

RHONDDA CYNON TAF COUNTY BOROUGH COUNCIL

CABINET

13TH MAY, 2014

REPORT OF THE DIRECTOR OF EDUCATION AND LIFELONG LEARNING

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RHONDDA CYNON TAF DRAFT WELSH IN EDUCATION STRATEGIC PLAN 2014-2017

1. PURPOSE OF THE REPORT

The purpose of this report is to present the Council's Welsh in Education Strategic Plan for 2014-2017 (Appendix 1).

2. RECOMMENDATIONS

It is recommended that Cabinet:

- 2.1 Approve the Welsh in Education Strategic Plan.
- 2.2 Agree that the monitoring of targets be reported annually to the Education and Lifelong Learning Scrutiny Committee.

3. BACKGROUND

- 3.1 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.
- 3.2 Section 85 of the Act 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.
- 3.3 The Welsh Government considers these plans to be an essential tool in helping local authorities improve their Welsh-medium education planning and provision. They also contribute to achieving the national targets set out in the Welsh-medium Education Strategy (WMES).

4. TARGETS IN THE WELSH MEDIUM EDUCATION STRATEGY

- 4.1 WESPs must focus on the targets in the Welsh Medium Education Strategy 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.

4.2 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 (completed)
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 • The Early Years Development and Childcare Partnership • School Councils • Her Majesty's Chief Inspector of Education & Training in Wales 	Service Director for Schools and Community	6 th January 2014 – 3 rd March 2014
WESP published by: <ul style="list-style-type: none"> • Placing it on the LAs website • Making copies of the plan available for inspection by members of the public at <ul style="list-style-type: none"> ➢ LAs 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 to Education and Lifelong Scrutiny Committee	Service Director for Schools and Community	By 1 st June 2015

5.3 During the consultation process a number of submissions were received. These are attached at Appendix 2.

- 5.4 The submissions were considered by the Strategic Planning Group on 19th March 2014. A revised WESP with amendments has been resubmitted to the Welsh Government.
- 5.5 Subject to approval, the final WESP is to be translated and will be published in Welsh and English on 1st June 2014.
- 5.6 Progress against the actions and targets in the WESP will be monitored by the Strategic Planning Group and reported to the Education and Lifelong Learning Scrutiny Committee on an annual basis during the Spring Term.



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 proficient in both English and Welsh and that the ability to use Welsh as well as English language skills 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 Program Manager for Welsh in the Central South Consortium Joint Education Service (CSCJES) oversees 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 23% 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 2013 '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.

CURRENT POSITION DECEMBER 2013

FIRST LANGUAGE WELSH

Learners make good progress in Welsh language skills in Welsh-medium schools, especially within the primary sector.

Foundation Phase

- In 2013, 84.1% of pupils achieved the required level, or higher in Language, Literacy Skills in Welsh compared to 86.7% nationally
- This represents a 1.8 % point improvement on 2012, slightly higher than the all Wales improvement of 0.8 % point. This ranks us 17th out of 20 Authorities

KS2

- In 2013, 84.3% of RCT pupils achieved level 4 or higher in Welsh first language compared to 86.7% nationally
- This represents a 1.8 % point improvement on 2011, lower than the all Wales improvement of 4.7 % point. This ranks us 16th out of 20 Authorities

KS3

- In 2013, 85.9% of RCT pupils achieved level 5 or higher in Welsh first language compared to 87.6% nationally
- This represents a 14.2 % point improvement on 2011, higher than the all Wales improvement of 6.3 % point, improving our ranking from 18th in 2011 to 12th in 2013 (out of 18 Authorities)

Performance at the higher levels are also good with 24.2% achieving outcome level 6+ at FP compared with 29.3% nationally, 29.6% achieving level 5+ at KS2 compared with 30.4% nationally and 40.2% achieving level 6+ at KS3 compared to 45.7%

KS4

- In 2013, 67.1% of pupils who entered Welsh 1st language obtained grade A*-C, including 6.8% at A*- A
- 69.6% of pupils who entered welsh literature GCSE achieved a grade A*-C, an increase of 4.7% points from 2011

KS5

- The number of pupils sitting Welsh first language is relatively small – in 2013 only 19 entered, the percentage achieving A*-C can vary but for 2013 was 42.1% compared to 74% nationally

SECOND LANGUAGE WELSH

The performance of pupils in Welsh Second language

- KS3 – 69.6% of RCT pupils achieved the expected level or above in Welsh second language, compared to 73.3% nationally. Although below the all Wales level, since 2011 RCT has improved by 12% points enabling us to close the gap to the national figure
- KS4 – 75% of pupils who sat Welsh 2nd language full course achieved grade A*-C – 1.3% points increase on 2011
- KS4 – 47.2% of pupils who sat Welsh 2nd language short course achieved grade A*-C - 4.2% points increase on 2011

KS5 - 53 pupils sat 'A' level Welsh 2nd language with 69.8% achieving A*-C – a slight decrease on the 76.8% achieving in 2011, although the small cohort size makes trend data less reliable.

TRANSITION RATES

Although there has been a slight decrease in the percentages in 2013, there still remains as a high percentage of transfer between Key Stages 2 and 3 and between Key Stages 3 and 4 within the Welsh-medium sector.

- Transition rates for key stage 2 to 3 in 2012/13 was 96.3% compared with 97.97% in 2011
- The Transition rate for key stage 3 to 4 in 2012/13 was 99.2%. compared with 99.47% in 2011

Main Aims and Objectives of the Welsh Education Scheme

- To ensure that Welsh-medium education is available to all children whose parents/carers 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 Program Manager for Welsh (Consortium)			
A. Objective	B. Current Performance	C. Targets	D. Progress
1.1 Increase the number of seven-year-old children taught through the medium of Welsh	<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>Ysgol 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> <p>The Local Authority will monitor closely the impact of recent changes in nursery education.</p>	<p>2014 – 21.1%</p> <p>2015 – 21.5%</p> <p>2016 – 21.9%</p> <p>2017 – 23.0%</p>	

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Responsible officers: Head of Achievement (Primary), Head of Early Years and Family Support Services, Head of School Organisation, Planning and Governance, Systems Leader with Program Manager for Welsh (Consortium)			
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.		
	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 2014-2015 Dechrau'r Ysgol.		
1.2 Adopt systematic processes for measuring the demand for Welsh-medium statutory educational provision. Act promptly on the findings of parental surveys.	The report to WG in April 2013 identified that from the data received, there is no unmet need in RCT. The CSA 2013 update demonstrates that demand does not out-strip supply. However, both parental, employer and setting response to the CSA remains low (33%). Therefore an Early Education Language Choices booklet is being distributed to all new parents to gain a picture of future demand. Also, the Flying Start registration forum gathers data about language preferences in Flying Start childcare. These three pieces of data will be interrogated to gain a more robust picture of future demand. A full audit is undertaken 3 yearly, with the last full one in 2011. It is reviewed annually. The next full audit will be undertaken in 2014, to be submitted by April 2014.		

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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 PLASC, and the September Class 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 is distributed to all houses where birth occurred in the last 2 years. The 2012 ELP Survey 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>The Survey is undertaken 3 yearly; the next is in 2015 to correspond with the revised WESP. All interested parties to be advised of this to encourage engagement.</p>	<p>Further investigation required to identify why this gap exists</p>	
<p>1.3 Ensure that proposals for 21st Century schools include full consideration of Welsh-medium</p>	<p>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</p>		

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A. Objective	B. Current Performance	C. Targets	D. Progress
education.	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.		
	<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>In 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>22% by 2015 22.2% - 2016 22.4% - 2017</p>	
	There are proposals in the Council's 21 st 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. More precise details of proposals		

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A. Objective	B. Current Performance	C. Targets	D. Progress
	will be provided following relevant consultation with Elected Members.		
	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 21 st Century Schools bid, i.e. our highest priority projects, to commence in 2014.		
1.4 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 learners from 2 primary schools in Merthyr Tydfil transfer to Rhydywaun for their secondary education.</p> <p>Further discussion and consultation is required with colleagues in Merthyr CBC regarding their proposals in respect of home to school transport.</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 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.	
	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 ensure the Central South Consortium consider the impact of literacy and numeracy frameworks on Welsh-medium schools and provide appropriate support.	

