p>Welsh-medium post-14 options will be sustained through the continued development of the Gywr – Bryn Tawe 14-16 partnership which currently offers the following courses jointly, in addition to those offered at each school:</p> <ul style="list-style-type: none"> <li>• In 2012-13 YGG Bryn Tawe commenced a new partnership with Neath College at its Llansamlet site to deliver L2 BTEC Construction. Year 10 students from Gywr have joined this course in 2013.</li> <li>• BTEC L2 Child Care is offered at both schools in conjunction with Gower College Swansea. The college also provides Level 2 Hairdressing to YGG Bryn Tawe through the medium of Welsh.</li> <li>• There is a partnership to deliver Level ? Politics and Music with YG Ystalyfera.</li> <li>• There are partnership pilots of Cambridge National ICT (first results due 2014) and also BTEC L2 Science at the Bryn Tawe campus. The BTEC L2 Science has proved very successful with almost all candidates achieving L2 in 2013.</li> </ul>	<p>Continue the 14-16 Partnership development</p>	
A. Objective	B. Current performance	C. Targets	D. Progress report

	<ul style="list-style-type: none"> <li>• Sports BTEC L2 is delivered at both schools.</li> </ul> <p>The Welsh Bac Intermediate at YG Gwyr and YGG Bryn Tawe is now fully established with the second cohorts going through to achieve the qualification in Summer 2013 and achieving to a high standard at Foundation and Intermediate levels. WJEC praised the provision</p>		
<p>3.3 Increase the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools</p>	<p><b>Sixth Form</b> A Joint 6th Form is operated by the two secondary schools and numbers of learners are good at around 70+% of the Y11 cohort in YG Gwyr and around 50% in YGG Bryn Tawe in 2013. 100% of learners can choose to study 2 or more subjects through the medium of Welsh while studying in a Welsh environment. Performance is high. Estyn has recognised the joint 6<sup>th</sup> form as good practice.</p> <p>The Joint 6th Form receives support from the regional 14-19 Network and the Swansea 6th Form consortium.</p> <p>The Swansea 14-19 Coordinator and headteacher representatives attend the Regional Welsh-Medium Forum meetings and receive funding for partnership work.</p> <p><b>Further Education</b> Gower College Swansea has approximately 200 fluent Welsh learners enrolled full-time for 2013/14. Similar numbers are received from a variety of schools - Gŵyr, Bryn Tawe, Strade, Ystalyfera and Cwmtawe, and a much lower number from other out of area schools.</p>	<p>Maintain the successful Joint 6th Form</p> <p>Explore ways to increase 6<sup>th</sup> form retention at YGG Bryn Tawe</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>The college has recently appointed a Bilingual Champion, funded by Welsh Government. The college now has a strategic plan to deliver Welsh Government targets for Welsh-medium and bilingual delivery. For example, an increase of 30 learners in each academic year pursuing Welsh-medium or bilingual modules/courses, and 50% of these learners being assessed through the medium of Welsh. Ensuring an annual increase of at least 10 module options through the medium of Welsh/bilingually, and 5 learning activities reaching LA26 50% threshold.</p> <p><b>Working Together</b> The principle of complimentary development, rather than competition, is being developed. Gower College Swansea will target vocational courses eg. Care, Health and Beauty, and also develop opportunities for Welsh speaking students to maintain their language skills through tutorial groups and Welsh Bac activities.</p>		
<p>3.4 Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision</p>	<p>The two secondary schools co-operate closely to plan for 14-19 learning with the support of the local and regional forums. For example there are collaborations with YG Ystalyfera (NPT) for Engineering Level 3, Music Practitioners L3 and Politics; and Construction L1 with Coleg Sir Gar and L2 with Neath College; Hairdressing at L2 with Gower College Swansea. A Partnership pilot of L3 BTEC National Certificate/Diploma in Hospitality commenced in September 2013.</p> <p>Both secondary schools are part of the Swansea 6<sup>th</sup> Form Consortium which allows students access to post-16 courses on Wednesday afternoons.</p>	<p>Maintain collaborative development of Welsh-medium secondary education</p>	
A. Objective	B. Current performance	C. Targets	D. Progress report

	<p>Welsh-medium secondary schools also work with heads of the English-medium secondary schools through their association, Swansea City &amp; County Association of Secondary Heads (SCCASH).</p>		
<p>3.5 Gather, analyse and use data for 14-19 Welsh-medium provision. Plan for post-16 Welsh-medium provision within partnerships</p>	<p>Effective local and regional partnership working is well-established although the formal partnerships no longer exist.</p> <p>There has been a School Improvement Partnership in Swansea since 1996 which includes representation from the regional teacher training establishment in Higher Education, now part of University of Wales Trinity St David. The Welsh-medium partnership – PACA – is a sub-group of SIP and the Welsh-medium headteachers from PACA sit on SIP. There are regular PACA meetings to discuss the level of provision in secondary schools. Any recommendations or actions are fed into SIP meetings for agreement. Actions regarding 14-19 have also been reported to Swansea Learning Partnership, the broad strategic body which discusses learning across the City and County.</p> <p>The region provides support through a dedicated link adviser for each secondary school. Regional working, with Swansea’s hub partner Neath Port Talbot, is developing. There will be a System Leader with responsibility for Welsh in Education within the hub.</p> <p>Gower College Swansea is planning to develop its Welsh provision through mainly bilingual teaching methods over the next few years in a small number of vocational learning areas as identified by a provision audit. Students are currently offered the opportunity of competing assignments in Welsh in any subject where there are fluent Welsh speaking members of teaching staff in that learning area. Bilingual teaching will be developed where there are viable numbers of Welsh</p>	<p>Maintain development of Welsh-medium secondary education through partnership working</p>	
<b>A. Objective</b>	<b>B. Current performance</b>	<b>C. Targets</b>	<b>D. Progress report</b>

	speaking learners and teaching staff. There are currently three Welsh-medium A level tutorial groups, and plans to expand on this.		
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<b>Outcome 5: More learners with higher skills in Welsh</b>			
<b>A. Objective</b>	<b>B. Current position</b>	<b>C. Targets</b>	<b>D. Progress report</b>
5.1 Improve provision to address literacy in Welsh	Pupil and school performance, including improving literacy, is discussed at PACA. Where necessary, recommendations and actions are agreed by PACA.	Maintain discussion of performance issues at PACA each year.	
	<p>Swansea has developed a School-age Literacy Strategy which is being adapted for use with the Welsh language in Welsh-medium schools. It is based on ensuring that pupils develop early oracy, the skills that are essential to be a fluent reader through the '8 Reading Behaviours', and good writing skills. Pupils are targeted for support and their progress is measured. The Literacy Strategy has been adapted for use in Welsh-medium schools.</p> <p>An assessment of progress of a sample of pupils participating in the 8 Reading Behaviours in English-medium schools, undertaken in 2011-12, was very positive.</p> <p>Progress in improving literacy has continued to be key to increased performance at KS2 &amp; 3 in Welsh-medium primary and secondary schools in over the last few years. Swansea performance in Welsh in 2013 was 5<sup>th</sup> in Wales at KS2 and 11<sup>th</sup> in Wales at KS3.</p> <p>Swansea is complying with the requirements of the National Literacy Strategy.</p> <p>A joint Cluster Literacy PLC has been established to ensure a clear strategy for literacy development across all Welsh-medium schools.</p>	<p>Continue to adapt the Swansea Literacy Strategy for use in Welsh-medium schools.</p> <p>Continue support for the National and Swansea Literacy Strategies in all schools, including Welsh-medium primary and secondary schools</p>	



A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>A WEG-funded Officer has been employed since September 2010 to provide in-class support for literacy in Welsh-medium primary schools. Welsh Heads direct her support. A report from the Officer is provided to PACA at the end of each year. Heads have stated that her work helped to raise standards at KS2 to top in Wales in 2012 (5<sup>th</sup> in 2013).</p> <p>From September 2012 there has been additional support for Welsh-medium primary pupils' whose Welsh needs a boost, provided in conjunction with that for Latecomers. Headteachers are pleased with the progress these pupils have made. (see 1.5 above)</p> <p>Despite good overall improvement in standards, a gender gap remains. Boys performance will continue to be a focus for the WEG-funded officer. Boys in Years 3,4,5 will be targeted (and also some girls whose performance is low). If a pupils does not make sufficient progress, they will be able to access the 'boost' support.</p>	<p>Maintain additional support for Welsh-medium primary pupils' literacy as directed by Welsh Heads.</p>	
	<p>Welsh-medium secondary schools also identified Boys' Achievement as a priority and have been working to improve this. The two schools are very different in terms of context but boys have shown good improvement in both.</p> <p>At YGG Bryn Tawe the focus on boys' achievement continues to be a priority. An internal PLC on boys' underachievement set up in 2012-13 at Bryn Tawe comprising Heads of Faculty and Heads of Year has been successful. Whole school mentoring programmes are in place with a Year 10 boys target group for behaviour and a Year 11 target group for Key Skills. The effectiveness of this targeted approach is evident in the improved results with 91% of the target group achieving the L2 Threshold and 73% achieving the Level 2 Inclusive.</p>	<p>Welsh-medium secondary schools to maintain additional support for literacy and the targeting of boys underachievement.</p>	
<b>A. Objective</b>	<b>B. Current performance</b>	<b>C. Targets</b>	<b>D. Progress report</b>

