

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

WELSH LANGUAGE CABINET STEERING GROUP

REPORT OF THE DIRECTOR OF EDUCATION AND LIFELONG LEARNING

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1. PURPOSE OF THE REPORT

- 1.1 The purpose of this report is to provide the Welsh Language Cabinet Steering Group with the opportunity to review and comment on the draft Welsh in Education Strategic Plan (WESP) 2017-2020 prior to its consideration by the Cabinet on the 15th December 2016 and submission to Welsh Government by 20th December 2016.

2. RECOMMENDATIONS

- 2.1 It is recommended that the Welsh Language Cabinet Steering Group note and discuss the draft objectives contained within the WESP.

3. REASONS FOR RECOMMENDATIONS

- 3.1 The draft WESP has been prepared according to revised guidance issued by Welsh Government in mid-August 2016. Timelines set out in the guidance outline that the consultation period should run between the 4th October and the 29th November, with the WESP being submitted by the 20th December to Welsh Government.
- 3.2 In Rhondda Cynon Taf, the WESP has been prepared in consultation with key internal and external stakeholders, with a formal consultation period running between Monday, 3rd October and Monday, 28th November.
- 3.3 This allows for the WESP Strategic Group, comprising of key officers and partners, to meet and approve the document on Wednesday, 7th December, prior to Cabinet approval on the 15th December and submission to Welsh Government by the statutory deadline.

4. **BACKGROUND**

- 4.1 The School Standards and Organisation (Wales) Act 2013 placed a duty on Local Authorities to consult, produce and review three year plans that provide the strategic direction for the planning and delivery of Welsh medium and Welsh language education in the Authority. The Act set out that the plans should be reviewed annually.
- 4.2 This year, Welsh Government have acted on feedback from local authorities, the publication of the national Children, Young People and Education Committee's report into the effectiveness of WESPs and the wider context of the Welsh Government's strategy for the Welsh language. As such, new guidance (under section 87 of the School Standards and Organisation (Wales) Act) was issued to Local Authorities in August 2016 on the necessary arrangements to complete WESPs covering the period 2017-2020. The aim of the guidance is to provide a more meaningful plan for Local Authorities and their partners to deliver together, in the context of changing national legislation and introduction of Welsh Language Standards.
- 4.3 Although the revised guidance aims to assist Local Authorities in producing a more succinct and manageable WESP, the statute remains in that its main aims are to:
- Reflect locally on the Welsh Government policies and strategies relating to the Welsh language, including the Welsh Medium Education Strategy (2010);
 - Provide an overview of the current Welsh medium estate through illustrating the current situation locally, outlining activities, demonstrating improvement and challenges;
 - Be a manageable and useful plan to the Local Authority, schools, Elected Members and external organisations providing childcare / early years provision, youth services, further education, higher education, adult education etc. to act upon together; and
 - Demonstrate clear progress over three year periods in each Local Authority and Consortia area towards achieving Welsh Medium Education Strategy targets.
- 4.4 As such, the guidance for completing WESPs continues to be based around the five outcomes of the Welsh Medium Education Strategy 2010 and requests that Local Authorities set their own challenging local targets with respect of these:

Welsh Medium Education Strategy outcomes:

- i. More seven year old children being taught through the medium of Welsh as a percentage of the Year 2 cohort;*
- ii. More learners continuing to improve their language skills on transfer from primary school to secondary school;*
- iii. More learners studying for qualifications through the medium of Welsh;*
- iv. More learners aged 16-19 years old studying Welsh and subjects through the medium of Welsh; and*
- v. More learners with improved skills in Welsh.*

In addition, Welsh Government also ask that Local Authorities seek to address through their WESP:

- vi. Welsh medium provision for learners with additional learning needs; and
- vii. Workforce planning / continuing professional development for Education Authority staff.

5. RCT WESP 2017-2020

- 5.1 It follows that the draft WESP for Rhondda Cynon Taf is set around these seven outcomes; related data and local targets relating to the achievement of these outcomes. Each outcome is underpinned by up to four objectives and a supporting statement, providing the current position and rationale for the objectives.
- 5.2 As in previous years, Welsh Government have requested that Local Authorities and their partners provide data to add context and background information. The data is provided at Appendix I of the WESP, but is also referred to in the body of the plan.
- 5.3 Welsh Government guidance states that draft WESPs must be consulted upon with a list of stakeholders, set out in regulation 9 of the WESP statutory guidance, for a period of at least eight weeks. In RCT, an early draft of the WESP was circulated to these stakeholders and a number of other interested parties, in order to collaboratively produce the WESP with those that will be part of its delivery.
- 5.4 The draft WESP is also produced to be complementary to the [draft RCT Welsh Language Promotion Strategy 2016-21](#), which provides an over-arching framework and action plan for promoting the Welsh language in Rhondda Cynon Taf and contributing towards the Welsh Government target of one million Welsh speakers by 2050.
- 5.5 Many of the objectives and targets within the WESP directly read across to the ambitions within the Welsh Language Promotion Strategy 2016-21. As with the Promotion Strategy 2016-21, the WESP will require the support of partners and members of the community to be successful and meet its aims.

6. NEXT STEPS

- 6.1 The WESP has been co-ordinated centrally but contributed to by a number of stakeholders. Many of the comments and observations received during the formal consultation period have, therefore, already been incorporated into the draft before the Group today. However, it is likely that further changes will be made following the closing consultation on the 28th November and the WESP Strategic Group meeting on the 7th December.

- 6.2 An updated version of the WESP, comprising comments and observations following consultation and the Steering Group meeting on the 7th December will be presented to Cabinet on the 15th December, prior to submission to Welsh Government for approval by the 20th December.
- 6.3 The Ministers are required to respond to the submitted WESP by either approving the plan; approving the plan with modifications; or rejecting the plan and requesting the LA co-ordinate the preparation of another one by the end of January 2017.
- 6.4 WESPs are expected to be implemented from 1st April 2017, with the plan being published by 1st June 2017.

7. EQUALITY AND DIVERSITY IMPLICATIONS

- 7.1 The WESP seeks to promote equality of opportunity between people who wish to access Welsh medium education and those who access English medium education. Therefore, as an over-arching plan, it promotes equality of opportunity. However, continued due regard will need to be exercised to the equality duties of the Local Authority and its partners in implementing the plan.

8. CONSULTATION

- 8.1 As stated above, the WESP is currently out to formal consultation and has been produced alongside internal and external stakeholders.
- 8.2 Consultation feedback has also been utilised from the consultation on the Welsh Language Standards, which led to production of the Promotion of the Welsh Language Strategy 2016-21; and the recent national study undertaken by Nico and Menter Iaith, regarding the usage of Welsh across Wales.

9. FINANCIAL IMPLICATIONS

- 9.1 Not at this time, but implementation of the WESP will require allocation of Local Authority and partner resources.

10. LEGAL IMPLICATIONS OR LEGISLATION CONSIDERED

- 10.1. The Schools and Organisation (Wales) Act 2013;
- 10.2 Wellbeing of Future Generations (Wales) Act 2015 – in relation to a Wales of vibrant culture and thriving Welsh language; a healthier Wales and a prosperous Wales – as referenced in the WESP introduction and vision statement.

11. LINKS TO THE COUNCIL'S CORPORATE PLAN / OTHER CORPORATE PRIORITIES

- 11.1 As set out in the introduction of the draft WESP 2017-2020, in *'The Way Ahead: Rhondda Cynon Taf County Borough Council's Corporate Plan (2016-20)'*, the Chief Executive and Leader have set out the ambition that:

"Rhondda Cynon Taf's schools will be the amongst the best in the country, and with all children achieving the best they can."

This ambition applies to all schools in the County Borough, with a target that by 2020, every school will be amongst the best in the country and the attainment of children will continue to exceed Welsh Government benchmarks, with the progress of disadvantaged pupils accelerated.

The Council believes in the educational value of individuals being proficient in both English and Welsh and that the ability to use Welsh as well as English language skills can be a significant advantage for young people seeking work.

12. CONCLUSION

- 12.1 Although the WESP continues to be in draft prior to Cabinet on the 15th December 2016, the Welsh Language Cabinet Steering Group are asked to note the objectives and the draft plan.



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DRAFT
**WELSH IN EDUCATION
STRATEGIC PLAN**
2017 – 2020

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Section 1: Our vision and aim for Welsh medium education

1. Please state your local authority's vision, goal and objectives for Welsh medium education over the next three years. Please refer to section 19 in the guidance for what you need to include in this section.