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Responsible officers: Head of Achievement (Primary), Head of Early Years and Family Support Services, Head of School Organisation, Planning and Governance, Systems Leader with Program Manager for Welsh (Consortium)			
A. Objective	B. Current Performance	C. Targets	D. Progress
1.5 Increase the ability to take advantage of Welsh-medium provision through immersion education schemes and centres for latecomers.	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.	To consider immersion schemes in collaboration with other LA's in Central South Consortium (Cardiff)	
1.6 Establish a Welsh-medium Education Forum and establish links with the Children and Young People's Plan. Ensure considerations for resources and finance for Welsh-medium provision within early years.	<p>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 voices 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>	Improve services and opportunities through the medium of Welsh	

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 Program Manager for Welsh (Consortium)			
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 Language Matters Group will continue 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>To review the group members and Terms of Reference to ensure appropriate representation to take account of service changes within the LA to ensure Welsh Language skills are met by end of March 2015.</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 Program Manager for Welsh (Consortium)			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>As a consequence of this and in order to raise the profile of Welsh matters within the Local Authority, the Welsh Language Matters Group 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. • 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. 		
1.7 Provide information for parents/carers	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.	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
2.1 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% 	<p>19.13% by 2015 19.63% by 2016 19.70% by 2017</p>	
2.2 Develop more effective transfer between the funded non-maintained provision to maintained school provision, between KS2 and 3 and KS3 and 4.	<ul style="list-style-type: none"> Non-maintained education settings and Flying Start settings use the 'Ar Fy Ffordd' (On My Way) document which allows information to follow a child on to school. Of the 19 non-maintained settings, 100% use the document. Of the 24 Flying Start settings, 100% usage is expected by December 2014. The onward education destination of children in non-maintained education and Flying Start settings is now being gathered. The process is in its infancy and data will be available from April 2014. 	<p>Improve processes to transfer information.</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
	<p>The onward destination of children leaving cylchoedd Meithrin is attached in Appendix 2.</p> <p>This analysis was completed on available data. Misken, Pendyris and Treorci removed from original data due to data quality issues. 22 establishments included in analysis.</p> <p>Comparison to previous year: 7 percentage point decrease in children accessing Mudiad Meithrin.</p> <p>Transfer rate: RCT - 1 percentage point decrease in overall transfer rate. 50% (11) establishments remained unchanged or increased their transfer rate. Rhondda - No change in transfer rate overall. Cynon – 9 percentage point decrease in transfer rate overall. Taff Ely – 2 percentage point increase in transfers. 64% (7) establishments remained unchanged or increased their transfer rate; 3 of these by more than 25%</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												
	<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>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>KS2&3</td> <td>97.97%</td> <td>98.5%</td> <td>96.3%</td> </tr> <tr> <td>KS3&4</td> <td>99.5%</td> <td>99.3%</td> <td>99.2%</td> </tr> </tbody> </table> <p>In order to achieve this, we will improve the transition arrangements between KS2 and KS3 including early identification of any issues of concern.</p>		2011	2012	2013	KS2&3	97.97%	98.5%	96.3%	KS3&4	99.5%	99.3%	99.2%	<p>KS2&3 99% 2017 KS3&4 99.9% 2017</p>	
	2011	2012	2013												
KS2&3	97.97%	98.5%	96.3%												
KS3&4	99.5%	99.3%	99.2%												
	<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. 														
2.3 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>3.1 Increase the percentage of learners aged 14-16 studying for qualifications through the medium of Welsh.</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>Bridgend learners in the former Ysgol Gyfun Llanhari have transferred to the newly established Ysgol Gyfun Gymraeg Llangynwyd, in the Bridgend County Borough. Ysgol Llanhari (formerly Ysgol Gyfun Llanhari) has become a 3-19 school and provides a seamless service to the local population.</p>	<p>Maintain figures at 19-20%</p>	
	<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>23% of all learners in RCT to be studying through the medium of Welsh by 2015.</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>Much work has been done to improve the curriculum on offer but the opening of the new college facility, in Nantgarw, close to two of our Welsh-medium schools has had an effect.</p> <p>34 pupils (8.65% of the cohort) left Welsh medium education to go to the new college.</p>	<p>Collate information to assess the impact of drift of pupils to the new college facility, and work closely with the college to increase bilingual opportunities for learners</p>	
	<p>Coleg y Cymoedd is also a large Work Based Learning provider and is proactively seeking to increase the number of opportunities for students to take up Welsh medium work placements, most notably within childcare.</p> <p>The bilingual champions, now appointed by all FE Colleges in Wales and funded by WG, present opportunities for further developing partnership work with the aim of increasing Welsh medium and bilingual provision within the authority. The bilingual champions work towards a strict set of targets set out by WG.</p>	<p>2014/15/16 - A minimum increase of 2% (40) learners in each academic year that pursue Welsh-medium or bilingual courses or modules.</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
		At least 1% (2) of these learners assessed through the medium of Welsh. Difficult to set targets as the cohort of learners is unknown	
		2014/15/16 - Ensure an annual minimum of 5 module options made available through the medium of Welsh or bilingually, based on college audit and plans	

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
		2014/15/16- Ensure an annual minimum increase of 2 learning activities achieving the LA26, 50% threshold	
3.2 Ensuring that provision for 14-16 year old learners complies with the Learning and Skills Measure (Wales) 2009	<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 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. 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> <ul style="list-style-type: none"> • Training is in place and the Welsh consortium is progressing under the new chair. 	Analyse data to evidence effectiveness of Welsh consortium.	

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
	<ul style="list-style-type: none"> • 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. 	Ensure that all Welsh-medium secondary schools continue to meet the measure.	
	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. 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.	Hold recruitment fairs annually	
	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.	Plan a calendar of events for 2014/15 and for subsequent years	

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
	<ul style="list-style-type: none"> Schools have a planned calendar of events for 2013/14. 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. 	Undertake training programme	
4.1 Increase the percentage of learners aged 16-19 who study subjects through the medium of Welsh in schools.	<p>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. 2011 census results show 12.3% of the population of RCT are Welsh speakers.</p> <p>There are a very small number of courses that are delivered bilingually and opportunities to expand these are being explored.</p> <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 2017.	
	<ul style="list-style-type: none"> The opening of a new A level provision at Coleg y Cymoedd has had an effect on retention figures. Again, early figures can be unreliable but there is a downward trend indicated. Now 61.42% 	Retention to increase to 70% by 2017.	

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 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 y Cymoedd and 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> <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
	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.	Monitor effective delivery of courses through the consortia. Monitor that schools are adhering to Quality Framework.	
4.2 Work through 14-19 Networks and 14-19 Regional Forums to sustain and improve Welsh-medium provision.	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.		
	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 the Authority.		

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>RCT 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.</p>		
<p>4.3 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 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 WG 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 (SLA's) 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 WG improving LMI systems. Challenge – information sharing protocol, reliability of LMI.</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>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. Challenge – sourcing courses through the medium of Welsh.</p>		
	<p>PLANNED ACTION</p> <p>To review current systems to assess their appropriateness and efficiency and respond to any changes identified.</p>	<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, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
5.1 Improve provision to address literacy in Welsh	<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 phonics 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> <p>Schools will have access to a comprehensive training programme for staff, through the CSCJES 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>		

Outcome 5: More learners with higher skills in Welsh Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	The demand for Welsh-medium CPD will be assessed, and where demand is sufficient and the relevant training available through the medium of Welsh, this will be facilitated.		
	<p>PLANNED ACTIONS</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. 	Provide an annual report to the Welsh Education Forum on standards of literacy in Welsh-medium schools during 2014-17.	

Outcome 5: More learners with higher skills in Welsh

Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer

A. Objective	B. Current Performance	C. Targets	D. Progress																				
<p>5.2 Improve provision and standards of Welsh First Language.</p>	<p>The following table shows the percentage of pupils who, in 2013, achieved at least Foundation Phase Outcome 5 in Language, Literacy and Communication Skills in Welsh-medium/schools. These figures indicate performance which continues to be below the Welsh average, however, they also represent a closing of the gap between local and national performance.</p> <table border="1" data-bbox="600 699 1294 880"> <thead> <tr> <th></th> <th>KS1 Lev 2+</th> <th>F.Phase 5+</th> <th></th> </tr> </thead> <tbody> <tr> <td>LA</td> <td>2011</td> <td>2012</td> <td>2013</td> </tr> <tr> <td>Rhondda Cynon Taf</td> <td>90.8%</td> <td>82.3%</td> <td>84.1%</td> </tr> <tr> <td>Wales</td> <td>90.9%</td> <td>85.9%</td> <td>86.7%</td> </tr> </tbody> </table> <p>July 2013 RCT increase by 1.8% to 84.1%. Target achieved.</p>		KS1 Lev 2+	F.Phase 5+		LA	2011	2012	2013	Rhondda Cynon Taf	90.8%	82.3%	84.1%	Wales	90.9%	85.9%	86.7%	<p>To achieve the following FP Outcome 5+ LLC Welsh targets:</p> <table border="1" data-bbox="1612 724 1805 868"> <thead> <tr> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>88%</td> <td>90%</td> </tr> </tbody> </table> <p>There are no targets available yet for 2016/17</p>	2014	2015	88%	90%	
	KS1 Lev 2+	F.Phase 5+																					
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Outcome 5: More learners with higher skills in Welsh

Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer

A. Objective	B. Current Performance	C. Targets	D. Progress																				
	<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' program manager for Welsh.</p> <table border="1" data-bbox="562 687 1328 834"> <thead> <tr> <th>Key Stage 2</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>RCT</td> <td>82.5%</td> <td>80.9%</td> <td>84.3%</td> </tr> <tr> <td>Wales</td> <td>82.0%</td> <td>84.0%</td> <td>86.7%</td> </tr> </tbody> </table> <p>July 2013 RCT increase by 3.4% to 84.3%. Target exceeded.</p>	Key Stage 2	2011	2012	2013	RCT	82.5%	80.9%	84.3%	Wales	82.0%	84.0%	86.7%	<p>To achieve the following KS2 L4+ Welsh targets:</p> <table border="1" data-bbox="1563 579 1850 722"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>87.3%</td> <td>88.4%</td> <td>89%</td> </tr> </tbody> </table>	2014	2015	2016	87.3%	88.4%	89%			
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	<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, the improvement in standards in 2012 has been maintained in 2013 narrowing the gap between local and national attainment to under 2%.</p> <table border="1" data-bbox="555 1176 1337 1283"> <thead> <tr> <th>Level 5+</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>LA</td> <td>71.7%</td> <td>76.8%</td> <td>85.9%</td> </tr> <tr> <td>Wales</td> <td>81.3%</td> <td>84.2%</td> <td>87.6%</td> </tr> </tbody> </table> <p>July 2013 RCT increase by 90% to 85.9%. Target exceeded.</p>	Level 5+	2011	2012	2013	LA	71.7%	76.8%	85.9%	Wales	81.3%	84.2%	87.6%	<p>To achieve the following KS3 L5+ Welsh targets:</p> <table border="1" data-bbox="1514 1157 1901 1283"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>88%</td> <td>89%</td> <td>90.1%</td> <td>90.3%</td> </tr> </tbody> </table>	2014	2015	2016	2017	88%	89%	90.1%	90.3%	
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Outcome 5: More learners with higher skills in Welsh																							
Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer																							
A. Objective	B. Current Performance	C. Targets	D. Progress																				
	<p>The percentage of learners at the end of Key Stage 4 who achieve grades A*- C in GCSE Welsh first language in 2011-2013 are outlined in the table below:</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>Rhondda Cynon Taf</td> <td>73.6%</td> <td>69.7%</td> <td>67.47%</td> </tr> <tr> <td>Wales</td> <td>73.0%</td> <td>73.7%</td> <td>N/A</td> </tr> </tbody> </table>		2011	2012	2013	Rhondda Cynon Taf	73.6%	69.7%	67.47%	Wales	73.0%	73.7%	N/A	<p>GCSE L2 Welsh:</p> <table border="1"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>73%</td> <td>74%</td> <td>74.2%</td> <td>74.5%</td> </tr> </tbody> </table>	2014	2015	2016	2017	73%	74%	74.2%	74.5%	
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	<p>The CSCJES program manager 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 program manager 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, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	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. (Appendix 4)		
5.3 Increase opportunities for learners of all ages to practise their Welsh.	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.		
	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.		