	<p>At YG Gwyr boys' achievement has been a whole school focus with long term-monitoring and tracking annually. There have been target groups in each year group. Learning Coaches have supported pupils and there has been close work with parents of boys in target groups. After school sessions have been arranged. The trend is a positive for boys at KS4 over a sustained period. The gap has narrowed but never closes completely as the girls continue to perform better. The 2013 results for L2 inclusive and Level 2 Threshold show positive upward trends for the boys and girls.</p>		
<p>5.2 Improve provision and standards of Welsh First Language</p>	<p><b>Foundation Phase</b></p> <p>Assessment of the percentage of learners at the end of the Foundation Phase who reach at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills began in Summer 2012.</p> <p>In the second year of assessment in 2013, Welsh again outperformed English and exceeded all-Wales. The performance of Welsh-medium primary schools is typical of the range of performance across the authority, with three schools under the authority average of 80.1% and six above it. Each school has a target to improve its own performance.</p> <p>Overall, Foundation Phase results across Swansea were too low. Swansea has a focus on improving Foundation Phase assessment to impact on outcomes.</p>	<p>Improve Foundation Phase Assessment and overall performance across the authority.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report																								
	<p><b>Foundation Phase Assessment</b></p> <table border="1" data-bbox="504 268 1178 798"> <thead> <tr> <th data-bbox="504 268 613 379">Year</th> <th colspan="2" data-bbox="620 268 1178 379">Pupils achieving Outcome 5 in Language, Literacy and Communication Skills</th> </tr> <tr> <td data-bbox="504 384 613 491"></td> <th data-bbox="620 384 891 491">Welsh-medium Schools (Welsh)</th> <th data-bbox="893 384 1178 491">English-medium Schools (English)</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 496 613 568">2012</td> <td data-bbox="620 496 891 568">85.8% (Wales 85.9%)</td> <td data-bbox="893 496 1178 568">81.3% (Wales 83.4%)</td> </tr> <tr> <td data-bbox="504 572 613 644">2013</td> <td data-bbox="620 572 891 644">89.4% (Wales 86.7%)</td> <td data-bbox="893 572 1178 644">81.6% (Wales 85.2%)</td> </tr> <tr> <td data-bbox="504 649 613 681">2014</td> <td data-bbox="620 649 891 681">89.6%</td> <td data-bbox="893 649 1178 681">82.0%</td> </tr> <tr> <td data-bbox="504 686 613 718">2015</td> <td data-bbox="620 686 891 718">89.8%</td> <td data-bbox="893 686 1178 718">82.4%</td> </tr> <tr> <td data-bbox="504 722 613 754">2016</td> <td data-bbox="620 722 891 754">90.0%</td> <td data-bbox="893 722 1178 754">82.8%</td> </tr> <tr> <td data-bbox="504 759 613 791">2017</td> <td data-bbox="620 759 891 791">90.2%</td> <td data-bbox="893 759 1178 791">83.2%</td> </tr> </tbody> </table>	Year	Pupils achieving Outcome 5 in Language, Literacy and Communication Skills			Welsh-medium Schools (Welsh)	English-medium Schools (English)	2012	85.8% (Wales 85.9%)	81.3% (Wales 83.4%)	2013	89.4% (Wales 86.7%)	81.6% (Wales 85.2%)	2014	89.6%	82.0%	2015	89.8%	82.4%	2016	90.0%	82.8%	2017	90.2%	83.2%		
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	<p data-bbox="501 236 1016 268"><b>Key Stage 2 Teacher Assessment</b></p> <table border="1" data-bbox="501 304 1178 951"> <thead> <tr> <th data-bbox="510 309 613 528">Year</th> <th data-bbox="620 309 891 528">Pupils achieving at least L4 Welsh 1<sup>st</sup> language in Y6 %</th> <th data-bbox="898 309 1169 528">Targets</th> </tr> </thead> <tbody> <tr><td>2007</td><td>76.6</td><td></td></tr> <tr><td>2008</td><td>74.4</td><td></td></tr> <tr><td>2009</td><td>84.3</td><td></td></tr> <tr><td>2010</td><td>84.1</td><td></td></tr> <tr><td>2011</td><td>84.2*</td><td></td></tr> <tr><td>2012</td><td>90.6*</td><td></td></tr> <tr><td>2013</td><td>91.2</td><td></td></tr> <tr><td>2014</td><td></td><td>91.7%</td></tr> <tr><td>2015</td><td></td><td>91.7%</td></tr> <tr><td>2016</td><td></td><td>91.7%</td></tr> <tr><td>2017</td><td></td><td>91.7%</td></tr> </tbody> </table> <p data-bbox="501 956 680 975">* WG stats bulletin</p> <p data-bbox="501 1018 1379 1198">These targets recognise that performance is at a high level and will be challenging to sustain. They also take into account the future performance of the pupils from the two new schools, Tan-y-lan and Y Cwm, who come from areas with higher deprivation.</p> <p data-bbox="501 1241 1357 1310">Improving performance at Level 5 (Expected Level plus one) will be discussed by PACA in 2014.</p>	Year	Pupils achieving at least L4 Welsh 1 <sup>st</sup> language in Y6 %	Targets	2007	76.6		2008	74.4		2009	84.3		2010	84.1		2011	84.2*		2012	90.6*		2013	91.2		2014		91.7%	2015		91.7%	2016		91.7%	2017		91.7%		
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	<p>There was good improvement in 2011-12 after a period of flat performance which was as a result of challenge by the local authority and improved in-class support, especially for literacy (described above). In 2013 performance improved slightly but ranking fell to 5<sup>th</sup> from 1<sup>st</sup> in 2012.</p> <p>As part of regional working, Floor and Aspirational Targets have been set for all primary schools based on Fischer Family Trust estimates.</p>	Maintain improvement.																																																																																																																																					
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	<p>Performance remains good, with a rising trend, although in 2012-13 there was a 1.0% decrease at authority level and a drop in ranking to 11<sup>th</sup> from 1<sup>st</sup> in 2012.</p> <p>The performance in the past has fluctuated year on year but maintained a rising trend. Targets from 2013 reflect the differences in cohorts' context and previous performance. This means that successive years do not necessarily show an increase in performance. This is illustrated by the targets for YGG Bryn Tawe where the proportion of pupils from disadvantaged backgrounds is increasing and so continuing the previous very high performance is not expected.</p> <p>Improving performance at Level 6 at KS3 will be discussed at PACA during 2014.</p>		
	<p>The drive to raise standards in Welsh-medium secondary schools is mainly focused on improving literacy levels. Both schools will continue to participate in the roll out of the National and local Swansea Literacy Strategies and to target boys' underachievement.</p>	<p>Continue to improve the percentage of pupils achieving L5 at KS3.</p>	
	<p><b>Key Stage 4/GCSE</b></p> <p>Pupils in both secondary schools achieve excellent results in all indicators. The schools are amongst the best in Wales and were both in band 1 in 2012-13. The schools are usually in the top quartile of their respective benchmark groups.</p>	<p>Maintain high performance.</p>	

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<p data-bbox="147 818 477 994">5.3 Increase opportunities for learners of all ages to practise their Welsh outside the classroom</p>	<p data-bbox="506 855 1379 1182">All Welsh-medium primary schools offer residential experiences in Welsh speaking settings – Urdd camps at Llangrannog and Cardiff Bay, Plas Tan y Bwlch. A diverse range of after school activities is provided in each school including various sports clubs, music, computer, gardening and yoga. These are mostly geared towards KS2 pupils. They are all conducted through the medium of Welsh and are run mainly by school staff with the assistance of external agencies in some cases.</p> <p data-bbox="506 1222 1379 1289">In addition to breakfast clubs most schools also have after school clubs, all of which run through the medium of Welsh.</p>	<p data-bbox="1408 855 1738 1031">Continue to develop opportunities for learners to develop their Welsh outside the classroom.</p> <p data-bbox="1408 1070 1738 1366">Continue to work closely with external organisations and providers and monitor effectiveness and outcomes of extracurricular activities.</p>																																																		

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	<p>There is an extensive range of extracurricular and residential experiences available to secondary learners through the medium of Welsh, including the GYTS and BYDI schemes in secondary schools, supported by Menter Iaith. Menter Iaith is also commissioned by the Youth Service to provide Welsh-medium extra-curricular support. A project facilitated by <i>Trywydd</i> at YGG Bryn Tawe was set up 2011-12 and continues in 2013-14 with more in-depth research. It focuses on the psychology of language and the mindset of pupils. 'Welshness' sessions have been included in the PSE programme and pupils map their personal language journey.</p> <p>Gower College Swansea is expanding its opportunities for informal use of Welsh and has set targets for additional activities, including establishing a Welsh Society to organise small scale events. Students on some courses participate in an additional language unit designed to maintain and develop their language skills.</p>		
<p>5.4 Improve provision and standards of Welsh Second Language</p>	<p><b>Welsh Second Language at KS2</b></p> <p><b>Percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language</b></p>		



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	<table border="1" data-bbox="506 233 1178 762"> <thead> <tr> <th data-bbox="506 233 613 456">Year</th> <th data-bbox="620 233 891 456">Pupils achieving at least L4 Welsh 2<sup>nd</sup> language in Y6 %</th> <th data-bbox="898 233 1178 456">Floor and Aspirational Targets % to achieve L4 have been set per school</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 461 613 496">2010</td> <td data-bbox="620 461 891 496">36.4</td> <td data-bbox="898 461 1178 496"></td> </tr> <tr> <td data-bbox="506 501 613 536">2011</td> <td data-bbox="620 501 891 536">47.8</td> <td data-bbox="898 501 1178 536"></td> </tr> <tr> <td data-bbox="506 541 613 576">2012</td> <td data-bbox="620 541 891 576">59.1</td> <td data-bbox="898 541 1178 576"></td> </tr> <tr> <td data-bbox="506 580 613 616">2013</td> <td data-bbox="620 580 891 616">67.1</td> <td data-bbox="898 580 1178 616"></td> </tr> <tr> <td data-bbox="506 620 613 655">2014</td> <td data-bbox="620 620 891 655"></td> <td data-bbox="898 620 1178 655">69%</td> </tr> <tr> <td data-bbox="506 660 613 695">2015</td> <td data-bbox="620 660 891 695"></td> <td data-bbox="898 660 1178 695">71%</td> </tr> <tr> <td data-bbox="506 700 613 735">2016</td> <td data-bbox="620 700 891 735"></td> <td data-bbox="898 700 1178 735">72%</td> </tr> <tr> <td data-bbox="506 740 613 775">2017</td> <td data-bbox="620 740 891 775"></td> <td data-bbox="898 740 1178 775">73%</td> </tr> </tbody> </table> <p data-bbox="506 767 1339 855">* It remains difficult to set meaningful targets as it is not part of schools' statutory duties and while the process of assessment is still not robust enough.</p> <p data-bbox="506 895 1312 999">There has been a good improvement in the fourth year of assessment. In 2013 Swansea was close to the national average of 67.7%.</p>	Year	Pupils achieving at least L4 Welsh 2 <sup>nd</sup> language in Y6 %	Floor and Aspirational Targets % to achieve L4 have been set per school	2010	36.4		2011	47.8		2012	59.1		2013	67.1		2014		69%	2015		71%	2016		72%	2017		73%		
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	<p data-bbox="506 1046 1339 1150">The aim of the Welsh Service to support schools to deliver the statutory function. In response to criticism in the Estyn report in 2013, the Welsh Service will work with schools</p> <ul data-bbox="551 1158 1245 1302" style="list-style-type: none"> <li>• to reduce variability at KS2</li> <li>• to improve low assessment and to check high assessment</li> <li>• to make assessment more realistic and robust.</li> </ul> <p data-bbox="506 1310 1357 1414">Schools where assessment is below 40% or above 90% are being targeted for extra challenge by the Welsh in Education Officers.</p>	<p data-bbox="1408 1046 1682 1190">Improve standards year on year and reduce variability of performance</p>																												
<b>A. Objective</b>	<b>B. Current performance</b>	<b>C. Targets</b>	<b>D. Progress report</b>																											

	<p>The Welsh in Education Officers are encouraging clusters to improve their planning and structures. Courses are being provided for teachers in Years 5 and 6 on levelling, and these will be extended to Y7 teachers. These courses are open to all English-medium schools as every cluster needs to become more secure in their practice. Each cluster has to show their portfolio of Level 4 and Level 5 work to the Welsh in Education Officers prior to submission.</p> <p>There is improved regional working and sharing of good practice to increase accuracy and consistency.</p>		
	<p><b>Improving KS2/3 Moderation</b></p> <p>Support has been provided for improved moderation of assessment and there was verification of clusters' processes by authority staff. The robustness of teacher assessment is improving and support will continue to focus on embedding assessment across Key Stage 2 (for all teachers) and making assessment more accurate.</p>	<p>Embed assessment, standardisation and moderation</p> <ul style="list-style-type: none"> <li>- in schools, especially at KS2</li> <li>- in clusters</li> <li>- across the authority</li> </ul>	