Vision:

In 'The Way Ahead: Rhondda Cynon Taf County Borough Council's Corporate Plan (2016-20)', the Chief Executive and Leader have set out the ambition that:

"Rhondda Cynon Taf's schools will be the amongst the best in the country, and with all children achieving the best they can."

This ambition applies to all schools in the County Borough, with a target that by 2020, every school will be amongst the best in the country and the attainment of children will continue to exceed Welsh Government benchmarks, with the progress of disadvantaged pupils accelerated.

The Council believes in the educational value of individuals being proficient in both English and Welsh and that the ability to use Welsh as well as English language skills can be a significant advantage for young people seeking work. In practice, this means that the Council seeks to ensure that Welsh language provision is of the highest quality and seeks to maintain the consistent focus on raising standards in learning Welsh language skills so that all pupils, in English or Welsh medium education, develop their bi-lingual skills.

In setting this vision, the Council is seeking to contribute to the seven national well-being goals within the Well-being of Future Generations Act, including a **prosperous** Wales through contributing to children and young people's education in school and providing opportunities for them to progress to employment, training and further / higher education in the language of their choice. Ensuring that children and young people have the qualifications and opportunities open to them to secure good employment contributes to a **healthier** Wales, as having a job or being in education / training has is good for mental and physical health.

A particular focus for the Council is in increasing equality and reducing disadvantage; good quality education is key in enabling future generations to achieve the best they can and therefore, work towards a **more equal** Wales where people can fulfil their potential no matter where they come from or their background. The Welsh Government policy statement, '[Rewriting the future: Raising ambition and attainment in Welsh schools](#)'¹, provides a national framework for reducing disadvantage. As Rhondda Cynon Taf had the third highest levels of children in low income families (24.7% in 2013), the Local Authority have placed raising levels of aspiration at the centre of their corporate vision. The RCT 'Generating Wealth Board' provides the strategic direction and approach to the Communities First, Families First, Flying Start and ESF Communities for work and Inspire to Work programmes, providing an over-arching governance forum for tackling poverty in RCT.

In line with [Professor Donaldson's review of curriculum and assessment](#)² and the draft [Welsh Government Welsh Language Strategy](#)³, the Council recognises that education plays an

¹ Welsh Government (2014) 'Rewriting the Future: raising ambition and attainment in Welsh schools.': <http://gov.wales/docs/dcells/publications/140616-rewriting-the-future-raising-ambition-and-attainment-in-welsh-schools-en.pdf>

² Donaldson, Professor G. (2015) "Successful Futures: independent review of curriculum and assessment arrangements in Wales." Welsh Government: <https://hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf>

important role in increasing the number of Welsh speakers in Rhondda Cynon Taf and across Wales. In a County Borough where many children and young people come from non-Welsh speaking households, it is vital that school not only provides them with the qualifications needed but the confidence to use Welsh outside of school and in real-life situations.

[Draft Welsh Language Promotion Strategy 2016-21:](#)

Although education is a vital way of promoting the use of the Welsh language, it is only a part of the strategy in growing Welsh speakers that see the value of the language, use it socially and professionally. With particular focus on working towards the national target of one million Welsh speakers by 2050, Rhondda Cynon Taf Council is ensuring that the Welsh language is promoted and grown in the County.

Rhondda Cynon Taf Council have published the draft strategy for promoting the Welsh language, with regard to the Welsh Language (Wales) Measure and the introduction of Welsh Language Standards, after its consideration at Council on the 10th October 2016. The strategy and the WESP must be considered alongside each other, as a joint force in increasing the number of Welsh speakers in Rhondda Cynon Taf now and for future generations.

The draft five-year strategy sets out how the organisations in Rhondda Cynon Taf should work together with a set of common policy aims, including:

- Expanding Welsh-medium education from pre-school to post-16.
- Improve language transmission in the home.
- Increase the number of adults learning Welsh.
- Extend opportunities for children, young people and families to use Welsh in the community and in leisure activities.
- Expand the use of Welsh in the workplace.

The latest Census showed that there has been an increase in children aged 3-4 years old able to speak Welsh, from 16.7% in 2001 to 20.3% in 2011. A similar increase was true for 20-44 year olds, from 8.9% to 11.8% between 2001 and 2011. This is a positive sign that the Council intends to work with others to build upon over the coming years. The expansion of Welsh medium education and the assurance of its quality is a vital component of this, enabling people to live their lives through Welsh and pass this on to future generations. This contributes to fostering our **vibrant culture** and enabling the **Welsh language to thrive** in Wales.

Objectives:

The WESP has been co-ordinated by Local Authority officers but contributed to by a range of partners and stakeholders. The objectives contained within the WESP 2017-2020 reflect a collaborative vision for growing the number of Welsh speakers in Rhondda Cynon Taf for the long-term future, using the data and contextual information of the Local Authority, the headteachers and partners on the WESP Strategic Group and those that attend the 'Fforwm Iaith'. As such, many objectives are also included in the draft Welsh Language Promotion Strategy 2016-2021. The Council has a role to play in facilitating the delivery of these objectives but it cannot be done without the support of schools, partner organisations and community members.

The Council has a focus to continue investment in improving school buildings and facilities, to ensure that the County Borough's pupils have the learning environment fit for the 21st century;

³ Welsh Government (2016) Draft Welsh Language Strategy – out for consultation until Oct 2016: <http://gov.wales/consultations/welshlanguage/welsh-language-strategy-consultation/?lang=en>

continue to work in partnership with all schools and the Central South Consortium to raise standards, in particular in literacy and numeracy; and close the achievement gap between disadvantaged pupils and their peers. The focus for the Council will be on improving the quality of leadership and teaching through effective school to school support. There are several other objectives within the WESP that the Council will need to collaborate on, but will need to be led by Menter Iaith, Coleg y Cymoedd, yr Urdd, Flying Start and early years' providers etc. to be successful.

Up to four objectives are provided under each of the outcomes in the WESP 2017-2020, with recognition of the data, targets and context to each related issue. Supplementary data is provided in Appendix I.

The role of the 'Fforwm Iaith' Rhondda Cynon Taf:

Fforwm Iaith Rhondda Cynon Taf is run by Menter Iaith. The Fforwm has been engaged in the production of this WESP. The Fforwm's aim is as follows:

"To be a voice of conscience and justice for the language within the County. Our shared and united voice will respond to linguistic matters which arise and remind public bodies and those funded through public funding of their commitment to the language. We will inform, advise and promote the advantages of bilingualism and the Welsh language with businesses, individuals and organisations. Through our actions we will strive to ensure fairness and equal rights for the Welsh language within Rhondda Cynon Taf."

The Fforwm has an ongoing role in working collaboratively with the local authority to challenge and support development of opportunities to grow the linguistic abilities of children and young people. This includes the informal experiences at home, within pre-school education, community settings, youth activities, which are vital alongside formal education to promote the Welsh language.

Approval of the draft WESP:

Following consultation with a range of stakeholders, Rhondda Cynon Taf Senior Leadership Team will consider the WESP before it is put before the Cabinet on the 15th December 2016.

2. Local authorities have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh. Please provide a statement regarding the accessibility of Welsh-medium provision in your local authority in relation to home to school transport. Please highlight any challenges and/or areas of good practice through collaboration.

Statutory duty:

There is a statutory duty placed upon the local authority (LA) to provide learners with free transport to their nearest suitable school if they reside beyond safe "walking distance" to that school. The term suitable school applies to the catchment area English, Welsh or dual language mainstream school or special school/class as appropriate. The law relating to safe "walking distance" is defined as two miles for learners of compulsory school age receiving primary education and three miles for learners of compulsory school age receiving secondary education.

Discretionary powers:

Rhondda Cynon Taf County Borough Council has exercised the discretionary powers afforded to it under the provisions of the Measure to make a more generous provision to learners as set out below:

- The eligibility criterion for walking distance for learners receiving compulsory primary education at their nearest suitable school has been set at 1½ miles, instead of 2 miles as required by the Measure.
- Free transport to their nearest suitable school, where places are available, is provided to

children who meet the 1½ mile eligibility criterion from the start of the Foundation Phase (the start of the school term after their third birthday), rather than from the start of compulsory education (the start of the school term after their fifth birthday) as required by the Measure.

