

City and County of Swansea

Welsh in Education Strategic Plan 2017-2020

City and County of Swansea
Dinas a Sir Abertawe



Welsh in Education Strategic Plan 2017-2020

Section 1: Your vision and your 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.

Objectives

- To promote and maintain strong links with pre-school, Welsh-medium providers
- To ensure that the current admission policy applies consistently to both sectors
- To ensure a continuum from Welsh-medium primary schools to Welsh-medium secondary schools
- To establish secure post-16 collaborative arrangements between the Welsh medium secondary schools and other providers across the authority in order to ensure maximum opportunity and participation for all post-16 students through the medium of Welsh
- To maintain appropriate arrangements for the availability of transport in line with the approved council transport policy, recognising that Welsh schools are fewer in number and further apart geographically
- To teach Welsh in all the local authority's schools in accordance with National Curriculum requirements. Pupils in English-medium schools will be given the opportunity to sit an accredited examination in Welsh at the end of key stage 4
- Ensure that children and young people with additional learning needs (ALN) receive linguistic equality of opportunity in terms of Welsh medium education
- Ensure access to high quality INSET to support the development of Welsh and to ensure that local authority training in general responds to the particular needs of those working in both sectors
- To recognise Welsh as being desirable in person specifications when recruiting staff
- To provide opportunities to nurture relevant language skills whilst in post. Focus is given to the individual's personal acquisition of language as well as acquiring a knowledge of methodology and target language that is pertinent to their role

Statement

The draft plan was submitted to Cabinet for approval on 17 November 2016. This is the final version of this plan, which has been amended after the consultation, which concluded in February 2017. This plan will be submitted to full Council for approval on 20 April 2017.

The City and County of Swansea in 2008 established Partneriaeth Addysg Cymraeg Abertawe (PACA) as its Welsh Education Forum, which meets at least termly. It comprises headteacher representatives from Welsh-medium and English-medium primary and secondary schools, officers of the local authority and other stakeholders. 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 has responsibility for the Welsh language in statutory education, except the school organisation element which has its own process under the QEd 2020 Programme. PACA has agreed the targets in this plan and will monitor them going forward. It is responsible for almost all of the actions in this plan, except those concerning school places, which is under the QED 2020 Programme Board and pre-school provision which is guided by the Early Years Board and Operational Group, responsible to the Children and Young People Board.

The QEd2020 Programme is an element of the delivery of the approved WESP strategy, and all stakeholders will continue to be engaged/communicated with during the lifecycles of the planning and delivery of the QEd2020 strategy.

Alike to the previous WESP, this plan has been written underpinned and informed by Welsh Government's current Welsh-medium Education Strategy and policy. The policy statement for 2015-2016 and the consultation document on a Welsh Government draft strategy: a million Welsh speakers by 2050, has been considered in the development of this plan and aims for 2017 onwards to facilitate the growth of the number of Welsh speakers.

The Single Integrated Plan for Swansea, known as The One Swansea Plan 2015, can be found at www.swansea.gov.uk/oneswansea. This plan 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. These priorities have been embedded throughout the WESP. By 2018, following the Wellbeing of Future Generations (Wales) Act 2015, Single Integrated Plans will be replaced by Wellbeing Plans. This plan has been produced with this change in mind. The One Swansea Plan is updated every year, in order to ensure that it remains relevant and because there are always things that can be improved.

The City and County of Swansea shares the vision from the Welsh Government's Rewriting the Future document, to have high expectations for all learners, regardless of their socio-economic background, and ensure that they have an equal chance of achieving those expectations. The objectives from the document, including support for Early Years, effective transition, ongoing training to ensure high quality learning and teaching and high aspirations for all are embedded throughout this plan.

The recommendations from the Successful Futures review are also entrenched in this plan. The City and County of Swansea has a commitment to the Welsh language and culture and its recommendations will be included in our aims for 2017 and beyond. The City and County of Swansea will ensure that the plan is

updated regularly over the next three years to incorporate the curriculum changes that will take place.

Funding for specific Welsh second language activity in the WESP is currently provided through the Education Improvement Grant and is partially match funded.

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

The local authority 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 – two miles for primary schools, three miles for secondary schools, from the nearest available school.

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 three miles from the school are provided with free home-to-school transport. However, all provision of discretionary transport is under review.

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

The current position relating to the number of seven year-olds taught through the medium of Welsh and projections for the next three years.

Current Position	2017/2018	2018/2019	2019/2020
16.2%	15.0%*	16.1%	16.2%

* Based on current projections, a one-off dip in percentage is forecast.

The actual number of pupils being taught through the medium of Welsh has been increasing over a number of years. The number of pupils being taught through the medium of Welsh at the age of seven (Year 2) has increased by 30.1% in five years (332 to 432) and 74.9% in 10 years (247 to 432). Please refer to Annex 1 for a full breakdown of the number of pupils being taught through the medium of Welsh each year since 2007.

Main objectives

- Monitor demand and identify trends for Welsh-medium education and use this information to plan future provision, continuing to develop investment priorities for Band B (from April 2019) and Band C.
- Work with planning and potential developers to achieve the appropriate investment in the education infrastructure from proposed developments identified in the Local Development Plan to meet future demand for pupil places, consistent with the local authority's overarching strategy.
- Increase the number of Cylchoedd Meithrin with a registered status.

Supporting statement

In the City and County of Swansea, there are 13 Welsh-medium schools, comprised of 11 out of 80 primary schools and two out of 14 secondary schools.

The City and County of Swansea QEd Programme and the Welsh Government's 21st Century Schools Programme (Band A) are delivering a number of projects to further increase the capacity within Welsh-medium education and the enhance the quality of accommodation and facilities. Capital investment priority schemes are identified on the basis of clear and consistently applied objective criteria and a continuing stakeholder engagement process. These include:

- construction of a new purpose-built school at YGG Lôn Las, to open in September 2017, on the school's existing site with the support of Band A investment;
- remodelling at YGG Y Login Fach and YGG Tan-Y-Lan in response to demand for reception places;
- enhanced accommodation and facilities at YGG Pontybrenin;

- use of former Education Department accommodation at Ysgol Gyfun Gymraeg Bryn Tawe to support sixth-form facilities; and
- curriculum-led remodelling at Ysgol Gyfun Gŵyr including the remodelling of an adjacent former infant site to enhance accommodation and facilities, to be completed in 2017 with the support of Band A investment.

