

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

MUNICIPAL YEAR 2013-2014

**EDUCATION & LIFELONG
LEARNING SCRUTINY COMMITTEE**

Agenda Item No. 3

Date: 13TH NOVEMBER 2013

**REPORT OF:
DIRECTOR OF EDUCATION AND
LIFELONG LEARNING**

**RHONDDA CYNON TAF DRAFT WELSH
IN EDUCATION STRATEGIC PLAN
2014-17**

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1. PURPOSE OF THE REPORT

The purpose of this report is to seek Members approval of the Rhondda Cynon Taf Draft Welsh in Education Strategic Plan 2014-2017 which will be submitted to the Welsh Government by 20th December 2013.

2. RECOMMENDATIONS

It is recommended that Members:

- 2.1 Note and agree the County's Welsh in Education Strategic Plan (WESP) 2014-2017 (statutory from 2014) which contain proposals on how we will carry out our education functions to:
- Improve the planning and standards of Welsh-medium education in the area
 - Set targets for planning and improving standards
 - Report on the level of progress made
 - Assess the demand for Welsh-medium education.
- 2.2 Scrutinise and comment on the information provided.
- 2.3 Consider whether they wish to scrutinise in greater depth any matters contained in the report.

3. BACKGROUND

The National Assembly passed the School Standard and Organisation (Wales) Act in January 2013. The Act seeks to build upon the current non-statutory WESPs by moving them to a statutory footing. The Act will place a duty upon local authorities to consult on, produce and publish a Welsh in Education Strategic Plan that will be submitted for approval of, and monitoring by, Welsh Ministers. These will be 3 year plans with the expectation that they are reviewed by LA's on an annual basis.

Section 85 requires local authorities to prepare and submit a Welsh in Education Plan for approval or modification by Welsh Ministers. Sections 86 and 87 provide a power for Welsh Ministers to make provision by way of regulations.

- 3.1 The Welsh Government considers these plans to be an essential tool in helping local authorities improve their Welsh-medium education planning and provision.
- 3.2 They also contribute to achieving the national targets set out in the Welsh-medium Education Strategy (WMES) and the LA is required to report annually on its performance against those targets.

4. TARGETS IN THE WELSH MEDIUM EDUCATION STRATEGY

- 4.1 WESPs must focus on the targets in the WMES and the LA is required to report annually on its performance against the following targets:
 - More seven year old children being taught through the medium of Welsh as a percentage of the Year 2 cohort;
 - More learners continuing to improve their language skills on transfer from primary school to secondary school;
 - More learners studying for qualifications through the medium of Welsh;
 - More learners aged 16-19 studying Welsh and subjects through the medium of Welsh; and
 - More learners with improved skills in Welsh.

Local authorities are also required in both quantitative and qualitative terms to address the following:

- Standards of attainment in Welsh and Welsh Second Language;
- Welsh-medium provision for learners with additional learning needs (ALN); and
- Workforce planning and continuing professional development (CPD).

5 CONCLUSION

- 5.1 A well established strategic planning group which includes officers across service areas and other key stakeholders meets termly to monitor the actions and targets within the WESP.
- 5.2 The Table below shows the actions and timetable agreed by the Strategic Planning Group in October 2013.

Action	Responsibility	Timetable
Submit the draft WESP 2014-2017 to Welsh Ministers for approval	Service Director for Schools and Community	20 th December 2013
Consultation with <ul style="list-style-type: none"> • The Governing Body of maintained schools in the local authority's area • The Children's Commissioner for Wales • The Welsh Language Commissioner 	Service Director for Schools and Community	Minimum of 12 weeks – may be reduced to 8 weeks
Action	Responsibility	Timetable
<ul style="list-style-type: none"> • The Early Years Development and Childcare Partnership • School Councils • Her Majesty's Chief Inspector of Education & Training in Wales 		
WESP published by: <ul style="list-style-type: none"> • Placing it on the LA's website • Making copies of the plan available for inspection by members of the public at <ul style="list-style-type: none"> ➤ LA's offices; and ➤ Any other place it considers appropriate 	Service Director for Schools and Community	1 st June 2014
WESP reviewed	Service Director for Schools and Community	By 20 th December 2014
Report on progress	Service Director for Schools and Community	By 1 st June 2015

5.3 A revised WESP will be submitted to the WG by 20th December 2013. Progress against the WESP targets will be reported to Education and Lifelong Learning Scrutiny on an annual basis.

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WELSH IN EDUCATION STRATEGIC PLAN

2014 – 2017

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Appendix 1: The Action Plan – Tackling national targets at a LA level

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

The County's Vision

Rhondda Cynon Taf County Borough Council believes in the educational value of individuals being conversant in both English and Welsh and that the ability to speak Welsh and English can be a big advantage for young people seeking work. In practice this means we not only make provision for education through the medium of Welsh, but also ensure that the provision is of the highest quality and the consistent focus on raising standards in Welsh as a second language so that all pupils develop their bi-lingual skills.

In order to take this agenda forward it is intended that the Strategic Lead for Welsh in the Central South Consortium Joint Education Service (CSCJES) oversee the progress made by first language and second language Welsh learners. This will enable the five LA's in the CSCJES to target their resources especially the School Effectiveness and Welsh Education Grants more effectively. Currently 19% of learners in RCT study through Welsh, our ambition is to increase this percentage to 22% by 2015. Data from the Welsh Government demonstrates that there has been a steady increase in the numbers of Children and Young People accessing Welsh-medium Education in RCT. The percentages compare favourably with figures across the Central South Consortium and Wales, given the context of the Authority. This plan for Welsh Education in RCT derives from the challenges articulated in the Welsh Government's paving document 'The Learning Country' and in 'Iaith Pawb' and promotes the notion of Building Effective Learning Communities together which underpins the School Effectiveness Framework. This vision reflects the core values of the Council and the aims and objectives of the Education and Lifelong Learning Directorate. It links with the aims set out in 'Live, Grow, Aspire, Achieve: Rhondda Cynon Taf Community Strategy 2010-2020' and has been supported by the priorities in the Children and Young People's Plan 2011-2014. Now included in the Single Integrated Plan 'Delivering Change'. It supports the aims and objectives of the Council's Welsh Language Scheme to ensure that the use of the Welsh language is safeguarded and promoted throughout Rhondda Cynon Taf.

Rhondda Cynon Taf has a strategy for Raising Achievement in Literacy 'Read, Write, Speak, Succeed' and the vision for zero tolerance of illiteracy in the language of choice. The strategy focuses on the teaching of literacy in both English and Welsh-medium schools. Within the County Borough of Rhondda Cynon Taf, Welsh-medium education will be available to all parents/carers who desire it for their children. It is the Council's policy to provide for the natural progression from Welsh-medium early years and primary settings to Welsh-medium secondary education, in order to support continuity of provision. Pupils in all schools will study Welsh as a subject and we are working to increase the opportunity for pupils to study other subjects through the medium of Welsh. We will also seek to develop with others opportunities for Welsh to be used outside school in the community.

Main Aims and Objectives of the Welsh Education Scheme

- To ensure that Welsh-medium education is available to all children whose parents/guardians wish them to receive their education through the medium of Welsh, and this within reasonable travelling distance from the children's homes. This means children of pre-school age and above.
- To ensure that all pupils attending a designated Welsh-medium school are able to speak, read and write Welsh fluently by the end of KS2. The figures in July 2013 are 90.66% oracy, 83.83% for reading and 74.94% for writing.
- To ensure a developing continuum from Welsh-medium primary education through to Welsh-medium secondary education. Pupils who have received their primary education through the medium of Welsh will be able to attend a Welsh-medium secondary school
- To promote a linguistic continuum from KS4 onwards through to their lifelong learning career for pupils and students within the County.
- To ensure that all pupils are given the opportunity to sit an externally accredited examination in Welsh by the end of KS4.
- To ensure that children and young people with special educational needs receive linguistic equality of opportunity in terms of Welsh-medium education, during the entire statementing process, and this in line with the SEN Code of Practice for Wales 2002.
- To work in partnership with all schools in order to improve the standard of Welsh as a first and second language. All schools will receive advice and support from advisors on the Welsh language and from school support services. Further support will be provided by Welsh in Education Officers (previously Athrawon Bro) who visit and monitor schools' language standards on behalf of the Authority.
- To run and promote the existing In-Service Training Programme that supports the development of Welsh as a first and second language, and to provide opportunities for pupils to improve their knowledge and understanding of the cultural, economic, environmental, historical and linguistic ethos/characteristics of Wales via the Cwricwlwm Cymreig.

Section 2: The Action Plan

Outcome 1: More seven-year-old children being taught through the medium of Welsh Responsible officers: Head of Achievement (Primary), Head of Early Years and Family Support Services, Head of School Organisation, Planning and Governance, Systems Leader with Strategic Lead for Welsh (Consortium)			
A. Objective	B. Current Performance	C. Targets	D. Progress
Increase the number of seven-year-old children taught through the medium of Welsh	<p><i>What is the percentage of seven year old children currently taught through the medium of Welsh?</i></p> <p>The percentage of seven-year-old children taught through the medium of Welsh in the past three years is as follows:</p> <ul style="list-style-type: none"> ➤ 19.6% - 2010 ➤ 20% - 2011 ➤ 20.6% - 2012 ➤ 20.1% - 2013 <p>YG Llanhari new primary provision opened in September 2012 with nursery and reception children – the Local Authority is funding a permanent Foundation Phase post to enable the setting up and development of this provision. Initial discussions are also taking place to develop more provision in the north of the Authority.</p>	2013 – 20.4% 2014 – 21.1% 2015 – 21.5%	

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A. Objective	B. Current Performance	C. Targets	D. Progress
	Figures obtained from the Welsh Government show that the numbers and percentage of seven year olds taught through the medium of Welsh in RCT has increased year on year and is higher than other LA's in the Central South Consortium. It is the LA's intention to maintain with an increase to 21.5% by 2015.		
	<p><i>How RCT ensures that we conform with the requirements of the Learner Travel Measure (Wales) 2008.</i></p> <p>Learners attending the nearest Welsh-medium or dual language school receive free transport in accordance with the LA's agreed policy on walking distance and safe routes. RCTCBC has exercised the discretionary powers afforded to it under the Learner Travel (Wales) Measure 2008 to make a more generous provision to learners as set out on Page 32 (Point 2) in 2013-2014 Dechrau'r Ysgol.</p>		
Adopt systematic processes for measuring the demand for Welsh-medium statutory educational provision. Act	There is a statutory duty for all Local Authorities to undertake a detailed Childcare Sufficiency Audit (CSA) every three years, augmented by an annual review. Audit and reviews are carried out in consultation with parents, carers, employers, childcare providers and children where possible and provide us with a comprehensive analysis of the childcare needs of families in RCT. Report available November 2013.	50% response rate by childcare providers. 50% response rate by parents.	

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A. Objective	B. Current Performance	C. Targets	D. Progress
promptly on the findings of parental surveys.		To continue to improve quality and standards in each of these settings.	
	<p>Observational Assessments of Flying Start settings indicate all settings achieving a Level 3 score in Welsh language provision.</p> <p>There is a continuing growth in the demand for Welsh-medium nursery education in some areas of Rhondda Cynon Taf. A complete review of all management information systems is underway so that strategic planning is more systematic and fit for planning purposes.</p> <p>An early years Welsh education choices leaflet has been distributed to all new parents through the Health Visiting Service.</p> <p>A new booklet has been included in the Baby Bounty Packs to encourage new parents to advise the LA as soon as possible of their preferred choice of language in preparation for nursery education.</p> <p>The increase in demand experienced in 2010, led to the development of a new Welsh-medium primary school in Llanhari, which demonstrates prompt actions</p>	<p>All settings to achieve Level 4 in 2014-15.</p> <p>Review to be completed by March 2013.</p>	

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A. Objective	B. Current Performance	C. Targets	D. Progress
	in response to identified needs.		
	<p>To date all identified nursery education needs have been met through increasing capacity provided by a range of Welsh-medium pre-school services becoming Estyn registered education providers.</p> <p>We are currently undertaking a review of all early years education provision in RCT in order to ensure available resources are used more effectively and to ensure sufficiency of provision. Our aim is to ensure that as a result of the review, we have access to improved management information enabling the systematic and accurate projection of needs and development of education services to meet those needs. This is likely to include closer collaboration with Welsh-medium pre-school providers and health visitors to elicit the preferences of parents at an early stage (age two) which will help us to project future need with greater accuracy.</p> <p>Demand for Welsh-medium childcare and education is known 2 years in advance.</p>	<p>Plans to develop a Cylch Meithrin in the grounds of Llanhari.</p> <p>RCT will develop a robust system which identifies parents' preferences concerning nursery education, at a much earlier stage.</p> <p>To use such information effectively to make better use of existing resources and to</p>	

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A. Objective	B. Current Performance	C. Targets	D. Progress
		plan and develop additional education provision.	
	Early Years Education Review Group established and annual delivery plan in place setting out priorities, objectives and timescales.	To improve the quality of spoken Welsh in the non-maintained sector.	