- The eligibility criterion for walking distance for learners receiving compulsory secondary education at their nearest suitable school has been set at 2 miles instead of 3 miles as required by the Measure.
- Free transport is provided to post 16 learners who meet the 2 mile eligibility criterion for two years after the end of compulsory education, rather than until the end of compulsory education (the last Friday in June of the school year in which a learner reaches the age of 16) as required by the Measure. This provision applies to full time attendance at the nearest school or college to the learner's home at which the approved course of study that they wish to pursue is offered.
- Free transport to their nearest suitable school is provided to learners (as set out above) in accordance with their preferred religious denomination.

The term suitable school applies to the catchment area English, Welsh, dual language or voluntary aided (faith) mainstream school or special school/class as appropriate.

Welsh language provision:

There is no statutory requirement to provide transport to Welsh medium and dual language schools. Rhondda Cynon Taf LA's current policy is that 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 (as set out above).

The discretionary elements of the Council's policy are subject to review and may be discontinued. Any proposed changes will be subject to consultation with learners and parents and, if agreed, will usually apply from the start of a school year and will have regard to the Learner Travel Statutory Provision and Operational Guidance - June 2014.

Attending other schools (other than the nearest suitable school):

Should any parent(s) choose to place their child(ren) in a school other than the local catchment area school (as determined by the LA) then those parents are totally liable to organise and pay for the cost of transport to the chosen school, unless that school is nearer to the learner's home than the designated catchment school.

Transport may be provided to eligible learners attending courses of study outside the County Borough where such attendance is consistent with the LA's admission policy e.g. Pencoed Comprehensive School for learners living in Bryncae, Llanharan and Brynna. Learners residing in Rhondda Cynon Taf who attend the Bishop Hedley Roman Catholic High School (Merthyr Tydfil), and the Bishop of Llandaff Church in Wales High School (Cardiff), may also receive transport in accordance with the 'nearest suitable school' criterion (as set out above).

Likewise, Rhondda Cynon Taf collaborate with Merthyr Tydfil Council to place pupils wishing to attend Welsh-medium education.

Post 16 learners:

There is no statutory requirement to provide transport for post 16 learners. Rhondda Cynon Taf LA's current policy is that learners who meet the 2-mile distance eligibility criterion in respect of secondary learners of statutory school age, and who enrol for approved study courses within the appropriate 14-19 area timetabled provision, will be eligible for free transport.

Learners within the 2-mile distance are expected to make their own travel arrangements. Transport provision may be made for learners pursuing approved full time educational programmes at Bridgend, Merthyr Tydfil, Neath Port Talbot and Coleg Y Cymoed (Ystrad Mynach).

The Council's extensive discretionary provision is, therefore, good practice but also a challenge in

times of financial austerity.

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Section 2: How we intend to meet the seven national outcomes

Please demonstrate how you will achieve Outcomes 1-7 referring to section 19 for what you need to include. You will be expected to submit data (a list of which is available at annex 1) to support your targets, please list as appendices. Ensure you cross reference your data to the Outcomes.

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

Please provide your current position relating to the number of seven year olds taught through the medium of Welsh and your targets for the next three years.

Current Position	2017/2018	2018/2019	2019/2020
Academic year 2015/16: 19.18% (n=545)			

List your four main objectives to achieving this outcome (please list your objectives in bullet point format).

DRAFT OBJECTIVES:

- 1. Regularly assess, evaluate and review the demand for Welsh Medium school provision and ensure there are timely and effective strategic planning processes in place including giving due consideration to Welsh Medium provision when assessing additional school provision that may be required due to initiatives such as the 21st Century Schools Programme, or when new housing development is proposed, for example.*
- 2. Increase the number of children attending Welsh medium early years provision by 50% by 2021 through, for example, increasing the number of 'Cylchoedd Ti a Fi' and 'Cylchoedd Meithrin'.*
- 3. Launch a marketing campaign, building on the 'Being Bilingual' booklet, to promote the advantages of Welsh-medium education and the benefits of bilingualism to improve the number of parents choosing Welsh medium and increase transmission rates from 'Cylchoedd' to Welsh medium primary education to 90% by 2021.*
- 4. Plan effectively for the likely increased demand for Welsh medium education in development areas e.g. South of the County.*

Supporting Statement:

- Please describe Welsh-medium education in the local authority – the number and type of schools as well as any recent examples of capital investment. If there are new economic/housing developments within the authority, how will you ensure that Welsh-medium education will be given full consideration as part of the developments including any 106 agreements that may be used for Welsh-medium provision;**

In Rhondda Cynon Taf, Welsh-medium pre-school and some early years' provision is provided mainly by Mudiad Meithrin, who currently run 13 'Cylchoedd Ti a Fi' (parent and toddler groups) and 25 Cylchoedd Meithrin (nursery groups). Some Cylchoedd Meithrin work in partnership with the Local Authority Flying Start provision, providing Welsh-medium and bilingual childcare provision in Rhondda (Cylch Meithrin Ynyshir & Wattstown); Cynon (Penrhiwceiber) and Taf (Rhydyfelin, Glyncoch, Church Village, Llanhari). Flying Start supports 96 Welsh language places out of a total of 716 places.

The current provision of Welsh-medium education in Rhondda Cynon Taf comprises of:

- 3 Secondary Schools for 11–19 year olds: Ysgolion Uwchradd Cymraeg Rhydywaun; Y Cymer

and Garth Olwg;

- 1 Middle School for 3–19 year olds: Ysgol Llanhari;
- 13 Primary Schools; and
- 3 dual language Primary Schools: Dolau, Heolycelyn and Penderyn Primary Schools.

Currently, there are no bilingual schools in Rhondda Cynon Taf or Welsh medium federations. Consideration of federation has been previously explored in two Primary Schools, namely YGG Pont Siôn Norton and YGG Abercynon but was not proceeded with due to some opposition from one of the governing bodies. Although this was not carried forward, officers from the Education Directorate will explore this in future.

Investment to increase capacity and/or construct new school buildings has been considerable in recent years. Since 2003, the Council has delivered the following:

- Ysgol Gynradd Gymraeg (YGG) Aberdar was a new school built in 2003 with 90 additional places (over the previous school);
- YGG Garth Olwg was a new school built in 2005, with 120 additional places (increasing capacity by 50%). An additional 30 places were added in 2011 as a result of utilising room in the Secondary School;
- Ysgol Gynradd Gymunedol Gymraeg (YGGG) Llantrisant was a new school built in 2005 with 120 additional places (increase in capacity of 50%);
- YGG Ynyswen, new extension built in 2003 to accommodate 150 extra places;
- YGG Castellau benefited from a new extension built in 2011 for 60 extra places;
- YGG Abercynon benefited from a new Early Years building constructed in 2003 for 60 extra places;
- Penderyn Primary (a dual language school) was completely re-built in 2007;
- Ysgol Llanhari Primary department opened in 2012, which will comprise of 240 additional places when all year groups are present, with room for further expansion if there is a recognised demand;
- Dolau Primary (dual language) benefited from an extension built in 2009, with 120 extra places in total;
- Ysgol Gyfun (YG) Garth Olwg was a new school built in 2006 (with the same capacity as the former YG Rhydfelen that it replaced).

Officers from the Education Directorate work closely with the Development Control section of the Council in order to anticipate and plan any likely need for additional school places in respect of new housing developments being planned. This involves preparing the necessary business cases, where there is clear evidence, to request consideration of Section 106 monies to provide for additional school places (now replaced by the Community Infrastructure Levy in certain areas of the County Borough). Education colleagues calculate the anticipated impact of housing development on all school sectors, including Welsh Medium, and make the required adjustments to school capacity that are deemed necessary to meet the needs and demands of the new development.

- **If there are any Welsh-medium schools within a 10% capacity threshold or nearing their capacity, please set out your plans to ensure a sufficiency of school places;**

The capacities of all school provision is kept under regular, annual review by Education Directorate using data obtained from Pupil Level Annual School Census (PLASC), school forecasts, annual admission requests, live birth information from the University Health Board and the three-yearly Language Preference Survey. Any increase in pupil populations, particularly within Welsh medium provision, is closely monitored and, if the increase is sustained and clear within the catchment area of a particular school, consideration is given to making the required increase in capacity, by whatever means is most appropriate and most suited to that particular school (e.g. extension, internal remodelling, adjustment to catchment areas).