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	<p><b>Key Stage 3</b></p> <p><b>Percentage of learners at the end of Key Stage 3 who reached at least Level 4 in the teacher assessment of Welsh Second Language:</b></p> <table border="1" data-bbox="506 491 1178 1059"> <thead> <tr> <th data-bbox="506 491 613 715">Year</th> <th data-bbox="620 491 891 715">Pupils achieving at least L4 Welsh 2<sup>nd</sup> language in Y9 %</th> <th data-bbox="898 491 1178 715">Floor and Aspirational Targets % to achieve L4 have been set per school</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 719 613 751">2009</td> <td data-bbox="620 719 891 751">47.3</td> <td data-bbox="898 719 1178 751"></td> </tr> <tr> <td data-bbox="506 756 613 788">2010</td> <td data-bbox="620 756 891 788">55.3</td> <td data-bbox="898 756 1178 788"></td> </tr> <tr> <td data-bbox="506 793 613 825">2011</td> <td data-bbox="620 793 891 825">67.4</td> <td data-bbox="898 793 1178 825"></td> </tr> <tr> <td data-bbox="506 829 613 861">2012</td> <td data-bbox="620 829 891 861">70.5</td> <td data-bbox="898 829 1178 861"></td> </tr> <tr> <td data-bbox="506 866 613 898">2013</td> <td data-bbox="620 866 891 898">73.1</td> <td data-bbox="898 866 1178 898">73%</td> </tr> <tr> <td data-bbox="506 903 613 935">2014</td> <td data-bbox="620 903 891 935"></td> <td data-bbox="898 903 1178 935">75%</td> </tr> <tr> <td data-bbox="506 940 613 971">2015</td> <td data-bbox="620 940 891 971"></td> <td data-bbox="898 940 1178 971">76%</td> </tr> <tr> <td data-bbox="506 976 613 1008">2016</td> <td data-bbox="620 976 891 1008"></td> <td data-bbox="898 976 1178 1008">77%</td> </tr> <tr> <td data-bbox="506 1013 613 1045">2017</td> <td data-bbox="620 1013 891 1045"></td> <td data-bbox="898 1013 1178 1045">78%</td> </tr> </tbody> </table>	Year	Pupils achieving at least L4 Welsh 2 <sup>nd</sup> language in Y9 %	Floor and Aspirational Targets % to achieve L4 have been set per school	2009	47.3		2010	55.3		2011	67.4		2012	70.5		2013	73.1	73%	2014		75%	2015		76%	2016		77%	2017		78%	<p>Maintain improvement in standards and reduce variability in performance.</p> <p>Develop more resources for KS3 to assist assessment and achieve consistency in the levelling process.</p>	
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	<p>Teacher assessment is well-established and there is a strong improving trend. Swansea is close to the national average of 73.3%. Performance is on target.</p> <p>The 12 English-medium secondary schools collaborate well through Heads of Department supported by the WEG-funded Officer (Welsh Second Language, Secondary).</p> <p>Time allocation for Welsh at KS3 remains a concern in some schools, while other schools begin the GCSE course in Year 9.</p>	<p>Encourage schools to give Welsh sufficient time allocation at KS3.</p>																																													
	<p><b>Key Stage 4 – Full Course : Performance</b></p> <p><b>Percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language – Full Course as a percentage of entries:</b></p> <table border="1" data-bbox="506 911 1200 1410"> <thead> <tr> <th data-bbox="506 911 611 986">Year</th> <th colspan="3" data-bbox="618 911 1200 986">Welsh Second Language at KS4 Full Course A*-C passes</th> </tr> <tr> <td data-bbox="506 991 611 1066"></td> <th data-bbox="618 991 819 1066">Swansea Numbers</th> <th data-bbox="826 991 1010 1066">Swansea %</th> <th data-bbox="1016 991 1200 1066">Wales %</th> </tr> </thead> <tbody> <tr> <td data-bbox="506 1070 611 1102">2009</td> <td data-bbox="618 1070 819 1102">259/314</td> <td data-bbox="826 1070 1010 1102">82.5</td> <td data-bbox="1016 1070 1200 1102"></td> </tr> <tr> <td data-bbox="506 1107 611 1139">2010</td> <td data-bbox="618 1107 819 1139">244/294</td> <td data-bbox="826 1107 1010 1139">82.7</td> <td data-bbox="1016 1107 1200 1139"></td> </tr> <tr> <td data-bbox="506 1144 611 1176">2011</td> <td data-bbox="618 1144 819 1176">217/253</td> <td data-bbox="826 1144 1010 1176">85.6</td> <td data-bbox="1016 1144 1200 1176"></td> </tr> <tr> <td data-bbox="506 1181 611 1212">2012</td> <td data-bbox="618 1181 819 1212">217/244</td> <td data-bbox="826 1181 1010 1212">89.8</td> <td data-bbox="1016 1181 1200 1212">73.6</td> </tr> <tr> <td data-bbox="506 1217 611 1249">2013</td> <td data-bbox="618 1217 819 1249">226/239</td> <td data-bbox="826 1217 1010 1249">94.6</td> <td data-bbox="1016 1217 1200 1249">76.8</td> </tr> <tr> <td data-bbox="506 1254 611 1286">2014</td> <td data-bbox="618 1254 819 1286"></td> <td data-bbox="826 1254 1010 1286">94.8</td> <td data-bbox="1016 1254 1200 1286"></td> </tr> <tr> <td data-bbox="506 1291 611 1323">2015</td> <td data-bbox="618 1291 819 1323"></td> <td data-bbox="826 1291 1010 1323">95.0</td> <td data-bbox="1016 1291 1200 1323"></td> </tr> <tr> <td data-bbox="506 1327 611 1359">2016</td> <td data-bbox="618 1327 819 1359"></td> <td data-bbox="826 1327 1010 1359">95.0</td> <td data-bbox="1016 1327 1200 1359"></td> </tr> <tr> <td data-bbox="506 1364 611 1396">2017</td> <td data-bbox="618 1364 819 1396"></td> <td data-bbox="826 1364 1010 1396">95.0</td> <td data-bbox="1016 1364 1200 1396"></td> </tr> </tbody> </table>	Year	Welsh Second Language at KS4 Full Course A*-C passes				Swansea Numbers	Swansea %	Wales %	2009	259/314	82.5		2010	244/294	82.7		2011	217/253	85.6		2012	217/244	89.8	73.6	2013	226/239	94.6	76.8	2014		94.8		2015		95.0		2016		95.0		2017		95.0			
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	<p>Targets will probably need to be revised over time as more pupils sit full course.</p>		
	<p>The 12 English-medium secondary schools collaborate well through Heads of Department supported by the WEG funded Officer (Welsh Second Language, Secondary).</p> <p>Standards at GCSE for A*-C are very high but the cohort remains too small. Improving the number of pupils sitting the Full Course is a priority for Swansea. In their inspection of Swansea in 2013, Estyn judged there was a need to increase Full Course take-up.</p> <p>PACA and the Officer (W2L, Secondary) have been encouraging schools to promote the Full Course rather than the Short Course and this has had an impact as described below. In 2013, the effect of this is yet to show up in numbers and percentages in the results.</p> <p>All 12 English-medium secondary schools offer the Full Course but in several schools take up remains generally low, in 2013 (5% - 30% of cohort), as most pupils opted for the Short Course. Following pressure from PACA and as a result of Estyn inspection outcomes, secondary schools are increasing their encouragement to pupils to study Welsh Second Language. Three schools, Pontarddulais, Olchfa and Pentrehafod have made W2L a core subject at KS4 and the full impact of this will be seen in the 2014 results and onwards.</p>		
		<p>Continue to increase the number of pupils who sit the Full Course.</p>	

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	<p>The new Applied Course has been introduced in some schools and its popularity and pupils' success rate are being monitored. Analysis of the results showed that the new course compares favourably with the old course.</p>	<p>Continue to monitor the impact of the new Applied Course (full time option)</p>																																		
	<p><b>Key Stage 4 - Full Course: take-up</b></p> <table border="1" data-bbox="504 491 1178 991"> <thead> <tr> <th data-bbox="504 491 613 608">Year</th> <th colspan="2" data-bbox="620 491 1178 608">Welsh Second Language at KS4 Pupils sitting Full Course as % of English-medium cohort</th> </tr> <tr> <td data-bbox="504 612 613 644"></td> <th data-bbox="620 612 891 644">Numbers</th> <th data-bbox="891 612 1178 644">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 649 613 681">2009</td> <td data-bbox="620 649 891 681">314/2467</td> <td data-bbox="891 649 1178 681">12.7</td> </tr> <tr> <td data-bbox="504 686 613 718">2010</td> <td data-bbox="620 686 891 718">294/2397</td> <td data-bbox="891 686 1178 718">12.3</td> </tr> <tr> <td data-bbox="504 722 613 754">2011</td> <td data-bbox="620 722 891 754">253/2366</td> <td data-bbox="891 722 1178 754">10.7</td> </tr> <tr> <td data-bbox="504 759 613 791">2012</td> <td data-bbox="620 759 891 791">244/2294</td> <td data-bbox="891 759 1178 791">10.6</td> </tr> <tr> <td data-bbox="504 796 613 828">2013</td> <td data-bbox="620 796 891 828">239/2391</td> <td data-bbox="891 796 1178 828">10.0</td> </tr> <tr> <td data-bbox="504 833 613 865">2014</td> <td data-bbox="620 833 891 865"></td> <td data-bbox="891 833 1178 865">Target 12%</td> </tr> <tr> <td data-bbox="504 869 613 901">2015</td> <td data-bbox="620 869 891 901"></td> <td data-bbox="891 869 1178 901">Target 14%</td> </tr> <tr> <td data-bbox="504 906 613 938">2016</td> <td data-bbox="620 906 891 938"></td> <td data-bbox="891 906 1178 938">Target 16%</td> </tr> <tr> <td data-bbox="504 943 613 975">2017</td> <td data-bbox="620 943 891 975"></td> <td data-bbox="891 943 1178 975">Target 17%</td> </tr> </tbody> </table> <p>Targets have been set to reflect increased commitment to Full Course amongst Swansea secondary heads, as described in the text.</p>	Year	Welsh Second Language at KS4 Pupils sitting Full Course as % of English-medium cohort			Numbers	%	2009	314/2467	12.7	2010	294/2397	12.3	2011	253/2366	10.7	2012	244/2294	10.6	2013	239/2391	10.0	2014		Target 12%	2015		Target 14%	2016		Target 16%	2017		Target 17%		
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	<p><b>Key Stage 4 – Short Course: Performance</b></p> <table border="1" data-bbox="504 304 1227 839"> <thead> <tr> <th data-bbox="504 304 613 416">Year</th> <th colspan="3" data-bbox="620 304 1227 416">Welsh Second Language at KS4 Short Course A*-C passes as % of entries</th> </tr> <tr> <th data-bbox="504 421 613 493"></th> <th data-bbox="620 421 819 493">Swansea Numbers</th> <th data-bbox="826 421 1032 493">Swansea %</th> <th data-bbox="1039 421 1227 493">Wales %</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 497 613 529">2009</td> <td data-bbox="620 497 819 529">630/1412</td> <td data-bbox="826 497 1032 529">44.6</td> <td data-bbox="1039 497 1227 529"></td> </tr> <tr> <td data-bbox="504 534 613 566">2010</td> <td data-bbox="620 534 819 566">480/1064</td> <td data-bbox="826 534 1032 566">45.11</td> <td data-bbox="1039 534 1227 566"></td> </tr> <tr> <td data-bbox="504 571 613 603">2011</td> <td data-bbox="620 571 819 603">506/1150</td> <td data-bbox="826 571 1032 603">44.0</td> <td data-bbox="1039 571 1227 603"></td> </tr> <tr> <td data-bbox="504 608 613 639">2012</td> <td data-bbox="620 608 819 639">598/1268</td> <td data-bbox="826 608 1032 639">47.2</td> <td data-bbox="1039 608 1227 639">49.6</td> </tr> <tr> <td data-bbox="504 644 613 676">2013</td> <td data-bbox="620 644 819 676">670/1422</td> <td data-bbox="826 644 1032 676">47.12</td> <td data-bbox="1039 644 1227 676">50.5</td> </tr> <tr> <td data-bbox="504 681 613 713">2014</td> <td data-bbox="620 681 819 713"></td> <td data-bbox="826 681 1032 713">Target 50.5</td> <td data-bbox="1039 681 1227 713"></td> </tr> <tr> <td data-bbox="504 718 613 750">2015</td> <td data-bbox="620 718 819 750"></td> <td data-bbox="826 718 1032 750">Target 52.0</td> <td data-bbox="1039 718 1227 750"></td> </tr> <tr> <td data-bbox="504 754 613 786">2016</td> <td data-bbox="620 754 819 786"></td> <td data-bbox="826 754 1032 786">Target 52.5</td> <td data-bbox="1039 754 1227 786"></td> </tr> <tr> <td data-bbox="504 791 613 823">2017</td> <td data-bbox="620 791 819 823"></td> <td data-bbox="826 791 1032 823">Target 53.0</td> <td data-bbox="1039 791 1227 823"></td> </tr> </tbody> </table> <p data-bbox="504 879 1366 1098">Targets have been set to keep in mind the decrease to entry for Short Course as the Full Course increases. The abilities of pupils sitting Full Course will become more varied and the ability range of the pupils sitting Short Course may also alter. In light of this, a modest increase in performance is predicted currently.</p>	Year	Welsh Second Language at KS4 Short Course A*-C passes as % of entries				Swansea Numbers	Swansea %	Wales %	2009	630/1412	44.6		2010	480/1064	45.11		2011	506/1150	44.0		2012	598/1268	47.2	49.6	2013	670/1422	47.12	50.5	2014		Target 50.5		2015		Target 52.0		2016		Target 52.5		2017		Target 53.0		<p>Improve standards at A*-C in Short Course</p>	
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	<p>Standards at A*-C in Short Course remain slightly below all Wales and need to be improved.</p>	<p>Ensure sufficient time is allocated at KS4 by schools to the Short Courses</p>																																													