Outcome 5: More learners with higher skills in Welsh Responsible officers: Head of Services for Young People, Program Manager 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>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 informal 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 classroom and improve the informal use of Welsh during 2014-17.</p>	
		<p>Menter Iaith to offer interest clubs to 100% of Welsh-medium schools during 2014-17.</p> <p>Initiatives at RCT Welsh-medium secondary schools fully supported by Menter Iaith and Urdd Gobaith Cymru Officers during 2014-17.</p> <p>100% of Welsh-medium schools to offer a range of residential activities during 2014-17.</p>	

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Program Manager 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</p>	<p>To review current SFYP structure and make recommendations for service re-structure and realigned with School Improvement, Access and Inclusion and the</p>	
	<p>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>Cluster Youth Operational Groups collaborate with Menter Iaith and the Urdd to provide activities through the medium of Welsh.</p>	<p>Attendance and Wellbeing Service. To maintain current levels of Welsh medium provision across SYFP programmes eg. E3+, 5x60, Youth clubs, holiday provision.</p>	

Outcome 5: More learners with higher skills in Welsh							
Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer							
A. Objective	B. Current Performance	C. Targets	D. Progress				
	<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>						
	<table border="1"> <tr> <td>No. of activities currently delivered through the medium of Welsh</td> <td>159</td> </tr> <tr> <td>No. of young people attending</td> <td>1714</td> </tr> </table>	No. of activities currently delivered through the medium of Welsh	159	No. of young people attending	1714	Outcome targets will be identified when new structure is in place.	
No. of activities currently delivered through the medium of Welsh	159						
No. of young people attending	1714						
	<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</p>						

Outcome 5: More learners with higher skills in Welsh Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	numeracy attainment levels and increased school attendance of E3+ participants, specifically vulnerable learners (free school meals).		
	<p>Garth Olwg Life Long Learning Centre stages Welsh medium events, shows, performances and audience members have increased substantially.</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>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:</p>	<p>Community Learning Service to facilitate the delivery of 20 Welsh medium courses for 16+ in</p>	

Outcome 5: More learners with higher skills in Welsh Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>~ 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) ~ 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>RCT during 2013/14 academic year.</p>	
	<p>Specific training aimed at increasing opportunities for learners of all ages to practise their Welsh outside the classroom will be offered as part of the CSCJES programme. Training needs will be identified by the Welsh in Education Officers and fed back to CSCJES.</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, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer																		
A. Objective	B. Current Performance	C. Targets	D. Progress															
5.4 Improve provision and standards of Welsh Second Language	<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 last four years, virtually closing the gap between the LA's performance and the national average in 2012. This gap has widened again in 2013 as the national rate of improvement has been faster than that of the LA.</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>LA</td> <td>23.4%</td> <td>42.8%</td> <td>59.6%</td> <td>63.3%</td> </tr> <tr> <td>Wales</td> <td>35.4%</td> <td>51.4%</td> <td>61.6%</td> <td>67.7%</td> </tr> </tbody> </table> <p>July 2013 percentage increased by 3.7% to 63.3%. Target exceeded.</p> <p>There is some overlap in the activities described in 5.3 and 5.5.</p> <p>Training and support provided has increased teachers' confidence in monitoring and challenging pupils' progress in Welsh second language.</p>		2010	2011	2012	2013	LA	23.4%	42.8%	59.6%	63.3%	Wales	35.4%	51.4%	61.6%	67.7%	100% of Welsh-medium schools to offer a range of residential activities during 2014-17.	
	2010	2011	2012	2013														
LA	23.4%	42.8%	59.6%	63.3%														
Wales	35.4%	51.4%	61.6%	67.7%														
	<p>PLANNED ACTION – KS2</p> <p>CSCJES Welsh in Education Officers will continue to support schools in the</p>	100% of schools have access to a training																

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	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 classes and also staff training during twilight sessions or closure days.	programme during 2014-17.	
	<p>Training events specifically designed to meet schools needs to be offered as part of the CSCJES 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 classes throughout the primary phase.</p> <p>Schools to access relevant resources created by the Welsh in Education officers (WEOs) through the second language wikispace. The WEOs' wikispace will be replaced by the Welsh in Education Officers website (Welsh first language and Welsh second language). All schools to be notified when the website is live.</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>		
	The LA, in collaboration with the CSCJES, will continue to develop a language programme which supports the development of the Welsh		

Outcome 5: More learners with higher skills in Welsh																					
Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer																					
A. Objective	B. Current Performance	C. Targets	D. Progress																		
	language throughout all key stages in the primary phase.																				
	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 place to support language development. Practitioners have shown increased confidence in the assessment of Welsh second language following the cluster moderation exercise. Schools have been encouraged to continue with regular cluster moderation work.																				
	<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. Although the improvement continued in 2013, the gap between national and local attainment widened from 2%<3.7%. Pupil performance is closely monitored by the CSCJES program manager for Welsh and schools are challenged to raise standards as part of the LAs monitoring procedures.</p> <table border="1"> <thead> <tr> <th>Level 5+</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>LA</td> <td>57.6%</td> <td>66.2%</td> <td>69.9%</td> </tr> <tr> <td>Wales</td> <td>64.6%</td> <td>68.2%</td> <td>73.3%</td> </tr> </tbody> </table>	Level 5+	2011	2012	2013	LA	57.6%	66.2%	69.9%	Wales	64.6%	68.2%	73.3%	<p>To achieve the following KS3 L5+ Welsh Second Language targets during 2013-15:</p> <table border="1"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>88%</td> <td>89%</td> <td>90%</td> </tr> </tbody> </table>	2014	2015	2016	88%	89%	90%	
Level 5+	2011	2012	2013																		
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Outcome 5: More learners with higher skills in Welsh Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	<p>July 2013 a further increase of 3.4% to 69.9%.</p> <p>It should be noted that some pupils will be studying Welsh at Entry Level and they will not be included in the above result.</p>		
	<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>	<p>100% of schools have access to a training programme during 2014-17.</p>	
	<p>Schools will have access to a training programme for staff, through CSCJES, 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</p>		

Outcome 5: More learners with higher skills in Welsh					
Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer					
A. Objective	B. Current Performance			C. Targets	D. Progress
	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.				
	The achievement of learners at the end of Key Stage 4 in GCSE Welsh Second Language Full Course are outlined in the table below:			KS4 GCSE L2 Welsh 2 nd language (Full Course)	
		2011	2012	2013	
		A*-C	A*-C	A*-C	
	LA/ALI	74%	69%	72%	2014
	Wales/Cymru	71%	74%	77%	2015
					2016
					2017
					73%
					74%
					75%
					76%
	The number of learners who sat GCSE Welsh Second Language Full Course as a percentage of the cohort is outlined in the table below:				
		2011	2012	2013	2014
	Cohort	2342	2257	2579	2015
	Entry	947	767	653	2016
	Percentage	40%	26.6%	25.32%	2017
					26.5%
					27.5%
					28.5%
					29.5%
	The achievement of learners at the end of Key Stage 4 in GCSE Welsh Second Language Short Course is outlined in the table below:			KS4 GCSE L2 Welsh 2 nd Language (Short Course)	
		2011	2012	2013	2014
		A*-C	A*-C	A*-C	2015
	LA/ALI	43%	55%	49%	2016
					2017

Outcome 5: More learners with higher skills in Welsh			
Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance		C. Targets
	Wales/Cymru	47%	50%
			50%
			55%
			56%
			57%
			58%
	<p>To increase the number of pupils who follow the GCSE Welsh 2nd language (Full Course) and to reduce the number who do not sit any external exam in the subject as follows.</p>		
	<p>PLANNED ACTION – KS4</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>The LA, in conjunction with the CSCJES school improvement service, to</p>		

Outcome 5: More learners with higher skills in Welsh Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	disseminate effective practice and provide support for schools, where required.		
	<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. 		
5.5 Increase opportunities for learners of all ages to practise their Welsh outside the classroom	<p>The CSCJES Welsh in Education Officers work closely with schools in order to increase their own capacity to further raise the profile of the Welsh Language and standards of achievement, by providing the following support:</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; 		