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A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>Further actions will be identified following completion of the review of the service.</p> <p>New software system to be used in conjunction with support from PMI unit to carry out more detailed analysis of CSA returns November 2013.</p> <p>Increase in numbers of families using the “Tell Us Once” facility identified by the Family Information Service – increased from 138 to 150.</p> <p>Mudiad Ysgol Meithrin provide data to Welsh Government annually advising of the numbers of children transferring from Cychoedd to School – LA’s are not given access to this information unless we apply under Freedom of Information.</p>	Increase to 170	
Ensure that proposals for 21 st Century schools include full consideration of Welsh-medium education.	Rhondda Cynon Taf has, at present, 13 Welsh-medium Primary schools, plus 3 dual language Primary schools. It also has 4 Welsh-medium Comprehensive schools. In September 2012, one of our Comprehensive Schools, Ysgol Gyfun Llanhari, was redesignated as a Middle School, and is able to admit pupils aged between 3 and 19 years. The new Primary department of Ysgol Llanhari will have the capacity to admit 240 pupils aged between 3 and 11 years, and this provision can be expanded in future years if demand for places can be evidenced. The school admitted Nursery and Reception pupils initially in September 2012, increasing by one year group each year until all year groups from Nursery to Year 13 are catered for at the school.		

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A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>In January 2012, 4,270 pupils received Primary education in RCT through the medium of Welsh, representing 19.9% of the total Primary school population. 3,258 pupils received Secondary education through the medium of Welsh, or 19% of the total Secondary school population.</p> <p>January 2013 numbers in Primary Education 4332 - 19.9% numbers in Secondary Education 3128 - 18.7%</p> <p>The new development at Llanhari will add sufficient Welsh-medium Primary education capacity to meet current, and future forecasted demand in the south-west of the County Borough and, as advised, this provision can be increased in the future if demand can be evidenced.</p> <p>PROGRESS REPORT DECEMBER 2012</p> <p>Llanhari Middle School admitted 35 Nursery/Reception children. There are proposals in the Council's 21st Century Schools Programme to increase Welsh-medium provision in other areas of the county where pressure on places currently exists. These proposals include a potential new Primary School in the Cynon Valley, plus a replacement school for YGG Tonyrefail, with additional capacity. The organisation of school provision in the Porth area will also be reviewed under this Programme.</p>	22% by 2015	

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A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>To measure the demand for Welsh-medium education forecast data is used, together with information gleaned from the annual admissions round, plus other statutory returns such as PLA'SC, and the September CLA'ss Size Count. All data is analysed on a regular basis, updated, and used to inform bids for capital funding for new provision such as 21st Century Schools.</p> <p>The Education Language Preference Survey 2012 has been analysed and will be used to inform future levels of demand. However, historical data suggests that there can be an 18% points difference between the expressed demand and actual uptake.</p> <p>July 2013 complete report available.</p>		
	<p>The 21st Century school proposal submitted by RCT to the Welsh Government in November 2011 included plans for the future number of Welsh-medium places.</p>		
	<p>A bid was made for funding to replace Welsh-medium schools in areas of greatest need which are subject to approval. In Band A of our 21st Century Schools bid, i.e. our highest priority projects, to commence in 2014.</p>		

Outcome 1: More seven-year-old children being taught through the medium of Welsh			
Responsible officers: Head of Achievement (Primary), Head of Early Years and Family Support Services, Head of School Organisation, Planning and Governance, Systems Leader with Strategic Lead for Welsh (Consortium)			
A. Objective	B. Current Performance	C. Targets	D. Progress
Ensure collaborative working through consortia.	<p>The Authority collaborates with neighbouring LA's to consider Welsh-medium provision across the Central South Consortium. The Rhydywaun cluster of primary schools has accessed joint training opportunities with Merthyr Tydfil, as 2 primary schools from Merthyr Tydfil attend Rhydywaun.</p> <p>PROGRESS REPORT DECEMBER 2012</p> <p>Restructure of ESIS and establishment of the Central South Consortium and the changing role of the Athrawon Bro (now called Welsh in Education Officers) will impact on future service delivery.</p> <p>More effective links with the use of the Welsh Education Grant to target underperformance is a priority for the Central South Joint Education Service.</p>		

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A. Objective	B. Current Performance	C. Targets	D. Progress
	Athrawon Bro team (now Welsh in Education Officers) has been re-structured as part of the regional changes within Central South Consortium School Improvement Service - more regular visits to schools ensures better continuity of support and challenge.	To ensure the Central South Consortium consider the impact of literacy and numeracy frameworks on Welsh-medium schools and provide appropriate support.	
	The impact of the Welsh in Education Officers input is evident with good working relationships developed between our Welsh first language schools in RCT and Merthyr Tydfil, with for example the provision of curriculum materials to support the raising of literacy skills. More targeted support has been made available to specific schools in order to raise pupil standards in Welsh.	To further develop the work of the First-language/Welsh in Education Officer in the most challenged school through the development of literacy and numeracy packs.	

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A. Objective	B. Current Performance	C. Targets	D. Progress
Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for latecomers.	<p>At present no specific services are provided by the Authority to primary schools for Welsh language latecomers, other than the general support for Welsh language learning provided by the Welsh in Education Officers. In previous years support has been available to schools in the form of funding for 1:1 work with learners, support to assist latecomers to integrate according to demand and needs of schools on an individual basis. From evidence available, there have been no latecomers this situation is continuously monitored.</p> <p>Due to capacity within Central South Consortium School Improvement Service the strategic work by Senior Systems Leader has been limited thus far.</p>	To consider immersion schemes in collaboration with other LA's in Central South Consortium.	
Establish a Welsh-medium Education Forum and establish links with the Children and Young People's Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.	<p>The RCT Children & Young People's Plan has been superseded by the RCT Single Integrated Plan (SIP) which is led by the Local Service Board and has three priorities which are that the people of RCT are safe, healthy and prosperous.</p> <p>Fframwaith, the Children & Young People's Partnership contributes to the SIP in ensuring that the voice of Children and Young people in RCT are heard and listened to.</p> <p>Fframwaith continues to support Welsh medium schools having equal access to services and provision and the priorities for this is an overarching theme throughout the SIP.</p>	<p>Improve services and opportunities through the medium of Welsh</p> <p><i>(How??)</i></p>	

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A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>Although Core Aim 2 as a forum is no longer in existence, Fframwaith continues to support the Welsh Education Strategy and a priority within the SIP is that everyone in RCT has the right to access the same high quality services in the language of their choice.</p> <p>This has an impact on future workforce training pathways and as such appropriate training will continue to be delivered to the workforce to support Welsh Language service delivery.</p> <p>The Welsh-medium Education Forum continues to ensure a collaborative approach in the delivery of services through the medium of Welsh. With the introduction of the SIP, Fframwaith is reviewing how best it supports the priorities within the SIP as well as other statutory duties, this includes a review of its sub-groups to ensure that they are fit for purpose and are working towards the priorities in the SIP.</p> <p>As a consequence of this and in order to raise the profile of Welsh matters within the Local Authority the Welsh-medium Education Forum are revising their terms of reference and expanding their remit, the following actions are currently being undertaken:</p> <ul style="list-style-type: none"> • Expanding the membership to other departments within the Local Authority to ensure that Welsh issues are taken into consideration in the planning stages of service development. 		

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A. Objective	B. Current Performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> • Expanding the remit to become an information sharing hub so that anyone who is providing services has the opportunity to disseminate information to a wider audience. • Will provide advice and guidance on Welsh matters. • Challenge and raise awareness of Welsh Language matters to a wider audience. 		
	<p>PROGRESS REPORT DECEMBER 2012</p> <ul style="list-style-type: none"> • A Linguistic Skills Survey has been completed to identify existing staff across agencies that have sufficient Welsh Language Skills to deliver services in Welsh. • Work is ongoing to ensure promotion of the Welsh Language and opportunities to use it. • A Welsh Language Pathway is being developed in Social Care via Social Care Workforce Development Partnership to develop opportunities for young people to be able to volunteer and use their language as an additional skill to help with career development and employment opportunities. • The Welsh Language Group meet on a quarterly basis and to date the following actions have been undertaken: <ul style="list-style-type: none"> ○ Training Courses have been given to business plan holders and managers to ensure the Welsh Language is taken into account in 		

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A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>Business Plans.</p> <ul style="list-style-type: none"> ○ The Participation Officer has attended Children Services Welsh Language meeting to discuss the participation strategy, share good practice and discuss requirements to the United Nations Conventions on the Rights of the Child. ○ The Group discussed delivery of Team Around the Family (TAF) through Welsh and it has been agreed that all members review their staff to explore capacity. It was recommended that a cohort of staff be identified to support TAF for 2013-14. ○ Chair to contact Welsh Language Commissioner to attend Fframwaith to highlight importance and implications of Measure. 		
Provide information for parents/carers	<p>Information regarding all of our schools, both Welsh-medium and English-medium is contained within our admissions policy document 'Starting School', which fully complies with Welsh Government guidelines and is updated annually. Details of non-maintained pre-school education provision in both English and Welsh are also included. We do not provide information relating to neighbouring authorities, the aforementioned WG guidance does not require this.</p> <ul style="list-style-type: none"> ● 2013-2014 'Starting School' distributed to all schools. 	All information in 'Starting School' book is updated annually in line with Welsh Government guidelines.	

Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school			
Responsible officers: Head of Early Years and Family Support Services, Head of Achievement – Primary, Systems Leader with Strategic Lead for Welsh			
A. Objective	B. Current Performance	C. Targets	D. Progress
Increase the percentage of Year 9 learners who are assessed in Welsh (First Language).	<p>All pupils attending the 4 Welsh-medium Comprehensive schools are assessed in Welsh First Language Skills. In addition some pupils attending Treorchy Comprehensive School are assessed in Welsh First Language. In 2011 at the end of KS3, 17% of the Year 9 cohort in Rhondda Cynon Taf County Borough Council was assessed in Welsh First Language. In 2012, 18.8% of the Year 9 cohort in Rhondda Cynon Taf County Borough Council was assessed in Welsh First Language.</p> <p>PROGRESS REPORT DECEMBER 2012</p> <ul style="list-style-type: none"> In 2012 there was a growth of 1.8% of pupils assessed in Welsh First Language Skills at the end of KS3. In July 2013 - 17.9% were assessed there is a decline of 0.9% 	19% by 2015	
Develop more effective transfer between the funded non-maintained provision to maintained school provision, between KS2 and 3 and KS3 and 4.	<p>Non maintained to maintained. We do not systematically collate this level of detail as there has been no statutory requirement to do so but:</p> <ul style="list-style-type: none"> Anecdotal evidence suggests that most children stay at their pre-school non maintained setting until a place is available for them at a school of their choice. In some areas, however, anecdotal evidence suggests that children leave Cylchoedd Meithrin at 3 to attend English-medium schools which are available free of charge. 	Improve processes to transfer information.	