The Unitary Development Plan (UDP) is to be replaced by a new form of Development Plan for Swansea known as the Local Development Plan (LDP). The LDP provides a new approach to promoting and controlling change across the City and County. It will place an emphasis on improved community involvement; a stronger evidence base; more focused content and improved quality and consistency.

Proposed economic/housing developments are mapped out in the authority's Local Development Plan (LDP). The potential numbers of units to be delivered within the plan period (to 2025) from strategic development sites are noted below;

Strategic Site	Number of Units
Land north of Pontarddulais	720
Land north of Garden Village	750
Land south of A4240 Penllergaer	750
Land west of Llangyfelach Road, Penderry	1150
Land north of Clasemont Road, Morriston (Pant Lasau)	675
Northwest of M4 J46, Llangyfelach (Felindre)	850
Waunarlwydd/Fforestfach	800
Swansea Vale	720
Central Area and Waterfront	1000
Fabian Way Corridor	525
Hafod Morfa Copperworks Project and Tawe Riverside	320
Cefn Coed	500

As a result of the LDP, it is probable that an increase in both English-medium and Welsh-medium school places will be required in different locations. Additional education places will be required to serve the increase in the school population across the authority from the proposed developments in the LDP.

Supplementary Planning Guidance (SPG) was approved by the local authority in March 2010, and enables the local authority to seek contributions from developers towards the provision of sufficient and suitable school facilities where the development will have an impact on school populations. The SPG is likely to be updated once the LDP is adopted.

The City and County of Swansea Education Department is working with planning and potential developers to achieve the appropriate investment in the education infrastructure from proposed developments to meet future demand for pupil places, consistent with the local authority's overarching strategy. Any investment from developers could be in the form of financial contributions to expand school places,

or in the case of large developments (500+ units/houses), a developer could provide a new primary school building.

In the primary sector, there is currently a 10.7% surplus in available school places and 23.7% in the secondary sector. However, there is continuing growth in the demand for Welsh-medium education as higher numbers in earlier year groups feed through to the secondary sector. Coupled with the impact of the LDP, this will provide significant pressure on provision and this will need to be carefully managed through further investment as part of the 21st Century Schools Programme and the LDP strategy.

The local authority will continue to seek to build on the effective strategy adopted over a number of years and deliver further investment in enhanced capacity and facilities. The local authority does not yet know the scale and nature of the future Welsh Government 21st Century Schools Programme, however, it is now preparing to formulate appropriate options for consideration by Cabinet for capital investment beyond Band A of that programme.

To inform this, the City and County of Swansea are already embarking on feasibility studies. For example, a feasibility study on the potential relocation and enhancement of facilities for YGG Tirdeunaw.

Schools and their governing bodies will have a number of opportunities to shape the direction of travel as they have done in the past and all future projects will continue to focus on standards, risk, condition, suitability, landscape, basic need, sufficiency, viability, sustainability and deliverability.

Deliverability will be dependent on contributions from developers and the release of further Welsh Government capital funding.

There are no Welsh-medium federations in Swansea at this time although there is effective collaborative working.

The City and County of Swansea is undertaking a full Childcare Sufficiency Assessment (CSA), to be completed by 31 March 2017. With the use of wide ranging methodology and fieldwork processes with key stakeholders, this assessment will measure the nature and extent of the need for, and supply of, childcare in the area. Through this analysis, local authorities and their partners will be able to identify gaps in childcare provision where parents' needs are not being met and will allow the local authority to plan how to support the market to address the gaps identified.

Mudiad Meithrin are commissioned to support and further develop quality Welsh-medium childcare opportunities in Swansea through agreed targets which are monitored on a quarterly basis, via specific funds towards the Support Officer's additional hours. Mudiad Meithrin predominantly support new and existing settings and offer a quality service with the ultimate aim that all providers achieve CSSIW registration. Mudiad Meithrin also have a quality assurance package 'Safonau Serennog' available at various levels that most members buy in to which

looks at all aspects of policies and procedures, including the transition of children from the home environment and to school.

Relevant training courses are also available for practitioners via Mudiad Meithrin, the Family Information Service as well as other providers to support holistic practice.

With this plan, the City and County of Swansea would recommend the maintenance of the three currently registered settings together with the realisation and achievement of registered status with regard to a further nine Cylchoedd Meithrin between 2017 and 2020. Budget permitting, dependence on the continuation of identified need and achievement of set targets via robust performance monitoring, together with further monitoring of the new working structure adopted by Mudiad during mid 2015 following service organisation, the local authority would aim to maintain partnership working with Mudiad Meithrin.

Mudiad Meithrin will also manage the Cymraeg for Kids (Cymraeg i blant) Project on behalf of the Welsh Government. Cymraeg i blant will be a key part of Mudiad Meithrin's core service in providing local Welsh-medium education and childcare provision from birth right through to school. The project's aim is to increase the number of nursery-age children that are able to speak Welsh. This will be achieved through sharing information and giving advice and support to parents on the benefits of Welsh-medium education/childcare, the benefits of being bilingual and the importance of introducing Welsh to children as early as possible.

Cymraeg i blant sponsors the all Wales maternity notes folder, the scan card and the Child Health Record book which is delivered to every new parent in Wales.

The local Cymraeg i blant officer runs weekly bilingual baby massage, baby yoga and Welsh rhymetime sessions for parents and young children across the county working alongside the local Midwifery and Health Visiting teams to ensure that parents receive these key early messages during the ante-natal and post-natal period and are made aware of the bilingual pathway available for their child.

In addition, parents are signposted over to Mudiad Meithrin's Ti & Fi groups and to the 'Cylchoedd Meithrin' the Welsh medium playgroups as well as receiving information about regular family events that are held in partnership with the Mentrau Iaith and other local early years partners.

Welsh Government have developed a leaflet promoting the benefits of Welsh-medium education and it is planned that this will be distributed alongside the launch of the Cymraeg i Blant programme in May.

There is a Welsh-medium Flying Start provision based at YGG Tan-Y-Lan. Once CSSIW registration has been completed, this will be transferred to a building on the Daniel James site which will be open from January 2017. The new site will have an increased number of places to what is currently available and a potential to increase further with the available space.

