

**City and County of Swansea**

**Welsh in Education Strategic Plan 2017-2020**



## 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. The final version of the original plan was approved by full Council on 20 April 2017.

The WESP has been revised with amendments requested following a Welsh Government review, updated with progress during 2017 and updates to planned

activity for 2018. This will be submitted to full Council for approval on 23 November 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. The terms of reference for PACA was reviewed in 2017 and now contains additional members including Menter Iaith Abertawe and Urdd Gobaith Cymru. 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 **Welsh Government strategy Cymraeg 2050: A Million Welsh Speakers**, 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](http://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.

2016/2017	Current Position	2018/2019	2019/2020
15.7% (actual 422/2692)	14.7%* (412/2800)	15.7%	16.2%

\* Based on the 2017 PLASC, there is a one off percentage dip due to a slight decrease in the number of pupils entering the Year 2 cohort against a large year group size.

The actual number of pupils being taught through the medium of Welsh has been increasing over a number of years. There is an increase in the number of pupils entering Welsh-medium nursery provision in schools, which should be reflected in an increase in the percentage of Year 2 pupils after the end of the 2017-2020 plan.

There has been a consistent increasing trend of the number of pupils being taught through the medium of Welsh at the age of seven (Year 2), which has increased by 27.1% in five years (332 to 432) and 70.9% in 10 years (247 to 422). 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.

Subject to Welsh Government approval, our 21<sup>st</sup> Century Schools Programme Band B submission would support a challenging target of approaching 18% across the whole Welsh-medium sector by 2024. Access to capital investment to support Band B proposals would deliver a further 750 to 850 Welsh-medium places and enable a further 1,000 to 1,200 pupils to be educated through the medium of Welsh, in excess of current projections and so representing a challenging future target. An appropriate level of surplus places, consistent with national guidelines, would provide further flexibility to respond to even greater demand for places.

### 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 79 primary schools and two out of 14 secondary schools.

The City and County of Swansea QEd Programme and the Welsh Government's 21<sup>st</sup> 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, **which opened ahead of schedule in May 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;

<b>Strategic Site</b>	<b>Number of Units</b>
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 21<sup>st</sup> Century Schools Programme and the LDP strategy.

There are six Welsh-medium primary schools in Swansea that are currently within 10% of total capacity:

YGG Tan-y-lan: the school will manage the pressure on places over the next few years whilst funding is accessed to provide enhanced facilities and places on a larger site as part of Band B proposals

YGG Tirdeunaw: Band B includes proposals for enhanced facilities (future proofed) co-located on a secondary school site and the wider strategy for additional Welsh-medium places and catchment review will balance demand for and availability of places

YGG Pontybrenin: Band B includes proposals for enhanced facilities and places on a less constrained site (linked with LDP strategic site) and the wider strategy for additional Welsh-medium places and catchment review will balance demand for and availability of places

The wider strategy for additional Welsh-medium places and a catchment review will balance demand for and availability of places, including the other schools currently within 10% capacity (namely YGG Bryniago, YGG Bryn-y-môr and YGG Y Login Fach).

There has been considerable growth in Welsh-medium provision and most schools are broadly appropriate in size to accommodate the nearest pupils. However, as recognised above, there are pressures at a number of primaries with constrained sites, particularly YGG Tan-y-Lan, YGG Pontybrenin, and YGG Y Login Fach.

There are already enough pupils nearest to YGG Tan-y-Lan to support a 1 Form Entry (FE) School but the site is struggling to accommodate the current 120 pupils with its current capacity of 100. A new, larger site will accommodate a 1.5FE School and relieve pressures at YGG Tirdeunaw and YGG Pontybrenin with a catchment review to further re-balance the demand and availability of places and ensure future sustainability.

There are also significant condition and suitability issues at both YGG Pontybrenin and YGG Tirdeunaw. YGG Tirdeunaw could be rebuilt on its current site but this would lose the opportunity to co-locate the school on the YG Bryn Tawe site to benefit from shared use of wider facilities as well as the potential for all age provision in the future. The new location would be less than a mile from the current site and if anything more central for the current pupils attending the school.