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

Responsible officers: Head of Early Years and Family Support Services, Head of Achievement – Primary, Systems Leader with Strategic Lead for Welsh

A. Objective	B. Current Performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> • Our team of Advisory teachers provide a strong link between the non maintained and maintained sector to ensure smooth transition for all children and the appropriate sharing of information between services. • An early years multi-agency panel is established to ensure that any placement issues for individual children can be planned and negotiated collaboratively. • Children attending Flying Start or registered education provision are assessed via the Rhondda Cynon Taf “On My Way” or “Ar Fy Ffordd” child development profile and at the point of transition to school the document is shared with the school. • In RCT we have established a Registered Education Provider Approval Panel (REPAP) to assess applications from the voluntary and private sector to become registered education provides. The panel considers the quality and standards being evidenced and this informs whether or not applications are approved. • We have developed locally the Ar Fy Ffordd scheme which ensures the transfer of valuable information about the child and their individual developmental progress from the pre-school setting to the Education setting and this is used widely. 	<p>The use of Transition document by non-maintained settings.</p>	

Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school Responsible officers: Head of Early Years and Family Support Services, Head of Achievement – Primary, Systems Leader with Strategic Lead for Welsh			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> • 80% of children will leave childcare with an ‘Ar Fy Ffordd’ document. • To our knowledge children do not ordinarily transfer from a non maintained pre-school setting to a different non maintained registered education provider. We have no knowledge of this having occurred previously. A large number of Welsh-medium pre-school services are registered education providers and are therefore well placed to provide a continuum of service through from age 2, to the point where the child enters school. Therefore the need to transfer between non maintained settings at age 3 is usually negated. 	<p>90% of children leaving childcare with an ‘Ar Fy Ffordd’ document.</p>	
	<p>PLANNED ACTION</p> <p>We have not previously collated data about the progression of children from all Welsh-medium pre-school provision to Welsh-medium maintained education provision but anecdotally we know that there are few transfers to English-medium schools. Systems are being developed currently to monitor the progression of children between settings and mainstream education provision.</p>	<p>A requirement that Mudiad Ysgolion Meithrin collate information concerning progression from Cylchoedd to Welsh-medium education</p>	

Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school			
Responsible officers: Head of Early Years and Family Support Services, Head of Achievement – Primary, Systems Leader with Strategic Lead for Welsh			
A. Objective	B. Current Performance	C. Targets	D. Progress
		provision of a condition of on-going commissioning arrangements. 82% of children attending Welsh language childcare to go on to Welsh-medium education.	
	<p>The detail of how we will improve the identification, planning and development of provision will be agreed following the current review of early years education provision but based on what we know so far.</p> <p>The onward educational destination of 80% of children attending childcare is known.</p>		
	Mudiad Ysgol Meithrin has agreed a process to share information from their Actual Children’s Data Plan.	Sharing protocol process in place.	

Outcome 2: More learners continuing to improve their language skills on transfer from primary school to secondary school																		
Responsible officers: Head of Early Years and Family Support Services, Head of Achievement – Primary, Systems Leader with Strategic Lead for Welsh																		
A. Objective	B. Current Performance	C. Targets	D. Progress															
	<p>Transition rates between Key Stage 2 and 3 are monitored, there is a high percentage of transfer between Key Stages 2 and 3 and Key Stages 3 and 4 within Welsh-medium sector as noted below.</p> <table border="1"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>KS2&3</td> <td>90.4%</td> <td>90.8%</td> <td>95.8%</td> <td>96.3%</td> </tr> <tr> <td>KS3&4</td> <td>99.5%</td> <td>98.9%</td> <td>99.1%</td> <td>99.3%</td> </tr> </tbody> </table>		2010	2011	2012	2013	KS2&3	90.4%	90.8%	95.8%	96.3%	KS3&4	99.5%	98.9%	99.1%	99.3%	<p>KS2&3 100% KS3&4 100%</p>	
	2010	2011	2012	2013														
KS2&3	90.4%	90.8%	95.8%	96.3%														
KS3&4	99.5%	98.9%	99.1%	99.3%														
	<p>PLANNED ACTION</p> <ul style="list-style-type: none"> • LA to continue to monitor and report on transition rates. • The authority's admission/transfer process to continue to track pupils who change schools within the County Borough. 																	
Promote a higher proportion of Welsh-medium provision within bilingual schools.	RCT has no bilingual schools.																	

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 Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
<p>Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh.</p>	<p><i>What is the percentage of Year 11 learners who are studying for 5 or more qualifications through the medium of Welsh?</i></p> <p>In each of our four Welsh-medium comprehensives, all of the learners study for five or more qualifications through the medium of Welsh (100%). In 2010 the number of learners represented 19% of the cohort in the county but this has risen to 20% in 2011. 19.7% for the whole Year 11 cohort studied 5 or more qualifications through the medium of Welsh in 2012. We currently provide Welsh-medium education for both Merthyr Tydfil and Bridgend but Bridgend students are now attending YG Llangynwyd. In effect, by keeping the percentage level we will be increasing the number of learners from RCT by some 120 learners per year.</p> <p>Over the next four or five years, the Bridgend learners in YG Llanhari will transfer to YG Llangynwyd. YG Llanhari will then become a 3-19 school and provide a seamless service to the local population.</p>	<p>Maintain figures at 19-20%</p>	

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>The Authority will be working with schools/consortia basis to enhance curricula opportunities.</p> <p>Continue to support the development of professional learning communities to meet the needs of the 14-19 curriculum.</p> <p>PROGRESS REPORT DECEMBER 2012</p> <ul style="list-style-type: none"> Much work has been done to improve the curriculum offer but the opening of the new college facility on the doorstep of two of our Welsh-medium schools has had an effect. <p>34 pupils (8.65% of the cohort) left Welsh medium education to go to the new college.</p>	<p>22% of all learners in RCT to be studying through the medium of Welsh by 2015.</p> <p>Collate information to assess the impact of drift of pupils to new college facility.</p> <p>Explore the expansion of Welsh medium provision at the college.</p>	

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
<p>Ensuring that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009</p>	<p>All schools in RCT meet the Learning and Skills Measure (2009). The Welsh-medium schools fully meet these requirements through the medium of Welsh. All the Welsh-medium schools work together as a consortium/Cyfleoedd. They share courses, involve the colleges in Bridgend, Coleg Morgannwg and Merthyr Tydfil for vocational courses such as construction, work based learning partners and outside providers who provide courses in Law, Dance and CACHE. This provision is monitored through the consortium and Careers Wales. The majority of this provision is supported through core school funding but it is enhanced through the Annual Network Development Plan (ANDP) and Bilingual grant.</p> <p>Future of grant funding unclear and a reduction could compromise the current level of provision</p> <p>PROGRESS REPORT DECEMBER 2012</p> <ul style="list-style-type: none"> • Training is in place and the Welsh consortium is progressing under the new chair. • Sustainability of collaborative courses and events is a major concern. Some are becoming embedded in the schools but others are at risk if the grants are reduced or removed. • All schools now exceed the measure providing more choice than previously. 	<p>Analyse data to evidence effectiveness of Welsh consortium.</p> <p>Ensure that all Welsh-medium secondary schools continue to meet the measure.</p>	

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>Schools will continue to be supported through Careers Wales. In addition there is a comprehensive support system of key workers, learning and youth coaches in place which are partially funded by European monies (Building the Future Together). In addition, Services for Young People currently and will continue to provide out of school hours support through the medium of Welsh. Schools have also planned recruitment fairs and events to encourage young people to make better choices.</p> <p>PROGRESS REPORT DECEMBER 2012</p> <ul style="list-style-type: none"> Support systems are in place and are working effectively. Changes in the BTFT arrangements have reduced the hours available centrally but the majority of schools have taken on the coaches. 		
	<p>Added value activities are also planned to give pupils opportunities to experience Welsh language and culture in practical and exciting ways. In this way it will encourage increased participation at post 14.</p>		

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	PROGRESS REPORT DECEMBER 2012 <ul style="list-style-type: none"> Schools have a planned calendar of events for 2012/13. Courses introduced this year will be supported by the provision of enhanced levels of training for staff and a regional group will expand upon consortia collaboration. 		
Increase the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools.	Currently 24% of the entire Year 13 population of RCT study two or more A levels through the medium of Welsh while a slightly higher figure exists for Year 12. There are a very small number of courses that are delivered bilingually and opportunities to expand these are being explored. PROGRESS REPORT DECEMBER 2012 <ul style="list-style-type: none"> Early figures indicate a rise in these percentages but these can be unreliable until the learners on new courses settle down. Confirmed figures growth to 26% 	26% to be studying for two or more A levels by 2015.	

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 Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>The projected figures suggest that this figure will increase slightly over the next three years despite the decrease in learners from out of county. This is accounted for by the increasing retention rate from Year 11 to Year 12 (58% in 2009 to 67% in 2011). This suggests that policy at school level is proving effective.</p> <p>PROGRESS REPORT DECEMBER 2012</p> <ul style="list-style-type: none"> The opening of a new A level provision in a new local college has had an effect on retention figures. Again, early figures can be unreliable but there is a downward trend indicated. Now 61.42% <p>The four Welsh-medium schools are organised into a consortium and they share a small number of courses. This helps the schools to expand their curricula and meet learner demand. The schools also have individual and consortium relationships with Coleg Morgannwg, Ystrad Mynach college and the Bridgend college in order to deliver specialist vocational courses such as construction and hairdressing. Relationships with third party providers are also established and provide the schools with courses in Law, Psychology and work based learning courses.</p>	Retention to increase to 70% by 2015.	

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 Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>The schools are supported financially through the ANDP and bilingual grants but changes in grant conditions will require schools to plan for sustainability.</p> <p>The Authority is represented at the Welsh-medium Forum through one of the Head Teachers in RCT. Benefits include sharing of good practice, information, resources in the Welsh language and development opportunities. Consortium working and sharing of resources are facilitated through this group. The Authority makes a contribution to the running of this group.</p> <p>PLANNED ACTION</p> <p>To continue to participate in the Welsh-medium Forum. The Welsh-medium schools will continue to obtain learner view to ensure that their curriculum meets their needs.</p>	<p>Ensure that learner views are collected on a yearly basis.</p>	

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>The consortium will continue to work with the Authority in order to enhance the delivery of courses within their schools and with colleges and outside providers to provide a quality education for their learners.</p> <p>PROGRESS REPORT DECEMBER 2012</p> <ul style="list-style-type: none"> This partnership is developing. 	<p>Monitor effective delivery of courses through the consortia.</p> <p>Monitor that schools are adhering to Quality Framework.</p>	
<p>Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision.</p>	<p>RCT is an active partner in the Welsh-medium network and uses the consortium as a panel to improve the delivery of Welsh-medium education. Schools, colleges and third party providers are linked using the Authority as a conduit. This network is, in turn linked directly by membership to the regional forum and so is able to inform and be informed directly. Officers from the Authority ensure good communication channels between partners and encourage good practice and compliance with local, regional and national policy.</p>		

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>Collaborative working is well established in the area and the benefits of choice and efficiency are understood and enjoyed by all. Collaborative working is also supported the ANDP and Bilingual grants which are administered through Authority.</p> <p>PLANNED ACTION</p> <p>To build upon existing provision where learners will continue to be consulted to ensure that curricula offered will meet their requirements. Existing provision will be reviewed and quality assured. Particular attention will be given to the impact of changes at Llanhari and the effect of the provision changes in Merthyr Tydfil (Merthyr Learning Quarter) and Nantgarw. To continue the links with the regional group and explore new providers.</p> <p>PROGRESS REPORT DECEMBER 2012</p> <ul style="list-style-type: none"> The Welsh Consortium to continue their student voice program and have met to discuss the early statistics. Action plans will be implemented when more reliable data is available. 	Use base line data.	