Outcome 5: More learners with higher skills in Welsh Responsible officers: Head of Services for Young People, Program Manager 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"> • Encouraging the <i>Helpwr Heddiw</i> 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 courses); • Providing training for Learning Support Officers (LSOs) (intensive Welsh courses). • All resources created by the Welsh in Education Officers (WEO) to be available electronically via the WEO website. Information has been distributed to all schools September 2013. 		
	<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 (University of South Wales) 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, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer																							
A. Objective	B. Current Performance	C. Targets	D. Progress																				
	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.																						
5.6 Increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries.	<p>Typically 400 pupils sit GCSE Welsh 1st language in RCT schools. Approximately 8% continue to AS level, 74% of whom continue to A level.</p> <table border="1"> <thead> <tr> <th></th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>26</td> <td>22</td> <td>19</td> </tr> <tr> <td>AS</td> <td>32</td> <td>30</td> <td>30</td> </tr> <tr> <td>GCSE</td> <td>256</td> <td>534</td> <td>498</td> </tr> </tbody> </table>		2011	2012	2013	A	26	22	19	AS	32	30	30	GCSE	256	534	498	<table border="1"> <thead> <tr> <th>2014</th> </tr> </thead> <tbody> <tr> <td>24</td> </tr> <tr> <td>49</td> </tr> <tr> <td>503</td> </tr> </tbody> </table>	2014	24	49	503	
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	Typically 600 pupils sit GCSE Welsh Second Language Full Course in RCT schools. Approximately, 18% continue to AS level, 56% of whom continue to A level.																						

Outcome 5: More learners with higher skills in Welsh																							
Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer																							
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	<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>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>																						

Outcome 5: More learners with higher skills in Welsh Responsible officers: Head of Services for Young People, Program Manager for Welsh, Heads of Achievement Primary and Secondary, 14-19 Officer			
A. Objective	B. Current Performance	C. Targets	D. Progress
	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>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
6.1 Improve Welsh-medium Additional Learning Needs (ALN Provision)	<p>Data collated in January 2014 from PLASC suggests that 17.17% of the LA's primary pupils are taught within a Welsh medium setting. A further 4.74% of primary school pupils are taught in dual language settings. 18.57% of secondary pupils receive Welsh-medium education. 1.94% or 757 pupils in RCT have a Statement of Special Educational Needs. Only 1.85% of these 14 pupils attend Welsh-medium schools. This is a very small percentage. The level of statements in Welsh medium schools is monitored and the level of need rigorously appraised to establish demand.</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 Psychology Service team members). Educational Psychology input is time allocated to schools and Learning and Behaviour Support Services, provided in response to referrals to the Access and Inclusion Service. Whilst there are Welsh speaking staff available in both services, there are gaps in some key areas. There has been Welsh speaking educational psychology staff available for all settings in 2013/14.</p> <p>Data analysis shows that all pupils in Welsh medium schools who have met the criteria to access specialist support from the Learning Support Service central team are currently able to access appropriate SEN support for severe and complex needs in Welsh. A recent audit (March 2014) showed that the majority</p>	<p>Establish demand for Welsh medium support for learners with Hearing Impairment, Visual Impairment, Autistic Spectrum Disorder, Specific Learning Difficulties and physical/medical needs.</p> <p>To close the gap in current provision through</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>of pupils being supported by the Behaviour Support Service in Welsh medium schools are currently supported in English due to the limited number of Welsh speaking staff in the service. Remodelling of the Behaviour Support Service is imminent and action will be taken to address demand through training, commissioning and cross border initiatives.</p> <p>The demand for specialist Welsh-medium provision is regularly audited. A recent audit (November 2013) of Welsh medium pupils receiving support from the Access and Inclusion Service for severe and complex needs, 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. This is largely due to the low incidence and diversity of SEN in Welsh medium schools, together with a broad age range and diverse geographical distribution.</p> <p>Only 17 pupils with a range of SEN across RCT from Foundation Phase to KS2 would meet the criteria for placement in specialist Learning Support Classes. A further 5 pupils ranging from KS2 to KS4 would meet the criteria for placement in Pupil Referral Unit, only 3 pupils ranging from FP to KS2 would meet the criteria for placement in a special school. Audit outcomes therefore do not justify the establishment of a Learning Support Class at this moment in time.</p> <p>The Data Analysis Report for SpLD 2012-13 shows that 50% of the Welsh medium pupils receiving SpLD support from the Learning support Service were</p>	<p>training, commissioning and cross border initiatives.</p> <p>Annual data analysis to be undertaken to inform an annual report to reflect the demand for Welsh medium provision and to identify any gaps in provision January 2015.</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>off-listed due to good progress. 100% of Welsh medium pupils made progress in their reading age. This provision is to continue.</p> <p>The Data Analysis Report for Speech and Language Needs 2012-13 shows that 100% of Welsh medium pupils receiving support from the LSS Speech and Language Team made progress in their receptive language acquisition. Current staffing meets demand.</p>		
	<p>Pupils with significant SEN are supported in the mainstream by school based Special Needs Supports Assistants (SNSAs) or teaching staff. This support is provided from school based resources in the first instance. Children with severe and persistent needs can access further support by making applications to Local Cluster Group Panels (LCGPs). ANF is delegated to clusters of schools and awarded if threshold criteria are met. Current figures (November 2013) show that 100 pupils with a range of ALN accessed additional support through ANF. RCT delegates £2.7 million to Local Cluster Group Panels (LCGP) to fund mainstream inclusion opportunities for pupils with severe and persistent SEN. This ANF is delegated annually. A total of £362,833 has been delegated to all 4 Welsh medium clusters for the financial year 2013-14. This has enhanced the SEN funding available to Welsh medium schools and enhanced mainstream inclusion opportunities in line with the LA inclusion policy. Schools use ANF to fund learning support assistants. Schools can access Welsh medium training from the Access and Inclusion Service, the Central South Consortium Joint Education Service and other providers. 2 Welsh-medium training sessions were delivered in 2012/13.</p>	<p>To enhance Welsh medium training courses available to schools by 50% by January 2015</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 <i>and specialist input</i> can be made to the Severe and Complex Welsh Medium Panel. This ring-fenced funding is intended to further enhance mainstream support for pupils in Welsh medium settings who have considerable needs. Minutes from Severe and Complex Welsh Medium Panels provides a detailed record of the submissions and successful awards made. During 2012/13, 11 pupils were discussed at Severe and Complex Needs Panel of which 2 were allocated support. Designated Welsh speaking Specialist Teachers provide this support and current provision meets need.</p>	<p>To interrogate outcome data to ensure that Welsh medium pupils receiving ANF make progress in line with the RCT wide peer group. September 2014.</p>	
	<p>The LA has facilitated focus groups to obtain parental views about the Access and Inclusion Service. In addition, a perception survey is undertaken with all schools within the LA and the LA seeks feedback about the services we provide. References to Welsh medium provision is teased out, analysed and acted on. Focus groups has recently been replaced by parental questionnaires this academic year.</p>	<p>Parental feedback questionnaire to be collated by July 2014. Aim to get 60% returns.</p>	
	<p>RCT liaises with other authorities to develop enhanced Welsh language ALN provision. RCT currently provides Welsh-medium Educational 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>	

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
7.1 Ensure that there are sufficient numbers of practitioners to deliver Welsh-medium education.	<i>Number of primary school teacher vacancies to teach through the medium of Welsh not filled at the start of September 2013:</i> One	No vacancies	
	<i>Number of secondary school teacher vacancies to teach through the medium of Welsh not filled at the start of September 2013:</i> None	No vacancies	
	The LA has prioritised the need to ensure that all schools in RCT including Welsh-medium schools are led and managed by high performing staff. Actions include: <ul style="list-style-type: none"> ▪ Proactive LA involvement in initial recruitment processes by utilising the services of recruitment agencies to actively seek highly experienced, successful leaders to headship and deputy headship posts; ▪ More robust selection processes with LA officer involvement; and ▪ Leadership and management courses 		
	<i>Number of secondary school teacher vacancies to teach Welsh not filled at the start of September 2013:</i> Two	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>Number of secondary school teacher vacancies to teach Welsh Second Language not filled at the start of September 2013:</i></p> <p>None</p>	No vacancies	
	<p><i>Number of classroom assistant vacancies to work through the medium of Welsh not filled at the start of September 2012?</i></p> <p>2 vacancies Primary School; and 2 vacancies Secondary school</p>	No vacancies	
	<p>RCT has been proactive in recruiting Welsh speaking staff across schools and Central Services. The Access and Inclusion Service has a <i>high number</i> of staff who is able to deliver services through the medium 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>		

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>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 undertaken by HR.</p>	
	<p>A representative from the Early Years Service visits secondary schools to raise awareness of employment opportunities for students on Childcare courses.</p>	<p>2 schools per year.</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>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 • 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. 	<p>Improved linguistic and methodological skills of practitioners in English-medium schools during 2013-15, as identified by audit.</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
7.2 Improve practitioners' linguistic skills.	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.	To use this information to target resources more effectively and to encourage school to school working.	
7.3 Improve practitioners' methodological skills.	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	Improved methodological skills of practitioners in Welsh-medium schools during 2013-2015, as identified by monitoring and evaluation of standards.	
	The Welsh in Education Officers also completed an audit of language skills during 2011-12. The audit focused on teachers' accreditation in the language and attendance at language courses provided by the LA. The audit identified that there is a need to continue to provide linguistic training as part of the CSCJES CPD programme.		