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	<p>The results from the new modular Applied Course, which may be accredited as a short (Foundation) course are being monitored.</p> <p><b>Key Stage 4 – Short Course: take-up</b></p> <table border="1" data-bbox="504 419 1178 762"> <thead> <tr> <th data-bbox="504 419 613 531">Year</th> <th colspan="2" data-bbox="620 419 1178 531">Welsh Second Language at KS4 Pupils sitting Short Course as % of English-medium cohort</th> </tr> <tr> <td data-bbox="504 536 613 568"></td> <th data-bbox="620 536 891 568">Numbers</th> <th data-bbox="893 536 1178 568">%</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 572 613 608">2009</td> <td data-bbox="620 572 891 608">1412/2467</td> <td data-bbox="893 572 1178 608">57.23</td> </tr> <tr> <td data-bbox="504 612 613 647">2010</td> <td data-bbox="620 612 891 647">1064/2397</td> <td data-bbox="893 612 1178 647">44.4</td> </tr> <tr> <td data-bbox="504 652 613 687">2011</td> <td data-bbox="620 652 891 687">1150/2366</td> <td data-bbox="893 652 1178 687">48.6</td> </tr> <tr> <td data-bbox="504 692 613 727">2012</td> <td data-bbox="620 692 891 727">1266/2294</td> <td data-bbox="893 692 1178 727">55.1</td> </tr> <tr> <td data-bbox="504 732 613 767">2013</td> <td data-bbox="620 732 891 767">1422/2391</td> <td data-bbox="893 732 1178 767">59.47</td> </tr> </tbody> </table> <p>All 12 English-medium secondary schools offer the Short Course. However, not all schools insist that pupils sit the exam.</p> <p>Increasing the uptake of the Short Course will need to be balanced against promoting the Full Course. For this reason no target has been set.</p> <p><b>Learning Pathway</b></p> <p>Five English-medium secondary schools intend to provide the WJEC’s Welsh Second Language Learning Pathway course to KS4 pupils of lower ability and pupils with additional learning needs, enabling them to gain a recognised qualification in Welsh at KS4.</p>	Year	Welsh Second Language at KS4 Pupils sitting Short Course as % of English-medium cohort			Numbers	%	2009	1412/2467	57.23	2010	1064/2397	44.4	2011	1150/2366	48.6	2012	1266/2294	55.1	2013	1422/2391	59.47	<p>Monitor the impact of the Applied Course (short option)</p> <p>Increase the number of pupils who sit the Short Course exam where it is currently optional to do so.</p>	
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2012	1266/2294	55.1																						
2013	1422/2391	59.47																						
A. Objective	B. Current performance	C. Targets	D. Progress report																					



**Key Stage 4 – No course**

**Percentage of learners sitting no exam in Welsh Second Language at KS4/GCSE**

Year	Number no exam	Percentage no exam
2009	1522/2467	61.7
2010	1312/2397	54.7
2011	926/2366	39.1
2012	817/2336	35.0
2013	730/2391	30.5
2014		Target 25%
2015		Target 20%
2016		Target 18%
2017		Target 16%

*NB English medium cohort used*

There has been a good improvement in pupils engaging with Welsh Second Language and going on to sit an exam at KS4. Further improvement is anticipated.

Continue to increase the number and percentage of learners who sit an exam in Welsh Second Language at KS4.

5.5  
Increase opportunities for learners of all ages to practise their Welsh outside the classroom

The development of the incidental use of Welsh with pupils in English-medium schools is through:

- Welsh clubs
- Urdd
- Llangrannog & Glan Llyn
- Menter Iaith
- Youth provision

Increase and promote the opportunities for the incidental use of Welsh outside the classroom

**A. Objective**

**B. Current performance**

**C. Targets**

**D. Progress report**

A regional audit of the opportunities for incidental Welsh

	<p>outside the classroom has taken place in 2012-13. The aim is to develop working relationships with partners in other authorities.</p> <p>School staff in primary and secondary schools have been offered the opportunity of Welsh lessons, including accredited courses.</p>																					
<p>5.6 Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.</p>	<p><b>Key Stage 5 – A Level - Welsh [First] Language</b></p> <p>There is good uptake for A level Welsh in both Welsh-medium schools and outcomes are positive. In summer 2013 both schools had 100% pass rate and almost all pupils achieved Grade A-C.</p> <table border="1" data-bbox="504 746 1178 1093"> <thead> <tr> <th rowspan="3">Year</th> <th colspan="2">Welsh First Language at KS5 Pupils sitting exams in Welsh Language /Literature</th> </tr> <tr> <th colspan="2">Numbers/Cohort</th> </tr> <tr> <th>Gwyr</th> <th>Bryn Tawe</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>10</td> <td>17</td> </tr> <tr> <td>2011</td> <td>8</td> <td>14</td> </tr> <tr> <td>2012</td> <td>6</td> <td>11</td> </tr> <tr> <td>2013</td> <td>14 / 72</td> <td>9 / 49</td> </tr> </tbody> </table> <p>Gower College Swansea introduced a Welsh First Language AS course in 2012-13, with 6 students enrolled. Three students completed the course with a 100% pass rate but none went on to complete the full A Level. The AS course continues in 2013-14 with 7 students enrolled.</p>	Year	Welsh First Language at KS5 Pupils sitting exams in Welsh Language /Literature		Numbers/Cohort		Gwyr	Bryn Tawe	2010	10	17	2011	8	14	2012	6	11	2013	14 / 72	9 / 49	<p>Maintain the successful Joint 6th Form provision and outcomes</p>	
Year	Welsh First Language at KS5 Pupils sitting exams in Welsh Language /Literature																					
	Numbers/Cohort																					
	Gwyr	Bryn Tawe																				
2010	10	17																				
2011	8	14																				
2012	6	11																				
2013	14 / 72	9 / 49																				

A. Objective	B. Current performance	C. Targets	D. Progress report																																
	<p><b>Key Stage 5 – A Level - Welsh Second Language</b></p> <p>Until recently, as part of Swansea’s 14-19 provision - the Swansea Guarantee - only one secondary school offered Welsh at A Level. In 2013, an additional secondary school has begun to offer A Level Welsh Second Language. It is also available at the local FE providers. Uptake is dependent on the number of pupils sitting Full Course GCSE.</p> <table border="1" data-bbox="504 571 1368 1090"> <thead> <tr> <th data-bbox="504 571 611 683">Year</th> <th colspan="3" data-bbox="618 571 1368 683">Welsh Second Language at KS5 Number of Pupils achieving A2 Welsh Language /Literature</th> </tr> <tr> <th data-bbox="504 687 611 759"></th> <th data-bbox="618 687 875 759">Olchfa</th> <th data-bbox="882 687 1115 759">Bishop Vaughan</th> <th data-bbox="1122 687 1368 759">Gower College Swansea</th> </tr> </thead> <tbody> <tr> <td data-bbox="504 764 611 799">2010</td> <td data-bbox="618 764 875 799">0</td> <td data-bbox="882 764 1115 799"></td> <td data-bbox="1122 764 1368 799">-</td> </tr> <tr> <td data-bbox="504 804 611 839">2011</td> <td data-bbox="618 804 875 839">0</td> <td data-bbox="882 804 1115 839"></td> <td data-bbox="1122 804 1368 839">-</td> </tr> <tr> <td data-bbox="504 844 611 879">2012</td> <td data-bbox="618 844 875 879">6</td> <td data-bbox="882 844 1115 879"></td> <td data-bbox="1122 844 1368 879">14</td> </tr> <tr> <td data-bbox="504 884 611 935">2013</td> <td data-bbox="618 884 875 935">6 <small>(11 enrolled Oct 2012)</small></td> <td data-bbox="882 884 1115 935">1</td> <td data-bbox="1122 884 1368 935">9</td> </tr> <tr> <td data-bbox="504 940 611 1013">2014</td> <td data-bbox="618 940 875 1013">10 enrolled Sept 2013</td> <td data-bbox="882 940 1115 1013">-</td> <td data-bbox="1122 940 1368 1013">13 enrolled Sept 2012</td> </tr> <tr> <td data-bbox="504 1018 611 1090">2015</td> <td data-bbox="618 1018 875 1090">8 Enrolled Sept 2013</td> <td data-bbox="882 1018 1115 1090">6 Enrolled Sept 2013</td> <td data-bbox="1122 1018 1368 1090">17 enrolled Sept 2013</td> </tr> </tbody> </table>	Year	Welsh Second Language at KS5 Number of Pupils achieving A2 Welsh Language /Literature				Olchfa	Bishop Vaughan	Gower College Swansea	2010	0		-	2011	0		-	2012	6		14	2013	6 <small>(11 enrolled Oct 2012)</small>	1	9	2014	10 enrolled Sept 2013	-	13 enrolled Sept 2012	2015	8 Enrolled Sept 2013	6 Enrolled Sept 2013	17 enrolled Sept 2013	<p>Improve uptake of Full Course GCSE to encourage progression to A Level.</p>	
Year	Welsh Second Language at KS5 Number of Pupils achieving A2 Welsh Language /Literature																																		
	Olchfa	Bishop Vaughan	Gower College Swansea																																
2010	0		-																																
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A. Objective	B. Current performance	C. Targets	D. Progress report																																

	<p>Bishop Vaughan RC Comprehensive Schools will also be providing an 'A' Level Welsh Second Language course from September 2013.</p> <p>Gower College Swansea will be working with English-medium schools to encourage uptake of Full Course W2L GCSE in order to be able to access AS W2L at the college.</p>		
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## Outcome 6: Improving Welsh-medium Additional Learning Needs Provision

A. Objective	B. Current position	C. Targets	D. Progress report
<p>6.1 Improve Welsh-medium additional learning needs provision (ALN)</p>	<p>The SEN development is reviewed twice yearly. As a result of these reviews, it has been established that there is no need for an additional STF for Welsh-medium pupils.</p>	<p>To continue to review the SEN / STF development plan twice yearly</p>	
	<p>Demand for STF places in Welsh-medium is established from Annual reviews and analysis of referrals from Health for those in early years. This information influences the review of the SEN Development Plan which is carried out twice yearly</p> <p>Provision in Welsh-medium education, as for English-medium, is reviewed through the STF Development Plan. Increases in places in existing STF or new STFs are planned as need becomes evident.</p> <p>There is an STF in YG Gwyr which has 9 places, 8 of which are occupied (January 2014) and which will be full in September 2014. There is no waiting list and the authority is not aware of any unmet demand.</p> <p>YGG Bryn Tawe has a Speech and Language Resource which covers pupils in both primary and secondary schools across the whole authority. It is planned to increase the capacity of this Resource to support 11 pupils (currently 9) from September 2014, subject to approval by the authority. Again the authority is not aware of any unmet demand.</p>	<p>Continue to analyse annual reviews and referrals from Health and to review the SEN Development Plan twice yearly.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>Swansea also monitors and appraises demand for ALN provision in Welsh Medium schools via the annual SEN survey which provides funding for pupils with, primarily, literacy difficulties.</p> <p>The team also appraises demand via the SENCo/Support termly meetings when the SENCos can highlight concerns. Attendance of Welsh-medium SENCos is excellent at SENCo Network meetings.</p> <p>The SLA is another mechanism which provides the Authority with information and data from Welsh-medium schools.</p> <p>Education Effectiveness Inclusion team, working with colleagues from the Access to Learning service, is able to target support and train teachers and TAs as needed. Welsh-medium heads are pleased with this effective training.</p>	<p>Maintain regular meetings with Welsh-medium SENCos to appraise demand.</p> <p>Swansea and NPT will organise a joint meeting for Welsh medium schools to share concerns and good practice.</p>	
	<p>The Inclusion Team from Education Effectiveness worked with the group of SENCos to develop Welsh-medium Dyslexia resources, in particular assessments. The group also invited colleagues from Neath Port Talbot. Termly meetings are held to check on assessments.</p> <p>A Pack on Dyslexia assessments and materials for Welsh Medium schools, developed jointly with NPT, has been distributed to Swansea schools.</p>	<p>Discuss future joint work with Neath Port Talbot</p> <p>Make the Dyslexia pack available across Wales</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>Parents of Children undergoing statutory assessment of SEN are afforded the opportunity to express their preference for their child's education which includes the matter of the medium in which they are educated</p>	<p>Continue taking account of parental expressions of preference in keeping with the guidance in the SEN Code of Practice and ensuring that this data informs the planning of SEN provision in the SEN Development plan</p>	
	<p>The new Welsh-medium Dyslexia pack has a section specifically for parents outlining strategies they can use with their child. Parents are also offered opportunities to attend workshops through the medium of Welsh.</p> <p>The SENCo from a Welsh-medium school is trained to deliver a Pre-school Readiness course. This course supports parents in behaviour strategies during Nursery and Reception.</p>	<p>Provide workshops for parents on dyslexia.</p>	
	<p>There is scope to share the expertise in the YGG Bryntawe resource across neighbouring Authorities and to work to establish need across the region. Discussions with NPT on this are ongoing.</p> <p>A Self Evaluation document for STFs and PRUs has been drafted by a working party including the two Welsh-medium secondary schools. It will help to ensure the needs of the Welsh-medium schools and STF are met. The self-evaluation is bilingual and will be made available to the region</p>	<p>Share resources and expertise and develop new provision regionally</p> <p>Complete and roll out the STF &amp; PRU self-evaluation documents locally and regionall</p>	
A. Objective	B. Current performance	C. Targets	D. Progress report

Research into 'Effective use of TAs in the Secondary School Sector' is complete and will be available bilingually. It was led by YGG Bryn Tawe, working in close collaboration with other secondary schools and the Welsh Government co-ordinator for HLTAs in Wales.