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 Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
<p>Gather, analyse and use data for 14-19 Welsh-medium provision. Plan for post-16 Welsh-medium provision within partnerships.</p>	<p>Pupil choice and need is collated by schools using questionnaires and information from careers surveys. This information is matched to the existing provision in schools by the consortium group. Any new provision required is considered within the consortium and where appropriate partnerships are established with Coleg Morgannwg, Bridgend College and Work Based Learning Partners (WBLP). Service level agreements (SLA's) are put in place to ensure quality and monitored by schools. Still waiting for pupil level data from Careers Wales to inform future plans. Barrier – information sharing protocol.</p> <p>As part of the process of reviewing and revising post-14 curriculum the consortium group will centrally collate data including; attainment, analysis of value added, retention and completion rates of students. This information is provided by officers of the Authority who are present at the consortium planning meetings. These agreed statistics form part of the planned data processing calendar of the Authority and are fed into quality assessments. In turn, this is used to guide planning at school level.</p> <p>Approximately 2% of the Welsh-medium curriculum is provided by WBLP and 5% through College provision. No change.</p>		

Outcome 3: More learners aged 14-16 studying for qualifications through the medium of Welsh Outcome 4: More learners aged 16-19 studying subjects through the medium of Welsh in schools, colleges and work-based learning Responsible officer: 14-19 Strategy Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>PLANNED ACTION</p> <p>To review current systems to assess their appropriateness and efficiency and respond to any changes identified.</p> <p>PROGRESS REPORT DECEMBER 2012</p> <ul style="list-style-type: none"> This is currently done at consortium level and schools are preparing for their January offer. 	<p>Monitor systems in place to ensure the effective use of data.</p>	

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
Improve provision to address literacy in Welsh	<p><i>How do you intend to improve standards of literacy in Welsh?</i></p> <p>The Local Authority is committed to raising standards in literacy across all schools and intends to achieve this by implementing a bilingual Literacy Strategy for raising achievement in Literacy in RCT (Read, Write, Speak, Succeed) which will address the following aims:</p> <ul style="list-style-type: none"> • Adopting a focused approach to literacy training for all practitioners; • Providing targeted intervention support for pupils aged 7-14 who are under-attaining in reading and writing; • Closing the gender gap. <p>School Improvement within the LA has negotiated a training programme for all Welsh-medium settings in the use of the synthetic programme – Tric a Chlic.</p> <p>During the academic year 2012/13 all Welsh medium schools received comprehensive training and resources to deliver the phonic programme Tric a Chlic.</p>		

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>PLANNED ACTION</p> <p>To continue to promote a the Strategy for raising achievement in Literacy in RCT (Read, Write, Speak, Succeed):</p> <ul style="list-style-type: none"> • To monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports, information received from the LA Review and Development programme and information from Key Officers. • To provide access to a comprehensive training programme to develop staff skills and respond to any initiatives promoted by the Welsh Government, and LA/Consortium to develop pupils' literacy skills. • Specialist teachers and LSA's will continue to support learners and there is an expectation that school budgets and grants will continue to be used to provide literacy interventions. • Provide additional support to Welsh-medium primary schools through the System Leader with strategic responsibility for Welsh in the Central South Consortium Joint Education Service (CSCJES) and Welsh in Education Officers. 	<p>Provide an annual report to the Welsh Education Forum on standards of literacy in Welsh-medium schools during 2013-15.</p>	

Outcome 5: More learners with higher skills in Welsh

Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer

A. Objective	B. Current Performance	C. Targets	D. Progress																								
<p>Improve provision and standards of Welsh First Language.</p>	<p><i>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?</i></p> <p>The following table shows the percentage of pupils who, in 2012, achieved at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium/schools when the first assessment of Foundation Phase Outcomes was implemented across Wales. Previous years' data indicate the percentage of pupils who achieved at Level 2 or above in Welsh first language at the end of Key Stage 1. These figures indicate performance which continues to be at a level below the Welsh average.</p> <table border="1" data-bbox="577 890 1395 1070"> <thead> <tr> <th></th> <th>KS1 Lev 2+</th> <th>KS1 Lev 2+</th> <th>KS1 Lev 2+</th> <th>F.Phase 5+</th> </tr> <tr> <th>LA</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Rhondda Cynon Taf</td> <td>88.8%</td> <td>89.5%</td> <td>90.8%</td> <td>82.3%</td> </tr> <tr> <td>Wales</td> <td>90.0%</td> <td>90.2%</td> <td>90.9%</td> <td>85.9%</td> </tr> </tbody> </table> <p>July 2013 RCT increase by 1.8% to 84.1%. Target achieved.</p>		KS1 Lev 2+	KS1 Lev 2+	KS1 Lev 2+	F.Phase 5+	LA	2009	2010	2011	2012	Rhondda Cynon Taf	88.8%	89.5%	90.8%	82.3%	Wales	90.0%	90.2%	90.9%	85.9%	<p>To achieve the following FP Outcome 5+ LLC Welsh targets:</p> <table border="1" data-bbox="1603 919 1800 1054"> <thead> <tr> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>85%</td> <td>86%</td> </tr> </tbody> </table>	2014	2015	85%	86%	
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Outcome 5: More learners with higher skills in Welsh

Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer

A. Objective	B. Current Performance	C. Targets	D. Progress																			
	<p>Schools will have access to a comprehensive training programme for staff, through the CSCJES Learning Innovation Network for Schools (LiNKS) to enable them to deliver National Curriculum programmes of study, in order to respond to the Literacy Framework for Wales and other initiatives promoted by the Welsh Government to further raise standards.</p> <p><i>What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh?</i></p> <p>The percentage of learners at the end of KS2 who reached at least Level 4 in teacher assessment in Welsh is noted in the table below. For the past two years the LA results have been slightly above the national averages, however, there has been a dip in 2012 leaving the LA 3% below the national average. These results are monitored on an annual basis by both the individual school's system leader and CSCJES' strategic lead for Welsh.</p> <table border="1" data-bbox="508 1066 1462 1209"> <thead> <tr> <th>Key Stage 2</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>RCT</td> <td>78.3%</td> <td>82.5%</td> <td>82.5%</td> <td>80.9%</td> </tr> <tr> <td>Wales</td> <td>79.9%</td> <td>81.0%</td> <td>82.0%</td> <td>84.0%</td> </tr> </tbody> </table> <p>July 2013 RCT increase by 3.4% to 84.3%. Target exceeded.</p>	Key Stage 2	2009	2010	2011	2012	RCT	78.3%	82.5%	82.5%	80.9%	Wales	79.9%	81.0%	82.0%	84.0%	<p>To achieve the following KS2 L4+ Welsh targets:</p> <table border="1" data-bbox="1606 1053 1800 1197"> <thead> <tr> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>85%</td> <td>86%</td> </tr> </tbody> </table>	2014	2015	85%	86%	<p style="text-align: right;">37</p>
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Outcome 5: More learners with higher skills in Welsh

Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer

A. Objective	B. Current Performance	C. Targets	D. Progress																					
	<p><i>What is the percentage of learners at the end of Key Stage 3 who reach at least Level 5 in teacher assessment in Welsh?</i></p> <p>The percentages of learners at the end of KS3 who reach at least Level 5 in teacher assessment in Welsh are noted below. Following a significant widening of the gap between LA and national averages in 2011, an improvement in standards in 2012 has narrowed the gap from 10%>7%.</p> <table border="1" data-bbox="495 719 1473 828"> <thead> <tr> <th>Level 5+</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>LA</td> <td>71.6%</td> <td>71.2%</td> <td>71.7%</td> <td>76.8%</td> </tr> <tr> <td>Wales</td> <td>75.1%</td> <td>76.8%</td> <td>81.3%</td> <td>84.2%</td> </tr> </tbody> </table> <p>July 2013 RCT increase by 90% to 85.5%. Target exceeded.</p>	Level 5+	2009	2010	2011	2012	LA	71.6%	71.2%	71.7%	76.8%	Wales	75.1%	76.8%	81.3%	84.2%	<p>To achieve the following KS3 L5+ Welsh targets:</p> <table border="1" data-bbox="1612 655 1794 791"> <thead> <tr> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>86%</td> <td>89%</td> </tr> </tbody> </table>	2014	2015	86%	89%			
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	<p><i>What is the percentages of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh First Language?</i></p> <p>The percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language in 2010-2012 are outlined in the table below:</p> <table border="1" data-bbox="526 1139 1442 1270"> <thead> <tr> <th></th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Rhondda Cynon Taf</td> <td>71.4%</td> <td>69.3%</td> <td>73.6%</td> <td>69.7%</td> </tr> <tr> <td>Wales</td> <td>75.0%</td> <td>73.5%</td> <td>73.0%</td> <td>73.7%</td> </tr> </tbody> </table>		2009	2010	2011	2012	Rhondda Cynon Taf	71.4%	69.3%	73.6%	69.7%	Wales	75.0%	73.5%	73.0%	73.7%	<p>GCSE L2 Welsh:</p> <table border="1" data-bbox="1585 1031 1818 1158"> <thead> <tr> <th>2013</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>71%</td> <td>73%</td> <td>74%</td> </tr> </tbody> </table>	2013	2014	2015	71%	73%	74%	
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Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p><i>What do you intend to do to raise attainment levels?</i></p> <p>PLANNED ACTION</p> <p>The CSCJES strategic lead for Welsh and Welsh in Education Officers responsible for Welsh First Language in the primary and secondary phase will continue to work with the Authority's Welsh-medium primary and secondary schools to support the raising of standards in Welsh and literacy across the curriculum.</p> <p>The LA and the CSCJES school improvement service will continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports, and information received from the LA's Review and Development programme and key officers.</p>	<p>To further develop a close working relationship between the LA's Welsh- medium schools and the CSCJES school improvement service which impacts positively on raising standards in Welsh first language.</p>	
	<p>The CSCJES strategic lead for Welsh and Welsh in Education Officers will ensure that there is a language continuum between the primary key stages to enable pupils who are taught through the medium of Welsh to have the necessary Welsh language skills to access the curriculum across the Key Stages.</p>		

Outcome 5: More learners with higher skills in Welsh

Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer

A. Objective	B. Current Performance	C. Targets	D. Progress																
	<p>Welsh-medium schools will continue to focus on developing Welsh language skills throughout the primary phase and English language skills in Key Stage 2, by using assessment to inform learning; setting challenging targets and monitoring and evaluating standards and the quality of provision.</p>																		
<p>Improve provision and standards of Welsh Second Language</p>	<p><i>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?</i></p> <p>The percentage of learners at the end of Key Stage 2 who reached at least Level 4 in the teacher assessment of Welsh second language has increased exponentially over the LA's three years, virtually closing the gap between the LA's performance and the national average.</p> <table border="1" data-bbox="600 919 1368 1066"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>LA</td> <td>23%</td> <td>43%</td> <td>60%</td> </tr> <tr> <td>Wales</td> <td>35%</td> <td>51%</td> <td>62%</td> </tr> </tbody> </table> <p>July 2013 percentage increased by 3.7% to 63.3%. Target exceeded.</p> <p>Training and support provided has increased teachers' confidence in monitoring and challenging pupils' progress in Welsh second language.</p>		2010	2011	2012	LA	23%	43%	60%	Wales	35%	51%	62%	<table border="1" data-bbox="1588 892 1816 1023"> <thead> <tr> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>65%</td> <td>70%</td> </tr> </tbody> </table>	2014	2015	65%	70%	
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Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>PLANNED ACTION – KS2</p> <p>CSCJES Welsh in Education Officers will continue to support schools in the planning and delivery of Welsh language development and Welsh second language in order to raise levels of attainment. Ongoing support for the Foundation Phase and Key Stage 2 to be through exemplar lessons / team teaching within cLA'sses and also staff training during twilight sessions or closure days.</p>	To achieve the following KS2 L4+ Welsh Second Language targets during 2013-15:	
	<p>Training events specifically designed to meet schools needs to be offered as part of the CSCJES LiNKS programme. A Welsh language programme of support in the use of Welsh and the development of pupils' bilingual skills to be provided for all staff in cLA'sses throughout the primary phase.</p> <p>Schools will also be able to access relevant resources created by the Athrawon Bro through the second language wikispace.</p> <p>The LA will continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports and information received from the Review and Development programmes and key officers.</p> <p>The LA, in collaboration with the CSCJES, will continue to develop a language programme which supports the development of the Welsh language throughout all key stages in the primary phase.</p>		