A pre-school survey is undertaken to analyse the demand and take-up of English-medium, Welsh-medium or Faith education (education with a religious character) at least once every three years. Parents of new born babies are surveyed to ask what their preference will be for their child's education. This information is used to enable the authority to meet local and national priorities and targets for increasing Welsh-medium education. The information from the pre-school survey will be used along with the local authority's own trend-based pupil projections and other data sources to assess and respond to future needs within school organisation and plans for capital investment.

The seventh survey took place in summer 2014. The analysis of these results can be found at <http://www.swansea.gov.uk/article/10969/pre-school-survey>. The results confirmed intelligence the local authority already had, including indications that there is some unmet demand for Welsh-medium education in some geographic areas.

In September 2012, an additional section on the language preference for pre-school childcare was added to the survey to supplement information from previous Childcare Sufficiency Audits. It is hoped that the continued inclusion of this question in future surveys might evidence geographical demand.

The eighth survey will take place in summer 2017, in accordance with the regulations.

Through the Healthy Cities Board, agencies in Swansea have made a commitment to prioritising Early Years (-nine months to five years) and school readiness. The Best Start Swansea campaign will provide holistic information in bilingual format with the aim of giving children in Swansea the best start in life. The Family Information Service in partnership with organisations such as Menter Iaith and Mudiad Meithrin is a key service in terms of providing parents with information on the benefits of Welsh-medium education in the local authority.

There will be a continuation of the Family Information Service outreach opportunities incorporating key Welsh-medium partners.

Links are being made with the Early Years Strategy Steering group with the intention of identifying ways of encouraging the use of Welsh within family routines and from an early age.

Swansea University offers Welsh for Adults classes for non-Welsh speaking parents/carers sending their children to Welsh-medium schools.

A Latecomers' Centre has been established at Ysgol Gymraeg Y Cwm. This Centre includes the provision of extra support for pupils whose Welsh language skills need a boost. Historically, 100% of the cohort remain in Welsh-medium education. The Latecomers' Centre is staffed by one full-time Welsh in Education Officer, and a 0.8FTE (full-time equivalent) teaching assistant.

In the first cohort of 2015-2016 (September 2015-February 2016), 12 latecomers and nine boost pupils attended the Centre. In the second cohort (February 2016 – July 2016). There are 16 pupils who attend in total, including 13 latecomers.

Schools receive targeted support dependent on need to move along the linguistic continuum. Courses are promoted across all schools and training days are organised in the secondary sector (e.g. Shwmae days). The launch of the Siarter laith will also support schools in this area.

Provision of bilingual Welsh-medium education has been considered in detail, with the outcome that this is not feasible in City and County of Swansea.

A dual-stream model could be effective in primary sector where:

- there is sufficient surplus capacity in existing schools;
- the school would serve a relatively remote community and allow local provision to be sustained and quality enhanced (while separate schools would not); and
- it would allow provision to be more local and so reduce the cost of home-to-school transport.

However, it could not offer a resolution to the short-term pressure on Welsh-medium school places more than the LDP/Band B opportunities could.

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

The current position and targets for the next three years relating to the number of year nine learners who are assessed in Welsh (First Language)

Current Position	2017/2018	2018/2019	2019/2020
11.7%	11.1%	12.3%	13.4%

Main objectives

- Monitor pre-school transfer rates and investigate if rates are low.
- Maintain the high transfer rates from Foundation Phase to key stage 2, key stage 2 to key stage 3 and key stage 3 to key stage 4.

Supporting statement

Progression to	Rate
Non-maintained Welsh-medium childcare settings for children under three and maintained Welsh-medium/bilingual schools providing Foundation Phase provision	78.57%
Non-maintained Welsh-medium childcare settings for children under three and funded non-maintained Welsh-medium yearly years education settings providing the Foundation Phase	N/A*
Non-maintained Welsh-medium childcare settings for children under three and funded non-maintained Welsh-medium settings delivering the Foundation Phase	N/A*
Foundation Phase and key stage 2	98.1%
Key stage 2 and key stage 3	98.2%
Key stage 3 and key stage 4	98.7%

* All Swansea Welsh-medium primary schools are maintained and have nursery provision. There are no non-maintained settings providing the Foundation Phase in Swansea.

Pre-school to school transfer

Pre-school transfer rate fluctuates year on year. Low transfer rates are investigated by the Family Information Service and any concerns are followed up. There are no current concerns regarding the transfer rate.

School transfers

Transfer rates are usually high in Swansea and have been near 100% for a number of years. Few pupils are lost overall, with inward migration at secondary age from Neath Port Talbot and Carmarthenshire. There is a very close working relationship between secondary schools and their primary feeder schools. Headteachers meet regularly in both clusters and a transition programme is held throughout the year.

The target will be to maintain this high transfer rate going forward.

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

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

Current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) entered for at least two further Level 1 or Level 2 qualifications through the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
100%	100%	100%	100%

Main objectives

- Retain the current percentage of Year 11 learners in both Welsh-medium secondary schools who study for five or more recognised qualifications through the medium of Welsh
- Continue to focus on improving boys' performance in English and Welsh in Welsh-medium secondary schools
- Develop bilingual delivery and assessment in Gower College Swansea

Supporting statement

100% of Year 11 learners in both Welsh-medium secondary schools study for 5 or more recognised qualifications through the medium of Welsh.

Maintenance is dependent on suitable breadth of option choices and for examination boards/DfES to provide Welsh-medium support for new qualifications.

Welsh-medium secondary schools

Welsh-medium post-14 options will be sustained through the continued development of the Gŵyr – Bryn Tawe 14-16 partnership which offers courses jointly, in addition to those offered at each school. This includes BTEC Level 2 construction held at YG Bryn Tawe and also attended by Year 10 pupils from YG Gŵyr. This course, previously delivered by Neath College, is now delivered in-house to ensure cost effectiveness and sustainability.