Feedback to secondary schools on the research in Autumn 2013 SENCo meetings.

Distribute the research to all schools in Spring Term 2014.



<b>Outcome 7: Workforce planning and Continuous Professional Development</b>			
<b>A. Objective</b>	<b>B. Current position</b>	<b>C. Targets</b>	<b>D. Progress report</b>
7.1 Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education	<p>There were no unfilled teaching vacancies in Welsh-medium primary schools in September 2013.</p> <p>Recruitment of teachers is not an issue in the Welsh-medium primary sector with the posts advertised attracting a good response rate.</p>	Maintain successful recruitment	
	<p>There were no unfilled teaching vacancies in Welsh-medium secondary schools in September 2013. There are no or minimal numbers of posts filled by subject non-specialists. The low response rate to recruitment in certain subjects continues, as does difficulty in appointing short-term cover, eg for maternity leave.</p> <p>There continue to be few applicants in some subject areas and a low response rate in others, however schools are managing this.</p> <p>The reduced access to the Graduate Teacher Programme continues to limit the capacity of schools to fill vacancies in shortage areas by this route.</p>	<p>Ensure there are good teachers in all subjects</p> <p>Monitor the effects of lack of access to the Graduate Teacher programme</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>There were no unfilled teaching vacancies to teach Welsh Second Language in English-medium secondary schools in September 2013.</p>	<p>Maintain successful recruitment</p>	
	<p>There were no vacancies for permanent full time teaching assistants in the Welsh medium primary schools at the start of September 2013. Each post advertised attracts a choice of candidates. Part time posts and posts with temporary contracts remain harder to fill.</p>	<p>Ensure there are good teaching assistants in all posts</p>	
	<p>There are no significant recruitment issues for Welsh-medium schools in Swansea. The local authority, through schools' link advisers, supports all headteacher appointments and can advise on other recruitment issues through Human Resources personnel.</p>	<p>Maintain support for recruitment.</p>	
	<p>Schools experience no difficulty in recruiting Learning Support Assistants. The authority provides effective training for ALN which is available in the medium of Welsh through a trained member of staff from a Welsh-medium primary school.</p> <p>Research into 'Effective use of Learning Support Assistants in the Secondary School Sector' was led by a mainstream Teacher and SENCo from YGG Bryn Tawe, working in close collaboration with other secondary schools and the Welsh Government co-ordinator for HLTAs in Wales. Swansea Metropolitan was also involved in the research. Findings will be reported to Headteachers in Autumn 2013 and shared more widely in Spring 2014.</p>		

A. Objective	B. Current performance	C. Targets	D. Progress report
<p>7.2            Improve practitioners' linguistic skills.            Improve practitioners' methodological skills</p>	<p><b>Linguistic Audit in English-medium schools</b></p> <p>A linguistic skills audit of the current teaching workforce in the authority has been undertaken with Welsh co-ordinators in English-medium primary schools in the autumn term of every second year. The audit identifies each member of staff as Fluent / Confident Learner / Learner / Beginner. The audit notes any previous training attended and what is required to develop skills.</p> <p>The information gathered gives an overview of each school's capacity to deliver the requirement for the Welsh language. It informs the nature of provision (courses) offered by the authority. These WEG-funded courses have been provided through Academi Hywel Teifi and Swansea University from November 2012.</p> <p>In English-medium secondary schools Headteachers and Heads of Welsh Departments assess need. The WEG funded Officer (Welsh Second Language, Secondary) monitors this and helps to co-ordinate support, including the network of Heads of Department.</p> <p>All requirements are taken to PACA for discussion and agreement to proceed</p>	<p>Continue to audit capacity using Welsh Government guidelines.</p> <p>Provide support according to need in schools.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p><b>Linguistic Audit in Welsh-medium schools</b></p> <p>The WEG funded Officer (Welsh-medium, Primary) works alongside the headteachers to identify professional development needs in each school and collectively.</p> <p>The two Welsh-medium secondary schools work together to identify professional development needs and organise support, sometimes through external provision.</p>	<p>Continue to monitor need in Welsh-medium schools and ensure needs are met.</p>	
	<p><b>Changes to Swansea support for Welsh, September 2013</b></p> <p>The authority's capacity to deliver support is dependent on the level of funding available, both internal and external.</p> <p>In 2011-12 PACA and Headteachers agreed that support for the Welsh language would need to change. This was to meet local requirements and also to move towards the national requirements to become cross-medium, cross-phase, have a more targeted approach, and to work regionally.</p> <p>In August 2012 the joint working with Neath Post Talbot ceased as the needs of the two authorities were different. The service offered by Swansea's Welsh Service is focused on Swansea. The service base was relocated during 2012-13.</p> <p>In September 2013 Welsh language support is offered through WEG-funded Officers with areas of responsibility for Welsh-medium Primary, Welsh-medium Latecomers/ Boost, a team for Welsh Second Language Primary (the former Athrawon Bro) and Welsh Second Language Secondary.</p>	<p>Continue to develop the Welsh language service to meet local, regional and national need.</p>	
<b>A. Objective</b>	<b>B. Current performance</b>	<b>C. Targets</b>	<b>D. Progress report</b>

	<p>There is a Team Leader in place.</p> <p>All requirements and proposals are taken to PACA for discussion and agreement to proceed.</p>		
	<p><b>Welsh Courses</b></p> <p>A CPD programme for teachers and classroom assistants is organised through the Welsh Service, funded through WEG. From November 2012 this programme has been provided by Academi Hywel Teifi at Swansea University. Course evaluations have been positive.</p> <p>Regional and collaborative provision is being considered. Swansea will be working with colleagues from Neath Port Talbot to develop Welsh Language Courses to be held during 2013 -2014 academic year.</p> <p>One of the main aims of the CPD programme is to drive up standards in literacy.</p>	<p>Maintain co-ordination of support through Swansea's Welsh Centre.</p>	
		<p>Explore options to increase collaborative provision</p>	
	<p>The number of teachers attending courses at Academi Hywel Teifi as part of Induction/Early Professional Development is monitored by the Welsh Service.</p>	<p>Monitor the number of teachers attending courses as part of Induction/Early Professional Development</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p><b>Sabbatical Schemes</b></p> <p>Swansea school-based and central staff have accessed the Welsh Government's Sabbatical Schemes as they have become available. Swansea's Welsh Centre has been involved in supporting the Sabbaticals. Academi Hywel Teifi at Swansea University attended PACA in May 2012 to explain about the development of the Foundation Sabbatical Scheme they provide.</p> <p>Swansea's Welsh Centre works with Academi Hywel Teifi to identify primary school-based staff to attend the Foundation Course. The course is run in the Spring term. In 2012 there were 9 Swansea attendees and in 2013 there were 5. Sabbatical courses for classroom teachers have been popular.</p> <p>Feedback from the course has been positive. The WEG-funded Officers report that class teaching has improved and there is more Welsh spoken.</p> <p>Review sessions are arranged after each cohort to share experiences of application of skills in the classroom. Monitoring sessions by Officers in schools provide further support.</p> <p>The Sabbatical Course for Teaching Assistants will be held in Academi Hywel Teifi from May to June 2014.</p> <p>There is also a Higher Sabbatical Scheme for primary and secondary teachers available as a 3 month block (at Trinity St David), as distance learning or as short courses (in Cardiff). The WEG-funded Officers make schools aware of these options.</p>	<p>Promote and support Sabbatical Schemes through the Welsh Service and local and regional providers.</p> <p>Monitor uptake by Swansea staff.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
<p>Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework</p>	<p>Attendance by teaching assistants of the authority's Welsh-language courses is voluntary. The Officers (Welsh Second Language, Primary and Latecomer/Boost) are available for in-school support.</p> <p>As of October 2013, Level 3 TAs have been accepted to attend language courses.</p> <p>The Sabbatical Course for Teaching Assistants will be held in AHT from May to June 2014.</p> <p>ERW has produced resources for teaching assistants in Welsh Second Language.</p>	<p>Maintain support for teaching assistants in and out of school.</p>	
	<p>Currently there two Professional Learning Communities giving consideration to the improvement in Welsh language through raising boys' achievement. YGG Bryn Tawe has an internal PLC and a joint Cluster Literacy PLC has been established to ensure a clear strategy for literacy development across all Welsh-medium schools.</p> <p>(see 5.1 above)</p>	<p>Promote plcs in primary and secondary phases in English and Welsh-medium schools.</p>	

A. Objective	B. Current performance	C. Targets	D. Progress report
	<p>Opportunities to increase collaborative work in support of the Welsh language in education are increasing. Both Swansea University and the South West Wales Centre for Teacher Education at Trinity St David have been keen to increase collaborative working with the authority.</p> <p>Links to Swansea University's Academi Hywel Teifi and Canolfan Peniarth at the South West Wales Centre for Teacher Education have been made through PACA. Stronger links to Gower College Swansea, through their new Bilingual Champion, will be developed in 2013-14.</p>	<p>Develop collaborative work with Academi Hywel Teifi and Canolfan Peniarth.</p> <p>Continue to seek opportunities as collaborative/ regional working develops.</p>	<p>Continue to seek opportunities as collaborative/ regional working develops.</p>



### Section 3: Commentary and further notes

The good relationship with RhAG over time continues to be useful in identifying issues and trends within the Welsh sector.

**APPENDIX 2: Number and percentage of pupils attending non-maintained Welsh-medium settings which provide the Foundation Phase and who transfer to Welsh-medium/bilingual schools (please note if information is unobtainable).**

Name of Cylch meithrin/Cylch Ti a Fi / non-maintained Welsh-medium childcare setting	Name of funded non-maintained Welsh-medium setting (Cylch Meithrin)	Number of places available provided by the setting	Number of children attending Jan 2014	Percentage of pupils transferring to Welsh-medium or bilingual schools 2011-12	Percentage of pupils transferring to Welsh-medium or bilingual schools 2012-13
<b>Cylch Meithrin</b>					
Abacus (R)		16	12	No data available	No data available
Clydach (R)		20	20	90% (37/41)	73% (32/44)
Lon Las		20	16	94% 29/31)	90% (36/40)
Penllergaer		8	8	82% (9/11)	64% (14/22)
Pontarddulais		12	12	100% 12/12)	64% (9/14)
Mwmbwls		12	8	92% (12/13)	100% (8/8)
Parc Y Werin (R)		12	8	67% (2/3)	92% (11/12)
Plantos Bach (Flying Start)		12	6	100% (13/13)	100% (6/6)
Waunarlyydd*		8	7	No data available	No data available
Sketty		16	7	89% (8/9)	92% (12/13)
Treboeth/Tirdeunaw (R)		20	13	73% (16/22)	84% (16/19)
Tan y Lan (additional to Flying Start)		8	8	93% (14/15)	85% (11/13)

\* Abacus incorporates the Cylch Meithrin in its Full Day Care setting. Waunarlyydd is local provision. No transfer data is available from MM for either setting.