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>As noted in the WEG guidelines for 2013-14, each consortium was expected to hold a review of the Welsh language skills of teaching staff during the year as part of the work of the Grant. The intention of this review was to collect consistent information at a national level in order to improve the planning and targeting of training programmes and support in the future.</p> <p>The review included the following practitioners:</p> <ul style="list-style-type: none"> • Teachers and teaching assistants in primary schools (Welsh and English medium) • Teachers and teaching assistants in secondary schools (Welsh medium / bilingual only) <p>A questionnaire (along with language skills level descriptors) was prepared for this review in order to collect information about the Welsh language skills of practitioners as well as their training needs. Head teachers were asked to complete the questionnaire on behalf of their staff, allocating each practitioner to one of the given categories. Completed questionnaires were returned by over 90% of schools across the CSC</p>	<p>Improved linguistic and methodological skills of practitioners in English-medium schools during 2014-17, as identified by audit.</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><u>Planned Action</u></p> <p>Welsh second language To identify the needs for training in methodology for those teaching in Welsh-medium schools the LA to 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. (2014-17)</p> <p>The LA, in conjunction with CSCJES, to ensure that the Welsh in Education Grant (WEG) is used effectively and to maintain 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> <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>(2013-2015)</p>	<p>HR officers to continue to feed information on recruitment to the Welsh Language Officer in order to maintain database.</p> <p>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>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 South Wales) – courses in the workplace or in the community also informal learning activities. <p>Welsh Government Sabbatical Courses specifically for schools based staff (Gloyw iaith/Higher Short Course for Welsh speakers also</p> <ul style="list-style-type: none"> • Foundation (classroom 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) Courses specifically for council Welsh speakers include: • Confidence Raising Courses (Magu Hyder/Gloyw iaith) <p>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 Staff and Services for Young People as well as other staff from other directorates. Siop Siarad in (weekly opportunity for Welsh speakers to drop in and practice their Welsh/raise questions about Welsh in the workplace etc).</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>Welsh in Education Officers will</p> <ul style="list-style-type: none"> work in partnership in order to raise standards in Welsh (first language) learning and teaching in the Welsh medium nursery, primary and secondary schools of the five constituent authorities of CSC; provide a scheduled programme of curriculum support and challenge for targetted schools in order to further develop practitioners' skills and increase schools' capacity to deliver high quality Welsh medium literacy teaching and learning. <p>Welsh in Education Officers will</p> <ol style="list-style-type: none"> plan and deliver a targeted programme of support based on an analysis of performance data for schools in order to meet the Welsh medium literacy needs of prioritised schools, the LAs and the Consortium including supporting practitioners responsible for teaching learners with additional learning needs (ALN). contribute as appropriate to the development and delivery of a programme of continuous professional development, including the work of professional learning communities, in order to improve Welsh language / Welsh medium literacy learning and teaching methodologies across the curriculum. strengthen language continuity across and between key stages (Foundation Phase / KS2 / KS3 / KS4) through the promotion of transition arrangements. provide mentoring for practitioners who have completed Sabbatical Scheme language training courses. support schools in developing the reliability and validity of teacher 		

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>assessment through the sharing of best practice in cluster moderation work.</p> <p>6. support schools in promoting learners' use of the Welsh language outside the classroom.</p> <p>CSCJES will provide an extensive linguistic training programme for teachers, which schools will be able to access via delegated WEG funds and which will include the following elements:</p> <p>Welsh second language - Primary</p> <ul style="list-style-type: none"> • Intensive Welsh language skills development/methodology for practitioners • 5, 10 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 • Follow up courses for attendees. <p>Criteria for targeting schools to attend intensive Welsh language courses:</p> <ul style="list-style-type: none"> • Welsh in Education Officers' baseline assessments • KS2 Welsh second language teacher assessment results • ESTYN inspection reports • Individual school requests • Database of teachers' Welsh language skills • The role and responsibilities of the Welsh second language curriculum 		

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>leader</p> <ul style="list-style-type: none"> • Assessment of Welsh second language (package) • Developing learner profiles in Welsh second language across KS2/3 • Developing reading skills in Welsh second language in KS2 • Welsh language development / bilingualism across the curriculum (package) • Welsh language development / bilingualism for Headteachers • The use of ICT in Welsh second language development, including the use of the iPad in learning and teaching and the development of HWB (new digital learning platform for all 3-19 education establishments in Wales) • Welsh second language in special schools • Y Pod Antur (The Adventure Pod) • Developing Welsh outside the classroom – Urdd Gobaith Cymru centre WMC <p>Welsh second language - Secondary</p> <ul style="list-style-type: none"> • Welsh language skills development for practitioners (Gloyw Iaith) • Welsh second language teaching methodology • Welsh language development for TAs • Welsh language development / bilingualism for Headteachers • Developing learner profiles in Welsh second language across KS2/3 • The use of ICT in Welsh language development, including the use of the iPad in learning and teaching and the development of HWB 		

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 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>April 2013 1,783 (13.5%) are fluent or fairly fluent, of which 1,200 are school based staff; 783 being fluent, 426 being fairly fluent.</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 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 South Wales) – 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 (class room assistants) and Entry level for non-Welsh speakers. 	<p>HR officers to continue to feed information on recruitment of the Welsh Language Officer in order to maintain database. 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>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 Iait) • 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 Staff and Services for Young People as well as other staff from other directorates. • Siop Siarad in (weekly opportunity for Welsh speakers to drop in and practice their Welsh/raise questions about Welsh in the workplace etc) <p>To identify the needs for training in methodology for those teaching in Welsh-medium schools the LA to 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. (2014-17)</p>	<p>Yearly and ongoing</p> <p>Yearly and ongoing</p> <p>Improved methodological skills of practitioners in Welsh-medium schools during 2014-2017, as identified by monitoring and evaluation of standards.</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>The LA, in conjunction with CSCJES, to 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> <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>(2014-17)</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>		

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 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 improve strategies and methodologies for both first and second language teaching. <p>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. Activities provided by CSCJES which schools will be able to access via delegated WEG funds:</p> <p>Welsh first language – Primary/Secondary</p> <ul style="list-style-type: none"> • The Literacy Framework – accompanying activities including the literacy tests • Literacy across the curriculum • Developing Welsh language skills – speaking and listening, reading and writing (package) • 'Moving from Level 4 to 5' – making progress across the key stages • Welsh language skills development for practitioners (<i>Gloyw Iaith</i>) • The role and responsibilities of the Welsh curriculum leader • Assessment, including developing learner profiles in Welsh across KS2/3 • The use of ICT in Welsh language development, including the use of the iPad in learning and teaching and the development of HWB 		

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
	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. (2014-2017)	100% of schools have access to a CPD programme that is focused on raising standards in Welsh during 2014-2017	
	WEG funding to 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. (2014-2017)	Professional Learning Communities (PLCs) established within the LA and across the Central South Consortium and focused on further developing and sharing good practice in respect of Welsh language and Welsh medium provision during 2014-2017.	

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 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 program manager 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. (2014-2017)</p>	<p>Targeted support impacts positively and raises standards in Welsh first and second language during 2013-2015 (see targets above).</p>	
	<p>CSCJES provides 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. (2014-17)</p> <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; 		

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"> • focus on training and mentoring in the classroom e.g. through exemplar lessons and team teaching; • mentor classroom practitioners; • monitor provision and review pupils' progress; • evaluate provision in lessons and offer advice and support; • report on pupil standards and school provision. <p>(2014-17)</p>		
	<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; • classroom practitioners' 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>(2014-17)</p> <p>The CSCJES program manager for Welsh will monitor, evaluate and report on the support provided by the Welsh in Education Team.</p> <p>(2014-17)</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>WG Sabbatical courses specifically for schools based staff (Gloyw Iaith, Higher Short Course for Welsh speakers also Foundation for primary teachers and Entry level for classroom assistants.</p> <p>The LA has always worked closely with the Welsh Government's Welsh language Sabbatical Scheme administrators at University of South Wales 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. (2014-2017)</p>	<p>Maximum take up of available places on the WG Sabbatical Scheme and support provided for previous attendees during 2014-2017.</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>The following table outlines the number of practitioners that have attended Welsh language courses organised by CSCJES as part of their continuous professional development during the 2013-14 financial year:</p> <p>34 LSAs</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Primary</th> <th colspan="2">Secondary</th> </tr> <tr> <th>RCT</th> <th>1st lang</th> <th>2nd lang</th> <th>1st lang</th> <th>2nd lang</th> </tr> </thead> <tbody> <tr> <td>Attendees</td> <td>131</td> <td>90</td> <td>2</td> <td>2</td> </tr> <tr> <td></td> <th colspan="2">Total</th> <td></td> <td></td> </tr> <tr> <th>RCT</th> <th>1st lang</th> <th>2nd lang</th> <td></td> <td></td> </tr> <tr> <td>Attendees</td> <td>133</td> <td>92</td> <td></td> <td></td> </tr> </tbody> </table>				Primary		Secondary		RCT	1st lang	2nd lang	1st lang	2nd lang	Attendees	131	90	2	2		Total				RCT	1st lang	2nd lang			Attendees	133	92				
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	<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 Cyrrllun Iaith Sylfaenol Meithrin 10 staff undertaking other basic Welsh courses</p> <p>PLANNED ACTION</p> <p>CSCJES to continue to provide appropriate training to support NQT and EPD teachers.</p>			<p>Significantly increased number of attendees at Welsh-language courses during 2014-2017.</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>The following table outlines the number of learning support assistants and teaching assistants that have attended Welsh language courses organised by CSCJES as part of their continuous professional development during the 2013-14 financial year:</p> <table border="1" data-bbox="472 606 1482 1222"> <thead> <tr> <th>Academic Year</th> <th>Title of Course</th> <th>No. of attendees</th> </tr> </thead> <tbody> <tr> <td rowspan="4">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>Welsh for LSAs</td> <td>10</td> </tr> <tr> <td rowspan="5">2011-12</td> <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>Welsh for LSAs – 5 Days</td> <td>20</td> </tr> <tr> <td rowspan="5">2012-13</td> <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>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	Welsh for LSAs	10	2011-12	Intensive Level 1	12	Intensive Level 2	7	Intensive Level 1 Refresher – 5 Day	11	Intensive Level 2 Refresher – 5 Day		Welsh for LSAs – 5 Days	20	2012-13	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	<p>Increase by 10% numbers undertaking courses in Welsh language.</p>	
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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
7.3 Integrate Welsh-medium considerations into each aspect of the School Effectiveness Framework.	<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 classrooms 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>The deployment of the Welsh in Education Grant to be planned strategically on a consortium wide basis.</p>	<p>CSCJES provides challenge and support that secures school improvement during 2014-2017.</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>The Welsh in Education Grant to be deployed to support the achievement of the targets set within the WESP, namely:</p> <ul style="list-style-type: none"> • To improve standards in the teaching of Welsh first and second language across all Key Stages; • To improve levels of achievement of children and young people in Welsh first and second language across all Key Stages; • To continue to support children and young people receiving their education through the medium of Welsh at primary school level, as measured by the percentage of year 2 and year 6 pupils assessed in Welsh as a first language; • To support children and young people who continue to improve their language skills on transfer from primary to secondary school, as measured by the percentage year 6 and year 9 pupils assessed in Welsh first language; • To support children and young people studying for qualifications (general and vocational) through the medium of Welsh; • Raising standards in both pupils' and teachers' Welsh language skills through both LA initiatives and professional learning communities. <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 	<p>Welsh in Education Grant used effectively to achieve all targets outlined in the WESP during 2014-2017.</p> <p>Prioritised Welsh language courses for all practitioners, including Support Officers, during 2014-2017.</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>and second language) as measured by annual School Effectiveness Framework (SEF) self-evaluation reports and Estyn inspection framework.</p> <ul style="list-style-type: none"> • 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 classes. • 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