Due to continued reductions in funding, the use of Gower College Swansea for courses has been reduced. A level 1 course in Hair and Beauty run by Gower College is attended by YG Bryn Tawe and YG Gŵyr at key stage 4. YG Gŵyr will focus on delivering the vocational pathways for Public Services BTEC, Sports BTEC and Child Development GCSE. YG Bryn Tawe will provide Hair and Beauty BTEC and Childcare BTEC. The Childcare course has proven very popular with strong outcomes in 2016.

The delivery of Cambridge National ICT is proving successful after 75% of pupils achieved a Level 2 qualification in 2016. The success of the BTEC Level 2 Science continues with almost all candidates achieving a Level 2 in 2016.

The Welsh BaccaLaureate is fully established and achieving high standards at Foundation, Intermediate and Higher Levels. WJEC has praised the provision in feedback following moderation visits. Workshops are held by Swansea University to support schools with the Welsh BaccaLaureate.

In the last plan, boys' achievement was identified by Welsh-medium secondary schools as a priority and improvement was shown in both. The 2016 results show a dip for boys in English at YG Gŵyr although a slight increase in other indicators at Level 2. The school will continue to target boys' underachievement in language by providing additional support. In YG Bryn Tawe, boys' performance in both English and Welsh has been consistent with previous years, but improving the boys' performance is still a priority in order to further close the gap with the girls' performance.

Swansea University offer regular Welsh-medium Higher Education Taster Days which are attended by YG Gŵyr and YG Bryn Tawe. Regular Welsh-medium revision days are also offered. Welsh-medium secondary school pupils are offered work experience opportunities at Academi Hywel Teifi, Swansea University.

The university also offers targeted Welsh-medium workshops for particular vocations (e.g. nursing and midwifery to both schools and colleges).

Gower College Swansea

Gower College Swansea will note the Welsh Government's priority key areas for Welsh-medium/bilingual delivery and development. Every effort will be made to match staff Welsh-language skills in learning areas with demand from Welsh-speaking students in subjects, and any emerging trends will be noted and mapped, with the intention of using this information in future planning of delivery. Support and mentoring will be given for Welsh-speaking teaching staff who are not confident to deliver/assess in Welsh. Bilingual Teaching Methodology training is promoted and offered for lecturers and assessors, particularly in identified areas including Welsh Government priority key areas and areas where there are viable numbers of Welsh-speaking students over a three-year period. Support material will be developed for bilingual delivery and assessment.

A linguistic skills analysis/requirement will be put in place when advertising any new or replacement posts. The intention, for September 2017 and beyond, will be objective planning of Welsh-medium/bilingual delivery, rather than depending on a re-active provision, offering Welsh-medium/bilingual opportunities in areas and courses where there happen to be Welsh-speaking members of teaching staff who are competent and confident to deliver in Welsh. This will involve careful planning and will be rolled-out gradually, while its success will be dependent on student language-choice and the ability to recruit accordingly. There are currently two members of teaching staff, in the Health & Care learning-area, who have been

appointed to deliver parts of their curriculum specifically in Welsh/bilingually, according to demand.

A Welsh First Language GCSE re-sit class will be introduced. This was staffed and timetabled for September 2016, to provide a full range of GCSE in line with the Welsh Government's drive to improve literacy and numeracy, and to meet the new Welsh Baccalaureate qualifications remit. For 2016 entry, this re-sit was offered to all students entering either our general education or vocational learning programmes at the Gorseinon Campus, at first interview and then at enrolment. Of all the students who entered the college (Gorseinon Campus) after studying First Language Welsh GCSE, only two out of 87 achieved below the C grade. These two students decided to focus on their GCSE English Language rather than resitting the First Language Welsh GCSE.

Gower College Swansea intends to offer this re-sit opportunity again for 2017-2018 but the initial data indicates that most students achieve a grade C or higher in First Language Welsh GCSE at the first attempt. Trends will be monitored and provision amended in response to demand.

School data (14-16) will be used to inform of numbers and percentages of students completing the Welsh First Language GCSE and Welsh Second Language GCSE full course.

The information will be utilised in the planning for Welsh Second Language AS and A Level courses, as well as specific modules/assignments in learning areas where there are fluent Welsh-speaking teaching members of staff (lecturers and assessors) proficient in delivering the material.

The current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) being entered for at least five further level 1 or level 2 qualifications though the medium of Welsh:

Current Position	2017/2018	2018/2019	2019/2020
100% (secondary schools)	100%	100%	100%

Main objectives

- Provide a range of appropriate course options (where funding allows) in Welsh-medium schools
- Provide Welsh-medium tutorial sessions for students at AS and A level in Gower College Swansea

Supporting statement

Secondary schools

A joint sixth form is operated by the two secondary schools. In 2016-2017, the Gŵyr – Bryn Tawe Sixth Form Partnership had 68 students entering Year 12 (65% of the

cohort) and 80 returning to Year 13 in YG Bryn Tawe and 94 students entering Year 12 (64% of the cohort) and 59 returning to Year 13 in YG Gŵyr.

Due to funding restrictions, there has been some reduction in the offer to students. However, a Level 3 Childcare course provided by the school has helped to provide appropriate options to a few students.

The Swansea 14-19 Curriculum Officer and headteacher representatives attend the regional Welsh-medium forum meetings and have received funding for partnership work. The Swansea 14-19 Curriculum Officer has set up a meeting with the Childcare coordinator in Gorseinon and the coordinator in YG Bryn Tawe to share good practice and with the aim of looking into the possibility of introducing relevant Welsh-medium courses at post-16 in the school sixth form.

Gower College Swansea

Gower College Swansea operate discreet Welsh-medium tutorial sessions for General Education students (AS and A Level). There were three groups in 2015-2016 and four groups enrolled in 2016-2017 (45 in Year 1 AS Level and 23 in Year 2 A Level). Although this is a very small percentage of the cohort, there is a slight upward trend in take-up of Welsh-medium tutorial provision, to help maintain students' linguistic skills in Welsh. The College is currently developing strategies to promote the benefits of maintaining Welsh-language skills, particularly for those students who choose to change the medium of learning, at post-16, from Welsh to English. It is the intention, for September 2017 and beyond, to develop more bilingual material, for use during tutorial sessions and students' own study-time.

There has been a small increase in take-up for AS and A Level Welsh Second Language.

In subjects where there are fluent Welsh-speaking members of teaching staff, all students are given the opportunity to complete assignments in Welsh. Welsh language units are delivered in some subject areas including Health and Social Care and Early Years.