- **How will the vision for increasing capacity within the Welsh-medium sector be implemented through your 21st Century Schools and Education programme;**

The 21st Century Schools and Education programme include published and agreed proposals to increase

the capacity of two Welsh Medium Primary Schools as part of the reorganisation of schools in the Rhondda and Tonyrefail areas of RCT. Firstly, the relocation of Ysgol Gynradd Gymraeg Tonyrefail in to the building formerly occupied by Tonyrefail Primary School, which will give 100 additional places to Welsh medium; and the incorporation of Llwynceilyn Infants School in to the site of the adjacent Ysgol Gynradd Gymraeg Llwynceilyn, which will increase the capacity of this school, again by 100 places. Further consideration will be given to increasing capacity and improving school buildings under Band B of the 21st Century Schools Programme, for which we are awaiting qualifying criteria, (expected to launch in 2020) and Elected Member approval following consultation.

- **Do you have plans to conduct an assessment of the need for more childcare/Welsh-medium education. Do you work with other local authorities to assess the need; When did you last conduct a Welsh-medium education assessment in accordance with the 2013 Regulations. How are its findings reflected in your Plan;**

The Language Preference Survey undertaken every three years in Rhondda Cynon Taf meets requirements for Assessing Demand for Welsh Medium Education (Wales) Regulations 2013. This was last undertaken in 2015/16 to ascertain parent / guardian preference for language provision with the sample data obtained from the University Health Board, using birth data across RCT and in this instance, for the period of 1st September 2012 to 31st August 2015. These children will form the cohort for entry into reception for the three academic years of 2017/18, 2018/19 and 2019/20. The response rate is low, at 18%, despite reminders sent out to parents / guardians; and tends to be weighted towards those parents who wish to send their child to Welsh medium education. Therefore, although the survey is used by the LEA to understand preference, care is always exercised when acting on the findings of the survey.

The Childcare Sufficiency Assessment was also updated in 2016 to assess the needs for childcare and ensuring parents have access to Welsh medium provision continues to be a priority. The actions include Mudiad Meithrin, Menter Iaith and the Early Years' Education department of RCT CBC working together to explore wraparound childcare demand amongst Welsh medium schools. Menter Iaith have also been supported to register their out of school clubs with Care and Social Services Inspectorate Wales (CSSIW). The Flying Start Approved Supplier List (introduced in 2015) is also being actively promoted to Welsh medium childcare providers to help meet the demand for Welsh Flying Start provision.

Parents who register for Flying Start childcare provision are given a choice of English-medium, bilingual or Welsh-medium provision. For those parents who choose bilingual or Welsh-medium childcare, the Flying Start team assign places for them in the nearest appropriate setting. During recent research undertaken by Menter Iaith, it was reported that the supply of Welsh language childcare places through Flying Start has, to date, been sufficient to meet parental demand. However, sustaining the provision is also a challenge due to the availability of qualified Welsh speaking staff.

Another factor is that parental decisions about accessing childcare are often driven less by language choice than by convenience, location and, specifically, proximity to their homes. This underlines that in order to promote wider access to Welsh-medium provision there is a need to ensure that provision is geographically dispersed and takes into account local area data on Welsh speakers.

- **How do you support the parents/carers of non-statutory nursery age children in Welsh-medium settings transfer to statutory Welsh language education;**
- **How do you intend to provide parents with information on the benefits of Welsh-medium education in your local authority;**

Through the Forum, Early Years' Education in RCT Council and Menter Iaith have developed a 'Being Bilingual' booklet, funded by Cronfa Glyndwr and published in March 2016. The booklet is designed to give information on being bilingual, outline the path to Welsh medium education and answers frequently asked questions on choosing Welsh medium education. The booklet is distributed via Health Visitors, Flying Start provision, nursery nurses and through the community in GP surgeries, dental surgeries and hospitals.

The most recent RCT Council 'Starting School' booklet (2016-17) is also available to parents, providing a range of information including advice on choosing a school, provision of home to school transport and a

[directory of schools.](#)

- **How do you ensure that there are opportunities for children and young people to access Welsh language immersion provision. Please set out your arrangements for latecomers to Welsh-medium education;**

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.

- **How you will support or lead schools within your county to move along the linguistic continuum;**

The LA will be working with schools and other organisations to help retain children in the Welsh Medium sector to the end of their formal education.

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

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

Current Position	2017/2018	2018/2019	2019/2020
Academic year 2015/16: 17.69% (n=442)			

List your four main objectives to achieving this outcome (please list your objectives in bullet point format).

DRAFT OBJECTIVES:

- 1. Improve language progression from Cylchoedd Meithrin to Welsh medium primary education through the campaign mentioned in Outcome 1 and supporting Cylchoedd Meithrin and Flying Start / early years' provision to work more closely together with the nearest Welsh primary school.*
- 2. Establish an immersion scheme in one Welsh medium secondary school in conjunction with neighbouring authorities.*
- 3. Ensure that the few pupils that do not transfer from Welsh medium primary school to secondary schools continue to study Welsh as a first language by working collaboratively with the English medium secondary schools to enable provision.*
- 4. Pilot the introduction of Welsh as the main medium of teaching in the Foundation Phase in some English medium primary schools over the next 5 years.*

Supporting Statement:

This outcome is about improving numbers transferring from;

- I. Funded non-maintained nursery education to funded nursery education;**
- II. The foundation phase to the second key stage;**
- III. The second key stage to the third key stage; and**
- IV. The third key stage to the fourth key stage**

These stages are critical especially so at KS2 to KS3 as this is where the number of pupils attending Welsh-medium schools and assessed in Welsh as a first language seem to dip in some local authorities. We need to know where this occurs so we may see the county, regional and national trend. Regard will also need to be paid to the other stages in the transition process too so we may see if there is a trend during the transfer from one key stage to the next.

If there is a significant difference between the children assessed in Welsh as a first language in year 6 and then in year 9, outline:

- I. the likely reasons;**
- II. your strategy for addressing the discontinuity;**
- III. what work is carried out by Welsh-medium secondary schools to promote their offer to primary schools;**
- IV. in the transfer from KS2 to KS3 how does your authority ensure that pupils who were taught wholly or mainly through the medium of Welsh in primary school enter the Welsh-medium stream in bilingual secondary schools (as defined in "Defining Schools according to Welsh-medium Provision"); and**
- V. your plans for increasing the proportion of teaching through the medium of Welsh in individual schools and/or specific stages of education within a school.**

In reviewing the data and understanding the context around language progression, the transition of

pupils between key stages does not seem to be a significant problem in Rhondda Cynon Taf after children and young people enter Foundation Phase and primary school. For instance, the transition rates for pupils moving from the Foundation Phase into Key Stage 2 (97.73%); from Key Stages 2 to 3 (97.91%) and from Key Stages 3 to 4 (99.60%); are high in Rhondda Cynon Taf.

However, in general, the numbers studying through the medium of Welsh are low and there is a need to increase this from an early age to grow the number of Welsh speakers in the County Borough. It would appear from the data (included in detail at Appendix I) that once children begin learning Welsh and enter to the education system, schools are successful at retaining pupil numbers.

For example, there were 439 pupils assessed in Welsh First Language in 2012/13 in year 6 (18.32% of the total pupils). The same cohort can be followed to year 9 in 2015/16, when 442 pupils were assessed in Welsh First Language (17.69% of the total pupils).

The data relating to children moving from nursery settings to Welsh medium primary schools will need to improve if the number of pupils overall in Welsh medium education is to be grown. The average percentage of total pupils that progressed from 'Cylch Meithrin' (Mudiad Meithrin) to Welsh medium primary education is 59.93% in 2015/16. This ranges from 100% of pupils in areas such as Pontypridd to none in Glyncoch. There are multiple reasons for this but in some cases, the English medium school is simply closer to the 'Cylch' provision.

Although the Council carries out the Language Preference Survey, there is a very low response rate (18%) on whether parents wish to send their child to Welsh medium provision. This could suggest indifference on whether or not parents mind at this early stage in a child's life. Therefore, this could be seen as an opportunity to increase the number of Welsh medium early years' settings and work closely with the Welsh medium primary schools in the proximity to enable transition.

Reinforcing this, Menter Iaith research found that parental decisions about accessing childcare are often driven less by language choice than by convenience, location and, specifically, proximity to their homes. This underlines that in order to promote wider access to Welsh-medium provision and, therefore, there is a need to ensure that provision is geographically dispersed and takes into account local area data on Welsh speakers.