Name	Number of children attending		Number of children attending
Cylch Ti a Fi Clydach	25	Cylch Ti a Fi Waunarlyydd	25
Cylch Ti a Fi Capel y Nant	15	Cylch Ti a Fi Mwmbwls	15
Cylch Ti a Fi Felindre	5	Cylch Ti a Fi Parc Y Werin	18
Cylch Ti a Fi Llangyfelach	25	Cylch Ti a Fi Treboeth	12
Cylch Ti a Fi Penllergaer	25	Cylch Ti a Fi Bonymaen	20
Cylch Ti a Fi Sketty	38	Cylch Ti a Fi Tan Y Lan	20
Cylch Ti a Fi St Thomas	12	Cylch Ti a Fi Pontarddulais	1
Cylch Ti a Fi Landore	8		

**Key**  
R = Registered

**Notes**

- Cylch Meithrin Tan-y-lan to re-open after October half term 2013
- Ti a Fi in St Thomas has closed (cannot compete with Flying Start which is to open).
- Ti a Fi Pontarddulais has closed due to low numbers
- Ti a Fi Morryston and Ti a Fi Lôn-las opening in March 2014

**APPENDIX 3: Number and percentage of pupils in Welsh-medium primary schools transferring to Welsh-medium secondary schools**

<b>YEAR</b>	<b>Total number of pupils in Welsh-medium primary schools</b>	<b>Total number of pupils transferring to Welsh-medium secondary schools</b>	<b>Percentage of pupils transferring to Welsh-medium secondary schools</b>
<b>2009</b>	242	240	99.2%
<b>2010</b>	227	225	99.1%
<b>2011</b>	267	255 in Swansea schools plus 3 out of county*	96.6%
<b>2012</b>	242	239 in Swansea schools , plus one out of county.	99.17%
<b>2013</b>	<b>253</b>	<b>249 in Swansea schools, plus one out of county*</b>	<b>98.8%</b>

Source: *One pupil database*

\*Note: Between July – September 2013 only 3 pupils did not transfer from Welsh-medium primary to secondary. Two moved to a local English-medium secondary schools and one emigrated.

## APPENDIX 4: Attainment and performance in Welsh Second Language

Year: 2013

### Key Stage 2

Teacher assessment in Welsh Second Language at the end of Key Stage 2	Number of pupils assessed	Percentage of all pupils in Y6	Percentage achieving Level 4
2010	2193/2479	88.46%	36.4%
2011	2254/2507	89.91%	47.8%
2012	2209/2436	90.68%	59.1%
2013	2147/2413	88.98%	67.1%

### Key Stage 3

Teacher assessment in Welsh Second Language at the end of Key Stage 3	Number of pupils assessed	Percentage of all pupils in Y9	Percentage achieving Level 5
2009	2355/2562	91.92%	47.3%
2010	2329/2561	90.94%	55.3%
2011	2422/2653	91.29%	67.4%
2012	2301/2535	90.77%	70.5%
2013	2200/2420	90.91%	73.1%

*(no Appendix 5 – all information requested is included in the body of the WESP)*

## APPENDIX 6

### Consultation on the Draft WESP 2014-14, December 2013 – February 2014

A public consultation took place, in accordance with the statutory requirements, from December 9<sup>th</sup> 2013 – February 14<sup>th</sup> 2014. The document was made available bilingually at [www.swansea.gov.uk/wesp](http://www.swansea.gov.uk/wesp).

Responses were received from:

1. Welsh Government (informal comments)
2. Welsh Language Commissioner
3. RhAG
4. Mudiad Meithrin
5. An Elected Member from City and County of Swansea
6. One member of the public
7. School Councils/pupil representatives from 3 English-medium Secondary Schools, 15 English-medium Primary Schools, one Welsh-medium Primary Schools and one Special School.

The authority provided a response to Welsh Government's comments on February 18<sup>th</sup> 2014.

The remaining comments were summarised into a single document for corporate purposes. The summary and the individual responses are available for inspection from the authority on request (contact: [sianelizabeth.lewis@swansea.gov.uk](mailto:sianelizabeth.lewis@swansea.gov.uk)).

The WESP was amended in light of some of the comments made. These changes did not amount to a major revision. All comments will be considered in the course of future planning for Welsh in Education.

## APPENDIX B

### Welsh in Education Strategic Plan 2014-2107 Consultation Responses December 9<sup>th</sup> 2013 – February 14<sup>th</sup> 2014.

There were 7 respondents to the consultation. They were:

8. Welsh Government (separate document)
9. Welsh Language Commissioner (letter)
10. RhAG (letter)
11. Mudiad Meithrin (comments made throughout WESP, summarised below)
12. Cllr Paul Meara (email)
13. Robyn Campbell (letter)
14. School Councils (summarised here, also separate document)

	<b>Issues raised by Respondent to the Consultation</b>	<b>Swansea's response to the Respondent</b>
1	<b>Welsh Government Informal Comments</b>	Comments addressed in a separate document which has been sent to Welsh Government. Additions and changes have been made through the WESP.
2	<p><b>Welsh Language Commissioner</b></p> <p>The Welsh Language Commissioner welcomes the opportunity to comment on the consultation on the proposals to create a new qualifications body for Wales. The principal aim of the Commissioner is to promote and facilitate the use of Welsh. This entails raising awareness of the official status of the Welsh language in Wales and imposing standards on organizations. This, in turn, will lead to the establishment of rights for Welsh speakers.</p> <p>Two principles underpin the Commissioner's work:</p> <ul style="list-style-type: none"> <li>• The Welsh language should be treated no less favourably than the English language in Wales;</li> <li>• Persons in Wales should be able to live their lives through the medium of the Welsh language if they choose to do so.</li> </ul> <p>One of the Commissioner's priorities is to scrutinise policy developments with regard to the Welsh language. Thus, the Commissioner's main role is to provide observations in accordance with this remit, acting as an independent advocate on behalf of Welsh speakers in Wales who might be affected by the proposed changes. This approach is advocated to avoid any potential compromise of the Commissioner's regulatory functions and should the Commissioner wish to conduct a formal review of the organization's performance in</p>	Noted.

	<p>accordance with the provisions contained in the Measure. The Commissioner will pay attention to key legislation and strategies in considering the interests of Welsh speakers in Wales.</p>	
1.1	<p>We welcome the Council's commitment to increasing the number of Welsh medium places in this educational phase and it appears that the Council has considered the targets of the Welsh-medium Education Strategy in planning for an increase in pupil numbers. <b>We believe that a brief analysis of demand, by geographic area, that outlines the number of available places in Welsh-medium schools in those areas would provide to the public information on those areas where provision meets demand and those areas where the Council should increase the number of available places.</b> We accept that the Council already keeps this information and uses it for the purposes of planning provision. The Council has a consistent system measuring demand for Welsh-medium education among parents of newborn children.</p>	Noted.
1.2	<p>We welcome the Council's aim to establish 12 additional Cylchoedd Meithrin with registered status between 2013 and 2017. We believe the WESP should specify in more detail that targets that have been identified to achieve this aim. We welcome the Council's decision to extend the Childcare Sufficiency Assessment to include questions on the language choice for pre-school children.</p>	<p>Targets will be set for Mudiad Meithrin to support this achievement. The need for additional Cylchoedd Meithrin must also be considered against the findings of the Childcare Sufficiency Assessment and therefore if identified as a significant gap settings will be actively encouraged to submit funding applications.</p> <p>It is the Survey of parents of of newborn that has been extended to include the question on the language preference for pre-school provision.</p>
1.5	<p>We believe that the WESP should identify the Latecomers centre's capacity and its ability to meet the demand for its services.</p>	<p>The centre employs 1 full time Welsh in Education Officer and 0.8 teaching assistant to meet with demand. (information added to the WESP)</p>
1.6	<p>The effect of policy decisions on Welsh-medium and English-medium education can be very different due to the differences in the nature of the respective provision. In providing services, those factors that are unique to Welsh-medium education provision must therefore be assessed and considered fully. [PACA]</p>	Noted.
2.2	<p>What are the Council's plans to expand the Welsh-medium provision of Flying Start? We believe that the scheme should state Flying Start's current Welsh-medium capacity, and how it compares to the number that receives Welsh-medium education in Flying Start areas. We welcome the Council's commitment to developing mechanisms that track the progress of those that receive Welsh-medium Flying Start provision into education and their language choice.</p>	<p>Flying Start has recently opened its second Welsh medium setting. The original plan was to provide 1 daily session however should demand be identified then a second session will also be provided. Consideration is to be given to options for providing more childcare through the medium of Welsh should the demand be identified in the future. Currently</p>

	<p>The transfer rate between key stages 2 and 3, and 3 and 4 is very high.</p>	<p>however all families are asked to choose, and to date no unmet demand has been identified at any of the fully operational settings.</p>
<p>3.2</p>	<p>The WESP lists the vocational courses provided in collaboration between the two Welsh-medium secondary schools. We believe that the plan should outline the Council's targets for increasing the provision during the WESP's period. The WESP should clarify the relationship between the council's Welsh-medium schools and the further education college, and collaborative arrangements with schools in neighbouring local authorities.</p> <p>We believe that the WESP should outline how the Council complies with clause 10 of the Learner Travel (Wales) Measure 2008 that requires local authorities to promote access to Welsh medium education, <b>including post-16 education</b>.</p>	<p>The information in point 3.2 has been strengthened to clarify the relationship between the council's Welsh-medium schools and the further education college.</p> <p>The City &amp; County of Swansea provides free transport to the nearest suitable school which provides education through the medium of either Welsh or English, provided that the pupil meets the distance criteria or there is no available walking route. Currently all post-16 pupils attending a Swansea school sixth form who live more than 3 miles from the school are provided with free home-to-school transport. However, all the provision of discretionary transport is under review. (This additional information on post-16 added to WESP.)</p>
<p>3.5</p>	<p>The WESP notes that the county's further education college will develop its Welsh-medium provision in a small number of vocational subjects. The WESP should state how the college will identify those subject areas, and the rationale behind their selection. The WESP should explain the steps taken to ensure that a sufficient number of Welsh speakers receive training to become lecturers and tutors in those subject areas in which an increase in the number that wish to study through the medium of Welsh can be foreseen. The WESP should also outline the steps taken to develop the skills of existing staff members that are Welsh speakers that do not currently teach through the medium of Welsh in order to take advantage of their skills and increase Welsh-medium provision.</p>	<p>The College Bilingual Champion has created a Background Information paper that outlines how courses were prioritised for expansion. In summary, all fluent Welsh delivery staff were identified, and the trends in each Learning Area were analysed in terms of the number of fluent Welsh speaking students enrolled in each area. We have concentrated our efforts on developing provision in three main areas - Health and Social Care, Hairdressing and Hospitality and Catering, as there are a significant number of fluent Welsh speaking students in these areas, and willing and able staff to teach bilingually. These areas are also in line with Welsh Government priority areas for the development of Welsh medium provision. As we have concentrated our efforts on areas that already have Welsh speakers trained as lecturers we foresee an increase in the number of students studying through the medium of Welsh in these areas. Existing non-Welsh speaking staff members are also given the opportunity to develop their Welsh language skills as part of their CPD through our Welsh for Adults provision, which they can attend free of charge and during their working hours. The college</p>