Specific modules can be delivered bilingually in some areas, where there are viable numbers of Welsh-speaking students and Welsh-speaking members of staff who are confident to deliver this. Currently, this is in the areas of Health and Childcare, Catering and Hospitality and Hair and Beauty. All learning-areas have recently completed a self-evaluation and action-plan relating to the Welsh language, ethos and culture. This will be reviewed annually, and will inform the planning of other potential areas for development. Where possible, the College endeavours to increase activity in learning-areas that are included in the Welsh Government's Priority key areas for Welsh-medium/bilingual development, namely Health & Social Care, Childcare, Agriculture, Business Administration & IT, Leisure & Tourism, Media Studies & Performing Arts, Construction and Engineering.

Welsh-medium/bilingual work placements can be found for apprentices in Health and Childcare and Hair and Beauty. Colegau Cymru supported a one-day cross-college event, held at CAVC college in March 2016, where Welsh-speaking

practitioners in Hair & Beauty ran bilingual workshop for students. The ColegauCymru bilingualism network group have agreed that, in 2016-2017 and beyond, all FE colleges in Wales will collaborate to host and organise such events on a round-robin model, in a range of various subject-areas. The main emphasis will be, where possible, on some of the Welsh Government's key areas for Welsh-medium/bilingual development.

The college's commitment to Urdd activities will continue, with some learning-areas incorporating the Urdd 'homework' competition themes into schemes-of-work where appropriate. As the Urdd National Eisteddfod will be held fairly locally, in Bridgend, May 2017, the college intends to be at least as active as in previous years, and continue with the encouragement of students to participate in these individual and group activities.

Outcome 5: More students with advanced skills in Welsh

Please refer to annex 1 for data and targets for this outcome.

Main objectives

- Encourage pupils to maximise their informal use of Welsh through the Welsh Language Charter and other experiences offered by schools.
- Deliver a range of initiatives to promote the use of the Welsh language in Gower College Swansea.
- Support schools in improving Welsh language literacy standards

Supporting Statement

Primary Schools – Welsh First Language

Results for Welsh first language at key stage 2 in 2016 are up on 2015 and are the highest ever. They were 93.2% compared to 90.2% nationally and 92.9% in 2015; however there is a drop in ranking from 8th to 11th.

A Welsh first language Officer has been employed since September 2010 to provide in-class support for literacy in Welsh-medium primary schools. Provision is influenced by the needs of the schools and consultation with the Welsh Literacy Performance Specialist. A report from the Officer is provided to PACA at the end of each year. Headteachers have stated that their work has helped to raise standards.

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.

Despite good overall improvement in standards, a gender gap remains. It is slightly wider than 2015 but with a positive five-year trend. If a pupil does not make sufficient progress, they will continue to be able to access the boost support.

A performance specialist for Welsh first language literacy has been appointed and works within Welsh-medium primary schools. The performance specialist works closely with the schools and provides training within schools and on a local authority basis.

All Welsh-medium primary schools offer rich 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 key stage 2 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. These will continue to be offered in 2017 onwards.

In addition to breakfast clubs most schools also have after school clubs, all of which run through the medium of Welsh.

A Welsh language charter has been launched, Tafod Tawe. The charter has been created by staff members and pupils from each Welsh-medium primary and secondary school in conjunction with the performance specialist and challenge adviser. The aim of the charter is to inspire our children and young people to use the Welsh language in all aspects of their lives. There are many activities planned both within each school and as an authority to promote Welsh and Welshness within the sector, which will continue for the duration of this plan.

Primary schools – Welsh Second Language

The aim of the Welsh in Education Service is to support schools to deliver the statutory function, in line with Estyn recommendations. The Welsh in Education Service reduces variability of assessment at key stage 2 and improves attainment.

Support for Welsh second language is provided according to need identified in accordance with the categorisation system operating at a local authority level; a targeted bespoke support service is provided. Support visits to each school and training for school staff will continue to be provided going forward.

Accuracy of assessment is improving and variability is reducing.

The Welsh in Education Officers are encouraging clusters to improve their planning and structures. In-house training courses are provided for teachers (from Foundation Phase to Year 6); these courses are open to all English-medium primary schools. A yearly coordinators' conference is also arranged.

There is improved regional working and sharing of good practice (including school-to-school support) to increased accuracy and consistency. This will continue to be facilitated and further cluster training will be developed.

Support is provided for improved moderation of assessment. The robustness of teacher assessment is improving and support will continue to focus on embedding assessment across key stage 2 for all teachers.

The percentage of learners at the end of key stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language has seen another improvement for 2015-2016 with a score of 74.7%, Swansea having ranked 16th nationally.

The aim for 2017 and beyond is to increase pupils' use of Welsh by promoting a strong Welsh ethos, providing a range of enriching activities, ensuring that learning Welsh is enjoyable, and involving all members of school community. Training and support will be provided to individual schools or clusters upon request.

The main focus from 2017 onwards is to promote the charter, providing a clear framework which can be used to promote and increase the use of Welsh by children and teachers in a social context; new bilingualism courses will be delivered focusing on incidental Welsh. The focus will be on every member of the school community.

The main focus is to raise awareness and profile of the Welsh charter within the local authority, developing new initiatives and supporting schools through the Siarter Iaith success criteria (bronze, silver, gold).

Secondary schools – Welsh First Language

YG Gŵyr has implemented a new approach to co-ordinating Welsh language motivating activities and informal use of Welsh. Three young members of staff have been appointed to share the role of Swyddog Hybu Cymreictod to create a team approach; this is linking in well with the exciting launch in autumn 2016 of the Siarter Iaith Abertawe which the school is fully committed to; a student group has been created called Criw Cymraeg to be language ambassadors within the school and with primary feeder schools. The school continues to have an annual programme of activities to promote Welsh identity and the use of the Welsh language including lunchtime and after school clubs, special events, assemblies, competitions between classes (e.g. Y Darian Gymraeg) with prizes throughout the year, educational visits and residential courses in Llangrannog and Glanllyn, and Rhosilli where the language is at the heart of the experience, Urdd activities and competitions.