The demand for Welsh medium education in RCT has not been judged by the Welsh government to be low or in decline. Progress in the Welsh in Education Strategic Plan 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 and Lifelong Learning Directorate, Coleg y Cymoedd, 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 or sending appropriate representatives.

The Draft WESP 2014-2017 was presented to RCT's Cabinet in November 2013. Discussions have already taken place within the Central South Consortium Joint Education Service, which includes the school improvement service and 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.

Progress against targets in the WESP will be reported to RCT Education and Lifelong Learning 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*)

Area	Cylch	2011/12			2012/13			% Difference
		Total	No. Trans to WM	%	Total	No.	%	
C	Aberdare	85	63	74	60	40	67	-7
T	Beddau	15	10	67	14	13	93	26
R	Bronllwyn	28	21	75	32	22	69	-6
T	Cilfynydd	17	3	19	20	10	50	32
T	Efail Isaf	24	22	92	24	22	92	0
T	Ffynon Taf	5	1	20	34	18	53	33
R	Glynrhedyn	13	10	77	14	14	100	23
C	Hirwaun	22	11	50	25	15	60	10
T	Llanilltud Faerdref	14	7	50	6	3	50	0
R	Nant Dyrus	22	21	95	16	14	88	-7
T	Pentre Eglwys	12	11	92	15	15	100	8
R	Penygraig	7	6	86	8	6	75	-11
T	Pontyclun	40	40	100	31	28	90	-10
R	Porth	23	21	91	18	18	100	9
T	Rhydfelin	37	22	59	37	17	46	-13
T	Sardis	31	26	84	20	16	80	-4
C	Seren Fach	27	16	59	43	19	44	-15
T	Thomastown	24	20	83	22	21	95	12
R	Tynewydd	14	13	93	11	10	91	-2
R	Ynyshir & Wattstown	22	18	82	22	19	86	4
T	Ynysybwl	52	22	42	27	11	41	-1
	Total	535	384	72	499	351	70	-1

Rhondda	129	110	85	121	103	85	0
Cynon	134	90	67	128	74	58	-9
Taff Ely	271	184	68	250	174	70	2
Total	535	384	72	499	351	70	-1

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

Total number of Yr 6 pupils taught through medium of Welsh remaining in RCT schools in Yr 7		Total number of Yr 7 pupils taught through the medium of Welsh in RCT schools in Yr 6	Percentage of pupils transferring to Welsh-medium or bilingual secondary schools
2011/12	453	445	98.2%
2012/13	462	445	96.3%

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

	Number of Pupils 2012-13	Percentage of Pupils	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 2	1957	94.7%	63.3%
Cohort -			
	Number of Pupils 2012-13	Percentage of Pupils	Percentage achieving Level 4
Teacher assessment in Welsh Second Language at the end of Key Stage 3	2274	100%	69.6%
Cohort -			

Appendix 5: Data is included within the text in Outcome 5.

Appendix 6:

Rhondda Cynon Taf in accordance with Section 84 of the School Standards and Organisation (Wales) Act 2013 will consult on the Welsh in Education Strategic Plan 2014-17 (draft) with:

Merthyr County Borough Council
Bridgend County Borough Council
Cardiff Council
Caerphilly County Borough Council
Vale of Glamorgan Council
Powys County Council
Headteachers, Governing Bodies and school councils of all Secondary, Primary and Special Schools in RCT
Coleg y Cymoedd
Church in Wales
Roman Catholic Diocese
Welsh Language Commissioner
Early Years and Family Support Service
Children's Services
Cwm Taf Local Health Board
Equality and Diversity Service
Human Resources
RhaG
Mudiad 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
Communities First
Her Majesty's Chief Inspector of Education and Training in Wales (ESTYN)
Welsh Government Members for Cynon, Pontypridd, Rhondda and Ogmore
Members of Parliament for Cynon, Pontypridd, Rhondda and Ogmore
Local Elected Members
Trade Unions

DRAFT

APPENDIX 2

A range of responses were received during the consultation period from 6th January – 20th March 2014. One response was received after the timescales but the comments have been considered by the Strategic Group before amendments were made.

Responses were received from the following:

- School Governing Bodies (3)
- Trade Unions (UCAC) (1)
- Urdd Gobaith Cymru (1)
- Headteachers (2)
- Rhag (Rheini Dros Addysg Gymraeg – Parents for Welsh Medium Education) (1)

The responses received from the above and feedback from the Welsh Government raised the following range of issues. It should be noted that not all the responses received raised any concerns at all.

Target Setting

Targets were not set for the lifespan of the plan.

This has been addressed and, wherever possible, targets are now set until 2017.

Targets not ambitious enough.

All the targets were reviewed and some were revised but others remained as they were considered to be ambitious but realistic.

Admissions Process

The issue of admissions to dual language schools with the allegation that Welsh medium pupils are treated less favourably.

No changes were made to the plan as the LA has fully complied with the School Admissions Code and any imbalance in numbers of Welsh and English pupils is attributed to parental choice. Any child who requires education in a Welsh medium school is able to access a school in their area.

Transport

Transport to Welsh medium schools will be compromised following the decision to provide part-time nursery provision.

The provision of transport will be aligned to provision in individual schools.

RCT has enough capacity to meet the needs of all children who wish to attend Welsh medium schools.

WESP not available in Welsh

The draft WESP is subject to amendments and revision but once finalised the document will be translated.

Planning of Welsh Medium Provision

Plans to reconfigure/re-house Welsh medium provision in line with 21st Century Schools proposals are subject to the Council's due processes being followed. It is not appropriate to include any detail unless full agreement has been reached. Monitoring and revising the plan on an annual basis will allow more information to be included when it is appropriate to do so.

Governing Body
Dolau Primary School
Bridgend Road
Llanharan
Pontyclun
Rhondda Cynon Taf
CF72 9RP

School Planning Section
Education and Lifelong Learning Directorate
Rhondda Cynon Taf County Borough Council
Tŷ Trevithick
Abercynon
Mountain Ash
CF45 4UQ
schoolplanning@rctednet.net

3 March 2014

Dear Sir/Madam

Consultation Response: Welsh in Education Strategic Plan 2014-17

Dolau Primary School is a bilingual school with 459 pupils currently in attendance. At its maximum capacity it holds 63 pupils per academic year. These have previously been split relatively equally between English and Welsh medium streams through the school. The school has a strong bilingual ethos where both streams of pupils and teachers partake bilingually in school activities.

Dolau Primary School holds a unique position within Rhondda Cynon Taf as it is a bilingual school hosting both a Welsh medium and English medium stream. It is well placed to provide additional opportunity for pupils of the English stream to hear and be part of Welsh language conversation and activities, with both teachers and peers. As the children play on the yard during break-time and part-take in various school activities, Welsh can be heard throughout the day language as it is spoken by around half of the children. However, recent intake into the Welsh stream of Dolau Primary School has seen a significant drop with children living very close to the school being denied a place and instead being sent to the new Welsh medium school in the area. This will have significant impact not only on the Welsh language stream at the school but also with regards to class sizes and mixing of academic years within classrooms in both the Welsh medium and English medium streams. It is important to stress that the number of pupils applying for Welsh medium education does not seem to have dropped in the area. If this were the case an additional Welsh medium primary school would have not opened a less than 3 miles from Dolau Primary School.

It is therefore, essential that we as a Governing Body respond with our concerns to this consultation on *Welsh in Education Strategic Plan 2014-17*. Please see below response on behalf of the Governing Body of Dolau Primary School.