Enhanced facilities are also required to ease pressure at YGG Pontybrenin and an alternative site is required. The development of a strategic LDP site presents the best opportunity to deliver a less constrained site with the accommodation and facilities appropriate for a 2.5FE School. There will need to be further places to meet the growing demand within the wider Gorseinon area and this could be through the establishment of an additional school or additional accommodation linked to an existing school.

Where appropriate, opportunities will be taken to develop greater collaboration and more formal federated provision as part of a developing strategy to build leadership and management capacity within the Welsh-medium sector. This will also include consideration of options to ensure the future sustainability of the quality of provision currently at YGG Felindre.

Further additional schools may be required in the future in the light of the impact of wider LDP strategic site developments but these need to be carefully managed to ensure that excessive surplus places are not created in the short to medium-term.

Demand for primary places adds to the existing secondary pressures. There is already projected to be insufficient capacity at YG Gwyr to accommodate the numbers transferring from partner primaries even without any further growth in primary numbers. Even with a catchment review to re-balance the availability and demand for places, additional accommodation and facilities are essential at both existing secondary school sites. In later Bands of the programme the establishment of a third Welsh-medium secondary will need to be considered.

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 **completed** a full Childcare Sufficiency Assessment (CSA) **in early 2017**. With the use of wide ranging methodology and fieldwork processes with key stakeholders, this assessment measures 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, subject to future budget proposals.

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.

**Point 12.3.12 of the Childcare Sufficiency Assessment (CSA) Action Plan outlines that:**

- **5% of parents surveyed stated that they had experienced a barrier to accessing *localised* Welsh Medium Childcare provision. The areas where this was predominant by responding parents were in the areas of Mawr (and bordering), Llansamlet, Pennard and Kingsbridge.**
- **When considering the childcare landscape there are currently four CSSIW registered Cylchoedd Meithrin in the areas of Penyrheol, Clydach, Mynyddbach (Flying Start) and Treboeth/Tirdeunaw.**
- **Approximately 50% of responding parents had an ambition for their children to be bilingual in English and Welsh.**

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.

**Mudiad Meithrin targets mirror CSA requirements and broadly include:**

- **Increase from the current baseline figure of 3 CSSIW registered Cylchoedd Meithrin by developing a minimum of 2 registered Cylchoedd with a particular focus on the wards of Mawr (or bordering), Llansamlet, Pennard and Kingsbridge**
- **Maintain an awareness of potential housing developments in the Llansamlet and Bonymaen area – with a view to future sessional care developments (link with WPPA)**

- Concentrate developments in areas of high demand and low supply as identified by the CSA (and outlined above)
- Maintenance of communication with the sector and Local Authority in order to address developments in line with parental views / needs
- Support Cylchoedd Meithrin to be legally compliant with CSSIW regulations.
- Support the Local Authority to drive forward the Health, Wellbeing, Children's Rights and Quality Provision agenda, ensuring that all settings are aware of this and a minimum of 50% of member groups actively participate in 1 or more topic throughout the year.
- Support the 3 existing registered settings to maximise capacity and extend provision – including holiday care, maximise opening hours /days

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

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.

Swansea Council is one of seven local authorities in Wales who are running a trial of 30 hours a week of free early years education and childcare under a Welsh Government pilot programme. The pilot areas that will be tested from September 2017 are Dunvant, Penclawdd, Llangyfelach, West Cross, Morryston, Pontarddulais and Gorseinon. The pilot targets identified areas and then parental choice of provision. There are no Welsh-medium targets in the pilot, however any issues identified relating to demand (at all levels including Welsh-medium) will be incorporated into future Childcare Sufficiency Assessments.

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.

A Welsh-medium Flying Start provision has moved from YGG Tan-y-Lan to the former Daniel James site, which moved there in January 2017. The new site has an increased number of places to what was previously available and a potential to increase further with the available space.