Flying Start experience challenges in sustaining and further developing Welsh language provision. The availability of appropriately qualified Welsh speaking staff is a continuing problem and it was noted that a number of settings experience difficulties in recruiting and retaining staff to be able to deliver bilingual or Welsh language sessions. This highlights the need to develop the recruitment of Welsh speaking staff and to work with the 'Cylchoedd' to expand the provision in other geographical areas, in partnership with Welsh medium primary schools.

The objectives of this outcome also link to the importance of language transmission in the home and related objectives in Outcome 5, as well as actions in the Welsh Language Promotion Strategy 2016-2021.

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

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

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

Current Position	2017/2018	2018/2019	2019/2020
Academic year 2015/16 91.49% (n=441; d=482)	99%	100%	100%

Data Source: Provisional Key Stage 4 Data Supply (2016) – Central South Consortium

Please provide your current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) being entered for at least five further level 1 or level 2 qualifications through the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
Academic year 2015/16 65.77% (n=317; d=482)	73%	73.5%	74%

Data Source: Provisional Key Stage 4 Data Supply (2016) – Central South Consortium

Points to note for the above two measures (3a & 3b):

- Entries Welsh First Language (WFL) is the number of pupils entered for Welsh First Language qualification - Leap code 5510.
- The Welsh Indicator flag provided in Data Supply used to identify WM qualifications.
- As per WESP guidance Welsh Language (Leap code 5510) and Welsh Literature (Leap code 5530) qualifications excluded from calculations.

List your four main objectives for achieving each outcome (please list your objectives in bullet point format).

DRAFT OBJECTIVES – OUTCOMES 3 and 4:

Much of the objectives for meeting targets within these outcomes are dependent on meeting objectives in Outcomes 1 and 2 to increase the number of pupils in Welsh medium education and retain these pupils throughout key stages. In addition to this:

1. *Build on links between Welsh medium secondary schools and Coleg y Cymoed, exploring the possibilities of collaborating on provision including GCSE courses.*
2. *Increase Welsh medium provision in Coleg y Cymoedd by developing 'laith ar Waith' units across other learning areas.*
3. *Develop bilingual provision in a few mainstream courses within Coleg y Cymoedd e.g. Business, Childcare, Health and Social Care.*
4. *Provide social opportunities for college learners to meet and use the Welsh language.*

Supporting Statement:

Particular consideration should be given to any school to school working as well as regional cooperation. Your partnership working between Further Education colleges and work-based learning providers should be detailed here too.

Please include the following in your response:

- How do you ensure that more students aged 14-16 studying for GCSE subjects through the medium of Welsh;
- How will you increase the percentage of pupils who are in the final year of KS3;
- How are you going to ensure an increase in the availability of Welsh-medium GCSE courses across your local authority;

RCT has four Welsh medium comprehensives that are evenly dispersed throughout the county to ease access - three Secondary Schools for 11–19 year olds: Ysgolion Uwchradd Cymraeg Rhydywaun; Y Cymer and Garth Olwg; and one Middle School for 3–19 year olds: Ysgol Llanhari. Pupils in Merthyr Tydfil also currently access Ysgol Uwchradd Cymraeg Rhydywaun. All learners who attend these schools study their courses through the medium of Welsh.

Currently, 19% of the total cohort of 14-16 year olds study through the medium of Welsh which is the same percentage as 2010. There has been some fluctuation in the percentage with the authority taking a dip in 2013 down to 17% (representing around 120 learners) but there has been a steady recovery since. The reason for this dip was the opening of a new Welsh medium school in Bridgend, Ysgol Gyfun Gymraeg Llangynwyd, which then attracted learners that formerly would have gone to Llanhari.

74% of learners who study GCSE Welsh first language obtain a grade within the range A* to C. This represents 19% of the entire Year 11 population.

51.2% of learners who study GCSE Welsh second language full course obtain a grade within the range A* to C. This represents 20% of the entire Year 11 population.

Welsh medium post 16 provision has also experienced greater competition since the opening of a further education facility that has attracted a number of learners. The lack of opportunity to study some pathways through the medium of Welsh in higher education has influenced some learners to make the transition to English medium earlier at 16 years old.

Work done on the curricula in the schools has continued to attract learners and the Council, with partners, continue to work with labour market information to tailor provision to modern demands.

There has been some improvement in schools working together to share good practice and to share resources so that efficiencies may be made but there is still more to be done. The work between YG Llanhari (in RCT) and YG Llangynwyd (in Bridgend) is of particular note as the two schools could have entered into competition.

There are few opportunities to increase the number of learners within key stage 4 and we rely on the retention of the numbers coming through. However, some other authorities have created conversion courses of an immersion style with some success. These are expensive and funding is scarce but could be a consideration if demand could be demonstrated and funding made available.

- Indicate how you will maintain and increase the range of Welsh-medium provision for pupils aged 14-19; and

All schools meet the Learning and Skills Measure (2009) and there is some sharing of courses at key stage 4. However, timetabling constraints and the distance between sites limit the amount of activity. There is significantly more occurring in key stage 5. They share courses, involve the colleges in Bridgend, Coleg y Cymoedd 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.

18.5% of the year 13 population study 2 or more subjects through the medium of Welsh. There is currently no bilingual provision at post 16 in our schools.

2.6% of the GCSE Welsh first language entries from 2014 were entered for A-level Welsh first language in 2016.

4.2% of the GCSE Welsh second language full course entries from 2014 were entered for A-level Welsh second language in 2016.

- **How will you use the results of school data to improve the provision of Welsh-medium education.**

RCT Council 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.

RCT Council will continue to build upon existing provision where learners will 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.

Pupil choice and need is collated by schools using questionnaires and information from careers surveys and learner voice. This information is matched to the existing provision in schools by the consortium group and agreed with the authority in November and March, in line with the Welsh Government planning policy. Any new provision required is considered within the consortium, alongside Labour Market Intelligence (LMI) and destination information, and where appropriate partnerships are established with Coleg y Cymoedd, Bridgend College, Merthyr College and Work Based Learning Partners (WBLP). Service level agreements (SLAs) are put in place to ensure quality and monitored by schools. The system is in a state of change at the moment with Careers Wales changing their role and Welsh Government improving LMI systems. Challenge – information sharing protocol, reliability of LMI.

Some discussions have taken place between the college and headteachers in RCT considering collaboration in a number of areas, including sharing staff resources and working together on courses such as Maths and Childcare for those young people that need to resit their GCSEs.

Some Welsh medium secondary schools have taken advantage of day courses offered by Coleg y Cymoedd during 2015/16, but this funding has been cut and, therefore, it is difficult to plan without resources. Conversations are ongoing with the schools that benefitted to see if this can continue.

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.

Outcome 5: More students with advanced skills in Welsh

Please provide your current position and targets relating to the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language.

Current Position	2017/2018	2018/2019	2019/2020
PROVISIONAL DATA Academic Year 2015/16: 74.27%			

List your four main objectives to achieving this outcome (please list your objectives in bullet point format and refer to annex 1 for the data you need to include for this outcome).

DRAFT OBJECTIVES:

- 1. Increase the number of social activities available through the medium of Welsh by, for example, establishing a network of community clubs that provide sports and leisure activities in Welsh.*
- 2. Develop a joint strategy by Autumn 2017 that enables Welsh to become the language of social and leisure activities, creating opportunities for children and young people to use Welsh outside of school and strengthen the link between the language of education and the community.*
- 3. Increase the number of learners choosing to study part of their courses in Welsh at Coleg y Cymoedd by 50% by 2021.*
- 4. Develop a designated website, app and directory to advertise jobs and apprenticeships that require Welsh language skills.*

Supporting Statement:

Please consider how learners are prepared for the workplace and any implications resulting from economic and community development and the impacts that could have both on workforce planning and skills. These developments include for example the proposed new nuclear plant on Anglesey, Wylfa Newydd, the new prison in Wrexham and the Tidal Lagoon project in Swansea for example.

Please outline the opportunities for learners to use and practise their Welsh language skills in formal and non-formal settings in partnership with Youth Services and other community-based stakeholders. The Forum has a significant role in this area but refer to other sub groups or joint working with the Urdd, Young Farmers, Menter Iaith and other community partners.

In understanding the context around this outcome, it was recognised that services could be more integrated and collaborative as there are opportunities to achieve more in partnership.