Outcome 5: More learners with higher skills in Welsh																						
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer																						
A. Objective	B. Current Performance	C. Targets	D. Progress																			
	<p><i>What has been the impact of the Key Stage 2/3 Cluster Moderation Pilot?</i></p> <p>The Welsh Adviser and Welsh in Education Officers led a programme to support schools during 2011-12 in preparing for WJEC accreditation. Evidence gathered from this programme of support indicates there has been an improvement in good practice across most schools and a developing awareness of the need to ensure that effective planning is in pace to support language development.</p>																					
	<p><i>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?</i></p> <p>At the end of Key Stage 3, the percentage of learners who reach at least Level 5 in the teacher assessment of Welsh Second Language continues to show an upward trend. There was significant improvement in 2012 and the gap between LA and national performance narrowed from 7%>2%. Pupil performance is closely monitored by the CSCJES strategic lead for Welsh and schools are challenged to raise standards as part of the LA's monitoring procedures.</p> <table border="1"> <thead> <tr> <th>Level 5+</th> <th>2009</th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>LA</td> <td>52.5%</td> <td>58.8%</td> <td>57.6%</td> <td>66.2%</td> </tr> <tr> <td>Wales</td> <td>56.0%</td> <td>59.4%</td> <td>64.6%</td> <td>68.2%</td> </tr> </tbody> </table> <p>July 2013 a further increase of 3.4% to 69.9%.</p>	Level 5+	2009	2010	2011	2012	LA	52.5%	58.8%	57.6%	66.2%	Wales	56.0%	59.4%	64.6%	68.2%	<table border="1"> <thead> <tr> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>69%</td> <td>70%</td> </tr> </tbody> </table>	2014	2015	69%	70%	
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A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>PLANNED ACTION – KS3</p> <p>The LA, in conjunction with the CSCJES school improvement service, will continue to provide curriculum support for schools to raise levels of attainment.</p>	100% of schools have access to a training programme during 2013-15.	
	<p>Schools will have access to a training programme for staff, through the CSCJES Learning and Innovation Network for Schools (LiNKS), to enable them to deliver the National Curriculum programme of study.</p> <p>The LA will respond to initiatives promoted by the Welsh Government to provide training for staff to support the raising of standards at Key Stage 3.</p> <p>The LA, in conjunction with CSCJES, will support Welsh Language development across the curriculum and the teaching of Welsh as a second language.</p> <p>The LA, in conjunction with CSCJES, will continue to monitor and evaluate standards and the quality of provision, through analysis of school data, comparative data, Estyn inspection reports, and information received from the Review and Development programme and key officers.</p>	To achieve the following KS3 L5+ Welsh Second Language targets during 2013-15:	

Outcome 5: More learners with higher skills in Welsh

Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer

A. Objective	B. Current Performance	C. Targets	D. Progress																
	<p><i>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?</i></p> <p>The achievement of learners at the end of Key Stage 4 in GCSE Welsh Second Language Full Course are outlined in the table below:</p> <table border="1" data-bbox="539 676 1435 815"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> <tr> <th></th> <th>A*-C</th> <th>A*-C</th> <th>A*-C</th> </tr> </thead> <tbody> <tr> <td>LA/ALI</td> <td>78%</td> <td>74%</td> <td>69%</td> </tr> <tr> <td>Wales/Cymru</td> <td>73%</td> <td>71%</td> <td>74%</td> </tr> </tbody> </table>		2010	2011	2012		A*-C	A*-C	A*-C	LA/ALI	78%	74%	69%	Wales/Cymru	73%	71%	74%		
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	<p>PLANNED ACTION – KS3</p> <p>The LA will continue to ensure that every pupil in an English-medium secondary school is given the opportunity to sit an external examination in Welsh Second Language by the end of KS4, and to increase the percentage of pupils entered for GCSE Welsh Second Language.</p> <p>The LA will continue to monitor and to evaluate standards and the quality of provision in Welsh Second Language at Key Stage 4 through analysis of school data, comparative data, Estyn inspection reports, and the LA's programme of school and departmental reviews.</p>	<p>KS4 GCSE L2 Welsh 2nd Language (Full Course).</p>																	

Outcome 5: More learners with higher skills in Welsh

Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer

A. Objective	B. Current Performance	C. Targets	D. Progress																
	<p>PLANNED ACTION – Welsh Second Language</p> <p>The LA, in conjunction with the CSCJES school improvement service, will:</p> <ul style="list-style-type: none"> • provide support and challenge to all schools to improve performance in Welsh second language at the end of all key stages. • target improvement in the primary sector, primarily through the work of the Welsh in Education officers. • target improvement in the secondary sector by working with Welsh second language departments in order to raise standards in KS3 and KS4, thereby increasing the number of students opting to follow the GCSE full course of study and continuing to AS/A level. • target WEG funding to establish and support PLC work aimed at raising standards in Welsh second language. <table border="1" data-bbox="645 970 1290 1158"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>Full Course</td> <td>19.61%</td> <td>18.77%</td> <td>30.89%</td> </tr> <tr> <td>Short Course</td> <td>31.82%</td> <td>30.85%</td> <td>34.86%</td> </tr> <tr> <td>Not entered</td> <td>48.57%</td> <td>50.38%</td> <td>34.25%</td> </tr> </tbody> </table>		2010	2011	2012	Full Course	19.61%	18.77%	30.89%	Short Course	31.82%	30.85%	34.86%	Not entered	48.57%	50.38%	34.25%	<p>To increase the number of pupils who follow the GCSE Welsh Second Language (Full Course) and to reduce the number who do not sit any external exam in the subject as follows.</p> <p>KS4 GCSE L2 Welsh 2nd Language – cohort %</p>	
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Increase opportunities for learners of all ages to practise their Welsh outside the cLA'ssroom	<p>The CSCJES Welsh in Education Officers work closely with schools to further raise the profile of the Welsh language, providing the following support for schools:</p> <ul style="list-style-type: none"> • Demonstrating to teachers how to provide opportunities for pupils to use everyday Welsh, during exemplar lessons provided in primary schools. • Encouraging the Helpwr Heddiw strategy, with pupils being given responsibility for giving instructions and commands to their peers through the medium of Welsh. • Providing input into Foundation Phase courses on Welsh language development. • Producing an Everyday Welsh document which shows progressive banks of language for use in schools (copy on Wikispace). • Providing a bank of Welsh signs for use on displays (copy on Wikispace). • Providing training for teachers (intensive Welsh course). • Providing training for Learning Support Officers (LSOs) (intensive Welsh courses). 		
	<p>In the secondary sector various strategies to support Welsh across the curriculum have been initiated e.g. at Treorci Comprehensive School and Y Pant Comprehensive School. All schools have received the WJEC document "Developing Welsh Across the Curriculum in English Medium Schools". Tonyrefail and Treorci have invested in courses provided by the Welsh for Adults Centre (Prifysgol Morgannwg) in order to upgrade teachers' Welsh language skills across the curriculum.</p>		

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>All schools in RCT offer a range of extra curricular activities to support opportunities to extend the use of the Welsh language. These activities are offered during the school time and twilight activities. Many of the schools work closely with Urdd Gobaith Cymru in order to enhance their range of activities.</p> <p>All Welsh-medium primary and secondary schools offer residential experiences in Welsh speaking settings, including the Urdd centres at Llangrannog and Glan Llyn. In addition to breakfast clubs, most schools also have after school clubs providing a diverse range of after school activities. All are conducted through the medium of Welsh and are run mainly by school staff with the assistance of external agencies in some cases.</p> <p>A strong partnership has developed between RCT LA and Menter Iaith (language initiative in RCT) – youth service activity programmes have been provided at a number of sites across the county during the schools' holiday periods.</p> <p>2012/13 – 2013/14</p> <ul style="list-style-type: none"> • Urdd A-Z Gymnastics • Tennis Clubs • Netball Clubs • Dance • Hockey • Basketball 		

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> • Badminton • Athletics Club • Football Club • Olympics Club • Multisport Clubs • Sports Clubs • Sports Camps • Coach Education • Sports Crew 		
	<p>PLANNED ACTION</p> <p>The LA will:</p> <ul style="list-style-type: none"> • ensure greater collaborative working between all Welsh-medium schools in RCT in order to improve the formal use of Welsh amongst pupils; and • continue to work in partnership with a range of providers and initiatives to develop opportunities for learners to develop their use of Welsh language outside school. 	<p>100% of Welsh-medium schools offer a range of activities to support the use of Welsh outside the cLA'ssroom and improve the formal use of Welsh during 2013-15.</p>	

Outcome 5: More learners with higher skills in Welsh Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
		Menter Iaith to offer interest clubs to 100% of Welsh-medium schools during 2013-15. Initiatives at RCT Welsh-medium secondary schools fully supported by Menter Iaith and Urdd Gobaith Cymru Officers during 2013-15. 100% of Welsh-medium schools to offer a range of residential activities during 2013-15.	

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Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>There is a commitment to support Welsh-medium extra curricular activities through E3+ with a specific Welsh-medium budget. E3+ programme has seen 1,015 young people attending Welsh medium provision. This is a 16% increase on 2011/12. This equates to E3+ engaging with 31% of young people on the Welsh secondary school roll. For 2012/13 114 E3+ activities were delivered though the medium of Welsh which is an increase of 27 activities compared to 2011/12. The E3+ programme provide holistic support through informal and non-formal education, engagement, one to one and group work establishing trusting and meaningful relationships with young people through the medium of Welsh. SFYP teams and staff providing a wide range of needs led activity and intervention both in school and during holidays and weekends as required through the medium of Welsh.</p> <p>Support engagement to social events through Welsh speaking third sector youth provision via Menter Iaith, Urdd etc.</p> <p>ACTIONS</p> <p>To review current SFYP structure and make recommendations for service re-structure and realigned with School Improvement, Access and Inclusion and the Attendance and Well-being Service.</p>	<p>To maintain current levels of Welsh medium provision across SFYP programmes eg. E3+, 5x60, Youth clubs, holiday provision</p>	

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Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>80 bilingual staff in the service.</p> <p>Welsh speaking officers recruited for:</p> <ul style="list-style-type: none"> • 5x60 activities • Detached Youth Team • A pool of Welsh speaking staff has been recruited to support the delivery of accredited programmes across schools, youth clubs, and voluntary sector. A number of additional staff have also received and attended Welsh language training. <p>Cluster Youth Operational Groups collaborate with Menter Iaith and the Urdd to provide activities through the medium of Welsh.</p>		
	<p>1 Youth Club operates through the medium of Welsh with Welsh speaking staff working across a further 6 youth clubs available.</p> <p>Duke of Edinburgh Award is delivered through the medium of Welsh.</p> <p>Welsh-medium representative sits on SFYP management group weekly to ensure joined up seamless support.</p>		

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	<p>A new procurement exercise for the appointment of providers to the services for Young People Framework has been completed/undertaken. Max. of 6 suppliers per activity have been appointed to the framework with at least 1 of these providers being able to deliver the activity through the medium of Welsh. 71 providers have the ability to deliver activities through the medium of Welsh, an increase of 238% (21 providers). This includes providers who can deliver animation, fine art, photography, website design, journalism, poetry through the medium of Welsh.</p> <p>External evaluation revealed a correlation between increased literacy and numeracy attainment levels and increased school attendance of E3+ participants, specifically vulnerable learners (free school meals).</p>														
	<ul style="list-style-type: none"> • Support delivery of accredited non formal qualifications/courses in Welsh. • Continue to support Welsh-medium youth clubs and Welsh speaking detached workers. 														