There is a continued drive to raise the use of Welsh in informal situations around YG Bryn Tawe. Motivating pupils to use the language is at the heart of this campaign. Pupil voice and pupil participation are the keys to unlocking this potential in pupils. The student Welsh language council, that includes pupils from all year groups are instrumental in providing ideas and activities to promote the use of informal Welsh – regular activities and the use of rewards being two key strategies decided upon. Along with the Welsh-medium schools in Swansea, Y G Bryn Tawe has been instrumental in helping to establish the very exciting ‘Siarter Iaith’. The school council, being a Rights Respecting School, have organised and run language awareness days (to coincide with Article 30 of UNICEF’s children’s rights charter ‘the right to use your own language’) with the school councils from primary partner schools.

A successful ongoing project facilitated by Trywydd at YG Bryn Tawe continues to be used by the school, improving the use of informal Welsh. It focuses on the awareness of language and the mind-set of pupils. ‘Welshness’ sessions have been included in the PSE programme and pupils map their personal language journey. As well as these formal strategies to promote the use of informal Welsh, the school continues under the BYDI (Balchder Yn Dy Iaith) motto to offer opportunities to further use Welsh in informal settings. These include a Year 7 residential course to Llanmadog, the Year 8 ‘sleepover’ and the Year 9 residential course to Glanllyn. Although an essential whole-school approach is employed, the ‘Welsh Champion’ has overall responsibility for co-ordinating these activities.

Both Welsh-medium secondary schools have worked closely with Menter Iaith who have provided support including vlogging sessions, transition sessions, language awareness sessions and mock interviews at both schools.

Secondary schools – Welsh Second Language

In key stage 3, results are very good with targets met and improved. The target going forward will be to improve the number of pupils achieving levels six and seven. The Welsh in Education Officer will continue to moderate individual school profiles and books on a termly basis in order to raise standards.

In key stage 4, full course results have been outstanding for 2015-2016. Data shows that pupils studying full course Welsh Second Language GCSE perform much better than the short course. 2016-2017 will be the last cohort of Year 10 pupils entering the short course GCSE. From September 2017, Year 9 pupils will study the new Welsh Second Language course and there will be one course for all pupils. This should in turn improve take-up of the full course.

Network meetings are held termly within the county and resources are shared and developed. Network meetings have also been established this year within Hwb. Support from the Welsh in Education Officer is provided according to the need identified. This will be further developed from 2017 with collaborative resources by cluster/networking within the county, Hwb and ERW.

Educational visits take place for Urdd, Llangrannog and Glan Llyn. Menter Iaith visit schools to promote incidental Welsh. Diwrnod Shwmae takes place with a competition element to encourage all schools to partake.

From 2017, work in collaboration with ERW schools will take place to produce resources for the new syllabus. The Welsh Service has been approached by Greenhill School/Chief examiner to be on the working party.

Gower College Swansea

Welsh language literacy standards at the college should improve with the introduction of the new Wales Essential Skills Toolkit (WEST) screening tool for Communication, available in Welsh as well as English for relevant students. There are also timetabled re-sit classes for Welsh First Language GCSE introduced from 2016-2017. The College will continue to encourage learners to take advantage of the WEST Communications tool in Welsh, to help them measure, maintain, and possibly, improve their Welsh language skills.

The College's Welsh Language Officer and Bilingual Champion are active members of Colegau Cymru's Bilingualism Network and will join a group of representatives from Wales attending a five-day visit to Catalonia in June 2017 to share good practice for bilingualism and minority languages. The visit is being organised and co-ordinated by ColegauCymru, and sponsored by Erasmus+. The intention is that the visit will influence future planning and behaviour at the college, in relation to encouraging learners to value and maintain their Welsh language skills. 'Skills', alongside 'Ethos', 'Provision' and 'Workplace Demand', form the basis of ColegauCymru's Strategy for Further Education 2016-2021, "Normalisation of Bilingualism".

The quality of Welsh language/bilingual provision will be enhanced by the permanent full-time appointment of the Bilingual Champion (a previously Government funded three-year appointment). The college continues to pay particular attention to the Welsh Government's Priority key areas for Welsh/bilingual delivery and assessment, and do its utmost to match staff Welsh language skills in learning areas with demand for Welsh provision in subject areas.

The college is committed to supporting teaching staff with relevant Welsh-medium/bilingual teaching materials and resources, and offers a Mentoring programme to staff members who wish to develop their skills and confidence in Welsh-medium/bilingual delivery and assessment. One staff-member has made a successful application to study on an MA module, "Bilingual Teaching Methodologies", which will be undertaken in 2016-2017, with the intention of increasing the volume and scope of that individual's Welsh-medium delivery. CPD activity such as this and the Sabbatical Scheme, are advertised regularly in College, and staff members are encouraged and supported to make applications. This activity complements and expands on in-house support and mentoring offered, to teaching staff-members, by the Bilingual Champion.

The College's Bilingualism Champion organised a one-day Welsh-medium taster session in Nursing and Midwifery, led by staff from Swansea University. It was attended by 20 students from the College and Welsh-medium 11-18 schools in the areas of Swansea and Carmarthen.

The College is active in some stage and sport, especially homework competitions, as part of the Urdd National Eisteddfod each year. The college was awarded two first prizes and one third prize for art work at the Flintshire National Eisteddfod, May 2016.

Menter Iaith Abertawe staff members visit the college periodically throughout the academic year, notably during induction/freshers' week and for celebrations such as St Dwynwen's Day and St David's Day. Activities include folk dancing (Twmpath Dawns) and live Welsh contemporary folk-music performances by members of 'Calan'. The College's Welsh Society arranges 'in-house' activities and events to promote the Welsh language and culture.

Learning areas are being increasingly encouraged to include activities and events linked to Welsh language, culture and ethos as part of their annual programme.

Representatives from Y Coleg Cymraeg have attended Gower College Swansea's HE fair and will attend Welsh-medium tutorial sessions during the autumn term, to inform students of bilingual opportunities and additional funding available to them if they choose to study in Welsh at university.

Staff and students from the College's Hair and Beauty Department attended a one-day cross-college event organised and hosted by CAVC, funded by Colegau Cymru.