Coleg y Cymoedd is currently meeting its Development Plan 2014-17, therefore, opportunities for long-term planning are limited. One of the current priorities of the Further Education college is to increase the reach and content of the Welsh medium Customer Service courses 'Yr Iaith ar Waith' (The language in work). The work is now in its third phase, including courses on Childcare, Health & Social Care, Catering, Business and Tourism, the Creative Industries and Mechanics / Construction. During 2015/16, 355 learners took these courses and 341 were successful (96%).

As well as this, there are units across the core course programme that are becoming bilingual e.g. Business in 2016/17, to give a true choice to Welsh speakers that may wish to pursue their studies through Welsh.

Every learner must undertake an induction session when arriving at Coleg y Cymoedd and the Welsh department ensure the following information is given:

- Learners have a right to submit written work in Welsh, even if their tutor is not a Welsh-speaker (this does depend on the examining body's regulations).
 - Learners can ask for notes and assessments in Welsh.
 - Bilingual booklets are available which give a glossary and translation of terms (e.g. Mathematical terms).
 - There are opportunities for them to improve their language skills informally during different activities e.g. coffee mornings; going on trips to see Welsh language programmes filmed; Urdd activities and things that go on during Welsh week.
- **How you will improve Welsh language literacy standards;**
- As well as school-specific activity, the Youth Engagement & Participation Service, Youth Engagement Officers, deliver Agored Cymru units in all four Welsh secondary schools – Level 2 equivalent to 2 GCSE's (A-C grade):
 - Garth Olwg Work Related education (level2) 2015 & 2016;
 - Cymer PSE (level 2) 2015 & 2016;
 - YGR PSE (Level 2) 2016;
 - Llanharri Standalone units for PSE – Confidence building 2016.

The Youth Engagement Officers offer mentoring support for under achieving YP at all four Welsh Secondary school, to ensure they reach their expected targets and the Youth Engagement and Progression Officers offer mentoring support for young people Educated Other Than At School (EOTAS) with a focus on supporting them with standalone Agored Cymru Units and any other wellbeing issues/concerns.

- **What specific actions, developments and/or initiatives are being implemented or are planned to enable the authority to meet these targets;**

All Welsh schools have Welsh speaking Youth Engagement Officers and 5x60 Officers based in them providing sport and physical activities through the medium of Welsh, therefore, normalising the language and encouraging use outside of the classroom. The posts were advertised as 'Welsh essential' and, as such, all candidates were interviewed through the medium of Welsh.

- **What are your strategies to continue to improve the quality of all Welsh language provision; and**
- **How you will increase opportunities for children and young people to use the language in formal and non-formal settings in line with the Welsh Government's national framework (to be shared with local authorities September 2016). This should include mapping the needs of children and young people in collaboration with the youth services and key stakeholders.**

Although census results show that Rhondda Cynon Taf has seen a considerable increase in the number of children and young people able to speak Welsh over the last thirty years, these figures need to be treated with caution, as it appears that about half of these are second language learners who are unlikely to retain their language skills into young adulthood. Recent Census data also shows a lack of consistency in the figures between 2001 and 2011, suggesting that children and young people in 2001 who noted they had Welsh language skills had lost these by 2011.

In addition to second language learners, the challenge of maintaining language skills is also true for those educated through the medium of Welsh who have left school with a good level of fluency. The reality is that for many Welsh-speaking children from homes without Welsh-speaking parents/carers, school provides them with one of the few opportunities to use the language. As a result, evidence shows that lack of opportunities to use the language leads to a lack of confidence and erosion of language skills and school also creates a formalisation of the language.

It is obvious therefore that the school setting alone is not enough; the child or young person needs to be supported at home (if possible) and encouraged to participate in wider social and cultural activities

through the medium of Welsh to retain fluency in the language. There is also evidence that suggests that the language of interaction with friends is closely linked to the language the child or young person speaks, and that this also influences their attitudes towards either or both languages.

A number of organisations in Rhondda Cynon Taf have worked together to provide opportunities for children and young people to use the language more informally in community settings and social domains, such as:

- The Youth Engagement and Participation Service (YEPS) offers 'positive activities' 5 days per week, 3.00pm – 5.00pm delivered through the medium of Welsh. Some activities will provide an opportunity to develop young people's Welsh literacy such as homework club and Information Technology sessions.
- The YEPS offers 'extended provision' 2 evenings a week through the medium of Welsh. Extended provision covers the four domains:
 - Domain 1: Education, employment and training
 - Domain 2: Advice and guidance
 - Domain 3: Participation and consultation
 - Domain 4: Leisure, sporting and cultural opportunities
- The service has an SLA with Menter Iaith, with the understanding that Menter Iaith will lead on the development of Welsh youth forums that have a focus around information, advice and guidance.

Recent research undertaken by Menter Iaith into the Local Authority 'Tackling Poverty' programmes found an appetite within all three of the programmes (Flying Start, Families First and Communities First) to support the Welsh language and comply with the Welsh Language Standards. However, some recognised the low baseline they were starting from in respect of bilingual service delivery and identified varying levels of Welsh language skills among staff.

In order to build on services available in the community for children, young people and their families, there is a need to continue an audit of Welsh-language skills among staff and concentrate activity on those areas with high levels of Welsh speakers.

Communities First have already developed an action plan to aid in taking forward the recommendations in the recent report commissioned from Menter Iaith. To support promotion of the language, all staff members in Communities First have now undertaken receptionist training and of the eight clusters in RCT, six have at least one Welsh speaking staff member or have a team member who is undertaking Welsh in the Workplace classes.

An Adult Community Learning group in RCT is chaired by a Communities First Cluster Manager and the Welsh for Adults coordinator from University of South Wales is a key contributor to the group.

In addition to community based Welsh Language classes across clusters, Communities First are committed to working with our colleagues in education to further promote the language. Fern Partnership (a voluntary sector partner of Communities First) has recently been commissioned to run a series of coffee morning events as a pilot project in the Rhondda Fach to promote the use of the language in an informal setting in our communities. To measure the project, Communities First will be using the following outcome measure to report the effects the pilot has had on improving access to the Welsh Language provision across the cluster: LC5 – Improving Adult Life Skills. RCT.PM 2.0 Number of people supported to progress onto FE, HE or training.

In line with the objectives of this outcome, there are already further development actions in place led by the Council Youth Engagement and Participation Service, such as:

- A working group is being developed by the YEPS to map the Welsh language provision during extra-curricular times and ensure that gaps/needs are addressed where possible. Both the Urdd and Menter Iaith will be part of the working group. E.g. Sport Coaching qualifications/CSCS (construction and building trade) cards delivered through the medium of Welsh.
- The development of another Welsh speaking 'extended provision' session delivered through the medium of Welsh in the Taf/ Cynon area. The service is working closely with the Urdd and Menter Iaith to develop this.

- The hope is that all YEP Service provision delivered in the Welsh schools will be delivered through the medium of Welsh by Jan 2017. The service is currently working with the procurement team to towards using a Dynamic Purchasing System (instead of a Framework) which will allow the service to add new providers to the system as and when needed. There will be a focus on inviting Welsh speaking providers to tender for this.
- Link in with the Urdd to deliver sport coaching qualification through the medium of Welsh; monitor and track the young people who complete these courses through their volunteering hours and offer casual coaching hours through YEPS/Sport RCT to increase the number of Welsh speaking coaches.
- Use the Welsh language in provision that is delivered in those schools that are not Welsh speaking in order to promote the use of the language and support young people to develop confidence with this.

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

List your four main objectives to achieving this outcome (please list your objectives in bullet point format).

DRAFT OBJECTIVES for discussion:

In partnership with others, the Council's Access & Inclusion Service will:

- 1. Undertake an annual data analysis to establish the demand for specialist Welsh medium support for learners with Additional Learning Needs (ALN) and to identify gaps in provision.*
- 2. Undertake an annual data analysis of pupil outcomes to ensure that learners with Additional Learning Needs in Welsh medium settings make comparable progress to learners in English medium settings.*
- 3. Provide effective challenge and support to Welsh medium schools to ensure high quality provision to learners with ALN through a rolling programme of school based ALN Reviews undertaken jointly between Access and Inclusion Services and consortium based Challenge Advisors.*
- 4. Explore opportunities for collaboration across the consortium via the Central South Consortium Inclusion Leads Group in relation to workforce planning, the potential to address identified gaps in specialist Welsh medium provision.*

Supporting Statement:

The focus here is on extending capacity to provide appropriate additional learning needs provision through the medium of Welsh during all stages of education. In particular, you are asked to note how you measure and meet demand and work with parents seeking Welsh-medium ALN provision. How you work collaboratively with other local authorities to provide Welsh-medium ALN provision. We are aware from our discussions with you that there are opportunities to collaborate better to provide ALN provision.