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> • Support residentials etc through the medium of Welsh. • Wicid website has been developed into a bilingual site which offers young people a place to express their creative passion through the medium of Welsh. The team have recruited a Welsh medium sub editor for the site where Welsh speaking writing is an essential criteria. 		
	<p>PLANNED ACTION</p> <ul style="list-style-type: none"> • To continue to evaluate the impact on the E3+ Welsh-medium project. • Initiate a pilot project with 1 Comprehensive school where a series of Welsh-medium activities can be offered to second language Welsh pupils over the age of 16. Then assess the impact of the project before evaluating its potential for expansion to other schools (no progress to date due to lack of staff to implement). <p>Garth Olwg Life Long Learning Centre stages Welsh medium events, shows, performances and audience members have increased substantially. Listing of events between April 2012 and March 2013: ~ 2 performances: 'Gwobr y Gwenyn Gweithgar' (audience of 235) ~ 1 performance of Guto Nyth Bran (audience of 33) ~ 2 performances Andorra Star yn y Gymraeg (audience of 246) ~ 3 performances 'Teigr yr Eira' (audience of 315) ~ 2 performances SXTO (audience 200) ~ Trwy ddulliau Chwyldro (audience of 61)</p>	Community Learning Service to facilitate the delivery of 20 Welsh medium courses for 16+ in RCT during 2013/14 academic year.	

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
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	<p>~ 1 performance: 'Cnoi Draenogod' (audience of 36) ~ 1 performance: 'Dyled Eileen' (audience of 100) ~ 2 performances: 'Ar eich Marciau' (audience of 132) ~ Gŵyl Garth Olwg Festival (audience of 450)</p> <p>As well as organising the above events the centre hosts the Eisteddfod Dysgwyr Morgannwg/Glamorgan Learners' Eisteddfod.</p> <p>The Centre hosts some 18 Welsh language learning courses (15 in 2012) at various levels provided by the Welsh for Adults Centre the University of South Wales (formerly University of Glamorgan).</p>		
	<p>Specific training aimed at increasing opportunities for learners of all ages to practise their Welsh outside the cLA'ssroom will be offered as part of the CSCJES LiNKS programme. Training needs will be identified by the Welsh in Education Officers and fed back to LiNKS.</p>	<p>Maximised opportunities for learners of all ages to practise their Welsh language skills through multi-agency working.</p>	

Outcome 5: More learners with higher skills in Welsh

Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer

A. Objective	B. Current Performance	C. Targets	D. Progress																
<p>Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.</p>	<p><i>How many GCSE Welsh and Welsh Second Language candidates go on to study Welsh at AS/A Level in schools in your local authority? How will you work with schools and other learning providers to increase the number of entries in A level Welsh and Welsh Second Language?</i></p> <p>Typically 500 pupils sit GCSE Welsh 1st language in RCT schools. Approximately 11% continue to AS level, 70% of whom continue to A level.</p> <table border="1" data-bbox="539 778 1429 930"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>21</td> <td>26</td> <td>22</td> </tr> <tr> <td>AS</td> <td>27</td> <td>32</td> <td>30</td> </tr> <tr> <td>GCSE</td> <td>291</td> <td>256</td> <td>534</td> </tr> </tbody> </table>		2010	2011	2012	A	21	26	22	AS	27	32	30	GCSE	291	256	534		
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	<p>Typically 600 pupils sit GCSE Welsh Second Language Full Course in RCT schools. Approximately, 26% continue to AS level, 59% of whom continue to A level.</p> <table border="1" data-bbox="539 1093 1429 1244"> <thead> <tr> <th></th> <th>2010</th> <th>2011</th> <th>2012</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>45</td> <td>64</td> <td>71</td> </tr> <tr> <td>AS</td> <td>90</td> <td>122</td> <td>131</td> </tr> <tr> <td>GCSE</td> <td>527</td> <td>493</td> <td>709</td> </tr> </tbody> </table>		2010	2011	2012	A	45	64	71	AS	90	122	131	GCSE	527	493	709		
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A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>PLANNED ACTION</p> <p>The LA, in conjunction with the CSCJES school improvement service, will continue to work with the Welsh departments at the four Welsh-medium secondary schools in order to maintain and increase number of pupils wishing to opt for AS/A level Welsh First Language in KS5.</p> <p>The LA will also target an increase in the number of students opting to follow the GCSE Welsh Second Language Full Course of study thereby encouraging progression to AS/A level.</p>		
<p>Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.</p>	<p>CURRENT PERFORMANCE</p> <p>Currently 29.5% of GCSE candidates continue to complete GCE A level. This is higher than most other subjects offered in RCT. There is a slight drop off between AS and A level but this is one of the smallest percentages in the county.</p> <p>Retention between Years 11 to 12 and 12 to 13 are the key to improving this statistic. The trend is for more take up at GCSE especially Welsh second language and this should continue to increase the number of Welsh speakers in the future.</p>		

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Systems Leader with Strategic Lead for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>PLANNED ACTION</p> <p>Schools are encouraged to raise the value of a Welsh qualification through events, careers and their curriculum. Increase opportunities to engage in Welsh language and culture events and there are plans for more in the next academic year. Close collaboration with the Welsh-medium consortium and their partners to raise the profile of Welsh-medium qualifications.</p> <p>Schools and consortia have a planned calendar of activities that is currently being implemented.</p>		

Outcome 6: Welsh-medium provision for learners Additional Learning Needs (ALN)			
Responsible officer: Head of Access and Inclusion			
A. Objective	B. Current Performance	C. Targets	D. Progress
<p>Improve Welsh-medium Additional Learning Needs (ALN Provision)</p>	<p><i>Has your authority undertaken an audit of Welsh Language ALN provision? If so, when and how was the LA'st audit held? What action did you take as a result?</i></p> <p>Data collated in January 2013 from PLA'SC suggests that 17.5% of the LA's primary pupils are taught within a Welsh medium setting. A further 4.5% of primary school pupils are taught in dual language settings. 18.75% of secondary pupils receive Welsh-medium education. 1.8% or 697 pupils in RCT have a Statement of SEN. Only 1.6% of these 11 pupils attend Welsh-medium schools.</p> <p>An audit of the impact of ANF or outcomes for learners in Welsh medium settings is to be completed by December 2013.</p> <p>The Access and Inclusion Service produces a datapack annual and the outcomes for learners receiving Welsh medium support is positive.</p> <p>Pupils who attend Welsh-medium education have their SEN well provided for within their mainstream schools in accordance with RCT's Inclusion Policy. Where appropriate, support is provided by staff from the Access and Inclusion Service staff who are Welsh speaking (eg. Learning Support Service, Behaviour Support Service, and Educational and Child Psychology Service team members). Pupils with significant SEN are supported in the mainstream by school based Special Needs Supports Assistants (SNSAs) or teaching staff.</p>	<p>All submissions to Severe and Complex Welsh Medium Panel are reviewed to ensure progress over time and to evaluate the effectiveness of the support provided.</p>	

Outcome 6: Welsh-medium provision for learners Additional Learning Needs (ALN)			
Responsible officer: Head of Access and Inclusion			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>This support is provided from school based resources in the first instance. Children with severe persistent needs can access further support by making applications to Local Cluster Group Panels (LCGPs). Additional Needs Funding (ANF) is delegated to clusters of schools and awarded if threshold criteria are met.</p> <p>ANF has now been delegated to all Welsh-medium clusters in order to promote inclusion in mainstream settings.</p>		

Outcome 6: Welsh-medium provision for learners Additional Learning Needs (ALN)			
Responsible officer: Head of Access and Inclusion			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>If there is still evidence of continued difficulties despite ANF, then applications for additional funding can be made to the Severe and Complex Welsh Medium Panel. This funding is intended to further enhance mainstream support for pupils in Welsh medium settings who have considerable needs. English medium setting cannot access this additional funding.</p> <p>A total of £201,804 was delegated to Rhydywaun, Llanhari and Cymer prior to April. In April 2013 a further £76,437 was delegated to the remaining Welsh medium cluster, Garth Olwg.</p> <p>An audit of the impact of ANF on outcomes for learners will be undertaken to ensure that this resource has brought about change.</p> <p>Rhydywaun was audited in June 2013. A further 3 clusters will be audited by December 2013.</p>	<p>To delegate ANF across all clusters, including Welsh medium settings by Easter 2013.</p> <p>All clusters will be audited by December 2013.</p>	
	<p><i>How does your authority appraise demand for Welsh Language ALN provision?</i></p> <p>Delegation of ANF to Welsh medium clusters is now complete. Detailed records of which pupils are submitted to LCGPs for consideration are maintained and agreed awards recorded. This gives a clear indication of the numbers of pupils across Welsh medium settings who meet threshold criteria for ANF and have significant needs.</p> <p>Audit of impact of ANF has been undertaken in one Welsh cluster to date.</p>	<p>To review all submissions to LCGP in order to evaluate the demand for Welsh language ALN provision. Audit completed by March 2013.</p>	

Outcome 6: Welsh-medium provision for learners Additional Learning Needs (ALN)			
Responsible officer: Head of Access and Inclusion			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>Minutes from Severe and Complex Welsh medium Panel provides a detailed record of the submissions and successful awards made.</p> <p>Annual audits are undertaken with pupils with SEN receiving severe and complex support from the LA. This data informs LA officer of whether input is effective and if there is a need to develop more specialist Learning Support cLA'sses or to continue with the current inclusive model.</p> <p>Evaluations suggest that this inclusive model is effective. Annual data reporting is undertaken.</p> <p>The levels of Statements of SEN issued are monitored closely and the level of need in Welsh medium settings regularly appraised to evaluate effectiveness. The level of Statements in Welsh medium settings remains very low.</p>	<p>An annual audit is undertaken of pupils receiving peripatetic SEN/ALN support in Welsh-medium schools. A datapack is produced annually to evaluate learner outcomes.</p>	
	<p>There are currently no Learning Support cLA'sses available in Welsh medium settings. RCT assess the demand for Welsh language SEN provision by regularly monitoring the requests for additional support to Severe and Complex Panels.</p>		