		<p>sees this as an important part of our bilingual curriculum development, and we are dedicated to ensuring that we have as many fluent Welsh speakers in the institution as possible to cater for the needs of our learners.</p> <p>Existing Welsh speaking staff members are free to attend the Sabbatical Scheme, of which 2 members have already followed. Sgiliaith provide further training in terms of their 'Bilingual Toolkit' and 'Embedding Welsh Ethos' sessions that supports Welsh and non-Welsh speaking staff members to deliver bilingually, to embed Welsh ethos and utilising any Welsh speaking students in the classroom. A timetable of these sessions has been created for the year, with specific Learning Areas targeted.</p> <p>Welsh Improvement (Gloywi Iaith) sessions are organised every term for Welsh speakers identified to deliver in Welsh, and the appropriate cover is provided for these members of staff to attend, as part of their Continuing Professional Development (CPD).</p> <p>We also implement a mentoring scheme, facilitated by the Bilingual Champion. It is a formal process whereby identified delivery staff meet with the Bilingual Champion every half term, those dates are then publicised in each Learning Area, so that staff or students who have an issues to do with the Welsh provision and services can contact the area's mentor, for a discussion with the Bilingual Champion. At the start of each academic year, targets are set for each term; the achievements are noted with the relevant evidence. Staff receive support to develop resources, advice on effective teaching techniques, lesson observations, and a discussion on training requirements takes place.</p> <p>Existing non-Welsh speaking staff members are also given the opportunity to develop their Welsh language skills as part of their CPD through our Welsh for Adults provision. The college sees this as an important part of our bilingual curriculum development, and we are dedicated to ensuring that we have as many fluent Welsh speakers in the institution as possible to cater for the needs of our learners.</p>
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<p>The WESP states that increasing the number of pupils that study towards the full Welsh Second Language course is priority. The WESP should identify the Council's targets in that regard and outline the steps to be taken by the Council to achieve those targets. The Welsh-medium school improvement partnership (PACA) is currently taking steps to promote the full course, and three schools have now made Welsh Second Language a core subject, with the Applied course now being introduced in some schools.</p>	<p>Targets for Welsh Second Language have been added.</p>
<p>5.6 With one exception in 2013, there has been a reduction in the number of students studying Welsh A-level in recent years. The WESP should detail the steps the Council is taking to encourage more pupils to study towards Welsh A-level.</p> <p>Welsh Second language A-level is provided in two secondary schools and the further education college. The English-medium schools are working closely with the college to increase the number of pupils that study Welsh Second Language at GCSE to increase the number of eligible candidates for Welsh Second Language A-level</p>	<p>The WESP states that the uptake for Welsh as a language in Welsh-medium 6<sup>th</sup> Forms is good – 18% of students at YGG Bryn Tawe and 19% of students at YG Gwyr. In both schools Welsh was in the top three most popular subjects with 100% pass rate at both schools.</p> <p>A comprehensive marketing program is implemented in both Welsh Medium secondary schools to promote the benefits of studying Welsh at 'A' level. It includes:</p> <ul style="list-style-type: none"> <li>• parents' evenings for post 16 options</li> <li>• detailed advice to students in the sixth form prospectus, one to one and via social media</li> <li>• taster A level lessons in Yr 11</li> <li>• use of past students to give their opinion of the A level course via a DVD which is distributed to Yr 11 students</li> <li>• transparent information provided to Yr 11 about the levels of success achieved by students at A level</li> <li>• close links with higher education institutions to provide information about the pathway available to continue studying Welsh after A level</li> <li>• advice given by the Careers Adviser</li> </ul>
<p>We believe that the WESP should provide a summary of the Council's SEN provision and an assessment of the strengths and weaknesses of the provision. The WESP should also set targets to further develop the provision, in accordance with those areas identified in the annual review of the SEN plan</p>	<p>Information on SEN provision in Welsh-medium schools has been added.</p>
<p><b>RhAG</b></p>	
<p>RhAG appreciates that the City and County of Swansea is aware of the important role it has in promoting the use of the Welsh language in Swansea, in the context of the objectives and targets set by the Welsh Language Education Strategy of the Welsh Government. RhAG also congratulates the County on identifying specific targets for growth, although, as noted below, we have serious concerns about some of these targets.</p>	<p>Noted.</p>
<p>Section 2, Point 1.1 We appreciate the desire expressed in the Plan to increase the number of places for seven year olds to be educated through the medium of Welsh in Swansea and the fact that demand</p>	<p>The Authority has a clear and effective strategy to meet the growing need for Welsh medium provision and the delivery of</p>

<p>will be assessed on an ongoing basis. Despite this, we are concerned that there is no sense in the plan of the crisis currently experienced by a number of Welsh medium schools in Swansea as a result of overcrowding. <b>Ysgol Pontybrenin</b> has been over-full for years, and although there has been additional building work there, this is unlikely to be able to provide for growth in the area.</p> <p>We are aware of potential plans to increase the provision of Welsh medium education in the north-west of the county. This has been discussed between RhAG and the County for some years and urgent action is now called for. As the County is aware, Ysgol Tan-y-lan has opened in <b>Morrison</b> with half a stream, with the intention of establishing the school on a larger site. The County will also be aware that RhAG, in several meetings with education officers, warned from the outset that a Welsh medium school is needed in Morrison to provide a whole stream and more than one stream, as the school is very likely to grow quickly. Morrison is one of Swansea's traditional Welsh speaking areas and, although the language has been in decline there to some extent, Morrison retains its Welsh character and the culture associated with the language is very much alive. All the forecasts indicated rapid growth in Welsh language education there and this has proved to be the case. Nursery classes in Ysgol Tan-y-lan suggest that a school with at least one and a half streams will be required in the area. Swift action is needed to resolve the crisis which will be facing Welsh medium education in Morrison. Schools which could be described as close – Tirdeunaw and Lôn-las – are full and urgent action is needed to ensure sufficient places are available for pupils who wish to be educated through the medium of Welsh in Morrison.</p> <p>The Plan states that capacity in the secondary sector will also be assessed. There is now evidence that Ysgol Gyfun Gŵyr is insufficiently resourced, with 750 pupils and numbers likely to increase in the next few years. Ysgol Gyfun Gymraeg Bryn Tawe has also almost reached that number and, with the development of Ysgol Tan-y-lan and Ysgol y Cwm together with high numbers in the other schools which feed Bryn Tawe, it is a matter of urgency that plans are put in place for a third Welsh medium secondary school in Swansea. In presentations to the County over the years, RhAG has highlighted the need for a third Welsh medium school by the middle of the decade and that time has now come. We look forward to urgent assessment and action in this regard.</p> <p>With regard to the tables, (page 6), it has to be asked why the Plan includes four years (2016-2019) with no growth of any statistical significance in terms of numbers or percentages. Whereas the County has a target of 15% of pupils aged seven attending Welsh medium schools, it appears that this target has already been met to all intents and purposes. It is understandable how the percentage receiving Welsh medium education could stay the same while the numbers increase if there were an increase in the number of seven year olds in the county. On the other hand, the county's targets do not foresee any increase in numbers between 2014 and 2019. All the evidence suggests that the new Welsh medium schools in the county are growing and, as far as we can see, it will not be possible to maintain the</p>	<p>any further additional Welsh medium schools needs to be consistent with this strategy to make a sufficient robust business case. Delay in the delivery of the WG's 21<sup>st</sup> Century Schools Programme has inevitably impacted on access to the necessary capital investment to implement future developments.</p> <p>Noted</p>
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<p>numbers without growth, unless the County's education policy intentionally limits the numbers who can receive Welsh medium education. We ask the County to review the numbers and percentages for children aged 7 between 2014 and 2019.</p>	
<p>Points 1.2 and 2.2 It is pleasing to note the County's wish to work with Menter Iaith Abertawe and Mudiad Meithrin. We know that the County intends to cut the funding for <b>Menter Iaith</b> by £23,000, which will restrict their work with pre-school children. Another thing to be borne in mind is the fact that only two play groups operate through the medium of Welsh in the County's Flying Start scheme (see 2.2). This suggests that Welsh language provision for pre-school age children will be cut in the next few years. To implement the Plan, the County needs to provide adequate funding for Menter Iaith and pay serious attention to providing appropriate Welsh medium opportunities in the Flying Start scheme.</p> <p>The Plan makes no reference to <b>areas in Swansea where there is no Welsh medium provision</b>. RhAG is very aware of the need for a Welsh medium school in the extensive area between Fforestfach and Plasmarl. This area includes Waun Wen, Landore, Manselton, Brynhyfryd and Cwmbwrla. A generation ago, Cwmbwrla had a successful Welsh medium school. It was so successful that it had to be moved to Ysgol Bryn-y-môr in Swansea west, thus depriving a large area of Swansea of Welsh medium education. Mudiad Meithrin has recently opened a group for pre-school age children in Brynhyfryd. We look forward to the County giving serious consideration to establishing a Welsh medium school in this area, and it would be good if this aim were included in the Plan.</p>	<p>Menter Iaith provide a different function in relation to Welsh medium which is not a direct link to the increase of provision.</p> <p>The Authority has a clear and effective strategy to meet the growing need for Welsh medium provision and the delivery of any further additional Welsh medium schools needs to be consistent with this strategy to make a sufficient robust business case.</p>
<p>Point 3.3 It is pleasing that transition rates from the primary sector to Welsh medium education in the secondary sector are very high. Transition to the Welsh medium sixth form is very successful at Ysgol Gŵyr, and it is hoped that transition rates will improve at Ysgol Bryn Tawe as both schools develop their partnership and their 16+ provision. We believe that the County needs to <b>prioritise the development of 16+ education</b> in these two schools. We appreciate the aim of exploring ways to retain more 6th form students at Ysgol Bryn Tawe.</p>	<p>Noted – the Authority continues to support 16+ education</p>
<p>Point 5.4 The teaching of Welsh in English medium schools We are aware that the teaching of Welsh in English medium schools needs to be improved. <b>Retaining the athrawon bro</b> system is key to maintaining standards. Language is a medium to be used, and all efforts to learn a language will fail in general – with a few exceptions – if that language is not used as a medium. We recommend that the County's Plan considers how to begin <b>teaching some subjects through the medium of Welsh in English medium schools</b>. It is our opinion that this would do more for the successful teaching of the Welsh language than any attempt to teach the language as a subject on its own. This applies to the primary and secondary sectors.</p>	<p>At present schools teaching Welsh as a second language are on different places on the Welsh language continuum. While we would not disagree in essence with what is being suggested, school's general capacity to deliver Welsh as a second language across other subjects of the curriculum is pretty limited at this point in time. We will be endeavouring to build school's capacity to use Welsh more as a wider medium rather than focussing on subject only during the lifespan of this plan.</p>
<p><b>Mudiad Meithrin</b> (comments made throughout the draft WESP, summarised here)</p>	

	Strengthen the first Target under 1.1. by deleting the word 'Attempt to'.	Not agreed.
	Discuss provision with Mudiad Meithrin because parents make decisions about Welsh/English education in the Cylchoedd Ti a Fi and Cylchoedd Meithrin.	Noted
	With regard to transfer from pre-school to Nursery, work with the Cylchoedd Meithrin and the Cylchoedd Ti a Fi to increase the number of progressions to statutory Welsh medium Early Years Education. Please use latest figures 2012-13.	Agreed.
	Amendments to paras in 12 Within this plan the City & County of Swansea would recommend the maintenance of the 3 currently registered settings (Parc Y Werin, Abacus, Treboeth/Tirdeunaw, Clydach), together with the realisation and achievement of registered status with regard to a further 8 Cylch Meithrin between 2013-17.  The findings have been analysed and published on the Swansea website at <a href="http://www.swansea.gov.uk/index.cfm?articleid=29525">http://www.swansea.gov.uk/index.cfm?articleid=29525</a> and shared with RhAG, Mudiad Meithrin, parents, schools and Welsh Government.	Accepted and WESP amended.
	Information regarding PACA is requested.	Agree to provide.
	3.4 A Level 3 Cache Diploma in Childcare, Learning and Development is offered by Cam wrth Gam (a Mudiad Meithrin sub-company). The course is also suitable to be taught as a post-16 course at secondary schools.	Noted.
	6.1 We need to appoint Welsh speaking members of staff to visit Welsh medium settings. A Welsh SEN service is expected from Mudiad Meithrin. Without Welsh speaking members of staff, parents have no choice to receive advice/support in Welsh.	Noted.
	Make the Dyslexia pack which is available across Wales includes services not supported. Offer the training to parents of children who attend Cylchoedd Meithrin/Ti a Fi.	Noted.
	Section 7 A Mudiad Meithrin Nursery Language course is available for cylchoedd leaders and nursery assistants but not held in the county.	Noted.
	APPENDIX 1 – amendments to numbers in Cylchoedd.	WESP amended.
	<b>Cllr Paul Meara</b>	
	I am broadly in support of the Welsh in Education Plan, but there are a number of issues which I would like to flag up for further discussion.	
	a) The Plan in general is strong on aspiration and plans, but it actually proposes few specific measures which will enhance Welsh. The Plan does not appear to be well integrated with other Council Plans. For instance, the <i>One Swansea</i> plan makes no mention of Welsh, and the current Budget plans specifically target for cuts some of the initiatives listed in this Plan.	Noted.
	The proposed cuts in funding for Menter Iaith Abertawe will make it very difficult to take	Noted.