The pre-school survey that has been used since 2007 has been completely reviewed (with the support of Welsh Government) and a user-friendly online survey, now called the Welsh-medium Education Assessment has been developed to replace paper versions. This has enabled all parents to be surveyed rather than a selection, which will give all parents of pre-school children the opportunity to express their wishes for the type of Education their child receives. The latest survey was undertaken in summer 2017. This information is shared internally to support the other equally established planning methods to identify demand for school places.

The analysis of previous surveys can be found at <http://www.swansea.gov.uk/article/10969/pre-school-survey>.

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 2016-2017 (September 2016-February 2017), 18 pupils in total attended the centre (12 latecomers and 6 boost pupils). In the second cohort

(February 2017 – July 2017), 21 pupils in total attended (13 latecomers and 8 boost pupils).

Schools receive targeted bespoke support dependent on need. Courses are promoted across all schools and training days are organised in the secondary sector (e.g. Shwmae days). The launch of the Siarter Iaith 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)

2016/2017	Current Position	2018/2019	2019/2020
11.5% (280/2434)	11.4% (278/2449)	12.3%	13.3%

### 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 **Qualifications Wales** to provide Welsh-medium support for new qualifications.

**The Local Authority will explore options for a 'Trochi' Year 6/Year 7 transition group from English-medium primary education to Welsh-medium secondary education.**

### **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 **vocational** 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, Sports and Child

Development GCSE. YG Bryn Tawe will provide vocational Hair and Beauty and Childcare. The Childcare course has proven very popular with strong outcomes in 2016.

The 14-19 Curriculum Coordinator oversees the curriculum being offered to both Welsh-medium secondary schools at Gower College Swansea, at Key Stage 4 and Key Stage 5. Schools liaise directly with the college to plan and deliver courses with an aim of providing courses through the medium of Welsh where possible. The role of the 14-19 Curriculum Coordinator is jointly funded by Swansea Council and Gower College Swansea, offering additional advice and guidance where necessary. The schools link coordinator at Gower College Swansea is a fluent Welsh speaker and is able to provide a specific resource.

Both Welsh-medium secondary schools have developed strong vocational opportunities in-house to ensure cost effectiveness and progression routes within their own sixth forms and elsewhere. In 2016-2017, facilitated by the 14-19 Coordinator, heads of department from YG Bryn Tawe and Gower College Swansea met to help develop a vocational Childcare course to be delivered in Bryn Tawe and offered to both schools. The sharing good practice session was extremely useful at developing strong professional links between both institutions.

The delivery of Cambridge National ICT is proved successful after 75% of pupils achieved a Level 2 qualification in 2016. The introduction of Applied ICT in 2017 has achieved similar positive outcomes. The success of vocational Level 2 Science continues with almost all candidates achieving a Level 2 in 2016.

The Welsh Baccaulaureate is fully established and achieving high standards at 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 Baccaulaureate.

In the last plan, boys' achievement was identified by Welsh-medium secondary schools as a priority and improvement was shown in both. The 2017 results show a big improvement for boys in English at YG Gwyr and a corresponding 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 Gwyr 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.

The college is in the process of recruiting a new Welsh Employability Skill Tutor, to teach the language alongside an employability focus and customer service. We hope this person will be in post by January 2018. They will be working in Health and Childcare area to start, with a view to rolling it out across each Learning Area.

The college is also taking part in a ColegauCymru pilot project funded by Welsh Government, to teach Welsh to teaching staff members, with a view to increasing the number of staff members able to deliver through the medium of Welsh.

A Welsh First Language GCSE re-sit class **has been** introduced. This was staffed and timetabled for September 2017, 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 2017 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.

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 through 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
- Recruitment of a Welsh Employability Skill Tutor in Gower College Swansea

### Supporting statement

#### Secondary schools

A joint sixth form is operated by the two secondary schools. In 2017-2018, the Gŵyr – Bryn Tawe Sixth Form Partnership had 74 students entering Year 12 (62% of the cohort) and 83 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 are two groups in 2017-

**2018.** 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. **The college has developed** more bilingual material, for use during tutorial sessions and students' own study-time.

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. **For 2017-2018, units in Drama/Performing Arts through the medium of Welsh have been developed.**

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.