Outcome 6: Welsh-medium provision for learners Additional Learning Needs (ALN)			
Responsible officer: Head of Access and Inclusion			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p><i>In which way does your authority liaise with parents to assess the need for Welsh Language ALN provision?</i></p> <p>The LA facilitates focus groups to obtain parental views about Access and Inclusion Services. In addition, a perception survey is undertaken with all schools within the LA and seeks feedback about the services we provide. References to Welsh medium provision is teased out, analysed and acted on.</p>		
	<p><i>Outline the plans you have for developing enhanced Welsh Language ALN provision on a collaborative basis with other local authorities/at consortium level.</i></p> <p>RCT liaises with other authorities to develop enhanced Welsh language ALN provision and have an integrated Educational and Child Psychology Service for Merthyr Tydfil. RCT currently provides Welsh-medium Educational and Child Psychology Services for Merthyr Tydfil. Central South Consortium Meetings provide a forum for exploring the possibility of cross boundary training, involving Access and Inclusion Services.</p>	<p>To continue with collaborative arrangements across RCT and Merthyr Tydfil.</p> <p>To provide training on a consortia basis by December 2013.</p>	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education.	<i>How many primary school teacher vacancies to teach through the medium of Welsh were not filled at the start of September 2012?</i> 1 Headteacher; 1 part-time post to work 1 day per week.	No vacancies.	
	<i>How many secondary school teacher vacancies to teach through the medium of Welsh were not filled at the start of September 2012?</i> 1 Deputy Head; 1 Science teacher and 1 English teacher.	No vacancies.	
	<i>How many secondary school teacher vacancies to teach Welsh were not filled at the start of September 2012?</i> None	No vacancies	
	<i>How many secondary school teacher vacancies to teach Welsh Second Language were not filled at the start of September 2012?</i> None	No vacancies	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p><i>How many cLA'ssroom assistant vacancies to work through the medium of Welsh were not filled at the start of September 2012?</i></p> <p>None</p>	No vacancies.	
	<p><i>Do you have processes in place for the recruitment, retention and training of Welsh-speaking staff, including Learning Support Assistants to support Welsh-medium ALN provision?</i></p> <p>RCT has been proactive in recruiting Welsh speaking staff across schools and Central Services. The Access and Inclusion Service has a high number of staff who is able to deliver services through the medium of Welsh. It is RCT's policy that children and young people with SEN are educated in their local mainstream schools with additional support where appropriate. This includes Welsh speaking support in mainstream settings or specialist teaching input for pupils with visual impairment; hearing impairments; speech and language difficulties; autistic spectrum disorders; specific learning difficulties; and social, emotional and behavioural difficulties.</p>	Audit capacity of Welsh-medium staff within ECPs and enhance Welsh-speaking ECPs provision by September 2013 if gap in provision identified.	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>An audit of Welsh speaking staff undertaken in 2010 suggested that there were 16 members of staff who were fluent Welsh speakers and a further 4 who had a good understanding of Welsh.</p> <p>RCT undertakes an annual audit of training needs which informs the planning of the Access and Inclusion Training Schedule and the demand for Welsh medium training. A range of SEN/ALN courses are available for Welsh medium schools and Welsh speaking LA staff. – e.g. POPAT, Foundation POPAT, Dyslexia Awareness, Diagnostic Literacy Assessment and IEP Planning.</p> <p>RCT has recently updated our Access and Inclusion Service training schedule which has a wide range of Welsh-medium training events available for Welsh medium schools and Welsh speaking LA staff.</p> <p>An annual audit of Welsh speaking staff to be undertaken and pro-active steps taken to recruit appropriate Welsh speaking staff where gaps in provision are identified.</p>	<p>Annual audit to be undertaken in Summer 2013 to identify Welsh-medium sector training needs.</p> <p>Annual audit undertaken by HR.</p>	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> An audit of Welsh speaking staff was undertaken in September 2012, using the Welsh Linguistic Framework's Linguistic Assessment Tool. This has identified linguistic skills gaps in some specialist SEN service areas, generally within the higher skills levels (Levels 4 & 5). This data will be considered when reviewing SEN Services. Audit undertaken in April 2012 informed the Access and Inclusion Training Schedule for 2012-2013. This schedule includes a range of SEN/ALN courses for Welsh-medium schools and Welsh speaking LA staff. Evaluation undertaken in February 2012 of the current Welsh-medium Severe & Complex Needs inclusive delivery model. Feedback is informing the development of the service. The annual Access and Inclusion Service Evaluation undertaken in July 2012 with all schools in RCT did not identify any problematic issues relating to Welsh-medium SEN provision in RCT. <p>A representative from the Early Years Service visits secondary schools to raise awareness of employment opportunities for students on Childcare courses.</p>	2 schools per year.	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p><i>How do you work with school governing bodies to try to meet the demand for practitioners to teach through the medium of Welsh or Welsh as a subject?</i></p> <p>Officers from School Improvement and the Advisory service support Governing Bodies of all schools including Welsh-medium schools when new staff is appointed. Officers from School Improvement, work in close collaboration with HR officers and the CSCJES, to support all senior leadership appointments within our Welsh-medium schools. School governing bodies and headteachers work with the LA in order to comply with the Council's Welsh Language Scheme when advertising posts for practitioners to support teaching through the medium of Welsh.</p> <p>We have also utilised and will continue to employ the services of recruitment agencies to actively seek highly experienced, successful leaders to headship and deputy leadership posts.</p>	<p>To continue to recruit experienced successful leaders and managers to senior leadership posts in schools.</p>	
	<p>The LA will continue to work with</p> <ul style="list-style-type: none"> • headteachers to ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education; and 	<p>Improved linguistic and methodological skills of practitioners in</p>	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> governing bodies to ensure that they comply with Council's Welsh language scheme and recruitment policy when advertising for practitioners to support teaching through the medium of Welsh. 	English-medium schools during 2013-15, as identified by audit.	
Improve practitioners' linguistic skills.	<p><i>Have you previously undertaken a linguistic skills audit of the current teaching workforce in your authority? If so, on what basis were Linguistic Skills defined? Did the results of that exercise inform your CPD programmes?</i></p> <p>HR collate information on all Council staff in RCT including school staff to identify 'fairly fluent' and 'fluent' Welsh speakers. In March 2012, 1268 members of school based staff judged themselves to be fluent (842) or fairly fluent (426). It must be stressed that the responses are completed and returned on a voluntary basis so the true figure could be higher.</p> <p>This information is kept live on the HR's Vision database and the current level stands at 1209 with 784 fluent and 425 fairly fluent.</p> <p>To improve practitioners' linguistic skills CSCJES Welsh in Education Officers will also undertake a linguistic audit, on an annual basis, and use the new linguistic skill audit being developed by WG for use in 2013-14. LiNKS will provide an extensive linguistic training programme for teachers, which will include the following elements:</p>	To use this information to target resources more effectively and to encourage school to school working. Improved methodological skills of practitioners in Welsh-medium schools during 2013-2015, as identified by monitoring and evaluation of standards.	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>Welsh Second Language</p> <ul style="list-style-type: none"> • 5 and 15 day intensive courses targeted at three levels of ability, to increase the number of teachers who have sufficient working knowledge of Welsh to teach it as a second language subject to pupils from Foundation Phase to the end of Key Stage 2. • Provide follow up courses. <p>Welsh First Language</p> <ul style="list-style-type: none"> • According to needs identified by schools, courses to be provided for primary and secondary teachers in Welsh First language, to support the development of their Welsh language skills. 		
<p>Improve practitioners' linguistic skills. Improve practitioners' methodological skills.</p>	<p>CURRENT PERFORMANCE</p> <p>The Council adopted a Language Skills Framework (Nov 2011) with the aim of developing a bilingual workforce and to maintain an overview of those language skills needs and resources with a view to recruiting and training staff in order to meet the objectives of the Welsh Language Scheme, under the obligations of Welsh Language Act, 1993 and the further enhancements under the Welsh Language Measure, 2011.</p> <p>The framework will support the Council's Welsh Language Scheme by offering a plan to begin the process of addressing the imbalance in our workforce profile to ensure we have a complement of bilingual staff with the aim of</p>	<p>HR officers to continue to feed information on recruitment to the Welsh Language Officer in order to maintain database. Ongoing.</p>	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>increasing our capacity to deliver services bilingually. It should be noted there is no corporate Welsh language training budget to deliver training.</p> <p>Considerable effort is put into signposting learners/improvers to increase their Welsh language skills. Primarily, courses highlighted/promoted would be those via:</p> <ul style="list-style-type: none"> • Welsh for Adults Centre (University of Glamorgan) – courses in the workplace or in the community also informal learning activities. • Welsh Government Sabbatical Courses specifically for schools based staff (Gloyw iaith/Higher Short Course for Welsh speakers also Foundation (cLA'ss room assistants) and Entry level for non-Welsh speakers. <p>Courses for all council learners/improvers organised and offered in council offices include:</p> <ul style="list-style-type: none"> • Welsh Language Awareness Raising Sessions • Welsh Language 2 Day Taster Courses • Welsh in the Workplace (20 hr) <p>Courses specifically for council Welsh speakers include:</p> <ul style="list-style-type: none"> • Confidence Raising Courses (Magu Hyder/Gloyw iaith) • Currently, we are exploring opportunities to upskill Welsh speakers numeracy and literacy in Welsh using the WG (Essential Skills, Employer Pledge Fund). Staff to be targeted would include Early Years 	<p>Yearly and ongoing</p> <p>Yearly and ongoing</p>	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>Staff and Services for Young People as well as other staff from other directorates.</p> <ul style="list-style-type: none"> • Siop Siarad in (weekly opportunity for Welsh speakers to drop in and practice their Welsh/raise questions about Welsh in the workplace etc) 	Yearly and ongoing	
	<p><i>How will you identify needs for improved training in methodology for those teaching in Welsh-medium and bilingual schools?</i></p> <p>To identify the needs for training in methodology for those teaching in Welsh-medium schools the LA will continue to monitor and evaluate standards and the quality of provision, through analysis of Estyn inspection reports and information received from the LA's Review and Development programme.</p>	Improved methodological skills of practitioners in Welsh-medium schools during 2013-2015, as identified by monitoring and evaluation of standards.	
	<p>The LA, in conjunction with CSCJES, will ensure that the Welsh in Education Grant (WEG) is used effectively to ensure that there are sufficient Welsh in Education Officers to provide specific training and mentoring support for teachers in Welsh-medium primary and secondary schools, to improve methodology. The LA/CSCJES will work in partnership to ensure effective strategic planning of the use of WEG grant. Evidence considered will include the following:</p>		

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> Schools' annual performance reports; Whole school and subject monitoring reports; School self-evaluation, improvement and transition plans; Foundation Phase, KS2 and KS3 performance data; Estyn inspection reports (LA and schools) and publications. 		
	<p><i>How will you plan a targeted Welsh-language and Welsh-medium CPD programme in partnership with others? What strategic use will be made of the Welsh-language Consortium Co-ordinators?</i></p> <p><i>How will you ensure that the Welsh in Education Officers are utilised strategically for training and mentoring?</i></p> <p>CSCJES has since September 2012 assumed responsibility for providing an effective CPD programme across its five constituent member LA's. The Welsh in Education Officers provision has been reviewed at the time of establishing CSCJES and their role has evolved in order to challenge standards achieved by schools and provide suitable training and mentoring for teachers and learning support assistants.</p> <p>The Welsh in Education Officers are line-managed by a senior Welsh in Education Officer. The aims of this team are to:</p> <ul style="list-style-type: none"> raise standards of achievement in Welsh first and second language; increase schools' capacity to deliver high quality teaching and learning in Welsh; and 		

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<ul style="list-style-type: none"> improve strategies and methodologies for both first and second language teaching. 		
	<p><i>How will you use the CPD programme to drive up standards in literacy/dual literacy?</i></p> <p><i>How many Professional Learning Communities are giving consideration to the improvement in Welsh (First and Second Language) and to Welsh-medium/bilingual methodologies?</i></p> <p>The LA will work in partnership with other LA's to ensure that the CSCJES CPD programme includes an appropriate range of training activities focusing on improving standards in reading, writing, speaking and listening in Welsh across the curriculum.</p>	<p>100% of schools have access to a CPD programme that is focused on raising standards in Welsh during 2013-2015</p>	
	<p>WEG funding will be used effectively to support the establishment and development of Professional Learning Communities (PLCs) within schools and on a cluster and regional basis to share good practice and research innovative teaching strategies to support the raising of standards of literacy in Welsh.</p>	<p>Professional Learning Communities (PLCs) established within the LA and across the Central South Consortium and</p>	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
		focused on further developing and sharing good practice in respect of Welsh language and Welsh medium provision during 2013-2015.	
	The LA will collaborate with its partners in the Central South Consortium, to deliver support for Welsh literacy development, in both first and second language contexts, in line with emerging WG policy and strategy for the improvement of standards of literacy. This work will be led and co-ordinated by the strategic lead for Welsh within CSCJES. The LA and CSCJES will ensure that support is targeted at those schools where the need is greatest in terms of pupils' standards and teachers' skills.	Targeted support impacts positively and raises standards in Welsh first and second language during 2013-2015 (see targets above).	
	The LiNKS service of CSCJES includes the provision of additional support through advice, consultancy and training services that schools are able to purchase from their own delegated resources, in line with identified needs in their improvement plans.		