	forward some of the ideas in this Plan.	
	b) The plan rightly focuses on the good outcomes for children in Welsh schools. However, I am concerned that there doesn't appear to be much consideration of what happens to pupils who struggle in Welsh Language Education. There is a very real danger that the schools produce significant numbers of "semi-speakers" - i.e. children who are not really fluent in Welsh. I would like to see the authority doing some serious work on this issue.	Pupils in Welsh-medium schools are fluent in Welsh and English by age 11. Pupils in English-medium schools learn in the Welsh as a second language to age 16. The aim of Welsh as a Second Language is to continuously develop their skills in the language but it is acknowledged that this does not lead to fluency.
	c) Dyslexia in Welsh is <b>not</b> the same as dyslexia in English, and translating the English documentation into Welsh does not properly address the issues that arise because of these differences.	Section 6 of the draft WESP states that the <i>specific</i> resources for Welsh-medium dyslexia have been developed. The authority's Inclusion Team worked with the Welsh Medium Primary schools to develop a Welsh language Dyslexia screening pack which includes Welsh language assessments. This pack has been distributed to all Welsh Medium schools in Swansea. A similar pack will be developed for the Secondary Welsh Medium schools.
	d) I would be VERY worried about the authority making decisions based on the Fischer Family Trust data for Welsh speakers. FFT's own documentation states that its predictions are only 70% accurate. My guess is that this figure would fall significantly for Welsh schools because the demographics of these schools are very different from the English schools which provide the bulk of FFT's data.	FFT is only used as a starting point and is considered along with other information when making decisions.
	e) The Plan implies that a Welsh speaking System Leader is in post. As far as I am aware, this is not the case.	There are currently two Welsh-speaking System Leaders in post, one for the primary phase and one in the secondary phase.
	f) SEN provision is a serious problem. Estyn inspectors seem to be applying Welsh Government policy on Welsh to Special Schools in a particularly insensitive way. It seems perverse to impose Welsh on children who struggle to speak English, and mainly function using Sign Language. Swansea needs to make appropriate representations to Welsh Government about this.	Noted.
	g) The training program for teachers is generally welcome, but there needs to be a monitoring program to ensure that it is effective.	The measure of the effectiveness of teacher training is raised standards.
	<b>Robin Campbell</b>	
	<u>Contradictions</u> On page 2, 'Vision and Aims' the Council expresses its wish to 'facilitate the growth and increased use of Welsh, taking pride in the diversity which makes Swansea a unique, modern and forward looking city'. On page 14, 2.2 the draft states that Swansea still has very little pre-school provision through the medium of Welsh. Budget cutbacks will reduce that even further (e.g. cuts to Menter Iaith in the field of providing child care.	Whilst there are several Welsh medium pre-school provisions currently only 3 of which are registered the Local Authority is keen to improve the overall quality by supporting development hours via Mudiad Meithrin to work alongside settings to support them in obtaining the CSSIW National Minimum Standards, which will allow qualifying parents the option of claiming relevant tax credits which should in turn ensure the future sustainability of settings.
	<u>Flying Start</u>	

<p>It appears that the English-medium Flying Start schemes are going to have a <b>negative effect</b> on Welsh-medium education. On page 49 the draft states that the St Thomas Cylch Ti a Fi with 12 children attending has had to close because it cannot compete with the Flying Start.</p> <p>According to the site 'Children's and Young People's Partnerships' Swansea, which explains the Flying Start scheme:-  <i>"Where families within Flying Start catchment areas wish their children to attend a Welsh-medium childcare setting, arrangements will be made to 'buy-in' that place at an existing Welsh-medium nursery, although this may not be located within the catchment area."</i></p> <p>It appears to me that the Council is merely paying lip-service to the Welsh language in this instance:</p> <ol style="list-style-type: none"> <li>1. When the FS scheme opened in St Thomas, was there an assessment on the part of the Council to see how many of those 12 children could be accommodated through the medium of Welsh in the area?</li> <li>2. Was the Council even aware that a Welsh-medium Cylch existed in the area?</li> <li>3. How many parents would want their 2 year old children shipped out to a different catchment area when their friends are walking up the street to the local school?</li> <li>4. Once young children have familiarised themselves with the local school and made friends in the FS scheme, how likely is it that parents would want to unsettle them by sending them to a Welsh-medium school miles away?</li> </ol> <p>H  ow many children from English-medium FS schemes have gone on to Welsh-medium schools? How many parents have opted to 'buy-in' a place? It appears to me that the Flying Start schemes will slow down (even kill stone-dead) the demand for Welsh-medium education in the areas in which they operate. Yet the Council claims that it wishes to increase the number of children speaking the language</p>	<p>A detailed options appraisal is undertaken prior to any development in respect of the WG prescriptive Flying Start programme. The Family Information Service are aware of all registered and the majority of unregistered childcare settings in Swansea and whilst providing a valuable family support mechanism, as a Cylch Ti a Fi, the Welsh medium setting at St Thomas was not registered by the CSSIW and therefore would have insufficient infrastructure to support a registered sessional care setting.</p>
<p><u>Working in Partnership</u>  Page 2 – working in partnership with Mudiad Meithrin and Menter Iaith.  Page 7, 1.2 – Meithrin and Menter Iaith are commissioned to support and further develop quality Welsh-medium child-care opportunities. The situation in St Thomas clearly shows that there was no working together with Mudiad Meithrin. Proposed cuts of £23,000 to Menter Iaith's budget in the field of 'Developing Welsh in the Field of Child Care', includes</p> <ul style="list-style-type: none"> <li>• Working with 10 partner groups providing services and activities</li> <li>• Immersion sessions for 170 children, staff and parents in 12 locations</li> <li>• Preparing Welsh-language resources to assist in these locations</li> <li>• Supporting the Authority's strategy of caring for children of the workforce.</li> <li>• Meetings with Disability Officers to note strategies and develop comprehensive practice in each location</li> </ul>	<p>Menter Iaith provide a different function in relation to Welsh medium which is not a direct link to the increase of provision.</p> <p>The work in respect of the childcare workforce will continue via the Local Authority's Childcare Development Officer therefore dovetailing both English and Welsh Workforce data which will strengthen the Workforce agenda and training opportunities via the Family Information Training programme will be available in respect of language promotion and development.</p>
<p><u>Increased places in existing Welsh-medium schools</u>  Page 4 – the draft talks about increased capacity in Ysgol Tirdeunaw and Lon Las, temporary accommodation in Pontybrenin and plans for meeting demand for children in the Gower.  <b>seems that the Council are Intent on increasing capacity at existing schools (east and</b></p>	<p>All options for Welsh-medium provision in the short, medium and long term will be considered. All future provision is funding-dependent.</p>

	<p><b>west) rather than providing another school.</b></p> <ul style="list-style-type: none"> <li>• The pre-school surveys of 2007, 08 and 10 show that 168 and 82 respondents chosen Welsh-medium education if the school was nearer to their home. Surely more than enough for a new school</li> <li>• Where Welsh-medium schools have been provided, they have proved popular.</li> <li>• Present provision of Welsh medium schools is unbalanced. If you look at a map of Swansea it is almost as if the schools are in a circle around the city, on the outskirts, but not in the central, heavily populated area. There is <b>NO Welsh-medium school in a huge central area comprising Fforestfach, Cadle, Blaen-y-Maes, Gendros, Manselton, Cwmbwrla, Brynhyfryd, Landore, Hafod, Waun Wen.</b></li> </ul>	
	<p><u>Increasing Welsh-medium places in the central area of Swansea</u> It seems that there has been little planning with regard to Welsh-medium education in Swansea.</p> <ul style="list-style-type: none"> <li>• The council talks about possible 'long term solutions; but doesn't have any clear ideas.</li> <li>• <b>The obvious place to expand Welsh-medium education</b> is where the bulk of the population lives.</li> <li>• Historically there has been welsh school in Cwmbwrla. By 1964 – in spite of all sorts of obstacles – there were 104 children attending. By 1968 there were 122, but the Education Committee was completely unresponsive to the issue of overcrowding. Instead of opening another Welsh school, Ysgol Cwmbwrla was moved to a site in Brynmill, resulting in a drop in the number of pupils attending from the Cwmbwrla area.</li> <li>• Historically there have been welsh playgroups in both Manselton and Gendros area, lasting for several years. However, they have been difficult to sustain because of <ul style="list-style-type: none"> <li>a) Lack of Manpower</li> <li>b) Distance to Welsh school</li> </ul> </li> <li>• My daughter attended the Welsh playgroup in Manselton for a number of years. When she went to Bryn-y-Mor, 4 miles away, her friend in the same playgroup and only living around the corner, had to go to Lonlas, 5 miles in the other direction. Then when our son was about to start school, we were told that the catchment area had changed again, so that he would have to go to Pontybrenin in Gorseinon. In order to ensure that he went to the same school as his sister, we had to pay transport costs. In other words, we were penalised. Welsh-medium education was not exactly made an attractive proposition by the Council.</li> </ul>	Noted.
	<p><u>Surveys</u></p> <ul style="list-style-type: none"> <li>• The council itself states that great care is needed in interpreting results. The surveys found a substantial number of respondents saying they would have chosen Welsh-medium education for their children if the school was nearer home.</li> <li>• Parents are aware that in most cases, if they choose Welsh-medium education for their children, they will have to travel to school. I would imagine that there is a correlation between the number of children attending a Welsh school vis a vis</li> </ul>	<p>Future provision for Welsh-medium education will be dependent on both parental demand and the availability of funding. All options for Welsh-medium provision in the short, medium and long term will be considered</p> <p>The other points are noted.</p>



	<p>distance to Welsh school.</p> <ul style="list-style-type: none"> <li>• I understand that the Welsh government will be informing new parents about the advantages of Welsh-medium education but <b>what is the point of this</b> if the nearest school is 4 or 5 miles away?</li> <li>• Carwyn Jones has stated that he wants to see every child in Wales fluent in Welsh and English. 'Iaith Pawb' is the stated policy of the Welsh Government</li> <li>• Several studies from around the world have shown that children benefit intellectually from the ability to speak 2 or more languages.</li> </ul>	

SCHOOL COUNCILS/PUPIL REPRESENTATIVES RESPONSES BELOW

**Separate Questionnaire for Schools Councils/Pupils - Summary**

**Responses from:  
3 English medium Secondary schools  
15 English-medium Primary Schools  
1 Welsh-medium Primary school  
1 Special School**

1. Do you think that being able to speak Welsh fluently would improve your career prospects?

Secondary : 70% YES  
Primary : YES

2. What would make you want to learn Welsh?

Secondary:  
Good to speak another language, improved job prospects, can talk to more people, more fun activities  
Primary:  
Good to speak the language of our country, might get more jobs, can talk to more people, make new friends, to be polite, like to hear role models, want more fun activities

3. Do you feel that it's important to learn Welsh in school?

Secondary : 80% YES  
Primary : YES

4. Do your Welsh lessons in school inspire you to want to speak Welsh?

If No please give reason(s) why  
Secondary – mostly NO:  
Lessons are not interesting, too much grammar, difficult to learn not helpful for jobs, majority of people speak English  
Primary:  
NO – not enough games, not enough interactive/use of ICT, too much repetition, too embarrassed to talk to Welsh speakers as not fluent  
YES – lessons are fun, want teach my family

5. Do you think that you need more Welsh lessons in school?

NO (mostly)

6. Do you think that you should have the option to opt out of Welsh lessons in school?

Secondary mostly YES,  
Primary : Mixed response

7. What would make learning Welsh more enjoyable?

Secondary:  
Role play, games, conversation, interactive/ICT/ work, independent learning, trips, more interesting topics, less written work, visitors  
Primary:  
As above plus – visitors, a Welsh teacher to work in school, use Welsh in other subjects, use apps/ipads

8. Anything you enjoyed or found fun when learning Welsh?

Secondary:  
Games, conversations, Eisteddfods, songs, books, rapping, group activities  
Primary:  
a 'Welsh-corner (cwch) in class, ddrillo sessions because they are short, games, patterns, books and resources, songs, role play, puppets, trips

9. Anything you didn't like or found boring when learning Welsh?

Secondary:  
Writing, spelling, pronunciation of hard words, needs a lot of concentration, grammar, doing past papers  
Primary:  
Repetition, don't understand what we are saying sometimes, writing, boring tasks, old fashioned resources, the expectation of achieving L4 at KS2

10. What would help you to learn Welsh?

Flash cards, learn alphabet, music, clubs, not to having to work in exercise books, more lessons, a booklet to use at home with parents  
Primary:  
Games, flash cards, ICT, websites, apps, modern resources, translation sheets, harder questions, smaller group sessions or 1-2-1s, Welsh after-school club, more help from teacher, circle time, more writing, challenges & competitions, outdoor activities

11. Would you like more opportunity to practise Welsh when not in the classroom? (More chance & more varied opportunities)

If Yes, what kind of activities would you want to practise Welsh in?  
Secondary:  
Welsh clubs lunchtime/afterschool/homework, drama, songs, games, residential  
Primary:  
Residential, Tocynnau Cymraeg, clubs, conversations, trips and visits, going places where you have to speak Welsh, challenges and competitions, use Welsh in other subjects and activities, meet Welsh speaking celebrities

12. Would you like the opportunity to go to a Welsh language school?

Mixed response from English-medium schools – 50/50