Outcome 1

More seven-year-old children being taught through medium of Welsh

The number of pupils in the English and Welsh streams is becoming unbalanced as the local authority decides to decrease the number of Welsh medium pupils to school, while increasing the number of English medium pupils. This goes against Outcome 1 of RCTCBC's *Welsh in Education Strategic Plan 2014-17* as there will be less seven-year-old children being taught through the medium of Welsh within Dolau Primary School, a decision made directly by the local authority. It is out of the hands of the school as this decision sits within the local authority.

If the local authority continues to negatively impact on the number of Welsh medium pupils in the school, less Welsh will be heard in and around the school by pupils as the population of English medium pupils begins to dominate. This is sure to impact on the confidence of Welsh medium streamed pupils to speak Welsh while on the yard and during joint activities, as more and more English will be used naturally by their peers receiving English medium education at the school.

The Welsh Language (Wales) Measure 2011 states that the Welsh language has official status in Wales. Part 1 of the Measure states that Welsh should not be treated less favourably than English. However, seeing the decline of Welsh medium pupils being allocated places at Dolau Primary School by RCTCBC, and these places being given to English medium pupils, raises the question as to whether or not the council is adhering to Welsh Government's legislation appropriately.

Recommendation 1

It is recommended that RCTCBC review their admissions procedure for bilingual primary schools in order to clarify whether or not they are treating Welsh medium pupils applying to Dolau Primary School less favourable than English medium pupils applying to the school.

Outcome 2

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

The above outcome in the case of a bilingual school is based on a significant proportion (50:50) of the pupils being taught through the medium of Welsh. The more Welsh speaking children in the Welsh stream, the more Welsh will be heard and used in and around the school. This is on a continuum - where there are more opportunities for learners to use their Welsh, it will inevitably increase the amount of learners using their Welsh and therefore improving their language skills on transfer from primary to secondary school. If the number of Welsh medium pupils is reduced at Dolau Primary School, less Welsh will be heard in and around the school, consequently there will be less opportunity to use Welsh in school activities - which goes against this outcome. No matter how much effort a school goes to in order to improve outcome 2, if RCTCBC continues to decrease the number of pupils in the Welsh stream, while also increasing pupils in the English stream, the school will be fighting a losing battle.

Recommendation 2

It is recommended that RCTCBC review their admissions procedure to bilingual schools to ensure a balanced intake as close to 50:50 as possible in the English medium and Welsh medium streams.

More opportunity to use Welsh will allow learners to improve their language skills. Therefore the more Welsh medium pupils (*in the case of a bilingual school that would be 100% Welsh medium pupils of the 50% full capacity of the school*), the more opportunity there will be for learners to use their Welsh to improve their language skills. These language skills include uses in and out of the classroom including academic lessons, culture and sport activities and so forth. In due course, this will raise the confidence of learners to use their Welsh in a variety of settings and on transfer from primary to secondary school.

Outcome 5

More learners with higher skills in Welsh

The effect of the decrease in number of Welsh medium pupils being allocated places at Dolau Primary School will work against outcome 5 as learners hear less Welsh around them, due to drop in number of Welsh speaking pupils. RCTCBC will therefore be placing barriers against outcome 5 if they persist to reduce the number of Welsh medium streamed pupils to Dolau Primary School year on year.

Recommendation 3

It is recommended that RCTCBC review their admissions procedure to bilingual schools to ensure a balanced intake as close to 50:50 as possible in the English medium and Welsh medium streams. This will allow improvement in learners gaining higher skills in Welsh as they learn, play and partake with their Welsh-medium peers through various school activities.

Thank you for the opportunity to contribute to the consultation process, hopefully the points raised will be given full consideration.

Yours sincerely



Councillor Barry Stephens

Chair, Dolau Primary School Governing Body

- 9 JAN 2014

Consultation on Rhondda Cynon Taf Welsh in Education Strategic Plan 2014-17

Consultation Response form

Name: _____

Organisation (if applicable): _____

Email/telephone number: _____

Address: _____

How to respond

Please submit your comments by March 3rd 2014 to:

Esther Thomas
Service Director Schools & Community
Education & Lifelong Learning Directorate
Rhondda Cynon Taf County Borough Council
Ty Trevithick
Abercynon
Mountain Ash CF45 4UQ

or completed electronically and sent to: kylie.lewis2@rctcbc.gov.uk

Please tick the box which best describes you as a responder

Child/Young person

Parent

School Governor

Other (please give details below)*

Local Authority

* Please give details:

Headteacher

The purpose of this consultation is to seek your views on the Welsh in Education Strategic Plan 2014-17 which has been produced by Rhondda Cynon Taf Local Authority.

Please tick the box which best suits reflects your view:

RCTs Vision and Aims

Agree

Disagree

Neither agree nor disagree

Supporting comments

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

Agree

Disagree

Neither agree nor disagree

Supporting comments

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

Agree

Disagree

Neither agree nor disagree

Supporting comments

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

Agree

Disagree

Neither agree nor disagree

Supporting comments

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

Agree

Disagree

Neither agree nor disagree

Supporting comments

Outcome 5: More learners with higher skills in Welsh

Agree

Disagree

Neither agree nor disagree

Supporting comments

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

Agree

Disagree

Neither agree nor disagree

Supporting comments

Outcome 7: Workforce planning and Continuous Professional Development

Agree

Disagree

Neither agree nor disagree

Supporting comments

Any other general comments

Rebecca Williams – UCAC

Section 1: Vision

Disappointing that the first paragraph puts an emphasis on speaking Welsh, at the expense of the other linguistic skills (conversant, ability to speak). It would be preferred in terms of the LA's vision, to include reading and writing skills. The vision ought to be that the education system creates individuals who are bilingually confident across the entire range of skills.

The section needs to be more detailed and specific regarding the targets etc. WG guidance on WESPs notes that these matters should be included:

Clear expectations, in terms of growth targets and provision enhancement by 2017
Criteria for measuring success

You have not included sufficient evidence here.

Section 2

Outcome 1

1.1 Lack of ambition. More detail required on initial discussions to develop provision in the north of the County Borough, and about providing transport for learners, on a discretionary basis.

1.2 How recent was the Childcare Sufficiency Survey Assessment? An explanation needed on how the Early Education Linguistic Choices booklet will be distributed to help get a picture of future demand by parents – will there be a questionnaire as part of the booklet/process? What is current state of play regarding provision – numbers, uptake, settings etc?

Good activities noted in column C, but lack of measurable targets.

Outcome 2

2.1 Increase of 0.2% (from 18.8% to 19%) is poor. No mention how the LA will achieve this – what will the actions be? A 2015 target is noted, nothing beyond that.

2.2 We approve of these targets – but not enough detail regarding actions which will lead to progress.

Outcomes 3 and 4

3.1 We approve of the action (e.g. increase capacity for bilingual courses at FE colleges) – but targets need to be set for these too. How will the LA develop

opportunities for learners who want to improve their Welsh skills, and what partners will be involved to increase Welsh/bilingual provision?

- 4.1 Increase progression to 70% - how is this to be done? We suggest that schools need more than just monitoring to maintain standards and monitor quality, especially where external contracting is involved.

Outcome 5

- 5.1 The scheme doesn't note clearly that all the suggested training and CPD opportunities are available in Welsh. This should be guaranteed for Welsh medium staff, and noted here.
- 5.4 Full course Welsh 2nd Lang at GCSE is very small (25.32% in 2012) targets for 2014 and 15 are very conservative. It would be advantageous to ensure more learners follow the full course as early as possible.

We are amazed at the percentage of those who don't sit exams in Welsh at the end of KS 4: 13.5%. There is no target set to reduce this %. A clear measurable target is a must, and a strategy and action plan to achieve these targets too.

Outcome 7

- 7.1 As above, we would like certainty in the scheme's wording that the professional training mentioned will be in Welsh.
- 7.2 Good work outlined here, but very few targets noted. E.g., make use of opportunities to send staff on the Sabbatical Scheme / Cynllun Sabothol – how many teachers and assistants will be included as the target? What is meant by 'substantial increase' in the numbers who attend courses vis-a-vis training to support NQTs and teachers who undertake Early Professional Development. We note the 10% target to increase assistants who receive training in Welsh – we urge the LA to set specific targets in the same manner for all groups of staff, and other kinds of training.

General

Lack of targets in the draft plan, much of that noted in column C are descriptive in nature, with no specific, measurable aims in accordance with WG requirements.

Helen Prosser (Governor YGG Tonyrefail)

Outcome 1:

Why limit all targets to 2014 and 2015 when the document is for 2014-2017? 21.5% is a disappointing figure for 7 yr olds who will be educated through the medium of Welsh. No reference to the original target of 25% - why?

What will happen to transport in respect of Welsh medium schools following the cuts? A higher number of pupils travel to Welsh schools and this could have serious implications for Outcome 1 – do you recognise this? This is directly contrary to plans to develop Welsh medium education.

Tonyrefail – 4 buses (1 large, 3 mini) daily to school, 1 from Gilfach Goch. There is a choice of 2 English schools in Gilfach, within walking distance. This puts our school in a fragile situation.

(quote from Huw Lewis, and letter from Carwyn Jones regarding WESP planning)

General

Very disappointing that the WESP is English only. Is this contrary to the Council's Welsh Language Scheme?

Many things to be welcomed in the report, but will they bear fruit due to the cuts? Especially the school transport situation.