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>The LA and CSCJES will continue to evolve and develop the current service so that it can:</p> <ul style="list-style-type: none"> • support schools according to individual needs; • advise individual schools through discussions with key staff members on strategies to raise standards in Welsh second language and literacy skills; • focus on training and mentoring in the cLA'ssroom e.g. through exemplar lessons and team teaching; • mentor cLA'ssroom practitioners; • monitor provision and review pupils' progress; • evaluate provision in lessons and offer advice and support; • report on pupil standards and school provision. 		
	<p>CSCJES provision will also ensure that additional support can be targeted appropriately, based on:</p> <ul style="list-style-type: none"> • pupils' standards of achievement; • cLA'ssroom practioners' language skills; • the presence of Newly Qualified Teachers (NQTs) and new subject leaders; • effectiveness of planning of provision for Welsh; • KS2-3 transition and the sharing of data. <p>The CSCJES stragegic lead for Welsh will monitor, evaluate and report on the support provided by the Welsh in Education Team.</p>		

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p><i>What is your plan to support a strategic and systematic take-up of the Welsh Government's Welsh-language Sabbatical Scheme courses (all levels) by teachers within your local authority?</i></p> <p>The LA has always worked closely with the Welsh Government's Welsh-language Sabbatical Scheme administrators at Prifysgol Morgannwg to target teachers and teaching assistants in RCT's Welsh and English-medium schools who are motivated and would benefit from accessing the courses. The provision to date has had a very positive impact on schools and has been an important vehicle in raising standards and confidence of individuals in their delivery of Welsh, both as a first and second language.</p> <p>Allied to this, the team of Welsh in Education Officers at CSCJES consult and work closely with WG concerning the Sabbatical Scheme and all schools have been notified of this opportunity.</p>		
	<p>PLANNED ACTION</p> <p>The LA and schools will continue to support teachers who wish to attend the sabbatical training programme. The Welsh in Education Officers at CSCJES will identify suitable practitioners on an annual basis and refer to the Sabbatical Scheme. They will also provide follow up support for practitioners who have attended the programme.</p>	<p>Maximum take up of available places on the WG Sabbatical Scheme and support provided for previous attendees during 2013-2015.</p>	

Outcome 7: Workforce planning and Continuous Professional Development																												
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance																												
A. Objective	B. Current Performance					C. Targets	D. Progress																					
	<p>How many practitioners have attended Welsh-language courses as part of their induction/Early Professional Development?</p> <p>The following table outlines the number of practitioners that have attended Welsh language courses as part of their induction and early professional development during the 2011-12 financial year:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Primary</th> <th colspan="2">Secondary</th> <th colspan="2">Total</th> </tr> <tr> <th>LA</th> <th>1st</th> <th>2nd</th> <th>1st</th> <th>2nd</th> <th>1st</th> <th>2nd</th> </tr> </thead> <tbody> <tr> <td>Attendees</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> <td>2</td> </tr> </tbody> </table>						Primary		Secondary		Total		LA	1st	2nd	1st	2nd	1st	2nd	Attendees	0	2	0	0	0	2	<p>Increase by 100% numbers of staff undertaking courses to improve Welsh skills.</p>	
	Primary		Secondary		Total																							
LA	1st	2nd	1st	2nd	1st	2nd																						
Attendees	0	2	0	0	0	2																						
	<p>Flying Start will support staff working in Childcare settings to improve Welsh Language skills.</p> <p>Progress to date: 3 staff completed Cwrs Iaith Meithrin 7 staff completed Geiriau Bach 7 staff completed Cyrllun Iaith Sylfaenol Meithrin 10 staff undertaking other basic Welsh courses</p>																											
	<p>PLANNED ACTION</p> <p>CSCJES LiNKS to continue to provide appropriate training to support NQT and EPD teachers.</p>					<p>Significantly increased number of attendees at Welsh-language courses during 2013-2015.</p>																						

Outcome 7: Workforce planning and Continuous Professional Development

Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance

A. Objective	B. Current Performance	C. Targets	D. Progress																																			
Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework.	<p><i>How many teaching assistants have attended the authority's Welsh-language courses?</i></p> <p>The following table outlines the number of Learning Support Assistants and teachers that have attended primary Welsh language courses:</p> <table border="1" data-bbox="472 676 1482 1294"> <thead> <tr> <th>Academic Year</th> <th>Title of Course</th> <th>No. of attendees</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2010 -11</td> <td>Intensive Welsh Level 1</td> <td>10</td> </tr> <tr> <td>Intensive Level 2</td> <td>8</td> </tr> <tr> <td>Welsh Refresher Level 1/2</td> <td>0</td> </tr> <tr> <td rowspan="5">2011-12</td> <td>Welsh for LSAs</td> <td>10</td> </tr> <tr> <td>Intensive Level 1</td> <td>12</td> </tr> <tr> <td>Intensive Level 2</td> <td>7</td> </tr> <tr> <td>Intensive Level 1 Refresher – 5 Day</td> <td>11</td> </tr> <tr> <td>Intensive Level 2 Refresher – 5 Day</td> <td></td> </tr> <tr> <td rowspan="5">2012-13</td> <td>Welsh for LSAs – 5 Days</td> <td>20</td> </tr> <tr> <td>Intensive Level 1</td> <td>4</td> </tr> <tr> <td>Intensive Level 2</td> <td>8</td> </tr> <tr> <td>Intensive Level 1 Refresher – 5 Day</td> <td>5</td> </tr> <tr> <td>Intensive Level 2 Refresher – 5 Day</td> <td>0</td> </tr> <tr> <td></td> <td>Welsh for LSAs – 5 Days</td> <td>11</td> </tr> </tbody> </table>	Academic Year	Title of Course	No. of attendees	2010 -11	Intensive Welsh Level 1	10	Intensive Level 2	8	Welsh Refresher Level 1/2	0	2011-12	Welsh for LSAs	10	Intensive Level 1	12	Intensive Level 2	7	Intensive Level 1 Refresher – 5 Day	11	Intensive Level 2 Refresher – 5 Day		2012-13	Welsh for LSAs – 5 Days	20	Intensive Level 1	4	Intensive Level 2	8	Intensive Level 1 Refresher – 5 Day	5	Intensive Level 2 Refresher – 5 Day	0		Welsh for LSAs – 5 Days	11	Increase by 10% numbers undertaking courses in Welsh language.	
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	Intensive Level 2 Refresher – 5 Day																																					
2012-13	Welsh for LSAs – 5 Days	20																																				
	Intensive Level 1	4																																				
	Intensive Level 2	8																																				
	Intensive Level 1 Refresher – 5 Day	5																																				
	Intensive Level 2 Refresher – 5 Day	0																																				
	Welsh for LSAs – 5 Days	11																																				

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p><i>What elements of the work to support the teaching of Welsh and Welsh Second Language will be delivered at consortium level?</i></p> <p><i>What plans have you got to increase those elements and other aspects delivered by consortium?</i></p> <p>CSCJES has been established on the premise that it will provide shared school improvement services, including the support for the teaching of Welsh and Welsh Second Language. The CPD programme incorporates the School Effectiveness Framework by focusing on:</p> <ul style="list-style-type: none"> • raising standards of literacy in Welsh; • improving learning outcomes and wellbeing for children and young people regardless of their socio-economic background; • reducing variation in the learning outcomes within and between cLA'ssrooms and schools within the local authority and other members of the consortia; • raising standards in teachers' Welsh language skills through both LA initiatives and professional learning communities. 		
	<p>PLANNED ACTION</p> <p>The continued development of CSCJES will take full account of the need to provide appropriate challenge and support in order to secure improvement in standards in Welsh first and second language.</p>	<p>CSCJES provides challenge and support that</p>	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
		secures school improvement during 2013-2015.	
	<p>The deployment of the Welsh in Education Grant (WEG) will be planned strategically on a consortium wide basis in order to support the achievement of the targets set within the Welsh in Education Strategic Plan, namely:</p> <ul style="list-style-type: none"> • improved standards of teaching (as measured by Estyn inspection reports and schools' self-evaluation reports) leading to an improvement in the levels of achievement of learners both in Welsh first language and Welsh second language across all key stages; • an increase in the number of learners receiving their education through the medium of Welsh at both primary and secondary level, as measured by the percentage of pupils in years 2, 6 and 9 assessed in Welsh first language. This will lead to an increase in the number of learners studying for both general and vocational qualifications through the medium of Welsh as measured by public examination entries; and • an improvement in the number of learners developing their Welsh language skills in English medium schools, as measured by the percentage of pupils in years 6 and 9 assessed in Welsh second language, along with an increase in the numbers of learners following the GCSE full course of study or similar. 	Welsh in Education Grant used effectively to achieve all targets outlined in the WESP during 2013-2015.	

Outcome 7: Workforce planning and Continuous Professional Development			
Responsible officers: Head of Access and Inclusion, Welsh Language Officer, Systems Leader with Strategic Lead for Welsh, Human Resources Manager, Head of School Organisation, Planning and Governance			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>It is expected that the <u>outputs</u> of activities supported by the WEG to include the following:</p> <ul style="list-style-type: none"> • headteachers and senior leadership teams will be proactive in the promotion of improving standards of learning and teaching in Welsh (first and second language) as measured by annual School Effectiveness Framework (SEF) self-evaluation reports and Estyn inspection framework. • teachers across all phases of learning will be confident in their ability to teach Welsh (first and second language) to the full range of learners in their cLA'sses. • teachers will use assessment to identify under-attaining and under-achieving pupils in Welsh-medium literacy and plan effective interventions to support these pupils. • PLC working and other networking activities will lead to practitioners further identifying and sharing good practice in Welsh language / Welsh-medium teaching and producing high quality language resources. 		

Section 3: Commentary and further notes

Progress in the Welsh in Education Strategic Plan (WESP) is reported by the named responsible officers and monitored during every term in the Academic Year by the Welsh Education Plan Strategic Group. Membership of this strategic group includes representatives from: LA Education Directorate, Coleg Morgannwg, Welsh medium primary and secondary schools English medium primary and secondary schools, Equality and Diversity Service, Human Resources, RhAG, Mudiad Ysgol Meithrin, Menter Iaith, Community Learning 14-19 network, Urdd, Early years, Fframwaith, Performance Management Unit, Services for Young People, Access and Inclusion, Central South Consortium, Welsh Services Unit, Governor Support Services, and Community First. The presence of members at meetings is excellent with an approximate 80% attendance rate usually recorded and all members who are unable to attend offering apologies.

The WESP was reported to RCTs Cabinet in January 2013. Discussions have already taken place within the Central South Consortium Joint Education Service, which includes the school improvement service and LiNKS training arm regarding joint working arrangements, delivery, monitoring and interrogation of data to evidence progress by learners. It is recognised that there will be challenges as not all aspects included in the WESP can be monitored through the Central South Consortium and there will be local targets remaining within each Local Authority. Nevertheless, the intention will be to work as a consortium on those areas relating to school improvement and the provision of support and training to schools.

The WESP will be reported to RCT Education and Lifelong Scrutiny Committee on an annual basis.

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

Name of Cylch Meithrin/ Cylch Ti a Fi/ non maintained Welsh Medium childcare setting	Name of funded non-maintained Welsh medium setting (Cylch Meithrin)	Number of Places available provided by the setting	Number of children attending (3 year olds funded)	Percentage of pupils transferring to Welsh- medium or bilingual schools
	Cylch Meithrin Aberdar	44	16	87.5%
	Cylch Meithrin Nant Dyrys	24	7	86%
	Cylch Meithrin Porth	24	9	100%
	Cylch Meithrin Thomastown	24	4	100%
	Cylch Meithrin Tynewydd	24	6	100%
	Cylch Meithrin Ynyshir & Wattstown	24	3	100%
	Cylch Meithrin Ynysybwl	48	6	83%
	Meithrinfa Garth Olwg	40	7	71%

- Places available are included over 2's.
- Number of children attending based on funded places - over 3's.
- CM Nant Dyrys 1 funded child going to Specialist School.
- CM Aberdar, CM Ynysybwl and Meithrinfa Garth Olwg open AM and PM sessions.

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

Total number of pupils in Welsh-medium and bilingual primary schools	Total number of pupils transferring to Welsh-medium/bilingual secondary schools	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools
456 (2011 – Yr6)	433 (2012 – Yr7)	95%

Appendix 4: Attainment and performance in Welsh Second Language (this information should be provided at LA level)

	Number of Pupils 2011-12	Percentage of Pupils	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 2	1972	98.2	59.6
	Cohort - 2008		
	Number of Pupils 2011-12	Percentage of Pupils	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 3	2302	100	66.2
	Cohort - 2302		

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