Please consider the following in your response:

- in the light of your most recent annual audit of the additional needs of pupils in Welsh-medium education, support for what type of need is the authority unable to provide through the medium of Welsh;**
- how does the authority propose to bridge the gap between identified needs and the support available; and**
- provide an estimate of how many pupils are unable to access Welsh-medium education because the authority cannot provide the appropriate support through the medium of Welsh.**

Currently there are Welsh speaking staff in all of the Access and Inclusion services (Educational Psychology Service, Behaviour Support Service and Learner Support Service). The demand for specialist Welsh medium provision was most recently audited in August 2016. All Welsh medium learners with significant additional learning needs (ALN) who require specialist support from central Access and Inclusion services are able to access support through the medium of Welsh.

A recent audit (August 2016) of Welsh medium pupils receiving support from the Access and Inclusion Service for severe and complex learning difficulties, together with those receiving a high level (15+ hours) of special needs support assistant (SNSA) input via Additional Needs Funding (ANF) has shown that there is currently insufficient evidence to support the need to establish a Welsh medium specialist Learning Support Class. Audit outcomes show that only 25 pupils with a range of SEN/ALN across RCT from Foundation Phase to KS3 would meet the criteria for placement in specialist Learning Support Classes of various designations. A further 3 pupils ranging from KS2 to KS4 would meet the criteria for placement in a Pupil Referral Unit and only 6 pupils would meet the criteria for placement in a special school setting.

Enhanced SEN /ALN support for pupils in Welsh medium schools is provided by the centrally funded Welsh medium Severe and Complex Difficulties team which currently provides additional specialist support to 9 pupils with severe and complex needs, ranging from Foundation Phase to KS3. The capacity of the team is currently able to meet identified need. For those Welsh medium pupils who would meet criteria for specialist placement in other designations of Learning Support Class (e.g. Autistic Spectrum Disorder, Social, Emotional and Behavioural Difficulties), schools are able to access Welsh medium specialist support and advice from central Access and Inclusion teams. Opportunities to explore the potential for establishing Welsh medium specialist placements, such as Welsh medium Learning Support Classes, will be undertaken collaboratively with Access and Inclusion Services across the Central South Consortium (CSC) via the recently established CSC Inclusion Leads Group workplan.

The Access and Inclusion Service within RCT Council currently collates and interrogates data on pupil outcomes. The Data Analysis Report for Speech and Language Development 2015/16 shows that 76% of Welsh medium pupils receiving support for Speech and Language Development and 93% of pupils receiving support for Speech and Language Difficulties from the Learning Support Service achieved their agreed targets. Progress is in line with comparable cohorts from English medium schools.

Specialist assessment data outcomes for learners accessing support from the Welsh Severe and Complex Difficulties Team is analysed annually and progress is comparable to that of pupils supported in English medium Learning Support Classes for Complex Learning Difficulties.

The Local Authority delegates £2.7 million Additional Needs Funding (ANF) to schools to provide enhanced support to pupils with significant ALN in mainstream, which is delegated annually. During the academic year 2015-16, 165 pupils in Welsh medium schools with a range of ALN accessed additional support via ANF. Access and Inclusion will evaluate the impact of ANF on pupil progress through an individual school-based evaluative provision map to ensure that learners make progress in line with their English medium peers.

Schools can access Welsh medium training from the Access and Inclusion Service, the Central South Consortium and other providers. Further opportunities for training for schools, together with Continuous Professional Development activities in relation to future workforce planning will be explored on a consortium basis through the workplan of the CSC Inclusion Leads Group.

The LA has facilitated focus groups to obtain parental views about the Access and Inclusion Service. Further work needs to be undertaken to obtain parental views specifically on the quality and availability of Welsh medium ALN provision made by the LA. This may entail developing parental online questionnaires and/or facilitating focus groups for parents of learners with ALN in Welsh medium schools.

Outcome 7: Workforce planning and continuing professional development.

List your four main objectives to achieving this outcome (please list your objectives in bullet point format).

DRAFT OBJECTIVES for discussion:

1. *Work with schools to understand why there is a low take up locally of the Welsh Government / Cardiff University Sabbatical Scheme.*
2. *Work with Cardiff University to recruit more English medium teachers on to the Welsh language sabbatical schemes.*
3. *Objective 3*
4. *Objective 4*

Supporting Statement:

Responses should set out the role of school development plans and Welsh language skill audits or other similar processes to identify the development needs of the workforce in this area. An explanation of how these needs will be prioritised and met should be provided. This may include the support and development offered by the regional consortia or other sources, but must make specific reference to how the Welsh-language Sabbatical Scheme will be used strategically to meet the needs of schools.

Please consider the following in your response:

- **What is your strategy for ensuring that you have sufficient number of teachers to deliver Welsh-medium education in your schools;**
- **What is your strategy for recruiting Welsh speaking head teachers and teachers;**
- **What is your strategy for increasing the number of teaching assistants for the Welsh-medium sector; and**
- **How will the local authority ensure that the Plan will contribute to the County and Consortia's wider strategies for improving education standards.**

Currently, the Council employs 13,441 people of which 7,433 (55%) are school-based staff. The below data on the number of staff that identify themselves as fluent or fairly fluent in Welsh was correct as at June 2016:

No. of employees with Welsh Language skills		Fluent	%	Fairly fluent	%	Total	%
13,441	All staff	897	6%	431	3%	1,328	9.9%
7,433	Schools based staff	603	7.9%	347	4.5%	950	12%
6,008	Non-schools based staff	294	5%	84	1.6%	378	6.7%

This identifies that 7,433 school based staff have Welsh Language skills, yet only a small proportion have taken up the opportunity provided by the Welsh Government Sabbatical Scheme, provided through Cardiff University, to improve Welsh language skills for classroom assistants and teachers. Since 2013/14, 0.12% of classroom assistants have taken up this offer and 0.04% of teachers in RCT. Further work is required to understand the story behind the low take up figures.

Similarly, staff at Coleg y Cymoedd are offered training in Welsh language skills and an audit of Welsh skills is taken for awareness of any recruitment needs.

Signed: Date:

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

DRAFT

APPENDIX I: Data relating to the Rhondda Cynon Taf Welsh in Education Strategic Plan

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

Expanding provision

1a) What is the percentage of seven-year-old children currently taught through the medium of Welsh?

Current Position	2017/2018	2018/2019	2019/2020
Academic year 2015/16: 19.18% (n=545)			

Data Source: PLASC 2016

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

2a) What is the current percentage of learners in Year 9 who are assessed in Welsh (First Language)? How does this figure compare with percentage of learners in Year 6 who were assessed in Welsh (First Language) three years earlier?

Cohort – year 6 assessed Welsh First Language	Cohort – year 9 assessed Welsh First Language
Academic year 2012/13: 18.32% (n=439; d=2396)	Academic year 2015/16: 17.69% (n=442; d=2498)

Data source: NDC 2013 and 2016. NEWBES excluded.

Effective transfer and linguistic continuity

2b) What are the rates of progression between:

- i. non-maintained Welsh-medium childcare settings for children under 3 and maintained Welsh-medium/bilingual schools delivering the Foundation Phase? The average percentage of total pupils that progressed from 'Cylch Meithrin' (Mudiad Meithrin) to Welsh medium primary education is 59.93% in 2015/16. The below table (provided by Mudiad Meithrin) provides some breakdown and context to the data.

Cylch Meithrin (Name of provision)	No. progressed to Welsh medium education 2015/16	% progressed to Welsh medium education 2015/16	Notes / observations from Mudiad Meithrin
Aberdare	30	57.69%	
Beddau	4	80.00%	
Cilfynydd	5	31.25%	Ongoing work with staff and parents on progression rates and the benefits of Welsh medium education.
Den y Gryffalo, Glyncoch	0	0.00%	This provision is part of a Flying Start centre in a deprived community and even though we work collaboratively with staff and parents, the main motivation for parents is free childcare, not the language. There was resistance for membership of 'Mudiad' for the morning sessions on the basis of language (it is an English service with some Welsh, not an immersive 'cylch' and a report by CSSIW supported this).
Efail Isaf	17	89.47%	
Llaniltud Faerdref	4	44.44%	This number has risen in the last year but there is still work to be done.
Penderyn	8	57.14%	
Pentre'r Eglwys (Church Village)	23	92.00%	
Rhydyfelin	18	72.00%	
Sêr Sardis, Pontypridd	9	100.00%	
Seren Fach, Mountain Ash	22	47.83%	The English school is very close to this provision and there is a need to travel to the closest Welsh school.
Y Ffynnon Taf (Taff's Well)	7	58.33%	
Ynysybwl	23	48.94%	Again, the English school is very close and there is a need to travel to the closest Welsh school.