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 in **Builth Wells, 2018**, 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**

The Young People's Social use of Welsh Mapping Framework will be used as a basis for working with relevant partners to increase the social use of Welsh. The role of partners will be agreed and progress monitored using PACA. The membership of PACA was reviewed in 2017, which now includes more partners involved in the forum.

### **Primary Schools – Welsh First Language**

Results for Welsh first language at key stage 2 in 2017 are up on 2016 and are the highest ever at 95.3%, compared to 91.6% nationally and 93.2% in 2016. Ranking has risen from 11<sup>th</sup> to 5<sup>th</sup>.

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 this 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. Due to the number of latecomers being higher than usual, there is not enough capacity to provide the boost provision for autumn 2017.

Despite good overall improvement in standards, a gender gap remains. It is slightly wider than 2015 but with a positive five-year trend.

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. **All schools in Swansea have been awarded the bronze award.**

### **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 2016-2017 with a score of 77.0%.**

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. Two members of staff share the role of Swyddog Hybu Cymreictod to create a team approach; this is linking in well with the work of the school in achieving the Siarter Iaith bronze award. The school intends progressing towards the silver award in due course. 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.

Both schools have successfully gained the Siarter Iaith bronze award.

### **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. Termly network meetings will continue, focusing on good practice, developing new materials and an opportunity to discuss exemplar work/levels.

In key stage 4, full course results have been outstanding for 2016-2017. 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.

All secondary schools will have termly visits by ERW and the Welsh in Education Officer to discuss issues raised for the new GCSE course. Support will be given to raise confidence with the delivery of the new course. INSET days have been organised.

### **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 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 will be organising a one-day Welsh-medium taster session in Nursing and Midwifery, led by staff from Swansea University. Pupils from Welsh-medium schools will also be welcome to attend.

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 several first, second and third prizes in hair and beauty, art, and design and technology categories at the Bridgend National Urdd Eisteddfod, May 2017.

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 **Dydd Miwsig Cymru** 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 **Sports 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 annually.** 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 through a monitoring tool completed by schools, which SENCOs use to identify pupils with a range of ALN needs.**

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.



Information from all of these sources is used to complete an Additional Learning Needs assessment for Welsh-medium provision annually in the autumn term, to inform the priorities of the Education Department and Additional Learning Needs Unit. The next assessment will take place in autumn term 2017 and is under review to ensure that there is a more complete analysis of ALN needs across Welsh-medium schools.

Although the audit and assessment does not suggest the need for further STF provision for children and young people with moderate and/or severe learning difficulties, discussions with headteacher colleagues and analysis of statutory assessment and statements of special educational need suggest there is an increasing number of children with Autistic Spectrum Disorder that are choosing to be educated in Welsh-medium provision. Therefore, the Local Authority will be considering this information in its new ALN Development Plan.

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. New 'Cymraeg' and 'Dysgwr' lanyards have been issued to staff to encourage the use of Welsh in the workplace.

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.

#### **Schools**

The annual PLASC records the number of qualified teachers who are able to teach through the medium of Welsh, in both Welsh-medium and English-medium schools. However, there is a lack of information around the levels of Welsh language skills of all school staff, who may have some Welsh-speaking skills but not able to teach through the medium of Welsh. In 2017-2018, options will be explored of how this information can be obtained to help further inform workforce planning and development.

In 2017-2018 the Swansea Learning Partnership will be relaunched. Membership of this partnership covers all education sectors across Swansea. Through this forum, strategies can be developed to promote Welsh in initial and existing teacher training, in order for them to teach and champion Welsh in both Welsh-medium and English-medium schools.