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

Main objectives

- Evaluate the provision for the additional learning needs of pupils in Welsh-medium education through regular reviews.
- Provide support and training to SENCos/Support Teachers
- Adopt resources being developed regionally (ERW) to support schools

Supporting statement

Provision in Welsh-medium education, as for English-medium, is reviewed through the ALN Development Plan that forms part of the Additional Learning Needs Unit (ALNU) Operational Plan and Education Department's self-evaluation. Increases in specialist places in existing special schools or specialist teaching facilities (STFs) or new STFs are planned as need becomes evident.

Reviews of the ALN Development Plan are carried out at least twice yearly. As a result of these reviews, it has been established that there is no current need for an additional STF for Welsh-medium pupils.

Demand for STF places in Welsh-medium is established from statutory assessment requests for Welsh-medium provision, annual reviews and analysis of referrals from Health for those in early years.

There is an STF in YG Gŵyr which has ten places, six of which are occupied. There is no waiting list and the authority is not aware of any unmet demand. YG Bryn Tawe has a Speech and Language Resource which covers pupils in both primary and secondary schools across the authority. This is staffed by a Welsh-speaking specialist teacher and speech and language therapist and supported by two Welsh-speaking teaching assistants. The capacity of this resource supports eleven pupils, but is flexible enough to support at school action and school action-plus as well and the authority is not aware of any unmet demand.

Parents of children undergoing statutory assessment of their special educational needs are given the opportunity to express their preference for their child's education which includes the matter of the medium in which they are educated. This will continue to be taken into account in keeping with the guidance in the SEN Code of Practice for Wales 2002 and ensuring that this data informs the planning of ALN provision in the ALN Development Plan.

The City and County of Swansea also monitors and appraises demand for SEN provision in Welsh-medium schools via the annual SEN survey which assesses pupils with, primarily, literacy difficulties.

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.

The SEN service level agreement is another mechanism which provides the authority with information and data from Welsh-medium schools.

The Curriculum Support Unit, working with colleagues from the Additional Learning Needs Unit, is able to target support and train teachers and teaching assistants as needed. Feedback from Welsh-medium headteachers is positive about this effective training.

There is a Welsh-medium Dyslexia assessment and resource in place and a Welsh-medium self-evaluation in order for SENCOs to assess their provision and plan areas for development in improving provision in their schools.

Work has taken place with a group of SENCOs to develop Social Communication, Emotional Regulation and Transactional Support (SCERTS) documents to support pupils with autistic spectrum disorder. Resources and training packages were and continue to be developed and are accessible for other SENCOs bilingually.

Work is taking place on the development of a SENCO tool which will be available bilingually for Welsh-medium schools.

It is recognised that there is limited capacity to provide support to Welsh-medium SENCOs in their first language but support can be accessed through in-house translation services in order to facilitate this support.

Outcome 7: Workforce planning and continuing professional development.

Main objectives

- Promote the attendance of sabbatical schemes as they become available and attendance of post-scheme review sessions
- Use Professional Learning Communities (PLCs) as a vehicle for raising standards in teaching and learning
- Increase awareness of Welsh-speaking staff in the Education Department and promote the use of Welsh in the workplace.

Supporting statement

Education Department

A list of Welsh-speaking staff for the Education Department has been updated and will be regularly reviewed and shared with other staff to ensure knowledge of Welsh speakers across the department. The number of Welsh-speaking officers in the Education Department is increasing. This includes staff who work with schools.

There are a number of Welsh learners within the department and the local authority encourages staff to develop their Welsh Language skills through Welsh lessons, a weekly conversation group, Welsh language champions and Welsh language guides/information for staff. The Welsh lessons are run in conjunction with the National Centre for Learning Welsh as part of the Learn Welsh – Swansea Bay Region in the Welsh for Adults Centre, Academi Hywel Teifi. There are currently three entry-level 1 courses being run and one entry level 2 course. These courses will continue to run each year, progressing through the levels.

Welsh-medium primary schools

There are no significant recruitment issues for Welsh-medium schools in Swansea. There were no unfilled teaching vacancies in Welsh-medium primary schools in September 2016. Recruitment of teachers is not an issue in the Welsh-medium primary sector with the teaching posts advertised attracting a good response rate.

There were no vacancies for permanent full-time teaching assistants in the Welsh-medium primary schools at the start of September 2016. However, each post advertised attracts fewer candidates than in previous years. Many are graduates wanting experience before applying for the PGCE course.

Part-time posts and posts with temporary contracts remain harder to fill.

Headteacher posts remain an issue with a very small number of applicants. The local authority, through schools' challenge advisers, supports all headteacher appointments and can advise on other recruitment issues through Human Resources personnel.

The local 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.

There is a sabbatical course run by University of Wales Trinity St David for teachers and teaching assistants within the Welsh-medium sector to improve their language skills. The first year of the course began in 2016 and there are 14 teaching assistants on the course at present.

English-medium primary schools

Swansea school-based and central staff have accessed the Welsh Government's Sabbatical Schemes as they have become available. Swansea's Welsh Centre works with the University of Wales Trinity St David to identify primary school staff to attend the courses. In 2015-2016, there were 10 Swansea teachers on the Foundation course (summer term 2016), and 10 teaching assistants attended the Entry level course (spring term 2016). This will continue for 2017 onwards.

The Welsh Service and University of Wales Trinity St David organise review sessions (or post-sabbatical care sessions) after each cohort to share experiences of application of skills in the classroom. Monitoring sessions by Welsh in Education Officers in schools to provide further support; clear action plans and targets are agreed with schools and sabbatical candidates.

Swansea University offers Welsh for adults classes which are targeted at staff in non-Welsh-medium schools in order to support the Welsh ethos.

Welsh-medium secondary schools

Welsh first language secondary schools face challenges recruiting teachers in English, Maths and Science. Welsh Government strategies to incentivise excellent graduates to enter the Welsh-medium PGCE would be welcomed.

There are no significant headteacher recruitment issues for Welsh-medium schools in Swansea. The local authority, through schools' challenge advisers, supports all headteacher appointments and can advise on other recruitment issues through Human Resources personnel.

A mainstream teacher and SENCo from YG Bryn Tawe, working in close collaboration with other secondary schools and the Welsh Government co-ordinator for HLTAs in Wales conducted research into 'Effective use of learning support assistants in the secondary school sector' in 2014. Findings were reported to headteacher representatives.