Governors at YGG Tonyrfeil also concerned what will happen to children in Evanstown, Gilfach Goch, and Llandyfodwg if the Council refuses to admit children from outside the County Borough? YG Tonyrfeil is the natural school for them (although within Bridgend boundary). If children at Abercerdin continue to go to YG Tonyrefail, won't they also have a right to attend YGG Tonyrefail.



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref

Esther Thomas
Service Director Schools & Community
Education & Lifelong Learning Directorate
Rhondda Cynon Taf County Borough Council
Ty Trevithick
Abercynon
Mountain Ash
CF45 4UQ

21/02/14

Dear Esther Thomas

WELSH IN EDUCATION STRATEGIC PLAN 2014-17

Thank you for submitting a copy of Rhondda Cynon Taf's draft Welsh in Education Strategic Plan (WESP) 2014-17.

I understand that public consultation on the Plan is between 6 January and 3 March. Since public consultation may lead to further changes to your WESP the formal approval process cannot be completed yet. However, you may find the following informal comments of value at this stage. I should point out that you should not regard these comments as constituting the exercise by the Welsh Ministers of the powers under section 85(2) of the School Standards and Organisation (Wales) Act 2013 to approve, approve with modifications or reject a plan. Having said that, I hope that the following comments will give you a flavour of the issues which Welsh Ministers will be considering when assessing Rhondda Cynon Taf's WESP.

Outcome 1

Targets for Outcome 1 only extend to 2015. As this is a 3 year Plan we would expect targets to extend to 2017. ✓

The Plan mentions 3 pieces of work which will give the authority "a more robust picture of future demand". However, there is no commitment here to undertake a parental survey to measure the demand for Welsh-medium education. The Plan mentions the Education Language Preference Survey 2012 which has been used to inform future trends of demand. The large gap noted between expressed demand and actual uptake suggests that the

Tŷ'r Afon
Heol Bedwas
Bedwas
Caerffili
CF83 8WT

English Enquiry Line 0845 010 3300
Llinell Ymholiadau Cymraeg 0845 010 4400

Welsh First Language

- Foundation Phase Outcome 5 in Language, Literacy and Communication Skills
- KS2 Level 4+
- KS3 Level 5+
- Level 2 threshold at GCSE

Welsh Second Language

- KS2 Level 4+
- KS3 Level 5+
- Level 2 threshold GCSE Full Course
- Level 2 threshold GCSE Short Course

We expect the targets to increase the total A Level Welsh and Welsh Second Language entries as a percentage of GCSE Welsh and Welsh Second Language entries to extend beyond 2014 and provide information for the lifespan of the Plan, that is, up until 2017.

Outcomes 6

According to the Plan "The Access and Inclusion Service produces a data analysis report annually and the outcomes for learners receiving Welsh medium support is positive." However, it is not clear if the data analysis report shows any gaps in provision or failure to meet the ALN of pupils in Welsh-medium education. We need information regarding gaps in order to target future support for learners. One of the targets noted in the Plan refers to a "Cabinet report to be submitted in April 2014". Additional information is required to explain how this Cabinet report will improve provision for learners with ALN and how this can be developed into a meaningful target.

Some of the targets contain historical data which need to be updated to project future actions. For example, the Plan notes the following target "Audit completed by March 2013." and "To provide training on a consortia basis by December 2013".

A further target reads "Parental feedback questionnaire to be disseminated." There is no mention of when this will be done.

Outcome 7

According to the Plan "The Access and Inclusion Service has a **high number** of staff who is able to deliver services through the medium of Welsh." We expect numbers to be included here so that it is then possible to set numerical targets for future growth.

Conclusion

As indicated above, the foregoing are informal comments at this stage. I cannot anticipate with certainty what decision the Minister will arrive at in respect of the Rhondda Cynon Taf's WESP until you have submitted the post-consultation version but these initial comments suggest that, at best, he may be minded to approve it with modifications, the flavour of which is set out above. In that event, we shall consult you further.

Yours sincerely

Nerys Howells
Welsh in Education Unit

Consultation on Rhondda Cynon Taf Welsh in Education Strategic Plan 2014-17

Consultation Response form

Name: __Urdd Gobaith Cymru_____

Organisation (if applicable): _____

Email/telephone number: __daibryer@urdd.org_____

Address: _____

How to respond

Please submit your comments by March 3rd 2014 to:

Esther Thomas
Service Director Schools & Community
Education & Lifelong Learning Directorate
Rhondda Cynon Taf County Borough Council
Ty Trevithick
Abercynon
Mountain Ash CF45 4UQ

or completed electronically and sent to: kylie.lewis2@rctcbc.gov.uk

Please tick the box which best describes you as a responder

Child/Young person

Parent

School Governor

Other (please give details
below)*

Local Authority

* Please give details:

Urdd Gobaith Cymru – An organisation for children and young people that provides Welsh medium activities in Rhondda Cynon Taf.

The purpose of this consultation is to seek your views on the Welsh in Education Strategic Plan 204-17 which has been produced by Rhondda Cynon Taf Local Authority.

Please tick the box which best suits reflects your view:

RCTs Vision and Aims

Agree

Disagree

Neither agree nor disagree

Supporting comments

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

Agree

Disagree

Neither agree nor disagree

Supporting comments

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

Agree

Disagree

Neither agree nor disagree

Supporting comments

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

Agree

Disagree

Neither agree nor disagree

Supporting comments

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

Agree

Disagree

Neither agree nor disagree

Supporting comments

Outcome 5: More learners with higher skills in Welsh

Agree Disagree Neither agree nor disagree

Supporting comments

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

Agree Disagree Neither agree nor disagree

Supporting comments

Outcome 7: Workforce planning and Continuous Professional Development

Agree Disagree Neither agree nor disagree

Supporting comments

Any other general comments

Under 5.3, the Youth Services should be encouraged to plan Welsh medium provision in partnership with the Urdd and Menter Iaith, and to do this on an annual basis.

TRANSLATION

The comments are confined to Outcome 1, More 7 Yr olds to be educated through the medium of Welsh.

Why are all the targets restricted to 2014 and 2015 when this document is for the period 2014-2017? It is disappointing to see that 21.5% is the most ambitious figure noted for 7 year-olds who will be educated in Welsh. Why is there no reference to the original target of 25%, even given an explanation for the lower target?

Would it be possible to explain what will happen to the transport arrangements to Welsh medium schools following the proposed cuts? Does the Council accept that a higher percentage of children travel to Welsh schools, and the whole of Outcome 1 could be jeopardised if transport is not provided for the youngest children? This cut militates directly against any plans to develop Welsh medium education. The Minister Huw Lewis has said... “ we will expect LAs to outline how they will ensure that any proposals in terms of changes to childcare or transportation will not impact on their means to improve planning for Welsh medium education”.

Further to that, the First Minister, Carwyn Jones, in a letter dated 29th January notes: “All Local Authorities have recently submitted their Welsh in Education Strategic Plans (WESP), which must address access to Welsh-medium education. As such, their transport policy will be scrutinised as part of the WESP approval process”.

The recent development at Ysgol Llanhari is to be warmly welcomed, but pressures remain in Llantrisant and Castellau schools. Despite places being available at Llanhari, this could mean a journey of over 5 miles, a distance which is unacceptable for 5 year old children.

There is a reference to cross-boundary work in the context of Rhyd-y-waun, but there is no mention of RCT children who are pupils at Ysgol Gwaelod y Garth. If that school were to no longer accept pupils from the County Borough, what would happen to RCT children?

There is a reference to collaboration in order to provide immersion schemes for latecomers. Given this is a strategy until 2017, this idea should have been adopted by the end of the period. It isn't sufficient to only 'consider'.

With regards to the Cynon valley and Tonyrefail – what is the timetable / how high are they in terms of priority?

CSA data – what data? This is not clear.

2008 and 2012 surveys – these which were arranged by the LA itself already affirms the demand. However, there are no specific targets noted in this plan to respond to these findings and move these forward.

What will be the result of the new building at Tonyrefail? How many more places will it provide?

Merge the 3 English medium schools in Aberdare – this provides an excellent opportunity for Welsh medium education to utilise an empty building. Has consideration been given to this possibility?

The 2003 Welsh Education Scheme notes a proposal for a primary school in Mountain Ash, which is still yet to happen. What is happening with this?

The review in Porth – There is nothing noted to suggest any action on the findings. The crises two years ago in YGG Llwyncelyn proves that there is a need for urgent attention to lift the pressure on Welsh medium places in the longer term in the area.

Llanhari Primary Unit: This is a development to be welcomed, but it isn't true to claim that it will satisfy all the demand in the Taff-ely area. We know that it doesn't ease all the problems for the current Llantrisant catchment.

The pressure on places in the Castellau area – space to expand there but not Gartholwg due to the nature of the site.

Nantgarw / Taffs Well – A specific plan is needed (a plan for a new school) following changes to the Gwaelod-y-garth catchment. Those changes are going through so plans will need to be in place in response.

Ysgol Gyfun Rhydywaun – is the school full? RhAG (Parents for Welsh medium Education) is of the understanding that the school is almost at capacity. What are the current figures and future projections for growth?

The LA congratulates itself on the high percentage of provision in the area, but not one new school has been opened between 1990 and 2012. Such tardiness in the early part of this Plan will not be acceptable nor will it contribute to the necessary growth.

General

It is very disappointing that this document – being a Welsh medium Education Strategy – is only available in English. Isn't this contrary to the Council's Welsh Language Scheme?

Certainly, there are developments noted in this report which are welcome, but there is a concern that it will not be possible to implement all the recommendations due to forthcoming cuts. RhAG would welcome the opportunity to discuss with the Council the impact of the proposed cuts on Welsh medium education, especially the impact of cutting school transport for the youngest children.