University of Wales Trinity St David are the main provider for the Welsh Government National Sabbatical Scheme in the region. The aim is to increase the supply of practitioners able to teach through the medium of Welsh or bilingually. The University presented to all Swansea headteachers in their summer term cross-phase headteachers' meeting to promote the benefits of the training and

encourage early applications for the 2017-2018 course. Since 2014, all courses have been full and running. The numbers who have attended the training are:

**Sylfaen – Foundation Level For Teachers**

2016-2017 – 6

2015-2016 – 10

2014-2015 – 9

**Mynediad – Entry Level for Teaching Assistants**

2016-2017 – 10

2015-2016 – 9

2014-2015 – 9

**Cwrs Uwch i Gynorthwyr – Higher Level Course for Teaching Assistants**

2016-2017 (pilot course in Swansea) – 10

**Cwrs Uwch i Athrawon – Higher Level Course for Teachers**

2016-2017 (pilot course) – 1

**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.

**English-medium primary schools**

Swansea's Welsh Centre works with the University of Wales Trinity St David to identify primary school staff to attend the Welsh Government's Sabbatical Scheme courses. This will continue for 2017-2018 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 2017-2018, the focus will be on developing pedagogical awareness, digital literacy, numeracy across the curriculum, the development of a growth mindset and searching into means of improving the achievement of boys, in languages in particular. 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 2016-2017 – literacy, numeracy, changing behaviour, pioneer curriculum, more able and talented, and changing language habits. The school, as a pioneer curriculum school, work in close partnership with YG Gwyr to ensure innovative and creative curricular developments.

### **Gower College Swansea**

One member of teaching staff will be attending Welsh Government's Sabbatical Scheme in June 2018.

Several staff members are taking part in the Welsh Work pilot project run by Nant Gwrtheyrn for the National Centre for Learning Welsh, whereby staff are able to

attend a 5 day residential course, 2.5 days a week of the intensive course, or follow an online course designed for all levels of learners.

The college are also taking part in the ColegauCymru pilot project for the National Centre, whereby staff are taught Welsh in-house through a Welsh tutor for 4 hours a week – aimed at increasing number of delivery staff able to teach through the medium of Welsh.

All opportunities for staff to learn Welsh are heavily promoted via the college's in-house HR Staff Development system 'All About Me', as well as through a new monthly Welsh Newsletter. The aim of this newsletter is to promote resources, apps, staff development opportunities and events that increase the use of the Welsh language and are all available free of charge to staff at the college.

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	2692	422	15.7

### 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%  
**Year 2 2016 = 404, Year 3 2017 = 396 so rate = 98.0%**
- Key stages 2 and 3?  
Year 6 2015 = 281, Year 7 2016 = 276 so rate = 98.2%  
**Year 6 2016 = 309, Year 7 2017 = 299 so rate = 96.8%**
- Key stages 3 and 4?  
Year 9 2015 = 236, Year 10 2016 = 233 so rate = 98.7%  
**Year 9 2016 = 250, Year 10 2017 = 249 so rate = 99.6%**

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, **93.8% in 2017.**

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, **95.3% in 2017.**

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, **93.8% in 2017.**

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%, **2017 196/230 = 85.22% (provisional)**

### Improving provision and standards of Welsh Second Language

	Percentage in 2015-2016	Percentage in 2016-2017	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%	<b>77.0%</b>	<b>75.5%</b>
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%	<b>81.8%</b>	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%	<b>2017 585/2184 = 26.78%</b>	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%	<b>2017 567/2184 = 25.96%</b>	31%

<p>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?</p>	<p>FC = 426/2146 = 19.9% in 2016, SC = 1261/2146 = 58.8%</p>	<p>FC = 672/2184 = 30.77% in 2016, SC = 916/2184 = 41.94%</p>	<p>Full Course: This <i>should</i> be 100% as a result of removal of short course.</p> <p>The short course will be removed from 2017 onwards.</p>
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### 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

GCSE Welsh first language Summer 2015 – 222 entries

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

A Level (A2) Welsh first language entries Summer 2017 – 18 entries  
= 8.11% 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

GCSE Welsh second language Summer 2015 – 409 full course, 1227 short course

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

A Level Welsh second language entries Summer 2017 schools – 5 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

A Level Welsh second language entries Summer 2017 GCS – 8 entries

= 3.18 % of full course GCSE entries two years earlier

= 0.80% of full and short course entries two years earlier

**Targets**

<b>2016/2017</b>	<b>2017/2018</b>	<b>2018/2019</b>	<b>2019/2020</b>
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