All data and comments supplied by RCT Mudiad Meithrin

- ii. non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase?
- iii. funded non-maintained Welsh-medium settings and maintained Welsh-medium/bilingual schools?
- iv. non-maintained Welsh-medium childcare settings for children under 3 and funded non-maintained Welsh-medium settings delivering the Foundation Phase and subsequently maintained Welsh-medium/bilingual schools?

Along with the data above supplied by Mudiad Meithrin, available data is for the progression routes of children that attend Flying Start provision:

During 2015-16 academic year, there were 709 children who left Flying Start childcare following their 3rd birthday.

71 (10%) of the 709 children chose welsh medium school, of which:

- 52 went to welsh medium school;
- 11 went to a registered education provider;
- 8 had no provision/not know.

2c) What are the rates of progression between the following:

Key:	
WFL	Welsh First Language
FP	Foundation Phase
KS2	Key Stage 2
KS3	Key Stage 3

i. Foundation Phase and Key Stage 2?

Criteria used: Those pupils that were in year 2 in 2015 (aged 6/7 years old) returning in year 3 (aged 7/8 years old) in 2016 who continue to study through the medium of Welsh.

Transfer	Cohort NC Yr2 2015 WFL	Cohort NCYr 2 2015 WFL match NCYr 2016 All pupils	Matched pupils with WFL 2016	% Transfer FP to KS2
FP to KS2	575	573	560	97.73%

Data Source: PLASC 2015 & 2016.

ii. Key Stages 2 and 3?

Criteria used: Those pupils that were in year 6 in 2015 (aged 10/11 years old) returning in year 7 (aged 11/12 years old) in 2016 who continue to study through the medium of Welsh. This includes pupils attending Treorchy Comprehensive and those continuing to study through Welsh medium in any of the other 5 authorities in the consortium.

Transfer	Cohort NC Yr6 2015 WFL	Cohort NCYr 6 2015 WFL match NCYr 2016 All Pupils	Matched pupils with WFL 2016	% Transfer KS2 to KS3
KS2 to KS3	479	478	468	97.91%

Data Source: PLASC 2015 & 2016.

iii. Key Stage 3 and 4?

Transfer	Cohort NC Yr9 2015 WFL	Cohort NCYr 9 2015 WFL match NCYr 2016 All Pupils	Matched pupils with WFL 2016	% Transfer KS3 to KS4
KS3 to KS4	496	494	492	99.60%

Data Source: PLASC 2015 & 2016.

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

None / NA

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

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

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

3a) What is the current percentage of Year 11 learners who are entered for GCSE Welsh First Language who are studying for 5 or more further Level 1 or Level 2 qualifications through the medium of Welsh?

Current Position	2017/2018	2018/2019	2019/2020
Academic year 2015/16 65.77% (n=317; d=482)			

Data Source: Provisional Key Stage 4 Data Supply (2016) – Central South Consortium

3b) Please provide your current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) being entered for at least two further level 1 or level 2 qualifications though the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
Academic year 2015/16 91.49% (n=441; d=482)			

Data Source: Provisional Key Stage 4 Data Supply (2016) – Central South Consortium

Points to note for the above two measures (3a & 3b):

- Entries Welsh First Language (WFL) is the number of pupils entered for Welsh First Language qualification - Leap code 5510.
- The Welsh Indicator flag provided in Data Supply used to identify WM qualifications.
- As per WESP guidance Welsh Language (Leap code 5510) and Welsh Literature (Leap code 5530) qualifications excluded from calculations.

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

3c) What is the percentage of learners aged 16-19 who study 2 or more subjects through:
i. the medium of Welsh?

Current Position	2017/2018	2018/2019	2019/2020
Academic year 2015/16 15.88% (n=203; d=1278)			

Data Source: Provisional Key Stage 4 Data Supply (2016) – Central South Consortium

Points to note:

- The cohort used in the above measure is pupils aged 17 as at January PLASC 2016.
- The Welsh indicator flag provided in Data Supply used to identify Welsh medium qualifications.

ii. bilingually (e.g. elements of qualifications/modules)? There is currently no bilingual provision post-16 in any schools.

Outcome 5: More learners with higher skills in Welsh

Improving provision and standards in Welsh First Language

5a) 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?

Foundation Phase

Year	Cohort - LCW	Outcome 5+	% Outcome 5+
2015/16	538	510	94.80%

Data Source: NDC 2016

5b) What is the percentage of learners at the end of Key Stage 2 who reach at least Level 4 in teacher assessment in Welsh?

Key Stage 2

Year	Cohort - NC Yr 6	Level 4+	% Level 4+
2015/16	506	475	93.87%

Data Source: NDC 2016

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

Key Stage 3

Year	Cohort - NC Yr 9	Level 5+	% Level 5+
2015/16	442	404	91.40%

Data Source: NDC 2016

5d) Please provide your current position and targets relating to the percentage of learners at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh first language.

Current Position	2017/2018	2018/2019	2019/2020
Academic Year 2015/16: 74.27% (n=358; d=482)			

Data Source: Provisional Key Stage 4 Data Supply (2016) – Central South Consortium

Improving provision and standards of Welsh Second Language

5e) 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?

Key Stage 2

Year	Cohort - NC Yr 6	Level 4+	% Level 4+
2015/16	2185	1680	76.89%

Data Source: NDC 2016

5f) 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?

Key Stage 3

Year	Cohort - NC Yr 9	Level 5+	% Level 5+
2015/16	2056	1681	81.76%

Data Source: NDC 2016

5g) What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C (Level 2) in GCSE Welsh Second Language (W2L) Full Course?

Welsh Second Language Full Course

Year	Entries W2L	Level 2 W2L	% Level 2 W2L
2015/16	626	482	77.00%

Data Source: Provisional Key Stage 4 Data Supply (2016) – Central South Consortium

5h) What is the percentage of learners at the end of Key Stage 4 who achieve grades A*-C (Level 2) in GCSE Welsh Second Language (W2L) Short Course?

Welsh Second Language Short Course

Year	Entries W2L	Level 2 W2L	% Level 2 W2L
2015/16	953	486	51.00%

Data Source: Provisional Key Stage 4 Data Supply (2016) – Central South Consortium

5i) What are your targets for improvement in each of the above – either year on year or at the end of the 3-year Plan period?

Need to check the CSC Business Plan to check for LA targets.

5j) What percentage of the cohort is entered for:

(i) GCSE Welsh Second Language Full Course;

Year	Cohort	Entries	%
2015/16	2312	626	27.08%

Data Source: Provisional Key Stage 4 Data Supply (2016) – Central South Consortium

(ii) GCSE Welsh Second Language Short Course; and

Year	Cohort	Entries	%
2015/16	2312	953	41.22%

(iii) (iii) not entered for either?

Year	Cohort	Not entered	%
2015/16	2312	729	31.53%

Data Source: Provisional Key Stage 4 Data Supply (2016) –
Central South Consortium

More learners with higher-level Welsh language skills

5h) What are the current total A Level Welsh first language entries as a percentage of GCSE Welsh first language entries two years earlier?

Total A Level Welsh first language (WFL) entries as a percentage of GCSE WFL entries two years earlier.

WFL GCSE Entries 2014	WFL A Level Entries 2016	%
497	13	2.62

Data Source: Provisional Key Stage 4 Data Supply (2016) –
Central South Consortium

5i) What are the current total A Level Welsh second language entries as a percentage of the full and short course GCSE Welsh second language entries two years earlier?

Total A Level Welsh second language (W2L) entries as a percentage of the full and short course GCSE W2L entries two years earlier.

Exam Type	W2L GCSE Entries 2014	W2L A Level Entries 2016	%
GCSE short Course	1032	22	2.13
GCSE Full Course	672	22	3.27
All	1704	22	1.29

Data Source: Provisional Key Stage 4 Data Supply (2016) –
Central South Consortium

Outcome 6: Welsh-medium provision for learners Additional Learning Needs

No data required.

Outcome 7: Workforce planning and Continuous Professional Development

No data required.