YG Gŵyr continues to use Professional Learning Communities (PLCs) as a vehicle for raising standards in teaching and learning. In 2016-2017 the focus will be on developing pedagogical awareness, digital literacy, literacy across languages and decreasing the effect of deprivation on educational outcomes. The

school will also be planning the curriculum for key stage 3 as a Curriculum and New Deal pioneer school.

YG Bryn Tawe continues to run a school-based PLC and still works very closely with their partner primaries in changing language habits in younger pupils. There are six PLCs in school for 2017-2017 – literacy, numeracy, changing behaviour, pioneer curriculum, more able and talented, and changing language habits.

Gower College Swansea

One member of teaching staff attended the Welsh Government's 'Sabbatical Scheme run by Sgilliaith during 2014-2015, and has since been delivering some discreet Welsh language modules. Two members of teaching staff have applied to attend the MA module in Bilingual Teaching Methodology for 2016-2017.

Signed: Date:

(This needs to be signed by the Chief Education Officer within a local authority)

Annex 1 Data

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

Expanding provision

What is the percentage of seven-year-old children currently taught through the medium of Welsh?

16.2% (2016-2017 Year 2 = 432/2673 excluding NEWBES)

The number and percentage of pupils in Welsh-medium primary schools since 2007:

Year	All pupils in Y2	Y2 pupils in Welsh-medium	
		No.	%
2007	2525	247	9.78
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
2014	2603	369	14.8
2015	2822	413	14.6
2016	2650	404	15.2
2017	2673	432	16.2

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

What is the current percentage of learners in Year 9 who are assessed in Welsh (First Language)?

11.7 (2016-2017 Year 9 = 283/2429 excluding NEWBES)

How does this figure compare with percentage of learners in Year 6 who were assessed in Welsh (First Language) three years earlier?

11.8% (2013-2014 Year 6 = 295/2495 excluding NEWBES)

Effective transfer and linguistic continuity

What are the rates of progression between:

- non-maintained Welsh-medium childcare settings for children under three and maintained Welsh-medium/bilingual schools delivering the Foundation Phase?
- non-maintained Welsh-medium childcare settings for children under three and funded non-maintained Welsh-medium settings delivering the Foundation Phase?

- funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools?
- non-maintained Welsh-medium childcare settings for children under three and funded non-maintained Welsh-medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium/bilingual schools?

Name of Cylch	Number Transferred to Welsh Education	Percentage Transferred to Welsh Education
Clydach	26	70.27%
Cylch Chwarae y Mwmbles	8	72.73%
Lon Las	39	95.12%
Parcywerin	31	68.89%
Penllergaer	11	68.75%
Plantos Bach	6	100.00%
Pontarddulais	8	80.00%
Sgeti	5	83.33%
Treboeth a Tirdeunaw	19	82.61%
Waunarlwydd	1	100.00%

- Foundation Phase and key stage 2?

Year 2 2015 = 413, Year 3 2016 = 405 so rate = 98.1%

- Key stages 2 and 3?

Year 6 2015 = 281, Year 7 2016 = 276 so rate = 98.2%

- Key stages 3 and 4?

Year 9 2015 = 236, Year 10 2016 = 233 so rate = 98.7%

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

There are no bilingual schools in City and County of Swansea.

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

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

Increasing the percentage of learners aged 14 -16 studying for qualifications through the medium of Welsh

What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 5 or more further Level 1 or Level 2 qualifications through the medium of Welsh?

100%

What are the local authority's targets for increasing this percentage? This can be expressed either as annual targets or as a single end of plan target

Maintain 100% target

What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 2 or more further Level 1 or Level 2 qualifications through the medium of Welsh?

100%

(You should NOT include Welsh literature. Applied GCSEs, double science count as two subjects; short courses count as one subject. It may not be possible to include BTEC because the awarding body does not differentiate between Welsh-medium and English-medium)

What are the local authority's targets for increasing this percentage?
This can be expressed either as annual targets or as a single end of Plan target

Maintain 100% target

Increasing the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools

What is the percentage of learners aged 16-19 who study 2 or more subjects through a) the medium of Welsh b) bilingually (eg elements of qualifications/modules)?

Welsh-medium secondary schools (100%)

Gower College Swansea

a) and b) A very small percentage of the cohort.

Outcome 5: More learners with higher skills in Welsh

Improving provision and standards in Welsh First Language

What is 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 in Welsh-medium/bilingual schools?

92.0% in 2016

What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh?

93.2% in 2016.

What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh?

95.6% in 2016.

What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language?

2016 209/255 = 82%

Improving provision and standards of Welsh Second Language

	Percentage in 2015-2016	Year on year target
What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in the teacher assessment of Welsh Second Language?	74.7%	75%
What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in the teacher assessment of Welsh Second Language?	83.7%	84%
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Full Course?	2016 397/2146 = 18.5%	19%
What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh Second Language Short Course?	2016 654/2146 = 30.5%	31%
What percentage of the cohort is entered for (i) GCSE Welsh Second Language Full Course; (ii) GCSE Welsh Second Language Short Course; and (iii) not entered for either?	FC = 426/2146 = 19.9% in 2016, SC = 1261/2146 = 58.8%	Full Course: This <i>should be 100%</i> as a result of removal of short course. The short course will be removed from 2017 onwards.

More learners with higher-level Welsh language skills

What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?

GCSE Welsh first language Summer 2014 – 235 entries

A Level (A2) Welsh first language entries Summer 2016 – 20 entries
= 8.5% of entries two years earlier

-of the full and short course GCSE Welsh second language entries two years earlier?

GCSE Welsh second language Summer 2014 – 313 full course, 1347 short course

A Level Welsh second language entries Summer 2016 schools – 11 entries

A Level Welsh second language entries Summer 2016 GCS – 7 entries

= 5.75 % of full course GCSE entries two years earlier

= 1.08% of full and short course entries two years earlier

Targets

2016/2017	2017/2018	2018/2019	2019/2020
Welsh first language – 22 entries	20-25	20-25	20-25
Welsh second language	TBC due to removal of short course		

Outcome 6: Welsh-medium provision for learners with additional learning needs

No data

Outcome 7: Workforce planning and continuing professional development

No data